



Megjelent új tankönyvsorozatunk, az **Enter the Portal!**



A SZOROZAT ELŐNYEI: —>

Kifejezetten a magyarországi 2020-as NAT követelményei szerint készült.
Strukturált megközelítés a nyelvtan tanításban.

32 oldal extra nyelvtani és szókincsgyakorlat.

Kiemelt figyelem a beszéd- és az íráskészség fejlesztésére.

Rugalmasság, alkalmassá téve a sorozatot a különböző tanítási módszerekre.

ENTER THE PORTAL STARTER

- ♦ A 4. évfolyam életkori sajátosságaihoz igazított.
- ♦ Minden követelménynek megfelel, amelyet a 2020-as NAT támaszt.
- ♦ Animált történeteket tartalmaz.
- ♦ Társas- és interaktív játékok.
- ♦ ABC könyvvel együtt kapható, mely bemutatja az angol ábécét és a kiejtést.
- ♦ Az angoltanulás játékos megközelítése.
- ♦ Színes munkafüzet motiválja a tanulókat.



STRUKTURÁLT MEGKÖZELÍTÉS A NYELVTAN OKTATÁSÁBAN

A nyelvtani szerkezetek videókon történő bemutatása.

A magyarázatok a tankönyv végén találhatóak.

A diákok már az előző olvasási szövegben találkoznak az új szerkezetekkel.

Grammar ▶ Portal to Grammar

Past Simple (affirmative)

REGULAR VERBS	IRREGULAR VERBS
base form + -ed	
I (visit→) visited	I (have→) had
You (love→) loved	You (go→) went
She (try→) tried	It (have→) had
We (stop→) stopped	We
You	You
They	They

TIME EXPRESSIONS

two days
a week
three months
five years } → ago

I started skiing when I was just five years old, so I'm really good at it! Last winter, my family and I went to France. We stayed at a ski resort in the Alps and went skiing every day. We were there for almost two weeks, and I wanted to stay forever! The Alps are fantastic! *Duncan Busby, 14*

B Read again and write T for True or F for False.

- Last summer, James and his family went to Egypt.
- James was really scared in the water.
- Veronica needed some help.
- Veronica wants to go rock climbing again.
- Duncan tried something new.
- Duncan was sad to leave.

Új nyelvtani szerkezetek bevezetése az A és B leckékben, a C leckében és a 'round-up' -ban ezek ismétlése.

Aktiválás a különféle feladatok által.

Module 3

Extra Vocabulary & Grammar Practice

Unit 3

A. Label the pictures.

B. Match.

- ski
- boating
- climbing
- rock
- adventure

C. Circle the correct options.

- We went to the cinema **yesterday** / **still** and watched a great film.
- I was very surprised when I **suddenly** / **probably** saw my cousin Danny from Australia!
- To reach **board** / **swim**, let's give this great new board a go!

D. Choose (a / b).

- My brother swam at home **right**, **swim**.
- Let's go to the beach **right** / **right**.
- Can you hear that strange **sound** / **noise**?
- What kind of holiday did you go on last year? **It was** / **It was**.
- Dan is still **he doesn't want to talk to me** / **he's excited**.

Unit 5

E. Complete the sentences with the words in the box.

and / about / instructor / beginning / ago / dangerous / arrive

- I don't _____ in the classroom. You must be quiet.
- Michael went sailing five days _____ and had a great time.
- It's hot _____ I really liked history, but now I think it's boring.
- Come and see what we _____ early at school today.
- Paul is _____ because he can't go windsurfing with his friends.
- Don't go into the forest alone. It's _____.
- Our ski _____ is great! He helps us a lot.

F. Complete with was, wasn't, were or weren't.

- A: Hi, Ryan. Where _____ you if half past seven yesterday?
B: I _____ at about 7:00.
- The food at the Italian restaurant _____ very good. We really enjoyed it.
- A: Where _____ you last summer?
B: I _____ in Spain. The weather _____ very nice and we had a great time.
- The children _____ very well this morning, so they stayed at home.
- A: _____ the match interesting last night?
B: Yes, it _____ really boring.

G. Match the questions 1-5 with the answers a-e.

- When was your holiday last?
- What were you last summer?
- Was your sister at home yesterday afternoon?
- Was the museum interesting?
- When were they in Paris?

a. Yes, it was.
b. No, she was at the park with her best friend.
c. They were there last year.
d. It was last Monday.
e. We were on a cruise.

További feladatok találhatóak a munkafüzet végén lévő extra nyelvtan és szókincs részben. (32 oldal)

KÜLÖNÖS FIGYELMET FORDÍTUNK A KOMMUNIKÁCIÓS KÉSZSÉGEK FEJLESZTÉSÉRE

Képekkel illusztrált szókincs, amelyeknek a kiejtése is meghallgatható.

Személyre szabható feladatok.

6d

Vocabulary

Listen and repeat. Do you do any of the following? When?

play tennis, table tennis, volleyball, swimming, cycling, running, gymnastics, aerobics

Listen

A Listen to two friends, Jill and Bill, talking about sports. In the table below, put a '✓' for the sport they like and an 'X' for the sport they don't like.

Jill	running	volleyball
Bill		

B Read the sentences below and put the dialogue in the correct order. Write 1-5. Use the answers in the table above for help. Then listen and check your answers.

1. Really? I love it. I think it's fun.
2. I don't like volleyball very much. What about you?
3. Ugh... No. I don't. I think it's boring.
4. What about volleyball? Do you like volleyball?
5. Hey, Jill, do you like running?
6. I like it very much. I play in a team.

Speak

A Do you like these sports? How much? Write the emotion next to each one.

Yes, very much / It's OK / No

B Listen to the phrases in the tables and repeat them. Then talk in pairs about the sports above.

Saying you like something

I like (tennis) very much.
I like (tennis) a lot.
I really like (tennis).
I love (tennis).
I'm crazy about (tennis).
(Tennis) is my favourite sport.

Expressing opinion

fun, cool, exciting, boring, tired, hard

Over to you...

Discuss:
• Which sports are team sports and which are individual sports?
• Which sports are popular in your country?

Különböző hallgatási gyakorlatok segítik a szövegértést.

A beszéd-készségek szisztematikus fejlesztése.

Hasznos kifejezések és mintamondatok segítik a diákokat a sikeres kommunikációban.

Új nyelvtani szerkezetek bevezetése az A és B leckékben, a C leckében és a 'round-up' -ban ezek ismétlése.

Differenciált feladatok.

Színes munkafüzet, amely közvetlenül kapcsolódik a tankönyv anyagához.

6c

A Complete with the words/phrase in the box.

countryside busy stay have a meal

1. A: Can you come to my house later?
B: I'm sorry, no. I'm _____ this evening.

2. A: I don't want to cook today.
B: Don't worry! We can _____ at the new Mexican restaurant.

3. At the weekend, we usually visit our grandparents. They live in a small house in the _____.

4. I'm tired today. I don't want to go out. Can we _____ at home and watch a film?

B Match.

1. Whose tablet is that one? a. He's ten years old.
2. Where does Oscar work? b. it's Mr Phillips.
3. What time does Mandy finish work? c. it's my uncle's.
4. How old is Lucy's brother? d. At 5.30 in the afternoon.
5. Who is your favourite teacher? e. At a hospital.

C Look at the table below. Write sentences about what Alison does at the weekend, as in the example. Then complete the table about yourself and write sentences about what you do at the weekend, too.

	watch videos on the Internet	hang out with friends	go shopping	read books	do arts and crafts
always	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
usually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
often	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sometimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Alison always reads books at the weekend.
|
|
2. Alison
|
|
3. Alison
|
|
4. Alison
|
|
5. Alison
|
|

AZ ÍRÁSKÉSZSÉG SZISZTEMATIKUS FEJLESZTÉSE

Mintaként szolgáló szövegrész.

Write

A Read the text and complete the table.

Jurassic World (2015) is a science fiction adventure film. Colin Trevorrow is the director of this film. It is the fourth film in the Jurassic Park series, and Chris Pratt and Bryce Dallas Howard star in it. The film takes place in Jurassic World, a theme park which tourists visit to see different species of dinosaurs. Claire (Bryce Dallas Howard) is the park manager, and Owen (Chris Pratt) is a dinosaur expert who works at the park. When Indominus Rex, a new species of dinosaur, escapes and starts attacking people, Claire and Owen have to do their best to protect and save everyone. Do they make it in the end? You'll have to watch the film and find out!

Jurassic World is one of the best films I've seen recently. It's action-packed and perfect for those who love adventure. The plot is nothing special, but the acting is excellent. The soundtrack makes the film even more thrilling, and the special effects are amazing. Don't miss it!

Title of film	
Year	
Type of film	
Leading actor(s)	
Director	
Opinion	
Plot	
Acting	
Soundtrack	
Special effects	

B Read the sentences and then circle the correct options (1-5).

TO GIVE MORE INFORMATION WHEN YOU WRITE A DESCRIPTION OF A FILM, ETC.:

use relative pronouns (who/which/that).

- The actors who star in the film are amazing.
- Jurassic World is a film which I really like.

1. People **who** / which like animated films will love this one.

2. The actress **which** / that stars in the film is American.

3. Tim Burton is the man **which** / who directed Charlie and the Chocolate Factory.

4. The costumes **who** / that the actors wore were fantastic.

5. I was very disappointed by the comedy **who** / which we watched yesterday.

C Write about your favourite film or a film you have recently seen. Use the information in the speaking activity and follow the plan below.

PARAGRAPH 1

- What's the title of the film?
- When did it come out?
- What type of film is it (is it a fantasy film, a horror film, an animated film, etc)?
- Who stars in it?
- Who directed it?
- What's the film about? (Use the Present Simple)

PARAGRAPH 2

- What is your opinion of this film?
- Did you like the plot?
- How was the acting?
- What did you think of the soundtrack and special effects?
- What kind of people would like this film?

TIP! Before you begin writing, make notes of the information you want to include. Write your first draft and correct it. Don't forget to use a variety of grammatical structures (e.g. tenses, relative pronouns) and adjectives (e.g. incredible, fantastic, swift). Then write your final draft.

Útmutató, amely lehetővé teszi a hallgatók számára az íráskészség fejlesztését.

Előre megtervezett kérdések az egyes bekezdésekhez, amelyek felkészítik a tanulókat saját írási feladatuk megoldására.

Útmutató, amely lehetővé teszi a hallgatók számára az íráskészség fejlesztését.



Extra videók feladatlapokkal a diákkönyvben, amelyek újszerű és élvezetes módon teszik lehetővé a fejlődést.

KIEGÉSZÍTÉS

PORTAL TO REAL LIFE 3

London museums

Warm-up

A. Look and write.

B. Watch Part B. What is it about? Tick (✓) the correct option.

While watching

A. three museums in London

B. the National History Museum

C. objects in museums

After watching

E. Discuss

- Would you like to go to any museums in London?
- What types of museums do you like?
- Do you have a favourite museum?

Do research!

Read what Alice does on Saturdays and look at the words in **blue**. Are they different in British English? Do some research on the Internet and replace them with words in British English.

Project

On Saturday mornings, my friends come to my house and we play video games. We sometimes play games on our cell phones. We also play table soccer or ping-pong. We love games. For lunch, we always have pizza. My mum makes the best pizza!

Érdekes és modern témák széles skálája biztosítja a motiváltságot.

2a Read

IN AN ESCAPE ROOM

Read

A. Discuss.

- Do you know what an escape room is?
- Have you ever been to an escape room? If yes, did you have fun? If no, would you like to experience one?

B. (1) Below is a dialogue in three parts. First, read Part 1 and try to guess the answer to the riddle. Then read Parts 2 and 3 and check your answer. Then listen to the whole dialogue and read it out in groups.

PART 1

Phil This riddle is so difficult. We won't manage to escape in four minutes.

Amey Don't give up! We can do this. It's got a face and hands... it may be that woman in the painting.

Phil I don't think so. Paintings can't make a sound.

Amey Animals make sounds. It might be that bird in the cage.

Phil But it hasn't got any hands.

Amey I agree.

Phil When you can't see, read between the lines! What does it mean? I've got it! We can't see in the dark. Turn off the light! We may find more clues in the dark.

PART 2

Meg That's incredible! There are more lines in the riddle now! It hasn't got eyes, fingers or a mouth.

Amey But it's got a face and hands. I don't get it.

Phil Maybe it's a clock!

Amey You're right! Let's check out the grandfather clock for clues.

PART 3

Phil There are no clues here. Meg Hang on! This clock isn't working, but the hands show five past four. These numbers could help us unlock the door.

Meg There's a keypad next to the door. Key in 5-4. Hurry up! The door isn't opening.

Phil That's seconds!

Amey What about 4-0-5. The way it is on digital clocks?

Meg That's it! We made it! Good job!

Project

Read again and complete the table with the British or American equivalent.

UK	USA
secondary school	high school
year	grade
track and field	track and field
subway	subway
go to the movies	go to the movies
films	movies
at the weekend	on the weekend

Kiemelt figyelmet fordít a világ valamennyi kultúrájára.

Tanulási tippek, amelyek elmagyarázzák a diákoknak, hogyan válhatnak jobb nyelvtanulókká.

Learning Tips

In class

- Look at your teacher and the board and take notes.
- Listen carefully to your teacher and the CD.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pair and group work activities.

Outside the class

- Read the dialogues and texts from your book and listen to your CD.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read selected texts from English magazines and newspapers.
- Read English websites.
- Listen to English songs.
- Watch English TV programmes and DVDs.

Vocabulary

- Write down new words in a notebook.
- Write the English word.
- Write the translation in your language.
- Write an example sentence.
- Draw or stick a picture.
- Put words in groups or use diagrams.
- Learn whole phrases (e.g. verb+noun) not just individual words.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- Refer to the Wordlist.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

Grammar

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook.
- Write in it: - tip and/or rules in your language. - example sentences. - important grammatical points e.g. irregular verbs.
- Make a note of grammatical errors that you often make.

Speak

- How to do better when doing speaking tasks:
 - Look at the example given.
 - Use the prompts given.
 - Use the language you have learnt.
 - Don't be afraid to make mistakes when you speak.
 - Speak only in English.

Read

- How to do better when doing reading tasks:
 - Before you read, try to predict what the text is about with the help of the pictures.
 - Look for key words in the text to understand the main ideas.
 - Try to guess the meaning of unknown words.
 - Read the text quickly to understand the main idea.
 - Read the text carefully to understand specific details.
 - Decide in which part of the text you can find the information you need.

Listen

- How to do better when doing listening tasks:
 - Before you listen, look at the pictures and read the questions and answers carefully.
 - Before you listen, try to predict what the speakers are going to talk about.
 - Before you listen, try to predict what kind of information is missing.
 - While listening, try to understand the general idea, not every single word.
 - While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

Write

- How to do better when doing writing tasks:
 - Make sure you understand what you are asked to write.
 - Plan your writing and make notes before you write.
 - Join your ideas with 'and' and 'but'.
 - Use pronouns (she, it, them, etc.) to avoid repeating the same words.
 - Write neatly.
 - After you finish, check your writing. Check punctuation and capital letters, word order, spelling, linking words, grammar and vocabulary.

4 CLIL: Physics

Magnets

You will need a magnet

Put two magnets together. What do they do?

Work in groups of 4-5. Empty out your school bags and pockets and use the magnet to find out what items stick to it.

Why do only some of the items stick to the magnet? Listen, read and find out.

There are two answers: they stick to each other or they push away from each other. This is because magnets have two different parts. They've got a magnetic north pole and a magnetic south pole. Two magnets with the same pole - two south poles or two north poles - push away from each other. They do not stick to each other.

Two magnets with different poles - one north and one south - stick to each other.

Lots of things around us are magnetic. Put a magnet near them and they move towards it. Many metals are magnetic, but not all of them are.

Fun Fact

Did you know the Earth is a big magnet?

Project

Do an experiment! Look at the items below. Which ones do you think are magnetic? Tick (✓) the correct circle in the table below. Then, at home, use a magnet to check your answers.

ITEM	MAGNETIC	NON-MAGNETIC
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

CLIL oldalak a keresztanternvi órák anyagához.

Ha bármilyen kérdése van, kérjük, vegye fel a kapcsolatot a helyi területi képviselővel, valamelyik oktatási szakértőnkkel vagy központi irodánkkal a +36 59 520 826-os telefonszámon, vagy vevoszolgalat@elthungary.hu címen!