**RECOMMEDED SYLLABUS**

using the textbook and workbook in parallel

**5 lessons per week**

**mm**publications

**Key Links for Hungary B1**

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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 |
|  |  | **Module 1: My life** | | | | | |
|  | 2-3 | Cover page module 1  1A (page 8-9) | Introduce the topic of the module  Talk about influencers  Distinguish between permanent and temporary situations | Present Simple - Present Progressive  Adverbs of frequency  Stative verbs |  | Student’s book, multimedia material | Critical thinking, Communication, Autonomous learning, ICT literacy  Good health and well-being |
|  | 4-5 | 1A (page 10-11) | Express like and dislike  Express opinion and give reasons  Talk and write about hobbies, interests and free-time activities |  | Phrases expressing likes and dislikes  Suffixes related to people | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Creativity |
| 2 | 6-7 | 1B (page 12-13) | Talk about turning one’s hobby into a career  Talk about past events, past abilities and past habits | Past Simple / The verb could | Collocations with do and make | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning, Creativity  Gender equality |
|  | 8-9 | 1B (page 14-15) | Talk about where one lives  Talk about past states and habits | The verb used to | Phrasal verbs  Places | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Creativity |
| 3 | 10-11 | 1B (page 16-17) | Give news  Write an informal email |  | Phrases used in informal emails giving news | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Creativity |
|  | 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 | Critical thinking, Autonomous learning |
|  | 14 | Video module 1 | Elaborate on the topic of the module  Provide factual information about comics |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Intercultural awareness |
|  | 15 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 2: Action!** | | | | | |
| 4 | 16-17 | Cover page module 2  2A (page 20-21) | Introduce the topic of the module  Understand descriptions of events and feelings in a text  Understand the main points and important details in narratives  Guess the meaning of unknown words/phrases  Narrate past events and experiences | Past Simple - Past Progressive  Time clauses |  | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning, ICT literacy, Creativity  Mediation |
|  | 18-19 | 2A (page 22-23) | Express feelings  Narrate past events and experiences |  | Adjectives ending in -ing and -ed | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Creativity |
| 5 | 20-21 | 2B (page 24-25) | Talk about outdoor skills and activities  Talk about accidents | Reflexive pronouns | Mishaps | Student’s book, multimedia material | Critical thinking, Communication, Personal and social responsibility  Mediation |
|  | 22-23 | 2B (page 26-27) | Talk about extreme sports  Express feelings such as enthusiasm, surprise, admiration, disappointment, anger and annoyance  Express result | Exclamatory sentences  Clauses of result | Extreme sports  Phrasal verbs  Noun suffixes | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Creativity |
|  | 24-25 | 2B (page 28-29) | Give and respond to news  Ask questions to keep the conversation going  Use linking words/phrases  Write a story |  | Adverbs and adverbial phrases  Linking words / phrases | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Creativity  Mediation |
| 6 | 26-27 | 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 | Critical thinking, Autonomous learning |
|  | 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 | Video module 2 | Elaborate on the topic of the module  Provide factual information about Jacques-Yves Cousteau |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Personal and social responsibility |
| 7 | 31 | Task modules 1-2 | Carry out an interview  Transfer acquired information and create a mini bio |  |  | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning, Creativity  Mediation |
|  | 32 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 3: People around me** | | | | | |
|  | 33-34 | Cover page module 3  3A (page 32-33) | Introduce the topic of the module  Talk about different parenting styles  Guess the meaning of unknown words/phrases  Use appropriate tenses to link the past with the present | Present Perfect Simple  Present Perfect Simple vs Past Simple | Parenting | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning, ICT literacy |
| 8 | 35-36 | 3A (page 34-35) | Talk about childhood memories and experiences |  | Phrases with take  Collocations with tell  Collocations with say | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning, Creativity |
|  | 37-38 | 3B (page 36-37) | Talk about the concept of friendship  Talk about the duration or result of an action | Present Perfect Progressive  Present Perfect Simple - Present Perfect Progressive | Relationships  Verbs + prepositions | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning |
|  | 39-40 | 3B (page 38-39) | Describe a person | All - both - neither - none - either | Personality adjectives  Negative prefixes | Student’s book, multimedia material | Critical thinking, Communication, Cooperation |
| 9 | 41-42 | 3B (page 40-41) | Invite and make a suggestion  Apologise and accept an apology  Make and respond to requests  Write an informal email replying to someone |  | Phrases used for invites, apologies and requests | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Creativity |
|  | 43-44 | 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 | Critical thinking, Autonomous learning |
|  | 45 | Video module 3 | Elaborate on the topic of the module  Provide factual information about Helen Keller |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning, Creativity, Personal and social responsibility |
| 10 | 46 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 4: All over the world** | | | | | |
|  | 47-48 | Cover page module 4  4A (page 44-45) | Introduce the topic of the module  Tslk about places and travel experiences  Define people, places, things and ideas and give additional information about them | Relative clauses |  | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning, ICT literacy |
|  | 49-50 | 4A (page 46-47) | Talk about geographical features  Talk about holiday destinations  Describe photographs  Express preference and opinion |  | Geographical features  Adjective suffixes  Holiday | Student’s book, multimedia material | Critical thinking, Communication, Cooperation |
| 11 | 51-52 | 4B (page 48-49) | Talk about exploring a new place  Make comparisons  Describe a tourist attraction | Adjectives  Adverbs of manner  Comparisons | Words easily confused connected to travel | Student’s book, multimedia material | Critical thinking, Autonomous learning, Intercultural awareness, Creativity |
|  | 53-54 | 4B (page 50-51) | Talk about the weather  Talk about different types of accommodation | Articles | Words / Phrases related to weather  Accommodation | Student’s book, multimedia material | Critical thinking |
| 12 | 55-56 | 4B (page 52-53) | Make recommendations / suggestions  Agree and disagree with a suggestion  Use descriptive techniques  Use different ways to attract and keep a reader’s attention  Write an article describing a place |  | Senses | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Intercultural awareness, Creativity  Mediation  Life on land |
|  | 57-58 | 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 | Critical thinking, Autonomous learning |
|  | 59-60 | Exam practice modules 3-4 | Become familiar with exam-style tasks and develop exam strategies |  |  | Student’s book, multimedia material | Autonomous learning  Life on land |
| 13 | 61 | Video module 4 | Elaborate on the topic of the module  Provide factual information about Kazakhstan |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning, Intercultural awareness, Creativity, ICT literacy |
|  | 62 | Task modules 3-4 | Write a summary of a text |  |  | Student’s book, multimedia material | Critical thinking, Communication, Autonomous learning, Creativity  Mediation |
|  | 63 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 5: A healthy lifestyle** | | | | | |
|  | 64-65 | Cover page module 5  5A (page 56-57) | Introduce the topic of the module  Talk about sports and activities  Describe quantities  Use quantifiers | Countable and uncountable nouns  Quantifiers  too - enough |  | Student’s book, multimedia material | Critical thinking, Communication, Autonomous learning, ICT literacy |
| 14 | 66-67 | 5A (page 58-59) | Talk about classes promoting a healthy lifestyle  Guess the meaning of unknown words  Assess options  Identify advantages and disadvantages  Make a decision |  | Phrasal verbs / Expressions with keep  Compound adjectives  Prepositional phrases with in and out of | Student’s book, multimedia material | Critical thinking, Communication, Personal and social responsibility  Mediation  Good health and well-being |
|  | 68-69 | 5B (page 60-61) | Talk about healthy / unhealthy food and food preferences  Express obligations, prohibitions and absence of necessity in the present and future | must - have to - need to - can’t | Tastes | Student’s book, multimedia material | Critical thinking, Communication, Personal and social responsibility, Creativity, ICT literacy  Mediation  Good health and well-being |
| 15 | 70-71 | 5B (page 62-63) | Ask for and give advice  Express an opinion  Make suggestions  Express mild obligations  Express criticism in the past | should - ought to - should + have + past participle | Food | Student’s book, multimedia material | Critical thinking, Communication |
|  | 72-73 | 5B (page 64-65) | Ask questions politely  Write a formal email asking for information  Use indirect questions |  | Linking words/phrases | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Creativity |
|  | 74-75 | 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 | Critical thinking, Autonomous learning |
| 16 | 76 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | 77 | Video module 5 | Elaborate on the topic of the module  Provide factual information about the potato |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Autonomous learning, Creativity, Intercultural awareness, ICT literacy |
|  | 78-80 | Revision | Revise the structures, functions and vocabulary of modules 1-5 |  |  | Student’s book, multimedia material |  |
| 17 | 81 | Mid-term test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 6: Making progress** | | | | | |
|  | 82-83 | Cover page module 6  6A (page 68-69) | Introduce the topic of the module  Talk about education and careers  Refer to the future | Future will - Future be going to - Future Progressive  Time clauses |  | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning, ICT literacy, Personal and social responsibility, Creativity  Quality education, Decent work and economic growth |
|  | 84-85 | 6A (page 70-71) | Talk about dreams, goals and ambitions  Express an opinion and justify it |  | Collocations related to work and education | Student’s book, multimedia material | Critical thinking, Communication, Autonomous learning, Creativity |
| 18 | 86-87 | 6B (page 72-73) | Talk about education ad technology  Express possibility  Express possibility in the past | may - might - could - might + have + past participle | Words connected to computers | Student’s book, multimedia material | Critical thinking, Communication, Cooperation  Quality education |
|  | 88-89 | 6B (page 74-75) | Talk about jobs  Express ability | be able to | Jobs  Expressions with way | Student’s book, multimedia material | Critical thinking, Communication |
| 19 | 90-91 | 6B (page 76-77) | Interrupt politely and gain time to think  Write a covering email |  |  | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Creativity  Mediation |
|  | 92-93 | 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 | Critical thinking, Autonomous learning |
|  | 94-95 | Exam practice modules 5-6 | Become familiar with exam-style tasks and develop exam strategies |  |  | Student’s book, multimedia material | Autonomous learning  Good health and well-being |
| 20 | 96 | Video module 6 | Elaborate on the topic of the module  Provide factual information about the most dangerous jobs in the world |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Personal and social responsibility |
|  | 97 | Task modules 5-6 | Follow and give instructions |  |  | Student’s book, multimedia material | Critical thinking, Communication, Autonomous learning, Creativity, ICT literacy  Mediation |
|  | 98 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 7: Aspects of culture** | | | | | |
|  | 99-100 | Cover page module 7  7A (page 80-81) | Introduce the topic of the module  Talk about virtual reality experiences  Sequence past actions and events | Past Perfect Simple |  | Student’s book, multimedia material | Critical thinking, Communication, Autonomous learning, ICT literacy, Intercultural awareness |
| 21 | 101-102 | 7A (page 82-83) | Talk about festivals  Describe events and experiences  Express an opinion and justify it |  | Phrases with time  Prepositional phrases  Words easily confused | Student’s book, multimedia material | Critical thinking, Communication, Autonomous learning, Intercultural awareness, Creativity, ICT literacy  Mediation |
|  | 103-104 | 7B (page 84-85) | Talk about the meaning of gestures around the world | Full and bare infinitives | Gestures | Student’s book, multimedia material | Critical thinking, Communication, Intercultural awareness  Peace, justice and strong institutions |
| 22 | 105-106 | 7B (page 86-87) | Talk about feelings | -ing forms | Adjectives + prepositions  Uses of the verb get | Student’s book, multimedia material | Critical thinking, Autonomous learning  Peace, justice and strong institutions |
|  | 107-108 | 7B (page 88-89) | Start the discussion  Invite others to speak  Comment  Paraphrase  Write a film review |  | Words connected to film reviews | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Intercultural awareness, Creativity  Mediation  No poverty, Zero hunger, |
|  | 109-110 | 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 | Critical thinking, Autonomous learning |
| 23 | 111 | Video module 7 | Elaborate on the topic of the module  Provide factual information about Chinese writing |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Intercultural awareness |
|  | 112 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 8: On the move** | | | | | |
|  | 113-114 | Cover page module 8  8A (page 92-93) | Introduce the topic of the module  Talk about means of transport and their unusual uses | Passive Voice (I) |  | Student’s book, multimedia material | Critical thinking, Communication, Autonomous learning, ICT literacy |
| 24 | 115-116 | 8A (page 94-95) | Understand public announcements at airports and stations, and on planes and trains  Use a wide range of simple language to deal with common travel situations |  | Words/Phrases connected to flying | Student’s book, multimedia material | Critical thinking, Communication, Cooperation |
|  | 117-118 | 8B (page 96-97) | Talk about road safety  Interpret and analyse a bar graph | Passive Voice (II) | Car accidents  Traffic | Student’s book, multimedia material | Critical thinking, Communication, Autonomous learning, ICT literacy  Mediation |
|  | 119-120 | 8B (page 98-99) | Talk about transport  Understand signs and notices  Express emotions like surprise, anger and annoyance  Express uncertainty and ask for confirmation | Negative questions  Question tags | Phrasal verbs  Words/Phrases connected to signs and notices | Student’s book, multimedia material | Critical thinking, Communication, Cooperation |
| 25 | 121-122 | 8B (page 100-101) | Talk about means of transport  Assess options  Identify advantages and disadvantages  Make a decision  Write an essay presenting advantages and disadvantages |  | Transport | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Personal and social responsibility, Creativity  Mediation  Sustainable cities and communities |
|  | 123-124 | 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 | Critical thinking, Autonomous learning |
| 26 | 125-126 | Exam practice modules 7-8 | Become familiar with exam-style tasks and develop exam strategies |  |  | Student’s book, multimedia material | Autonomous learning |
|  | 127 | Video module 8 | Elaborate on the topic of the module  Provide factual information about high-speed trains |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Intercultural awareness |
|  | 128 | Task modules 7-8 | Transfer spoken information to written information |  |  | Student’s book, multimedia material | Critical thinking, Autonomous learning, Intercultural awareness  Mediation |
|  | 129 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 9: Shopping around** | | | | | |
| 27 | 130-131 | Cover page module 9  9A (page 104-105) | Introduce the topic of the module  Talk about online advertising and shopping  Express general truths/facts  Express hypotheses about what is likely to happen in the present/future | Conditional sentences Types Zero & 1  if vs when | Words/Phrases connected to money and paying | Student’s book, multimedia material | Critical thinking, Communication, Autonomous learning, ICT literacy  Responsible consumption and production |
|  | 132-133 | 9A (page 106-107) | Talk about shopping and money |  |  | Student’s book, multimedia material | Critical thinking, Communication, Autonomous learning |
|  | 134-135 | 9B (page 108-109) | Ask for and give advice  Express hypotheses about what is unlikely to happen | Conditional Sentences Type 2 | Phrasal verbs with up and down | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Creativity |
| 28 | 136-137 | 9B (page 110-111) | Talk about colours, designs, patterns and materials  Describe clothes  Make wishes and express regret about present/future situations | Wish - if only | Colours  Designs – Patterns  Materials | Student’s book, multimedia material | Critical thinking, Communication, Autonomous learning |
|  | 138-139 | 9B (page 112-113) | Compare and contrast  Express and support an opinion  Write an essay expressing an opinion |  | Words/Phrases connected to shopping | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Creativity  Mediation |
| 29 | 140-141 | 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 | Critical thinking, Autonomous learning |
|  | 142 | Video module 9 | Elaborate on the topic of the module  Provide factual information about the history of shopping |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Intercultural awareness |
|  | 143 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  |  | **Module 10: Make the world a better place** | | | | | |
|  | 144-145 | Cover page module 10  10A (page 116-117) | Introduce the topic of the module  Talk about world issues and ways to deal with them  Report statements | Reported speech (Statements) |  | Student’s book, multimedia material | Critical thinking, Communication, Autonomous learning, ICT literacy, Personal and social responsibility  Climate action |
| 30 | 146-147 | 10A (page 118-119) | Talk about ways to help deal with homelessness  Exchange information about volunteer programmes  Write a social media post about one’s experience |  | Prefix re-  Suffixes -ful and -less | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Autonomous learning, Creativity, Personal and social responsibility  Reduced inequalities, Good health and well-being |
|  | 148-149 | 10B (page 120-121) | Talk about volunteering  Report questions, commands and requests | Reported Speech (Questions, Commands & Requests) | Phrases with the verb give | Student’s book, multimedia material | Critical thinking, Communication  Zero hunger |
| 31 | 150-151 | 10B (page 122-123) | Express agreement and disagreement | So, Neither, Too, Either | Phrases with the verbs hold, set and break | Student’s book, multimedia material | Critical thinking, Communication, Cooperation  Affordable and clean energy |
|  | 152-153 | 10B (page 124-125) | Talk about different fundraisers  Make suggestions / recommendations and give reasons  Express degree of certainty  Write a formal email making suggestions |  | Degrees of certainty | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Personal and social responsibility, Creativity  Mediation  Reduced inequalities, Sustainable cities and communities |
|  | 154-155 | 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 | Critical thinking, Autonomous learning |
| 32 | 156 | Test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
|  | 157 | Task modules 9-10 | Interpret information in a pie chart |  |  | Student’s book, multimedia material | Critical thinking, Communication, Autonomous learning, Creativity  Mediation |
|  | 158-159 | Exam practice modules 9-10 | Become familiar with exam-style tasks and develop exam strategies |  |  | Student’s book, multimedia material | Autonomous learning  Life on land, Climate action |
|  | 160 | Video module 10 | Elaborate on the topic of the module  Provide factual information about noise pollution |  | Vocabulary connected to the video | Student’s book, multimedia material | Critical thinking, Communication, Cooperation, Personal and social responsibility |
| 33 | 161-163 | Revision | Revise the structures, functions and vocabulary of modules 6-10 |  |  | Student’s book, multimedia material |  |
|  | 164 | Final test | Evaluate students’ progress |  |  | Tests & audio (downloadable from the Teacher’s assistant) |  |
| 34 | 165-169 | Mock exam | Become familiar with exam-style tasks and develop exam strategies within a exam-like environment |  |  | Student’s book, multimedia material | Autonomous learning  Life on land, Climate action, Quality education, Decent work and economic growth |
|  | 170 | End of school year | Evaluate results over the year |  |  |  |  |