**RECOMMENDED SYLLABUS**

**4 lessons per week for 35 weeks**

**mm**publications

**Enter the Portal 3**

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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 | autonomous learning |
|  | 2 | Hello: What’s your name?, Where are you from? | Greet and introduce oneselfAsk for and give personal information | What?How old?The verb beWhere … from? |  | SBAudio & audio player or IWB & IWB material | critical thinking, cooperation, intercultural awareness, communication |
|  | 3 | Hello: Family | Talk about one’s family members | Have gotPossessive adjectivesPossessive caseWho? | aunt, cousin, daughter, husband, son, uncle, wife, female, male | SBAudio & audio player or IWB & IWB material | communication, cooperation, critical thinking |
|  | 4 | Hello: Time, At home | Identify the days of the week, the months and seasons of the yearAsk and answer about dates and seasonsTell the timeIdentify the location of objectsRevise basic vocabulary | When?Prepositions of place | armchair, coffee table, lamp, painting, rug, shelf, sofa, baby, box, floor (of a room), goldfish, sunglasses, watch (n.) | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
| 2 | 5 | Hello: In the classroom, What can you do?Cover page module 1 | Identify objects Express ability / lack of ability in the presentIntroduce the topic of module 1 | this/that, these/thosecan/can’t | notebook, dictionary, spell, understand, use, practice (n.), housework, next (adj.), star (n.) | SBAudio & audio player or IWB & IWB material | communication, cooperation, critical thinking, autonomous learning, ICT literacy |
|  |  | **Module 1: About me** |
|  | 6-8 | 1A | Talk about school and school lifeTalk about one’s daily routineTalk about habitual actions and routines | Present SimplePrepositions of time | about, after, at the beginning of, at the end of, become, before, begin, choose, coach, competition, different, difficult, easy, excellent, extra, fantastic, finish, gym, hard, like (prep.), other, perfect, professional, science lab, start, the same… as, think, till / until, train (v.), training, true, biology, chemistry, geography, history, IT (Information Technology), maths, PE (Physical Education), physics, I can’t wait, It’s great fun!, college, Olympic-size, facility, hear, introduction | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
| 3 | 9-11 | 1B | Talk about household choresTalk about how often one does chores / other activities | Adverbs of frequencyHow often?once/twice/three times a … | active, ask, at all, be careful, both, building, busy, come over, exercise (n.), feel, floor (of a building), hang out, help (n.), housework, invite, lazy, need, relax, remember, take the lift, take the stairs, tired, tiring, clean the windows, cook, do the washing, do the washing-up, hoover, iron clothes, take out the rubbish, tidy my room, wash the car, How often…? Once / Twice / Three times a…, Which…?, household, fifteen-minute walk, score (n.), check, physical activity, sit around, do nothing, exactly, lifestyle, this way, health, healthy | SBAudio & audio player or IWB & IWB material | critical thinking, creativity, communication, cooperation |
| 4 | 12-14 | 1C | Describe one’s school | Revision: Present Simple, Prepositions of time, Adverbs of frequency, How often?, once/twice/three times a … | school library, roof, break (n.), rugby | SBAudio & audio player or IWB & IWB material | critical thinking, autonomous learning, ICT literacy, communication |
| 5 | 15-17 | 1D | Express good wishesRespond to good wishes |  | Have a nice day!, The same to you!, I hope you have a great time!, You too!, I hope everything goes well!, I hope so too!, Give my best wishes to..., Good luck!, Good luck to you too!, Best of luck!, It's very kind of you., All the best! | 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 | Talk about sports and free time activitiesTalk about current activities and about temporary situationsDistinguish between habitual actions and current activities | Present ProgressivePresent Simple vs Present ProgressiveStative verbs | autograph, boring, cap, draw, drive, famous, from… to…, get ready, guys, hate, know, late, meet, shop (v.), sign (v.), wait for, do arts and crafts, do jigsaw puzzles, do karate, go bowling, go cycling, go rollerblading, go shopping, go skateboarding, go to a concert, go to the amusement park, go to the cinema, play table tennis, play video games, watch DVDs, watch videos on the Internet, Let’s…, mistake | SBAudio & audio player or IWB & IWB material | critical thinking, creativity, communication, cooperation |
|  | 22-24 | 2B | Talk about TV showsExpress likes and dislikes | like, love, enjoy, dislike, hate, can’t stand + -ing or noun | age, can’t stand, channel, dislike, enjoy, over (= more than), popular, series, spend (time), win, cartoon, game show, sitcom, soap opera, talent show, talk show, the news, weather forecast, wildlife documentary, What channel/day/time is it on?, What kind of TV programmes…?, What’s on?, flatmate, point (n.), online (adv.) | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
| 7 | 25-27 | 2C | Describe one’s activities during the week in the form of a diary | Revision: Present Progressive, Present Simple vs Present Progressive | diary, surf the Internet, go for a walk, farm | SBAudio & audio player or IWB & IWB material | critical thinking, communication, autonomous learning, ICT literacy, cooperation |
| 8 | 28-30 | 2D | Describe people’s appearance and personalityDescribe one’s best friend |  | a bit, be (really) into sth, be a fan of sth, be crazy about sth, bracelet, friendship, make jewellery, neighbour, chubby, curly, dark, fair, good-looking, medium-length, slim, straight, wavy, clever, friendly, funny, messy, outgoing, polite, rude, shy, tidy, unfriendly, What does he/she look like?, What is he/she like?, next-door (adj.), height (n.), build (n.), current (adj.), anything special | 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 Maths through the English languageIntroduce the use of bar charts |  | bar graph, show (v.), result, most common, gap, information, table |  | critical thinking, creativity, 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 chores through a documentary | Present SimplePresent ProgressiveAdverbs of frequencyPrepositions of time | dirty, dishwasher, mow the lawn | 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: Looking back** |
| 10 | 37-39 | Cover page module 2 & 3A | Introduce the topic of module 2Talk about past eventsRead and create a timeline of events | Past Simple | astronaut, century, explorer, fly, invent, ocean, pilot, scientist, space, travel, look back, achieve, World Wide Web, Russian, across, Norwegian, South Pole, Nobel Prize, a few, at the age of, be born, because, decide, during, excited, experience (n.), fall, forget, get a job, get married, give, graduate, grow (old), happen, last (≠ first), laugh, lose (= stop having), practise, present (n.), put, retire, start a family, try (= test), university, lunchtime, bite, chew, driveway, stunt, timeline | SBAudio & audio player or IWB & IWB material | critical thinking, communication, autonomous learning, ICT literacy, cooperation, creativity |
| 11 | 40-42 | 3B | Talk about famous explorersExpress ability in the past | The verb couldAdjectives – Adverbs of manner | continue, dangerous, discover, dream (n.), expedition, fast, for long, hero, however, join, journey, many, North/South Pole, quick, reach, slow - slowly, terrible, top, east, north, south, west, build - builder, climb - climber, dance - dancer, drive - driver, explore - explorer, farm - farmer, paint - painter, photograph -, photographer, swim - swimmer, teach - teacher, train - trainer, travel - traveller, win - winner, write – writer, How tall…?, Himalayas, Nepal, air, thin, highest, lifetime, who (relative pronoun), activity, brave | SBAudio & audio player or IWB & IWB material | critical thinking, communication |
| 12 | 43-45 | 3C | Talk about inventors and inventions | Revision: Past Simple, can/could, adverbs of manner | inventor, curious, invention, light bulb | SBAudio & audio player or IWB & IWB material | critical thinking, ICT literacy, autonomous learning, communication |
|  | 46-48 | 3D | Talk about famous people and their achievementsWrite about a famous person |  | ship, die, career, award | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity, ICT literacy |
| 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 about past events and habitsTalk about gadgets | Used to | backpack, battery, check, compass, dead (= not working), even, everything, gadget, get dark, go hiking, GPS, heavy, in the past, information, know how to, look (= seem), map, only, torch, chat online, download apps/songs/videos, make a video call, post something on a website, save/delete/print a document/picture, send/receive emails/text messages, turn on/off a computer/ laptop / mobile phone, use the Internet / an app, Don’t worry, Forget it, It’s a good thing…, dear, granny, I wonder, chicory, trail, replace | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
| 14 | 53-55 | 4B | Talk about our solar system | Personal Pronouns | almost, be called, billion, degrees, fit (v.), interesting, land (v.), last (v.), million, minus, planetarium, temperature, thousand, earth, galaxy, moon, planet, solar system, spaceship, star, sun, How far…?, How long…?, What’s the weather like?, imagine, average, landing, Saturn, Mercury, Mars, Neptune, Venus, Jupiter, Uranus | SBAudio & audio player or IWB & IWB material | critical thinking, ICT literacy, creativity, communication |
| 15 | 56-58 | 4C | Talk about space | Revision: used to, subject and object personal pronouns | spacecraft, direction, save, kilometre, language | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, autonomous learning, ICT literacy |
| 16 | 59-61 | 4D | Give good newsRespond to good news and ask for detailsTalk about a first-time experience |  | 3D film, action, bored, bring, bumper car, cloud, detail, flight, flight attendant, full of, hope, little, plane, roller coaster, scared, screen, seat, thirsty, toy, train (n.), view, Congratulations!, Did I tell you about…?, Good for you!, Guess what!, How are things?, How wonderful/exciting!, I can’t believe it!, I’m really happy for you., Listen to this!, Lucky you!, Really?, That’s amazing (news)., What wonderful news!, motor, car racing, respond, fall off, Dublin, take-off (n.), snowy | 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 British cultureRevise and consolidate the structures, functions and vocabulary they have already studied through a song |  | sail (v.), carry, arrive, expensive, captain, run into, steamship, trade, wool, price, fact |  | critical thinking, intercultural awareness, autonomous learning, creativity, communication, ICT literacy, cooperation |
|  | 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 Ferdinand Magellan through a documentary | Past SimplePersonal pronouns | island, map, ocean, penguin, sailor, voyage | 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: From place to place** |
| 19 | 73-75 | Cover page module 3 & 5A | Introduce the topic of module 3Talk about means of transportExpress obligation and absence of obligationExpress prohibition | must – have to | sign (n.), airport, bridge, port, traffic lights, train station, recognise, from … to, back (adv.), be in a hurry, by + means of transport, get off, get on, headphones, helmet, in the end, leave, licence, make it, next, on foot, pavement, seat belt, stop (n.), ticket, way (= direction), wheel, without, wrong, boat, coach, ferry, helicopter, motorbike, tram, underground, Hold on!, How much…?, Not much., Now what?, Sounds good., There’s no time., Wait a minute., Well done., What a day!, What are you up to?, be playing (for film), stunt, come off, Phew (excl.), rule (n.) | SBAudio & audio player or IWB & IWB material | critical thinking, communication, autonomous learning, creativity, ICT literacy, cooperation |
| 20 | 76-78 | 5B | Make comparisonsCompare life in the city with life in the country | Comparative formsas + adjective + as | balcony, calm, capital (city), cheap, clean (adj.), close (adj.), comfortable, crowded, dirty, expensive, find sth (+ adj.), glad, hometown, impressive, modern, noisy, peaceful, safe, sight, size, tourist, tower, ugly, storey, cowboy hat, Louvre, How can that be?, Texas | SBAudio & audio player or IWB & IWB material | critical thinking, intercultural awareness, communication, cooperation |
| 21 | 79-81 | 5C | Talk about road safety and following rules | Revision: must – have to, Comparative forms, as + adjective + as | cross the road, bicycle lane, park (v.), bicycle rack, loudly, line, escalators, (be) out and about | SBAudio & audio player or IWB & IWB material | critical thinking, autonomous learning, ICT literacy, personal and social responsibility, communication |
|  | 82-84 | 5D | Use communication repair strategiesCompare pictures |  | Let me check..., Can I have your full name, please?, Sorry, what did you say?, I’m sorry but I didn’t understand what you said., Sorry, could you say that again?, Could you repeat that, please?, Sorry, what does that mean?, Do you understand what I mean?, Do you understand what I’m saying?, Is that clear?, Are you following me?, I see., I got it., I’m sorry, I didn’t quite catch that. Could you speak up, please?, Could you speak up, please? I can barely hear you., Would you mind speaking up?, Could you slow down a bit, please?, Could you speak more slowly, please?, Sorry, that was a bit fast., How do you spell that?, Can/Could you spell that for me, please? | 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 | Make comparisonsTalk about important features of a country | Superlative forms | ancient, attraction, come from, continent, cover, fact (file), flag, half, high, important, large, main, nearly, official language, penguin, plant (n.), population, possible, probably, ruins, species, visitor, along, run for, peak (n.), current (n.), off the coast, feed on sth, part of, Incas, ever, anywhere else, coast, desert, mountain range, rainforest | SBAudio & audio player or IWB & IWB material | critical thinking, intercultural awareness, communication, cooperation, ICT literacy, creativity |
| 23 | 89-91 | 6B | Ask for, give and follow directionsRefer to the location of places in a city/townRead a map | Prepositions of placePrepositions of movement | bicycle parking area, book (v.), get a haircut, magazine, medicine, newspaper, no parking, pedestrian crossing, post a letter, stamp, stop sign, tunnel, car park, chemist’s, farmer’s market, florist’s, hairdresser’s, newsagent’s, petrol station, post office, travel agent’s, Go past…, Go straight on., Go up/down… Street/Road., How do I get to…?, It’s next to / opposite / between…, It’s on your left/right., Turn left/right at the…, Turn left/right into… Street/Road., Walk towards… | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation |
| 24 | 92-94 | 6C | Talk about buildings | Revision: Superlative forms, prepositions of place, prepositions of movement | skyscraper, cost (v.), complete (v.), huge, office, second | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, ICT literacy, autonomous learning |
| 25 | 95-97 | 6D | Ask for helpAsk for and give information about placesDescribe a town/city |  | a ten-minute walk, ask for a favour, attract, borrow, brilliant, bus station, castle, city centre, festival, for example, free, hill, look for, lovely, picnic, show (v.), something else, stadium, take place, tourist information office, two/three, etc. blocks away, volcano, would like to, make an offer, ask for permission, make a request, opening/closing hours, extinct, international, feature (n.), describe, mention, let me, Can/Could/May I…?, Don’t mention it., Excuse me., How can I help you?, How long does it take to…?, How much is it?, It takes…, No problem., Sorry, I’ve got another question., Thank you so much., You’re welcome. | SBAudio & audio player or IWB & IWB material | critical thinking, communication, 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 Science and Social studies through the English language |  | earthquake, ring (n.) |  | 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 the Himalayas through a documentary | Superlative formsPrepositions of place/movement | bottom, crash, plates, red panda, rock, snow leopard | 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: What happened?** |
| 27 | 104-106 | Cover page module 4 & 7A | Introduce the topic of module 4Narrate past events/accidents | Past Progressive | break (v.), have an argument, ill, wake up, all day, ambulance, answer (the phone), block of flats, fire, fire alarm, firefighter, front door, have an accident, hear, jump (out of), ladder, mud, paint (n.), ring (v.) (telephone), scare (v.), scream (n. + v.), shampoo, smoke (n.), suddenly, wall, ankle, arm, back, finger, knee, wrist, crash into, fall down/off, hit, hurt, slip, sprain, bucket, one at a time, go off | SBAudio & audio player or IWB & IWB material | critical thinking, communication, autonomous learning, ICT literacy, cooperation |
| 28 | 107-109 | 7B | Express emotionsNarrate events | Past Simple – Past ProgressiveTime clauses (when, while) | alone, appear, around, arrive, call for (help), dolphin, exactly, expect, fish (v.), fortunately, immediately, keep, move, noise, notice, protect, rescue, rock (n.), save, seagull, shark, shore, strange, strong, weak, to the rescue, fin, animal rescue centre, thanks to, fishing net, through, reporter, interview (v.), circle, land (n.), be caught up, afraid, angry, confused, embarrassed, shocked, surprised, worried | SBAudio & audio player or IWB & IWB material | critical thinking, communication, personal and social responsibility, cooperation |
|  | 110-112 | 7C | Talk about a safari holiday and wild animals | Revision: Past Progressive, Past Simple vs Past Progressive | safari, zebra, turn round, lock, go away, national park, be over (=finished) | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, autonomous learning, ICT literacy |
| 29 | 113-115 | 7D | Express apologiesDescribe an accident |  | I’m (really/terribly/ sorry (for/about)..., That’s all right., I apologise for..., I’d like to apologise for..., Don’t apologise for..., I didn’t mean to (do that/it)., Never mind. / Forget about it., Please forgive me for..., It doesn’t matter. / Don’t mention it., Excuse me for... | 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 | Narrate eventsTalk about books | some – any - no | at that moment, blow (v.), carry, deep, fall asleep, forever, hide, land (n.), perhaps, sand, shout, sink (v.), sky, still, turn sth over, wave, wild, extract, novel, adapted version, main character, survive, run into sand, situation, lie before me, to my surprise, be lost (= die), cloud - cloudy, fog - foggy, ice - icy, rain - rainy, snow - snowy, sun - sunny, wind – windy | SBAudio & audio player or IWB & IWB material | critical thinking, communication |
| 31 | 120-122 | 8B | Talk about mishaps | Compounds of some, any, no, every | catch a bus/train…, keys, leave (= not take sth with you), luckily, miss (= feel sad), move (house), play a joke on sb, unfortunately, too late, unpleasant, be/get lost, get a flat tyre, get locked out, get stuck in a lift, lose one’s wallet, miss the bus/train | SBAudio & audio player or IWB & IWB material | critical thinking |
| 32 | 123-125 | 8C | Talk about visiting an ancient city | Revision: some, any, no and compounds of some, any, no, every | hike (v.), guide (n.), village, amazed, magnificent, cliff | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, ICT literacy, autonomous learning |
|  | 126-128 | 8D | Respond to bad newsExpress sympathyDescribe consecutive eventsNarrate a story |  | blackout, burglar, cow, feed, field, finally (= at last), footstep, lights go out, pick sb up, practice, return, sheep, shine, sound (n.), unluckily, while (n.), whistle (v.), greet, express sympathy, load (v.), run after, How awful/unpleasant!, I’m sorry to hear that., No way!, Oh dear!, Poor you!, That’s a shame/pity., That’s so sad., That’s terrible., That’s too bad., What a shame/pity!, You poor thing!, You won’t believe what happened to me., First,..., Then,..., After that,..., Later,..., Finally,... | SBAudio & audio player or IWB & IWB material | critical thinking, communication, cooperation, creativity |
| 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 a British writerRevise and consolidate the structures, functions and vocabulary they have already studied through a song |  | in fact, as well as, character, page, line, recent, performance, musical, ahead |  | critical thinking, intercultural awareness, creativity, communication, ICT literacy, autonomous learning, cooperation |
|  | 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 hurricanes through a documentary | Revision: Present Simple, Past Simple, Adverbs of manner | cyclone, hurricane, storm, typhoon, warm | 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 |  |  |  |  |