**RECOMMENDED SYLLABUS**

**3 lessons per week for 33 weeks**

**mm**publications

**Enter the Portal 1**

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| **Week** | **Lesson** | **Contents** | **Functions and aims of the lesson** | **Grammar structures** | **Vocabulary (including passive vocabulary)** | **Aids and materials** | **Key competencies** |
| 1 | 1 | Introduction to the school year | Learn how to use the course book and its components |  |  | Student's book, workbook | autonomous learning |
|  | 2 | Hello: What’s your name? & The alphabet | Greet and introduce oneself  Identify the letters of the alphabet  Spell |  | Hello., Hi., What's your name? I'm… / My name's…, Nice to meet you., too , double, first name, surname, capital letter, lower case, password, alphabet, How do you spell…? | SB  Audio & audio player or IWB & IWB material | communication, cooperation |
|  | 3 | Hello: Numbers & time | Identify numbers 0-100  Ask for and give personal information (phone number, age)  Ask about and tell the time |  | zero - a/one hundred, a quarter, to, past, a.m., p.m., half past, midday, midnight, noon, o'clock, phone/telephone, How old are you? I'm… (years old)., What’s your phone number? It's…, clock, digital clock, What's the time? | SB  Audio & audio player or IWB & IWB material | communication, cooperation, critical thinking |
| 2 | 4 | Hello: At school & colours | Identify classroom objects  Identify colours | a/an  this/that  plurals (regular -s) | school bag, board, book, chair, desk, pen, pencil, pencil case, rubber, ruler, sharpener, notebook, globe, map, apple, orange, school, umbrella, door, student, teacher, window, mobile phone, tablet, here, there, black, blue, brown, green, grey, orange, pink, purple, red, white, yellow, What colour is…?, and | SB  Audio & audio player or IWB & IWB material | communication, cooperation |
|  | 5 | Hello: Classroom language  Cover page module 1 | Understand classroom language  Introduce the topic of module 1 | Imperative | Can you repeat that, please?, Close your books., How do you say… in English?, I don't know., I don't understand., Listen., Look at the board., Open your books., Read the text., Stand up., Sit down., Talk in pairs., What does this word mean?, Write a sentence., Be quiet, please., Any questions?, That's right., Speak in English., What's 'Thank you' in Hungarian?, What's 'ceruza' in English?, Can you spell it for me, please?, yes | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, autonomous learning, ICT literacy |
|  |  | **Module 1: This is me** | | | | | |
| 3 | 6-7 | 1A | Introduce oneself and others  Talk about family members  Identify relationships | The verb be (affirmative)  Possessive adjectives | boy, girl, (best) friend, classmate, man - men, woman - women, child - children, with, also, new, meet, cool, video game, computer, love, gadget, very, cute, family tree, me, baby, brother, father/dad, grandfather, grandmother, mother/mum, parents, sister, uncle, aunt, cousin, grandparents, This is… | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
|  | 8-9 | 1B | Talk about school subjects  Talk about what one is good at  Express preference | The verb be (negative, questions) | favourite, be good / bad at, great, kids, no, win, puzzle, here is, active, basketball, easy, difficult, group, correct (adj.), be sure (about), prize, competition, thanks, answer (n), art, English, geography, history, maths, IT (Information Technology), music, PE (physical education), science, What's your favourite subject?, What year are you in? I'm in year…, Come on | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, cooperation, |
| 4 | 10-11 | 1C | Introduce others  Talk about what one is good and bad at | Revision: Personal pronouns, Possessive adjectives, the verb be | classroom, paintbrush, sports | SB  Audio & audio player or IWB & IWB material | critical thinking, creativity, communication, autonomous learning, ICT literacy |
| 5 | 12-13 | 1D | Make introductions |  | age, Welcome!, This is (Tony), Nice to meet you (, too). | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
|  | 14 | Quiz unit 1  Think it through 1 (workbook) | Evaluate students' progress  Develop higher-order thinking skills |  |  | Quizzes (Teacher's resource CD), workbook | critical thinking, creativity |
| 6 | 15-16 | 2A | Talk about one’s favourite film/sports star, singer, band, etc.  Express preference |  | actor/actress, but, singer, band, player, team, (sports/film) star, film, song, like, famous, beautiful, football, be crazy about, brilliant, house, grandma, Really?, Of course, What…?, Who…?, hip-hop, jazz, pop, rock | SB  Audio & audio player or IWB & IWB material | critical thinking, cooperation, communication, creativity, ICT literacy |
|  | 17-18 | 2B | Ask for and give personal information |  | so, Australia - Australian, Canada - Canadian, Ireland - Irish, New Zealand - New Zealander, South Africa - South African, UK - British, England - English, USA - American, Egypt - Egyptian, China - Chinese, France - French, Greece - Greek, Hungary - Hungarian, Italy - Italian, Mexico - Mexican, Peru - Peruvian, Poland - Polish, Spain - Spanish, Where are you from? I'm from…, I live in…, Nice! | SB  Audio & audio player or IWB & IWB material | critical thinking, intercultural awareness, ICT literacy, communication, cooperation |
| 7 | 19-20 | 2C | Talk about oneself, one’s family and one’s favourite things | Revision: Personal pronouns, Possessive adjectives, Wh- question words: who, what, where | both, terrific, Take care! | SB  Audio & audio player or IWB & IWB material | critical thinking, creativity, communication, autonomous learning, ICT literacy |
| 8 | 21-22 | 2D | Greet people and say goodbye in formal and informal situations  Ask how someone is  Make introductions  Ask for and give basic personal information |  | greet, introduce, say, about me, someone, Star Wars: The Force Awakens, male, female, How are you?, And you?, I'm fine., Not bad., Thanks. / Thank you., That's OK. / I'm OK., Good morning., Good afternoon., Good evening., Good night., Bye./Goodbye., See you., See you later., Miss, Mr, Mrs, Ms, flag, capital city, stripes, star, language, people | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
|  | 23 | Round-up 1  Self-evaluation | Revise and consolidate vocabulary and structures learnt in previous lessons  Allow students to evaluate their own progress |  |  | SB  IWB & IWB material | autonomous learning |
|  | 24 | Culture Page 1 | Familiarise with the flags of some English-speaking countries |  |  | SB  Audio & audio player or IWB & IWB material | critical thinking, intercultural awareness, creativity, ICT literacy |
| 9 | 25 | Portal to real life 1 | Give the opportunity to elaborate on the topic of the module  Familiarise with the vocabulary and grammar of the module in real-life contexts  Provide factual information about the English language through a documentary | The verb be | airport, clothes, people, restaurant, sign, street, town, world | SB  IWB & IWB material | critical thinking, communication |
|  | 26 | Revision | Revising the structures, functions and vocabulary presented in module 1 |  |  | Student’s book, workbook |  |
|  | 27 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  |  | **Module 2: My favourites** | | | | | |
| 10 | 28-29 | Cover page module 2 & 3A | Introduce the topic of module 2  Talk about possessions | The verb have got | headphones, laptop, MP4 player, rollerblades, skateboard, sunglasses, watch, Watch out! | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, autonomous learning, ICT literacy, cooperation, creativity |
| 11 | 30-31 | 3B | Talk about one’s talents and abilities | The verb can | active, all, dancer, detective, even, exciting, find, for, help, like (prep.), other, painting, problem, well (adv.), cook, dance, draw, play the guitar/piano/drums, ride a bike, rollerblade, sing, skateboard, speak (a language), swim, use a computer | SB  Audio & audio player or IWB & IWB material | communication, critical thinking, creativity |
|  | 32-33 | 3C | Talk about possessions and abilities | Revision: the verb have got, the verb can | helmet, trick, instruments, goggles | SB  Audio & audio player or IWB & IWB material | critical thinking, autonomous learning, ICT literacy, creativity, communication |
| 12 | 34-35 | 3D | Talk about one’s abilities  Talk about abilities of others |  | take pictures, fly a kite, run fast, climb a tree | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
|  | 36 | Quiz unit 3  Think it through 2 (workbook) | Evaluate students' progress  Develop higher-order thinking skills |  |  | Quizzes (Teacher's resource CD), workbook | critical thinking, creativity |
| 13 | 37-38 | 4A | Express possession  Describe pets | Possessive case  Whose? | vet, big, small, tail, over there, wing, different, very much, broken, next, enter, for sure, popular, Dr, spider, hamster, dog, cat, parrot, rabbit, face, tooth - teeth, arm, hand, leg, head, foot - feet, mouth, eye, ear, nose, Poor thing., Here she is., Well,…, Whose…? | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
| 14 | 39-40 | 4B | Describe people’s appearance | These / Those  Adjectives | old (=not new), party, weight, height, chubby, slim, dark, fair, hair, long, short, old (=not young), young, tall, What does he/she look like?, Well done. | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
|  | 41-42 | 4C | Describe pets | Revision: Possessive Case, Whose?, These/Those, Adjectives | snake, tortoise, fur, shell, colourful | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, creativity, ICT literacy |
| 15 | 43-44 | 4D | Ask for and give or refuse permission  Describe one’s best friend |  | borrow, homework, give, go out (with friends), need, project, forever, horse, ride a horse, wild, stallion, make a request, ask for permission, farm, Sure., No problem., I'm afraid not., Here you are., (I'm) sorry | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity, ICT literacy |
|  | 45 | Round-up 2  Self-evaluation | Revise and consolidate vocabulary and structures learnt in previous lessons  Allow students to evaluate their own progress |  |  | SB  IWB & IWB material | autonomous learning |
| 16 | 46 | Revision | Revising the structures, functions and vocabulary presented in module 2 |  |  | Student’s book, workbook |  |
|  | 47 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 48 | CLIL 2  Song Modules 1 & 2 | Teach Science through the English language  Introduce the animal groups  Revise and consolidate the structures, functions and vocabulary they have already studied through a song |  | scales, dolphin, starfish, frog, penguin, enter (a blog), password, puzzle, mystery | SB  Audio & audio player or IWB & IWB material | critical thinking, creativity, autonomous learning, communication, ICT literacy, cooperation |
| 17 | 49 | Portal to real life 2 | Give the opportunity to elaborate on the topic of the module  Familiarise with the vocabulary and grammar of the module in real-life contexts  Provide factual information about parrots through a documentary | The verb have got  The verb can  Possessive case  Adjectives | beak, flowers, fly, walk, wings | SB  IWB & IWB material | critical thinking, communication |
|  | 50 | Revision | Revising the structures, functions and vocabulary presented in modules 1-2 |  |  | Student’s book, workbook |  |
|  | 51 | Mid-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  |  | **Module 3: Day in day out** | | | | | |
| 18 | 52-53 | Cover page module 3 & 5A | Introduce the topic of module 3  Talk about one’s daily routine | Present Simple (affirmative)  Prepositions of time | Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, weekend, weekday, What day is it?, get up, have a shower, brush my teeth, get dressed, go to school, have breakfast/lunch/dinner, get home, do my homework, go to bed, every, make, want to, early, late, fun (adj.), boring, test (n), get ready, class, correct (v), housework, play (e.g. a sport), again, study, hard, then, learn, after, work (n), watch TV, probably, What about you? | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, autonomous learning, ICT literacy, cooperation, creativity |
| 19 | 54-55 | 5B | Talk about jobs  Discuss habitual actions and routines | Present Simple (negative, questions) | shop assistant, police officer, nurse, doctor, dentist, chef, waiter/waitress, photographer, farmer, firefighter, people, shop (n) , bookshop, restaurant, hospital, work (v), outdoors, relax, uniform, special, visit, clothes, wear, start, finish, pizza, play a game, superhero, costume, part, life, You see,…, I don't mind. | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
|  | 56-57 | 5C | Talk about household chores | Revision: Present Simple, Prepositions of time (at, in, on) | tidy, do the washing-up, lazy, horrible | SB  Audio & audio player or IWB & IWB material | critical thinking, creativity, communication, autonomous learning, ICT literacy |
| 20 | 58-59 | 5D | Talk about household chores and one’s routine |  | hoover, iron the clothes, clean the windows, make (my) bed | SB  Audio & audio player or IWB & IWB material | communication, cooperation, creativity |
|  | 60 | Quiz unit 5  Think it through 3 (workbook) | Evaluate students' progress  Develop higher-order thinking skills |  |  | Quizzes (Teacher's resource CD), workbook | critical thinking, creativity |
| 21 | 61-62 | 6A | Talk about free-time activities | Present Simple with Wh- questions | do arts and crafts, talk on the phone, hang out with friends, listen to music, go to the cinema, go rollerblading, go skateboarding, go shopping, read articles on the Internet, watch videos on the Internet, watch DVDs, youth club, teen, photography, month, park , secondary school, join, (be) open, place, post sth on a website, swimming pool, alone, come, flyer, membership card, cost (n), from… to…., When…?, Where…?, What time…?, In my free time… | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity, ICT literacy |
| 22 | 63-64 | 6B | Talk about means of transport  Express frequency | Adverbs of frequency | near, walk , take the bus, take a taxi, take / use the underground, drive a car, ride a motorbike, always, sometimes, often, usually, never, How do you get to…? | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, creativity, cooperation |
|  | 65-66 | 6C | Talk about free-time activities | Revision: Wh-questions, Adverbs of frequency, Present Simple | busy, stay, countryside, have a meal | SB  Audio & audio player or IWB & IWB material | critical thinking, autonomous learning, ICT literacy, creativity |
| 23 | 67-68 | 6D | Express like and dislike  Give an opinion about sports  Talk about one’s favourite day |  | have a lesson, or, individual sport, popular, play tennis, play table tennis, play volleyball, go swimming, go cycling, go running, do athletics, do gymnastics, I (don't) like… very much., I like… a lot., I really like…, I don't like… at all., I hate…, I think… | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
|  | 69 | Round-up 3  Self-evaluation | Revise and consolidate vocabulary and structures learnt in previous lessons  Allow students to evaluate their own progress |  |  | SB  IWB & IWB material | autonomous learning |
| 24 | 70 | Culture Page 3 | Introduce certain aspects of British and American culture |  | high school, grade, subway, mom, track and field, movies, go to the movies, cell phone, soccer, ping-pong | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, intercultural awareness, creativity, ICT literacy, autonomous learning, cooperation |
|  | 71 | Portal to real life 3 | Give the opportunity to elaborate on the topic of the module  Familiarise with the vocabulary and grammar of the module in real-life contexts  Provide factual information about table tennis through a documentary | Present Simple  Adverbs of frequency | ball, bat, medal, net, point, score, win, world | SB  IWB & IWB material | critical thinking, communication |
|  | 72 | Revision | Revising the structures, functions and vocabulary presented in module 3 |  |  | Student’s book, workbook |  |
| 25 | 73 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  |  | **Module 4: My home My town** | | | | | |
|  | 74-75 | Cover page module 4 & 7A | Introduce the topic of module 4  Talk about furniture  Talk about the location of objects | Prepositions of place  a/an, the | supermarket, library, bank, police station, flat, bed, shelf, poster, bin, rug, bookcase, wardrobe, lamp, next, What a nice…, fit (v), surprise, in, on, under, between, behind, in front of, next to, floor (of a room), wall, present (n), tomorrow, hide, sleep (v), put, full, maybe, board game, hat | SB  Audio & audio player or IWB & IWB material | critical thinking, autonomous learning, communication, ICT literacy, cooperation, creativity |
| 26 | 76-77 | 7B | Talk about the rooms of a house  Talk about the furniture and appliances | There is / There are | bathroom, kitchen, living room, garage, downstairs, upstairs, garden, stairs, drag (v), cost (v), avatar, that's when, icon, shopping cart, game over, coin, spend time, table, sofa, cooker, coffee table, washing machine, fridge, armchair, only, buy, choose, together, see, silly, perfect, click on , Check out… | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, creativity, cooperation |
| 27 | 78-79 | 7C | Talk about the house of one’s dreams | Revision: Prepositions of place, the indefinite and definite articles, There is / There are | attic, basement, balcony, view, dream (n.) | SB  Audio & audio player or IWB & IWB material | critical thinking, creativity, communication, autonomous learning, ICT literacy |
|  | 80-81 | 7D | Talk about one’s house  Talk about the house of one’s dreams | What’s (your house) like? | What's (it) like?, outside, inside, curtains | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
| 28 | 82 | Quiz unit 7  Think it through 4 (workbook) | Evaluate students' progress  Develop higher-order thinking skills |  |  | Quizzes (Teacher's resource CD), workbook | critical thinking, creativity |
|  | 83-84 | 8A | Talk about one’s neighbourhood  Describe a place  Use numbers over a hundred | Zero article | shopping centre/mall, museum, aquarium, zoo, ice skating rink, playground, theatre, café, skatepark, stadium, thousand, million, large, fish, shark, year, sea animal, underwater, everyone, neighbourhood, just, about (=approximately), popular, over (=more than), visitor, fantastic, traditional, dinosaur, souvenir, screen, liked by many, area, toy, lots more, souk, Don't miss, Arab, finally, skeleton, Don't worry., How many…? | SB  Audio & audio player or IWB & IWB material | critical thinking, ICT literacy, communication, creativity, intercultural awareness |
| 29 | 85-86 | 8B | Talk about amusement parks  Talk about rules | The verb must | amusement park, food stand, popcorn, candyfloss, crisps, milkshake, soft drink, roller coaster, bumper cars, Ferris wheel, go on a ride, ticket, seat belt, castle, drink (v+ n), run, be careful, eat | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
| 30 | 87-88 | 8C | Talk about places to visit | Revision: The verb must, The indefinite, definite and zero articles | theme park, amazing, tourists, fossils, model | SB  Audio & audio player or IWB & IWB material | critical thinking, creativity, autonomous learning, ICT literacy |
|  | 89-90 | 8D | Ask for and give information about places  Describe one’s house/flat |  | first, second, third, etc., far, houseboat, deck, sound (v), strange, spend (time), weather, when, whole, type of, national, river, Excuse me., Actually,…, I live at… (address)., Thanks a lot., Thank you for your help., You're welcome., It's on… Street/Road., It's on the ground/first/second floor., Just a five-minute walk. | SB  Audio & audio player or IWB & IWB material | critical thinking, creativity, communication, cooperation |
| 31 | 91 | Round-up 4  Self-evaluation | Revise and consolidate vocabulary and structures learnt in previous lessons  Allow students to evaluate their own progress |  |  | SB  IWB & IWB material | autonomous learning |
|  | 92 | Revision | Revising the structures, functions and vocabulary presented in module 4 |  |  | Student’s book, workbook |  |
|  | 93 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 32 | 94 | CLIL 4  Song Modules 3 & 4 | Teach Physics through the English language  Revise and consolidate the structures, functions and vocabulary they have already studied through a song |  | magnetic, stick to each other, push away from each other, because, north pole, the same, around, move towards, metal, many, earth, item, experiment | SB  Audio & audio player or IWB & IWB material | critical thinking, creativity, communication, cooperation, autonomous learning |
|  | 95 | Portal to real life 4 | Give the opportunity to elaborate on the topic of the module  Familiarise with the vocabulary and grammar of the module in real-life contexts  Provide factual information about the Empire State Building through a documentary | a/an, the  There is / There are | antenna, building, flag, metre, office, race, step | SB  IWB & IWB material | critical thinking, communication |
| 33 | 96-97 | Revision | Revising the structures, functions and vocabulary presented in modules 1-4 |  |  | Student’s book, workbook |  |
|  | 98 | Final test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 99 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |