**RECOMMENDED SYLLABUS**

**2 lessons per week for 33 weeks**

**mm**publications

**Enter the Portal Starter**

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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 |
|  |  | **Hello** | | | | | |
|  | 2 | Hello: 1-4 | Greet and introduce oneself  Inquire about one’s name  Ask 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 | SB  CD-player & CD or IWB & IWB material | communication |
| 2 | 3 | Hello: 5-7 | Identify colours | What colour is it?  It’s … | red, blue, yellow, green, brown, white, black, pink | SB  CD-player & CD or IWB & IWB material | communication |
|  | 4 | Hello: 8-10 | Identify numbers 1-10  Ask and answer about age | How old are you?  I’m + number | one, two, three, four, five, six, seven, eight, nine, ten | SB  CD-player & CD or IWB & IWB material | communication, creativity |
| 3 | 5 | Hello: 11-15 | Introduce classroom language | Open your book  Don’t close your book | boy, girl, animal, sit down, stand up, open your book, close your book, come here, read the text, shout | SB  CD-player & CD or IWB & IWB material | communication |
|  |  | **Module 1: My school** | | | | | |
|  | 6 | Module 1: Song | Identify classroom objects | This is a (chair).  This is an (apple). | computer, book, desk, chair, apple | SB  CD-player & CD or IWB & IWB material | critical thinking, communication, creativity |
| 4 | 7 | Module 1: Best friends | Identify classroom objects  Ask 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 | SB  CD-player & CD or IWB & IWB material | critical thinking, communication |
|  | 8 | Module 1: Our world | Identify places and objects  Ask 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 | SB  CD-player & CD or IWB & IWB material | communication, critical thinking, intercultural awareness |
| 5 | 9 | Module 1: Play and write | Express plural number  Identify objects  Talk about objects that are near us or at a distance from us | These are (rulers).  Those are (umbrellas). | whiteboard, ruler, umbrella, pencil case | SB  CD-player & CD or IWB & IWB material | communication, creativity |
|  | 10 | Module 1: CLIL & Revision | Provide cross-curricular on maths  Identify numbers 11-20  Revise and consolidate vocabulary and structures presented in previous lessons |  | numbers 11-20 | SB  CD-player & CD or IWB & IWB material | communication |
| 6 | 11 | Video Episode 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 | 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 |
|  | 12 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  |  | **Module 2: My home** | | | | | |
| 7 | 13 | 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 | SB  CD-player & CD or IWB & IWB material | critical thinking, communication, creativity |
|  | 14 | Module 2: Best friends | Identify rooms in a house  Talk 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 | SB  CD-player & CD or IWB & IWB material | critical thinking, communication |
| 8 | 15 | Module 2: Our world | Identify and describe occupations | He’s a (pilot).  She’s a (doctor). | pilot, doctor, actor, student, teacher, plane | SB  CD-player & CD or IWB & IWB material | critical thinking, creativity, communication |
|  | 16 | Module 2: Play and write | Identify furniture in a house  Ask and answer about location  Identify prepositions of place | Where’s (Zippy)?  On the (bed).  Under the (sofa).  In the (box). | bed, table, sofa, TV, lamp | SB  CD-player & CD or IWB & IWB material | creativity, communication |
| 9 | 17 | Module 2: CLIL & Revision | Provide cross-curricular information on social studies  Become familiar with different types of houses around the world  Revise and consolidate vocabulary and structures presented in previous lessons |  | igloo, yurt, hut, snow | SB  CD-player & CD or IWB & IWB material | communication, critical thinking, intercultural awareness |
|  | 18 | Story 1 | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  |  | SB  CD-player & CD or IWB & IWB material | communication, critical thinking, creativity, personal and social responsibility, cooperation |
| 10 | 19 | Video Episode 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 | 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 |
|  | 20 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  |  | **Module 3: My world** | | | | | |
| 11 | 21 | Module 3: Song | Ask and answer questions about feelings  Ask 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 | SB  CD-player & CD or IWB & IWB material | critical thinking, communication |
|  | 22 | Module 3: Best friends | Ask and answer questions about physical appearance  Describe 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 | SB  CD-player & CD or IWB & IWB material | critical thinking, communication, creativity |
| 12 | 23 | Module 3: Our world | Identify animals  Express 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 | SB  CD-player & CD or IWB & IWB material | creativity, critical thinking, communication |
|  | 24 | Module 3: Play and write | Express actions  Ask 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 | SB  CD-player & CD or IWB & IWB material | communication, cooperation, creativity |
| 13 | 25 | Module 3: CLIL & Revision | Provide cross-curricular information on music  Identify musical instruments  Revise and consolidate vocabulary and structures presented in previous lessons |  | play the piano, guitar, violin, cello, trumpet | SB  CD-player & CD or IWB & IWB material | communication, critical thinking, intercultural awareness, creativity |
|  | 26 | Video Episode 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 | 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 | tanulás kompetenciái, kommunikációs kompetenciák, kreatív alkotás, |
| 14 | 27 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  |  | **Module 4: My body** | | | | | |
|  | 28 | Module 4: Song | Express characteristics of people / things  Identify and talk about parts of the face | Have you got (two eyes)?  Yes, I have. / No, I haven’t. | hair, ear, eye, nose, mouth | SB  CD-player & CD or IWB & IWB material | critical thinking, communication, creativity |
| 15 | 29 | Module 4: Best friends | Identify and talk about parts of the body  Talk 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 | SB  CD-player & CD or IWB & IWB material | critical thinking, communication |
|  | 30 | Module 4: Our world | Identify toys  Talk 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 | SB  CD-player & CD or IWB & IWB material | communication, critical thinking, intercultural awareness, creativity |
| 16 | 31 | Module 4: Play and write | Identify parts of body/face  Ask 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 | SB  CD-player & CD or IWB & IWB material | communication, creativity |
|  | 32 | Module 4: CLIL & Revision | Provide cross-curricular information on history  Revise and consolidate vocabulary and structures presented in previous lessons |  | horse, eagle, lion | SB  CD-player & CD or IWB & IWB material | communication, creativity, critical thinking, intercultural awareness, cooperation |
| 17 | 33 | Story 2 | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  |  | SB  CD-player & CD or IWB & IWB material | communication, critical thinking, personal and social responsibility, cooperation |
|  | 34 | Video Episode 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 | The verb *have got* | face, new, glasses, nose, long hair, dinosaur, museum, monster, head, body, tail | IWB & IWB material, worksheets | creativity, communication, intercultural awareness |
| 18 | 35 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  |  | **Module 5: My likes** | | | | | |
|  | 36 | 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  CD-player & CD or IWB & IWB material | critical thinking, communication |
| 19 | 37 | 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  CD-player & CD or IWB & IWB material | critical thinking, communication, cooperation |
|  | 38 | 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  CD-player & CD or IWB & IWB material | communication, critical thinking, intercultural awareness, cooperation |
| 20 | 39 | 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  CD-player & CD or IWB & IWB material | communication, creativity |
|  | 40 | Module 5: CLIL & Revision | Provide cross-curricular information on science  Revise and consolidate vocabulary and structures presented in previous lessons |  | eat, plant, water, seeds, tomato | SB  CD-player & CD or IWB & IWB material | communication, critical thinking |
| 21 | 41 | 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 |
|  | 42 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  |  | **Module 6: My town** | | | | | |
| 22 | 43 | 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  CD-player & CD or IWB & IWB material | critical thinking, communication |
|  | 44 | 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  CD-player & CD or IWB & IWB material | communication, critical thinking |
| 23 | 45 | 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  CD-player & CD or IWB & IWB material | critical thinking, intercultural awareness, communication |
|  | 46 | 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  CD-player & CD or IWB & IWB material | critical thinking, communication, creativity, cooperation |
| 24 | 47 | Module 6: CLIL & Revision | Provide cross-curricular information on geography  Talk about two cities  Revise and consolidate vocabulary and structures presented in previous lessons |  | street, city, canal, bridge, tourist, castle | SB  CD-player & CD or IWB & IWB material | critical thinking, intercultural awareness, communication |
|  | 48 | Story 3 | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  |  | SB  CD-player & CD or IWB & IWB material | critical thinking, communication, personal and social responsibility, cooperation, creativity |
| 25 | 49 | 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 |
|  | 50 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  |  | **Module 7: My day** | | | | | |
| 26 | 51 | 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  CD-player & CD or IWB & IWB material | critical thinking, creativity, communication, cooperation |
|  | 52 | 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  CD-player & CD or IWB & IWB material | critical thinking, communication |
| 27 | 53 | 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  CD-player & CD or IWB & IWB material | communication, critical thinking, creativity |
|  | 54 | 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  CD-player & CD or IWB & IWB material | communication, critical thinking, creativity |
| 28 | 55 | Module 7: CLIL & Revision | Provide cross-curricular information on science  Talk about how to be environmentally helpful  Revise and consolidate vocabulary and structures presented in previous lessons |  | put, clean, bin, bottle, can, paper | SB  CD-player & CD or IWB & IWB material | communication, critical thinking, intercultural awareness, cooperation, creativity |
|  | 56 | 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 | Corrected tests  IWB & IWB material, worksheets | intercultural awareness, communication, creativity, cooperation |
| 29 | 57 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  |  | **Module 8: My life** | | | | | |
|  | 58 | 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  CD-player & CD or IWB & IWB material | critical thinking, communication, creativity |
| 30 | 59 | 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  CD-player & CD or IWB & IWB material | communication, critical thinking, creativity |
|  | 60 | 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  CD-player & CD or IWB & IWB material | creativity, communication, critical thinking, intercultural awareness |
| 31 | 61 | 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  CD-player & CD or IWB & IWB material | communication, creativity |
|  | 62 | Module 8: CLIL & Revision | Provide cross-curricular information on social studies  Recognise and talk about traditional costumes  Revise and consolidate vocabulary and structures presented in previous lessons |  | trousers, jacket | SB  CD-player & CD or IWB & IWB material | communication, creativity, critical thinking, intercultural awareness, cooperation |
| 32 | 63 | Story 4 | Listen to a story and read for pleasure  Revise and consolidate vocabulary and structures presented in previous lessons |  |  | SB  CD-player & CD or IWB & IWB material | communication, critical thinking, personal and social responsibility, cooperation |
|  | 64 | 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 |
| 33 | 65 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 66 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |