**RECOMMENDED SYLLABUS**

**2 lessons per week for 33 weeks**

**mm**publications

**Enter the Portal Starter, module 1-4**

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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, companion | autonomous learning |
|  |  | **ABC book** |
|  | 2 | ABC book: A-F | Learn the letter sounds of A-F |  | apple, book, cat, duck, egg, fish | ABC bookAudio & audio player or IWB & IWB material |  |
| 2 | 3 | ABC book: G-L | Learn the letter sounds of G-L |  | girl, house, insect, jacket, kite, lemon | ABC bookAudio & audio player or IWB & IWB material |  |
|  | 4 | ABC book: M-R | Learn the letter sounds of M-R |  | mouse, nose, orange, pen, queen, rabbit | ABC bookAudio & audio player or IWB & IWB material |  |
| 3 | 5 | ABC book: S-X | Learn the letter sounds of S-X |  | star, table, umbrella, van, window, fox | ABC bookAudio & audio player or IWB & IWB material |  |
|  | 6 | ABC book: Y-Z Alphabet game | Learn the letter sounds of Y-ZPlay the alphabet game |  | yellow, zoo | ABC bookAudio & audio player or IWB & IWB material |  |
| 4 | 7 | ABC book: Let’s remember | Revise the letter sounds |  |  | ABC bookAudio & audio player or IWB & IWB material |  |
|  | 8 | ABC book: Numbers | Identify numbers |  | one, two, three, four, five, six, seven, eight, nine, ten | ABC bookAudio & audio player or IWB & IWB material |  |
| 5 | 9 | ABC book: colours | Identify colours |  | red, blue, green, yellow, orange | ABC bookAudio & audio player or IWB & IWB material |  |
|  |  | **Hello** |
|  | 10 | Hello: 1-4 | Greet and introduce oneselfInquire about one’s nameAsk and answer about one’s well-being | What’s your name?My name is …I’m …Nice to meet you.How are you?Fine, thank you. | Hello, Hi, Goodbye, Bye | SBAudio & audio player or IWB & IWB material | communication |
| 6 | 11 | Hello: 5-7 | Identify colours | What colour is it? It’s … | red, blue, yellow, green, brown, white, black, pink | SBAudio & audio player or IWB & IWB material | communication |
|  | 12 | Hello: 8-10 | Identify numbers 1-10Ask and answer about age | How old are you?I’m + number | one, two, three, four, five, six, seven, eight, nine, ten | SBAudio & audio player or IWB & IWB material | communication, creativity |
| 7 | 13 | Hello: 11-15 | Introduce classroom language | Open your bookDon’t close your book | boy, girl, animal, sit down, stand up, open your book, close your book, come here, read the text, shout | SBAudio & audio player or IWB & IWB material | communication |
|  |  | **Module 1: My school** |
| 8 | 14-16 | Module 1: Song | Identify classroom objects | This is a (chair).This is an (apple). | computer, book, desk, chair, apple | SBAudio & audio player or IWB & IWB material | critical thinking, communication, creativity |
| Module 1: Best friends | Identify classroom objectsAsk and answer yes/no questions about classroom objects | Is it (a rubber)?Yes, it is.Is it (an apple)?No, it isn’t. | rubber, pencil, pen, notebook, bag | SBAudio & audio player or IWB & IWB material | critical thinking, communication |
| 9-10 | 17-19 | Module 1: Our world | Identify places and objectsAsk and answer questions about objects that are near us or at a distance from us | What’s this? It’s a (board).What’s that? It’s a (boat).This/That is a (laptop). | school, boat, board, laptop, bookcase | SBAudio & audio player or IWB & IWB material | communication, critical thinking, intercultural awareness |
| Module 1: Play and write | Express plural numberIdentify objectsTalk about objects that are near us or at a distance from us | These are (rulers).Those are (umbrellas).  | whiteboard, ruler, umbrella, pencil case | SBAudio & audio player or IWB & IWB material | communication, creativity |
|  | 20 | Module 1: CLIL | Provide cross-curricular on mathsIdentify numbers 11-20 |  | numbers 11-20 | SBAudio & audio player or IWB & IWB material | communication |
| 11 | 21 | Module 1: Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | SBAudio & audio player or IWB & IWB material | communication |
|  | 22 | Revision | Revising the structures, functions and vocabulary presented in module 1 |  |  | SB, WB, flashcards |  |
| 12 | 23 | Video Episode 1 | Give the opportunity to elaborate on the topic of the moduleFamiliarise with the vocabulary and grammar of the module in real-life contexts | This is a/an…Is it a/an…? Yes, it is./No, it isn’t.What’s this/that? This/That is a….These/Those are… | notebook, pencil, apple, rubber, school, boat, bus, classroom, desk, board, teacher | IWB & IWB material, worksheets | communication, intercultural awareness, cooperation |
|  | 24 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  |  | **Module 2: My home** |
| 13-14 | 25-27 | Module 2: Song | Identify family members and friends | Who’s that?It’s my (father). His name is (Tom).It’s my (mother). Her name is (Lili). | father/dad, mother/mum, sister, brother, friend | SBAudio & audio player or IWB & IWB material | critical thinking, communication, creativity |
| Module 2: Best friends | Identify rooms in a houseTalk about location | I’m in the (living room).You’re in the (garden).It’s in the (bedroom). | bedroom, living room, bathroom, kitchen, garden, box | SBAudio & audio player or IWB & IWB material | critical thinking, communication |
| 15 | 28-30 | Module 2: Our world | Identify and describe occupations | He’s a (pilot).She’s a (doctor). | pilot, doctor, actor, student, teacher, plane | SBAudio & audio player or IWB & IWB material | critical thinking, creativity, communication |
| Module 2: Play and write | Identify furniture in a houseAsk and answer about locationIdentify prepositions of place | Where’s (Zippy)?On the (bed).Under the (sofa).In the (box). | bed, table, sofa, TV, lamp | SBAudio & audio player or IWB & IWB material | creativity, communication |
| 16 | 31 | Module 2: CLIL | Provide cross-curricular information on social studiesBecome familiar with different types of houses around the world |  | igloo, yurt, hut, snow | SBAudio & audio player or IWB & IWB material | communication, critical thinking, intercultural awareness |
|  | 32 | Module 2: Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | SBAudio & audio player or IWB & IWB material | communication |
| 17 | 33-34 | Story 1 | Listen to a story and read for pleasureRevise and consolidate vocabulary and structures presented in previous lessonsRe-enact the story |  |  | SBAudio & audio player or IWB & IWB material | communication, critical thinking, creativity, personal and social responsibility, cooperation |
| 18 | 35 | Revision | Revising the structures, functions and vocabulary presented in module 2 |  |  | SB, WB, flashcards |  |
|  | 36 | Video Episode 2 | Give the opportunity to elaborate on the topic of the moduleFamiliarise with the vocabulary and grammar of the module in real-life contexts | Who’s that? It’s my…I’m/You’re/It’s in the…He’s/She’s a…Where’s…? On/In/Under the… | living room, garden, box, jobs, artist, painter, film, colour | IWB & IWB material, worksheets | communication, creativity, cooperation |
| 19 | 37 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  |  | **Module 3: My world** |
| 20 | 38-40 | Module 3: Song | Ask and answer questions about feelingsAsk and answer questions about physical appearance | Is he/she/it (tall)?Yes, he/she/it is.No, he/she/it isn’t. | happy, sad, tall, short, fat, thin, cat | SBAudio & audio player or IWB & IWB material | critical thinking, communication |
| Module 3: Best friends | Ask and answer questions about physical appearanceDescribe objects | We/You/They are (funny).Are we/you/they (tall)?Yes, we/you/they are.No, we/you/they aren’t. | big, small, new, old, funny, glasses | SBAudio & audio player or IWB & IWB material | critical thinking, communication, creativity |
| 21-22 | 41-43 | Module 3: Our world | Identify animalsExpress ability and lack of ability | I / You / He / She / It / We / You / They can swim.I / You / He / She / It / We / You / They can’t swim.can’t = cannot | dance, talk, fly, swim, bird, dog, elephant | SBAudio & audio player or IWB & IWB material | creativity, critical thinking, communication |
| Module 3: Play and write | Express actionsAsk and answer questions about ability / lack of ability | Can you (spell pencil)?Yes, I can. / No, I can’t. | spell, count, jump, run, sing, draw | SBAudio & audio player or IWB & IWB material | communication, cooperation, creativity |
|  | 44 | Module 3: CLIL | Provide cross-curricular information on musicIdentify musical instruments |  | play the piano, guitar, violin, cello, trumpet | SBAudio & audio player or IWB & IWB material | communication, critical thinking, intercultural awareness, creativity |
| 23 | 45 | Module 3: Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | SBAudio & audio player or IWB & IWB material | communication, critical thinking, creativity |
|  | 46 | Revision | Revising the structures, functions and vocabulary presented in module 3 |  |  | SB, WB, flashcards |  |
| 24 | 47 | Video Episode 3 | Give the opportunity to elaborate on the topic of the moduleFamiliarise with the vocabulary and grammar of the module in real-life contexts | The verb *be*The verb *can* | tall, short, thin, funny, pilot, actor, play the guitar, play the piano, draw, fly a plane, think, robot, play music, smart | IWB & IWB material, worksheets | communication, creativity,  |
|  | 48 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  |  | **Module 4: My body** |
| 25-26 | 49-51 | Module 4: Song | Express characteristics of people / thingsIdentify and talk about parts of the face | Have you got (two eyes)?Yes, I have. / No, I haven’t. | hair, ear, eye, nose, mouth | SBAudio & audio player or IWB & IWB material | critical thinking, communication, creativity |
| Module 4: Best friends | Identify and talk about parts of the bodyTalk about possession and characteristics of people / things | I/You/They have got (two eyes).I/You/They haven’t got (two pencils). | arm, wings, tail, leg, belt | SBAudio & audio player or IWB & IWB material | critical thinking, communication |
| 27 | 52-54 | Module 4: Our world | Identify toysTalk about possession and characteristics of people / things | He/She/It has got (two ears).He/She/It hasn’t got (three drums). | doll, car, drum, long hair | SBAudio & audio player or IWB & IWB material | communication, critical thinking, intercultural awareness, creativity |
| Module 4: Play and write | Identify parts of body/faceAsk and answer questions about possession and characteristics of people / things | Has he/she/it got (big eyes)?Yes, he/she/it has.No, he/she/it hasn’t.foot-feet, tooth-teeth | teeth, head, hand, foot, body | SBAudio & audio player or IWB & IWB material | communication, creativity |
| 28 | 55 | Module 4: CLIL | Provide cross-curricular information on history |  | horse, eagle, lion | SBAudio & audio player or IWB & IWB material | communication, creativity, critical thinking, intercultural awareness, cooperation |
|  | 56 | Module 4: Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | SBAudio & audio player or IWB & IWB material | communication |
| 29 | 57 | Revision | Revising the structures, functions and vocabulary presented in module 4 |  |  | SB, WB, flashcards |  |
|  | 58 | Video Episode 4 | Give the opportunity to elaborate on the topic of the moduleFamiliarise with the vocabulary and grammar of the module in real-life contexts | The verb *have got* | face, new, glasses, nose, long hair, dinosaur, museum, monster, head, body, tail | IWB & IWB material, worksheets | creativity, communication, intercultural awareness |
| 30 | 59 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 31 | 60-61 | Story 2 | Listen to a story and read for pleasureRevise and consolidate vocabulary and structures presented in previous lessons |  |  | SBAudio & audio player or IWB & IWB material | communication, critical thinking, personal and social responsibility, cooperation |
|  | 62 | Board game | Revise vocabulary and structures through a board game |  |  | WB |  |
| 32 | 63-64 | Revision | Revise vocabulary and structures from modules 1-4 |  |  | SB, WBAudio & audio player or IWB & IWB material |  |
| 33 | 65 | Mid-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 66 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |