**RECOMMEDED SYLLABUS**

using the textbook and workbook in parallel

**5 lessons per week**

**mm**publications

**Key Links for Hungary A2**

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| **Week** | **Lesson** | **Contents** | **Aims of the lesson** | **Grammar structures** | **Vocabulary** | **Aids and materials** | **Key competencies, Sustainable development goals** |
| 1 | 1 | Introduction to the school year  Learning tips | Introduce the course and the components.  Learn how to learn a language |  |  | Student’s book, multimedia material | Autonomous learning |
|  | 2 | Welcome 1-4 | Greet and introduce oneself and others  Ask for and give personal information  Ask how sb is and respond  Say goodbye  Talk about countries and nationalities  Identify numbers 0-100 | What?  How?  Where … from? | Countries – Nationalities  Numbers | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Intercultural awareness |
|  | 3 | Welcome 5-8 | Spell  Identify the days of the week  Ask and answer about dates  Identify common objects in a bedroom  Understand classroom language | What day?  What’s?  Plurals (regular and irregular)  Imperative | Days of the week  Classroom language | Student’s book, multimedia material | Communication, Critical thinking, Cooperation |
|  |  | **Module 1: New beginnings** | | | | | |
|  | 4-5 | Cover page module 1  1A | Introduce the topic of the module  Talk about family members  Ask for and give basic personal information | The verb to be  Possessive adjectives | Titles  Family  Jobs | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning |
| 2 | 6-7 | 1B | Talk about jobs  Talk about talents and abilities | The verb can (ability) | Jobs | Student’s book, multimedia material | Communication, Critical thinking, Cooperation  Mediation |
|  | 8-9 | 1C | Talk about dates and seasons  Talk about permanent states and actions that happen regularly | Present Simple (affirmative) | Months  Ordinals  Seasons | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Intercultural awareness  Quality education |
| 3 | 10-11 | 1D | Ask for, give and refuse permission  Make offers and requests and ask for favours  Complete a form  Write a short personal profile |  | Phrases connected to permission and offering help | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Creativity  Mediation |
|  | 12-13 | Review 1  Self-evaluation | Revise the structures, functions and vocabulary of the module  Give students the opportunity to check their progress |  |  | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning |
|  | 14 | Video module 1 | Elaborate on the topic of the module  Provide factual information about three universities |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Creativity, Autonomous learning, Intercultural awareness  Quality education |
|  | 15 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 2: Day in, day out** | | | | | |
| 4 | 16-17 | Cover page module 2  2A | Introduce the topic of the module  Tell the time  Talk about daily routines | Present Simple (negative, Yes/No questions)  Wh-questions  Prepositions of time | Words/Phrases related to time | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning  Mediation |
|  | 18-19 | 2B | Talk about what you do in your free time  Say how often you do something | Adverbs of frequency | Free-time activities  Adverbs of frequency | Student’s book, multimedia material | Communication, Critical thinking, Cooperation |
| 5 | 20-21 | 2C | Talk about tech habits  Express likes and dislikes  Express wants and desires | like / love / enjoy / hate / can’t stand + -ing  would like / want + to | Words/phrases related to technology | Student’s book, multimedia material | Communication, Critical thinking, Cooperation  Mediation |
|  | 22-23 | 2D | Make and respond to suggestions  Express likes and dislikes  Present yourself |  | Phrases connected to suggestions | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Creativity  Mediation |
|  | 24-25 | Review 2  Self-evaluation | Revise the structures, functions and vocabulary of the module  Give students the opportunity to check their progress |  |  | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning |
| 6 | 26 | Video module 2 | Elaborate on the topic of the module  Provide factual information about ice sculpting |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Creativity, Autonomous learning, Intercultural awareness, ICT literacy |
|  | 27 | Task modules 1-2 | Provide opportunities for practical application of new skills beyond the classroom environment  Do a survey and report results |  |  | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning, Creativity  Mediation |
|  | 28-29 | Exam practice modules 1-2 | Become familiar with exam-style tasks and develop exam strategies |  |  | Student’s book, multimedia material | Autonomous learning |
|  | 30 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 3: My space, my place** | | | | | |
| 7 | 31-32 | Cover page module 3  3A | Introduce the topic of the module  Express possession  Describe things | Possessive case  Possessive pronouns  this/that/these/those | Colours  Personal belongings  Furniture, appliances and household items | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Creativity |
|  | 33-34 | 3B | Talk about furniture and appliances  Refer to the location of objects  Describe a room | there is / there are  a/an vs the | Furniture, appliances and household items  Prepositions of place | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Creativity |
| 8 | 35-36 | 3C | Talk about buildings/places in a town/city  Use numbers over one hundred |  | Places/Buildings in a town/city | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Creativity, ICT literacy, Intercultural awareness  Mediation |
|  | 37-38 | 3D | Ask for, give and follow directions  Check and confirm information  Thank somebody and respond to thanks  Write an informal email |  | Places/Buildings in a town/city  Prepositions of movement  Directions  Phrases for letters/emails | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Creativity  Mediation |
|  | 39-40 | Review 3  Self-evaluation | Revise the structures, functions and vocabulary of the module  Give students the opportunity to check their progress |  |  | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning  Mediation |
| 9 | 41 | Video module 3 | Elaborate on the topic of the module  Provide factual information about beautiful bridges around the world |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Creativity, Autonomous learning, Intercultural awareness, ICT literacy |
|  | 42 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 4: Time to eat!** | | | | | |
|  | 43-44 | Cover page module 4  4A | Introduce the topic of the module  Talk about food  Refer to quantity | Countable and uncountable nouns  Some / any / no | Food and drink | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning |
| 10 | 45-46 | 4B | Talk about eating habits  Ask and answer about quantity | How much? / How many? / much / many / a lot of / lots of / a few / a little | Food and drink  Quantity nouns | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Creativity  Mediation  Good health and well-being |
|  | 47-48 | 4C | Follow a recipe | Subject and object personal pronouns | Food  Cooking verbs  Kitchen utensils | Student’s book, multimedia material | Critical thinking, Creativity |
|  | 49-50 | 4D | Order food and take an order  Write a post about a restaurant you recommend |  | Food and drink | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Creativity |
| 11 | 51-52 | Review 4  Self-evaluation | Revise the structures, functions and vocabulary of the module  Give students the opportunity to check their progress |  |  | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning |
|  | 53 | Video module 4 | Elaborate on the topic of the module  Provide factual information about street food |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Creativity, Autonomous learning, Intercultural awareness, ICT literacy |
|  | 54 | Task modules 3-4 | Engage in simple negotiations  Make an informed decision |  |  | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning, Creativity  Mediation |
| 12 | 55-56 | Exam practice modules 3-4 | Become familiar with exam-style tasks and develop exam strategies |  |  | Student’s book, multimedia material | Autonomous learning |
|  | 57 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 5: Ups and downs** | | | | | |
|  | 58-59 | Cover page module 5  5A | Introduce the topic of the module  Talk about past events/experiences | Past Simple (affirmative, negative)  Time expressions | Linking words | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Creativity  Mediation |
| 13 | 60-61 | 5B | Talk about mishaps  Ask and answer questions about past events | Past Simple (questions) | Mishaps | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Creativity |
|  | 62-63 | 5C | Describe feelings  Narrate a story and identify the sequence of events  Write a story |  | Feelings | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Creativity |
|  | 64-65 | 5D | Give news and react to news  Indicate that you are following what someone is saying  Write an email giving news |  | Phrases connected to giving and reacting to news | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Creativity  Mediation |
| 14 | 66-67 | Review 5  Self-evaluation | Revise the structures, functions and vocabulary of the module  Give students the opportunity to check their progress |  |  | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning  Mediation |
|  | 68 | Video module 5 | Elaborate on the topic of the module  Provide factual information about the Titanic |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Intercultural awareness |
|  | 69 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 6: Let’s have fun!** | | | | | |
| 15 | 70-71 | Cover page module 6  6A | Introduce the topic of the module  Talk about the weather  Talk about things that are happening now  Talk about temporary situations | Present Progressive | Words related to weather  Words/Phrases related to amusement parks | Student’s book, multimedia material | Communication, Critical thinking, Autonomous learning, Creativity |
|  | 72-73 | 6B | Talk about free-time activities  Distinguish between the Present Simple and the Present Progressive | Present Simple vs Present Progressive  Stative verbs | Phrases with go | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning |
|  | 74-75 | 6C | Describe people’s appearance  Define people, things and places | Relative pronouns who, which, that  Relative adverb where | Words/Phrases related to appearance | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Creativity |
| 16 | 76-77 | 6D | Start, maintain and end a conversation  Write an online status update, comment or short post |  | Phrases connected to conversations | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Creativity |
|  | 78-79 | Review 6  Self-evaluation | Revise the structures, functions and vocabulary of the module  Give students the opportunity to check their progress |  |  | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning |
|  | 80 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
| 17 | 81 | Video module 6 | Elaborate on the topic of the module  Provide factual information about a boat race |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Intercultural awareness  Peace, justice and strong institutions |
|  | 82 | Task modules 5-6 | Ask and answer questions about an event  Describe aspects of an event in a blog post |  |  | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning |
|  | 83-84 | Exam practice modules 5-6 | Become familiar with exam-style tasks and develop exam strategies |  |  | Student’s book, multimedia material | Autonomous learning |
|  | 85 | Revision | Revise the structures, functions and vocabulary of modules 1-6 |  |  | Student’s book, multimedia material |  |
| 18 | 86 | Mid-term test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 7: Give it a try!** | | | | | |
|  | 87-88 | Cover page module 7  7A | Introduce the topic of the module  Express ability in the past  Talk about talents and abilities  Describe the manner in which something happens | The verb could  Adjectives - Adverbs of manner | Nouns ending in -er | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning |
|  | 89-90 | 7B | Talk about fitness and health | Compounds of some, any, no, every | Words/Phrases related to keeping fit | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning  Good health and well-being |
| 19 | 91-92 | 7C | Talk about sports  Express obligation, lack of obligation, permission and prohibition | must - mustn’t  have to - don’t have to | Sports equipment | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Personal and social responsibility, Creativity  Mediation |
|  | 93-94 | 7D | Ask for and give an opinion  Express reason and doubt  Write a post about a first-time sporting experience |  | Sports | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Creativity  Mediation |
| 20 | 95-96 | Review 7  Self-evaluation | Revise the structures, functions and vocabulary of the module  Give students the opportunity to check their progress |  |  | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning |
|  | 97 | Video module 7 | Elaborate on the topic of the module  Provide factual information about action replays |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Creativity, ICT literacy |
|  | 98 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 8: A material world** | | | | | |
|  | 99-100 | Cover page module 8  8A | Introduce the topic of the module  Talk about clothes, accessories, sizes and materials  Describe clothes  Write a thank-you email | too - enough  one - ones | Clothes and accessories  Materials  Sizes | Student’s book, multimedia material | Communication, Critical thinking, Autonomous learning, Creativity |
| 21 | 101-102 | 8B | Talk about prices and discounts  Make comparisons  Shop for something and help customers in a shop | Comparative forms  as + adjective + as | Phrases connected to shopping | Student’s book, multimedia material | Communication, Critical thinking, Cooperation |
|  | 103-104 | 8C | Talk about spending habits  Make comparisons | Superlative forms | Spending money | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Personal and social responsibility |
| 22 | 105-106 | 8D | Use adjectives to describe things  Agree or disagree  Write a reply to an email |  | Materials | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Creativity  Mediation |
|  | 107-108 | Review 8  Self-evaluation | Revise the structures, functions and vocabulary of the module  Give students the opportunity to check their progress |  |  | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning  Mediation |
|  | 109 | Video module 8 | Elaborate on the topic of the module  Provide factual information about three gadgets |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Creativity, Autonomous learning, ICT literacy, Intercultural awareness |
|  | 110 | Task modules 7-8 | Understand information on a flyer  Understand an announcement  Collaborate with a partner to reach a decision |  |  | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning, Creativity  Mediation |
| 23 | 111-112 | Exam practice modules 7-8 | Become familiar with exam-style tasks and develop exam strategies |  |  | Student’s book, multimedia material | Autonomous learning |
|  | 113 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 9: Moments in life** | | | | | |
|  | 114-115 | Cover page module 9  9A | Introduce the topic of the module  Talk about future plans and arrangements | Future be going to  Present Progressive with future meaning | Life events | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning |
| 24 | 116-117 | 9B | Talk about learning experiences  Expressing purpose | Full infinitive  Bare infinitive | Collocations related to education | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Creativity  Quality education |
|  | 118-119 | 9C | Talking about work | -ing form | Work | Student’s book, multimedia material | Communication, Critical thinking, Autonomous learning, Creativity  Mediation  Good health and well-being, Decent work and economic growth, Climate action |
| 25 | 120-121 | 9D | Talk about future plans  Write a blog post about your life |  | Life events | Student’s book, multimedia material | Communication, Critical thinking, Autonomous learning, Creativity  Peace, justice and strong institutions |
|  | 122-123 | Review 9  Self-evaluation | Revise the structures, functions and vocabulary of the module  Give students the opportunity to check their progress |  |  | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning |
|  | 124 | Video module 9 | Elaborate on the topic of the module  Provide factual information about different jobs |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Creativity, Autonomous learning, ICT literacy  Decent work and economic growth |
|  | 125 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 10: Oh, no!** | | | | | |
| 26 | 126-127 | Cover page module 10  10A | Introduce the topic of the module  Talk about health problems  Ask for and give advice | The verb should | Parts of the body  Ailments and illnesses | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning  Good health and well-being |
|  | 128-129 | 10B | Differentiate between completed actions and actions that were in progress at a specific time in the past | Past Progressive | Crime | Student’s book, multimedia material | Communication, Critical thinking, Cooperation |
| 27 | 130-131 | 10C | Narrate past events/experiences  Describe accidents and injuries | Past Simple - Past Progressive  Time clauses (when, while) | Accidents | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Creativity  Good health and well-being |
|  | 132-133 | 10D | Ask for and give advice  Use linking words/phrases to list or add points  Write a paragraph asking for and giving advice |  | Linking words/phrases | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Creativity, Personal and social responsibility |
|  | 134-135 | Review 10  Self-evaluation | Revise the structures, functions and vocabulary of the module  Give students the opportunity to check their progress |  |  | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning |
| 28 | 136 | Video module 10 | Elaborate on the topic of the module  Provide factual information about accidents at home |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Creativity, Autonomous learning, ICT literacy, Personal and social responsibility  Good health and well-being |
|  | 137 | Task modules 9-10 | Understand and write notes  Note down the main points of a conversation  Use abbreviations and incomplete sentences in notes |  |  | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning, Creativity |
|  | 138-139 | Exam practice modules 9-10 | Become familiar with exam-style tasks and develop exam strategies |  |  | Student’s book, multimedia material | Autonomous learning  Good health and well-being |
|  | 140 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 11: Travel experiences** | | | | | |
| 29 | 141-142 | Cover page module 11  11A | Introduce the topic of the module  Talk about experiences you have had  Talk about holiday activities | Present Perfect Simple | Holiday activities | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Creativity  Mediation |
|  | 143-144 | 11B | Talk about experiences you have had  Talk about different means of transport | Present Perfect Simple vs Past Simple  have/has been vs have/has gone | Means of transport | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Creativity  Sustainable cities and communities |
| 30 | 145-146 | 11C | Talk about different kinds of holidays  Express opinion | Present Perfect Simple with for - since, already - yet | Types of holidays | Student’s book, multimedia material | Communication, Critical thinking, Cooperation  Peace, justice and strong institutions |
|  | 147-148 | 11D | Ask for help/information at a hotel  Help a hotel guest  Make and respond to a complaint  Ask for repetition and clarification  Brainstorm ideas using a mind map  Write a hotel review |  | Hotel facilities | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Creativity  Mediation |
|  | 149-150 | Review 11  Self-evaluation | Revise the structures, functions and vocabulary of the module  Give students the opportunity to check their progress |  |  | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning  Mediation |
| 31 | 151 | Video module 11 | Elaborate on the topic of the module  Provide factual information about different trails that hikers can take |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Creativity, Autonomous learning, ICT literacy, Intercultural awareness  Life on land |
|  | 152 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 12: Help out** | | | | | |
|  | 153-154 | Cover page module 12  12A | Introduce the topic of the module  Talk about ways to help protect the environment  Make predictions, promises, offers, requests and on-the-spot decisions  Express possibility in the present or future | Future will - Shall I/we…?  may/might | Words/Phrases connected to protecting the environment | Student’s book, multimedia material | Communication, Critical thinking, Personal and social responsibility  Climate action, Responsible consumption and production |
| 32 | 155-156 | 12B | Talk about animals and their habitats  Talk about environmental issues  Talk about conditions and their results | Conditional Sentences Type 1 | Animals | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, ICT literacy, Personal and social responsibility  Responsible consumption and production, Climate action, Life on land, Life below water |
|  | 157-158 | 12C | Talk about factual information  Emphasise an action rather than the doer of the action | Passive Voice: Present Simple and Past Simple |  | Student’s book, multimedia material | Critical thinking, Autonomous learning, ICT literacy, personal and social responsibility  Mediation  No poverty, Good health and well-being, Quality education |
|  | 159-160 | 12D | Invite and accept or refuse an invitation  Make suggestions and arrangements  Understand the purpose of an email  Write an email accepting or refusing an invitation |  | Phrases connected to invitations | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning, Creativity  No poverty |
| 33 | 161-162 | Review 12  Self-evaluation | Revise the structures, functions and vocabulary of the module  Give students the opportunity to check their progress |  |  | Student’s book, multimedia material | Communication, Critical thinking, Cooperation, Autonomous learning |
|  | 163 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | 164 | Video module 12 | Elaborate on the topic of the module  Provide factual information about the harmful effects plastic has on our planet and alternative products that are better for the environment |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Creativity  Industry, innovation and infrastructure, Responsible consumption and production, Climate action |
|  | 165 | Task modules 11-12 | Understand information on tickets and departures boards at airports  Understand announcements at airports |  |  | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning, Creativity |
| 34 | 166-167 | Exam practice modules 11-12 | Become familiar with exam-style tasks and develop exam strategies |  |  | Student’s book, multimedia material | Autonomous learning  Life on land, Life below water |
|  | 168 | Revision | Revise the structures, functions and vocabulary of modules 6-10 |  |  | Student’s book, multimedia material |  |
|  | 169 | Final test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | 170 | End of school year | Evaluate results over the year |  |  |  |  |