

H. Q. Mitchell – Marileni Malkogianni

STUDENT'S BOOK



DATASTATUS



ЕНГЛЕСКИ ЈЕЗИК
за 6. разред основне школе,
шеста година учења
Уџбеник

PORTAL TO ENGLISH 2

Portal to English 2

Енглески језик за шести разред основне школе, шеста година учења
Уџбеник

Издавач

Data Status, Београд

www.datastatus.rs

тел. 0800 300 033 (бесплатан позив)

За издавача

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Штампано у Европској Унији

Тираж

10.000 примерака

Београд 2019.

ISBN 978-86-7478-578-2

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Одобрено решењем Министарства просвете Републике Србије бр. 650-02-00019/2019-07 од 4.4.2019.

CIP - Каталогизација у публикацији
Народна библиотека Србије, Београд

37.016:811.111(075.2)

МИЧЕЛ, Х. К.

Portal to English 2: student's book: енглески језик за 6. разред основне школе: шеста година учења: уџбеник / H. Q. Mitchell, Marileni Malkogianni. - Београд: Data status, 2019 (ЕУ). - 132 стр.: илустр.; 30 cm

Тираж 10.000. - Wordlist: стр. 127-132.

ISBN 978-86-7478-578-2

1. Малкођани, Марилени [аутор]

COBISS.SR-ID 276571404

N1906001053-16259

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ЕНГЛЕСКИ ЈЕЗИК
за 6. разред основне школе,
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PORTAL TO ENGLISH 2





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<ul style="list-style-type: none"> • A man giving information about <i>Jacques-Yves Cousteau</i> • Two short conversations about electronic devices • A conversation between two friends about the solar system • A conversation between a guide and some students at a planetarium <p><i>*/t/, /d/, /hd/</i></p>	<ul style="list-style-type: none"> • Class discussion about life events in relation to one's culture • Presentation: Presenting a timeline for oneself and one's parents • Class discussion about mobile phones • Pair work: Talking about one's life in the past • Presentation: Presenting information about a planet • Pair work: Giving good news and responding to it • Pair work: Talking about first-time experiences 	<ul style="list-style-type: none"> • A timeline for oneself and one's parents • A short paragraph about Jacques-Yves Cousteau • Doing research and creating a picture poster about a planet, including information • An email to a friend about a first-time experience <p>Developing skills:</p> <ul style="list-style-type: none"> • Linking words (and, but, so, because) • Set phrases for letters and emails 	      
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Modules	Vocabulary	Grammar	Functions	Reading
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5 A modern world p. 59	<ul style="list-style-type: none"> Materials Words/Phrases related to technology Words/Phrases related to the environment 	<ul style="list-style-type: none"> Future <i>be going to</i> Time expressions Present Progressive (future meaning) Future <i>will</i> may - might - could Zero Conditional Conditional Sentences Type 1 	<ul style="list-style-type: none"> Discussing future plans Making predictions, promises, offers, requests and on-the-spot decisions Expressing possibility in the present and future Referring to conditions and their results Making suggestions and arrangements Inviting and accepting/ refusing an invitation 	<ul style="list-style-type: none"> A comic strip: <i>The Recyclables</i> A magazine article: <i>Future Technology</i> A dialogue: <i>In an escape room</i>
6 Summer p. 71	<ul style="list-style-type: none"> Animals Jobs Holiday activities Water sports 	<ul style="list-style-type: none"> Present Perfect Simple Time expressions Present Perfect Simple vs Past Simple have been - have gone How long?, for, since Question tags 	<ul style="list-style-type: none"> Linking past and present time Talking about past experiences Asking for and giving confirmation Making and answering phone calls 	<ul style="list-style-type: none"> Three advertisements for summer camps A comic strip: <i>Oh no! My necklace!</i> A blog: <i>My Summer Job</i>
7 It's your choice p. 83	<ul style="list-style-type: none"> Ailments and illnesses Adjectives ending in -ful and -less Food and eating habits Clothes and accessories Sizes Prices - Money Words/Phrases related to shopping 	<ul style="list-style-type: none"> The verb <i>should</i> Relative pronouns: <i>who / which / that / whose</i> Relative adverb: <i>where</i> How much...? / How many...? / Much / Many / A lot of / Lots of / A few / A little one/ones Possessive pronouns 	<ul style="list-style-type: none"> Asking for and giving advice Asking and answering about quantity and prices Expressing like and dislike Expressing possession Describing feelings Encouraging 	<ul style="list-style-type: none"> A comic strip: <i>But I'm the leading actor!</i> A webpage: <i>Give a helping hand</i> An article: <i>How well do you know your food facts?</i>

Listening (Pronunciation*)	Speaking	Writing	21 st century competencies
<ul style="list-style-type: none"> • A telephone conversation between two friends about a day trip that went wrong • Two short conversations about mishaps • Three monologues (people talking about unpleasant experiences) <p><i>*/ʊ/, /əʊ/</i></p>	<ul style="list-style-type: none"> • Pair work: Talking about an accident one had • Pair work (Role play): Simulating an interview • Class discussion about books and writers • Pair work (Role play): Giving bad news and responding to it expressing sympathy 	<ul style="list-style-type: none"> • A short paragraph about an accident based on visual prompts • The main part of a story based on visual and verbal prompts <p>Developing skills:</p> <ul style="list-style-type: none"> • Guidance for story writing 	
<ul style="list-style-type: none"> • A conversation between two cousins about a recycling event • Three short conversations about helping to protect the environment • A podcast about an artist and his project • A conversation between two friends about the podcast • A conversation between two friends about going to an adventure park <p><i>*Silent letters</i></p>	<ul style="list-style-type: none"> • Pair work: Talking about weekend plans • Class discussion about technological devices of the future • Presentation: Presenting one's predictions about schools in fifty years' time • Pair work: Speculating in order to solve riddles • Class discussion about the environment and environmental problems • Group work: Discussing environmental problems and their consequences • Pair work (Role play): Inviting, responding to an invitation, and making suggestions and arrangements 	<ul style="list-style-type: none"> • Predictions about schools in fifty years' time • A note to one's parents about plans one has made • An email responding to an invitation <p>Developing skills:</p> <ul style="list-style-type: none"> • Guidance for writing notes • Checking one's writing 	
<ul style="list-style-type: none"> • An interview with a student about a working holiday • Three short conversations about holidays • A conversation between two friends at a holiday resort • A telephone conversation <p><i>*/ʌ/, /æ/, /eɪ/</i></p>	<ul style="list-style-type: none"> • Group work: Talking about experiences, and reporting answers • Class discussion about animals in one's country • Pair work: Exchanging information about experiences • Pair work (Role play): Simulating a conversation between a reporter and someone who is being interviewed about his/her job • Pair work (Game): Guessing and seeking confirmation • Pair work (Role play): Making and answering phone calls • Pair work: Exchanging information about a summer camp 	<ul style="list-style-type: none"> • A short paragraph about an experience • An email to a friend giving news <p>Developing skills:</p> <ul style="list-style-type: none"> • Using tenses appropriately 	
<ul style="list-style-type: none"> • A conversation between a brother and a sister about a health issue • A conversation between two girls at a clothes shop • Three short conversations in a department store • Two monologues (people giving advice to a friend) <p><i>*/ʊ/, /u:/</i></p>	<ul style="list-style-type: none"> • Pair work: Asking for and giving advice on a health issue • Class discussion about charity • Pair work: Discussing eating habits • Presentation: Presenting information about a healthy snack • Pair work (Role play): Simulating a conversation in a department store • Pair work (Role play): Discussing a problem and offering advice 	<ul style="list-style-type: none"> • A paragraph about one's eating habits • Doing research and creating a picture poster about a healthy snack, including information • A post in the advice column of a website <p>Developing skills:</p> <p>Using intensifiers</p>	

Hello

What's your name?

A  Listen and read.

Debbie Hello. I'm Debbie. What's your name?

Liam Hi, Debbie. My name's Liam. Nice to meet you.

Debbie Nice to meet you, too. I'm 14 years old. How old are you?

Liam I'm 14 years old, too. Are we in the same class?

Debbie Yes, we are.



B Talk in pairs. 

What's your name?

I'm...

My name's... Nice to meet you.

Nice to meet you, too!

How old are you?

I'm... years old. What about you?

Where are you from?

A  Match the **countries** with the **nationalities**.
Then listen and check your answers.  

COUNTRIES	NATIONALITIES
Argentina	Irish
Australia	Argentinian
Brazil	Canadian
Canada	Italian
Chile	Australian
China	Greek
Egypt	Chilean
France	Indonesian
Greece	British
Hungary	New Zealander
Indonesia	Chinese
Ireland	French
Italy	Spanish
Japan	Korean
Korea	Mexican
KSA	South African
Mexico	American
New Zealand	Brazilian
Peru	Polish
Poland	Japanese
South Africa	Egyptian
Spain	Turkish
Turkey	Peruvian
UK	Saudi
USA	Hungarian

B Complete with the correct form of the verb **be**.

1. **A:** Mark from Italy?

B: No, he He
from Spain.

2. **A:** Tina and Kelly 11 years
old, right?


B: No, they They
13.

3. **A:** Where you from?

B: I from the UK.



Over to you...

Discuss.  

Which seven of the countries in activity A are English-speaking countries?

Family

A Look at the picture and the words below. Complete the table with the words in the box. Then listen and check your answers.

husband grandmother cousin father daughter sister uncle



male	female
	<i>mother</i>
<i>brother</i>	
	<i>wife</i>
<i>son</i>	
<i>grandfather</i>	
	<i>aunt</i>
<i>cousin</i>	



B Complete the sentences.

- Molly is Steve's
- is Molly and Steve's daughter.
- Steve is the children's
- Andy is brother.
- Andy is Steve and Molly's

C Circle the correct options.

1. **A: Who's / Whose** that?

B: That's John's sister. **His / Her** name is Julia.
John **has got / have got** a brother, too. **His / Her** name is Fred.

2. Harry and Tim are brothers. They **have got / has got** brown hair. **Our / Their** eyes are green.

3. **My / His** husband and I live in the UK. We **have got / has got** a house in London.

4. **A: Who's / Whose** laptop is this? Is it Laura's?

B: No. Laura **haven't got / hasn't got** a laptop.

D Talk in pairs.

*Have you got any brothers/
sisters/cousins?*

Yes, I've got... / No, I haven't.

*What's your brother's/sister's/
cousin's name?*

His/Her name is...

Time

A Complete the missing days, months and seasons. Then listen and check your answers.

February Monday August Friday
Sunday autumn June November winter
Wednesday March September spring

MONTHS	DAYS	SEASONS
January		
	Tuesday	summer
April		
May	Thursday	
July	Saturday	
October		
December		

B Talk in pairs.

What day is it today?

It's Monday.

What's the date today?

It's 24 April.

What's your favourite day of the week?

It's Saturday.

When's your birthday?

It's in August. It's on 14 August.

What's your favourite season?

Summer.

NOTE

We write:

21 May

We say:

the twenty-first of May

Remember:

in + months, seasons

on + dates, days

C What's the time? Match. Then listen and check your answers.



1



2



3



4



5



6

a. It's a quarter past five.

b. It's half past eleven.

c. It's ten past six.

d. It's twenty to eight.

e. It's a quarter to two.

f. It's 7 a.m. / It's seven o'clock.

At home

A Talk in pairs. Look at the picture, find the things in the box and say where they are. Use the prepositions of place **on**, **in** or **under**.

DVDs laptop books rug TV sunglasses



B Look at the picture in activity A and write sentences as in the examples. Use the words in the box.

rug lamp goldfish box shelf
watch painting baby mobile phone

How many are there?

There is one rug.

There are two lamps.

Where are the DVDs?

They're on the shelf.

In the classroom

A Play a game. Take turns to point to different objects in your classroom and ask and answer questions.  

B Look at the pictures and complete with **a** or **an**. 

A / AN

a pencil

an apple



What's this/that?

It's a notebook.

What are these/those?

They're pencils.

A / AN, THE

There is **a** notebook on my desk.

The notebook is red.

C Complete the sentences with **a**, **an** or **the**.

- What time does geography lesson start?
- A: I'm hungry.
B: I've got apple in my bag. Do you want it?
- We have got board in our classroom, but we haven't got computer.
- Mrs Smith is teacher at my school.
- Do you like blue pencil case or yellow pencil case?
- Lisa has got orange school bag. It's beautiful!

What can you do?

What can you do? Tick (✓). Then talk in pairs. Ask and answer about what you **can** or **can't** do.



- use / dictionary
- write / email in English
- read English books
- speak French
- understand / English
- spell / your name

Can you speak French?

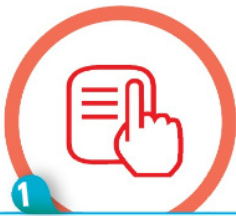
No, I can't.

What about you?

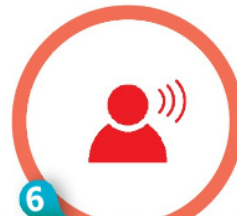
Yes, I can.

Classroom language

A Label the pictures with the words/phrases in the box.



Listen.
Close your books.
Talk in pairs.
Sit down.
Write.
Open your books.
Speak.
Look at the board.
Read the text.
Stand up.



IMPERATIVE

Affirmative → Read.

Negative → Don't read.
(Don't = Do not)

B How do you say these phrases in your language?

I don't understand. What does this word mean?

It means...

Can you repeat that, please?

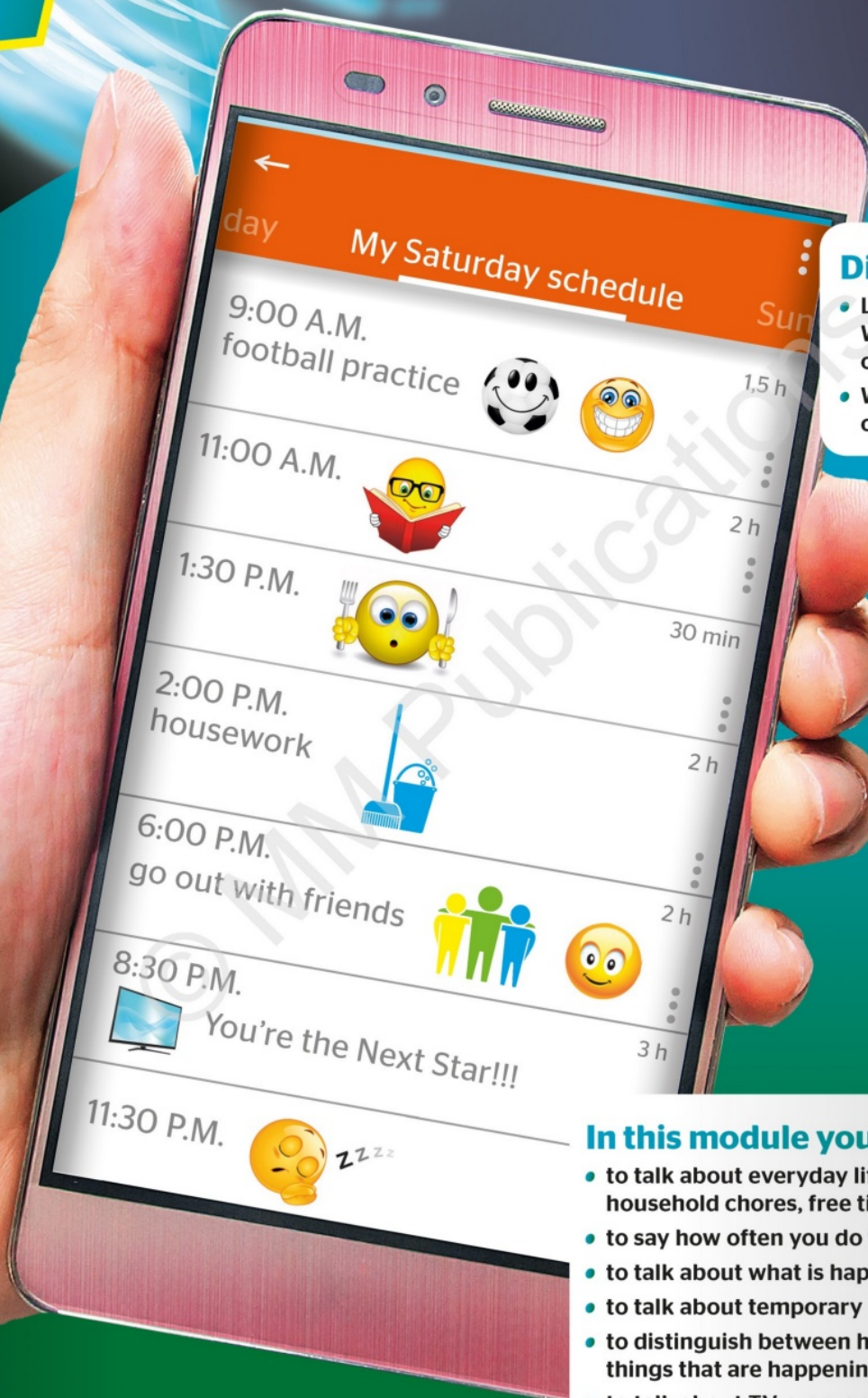
Yes, of course.

How do you say 'amigo' in English?

Friend.



1 ABOUT ME



Discuss: 💡 👤

- Look at a boy's schedule. What does he usually do on Saturdays?
- What do you usually do on Saturdays?

In this module you will learn... 📄

- to talk about everyday life and routines (school, household chores, free time, etc.)
- to say how often you do things
- to talk about what is happening now
- to talk about temporary situations
- to distinguish between habitual actions and things that are happening now
- to talk about TV programmes
- to talk about what you like and don't like doing
- to describe people (appearance and personality)
- to write about your best friend

Read

Vocabulary

A Listen and number 1-8.



maths



history



geography



biology



chemistry



physics



PE

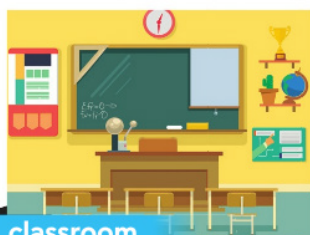
(Physical Education)



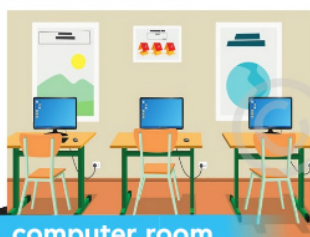
IT

(Information Technology)

B Look at the school facilities below. Where do you do each of the subjects above?



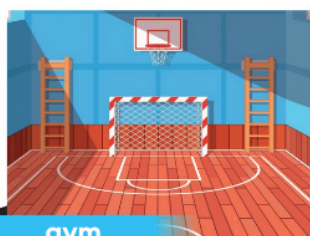
classroom



computer room



science lab



gym

A Look at the pictures and read the title of the text and the introduction. How is Caterfield Sports College different from other schools? Listen, read and check your answers.

Caterfield Sports College

Students at Caterfield Sports College study the same subjects as other students, like maths, physics, history, etc., but they do a lot more sport.

Caterfield is a great school. At the beginning of the year, we choose three sports, and we have lots of extra training in these sports. We train with some of the best coaches in the country!

Oliver Saunders, 15

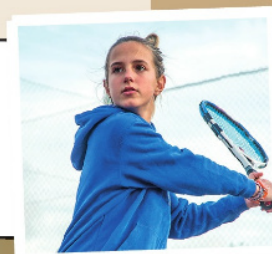


People hear 'sports college' and think it's easy, but that's not true. We start at 8.45 and finish at 3.45, but there are extra sports classes after that, so I don't get home till about 6 p.m. It's hard, but it's great fun!

Jack Barnes, 13

I can't wait to go to school every day. I want to become a professional tennis player, so Caterfield is perfect for me!

Diane Taylor, 12



I love swimming, and the facilities at Caterfield are excellent! My favourite place is the Olympic-size swimming pool. At the end of the school year, we have competitions with other schools. It's fantastic!

Mike Gibson, 14

B Read again and answer the questions.

1. What subjects do students at Caterfield study?
2. What do students do when the school year begins?
3. What time do classes start?
4. Why does Jack stay at school after 3.45?
5. Does Diane like Caterfield?
6. What is Mike's favourite place at school?
7. What do students do at the end of the school year?