

MM Publications Vietnam

Bộ giáo trình **TOP STARS**

Phân phối chương trình (PPCT) · Course Outline

6 levels · CEFR Pre-A1 → A2 (leading to B1.1) · 9 modules/level · 26 buổi/học kỳ

Tài liệu tổng hợp khung phân phối chương trình chính thức của bộ Top Stars, dùng làm căn cứ xây dựng hệ thống đánh giá trên nền tảng MM Publications Vietnam.

A. Hướng dẫn & tổng quan phân phối chương trình

TOP STARS - PHÂN PHỐI CHƯƠNG TRÌNH

A. TỔNG QUAN PHÂN PHỐI CHƯƠNG TRÌNH

Cấu trúc toàn bộ bộ sách | Series Overview

Bộ sách Top Stars gồm 6 levels, mỗi level có 9 Modules (*), chia thành 3 học kỳ con. Cấu trúc phân phối 26 buổi/kỳ được giữ nhất quán xuyên suốt 6 levels.

(*) Module 10 thường được giới thiệu lại ở Level sau, thế nên trong khung C.O của cả 6 Level, Module 10 được lược bỏ.

Phân bố sách theo từng học kỳ nhỏ

Cấu trúc này giống nhau ở TẤT CẢ 6 levels

B. Khung phân phối chương trình

Cấu trúc 6 lessons Per Module

Tất cả các level đều được thiết kế với 6 lessons/module và phân bố 26 buổi/kỳ, đảm bảo sự thống nhất về cấu trúc tổng thể.

Nội dung chi tiết về phân phối chương trình

Buổi Add-ons và các nội dung khuyến khích giảng dạy

Đọc các cột nội dung trong C.O

C.O được trình bày dưới dạng bảng gồm 8 cột, áp dụng thống nhất cho tất cả các level.

C. Các Teaching Aids thường thấy xuyên suốt trong toàn khóa học

Book	CEFR	Cambridge YLE
Top Stars 1 & 2	Pre-A1	Starters
Top Stars 3 & 4	A1	Movers
Top Stars 5	A2	Flyers
Top Stars 6	B1	

Loại buổi Session Type	Số buổi	Ghi chú Notes
Lesson 1–5 từ sách	18	6 lessons × 3 modules
Add-ons (sau mỗi module)	3	1 buổi /Module
Midterm Test	1	Tuần 8, Day 16
Final Test	1	Tuần 13, Day 25
Revision & Test Correction	3	1 buổi mỗi test round

TỔNG	26	13 tuần × 2 buổi/tuần 120 phút/ buổi
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Lesson	Nội dung chính	Vai trò ngôn ngữ
Lesson 1	Song/Quiz + Top Stars	INPUT CHÍNH Từ vựng & Ngữ pháp mới
Lesson 2	Our World / Once Upon a Time	INPUT MỞ RỘNG Đọc hiểu & Ngữ pháp mở rộng
Lesson 3	Let's Play / Let's Talk	CONSOLIDATE Luyện tập Speaking & Listening (Có sử dụng bộ tài nguyên Timeout!)
Lesson 4	CLIL/ Project	CROSS-CURRICULAR / WRITING Level 1-3 tập trung CLIL Level 4-6 tập trung vào Project (luyện tập kỹ năng Writing)
Lesson 5	Story / Reading Time	CONSOLIDATE QUA VIỆC ĐỌC Level 1-3 tập trung Value Level 4-6 tập trung vào Critical Thinking
Lesson 6	Revision + Phonics	REVISION & ÂM VỊ HỌC Ôn tập + Phonics

Lesson 1	Song/Quiz/Questionnaire + Top Stars INPUT CHÍNH Trong Course Outline, Song/Quiz/Questionnaire và Top Stars được tích hợp trong cùng một buổi học. Cả hai phần đều đóng vai trò cung cấp input mới, bao gồm từ vựng và cấu trúc ngữ pháp. Song: Giới thiệu từ vựng theo chủ đề thông qua bài hát - tự nhiên, dễ ghi nhớ, kết hợp hoạt động TPR. Grammar Box 1: Giới thiệu cấu trúc ngữ pháp mục tiêu đầu tiên, kèm luyện tập có kiểm soát. Top Stars dialogue: Đặt ngôn ngữ trong ngữ cảnh giao tiếp thực tế, giúp mở rộng và củng cố. Grammar Box 2: Mở rộng cấu trúc và chuyển sang luyện tập theo cặp (pair practice). Lưu ý về tiến độ (pacing): Lesson 1 chứa lượng input lớn. Giáo viên cần linh hoạt điều chỉnh tiến độ, có thể giảm bớt hoạt động luyện tập có kiểm soát và giao bài tập Workbook về nhà khi cần. Mục tiêu chính: Học sinh hiểu và nhận diện cấu trúc, chưa yêu cầu sử dụng thành thạo ngay. Việc củng cố sẽ tiếp tục ở Lesson 2 và phần Add-on Grammar Practice (*).
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Lesson 2	Our World + Practice Structures (*) INPUT MỞ RỘNG + GRAMMAR DRILL Lesson 2 là bước chuyển từ luyện tập có kiểm soát sang sử dụng ngôn ngữ tự nhiên hơn. Our World: Văn bản ngắn về thế giới thực, giúp mở rộng từ vựng và cấu trúc trong ngữ cảnh có ý nghĩa. Practice Structures: Phần “drilling” ngữ pháp sau khi hoàn thành Our World. Giáo viên có thể linh hoạt lựa chọn nguồn bài tập (Workbook, worksheet, grammar books, tài nguyên online...). Yêu cầu: hoạt động phải bám sát cấu trúc ngữ pháp mục tiêu của module.
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Lesson 3	Let's Play/ Let's Talk + TIMEOUT! SPEAKING & LISTENING PRACTICE Let's Play/ Let's Talk: Trong bài học này, ngôn ngữ được luyện tập thông qua các hoạt động mang tính trò chơi. Các dạng như khảo sát, poster, quảng cáo, trò chơi... được đưa vào nhằm cung cấp cho học sinh các mẫu câu để trao đổi với bạn cùng lớp về nhiều chủ đề khác nhau. TIME OUT! là một series video bằng tiếng Anh được thiết kế đặc biệt dành cho học sinh nhỏ tuổi. Tài liệu này có thể được sử dụng để hỗ trợ cùng với Top Stars. Độ tuổi và sở thích của học sinh đã được NXB cân nhắc kỹ lưỡng trong quá trình thiết kế chuỗi video. Video thường triển khai theo 3 bước: Before-watching: Dự đoán nội dung từ hình ảnh/câu hỏi gợi ý. While-watching: Xem và hoàn thành nhiệm vụ (tick, match, gap-fill...). After-watching: Kiểm tra hiểu và mở rộng sang hoạt động nói. Giáo viên cần xem trước bài học và in Episode Worksheet (1 bản/học sinh) từ Folder Teacher's Resource.
Lesson 4	Project (Writing) OUTPUT Project giúp phát triển kỹ năng viết của học sinh, cung cấp các mẫu (model) cho nhiều dạng bài viết khác nhau. Writing tip box hỗ trợ học sinh cải thiện kỹ năng viết thông qua các hướng dẫn hữu ích về quy ước viết, cấu trúc câu và dấu câu. Kỹ năng viết tiếp tục được củng cố thêm trong phần Workbook. Ở Level 1-3, Học sinh chưa có kỹ năng viết hoàn chỉnh, thế nên đa số module triển khai dưới dạng CLIL.
Lesson 5	Story Time + Value Discussion/ Reading Time CONSOLIDATE QUA BÀI ĐỌC Story Time: Học sinh tiếp xúc lại toàn bộ ngôn ngữ của module trong ngữ cảnh tự nhiên, giàu hình ảnh và cảm xúc. Truyện ngắn, minh họa trực quan - phù hợp cho đọc/nghe giải trí (reading for pleasure). Comprehension & acting: Trả lời câu hỏi và đóng vai theo nội dung truyện. Value Discussion: Thảo luận giá trị sống, phát triển tư duy và nhận thức xã hội. Reading time: Ở level 5-6 , Reading time hỗ trợ phát triển tư duy (predict, infer, hypothesise). Văn bản cũng dài hơn giúp hệ thống hóa và mở rộng kiến thức của module. Quy trình đọc khuyến khích trong Lesson Plan Before-reading: Kích hoạt kiến thức nền, dự đoán nội dung. While-reading: Đọc và trả lời câu hỏi. After-reading: Thảo luận mở rộng (Let's Chat) & Value Discussion.
Lesson 6	Module Revision + Phonics ÔN TỔNG HỢP + PHONICS Revision: Hoạt động nghe/viết giúp ôn tập từ vựng và cấu trúc đã học. Phonics chant: Bài về/bài hát giúp nhận diện âm mục tiêu trong ngữ cảnh dễ nhớ. TPR card activity: Luyện nhận diện và phát âm thông qua vận động với phonics cards.
Add-ons: Buổi ôn luyện linh hoạt sau mỗi Module (tất cả levels)	

Nội dung không quy định cứng trong C.O - Theo định hướng của Trung tâm, buổi này có thể tập trung vào:
Sửa bài Workbook Extra Activities còn lại của module đó
Game ôn từ vựng / ngữ pháp phù hợp lứa tuổi
Speaking practice bổ sung nếu lớp cần
Test prep format Cambridge (Starters/Movers/Flyers tùy level)
Buổi linh hoạt giúp Trung tâm điều chỉnh lại C.O mà không phá vỡ cấu trúc toàn khóa

Smart Moves & Top Skills: Nội dung bổ trợ kỹ năng cho Test-Prep từ Workbook

Smart Moves!
Ở cuối mỗi hai module có một phần Smart Moves!, bao gồm các hoạt động phát triển tư duy bậc cao (higher-order thinking skills), đặc biệt tập trung vào kỹ năng giải quyết vấn đề (problem-solving).

Gợi ý đáp án cho tất cả các hoạt động yêu cầu câu trả lời nói hoặc viết được cung cấp trong Teacher's Book, dưới dạng văn bản và file ghi âm trên IWB.

Top Skills
Ở cuối Workbook còn có phần Top Skills – bài ôn tập kéo dài 2 trang, tập trung phát triển kỹ năng sau mỗi hai module.
Các hoạt động trong phần này cũng giúp học sinh chuẩn bị cho các kỳ thi quốc tế.

Listening
Speaking
Reading & Writing

CLIL: Nội dung được tách riêng biệt khỏi Modules từ Level 4 trở đi

Level 4-6 giới thiệu bài CLIL ở mỗi sau 2 Modules. Chương trình khuyến khích GV có thể linh hoạt chọn nội dung giảng dạy phù hợp với tiến độ và mục tiêu của lớp học.

Cột	Tên cột	Cách đọc & sử dụng How to read & use
1	Week	Tuần học (1–12). Dùng để theo dõi tiến độ giảng dạy so với kế hoạch.
2	Day	Buổi học (1–24). Thể hiện số buổi tích lũy trong kỳ.
3	Module	Module đang giảng dạy (M1–M9), hoặc các buổi đặc biệt như TEST, CLIL.
4	Lesson	Loại bài học trong module: Lesson 1–5, Add-ons, Midterm, Final, CLIL, Revision, Correction.
5	Content & Recommended Teaching Flow	Cột trọng tâm đối với giáo viên, bao gồm: • Vocabulary: Từ vựng theo chủ đề • Structures: Cấu trúc mục tiêu học sinh cần sử dụng • Teaching Flow: Gợi ý triển khai hoạt động (cần tham khảo Teacher's book để nắm rõ)
6	Learning Objectives	Mục tiêu của buổi học. Academic Manager (AM) sử dụng để quan sát/đánh giá; giáo viên dùng để kiểm tra mức độ đạt được của học sinh sau buổi học
7	Book Pages	Trang sử dụng trong Student Book và gợi ý Workbook (giao về nhà hoặc làm tại lớp nếu còn thời gian).
8	Teaching Aids	Dụng cụ cần chuẩn bị trước buổi học. Giáo viên/ Giáo vụ cần kiểm tra và chuẩn bị trước buổi dạy.

Material	Mục đích sử dụng	Mức độ cần thiết và phương án thay thế
Flashcards (từ vựng, ngữ âm, chữ cái)	Dùng để luyện tập từ vựng: giáo viên giơ thẻ, học sinh đồng thanh phản hồi. Đặc biệt hiệu quả với các hoạt động yêu cầu tương tác trực tiếp như chỉ tay (physical pointing), trò chơi úp/mở thẻ (hiding game), matching và các hoạt động thao tác vật lý.	Không thể thay thế ở những Level nhỏ (1–3). Ở Level 4–6, có thể trình chiếu hình ảnh trên Smart TV cho một số hoạt động, tuy nhiên sẽ hạn chế yếu tố thao tác trực tiếp (physical manipulation), vốn hỗ trợ tăng cường tương tác và ghi nhớ.

Blown-up colour photocopies (tranh truyện, trang sách phóng to)	Phóng to hình ảnh từ sách để toàn bộ lớp quan sát rõ trong hoạt động kể chuyện (story/Reading time). Giáo viên có thể dán trước và chỉ vào nhân vật, bối cảnh khi đọc.	Có thể thay hoàn toàn Giáo viên có thể trình chiếu trang sách/phần hình ảnh trên Smart TV và phóng to chi tiết khi cần, giúp tiết kiệm thời gian chuẩn bị và chi phí in ấn.
Mini flashcards (photocopies for students) (Bộ flashcard cho học sinh)	Cung cấp bộ flashcard mini cho học sinh để thực hiện các hoạt động cá nhân hoặc theo nhóm như sorting, matching, cut-and-paste và mini games mà không cần dùng chung bộ thẻ của cả lớp.	Khuyến khích nên chuẩn bị Đặc biệt hữu ích trong các bài học có nội dung từ vựng trọng tâm, giúp tăng mức độ tham gia của học sinh. Có thể giảm số lượng in nếu tái sử dụng hoặc tận dụng phần cut-out từ sách học sinh.
Cut-outs từ SB (Sau Student's book)	Bao gồm sticker và hình cắt sẵn trong sách học sinh, dùng cho các hoạt động trang trí, matching hoặc làm đồ thủ công (craft/project).	Không thể thay thế Đây là hoạt động mang tính thao tác trực tiếp, yêu cầu học sinh cắt và dán thực tế.
Word cards (thẻ từ, có thể tự làm bằng cách viết từ trên bìa cứng)	Dùng để luyện nối chữ với hình (matching), luyện đánh vần (spelling) và xây dựng câu. Khác với flashcard có hình ảnh, word card chỉ chứa chữ nhằm tăng khả năng nhận diện từ viết.	Khuyến khích nên chuẩn bị Smart TV có thể hỗ trợ hiển thị từ để học sinh ghi nhớ vị trí hoặc nhận diện. Tuy nhiên, các hoạt động yêu cầu thao tác vật lý (ví dụ: chạy lên bảng ghép thẻ) vẫn cần sử dụng thẻ thật.
Plain A4 paper (Giấy A4)	Dùng cho các hoạt động vẽ, viết và làm thủ công (ví dụ: family album, classroom objects, project). Sản phẩm được giữ lại như output cá nhân của học sinh.	Bắt buộc chuẩn bị Bắt buộc (đặc biệt trong các Lesson Project). Cần đảm bảo đủ giấy cho tất cả học sinh trong các buổi có hoạt động project hoặc drawing.
Scissors (Kéo)	Dùng để cắt cut-outs từ sách học sinh, flashcard photocopy và các vật liệu phục vụ hoạt động craft. Xuất hiện thường xuyên trong các bài học project và phonics.	Bắt buộc chuẩn bị Mỗi học sinh/ nhóm/ lớp cần có 1 kéo trong các buổi học có hoạt động cắt dán.
Cloth bag / Bag (Túi vải)	Dùng để đựng flashcards cho các hoạt động rút thẻ ngẫu nhiên (mystery bag game), tạo yếu tố bất ngờ trong phần luyện tập từ vựng. Có thể tái sử dụng xuyên suốt chương trình.	Bắt buộc chuẩn bị Mỗi lớp cần có ít nhất 1 túi vải. Đặc biệt cần thiết cho hoạt động mystery bag.
Adhesive putty/ tape (Keo đất dính/Băng keo)	Dùng để dán tranh phóng to lên bảng, cố định đạo cụ, hoặc tạo đường/ô trên sàn phục vụ các hoạt động vận động (thay thế cho vẽ phấn).	Có thể thay thế Nếu sử dụng Smart TV thay cho tranh phóng to, không cần dán bảng. Tuy nhiên, masking tape vẫn cần thiết cho các hoạt động trên sàn (floor games).
Magazine cut-outs / Printed photos (Hình trong tạp chí/ hình in sẵn)	Cung cấp hình ảnh thực tế phục vụ các chủ đề như sports, rooms, people, đặc biệt khi nội dung trong sách chưa đa dạng.	Có thể thay thế Giáo viên có thể tìm và trình chiếu hình ảnh từ nguồn trực tuyến (ví dụ: Google Images) trên Smart TV, giúp tiết kiệm thời gian chuẩn bị và đa dạng hóa hình ảnh.
Softball / Bell (Bóng mềm/ Chuông)	Sử dụng trong các trò chơi ném/bắt để luyện tập: học sinh bắt được bóng sẽ trả lời câu hỏi. Tạo yếu tố vận động và lựa chọn ngẫu nhiên, tăng tính tương tác.	Bắt buộc chuẩn bị Mỗi lớp cần có ít nhất 1 bóng mềm hoặc chuông để hỗ trợ hoạt động tương tác hỏi – đáp.
Worksheets / Photocopied questionnaires (Episode TimeOut!, questionnaires)	Cung cấp các dạng bài tập mở rộng không có trong sách (ví dụ: survey, interview worksheet). Phổ biến ở các level cao hơn khi học sinh cần đọc và viết nhiều hơn.	Có thể thay thế Giáo viên có thể trình chiếu câu hỏi trên Smart TV và yêu cầu học sinh ghi câu trả lời vào vở, giúp tiết kiệm chi phí in ấn.

Top Stars 1 · CEFR Pre-A1

Tổng quan khóa học (Course Outline Overview)

COURSE OUTLINE OVERVIEW			
TOP STARS 1 & 2 = CEFR Pre A1			
TỔNG QUAN KHÓA HỌC 3 MODULES			
Total number of lessons Tổng số buổi			26 lessons/ 26 buổi
Number of weeks Số tuần			13 weeks/ 13 tuần
Lessons based on the coursebook Buổi thực học từ sách			18 lessons/ 18 buổi
Add-on Sessions Buổi Add-ons			3 lessons (after each Module)/ 3 buổi (sau mỗi Module)
Midterm Test Thi giữa kỳ			1 buổi
Final Test Thi cuối kỳ			1 buổi
Test Revision & Correction Ôn tập và sửa bài Test			3 buổi
Total coursebook study time (3 modules) Thời lượng thực học từ sách (3 modules)			18 × 120 minutes = 36 hours 18 × 120 phút = 36 hours
Total instructional hours according to CEFR / 1 level (9 Modules – excluding Module 10) Tổng thời lượng học theo CEFR cho 1 level (9 Modules - lược bỏ Module 10)			~ 108 hours x 2 (Level 1 & 2) = 216 hours ~ 108 giờ x 2 (Level 1 & 2) = 216 giờ

Phân phối chi tiết · C.O (M1-3)

COURSE OUTLINE TOP STARS Level 1 (M1 + M2 + M3)							
Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Materials (If any - See Teacher's book for details)

Level: Top Stars 1 (M1 + M2 + M3) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							
1.0	1.0	M1	Lesson 1	Vocabulary: Greetings: Hello/Hi, Goodbye/Bye Characters' names: Ron, Tina, Matt, Lisa Structure: I'm (Ron). What's your name? My name's (Lisa). Teaching Flow: Warm up: greetings & self-introduction → vocabulary → song Hello! → wave Hello/Goodbye while listening → Top Stars: look & listen to characters → Grammar box → listen & point to characters → pair work → Optional game: Friendly circles	- Sing a song about greetings and farewells - Identify the main characters of the book - Introduce oneself and inquire about someone's name	Song + Top Stars (SB. 5–7) Workbook. p.5-7	- Flashcards for Hello/Hi, Goodbye/Bye - Photocopies of the above flashcards (one per S) - Ron, Tina, Matt and Lisa finger puppets (cut out, taped, glued to chopstick) - A few pairs of safety scissors - Adhesive putty or tape
	2.0	M1	Lesson 2	Vocabulary: Numbers: (1) one, (2) two, (3) three, (4) four, (5) five Structure: 1, 2, 3, 4, 5 (one, two, three, four, five) Teaching Flow: Warm up: count 1–5 on fingers → vocabulary → story Jack and the Beans: look & listen, act out story in groups → listen & circle correct number of items → TPR activity: jump forward/backward corresponding number of steps → Optional game: Number race	- Identify and say the numbers 1–5 - Listen and count items in pictures - Practice structures (*)	Once upon a Time (SB. 8-9) Workbook. p.8-9	- Flashcards for numbers 1–5 - Ten pieces of paper with numbers 1–5 written on them (two pieces per number) - Adhesive putty or tape
2.0	3.0	M1	Lesson 3	Vocabulary: (Revision) Greetings: Hello/Hi, Goodbye/Bye Numbers: one–five Structure: How are you? Fine, thanks. Goodbye, (Kelly). Bye, (Tom). Teaching Flow: Warm up: model How are you? / Fine, thanks. exchange → Grammar box → read dialogue aloud → pairs act out exchange → swap roles → come to front & perform → Optional game: Phrase clapping	- Ask and answer about one's well-being - Act out a short dialogue using greetings and farewells - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 1) (SB. 10) + Worksheet P. 4-5 Workbook p.10	- Flashcards for numbers 1–5 (from previous lesson) - Adhesive putty or tape - Worksheet - Time Out! (enough for all Ss)

	4.0	M1	Lesson 4	Vocabulary: Shapes: circle, triangle, square Structure: Look! Three triangles. Look! One square and one circle. Teaching Flow: Warm up: draw circle on board, elicit plural noun rule → vocabulary → listen & point to shapes in real-world pictures (pyramids, London Eye, Big Ben) → Activity 3 → Grammar box → Project: cut & glue WB items into correct shape boxes → Optional game: Slow reveal	- Identify three basic geometric shapes: circle, triangle, square - Provide cross-curricular information connecting Maths and English	CLIL (SB. 11) Workbook. p.11	- Flashcards for circle, triangle, square - Cut-outs/photocopies of the three shapes (circles, triangles, squares) in a box - Cut-outs from WB p. 119 - A pair of safety scissors, glue and coloured pencils
3.0	5.0	M1	Lesson 5	Vocabulary: (Revision) Numbers: one–five Shapes: circle, triangle, square Greetings: Hello, How are you?, Fine, thanks Structure: (Revision) Value: Make new friends Teaching Flow: Warm up: revision conversation using Module vocabulary → Number clapping game (1–5 rhythmically) → Before reading → While reading → After reading → Post-story activity - value, discuss in L1: Do you make new friends easily? How important are friends? → Optional game: Missing numbers	- Revise and consolidate vocabulary and structures from previous lessons through a story - Identify shapes and numbers in story context - Discuss the value of making new friends	Story : 5 Circles (SB. 12-13) Workbook p.12	- Flashcards for numbers 1–5 - A blindfold - Adhesive putty or tape
	6.0	M1	Lesson 6	Vocabulary: (Revision) Numbers: 1–5 Shapes: circle, triangle, square Greetings: Hello/Hi, Goodbye/Bye Phonics: apple, bag, cat, duck Letters: Aa, Bb, Cc, Dd Structure: (Revision) What's his/her name? I'm (Lisa). How are you? Fine, thanks. Three circles. Teaching Flow: Warm up: flashcard memory game (3–4 cards, eyes closed, spot the missing one) → Revision → Optional game: Memory game (matching flashcard pairs) Phonics: Warm up: vocabulary flashcards Aa–Dd, Play Thief game → letter sounds a, b, c, d & TPR (trace letter in air, form with body) → Alphabet chant Aa Bb Cc Dd: listen & chant along → Activity 2 → Optional game: Mixed-up letters / Letter bricks	- Revise vocabulary and structures presented in previous lessons - Learn the letter sounds of a, b, c, d - Say the Alphabet chant (Aa Bb Cc Dd)	Revision + Phonics (SB. 14 & p.105) Workbook p.13-14	- Blown-up colour photocopies of story 5 Circles (SB pp. 12–13) - Flashcards/photocopies for numbers 1–5, circle, square, triangle (2 sets each) - Adhesive putty or tape - Flashcards for letters Aa–Dd - Flashcards depicting apple, bag, cat, duck - Pages from magazines with words beginning with Aa, Bb, Cc, Dd - Scissors (enough for all Ss) 26 large sheets of paper
4.0	7.0	M1	Add-ons				

	8.0	M2	Lesson 1	Vocabulary: Imperatives: Stand up, Sit down, Clap your hands, Come here Classroom objects: pen, pencil, book, bag Noun: apple Structure: Stand up! Sit down! Clap your hands! Come here! What's this? It's a (pen). What's that? It's an (apple). Teaching Flow: Warm up: model & mime imperatives → vocabulary → song Stand up!: TPR activity, listen & perform actions → Top Stars: look & listen, identify classroom objects → Grammar box → listen & circle correct objects → pairs: blindfold guessing game with objects → Optional game: It's a...	- Sing a song about classroom instructions - Give and follow classroom orders - Identify and name classroom objects: pen, pencil, book, bag, apple - Present objects using This is / That is	Song + Top Stars (SB. 15–17) Workbook. p.15-17	- Flashcards for Stand up, Sit down, Clap your hands, Come here - Flashcards for pen, pencil, book, bag, apple - A blindfold - A small box - Adhesive putty or tape
5.0	9.0	M2	Lesson 2	Vocabulary: Classroom objects: classroom, desk, chair People: teacher, Mr, Mrs Structure: This is a (chair). This is my (bag). This is my teacher, Mrs (White). Teaching Flow: Warm up: point to classroom objects, elicit This is a... → vocabulary → listen & point to My classroom text → Grammar box → listen & tick correct picture → Activity 4 → Optional game: Whose is it?	- Identify and name people and classroom objects - Use This is my... to talk about items that belong to us - Practice structures (*)	Our World (SB. 18-19) Workbook. p.18-19	- Flashcards for classroom, desk, chair, teacher, Mr, Mrs - One set of photocopies of flashcards from previous lesson (apple, pen, pencil, book, bag) for each S - Plain sheets of A4 paper/cardboard (one per S) - Adhesive putty or tape
	10.0	M2	Lesson 3	Vocabulary: Colours: red, blue, green, yellow Structure: What colour is it? (Blue.) Is it a (book)? Yes, it is. / No, it isn't. Teaching Flow: Let's Play: Warm up: hold up colour flashcards, say & repeat → vocabulary → Grammar box → game: SA chooses object without telling SB, SB asks What colour is it? Is it a/an...? → pairs take turns, note down points → Optional game: Look and remember	- Identify classroom objects by colour - Ask and answer about colours and objects - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 2) (SB. 20) + Worksheet P. 6-7 Workbook p.20	- Flashcards for red, blue, green, yellow - Flashcards from previous lesson for classroom, desk, chair, teacher, Mr, Mrs - Plain A4 sheets of paper (one per S) - Coloured pencils/crayons - Worksheet - Time Out! (enough for all Ss)
6.0	11.0	M2	Lesson 4	Vocabulary: Colours: black, white, pink, orange, purple Structure: This is a rainbow. It's red, orange, yellow, green, blue and purple. It's beautiful. Teaching Flow: Warm up: point to objects, ask What colour is it? → vocabulary → listen & point to rainbow colours → text: This is a rainbow, read aloud → brief L1 discussion: have Ss ever seen a rainbow? → Project: cut coloured magazine pieces, glue onto cardboard to make a rainbow collage → Optional game: Play Bingo!	- Identify and name additional colours: black, white, pink, orange, purple - Provide cross-curricular information connecting Art	CLIL (SB. 21) Workbook. p.21	- Flashcards for black, white, pink, purple, orange - Black, white, pink, purple and orange coloured pencils/crayons - Old magazines/coloured paper of colours Ss have learnt - A large piece of white cardboard - A pair of safety scissors - A box All-purpose glue A bag - Nine pieces of paper with colours written on them (each colour written multiple times)

	12.0	M2	Lesson 5	Vocabulary: (Revision) Colours: blue, red, orange, pink, white Classroom objects: pen, pencil, desk, chair Imperatives: Stand up Structure: (Revision) Value: You can learn and have fun at school. Teaching Flow: Warm up: revise colours & classroom objects → point to shapes on board, elicit names → Before reading → While reading → After reading → Post-story activity - value (discuss in L1: What do you learn at school? Is school fun? Are friends important?) → Optional game: Colourful hops	- Revise and consolidate vocabulary and structures from previous lessons through a story - Identify colours and classroom objects in story context - Discuss the value of learning and having fun at school	Story : Colours (SB. 22-23) Workbook p.22	- Flashcards from previous lesson for black, white, pink, purple, orange - Colour photocopies of flashcards for all module colours (blue, red, green, yellow, orange, pink, black, white, purple) - Adhesive putty or tape
7.0	13.0	M2	Lesson 6	Vocabulary: (Revision) Imperatives: Stand up, Sit down, Clap your hands, Come here Classroom objects: pen, pencil, book, bag, apple, classroom, desk, chair, teacher Colours: red, blue, green, yellow, black, white, pink, purple, orange Phonics: egg, fish, green, hat, ink Letters: Ee, Ff, Gg, Hh, Ii Structure: (Revision) This is a (pencil). It's (yellow). What colour is it? (Orange.) Is it a (book)? Yes, it is. This is my classroom. This is my teacher, Mr (Brown). This is my (bag). Its (black). Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision → Optional game: Memory game (matching flashcard pairs) Phonics: Warm up: vocabulary flashcards Aa–Ii, Hot card game → letter sounds e, f, g, h, i, TPR (trace in air, form with body) → Alphabet chant Aa Bb Cc Dd Ee Ff Gg Hh Ii: listen & chant along → Activity 2 → Optional game: Letter bricks / Alphabet pairs	- Revise vocabulary and structures presented in previous lessons - Learn the letter sounds of e, f, g, h, i - Say the Alphabet chant	Revision + Phonics (SB. 24 & p.106) Workbook p.23-24	- Blown-up colour photocopies of story Colours (SB pp. 22–23) - Flashcards/photocopies for Stand up, Sit down, Clap your hands, Come here, pen, pencil, book, bag, apple, classroom, desk, chair, Mr, Mrs, red, blue, yellow, green, purple, orange, pink, black, white (2 sets each) - Flashcards for letters Aa–Ii - Flashcards depicting egg, fish, green, hat, ink - Pages from magazines with words beginning with Ee, Ff, Gg, Hh, Ii - Scissors (enough for all Ss) - Adhesive putty or tape
	14.0	M2	Add-ons				
8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Starters)	- Revise all vocabulary & structures from M1–M2 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	

9.0	17.0	M3	Lesson 1	Vocabulary: Numbers: (6) six, (7) seven, (8) eight, (9) nine, (10) ten Adjectives: happy, sad Nouns: friend, racoon Phrases: Happy birthday. This is for you. Thank you. Structure: How old are you? I'm (five). You're (six). Are you (five)? Yes, I am. / No, I'm not. Teaching Flow: Warm up: revise numbers 1–5, introduce 6–10 with finger counting → vocabulary → song Hello, Numbers!: listen, point & sing along → Top Stars: look & listen to birthday scene → vocabulary → Grammar box. / No, I'm not. → listen & trace numbers → pairs → Optional game: Guess the present / Number footprints	- Sing a song about numbers 6–10 - Identify and say the numbers 6–10 - Ask and answer about someone's age - Wish someone a happy birthday and offer a present to a friend - Ask and answer about how someone feels	Song + Top Stars (SB. 25–27) Workbook. p.25-27	- Flashcards for numbers 6–10 - Flashcards for numbers 1–5 (Module 1) - One/two set(s) of photocopies of all number flashcards (1–10) - Flashcards for happy, sad, friend, racoon - Coloured markers/pencils - Plain A4 sheets of paper and envelopes for all Ss - Stopwatch (optional) - Adhesive putty or tape
	18.0	M3	Lesson 2	Vocabulary: Adjectives: tall, short, funny Structure: He's (tall). She's (short). He's = He is She's = She is Teaching Flow: Warm up: hold up adjective flashcards, say & repeat → model He's tall / She's short with Ss at front of class → vocabulary → story Snow White: look & listen, identify fairy tale → Grammar box → listen & tick correct picture → Activity 4 → Optional game: Photo collection	- Talk about physical appearance using adjectives - Use He's / She's to describe someone - Practice structure (*)	Once Upon a Time (SB. 28-29) Workbook. p.28-29	- Flashcards for tall, short, funny - Old newspapers/magazines - A few pairs of safety scissors - All-purpose glue
10.0	19.0	M3	Lesson 3	Vocabulary: Adjectives: hungry, thirsty Nouns: boy, girl Structure: Is he (hungry)? Yes, he is. / No, he isn't. Is she (thirsty)? Yes, she is. / No, she isn't. Teaching Flow: Let's play Warm up: mime hungry & thirsty, elicit meaning → vocabulary: hungry, thirsty, boy, girl → Grammar box: Is he/she...? Yes, he/she is. / No, he/she isn't. → Activity 2: guessing game - SA chooses child from picture, SB asks yes/no questions to guess → pairs take turns → Optional game: Silence / Number Bingo	- Revise numbers 1–10 - Ask and answer questions about how someone feels - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 3) (SB. 30) + Worksheet P. 8-9 Workbook p.30	- Flashcards for hungry, thirsty, boy, girl - Photocopies of adjectives happy, sad, hungry, thirsty (one per S) - An old newspaper/magazine - Worksheet - Time Out! (enough for all Ss)
	20.0	M3	Lesson 4	Vocabulary: Noun: legs Structure: (Revision) Numbers 1–10 How many legs? → (6) six legs, (8) eight legs... Teaching Flow: Warm up: point to own legs, say legs, Ss repeat → vocabulary → Activity 2 → Activity 3 - count legs of two animals, write sum → Project: cut out number plates, glue buttons/pebbles to represent numbers 6–10 → ball game: throw ball, say partner's age → Optional game: Circle the number! / Say if it's true	- Revise numbers 1–10 in cross-curricular Maths context - Count legs of animals and insects - Perform simple addition using numbers 1–10	CLIL (SB. 31) Workbook. p.31	- Flashcard for legs - Flashcards for numbers 1–10 - A small, soft ball 2 plastic plates per S - Pebbles, pieces of pasta, buttons, a pair of scissors and glue

11.0	21.0	M3	Lesson 5	Vocabulary: Noun: cake (Revision) Structure: (Revision) Value: Special days are important Teaching Flow: Warm up: number memory game - flashcards on board, hide one, Ss identify missing → vocabulary: cake → Before reading → story: listen & point to frames → While reading → After reading → Post-story activity - value (discuss in L1: What special days do you celebrate? Why are birthdays special?) → Optional game: group role-play, act out story	- Revise and consolidate vocabulary and structures from previous lessons through a story - Identify numbers, adjectives and classroom objects in story context - Discuss the value of celebrating special days	Story: Lizzy's Birthday Cake (SB. 32-33) Workbook p.32	1. Flashcards for numbers 1–10 and cake 2. Tape
	22.0	M3	Lesson 6	Vocabulary: (Revision) Phonics: jam, kite, lollipop, mum, nose Letters: Jj, Kk, Ll, Mm, Nn Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision → Optional game: Memory game (matching flashcard pairs) Phonics: Warm up: vocabulary flashcards Aa–Nn, Play Thief game → letter sounds j, k, l, m, n: listen & point, TPR (trace in air, form with body) → Alphabet chant Aa–Nn: listen & chant along → Activity 2 → Optional game: Play dough alphabet / Letter bricks	- Revise vocabulary and structures presented in previous lessons - Learn the letter sounds of j, k, l, m, n - Say the Alphabet chant	Revision + Phonics (SB. 34 & p.107) Workbook p.33-34	1. Blown-up colour photocopies of story Lizzy's Birthday Cake (SB pp. 32–33) 2. Flashcards/photocopies for numbers 6–10, friend, racoon, happy, sad, hungry, thirsty, boy, girl, tall, short, funny, legs, cake (2 sets each) 3. Flashcards for letters Aa–Nn 4. Flashcards depicting jam, kite, lollipop, mum, nose 5. Strips of multicolour modelling play dough (enough for all Ss) 6. Pages from magazines with words beginning with Jj, Kk, Ll, Mm, Nn 7. Scissors (enough for all Ss) 8. A blindfold Adhesive putty or tape
12.0	23.0	M3	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Starters)	- Practise exam strategies - Identify gaps before final test		
13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet
	26.0		Test correction	Return & review marked papers / Error analysis / Celebration activity			

Phân phối chi tiết · C.O (M4-6)

COURSE OUTLINE TOP STARS Level 1 (M4 + M5 + M6)								
Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)	

Level: Top Stars 1 (M4 + M5 + M6) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							
1.0	1.0	M4	Lesson 1	Vocabulary: Family members: mum/mother, dad/father, brother, sister Pets: hamster, cat, dog Rooms: living room, kitchen Structure: Who's that? It's my (dad). Where's the (cat)? In the (living room). Teaching Flow: Warm up: hold up family photo album, model Who's that? It's my (dad/mother) → vocabulary → song Who's that?: listen, point & sing along → Top Stars: look & listen, identify pets & rooms → vocabulary → Grammar box → listen & circle correct picture → pairs: SA points to pet, SB asks Where's the (cat)? → Optional game: Say if it's true! / This is my pet!	- Sing a song about family members - Identify and name family members - Identify pets and rooms of the house - Ask and answer about the location of things/animals	Song + Top Stars (SB. 35–37) Workbook. p.35-37	1. Flashcards for mum/mother, dad/father, brother, sister 2. Flashcards for kitchen, living room, hamster, cat, dog 3. Photocopies of above flashcards (one per S) 3. A photo album with photos of your own family members 5. Ss' photo albums with photos of their family 6. Tape
	2.0	M4	Lesson 2	Vocabulary: Pets: rabbit, fish, bird Noun: pet Structure: This is my (fish). It's (yellow). This is my (rabbit). It's (orange). Teaching Flow: Warm up: hold up pet flashcards, say & repeat → vocabulary → text My pet: listen & point, read aloud → Grammar box → listen & point to correct pet → Activity 4 → pairs: Whisper the pet game → Optional game: Whisper the pet	- Identify and name additional pets - Talk about one's pet using This is my... - Practice structures (*)	Our World (SB. 38-39) Workbook. p.38-39	1. Flashcards for rabbit, fish, bird, pet 2. Flashcards from previous lessons for racoon, kitchen, living room, hamster, cat, dog 3. Photocopies of animal flashcards (one per S) 4. Adhesive putty or tape
2.0	3.0	M4	Lesson 3	Vocabulary: Furniture: sofa, table, box, bed Structure: Where's (Room)? On/Under/In the (box). Teaching Flow: Let's play Warm up: place pencil on/under/in a bag, model Where's the pencil? On the table. Under the table. In the bag. → vocabulary → Grammar box → listen & point to Room's location → Activity 3 → Optional game: Where's Room? (whisper chain) / Draw the object!	- Identify furniture items in the home - Identify prepositions of place: on, under, in - Ask and answer about location - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 4) (SB. 40) + Worksheet P. 10-11 Workbook p.40	1. Flashcards for sofa, table, box, bed 2. Plain A4 sheets of paper for all Ss 3. Worksheet - Time Out! (enough for all Ss)

	4.0	M4	Lesson 4	Vocabulary: Sea animals: octopus, dolphin Colour: grey Structure: This is a (dolphin). It's (big). It's (grey) with (100) teeth. This is an octopus. Look, two eyes, eight legs and three hearts. Teaching Flow: Warm up: hold up octopus & dolphin flashcards, say & repeat → grey pencil: introduce colour grey → vocabulary → listen & read science texts: identify body parts, numbers embedded in texts → Activity 3 → Project: draw & colour a pet and a sea animal, present to class → Optional game: Sea or Land	- Identify and name sea animals: octopus, dolphin - Provide cross-curricular information on science - Identify the colour grey	CLIL (SB. 41) Workbook. p.41	1. Flashcards for octopus, dolphin, grey 2. Two sets of photocopies of all animals/pets flashcards so far (raccoon, hamster, cat, dog, rabbit, fish, bird, octopus, dolphin) 3. A grey coloured pencil/crayon
3.0	5.0	M4	Lesson 5	Vocabulary: (Revision) Structure: (Revision) Value: We all have dreams Teaching Flow: Warm up: place pencil on/in/under book, invite Ss to ask Where's the pencil? → Before reading → story: listen & point to frames → While reading → After reading → Post-story activity - value (discuss in L1: Do you dream? What do you dream of? How do you feel after a nice dream?) → Optional game: Name the animal	- Revise and consolidate vocabulary and structures from previous lessons through a story - Identify pets, family members, rooms and furniture in story context - Discuss the value of dreams	Story : Trish the Fish (SB. 42-43) Workbook p.42	1. Flashcards for all animals/pets (raccoon, hamster, cat, dog, rabbit, fish, bird, octopus, dolphin) 2. Two sets of photocopies of above flashcards 3. Adhesive putty or tape
	6.0	M4	Lesson 6	Vocabulary: (Revision) Phonics: orange, pen, quilt, red, sad, tall Letters: Oo, Pp, Qq, Rr, Ss, Tt Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision → Optional game: Memory game (matching flashcard pairs) Phonics: Warm up: vocabulary flashcards Aa–Tt, Hot Card game → letter sounds o, p, q, r, s, t: listen & point, TPR (trace in air, form with body) → Alphabet chant Aa–Tt: listen & chant along → Activity 2 → Optional game: Alphabet Bingo / Letter bricks	- Revise vocabulary and structures presented in previous lessons - Learn the letter sounds of o, p, q, r, s, t - Say the Alphabet chant (Aa–Tt)	Revision + Phonics (SB. 44 & p.108) Workbook p.43-44	1. Blown-up colour photocopies of story Trish the Fish (SB pp. 42–43) 2. Flashcards/photocopies for mum/mother, dad/father, brother, sister, hamster, cat, dog, rabbit, fish, bird, octopus, dolphin, kitchen, living room, sofa, table, bed, box, pet, grey (2 sets each) 3. Flashcards for letters Aa–Tt 4. Flashcards depicting orange, pen, quilt, red, sad, tall 5. Pages from magazines with words beginning with Oo, Pp, Qq, Rr, Ss, Tt 6. Scissors (enough for all Ss) 7. Adhesive putty or tape
4.0	7.0	M4	Add-ons				

	8.0	M5	Lesson 1	Vocabulary: Toys: kite, train, bike, ball, plane, robot, teddy bear, boat Numbers: eleven, twelve Structure: I've got a (train). I've got (eleven) trains. I've got = I have got Have you got a (ball)? Yes, I have. / No, I haven't. haven't = have not Teaching Flow: Warm up: hold up toy flashcards, say & repeat → model I've got a (kite). I've got (nine) bikes. → vocabulary → song Let's play!: listen, point & sing → Grammar box → Top Stars: look & listen to toy scene → listen & tick correct picture → Activity 4: mini survey Optional game: Hot card / Mime the toy	- Sing a song about toys and numbers 11–12 - Identify and name toys: kite, train, bike - Talk about possession using I've got - Identify additional toys and ask about possession	Song + Top Stars (SB. 45–47) Workbook. p.45-47	- Flashcards for eleven, twelve, kite, train, bike - Flashcards for ball, plane, robot, boat, teddy bear - Photocopies of toy flashcards (one per S) - A toy box containing the above toys (optional) - Plain A4 sheets of paper for all Ss - Adhesive putty or tape
5.0	9.0	M5	Lesson 2	Vocabulary: Toy: doll Adjectives: new, old Numbers: thirteen, fourteen, fifteen Structure: How many (dolls) have you got? I've got (two) dolls. I haven't got a (bike). I've got a (ball). It's (new/old). Teaching Flow: Warm up: hold up old & new objects, model It's old. It's new. → vocabulary → text Toys!: listen & point, read aloud → Grammar box → listen & tick correct picture → Activity 4: draw toys, present to partner → Optional game: Toys, toys, toys! / Big or small?	- Talk about and describe toys - Talk about possession using affirmative and negative forms - Ask and answer about quantity - Introduce numbers 13–15	Our World (SB. 48-49) Workbook. p.48-49	- Flashcards for doll, new, old, thirteen, fourteen, fifteen - Flashcards from previous lessons for kite, boat, train, bike, ball, plane, robot, teddy bear - An old and a new object (e.g. a book or a toy) - Plain A4 sheets of paper for all Ss
	10.0	M5	Lesson 3	Vocabulary: Actions: listen, look, run, stop, Open your book, Close your book Structure: Listen! Look! Teaching Flow: Let's play Warm up: model & mime each action order (Listen! Look! Run! Stop!) → vocabulary → Grammar box → TPR activity: groups perform actions on command, earn points → pairs & groups: take turns giving orders → Optional game: Play 'I say'	- Give and follow classroom action orders - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 5) (SB. 50) + Worksheet P. 12-13 Workbook p.50	- Worksheet - Time Out! (enough for all Ss) - Flashcards for listen, look, run, stop, Open your book, Close your book - Flashcards from previous lessons for kite, boat, train, bike, ball, plane, robot, teddy bear, doll - Adhesive putty or tape
6.0	11.0	M5	Lesson 4	Vocabulary: Adjectives: big, small, fast, slow Noun: car Structure: Look at this (bike). It's (new)! Teaching Flow: Warm up: hold up flashcards, say & repeat → model opposites: big/small, fast/slow → vocabulary → listen & read transport texts: bike, car, train → Activity 2 → Project: find big/small/fast/slow objects in magazines, present collage → Optional game: Big or small?	- Provide cross-curricular information on social studies: transport - Describe objects using adjectives big, small, fast, slow	CLIL (SB. 51) Workbook. p.51	- Flashcards for car, big, small, fast, slow - Old newspapers/magazines (one per S) - Plain sheets of paper or pieces of white cardboard - Coloured pencils and safety scissors

	12.0	M5	Lesson 5	Vocabulary: (Revision) Structure: (Revision) Value: Don't be noisy Teaching Flow: Warm up: point to toy flashcards, ask Is it big/small/fast/slow? → Before reading → story: listen & point to frames → While reading → After reading → Post-story activity - value (discuss in L1: Is it polite to go through other people's things without permission? What would you do if you were Goldilocks?) → Optional game: Describe the toy	- Revise and consolidate vocabulary and structures from previous lessons through a story - Discuss the value of respecting others' belongings	Story : Goldilocks (SB. 52-53) Workbook p.52	1. Flashcards from previous lessons for kite, boat, train, bike, ball, plane, robot, teddy bear, doll
7.0	13.0	M5	Lesson 6	Vocabulary: (Revision) Phonics: umbrella, van, whale, fox, yo-yo, zoo Letters: Uu, Vv, Ww, Xx, Yy, Zz Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision → Optional game: Memory game (matching flashcard pairs) Phonics: Warm up: vocabulary flashcards Aa–Zz, Play Thief game → letter sounds u, v, w, x, y, z: listen & point, TPR (trace in air, form with body) → complete Alphabet chant Aa–Zz: listen & chant along → Activity 2 → Optional game: Alphabet snap / Letter bricks	- Revise vocabulary and structures presented in previous lessons - Learn the letter sounds of u, v, w, x, y, z - Say the complete Alphabet chant (Aa–Zz)	Revision + Phonics (SB. 54 & p.109) Workbook p.53-54	1. Blown-up colour photocopies of story Goldilocks (SB pp. 52–53) 2. Flashcards/photocopies for numbers 11–15, kite, boat, train, bike, ball, plane, 3. robot, teddy bear, doll, new, old, big, small, fast, slow, car, listen, look, run, stop, 4. Open your book, Close your book (2 sets each) 5. Flashcards for letters Aa–Zz 6. Flashcards depicting umbrella, van, whale, fox, yo-yo, zoo 7. Photocopies of all alphabet cards (TB, pp. 203–208, one set per S) 8. Pages from magazines with words beginning with Uu, Vv, Ww, Xx, Yy, Zz 9. Scissors (enough for all Ss) 10. Adhesive putty or tape
	14.0	M5	Add-ons				
8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Starters)	- Revise all vocabulary & structures from M4–M5 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	

9.0	17.0	M6	Lesson 1	Vocabulary: Food: oranges, pears, grapes, melon, apples, bananas, nuts, milk Structure: I like (grapes). I don't like (pears). What's your favourite fruit? (Bananas.) Teaching Flow: Warm up: hold up fruit flashcards, model singular vs plural (orange–oranges) → vocabulary → Grammar box → song I like pears: listen, point & sing → Top Stars: look & listen, identify food scene → vocabulary → Grammar box → listen & draw smiley/sad face → Activity 4 → Optional game: Like it or not / My fruit basket	- Sing a song about fruit and express likes and dislikes - Identify and name fruit: oranges, pears, grapes, melon - Identify additional food items and ask about favourite fruit - Express likes and dislikes about food	Song + Top Stars (SB. 55–57) Workbook. p.55-57	1. Flashcards for oranges, melon, pears, grapes 2. Flashcards for apples, bananas, nuts, milk 3. Photocopies of all above flashcards 4. Two oranges, two pears, a piece of melon and a bunch of grapes (optional) 5. A smiley face made of yellow construction paper and a sad face made of blue construction paper 6. Plain A4 sheets of paper Adhesive putty or tape Safety scissors"
	18.0	M6	Lesson 2	Vocabulary: Food: tomatoes, fish, eggs, carrots Structure: (Five) tomatoes, please. Here you are. Thanks. Teaching Flow: Warm up: Hot Card game - revise food items from previous lessons → vocabulary → story Yummy Fish: look & listen, identify food in frames → Grammar box → listen & tick correct picture → Activity 4: cut-outs role-play - SA is customer, SB is vendor, practise polite requests → Optional game: What's my favourite food?	- Identify food items: tomatoes, fish, eggs, carrots - Ask for something politely using quantities - Practice and Revise structures from previous lessons (*)	Once upon a time (SB. 58-59) Workbook. p.58-59	1. Flashcards for tomatoes, fish, eggs, carrots 2. Flashcards from previous lessons for oranges, pears, grapes, apples, bananas, melon, milk, nuts 3. Safety scissors
10.0	19.0	M6	Lesson 3	Vocabulary: Food: pasta, pizza, burgers, chips, rice Structure: Do you like (pizza)? Yes, I do. / No, I don't. Teaching Flow: Let's play Warm up: hold up food flashcards, say & repeat → vocabulary → Grammar box → Activity 2: pairs - SA looks at food items, asks Do you like (pasta)?, SB draws smiley or sad face → Activity 3: class mingle - ask different Ss about food items, record answers → Optional game: Who likes...?	- Identify additional food items: pasta, pizza, burgers, chips, rice - Ask and answer about likes and dislikes - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 6) (SB. 60) + Worksheet P. 14-15 Workbook p.60	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for pasta, pizza, burgers, chips, rice 3. Flashcards from previous lessons for oranges, pears, grapes, apples, bananas, nuts, melon, milk, tomatoes, fish, eggs, carrots 4. A4 paper (one sheet per S)
	20.0	M6	Lesson 4	Vocabulary: Food: crisps, ice cream, biscuits Structure: (Tomatoes/oranges/etc.) are good for you. (Crisps/biscuits/etc.) are bad for you. Teaching Flow: Warm up: hold up crisps/ice cream/biscuits flashcards, say & repeat → vocabulary → Activity 2: table, listen & repeat → Activity 3: tick healthy, cross unhealthy items → Activity 4 → Project: cut & glue WB food pictures into correct categories → Optional game: What's in the bag?	- Identify healthy and unhealthy food items - Provide cross-curricular information on health	CLIL (SB. 61) Workbook. p.61	1. Flashcards for crisps, ice cream, biscuits 2. Plastic fruit and food items (healthy and unhealthy) 3. Flashcards from previous lessons for pasta, pizza, rice, chips, burgers 4. A bag A blindfold (optional) 5. A4 sheets of paper (one per S) 6. Safety scissors and glue Adhesive putty or tape

11.0	21.0	M6	Lesson 5	Vocabulary: Food: chocolate (Revision) Structure: (Revision) Value: Eat healthily Teaching Flow: Warm up: reveal food flashcards one by one, first S to say the word keeps it → Before reading → story: listen & point to frames → While reading → After reading → Post-story activity - value (discuss in L1: Do you like fresh fruit and vegetables? What snacks are good for you? Even if we don't like certain food, can we include it in our diet?) → Optional game: Do you like...? (fruit stand role-play)	- Revise and consolidate vocabulary and structures from previous lessons through a story - Identify food items and express likes/dislikes in story context - Discuss the value of eating healthily	Story : I don't like tomatoes (SB. 62-63) Workbook p.62	1. Flashcard for chocolate 2. Flashcards from previous lessons for all food items presented so far 3. Photocopies of above flashcards (one per S)
	22.0	M6	Lesson 6	Vocabulary: (Revision) Phonics /p/: pencil, pink, pen Phonics /b/: book, ball, bike Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision → Optional game: Memory game (matching flashcard pairs) Phonics: Warm up: write /p/ and /b/ on board, stick corresponding flashcards under each sound → phonics sounds /p/ and /b/: listen & point → phonics chant Pink pens: listen & chant along → TPR: raise /p/ or /b/ phonics card when hearing each sound in chant → Activity 2 → Optional game: What's that sound?	- Revise vocabulary and structures presented in previous lessons - Differentiate between the letter sounds /p/ and /b/ - Say the phonics chant Pink pens	Revision + Phonics (SB. 64 & p.110) Workbook p.63-64	1. Blown-up colour photocopies of story I Don't Like Tomatoes (SB pp. 62–63) 2. Flashcards/photocopies for all food items from module (oranges, pears, grapes, apples, bananas, nuts, tomatoes, fish, eggs, pasta, pizza, burgers, crisps, biscuits, ice cream, chocolate, melon, milk, carrots, rice, chips - 2 sets each) 3. Flashcards for the letters Aa–Zz 4. Flashcards depicting pencil, pink, pen, book, bike, ball 5. Phonics cards for /p/ (pencil) and /b/ (book) - TB pp. 207–208 (enough for all Ss) 6. Adhesive putty or tape
12.0	23.0	M6	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Starters)	- Practise exam strategies - Identify gaps before final test		
13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet
	26.0		Test correction	Return & review marked papers / Error analysis / Celebration activity			

Phân phối chi tiết · C.O (M7-9)

COURSE OUTLINE TOP STARS Level 1 (M7 + M8 + M9)							
Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)

Level: Top Stars 1 (M7+ M8 + M9) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							
1.0	1.0	M7	Lesson 1	Vocabulary: Parts of the face: eyes, ears, mouth, nose Verb: touch Parts of the body: arms, head, toes, hands, feet Structure: Touch your (eyes). Don't touch your (nose). He has got (blue eyes). She has got (blue eyes). It has got (blue eyes). hand – hands foot – feet Teaching Flow: Warm up: hold up face flashcards, model Touch your (eyes). Don't touch your (ears). → vocabulary → song That's me!: listen, point & sing, TPR (touch body parts as mentioned) → Grammar box / Don't touch your... → Top Stars: look & listen, identify body parts → vocabulary → Grammar box irregular plurals: hand–hands, foot–feet → listen & circle → Activity 4 → Optional game: Draw the face / Find the parts of the body	- Sing a song about parts of the face - Identify and talk about parts of the face: eyes, ears, mouth, nose - Give and follow affirmative and negative orders - Identify additional parts of the body and talk about appearance	Song + Top Stars (SB. 65–67) Workbook. p.65-67	- Flashcards for touch, eyes, ears, mouth, nose - Flashcards for arms, head, toes, hands, feet - Straws for all Ss - Plain A4 sheets of paper (one per S) - Safety scissors
	2.0	M7	Lesson 2	Vocabulary: Part of the body: hair Adjectives: long, short, brown Structure: He hasn't got (green eyes). She hasn't got (black hair). It hasn't got (blue eyes). He/She has got (long hair). He/She hasn't got (short hair). Teaching Flow: Warm up: hold up hair/long/short/brown flashcards, say & repeat → model She has got long hair. She hasn't got short hair. → vocabulary → story Fairy tales: look & listen, identify fairy tale characters → Grammar box (negative form) → listen & look at characters, match to descriptions → Activity 4 → Optional game: How do I look?	- Talk about possession and appearance using has/hasn't got - Identify and talk about additional parts of the body: hair - Practice structures (*)	Once upon a time (SB. 68-69) Workbook. p.68-69	- Flashcards for hair, long, short, brown - Flashcards from previous lessons for eyes, ears, mouth, nose, arms, head, hands, feet, toes - Photocopies of above flashcards (one per S) - A brown coloured pencil/crayon - A4 sheets of paper with a face outline printed/drawn on each (enough for all Ss)

2.0	3.0	M7	Lesson 3	Vocabulary: Parts of the body: wings, teeth Irregular plural: tooth – teeth Structure: Has it got (big teeth)? Yes, it has. / No, it hasn't. Teaching Flow: Let's play Warm up: hold up wings/teeth flashcards, say & repeat → point to own teeth, introduce irregular plural tooth–teeth → vocabulary → Grammar box/ No, it hasn't. → Activity 2: guessing game - SA chooses one of six animals, SB asks yes/no questions using adjectives & body parts to guess → pairs swap roles → Optional game: Animals / Draw a monster	- Identify additional parts of the body: wings, teeth - Ask and answer about appearance - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 7) (SB. 70) + Worksheet P. 16-17 Workbook p.70	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for wings, teeth 3. Flashcards from previous lessons for eyes, ears, mouth, nose, arms, head, hair, hands, feet, toes, legs, dog, cat, hamster, octopus, dolphin 4. Adhesive putty or tape
	4.0	M7	Lesson 4	Vocabulary: Animal: elephant Parts of the body: trunk, tail Structure: This is an elephant. It's very big. It has got small eyes and big ears. It has got a long trunk, but it hasn't got a long tail. Teaching Flow: Warm up: hold up elephant/trunk/tail flashcards, say & repeat → draw elephant on board, point to trunk & tail → vocabulary → Activity 2: listen & read science text about elephant, point to body parts → comprehension questions in L1 → remind Ss It is used for animals/objects → Project: draw a funny elephant with unique features, describe to group using It has/hasn't got... → Optional game: Describe it!	- Identify and describe an elephant using body part vocabulary - Provide cross-curricular information on science - Revise structures presented in previous lessons	CLIL (SB. 71) Workbook. p.71	1. Flashcards for elephant, trunk, tail 2. Flashcards for cat, dog, hamster, octopus, bird, rabbit 3. Coloured pencils
3.0	5.0	M7	Lesson 5	Vocabulary: (Revision) Structure: (Revision) Value: Love your family Teaching Flow: Warm up: show elephant drawing from previous lesson, Ss describe using It has/hasn't got... → Before reading → story: look & listen, name body parts per frame → While reading → After reading → Post-story activity - value(discuss in L1: Do you have brothers or sisters? Do you spend quality time with your family? Is family important to us?) → Optional game: Draw a monster	- Revise and consolidate vocabulary and structures from previous lessons through a story - Identify parts of the body and face in story context - Discuss the value of loving your family	Story : My Boy (SB. 72-73) Workbook p.72	1. Blown-up colour photocopies of story My Boy (SB pp. 72–73)

	6.0	M7	Lesson 6	Vocabulary: (Revision) Phonics /t/: tail, table, toe Phonics /d/: duck, desk, doll Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision: → Optional game: Memory game (matching flashcard pairs) Phonics: Warm up: revise Pink pens chant (Track 83) → write /t/ and /d/ on board, stick corresponding flashcards → phonics sounds /t/ and /d/: listen & point → phonics chant What a mess!: listen & chant along → TPR: half of class holds /t/ card (say lines 1, 3, 4), other half holds /d/ card (say lines 2, 3, 4) → Activity 2 → Optional game: What's that sound? / Ready, set, match	- Revise vocabulary and structures presented in previous lessons - Differentiate between the letter sounds /t/ and /d/ - Say the phonics chant What a mess!	Revision + Phonics (SB. 74 & p.111) Workbook p.73-74	1. Blown-up colour photocopies of story My Boy (SB pp. 72–73) 2. Flashcards/photocopies for eyes, ears, mouth, nose, touch, arms, head, toes, hair, hands, feet, short, long, brown, wings, teeth, elephant, trunk, tail (2 sets each) 3. Flashcards depicting tail, toe, table, duck, desk, doll 4. Photocopies of tail, toe, table, duck, desk, doll, pencil, pink, pen, book, bike, ball (word side only) 5. Phonics cards for /p/ and /b/ (from Module 6) 6. Phonics cards for /t/ (tail) and /d/ (doll) - TB pp. 207–208 (enough so that half the Ss have /t/ and the other half have /d/) 7. Adhesive putty or tape
4.0	7.0	M7	Add-ons				
	8.0	M8	Lesson 1	Vocabulary: Weather: hot, cold, windy, It's raining Actions: jump, climb, sing, fly, swim Structure: It's (hot). I can (jump). I can't (swim). Teaching Flow: Warm up: hold up weather flashcards, mime each condition → vocabulary → Grammar box → song Look outside!: listen, point & sing → Top Stars: look & listen, identify actions in dream scene → vocabulary → Grammar box → listen & circle correct picture → Activity 4 → TPR: S comes to board, mimes action, class says I can (sing) → Optional game: Flashcard showdown	- Sing a song about the weather - Identify and talk about weather conditions - Identify actions and talk about ability/lack of ability	Song + Top Stars (SB. 75–77) Workbook. p.75-77	1. Flashcards for hot, cold, It's raining, windy 2. Flashcards for jump, climb, sing, fly, swim 3. Adhesive putty or tape
5.0	9.0	M8	Lesson 2	Vocabulary: Places: park, beach, zoo, bookshop, toy shop, pet shop Structure: Where are you? I'm at the (park). Teaching Flow: Warm up: hold up place flashcards, say & repeat → model I'm at the park. → vocabulary → text This is me!: listen & point, read aloud → Grammar box → listen & write 1, 2, 3 to order pictures → Activity 4, SA answers → Optional game: Place pantomime	- Identify and name places in town - Talk about one's location - Practice structures (*)	Our World (SB. 78-79) Workbook. p.78-79	1. Flashcards for park, beach, zoo, toy shop, pet shop, bookshop 2. Flashcards from previous lesson for jump, climb, swim, fly 3. Photos of a park, a beach, a zoo, a toy shop, a pet shop and a bookshop 4. Plain A4 sheets of paper (one per S)

	10.0	M8	Lesson 3	Vocabulary: Animals: snake, fox Irregular plural: fox – foxes Structure: How many (foxes) can you see? I can see (four) foxes. Teaching Flow: Let's play Warm up: hold up snake/fox flashcards, say & repeat → draw 5 snakes on board, model How many snakes can you see? I can see five snakes. → note irregular plural fox–foxes → vocabulary → Grammar box → Activity 2: spot hidden animals in forest picture, SA asks SB How many (birds) can you see? → pairs swap roles → Optional game: How many cats?	- Identify additional animals: snake, fox - Ask and answer about quantity - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 8) (SB. 80) + Worksheet P. 18-19 Workbook p.80	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for snake, fox 3. Flashcards from previous lessons for park, beach, zoo, bookshop, toy shop, pet shop 4. A few sets of photocopies of various animal flashcards from previous Modules (raccoon, hamster, cat, dog, bird, rabbit, fish, octopus, dolphin, elephant) 5. Plain A4 sheets of paper (one per S)
6.0	11.0	M8	Lesson 4	Vocabulary: Animal: bear Nouns: tree, flower, river Structure: Look at the tree. It's green and brown. It's very tall! Wow! This is a bear. It's brown! It's big too! Look! The bird is small. The flowers are red! This is a river. Teaching Flow: Warm up: hold up tree/flower/river/bear flashcards, say & repeat → connect bear to teddy bear → vocabulary → Activity 2: listen & read What's in a forest? text, point to vocabulary items → comprehension questions in L1 → Project: draw own forest with trees, flowers, animals & a river, present to class → Optional game: Missing card game	- Identify nature vocabulary: tree, flower, river, bear - Provide cross-curricular information on science: forest habitat - Revise structures presented in previous lessons	CLIL (SB. 81) Workbook. p.81	1. Flashcards for tree, flower, river, bear 2. Flashcards for all animals presented so far (raccoon, hamster, cat, dog, rabbit, fish, bird, octopus, dolphin, elephant, snake, fox) 3. A few sets of photocopies of various animal flashcards 4. Plain A4 sheets of paper (one per S)
	12.0	M8	Lesson 5	Vocabulary: (Revision) Structure: (Revision) Value: Listen to your parents Teaching Flow: Warm up: hold up animal flashcards, Ss make sentences → draw animals on board, ask How many (bears) can you see? → Before reading → story: listen & point to frames → While reading → After reading → Post-story activity - value: (discuss in L1: Do you listen to your parents? Why should you? What would you do if you were Joe? Who can you ask for help if you get lost?) → Optional game: act out story in groups	- Revise and consolidate vocabulary and structures from previous lessons through a story - Identify animals, weather, actions and places in story context - Discuss the value of listening to your parents	Story : At the Zoo (SB. 82-83) Workbook p.82	1. All flashcards presented in this Module 2. A box

7.0	13.0	M8	Lesson 6	Vocabulary: (Revision) Phonics /g/: gum, grapes, girl Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision → Optional game: Memory game (matching flashcard pairs) Phonics: Warm up: revise What a mess! chant (Track 86), TPR activity → write /k/ and /g/ on board, stick corresponding flashcards under each sound → phonics sounds /k/ and /g/: listen & point → phonics chant Fat cat: listen & chant along → TPR: four groups each hold one word (girl, grapes, cat, car), say their line & hold up flashcard as it appears in the chant → Activity 2 → Optional game: What's that sound? / Letter hold-up	- Revise vocabulary and structures presented in previous lessons - Differentiate between the letter sounds /k/ and /g/ - Say the phonics chant Fat cat	Revision + Phonics (SB. 84 & p.112) Workbook p.83-84	1. Blown-up colour photocopies of story At the Zoo (SB pp. 82–83) 2. Flashcards/photocopies for hot, cold, windy, It's raining, swim, fly, jump, climb, sing, park, beach, zoo, bookshop, toy shop, pet shop, snake, fox, bear, tree, flower, river (2 sets each) 3. Flashcards depicting cat, car, kite, gum, grapes, girl 4. Phonics cards for /t/ (tail) and /d/ (doll) from Module 7 (half the Ss have /t/, the other half have /d/) 5. Phonics cards for /k/ (car) and /g/ (grapes) - TB pp. 207–208 6. Photocopies of flashcards depicting cat, car, grapes, girl (enough for all Ss) 7. Adhesive putty or tape
	14.0	M8	Add-ons				
8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Starters)	- Revise all vocabulary & structures from M7–M8 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	
9.0	17.0	M9	Lesson 1	Vocabulary: Animals: cow, horse, chicken, duck, sheep, goat, bee Family members: grandad/grandfather, granny/grandmother Structure: There's a (bee). There's = There is Teaching Flow: Warm up: mime farm animal sounds (moo, neigh, cluck, quack, baa) → vocabulary → song Old MacDonald's Farm: listen, point & sing → substitute words with different animals → Top Stars: look & listen, farm scene with grandparents → vocabulary → Grammar box → listen & tick correct picture → Activity 4 - SA mimes animal, SB asks Are you a (bird)? → Optional game: Missing pictures / Combinations	- Sing a song about farm animals - Identify and name farm animals: cow, horse, chicken, duck, sheep, goat - Introduce additional vocabulary and talk about things/animals that exist in a place - Introduce extended family members: grandad/grandfather, granny/grandmother	Song + Top Stars (SB. 85–87) Workbook. p.85-87	1. Flashcards for cow, horse, chicken, duck, sheep, goat 2. Flashcards for bee, grandad/grandfather, granny/grandmother 3. Photocopies of farm animal flashcards (one per S) 4. Two photocopies of animal flashcards for racoon, cat, dog, hamster, rabbit, fish, bird, bear, snake, fox, dolphin, octopus, elephant, cow, horse, chicken, duck, sheep, goat 5. Adhesive putty or tape

	18.0	M9	Lesson 2	Vocabulary: Numbers: sixteen, seventeen, eighteen, nineteen, twenty Noun: pond Structure: There are (sixteen apples on the tree). There is (a cat and a dog too). Teaching Flow: Warm up: write numbers 1–15 on board, Ss say them aloud → introduce 16–20 with flashcards → vocabulary → text This is my dream farm!: listen & point, read aloud → Grammar box → Activity 3: fill in table with numbers of animals → Activity 4 → Activity 5: pairs - SA closes book, SB describes farm from memory → Optional game: Number Bingo	- Introduce numbers 16–20 - Talk about things/animals that exist in a place using There is/There are - Practice structures (*)	Our World (SB. 88-89) Workbook. p.88-89	1. Flashcards for sixteen, seventeen, eighteen, nineteen, twenty, pond 2. Adhesive putty or tape
10.0	19.0	M9	Lesson 3	Vocabulary: Irregular plurals: sheep–sheep, fish–fish Structure: How many (cats) are there? There are (ten cats). There's one (elephant). Teaching Flow: Let's play Warm up: put out painting printout, model There are sixteen ducks. How many ducks are there? There are sixteen ducks. → note irregular plurals sheep–sheep, fish–fish → Grammar box → Activity 1: spot animals in forest picture, SA asks How many (horses) are there?, SB counts & answers There are four horses. → pairs swap roles → Optional game: The forest poster	- Ask about quantity using How many...are there? - Identify irregular plural nouns: sheep–sheep, fish–fish - Revise animals and numbers 16–20 - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 9) (SB. 90) + Worksheet P. 20-21 Workbook p.90	1. Worksheet - Time Out! (enough for all Ss) 2. An Internet printout of a painting with many animals 3. Magazine pages or Internet printouts with animals found in a forest 4. Big sheets of cardboard Safety scissors and glue for all Ss 5. Photocopies of module flashcards (one per S) 6. Adhesive putty
	20.0	M9	Lesson 4	Vocabulary: Nouns: wool, honey, cheese Structure: This is a (cow). We get (milk/cheese). This is a (bee). We get (honey). This is a (sheep). We get (milk/wool/cheese). Teaching Flow: Warm up: TPR revision - say There are (five) ducks, Ss stand up and mime → vocabulary: wool, honey, cheese → Activity 2: match animals to products they provide → read sentences aloud → Project: cut out farm animal pictures from WB p. 125, make a farm collage, present using There's/There are → Optional game: Yes or No?	- Identify products that come from farm animals: wool, honey, cheese - Provide cross-curricular information on science: what we get from animals	CLIL (SB. 91) Workbook. p.91	1. Flashcards for milk, eggs, wool, honey, cheese 2. An empty shoe box Safety scissors 3. Coloured pencils and glue (for each S)

11.0	21.0	M9	Lesson 5	Vocabulary: (Revision) Structure: (Revision) Value: All animals are useful Teaching Flow: Warm up: hold up product flashcards, Ss say which animal they come from → Before reading → story: listen & point to frames → While reading → After reading → Post-story activity - value (discuss in L1: Why do you think animals are useful? Can you give examples of what they give to people? Why is it important to learn about animals?) → Optional game: What animal is it? (describe & guess)	- Revise and consolidate vocabulary and structures from previous lessons through a story - Identify farm animals, numbers, and animal products in story context - Discuss the value of animals being useful	Story : What Animal Is It? (SB. 92-93) Workbook p.92	1. Flashcards from previous lessons for milk, eggs, wool, honey, cheese
	22.0	M9	Lesson 6	Vocabulary: (Revision) Phonics /f/: fin, fat, fish Phonics /v/: van, vase, vest Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (3–4 cards, eyes closed, spot the missing one) → Revision → Optional game: Memory game (matching flashcard pairs) Phonics: Warm up: revise Fat cat chant (Track 89), do TPR activity → write /f/ and /v/ on board, stick corresponding flashcards → phonics sounds /f/ and /v/: listen & point → phonics chant Vinny the fish: listen & chant along → TPR: half of class holds /f/ card (raise for fin, fat, fish, fins, friend), other half holds /v/ card (raise for van, vest, Vinny, vase) → Activity 2 → Optional game: What's that sound? / Whispers	- Revise vocabulary and structures presented in previous lessons - Differentiate between the letter sounds /f/ and /v/ - Say the phonics chant Vinny the fish	Revision + Phonics (SB. 94 & p.113) Workbook p.93-94	1. Blown-up colour photocopies of story What Animal Is It? (SB pp. 92–93) 2. Flashcards/photocopies for cow, horse, chicken, duck, sheep, goat, bee, grandad/grandfather, granny/grandmother, pond, wool, honey, cheese, sixteen–twenty (2 sets each) 3. Flashcards depicting fin, fat, fish, van, vase, vest 4. Phonics cards for /f/ (fin) and /v/ (vase) - TB pp. 207–208 (enough so that half the Ss have /f/ and the other half have /v/) 5. Adhesive putty or tape
12.0	23.0	M9	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Starters)	- Practise exam strategies - Identify gaps before final test		
13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet
	26.0		Test correction	Return & review marked papers / Error analysis / Celebration activity			

Top Stars 2 · CEFR Pre-A1

Tổng quan khóa học (Course Outline Overview)

COURSE OUTLINE OVERVIEW			
TOP STAR 1 & 2 = CEFR Pre A1			
TỔNG QUAN KHÓA HỌC 3 MODULES			
Total number of lessons Tổng số buổi			26 lessons/ 26 buổi
Number of weeks Số tuần			13 weeks/ 13 tuần
Lessons based on the coursebook Buổi thực học từ sách			18 lessons/ 18 buổi
Add-on Sessions Buổi Add-ons			3 lessons (after each Module)/ 3 buổi (sau mỗi Module)
Midterm Test Thi giữa kỳ			1 buổi
Final Test Thi cuối kỳ			1 buổi
Test Revision & Correction & CLIL Ôn tập và sửa bài Test & CLIL			3 buổi
Total coursebook study time (3 modules) Thời lượng thực học từ sách (3 modules)			18 × 120 minutes = 36 hours 18 × 120 phút = 36 hours
Total instructional hours according to CEFR / 1 level (9 Modules – excluding Module 10) Tổng thời lượng học theo CEFR cho 1 level (9 Modules - lược bỏ Module 10)			~ 108 hours x 2 (Level 1 & 2) = 216 hours ~ 108 giờ x 2 (Level 1 & 2) = 216 giờ

Phân phối chi tiết · C.O (M1-3)

COURSE OUTLINE TOP STARS Level 2 (M1 + M2 + M3)								
Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)	

Level: Top Stars 2 (M1 + M2 + M3) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							
1.0	1.0	M1	Lesson 1	Vocabulary: Greetings: Hello/Hi, Goodbye/Bye Numbers: one, two, three, four, five, six, seven, eight, nine, ten Nouns: classroom, teacher, friend, racoon, computer, Mrs Structure: What's your name? I'm (Jane). / My name's (Jane). How old are you? I'm (six). This is my friend, (Tom). How are you? Fine, thanks. Teaching Flow: Warm up: greetings & counting 1–10 → vocabulary → song Let's be friends!: listen & sing along → wave Hello/Goodbye while listening → Grammar box → Top Stars: look & listen to story → vocabulary → Grammar box → pairs: practise exchanges → Optional game: Remember who!	- Greet someone and say farewell using Hello/Hi and Goodbye/Bye - Introduce oneself and ask about someone's name & about one's age - Identify and name the numbers 1–10 - Introduce a friend, teacher, and classroom objects	Song + Top Stars (SB. 5–7) Workbook. p.5-7	- Flashcards for Hello/Hi, Goodbye/Bye, numbers 1–10 - Flashcards for classroom, teacher, friend, racoon, computer, Mrs - Photocopies of classroom/teacher/friend/racoon/computer/Mrs flashcards (one per S) - A photo/picture of a racoon - A photo of yourself and a friend - A blindfold (optional)
	2.0	M1	Lesson 2	Vocabulary: Classroom objects: board, whiteboard, chair, desk Nouns: apple, umbrella Adjectives: new, old Structure: This is a (computer). This is an (apple). Teaching Flow: Warm up: classroom objects - point & say → vocabulary: board, whiteboard, chair, desk, apple, umbrella, new, old → text My classroom: listen & read → Grammar box → look & match objects to sentences → pairs: point & say, take turns → Optional game: Yes or No	- Identify and name objects that can be found in a classroom - Identify objects as new or old - Practice structures (*)	Our World (SB. 8-9) Workbook. p.8-9	- Flashcards for apple, umbrella, board, whiteboard, new, old - Flashcards for classroom, teacher, friend, racoon, computer, Mrs (previous lesson) - An apple, an umbrella, a new book, an old book (optional)

2.0	3.0	M1	Lesson 3	Vocabulary: Nouns: book, pencil, pen, rubber, ruler, pencil case Structure: What's this? It's a (book). What's that? It's an (apple). What's = What is It's = It is Teaching Flow: Let's play Warm up: hold up objects - point & say book, pencil... → vocabulary → revision: This is a/an... → Grammar box → game: blurred pictures grid - pairs ask & answer → Optional game: What's this?	- Identify and talk about classroom objects - Ask and answer about nearby and distant objects - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 1) (SB. 10) + Worksheet P. 4-5 Workbook p.10	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for book, pencil, pen, rubber, ruler, pencil case 3. Flashcards for apple, umbrella, board, whiteboard, new, old, chair, desk (previous lessons) 4. A book, a pencil, a pen, a rubber, a ruler, a pencil case
	4.0	M1	Lesson 4	Vocabulary: Colours: red, blue, green, yellow, orange, purple, pink, white Verb: mix Structure: This is a (computer). What's that? It's an (apple). (revision) Teaching Flow: Warm up: point to classroom objects - say colour → vocabulary: red, blue, green, yellow, orange, purple, pink, white, mix → text Make a new colour!: listen & read → write colour names & match colour equations → Project: Ss make their own spinning colour wheel → Optional game: Musical colours	- Provide Ss with cross-curricular information on Art - Identify colours: red, blue, green, yellow, orange, purple, pink, white - Identify the result of mixing two colours together	CLIL (SB. 11) Workbook. p.11	1. Flashcards for red, blue, green, yellow, orange, purple, pink, white 2. Flashcards for book, pencil, pen, rubber, ruler, pencil case (previous lesson) 3. A large piece of white cardboard 3.1 Red, blue, green, yellow, orange, pink and purple markers 4. Eight coloured card squares (one per colour) 5. A long piece of string 6. A pair of scissors 7. Adhesive putty or sticky tape 8. A ready-made spinning colour wheel (TB p.180)
3.0	5.0	M1	Lesson 5	Vocabulary: Nouns: Mr, Mrs, cake, plus Structure: (Revision) Value: Celebrate special days with your friends Teaching Flow: Warm up: point to classroom objects - name colours → vocabulary → Before reading → story Happy Birthday!: listen & point to frames → While reading → After reading → Post-story activity - value (discuss in L1: What special days do you celebrate? Do you celebrate your birthday? How? Do you think it's fun to celebrate special days with friends? What was your favourite present ever?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures presented in previous lessons	Story : Happy Birthday! (SB. 12-13) Workbook p.12	Flashcards for Mr, Mrs, cake, plus

	6.0	M1	Lesson 6	Vocabulary: (Revision) Phonics /æ/: cat, fat, hat, black Structure: Revision) What's this/that? It's a/an... This is my friend, (Tom). How are you? Fine, thanks. Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision → Optional game: Matching pictures Phonics - Warm up: write a on board → point to /æ/ flashcards: cat, fat, hat, black → phonics sound /æ/: listen & point → chant Pat the Cat → TPR: raise cat phonics card when hearing /æ/ → circle the word that doesn't belong → Optional game: What's that sound?	- Revise and consolidate vocabulary and structures presented in previous lessons - Practise the pronunciation of /æ/ - Say a phonics chant	Revision + Phonics (SB. 14 & p.105) Workbook p.13-14	1. Blown-up colour photocopies of story Happy Birthday! (SB pp. 12–13) 2. Flashcards for all module vocabulary (2 sets of each): Hello/Hi, Goodbye/Bye, numbers 1–10, classroom, teacher, friend, racoon, computer, Mrs, board, whiteboard, chair, desk, apple, umbrella, book, pencil, pen, rubber, ruler, pencil case, red, blue, green, yellow, orange, purple, pink, white, Mr, cake 3. Photocopies of flashcards and word cards (one set for every four Ss) 4. Flashcards for cat, fat, hat, black 5. Phonics cards for /æ/ (SB pp. 205–206, enough for all Ss)
	7.0	M1	Add-ons				
4.0	8.0	M2	Lesson 1	Vocabulary: Family members: mum/mother, dad/father, brother, sister Nouns: kitchen, bedroom, bathroom, living room, shoes, bag Structure: Who's that? It's my (sister). I'm (Fred). You're (Mary). Where's the (bag)? In the (kitchen). You're = You are Who's = Who is Teaching Flow: Warm up: photo album - point & introduce family members → vocabulary → song My family photos: listen, point & sing along → Grammar box → Top Stars: look & listen to story → vocabulary → Grammar box → pairs: ask & answer about location → Optional game: Hold up the card	- Sing a song about family members - Identify and name family members - Ask and answer about a person's identity - Identify rooms in a house and ask and answer about location	Song + Top Stars (SB. 15–17) Workbook. p.15-17	1. Flashcards for mum/mother, dad/father, brother, sister 2. Photocopies of above flashcards (one per S) 3. Flashcards for kitchen, bedroom, bathroom, living room, shoes, bag 4. Plain sheets of A4 paper 5. A photo album with photos of your mother, father, brother and/or sister
	9.0	M2	Lesson 2	Vocabulary: Furniture: bed, table, bookcase, sofa Nouns: lamp, TV Structure: Where's the (cat)? It's on the (table). It's under the (bed). It's in the (bag). Where's = Where is Teaching Flow: Warm up: hold up flashcards - say furniture words → vocabulary → text My bedroom: listen, read & match → Grammar box → listen & draw pen in correct place → pairs: point & ask Where's the (pen)? → Optional game: Where is it?	- Identify and name furniture - Identify prepositions of place: on, under, in - Ask and answer about location	Our World (SB. 18-19) Workbook. p.18-19	1. Flashcards for bed, table, bookcase, lamp, sofa, TV 2. Flashcards for kitchen, bedroom, bathroom, living room, shoes, bag (previous lesson) 3. Sheets of A4 paper (one for each S)

5.0	10.0	M2	Lesson 3	Vocabulary: Family members: grandad/grandfather, granny/grandmother, cousin Structure: He's in the (bedroom). She's in the (kitchen). It's in the (bathroom). He's = He is She's = She is It's = It is Teaching Flow: Let's play Warm up: hold up flashcards - say & repeat → vocabulary → revision: Where's...? → Grammar box → game: choose person/animal/item - pairs ask Where's...? & answer → Optional game: Memory game	- Identify and name extended family members - Ask and answer about location using He's / She's / It's - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 2) (SB. 20) + Worksheet P. 6-7 Workbook p.20	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for grandad/grandfather, granny/grandmother, cousin 3. Photocopies of flashcards for bed, table, bookcase, lamp, TV, sofa (previous lesson) 4. Photocopies of this lesson's flashcards (one per S) 5. Sheets of A4 paper (one for each S)
	11.0	M2	Lesson 4	Vocabulary: Nouns: family, baby, tree Structure: (Revision) Who's that? Where's my (sister)? Teaching Flow: Warm up: draw family + baby + tree on board → vocabulary → text My family tree: listen, point & read → point to each family member on tree - say name → Project: Ss make their own family tree using photos or drawings → present: This is my... → Optional game: Memory game	- Provide Ss with cross-curricular information on Social Studies - Identify and name extended family members on a family tree - Make a family tree	CLIL (SB. 21) Workbook. p.21	1. Flashcards for family, baby, tree 2. Flashcards for mum/mother, dad/father, brother, sister, grandad/grandfather, granny/grandmother, cousin (previous lessons) 3. Photocopies of family member flashcards (one per S) 4. Photos of Ss' family members 5. Safety scissors, glue and coloured pencils 6. Adhesive putty or sticky tape
6.0	12.0	M2	Lesson 5	Vocabulary: Noun: prince Adjective: wet Structure: (Revision) Who's that? It's the (prince). She's in the (bathroom). This is my (sister). Value: Read tales from around the world Teaching Flow: Warm up: family tree on board - name members → vocabulary: prince, wet → Before reading → story Cinderella: listen & point to frames → While reading → After reading → Post-story activity - value (discuss in L1: Do you know the original fairy tale Cinderella? What happens in the story? Name some famous tales in your country. What's your favourite tale?) → Optional game: act out the story in groups of six	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures presented in previous lessons	Story : Cinderella (SB. 22-23) Workbook p.22 + Smart Moves p.129	Flashcards for prince and wet

	13.0	M2	Lesson 6	Vocabulary: (Revision) Phonics : bed, leg, red, hen Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision: listen & tick correct picture → Optional game: Matching pictures Phonics - Warm up: write a on board → point to /e/ flashcards: bed, leg, red, hen → phonics sound /e/: listen & point → chant → TPR → Optional game: What's that sound?	- Revise and consolidate vocabulary and structures presented in previous lessons - Practise the pronunciation of e /e/ - Say a phonics chant	Revision + Phonics (SB. 24 & p.106) Workbook p.23-24	1. flashcards for bed, leg, hen, red 2. adhesive putty or sticky tape 3. phonics card for bed (enough for all Ss) TB pp.205-206 4. Blown-up colour photocopies of story Cinderella (SB pp. 22–23) 5. Flashcards for all module vocabulary (2 sets of each): mum/mother, dad/father, brother, sister, grandad/grandfather, granny/grandmother, cousin, kitchen, bedroom, bathroom, living room, shoes, bag, bed, table, bookcase, lamp, sofa, TV, family, baby, tree, prince, wet 6. Photocopies of flashcards and word cards (one set for every four Ss)
	14.0	M2	Add-ons				
7.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Starters)	- Revise all vocabulary & structures from M1–M2 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	
8.0	17.0	M3	Lesson 1	Vocabulary: Adjectives: happy, sad, tall, short, big, small Occupations: student, doctor, pilot, actor People: boy, girl Structure: He is happy. She is sad. They're pilots (= They are pilots). Are you happy? Yes, I am. / No, I'm not. Are they happy? Yes, they are. / No, they aren't. Teaching Flow: Warm up: boy/girl mime → vocabulary: adjectives & people → song: listen & sing along → Top Stars: occupations → Grammar box: be (is/are questions) → listen & match → pairs: ask & answer → Optional game: Mime & guess	- Sing a song about feelings - Ask about physical appearance - Identify adjectives and occupations - Ask and answer about people's feelings and jobs	Song + Top Stars (SB. 25–27) Workbook. p.25-27	1. Flashcards: happy, sad, tall, short, big, small, boy, girl, student, doctor, pilot, actor 2. Plain sheets of A4 paper 3. Sheets of coloured cellophane paper
	18.0	M3	Lesson 2	Vocabulary: Actions: fly, jump, run, swim, walk, climb Structure: I can swim. I can't climb. She can jump. He can't swim. Teaching Flow: Warm up: action mime → vocabulary: actions → listen & read text → match pictures → Grammar box: can/can't → tick abilities → pairs: ask & answer → Optional game: Action race	- Identify actions - Talk about ability using can/can't - Practice structures (*)	Our World (SB. 28-29) Workbook. p.28-29	1. Flashcards: fly, jump, run, swim, walk, climb 2. Flashcards from previous lessons 3. Adhesive putty or sticky tape

9.0	19.0	M3	Lesson 3	Vocabulary: Actions: spell, count, write, sing, paint (Revision): fly, jump, run, swim, walk, climb Structure: Can you spell your name? Yes, I can. / No, I can't. Can you write? Yes, I can. / No, I can't. Teaching Flow: Let's play Warm up: writing mime → vocabulary: actions → look & listen → group survey → Grammar box: Can you...? → ask & answer → Optional game: Can you...? game	- Identify more actions - Ask and answer about ability - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 3) (SB. 30) + Worksheet P. 8-9 Workbook p.30	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards: spell, count, write, sing, paint 3. Flashcards from previous lessons
	20.0	M3	Lesson 4	Vocabulary: Animals: lizard, frog, duck Nature: pond Colours: brown Structure: This is a duck. It can fly. It's brown. It can jump. Teaching Flow: Warm up: animal review → vocabulary: animals & pond → listen & read text → match & answer → Project: draw pond & describe → Optional game: Ready, set, match	- Provide Ss with cross-curricular information on science - Identify animals and their abilities	CLIL (SB. 31) Workbook. p.31	1. Flashcards: lizard, frog, duck, pond, brown 2. Flashcards from previous lessons 3. Word cards of the above 4. Adhesive putty or sticky tape
10.0	21.0	M3	Lesson 5	Vocabulary: Actions: read, draw, open the door Structure: (Revision) I can read. I can draw. Can you read? Yes, I can. Are you happy? Yes, I am. Value: Be careful when you play Teaching Flow: Warm up: action mime → vocabulary: read, draw → Before reading → story: listen & point → While reading → After reading → Post-story activity - value: Be careful when you play (discuss in L1: Do you play outside? What games? Have you had an accident? Should we be careful?) → Optional game: Role-play	- Listen to and read a story - Revise and consolidate vocabulary and structures from the module - Identify actions and abilities	Story: The Fun House (SB. 32-33) Workbook p.32	1. Flashcards from all module lessons 2. Adhesive putty or tape

	22.0	M3	Lesson 6	Vocabulary: (Revision) Phonics /ɪ/: fin, fish, pink, big Structure: (Revision) Can you swim? Yes, I can. / No, I can't. Are they pilots? Yes, they are. / No, they aren't. Teaching Flow: Warm up: memory game → revision: match & circle → practice: listen & tick → Optional game: Matching pairs → Phonics transition → Warm up: revise chant (Jen the Hen) → write /ɪ/ on board + flashcards Phonics /ɪ/: listen & point → chant Lynn the Fish → TPR raise phonics cards → circle correct sound → Optional game: What's that sound?	- Revise and consolidate vocabulary and structures from the module - Recognize and pronounce the sound /ɪ/	Revision + Phonics (SB. 34 & p.107) Workbook p.33-34	1. Flashcards for all module vocabulary (2 sets of each) 2. Blown-up photocopies of the story (one per S) 3. Phonics cards: fin, fish, pink, big + previous module phonics cards
	23.0	M3	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Starters)	- Practise exam strategies - Identify gaps before final test		
12.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet
	26.0		Test correction	Return & review marked papers / Error analysis / Celebration activity			

Phân phối chi tiết · C.O (M4-6)

COURSE OUTLINE TOP STARS Level 2 (M4 + M5 + M6)							
Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)
Level: Top Stars 2 (M4 + M5 + M6) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							

1.0	1.0	M4	Lesson 1	Vocabulary: Parts of the face/head: eyes, short hair, long hair Adjectives: blonde Colour: black Animals: cat–cats, parrot–parrots, monkey–monkeys, mouse–mice Structure: I've got (blue eyes). I haven't got (green eyes). Have you got (a cat)? Yes, I have. / No, I haven't. You've got (a parrot). Note: I've got = I have got haven't got = have not got Teaching Flow: Warm up: parts of face & hair colours → vocabulary → song Claire's song: listen & circle Claire → sing along → Grammar box → pairs: describe eyes & hair → Top Stars: vocabulary → Grammar box → pairs: ask & answer about pets → Optional game: Make a funny sentence	- Sing a song about physical appearance - Identify and talk about physical appearance - Ask and answer about possession - Identify pets and animals, including regular and irregular plural nouns	Song + Top Stars (SB. 35–37) Workbook. p.35-37	1. Flashcards for eyes, short hair, long hair, blonde, black 2. Photocopies of above flashcards (one per S) 3. Ron, Tina, Matt and Lisa finger puppets (optional) 4. Flashcards for cat–cats, parrot–parrots, monkey–monkeys, mouse–mice 5. Adhesive putty or sticky tape
	2.0	M4	Lesson 2	Vocabulary: Toys: helicopter, robot, skateboard, ball Adjective: fast Structure: He/She/It has got (a ball). He/She/It hasn't got (a robot). Note: hasn't = has not Teaching Flow: Warm up: pass the ball game → vocabulary → listen & read: Fantastic Toys! → Grammar box → write Yes or No sentences → listen & circle toys → Optional game: A miming game	- Identify toys and describe possession in the third person - Talk about possession using He/She/It has got / hasn't got - Practice structures (*)	Our World (SB. 38-39) Workbook. p.38-39	1. Flashcards for helicopter, robot, skateboard, ball, fast 2. Flashcards for cat–cats, parrot–parrots, monkey–monkeys, mouse–mice (previous lesson) 3. A toy helicopter, a toy skateboard, a robot and a ball (optional)
2.0	3.0	M4	Lesson 3	Vocabulary: Nouns: watch, tablet, laptop, phone Structure: Has he/she/it got (a ball)? Yes, he/she/it has. No, he/she/it hasn't. Teaching Flow: Let's play Warm up: A miming game (revision from previous lesson) → vocabulary → Grammar box → pairs: guess the person game → listen & circle objects → Optional game: Missing pictures	- Identify useful items and gadgets - Ask and answer questions about possession in the third person singular - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 4) (SB. 40) + Worksheet P. 10-11 Workbook p.40	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for watch, tablet, laptop, phone 3. A watch (if you have one)

	4.0	M4	Lesson 4	Vocabulary: Parts of the face: ears, nose, mouth Structure: (Revision) I've got (two ears, two eyes, a nose and a mouth). You've got (two ears). Teaching Flow: Warm up: touch your ears, nose, mouth → vocabulary → listen & match song My face: point to parts of face → sing along → Activity 3: rewrite song changing order of face parts → Project: make a 'funny face' booklet → pairs: ask & answer about booklet using Has he/she got...? → Optional game: Make a sentence	- Provide Ss with cross-curricular information on health - Identify and talk about parts of the face: ears, nose, mouth	CLIL (SB. 41) Workbook. p.41	1. Flashcards for bag, book, computer, pencil, pen, ruler, rubber, desk, chair, pencil case, watch, tablet, laptop, phone, ears, nose, mouth 2. Flashcards for numbers 1–10 3. A ready 'funny face' booklet 4. A stapler 5. A pair of safety scissors for each S
3.0	5.0	M4	Lesson 5	Vocabulary: Nouns: balloon, lorry, plane Structure: (Revision) Value: Share your things Teaching Flow: Warm up: revision of face parts → vocabulary → Before reading → story: listen & point to frames → While reading → After reading → Post-story activity - value (discuss in L1: Do you share your things with your friends? Do you find it easy or difficult to share your things? What things do you find most difficult to share? Do you like to play with your friends' toys?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures presented in previous lessons	Story : Balloons! (SB. 42-43) Workbook p.42 + Smart Moves p.130	1. Flashcards for balloon, lorry, plane 2. Flashcards from previous lessons (eyes, ears, nose, mouth, long hair, short hair) 3. A balloon
	6.0	M4	Lesson 6	Vocabulary: (Revision) Phonics /o/: box, fox, top, hop Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards on board, eyes closed, spot the missing one) → Activity 1: write words in correct columns → listen & number pictures → read & tick A, B or C → Optional game: Matching pictures Phonics - Warm up: revise chant Lynn the Fish (Module 3) → write /o/ on board + flashcards for box, fox, top, hop → phonics sound /o/: listen & point → chant Bob the Fox: listen & chant along → TPR: raise fox phonics card when hearing /o/ → circle correct initial sound → Optional game: What's that sound?	- Revise and consolidate the vocabulary and structures presented in previous lessons - Recognise and practise the letter sound /o/ - Say the phonics chant Bob the Fox	Revision + Phonics (SB. 44 & p.108) Workbook p.43-44	1. Blown-up colour photocopies of story Balloons! (SB pp. 42–43), one per 4 Ss 2. Flashcards/photocopies for all module vocabulary (2 sets of each): eyes, short hair, long hair, blonde, black, cat–cats, parrot–parrots, monkey–monkeys, mouse–mice, helicopter, robot, skateboard, ball, watch, tablet, laptop, phone, ears, nose, mouth, balloon, lorry, plane 3. Word cards for all above flashcards 4. Phonics cards for fox (Module 4, enough for all Ss) 5. Flashcards for box, fox, top, hop 6. Adhesive putty or sticky tape
4.0	7.0	M4	Add-ons				

	8.0	M5	Lesson 1	Vocabulary: Food: sandwich, chicken, rice, chips, eggs, onions Food: spaghetti, salad, chocolate Drink: orange juice Adjectives: hungry, thirsty Note: don't = do not sandwich – sandwiches Structure: I like (chicken). I don't like (onions). Do you like (salad)? Yes, I do. / No, I don't. Teaching Flow: Warm up: feel the food blindfold game → vocabulary → song What's your favourite food?: listen & match food to song lines → sing along → rewrite song with own food preferences → Grammar box → Top Stars: vocabulary → Grammar box → pairs: survey about food likes → Optional game: Who likes...?	- Sing a song about food preferences - Identify and talk about food and drinks - Ask and answer about likes and dislikes	Song + Top Stars (SB. 45–47) Workbook. p.45-47	- Flashcards for sandwich, chicken, rice, chips, eggs, onions - Photocopies of above flashcards (one per S) - A smiley face made of yellow construction paper and a sad face made of blue construction paper - A packet of rice, some onions and eggs - Blindfolds (enough for each pair of Ss) - Flashcards for spaghetti, salad, orange juice, chocolate, hungry, thirsty - Plain sheets of A4 paper
5.0	9.0	M5	Lesson 2	Vocabulary: Meals: breakfast, lunch Food: soup, fish, cereal Drink: milk Structure: I like (fish). It's good for you. I don't like (chips). They're bad for you. Teaching Flow: Warm up: hold up flashcards, say & repeat → vocabulary → listen & read: Breakfast anyone? → Grammar box → Activity 3: match food to person → listen & tick food people like for breakfast/lunch → Project: Make a food poster (good for you / bad for you) → Optional game: Word building game	- Identify food items for meals: breakfast and lunch - Talk about what someone has and likes for breakfast/lunch - Distinguish between healthy and unhealthy food	Our World (SB. 48-49) Workbook. p.48-49	- Flashcards for breakfast, lunch, soup, fish, cereal, milk - Flashcards from previous lessons: spaghetti, salad, orange juice, chocolate, sandwich, chicken, rice, chips, eggs, onions - Magazine pages with photos of food/drinks - Big pieces of white card (one for every 3–4 Ss) - Scissors (enough for each group of Ss) - Glue sticks (enough for each group of Ss)
	10.0	M5	Lesson 3	Vocabulary: Fruit: banana, lemon, orange Vegetable: carrot, tomato – tomatoes Numbers: 11–20 Structure: I want (milk), please. Here you are. Thank you. You're welcome. Note: tomato – tomatoes Teaching Flow: Let's play Warm up: basket of fruit and vegetables introduction → vocabulary → Grammar box → pairs: grocer roleplay → act out dialogue → Optional game: Walk and touch	- Identify and talk about items of food and fruit/vegetables - Say what one wants using I want... - Introduce the numbers 11–20 - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 5) (SB. 50) + Worksheet P. 12-13 Workbook p.50	- Worksheet - Time Out! (enough for all Ss) - Flashcards for numbers 11–20 - Flashcards for banana, lemon, orange, carrot, tomato - A basket with fruit and vegetables: bananas, lemons, oranges, carrots and tomatoes - Flashcards from previous lessons: sandwich, chicken, rice, chips, eggs, onions, spaghetti, salad, orange juice, chocolate, milk, hungry, thirsty, breakfast, lunch, soup, fish, cereal - Photocopies of the above flashcards (enough for all Ss)

6.0	11.0	M5	Lesson 4	Vocabulary: Food: bread, potato–potatoes, cheese, meat Structure: (Revision) I like (fish). It's good for you. I don't like (chocolate). It's bad for you. Teaching Flow: Warm up: pass the ball flashcard game → vocabulary → listen & read: The food pyramid → identify food groups: grains / fruit & vegetables / dairy / meat & beans / oils & sweets → Project: complete the food pyramid in WB (cut & glue pictures) → Optional game: Do a survey!	- Provide Ss with cross-curricular information on health - Identify food items and classify them in the food pyramid	CLIL (SB. 51) Workbook. p.51	1. Flashcards for bread, potato, cheese, meat 2. Flashcards from previous lessons: sandwich, chicken, rice, chips, eggs, onions, spaghetti, salad, orange juice, chocolate, soup, fish, milk, cereal, breakfast, lunch, banana, lemon, orange, carrot, tomato, hungry, thirsty
	12.0	M5	Lesson 5	Vocabulary: Food: pizza, watermelon, jam, ice cream, pear Drink: lemonade Structure: I like (pizza). I don't like (chocolate). It's good for you. / It's bad for you. I've got (two pears in my bag). Value: You should eat healthily Teaching Flow: Warm up: food pyramid revision on board → vocabulary → Before reading → story: listen & point to frames → While reading → After reading → Post-story activity - value (discuss in L1: What's your favourite food? Do you like eating out? What kind of food is good/bad for us?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures presented in previous lessons - Identify food items in a story context	Story : Hansel & Gretel (SB. 52-53) Workbook p.52	Flashcards for pizza, watermelon, jam, ice cream, lemonade, pear
7.0	13.0	M5	Lesson 6	Vocabulary: (Revision) Phonics /ʌ/: duck, hungry, under, jumper Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards on board, eyes closed, spot the missing one) → Activity 1: write words in correct groups → look & match → listen & tick → Optional game: Matching pictures Phonics - Warm up: revise chant Bob the Fox (Module 4) → write u /ʌ/ on board + flashcards for duck, hungry, under, jumper → phonics sound /ʌ/: listen & point → chant My Duck: listen & chant along → TPR: raise duck phonics card when hearing /ʌ/ → circle correct initial sound → Optional game: What's that sound?	- Revise and consolidate the vocabulary and structures presented in previous lessons - Recognise and practise the letter sound u /ʌ/ - Say the phonics chant	Revision + Phonics (SB. 54 & p.109) Workbook p.53-54	1. Blown-up colour photocopies of story Hansel & Gretel (SB pp. 52–53), one per 4 Ss 2. Flashcards from previous lessons: sandwich, chicken, rice, chips, eggs, onions, spaghetti, salad, orange juice, chocolate, hungry, thirsty, breakfast, lunch, soup, fish, milk, cereal, banana, lemon, orange, carrot, tomato, bread, potato, cheese, meat, pizza, watermelon, jam, ice cream, lemonade, pear (2 sets of each) 3. Word cards for all above flashcards 4. Phonics cards for fox (Module 4) - half Ss card A, half card B 5. Phonics cards for duck (Module 5, enough for all Ss) 6. Flashcards for duck, hungry, under, jumper 7. Photocopies of phonics cards for cat, bed, fish, fox and duck
	14.0	M5	Add-ons				

8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Starters)	- Revise all vocabulary & structures from M4–M5 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	
9.0	17.0	M6	Lesson 1	Vocabulary: Places: museum, cinema, school, park Noun: town Places: toy shop, café Animal: dinosaur Noun: child – children Note: There's = There is Structure: There's a (park). There are (parks). Is there a (café)? Yes, there is. / No, there isn't. Teaching Flow: Warm up: mime the place game → vocabulary → song My town: listen & point to places → sing along → Grammar box → Top Stars: vocabulary toy shop, café, dinosaur, child–children → Grammar box → pairs: ask & answer about places → Optional game: Run to the shop!	- Sing a song about places in a town - Identify places in a town - Ask and answer about things that exist in a place	Song + Top Stars (SB. 55–57) Workbook. p.55-57	1. Flashcards for town, museum, cinema, school, park 2. Photocopies of above flashcards 3. Flashcards for toy shop, café, dinosaur, child–children 4. A toy dinosaur or a book with dinosaur pictures (optional) 5. Pictures/Internet printouts of a toy shop and a café (optional) 6. Adhesive putty or sticky tape
	18.0	M6	Lesson 2	Vocabulary: Places: supermarket, pet shop, clothes shop, shopping centre Structure: There isn't (a museum in the shopping centre). There are (toy shops). Note: There isn't = There is not Teaching Flow: Warm up: Run to the shop! game → vocabulary → listen & read: The shopping centre → Grammar box → Activity 3: tick what you can see in the shopping centre → listen & tick A or B → pairs: ask & answer about shopping centre → Optional game: What's in a shopping centre?	- Identify places in a town - Use There isn't to express that a place or object does not exist in a specific location - Practice structures (*)	Once upon a time (SB. 58-59) Workbook. p.58-59	1. Flashcards for supermarket, pet shop, clothes shop, shopping centre 2. Flashcards from previous lessons: toy shop, café 3. A photo of a shopping centre (from Internet or magazine) 4. Adhesive putty or sticky tape
10.0	19.0	M6	Lesson 3	Vocabulary: Places: zoo, playground, hospital Structure: Where's the (hospital)? It's next to the (supermarket). It's between the (supermarket) and the (school). Teaching Flow: Let's play Warm up: hold up flashcards, say & repeat → vocabulary → Grammar box → groups of five: town planning game → pairs: ask & answer about location → Optional game: Town planning	- Identify location of places in a town - Ask and answer about the location of places using Where's the...? / It's next to... / It's between... and... - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 6) (SB. 60) + Worksheet P. 14-15 Workbook p.60	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for town, museum, cinema, school, park, supermarket, pet shop, toy shop, clothes shop, shopping centre, café, dinosaur, child–children, zoo, playground, hospital 3. Photocopies of the above flashcards (one set per S) 4. Pieces of white card (enough for all groups of four Ss) 5. Black markers (enough for all groups of four Ss) 6. Sticky tape

	20.0	M6	Lesson 4	Vocabulary: Places: hotel, restaurant Nouns: tourists, rides, bike, boat Structure: (Revision) There's a (Disneyland theme park near Paris). There are (shops, cinemas and restaurants in the park). Teaching Flow: Warm up: pass the ball flashcard game → vocabulary → listen & read: Is it a town? No, it's... Disneyland in Paris! → identify places using There is/There are → Project: make your own town (WB p.125 - cut & glue buildings, label places) → present town to class → Optional game: My favourite place	- Provide Ss with cross-curricular information on social studies - Identify places in a town and a theme park	CLIL (SB. 61) Workbook. p.61	1. Flashcards for museum, cinema, school, park, supermarket, pet shop, toy shop, clothes shop, café, dinosaur, child–children, zoo, playground, hospital, tourists, hotel, restaurant, rides, bike, boat 2. A photo of an amusement park (from Internet or magazine) 3. A pair of safety scissors, coloured pencils, glue and a piece of cardboard (for each S)
11.0	21.0	M6	Lesson 5	Vocabulary: Adjective: slow Structure: (Revision) Value: Be careful with your toys Teaching Flow: Warm up: Disneyland revision sentences → vocabulary: slow → Before reading → story: listen & point to frames → While reading: find and circle places in a town → After reading → Post-story activity - value (discuss in L1: Should we be careful with our toys? Why/why not? Have you ever broken a toy? How did you feel? Is it polite to mistreat our friends' toys? Why/why not?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures presented in previous lessons	Story : I don't like tomatoes (SB. 62-63) Workbook p.62 + Smart Moves p.131	Flashcard for slow
	22.0	M6	Lesson 6	Vocabulary: (Revision) Phonics /eɪ/: cake, dates, make, Kate Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards on board, eyes closed, spot the missing one) → Revision → Optional game: Matching pictures Phonics: Warm up: revise chant My Duck (Module 5) → write a /eɪ/ on board + flashcards for cake, dates, make, Kate → phonics sound /eɪ/: listen & point → chant Let's make a cake!: listen & chant along → TPR: raise cake phonics card when hearing /eɪ/ → circle correct initial sound → Optional game: What's that sound?	- Revise and consolidate the vocabulary and structures presented in previous lessons - Recognise and practise the letter sound a /eɪ/ - Say the phonics chant Let's make a cake!	Revision + Phonics (SB. 64 & p.110) Workbook p.63-64	1. Blown-up colour photocopies of story This is my Town (SB pp. 62–63), one per 4 Ss 2. Flashcards for town, museum, cinema, school, park, supermarket, pet shop, toy shop, clothes shop, shopping centre, café, dinosaur, child–children, zoo, playground, hospital, tourists, hotel, restaurant, rides, bike, boat, slow (2 sets of each) 3. Word cards of the above flashcards 4. Phonics cards for duck (Module 5) - half Ss card A, half card B 5. Flashcards for cake, dates, make, Kate 6. Phonics cards for cake (Module 6, enough for all Ss) 7. Adhesive putty or sticky tape
12.0	23.0	M6	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Starters)	- Practise exam strategies - Identify gaps before final test		

13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet
	26.0		Test correction	Return & review marked papers / Error analysis / Celebration activity			

Phân phối chi tiết · C.O (M7-9)

COURSE OUTLINE TOP STARS Level 2 (M7 + M8 + M9)							
Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)
Level: Top Stars 2 (M7+ M8 + M9) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							
1.0	1.0	M7	Lesson 1	Vocabulary: Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday Weather: hot, cold, cloudy, sunny, windy, It's raining. Structure: What day is it today? It's (Tuesday). What's your favourite day? (Friday.) What's the weather like? It's (sunny). Teaching Flow: Warm up: hold up calendar, point to days & repeat → vocabulary → song What day is it today?: listen & match days to song lines → sing along → Grammar box → pairs: ask & answer about days → Top Stars: vocabulary → Grammar box → mime weather actions → listen & circle weather → Optional game: Sing the next line	- Sing a song about days of the week - Identify and talk about the days of the week - Ask and answer about one's favourite day - Talk about the weather using What's the weather like? It's (sunny).	Song + Top Stars (SB. 65–67) Workbook. p.65-67	1. Flashcards for Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday 2. A monthly calendar in English 3. Flashcards for hot, cold, cloudy, sunny, windy, It's raining. 4. An umbrella, a cap, sunglasses, a scarf and gloves

	2.0	M7	Lesson 2	Vocabulary: The time: It's three o'clock, It's half past two Everyday activities: get up, go to school, go to bed Structure: 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. Teaching Flow: Warm up: stick weather flashcards, make sentences → vocabulary → listen & read: My day → Grammar box → Activity 3: tick correct box (Ron or Ali) → pairs: ask & answer about daily routine → Optional game: Time whispers	- Ask for and tell the time - Talk about everyday activities - Practice structures (*)	Our World (SB. 68-69) Workbook. p.68-69	1. Flashcards for hot, cold, cloudy, sunny, windy, It's raining., It's three o'clock, It's half past two, get up, go to school, go to bed
2.0	3.0	M7	Lesson 3	Vocabulary: Landscapes: beach, forest Place of entertainment: circus Phrase: have fun Structure: Let's go to the (park). Let's (have fun). Teaching Flow: Let's play Warm up: mime actions at different places → vocabulary → Grammar box → listen & read: match days of the week to activities → pairs: ask What day is it today? → make suggestions → Optional game: Places	- Talk about landscapes and places of entertainment - Make suggestions using Let's go to... / Let's (have fun). - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 7) (SB. 70) + Worksheet P. 16-17 Workbook p.70	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for beach, circus, forest, have fun 3. Flashcards for places in a town: museum, cinema, school, park, shopping centre, zoo, playground
	4.0	M7	Lesson 4	Vocabulary: Months: January, February, March, April, May, June, July, August, September, October, November, December Structure: (Revision) In (Australia), it's (hot and sunny) in (December). What's the weather like in your country in (December)? Teaching Flow: Warm up: show calendar, say & repeat months → vocabulary → listen & read: months of the year text → identify weather in different countries by month → Project: draw or glue pictures about favourite month in WB → present to class: My favourite month is (June)! It's (sunny)! I (can swim). → Optional game: Say the months	- Provide Ss with cross-curricular information on social studies - Introduce the months of the year	CLIL (SB. 71) Workbook. p.71	1. Flashcards for beach, circus, forest, January, February, March, April, May, June, July, August, September, October, November, December 2. A monthly calendar in English 3. A piece of card, a pair of safety scissors, glue and coloured pencils for each S 4. Magazines
3.0	5.0	M7	Lesson 5	Vocabulary: Noun: turtle Structure: (Revision) Value: Forgive other people Teaching Flow: Warm up: number the months in order on board → vocabulary: turtle → Before reading: predict story → story: listen & point to frames → While reading: find and circle weather words and places → After reading: comprehension questions in L1 → Post-story activity - value (discuss in L1: Is it good to meet new people? Is it important to forgive other people? Is it easy to forgive our friends? Have you ever forgiven your friends for something they had done? What did they do?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures presented in previous lessons	Story : At the beach (SB. 72-73) Workbook p.72	Flashcards for forest, beach, circus, turtle

	6.0	M7	Lesson 6	Vocabulary: (Revision) Phonics ai /ei/: rain, train Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards on board, eyes closed, spot the missing one) → Revision → Optional game: Matching pictures Phonics - Warm up: revise chant Let's make a cake! (Module 6) → write ay /ei/ and ai /ei/ on board + flashcards for play, day, rain, train → phonics sounds /ei/: listen & point → chant On the train: listen & chant along → TPR: raise play card (ay words) / raise train card (ai words) → match photocopies to correct spelling column → Optional game: What's that word?	- Revise and consolidate the vocabulary and structures presented in previous lessons - Recognise and practise the sounds ay /ei/ and ai /ei/ - Say the phonics chant On the train	Revision + Phonics (SB. 74 & p.111) Workbook p.73-74	1. Blown-up colour photocopies of story At the beach (SB pp. 72–73), one per 4 Ss 2. Flashcards for Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, hot, cold, cloudy, sunny, windy, It's raining., It's three o'clock, It's half past two, get up, go to school, go to bed, beach, circus, forest, have fun, January–December, turtle (2 sets of each) 3. Word cards of the above flashcards 4. Phonics cards for cake (Module 6) - half Ss card A, half card B 5. Flashcards for play, day, rain, train 6. Photocopies of play, day, rain, train (word side only) 7. Phonics cards for play (half Ss) and train (half Ss), TB pp. 205–206 8. Adhesive putty or sticky tape
4.0	7.0	M7	Add-ons				
	8.0	M8	Lesson 1	Vocabulary: Everyday activities: brush my teeth, wash my face, have breakfast, go home Everyday activities: clean my room, do my homework, listen to music, watch TV Noun: quiz Note: don't = do not Structure: I have breakfast at (seven o'clock). You (go to school) at (eight o'clock). Do you (clean your room) every day? Yes, I do. / No, I don't. Teaching Flow: Warm up: mime everyday activities → vocabulary → song My day: listen & match lines to pictures → sing along → Grammar box → Top Stars: vocabulary → Grammar box → pairs: survey about daily activities → Optional game: A miming game	- Sing a song about everyday activities - Talk about everyday activities - Ask and answer questions about everyday activities	Song + Top Stars (SB. 75–77) Workbook. p.75-77	1. Flashcards for brush my teeth, wash my face, have breakfast, go home 2. Flashcards for clean my room, do my homework, listen to music, watch TV, quiz 3. Sheets of A4 paper (one for each S)
5.0	9.0	M8	Lesson 2	Vocabulary: Sports: football, volleyball, tennis, basketball Verb: play Structure: He plays (football). She plays (tennis). Teaching Flow: Warm up: mime each sport, Ss guess → vocabulary → listen & read: Sports → Grammar box → Activity 3: read & write correct number → pairs: look & say what each person does on Saturdays/Sundays → Optional game: Picture freeze	- Introduce various sports - Talk about habitual actions in the third person singular - Practice structures (*)	Once Upon a Time (SB. 78-79) Workbook. p.78-79	1. Flashcards for play, football, volleyball, tennis, basketball 2. Adhesive putty or sticky tape

	10.0	M8	Lesson 3	Vocabulary: Actions: cook, eat, ride a bike Structure: 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. Note: doesn't = does not Teaching Flow: Let's play Warm up: mime cooking, riding a bike, eating → vocabulary → Grammar box → pairs: guess the person game (cut-outs p.117) → ask & answer about classmates → Optional game: Hot seat	- Identify actions - Ask and answer questions about what people do - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 8) (SB. 80) + Worksheet P. 18-19 Workbook p.80	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for play, football, volleyball, basketball, tennis, cook, eat, ride a bike
6.0	11.0	M8	Lesson 4	Vocabulary: Nouns: football player, net, team, football pitch Structure: (Revision) Teaching Flow: Warm up: hold up flashcards, say & repeat → vocabulary → listen & read: Let's play football! → comprehension questions about the text → Project: make a book about daily routines and sports (WB) → present to class: I get up at... I play (tennis). → Optional game: Yes or No?	- Provide Ss with cross-curricular information on physical education - Identify vocabulary related to football	CLIL (SB. 81) Workbook. p.81	1. Flashcards for football player, net, team, football pitch 2. Pieces of white paper (2 for each S), glue, coloured pencils, a hole punch, string, safety scissors 3. A picture of each S
	12.0	M8	Lesson 5	Vocabulary: Verb: kick Structure: (Revision) Value: Everybody has got a talent Teaching Flow: Warm up: hold up flashcards from previous lesson, Ss say the word → vocabulary → Before reading: predict story → story: listen & point to frames → While reading: find & circle sports words → After reading → Post-story activity - value (discuss in L1: Do you play a sport? What are you good at? Is everybody good at everything? Has everybody got a talent? What do you think is your talent?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures presented in previous lessons	Story: The Game (SB. 82-83) Workbook p.82 + Smart Moves p.132	1. Flashcards for football player, net, team, football pitch, kick

7.0	13.0	M8	Lesson 6	Vocabulary: (Revision) Phonics /aɪ/: rice, white, kite, nine Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards on board, eyes closed, spot the missing one) → Revision → Optional game: Memory game Phonics - Warm up: revise chant On the train (Module 7) → write i /aɪ/ on board + flashcards for rice, white, kite, nine → phonics sound /aɪ/: listen & point → chant Jill's Kites: listen & chant along → TPR: raise kite phonics card when hearing /aɪ/ → fill in correct missing letters → Optional game: What's that sound?	- Revise and consolidate the vocabulary and structures presented in previous lessons - Recognise and practise the letter sound i /aɪ/ - Say the phonics chant Jill's Kites	Revision + Phonics (SB. 84 & p.112) Workbook p.83-84	1. Blown-up colour photocopies of story The Game (SB pp. 82–83), one per 4 Ss 2. Flashcards/photocopies for all module vocabulary: brush my teeth, wash my face, have breakfast, go home, clean my room, do my homework, listen to music, watch TV, quiz, play, football, volleyball, tennis, basketball, cook, eat, ride a bike, football player, net, team, football pitch, kick (2 sets of each) 3. Word cards of the above flashcards 4. Phonics cards for play/train (Module 7) - half Ss card A, half card B 5. Flashcards for rice, white, kite, nine 6. Phonics cards for kite (Module 8, enough for all Ss) 7. Adhesive putty or sticky tape 8. A board game, a doll and a teddy bear (optional) 9. Sheets of A4 paper (one for each S)
	14.0	M8	Add-ons				
8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Starters)	- Revise all vocabulary & structures from M7–M8 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	
9.0	17.0	M9	Lesson 1	Vocabulary: Toys: board game, doll, teddy bear Nouns: jigsaw puzzle, comic, wardrobe, boots Structure: Is that your (doll)? Yes, it is. / No, it isn't. His name is (Jim). Her name is (Kelly). Whose comic is this? It's (Bill's). Whose comics are these? They're (Jane's). Teaching Flow: Warm up: hold up flashcards, say & repeat → vocabulary → song Is that your doll?: listen & match verses to pictures → sing along → Grammar box → Top Stars: vocabulary jigsaw puzzle, comic, wardrobe, boots → Grammar box: → pairs: ask & answer about possession → Optional game: Whose toy is it?	- Sing a song about toys and ask and answer about possession - Identify toys and state a person's name using his/her - Ask and answer questions about possession using Whose...? - - It's (Bill's). / They're (Jane's).	Song + Top Stars (SB. 85–87) Workbook. p.85-87	1. Flashcards for board game, doll, teddy bear 2. A board game, a doll and a teddy bear (optional) 3. Sheets of A4 paper (one for each S) 4. Flashcards for jigsaw puzzle, comic, wardrobe, boots 5. A bag, a jigsaw puzzle and a comic

	18.0	M9	Lesson 2	Vocabulary: Nouns/Plurals: man–men, woman–women Phrase: take photos Verb: buy Numbers: 10, 20, 30, 40, 50 Structure: man–men woman–women child–children There are (twenty) (men). There are (fifty) trains. Teaching Flow: Warm up: stick man–men, woman–women flashcards, say & repeat → vocabulary → listen & read: The Toy Museum → Grammar box → Activity 3: read & circle correct words → listen & match numbers to pictures → pairs: look & say what's in the toy shop → Optional game: Musical numbers	- Identify irregular plural nouns - Count by tens (10–50)	Once upon a time (SB. 88-89) Workbook. p.88-89	1. Flashcards for jigsaw puzzle, comic, wardrobe, boots, man–men, woman–women 2. Five cardboard squares with the numbers ten, twenty, thirty, forty and fifty written on them 3. Plain sheets of A4 paper (one for each S)
10.0	19.0	M9	Lesson 3	Vocabulary: (Revision) Structure: Is this his/her (ball)? Yes, it is. / No, it isn't. Are these his/her (planes)? Yes, they are. / No, they aren't. Teaching Flow: Let's play Warm up: point to classroom objects, ask Is that your...? → Grammar box: Is this/Are these his/her...? Yes, it is. / No, it isn't. / Yes, they are. / No, they aren't. → match children to toys → pairs: ask & answer about whose toy it is → Optional game: Whose is it?	- Ask and answer questions about possession using Is this/Are these his/her...? - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 9) (SB. 90) + Worksheet P. 20-21 Workbook p.90	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for man–men, woman–women, child–children
	20.0	M9	Lesson 4	Vocabulary: Nouns: fox–foxes, sheep–sheep, fish–fish Structure: (Revision) man–men woman–women child–children fox–foxes sheep–sheep fish–fish There are (eight) foxes. Teaching Flow: Warm up: hold up flashcards, say & repeat → vocabulary → listen & read poem: A man? → identify regular and irregular plural forms → Project: make a poster writing own poem and illustrating it (WB) → present to class → Optional game: Don't break the chain	- Provide Ss with cross-curricular information on English - Identify plural nouns (regular and irregular) - Revise numbers	CLIL (SB. 91) Workbook. p.91	1. Flashcards/photocopies for fox–foxes, sheep–sheep, fish–fish 2. Magazines, newspapers, old books, Internet printouts
11.0	21.0	M9	Lesson 5	Vocabulary: Adjectives: bored, ill Noun: horse Structure: (Revision) Value: It's important to help other people Teaching Flow: Warm up: hold up flashcards from previous lessons, Ss say the word → vocabulary: bored, ill, horse → Before reading: predict story → story: listen & point to frames → While reading: identify toys and animals in the story → After reading → Post-story activity - value (discuss in L1: Is it important to help other people? Have you ever helped someone? Has anybody helped you?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures presented in previous lessons	Story : Tom and the Horse (SB. 92-93) Workbook p.92	Flashcards for bored, ill, horse

	22.0	M9	Lesson 6	Vocabulary: (Revision) Phonics /əʊ/: home, rose, nose, bone Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards on board, eyes closed, spot the missing one) → Revision → Optional game: Pairs Phonics - Warm up: revise chant Jill's Kites (Module 8) → write o /əʊ/ on board + flashcards for home, rose, nose, bone → phonics sound /əʊ/: listen & point → chant Tom and Jerome: listen & chant along → TPR: raise rose phonics card when hearing /əʊ/ → circle correct word that doesn't belong → Optional game: What's that sound?	- Revise and consolidate the vocabulary and structures presented in previous lessons - Recognise and practise the letter sound o /əʊ/ - Say the phonics chant Tom and Jerome	Revision + Phonics (SB. 94 & p.113) Workbook p.93-94	1. Blown-up colour photocopies of story Tom and the Horse (SB pp. 92–93), one per 4 Ss 2. Flashcards/photocopies for all module vocabulary: board game, doll, teddy bear, jigsaw puzzle, comic, wardrobe, boots, man–men, woman–women, child–children, take photos, buy, fox–foxes, sheep–sheep, fish–fish, bored, ill, horse (2 sets of each) 3. Word cards of the above flashcards 4. Phonics cards for kite (Module 8) - half Ss card A, half card B 5. Flashcards for home, rose, nose, bone 6. Phonics cards for rose (Module 9, enough for all Ss) 7. Adhesive putty or sticky tape 8. A T-shirt and a cap
12.0	23.0	M9	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Starters)	- Practise exam strategies - Identify gaps before final test		
13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet
	26.0		Test correction	Return & review marked papers / Error analysis / Celebration activity			

Top Stars 3 · CEFR A1

Tổng quan khóa học (Course Outline Overview)

COURSE OUTLINE OVERVIEW			
TOP STAR 3 & 4 = A1 (CEFR)			
TỔNG QUAN KHÓA HỌC 3 MODULES			
Total number of lessons Tổng số buổi			26 lessons/ 26 buổi
Number of weeks Số tuần			13 weeks / 13 tuần
Lessons based on the coursebook Buổi thực học từ sách			18 lessons/ 18 buổi
Add-on Sessions Buổi Add-ons			3 lessons (after each Module)/ 3 buổi (sau mỗi Module)
Midterm Test Thi giữa kỳ			1 buổi
Final Test Thi cuối kỳ			1 buổi
Test Revision & Correction & CLIL Ôn tập và sửa bài Test & CLIL			3 buổi
Total coursebook study time (3 modules) Thời lượng thực học từ sách (3 modules)			18 × 120 minutes = 36 hours 18 × 120 phút = 36 hours
Total instructional hours according to CEFR / 1 level (9 Modules – excluding Module 10) Tổng thời lượng học theo CEFR cho 1 level (9 Modules - lược bỏ Module 10)			~ 108 hours x 2 (Level 3 & 4) = 216 hours ~ 108 giờ x 2 (Level 3 & 4) = 216 giờ

Phân phối chi tiết · C.O (M1-3)

COURSE OUTLINE TOP STARS Level 3 (M1 + M2 + M3)								
Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)	

Level: Top Stars 3 (M1 + M2 + M3) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							
1.0	1.0	M1	Lesson 1	Vocabulary: Adjectives: pretty, funny, young, old, tall, short Adjectives: angry, scared, tired, bored, clean, dirty Structure: I'm tall. He/She/It's funny. We/You/They're young. Are you angry? Yes, I am. / No, I'm not. Is he/she/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. Teaching Flow: Warm up: mime adjectives → vocabulary → song Who is it?: listen & match verses to pictures → sing along → Grammar box → pairs: guessing game (p.115) → Top Stars: vocabulary → Grammar box → listen & tick → Optional game: Whisper down the line	- Introduce adjectives related to physical appearance and describe a person, an animal or a thing - Revise the verb to be (Affirmative) - Introduce adjectives related to feelings and appearance and talk about one's mood - Revise the verb to be (Questions, Short answers, Negative)	Song + Top Stars (SB. 5–7) Workbook. p.5-7	- Flashcards for pretty, funny, young, old, tall, short - Old magazines or newspapers - Photocopies of the flashcards for pretty, funny, young, old, tall, short - Flashcards for angry, scared, tired, bored, clean, dirty - Flashcards from the previous lesson: pretty, funny, young, old, tall, short - Adhesive putty
	2.0	M1	Lesson 2	Vocabulary: Actions: talk, sing, dance, paint, draw Structure: I/You/He/She/It/We/You/They can draw. I/You/He/She/It/We/You/They can't sing. Can you paint? Yes, I can. / No, I can't. Note: can't = cannot Teaching Flow: Warm up: use flashcards from previous lesson, ask Is he angry? → vocabulary → listen & read: What can you do? → Grammar box → listen & circle → pairs: checklist survey about abilities → Optional game: Memory circle	- Identify actions - Talk about ability using can / can't - Practice structures (*)	Our World (SB. 8-9) Workbook. p.8-9	- Flashcards for talk, sing, dance, paint, draw - Flashcards from the previous lesson: angry, scared, tired, bored, clean, dirty

2.0	3.0	M1	Lesson 3	Vocabulary: Actions: fly, run, walk, jump, swim, climb Structure: Can it (jump)? Yes, it can. / No, it can't. Teaching Flow: Let's play Warm up: mime actions (fly, walk, run, jump, swim, climb) → vocabulary → Grammar box → pairs: guess the pet game (cards p.10) → ask & answer about animals' abilities → Optional game: Don't break the chain	- Identify actions - Ask and answer questions about ability using Can it...? - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 1) (SB. 10) + Worksheet P. 4-5 Workbook p.10	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for fly, run, walk, jump, swim, climb 3. Flashcards from the previous lesson: talk, sing, dance, paint, draw 4. Adhesive putty
	4.0	M1	Lesson 4	Vocabulary: Verbs of the senses: see, hear, smell, touch, taste Structure: (Revision) I can (touch). I can (smell) an orange. We can (hear) a rubber Teaching Flow: Warm up: mime the five senses → vocabulary → listen & read: My five senses → Activity 3: look & write correct sense word → five senses hands-on activity (magnifying glass / bag / box) → Project: open answers - write & illustrate own sentences about senses → Optional game: Flashcard showdown	- Provide Ss with cross-curricular information on science - Talk about the five senses	CLIL (SB. 11) Workbook. p.11	1. Flashcards for see, hear, smell, touch, taste 2. A magnifying glass, an orange, some popcorn, a small box
3.0	5.0	M1	Lesson 5	Vocabulary: Adjectives: hungry, thirsty, fat Structure: (Revision) Value: Help the elderly Teaching Flow: Warm up: stick five senses flashcards, Ss say sentence I can (smell) → vocabulary → Before reading: predict story → story: listen & point to frames → While reading: find & circle adjectives from the module → After reading: comprehension questions in L1 → Post-story activity - value (discuss in L1: What do you think about what Mike and Tom did for Mrs Brown? Would you do the same? Do you think we should help other people who are in need? Have you ever helped an elderly person?) → Optional game: Story line	- Identify and use adjectives - Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures presented in previous lessons	Story : Where's Mr Spot? (SB. 12-13) Workbook p.12	1. Flashcards for hungry, thirsty, fat 2. Adhesive putty
	6.0	M1	Lesson 6	Vocabulary: (Revision) Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards on board, eyes closed, spot the missing one) → Revision → Optional game: Matching pictures Phonics - Warm up: write I blends (pl, bl, cl, gl, fl) on board + flashcards → phonics blends /pl/, /bl/, /kl/, /gl/, /fl/: listen & point → chant Toys: listen & chant along → circle all I blends heard → TPR: raise corresponding phonics card when hearing each blend → Optional game: What's that sound? / Ready, set, match!	- Revise and consolidate the vocabulary and structures presented in previous lessons - Recognise capital letters and periods in sentences - Practise the pronunciation of I blends - Say the phonics chant Toys	Revision + Phonics (SB. 14 & p.105) Workbook p.13-14	1. Blown-up colour photocopies of story Where's Mr Spot? (SB pp. 12–13), one per 4 Ss 2. Flashcards and word cards for all module vocabulary: pretty, funny, young, old, tall, short, angry, scared, tired, bored, clean, dirty, talk, sing, dance, paint, draw, fly, walk, run, jump, swim, climb, see, hear, smell, touch, taste, hungry, thirsty, fat (2 sets of each) 3. Flashcards for plane, blue, clap, glue, fly 4. Word cards of the above flashcards 5. Phonics cards for plane, blue, clap, glue, fly (TB pp. 213–214, one set per S) 6. Adhesive putty or tape 7. Scissors (one pair for each pair of Ss) 8. A family photo album (optional)
4.0	7.0	M1	Add-ons				

	8.0	M2	Lesson 1	Vocabulary: Family members: son/grandson, daughter/granddaughter, uncle, aunt, cousin Features: straight hair, fair hair, curly hair, moustache, beard, freckles Structure: 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. Have you got fair hair? Yes,... / No,...haven't. Has he/she/it got a moustache? Yes,... / No, ...it hasn't. Have they got ...? Yes, they have. / No, they haven't. I/You/We/They haven't got curly hair. He/She/It hasn't got Teaching Flow: Warm up: hold up family photo album, introduce family members → vocabulary → song My family tree: listen & point to correct picture → sing along → Grammar box → pairs: family members game → Top Stars: vocabulary → Grammar box → listen & tick → Optional game: Who is it? (p.116)	- Identify family members and revise the verb have got (Affirmative) - Revise the indefinite article a/an - Talk about appearance and identify facial features - Revise the verb have got (Questions, Short answers, Negative)	Song + Top Stars (SB. 15–17) Workbook. p.15-17	1. Flashcards for son/grandson, daughter/granddaughter, uncle, aunt, cousin 2. Two sets of photocopies of the above flashcards 3. A family photo album 4. Adhesive putty 5. Flashcards for straight hair, fair hair, curly hair, moustache, beard, freckles 6. Flashcards from the previous lesson: son/grandson, daughter/granddaughter, uncle, aunt, cousin
5.0	9.0	M2	Lesson 2	Vocabulary: Clothes/accessories: handbag, T-shirt, dress, shoes, boots, jeans, skirt, watch Structure: I → my he → his it → its you → your you → your she → her we → our they → their This is a dress. → These are dresses. That is a shoe. → Those are shoes. Teaching Flow: Warm up: point to Ss' clothes, name them → vocabulary → listen & read: These are our clothes! → Grammar box: possessive adjectives → Grammar box: This/That/These/Those → Activity 3: read & match → listen & circle → pairs: describe a classmate's clothes → Optional game: Guess who!	- Identify clothes and accessories - Talk about possession using possessive adjectives - Talk about objects that are near us and not near us (singular and plural) - Practice structures (*)	Our World (SB. 18-19) Workbook. p.18-19	1. Flashcards for handbag, T-shirt, dress, shoes, boots, jeans, skirt, watch 2. Flashcards from the previous lesson: straight hair, fair hair, curly hair, moustache, beard, freckles 3. Pictures/photos of a school and a book 4 Photocopies of the words book and school (typed/written on plain A4 sheets of paper) 5. Adhesive putty
	10.0	M2	Lesson 3	Vocabulary: Toys: computer game, monster, robot, kite Noun: toys Structure: Whose robot is this? It's Ron's. Whose dolls are these? They're Tina's. Teaching Flow: Let's play Warm up: pairs present each other to class using possessive adjectives → vocabulary → Grammar box: Whose...is this? / Whose...are these? + possessive 's → pairs: guessing game (match toys to children) → ask & answer using Whose...? → Optional game: Whose is this?	- Identify toys - Talk about possession using Whose...? and possessive 's - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 2) (SB. 20) + Worksheet P. 6-7 Workbook p.20	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for toys, computer game, monster, robot, kite 3. Flashcards from the previous lesson: handbag, T-shirt, dress, shoes, boots, jeans, skirt, watch 4. Pictures/photos of a book and a school 5. Photocopies of the words book and school (typed/written on plain A4 sheets of paper) 6. Adhesive putty

6.0	11.0	M2	Lesson 4	Vocabulary: Parts of the face and body: head, eyes, nose, mouth, ears, shoulder, toes, knee Structure: (Revision) These are my (knees). I have got two (eyes). Touch your (eyes and nose). Teaching Flow: Warm up: point to parts of face & body, say & repeat → vocabulary → look, read & complete song lyrics: Head and Shoulders → listen & sing along → TPR activity: point to body parts as they are mentioned → Optional game: Touch your nose!	- Provide Ss with cross-curricular information on music and science - Revise/learn the parts of the face and body	CLIL (SB. 21) Workbook. p.21	Flashcards for head, eyes, nose, mouth, ears, shoulder, toes, knee
	12.0	M2	Lesson 5	Vocabulary: Parts of the body: teeth, ankle, feet, stomach Verb: play Structure: (Revision) Value: Help and respect animals Teaching Flow: Warm up: mime playing with a toy → vocabulary: teeth, ankle, feet, stomach → Before reading: predict story → story: listen & point to frames → While reading: find & circle body/face words → After reading: comprehension questions in L1 → Post-story activity - value (discuss in L1: Have you got a pet? Do you love animals? Have you ever helped an animal? How? Why is it important to help and respect animals? How can you help the animals?) → Optional game: Story line	- 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	Story : Are you scared? (SB. 22-23) Workbook p.22 + Smart Moves p.25	Flashcards for play, teeth, ankle, feet, stomach
7.0	13.0	M2	Lesson 6	Vocabulary: (Revision) Phonics r blends /pr/: pretty /br/: brush /kr/: crayon /gr/: grey /fr/: fruit /tr/: tree /dr/: drive Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards on board, eyes closed, spot the missing one) → Revision → Optional game: Matching pictures Phonics - Warm up: revise l blends chant Toys (Module 1) → write r blends (pr, br, kr, gr, fr, tr, dr) on board + flashcards → phonics r blends: listen & point → chant In the morning: listen & chant along → circle all r blends heard in chant → TPR: raise corresponding phonics card when hearing each blend → Optional game: What's that sound? / Written whispers	- Revise and consolidate the vocabulary and structures presented in previous lessons - Practise the pronunciation of r blends - Say the phonics chant In the morning	Revision + Phonics (SB. 24 & p.106) Workbook p.23-24	1. Blown-up colour photocopies of story Are you scared? (SB pp. 22–23), one per 4 Ss 2. Flashcards and word cards for all module vocabulary: son/grandson, daughter/granddaughter, uncle, aunt, cousin, straight hair, fair hair, curly hair, moustache, beard, freckles, handbag, T-shirt, dress, shoes, boots, jeans, skirt, watch, toys, computer game, monster, robot, kite, head, eyes, nose, mouth, ears, shoulder, toes, knee, teeth, ankle, feet, stomach (2 sets of each) 3. Flashcards for pretty, brush, crayon, grey, fruit, tree, drive 4. Phonics cards for pretty, brush, crayon, grey, fruit, tree, drive (TB pp. 213–214, one set per S) 5. Adhesive putty or tape 6. Scissors (one pair for each pair of Ss)
	14.0	M2	Add-ons				

8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Movers)	- Revise all vocabulary & structures from M1–M2 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	
9.0	17.0	M3	Lesson 1	Vocabulary: Activities: She's studying, She's cleaning, He's watching TV, They're listening to music, He's reading, She's planting a tree, I'm feeding the fish, They're eating, He's drinking water, He's watering the flowers Structure: I'm studying. He/She/It's playing. We/You/They're cleaning. 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. Teaching Flow: Warm up: mime an action - Ss guess what you are doing → vocabulary → song It's a beautiful day!: listen, match & sing along → Grammar box → Top Stars: look & listen to story → vocabulary → Grammar box → pairs: mime & ask Are you...? → Optional game: What are you doing?	- Identify and name activities - Use the Present Progressive to talk about actions happening now - Ask and answer questions about activities happening at the moment of speaking	Song + Top Stars (SB. 25–27) Workbook. p.26-28	1. Flashcards for She's studying, She's cleaning, He's watching TV, They're listening to music, He's reading 2. Flashcards for She's planting a tree, I'm feeding the fish, They're eating, He's drinking water, He's watering the flowers 3. Adhesive putty
	18.0	M3	Lesson 2	Vocabulary: Activities: She's making a cake, He's having breakfast/lunch/dinner, It's sleeping Structure: I'm not eating. He/She/It isn't drinking water. We/You/They aren't cooking. read → reading make → making get → getting Teaching Flow: Warm up: mime making a cake - say I'm making a cake → vocabulary → text It's Saturday!: listen & read → Grammar box → complete sentences about text → pairs: play guessing game - Are you making a cake? Yes, I am. / No, I'm not. → Optional game: Guess the picture	- Talk about activities happening at the moment of speaking - Introduce spelling rules for the Present Progressive - Practice structures (*)	Our World (SB. 28-29) Workbook. p.28-30	1. Flashcards for She's making a cake, He's having breakfast/lunch/dinner, It's sleeping 2. Flashcards from previous lesson: She's planting a tree, I'm feeding the fish, 3. They're eating, He's drinking water, He's watering the flowers 4. Photocopies of all of the above flashcards cut into pieces
10.0	19.0	M3	Lesson 3	Vocabulary: Time: It's two o'clock, It's half past six / It's six thirty Structure: What's the time? It's (two) o'clock. It's half past (six). It's (six) thirty. Teaching Flow: Let's play Warm up: draw clock on board - move hands - What's the time? → vocabulary → revision: Present Progressive activities → Grammar box → pairs: guessing game - SA chooses picture, SB asks yes/no questions → tell time in pairs → Optional game: Human clocks	- Ask about the time - Tell the time using o'clock, half past, and thirty - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 3) (SB. 30) + Worksheet P. 8-9 Workbook p.31	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for It's two o'clock, It's half past six / It's six thirty 3. Flashcards from previous lesson: She's making a cake, He's having breakfast/lunch/dinner, It's sleeping

	20.0	M3	Lesson 4	Vocabulary: Nouns: football, player Verbs: kick, throw Phrase: He's wearing a helmet. Structure: (Revision) What are they doing? They're playing football. He's wearing (shorts). Teaching Flow: Warm up: pretend playing football - Ss identify sport → vocabulary → text Football vs American football: listen & read → read sentences - write UK or USA → Project work: groups research a traditional game from their country & make a poster → present posters to class → Optional game: Lip reading	- Provide Ss with cross-curricular information on PE - Identify and describe actions in football and American football - Compare rules of football in the UK and the USA	CLIL (SB. 31) Workbook. p.32	1. Flashcards for football, player, kick, throw, He's wearing a helmet 2. Flashcards from previous lesson: It's two o'clock, It's half past six / It's six thirty
11.0	21.0	M3	Lesson 5	Vocabulary: Nouns: ant, grasshopper Sentences: He's fishing. I'm skateboarding. It's carrying food. Structure: (Revision) Value: Hard work pays off Teaching Flow: Warm up: Elicit I'm carrying the food → vocabulary → Before reading: predict story → listen & point to frames → While reading: find & circle activities in story; follow speech bubbles → After reading: comprehension questions in L1 → Post-story activity - value (discuss in L1: Do you think the grasshopper should have helped the ant? Why do you think the ant helped the grasshopper in the end? Do you think you should work hard? Why?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures presented in previous lessons	Story: The Grasshopper and the Ant (SB. 32-33) Workbook p.33	1. Flashcards for ant, grasshopper, It's carrying food, He's fishing, I'm skateboarding
	22.0	M3	Lesson 6	Vocabulary: (Revision) Phonics s blends: smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision → Optional game: Matching pictures Phonics - Warm up: write s blends /sm/, /sn/, /sp/, /st/, /sk/, /sl/, /sw/, /skw/ on board + flashcards → phonics s blends: listen & point → chant The spider and the snake: listen & chant along → TPR: raise correct phonics card when hearing each s blend → circle the s blends in the chant → Optional game: What's that sound? / Sound and picture pairs	- Revise and consolidate vocabulary and structures presented in previous lessons - Practise the pronunciation of s blends: /sm/, /sn/, /sp/, /st/, /sk/, /sl/, /sw/, /skw/ - Say a phonics chant	Revision + Phonics (SB. 34 & p.107) Workbook p.34-35	1. Blown-up colour photocopies of story The Grasshopper and the Ant (SB pp. 32–33) 2. Flashcards and word cards for all module vocabulary (2 sets of each) 3. Flashcards for smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel 4. Photocopies of above flashcards (one per S) 5. Phonics cards for smile, snake, spider, stop, skate, scarf, sleep, swim, squirrel (TB pp. 215–216, one set per S) 6. Adhesive putty or tape 7. Scissors (one pair for each pair of Ss)
12.0	23.0	M3	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Movers)	- Practise exam strategies - Identify gaps before final test		
13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet

	26.0		Test correction	Return & review marked papers / Error analysis / Celebration activity			
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Phân phối chi tiết · C.O (M4-6)

COURSE OUTLINE TOP STARS Level 3 (M4 + M5 + M6)							
Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)
Level: Top Stars 3 (M4 + M5 + M6) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							
1.0	1.0	M4	Lesson 1	Vocabulary: Places: library, bank, pet shop, toy shop Noun: people Prepositions of place: behind, in front of, next to, between Verbs: look, help, find Sea animals: shark, dolphin Place: aquarium Nouns: camera, fin Structure: Where's the toy car? It's (behind/in front of/next to/between) the (bank). 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). Teaching Flow: Warm up: say We can read books there. We can see animals there. elicit places (library, zoo) → vocabulary → song This is my town!: listen, circle places & sing → Activity 3: pairs ask & answer Where's the pet shop? It's between the bank and the toy shop. → Top Stars: look & listen, aquarium scene → vocabulary → Grammar box → Whose is it? It's (his). → listen & circle → Activity 5: guessing game with possessive pronouns → Optional game: True or False	- Identify and name places in a town - Ask and answer about the location of places using prepositions - Identify sea animals and actions - Introduce and use possessive pronouns	Song + Top Stars (SB. 35–37) Workbook. p.36-38	- Flashcards for people, library, bank, pet shop, toy shop - Flashcards for look, help, find, aquarium, shark, dolphin, camera, fin - Photocopies of above flashcards - Adhesive putty or tape - A box

	2.0	M4	Lesson 2	Vocabulary: Phrases: be quiet, throw rubbish, take photos Place: museum Noun: rubbish bin Structure: You must be quiet. You mustn't take photos. Teaching Flow: Warm up: mime Shh! Be quiet!, Throw rubbish, Take photos → elicit meanings → vocabulary → Activity 2: listen & read Rules! Rules! Rules! - match rules (1–2) to places (A–B) → Grammar box → Activity 3: read & circle Yes or No → Activity 4: listen & tick correct picture → Activity 5: groups make own classroom rules using must/mustn't, present to class → Optional game: Line jumping	- Express obligation using must - Express prohibition using mustn't - Practice structures (*)	Our World (SB. 38-39) Workbook. p.39-40	1. Flashcards for be quiet, throw rubbish, take photos, rubbish bin, museum 2. Flashcards from previous lesson: look, help, find, aquarium, shark, dolphin, camera, fin 3. Plain sheets of A4 paper 4. Construction paper Masking tape
2.0	3.0	M4	Lesson 3	Vocabulary: Numbers: (20) twenty, (21) twenty-one, (22) twenty-two,...(80) eighty, (90) ninety, (100) a hundred Structure: (Revision) You must be quiet in a (museum). (Numbers 20–100 in context) Teaching Flow: Let's play Warm up: write numbers 20–30 on board in numerical form, Ss read aloud → explain in-between numbers (21–29) → write numbers in tens 40–100, Ss repeat → vocabulary → Grammar box → Activity 2: choose a lock, say the code, go to p.117 to read the clue → pairs: SA chooses treasure chest, says number combination, SB reads clue → Optional game: Say if it's true / Number Bingo	- Practise listening (Time Out!) - Say the numbers from 20 to 100	Let's Play + Time Out! (Episode 4) (SB. 40) + Worksheet P. 10-11 Workbook p.41	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for (20) twenty, (21) twenty-one... (100) a hundred 3. Flashcards from previous lessons: be quiet, throw rubbish, rubbish bin, take photos, museum, library 4. Adhesive putty or tape
	4.0	M4	Lesson 4	Vocabulary: Actions: Go straight on. Turn right. Don't turn left. Stop. Cross the road here. Structure: Signs are everywhere. You must look at the signs and read them. Red signs: You must or mustn't do something. Blue signs: You can or must do something. You must turn left. You mustn't turn right. Teaching Flow: Warm up: pretend to be a police officer, mime actions → vocabulary → Activity 2: listen & read What do you know about signs? → comprehension: what do red/blue signs mean? → Activity 3: match signs A–E to sentences 1–5 → Project work: research road signs from own country, make a poster with heading + pictures + sentences, present to class → Optional game: Find your pair	- Provide Ss with cross-curricular information on social studies: road signs - Revise structures presented in previous lessons: must / mustn't	CLIL (SB. 41) Workbook. p.42	1. Flashcards for Go straight on, Turn right, Don't turn left, Stop, Cross the road here 2. Photocopies of above flashcards and their word cards (one per S) 3. Flashcards from previous lesson: numbers 20–100 4. A blue and a green box 5. Pictures or drawings of signs

3.0	5.0	M4	Lesson 5	Vocabulary: Places: shopping centre, restaurant, bookshop Structure: (Revision) Value: Ask for directions when you're trying to find a place. Teaching Flow: Warm up: say We can eat there. We can look at and buy books there. elicit answers (restaurant, bookshop, shopping centre) → vocabulary → Before reading: prediction → story: listen & point to frames → While reading: find & circle directions in story → After reading → shadow read → Post-story activity - value (discuss in L1: Have you ever asked for directions? Is it bad to ask for directions when we don't know?, ...) → Optional game: act out story in groups of four	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures presented in previous lessons	Story: We're on TV! (SB. 42-43) Workbook p.43 + Smart Moves p.46	1. Flashcards for shopping centre, restaurant, bookshop 2. Flashcards from previous lesson: Go straight on, Turn right, Don't turn left, Stop, 3. Cross the road here 4. Photocopies of story We're on TV! (SB pp. 42–43) - cut out speech bubbles (one copy per four Ss)
	6.0	M4	Lesson 6	Vocabulary: (Revision) Phonics /tʃ/: chimp, peach, chair . /ʃ/: sheep, shirt, fish Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision → Optional game: Matching pictures Phonics- Warm up: write ch and sh on board, stick corresponding flashcards → phonics sounds /tʃ/ and /ʃ/: listen & point → phonics chant The chimp and the sheep: listen & chant along → TPR: Ss hold chimp card for /tʃ/ sounds, sheep card for /ʃ/ sounds while chanting → Activity 2: circle /tʃ/ and /ʃ/ sounds in chant → Optional game: What's that sound? / Whispers	- Revise vocabulary and structures presented in previous lessons - Practise the pronunciation of the consonant digraphs ch /tʃ/ and sh /ʃ/ - Say the phonics chant The chimp and the sheep	Revision + Phonics (SB. 44 & p.108) Workbook p.44-45	1. Blown-up colour photocopies of story We're on TV! (SB pp. 42–43) 2. Flashcards and word cards for: people, library, bank, pet shop, toy shop, look, help, find, aquarium, shark, dolphin, camera, fin, be quiet, throw rubbish, rubbish bin, take photos, museum, numbers 20–100, Go straight on, Turn right, Don't turn left, Stop, Cross the road here, shopping centre, restaurant, bookshop (2 sets of each) 3. Flashcards for chimp, peach, chair, sheep, shirt, fish 4. Phonics cards of ch and sh - TB pp. 215–216 (one set per S) 5. Adhesive putty or tape
4.0	7.0	M4	Add-ons				
	8.0	M5	Lesson 1	Vocabulary: Everyday activities: go shopping, go to the cinema, do karate, play the guitar, get up early, drive a car, have a lesson, take the bus, walk to school Structure: I always play the guitar on Mondays. He/She sometimes... We/You/They never ... at the weekend. Do you always get up early? Yes, I do. / No, I don't. Does he/she walk to school? Yes, he/she does. / No, he/she doesn't. Do they drive a car? Yes, they do. / No, they don't. Teaching Flow: Warm up: mime playing the guitar, say & repeat → vocabulary → song Every day: listen, read & sing → Language box → Activities 3 & 4 → Top Stars: look & listen, quiz show scene → vocabulary → Grammar box → listen & tick correct picture → Activity 5: pairs survey weekend vs every day activities → Optional game: He never has breakfast / Do you walk to school?	- Introduce adverbs of frequency: always, sometimes, never - Talk about habitual actions using Present Simple - Introduce additional everyday activities - Ask and answer about habitual actions using Do/Does	Song + Top Stars (SB. 45–47) Workbook. p.47-49	1. Flashcards for go shopping, go to the cinema, do karate, play the guitar 2. Flashcards for get up early, drive a car, have a lesson, take the bus, walk to school 3. A bag and a few strips of paper 4. Adhesive putty or tape

5.0	9.0	M5	Lesson 2	Vocabulary: Occupations: farmer, cook, taxi driver Nouns: farm, hotel Structure: I don't (drive a car). He/She doesn't (get up early). We/You/They don't (walk to school). Teaching Flow: Warm up: pretend to be a cook/farmer/taxi driver, mime → vocabulary → text People at work: listen & read → Grammar box → Activity 3: read sentences, circle Yes or No → Activity 4: listen & tick correct picture → Activity 5: pairs - SA describes a picture using negative sentences, SB guesses which one → Optional game: Guess the job	- Identify and name occupations: farmer, cook, taxi driver - Introduce the negative form of the Present Simple - Practice structure (*)	Our World (SB. 48-49) Workbook. p.50-51	1. Flashcards for farmer, cook, taxi driver, farm, hotel
	10.0	M5	Lesson 3	Vocabulary: Occupations: police officer, firefighter, dentist, photographer Phrases: put out fires, fix teeth Structure: What do you do? I'm a (farmer). What does she do? She's a (photographer). Teaching Flow: Let's play Warm up: mime examining teeth → I'm a dentist. → mime taking photos → I'm a photographer. → vocabulary → Grammar box → Activity 2: guessing game - pairs ask questions using action phrases until they find the occupation → Optional game: What do I do?	- Identify and name additional occupations: police officer, firefighter, dentist, photographer - Ask and answer about a person's occupation - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 5) (SB. 50) + Worksheet P. 12-13 Workbook p.52	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for police officer, firefighter, dentist, photographer 3. Labels with occupations taxi driver, farmer, police officer, cook, firefighter, dentist, photographer written on them (one per S)
6.0	11.0	M5	Lesson 4	Vocabulary: Nouns: food, place, playground Structure: (Revision) Teaching Flow: Warm up: hold up flashcards food/place/playground, say & repeat → vocabulary → Activity 2: listen & read You can help! → comprehension questions in L1 → Activity 3: read sentences, write F/C/B for each organisation → Project work: research another volunteering organisation, make a poster with heading + pictures + sentences, present to class → Optional game: Whispers	- Provide Ss with cross-curricular information on social studies: community volunteering organisations	CLIL (SB. 51) Workbook. p.53	1. Flashcards for food, place, playground
	12.0	M5	Lesson 5	Vocabulary: Noun: fire, helmet, uniform Verbs: stay, save Structure: (Revision) Value: Don't judge others on their physical appearance Teaching Flow: Warm up: draw fire on board, say & repeat → vocabulary → Before reading: predict story → story: listen & point to frames → While reading: find & circle vocabulary words in frames → After reading → read & write Yes or No → Post-story activity - value (discuss in L1: Is it nice to judge people on their physical appearance? Have you ever been judged on your physical appearance?,...) → Optional game: act out story in groups of six	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures presented in previous lessons	Story : Fire! Fire! (SB. 52-53) Workbook p.54	1. Flashcards for fire, stay, save, helmet, uniform

7.0	13.0	M5	Lesson 6	Vocabulary: (Revision) Phonics /s/: paints, claps Phonics /z/: reads, swims Phonics /iz/: teaches, washes Structure: (Revision) Phonics rule: verb ends in /p/, /k/, /t/, /f/ → -s pronounced /s/ verb ends in most other sounds → -s pronounced /z/ verb ends in -ss, -x, -ch, -sh → -es pronounced /iz/ Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision → Optional game: Matching pictures Phonics-Warm up: write /s/, /z/, /iz/ on board, stick corresponding flashcards under each sound → phonics rule: explain -s ending pronunciation based on final consonant → Activity 1: listen & point → phonics chant Busy Bobby → TPR: Ss hold paints card for /s/, reads card for /z/, washes card for /iz/ while chanting → Optional game: What's that sound? / Written whispers → Before leaving: play song Every day (Track 3), Ss sing along	- Revise and consolidate vocabulary and structures presented in previous lessons - Learn the position of the subject in a sentence	Revision + Phonics (SB. 54 & p.109) Workbook p.55-56	1. Blown-up colour photocopies of story Fire! Fire! (SB pp. 52–53) 2. Flashcards and word cards for go shopping, do karate, play the guitar, drive a car, get up early, have a lesson, take the bus, walk to school, taxi driver, farmer, cook, police officer, firefighter, dentist, photographer, uniform, helmet, fire (2 sets of each) 3. Flashcards of paints, claps, teaches, washes, reads, swims 4. Phonics cards of paints, reads and washes - TB pp. 215–218 (one set per S) 5. Scissors (one pair for each pair of Ss) 6. Adhesive putty or tape
	14.0	M5	Add-ons				
8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Movers)	- Revise all vocabulary & structures from M4–M5 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	
9.0	17.0	M6	Lesson 1	Vocabulary: Months: January, February, March, April, May, June, July, August, September, October, November, December Noun: rain Seasons: winter, spring, summer, autumn Nouns: seasons, leaf, leaves, snow Structure: When's your birthday? It's in (August). When's = When is What do you do in (spring)? I (plant trees). Teaching Flow: Warm up: point to calendar, say each month → vocabulary → song The months: listen, read & match verses to pictures, then sing → Grammar box → Activity 3 → Top Stars: look & listen, seasonal scenes → vocabulary → note plural: leaf–leaves (-f drops, add -ves) → Grammar box. → listen & number pictures → Activity 5: pairs ask & answer seasonal activities → Optional game: Find your group	- Sing a song about the months of the year - Introduce the months of the year: January–December - Ask and answer about someone's birthday - Introduce the four seasons and associated activities	Song + Top Stars (SB. 55–57) Workbook. p.59-61	1. Flashcards for January–December, rain 2. Flashcards for winter, spring, summer, autumn, seasons, leaf, leaves, snow 3. A yearly calendar 4. Adhesive putty or tape

	18.0	M6	Lesson 2	Vocabulary: Activities: go camping, go hiking, go scuba diving, go sailing Nouns: picnic, mountain, sea Structure: (go scuba diving). He (goes camping) in the (summer). They (go hiking) on (Sundays). Teaching Flow: Warm up: mime go camping/hiking/sailing/scuba diving, say & repeat → vocabulary → Grammar box → text Let's go...: listen & read → Activity 3: match preferences to activities → Activity 4: listen & number pictures → Activity 5: pairs - complete table about themselves and friend, then present to class → Optional game: Game show	- Talk about various free-time activities using go + -ing - Talk about habitual actions in each season - Practice structures (*)	Our World (SB. 58-59) Workbook. p.62-63	1. Flashcards for go camping, go hiking, go scuba diving, go sailing, picnic, mountain, sea 2. Flashcards from previous lesson: winter, spring, summer, autumn, seasons, leaf, leaves, snow 3. Adhesive putty or tape A bell
10.0	19.0	M6	Lesson 3	Vocabulary: The time: It's a quarter to four. / It's three forty-five. It's a quarter past five. / It's five fifteen. Structure: What time do you (go to bed)? I (go to bed) at a (quarter past nine). / at (a quarter to four). / at (five fifteen). Teaching Flow: Let's play Warm up: draw clocks on board, call out times → It's three o'clock. It's half past three. It's three fifteen. → introduce quarter past and quarter to → Grammar box → note: can omit a → Activity 2: pairs - SA has a schedule, SB asks questions to find which child SA has chosen → Optional game: Time whispers	- Tell the time using quarter past and quarter to - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 6) (SB. 60) + Worksheet P. 14-15 Workbook p.64	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for It's a quarter to four / It's three forty-five, It's a quarter past five / It's five fifteen 3. Flashcards from previous lesson: go camping, go hiking, go scuba diving, go sailing, picnic, mountain, sea 4. Adhesive putty or tape
	20.0	M6	Lesson 4	Vocabulary: Parts of the day: in the morning, in the afternoon, in the evening, at night Structure: It's (Monday) today in Vancouver. It's (four) in the morning. What's the time in (London)? It's (twelve) in the afternoon). What's the weather like? It's (snowing/raining/cloudy/cold). Teaching Flow: Warm up: stick in the morning flashcard on board, mime getting up → say I get up at 7.00 in the morning. → introduce remaining parts of the day → vocabulary → Activity 2: listen & read Tick Tock around the world - world map with 6 cities → comprehension: time & weather in each city → Activity 3: pairs - SA asks What's the time in (Vancouver)? SB answers → Project work: research weather and time in own country, make a poster, present to class → Optional game: What's the time?	- Provide Ss with cross-curricular information on geography: world time zones and weather - Identify the parts of the day	CLIL (SB. 61) Workbook. p.65	1. Flashcards for in the morning, in the afternoon, in the evening, at night 2. Pieces of card

11.0	21.0	M6	Lesson 5	Vocabulary: Nouns: basket, stone, present, vegetables Structure: (Revision) Value: Be kind to people and you'll be rewarded Teaching Flow: Warm up: hold up flashcards, say & repeat → vocabulary → Before reading: predict story → story: listen & point to frames → While reading: find & identify all seasons and months in story, identify questions the children ask → After reading → shadow read → Post-story activity - value (discuss in L1: Why should we be kind to other people? Do you think it's important to help other people?, ...) → Optional game: act out story in groups of eleven	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures presented in previous lessons	Story : The Twelve Months (SB. 62-63) Workbook p.66 + Smart Moves p.69	1. Flashcards for basket, stone, present, vegetables 2. Flashcards from previous lesson: in the morning, in the afternoon, in the evening, at night 3. Adhesive putty or tape
	22.0	M6	Lesson 6	Vocabulary: (Revision) Phonics /θ/: thin, teeth, thirteen Phonics / ð/: this, that, mother Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision → Optional game: Matching pictures Phonics - Warm up: write th /θ/ and th /ð/ on board, stick corresponding flashcards → phonics sounds /θ/ and /ð/: listen & point → Activity 1: listen & point → phonics chant My family: listen & chant, mark /θ/ in yellow, /ð/ in blue → TPR: Ss hold thin card for / θ/, mother card for /ð/ while chanting → Optional game: What's that sound? / Sound hold-up → Before leaving: play song The months (Track 18), Ss sing along	- Revise and consolidate vocabulary and structures presented in previous lessons - Practise the pronunciation of the consonant digraphs th /θ/ and th /ð/ - Say the phonics chant My family	Revision + Phonics (SB. 64 & p.110) Workbook p.67-68	1. Blown-up colour photocopies of story The Twelve Months (SB pp. 62–63) 2. Flashcards and word cards for January–December, rain, winter, spring, summer, autumn, seasons, leaf, leaves, snow, go camping, go hiking, go scuba diving, go sailing, picnic, mountain, sea, in the morning, in the afternoon, in the evening, at night, basket, stone, present, vegetables (2 sets of each) 3. Flashcards for thin, teeth, thirteen, this, that, mother 4. Phonics cards of thin and mother - TB pp. 217–218 (one set per S) 5. Adhesive putty or tape
12.0	23.0	M6	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Movers)	- Practise exam strategies - Identify gaps before final test		
13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet
	26.0		Test correction	Return & review marked papers / Error analysis / Celebration activity			

Phân phối chi tiết · C.O (M7-9)

Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)
Level: Top Stars 3 (M7+ M8 + M9) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							
1.0	1.0	M7	Lesson 1	Vocabulary: Fruit: grapes, peach, mango, pineapple, cherry, strawberry Food: cheese, spaghetti, meat, steak, chicken, peas Noun: fridge Structure: There's a pineapple. There are some pineapples. Is there any cheese? Yes, there is. / No, there isn't. Are there any tomatoes? Yes, there are. / No, there aren't. Teaching Flow: Warm up: fruit names flashcard review → vocabulary → song Fruit!: listen & match lines to pictures → sing along → Top Stars: look & listen to dialogue → Grammar box → countable vs uncountable nouns: cheese / cherries → read dialogue & circle correct answers → pairs: ask & answer with food flashcards → Optional game: Market races	- Sing a song about favourite fruit - Identify food items: fruit names and countable/uncountable nouns - Ask and answer about countable and uncountable food nouns	Song + Top Stars (SB. 65–67) Workbook. p.70-72	1. Flashcards for grapes, peach, mango, pineapple, cherry, strawberry (or real fruit) 2. Flashcards and word cards for cheese, spaghetti, meat, steak, chicken, peas, fridge 3. Plain sheets of A4 paper 4. Adhesive putty or tape
	2.0	M7	Lesson 2	Vocabulary: Food: sausage, cheeseburger, crepe, pancake, noodles, omelette Structure: What's your favourite food? My favourite food is spaghetti. Teaching Flow: Warm up: flashcard review - Is there any...? Are there any...? → vocabulary → listen & read: What's your favourite food? (children from Mexico, Thailand, USA) → comprehension: True or False → Grammar box: What's your favourite food? / My favourite food is... → listen & circle correct food → pairs: ask & answer about favourite food → Optional game: Food Bingo!	- Identify food from different parts of the world - Ask and answer about food preferences using What's your favourite food?	Our World (SB. 68-69) Workbook. p.73-74	1. Flashcards for sausage, cheeseburger, crepe, pancake, noodles, omelette 2. Flashcards from previous lesson: cheese, spaghetti, meat, steak, chicken, peas, fridge

2.0	3.0	M7	Lesson 3	Vocabulary: Drinks: tea, coffee, milk, orange juice Nouns: salt, pepper, sugar Structure: What would you like? I'd like some tea, please. Can I have some coffee, please? Teaching Flow: Let's play Warm up: flashcard touch race (two teams) → vocabulary → listen & read restaurant dialogue → Grammar box: What would you like? / I'd like... / Can I have...? → pairs: act out waiter–customer dialogue with flashcards → Optional game: Supermarket frenzy	- Identify items of food and drink - Ask for and order food and drink using polite expressions - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 7) (SB. 70) + Worksheet P. 16-17 Workbook p.75	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for tea, coffee, milk, orange juice, salt, pepper, sugar 3. Flashcards from previous lessons: sausage, cheeseburger, crepe, pancake, omelette, noodles 4. Photocopies of all flashcards from the module (one per S) 5. Adhesive putty or tape
	4.0	M7	Lesson 4	Vocabulary: Nouns: piece, onion, pot, rice Verbs: add, cut Structure: (Revision) Teaching Flow: Warm up: guessing game - describe & identify food/drink items → vocabulary → listen & read: Strange Recipes - Rainbow Risotto → comprehension questions in L1 → draw your own strange recipe & write steps → Project: choose a traditional dish from your country, make a poster & present to class → Optional game: Group pantomime	- Provide Ss with cross-curricular information on home economics - Follow steps of a recipe using action verbs: add, cut	CLIL (SB. 71) Workbook. p.76	1. Flashcards for piece, onion, pot, add, rice, cut
3.0	5.0	M7	Lesson 5	Vocabulary: Nouns: family, soup Verb: share Structure: (Revision) Value: Share your food with your family and friends Teaching Flow: Warm up: flashcard revision - name each item → vocabulary → Before reading: predict story → story: listen & point to frames → While reading: shadow read along with recording → After reading: read & write Yes or No for three sentences → Post-story activity - value (discuss in L1: Why did the table stop giving food? Should we keep everything to ourselves or share it with others?) → Optional game: Ss swap roles & re-read story in groups	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures presented in previous lessons	Story: The Wishing Table (SB. 72-73) Workbook p.77	1. Flashcards for share, family, soup 2. Flashcards from previous lesson: piece, onion, pot, add, rice, cut

	6.0	M7	Lesson 6	Vocabulary: (Revision) Phonics: carrots, books, eggs, beans, tomatoes, cherries, glasses, buses, foxes, dishes Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision → Optional game: Matching pictures Phonics - Warm up: write /s/, /z/, /tʒ/ on board → stick flashcards under each sound → phonics sounds /s/, /z/, /tʒ/ of plural noun ending -s: listen & point → chant Look at the food on the dishes → TPR: raise phonics card (carrots / beans / dishes) when hearing matching sound → underline /s/, circle /z/, highlight /tʒ/ sounds in chant → Optional game: What's that sound? / Written whispers	- Revise and consolidate vocabulary and structures presented in previous lessons - Learn to use question marks and exclamation marks in sentences - Differentiate between the plural noun ending sounds /s/, /z/ and /tʒ/ - Say a phonics chant about plural noun endings	Revision + Phonics (SB. 74 & p.111) Workbook p.78-79	1. Blown-up colour photocopies of the story The Wishing Table (SB pp. 72–73) 2. Flashcards and word cards for all module vocabulary (2 sets of each): grapes, peach, mango, pineapple, cherry, strawberry, cheese, spaghetti, meat, steak, chicken, peas, fridge, sausage, cheeseburger, crepe, pancake, omelette, noodles, tea, coffee, milk, orange juice, salt, pepper, sugar, piece, onion, pot, add, rice, cut, share, family, soup 3. Phonics cards for carrots, beans and dishes (one set per S) 4. Scissors (one pair for each pair of Ss) 5. Adhesive putty
4.0	7.0	M7	Add-ons				
	8.0	M8	Lesson 1	Vocabulary: Places: amusement park, cinema, swimming pool, home Adjectives: interesting, boring, scary, noisy Noun: TV programme Verb: sleep Structure: Where were you (yesterday morning)? I/He/She/It was at the (amusement park). You/We/They were at (home). Was it (interesting)? Yes, it was. / No, it wasn't. Teaching Flow: Warm up: flashcard guessing game - mime an adjective (scary, boring...) → vocabulary → song Where were you yesterday?: listen, number pictures in order → sing along → Top Stars: look & listen to dialogue → Grammar box → listen & match places to descriptions → pairs: ask & answer Where were you yesterday? Was it interesting? → Optional game: Hot card pantomime	- Ask and answer about where someone was in the past using was / were - Identify places in a town - Describe past experiences using adjectives	Song + Top Stars (SB. 75–77) Workbook. p.80-82	1. Flashcards for amusement park, cinema, swimming pool, home 2. Flashcards and word cards for interesting, boring, scary, noisy, TV programme, sleep 3. Adhesive putty or tape
5.0	9.0	M8	Lesson 2	Vocabulary: Nouns: lake, competition, winner, sailing boat Structure: There was (a small boat). / There wasn't (a big boat). There were (two winners). / There weren't (three winners). Teaching Flow: Warm up: flashcard memory game - hide one, Ss identify missing word → vocabulary → listen & read: The Competition (sailing boat race at town's lake) → comprehension: True or False → Grammar box → listen & circle A or B → pairs: describe pictures using There was/were affirmative & negative → Optional game: True or False	- Talk about the past using There was / There wasn't / There were / There weren't - Read and understand an informational text about a past event	Our World (SB. 78-79) Workbook. p.83-84	1. Flashcards for lake, competition, winner, sailing boat 2. Flashcards from previous lesson: interesting, boring, scary, noisy, TV programme, sleep 3. Adhesive putty or tape

	10.0	M8	Lesson 3	Vocabulary: Places: sports centre, art gallery Adjective: amazing Structure: (Revision) Teaching Flow: Let's play Warm up: flashcard introduction - This is a sports centre. We play sports there. → vocabulary → look at picture grid: children at different places with different adjectives → pairs: SA asks Where were you yesterday? Was it funny? SB answers from picture chosen → rotate partners → Optional game: Press conference	- Talk about past experiences using was / were and adjectives - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 8) (SB. 80) + Worksheet P. 18-19 Workbook p.85	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for sports centre, art gallery, amazing 3. Flashcards from previous lessons: interesting, boring, scary, noisy, funny 4. Adhesive putty or tape
6.0	11.0	M8	Lesson 4	Vocabulary: Places: garden, field, hut, building, street, city Material: paper Adjective: modern Clothing item: kimono Structure: (Revision) Teaching Flow: Warm up: flashcard presentation - point & repeat each word → vocabulary → listen & read: Tokyo: Then and Now → comprehension: tick THEN or NOW for each sentence → Project: find information about your country in the past & now, make a poster & present to class → Optional game: Our city: then and now	- Provide Ss with cross-curricular information on history - Talk about life in the past	CLIL (SB. 81) Workbook. p.86	1. Flashcards for garden, field, modern, hut, paper, kimono, building, street, city
	12.0	M8	Lesson 5	Vocabulary: Nouns: idea, wolf, wolves, joke Structure: Revision Value: Don't lie Teaching Flow: Warm up: flashcard revision - hold up & name each item → vocabulary → Before reading: predict story → story A Wolf!: listen & point to frames → While reading: shadow read along with recording → After reading → read & write Yes or No for three sentences → Post-story activity - value (discuss in L1: Have you ever lied about something? Did you feel good about it? Is it good to lie?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures presented in previous lessons	Story: A Wolf! (SB. 82-83) Workbook p.87 + Smart Moves p.90	1. Flashcards for idea, wolf, wolves, joke 2. Flashcards from previous lesson: garden, field, modern, hut, paper, kimono, building, street, city

7.0	13.0	M8	Lesson 6	Vocabulary: (Revision) Phonics: kick, clock, bank, sink, long, king Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → story revision: play A Wolf! recording, Ss retell from memory → Activities 1 -3 Phonics - Warm up: write ck, nk, ng on board → stick flashcards under each digraph → phonics sounds ck /k/, nk /ŋk/, ng /ŋ/: listen & point → chant Chuck the Duck: listen & chant along, underline /k/, /ŋk/, /ŋ/ sounds → TPR: raise phonics card when hearing matching digraph sound → Optional game: What's that sound? / Sound and picture pairs	- Revise and consolidate vocabulary and structures presented in previous lessons - Differentiate between the digraph sounds ck /k/, nk /ŋk/ and ng /ŋ/ - Say a phonics chant about digraph sounds	Revision + Phonics (SB. 84 & p.112) Workbook p.88-89	1. Blown-up colour photocopies of the story A Wolf! (SB pp. 82–83) 2. Flashcards and word cards for all module vocabulary (2 sets of each): amusement park, cinema, swimming pool, home, interesting, boring, scary, noisy, TV programme, sleep, lake, competition, winner, sailing boat, sports centre, art gallery, amazing, garden, field, modern, hut, paper, kimono, building, street, city, idea, wolf, wolves, joke 3. Flashcards for kick, clock, bank, sink, long, king 4. Phonics cards for kick, king, bank (one set per S) 5. Photocopies of phonics flashcards (one per S) 6. Scissors (one pair for each pair of Ss) 7. Adhesive putty or tape
	14.0	M8	Add-ons				
8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Movers)	- Revise all vocabulary & structures from M7–M8 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	
9.0	17.0	M9	Lesson 1	Vocabulary: Animals: lion, rabbit, bee Verb: visit Irregular verbs: see – saw, go – went Adverb: late Phrase: finish my homework Place: airport Verbs: wait, arrive Structure: I/You/He/She/It/We/They played with the dolphins yesterday. He/She went to the park last Saturday. We/You/They saw our cousins last week. Teaching Flow: Warm up: mime animals (lion, rabbit, bee) & greet a friend → vocabulary → song A great day: listen & circle animals mentioned → sing along → Top Stars: look & listen to dialogue (Brad at airport with dad) → Grammar box → read dialogue & order sentences 1–4 → listen & tick correct pictures → pairs: say what you did last weekend → Optional game: Hang man	- Talk about the past using regular verbs in the Past Simple - Talk about actions that happened in the past using irregular verbs: see – saw, go – went	Song + Top Stars (SB. 85–87) Workbook. p.91-93	1. Flashcards for visit, lion, rabbit, bee 2. Flashcards for wait, arrive, finish my homework, late, airport

	18.0	M9	Lesson 2	Vocabulary: Verb: love Irregular verbs: come – came, have – had, make – made, eat – ate Nouns: chopsticks, fork, spoon Structure: 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. Teaching Flow: Warm up: show fork, spoon, chopsticks & introduce love → vocabulary → listen & read: People of the Past (ancient Egyptians, Incas, Chinese) → comprehension: True or False → Grammar box → listen & number pictures 1–4 → pairs: draw fictional ancient people & describe to class using They were... They had... They didn't... → Optional game: Line jumping	- Talk about ancient people and civilisations - Use the negative form of verbs in the Past Simple - Introduce irregular verbs - Practice structures (*)	Our World (SB. 88-89) Workbook. p.94-95	1. A fork, a spoon and chopsticks (real objects) 2. Flashcards for love, chopsticks, fork, spoon 3. Flashcards from previous lesson: wait, arrive, finish my homework, late, airport 4. Masking tape
10.0	19.0	M9	Lesson 3	Vocabulary: Sports: play basketball, play table tennis, play baseball, go windsurfing, go fishing Structure: 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. Teaching Flow: Let's play Warm up: mime each sport flashcard, Ss guess & repeat → vocabulary → look at picture grid (sports centre & beach activities) → Grammar box: Past Simple interrogative → pairs: tick activities done last Saturday, then ask & answer Did you go swimming? Yes, I did. → Optional game: Write, fold and pass	- Talk about sports and leisure activities - Ask and answer about actions that happened in the past using Did...? - Practise listening (Time Out!)	Let's Play + Time Out! (Episode 9) (SB. 90) + Worksheet P. 20-21 Workbook p.96	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for play basketball, play table tennis, play baseball, go windsurfing, go fishing 3. Flashcards from previous lesson: love, chopsticks, fork, spoon 4. Adhesive putty or tape
	20.0	M9	Lesson 4	Vocabulary: Means of transport: bicycle, carriage, wheel Animal: horse Verb: travel Structure: Revision Teaching Flow: Warm up: flashcard presentation - hold up & repeat each word → vocabulary → listen & read: Means of Transport (cars & bicycles then and now) → comprehension: circle correct verb form → Review contrast past & present forms in context → Project: find information about a means of transport, make a poster & present to class → Optional game: Do as I say	- Provide Ss with cross-curricular information on social studies - Talk about means of transport in the past and present	CLIL (SB. 91) Workbook. p.97	1. Flashcards for bicycle, carriage, horse, wheel, travel 2. Flashcards from previous lesson: play basketball, play table tennis, play baseball, go windsurfing, go fishing

11.0	21.0	M9	Lesson 5	Vocabulary: Verb: sing – sang Nouns: nightingale, emperor Adjective: sick Structure: Revision Value: Appreciate your friends and things Teaching Flow: Warm up: flashcard revision - hold up & name each item → vocabulary → Before reading: predict story → story The Emperor's Nightingale: listen & point to frames → While reading: shadow read along with recording → After reading → read & write Yes or No for four sentences → Post-story activity - value (discuss in L1: Why should we appreciate other people? Do you think it's important to help other people?) → Optional game: Ss swap roles & re-read story in groups	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures presented in previous lessons	Story : The Emperor's Nightingale (SB. 92-93) Workbook p.98	1. Flashcards for nightingale, emperor, sick 2. Copies of flashcards from previous lesson: bicycle, carriage, horse, wheel (one for each S)
	22.0	M9	Lesson 6	Vocabulary: Revision Phonics: sand, pond, friend, plant, tent, present Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → story revision: play The Emperor's Nightingale recording, Ss retell from memory → Activities 1-4 Phonics- Warm up: write nd and nt on board → stick flashcards under each blend → phonics sounds nd /nd/, nt /nt/: listen & point → chant Last weekend: listen & chant along, circle /nd/ and /nt/ sounds → TPR: raise phonics card (sand / tent) when hearing matching blend → Optional game: What's that sound? / Sound hold-up	- Revise and consolidate vocabulary and structures presented in previous lessons - Differentiate between the consonant blend sounds nd /nd/ and nt /nt/ - Say a phonics chant about consonant blends	Revision + Phonics (SB. 94 & p.113) Workbook p.99-100	1. Blown-up colour photocopies of the story The Emperor's Nightingale (SB pp. 92–93) 2. Flashcards and word cards for all module vocabulary (2 sets of each): visit, lion, rabbit, bee, wait, arrive, finish my homework, late, airport, love, chopsticks, fork, spoon, play basketball, play table tennis, play baseball, go windsurfing, go fishing, bicycle, carriage, horse, wheel, travel, nightingale, emperor, sick 3. Flashcards for sand, pond, friend, plant, tent, present 4. Phonics cards of sand and tent (one set per S) 5. Adhesive putty or tape Scissors (one pair for each pair of Ss)
12.0	23.0	M9	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Movers)	- Practise exam strategies - Identify gaps before final test		
13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet
	26.0		Test correction	Return & review marked papers / Error analysis / Celebration activity			

Top Stars 4 · CEFR A1

Tổng quan khóa học (Course Outline Overview)

COURSE OUTLINE OVERVIEW			
TOP STAR 3 & 4 = A1 (CEFR)			
TỔNG QUAN KHÓA HỌC 3 MODULES			
Total number of lessons Tổng số buổi			26 lessons/ 26 buổi
Number of weeks Số tuần			13 weeks / 13 tuần
Lessons based on the coursebook Buổi thực học từ sách			18 lessons/ 18 buổi
Add-on Sessions Buổi Add-ons			3 lessons (after each Module)/ 3 buổi (sau mỗi Module)
Midterm Test Thi giữa kỳ			1 buổi
Final Test Thi cuối kỳ			1 buổi
Test Revision & Correction & CLIL Ôn tập và sửa bài Test & CLIL			3 buổi
Total coursebook study time (3 modules) Thời lượng thực học từ sách (3 modules)			18 × 120 minutes = 36 hours 18 × 120 phút = 36 hours
Total instructional hours according to CEFR / 1 level (9 Modules – excluding Module 10) Tổng thời lượng học theo CEFR cho 1 level (9 Modules - lược bỏ Module 10)			~ 108 hours x 2 (Level 3 & 4) = 216 hours ~ 108 giờ x 2 (Level 3 & 4) = 216 giờ

Phân phối chi tiết · C.O (M1-3)

COURSE OUTLINE TOP STARS Level 4 (M1 + M2 + M3)							
Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)

Level: Top Stars 4 (M1 + M2 + M3) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							
1.0	1.0	M1	Lesson 1	Vocabulary: Activities: wake up, have breakfast/lunch/dinner, go to work, take the train Noun: rain, classmate Adverb: late Verbs: arrive, leave, wait Phrases: take the bus to school, have a lesson Time: o'clock, a quarter past, half past, a quarter to Structure: 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 Teaching Flow: Warm up: mime waking up & daily routine → vocabulary → song Routines: listen & match verse to picture → sing along → Grammar box: → Activity 3 → Optional game: Guess who! → Top Stars: vocabulary → look & listen to story → Grammar box → Activity 4 & 5 → Optional game: Guess who! / Before leaving activitySonnet 4.6	- Talk about habitual actions using the Present Simple - Introduce and use adverbs of frequency: always, usually, sometimes, never - To tell the time	Song + Top Stars (SB. 5–7) Workbook. p.5-7	1. Flashcards for wake up, have breakfast/lunch/dinner, go to work, take the train, rain, late 2. Flashcards for classmate, take the bus to school, walk to school, have a lesson, arrive, leave, wait 3. Plain sheets of A4 paper and a small box 4. Adhesive putty
	2.0	M1	Lesson 2	Vocabulary: Verb: plant Nouns: garden, festival, parade Phrase: ride a horse Ordinals: 1st–31st Structure: What's the date today? It's 2 October. When's the flower festival? It's on 21 April. Teaching Flow: Warm up: ask a few Ss to stand in line, say (Tom) is second, (Mark) is third → vocabulary → Activity 2: listen & shadow read Let's celebrate! text → Activity 3: read again & tick celebrations table → Grammar box → Activity 4 & 5 → Optional game: Quiz show!	- Talk about different celebrations round the world - Ask and answer about the date - Introduce ordinal numbers 1st–31st - Practice structures (*)	Our World (SB. 8-9) Workbook. p.8-9	1. Flashcards for 1st–31st (first, second, third ... thirty-first), plant, ride a horse, garden, festival, parade 2. Flashcards from previous lesson: classmate, take the bus, walk to school, have a lesson, arrive, leave, wait

2.0	3.0	M1	Lesson 3	Vocabulary: Countries – Nationalities: the USA – American, the UK – British, Mexico – Mexican, Peru – Peruvian, Korea – Korean, China – Chinese Structure: Where are you from? I'm from the USA. I'm American. Teaching Flow: Let's talk Warm up: write country names & nationalities in two columns on board, Ss match them → vocabulary → Grammar box: Where are you from? / I'm from... Activity 2: pairs, ask & answer about children holding flags → Activity 3: each S draws their own flag, ask & answer about nationality → Optional game: Where are you from?	- Talk about countries and nationalities - Ask and answer about where someone is from - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 1) (SB. 10) + Worksheet P.4-5 Workbook p.10	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards from previous lesson: 1st–31st, plant, ride a horse, garden, festival, parade 3. A few pieces of paper with countries and nationalities written on them 4. Plain sheets of A4 paper (one per S) 5. A few blank pieces of paper (one per S) 6. A bag
	4.0	M1	Lesson 4	Vocabulary: (Revision) Structure: (Revision) Teaching Flow: Warm up: ask Ss about hobbies & free-time activities after school → Activity 1: listen & read email from Ted → Activity 2: read again & complete profile → Writing tip: use and to join ideas, use too to add information → Ss write own email using Present Simple + adverbs of frequency → Optional game: This is me!	- Read an email about someone's day - Write an email about one's own day - Revise and consolidate structures and vocabulary from previous lessons - Learn to begin and end an email - Use the conjunction and and the adverb too	Project (Writing) (SB. 11) Workbook. p.11	1. Ss' pictures doing a sport / leisure activity
3.0	5.0	M1	Lesson 5	Vocabulary: Verbs: bake, start Noun: apple pie Structure: (Revision) Value: Help people in need Teaching Flow: Warm up: ask Ss if they have ever taken part in a competition → vocabulary → Before reading: hold up book, point to frames, Ss predict story → story: listen & point to frames → While reading: identify Present Simple forms in story (is, wants, asks, says, bakes) → After reading: comprehension questions → Post-story activity - value (discuss in L1: Why is it important to help people in need? Do you think you are a good friend?) → Optional game: group role-play, act out story	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Story : The Town Festival (SB. 12-13) Workbook p.12	1. Flashcards for apple pie, bake, start 2. Photocopies of the story prepared from previous lesson 3. Adhesive putty

	6.0	M1	Lesson 6	Vocabulary: (Revision) Phonics: tooth, thin this, that chair, peach ship, fish, kitchen, catch Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision → Optional game: Matching pictures Phonics - Warm up: write /θ/ and /ð/ on board, draw two lines, stick flashcards → point to /θ/, say it, Ss repeat; repeat for /ð/, /tʃ/, /ʃ/ → phonics sounds /θ/, /ð/, /tʃ/, /ʃ/: listen & point → chant My Family: listen & chant along, mark /θ/ sounds yellow & /tʃ/ sounds, circle /ʃ/ → TPR: raise phonics card when hearing target sound → Activity 2: circle correct initial sound → Optional game: Sound hold-up	- Revise vocabulary and structures from Module 1 - Practise the pronunciation of /θ/, /ð/, /tʃ/ and /ʃ/ - Say the phonics chant My Family	Revision + Phonics (SB. 14 & p.115) Workbook p.13-14	1. Blown-up colour photocopies of story The Town Festival (SB pp. 28–29) 2. Flashcards/photocopies for all M1 vocabulary (2 sets each) 3. Flashcards for tooth, thin, this, that, chair, peach, ship, fish, kitchen, catch 4. Phonics cards for /θ/ (tooth), /ð/ (this), /tʃ/ (chair), /ʃ/ (ship) - TB pp. 223–224 (one set per S) 5. Scissors (one pair for each pair of Ss) 6. Adhesive putty
4.0	7.0	M1	Add-ons				
	8.0	M2	Lesson 1	Vocabulary: School subjects: art, music, PE, maths, science, IT, geography, history, English Nouns: art lesson, drawing Actions: play ice hockey, play chess, play baseball, read comics, do my homework Structure: What's your favourite subject? I'm good/bad at maths. How often do you play volleyball? Once a week / Twice a week / Three times a week / Every day Teaching Flow: Warm up: stick school subject flashcards on board, point to each & say, Ss repeat → vocabulary → Activities 1-3 → Optional game: Don't break the chain Top Stars: vocabulary → look & listen to story at Mark's house → Grammar box → Activity 3 - 5 → Optional game: Lip Reading	- Talk about school subjects - Talk about things one is good/bad at - Talk about everyday activities and hobbies - Talk about how often something happens	Song + Top Stars (SB. 15–17) Workbook. p.15-17	1. Flashcards for art, music, PE, maths, science, IT, geography, history, English 2. Flashcards for play ice hockey, play chess, play baseball, read comics, do my homework, art lesson, drawing 3. Internet printouts of: a painting, a guitar, a person jogging, a calculator, a science experiment, a computer, a map of a country, a historical figure and a word in English 4. Adhesive putty
5.0	9.0	M2	Lesson 2	Vocabulary: Verbs: collect, stick, put Adjectives: easy, hard Phrases: make a collage, fly a kite, take a picture Structure: Taking good pictures isn't very easy. Teaching Flow: Warm up: stick flashcards on board, point & say, Ss repeat → mime flying a kite and failing, say Flying a kite isn't easy. It's hard. → vocabulary → Activity 2 & 3 → Grammar point: -ing form as subject (gerund) → Activity 4: listen & circle A or B → Activity 5: pairs, make sentences using -ing form + adjectives → Optional game: Hangman	-Talk about hobbies - Introduce the -ing form as the subject of a sentence - Practice structures (*)	Our World (SB. 18-19) Workbook. p.18-19	1. Flashcards for make a collage, fly a kite, take a picture, collect, stick, put 2. Flashcards from previous lesson: play ice hockey, play chess, play baseball, read comics, do my homework, art lesson, drawing 3. Adhesive putty

	10.0	M2	Lesson 3	Vocabulary: Adjectives: amazing, exciting, fun, boring Structure: I like/enjoy/love playing football because it's exciting. I don't like / hate playing basketball because it's boring. Teaching Flow: Let's talk Warm up: mime playing volleyball, say I like playing volleyball. It's fun! → vocabulary → Revision: Ss form a sentence using structures from previous lesson → Grammar box → Activity 2: tick verbs next to activities & say why → pairs: ask & answer about activities using because → Optional game: Don't break the chain	- Talk about what people like / enjoy / love / don't like / hate doing - Use the -ing form after specific verbs: like, enjoy, love, don't like, hate - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 2) (SB. 20) + Worksheet P. 6-7 Workbook p.20	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for amazing, exciting, fun, boring 3. Flashcards from previous lesson: make a collage, fly a kite, take a picture, collect, stick, put 4. Adhesive putty
6.0	11.0	M2	Lesson 4	Vocabulary: (Revision) School subjects, hobbies, frequency expressions Structure: (Revision) Teaching Flow: Warm up: pairs ask each other What's your favourite subject/free-time activity? → draw table on board, record Ss' answers → Activity 1 & Activity 2 → Writing tip: how to make a bar chart (vertical line = number of students, horizontal line = frequency, different colour per bar) → Activity 3: groups carry out survey, tally results → Activity 4: present bar chart results to class → Optional game: Seat switch	- Read a bar chart - Make a bar chart - Revise and consolidate structures and vocabulary from previous lessons - Learn how to make a bar chart	Project (Writing) (SB. 21) Workbook. p.21	Sheets of card
	12.0	M2	Lesson 5	Vocabulary: Nouns: treasure hunt, clue, computer mouse, ticket Structure: (Revision) Teaching Flow: Warm up: ask Ss if they have ever taken part in a treasure hunt, what the prize was → vocabulary → Before reading: hold up book, point to story → story: listen & point to frames → While reading: find & circle vocabulary words frame by frame → After reading: comprehension questions in L1 → Let's think, discuss in L1 → Post-story activity (discuss in L1: Do you like playing team games? Why is it important to work together?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Story : The Treasure Hunt (SB. 22-23) Workbook p.22 + Smart Moves p.25	1. Flashcards for treasure hunt, clue, computer mouse, ticket 2. Photocopies of the story prepared from previous lesson 3. Adhesive putty

7.0	13.0	M2	Lesson 6	Vocabulary: (Revision) Phonics: dates, white, rose, teacher, food, computer Long vowels: /eɪ/, /aɪ/, /əʊ/, /i:/, /u:/, /ju:/ Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision: Activity 1-3 → Optional game: Matching pictures Phonics - Warm up: write /eɪ/, /aɪ/, /əʊ/, /i:/, /u:/, /ju:/ on board, stick flashcards under each sound → point to /eɪ/, say it, Ss repeat; repeat for all sounds → phonics sounds: listen & point (Activity 1) → chant Mr Price: listen & chant along, circle long vowels in words → TPR: raise phonics card when hearing target sound → Activity 2: circle correct long vowel sounds → Optional game: What's that sound? / Ready, set, match	- Revise vocabulary and structures from Module 2 - Practise the pronunciation of long vowels /eɪ/, /aɪ/, /əʊ/, /i:/, /u:/ and /ju:/ - Say the phonics chant Mr Price	Revision + Phonics (SB. 24 & p.116) Workbook p.23-24	1. Blown-up colour photocopies of story The Treasure Hunt (SB pp. 44–45) 2. Flashcards/photocopies for all M2 vocabulary (2 sets each): art, music, PE, maths, science, IT, geography, history, English, play ice hockey, play chess, play baseball, read comics, do my homework, art lesson, drawing, make a collage, fly a kite, take a picture, collect, stick, put, amazing, exciting, fun, boring, treasure hunt, clue, computer mouse, ticket 3. Flashcards and word cards of dates, white, rose, teacher, food, computer 4. Phonics cards for dates, white, rose, teacher, food, computer - TB pp. 223–224 (one set per S) 5. Adhesive putty 6. Scissors (one pair for each pair of Ss)
	14.0	M2	Add-ons				
8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Movers)	- Revise all vocabulary & structures from M1–M2 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	
9.0	17.0	M3	Lesson 1	Vocabulary: Phrases: play on the swings, sail a boat, throw the ball, hit the ball, feed the ducks Verb: sell Phrases: rake leaves, pick up rubbish, wash a car, collect money Structure: Linda isn't feeding the ducks. She's playing on the swings. Is Ron washing his car? Yes, he is. / No, he isn't. Why are you picking up rubbish? Because the park is dirty. Teaching Flow: Warm up: throw the ball, mime → vocabulary → song Let's go to the park!: listen & match verses to children → sing along → Grammar box: Present Progressive affirmative & negative → Activity 3: spot differences → Optional game: Pantomime → Top Stars: vocabulary → look & listen → Grammar box → Activity 3 - 5 → Optional game: Hot and Cold	- Talk about actions happening at the moment of speaking - Talk about the affirmative and negative forms of Present Progressive - Ask about something happening at the moment of speaking - Ask about reason	Song + Top Stars (SB. 27–29) Workbook. p.26-28	1. Flashcards for play on the swings, sail a boat, throw the ball, hit the ball, feed the ducks 2. Flashcards for rake leaves, pick up rubbish, wash a car, sell, collect money 3. A small ball 4. Adhesive putty

	18.0	M3	Lesson 2	Vocabulary: Household chores: take out the rubbish, shovel snow, set the table, clear the table, do the washing-up, make my bed Structure: 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 clear the table. He doesn't have to do the washing-up. Teaching Flow: Warm up: mime doing the washing-up → vocabulary → listen & read Things we have to do! text → Activity 3: read again & circle has to / doesn't have to → Grammar box: have to / has to / don't have to / doesn't have to → Activity 4: listen & number pictures → Activity 5: pairs, tick table & ask about own chores → Optional game: Seat switch	- Talk about housework - Talk about what one has to or doesn't have to do - Practice structures (*)	Our World (SB. 30-31) Workbook. p.28-30	1. Flashcards for take out the rubbish, shovel snow, set the table, clear the table, do the washing-up, make my bed 2. Flashcards from previous lesson: rake leaves, pick up rubbish, wash a car, sell, collect money
10.0	19.0	M3	Lesson 3	Vocabulary: Nouns: campsite, campsite shop, tent Phrases: be careful, put out the fire, bring food Structure: Do you have to be quiet? Yes, you do. / No, you don't. Teaching Flow: Let's talk Warm up: snacks on desk, say I have to bring the food → vocabulary → revision: pairs ask & answer using have to → Grammar box: Do you have to...? Yes, you do. / No, you don't. → Activity 2: groups of three, guessing game with campsite pamphlets → Optional game: Where are we?	- Talk about camping rules - Ask and answer about what one has to or doesn't have to do - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 3) (SB. 32) + Worksheet P. 8-9 Workbook p.31	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for campsite, be careful, put out the fire, bring food, campsite shop, tent 3. Flashcards from previous lesson: take out the rubbish, shovel snow, set the table, clear the table, do the washing-up, make my bed 4. Internet printouts of different places and a few snacks (like a bar of chocolate or some nuts)
	20.0	M3	Lesson 4	Vocabulary: (Revision) Household chores, camping rules, have to / don't have to Structure: (Revision) Teaching Flow: Warm up: teams write as many rules as they can on A4 paper, most correct rules wins → Activity 1: listen & read library poster → Writing tip: how to make a poster → groups survey classmates, tally results, make poster → present poster to class → Optional game: Hot potato	- Read a poster - Learn how to make a poster - Revise and consolidate structures and vocabulary from previous lessons	Project (Poster) (SB. 33) Workbook. p.32	1. Flashcards from previous lesson: campsite, be careful, put out the fire, bring food, campsite shop, tent 2. Four sheets of plain A4 paper

11.0	21.0	M3	Lesson 5	Vocabulary: Nouns: beekeeper, beehive, nectar, kilogram (kg) Structure: (Revision) Teaching Flow: Warm up: natural products discussion (honey, milk, cheese) → vocabulary → Before reading: predict story → story: listen & point to frames → While reading: find & circle vocab per frame → After reading: comprehension in L1 → Let's think: discuss in L1: Do you like bees? Are there any foods you don't like? → Value: Eat food that comes from nature (discuss in L1: Do you like bees? Are there any kinds of food you don't like?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Story: Beekeepers for a Day (SB. 34-35) Workbook p.33 + Top Skills p.124 - 125	1. Flashcards for beekeeper, beehive, nectar, kilogram (kg) 2. Photocopies of the story prepared from previous lesson 3. Adhesive putty
	22.0	M3	Lesson 6	Vocabulary: (Revision) Phonics: picture, rabbit, white, bike, kite Sounds: /ɪ/ and /aɪ/ Structure: (Revision) Teaching Flow: ESA - Warm up: flashcard memory game → Revision: Activity 1 & 3 → Optional game: Matching pictures Phonics - Warm up: write /ɪ/ and /aɪ/ on board, stick flashcards under each sound → listen & point → chant Mike's pictures: listen & chant, circle /ɪ/ sounds & underline /aɪ/ sounds → TPR: raise rabbit card for /ɪ/, raise kite card for /aɪ/ → circle correct sounds → Optional game: What's that sound? / Sound hold-up	- Revise vocabulary and structures from Module 3 - Practise the pronunciation of /ɪ/ and /aɪ/ - Say the phonics chant Mike's pictures	Revision + Phonics (SB. 36 & p.117) Workbook p.34-35	1. Blown-up colour photocopies of story Beekeepers for a Day (SB pp. 62–63) 2. Flashcards/photocopies for all M3 vocabulary (2 sets each): play on the swings, sail a boat, throw the ball, hit the ball, feed the ducks, rake leaves, pick up rubbish, wash a car, sell, collect money, take out the rubbish, shovel snow, set the table, clear the table, do the washing-up, make my bed, campsite, be careful, put out the fire, bring food, campsite shop, tent, beekeeper, beehive, nectar, kilogram 3. Flashcards and word cards of picture, rabbit, white, bike, kite 4. Phonics cards for rabbit and kite - TB pp. 223–226 (one set per S) 5. Adhesive putty 6. Scissors (one pair for each pair of Ss)
12.0	23.0	M3	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Movers)	- Practise exam strategies - Identify gaps before final test		
13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet
	26.0	CLIL 1	Test correction & CLIL	Return & review marked papers / Error analysis / Celebration activity		CLIL 1 - SB.p25-26	

Phân phối chi tiết · C.O (M4-6)

Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)
Level: Top Stars 4 (M4 + M5 + M6) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							
1.0	1.0	M4	Lesson 1	Vocabulary: Food items: butter, peach, pear, pineapple, watermelon, coconut, flour Nouns: market, fridge, basket, cupboard Adjective: online Structure: 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. There isn't... There aren't... Are there any..? Yes, there are. / No, there aren't. Have you got any.. ? How much is it? It's £10. How much are they? They're £20. Teaching Flow: Warm up: food item printouts on desk, mime shopping → vocabulary → song Fruit Pizza: listen & tick correct picture → sing along → Grammar box → Activity 3: pairs, tick ingredients & ask → Optional game: Memory shopping list Top Stars: vocabulary → look & listen → Grammar box → Activity 3 - 5 → Optional game: Market races	- Talk about food and quantity - Talk about what we want/need - Ask and answer questions about countable and uncountable nouns - Ask about the price of food items	Song + Top Stars (SB. 37–39) Workbook. p.36-38	- Flashcards for butter, peach, pear, pineapple, watermelon, coconut, flour - Flashcards for market, fridge, basket, cupboard, online - Two envelopes and two markers - Word cards of food items taught in previous lessons - Plain sheets of A4 paper - Internet printouts of the food items in the lesson - Adhesive putty

	2.0	M4	Lesson 2	Vocabulary: Adjective: healthy Food and food containers: a carton of juice, a packet of crisps, a box of cereal, a bottle of water, a packet of biscuits, a bar of chocolate Structure: How much water do you drink every day? How many biscuits do you eat every day? Teaching Flow: Warm up: realia on desk, Ss name as many as possible → vocabulary → Activity 2: Food Quiz: Are you healthy or not? read & circle A/B/C → Grammar box → Activity 3: listen & write T/F → Activity 4: close book, pairs ask & answer about food from picture → Optional game: Find your pair	- Talk about eating habits - Practice structures (*)	Our World (SB. 40-41) Workbook. p.39-40	- Flashcards for a carton of juice, a packet of crisps, a box of cereal, a bottle of water, a packet of biscuits, a bar of chocolate, healthy - Flashcards from previous lesson: market, fridge, basket, cupboard, online - A carton of juice, a packet of crisps, a box of cereal, a bottle of water, a packet of biscuits, a bar of chocolate (realia or flashcards) - Slips of paper with food items written on them (for half the class) and slips of paper with containers/packaging written on them (for the other half) - Adhesive putty
2.0	3.0	M4	Lesson 3	Vocabulary: Food: a can of lemonade, a cup of tea, a glass of milk, a slice of bread, a loaf of bread, a piece of cake Structure: Can I have some pears, please? Can I try some strawberries, please? Would you like some tea? Yes, please. / No, thank you. Teaching Flow: Let's talk Warm up: food container flashcards on board → revision: Ss say food item + container → vocabulary → Grammar box: Can I have/try some...? please Would you like...? Yes, please. / No, thank you. → Activity 2: read dialogues & act out, replace words in blue → Activity 2: pairs, ask & answer → Optional game: Food containers lists	- Talk about food and food containers/packaging - Ask for food - Ask and answer about something one would like - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 4) (SB. 42 + Worksheet P. 10-11 Workbook p.41	- Worksheet - Time Out! (enough for all Ss) - Flashcards for a can of lemonade, a cup of tea, a glass of milk, a slice of bread, a loaf of bread, a piece of cake - Flashcards from previous lesson: a carton of juice, a packet of crisps, a box of cereal, a bottle of water, a packet of biscuits, a bar of chocolate, healthy - Sheets of plain A4 paper (enough for all Ss)
	4.0	M4	Lesson 4	Vocabulary: (Revision) Food items, food containers, quantity expressions Structure: (Revision) Teaching Flow: Warm up: food pyramid discussion, what food groups Ss know → Activity 1: look at food pyramid, match levels to food groups (A–F) → Writing tip: how to make a food pyramid → Activity 2: Ss draw own food pyramid, pairs ask & answer about pyramids → Optional game: Do a survey!	- Understand the food pyramid - Revise and consolidate structures and vocabulary from previous lessons - Learn how to make a food pyramid	Project (SB. 43) Workbook. p.42	- Flashcards from previous lessons: a can of lemonade, a cup of tea, a glass of milk, a slice of bread, a loaf of bread, a piece of cake - Pictures of food and drink from magazines - Card (one per S) - Adhesive putty

3.0	5.0	M4	Lesson 5	Vocabulary: Verb: recycle Nouns: recycling bag, exhibition Adjective: empty Structure: (Revision) Value: Recycle and help other people Teaching Flow: Warm up: recycling discussion, what Ss recycle at home or school → vocabulary → Before reading: predict story → story: listen & point to frames → While reading: find & circle vocab per frame → After reading: comprehension in L1 frame by frame → Let's think: discuss in L1 → value (discuss in L1: Is it important to recycle? Are there any other ways of recycling things? Why is it important to help other people?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Story: Recycling at the Museum (SB. 44-45) Workbook p.43 + Smart Moves p.46	1. Flashcards for recycle, recycling bag, empty, exhibition 2. Photocopies of the story prepared from previous lesson 3. Adhesive putty
	6.0	M4	Lesson 6	Vocabulary: (Revision) Structure: (Revision) Teaching Flow: Warm up: flashcard memory game → Revision: Activity 1-3 → Optional game: Matching pictures Phonics - Warm up: write /ʌ/ and /u:/ on board, stick flashcards under each sound → listen & point → chant A sunny day: listen & chant, circle /ʌ/ sounds & underline /u:/ sounds → TPR: raise sun card for /ʌ/, raise scuba diving card for /u:/ → circle correct sounds → Optional game: What's that sound? / Ready, set, match	- Revise vocabulary and structures from Module 4 - Practise the pronunciation of /ʌ/ and /u:/ - Say the phonics chant A sunny day	Revision + Phonics (SB. 46 & p.118) Workbook p.44-45	1. Blown-up colour photocopies of story Recycling at the Museum (SB pp. 78–79) 2. Flashcards/photocopies for all M4 vocabulary (2 sets each): butter, peach, pear, pineapple, watermelon, coconut, flour, market, fridge, basket, cupboard, online, a carton of juice, a packet of crisps, a box of cereal, a bottle of water, a packet of biscuits, a bar of chocolate, healthy, a can of lemonade, a cup of tea, a glass of milk, a slice of bread, a loaf of bread, a piece of cake, recycle, recycling bag, empty, exhibition 3. Flashcards and word cards of summer, sunny, under, sun, June, scuba diving 4. Phonics cards for sun and scuba diving - TB pp. 225–226 (one set per S) 5. Adhesive putty 6. Scissors (one pair for each pair of Ss)
4.0	7.0	M4	Add-ons				

	8.0	M5	Lesson 1	Vocabulary: Verbs: score, win, lose Nouns: point, game, medal Nouns: painting, competition, painter, pitch Structure: We watched a basketball game yesterday. Our favourite team won the game. Did they go to the park last Saturday? Yes, they did. / No, they didn't. Teaching Flow: Warm up: sports printouts on board → vocabulary → Quiz: read questions & guess answers → listen & check → Grammar box: Past Simple affirmative → Activity 3: pairs, look at picture & use words in box → Optional game: Line Jumping → Top Stars: vocabulary: painting, competition, painter, pitch → look & listen → Grammar box: Past Simple question form Did...? → Activity 3 - 5 → Optional game: Hangman	- Talk about sports - Talk about actions that happened in the past - Ask and answer about actions that happened in the past	Quiz + Top Stars (SB. 49–51) Workbook. p.47-49	- Flashcards for score, point, game, medal, win, lose - Flashcards for painting, competition, painter, pitch - Internet printouts of people doing different sports - Adhesive putty - Masking tape
5.0	9.0	M5	Lesson 2	Vocabulary: Verbs: train, invent, use Nouns: table tennis bat, gym Adjective: special Structure: They didn't have special tables. Teaching Flow: Warm up: mime riding a bike, say I want to win the cycling competition so I train → vocabulary → Activity 2: listen & read article The History of Sports → Activity 3: read again & write T/F → Grammar box: Past Simple negative: didn't + base form → Activity 4: listen & number pictures → Activity 5: pairs, ask & answer about last week → Optional game: What did you do?	-Talk about the invention of basketball and table tennis - Talk about actions that happened in the past - Practice structures (*)	Our World (SB. 52-53) Workbook. p.50-51	- Flashcards for table tennis bat, gym, train, invent, special - Flashcards from previous lesson: painting, competition, painter, pitch - Adhesive putty
	10.0	M5	Lesson 3	Vocabulary: Sports equipment: racket, net, baseball bat, gloves, helmet, ice hockey stick, puck Structure: (Revision) Past Simple: Did you play football? No, I didn't. I went to the sports centre yesterday. I had a helmet with me. Teaching Flow: Let's talk Warm up: sports equipment printouts on desk → vocabulary → Activity 2: match sports to equipment → Activity 3: read exchange, pairs ask & answer using Past Simple → Optional game: Pantomime	- Talk about sports and sports equipment - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 5) (SB. 54) + Worksheet P. 12-13 Workbook p.52	- Worksheet - Time Out! (enough for all Ss) - Flashcards for racket, net, baseball bat, gloves, helmet, ice hockey stick, puck - Flashcards from previous lesson: table tennis bat, gym, train, invent, special - Internet printouts of a racket, a baseball bat, gloves, a helmet, an ice hockey stick, a puck, a tennis ball, a baseball and a football - Adhesive putty

6.0	11.0	M5	Lesson 4	Vocabulary: (Revision) Sports, sports equipment, Past Simple verbs Structure: (Revision) Teaching Flow: Warm up: blog discussion, what it is and why useful → Activity 1: listen & read Sports Blog entries by Mark and Liz → Activity 2: read again & write M or L in boxes → Writing tip: how to write about a past experience (Past Simple + time expressions + but/or) → Ss write own blog entry about a past sports experience → Optional game: Word bingo	- Read and Write a blog - Revise and consolidate structures and vocabulary from 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	Project (SB. 55) Workbook. p.53	1. Flashcards from previous lesson: racket, net, baseball bat, gloves, helmet, ice hockey stick, puck
	12.0	M5	Lesson 5	Vocabulary: Nouns: runner, race, energy Adjective: popular Phrase: take place Structure: (Revision) Teaching Flow: Warm up: marathon discussion → vocabulary → Before reading: look at pictures & title, guess what text is about → While reading: listen & read, find & circle vocab in text → After reading: Activity 3: read again & write T/F → Let's think: discuss in L1: Do you like running? Would you like to run a marathon? Do you know any other famous marathons in other cities round the world? → Optional game: True or False	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading time: The New York City Marathon (SB. 56-57) Workbook p.54 + Top Skills p.126-127	1. Flashcards for runner, race, energy 2. Adhesive putty
7.0	13.0	M5	Lesson 6	Vocabulary: (Revision) Phonics: mother, love, pot, hot Sounds: /ʌ/ and /ɒ/ Structure: (Revision) Teaching Flow: ESA - Warm up: flashcard memory game → Revision (Activities 1-3) → Optional game: Matching pictures Phonics - Warm up: write /ʌ/ and /ɒ/ on board, stick flashcards under each sound → listen & point → chant Dinner Time: listen & chant, circle /ʌ/ sounds & underline /ɒ/ sounds → TPR: raise love card for /ʌ/, raise pot card for /ɒ/ → circle correct sounds → Optional game: What's that sound? / Whispers	- Revise vocabulary and structures from Module 5 - Practise the pronunciation of /ʌ/ and /ɒ/ - Say the phonics chant Dinner Time	Revision + Phonics (SB. 58 & p.119) Workbook p.55-56	1. Blown-up colour photocopies of Reading Time text The New York City Marathon (SB pp. 96–97) 2. Flashcards/photocopies for all M5 vocabulary (2 sets each): score, win, lose, point, game, medal, painting, competition, painter, pitch, table tennis bat, gym, train, invent, special, racket, net, baseball bat, gloves, helmet, ice hockey stick, puck, runner, race, energy 3. Flashcards and word cards of mother, love, pot, hot 4. Phonics cards for love and pot - TB pp. 225–226 (one set per S) 5. Adhesive putty 6. Scissors (one pair for each pair of Ss)
	14.0	M5	Add-ons				
8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Movers)	- Revise all vocabulary & structures from M4–M5 - Practise exam strategies		N/A

	16.0		Midterm Test			In progress	
9.0	17.0	M6	Lesson 1	Vocabulary: Nouns: hot-air balloon, sky Places: amusement park, sports centre, circus Adjective: tired Places: airport, post office, bakery Structure: I was at the sports centre yesterday. My friends were at the shopping centre last weekend. Were you at the new amusement park yesterday? Yes, I was. / No, I wasn't. How was it? It was great. Teaching Flow: Warm up: place printouts on board → vocabulary → song In a hot-air balloon: listen & tick places raccoons flew over → Grammar box → Activity 3: pairs, tick table & ask about last week → Optional game: Pantomime → Top Stars: vocabulary → look & listen → Grammar box: was/were question form. → Activity 3 - 5 → Optional game: Game show	- Talk about places - Talk about events that happened in the past - Ask and answer about events that happened in the past - Talk about past experiences	Song + Top Stars (SB. 59–61) Workbook. p.59-61	1. Flashcards for amusement park, sports centre, circus, hot-air balloon, sky 2. Flashcards for airport, post office, bakery, tired 3. Internet printouts of an amusement park, a sports centre, a circus 4. A bell 5. Adhesive putty
	18.0	M6	Lesson 2	Vocabulary: Nouns: mountain, river, wall, bridge Adjective: famous Structure: 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. Teaching Flow: Warm up: mountain flashcard on board → vocabulary → Activity 2: listen & read Timeless Cities text (Xi'an & London) → Activity 3: read again & tick correct city → Grammar box: wasn't / weren't (negative form of was/were) → Activity 4: listen & draw lines to match photos to cities → Activity 5: pairs, spot differences between then & now → Optional game: True or False	- 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 - Practice structures (*)	Our World (SB. 62-63) Workbook. p.62-63	1. Flashcards for mountain, river, wall, bridge, famous 2. Flashcards from previous lesson: airport, post office, bakery, tired 3. Adhesive putty
10.0	19.0	M6	Lesson 3	Vocabulary: Weather conditions: It was sunny. It was cloudy. It was windy. It was raining. It was snowing. Structure: What was the weather like? It was sunny. Teaching Flow: Let's talk Warm up: hold up umbrella, say I visited my friend Lucy yesterday. I took my umbrella because it was raining → vocabulary → Grammar box: What was the weather like? It was (sunny). → Activity 2: look at map of USA, match weather to places, pairs ask & answer → Optional game: Line jumping	- Ask and answer about the weather in the past - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 6) (SB. 64) + Worksheet P. 14-15 Workbook p.64	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for It was sunny, It was cloudy, It was windy, It was raining, It was snowing 3. Flashcards from previous lesson: mountain, river, wall, bridge, famous 4. An umbrella 5. Internet printouts depicting sunny, rainy, snowy, cloudy and windy weather 6. Some masking tape

	20.0	M6	Lesson 4	Vocabulary: (Revision) Places, weather conditions, was/were/wasn't/weren't Structure: (Revision) Teaching Flow: Warm up: past/present town discussion → Activity 1: listen & read My Town poster → Writing tip: how to make a poster about your town → Activity 2: Ss make own poster, pairs ask & answer about each other's town → Optional game: Quiz show	- Read a poster about what there was/were/wasn't/weren't in a town in the past and what there is/are/isn't/aren't now - Make a poster about your town - Revise and consolidate structures and vocabulary from previous lessons - Learn how to make a poster about your town	Project (Poster) (SB. 65) Workbook. p.65	1. Flashcards from previous lesson: It was sunny, It was cloudy, It was windy, It was raining, It was snowing 2. Internet printouts of pictures of places/famous landmarks in the past and present 3. A bell 4. Adhesive putty
11.0	21.0	M6	Lesson 5	Vocabulary: Nouns: letter, drawing, video, school playground Adjective: excited Structure: (Revision) Teaching Flow: Warm up: past daily life discussion → vocabulary → Before reading: predict story → story: listen & point to frames → While reading: find & circle vocab per frame → After reading: comprehension in L1 → Let's think: discuss in L1: Would you like to make a time capsule? What would you put in it? Why are time capsules interesting? → Post-reading activities, discuss in L1: Would you like to make a time capsule? What would you put in it?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Story : The Time Capsule (SB. 66-67) Workbook p.66 + Smart Moves p.69	1. Flashcards for letter, drawing, video, school playground, excited 2. Photocopies of the story prepared from previous lesson 3. Adhesive putty
	22.0	M6	Lesson 6	Vocabulary: (Revision) Phonics: morning, stork, short, ocean, mango, stone Sounds: /ɔ:/ and /əʊ/ Structure: (Revision) Teaching Flow: Warm up: flashcard memory game → Revision: Activity 1-3 → Optional game: Matching pictures Phonics - Warm up: write /ɔ:/ and /əʊ/ on board, stick flashcards under each sound → listen & point → chant Stan, the Stork: listen & chant, circle /ɔ:/ sounds & underline /əʊ/ sounds → TPR: raise stork card for /ɔ:/, raise mango card for /əʊ/ → circle correct sounds → Optional game: What's that sound? / Ready, set, match	- Revise vocabulary and structures from Module 6 - Practise the pronunciation of /ɔ:/ and /əʊ/ - Say the phonics chant Stan, the Stork	Revision + Phonics (SB. 68 & p.120) Workbook p.67-68	1. Blown-up colour photocopies of story The Time Capsule (SB pp. 112–113) 2. Flashcards/photocopies for all M6 vocabulary (2 sets each): amusement park, sports centre, circus, hot-air balloon, sky, airport, post office, bakery, tired, mountain, river, wall, bridge, famous, letter, drawing, video, school playground, excited 3. Flashcards and word cards of morning, stork, short, ocean, mango, stone 4. Phonics cards for stork and mango - TB pp. 225–226 (one set per S) 5. Adhesive putty 6. Scissors (one pair for each pair of Ss)
12.0	23.0	M6	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Movers)	- Practise exam strategies - Identify gaps before final test		
13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet

	26.0	CLIL 2 or 3	Test correction & CLIL	Return & review marked papers / Error analysis / Celebration activity		CLIL 2 - SB, p. 47-48 OR CLIL 3 - SB, p. 69-70	
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Phân phối chi tiết · C.O (M7-9)

COURSE OUTLINE TOP STARS Level 4 (M7 + M8 + M9)							
Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)
Level: Top Stars 4 (M7+ M8 + M9) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							
1.0	1.0	M7	Lesson 1	Vocabulary: Verbs: share, care, help Phrases: carry shopping bags, traffic lights, cross the road Structure: 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 our – ours your – yours their – theirs I – me you – you he – him she – her it – it we – us they – them Teaching Flow: Warm up: hold up bar of chocolate, say Let's share → vocabulary → song Sharing is Caring: listen & tick correct pictures → sing along → Grammar box: possessive adjectives & possessive pronouns → Activity 3: groups, ask & answer about belongings → Optional game: Pantomime → Top Stars: vocabulary → look & listen → Grammar box: object pronouns → Activity 3 -5 → Optional game: Sentence maker	- Talk about helping others - Talk about possession using possessive adjectives and pronouns - Talk about helping others using object pronouns - Introduce object pronouns	Song + Top Stars (SB. 71–73) Workbook. p.70-72	1. Flashcards for share, care, help 2. Flashcards for carry shopping bags, traffic lights, cross the road 3. A bag and a bar of chocolate 4. Some shopping bags with books in them 5. Different strips of paper with jumbled sentences including object pronouns written on them 6. Adhesive putty

	2.0	M7	Lesson 2	Vocabulary: Verb: protect Noun: ocean Adjectives: plastic, cloth, dangerous Structure: There is someone in the car. There is something on the desk. Everyone can help. We can't recycle everything. Teaching Flow: Warm up: hold up plastic bottle, say This is a bottle. It's plastic → vocabulary → Activity 2: listen & read The Ocean Blog Q&A → Activity 3: read again & write T/F → Grammar box: someone, something, everyone, everything → Activity 4: listen & number pictures → Activity 5: pairs, use someone, something, everyone to talk about pictures → Optional game: Hot potato	- Talk about protecting the oceans - Practice structures (*)	Our World (SB. 74-75) Workbook. p.73-74	1. Flashcards for ocean, plastic, cloth, dangerous, protect 2. Flashcards from previous lesson: carry shopping bags, traffic lights, cross the road 3. A plastic bottle of water and a cloth bag
2.0	3.0	M7	Lesson 3	Vocabulary: (Revision) Structure: There's 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. Teaching Flow: Let's talk Warm up: empty pencil case, ask Is there anything in my pencil case? → Grammar box: anything/nothing (objects) anyone/no one (people) → Activity 1: look at pictures of three bedrooms & tick boxes → Activity 2: pairs, guessing game - SB asks Is there anything under the bed? to guess SA's chosen room → Optional game: Don't break the chain	- Talk about who or what exists in a place - Revise and consolidate structures from previous lessons - Practice listening: Time Out!	Let's Talk + Time Out! (Episode 7) (SB. 76) + Worksheet P. 14-15 Workbook p.75	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards from previous lesson: ocean, plastic, cloth, dangerous, protect
	4.0	M7	Lesson 4	Vocabulary: (Revision) Materials vocabulary, compounds of some/every/no + one/thing Structure: (Revision) There's something/nothing/everything/anything... Teaching Flow: Warm up: recycled items discussion → Activity 1: listen & read instructions for making a bookmark from recycled paper → Ss follow four steps to make bookmark: trace 2 rectangles on cereal box, cut out & glue together, punch hole, tie string/ribbon → Optional game: Whose is it?	- Re-use old items to make something new - Revise and consolidate structures and vocabulary from previous lessons	Project (SB. 77) Workbook. p.76	A cereal box, a pencil, a ruler, a pair of scissors, glue, hole punch, string or ribbon
3.0	5.0	M7	Lesson 5	Vocabulary: Nouns: light, torch, blackout, shadow Phrasal verb: turn off Structure: (Revision) Teaching Flow: Warm up: use torch, say There was a blackout and I used this torch to see → vocabulary → Before reading: predict story → story: listen & point to frames → While reading: find & circle vocab per frame → After reading: comprehension in L1 → Let's think: discuss in L1: What kind of games do you like playing? What other ways of having fun and saving energy can you think of? → Post-story activity (discuss in L1: What kind of games do you like playing? What other ways of having fun and saving energy can you think of?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Story: Fun Night at Mandy's (SB. 78-79) Workbook p.77 + Top Skills p.128-129	1. Flashcards for light, torch, blackout, shadow, turn off 2. Photocopies of the story prepared from previous lesson 3. A torch 4. Adhesive putty

	6.0	M7	Lesson 6	Vocabulary: (Revision) Phonics: where, there, hair, chair, pear, bear Sound: /ə/ Structure: (Revision) Teaching Flow: Warm up: flashcard memory game → Revision: Activity 1-3 → Optional game: Matching pictures Phonics - Warm up: write ere, air, ear on board, stick flashcards under each spelling → all share same sound /ə/ → listen & point → chant The bear: listen & chant, circle words with /ə/sound → TPR: raise where card for ere, raise hair card for air, raise bear card for ear → circle correct words → Optional game: What's that word?	- Revise vocabulary and structures from Module 7 - Practise the pronunciation of /ə/ in ere, air and ear - Say the phonics chant The bear	Revision + Phonics (SB. 80 & p.121) Workbook p.78-79	1. Blown-up colour photocopies of story Fun Night at Mandy's (SB pp. 130–131) 2. Flashcards/photocopies for all M7 vocabulary (2 sets each): share, care, help, carry shopping bags, traffic lights, cross the road, ocean, plastic, cloth, dangerous, protect, light, torch, blackout, shadow 3. Flashcards and word cards of where, there, hair, chair, pear, bear 4. Phonics cards for where, hair and bear - TB pp. 225–226 (one set per S) 5. Adhesive putty 6. Scissors (one pair for each pair of Ss)
4.0	7.0	M7	Add-ons				
	8.0	M8	Lesson 1	Vocabulary: Nouns: pot, pan Occupations: pilot, vet, cook, teacher Verb: hurt Nouns: wildlife park, sand, sun, tongue Structure: I'm going to be a vet in the future. They aren't going to visit the wildlife park on Saturday. Teaching Flow: Warm up: occupation printouts on board → vocabulary → song In the future: listen & match verses to pictures → sing along → Grammar box: Future be going to affirmative → Activity 3: pairs, ask & answer about future occupations → Optional game: Pantomime → Top Stars: vocabulary → look & listen → Grammar box: Future be going to negative: aren't/isn't going to → Activity 3 - 5 → Optional game: Line jumping	- Talk about occupations - Talk about future plans - Talk about animals - Talk about future plans using affirmative and negative forms	Song + Top Stars (SB. 81–83) Workbook. p.80-82	1. Flashcards for pilot, vet, cook, teacher, pot, pan 2. Flashcards for wildlife park, sand, sun, tongue, hurt 3. Internet printouts of a pilot, a vet, a cook and a teacher 4. Adhesive putty 5. Masking tape
5.0	9.0	M8	Lesson 2	Vocabulary: Nouns: plants, top Adjective: flat Activity: horse riding Structure: What are you going to do tomorrow? I'm going to visit my cousins. Teaching Flow: Warm up: horse riding flashcard on board → vocabulary → Activity 2: listen & read chat messages between Macy and Rita → Activity 3: read again & tick correct person → Grammar box: Future be going to question form: What are you going to do...? → Activity 4: listen & tick correct pictures → Activity 5: pairs, imagine holiday plans & ask → Optional game: Guess the place	- Ask and answer about future plans - Practice structures (*)	Our World (SB. 84-85) Workbook. p.83-84	1. Flashcards for plants, horse riding, top, flat 2. Flashcards from previous lesson: wildlife park, sand, sun, tongue, hurt 3. A bag and pieces of paper with different places written on them 4. Adhesive putty
	10.0	M8	Lesson 3	Vocabulary: Nouns: pyjamas, film, snacks Phrasal verb: put on Structure: (Revision) I'm going to buy tickets and snacks. Are you going to go to the cinema? Yes, I am. Teaching Flow: Let's talk Warm up: mime putting on pyjamas, say I'm going to put on my pyjamas → vocabulary: pyjamas, film, snacks, put on → Activity 2: match actions to activities → Activity 3: pairs, SA chooses activity (A–C) without telling, SB asks yes/no questions using Future be going to to guess → Optional game: Seat switch	- Ask and answer about future plans - Revise and consolidate structures from previous lessons - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 8) (SB. 86) + Worksheet P. 18-19 Workbook p.85	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for pyjamas, film, snacks, put on 3. Flashcards from previous lesson: plants, horse riding, top, flat

6.0	11.0	M8	Lesson 4	Vocabulary: (Revision) Occupations, future plans vocabulary Structure: (Revision) Teaching Flow: Warm up: diary discussion → Activity 1: listen & read Kate's diary entry, complete with adjectives in box (scary, big, beautiful, interesting) → Writing tip: how to write a diary entry (be going to + adjectives + intensifiers) → Ss write own diary entry about an exciting upcoming weekend → Optional game: Silly stories	- Read and Write a diary entry - Revise and consolidate structures and vocabulary from 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	Project (Writing) (SB. 87) Workbook. p.86	1. Flashcards from previous lesson: pyjamas, film, snacks, put on 2. Adhesive putty
	12.0	M8	Lesson 5	Vocabulary: Verbs: move, check Noun: trip Adjective: warm Phrasal verb: take off Phrase: weather forecast Structure: (Revision) Teaching Flow: Warm up: mime moving a heavy desk, say I can't move the desk → vocabulary → Before reading: predict story → story: listen & point to frames → While reading: find & circle vocab per frame → After reading: comprehension in L1 → Let's think: discuss in L1: Do you check the weather forecast? Does it help you? What is your favourite kind of weather? → Post-story activity (discuss in L1: Do you check the weather forecast? Does it help you? What is your favourite kind of weather?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Story: A False Alarm (SB. 88-89) Workbook p.87 + Smart Moves p.90	1. Flashcards for trip, weather forecast, warm, take off, move, check 2. Photocopies of the story prepared from previous lesson 3. Adhesive putty
7.0	13.0	M8	Lesson 6	Vocabulary: (Revision) Phonics: watched, walked, smelled, listened, invented, painted Verb endings: /t/, /d/, /ɪd/ Structure: (Revision) Teaching Flow: Warm up: flashcard memory game → Revision: Activity 1-3 → Optional game: Matching pictures Phonics - Warm up: write /t/, /d/, /ɪd/ on board, stick flashcards under each sound → rule: /t/ after voiceless sounds /d/ after voiced sounds and vowels /ɪd/ after /d/ and /t/ → listen & point → chant In the past: listen & chant, circle /t/, /d/, /ɪd/ endings → TPR: raise walked card for /t/, raise smelled card for /d/, raise painted card for /ɪd/ → circle correct endings → Optional game: What's that sound? / Sound and picture pairs	- Revise vocabulary and structures from Module 8 - Practise the pronunciation of verb endings /t/, /d/ and /ɪd/ in the Past Simple tense - Say the phonics chant In the past	Revision + Phonics (SB. 90 & p.122) Workbook p.88-89	1. Blown-up colour photocopies of story A False Alarm (SB pp. 88–89) 2. Flashcards and word cards for all M8 vocabulary (2 sets each): pilot, vet, cook, teacher, pot, pan, wildlife park, sand, sun, tongue, hurt, plants, horse riding, top, flat, pyjamas, film, snacks, trip, weather forecast, warm 3. Flashcards of watched, walked, smelled, listened, invented, painted 4. Photocopies of above flashcards (one per S) 5. Phonics cards for walked, smelled and painted - TB pp. 225–228 (one set per S) 6. Adhesive putty 7. Scissors (one pair for each pair of Ss)

	14.0	M8	Add-ons				
8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Movers)	- Revise all vocabulary & structures from M7–M8 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	
9.0	17.0	M9	Lesson 1	Vocabulary: Nouns: jaw, building Animals: ostrich, crocodile, gorilla, hippo, spider Noun: scientist Adjectives: funny, intelligent Structure: 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 Teaching Flow: Warm up: animal printouts on board → vocabulary → Quiz: read questions & guess answers → listen & check → Grammar box: Comparative form + spelling rules → Activity 3: pairs, ask & answer about quiz items → Optional game: Animal comparisons → Top Stars: vocabulary → look & listen → Grammar box: Superlative form + irregular forms → Activity 3-5 → Optional game: Line jumping	- Describe animals & people - Introduce the Comparative form of adjectives - Introduce the Superlative form of adjectives	Quiz + Top Stars (SB. 93-95) Workbook. p.91-93	1. Flashcards for ostrich, crocodile, jaw, gorilla, hippo, spider, building 2. Flashcards for funny, scientist 3. Internet printouts of ostrich, crocodile, gorilla, hippo and spider 4. Internet printout of Albert Einstein 5. Adhesive putty 6. Masking tape
	18.0	M9	Lesson 2	Vocabulary: Verbs: change, hide Animals: chimpanzee, squid Parts of the body: finger, toe Structure: Harry is as fast as Tom. Kate isn't as tall as Mary. Teaching Flow: Warm up: chimpanzee and squid printouts on board → vocabulary → Activity 2: listen & read Amazing animals! text → Activity 3: read again & write T/F → Grammar box → Activity 4: listen & match names to cats → Activity 5: pairs, make sentences comparing cats using words in box → Optional game: Game show	- Compare animals - Practice structures (*)	Our World (SB. 96-97) Workbook. p.94-95	1. Flashcards for chimpanzee, squid, finger, toe, change, hide 2. Flashcards from previous lesson: funny, scientist 3. Internet printouts of a chimpanzee and a squid 4. A bell 5. Adhesive putty
10.0	19.0	M9	Lesson 3	Vocabulary: Noun: dinosaur Adjective: scary Structure: (Revision) Dinosaur number one is bigger than dinosaur number three. Dinosaur number four is the shortest of all. Teaching Flow: Let's talk Warm up: dinosaur flashcard, say It was scary → vocabulary → Activity 2: look at four dinosaur pictures, exchange information with partner, compare using adjectives in box (big, small, tall, short, long, scary) → Optional game: Guess the animal	- Talk about dinosaurs - Revise and consolidate structures from the previous lessons - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 9) (SB. 98) + Worksheet P. 20-21 Workbook p.96	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for dinosaur, scary 3. Flashcards from previous lesson: chimpanzee, squid, finger, toe, change, hide Adhesive putty

	20.0	M9	Lesson 4	Vocabulary: (Revision) Animals, Comparative and Superlative Structure: (Revision) Teaching Flow: Warm up: Ss present printout of favourite animal to class → Activity 1: listen & read Linda's fact file about a koala → Writing tip: how to write a fact file about your favourite animal → Ss write own fact file using headings (Name, Lives, Characteristics, Eats, Drinks, What's special about it, I like it because) → Optional game: Whose animal is it?	- Read and Write a fact file - Revise and consolidate structures and vocabulary from previous lessons - Learn how to complete a fact file	Project (SB. 99) Workbook. p.97	1. Flashcards from previous lesson: dinosaur, scary 2. Pictures or Internet printouts of Ss' favourite animals 3. Adhesive putty
11.0	21.0	M9	Lesson 5	Vocabulary: Nouns: stork, beak, jar Adjective: delicious Structure: (Revision) Teaching Flow: Warm up: hold up jar, say This is a jar of jam → vocabulary: → Before reading: predict story → story: listen & point to frames → While reading: find & circle vocab per frame → After reading: comprehension in L1 → Let's think: discuss in L1: Do you think Mrs Fox is going to play jokes on her friends again? Why isn't it nice to play jokes on other people? Is it important to think about other people's feelings and needs? → Post-story activity (discuss in L1: Do you think Mrs Fox is going to play jokes on her friends again? Why isn't it nice to play jokes on other people?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Story : Mrs Fox and Mr Stork (SB. 100-101) Workbook p.98 + Top Skills p.130-131	1. Flashcards for stork, beak, jar, delicious 2. Photocopies of the story prepared from previous lesson 3. A jar 4. Adhesive putty
	22.0	M9	Lesson 6	Vocabulary: (Revision) Phonics: open, close, sofa, old, nose, look, book, foot Sounds: /əʊ/ and /ʊ/ Structure: (Revision) Teaching Flow: Warm up: flashcard memory game → Revision: Activity 1-3 → Optional game: Matching pictures Phonics - Warm up: write /əʊ/ and /ʊ/ on board, stick flashcards under each sound → listen & point → chant Under the sofa: listen & chant, circle /əʊ/ sounds & underline /ʊ/ sounds → TPR: raise sofa card for /əʊ/, raise book card for /ʊ/ → circle correct sounds → Optional game: What's that sound? / Sound hold-up	- Revise vocabulary and structures from Module 9 - Practise the pronunciation of / əʊ/ and /ʊ/ - Say the phonics chant Under the sofa	Revision + Phonics (SB. 102 & p.123) Workbook p.99-100	1. Blown-up colour photocopies of story Mrs Fox and Mr Stork (SB pp. 100–101) 2. Flashcards and word cards for all M9 vocabulary (2 sets each): ostrich, crocodile, jaw, gorilla, hippo, spider, building, funny, scientist, chimpanzee, squid, finger, toe, change, hide, dinosaur, scary, stork, beak, jar, delicious 3. Flashcards and word cards of open, close, sofa, old, nose, look, book, foot 4. Phonics cards for sofa and book - TB pp. 227–228 (one set per S) 5. Adhesive putty Scissors (one pair for each pair of Ss)
12.0	23.0	M9	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Movers)	- Practise exam strategies - Identify gaps before final test		

13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet
	26.0	CLIL 4	Test correction & CLIL	Return & review marked papers / Error analysis / Celebration activity		CLIL 4 - SB, p.91-92	

Top Stars 5 · CEFR A2

Tổng quan khóa học (Course Outline Overview)

COURSE OUTLINE OVERVIEW			
TOP STAR 5 = A2 (CEFR)			
TỔNG QUAN KHÓA HỌC 3 MODULES			
Total number of lessons Tổng số buổi			26 lessons/ 26 buổi
Number of weeks Số tuần			13 weeks / 13 tuần
Lessons based on the coursebook Buổi thực học từ sách			18 lessons/ 18 buổi
Add-on Sessions Buổi Add-ons			3 lessons (after each Module)/ 3 buổi (sau mỗi Module)
Midterm Test Thi giữa kỳ			1 buổi
Final Test Thi cuối kỳ			1 buổi
Test Revision & Correction & CLIL Ôn tập và sửa bài Test & CLIL			3 buổi
Total coursebook study time (3 modules) Thời lượng thực học từ sách (3 modules)			18 × 120 minutes = 36 hours 18 × 120 phút = 36 hours
Total instructional hours according to CEFR / 1 level (9 Modules – excluding Module 10) Tổng thời lượng học theo CEFR cho 1 level (9 Modules - lược bỏ Module 10)			~ 108 hours x 2 (Level 5 & 6) = 216 hours ~ 108 giờ x 2 (Level 5 & 6) = 216 giờ

Phân phối chi tiết · C.O (M1-3)

COURSE OUTLINE TOP STARS Level 5 (M1 + M2 + M3)								
Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)	

Level: Top Stars 5 (M1 + M2 + M3) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							
1.0	1.0	M1	Lesson 1	Vocabulary: School subjects: maths, English, geography, art, science, information technology (IT), music, history, physical education (PE) Verb: wait Nouns: reporter, interview, town centre Adverbs: early ≠ late Actions: drive a bus, go round town Structure: What's your full name? What's your date of birth? Where do you live? I always get up at seven o'clock in the morning. I'm waiting for the bus now. Teaching Flow: Warm up: self-introduction with card microphone → vocabulary → listen & point to school subjects → questionnaire: read & complete with own details → Grammar box → pairs: ask & answer → Top Stars: vocabulary → listen & read story frames → Grammar box → pairs: card microphone, practise personal exchanges → Optional game: Friendly circles	- Talk about school subjects - Give personal details - Talk about everyday actions and actions happening at the moment of speaking	Questionnaire + Top Stars (SB. 5–7) Workbook. p.3-4	1. Flashcards for maths, English, geography, art, science, information technology (IT), music, history, physical education (PE) 2. Flashcards for reporter, interview, drive a bus, town centre 3. Photocopies of questionnaire with headings: Full name, Date of birth, Address, Telephone number, Email address, Name of school, Year, Favourite teacher, Favourite school subject(s), How often you have it/them (one per S) 5. A card microphone (one per S) 6. Adhesive putty
	2.0	M1	Lesson 2	Vocabulary: Verb: practise Nouns: band, portrait, medal Actions: swimming, skateboarding, play the drums, make a cake Structure: I'm bad at (tennis). I'm good at (painting). Teaching Flow: Warm up: mime actions (swimming, skateboarding, play the drums, make a cake), Ss repeat → vocabulary → listen & read What are they good at? → Grammar box → read again & correct sentences → pairs: write 3 things good at & 3 things bad at, present to class → Optional game: Yes or No?	- Talk about activities which someone is good or bad at - Practice structures (*)	Our World (SB. 8-9) Workbook. p.5	1. Flashcards for swimming, skateboarding, play the drums, band, portrait, medal, make a cake 2. Flashcards from the previous lesson for reporter, interview, drive a bus, town centre 3. Adhesive putty 4. Masking tape

2.0	3.0	M1	Lesson 3	Vocabulary: Adjective: bored Free-time activities: listen to music, play board games, watch TV / a DVD, play chess, do a puzzle, go to the cinema/theatre Structure: What's the matter? I'm bored. Let's (watch a DVD). Sure! / Great idea! / No, thanks. Teaching Flow: Let's Talk Warm up: stand at front, mime doing a puzzle, say I'm doing a puzzle → vocabulary → listen & read dialogue → Grammar box: What's the matter? / I'm bored / Let's + base form / Sure! / Great idea! / No, thanks → pairs: SA asks What's the matter?, SB suggests activity, SA accepts or refuses → Optional game: Suggestions	- Talk about free-time activities - Make suggestions - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 1) (SB. 10) + Worksheet P.4-5 Workbook p.6	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for listen to music, play board games, watch TV / a DVD, play chess, do a puzzle, bored 3. Flashcards from the previous lesson for swimming, skateboarding, play the drums, band, portrait, medal, make a cake 4. A puzzle, an MP3 player and a board game 5. Adhesive putty
	4.0	M1	Lesson 4	Vocabulary: Verbs: clap, join, exercise Nouns: experiment, competition, coach Structure: (Revision) I always get up at seven o'clock in the morning. I'm very good at science. Teaching Flow: Warm up: ask What time do you get up every day?, Ss answer → vocabulary → listen & read Jim's email → Writing tip: capital letters, full stops, question marks, exclamation marks → Ss read & circle all capitals & punctuation marks → Project: Ss write own email about daily routine → pairs: read & correct each other's emails → Optional game: A day in the life of...	- Read and Write an email about one's daily routine - Revise and consolidate structures and vocabulary presented in previous lessons - Recognise capital letters, full stops, question marks and exclamation marks in sentences	Project (Writing) (SB. 11) Workbook. p.7	1. Flashcards for experiment, competition, coach, clap 2. An Internet printout of a coach, a competition and a famous scientist doing an experiment 3. Photocopies of the story and the narration boxes and/or speech bubbles (one per every four Ss) 4. Adhesive putty
3.0	5.0	M1	Lesson 5	Vocabulary: Verbs: clap, join, exercise Nouns: experiment, competition, coach Structure: (Revision) Teaching Flow: Warm up: show printouts of coach, competition, experiment, Ss clap & repeat → vocabulary → Before reading: Ss predict what Tom is good at → story: listen & point to frames → While reading: find & identify verbs in Present Simple & Present Progressive → After reading: comprehension questions (frames 1–4) → Let's chat: What is your favourite subject and why? Are you good at it? Do you like to try out new things? Do you get disappointed easily? → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading Time : You Can Do It! (SB. 12-13) Workbook p.8	1. Flashcards for experiment, competition, coach, clap 2. An Internet printout of a coach, a competition and a famous scientist doing an experiment 3. Photocopies of the story and narration boxes and/or speech bubbles (one copy per every four Ss) 4. Adhesive putty

	6.0	M1	Lesson 6	Vocabulary: (Revision) Phonics: /ɔɪ/ (oi): coin, boil Phonics /ɔɪ/ (oy): toys, boy Structure: (Revision) Teaching Flow: Warm up: Sentence Frenzy game → pairs: swap papers, correct each other's sentences → Revision: Activities 1-2 → Optional game: Hangman Phonics - Warm up: write oi and oy on board, stick flashcards of coin, boil, toys, boy → point to oi, say /ɔɪ/, Ss repeat → phonics sounds /ɔɪ/ (oi) & /ɔɪ/ (oy): listen & point → chant In the house: listen & underline /ɔɪ/ sounds → TPR: raise coin card for /ɔɪ/ (oi), raise boy card for /ɔɪ/ (oy) while chanting → Activity 2: circle correct initial sound → Optional game: What's that sound? / Whispers	- Revise and consolidate structures and vocabulary presented in previous lessons - Practise the pronunciation of /ɔɪ/ (oi) and /ɔɪ/ (oy) - Say a phonics chant	Revision + Phonics (SB. 14 & p.115) Workbook p.9-10	1. Plain sheets of A4 paper (one per S) 2. Flashcards for all module vocabulary (2 sets of each) 3. Flashcards for coin, boil, toys, boy 4. Phonics cards of coin and boy - TB pp. 225–226 (one set per S) 5. Adhesive putty
4.0	7.0	M1	Add-ons				
	8.0	M2	Lesson 1	Vocabulary: Holiday activities: sailing, surfing, scuba diving, camping, fishing, hiking, skiing Nouns: bay Verbs: stay Structure: We were at the park yesterday. My brother went surfing last weekend. Teaching Flow: Warm up: mime holiday activities → vocabulary → song Holiday time!: listen & complete missing words → sing along → Top Stars: read sentences on board, underline stay & bay → Grammar box: Past Simple affirmative → identify regular & irregular verbs in song → pairs: guess holiday activity & location → Optional game: Guessing game	- Sing a song about holiday activities using the Past Simple - Identify and name holiday activities vocabulary - Talk about past events using the Past Simple affirmative	Song + Top Stars (SB. 15–17) Workbook. p.11-12	1. Flashcards for sailing, surfing, scuba diving, camping, fishing, hiking, skiing, bay 2. Adhesive putty
5.0	9.0	M2	Lesson 2	Vocabulary: Verbs: learn – learnt, leave – left Nouns: trip, painting, art exhibition, article, magazine, glass, metal Adjectives: modern, fantastic Structure: When we (arrived), we (had lunch). Teaching Flow: Warm up: pairs ask & answer about past experiences using Past Simple → vocabulary → listen & choose best headline for article → read article about school trip to art exhibition → Grammar box: When + Past Simple clauses → correct false sentences → listen & complete sentences about Pablo Picasso → pairs: talk about Sally's day using when → Optional game: Hot potato	- Talk about a specific point in time or the order of past events - Talk about art - Practice structures (*)	Our World (SB. 18-19) Workbook. p.13	1. Flashcards for trip, painting, art exhibition, article, magazine, glass, metal 2. A magazine 3. Adhesive putty

	10.0	M2	Lesson 3	Vocabulary: Free-time activities: rollerblade, play golf, play hockey Activities: send an email, type, speak English Structure: When I was (six) years old, I could (talk). When I was (six) years old, I couldn't (speak English). Could you (rollerblade) when you were (six) years old? Yes, I could. / No, I couldn't. Teaching Flow: Let's Talk Warm up: revision - pick flashcard & form sentence with when time expression → vocabulary: rollerblade, play golf, play hockey, send an email, type, speak English → listen & complete table (could/couldn't) → Grammar box: could / couldn't + Could you...? → groups of three: complete table about themselves → ask & answer using Could you...? → Optional game: Seat switch	- Practise listening (Time Out!) - Talk about ability in the past using could/couldn't - Talk about free-time activities - Ask and answer questions about past abilities using Could you...?	Let's Talk + Time Out! (Episode 2) (SB. 20) + Worksheet P. 6-7 Workbook p.14	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for rollerblade, play golf, play hockey, send an email, type, speak English 3. Flashcards from previous lessons (trip, painting, art exhibition, article, magazine, glass, metal) 4. Photos of yourself as a child doing different activities 5. Adhesive putty
6.0	11.0	M2	Lesson 4	Vocabulary: (Revision) Intensifiers: very, so, really Structure: (Revision) It was a (very) nice weekend! I was so tired! I had a chicken sandwich and it was really good! Teaching Flow: Warm up: Ss share what they did last weekend (where, who with, if they liked it) → listen & read Jane's diary entry → comprehension questions about Jane's weekend → Writing tip: intensifiers very, really, so → find & circle intensifiers in diary → Project: Ss write their own diary entry about their weekend → Optional game: What did you do?	- Read and write a diary entry - Revise and consolidate structures and vocabulary presented in previous lessons - Use intensifiers (very, so, really) in sentences	Project (Writing) (SB. 21) Workbook. p.15	1. Adhesive putty
	12.0	M2	Lesson 5	Vocabulary: Verbs: become – became, land Nouns: hot-air balloon, place Adjectives: colourful, clever Structure: (Revision) Teaching Flow: Warm up: hold up flashcard of hot-air ballon and lead in → vocabulary → Before reading: predict story content → story: listen & point to frames → While reading: find & circle vocabulary words → identify all Past Simple verbs in story → After reading: comprehension questions → correct false sentences → Post-story activity , discuss in L1: Do you like helping others? Has a friend ever helped you? How did it make you feel? How can you help someone who is lost or in trouble? → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading time: The Treasure Hunt (SB. 22-23) Workbook p.16 + Smart Moves p.19	1. Flashcards for hot-air balloon, colourful 2. Photocopies of the story (one per S, prepared from previous lesson) 3. Adhesive putty

7.0	13.0	M2	Lesson 6	Vocabulary: (Revision) Phonics: /au/ - ow: town, brown, down Phonics /au/ - ou: house, mouse Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision 1-2 → Optional game: Hangman Phonics - Warm up: write /au/ on board → draw two lines: ow and ou → stick flashcards under each digraph → phonics sounds /au/ - ow & ou: listen & point → chant The brown house: listen & chant along → underline all /au/ sounds in chant → TPR: raise town card (ow) or house card (ou) when hearing sound → Optional game: Sound hold-up / What's that sound?	- Revise and consolidate all vocabulary and structures presented in Module 2 - Differentiate between the /au/ sound in the ow and ou digraphs - Recognise and produce the /au/ sound through a phonics chant	Revision + Phonics (SB. 24 & p.116) Workbook p.17-18	1. Blown-up colour photocopies of the story Help from the Sky (SB pp. 22–23) 2. Flashcards for all Module 2 vocabulary (2 sets of each) 3. Phonics cards for town and house (one per S - TB pp. 225–226) 4. Flashcards depicting town, brown, mouse, house 5. Adhesive putty
	14.0	M2	Add-ons				
8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Flyers)	- Revise all vocabulary & structures from M1–M2 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	
9.0	17.0	M3	Lesson 1	Vocabulary: Nouns: building, skyscraper, tower, bridge, pyramid, the underground Adjectives: busy, high, large Places: waterfall, jungle, desert, island, city Verb: cross Adjectives: dry, wet Structure: The Tower of London is older than Big Ben.. good → better far → farther/further bad → worse much/many → more Africa is a bigger continent than Europe. Asia is the biggest of all. good – better – the best bad – worse – the worst far – farther/further – the farthest/furthest much/many – more – the most Teaching Flow: Warm up: show photos of structures → vocabulary → Look! box: read Comparative sentences → Grammar box: Comparative form of adjectives → Quiz: listen & check answers → Activity 3: pairs ask & answer quiz questions from memory → Top Stars: atlas warm-up → vocabulary → listen & follow story frames → Grammar box: Superlative form of adjectives → Activities 3-5 → Optional game: Game show	- Introduce different kinds of buildings - Introduce and use the Comparative form of adjectives to compare places and things - Talk about places	Quiz + Top Stars (SB. 27–29) Workbook. p.20-21	1. Flashcards for building, skyscraper, tower, bridge, pyramid, the underground 2. Flashcards for plant, waterfall, jungle, desert, island, city, dry, wet 3. Pictures/photos of the structures from the internet 4. Cue cards with two animals, places or structures and an adjective written on each 5. An atlas and some masking tape 6. Adhesive putty

	18.0	M3	Lesson 2	Vocabulary: Verbs: hunt, weigh Nouns: fur, weight, length, bamboo Adjectives: male, female Units of measurement: metre (m), centimetre (cm) Numbers: one hundred, two hundred, four hundred and fifty-seven, one thousand Phrase: endangered species Structure: Can a crocodile swim well? slow – slowly beautiful – beautifully happy – happily good – well fast – fast high – high hard – hard Teaching Flow: Warm up: point to male S → write male/female on board → show endangered animal picture → vocabulary → use ruler to demonstrate units of measurement → listen & read Endangered Species text → Look! box: read adverb sentences → Grammar box: adverbs of manner formation → read & complete fact files → listen & write T/F → pairs: describe endangered species using cue cards, partner guesses animal → Optional game: Guess the animal	- Talk about endangered species - Introduce adverbs of manner - Introduce units of measurement - Practice structures (*)	Our World (SB. 30-31) Workbook. p.22	
10.0	19.0	M3	Lesson 3	Vocabulary: Verb: throw Noun: javelin Sports: race, high jump Units of time: minutes (min), seconds (sec) Structure: I can run the fastest of all my friends. good – well – better – the best bad – badly – worse – the worst high – high – higher – the highest fast – fast – faster – the fastest far – far – farther/further – the farthest/furthest Teaching Flow: Let's Talk Warm up: mime running → vocabulary → Look! box: read Superlative adverb sentence → Grammar box: Comparative & Superlative of adverbs → look at Annual Sports Games results → Activity 2: pairs compare athletes using Comparative & Superlative adverbs → groups of three: complete table → present findings to class → Optional game: Animal comparisons	- Talk about athletics events - Introduce units of time (minutes, seconds) - Introduce and use the Comparative and Superlative forms of adverbs - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 3) (SB. 32) + Worksheet P. 8-9 Workbook p.23	1. Worksheet - Time Out! (enough for all Ss)
	20.0	M3	Lesson 4	Vocabulary: (Revision) Nouns: furniture, insect, wood, graph, oxygen Adjective: important Phrases: cut down trees, plant trees Structure: (Revision) Teaching Flow: Warm up: Ss share favourite athlete, why they admire them → listen & read Usain Bolt article → comprehension questions about Usain Bolt → Writing tip: adjectives + because + too → find & circle adjectives and conjunctions in article → Project: Ss write article about their favourite athlete → Optional game: Athlete profiles	- Read and Write an article about one's favourite athlete - Revise and consolidate structures and vocabulary presented in previous lessons - Use adjectives to make writing more interesting - Use the conjunction because and the adverb too in sentences	Project (Writing) (SB. 33) Workbook. p.24	1. Flashcards for furniture, insect, wood, cut down trees, plant trees, graph 2. Ss' photos of their favourite athletes 3. Adhesive putty

11.0	21.0	M3	Lesson 5	Vocabulary: Nouns: furniture, insect, wood, graph, oxygen Adjective: important Phrases: cut down trees, plant trees Structure: (Revision) Teaching Flow: Warm up: ask if Ss have ever planted a tree → short discussion on importance of trees → vocabulary → Before reading: predict topic → listen & read More Trees, Please! → While reading: find & circle vocabulary in text parts → After reading: comprehension questions → Let's chat: discuss saving trees & protecting environment → Post-story activity (discuss in L1: Do you recycle at home? What can you do at school to help the environment? Why is it important to plant trees? How can you reduce paper use?) → Optional game: True or False	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Identify key information from a factual text and graph	Reading Time: More Trees, Please! (SB. 34-35) Workbook p.25+ Top Skills p.110-111	1. Flashcards for furniture, insect, wood, cut down trees, plant trees, graph 2. Adhesive putty
	22.0	M3	Lesson 6	Vocabulary: (Revision) Phonics: ow: cow, down, town, brown Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision Activities 1 & 2 → Optional game: Group pantomime Phonics - Warm up: write ow on board → draw two lines: /əʊ/ and /aʊ/ → stick flashcards under each sound → phonics sounds /əʊ/ & /aʊ/: listen & point → chant In the town of Small Bay: listen & chant along → circle /əʊ/ sounds & underline /aʊ/ sounds in chant → TPR: raise pillow card (/əʊ/) or cow card (/aʊ/) when hearing sound → Optional game: What's that sound? / Written whispers	- Revise and consolidate all vocabulary and structures presented in Module 3 - Differentiate between the /əʊ/ and /aʊ/ sounds in the ow digraph - Recognise and produce both sounds through a phonics chant	Revision + Phonics (SB. 36 & p.117) Workbook p.26-27	1. Flashcards for all Module 3 vocabulary (2 sets of each) 2. Phonics cards for pillow and cow (one per S - TB pp. 225–226) 3. Flashcards for slow, pillow, cow, down 4. Pieces of paper with different sports written on them 5. Adhesive putty
12.0	23.0	M3	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Flyers)	- Practise exam strategies - Identify gaps before final test		
13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet
	26.0	CLIL 1	Test correction & CLIL	Return & review marked papers / Error analysis / Celebration activity		CLIL 1 - SB.p25-26	

Phân phối chi tiết · C.O (M4-6)

COURSE OUTLINE TOP STARS Level 5 (M4 + M5 + M6)							
Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)

Level: Top Stars 5 (M4 + M5 + M6) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							
1.0	1.0	M4	Lesson 1	Vocabulary: Nouns: garage, balcony, basement, biscuit, jar, blackout Phrases: clean the car, water the plants Adverbs: upstairs, downstairs Verbs: slip, break, fall, hurt, hit, sprain Nouns: kitten, hero, back, noise Structure: I wasn't...yesterday afternoon. I was... Were you wearing a helmet? Yes, I was. / No, I wasn't. Why did you...? Because I.... What's the matter? I sprained my ankle. Teaching Flow: Warm up: hold up biscuit jar → mime clean the car & water the plants → vocabulary → song The Blackout → sing along → Look! box: read Past Progressive sentences → Grammar box: Past Progressive affirmative & negative → Top Stars: vocabulary → listen & follow story frames → comprehension questions → listen & tick correct pictures → Grammar box → Activities → Optional game: Hot card pantomime	- Introduce and use the Past Progressive affirmative to describe past ongoing actions - Talk about actions that were happening at a specific point in time in the past - Talk about accidents and injuries and ask and answer about reasons	Song + Top Stars (SB. 37–39) Workbook. p.28-29	1. Flashcards for garage, clean the car, upstairs, downstairs, balcony, basement, water the plants, biscuit, jar 2. Flashcards for slip, break, fall, hurt, kitten, hero, back 3. A glass biscuit jar and some biscuits 4. Prepared word cards with the vocabulary items of this lesson 5. Adhesive putty
	2.0	M4	Lesson 2	Vocabulary: Verb: lock Nouns: safari, countryside, zebra, national park, way Adjectives: loud, dangerous Structure: (Revision) Teaching Flow: Warm up: narrate short story using safari, zebra, countryside, national park → vocabulary → listen & predict why it was Fred's first and last safari → read My first and last safari! → comprehension questions → read again & write T/F → listen & tick correct pictures → pairs: look at countryside scene, take turns describing what each person was doing → Optional game: Game show	- Talk about a safari and wildlife in national parks - Read and understand a personal narrative text - Practice structures (*)	Our World (SB. 40-41) Workbook. p.30	1. Flashcards for safari, countryside, zebra, national park 2. A bell 3. Adhesive putty

2.0	3.0	M4	Lesson 3	Vocabulary: Noun: mobile phone Activities: tidy my room, talk on the phone, surf the Net, read a comic book, text a friend Structure: Were you tidying your room at half past four yesterday? No, I wasn't. I was talking on the phone. Were you...? Teaching Flow: Let's talk Warm up: mime reading a comic book → revision sentences using previous lesson words → vocabulary → match activities to clocks showing specific times → Grammar box: Past Progressive interrogative → pairs: guessing game - match activity to clock time, ask & answer Were you...? → Optional game: Word bingo	- Talk about activities and say what one was doing at a specific time in the past - Use the Past Progressive interrogative to ask and answer about past activities - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 4) (SB. 42 + Worksheet P. 10-11 Workbook p.31	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for tidy my room, talk on the phone, mobile phone, surf the Net, read a comic book, text a friend 3. Adhesive putty
	4.0	M4	Lesson 4	Vocabulary: (Revision) Verbs: catch – caught, escape Noun: zookeeper Structure: (Revision) Teaching Flow: Warm up: Ss share dangerous or unexpected incidents → listen & read Carla Peters' incident report → comprehension questions about the fire at the Peters' family home → Writing tip: commas + conjunction and → find & circle all commas and and in incident report → Project: Ss write their own incident report → Optional game: The fastest story	- Read and Write an incident report about an imaginary event - Revise and consolidate structures and vocabulary presented in previous lessons - Use commas to separate items in a list and the conjunction and in sentences	Project (Writing) (SB. 43) Workbook. p.32	1. Flashcard for zookeeper 2. Internet printouts of people doing different activities 3. Flashcards from previous lesson for tidy my room, talk on the phone, surf the Net, read a comic book, text a friend 4. Adhesive putty
3.0	5.0	M4	Lesson 5	Vocabulary: Verbs: catch – caught, escape Noun: zookeeper Structure: (Revision) Teaching Flow: Warm up: memory game → vocabulary → Before reading, predict story content → story: listen & point to frames → While reading: find & circle vocabulary words → identify Past Progressive verbs in each frame → After reading: comprehension questions → Post-story activity (discuss in L1: Have you ever helped someone in an unexpected situation? How did it make you feel? What would you do if you saw a wild animal in your neighbourhood?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading Time: The Giraffe Escape (SB. 44-45) Workbook p.33 + Smart Moves p.36	1. Flashcard for zookeeper 2. Photocopies of the story (one per four Ss, prepared from previous lesson) 3. Adhesive putty
	6.0	M4	Lesson 6	Vocabulary: (Revision) Phonics: /eɪ/ - ai: train, rain Phonics /aɪ/ - i: rice Phonics /aɪ/ - ie: pie Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision: Activities 1-2 → Optional game: Hangman Phonics - Warm up: write ay, ai and i, ie on board → stick flashcards under each long vowel sound → phonics sounds /eɪ/ & /aɪ/: listen & point → chant On the train: listen & chant along → circle /eɪ/ sounds & underline /aɪ/ sounds in chant → TPR: raise rain card (/eɪ/) or pie card (/aɪ/) when hearing sound → Optional game: What's that sound? / Whispers	- Revise and consolidate all vocabulary and structures presented in Module 4 - Differentiate between the /eɪ/ sound in the ay and ai digraphs and the /aɪ/ sound in i and ie - Recognise and produce both sounds through a phonics chant	Revision + Phonics (SB. 46 & p.118) Workbook p.34-35	1. Flashcards for all Module 4 vocabulary (2 sets of each) 2. Phonics cards for rain and pie (one per S - TB pp. 225–226) 3. Flashcards for play, rain, rice, pie 4. Plain A4 paper (enough for all Ss) 5. Adhesive putty

4.0	7.0	M4	Add-ons				
	8.0	M5	Lesson 1	Vocabulary: Nouns: sweets, meal, snack Adjective: healthy Food and food containers: a bar of chocolate, a cup of tea, a glass of water, a bowl of cereal, a bottle of water Adjective: ready Preposition: without Food: ketchup, mustard, pasta, apple pie Structure: There is some milk in the fridge. There aren't any sweets in the bag. How many ...? How much...? There aren't many ... There isn't much ... There are lots of... There's a lot of... Teaching Flow: Warm up: realia on desk, name each item → vocabulary → Grammar box: some/any How many...? / How much...? → Quiz: Are you healthy? read & circle A/B/C → pairs, ask & answer about eating habits → Optional game: Find your pair → Top Stars: vocabulary → look & listen → Grammar box → Activity 3-5 → Optional game: Find your pair	- Do a quiz - Talk about eating habits - Talk about healthy eating - Talk about quantity	Quiz + Top Stars (SB. 49–51) Workbook. p.37-38	1. Flashcards for a bar of chocolate, a cup of tea, a glass of water, a bowl of cereal, a bottle of water, sweets 2. Flashcards for ketchup, mustard, pasta, apple pie 3. Slips of paper with food items written on them (for half the class) and slips of paper with containers/packaging written on them (for the other half) 4. Adhesive putty 5. Optionally, some card
5.0	9.0	M5	Lesson 2	Vocabulary: Verbs: remember, keep Nouns: fizzy drinks, heart, part Adjectives: unhealthy, fresh Structure: There are a few cherries in the basket. There's a little orange juice in the glass. Teaching Flow: Warm up: fizzy drinks flashcard, say Fizzy drinks aren't healthy → vocabulary → listen & read Healthy eating text → read again & correct sentences → Grammar box: a few (countable) / a little (uncountable) → listen & circle A/B/C → pairs, ask & answer about eating habits using prompts → Optional game: (open answers)	- Talk about healthy and unhealthy eating - Talk about quantity - Practice structures (*)	Our World (SB. 52-53) Workbook. p.39	1. Flashcard for fizzy drinks 2. Adhesive putty
	10.0	M5	Lesson 3	Vocabulary: Food: butter, steak, yoghurt, omelette, jam, honey Structure: We both like pancakes. Neither of us likes spaghetti. Teaching Flow: Let's Talk Warm up: food flashcards on desk → vocabulary → Grammar box: both (the one and the other, do) neither (not the one and not the other, don't - verb in singular) → Activity 2: pairs, tick own eating habits & ask partner, report similarities using both/neither → Optional game: We match!	- Talk about food - Talk about preferences - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 5) (SB. 54) + Worksheet P. 12-13 Workbook p.40	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for butter, steak, yoghurt, omelette, jam, honey
6.0	11.0	M5	Lesson 4	Vocabulary: (Revision) Food and food containers Structure: (Revision) Teaching Flow: Warm up: cooking discussion → Activity 1: listen & read Healthy Chocolate Cake recipe → Writing tip: how to write a recipe (Imperative + sequence words) → Ss write own recipe → Optional game: Food containers lists	- Read and Write a recipe - Revise and consolidate structures and vocabulary from previous lessons - Learn how to use sequence words: First, Second, Next, Then and Finally	Project (Writing) (SB. 55) Workbook. p.41	Pieces of plain A4 paper

	12.0	M5	Lesson 5	Vocabulary: Verb: collect Food and food containers: a can of soup, a packet of biscuits, a box of cereal Structure: (Revision) Teaching Flow: Warm up: write collect on board → vocabulary → Before reading: predict story → story: listen & point to frames → While reading: find & circle vocab per frame → After reading: comprehension in L1 frame by frame → Let's chat: discuss in L1: Is it important to help other people? How can we help other people? Do you know any charities or organisations in your country? → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading time: The New York City Marathon (SB. 56-57) Workbook p.42 + Top Skills p.112-113	1. Flashcards for a can of soup, a packet of biscuits, a box of cereal 2. A can of soup, a packet of biscuits and a box of cereal (realia) 3. Photocopies of the story prepared from previous lesson 4. Adhesive putty 5. Optionally, some card
7.0	13.0	M5	Lesson 6	Vocabulary: (Revision) Phonics: night, straight, knee, knife Silent consonants: silent gh, silent k Structure: (Revision) Teaching Flow: Warm up: flashcard memory game → Revision: Activity 1 & 2 → Optional game: Hangman Phonics - Warm up: write gh and k on board, stick flashcards under each silent consonant → explain: silent consonant digraphs/letters appear in a word but are not pronounced → point to gh, say night (gh silent); point to k, say knife (k silent) → listen & point → chant My cat: listen & chant, circle words with silent gh or silent k → TPR: raise night card when hearing silent gh, raise knife card when hearing silent k → circle correct silent letters → Optional game: What's that sound? / Sound and picture pairs	- Revise vocabulary and structures from Module 5 - Practise the pronunciation of silent gh and silent k - Say the phonics chant My cat	Revision + Phonics (SB. 58 & p.119) Workbook p.43-44	1. Blown-up colour photocopies of Reading Time story Food, Toys, Books and Clothes for Everyone! (SB pp. 56–57) 2. Flashcards for all M5 vocabulary (2 sets each) 3. Flashcards of night, straight, knee, knife 4. Photocopies of above flashcards - picture side only (one set for half the Ss) 5. Phonics cards for night and knife - TB pp. 225–226 (one set per S) 6. Plain A4 paper (enough for all Ss) 7. Adhesive putty
	14.0	M5	Add-ons				
8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Flyers)	- Revise all vocabulary & structures from M4–M5 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	

9.0	17.0	M6	Lesson 1	Vocabulary: Nouns: melon, life, nature, planet, Earth Adjectives: dark, light Occupations: astronaut, painter, mechanic, actor, actress, director Verb: fix Nouns: queen, space, moon Structure: It's something which/that we use to make ice cream. Pablo Picasso was the painter who/that painted Guernica. Teaching Flow: Warm up: colour flashcards on board, Ss name same-colour classroom items → vocabulary → Quiz: read colour riddles & guess answers → listen & check → Grammar box: relative pronoun which/that → pairs: describe colours using which/that → Optional game: Guess it → Top Stars: vocabulary → look & listen to board game dialogue → Grammar box: relative pronoun who (people) → Activity 3-5 → Optional game: I spy	- Talk about colours in nature - Introduce the relative pronouns which/that for things and animals - Talk about people who first did something - Introduce the relative pronoun who for people while avoiding repetition	Quiz + Top Stars (SB. 59–61) Workbook. p.47-48	1. Flashcards for melon, dark, light, planet, Earth 2. Flashcards for space, moon, astronaut, queen, painter, mechanic, actor, actress, director 3. Internet printouts of some animals 4. Internet printout of Albert Einstein 5. Adhesive putty 6. Masking tape
	18.0	M6	Lesson 2	Vocabulary: Verbs: melt, fry Nouns: glue, slice, machine Occupations: engineer, inventor Adjective: popular Structure: Spencer Silver is the scientist who invented Post-it® notes. George Crum is the cook who/that made the first crisps. Teaching Flow: Warm up: flashcards for glue, melt, fry, engineer, slice, inventor on board → vocabulary → Activity 2: listen & read Great inventions... by accident! texts → Activity 3: read again & place missing sentences → Grammar box → Activity 4: read & answer comprehension questions → Activity 5: listen & write, then match names to inventions → Activity 6: pairs, ask & answer about inventors → Optional game: Game show	- Talk about inventions that were made by mistake - Use relative pronouns who/which/that in context - Practice structures (*)	Our World (SB. 62-63) Workbook. p.49	1. Flashcards for glue, melt, fry, engineer, slice, inventor 2. A bell 3. Adhesive putty
10.0	19.0	M6	Lesson 3	Vocabulary: Nouns: information, result Occupations: dentist, journalist Structure: (Revision) It is something which you wear in summer. He/She is the boy/girl who fixes teeth. Teaching Flow: Let's Talk Warm up: mime being a dentist, write dentist & journalist on board → vocabulary → Activity 1: listen & match occupations to descriptions → Activity 2: groups, read & match pictures to descriptions, then play guessing game → pairs: use which/who/that prompts to describe items/people for partner to guess → Optional game: True or False	- Talk about something/someone while avoiding repetition - Revise and consolidate structures from previous lessons - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 6) (SB. 64) + Worksheet P. 14-15 Workbook p.50	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for dentist, journalist 3. Adhesive putty

	20.0	M6	Lesson 4	Vocabulary: (Revision) Occupations, relative pronouns who/which/that Structure: (Revision) Teaching Flow: Warm up: Ss describe favourite film/book → Activity 1: listen & read Kids' Learning Club web page with film and book suggestions → Writing tip: conjunctions but and or - read examples & find in texts → Ss write own suggestion for a film and a book using but/or and relative pronouns → Optional game: Silly stories	- Read and Write a suggestion for a film and a book - Revise and consolidate structures and vocabulary from previous lessons - Learn how to use the conjunctions or and but in a sentence	Project (Writing) (SB. 65) Workbook. p.51	1. Flashcards from previous lesson: dentist, journalist 2. Adhesive putty
11.0	21.0	M6	Lesson 5	Vocabulary: Verb: scream Nouns: fence, greenhouse Adjective: strange Structure: (Revision) Teaching Flow: Warm up: flashcards for fence & greenhouse → vocabulary → Before reading: predict story → story: listen & find out what the children saw in Mr Dean's greenhouse → While reading: find & circle vocabulary per frame → After reading: comprehension questions → Let's chat - critical thinking (discuss in L1: Why did Mr Dean have a DO NOT ENTER sign on his greenhouse? What do you know about the pitcher plant? Do you know of any other strange plants? Did the boys like Mr Dean's greenhouse?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading Time: The Greenhouse (SB. 66-67) Workbook p.52 + Smart Moves p.55	1. Flashcards for fence and greenhouse 2. Photocopies of the story prepared from previous lesson 3. Adhesive putty
	22.0	M6	Lesson 6	Vocabulary: (Revision) Phonics: jar, far, horse, orca, brother, jumper Sounds: /ɑ:/, /ɔ:/ and /ə/ in digraphs ar, or, er Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision: Activity 1-2 → Optional game: Hangman Phonics - Warm up: write ar, or, er on board, stick flashcards under each digraph → listen & point to /ɑ:/, /ɔ:/, /ə/ → chant Our farm: listen & chant, circle /ɑ:/ with red, /ɔ:/ with blue, /ə/ with yellow → TPR: raise jar card for /ɑ:/, orca card for /ɔ:/, jumper card for /ə/ → circle correct sounds → Optional game: What's that sound? / Sound hold-up	- Revise vocabulary and structures from Module 6 - Practise the pronunciation of /ɑ:/, /ɔ:/ and /ə/ in the digraphs ar, or and er - Say the phonics chant Our farm	Revision + Phonics (SB. 68 & p.120) Workbook p.53-54	1. Flashcards for all Module 6 vocabulary (2 sets each) 2. Flashcards for horse, orca, jar, far, brother, jumper 3. Phonics cards for orca, jar, jumper - TB pp. 225–228 (one set per S) 4. Adhesive putty 5. Scissors (one pair per S)
12.0	23.0	M6	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Flyers)	- Practise exam strategies - Identify gaps before final test		
13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet

	26.0	CLIL 2 or 3	Test correction & CLIL	Return & review marked papers / Error analysis / Celebration activity		CLIL 2 - SB, p. 47-48 OR CLIL 3 - SB, p. 69-70	
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Phân phối chi tiết · C.O (M7-9)

COURSE OUTLINE TOP STARS Level 5 (M7 + M8 + M9)							
Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)
Level: Top Stars 5 (M7+ M8 + M9) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							
1.0	1.0	M7	Lesson 1	Vocabulary: Nouns: big wheel, roller coaster, karting, bouncy castle, ride Verb: sell Nouns: fair, fundraiser, money, school play, festival, event Structure: I'm not going to... tomorrow. What are you going to do tomorrow? I'm going to... Are you going to...? Yes, I am. / No, I'm not. Teaching Flow: Warm up: AMUSEMENT PARK on board, point to flashcards → vocabulary → song At the Amusement Park: listen & tick activities → listen & sing along → Grammar box: Future be going to affirmative & negative → Activity 3 → Optional game: Continue the story → Top Stars: vocabulary: fair, fundraiser, money, school play, festival, event, sell → look & listen to board game story → Grammar box: Future be going to interrogative + short answers → Activity 3-5 → Optional game: Seat switch	- Talk about an amusement park - Talk about future plans - Talk about future plans using Future be going to interrogative and short answers - Talk about festivals	Song + Top Stars (SB. 71–73) Workbook. p.56-57	1. Flashcards for big wheel, roller coaster, karting, bouncy castle 2. Flashcards for fair, fundraiser, money, school play 3. Flashcards from previous lesson for big wheel, roller coaster, karting, bouncy castle 4. Adhesive putty

	2.0	M7	Lesson 2	Vocabulary: Nouns: present, friendship Verbs: receive, decorate, celebrate Structure: (Revision) I'm going to make special friendship cards for my three good friends. We're going to go to the amusement park. Teaching Flow: Warm up: hold up wrapped present → vocabulary → Activity 2: listen & read Decorate cards / Special days / A day with friends texts → choose correct headline → Grammar box: Future be going to in context of celebrations → Activity 3: read again & write T/F → Activity 4: listen & circle A or B → Activity 5: pairs, look at special days & write what they are going to do for each → Optional game: Guess the celebration	- Talk about special days and celebrations - Use Future be going to in the context of celebrations - Practice structures (*)	Our World (SB. 74-75) Workbook. p.58	1. Flashcards for receive, present, decorate, friendship, celebrate 2. Flashcards from previous lesson for fair, fundraiser, money, school play 3. A small box wrapped as a present 4. A bag with pieces of paper with celebrations written on them 5. Adhesive putty
2.0	3.0	M7	Lesson 3	Vocabulary: Noun: stadium Free-time activities: go cycling, go waterskiing, play badminton Structure: Would you like to...? Accept: Yes, I'd love to. / Sure, why not? Refuse: I'm sorry, I can't. / I'm afraid I'm busy. / I'm sorry, I've got other plans. Teaching Flow: Let's Talk Warm up: mime riding a bike, say I'm going to go cycling → vocabulary → Activity 1: listen & match activities to places → Activity 2: pairs, read & match, then ask & answer using Would you like to...? and accept/refuse expressions → Grammar box: Would you like to...? + accept/refuse phrases → pairs: invite partner to a place & accept or refuse → Optional game: Pantomime	- Talk about free-time activities - Accept or refuse an invitation politely - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 7) (SB. 76) + Worksheet P. 14-15 Workbook p.59	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for stadium, go cycling, go waterskiing, play badminton 3. Flashcards from previous lesson for receive, present, decorate, friendship, celebrate 4. Adhesive putty
	4.0	M7	Lesson 4	Vocabulary: (Revision) Future be going to, Past Simple events Structure: (Revision) Teaching Flow: Warm up: show postcard, ask if Ss have sent/received one → Activity 1: listen & read Jane's itinerary and postcard to Kate → Writing tip: tenses (Past Simple vs Future be going to) + adjectives for feelings → Ss circle all Past Simple verbs and highlight Future be going to → Ss write own postcard using both tenses and adjectives → Optional game: Whose is it?	- Read and Write a postcard - Revise and consolidate structures and vocabulary from previous lessons - Learn how to use different tenses in a description - Use adjectives to describe feelings and impressions	Project (Writing) (SB. 77) Workbook. p.60	1. A postcard 2. Plain sheets of A4 paper 3. Adhesive putty

3.0	5.0	M7	Lesson 5	Vocabulary: Verbs: wrap, bow Adjective: polite Phrase: shake hands Structure: (Revision) Teaching Flow: Warm up: shake hands with a S, say shake hands → vocabulary → Before reading: predict what text is about → story: listen & read → While reading: find & circle vocabulary per part → After reading: comprehension questions about Italy, China and New Zealand → Let's chat - critical thinking (discuss in L1: What do people in your country usually do when they meet each other? What presents do people usually give when they visit someone in your country? Are flowers or chocolates a good present to give to someone in your country?) → Optional game: True or False	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading Time: Etiquette Round the World (SB. 78-79) Workbook p.61 + Top Skills p.114-115	1. Flashcards for shake hands, wrap, bow 2. Adhesive putty
	6.0	M7	Lesson 6	Vocabulary: (Revision) Phonics: bird, girl, hurt, purple Sound: /ɜ:/ in digraphs ir and ur Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision: Activity 1-2 → Optional game: Hangman Phonics - Warm up: write ir and ur on board, stick flashcards under each digraph → listen & point to /ɜ:/ words → chant The nurse: listen & chant, underline all /ɜ:/ sounds → TPR: raise nurse card for ur, raise bird card for ir → write digraph on board when hearing each sound → Optional game: What's that sound? / Whispers	- Revise vocabulary and structures from Module 7 - Practise the pronunciation of /ɜ:/ in the digraphs ir and ur - Say the phonics chant The nurse	Revision + Phonics (SB. 80 & p.121) Workbook p.62-63	1. Plain sheets of A4 paper (one per S) 2. Flashcards for all Module 7 vocabulary (2 sets each) 3. Flashcards for bird, girl, hurt, purple 4. Phonics cards for nurse and bird - TB pp. 227–228 (one set per S) 5. Adhesive putty 6. Scissors (one pair per pair of Ss)
4.0	7.0	M7	Add-ons				
	8.0	M8	Lesson 1	Vocabulary: Prepositions of movement: through, over, up, down, round, towards, past Nouns: corner, end, GPS, roundabout, exit Adjective: excited Structure: He went over the bridge on his bike. He went through the tunnel! How can I get to...? Go up / down (Oak Street). Go straight on. Turn right / left into (Wood Street). Turn right / left at the (restaurant). It's on your right / left. Teaching Flow: Warm up: mime each preposition of movement → vocabulary → song The bike race!: listen & write names of boys A, B, C → listen & sing along → Activity 3: pairs, describe route using First, then, next, finally → Optional game: Guide me through town → Top Stars: vocabulary → look & listen to GPS story → Grammar box: direction phrases (How can I get to...? / Turn right/left / Go straight on) → Activity 3-5 → Optional game: True or False	- Talk about movement using prepositions - Ask for and give directions - Use direction phrases: How can I get to...?, Go straight on, Turn right/left	Song + Top Stars (SB. 81–83) Workbook. p.64-65	1. Flashcards for through, over, up, down, round, towards, past 2. Flashcards for corner, end, GPS, roundabout, exit 3. Photocopies of a map with a starting point labelled (one per S) 4. Adhesive putty

5.0	9.0	M8	Lesson 2	Vocabulary: Noun: blog Adjective: creative Free-time activities: arts and crafts, learn a language Structure: I like / enjoy / love playing sports. I think it's fun / cool / exciting. I don't like / hate playing sports. I think it's boring / hard. Teaching Flow: Warm up: mime doing arts and crafts, say I like doing arts and crafts → vocabulary → Activity 2: listen & read Kate's Blog - hobbies and free-time activities → Activity 3: read again & answer questions → Grammar box: Gerund → Activity 4: listen & number pictures of activities speakers hate → Activity 5: pairs, complete questionnaire & ask/answer about activities → Optional game: Don't break the chain	- Read a blog - Talk about hobbies and free-time activities - Say what people like / love / enjoy / hate doing - Introduce the Gerund - Practice structures (*)	Our World (SB. 84-85) Workbook. p.66	1. Flashcards for arts and crafts, learn a language 2. Internet printouts with advertisements of different activities (enough for four teams) 3. Adhesive putty
	10.0	M8	Lesson 3	Vocabulary: Nouns: art gallery, ticket Structure: Let's (go to the aquarium). Why don't we (go to the museum)? How about (going to the art gallery)? Teaching Flow: Let's Talk Warm up: write verbs like, love, enjoy, don't like, hate on board → vocabulary → Activity 1: listen & match activities to places → Activity 2: pairs, read advertisements & decide best place for each pair of children, ask & answer using What can we do there? / What days is it open? / How much does it cost? → Grammar box: Let's... / Why don't we...? / How about...? for suggesting → pairs: suggest activities & accept or refuse → Optional game: Where are we going?	- Talk about hobbies - Suggest and invite someone to do an activity - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 8) (SB. 86) + Worksheet P. 18-19 Workbook p.67	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for art gallery, ticket 3. Internet printouts of advertisements for different activities (museum tours, painting lessons, etc.) - enough for four teams 4. Adhesive putty
6.0	11.0	M8	Lesson 4	Vocabulary: (Revision) Directions, prepositions of movement, free-time activities Structure: (Revision) Teaching Flow: Warm up: ask Ss if they have received/written an invitation → Activity 1: listen & read Buxton School Art Festival invitation + map → Writing tip: how to write an invitation (When/Where/What time + contact details) and how to draw a map (streets, starting/ending points, landmarks) → Ss write own invitation and draw a map → Optional game: Giving Directions	- Read and Write an invitation - Learn how to draw a map - Revise and consolidate structures and vocabulary from previous lessons	Project (Writing) (SB. 87) Workbook. p.68	1. Plain sheets of A4 paper (one per S) 2. Construction paper (half a sheet per S) 3. Adhesive putty
	12.0	M8	Lesson 5	Vocabulary: Nouns: iceberg, sailor, captain, radar, oil Structure: (Revision) Teaching Flow: Warm up: use flashcards for iceberg, sailor, captain, radar, oil → vocabulary → Before reading: predict story → story: listen & find out where the boys went on a voyage → While reading: find & circle vocabulary per frame → After reading: comprehension questions → Let's chat - critical thinking (discuss in L1: What do you know about the Aurora Borealis? Why do you think people hunt endangered animals? Why? Would you like to go on a voyage to the Arctic?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading time: The Voyage (SB. 88-89) Workbook p.69 + Smart Moves p.72	1. Flashcards for iceberg, sailor, captain, radar, oil 2. Photocopies of the story prepared from previous lesson 3. Adhesive putty

7.0	13.0	M8	Lesson 6	Vocabulary: (Revision) Phonics: room, spoon, balloon, look, book, foot Sounds: oo /u:/ and oo /ʊ/ Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision: Activities 1-2 → Optional game: Game show Phonics - Warm up: write oo on board, draw two lines extending left and right, write /u:/ and /ʊ/ underneath, stick flashcards under each sound → listen & point → chant Look at my room: listen & chant, circle /u:/ sounds & underline /ʊ/ sounds → TPR: raise room card for /u:/, raise look card for /ʊ/ → circle/underline correct sounds → Optional game: What's that sound? / Sound hold-up	- Revise vocabulary and structures from Module 8 - Practise the pronunciation of oo /u:/ and oo /ʊ/ - Say the phonics chant Look at my room	Revision + Phonics (SB. 90 & p.122) Workbook p.70-71	1. Flashcards for all Module 8 vocabulary (2 sets each) 2. Flashcards for room, spoon, balloon, look, book, foot 3. Phonics cards for room and look - TB pp. 227–228 (one set per S) 4. A bell 5. Adhesive putty 6. Scissors (one pair per pair of Ss)
	14.0	M8	Add-ons				
8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Flyers)	- Revise all vocabulary & structures from M7–M8 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	
9.0	17.0	M9	Lesson 1	Vocabulary: Verbs: recycle, save, try Nouns: environment, tap, paper, plastic Noun: volunteer Phrase: pick up rubbish Structure: You can't drive a car. You're too young. I'm not strong enough to carry these bags. I want / would like to protect the environment. I decided to become a volunteer. I promised to visit my grandparents at the weekend. I hope to see you next time. Teaching Flow: Warm up: stick flashcards on board, point & say words → vocabulary → song listen & match verses to pictures A–D → listen & sing along → Grammar box: too + adjective + infinitive / adjective + enough + infinitive → Activity 3: pairs work → Optional game: Hot potato → Top Stars: vocabulary → look & listen to Clean Up Now story → Grammar box: full infinitive after want/would like/decide/promise/hope → Activity 3 - 5 → Optional game: Don't break the chain	- Talk about the environment - Talk about ability and lack of ability using too and enough - Talk about volunteering - Talk about goals using want/would like/decide/promise/hope + full infinitive	Song + Top Stars (SB. 93-95) Workbook. p.73-74	1. Flashcards for recycle, environment, tap, paper, plastic 2. Flashcards for volunteer, pick up rubbish 3. Flashcards from previous lesson: recycle, environment, tap, paper, plastic 4. Adhesive putty

	18.0	M9	Lesson 2	Vocabulary: Verb: recharge Nouns: clock, battery, keyboard, office, company, seed, power Adjectives: wooden, eco-friendly Structure: This mobile phone is new. It's easy to use. I don't like this computer game. It's difficult to play. Teaching Flow: Warm up: stick flashcards on board → vocabulary → Activity 2: listen & read texts about eco-friendly inventions (wooden keyboard, water-powered clock, green mobile phone) → Activity 3: read again & mark sentences K/C/MP → Grammar box: adjective + full infinitive (easy/difficult/fun to + base verb) → Activity 4: listen & tick correct picture → Activity 5: pairs work → Optional game: Find your pair	- Talk about eco-friendly products - Talk about the full infinitive - Practice structures (*)	Our World (SB. 96-97) Workbook. p.75	1. Flashcards for clock, battery, keyboard, wooden, office, company, seed 2. Flashcards from previous lesson: volunteer, pick up rubbish 3. Two sets of A4 paper with different adjectives and activities written on them 4. Adhesive putty
10.0	19.0	M9	Lesson 3	Vocabulary: (No new vocabulary - functional language focus) Structure: Could I join your team? Of course you can. / I'm sorry, you can't. Shall I help you clean the beach? Yes, please. Thanks! / Sure! Thanks! / No, thanks. It's OK. Teaching Flow: Let's Talk Warm up: ask Could I have your books, please? → elicit Could I...? for asking permission → vocabulary: Could I...? / Of course you can / I'm sorry, you can't / Shall I...? → Activity 1: read & match pictures to questions, then ask & answer using Could I...? → Grammar box: Could I...? for permission / Shall I...? for offers → pairs: ask for permission or make offers using prompts → Optional game: Pantomime	- Ask for permission - Grant or refuse permission - Make and Respond to an offer - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 9) (SB. 98) + Worksheet P. 20-21 Workbook p.76	1. Worksheet - Time Out! (enough for all Ss) 2. Sheets of card (enough for each S) 3. Adhesive putty
	20.0	M9	Lesson 4	Vocabulary: (Revision) Environment vocabulary, full infinitive structures Structure: (Revision) Teaching Flow: Warm up: ask Ss what they do at home/school to be environmentally friendly → Activity 1: listen & read How to be environmentally friendly at home / at school poster → Writing tip: how to make a poster (title, pencil first, photos/drawings, markers to finish) → Ss make own environmental poster and present to class → Optional game: Hot potato	- Read a poster - Revise and consolidate structures and vocabulary from previous lessons - Learn how to make a poster	Project (SB. 99) Workbook. p.77	1. Sheets of card (enough for each S) 2. Adhesive putty
11.0	21.0	M9	Lesson 5	Vocabulary: Nouns: energy, cooking oil Adjectives: warm, cool Phrasal verb: take part Structure: (Revision) Teaching Flow: Warm up: elicit eco-friendly school ideas from Ss → vocabulary → Before reading: predict texts → story: listen & find out where the special schools are → While reading: find & circle vocabulary per text → After reading: comprehension questions → Let's chat, critical thinking (discuss in L1: Is your school a green school? Would you like to make your school an eco-friendly school? How could you do it? Would you like to go to one of these two schools?) → Optional game: True or False	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading Time: Eco-friendly Schools Round the World (SB. 100-101) Workbook p.78 + Top Skills p.116-117	1. Flashcards for energy, cooking oil, warm, cool 2. Adhesive putty

	22.0	M9	Lesson 6	Vocabulary: (Revision) Phonics: apple, hat, cat, garden, scarf, arm, amazed, island Sounds: /æ/, /ɑ:/ and /ə/ Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision: Activity 1-2 → Optional game: Matching pictures Phonics - Warm up: write a on board, stick flashcards under each sound → listen & point → chant Mr Brook the Scarecrow: listen & chant, circle /æ/ with red, /ɑ:/ with blue, /ə/ with yellow → TPR: raise apple card for /æ/, scarf card for /ɑ:/, amazed card for /ə/ → circle/mark correct sounds → Optional game: What's that sound? / Written whispers	- Revise vocabulary and structures from Module 9 - Practise the pronunciation of the vowel a as /æ/, /ɑ:/ and /ə/ - Say the phonics chant Mr Brook the Scarecrow	Revision + Phonics (SB. 102 & p.123) Workbook p.79-80	1. Flashcards and word cards for all Module 9 vocabulary (2 sets each) 2. Plain sheets of A4 paper (one per S) 3. Flashcards for apple, hat, cat, garden, scarf, arm, amazed, island 4. Phonics cards for apple, scarf, amazed - TB pp. 227–228 (one set per S) 5. Adhesive putty
12.0	23.0	M9	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Flyers)	- Practise exam strategies - Identify gaps before final test		
13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet
	26.0	CLIL 4	Test correction & CLIL	Return & review marked papers / Error analysis / Celebration activity		CLIL 4 - SB, p.91-92	

Top Stars 6 · CEFR A2

Tổng quan khóa học (Course Outline Overview)

COURSE OUTLINE OVERVIEW			
TOP STAR 5 = A2 (CEFR)			
TỔNG QUAN KHÓA HỌC 3 MODULES			
Total number of lessons Tổng số buổi			26 lessons/ 26 buổi
Number of weeks Số tuần			13 weeks / 13 tuần
Lessons based on the coursebook Buổi thực học từ sách			18 lessons/ 18 buổi
Add-on Sessions Buổi Add-ons			3 lessons (after each Module)/ 3 buổi (sau mỗi Module)
Midterm Test Thi giữa kỳ			1 buổi
Final Test Thi cuối kỳ			1 buổi
Test Revision & Correction & CLIL Ôn tập và sửa bài Test & CLIL			3 buổi
Total coursebook study time (3 modules) Thời lượng thực học từ sách (3 modules)			18 × 120 minutes = 36 hours 18 × 120 phút = 36 hours
Total instructional hours according to CEFR / 1 level (9 Modules – excluding Module 10) Tổng thời lượng học theo CEFR cho 1 level (9 Modules - lược bỏ Module 10)			~ 108 hours x 2 (Level 5 & 6) = 216 hours ~ 108 giờ x 2 (Level 5 & 6) = 216 giờ

Phân phối chi tiết · C.O (M1-3)

COURSE OUTLINE TOP STARS Level 6 (M1 + M2 + M3)								
Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)	

Level: Top Stars 6 (M1 + M2 + M3) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							
1.0	1.0	M1	Lesson 1	Vocabulary: Nouns: toothbrush, comb Everyday activities: brush my teeth, comb my hair, tidy my room, surf the Net, text a friend, check my email Nouns: calendar, schedule, tablet, uniform Adjective: confused Activities: play volleyball, do karate Structure: He usually... He doesn't usually... Does he usually...? Yes, he does. / No, he doesn't. How often do you...? Once / twice / three times a week. I'm reading a book now. I'm not reading a book now. Are you reading a book? Yes, I am. / No, I'm not. I'm visiting my grandparents tomorrow. Teaching Flow: Warm up: mime brushing teeth, say I'm brushing my teeth → vocabulary → song Habits!: listen & write → listen & sing along → Grammar box: Present Simple → Activity 3 → Optional game: Don't break the chain → Top Stars: vocabulary → look & listen to tablet story → Grammar box: Present Progressive - now vs habitual / future arrangements → Activity 3-5 → Optional game: Hot or cold	- Talk about everyday and free-time activities - Talk about actions happening at the moment of speaking using the Present Progressive - Talk about hobbies, everyday activities and future arrangements	Questionnaire + Top Stars (SB. 5–7) Workbook. p.3-4	1. Flashcards for brush my teeth, toothbrush, comb my hair, comb, tidy my room, surf the Net, text a friend, check my email 2. Flashcards for play volleyball, do karate, calendar, schedule, tablet, uniform 3. A tablet or Internet printout of a tablet 4. Adhesive putty

	2.0	M1	Lesson 2	Vocabulary: Verb: swallow Nouns: astronaut, satellite, spacesuit, towel Phrasal verb: float away Place: space station Container: a tube of toothpaste Structure: There's a bike in the garden. The bike is red. That is Mr Smith's spacesuit. It's his. Teaching Flow: Warm up: mime being an astronaut → vocabulary → Activity 2: read & match → listen & check → Grammar box: Definite article the vs Indefinite article a/an → Activity 3 & 4 → Grammar box: Possessive Pronouns - mine, yours, his, hers, ours, theirs → Activity 5: pairs, memory game → Optional game: Find your pair	- Talk about space - Introduce the definite and indefinite articles - Talk about possession using Possessive Pronouns - Practice structures (*)	Our World (SB. 8-9) Workbook. p.5	1. Flashcards for astronaut, satellite, spacesuit, towel, a tube of toothpaste - Flashcards from previous lesson: play volleyball, do karate, calendar, schedule, tablet, uniform 2. Slips of paper with possessive pronouns (mine, yours, his, hers, ours, theirs) for half the class 3. Slips of paper with sentences for the other half 4. A towel and a tube of toothpaste 5. Adhesive putty
2.0	3.0	M1	Lesson 3	Vocabulary: Nouns: planetarium, competition, event, festival Phrasal verb: take part Phrases: school trip, school play Structure: I'm going to take part in the competition. I'm not going to take part in the competition. Are you going to take part in the competition? Yes, I am. / No, I'm not. Teaching Flow: Let's Talk Warm up: say I'm going to go on a school trip → vocabulary → Activity 1: listen & match → Activity 2: pairs, complete own schedule → Grammar box: Future be going to, affirmative, negative, interrogative + short answers → pairs: ask & answer about partner's plans → Optional game: True or False?	- Talk about one's schedule - Talk about future plans using Future be going to - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 1) (SB. 10) + Worksheet P.4-5 Workbook p.6	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for school trip, planetarium, competition, school play 3. Flashcards from previous lesson: astronaut, satellite, spacesuit, towel, a tube of toothpaste 4. Adhesive putty
	4.0	M1	Lesson 4	Vocabulary: (Revision) Present Simple, Present Progressive, Future be going to Structure: (Revision) Writing tip: use Present Simple for habits/regular actions use Present Progressive for actions happening now or future arrangements use adverbs of frequency (always, often, usually, sometimes, never) Teaching Flow: Warm up: ask Ss about their hobby → Activity 1: listen & read Tony's email → Writing tip: tenses (Present Simple vs Present Progressive) + adverbs of frequency → Ss circle all Present Simple verbs and underline Present Progressive verbs → Ss write own email to a friend describing their hobby using correct tenses and adverbs of frequency → Optional game: Whose is it?	- Read and Write an email about one's hobby - Revise and consolidate structures and vocabulary from previous lessons - Revise how to use different tenses in a description - Revise how to use adverbs of frequency in a description	Project (Writing) (SB. 11) Workbook. p.7	1. Flashcards from previous lesson: school trip, planetarium, competition, school play 2. Plain sheets of A4 paper (one per S) 3. Adhesive putty

3.0	5.0	M1	Lesson 5	Vocabulary: Verbs: score, shoot, miss, lose Nouns: teammate, score (n.), point Structure: (Revision) Teaching Flow: Warm up: say We are in the same team. We are teammates → vocabulary → Before reading: predict story → story: listen & find out why Alan was sad after his team won the game → While reading: find & circle vocabulary per frame → After reading: comprehension questions → Let's chat, critical thinking (discuss in L1: What does the word 'team' mean? Is Alan a team player? Does Alan realise his mistake in the end? What do you think about his teammates' behaviour towards him after the game? Is it important to help your teammates?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading Time: Working Together (SB. 12-13) Workbook p.8	1. Flashcards for teammate, score (v.), score (n.), point, shoot 2. Photocopies of the story prepared from previous lesson 3. Adhesive putty
	6.0	M1	Lesson 6	Vocabulary: (Revision) Phonics: fly, July, go cycling, dry Sound: y /aɪ/ Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision: Activity 1-2 → Optional game: Hangman Phonics - Warm up: write y on board, stick flashcards with /aɪ/ words underneath → listen & point to /aɪ/ words → chant Ty can fly: listen & chant, circle all /aɪ/ sounds → TPR: raise fly card for /aɪ/, raise go cycling card for /aɪ/ → write y on board when hearing /aɪ/ sound → Optional game: What's that sound? / Write the word	- Revise vocabulary and structures from Module 1 - Practise the pronunciation of y as /aɪ/ - Say the phonics chant Ty can fly	Revision + Phonics (SB. 14 & p.115) Workbook p.9-10	1. Plain sheets of A4 paper (one per S) 2. Flashcards for all Module 1 vocabulary (2 sets each) 3. Flashcards for fly, July, go cycling, dry 4. Phonics cards for fly and go cycling - TB pp. 225–226 (one set per S) 5. Adhesive putty
4.0	7.0	M1	Add-ons				
	8.0	M2	Lesson 1	Vocabulary: Phrase: stay at home Free-time activities: hang out, go to the shops, meet a friend, go for a walk Verbs: survive, recognise Nouns: nature, rucksack, experience Adjectives: poisonous, safe Adverb: outside Phrase: make a shelter Structure: Jane went for a walk yesterday. Jane didn't go for a walk yesterday. She stayed at home. Did Jane... yesterday? Yes, she did. / No, she didn't. Tim was sleeping yesterday at nine o'clock. Betty wasn't surfing the Net yesterday at five o'clock in the afternoon. Were Ron and Peter playing a computer game? Yes, they were. / No, they weren't. Teaching Flow: Warm up: hold bags & mime going to shops → vocabulary → song: listen & match verses to pictures A–D → listen & sing along → Grammar box: Past Simple → Activity 3 → Optional game: Pantomime → Top Stars: vocabulary → look & listen to camping story → Grammar box: Past Progressive → Activity 3 - 5 → Optional game: What were you doing?	- Talk about free-time activities - Talk about the past using the Past Simple - Talk about a past experience using the Past Progressive - Talk about actions happening at a specific point in time in the past	Song + Top Stars (SB. 15–17) Workbook. p.11-12	1. Flashcards for hang out, go to the shops, meet a friend, go for a walk 2. Flashcards for nature, poisonous, make a shelter, outside, rucksack 3. Two or three empty shopping bags 4. Adhesive putty

5.0	9.0	M2	Lesson 2	Vocabulary: Verb: hike Nouns: trail, guide, view Adjectives: amazed, ancient, lucky Structure: I was reading a book when my brother arrived home. While Mary was shopping, her mobile phone rang. Teaching Flow: Warm up: mime hiking → vocabulary → Activity 2: listen & read Discovering Machu Picchu → Activity 3: read again & answer comprehension questions → Grammar box: Past Progressive + when / while + Past Simple for interrupted actions → Activity 4: listen & tick correct pictures → Activity 5: pairs, look at unfortunate events & describe using when/while → Optional game: Game show	- Talk about past experiences - Talk about the past using the Past Progressive with when/while and the Past Simple for interrupted actions in the past - Practice structures (*)	Our World (SB. 18-19) Workbook. p.13	1. Flashcards for amazed, trail, guide, view, hike, ancient 2. Flashcards from previous lesson: nature, poisonous, make a shelter, outside, rucksack 3. A bell 4. Adhesive putty
	10.0	M2	Lesson 3	Vocabulary: Verb: appear Nouns: rainbow, sprayer, sunlight Structure: How did the cook make his own pasta? First, he put two cups of flour in a bowl. Second/Next, he cracked two eggs into the bowl. Then, he beat the eggs and the flour with a fork. After that, his dough was ready. Finally, he cooked the pasta for four minutes. Teaching Flow: Let's Talk Warm up: hold sprayer, say I use my sprayer to wet my plants → vocabulary → Activity 1: listen & look at pictures of rainbow experiment → Activity 2: pairs, match steps 1–5 to pictures A–E, then describe procedure using sequence words → Grammar box: sequence words → pairs: describe procedure step by step → Optional game: What's next?	- Do an experiment - Talk about how an experiment was performed using sequence words - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 2) (SB. 20) + Worksheet P. 6-7 Workbook p.14	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for rainbow, sprayer, sunlight 3. Flashcards from previous lesson: amazed, trail, guide, view, hike, ancient 4. A number of blank slips of paper 5. A sprayer 6. Adhesive putty
6.0	11.0	M2	Lesson 4	Vocabulary: (Revision) Past Simple, Past Progressive, sequence words Structure: (Revision) Writing tip: use Past Simple for where you were and when use Past Progressive for background scenes use when/while for interrupted actions + time expressions (yesterday, last Monday, ago) Teaching Flow: Project-based - Warm up: say I had an accident last weekend and ask Ss what happened → Activity 1: listen & read An unlucky day! personal story → Writing tip: Past Simple vs Past Progressive + when/while + time expressions → Ss circle all Past Simple verbs and underline Past Progressive verbs in story → Ss write own personal story about an event using both tenses and when/while → Optional game: Hot potato	- Read and Write a personal story - Revise and consolidate structures and vocabulary from previous lessons - Learn how to use the past tenses and when/while in a description	Project (Writing) (SB. 21) Workbook. p.15	1. Flashcards from previous lesson: rainbow, sprayer, sunlight 2. Adhesive putty

	12.0	M2	Lesson 5	Vocabulary: Verbs: examine, dig Nouns: archaeologist, site, tool, coin, discovery Structure: (Revision) Teaching Flow: Warm up: hold up coin, say I'm an archaeologist. I found an old coin → vocabulary → Before reading: predict story → story: listen & find out what Alex found → While reading: find & circle vocabulary per frame → After reading: comprehension questions → Let's chat, critical thinking (discuss in L1: Did you like the story? Why or why not? Did Alex do the right thing? What would you do? Why was Alex happy at the end of the story? Have you ever won an award?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading time: A Great Discovery (SB. 22-23) Workbook p.16 + Smart Moves p.19	1. Flashcards for archaeologist, site, tool, coin, examine, dig 2. Photocopies of the story and narration boxes prepared from previous lesson 3. An old coin and some tools used for digging 4. Adhesive putty
7.0	13.0	M2	Lesson 6	Vocabulary: (Revision) Phonics: grandad, dig, grass, geography, orange, vegetables Sounds: g /g/ and /dʒ/ Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision: Activity 1-2 → Optional game: Hangman → Phonics - Warm up: write g on board, draw two lines extending left and right, write /g/ and /dʒ/ underneath, stick flashcards under each sound → listen & point → chant Grandad Gus and Granny Mag: listen & chant, circle /g/ sounds & underline /dʒ/ sounds → TPR: raise dig card for /g/, raise vegetables card for /dʒ/ → circle/underline correct sounds → Optional game: What's that sound? / Sound hold-up	- Revise vocabulary and structures from Module 2 - Practise the pronunciation of g as /g/ and /dʒ/ - Say the phonics chant Grandad Gus and Granny Mag	Revision + Phonics (SB. 24 & p.116) Workbook p.17-18	1. Flashcards for all Module 2 vocabulary (2 sets each) 2. Plain sheets of A4 paper (one per S) 3. Flashcards for grandad, dig, grass, geography, orange, vegetables 4. Phonics cards for dig and vegetables - TB pp. 225–226 (one set per S) 5. Adhesive putty
	14.0	M2	Add-ons				
8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Flyers)	- Revise all vocabulary & structures from M1–M2 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	
9.0	17.0	M3	Lesson 1	Vocabulary: Verbs: upload, download, chat Nouns: website, app, account, password Adjective: digital Adverb: online Verb: pass Nouns: elbow, napkin, lap Adjective: rude Phrase: table manners Structure: This photo is very nice. I took it when I was in Paris. Pass me the pepper, please. Don't put your elbows on the table when you eat. Jake sent me a message. Jake sent a message to me. Teaching Flow: Warm up: show smartphone/tablet, present vocabulary → vocabulary → Quiz: read digital safety questions & circle A (Yes) or B (No) → listen & check → Grammar box: Object Pronouns → Activity 3 → Optional game: Yes or No? → Top Stars: vocabulary → look & listen to home economics class story → Grammar box: Imperative + verbs with two objects → Activity 3-5 → Optional game: True or False?	- Talk about digital safety - Learn how to use Object Pronouns - Talk about table manners - Use the Imperative and verbs with two objects	Quiz + Top Stars (SB. 27–29) Workbook. p.20-21	1. Flashcards for website, upload, download, app, account, password 2. Flashcards for table manners, elbow, pass, rude, napkin 3. A smartphone or tablet 4. A cloth napkin 5. Masking tape 6. Adhesive putty

	18.0	M3	Lesson 2	Vocabulary: Nouns: medicine, chemist, temperature Ailments: headache, toothache, earache, sore throat, cold, stomach ache, cough Structure: What's the matter? I've got a sore throat. You should see a doctor. You shouldn't drink cold water. Should he/she stay in bed? Yes, he/she should. / No, he/she shouldn't. Teaching Flow: Warm up: mime having a headache → vocabulary → Activity 2: listen & read Kids' Health - remedies for headache, sore throat, toothache → Activity 3: read again & write T/F → Grammar box: should/shouldn't for advice → Activity 4: listen & match names to ailments → Activity 5: pairs, complete Should/Shouldn't table & ask/answer about ailments → Optional game: Hangman	- Talk about ailments - Talk about actions one is advised to do or not advised to do - Practice structures (*)	Our World (SB. 30-31) Workbook. p.22	- Flashcards for medicine, chemist, headache, toothache, earache, sore throat, cold, stomach ache, cough, temperature - Flashcards from previous lesson: table manners, elbow, pass, rude, napkin - Adhesive putty
10.0	19.0	M3	Lesson 3	Vocabulary: Noun: coconut Adjectives: sour, delicious, terrible Structure: Would you like...? I'd like... How much/many...? I need... taste/look/sound/smell + adjective It's / They're good/bad for you. There are a few apples in the basket. There's a little orange juice in the glass. Teaching Flow: Let's Talk Warm up: place fruit on plate, offer Would you like some fruit? → vocabulary → Activity 1: listen & read two dialogues about buying fruit and lemonade → Activity 2: pairs, read exchange about buying something → Grammar box: Would you like...? / How much/many? / I need... / taste/look/sound/smell + adjective / a few/a little quantifiers → pairs: act out dialogue replacing words with items from tables → Optional game: Word bingo	- Ask about quantity - Ask and answer about something one would like - Use the verb need and Talk about senses - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 3) (SB. 32) + Worksheet P. 8-9 Workbook p.23	- Worksheet - Time Out! (enough for all Ss) - Flashcards for coconut, sour, delicious, terrible - Flashcards from previous lesson: medicine, chemist, headache, toothache, earache, sore throat, cold, stomach ache, cough, temperature - Some fruit (an apple, a banana, an orange), a lemon, a biscuit and a plate - Adhesive putty
	20.0	M3	Lesson 4	Vocabulary: (Revision) should/shouldn't, Object Pronouns, ailments Structure: (Revision) Teaching Flow: Warm up: ask Ss if they have ever had a problem and asked for advice → Activity 1: listen & read text messages between Betty/Julie and Fred/Harry → Writing tip: phrases for asking help, giving advice (should/shouldn't), encouragement + before/after for order of events → Ss write own text message exchange - explain a problem and give advice → Optional game: I think you should...	- Read and Write a text message about a problem, asking for advice and giving advice - Learn how to use phrases/expressions to ask for help or advice - Learn how to use should/shouldn't and phrases/expressions to give advice and encouragement - Learn how to use before and after to talk about the order of events - Revise and consolidate structures and vocabulary from previous lessons	Project (Writing) (SB. 33) Workbook. p.24	- Flashcards from previous lesson: coconut, sour, delicious, terrible - Plain sheets of A4 paper (one per S) - Adhesive putty

11.0	21.0	M3	Lesson 5	Vocabulary: Verb: sneeze Nouns: germs, heart, soap, vitamins, habit Structure: (Revision) Teaching Flow: Warm up: mime sneezing, say Ahchoo! I think I've got a cold → vocabulary → Before reading: predict text → story: listen & find out what germs are → While reading: find & circle vocabulary per section → After reading: comprehension questions about healthy habits → Let's chat, critical thinking (discuss in L1: How many glasses of water do you drink a day? How many hours do you sleep a day? Do you like eating sweets or healthy snacks? Do you do any of the things mentioned above to stay healthy? What else do you do?) → Optional game: True or False?	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading Time: Healthy habits for healthy kids! (SB. 34-35) Workbook p.25+ Top Skills p.110-111	1. Flashcards for germs, sneeze, heart, soap 2. A bar of soap 3. Adhesive putty
	22.0	M3	Lesson 6	Vocabulary: (Revision) Phonics: email, he, these, sleep, zookeeper, cheese Sound: e /i:/ and ee /i:/ Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision: Activity 1-2 → Optional game: Hangman Phonics - Warm up: write /i:/ on board, draw two lines extending left, write e and ee underneath, stick flashcards under each spelling → listen & point → chant Lee, the zookeeper: listen & chant, circle all /i:/ sounds → TPR: raise email card for e spelling, raise cheese card for ee spelling → circle correct /i:/ sounds → Optional game: What's that sound? / Sound and picture pairs	- Revise vocabulary and structures from Module 3 - Practise the pronunciation of e and ee as /i:/ - Say the phonics chant Lee, the zookeeper	Revision + Phonics (SB. 36 & p.117) Workbook p.26-27	1. Plain sheets of A4 paper (one per S) 2. Flashcards for all Module 3 vocabulary (2 sets each) 3. Flashcards for email, he, these, sleep, zookeeper, cheese (photocopies of above, picture side - one per half of class) 4. Phonics cards for email and cheese - TB pp. 225–226 (one set per S) 5. Adhesive putty
12.0	23.0	M3	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Flyers)	- Practise exam strategies - Identify gaps before final test		
13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet
	26.0	CLIL 1	Test correction & CLIL	Return & review marked papers / Error analysis / Celebration activity		CLIL 1 - SB.p25-26	

Phân phối chi tiết · C.O (M4-6)

Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)
Level: Top Stars 6 (M4 + M5 + M6) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							
1.0	1.0	M4	Lesson 1	Vocabulary: Nouns: university, office Phrase: learn a language Occupations: postman, photographer, businessman, secretary, reporter Verb: order Noun: bill Food: mushroom, pepper, meatballs, sauce, tuna, olive Structure: I have to study hard. Do you have to visit your cousins? Yes, I do. / No, I don't. You don't have to go to the supermarket today. Teaching Flow: Warm up: hold letter/camera/paper/microphone, play guessing game of occupations → vocabulary → song: listen & complete, then sing → Grammar box: have to → Activity 3: pairs, read table & ask/answer about what one has/doesn't have to do to become a scientist or secretary → Optional game: Seat switch → Top Stars: vocabulary → look & listen to pizza restaurant story → Grammar box: don't have to / doesn't have to for lack of obligation → Activity 3-5 → Optional game: Hot or cold	- Talk about occupations - Talk about obligations using have to - Talk about ordering in a restaurant - Talk about lack of obligation using don't have to	Song + Top Stars (SB. 37–39) Workbook. p.28-29	1. Flashcards for postman, photographer, businessman, secretary, reporter, university, office, learn a language 2. Flashcards for order, bill, mushroom, pepper, meatballs, sauce, tuna, olive A letter, a camera, some plain sheets of A4 paper and a microphone made of card 3. Adhesive putty
	2.0	M4	Lesson 2	Vocabulary: Verb: park Nouns: ticket, line, pavement, escalator Phrases: cross the road, bicycle lane, bicycle rack, traffic lights Structure: You must buy a ticket. You mustn't cross the road. You can't park here. Teaching Flow: Warm up: hold ticket and line, present vocabulary → vocabulary → Activity 2: listen & read Getting around town! → Activity 3: read again & answer comprehension questions → Grammar box: must (obligation) / mustn't (prohibition) / can/can't (permission/prohibition) → Activity 4: listen & complete bike safety leaflet → Activity 5: pairs, form sentences about library rules using must/mustn't/can/can't → Optional game: Yes or No?	- Talk about road safety and rules around town - Talk about obligation and prohibition using must/mustn't and can/can't - Practice structures (*)	Our World (SB. 40-41) Workbook. p.30	1. Flashcards for cross the road, ticket, line, bicycle lane, bicycle rack, traffic lights, pavement, escalator 2. Flashcards from previous lesson: order, bill, mushroom, pepper, meatballs, sauce, tuna, olive 3. An underground map and a bus ticket 4. Adhesive putty 5. Masking tape

2.0	3.0	M4	Lesson 3	Vocabulary: Noun: picnic Places: square, café, skatepark, aquarium, market Structure: Would you like to go to the park? That would be nice. / I'd love to. / Sure. I'm afraid I can't. / I don't think so. I have to tidy my room. Teaching Flow: Let's Talk Warm up: say This weekend, I'm going to have a picnic → vocabulary → Activity 2: listen & tick A or B in four dialogues → Grammar box: Would you like to...? + accept (That would be nice / I'd love to / Sure) + refuse (I'm afraid I can't / I don't think so. I have to...) → Activity 3: groups of three: S A invites, S B accepts, S C refuses → Optional game: Where am I?	- Extend an invitation - Accept or refuse an invitation - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 4) (SB. 42 + Worksheet P. 10-11 Workbook p.31	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for picnic, square, café, skatepark, aquarium, market 3. Flashcards from previous lesson: cross the road, ticket, line, bicycle lane, bicycle rack, traffic lights, pavement, escalator 4. Adhesive putty
	4.0	M4	Lesson 4	Vocabulary: (Revision) have to / must/mustn't / can/can't, places around town Structure: (Revision) Writing tip: use also before main verb and after auxiliary verb use too at end of sentence Teaching Flow: Warm up: ask Ss if they follow rules when doing a hobby → Activity 1: listen & read Kate's email to Mina about Westville Swimming Pool → Writing tip: conjunction also and adverb too - position in sentence → Ss underline also and too in the email → Ss write own email to a friend with information from a leaflet about a place → Optional game: Hot potato	- Read and Write an email containing information from a leaflet - Revise and consolidate structures and vocabulary from previous lessons - Learn how to use the conjunction also and the adverb too	Project (Writing) (SB. 43) Workbook. p.32	1. Flashcards from previous lesson: picnic, square, café, skatepark, aquarium, market 2. Plain sheets of A4 paper (one per S) 3. Adhesive putty
3.0	5.0	M4	Lesson 5	Vocabulary: Verbs: grow, plant Nouns: seed, green bean, soil Structure: (Revision) Teaching Flow: Warm up: stick flashcards on board → vocabulary → Before reading: predict story → story: listen & find out what the class did with the vegetables → While reading: find & circle vocabulary per frame → After reading: comprehension questions → Let's chat, critical thinking (discuss in L1: Why did Katie suggest taking the vegetables to the soup kitchen? Do you like her idea? Would you do the same? Is it important to help people in need? Why?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading Time: A Special Meal (SB. 44-45) Workbook p.33 + Smart Moves p.36	1. Flashcards for seed, green bean, grow, soil, plant 2. Photocopies of the story and narration boxes prepared from previous lesson 3. Adhesive putty

	6.0	M4	Lesson 6	Vocabulary: (Revision) Phonics: ruler, June, scuba diving, computer, museum, uniform Sounds: u /u:/ and u /ju:/ Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision: Activity 1-2 → Optional game: Hangman Phonics - Warm up: write u on board, draw two lines below, write /u:/ and /ju:/ underneath, stick flashcards under each sound → listen & point → chant In Summer and in Autumn: listen & chant, circle /u:/ sounds & underline /ju:/ sounds → TPR: raise scuba diving card for /u:/, raise computer card for /ju:/ → circle/underline correct sounds → Optional game: What's that sound? / Written whispers	- Revise vocabulary and structures from Module 4 - Practise the pronunciation of u as /u:/ and /ju:/ - Say the phonics chant In Summer and in Autumn	Revision + Phonics (SB. 46 & p.118) Workbook p.34-35	1. Flashcards for all Module 4 vocabulary (2 sets each) 2. Plain sheets of A4 paper (one per S) 3. Flashcards for ruler, June, scuba diving, computer, museum, uniform 4. Phonics cards for scuba diving and computer - TB pp. 225–226 (one set per S) 5. Adhesive putty 6. Masking tape
4.0	7.0	M4	Add-ons				
	8.0	M5	Lesson 1	Vocabulary: Activities: ride a horse, rollerblade, sail a boat, play the drums, make a snowman Verbs: laugh, blow, prepare Nouns: costume, leaflet, traffic Phrasal verbs: hand out, pick up Structure: When I was young I could..., but I couldn't ... Could you.. when you were six? Yes, I could. / No, I couldn't. I had to... I didn't have to... Did you have to..? Yes, I did. / No, I didn't. Teaching Flow: Warm up: mime playing the drums → vocabulary → song: listen & write names under pictures → listen & sing along → Grammar box: could/couldn't → Activity 3 → Optional game: Seat switch → Top Stars: vocabulary → look & listen to Disneyland opening story → Grammar box: had to / didn't have to → Activity 3-5 → Optional game: Hangman	- Talk about ability in the past using could/couldn't - Talk about a past experience - Talk about obligation in the past using had to / didn't have to	Song + Top Stars (SB. 49–51) Workbook. p.37-38	1. Flashcards for ride a horse, rollerblade, sail a boat, play the drums, make a snowman 2. Flashcards for costume, leaflet, traffic, laugh, blow 3. Printouts of Disneyland characters in costume and leaflets from different places/activities 4. Adhesive putty
5.0	9.0	M5	Lesson 2	Vocabulary: Nouns: USB stick, floppy disk, laptop, cassette Adjectives: expensive, cheap Gadget: Walkman Structure: Computers used to be very expensive. Mobile phones didn't use to have a camera. Teaching Flow: Warm up: present realia on desk → vocabulary → Activity 2: listen & read Technology Past & Present - mobile phones and computers → Grammar box: used to / didn't use to for past habits and states → Activity 3: read again & complete fact file → Activity 4: listen & write T/F → Activity 5: pairs, look at pictures & compare past and present items using used to → Optional game: True or False?	- Talk about how life used to be in the past - Talk about things that didn't happen in the past but happen now - Talk about technology - Practice structures (*)	Our World (SB. 52-53) Workbook. p.39	1. Flashcards for Walkman, USB stick, floppy disk, laptop, cassette 2. Flashcards from previous lesson: costume, leaflet, traffic, laugh, blow 3. A USB stick, a laptop and, if possible, a Walkman, a floppy disk and a cassette 4. Adhesive putty

	10.0	M5	Lesson 3	Vocabulary: Verb: weigh Noun: glasses Adjectives: slim, chubby Phrases: fair hair, dark hair, curly hair, straight hair Structure: Did she use to wear glasses? Yes, she did. / No, she didn't. Teaching Flow: Let's Talk Warm up: draw a figure on board, describe using slim, dark hair, glasses → vocabulary → Activity 1: listen & tick A, B or C in three pictures → Activity 2: listen & tick correct pictures → Grammar box: Did you use to...? → Activity 3: groups of three: complete table about past appearance, ask & answer about themselves and two partners → Optional game: Word bingo	- Talk about physical appearance in the past - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 5) (SB. 54) + Worksheet P. 12-13 Workbook p.40	1. Worksheet - Time Out! (enough for all Ss) 2. Flashcards for glasses, weigh, slim, chubby, fair hair, dark hair, curly hair, straight hair 3. Flashcards from previous lesson: Walkman, USB stick, floppy disk, laptop, cassette 4. Adhesive putty
6.0	11.0	M5	Lesson 4	Vocabulary: (Revision) used to / didn't use to / could/couldn't / had to Structure: (Revision) Writing tip: use a large piece of card write in pencil first put a title at the top in large letters write neatly add photos or graphics Teaching Flow: Warm up: draw table on board with THEN and NOW columns → Activity 1: listen & read Then and Now poster → Writing tip: how to make a poster (card, pencil first, title, neat writing, photos/graphics) → Ss underline all used to structures in the poster → Ss make own Then and Now poster about themselves using photos and all past structures → Optional game: Game show	- Read a poster about what someone used to do/look like in the past and what he/she does/looks like now - Make a poster about what someone used to do/look like in the past and what he/she does/looks like now - Revise and consolidate structures and vocabulary from previous lessons	Project (Writing) (SB. 55) Workbook. p.41	1. All flashcards from previous lessons 2. A bell 3. Plain sheets of A4 paper (one per S) 4. A large piece of card 5. Adhesive putty
	12.0	M5	Lesson 5	Vocabulary: Nouns: wardrobe, attic, rollerblades, roller skates, wheel Structure: (Revision) Teaching Flow: Warm up: stick flashcards on board → vocabulary → Before reading: predict story → story: listen & find out how Jack's dad used to listen to music → While reading: find & circle vocabulary per frame → After reading: comprehension questions → Let's chat, critical thinking (discuss in L1: Have your grandparents/parents got anything old that they used to use as children? What is it? Does it still work? Do you think you could use it today? Why do you think gadgets are smaller nowadays?) → Optional game: True or False?	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading time: A Trip into the Past! (SB. 56-57) Workbook p.42 + Top Skills p.112-113	1. Flashcards for wardrobe, attic, rollerblades, roller skates, wheel 2. Photocopies of the story and narration boxes prepared from previous lesson 3. Adhesive putty

7.0	13.0	M5	Lesson 6	Vocabulary: (Revision) Phonics: brother, honey, money, ice hockey, bronze, mascot Sounds: o /ʌ/ and o /ɒ/ Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision: Activity 1-2 → Optional game: Hangman Phonics - Warm up: write o on board, draw two lines below, write /ʌ/ and /ɒ/ underneath, stick flashcards under each sound → listen & point → chant Betty the Bear: listen & chant, circle /ʌ/ sounds & underline /ɒ/ sounds → TPR: raise honey card for /ʌ/, raise ice hockey card for /ɒ/ → circle/underline correct sounds → Optional game: What's that sound? / Sound hold-up	- Revise vocabulary and structures from Module 5 - Practise the pronunciation of o as /ʌ/ and /ɒ/ - Say the phonics chant Betty the Bear	Revision + Phonics (SB. 58 & p.119) Workbook p.43-44	1. Plain sheets of A4 paper (one per S) 2. Flashcards for all Module 5 vocabulary (2 sets each) 3. Flashcards for brother, honey, money, ice hockey, bronze, mascot 4. Phonics cards for ice hockey and honey - TB pp. 225–226 (one set per S) 5. Adhesive putty
	14.0	M5	Add-ons				
8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Flyers)	- Revise all vocabulary & structures from M4–M5 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	
9.0	17.0	M6	Lesson 1	Vocabulary: Adjective: warm Free-time activities: waterskiing, trekking, scuba diving, canoeing, mountain biking, snowboarding Verbs: learn, teach Nouns: spot, stripe, seat Adjectives: spotted, striped Structure: Playing tennis is my favourite free-time activity. My cousins go canoeing every summer. Start doing your homework! My sister hates / can't stand... Jake likes / enjoys / loves mountain biking. Lisa is good / bad at... I can't buy this T-shirt. It's too expensive. This T-shirt is too expensive to buy. I can't buy this T-shirt. It isn't cheap enough. This T-shirt isn't cheap enough to buy. Teaching Flow: Warm up: mime waterskiing, say Waterskiing is my favourite → vocabulary → song: listen & match verses to pictures A–D → listen & sing along → Grammar box: Gerund as subject / after go, start, ... → Activity 3 → Optional game: Pantomime → Top Stars: vocabulary → look & listen to bike shop story → Grammar box: too + adjective + infinitive / adjective + enough + infinitive → Activity 3-5 → Optional game: Hot potato	- Talk about free-time activities - Talk about likes and dislikes - Learn how to use too and enough	Song + Top Stars (SB. 59–61) Workbook. p.47-48	1. Flashcards for waterskiing, trekking, scuba diving, canoeing, mountain biking, snowboarding 2. Flashcards for spot, spotted, stripe, striped, seat, learn, teach 3. Internet printouts of people doing the different activities 4. Adhesive putty

	18.0	M6	Lesson 2	Vocabulary: Verbs: create, decide, lean Nouns: speed, record Adjective: smelly Phrasal verb: come out Structure: The cheetah is faster than the lion. Snakes are more dangerous than lizards. The giraffe is the tallest animal in the world. Football is the most popular sport in the world. Teaching Flow: Warm up: draw two figures, describe using shorter than / taller than / the tallest → vocabulary → Activity 2: listen & read Amazing Records - people, animals, buildings from the Guinness Book of Records → Activity 3: read again & write T/F → Grammar box: Comparative + Superlative → Activity 4: listen & circle A or B → Activity 5: pairs, read information about two houses & compare → Optional game: Game show	- Compare people, animals and things - Talk about amazing facts - Practice structures (*)	Our World (SB. 62-63) Workbook. p.49	- Flashcards for speed, lean, smelly - Flashcards from previous lesson: spot, spotted, stripe, striped, seat, learn, teach - Cue cards with two animals, places or structures and an adjective written on each - A bell - Adhesive putty
10.0	19.0	M6	Lesson 3	Vocabulary: Nouns: weight, length, width Adjectives: heavy, light Units of measurement: centimetre (cm), gram (g) Structure: My smartphone is as modern as my brother's. Mina's laptop isn't as heavy as Linda's. Teaching Flow: Let's Talk Warm up: hold up book, say I can hold this, it's light → vocabulary → Activity 1: listen & look at three smartphones → Activity 2: listen & write the smartphone the man decides to buy → Grammar box: (not) as + adjective + as for equal/unequal comparison → Activity 3: pairs, compare smartphones using as...as and adjectives from box → Optional game: Yes or No?	- Compare two people, animals or things using (not) as + adjective + as - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 6) (SB. 64) + Worksheet P. 14-15 Workbook p.50	- Worksheet - Time Out! (enough for all Ss) - Flashcards for heavy, light, weight, length, width - Flashcards from previous lesson: speed, lean, smelly - Masking tape - An Internet printout of an animal - Adhesive putty
	20.0	M6	Lesson 4	Vocabulary: (Revision) Comparative, Superlative, (not) as...as Structure: (Revision) Writing tip: how to describe a country (general info, geographical features, wildlife) + answer questions rather than just list names Teaching Flow: Warm up: ask Ss if they have visited another country → Activity 1: listen & read Ron's country profile about Australia → Writing tip: how to describe a country (general info, geographical features, wildlife) + answer questions rather than just list names → Ss write own country profile using Comparative, Superlative and (not) as...as → Optional game: True or False?	- Read a profile about one's country - Write a profile about one's country - Revise and consolidate structures and vocabulary from previous lessons - Learn how to describe a country	Project (Writing) (SB. 65) Workbook. p.51	- Flashcards from previous lesson: heavy, light, weight, length, width - Adhesive putty
11.0	21.0	M6	Lesson 5	Vocabulary: Verb: breathe Nouns: equipment, instructor, wetsuit, mask Adjective: bright Structure: (Revision) Teaching Flow: Warm up: stick flashcards on board → vocabulary → Before reading: predict story → story: listen & find out what the most important rules in scuba diving are → While reading: find & circle vocabulary per frame → After reading: comprehension questions → Let's chat, critical thinking (discuss in L1: Do you like doing water sports? Would you like to try scuba diving or waterskiing? Why/Why not? Why is it important to have the necessary equipment for certain sports?) → Optional game: Story line	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading Time: Safety First! (SB. 66-67) Workbook p.52 + Smart Moves p.55	- Flashcards for equipment, instructor, wetsuit, mask - Photocopies of the story and narration boxes prepared from previous lesson - Adhesive putty

	22.0	M6	Lesson 6	Vocabulary: (Revision) Phonics: ride a bike, be careful, bicycle lane, line Feature: silent e Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision: Activity 1-2 → Optional game: Hangman Phonics - Warm up: write e on board, explain silent e does not make a sound, stick flashcards with words ending in silent e → listen & point → chant Be careful!: listen & chant, circle all silent e letters → TPR: raise bicycle lane card, raise line card when hearing silent e words → circle silent e in words → Optional game: What's that sound? / Whispers	- Revise vocabulary and structures from Module 6 - Practise the pronunciation of silent e - Say the phonics chant Be careful!	Revision + Phonics (SB. 68 & p.120) Workbook p.53-54	1. Plain sheets of A4 paper (one per S) 2. Flashcards for all Module 6 vocabulary (2 sets each) 3. Flashcards for ride a bike, be careful, bicycle lane, line 4. Phonics cards for bicycle lane and line - TB pp. 225–226 (one set per S) 5. Adhesive putty
12.0	23.0	M6	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Flyers)	- Practise exam strategies - Identify gaps before final test		
13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet
	26.0	CLIL 2 or 3	Test correction & CLIL	Return & review marked papers / Error analysis / Celebration activity		CLIL 2 - SB, p. 47-48 OR CLIL 3 - SB, p. 69-70	

Phân phối chi tiết · C.O (M7-9)

COURSE OUTLINE TOP STARS Level 6 (M7 + M8 + M9)							
Week	Day	Module	Lesson	Content & Recommended Teaching Flow	Learning Objectives	Book pages (Workbook Acts if time permits)	Teaching Aids (If any - See Teacher's book for details)
Level: Top Stars 6 (M7+ M8 + M9) Duration: 13 weeks (26 lessons) Per lesson: 120 minutes/lesson (*) Teachers can adjust activities to suit the class pacing. In Lessons 1–2, the emphasis is on language input, and Lesson 2 in particular allows additional time for practicing grammar and structures. To strengthen the remembering stage of structural input, teachers may use grammar exercises from a variety of sources.							

1.0	1.0	M7	Lesson 1	Vocabulary: Verbs: spin, reach, form Nouns: tornado, thunderstorm, cloud, wind, fog, ground, air Adjective: thick Verb: invent Nouns: team, deep, winner, scissors Structure: I always get up early in the morning. My parents and I always go on holiday in July. It's very hot in Spain during summer. The museum is open on Mondays from nine to six o'clock. The shopping centre opens after eight o'clock. Thomas Edison was the man who/that... Scissors are something which/that... Teaching Flow: Warm up: flashcard presentation, natural phenomena discussion → vocabulary → Quiz: read questions 1–3, match to texts A–C → Grammar box: prepositions of time → Activity 3 - pairs: talk about natural phenomena using preposition prompts → Top Stars: look & listen → vocabulary → Grammar box: relative pronouns who/which/that → Activities 3-5 → Optional game: I spy	- Ask and answer about natural phenomena - Talk about the dates and times that events take place - Give additional information relating to someone or something	Quiz + Top Stars (SB. 71–73) Workbook. p.56-57	- Flashcards for tornado, thunderstorm, cloud, wind, fog, ground, spin, air - Flashcards for team, deep, winner, scissors - Plain A4 paper (enough for all Ss) - Adhesive putty
	2.0	M7	Lesson 2	Vocabulary: Nouns: jewellery, souvenirs Places: the underground, castle, gift shop, station Structure: A gallery is a place where you can see many paintings. Teaching Flow: Warm up: tourist map on board, point to places & discuss → vocabulary → listen & read: Exploring London (Camden Market, National Gallery, Tower of London) → Activity 3: comprehension: write CM, NG or TL for each sentence → Grammar box: relative adverb where - A gallery is a place where you can see paintings → Activity 4: listen & tick correct pictures (Lisa's trip to Paris) → Activity 5: pairs: guessing game, describe a place using where, partner guesses → Optional game: Hangman	- Give additional information relating to a place using relative adverb where - Talk about a place - Practice structures (*)	Our World (SB. 74-75) Workbook. p.58	- Flashcards for the underground, castle, gift shop, jewellery, souvenirs, station - Flashcards from previous lesson: team, deep, winner, scissors - A tourist map of a city - Adhesive putty
2.0	3.0	M7	Lesson 3	Vocabulary: Verb: design Noun: statue Occupations: designer, architect, author, sculptor, poet Structure: Peter is an author, isn't he? Kate can help you, can't she? Larry likes pizza, doesn't he? Your cousins went to the park, didn't they? Fred isn't an architect, is he? Linda can't play volleyball, can she? Your brother doesn't speak French, does he? Your cousins didn't go to the park, did they? Teaching Flow: Let's Talk Warm up: flashcard presentation - name & describe each occupation → vocabulary → Activity 1: look & listen → Grammar box: question tags - formation rules (auxiliary/modal verb + personal pronoun, affirmative ↔ negative) → Activity 2: listen & tick correct picture A, B or C → Activity 3: match occupations to descriptions, then pairs: ask & answer using question tags → Optional game: Pantomime	- Talk about occupations - Learn how to use question tags - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 7) (SB. 76) + Worksheet P. 14-15 Workbook p.59	Worksheet - Time Out! (enough for all Ss)

	4.0	M7	Lesson 4	Vocabulary: Nouns: artwork, visitor, roof garden Structure: (Revision) Writing tip: use relative pronouns who/which/that, adjectives, although/however, so Teaching Flow: Warm up: discuss favourite films & genres → vocabulary → listen & read: Kung Fu Panda 3 film description → comprehension questions in L1 → Writing tip: use relative pronouns who/which/that, adjectives, although/however, so → Ss write their own film description using the Writing tip guidelines → Optional game: My favourite film (pairs share & discuss)	- Read and Write a film description - Learn how to use relative pronouns and adjectives to describe a film - Revise and consolidate structures and vocabulary presented in previous lessons	Project (Writing) (SB. 77) Workbook. p.60	1. Flashcards from previous lesson: designer, design, architect, author, sculptor, statue 2. Pictures or posters of Ss' favourite films
3.0	5.0	M7	Lesson 5	Vocabulary: Nouns: artwork, visitor, roof garden Structure: (Revision) Teaching Flow: Warm up: show printout of artwork - This is a painting by... Visitors can see this at... → vocabulary → Before reading: predict text type → listen & read: Museums of the World (The Louvre & The Metropolitan Museum of Art) → While reading: find & circle vocabulary words in text → After reading: write LM or MET for each sentence → Let's chat: open discussion - Have you ever visited a museum? What did you see? Are there museums in your city? → Optional game: True or False?	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading Time: Museums of the World (SB. 78-79) Workbook p.61 + Top Skills p.114-115	1. Flashcards for artwork, visitor, roof garden 2. A printout of a favourite piece of artwork 3. Adhesive putty
	6.0	M7	Lesson 6	Vocabulary: (Revision) Phonics: soap, coach, blow, elbow, grow Structure: (Revision) Teaching Flow: Warm up: Sentence Frenzy - pairs write sentences using module structures (prepositions of time, relative pronouns, question tags) → listen & tick correct picture (A, B or C) → read & match information, then pairs: describe & guess people/places/things → listen & answer questions about museum dialogue Phonics - Warm up: write oa and ow on board → stick flashcards under each diphthong → phonics sounds oa /əʊ/, ow /əʊ/: listen & point → chant Coach Marlow: listen & chant along, circle /əʊ/ sounds → TPR: raise phonics card (soap / grow) when hearing matching sound → Optional game: What's that sound? / Written whispers	- Revise and consolidate vocabulary and structures presented in previous lessons - Differentiate between the diphthong sounds oa /əʊ/ and ow /əʊ/ - Say a phonics chant (Coach Marlow)	Revision + Phonics (SB. 80 & p.121) Workbook p.62-63	1. Plain sheets of A4 paper (enough for all Ss) 2. Flashcards and word cards for all module vocabulary (2 sets of each): tornado, thunderstorm, cloud, wind, fog, ground, spin, air, team, deep, winner, scissors, the underground, castle, gift shop, jewellery, souvenirs, station, designer, architect, author, sculptor, poet, artwork, visitor, roof garden 3. Flashcards for soap, coach, blow, elbow, grow 4. Phonics cards of soap and grow (one set per S) 5. Adhesive putty
4.0	7.0	M7	Add-ons				

	8.0	M8	Lesson 1	Vocabulary: Verbs: protect, pollute Nouns: atmosphere, rainforest, pollution, habitat, environment Phrasal verb: grow up Phrase: endangered species Verbs: donate, adopt Nouns: mug, ranger Place: wildlife rescue centre Structure: I'll help you tidy your room. I won't do it again, I promise. When I grow up, I won't drive a car. I'll ride a bike. We may visit our cousins later. We might go to the park tomorrow, but we don't know yet. Teaching Flow: Warm up: stick flashcards on board → vocabulary → song When we grow up: listen & complete with words from box → listen & sing along → Grammar box: Future will + time clauses with when → Activity 3: pairs, ask & answer → Optional game: Predictions → Top Stars: vocabulary → look & listen to wildlife rescue centre story → Grammar box: may/might for possibility) → Activity 3-5 → Optional game: Line jumping	- Talk about the environment - Make promises, spontaneous decisions and predictions - Express possibility using may and might - Talk about endangered species	Song + Top Stars (SB. 81–83) Workbook. p.64-65	- Flashcards for atmosphere, rainforest - Flashcards for mug, ranger - A small bag - Internet printouts of some endangered species - Adhesive putty
5.0	9.0	M8	Lesson 2	Vocabulary: Verb: waste Nouns: filter, rubbish, oxygen, energy, organisation Phrase: turn off the lights Place: factory Structure: If we pollute the sea, we won't have any clean beaches. You won't be late for school if you get up early. Teaching Flow: Warm up: say Factories must use filters so they don't pollute the atmosphere → vocabulary → Activity 2: listen & read Help kids! / Save the environment! / Stop factories! / Help the animals! articles → Activity 3: read again & write names → Grammar box: Conditional Sentences Type 1 → Activity 4: listen & complete sentences about Earth Hour → Activity 5: pairs, match environmentally friendly actions to their effects & discuss using Type 1 Conditional → Optional game: Hot potato	- Talk about pollution - Talk about something that is possible in the present or future using Conditional Sentences Type 1 - Practice structures (*)	Our World (SB. 84-85) Workbook. p.66	- Flashcards for filter, rubbish, turn off the lights, factory - Adhesive putty
	10.0	M8	Lesson 3	Vocabulary: Verbs: boil, freeze, heat Nouns: ice, tap Structure: When/If you recycle, you help the environment. Teaching Flow: Let's Talk Warm up: say We are going to learn some things about water. If you heat water to 100°C, it boils → vocabulary: boil, freeze, heat, ice, tap → Activity 1: listen & circle A or B → Activity 2: listen & circle correct answer → Grammar box: Zero Conditional - When/If + Present Simple + Present Simple for scientific facts and general truths → Activity 3: pairs, discuss facts about water using Zero Conditional → Optional game: True or False?	- Talk about scientific facts - Talk about general truths - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 8) (SB. 86) + Worksheet P. 18-19 Workbook p.67	- Worksheet - Time Out! (enough for all Ss) - Flashcards for boil, freeze, heat, ice, tap - Adhesive putty

6.0	11.0	M8	Lesson 4	Vocabulary: (Revision) Conditional Sentences Type 1 and Zero Conditional, environment vocabulary Structure: (Revision) Writing tip: how to design a leaflet Teaching Flow: Warm up: say If we recycle, we will save paper and trees → Activity 1: listen & read World Environment Day leaflet → Writing tip: how to design a leaflet (large paper, special day, title, pictures with Type 1 Conditional sentences) → Ss write own environmental leaflet using Conditional Sentences Type 1 → Optional game: Whose is it?	- Read and Design a leaflet - Revise and consolidate structures and vocabulary from previous lessons - Learn how to design a leaflet	Project (Writing) (SB. 87) Workbook. p.68	1. Flashcards from previous lesson: boil, freeze, heat, ice, tap 2. Plain sheets of A4 paper (one per S) 3. Adhesive putty
	12.0	M8	Lesson 5	Vocabulary: Nouns: furniture, vase, pencil holder, bird feeder Adjective: empty Phrasal verb: throw away Materials: wood, plastic Structure: (Revision) Teaching Flow: Warm up: hold up can, plastic bottle and wood object → vocabulary → Before reading: predict text → story: listen & find out what 'upcycling' is → While reading: find & circle vocabulary per section → After reading: comprehension questions → Let's chat, critical thinking (discuss in L1: Do you think 'upcycling' is a good idea? Why or why not? What else can you create from glass bottles, cans and plastic bottles? Would you like to try any of the ideas in the text?) → Optional game: True or False?	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading time: Use it again! (SB. 88-89) Workbook p.69 + Smart Moves p.72	1. Flashcards for wood, plastic, furniture, vase, pencil holder, bird feeder 2. A can, a plastic bottle and something made of wood 3. Photocopies of the story and narration boxes prepared from previous lesson 4. Adhesive putty
7.0	13.0	M8	Lesson 6	Vocabulary: (Revision) Phonics: hour, sign, spaghetti, island, knife, half Silent consonants: h, g, s, k, l Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision: Activity 1-2 → Optional game: Hangman Phonics - Warm up: write h, g, s, k, l on board, stick flashcards under each silent letter → listen & point → chant Spaghetti Island: listen & chant, circle all silent consonants → TPR: raise appropriate phonics card when hearing each silent consonant → circle silent consonants in words → Optional game: What's that sound? / Sound and picture pairs	1. Revise vocabulary and structures from Module 8 2. Practise the pronunciation of silent consonants h, g, s, k and l 3. Say the phonics chant Spaghetti Island	Revision + Phonics (SB. 90 & p.122) Workbook p.70-71	1. Plain sheets of A4 paper (one per S) 2. Flashcards for all Module 8 vocabulary (2 sets each) 3. Flashcards for hour, sign, spaghetti, island, knife, half (photocopies, picture side- one per half of class) 4. Phonics cards for sign, spaghetti, island, knife, half - TB pp. 227–228 (one set per S) 5. Adhesive putty
	14.0	M8	Add-ons				
8.0	15.0	TEST	Midterm Revision	Practice: Workbook's Correction Test Prep: Practice with teacher-selected activities to familiarize students with the Cambridge YLE test format - Flyers)	- Revise all vocabulary & structures from M7–M8 - Practise exam strategies		N/A
	16.0		Midterm Test			In progress	

9.0	17.0	M9	Lesson 1	Vocabulary: Verb: travel Nouns: athlete, snail Adjectives: dangerous, strange Nouns: telescope, cap, space, planet, sunset, sunrise Adjective: dark Structure: I have visited Mexico. He/She has seen an elephant. They've been to Asia. Have you ever seen a camel? Yes, I have. / No, I haven't. I haven't tried scuba diving yet. I've never been to an aquarium before. It's my first time. Teaching Flow: Warm up: stick flashcards (athlete, snail, dangerous, strange, travel) → vocabulary → song New experiences: listen & tick activities the boy has done → listen & sing along → Grammar box: Present Perfect Simple (affirmative) → Activity 3: talk about own experiences → Optional game: Don't break the chain → Top Stars: vocabulary → look & listen to planetarium story → Grammar box: Present Perfect Simple (negative & interrogative: Have you ever...? / I've never... / yet / ever / never / before) → Activities 3–5 → Optional game: Guess Who	- Talk about experiences using the Present Perfect Simple - Introduce the Present Perfect Simple (affirmative) - Ask and answer about experiences (interrogative & negative) - Talk about space	Song + Top Stars (SB. 93-95) Workbook. p.73-74	- Flashcards for athlete, snail, dangerous, strange, travel - Flashcards for telescope, cap, space, planet, dark, sunset, sunrise - A picture of a plane - Plain A4 paper - Adhesive putty
	18.0	M9	Lesson 2	Vocabulary: Verbs: erupt, flow Nouns: volcano, crater, lava, cave, tour Adjective: active Structure: How long have you been a teacher? I've been a pilot for three years. I haven't visited a volcano so far. Teaching Flow: Warm up: stick flashcards (volcano, crater, lava, cave, erupt, tour, flow) → vocabulary → Activity 2: listen & read Interview with a ranger (Hawaii Volcanoes National Park) → comprehension questions → Grammar box: Present Perfect Simple with How long...? / for / since / so far → Activity 4: listen & circle A or B → Activity 5: pairs, ask & answer How long...? → Optional game: Find your pair	- Talk about how long someone has done something - Talk about volcanoes - Practice structures (*)	Our World (SB. 96-97) Workbook. p.75	- Flashcards for volcano, crater, lava, cave, erupt, tour, flow - Flashcards from previous lesson: telescope, cap, space, planet, dark, sunset, sunrise - Prepared slips of paper with different questions and answers written on them - Adhesive putty
10.0	19.0	M9	Lesson 3	Vocabulary: Noun: sushi Structure: Revision) Have you ever...? Yes, I have. / No, I haven't. I've been to... / I've tried... / I've never... Teaching Flow: Let's Talk Warm up: stick sushi flashcard, ask Ss if they have ever tried sushi → vocabulary → Activity 1: listen & point → Activity 2: Ss choose 9 experiences & write on bingo card → Activity 3: go round classroom, ask classmates Have you ever...? using bingo card → Grammar box: (Revision) Present Perfect Simple for experiences → pairs: ask & answer, complete bingo → Optional game: Hot potato	- Revise and consolidate structures presented in the previous lessons - Ask and answer about experiences using Have you ever...? - Practise listening (Time Out!)	Let's Talk + Time Out! (Episode 9) (SB. 98) + Worksheet P. 20-21 Workbook p.76	- Worksheet - Time Out! (enough for all Ss) - Flashcard for sushi - Sheets of card (enough for each S) - Adhesive putty

	20.0	M9	Lesson 4	Vocabulary: (Revision) Present Perfect Simple, experiences vocabulary Structure: (Revision) Writing tip: use Present Perfect Simple + so far / yet for things done/not done use I have / I haven't to describe experiences Teaching Flow: Warm up: ask Ss to tell a few experiences they have had / haven't had → Activity 1: listen & read My 'Life Experiences' Poster → Writing tip: how to make a poster (use card, pencil, title in large letters, add pictures/graphics) → Activity 2: Ss present own poster to the class → Ss make own 'Life Experiences' poster listing things done / not done yet using Present Perfect → Optional game: What have you done?	- Read a poster about life experiences - Revise and consolidate structures and vocabulary from previous lessons - Learn how to make a poster - Write a 'Life Experiences' poster using the Present Perfect Simple	Project (SB. 99) Workbook. p.77	1. Sheets of card (enough for each S) 2. Flashcards from previous lesson 3. Adhesive putty
11.0	21.0	M9	Lesson 5	Vocabulary: Verb: sink Nouns: king, gold, treasure, dust Adjectives: golden, rich Structure: (Revision) Teaching Flow: Warm up: ask Ss if they have heard of any lost cities → vocabulary → Before reading: predict text from title Lost but not found → story: listen & read about Atlantis, El Dorado and Aztlan → While reading: find & circle vocabulary per section → After reading: comprehension questions, mark sentences AT / ED / AZ → Let's chat, critical thinking (discuss in L1: Which place do you like most? Why? Do you know of any other 'lost' places? Would you like to become an explorer?) → Optional game: True or False?	- Listen to a story and read for pleasure - Revise and consolidate vocabulary and structures from previous lessons - Understand the text, develop key thinking skills, and discuss ideas	Reading Time: Eco-friendly Schools Round the World (SB. 100-101) Workbook p.78 + Top Skills p.116-117	1. Flashcards for king, gold, golden, treasure, dust, rich, sink 2. Plain pieces of A4 paper 3. Adhesive putty
	22.0	M9	Lesson 6	Vocabulary: (Revision) Phonics: sunny, umbrella, lunch, computer, uniform, museum, turtle, surf, turn Structure: (Revision) Teaching Flow: Warm up: flashcard memory game (4–5 cards, eyes closed, spot the missing one) → Revision: Activity 1-2 → Optional game: Hangman Phonics - Warm up: write u on board, draw three lines, write /ʌ/, /ju:/, /ɜ:/ underneath, stick flashcards under each sound → listen & point → chant Summer fun!: listen & chant, mark /ʌ/ red, /ju:/ blue, /ɜ:/ yellow → TPR Activity: raise umbrella card for /ʌ/, uniform card for /ju:/, turtle card for /ɜ:/ → Activity 2: mark correct sounds → Optional game: What's that sound? / Written whispers	- Revise vocabulary and structures from Module 9 - Practise the pronunciation of u as /ʌ/, /ju:/ and /ɜ:/ - Say the phonics chant Summer fun!	Revision + Phonics (SB. 102 & p.123) Workbook p.79-80	1. Plain sheets of A4 paper (one per S) 2. Flashcards for all Module 9 vocabulary (2 sets each) 3. Flashcards for sunny, umbrella, lunch, computer, uniform, museum, turtle, surf, turn 4. Phonics cards for umbrella, uniform and turtle - TB pp. 227–228 (one set per S) 5. Adhesive putty
12.0	23.0	M9	Add-ons				
	24.0	TEST	Final Revision	Full course review (teacher-selected activities to familiarize students with the Cambridge YLE test format - Flyers)	- Practise exam strategies - Identify gaps before final test		

13.0	25.0		FINAL TEST	Summative assessment: listening, reading & writing , speaking		In progress	Test Paper & Answer Sheet
	26.0	CLIL 4	Test correction & CLIL	Return & review marked papers / Error analysis / Celebration activity		CLIL 4 - SB, p.91-92	