**RECOMMENDED SYLLABUS**

**4 lessons per week for 35 weeks**

**mm**publications

**Enter the Portal 4**

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|  **Week** |  **Lesson** | **Contents** | **Aims of the lesson** | **Functions and 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 do you do in your free time? | Ask and talk about free time activities | What do you do …What about …in my free time … | What do you do in your free time?, sitcom, hang out | SBAudio & audio player or IWB & IWB material | communication, cooperation |
|  | 3 | Hello: Routines, What’s happening? | Talk about habitual actions and routinesDistinguish between habitual actions and current activities | Present SimplePrepositions of timePresent ProgressivePresent Simple vs Present Progressive | tidy my room | SBAudio & audio player or IWB & IWB material | critical thinking |
|  | 4 | Hello: What did you do last weekend? | Talk about past events | Past Simple | stadium, amusement park, roller coaster, milkshake, download an app, send an email | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
| 2 | 5 | Hello: People, places, thingsCover page module 1 | Compare two or more people, places and thingsIntroduce the topic of module 1 | Comparative formsas + adjective + asSuperlative forms | underground, country, hotel, in the future, robot | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, autonomous learning, ICT literacy |
|  |  | **Module 1: A modern world** |
|  | 6-8 | 1A | Make future plansTalk about recycling | Future be going to | all the time, be welcome, bottle, can (n.), care about, empty, horrible, maybe, recycle, recycling, throw sth in the bin/rubbish, battery, electronic devices, glass, metal, paper, plastic | SBAudio & audio player or IWB & IWB material | critical thinking, personal and social responsibility, communication, cooperation, creativity |
| 3 | 9-11 | 1B | Talk about technology and technological inventionsMake predictions, on-the-spot decisions, promised, offers and requests | Future will | opinion, keep up, for the better, dimension, use (n.), software, What if, press, button, sometime | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
| 4 | 12-14 | 1C | Talk about life in the future | Revision: future be going to, future will | dome, pill, environment, soil, polluted | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, autonomous learning, ICT literacy |
| 5 | 15-17 | 1D | Talk about life in the future |  | motorway, submarine | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
|  | 18 | Quiz unit 1Think it through 1 (workbook) | Evaluate students' progressDevelop higher-order thinking skills |  |  | Quizzes (Teacher's resource CD), workbook | critical thinking, creativity |
| 6 | 19-21 | 2A | Express possibility in the present or futureTalk about escape roomsSolve riddles | may / might / could | cage, check sth out, digital (clock), escape, guess (v. + n.), line, manage, opinion, unlock, way (= manner), Good job!, Hang on!, Hurry up!, I agree., I don't get it., I don't think so., I give up., I've got it., That's incredible!, escape room, riddle, clue, read between the lines, grandfather clock, key in, keypad, certain, possibility | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
|  | 22-24 | 2B | Talk about protecting the environmentExpress conditions and their results | Conditional Sentences Tape 1 | air, clean-up, cool (temperature), cut down, cycle, disappear, energy, have a bath, human, kill, pick sth up, plant (v.), pollute, pollution, public transport, put sth up, take part in, tap (n.), unplug, volunteer (n.), wood, piece of art, artist, podcast, reduce, reuse, re-usable | SBAudio & audio player or IWB & IWB material | critical thinking, personal and social responsibility, communication, cooperation |
| 7 | 25-27 | 2C | Talk about space holidays | Revision: future will, Conditional Sentences Type 1, can / could / may / might | goal, company, chance, universe | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, ICT literacy, autonomous learning |
| 8 | 28-30 | 2D | Make suggestions and arrangementsInviteAccept and refuse an invitation |  | adventure park, barbecue, invitation, jealous, meet up, organise, plan (v.), Anyway,…, Are you free...?, Do you fancy coming along?, How could I say no?, How/What about…?, I'm really looking forward to it., It was nice of you to…, Maybe some other time., Sorry I have other plans., Thanks for…, Where/When shall we meet?, Why don't we…?, reply, accept, refuse, arrangement, suggest, suggestion, tournament, zip-lining | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
|  | 31 | 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 |
|  | 32 | CLIL 1 | Teach Science and Social Studies through the English language |  |  | SBAudio & audio player or IWB & IWB material | critical thinking, creativity, communication, cooperation, ICT literacy, personal and social responsibility, autonomous learning |
| 9 | 33 | 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 robots through a documentary | Future will | exploration, factory, lift, operation, robotic | SBIWB & IWB material | critical thinking, communication |
|  | 34 | Revision | Revising the structures, functions and vocabulary presented in module 1 |  |  | Student’s book, workbook |  |
|  | 35 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 36 | correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests | autonomous learning |
|  |  | **Module 2: Summer** |
| 10 | 37-39 | Cover page module 2 & 3A | Introduce the topic of module 2Talk about summer campsTalk about past experiences | Present Perfect Simple | heat, outdoor, suitcase, advertisement, archaeologist, archaeology, be interested in, cave, cost (n.), course, design (v.), dig (v.), direct (v.) (a film), guest, include, offer (v.), price, real, associate, accessories, per, stay (n.), produce, production studio, copy (n.), all summer long, packed lunch, civilization, archaeological site, field trip, filmmaking, hi-tech | SBAudio & audio player or IWB & IWB material | communication, cooperation, autonomous learning, critical thinking, ICT literacy, creativity |
| 11 | 40-42 | 3B | Talk about adventure holidaysTalk about a safariLink past and present time | Present Perfect Simple vs Past SimplePresent Perfect Simple with yet / alreadyhave been / have gone | bone, canoe, cry (v.), cute, grass, guide (n. person), keep (= not give back), mate, mind (v.), national park, necklace, safari, souvenir, stick (n.), tradition, village, camel, deer, giraffe, hippo, lion, snake, tiger, zebra, beads, Maasai, represent, Tanzania, real live, endangered species | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
| 12 | 43-45 | 3C | Talk about holiday experiences | Revision: Present Perfect Simple, have been / have gone, Present Perfect Simple with yet / already, Present Perfect Simple vs Past Simple | crocodile, space shuttle, pack (v), golden, sunset, luxury | SBAudio & audio player or IWB & IWB material | critical thinking, ICT literacy, autonomous learning, communication, intercultural awareness |
|  | 46-48 | 3D | Talk about different types of holidays |  | cathedral, caravan, snorkelling, hotel resort, monument, sunbed | SBAudio & audio player or IWB & IWB material | communication, intercultural awareness, critical thinking, cooperation, creativity |
| 13 | 49 | Quiz unit 3Think it through 2 (workbook) | Evaluate students' progressDevelop higher-order thinking skills |  |  | Quizzes (Teacher's resource CD), workbook | critical thinking, creativity |
|  | 50-52 | 4A | Talk abut summer jobsAsk about and understand length of time | Present Perfect Simple: How long?, for, since | act (v.) (= do sth), ad, at first, at the same time, be in danger, break down, career, change one's mind, contact, dream (v.), examine, first aid, fix, healthy, look after, make a decision, necessary, pass (v.), pay attention, pocket money, realise, work as…, cashier, factory worker, lifeguard, mechanic, office worker, pet-sitter, receptionist, reporter, vet, What do you do?, skills, owner | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation,  |
| 14 | 53-55 | 4B | Talk about holiday activities | Question tags | recently, book a flight, do water sports, go on a cruise, go sightseeing, pack your suitcase/bags, stay at a holiday resort, sunbathe, travel abroad, try local food, canoeing, diving, sailing, scuba diving, surfing, water skiing, windsurfing | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
| 15 | 56-58 | 4C | Talk about different holiday experiences | Revision: Present Perfect Simple (How long?, for, since) | milk (v), old-fashioned, bungalow, sunrise, frightening, chase (v) | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, autonomous learning, ICT literacy |
| 16 | 59-61 | 4D | Carry out a telephone conversationTalk about a summer camp |  | schedule, slippery, tool, toothbrush, Can I take/leave a message?, Give… a call., I'll call back later., I'll get him/her., I'm afraid… is out., It's… / This is…, Just a sec/second., One moment, please., Take care., That's all for now., archaeological dig | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
|  | 62 | 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 |
|  | 63 | Revision | Revising the structures, functions and vocabulary presented in module 2 |  |  | Student’s book, workbook |  |
|  | 64 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 17 | 65 | correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests | autonomous learning |
|  | 66 | Culture Page 2Song Modules 1 & 2 | Familiarise with certain aspects of seaside holidays in Britain in the pastRevise and consolidate the structures, functions and vocabulary they have already studied through a song |  | seaside, pull, get time off work, suntan, bathing costume, bathing machine, donkey, Punch and Judy, show, stripes | SBAudio & audio player or IWB & IWB material | critical thinking, intercultural awareness, creativity, communication, ICT literacy, autonomous learning |
|  | 67 | 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 two wild animals through a documentary | Present Perfect Simple | bamboo, bushy, destroy, fur, hunter, natural habitat, red panda, wild | SBIWB & IWB material | critical thinking, communication |
| 18 | 68-70 | Revision | Revising the structures, functions and vocabulary presented in modules 1-2 |  |  | Student’s book, workbook |  |
|  | 71 | Mid-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 72 | correction of mid-term test | Allow students to learn from own mistakes |  |  | Corrected tests | autonomous learning |
|  |  | **Module 3: It’s your choice** |
| 19 | 73-75 | Cover page module 3 & 5A | Introduce the topic of module 3Talk about health problemsState a health problem / describe symptomsAsk for and give adviceExpress opinion and make suggestions | The verb should | home-cooked, prefer, a good night's sleep, exercise (v.), final, honey, leading actor, lie down, light (adj.), lose one's voice, medication, mystery, pale, play (n.), rehearsal, seriously, stomach, toast, voice, warm, cough, earache, fever, headache, sore throat, stomach ache, the flu, toothache, I guess…, What's the matter?, choice, charity, clue, indeed | SBAudio & audio player or IWB & IWB material | critical thinking, communication, autonomous learning, ICT literacy, creativity, cooperation |
| 20 | 76-78 | 5B | Talk about helping other peopleTalk about charity events | too / enough | blind, charity, clean out, collect, community, give sth away, harmful, harmless, help out, helpful, helpless, homeless, kitten, It doesn't matter (v.), not any longer, organisation, people in need, raise money, share, shelter, sign up, throw sth away, useful, useless, good cause, donate, adopt, give sb a hand, clothing, in this case, give sb a bath | SBAudio & audio player or IWB & IWB material | critical thinking, personal and social responsibility, ICT literacy, communication |
| 21 | 79-81 | 5C | Talk about healthier lifestyle choices | Revision: the verb should, too / enough | balanced diet, expert, feel down, on a full stomach, tips, unhealthy | SBAudio & audio player or IWB & IWB material | critical thinking, ICT literacy, communication, personal and social responsibility |
|  | 82-84 | 5D | Ask for and give advice |  | be in good shape, lose weight, put on weight | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
| 22 | 85 | Quiz unit 5Think it through 3 (workbook) | Evaluate students' progressDevelop higher-order thinking skills |  |  | Quizzes (Teacher's resource CD), workbook | critical thinking, creativity |
|  | 86-88 | 6A | Talk about healthy/unhealthy food and food preferencesTalk about eating habitsAsk and answer about quantity | How much? / How many? / much / many / a lot of / lots of / a few / a little | actually, avoid, brain, calorie, consider, contain, especially, every now and then, fat / fats, heart, high in, junk food, make sure, minerals, option, overdo, product, rich in, vitamin, beans, beef, broccoli, club sandwich, crackers, lettuce, nuts, peas, salmon, vegetable oil, nutrient, fried food, packaged food, calcium, magnesium | SBAudio & audio player or IWB & IWB material | critical thinking, ICT literacy, creativity, communication, cooperation |
| 23 | 89-91 | 6B | Identify and describe clothes and accessoriesTalk about pricesTalk about shoesBuy and sell | one / onesPossessive Pronouns | a pair of, customer, extra small/large, fitting room, shop assistant, try sth on, boots, earrings, gloves, jumper, leggings, sandals, shirt, shorts, skirt, top, tracksuit, trousers, cent, change (n.), dollar, euro, half price, pay by credit card, pay in cash, penny - pence, pound, receipt, till (n.), How much does it cost?, I'll take it., That's £… altogether., What size do you wear? | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
| 24 | 92-94 | 6C | Talk about food and eating habits | Revision: much / many / a lot of / lots of / a few / a little, Possessive Pronouns | calcium, carbohydrate, juicy, olive oil, overweight, protein | SBAudio & audio player or IWB & IWB material | critical thinking, ICT literacy, autonomous learning |
| 25 | 95-97 | 6D | Talk about teen problemsExpress emotionsAsk for and give advice |  | a little (bit), advice, be in trouble, calm down, cheer up, drop (v.), explain, fight (v.), find out, get over sth, let (= allow), lie, lonely, miss out on sth, on the… side of, quite, save up (money), sleepover, teammate, trust (v.), upset, First of all,…, I hope everything goes well., It's going to be all right., It's not fair!, state, encourage, describe | SBAudio & audio player or IWB & IWB material | communication, critical thinking, cooperation, creativity |
|  | 98 | 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 |
|  | 99 | CLIL 3 | Teach Home Economics through the English language |  | plate, grains, energetic, present (v.), divide, cut sth out | SBAudio & audio player or IWB & IWB material | critical thinking, creativity, communication, cooperation, ICT literacy, autonomous learning |
|  | 100 | 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 rice through a documentary | Revision: Present Perfect Simple | chopsticks, continent, fork, tonne, uncooked | SBIWB & IWB material | critical thinking, communication |
| 26 | 101 | Revision | Revising the structures, functions and vocabulary presented in module 3 |  |  | Student’s book, workbook |  |
|  | 102 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 103 | correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests | autonomous learning |
|  |  | **Module 4: Action!** |
| 27 | 104-106 | Cover page module 4 & 7A | Introduce the topic of module 4Express feelings | Relative Pronouns who/which/that | bungee jumping, go-kart racing, horse riding, skydiving, for ages, hang from sth, hold on, instructor, interview (v.), lately, panic (v.), pass by, roof, annoyed, confident, disappointed, exhausted, nervous, pleased, proud, terrified, Whatever., You think?, rate (v.), involve, the least, action hero, track, all you do is, shed, take action, successfully | SBAudio & audio player or IWB & IWB material | critical thinking, communication, autonomous learning, ICT literacy, creativity, personal and social responsibility, cooperation |
| 28 | 107-109 | 7B | State facts related to animalsExpress purpose | Full infinitive | a piece of, bee, create, creature, hunt, hunter, insect, jump (n.), nowadays, rope, run after, stay still, vegetarian, web, eight-legged, silk, spin, in fact, itself, characteristic, prey, eyesight | SBAudio & audio player or IWB & IWB material | critical thinking, ICT literacy, creativity, communication |
|  | 110-112 | 7C | Talk about an extreme summer camp | Revision: Relative Pronouns, Full infinitive | camper, excitement, leader, nature, registration, staff, survive, well-trained, according, CPR | SBAudio & audio player or IWB & IWB material | critical thinking, communication, ICT literacy, autonomous learning |
| 29 | 113-115 | 7D | Ask about somebody’s feelings/opinion about somethingExpress satisfactionExpress dissatisfaction / annoyanceExpress agreement / disagreementAcknowledge that somebody is right / wrong |  | Are you pleased/happy/satisfied with…?, How do you feel about?, I agree/disagree with you., I'm (quite) pleased/happy/satisfied with, I'm not sure about that., It's fine / nice / not bad., That's/It's not good enough., What do you think of/about?, What's your opinion (about)…?, You have a point. | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
|  | 116 | Quiz unit 7Think it through 4 (workbook) | Evaluate students' progressDevelop higher-order thinking skills |  |  | Quizzes (Teacher's resource CD), workbook | critical thinking, creativity |
| 30 | 117-119 | 8A | Talk about sportsState facts related to sports | Reported Speech in the present (Statements, Questions and Commands) | do my best, field, particular, prize, athlete, beat, captain, champion, compete (against), cup, goal, national team, score, spectator, tournament, trophy, introduce, cheer | SBAudio & audio player or IWB & IWB material | critical thinking, ICT literacy, autonomous learning, communication, cooperation |
| 31 | 120-122 | 8B | Express opinionExpress agreement / disagreementTalk about sports and fitness | So / Neither | be/go on a diet, hockey, keep fit, kilo, pitch, take up sth, water polo, football boots, goal, goggles, knee pads, net, racket, shin pads, stick, swimwear | SBAudio & audio player or IWB & IWB material | critical thinking, cooperation, communication |
| 32 | 123-125 | 8C | Talk about the Olympic Games | Revision: Reported Speech in the present, So / Neither | bring back, bronze, gold medal, motto, silver, wreath | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, ICT literacy, autonomous learning |
|  | 126-128 | 8D | Talk about filmsExpress opinion |  | attack, come out, manager, theme park, thrilling, title, unusual, acting, action-packed, costume, director, performance, play a role, plot, scene, soundtrack, special effects, star (v.), How was it?, It was nothing special., What did you think of it?, dragon, beauty, beast, express, positive, negative | SBAudio & audio player or IWB & IWB material | critical thinking, communication, creativity, cooperation |
| 33 | 129 | 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 |
|  | 130 | Revision | Revising the structures, functions and vocabulary presented in module 4 |  |  | Student’s book, workbook |  |
|  | 131 | Module test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 132 | correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests | autonomous learning |
| 34 | 133 | Culture Page 4Song Modules 3 & 4 | Familiarise with one of the most popular sports in an English-speaking countryRevise and consolidate the structures, functions and vocabulary they have already studied through a song |  | rink, skate (v.) (s n.), puck, shoot, shaped, shootout, take turns, overtime, period, official (n.), break the rule, penalty, referee, rugby, cricket, badminton, handball, squash, cheer (v.), all-star team, live the dream | SBAudio & audio player or IWB & IWB material | critical thinking, intercultural awareness, communication, cooperation, creativity, ICT literacy, autonomous learning |
|  | 134 | 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 skydiving through a documentary | Relative Pronouns who / which / that | cushion, extreme, parachute, safety rules, skydiver, white-water rafting | SBIWB & IWB material | critical thinking, communication |
| 35 | 135-137 | Revision | Revising the structures, functions and vocabulary presented in modules 1-4 |  |  | Student’s book, workbook |  |
|  | 138 | Final test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 139 | correction of final test | Allow students to learn from own mistakes |  |  | Corrected tests | autonomous learning |
|  | 140 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |