**RECOMMENDED SYLLABUS**

**2 lessons per week for 33 weeks**

**mm**publications

**Enter the Portal Starter, module 5-8**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |
|  | 2 | Revision | Revise vocabulary and structures from modules 1 |  |  | SB, WB  Audio & audio player or IWB & IWB material, flashcards |  |
| 2 | 3 | Revision | Revise vocabulary and structures from modules 2 |  |  | SB, WB  Audio & audio player or IWB & IWB material, flashcards |  |
|  | 4 | Revision | Revise vocabulary and structures from modules 3 |  |  | SB, WB  Audio & audio player or IWB & IWB material, flashcards |  |
| 3 | 5 | Revision | Revise vocabulary and structures from modules 4 |  |  | SB, WB  Audio & audio player or IWB & IWB material, flashcards |  |
|  |  | **Module 5: My likes** | | | | | |
| 4 | 6-8 | Module 5: Song | Identify and talk about food  Express likes and dislikes | I like (chicken).  I don’t like (onions). | chicken, cheese, onions, beans, salad, rice, potato | SB  Audio & audio player or IWB & IWB material | critical thinking, communication |
| Module 5: Best friends | Identify and talk about food and drinks  Ask and answer about one’s likes and dislikes | Do you like (pizza)?  Yes, I do. / No, I don’t. | cake, burger, chips, banana, pizza, hungry, thirsty, juice | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
| 5-6 | 9-11 | Module 5: Our world | Identify food and drinks  Talk about what someone has for breakfast / lunch / dinner  Tell the time (on the hour) | What’s the time?  It’s (two) o’clock.  It’s time for (lunch). | breakfast, lunch, dinner, meat, soup, vegetables, egg, milk, Good morning, Good afternoon, Good evening, Good night | SB  Audio & audio player or IWB & IWB material | communication, critical thinking, intercultural awareness, cooperation |
| Module 5: Play and write | Identify food, fruit and vegetables  learn the numbers 20-100 | How many (pears)?  (Fifteen pears).  pear-pears  peach-peaches  potato-potatoes  fish-fish | oranges, lemons, pears, peaches, carrots, potatoes, fish, 20-100 | SB  Audio & audio player or IWB & IWB material | communication, creativity |
|  | 12 | Module 5: CLIL | Provide cross-curricular information on science |  | eat, plant, water, seeds, tomato | SB  Audio & audio player or IWB & IWB material | communication, critical thinking |
| 7 | 13 | Module 5: Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | SB  Audio & audio player or IWB & IWB material | communication |
|  | 14 | Revision | Revising the structures, functions and vocabulary presented in module 5 |  |  | SB, WB, flashcards |  |
| 8 | 15 | Video Episode 5 | Give the opportunity to elaborate on the topic of the module  Familiarise with the vocabulary and grammar of the module in real-life contexts | I like/don’t like…  Do you like…? Yes, I do./No, I don’t.  How many...? | burgers, pasta, fish, food, chicken, meat, cheese, tomatoes, home | IWB & IWB material, worksheets | intercultural awareness, communication, creativity, cooperation |
|  | 16 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  |  | **Module 6: My town** | | | | | |
| 9-10 | 17-19 | Module 6: Song | Identify the days of the week  Identify places in a town  Make suggestions | What day is it today?  It’s (Saturday).  Let’s go to the (park). | Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, park, cinema | SB  Audio & audio player or IWB & IWB material | critical thinking, communication |
| Module 6: Best friends | Identify places in a town | There’s a (supermarket).  There are (two toy shops).  There’s = There is | toy shop, pet shop, zoo, supermarket, town, tree | SB  Audio & audio player or IWB & IWB material | communication, critical thinking |
| 11 | 20-22 | Module 6: Our world | Identify places in a town  Identify locations | There’s a (museum).  There isn’t a (playground).  There aren’t (two boardgames).  There are (three boardgames).  (The cat is) net to (the tree).  (The cat is) between (the tree and the slide). | playground, museum, slide, net, ship, board game, children | SB  Audio & audio player or IWB & IWB material | critical thinking, intercultural awareness, communication |
| Module 6: Play and write | Identify places in a town  Ask and answer questions about places in a town | Is there a (hospital) in your town?  Yes, there is. / No, there isn’t.  Are there (two hotels) in your town?  Yes, there are. / No, there aren’t. | hospital, restaurant, shopping centre, clothes shop, hotel | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, creativity, cooperation |
| 12 | 23 | Module 6: CLIL | Provide cross-curricular information on geography  Talk about two cities |  | street, city, canal, bridge, tourist, castle | SB  Audio & audio player or IWB & IWB material | critical thinking, intercultural awareness, communication |
|  | 24 | Module 6: Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | SB  Audio & audio player or IWB & IWB material | communication |
| 13 | 25-26 | Story 3 | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  |  | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, personal and social responsibility, cooperation, creativity |
| 14 | 27 | Revision | Revising the structures, functions and vocabulary presented in module 6 |  |  | SB, WB, flashcards |  |
|  | 28 | Video Episode 6 | Give the opportunity to elaborate on the topic of the module  Familiarise with the vocabulary and grammar of the module in real-life contexts | There is/isn’t a….  There are/aren’t…  Is there a…? Yes, there is./No, there isn’t.  Are there…? Yes, there are./No, there aren’t.  between  What day is it today? It’s... Let’s... | ship, castle, bridge, board game, clothes, restaurant, hotel, room, bed, sleep, beach | IWB & IWB material, worksheets | intercultural awareness, creativity, communication, cooperation |
| 15 | 29 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 16-17 | 30-33 | Christmas play | Read, learn and perform a play |  |  | Text (Teacher's resource CD) |  |
|  |  | **Module 7: My day** | | | | | |
| 18 | 34-36 | Module 7: Song | Introduce daily activities  Talk about habitual actions | I/You/We/They (get up at seven o’clock).  We brush our teeth.  They read their books. | brush my teeth, drink, read, get up, get home, go to school | SB  Audio & audio player or IWB & IWB material | critical thinking, creativity, communication, cooperation |
| Module 7: Best friends | Introduce daily activities  Ask and answer about habitual actions  Introduce the preposition of time: on | Do you/they (walk to school on Mondays)?  Yes, I/we/they do. / No, I/we/they don’t. | climb, feed, watch TV, listen to music, walk, party | SB  Audio & audio player or IWB & IWB material | critical thinking, communication |
| 19-20 | 37-39 | Module 7: Our world | Introduce daily activities  Talk about habitual actions | He/She/It (helps people). | help, train, give, cross the road, go to bed, poor, tired | SB  Audio & audio player or IWB & IWB material | communication, critical thinking, creativity |
| Module 7: Play and write | Say the months of the year  Ask and answer about one’s birthday  Say ordinal numbers from 1st to 31st  Write about one’s day | When is your birthday?  It’s on (5 May). | January, February, March, April, May, June, July, August, September, October, November, December, 1st – 31st, Happy birthday! | SB  Audio & audio player or IWB & IWB material | communication, critical thinking, creativity |
|  | 40 | Module 7: CLIL | Provide cross-curricular information on science  Talk about how to be environmentally helpful |  | put, clean, bin, bottle, can, paper | SB  Audio & audio player or IWB & IWB material | communication, critical thinking, intercultural awareness, cooperation, creativity |
| 21 | 41 | Module 7: Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | SB  Audio & audio player or IWB & IWB material | communication |
|  | 42 | Revision | Revising the structures, functions and vocabulary presented in module 7 |  |  | SB, WB, flashcards |  |
| 22 | 43 | Video Episode 7 | Give the opportunity to elaborate on the topic of the module  Familiarise with the vocabulary and grammar of the module in real-life contexts | Present Simple (Affirmative) | park, laptop, watch TV, listen to music, clean my room, train, climb | IWB & IWB material, worksheets | intercultural awareness, communication, creativity, cooperation |
|  | 44 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  |  | **Module 8: My life** | | | | | |
| 23-24 | 45-47 | Module 8: Song | Identify and talk about clothes  Talk about actions happening at the moment of speaking | I’m wearing (a dress).  You’re wearing (a skirt).  He’s/She’s/It’s wearing (shoes).  We’re/They’re wearing (T-shirts). | skirt, T-shirt, jeans, hat, dress, shoes, wear | SB  Audio & audio player or IWB & IWB material | critical thinking, communication, creativity |
| Module 8: Best friends | Ask and answer about what someone is doing at the moment of speaking. | Is he/she/it (singing)?  Yes, he/she/it is. / No, he/she/it isn’t.  Are you (dancing)?  Yes, I am. / No, I’m not.  Are we/they (dancing)?  Yew, we/they are. / No, we/they aren’t.  dance – dancing, take - taking | home, camera, star, present, take photos | SB  Audio & audio player or IWB & IWB material | communication, critical thinking, creativity |
| 25 | 48-50 | Module 8: Our world | Talk about the weather | What’s the weather like?  It’s (sunny). | windy, hot, cold, It’s snowing, It’s raining, snowman, leaves | SB  Audio & audio player or IWB & IWB material | creativity, communication, critical thinking, intercultural awareness |
| Module 8: Play and write | Identify clothes  Talk about possession | Whose (coat) is this? It’s (Tim’s).  Whose (trainers) are these?  They’re (Ben’s). | coat, trainers, shirt, cap, handbag | SB  Audio & audio player or IWB & IWB material | communication, creativity |
| 26 | 51 | Module 8: CLIL | Provide cross-curricular information on social studies  Recognise and talk about traditional costumes |  | trousers, jacket | SB  Audio & audio player or IWB & IWB material | communication, creativity, critical thinking, intercultural awareness, cooperation |
|  | 52 | Module 8: Revision | Revise and consolidate vocabulary and structures presented in previous lessons |  |  | SB  Audio & audio player or IWB & IWB material | communication |
| 27 | 53 | Revision | Revising the structures, functions and vocabulary presented in module 4 |  |  | SB, WB, flashcards |  |
|  | 54 | Video Episode 8 | Give the opportunity to elaborate on the topic of the module  Familiarise with the vocabulary and grammar of the module in real-life contexts | Present Progressive (Affirmative and Questions) | It’s hot., It’s raining., cap, umbrella, theatre, act, music, makeup, jacket | IWB & IWB material, worksheets | creativity, communication |
| 28 | 55 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 29 | 56-57 | Story 2 | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  |  | SB  Audio & audio player or IWB & IWB material | communication, critical thinking, personal and social responsibility, cooperation |
|  | 58 | Board game | Revise vocabulary and structures through a board game |  |  | WB |  |
| 30 | 59-60 | Revision | Revise vocabulary and structures from modules 1-4 |  |  | SB, WB  Audio & audio player or IWB & IWB material |  |
| 31 | 61 | Mid-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 32-33 | 62-65 | End-of-year play | Read, learn and perform a play |  |  | Text (Teacher's resource CD) |  |
|  | 66 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |