**RECOMMENDED SYLLABUS**

**3 lessons per week for 33 weeks**

**mm**publications

**Enter the Portal 2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  **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 | Hello: What’s your name?, Where are you from?, Numbers | Greet and introduce oneselfAsk for and give personal information (nationality, phone number)Identify numbers (0-100) | Possessive adjectivesThe verb beWhere … from? | Canada - Canadian, Ireland - Irish, Spain - Spanish, UK - British, Hungary - Hungarian, China - Chinese, USA - American, Mexico - Mexican, Italy - Italian, South Africa - South African, Australia - Australian, New Zealand - New Zealander, zero - a/one hundred | SBAudio & audio player or IWB & IWB material | communication, cooperation |
|  | 3 | Hello: Family, Time, What’s this | Talk about one’s family membersTell the timeIdentify objects | Possessive adjectivesPossessive caseThis/That/These/Those | grandparents, grandfather, grandmother, parents, mother, father, brother, sister, a quarter, to, past, half past, o'clock | SBAudio & audio player or IWB & IWB material | communication, cooperation, critical thinking |
| 2 | 4 | Hello: What have you got?, What can you do?, Daily routine | Talk about one’s possessionsExpress ability / lack of ability in the presentIdentify the days of the week | The verb have gotThe verb canPresent SimplePrepositions of time (at, in, on) | Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday | SBAudio & audio player or IWB & IWB material | communication, cooperation, critical thinking,  |
|  | 5 | Hello: Where is it?, Classroom languageCover page module 1 | Identify the location of objectsRevise basic vocabularyUnderstand classroom languageIntroduce the topic of module 1 | Where?Prepositions of placeImperative | coffee, delicious, doughnut, Japan, Brazil, fish and chips, sushi, kushari, goulash | SBAudio & audio player or IWB & IWB material | communication, cooperation, critical thinking, autonomous learning, intercultural awareness, ICT literacy |
|  |  | **Module 1: Delicious!** |
| 3 | 6-7 | 1A | Express food preferenceTalk about one’s eating habits | Plurals (regular-irregular)Countable & uncountable nounsa(n) - some | banana, bread, butter, carrot, cereal, cheese, cherry, egg, fruit, milk, nuts, orange juice, pasta, peach, pepper, potato, rice, smoothie, strawberry, tea, tomato, vegetable, water, yoghurt, almost, ask, energy, healthy, hobby, important, meal, nothing, person, teenager, the same, wrong, survey, advice, so great, Dr, what to eat, a few, days a week, dairy product, grain product, Have some…, Not really | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, personal and social responsibility |
|  | 8-9 | 1B | Choose food for special occasionsAsk and answer about quantity | some . any – a lot of / lots of | apple pie, biscuit, cake, cheeseburger, chicken nuggets, chips, chocolate, cupcake, fast food, ice cream, sandwich, be left, canteen, cup, everything, get (=obtain, bring, buy), good for you (=healthy), hungry, lemonade, look (=seem), money, party, sweet (n + adj.), thirsty, vanilla, at the end of, after that, bake sale, sell, I'd like…, Wait!, Would you like…? | SBAudio & audio player or IWB & IWB material | communication, critical thinking, personal and social responsibility, cooperation |
| 4 | 10-11 | 1C | Describe one’s favourite restaurant | Revision: Plurals, countable & uncountable nouns, a(n), some, any, a lot of / lots of | excellent, junk food, snack, tasty | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, autonomous learning, ICT literacy |
| 5 | 12-13 | 1D | Talk about food in the house |  | lettuce, mushroom, spaghetti, sugar, lemon | SBAudio & audio player or IWB & IWB material | critical thinking, communication,  |
|  | 14 | Quiz unit 1Think it through 1 (workbook) | Evaluate students' progressDevelop higher-order thinking skills |  |  | Quizzes (Teacher's resource CD), workbook | critical thinking, creativity |
| 6 | 15-16 | 2A | Talk about food and dishes | Object personal pronouns | boiled egg, dessert, ketchup, mayonnaise, mustard, omelette, salad, sauce, seafood, steak, tuna, adult, bird, cut, dish, forget, fry, inside, mix, outside, photo, recipe, secret, send, try (=taste), German, Russian, pronounce, press (n), come out, on top, click, full (=whole), nest, grouse, ingredient, crispy, thin, strip, nowadays, design (n) | SBAudio & audio player or IWB & IWB material | critical thinking, intercultural awareness, communication, ICT literacy, creativity |
|  | 17-18 | 2B | Ask and answer about quantityDiscuss eating habits | How much? / How many? | a bottle of…, a bowl of…, a can of…, a cup of…, a glass of…, a packet of…, a bar of chocolate, a chocolate bar, a day, a week, etc., a slice of…, corn, eating habits, hot chocolate, soup | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
| 7 | 19-20 | 2C | Describe one’s favourite food/dish | Revision: Object personal pronouns, How much? / How many? | disgusting, huge, save, wonderful | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, autonomous learning, ICT literacy |
| 8 | 21-22 | 2D | Order foodTake an orderRead a menuTalk about one’s favourite meal |  | bean, meat, taco, tortilla, especially, fresh, medium, menu, order (v+n), spicy, the best, yummy, Anything else?, Are you ready to order?, Can I take your order?, I'm afraid…, I'm sorry…, Is that all?, Yes, that's all., churros, palace | SBAudio & audio player or IWB & IWB material | communication, cooperation, intercultural awareness, creativity |
|  | 23 | Round-up 1Self-evaluation | Revise and consolidate vocabulary and structures learnt in previous lessonsAllow students to evaluate their own progress |  |  | SBIWB & IWB material | autonomous learning |
|  | 24 | Culture Page 1 | Introduce students to certain aspects of Scottish culture |  | Scotland, Scottish, porridge, oats, salt, cream, clootie dumpling, cake mix, oven, cloth bag, boiling, shortbread, flour, It takes | SBAudio & 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 moduleFamiliarise with the vocabulary and grammar of the module in real-life contextsProvide factual information about pizza and Americans through a documentary | Plural formsCountable & uncountable nouns – a(n), somePersonal pronouns (subject and object pronouns)How much? / How many? | billion, dough, oven, peppers, slice, toppings | SBIWB & 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: Let’s have fun** |
| 10 | 28-29 | Cover page module 2 & 3A | Introduce the topic of module 2Talk about means of communicationTalk about things that are happening now | Present Progressive (affirmative – negative) | do jigsaw puzzles, do karate, go bowling, go go-kart racing, go ice skating, Let's, indoor, outdoor, answer the phone, call (v), email (v), make a phone call, make a video call, send a text message, send an email, text (v), another, at the moment, be late, believe, check (email), have fun / a great time, hope, jealous, match (n), remember, right now, grandpa, subject, communicate, family member, someone, That's too bad. | SBAudio & audio player or IWB & IWB material | critical thinking, communication, autonomous learning, ICT literacy, cooperation |
| 11 | 30-31 | 3B | Talk about the weatherTalk about the four seasonsTalk about actions happening at the moment of speaking | Present Progressive (questions – short answers) | It's cloudy., It's cold., It's hot., It's raining., It's snowing., It's sunny., It's windy., autumn, spring, summer, winter, action, each other, laugh, look for, make a snowman, online, play in the snow, rain (n), tell, throw a snowball, try (=test), anyone, anywhere, plan (n), chat room, world, Anyway,…, Guess what!, What's the weather like? | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, intercultural awareness |
|  | 32-33 | 3C | Talk about preference in music | Revision: Present Progressive | can't stand, classical music, concert, orchestra, practise, prefer | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, autonomous learning, ICT literacy |
| 12 | 34-35 | 3D | Write a note |  | as soon as possible, note (n.), I know., I have no idea., What do you think…? | SBAudio & audio player or IWB & IWB material | critical thinking, communication,  |
|  | 36 | Quiz unit 3Think it through 2 (workbook) | Evaluate students' progressDevelop higher-order thinking skills |  |  | Quizzes (Teacher's resource CD), workbook | critical thinking, creativity |
| 13 | 37-38 | 4A | Talk about (endangered) animalsDistinguish between habitual actions and actions happening at the moment of speaking | Present Simple vs Present Progressive | bear, dolphin, eagle, elephant, lion, monkey, sea turtle, tiger, whale, blog, branch, call (=name), climb, comfortable, feed, follow, friendly, hang (from), leaves, show (v), smile, tree, welcome, be called, mango, peanuts, Central and South America, sanctuary, species, endangered, insect, this way, hug, Why…? Because… | SBAudio & audio player or IWB & IWB material | critical thinking, personal and social responsibility, communication, cooperation, ICT literacy, creativity |
| 14 | 39-40 | 4B | Talk about filmsExpress like and dislikeExpress opinion | like, enjoy, love, hate + verb + -ing | adventure film, animated film, comedy, fantasy film, horror film, science-fiction film (sci-fi), be a fan of, enjoy, funny, interesting, scary, space, terrible, positive, negative, Do you agree? | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
|  | 41-42 | 4C | Talk about places | Revision: Present Simple vs Present Progressive, like/enjoy/love/hate + -ing form, Why? Because | catch, course, except, picnic, wild | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, autonomous learning, ICT literacy |
| 15 | 43-44 | 4D | Make / Respond to suggestionsExchange text messages |  | Any ideas?, How/What about…?, I'm not sure about that., Let's…, Me too., Nice idea!, No, let's do something else., Sorry, I don't feel like it., That sounds like fun., That's a great idea., Why don't we…?, Yes, let's do that., decide, happy, leave, respond, suggestion | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
|  | 45 | Round-up 2Self-evaluation | Revise and consolidate vocabulary and structures learnt in previous lessonsAllow students to evaluate their own progress |  |  | SBIWB & 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 2Song Modules 1 & 2 | Teach science through the English languageRevise and consolidate the structures, functions and vocabulary they have already studied through a song |  | sun, sunlight, raindrop, rainbow, plant (n), appear, beam, earth, air, hit, specific, angle, separate, order (n), indigo, violet, sprayer, fill, back (n), spray (v) | SBAudio & audio player or IWB & IWB material | critical thinking, creativity, communication, cooperation, autonomous learning |
| 17 | 49 | Portal to real life 2 | Give the opportunity to elaborate on the topic of the moduleFamiliarise with the vocabulary and grammar of the module in real-life contextsProvide factual information about polar bears through a documentary | Present ProgressivePresent Simple cs Present Progressive | Arctic, bear cub, fast, metre | SBIWB & 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: Going on a trip!** |
| 18 | 52-53 | Cover page module 3 & 5A | Introduce the topic of module 3Describe feelingsTalk about past events | Past Simple of the verb beThere was / There were | adventure holiday, beach, camping, city tour, cruise, theme park holiday, go on a trip, go on holiday, angry, bored, excited, sad, scared, surprised, worried, backpack, forest, last week/night, etc., next, probably, sound (n), still, story, suddenly, tent, yesterday, What a …!, a bit, anymore, bear cub | SBAudio & audio player or IWB & IWB material | critical thinking, communication, autonomous learning, ICT literacy, cooperation, creativity |
| 19 | 54-55 | 5B | Talk about past actions and situationsTalk about holiday activities / adventure sports | Past Simple (affirmative) | hiking, rock climbing, sailing, scuba diving, skiing, surfing, windsurfing, ago, around, in the beginning, instructor, shout, ski resort, stop, time (=occasion), down, magazine, What an experience, Red Sea, best part, swim away, that was it, the Alps | SBAudio & audio player or IWB & IWB material | communication, cooperation, critical thinking |
|  | 56-57 | 5C | Talk about an unusual situation | Revision: Past Simple of the verb be, There was / There were, Time expressions, Past Simple | arrive, bowling alley, dangerous, scream (v.) | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, autonomous learning, ICT literacy |
| 20 | 58-59 | 5D | Describe a fun or scary experience |  | annoyed, frightened, upset, What's the matter?, What's wrong? | SBAudio & audio player or IWB & IWB material | critical thinking, communication, creativity |
|  | 60 | Quiz unit 5Think it through 3 (workbook) | Evaluate students' progressDevelop higher-order thinking skills |  |  | Quizzes (Teacher's resource CD), workbook | critical thinking, creativity |
| 21 | 61-62 | 6A | Talk about geographical featuresTalk about past holidays | Past Simple (negative – questions) | island, lake, mountain, ocean, rainforest, river, sea, amazing, capital city, come back, guide (n. person), plant (n), rock, stay at a hotel, travel, win, find out, best part, National Park, two-week, island country, southeast, lemur, sharp, baobab tree, avenue, national tree, up to, campsite, live, How long…?, It's something else! | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
| 22 | 63-64 | 6B | Talk about famous London sightsUnderstanding facts (past and present) | Past Simple (more irregular verbs) | bridge, build, building, carry, create, hear, palace, ship, sight, teach, tower, Which?, recognise, the public, service, facts, wax museum, wax figures, royal family | SBAudio & audio player or IWB & IWB material | critical thinking, intercultural awareness, communication, ICT literacy, creativity |
|  | 65-66 | 6C | Describe unexpected events | Revision: Past Simple | change (v.), dark, fix, invite, luckily, mechanic | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, autonomous learning, ICT literacy |
| 23 | 67-68 | 6D | Talk about souvenirsTalk about pricesBuy and sellTalk about a day tripNarrate an interesting day in one’s lifeSequence events |  | (do an) experiment, after that, astronaut, bookmark, cap, each, earth, fall (v.), feel, go out, key ring, lights, loud, magnet, mug, noise, pay, pence, pound, price, real, rocket, scientist, T-shirt, customer, electricity, space travel, 3D film, the best… ever, one's own, part, Certainly., How can I help you?, How much are they/these? They're…, How much is it/this? It's/That's… | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
|  | 69 | Round-up 3Self-evaluation | Revise and consolidate vocabulary and structures learnt in previous lessonsAllow students to evaluate their own progress |  |  | SBIWB & IWB material | autonomous learning |
| 24 | 70 | Culture Page 3 | familiarise with some of the most important sights in Sydney, Australia |  | natural history, exhibition, nature, picnic, train, botanical gardens, offer, harbour, most, performing arts, performance, opera, musical, top, flyer | SBAudio & audio player or IWB & IWB material | critical thinking, intercultural awareness, creativity, ICT literacy, communication |
|  | 71 | Portal to real life 3 | Give the opportunity to elaborate on the topic of the moduleFamiliarise with the vocabulary and grammar of the module in real-life contextsProvide factual information about the English language through a documentary |  |  | SBIWB & 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: Special Days** |
|  | 74-75 | Cover page module 4 & 7A | Introduce the topic of module 4Talk about datesMake plans | Future be going to | barbecue, birthday (party), concert, event, parade, January, February, March, April, May, June, July, August, September, October, November, December, a few, art gallery, be broken, before, celebrate, finish line, for sure, mountain biking, prepare, race (n), soon, take part, take place, tonight, train (v), What's the date today/tomorrow? | SBAudio & audio player or IWB & IWB material | critical thinking, communication, autonomous learning, ICT literacy, creativity, cooperation |
| 26 | 76-77 | 7B | Talk about clothesMake comparisons | Comparative and Superlative forms | belt, boots, dress, hoody, jacket, jeans, jumper, leggings, scarf, shoes, skirt, trainers, trousers, bring, cheap, expensive, modern, pack (v), suitcase, summer camp, trendy, ugly, warm | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
| 27 | 78-79 | 7C | Talk about art | Revision: Future be going to, Comparative and Superlative forms | exhibition, opening, fit (v.), simple | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, ICT literacy, autonomous learning |
|  | 80-81 | 7D | Write a note to a family member |  | go hiking, go horse riding, go sightseeing, sunbathe, travel abroad, fashion, site | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
| 28 | 82 | Quiz unit 7Think it through 4 (workbook) | Evaluate students' progressDevelop higher-order thinking skills |  |  | Quizzes (Teacher's resource CD), workbook | critical thinking, creativity |
|  | 83-84 | 8A | Talk about festivals and celebrationsMake comparisons | somebody, anybody, nobody, everybody | celebration, colourful, during, end (v), festival, fireworks display, fly, happen, hot-air balloon, however, last (v), life, many, photograph, pilot, sky, take off, world, expect, adventurous, fiesta, international, don't miss, shape, glow, ground, light up, whatever | SBAudio & audio player or IWB & IWB material | critical thinking, ICT literacy, creativity, communication,  |
| 29 | 85-86 | 8B | Wish people well in different situations | Future will | Congratulations!, Get well soon!, Good luck!, Happy birthday!, Happy Easter!, Happy Mother's Day!, Happy New Year!, Have a nice trip!, Merry Christmas!, a box of…, bouquet of flowers, card/e-card, jewellery, surprise, on-the-spot decision | SBAudio & audio player or IWB & IWB material | critical thinking, intercultural awareness, ICT literacy, creativity, communication |
| 30 | 87-88 | 8C | Talk about celebrations | Revision: somebody, anybody, nobody, everybody, future will | decorate, hold, main, preparation, variety | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, autonomous learning, ICT literacy |
|  | 89-90 | 8D | inviteaccept and refuse an invitation |  | have a party, I have other plans., I'd love to., I'm (not) free., Maybe some other time., Sure, why not?, Would you like to…?, Best wishes,…, Bye for now,…, Dear…,, How's life?, I hope you are well., I'm writing to…, Love,…, See you soon,…, Write back soon,…, Yours,…, accept, refuse, meet up | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
| 31 | 91 | Round-up 4Self-evaluation | Revise and consolidate vocabulary and structures learnt in previous lessonsAllow students to evaluate their own progress |  |  | SBIWB & 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 4Song Modules 3 & 4 | Teach literature through the English languageRevise and consolidate the structures, functions and vocabulary they have already studied through a song |  | syllable, poetry, Japanese, haiku, school is out, all the time in the world, line, reader, by the sea, be over | SBAudio & audio player or IWB & IWB material | critical thinking, creativity, intercultural awareness, communication, cooperation |
|  | 95 | Portal to real life 4 | Give the opportunity to elaborate on the topic of the moduleFamiliarise with the vocabulary and grammar of the module in real-life contextsProvide factual information about the harvest festival through a documentary | Revision: Comparative form, Present Simple, Past Simple | crops, field, grow, machinery | SBIWB & 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 |  |  |  |  |