



**AVICENNA  
INTERNATIONAL COLLEGE**

***STUDENT HANDBOOK***

***Secondary Programs  
Subject Syllabus***

**2021 / 2022**

**Academic Year**

**Appendix **1****



**AVICENNA**  
INTERNATIONAL COLLEGE

***HUNGARIAN – ENGLISH  
BILINGUAL HIGH SCHOOL***

***SUBJECT SYLLABUS***

*Secondary Programs*



**AVICENNA**  
INTERNATIONAL COLLEGE

*HUNGARIAN – ENGLISH BILINGUAL HIGH SCHOOL*

***Hungarian language  
and literature***

*Secondary Programs*

## PRE-HIGH SCHOOL HUNGARIAN LANGUAGE SYLLABUS

Hungarian Language Syllabus Thematic Units - Pre-High School (1 sessions/week)  
36\*1=36 sessions per year

*Tematikai egység*

Mi a nyelv? (4)

A nyelvi szintek grammatikája (15)

A nyelvi regiszterek (6)

A stílus (5)

A nyelv története (6)

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**Hungarian Language Syllabus Class Outlines - Pre-High School (1 sessions/week)**  
**36\*1=36 sessions per year**

<i>Week #</i>	<i>Órai anyag</i>
Week 1	<b>Mi a nyelv?</b> Kommunikációs modell
Week 2	Hány nyelv van a világon?
Week 3	Kommunikáció az állatvilágban; a jelelés, az írott nyelv,
Week 4	A kommunikáció fajtái, kategorizálása
Week 5	<b>A nyelvi szintek grammatikája:</b> Az ábécék kialakulása, a betűírás legfontosabb jellegzetességei, feladat: egy ismeretlen nyelvű szöveg lejegyzése; a különféle helyesírások kialakulása (az angol és a magyar nyelv összehasonlítása), a helyesírás alapelvei. Az 1. alapelv (a kiejtés szerinti írásmód – az egzotikus nevek helyesírása)
Week 6	Morféma: Szavak és toldalékok alapszófajok viszonyszók az álszintagma, a szintagmák felépítése (kártyajáték)
Week 7	Szintagma: A mondat fajtái modalitás szerint (kártyajáték)
Week 8	Szintagma: A mondat fajtái modalitás szerint (kártyajáték)
Week 9	Szintagma: A mondat fajtái modalitás szerint (kártyajáték)
Week 10	Szintagma: A mondat fajtái modalitás szerint (kártyajáték)
Week 11	A mondat fajtái szerkezet szerint
Week 12	A mondat fajtái szerkezet szerint

Week 13	Az egyszerű mondat mondat részei és a szófajok
Week 14	Az összetett mondat típusai
Week 15	A mellérendelő összetett mondat
Week 16	A mellérendelő összetett mondat
Week 17	Az alárendelő összetett mondat
Week 18	Az alárendelő összetett mondat
Week 19	Szövegtípusok: Az Odüsszeia különböző feldolgozásai
Week 20	<b>A nyelvi regiszterek:</b> A diáknyelv
Week 21	A diáknyelv
Week 22	A tudományos nyelv
Week 23	Nyelvjárások: Mennyire egységesek a nyelvek? Mi nyelv és mi nyelvjárás?
Week 24	A standard és a nyelvújítás
Week 25	A standard és a nyelvújítás
Week 26	<b>A stílus:</b> Az internet: A Chat és az sms nyelve
Week 27	Az email nyelve
Week 28	Retorika: Cícero nyelve és a magyar nyelv. A magyar és az angol stílus különbségei.
Week 29	Van-e költői stílus? Költészet napja
Week 30	A szépirodalom stílusa: Költői képek. kérdés: Milyen nyelvi regisztert használnak, használhatnak a szépirodalmi alkotások
Week 31	<b>A nyelv története:</b> A nyelvek kapcsolatai

Week 32	A nyelvemlékek
Week 33	Az irodalmi nyelv kialakulásának küszöbén
Week 34	A nyelv változásai – a mai magyar nyelv
Week 35	Összefoglalás évezárás
Week 36	Összefoglalás évezárás

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## PRE-HIGH SCHOOL HUNGARIAN LITERATURE SYLLABUS

Hungarian Literature Syllabus Thematic Units - Pre-High School (2 sessions/week)  
36\*2=72 sessions per year

*Tematikai egység*

Mi az irodalom? (8)

Hogyan mesélünk el egy történetet? (6)

Hogyan közvetítjük gondolatainkat? (8)

Mi a játék? (8)

A görög epika (8)

A görög líra (6)

A görög dráma (6)

Róma (12)

A középkor felé (10)



**Hungarian Literature Syllabus Class Outlines - Pre-High School (2 sessions/week)**  
**36\*2=72 sessions per year**

<i>Week #</i>	<i>Órai anyag</i>
Week 1	<b>Mi az irodalom?</b> Mit olvasunk? beszélgetés, bemutatkozás, ismerkedés, ki mit szeret olvasni
Week 2	Az információ rögzítésének módjai Könyv, könyvtár, agyagtáblák, pergamen, papírusz, nyomda Kérdés: Hogyan maradtak ránk a szövegek? Mikori a legrégebbi?
Week 3	Dalszöveg, forgatókönyv, graffiti, újság, internet, slam Kérdés: Hol jelennek meg szövegek a könyveken kívül? fogalmak: tömegkultúra
Week 4	Az irodalom alapfogalmai Fogalmak: műfaj, műnem, műforma, kérdés: Csoportosíthatóak-e az irodalmi művek? /Mit nevezünk irodalomnak?
Week 5	<b>Hogyan mesélünk el egy történetet?</b> A legjobb napom. Fogalmak: befogadó, olvasat, közlés Feladat: Meséld el egy napod. (különböző szabályokat betartva). A nézőpont problémái
Week 6	Az álom. / A fikció

	<p>Fogalmak: fikció kérdés: Hogyan teremtünk meg képzeletbeli dolgokat a nyelv segítségével?  Olvasmány: Karinthy Frigyes: A cirkusz  valóság és képzelet</p>
Week 7	<p>A mítosz  Fogalmak: mitológia, mítosz, eposz, mese  Olvasmány: A Bábel tornya (anth.) teremtés történetek, Gilgames, Biblia</p>
Week 8	<p><b>Hogyan közvetítjük gondolatainkat?</b> Értelmelem, érzelem, műalkotás, interpretáció  Feladat: sms/email írása, egy adott szöveg (vers/novella) illetve kép alapján (helyszín: gépterem)  Fogalmak: tömörítés</p>
Week 9	<p>Fogalmak: Adó, üzenet és címzett, közlésfolyamat, műalkotás  Kérdés: Mit nevezünk műalkotásnak?  Olvasmány: klasszikus, modern, utómodern és kortárs versek</p>
Week 10	<p>A fordítás problémái. Lefordított dalszövegek (fordítsd le kedvenc dalszöveget)</p>
Week 11	<p>Az előadás (Hangoskönyv, Vers mindenkinek), hány olvasata van egy szövegnek</p>
Week 12	<p><b>Mi a játék?</b> Színház és színjátszás  Milyen játékokat ismersz? Mi a célja a játékoknak? Egy MID könyv párbeszédei. Mi hiányzik? Hogyan adnád te elő?</p>

Week 13	A film és a színház kapcsolata Shakespeare a filmvásznon,
Week 14	Utak a mai színházig. Egyperces drámák.
Week 15	Népszokások és színjátszás - Karácsonyi népszokások
Week 16	<b>A görög epika: Bevezetés</b> A görög mítoszok legfontosabb alakjai: istenek, héroszok kérdés: Hol jelenik meg ma a görög kultúra (pl: NIKE)
Week 17	A görög epika olvasmány: részletek az Odüsszeiából, Road movie
Week 18	Homérosz eposzai I. – valóság és képzelet CGI, Bélga. fogalmak: eposzi kellékek, hexameter, A hexameter lehetőségei. feladat: írj hexametert
Week 19	Homérosz eposzai II. fogalmak: eposz, regény, világkép, a homéroszi kérdés,

Week 20	<b>A görög líra:</b> A görög líra klasszikus korszakai, jelentős alkotói, a görög kultúra jelentősége fogalmak: disztichon, bordal
Week 21	A görög líra klasszikus korszakai, jelentős alkotói, a görög kultúra jelentősége II.
Week 22	A görög líra klasszikus korszakai, jelentős alkotói, a görög kultúra jelentősége III.
Week 23	<b>A görög dráma:</b> A görög dráma szerkezete A görög dráma korszakai fogalmak: ókori színház,
Week 24	Olvasmány: Az Oidipusz király fogalmak: a drámai részei
Week 25	Olvasmány: A madarak fogalmak: vígjáték, szatíra
Week 26	<b>Róma:</b> Ismétlés, témazárás

Week 27	A görög világ újrahasznosítása. Az itáliai félsziget kultúrája. Etruszkok. Egykori görög gyarmatok. Olaszország ma
Week 28	A rómaiak kultúrája. A legfontosabb események a polgárháborúig
Week 29	Catullus – szerelem és polgárháború, egyén és társadalom. A költészet napja – Kedvenc vers?
Week 30	Vergilius – Eclogák (Drámák vagy versek?)
Week 31	Horatius – aurea mediocritas
Week 32	<b>A középkor felé:</b> A császárkor kultúrája. Kirándulás Aquincumba. Császárkori dráma. Apuleius. Néro és Marcus Aurelius. Quo Vadis
Week 33	A kereszténység és Róma. Hogyan lett a pápa székhelye Róma

Week 34	Bizánc létrejötte és a görögség. Az ókeresztény irodalomról
Week 35	A bukás. A bukás után. A latin nyelv közvetítő szerepe
Week 36	Összefoglalás, évezárás
	Összefoglalás, évezárás

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## HIGH SCHOOL GRADE 9 HUNGARIAN LANGUAGE SYLLABUS

Hungarian Language Syllabus Thematic Units - Grade 9 (1 sessions/week)  
36\*1=36 sessions per year

*Tematikai egység*

Kommunikáció – fogalma, eszközei, típusai, zavarai; digitális kommunikáció (12)

A nyelvi rendszer, a nyelv szerkezeti jellemzői, a nyelvi elemzés, a magyar és az idegen nyelvek (17)

Szövegértés, helyesírás (7)

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**Hungarian Language Syllabus Class Outlines - Grade 9 (1 sessions/week)**  
**36\*1=36 sessions per year**

<i>Week #</i>	<i>Órai anyag</i>
Week 1	<b>Kommunikáció – fogalma, eszközei, típusai, zavarai; digitális kommunikáció: Ismétlés</b>
Week 2	A kommunikáció fogalma, tényezői, funkciói
Week 3	A személyközi kommunikáció
Week 4	A nem nyelvi jelek - nonverbális kommunikáció
Week 5	Feladatmegoldás
Week 6	A tömegkommunikáció fogalma, típusai és funkciói
Week 7	Feladatmegoldás
Week 8	A tömegkommunikáció hatása a gondolkodásra és a nyelvre
Week 9	Médiaműfajok
Week 10	A digitális kommunikáció jellemzői, szövegtípusai, az új digitális nyelv
Week 11	Feladatmegoldás, Összefoglalás
Week 12	Számonkérés
Week 13	<b>A nyelvi rendszer, a nyelv szerkezeti jellemzői, a nyelvi elemzés, a magyar és az idegen nyelvek: A nyelv mint jelrendszer</b>
Week 14	Feladatmegoldás
Week 15	A nyelvi szintek



Week 16	Feladatmegoldás
Week 17	A magyar nyelv hangrendszere
Week 18	A magyar nyelv hangrendszere
Week 19	Feladatmegoldás
Week 20	Hangkapcsolódási szabályszerűségek
Week 21	Hangkapcsolódási szabályszerűségek
Week 22	A szavak felépítése, a szóelemek (szótő, képző, jel, rag)
Week 23	A magyar nyelv szófaji rendszere: alapszófajok
Week 24	A magyar nyelv szófaji rendszere: alapszófajok
Week 25	A magyar nyelv szófaji rendszere: mondatszók és viszonzszók
Week 26	Feladatmegoldás
Week 27	Feladatmegoldás
Week 28	Összefoglalás
Week 29	Számonkérés
Week 30	<b>Szövegértés, helyesírás:</b> Szövegértés - feladatlap

Week 31	Szövegértés - feladatlap
Week 32	Helyesírás - gyakorlás
Week 33	Helyesírás - gyakorlás
Week 34	Helyesírás - gyakorlás
Week 35	Év végi ismétlés
Week 36	Számonkérés

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## HIGH SCHOOL GRADE 9 HUNGARIAN LITERATURE SYLLABUS

Hungarian Literature Syllabus Thematic Units - Grade 9 (2 sessions /week)  
36\*2=72 sessions per year

### *Tematikai egység*

Bevezetés az irodalomba – művészet, irodalom (12)

Az irodalom ősi formái. Mágia, mítosz, mitológia (8)

A görög irodalom (10)

A római irodalom (2)

A Biblia mint kulturális kód (14)

A középkor irodalma (10)

A reneszánsz irodalma (16)

**Literature Syllabus Class Outlines - Grade 9 (2 sessions/week)**  
**36\*2=72 sessions per year**

<i>Week #</i>	<i>Órai anyag</i>
Week 1	<b>Bevezetés az irodalomba – művészet, irodalom: Az irodalom és hatása</b>
	Az irodalom és hatása
Week 2	Szerzők, művek párbeszéde
	Szerzők, művek párbeszéde
Week 3	Népszerű irodalom. Az irodalom határterületei
	Népszerű irodalom. Az irodalom határterületei
Week 4	Népszerű irodalom. Az irodalom határterületei
	Népszerű irodalom. Az irodalom határterületei
Week 5	Műnemi-műfaji rendszer
	Műnemi-műfaji rendszer
Week 6	Műnemi-műfaji rendszer

	Műnemi-műfaji rendszer
Week 7	<b>Az irodalom ősi formái. Mágia, mítosz, mitológia: Az ősi magyar hitvilág</b>
	Az ősi magyar hitvilág
Week 8	A görög mitológia
	A görög mitológia
Week 9	A görög mitológia
	A görög mitológia
Week 10	Egyéb teremtésmítosz
	Egyéb teremtésmítosz
Week 11	<b>A görög irodalom: Homérosz: Íliász, Odüsszeia</b>
	Homérosz: Íliász, Odüsszeia
Week 12	Homérosz: Íliász, Odüsszeia
	Görög líra, verstan
Week 13	Görög líra, verstan

	Görög líra, verstan
Week 14	<i>Színház- és drámatörténet, Szophoklész: Antigoné</i>
	<i>Színház- és drámatörténet, Szophoklész: Antigoné</i>
Week 15	<i>Színház- és drámatörténet Szophoklész: Antigoné</i>
	<i>Színház- és drámatörténet, Szophoklész: Antigoné</i>
Week 16	<b>A római irodalom</b>
	A római irodalom
Week 17	<b>A Biblia mint kulturális kód: Biblia - Ószövetség</b>
	Biblia - Ószövetség
Week 18	Biblia - Ószövetség
	Biblia - Ószövetség
Week 19	Biblia - Ószövetség
	Biblia - Ószövetség

Week 20	Biblia - Újszövetség
	Biblia - Újszövetség
Week 21	Biblia - Újszövetség
	Biblia - Újszövetség
Week 22	Biblia - Újszövetség
	Biblia - Újszövetség
Week 23	Biblia - Újszövetség
	Biblia - Újszövetség
Week 24	<b>A középkor irodalma - egyházi irodalom</b>
	A középkor irodalma - egyházi irodalom
Week 25	A középkor irodalma - egyházi irodalom
	A középkor irodalma - lovagi és udvari irodalom
Week 26	A középkor irodalma - lovagi és udvari irodalom
	A középkor irodalma - lovagi és udvari irodalom

Week 27	Dante Alighieri: Isteni színjáték
	Dante Alighieri: Isteni színjáték
Week 28	François Villon
	François Villon
Week 29	<b>A reneszánsz irodalma: A reneszánsz művészet és irodalom</b>
	A reneszánsz művészet és irodalom
Week 30	A reneszánsz művészet és irodalom
	Janus Pannonius költészete
Week 31	Janus Pannonius költészete
	Giovanni Boccaccio: Decameron
Week 32	Giovanni Boccaccio: Decameron
	A reformáció irodalma
Week 33	A reformáció irodalma
	Balassi Bálint költészete



Week 34	Balassi Bálint költészete
	Balassi Bálint költészete
Week 35	Év végi ismétlés
	Év végi ismétlés
Week 36	Év végi ismétlés
	Év végi ismétlés

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## HIGH SCHOOL GRADE 10 HUNGARIAN LANGUAGE SYLLABUS

Hungarian Language Syllabus Thematic Units - Grade 10 (1 sessions /week)  
36\*1=36 sessions per year

*Tematikai egység*

A szöveg fogalma, típusai; a szövegkohézió, a szövegkompozíció; szövegfajták; szövegértés, szövegalkotás (27)

Stilisztika – stílusrétegek, stílushatás, stílusesszközök, szóképek, alakzatok (8)

Szövegértés, helyesírás (1)

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**Hungarian Language Syllabus Class Outlines - Grade 10 (1 sessions /week)**  
**36\*1=36 sessions per year**

<i>Week #</i>	<i>Órai anyag</i>
Week 1	<b>A szöveg fogalma, típusai; a szövegkohézió, a szövegkompozíció; szövegfajták; szövegértés, szövegalkotás: Év eleji ismétlés</b>
Week 2	Év eleji ismétlés
Week 3	A mondat fogalma és csoportosítási szempontjai
Week 4	Az egyszerű mondat: az alany, az állítmány, a tárgy, a határozók, a jelzők
Week 5	Gyakorlás
Week 6	Gyakorlás
Week 7	Az összetett mondat
Week 8	Az alárendelő összetett mondatok
Week 9	A mellérendelő összetett mondatok
Week 10	A többszörösen összetett mondatok
Week 11	Gyakorlás
Week 12	Gyakorlás
Week 13	Összefoglalás
Week 14	Számonkérés

Week 15	A szöveg fogalma. A szövegösszefüggés, a beszédhelyzet
Week 16	A szöveg típusai, a szöveg szerkezete
Week 17	A szövegkohézió (lineáris és globális)
Week 18	A szöveg kifejtettsége
Week 19	Szövegpragmatika (szövegvilág, nézőpont, fogalmi séma, tudáskeret, forgatókönyv)
Week 20	Szövegtípusok jellemzői megjelenés, műfajok és nyelvhasználati szinterek szerint
Week 21	Feladatmegoldás
Week 22	A legjellegzetesebb szövegtípusok, szövegfajták
Week 23	Az esszé
Week 24	A munka világához tartozó szövegek (a hivatalos levél típusai, önéletrajz, motivációs levél)
Week 25	Az intertextualitás
Week 26	A szövegfonetikai eszközök és az írásjelek szerepe a szöveg értelmezésében
Week 27	Összefoglalás
Week 28	<b>Stilisztika – stílusrétegek, stílushatás, stíluseszközök, szóképek, alakzatok:</b> A stílus fogalma és hírértéke
Week 29	A stílus kifejező ereje
Week 30	Stílusrétegek: társalgási, tudományos, publicisztikai, hivatalos, szónoki és irodalmi stílus
Week 31	Stílusárnyalatok (pl.: neutrális, gúnyos, patetikus, népies, familiáris, költői, archaikus)

Week 32	A mondatstilisztikai eszközök (a verbális stílus, nominális stílus, a körmondat)
Week 33	Hangszimbolika, hangutánzás, hangulatfestés
Week 34	Szóképek (egyszerű; hasonlatból kinövő szóképek /metafora, szinesztézia/, érintkezésen nyugvó szóképek /metonímia, szinekdoché/, összetett szóképek /összetett költői kép, allegória, szimbólum/)
Week 35	Költői alakzatok (ismétlés, felcserélés, kihagyás) köznyelvi és irodalmi szövegekben
Week 36	<b>Szövegértés, helyesírás, Év végi ismétlés</b>

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## HIGH SCHOOL GRADE 10 HUNGARIAN LITERATURE SYLLABUS

Hungarian Literature Syllabus Thematic Units - Grade 10 (3 sessions/week)  
36\*3=108 sessions per year

*Tematikai egység*

A barokk és a rokokó irodalma (15)

A felvilágosodás irodalma (20)

A romantika irodalma (19)

A magyar romantika irodalma (54)

**Hungarian Literature Syllabus Class Outlines - Grade 10 (3 sessions/week)**  
**36\*3=108 sessions per year**

<i>Week #</i>	<i>Órai anyag</i>
Week 1	<b>A barokk és a rokokó irodalma: Év eleji ismétlés</b>
	Év eleji ismétlés
	Év eleji ismétlés
Week 2	Az angol reneszánsz dráma
	Az angol reneszánsz dráma - Shakespeare
	Az angol reneszánsz dráma - Shakespeare
Week 3	Az angol reneszánsz dráma - Shakespeare
	Az angol reneszánsz dráma - Shakespeare
	A barokk irodalom - bevezetés
Week 4	A barokk irodalom - Pázmány Péter
	A barokk irodalom - Zrínyi Miklós

	A barokk irodalom - Zrínyi Miklós
Week 5	A barokk irodalom - Mikes Kelemen
	A barokk irodalom - kuruc kor költészete
	Összefoglalás
Week 6	<b>A felvilágosodás irodalma</b>
	A felvilágosodás irodalma
	A felvilágosodás irodalma
Week 7	A felvilágosodás irodalma
	A felvilágosodás irodalma
	A felvilágosodás irodalma
Week 8	A magyar felvilágosodás irodalma
	A magyar felvilágosodás irodalma
	Csokonai Vitéz Mihály költészete
Week 9	Csokonai Vitéz Mihály költészete



	Csokonai Vitéz Mihály költészete
	Csokonai Vitéz Mihály költészete
Week 10	Berzsenyi Dániel költészete
	Berzsenyi Dániel költészete
	Berzsenyi Dániel költészete
Week 11	Berzsenyi Dániel költészete
	A nyelvújítás mozgalma, Kazinczy Ferenc
	A nyelvújítás mozgalma, Kazinczy Ferenc
Week 12	Összefoglalás
	Számonkérés
	<b>A romantika irodalma:</b> A romantika világirodalma
Week 13	A romantika világirodalma
	A romantika világirodalma - az angol romantikus költészet
	A romantika világirodalma - az angol romantikus költészet

Week 14	A romantika világirodalma - az angol romantikus költészet
	A romantika világirodalma - az angol romantikus költészet
	A romantika világirodalma - a francia romantika
Week 15	A romantika világirodalma - a francia romantika
	A romantika világirodalma - a francia romantika
	A romantika világirodalma - a francia romantika
Week 16	A romantika világirodalma - a német irodalom
	A romantika világirodalma - a német irodalom
	A romantika világirodalma - a német irodalom
Week 17	A romantika világirodalma - az orosz irodalom
	A romantika világirodalma - az orosz irodalom
	A romantika világirodalma - az orosz irodalom
Week 18	Összefoglalás
	Összefoglalás

	Számonérés
Week 19	<b>A magyar romantika irodalma - bevezetés</b>
	A magyar romantika irodalma - bevezetés
	A magyar romantika irodalma - Kölcsey Ferenc
Week 20	A magyar romantika irodalma - Kölcsey Ferenc
	A magyar romantika irodalma - Kölcsey Ferenc
	A magyar romantika irodalma - Kölcsey Ferenc
Week 21	A magyar romantika irodalma - Vörösmarty Mihály költészete
	A magyar romantika irodalma - Vörösmarty Mihály költészete
	A magyar romantika irodalma - Vörösmarty Mihály költészete
Week 22	A magyar romantika irodalma - Vörösmarty Mihály költészete
	A magyar romantika irodalma - Vörösmarty Mihály költészete
	A magyar romantika irodalma - Katona József: Bánk bán
Week 23	A magyar romantika irodalma - Katona József: Bánk bán

	A magyar romantika irodalma - Katona József: Bánk bán
	A magyar romantika irodalma - Katona József: Bánk bán
Week 24	A magyar romantika irodalma - Petőfi Sándor költészete
	A magyar romantika irodalma - Petőfi Sándor költészete
	A magyar romantika irodalma - Petőfi Sándor költészete
Week 25	A magyar romantika irodalma - Petőfi Sándor költészete
	A magyar romantika irodalma - Petőfi Sándor költészete
	A magyar romantika irodalma - Petőfi Sándor költészete
Week 26	A magyar romantika irodalma - Petőfi Sándor költészete
	A magyar romantika irodalma - Petőfi Sándor költészete
	A magyar romantika irodalma - Petőfi Sándor költészete
Week 27	A magyar romantika irodalma - Petőfi Sándor költészete
	A magyar romantika irodalma - Petőfi Sándor költészete
	A magyar romantika irodalma - Petőfi Sándor költészete

Week 28	A magyar romantika irodalma - Petőfi Sándor költészete
	A magyar romantika irodalma - Petőfi Sándor költészete
	A magyar romantika irodalma - Petőfi Sándor költészete
Week 29	A magyar romantika irodalma - Petőfi Sándor költészete
	A magyar romantika irodalma - Petőfi Sándor költészete
	A magyar romantika irodalma - Petőfi Sándor költészete
Week 30	A magyar romantika irodalma - Jókai Mór
	A magyar romantika irodalma - Jókai Mór
	A magyar romantika irodalma - Jókai Mór
Week 31	Összefoglalás
	Összefoglalás
	Számonkérés
Week 32	Számonkérés
	Szabadon választott regény elemzése

	Szabadon választott regény elemzése
Week 33	Szabadon választott regény elemzése
	Szabadon választott regény elemzése
	Novellaelemzés
Week 34	Novellaelemzés
	Novellaelemzés
	Összehasonlító verselemzés
Week 35	Összehasonlító verselemzés
	Összehasonlító verselemzés
	Összehasonlító verselemzés
Week 36	Év végi ismétlés
	Év végi ismétlés
	Év végi ismétlés

## HIGH SCHOOL GRADE 11 HUNGARIAN LANGUAGE SYLLABUS

Hungarian Language Syllabus Thematic Units - Grade 11 (1 sessions/week)  
36\*1=36 sessions per year

*Tematikai egység*

Retorika- a beszéd fajták, a beszéd felépítése, az érvelés (16)

Pragmatika- a megnyilatkozás fogalma, társalgási forduló, beszédaktus, együttműködési elv (18)

Szövegértés, helyesírás (2)

www.avice.hu

**Hungarian Language Syllabus Class Outlines - Grade 11 (1 sessions/week)**  
**36\*1=36 sessions per year**

<i>Week #</i>	<i>Órai anyag</i>
Week 1	<b>Retorika- a beszédfajták, a beszéd felépítése, az érvelés: Év eleji ismétlés</b>
Week 2	Év eleji ismétlés
Week 3	Szövegértés
Week 4	Szövegértés
Week 5	A retorika és kommunikáció, a retorika fogalma
Week 6	A retorikai szövegek felépítése és elkészítésének lépései
Week 7	A szóközi beszéd fajtái (tanácsadó beszéd, törvényszéki beszéd, alkalmi beszéd) és jellemzőik
Week 8	Feladatmegoldás
Week 9	Gyakorlás
Week 10	Gyakorlás
Week 11	Szövegalkotás
Week 12	Szövegalkotás
Week 13	Szövegalkotás
Week 14	Szövegalkotás
Week 15	Összefoglalás



Week 16	Számonkérés
Week 17	<b>Pragmatika- a megnyilatkozás fogalma, társalgási forduló, beszédaktus, együttműködési elv:</b> Az érvelő beszéd felépítése, az érvtípusok
Week 18	Az érvelés módszere
Week 19	A retorikai szövegek kifejezőeszközei
Week 20	Önálló feladatok
Week 21	Szónoklás
Week 22	Szónoklás
Week 23	Szónoklás
Week 24	A kulturált vita szabályai
Week 25	A befolyásolás módszerei
Week 26	Vita
Week 27	Vita
Week 28	Vita
Week 29	Összefoglalás
Week 30	A nyelv működése a beszélgetés, társalgás során
Week 31	A társalgás udvariassági formái
Week 32	A beszédaktus
Week 33	Az együttműködési elv (mennyiségi, minőségi, viszony, mód)

Week 34	Feladatmegoldás
Week 35	<b>Szövegértés, helyesírás, Év végi összefoglalás</b>
Week 36	Év végi összefoglalás

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## HIGH SCHOOL GRADE 11 HUNGARIAN LITERATURE SYLLABUS

Hungarian Literature Syllabus Thematic Units - Grade 11 (3 sessions/week)  
36\*3=108 sessions per year

*Tematikai egység*

A klasszikus modernség irodalma (27)

A magyar irodalom a XX. században (81)

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**Hungarian Literature Syllabus Class Outlines - Grade 11 (3 sessions/week)**  
**36\*3=108 sessions per year**

<i>Week #</i>	<i>Órai anyag</i>
Week 1	<b>A klasszikus modernség irodalma: Év eleji ismétlés</b>
	Év eleji ismétlés
	Év eleji ismétlés
Week 2	A klasszikus modernség irodalma - világirodalom - bevezetés
	A klasszikus modernség irodalma - világirodalom - bevezetés
	A klasszikus modernség irodalma - világirodalom - bevezetés
Week 3	Francia realizmus
	Francia realizmus
	Francia realizmus
Week 4	Orosz irodalom
	Orosz irodalom

	Orosz irodalom
Week 5	Orosz irodalom
	A modern dráma kezdetei
	Ibsen
Week 6	Ibsen
	Csehov
	Csehov
Week 7	Csehov
	A modern líra kezdetei - szimbolizmus, impresszionizmus, szecesszió
	A modern líra kezdetei - szimbolizmus, impresszionizmus, szecesszió
Week 8	A modern líra kezdetei - szimbolizmus, impresszionizmus, szecesszió
	A modern líra kezdetei - szimbolizmus, impresszionizmus, szecesszió
	A modern líra kezdetei - szimbolizmus, impresszionizmus, szecesszió
Week 9	Összefoglalás

	Összefoglalás
	Számonkérés
Week 10	<b>A magyar irodalom a XX. században: Arany János költészete</b>
	Arany János költészete
	Arany János költészete
Week 11	Arany János költészete
	Arany János költészete
	Arany János költészete
Week 12	Arany János költészete
	Arany János költészete
	Arany János költészete
Week 13	Összefoglalás
	Számonkérés
	Számonkérés

Week 14	Madách Imre: Az ember tragédiája
	Madách Imre: Az ember tragédiája
	Madách Imre: Az ember tragédiája
Week 15	Madách Imre: Az ember tragédiája
	Madách Imre: Az ember tragédiája
	Madách Imre: Az ember tragédiája
Week 16	Mikszáth Kálmán művei
	Mikszáth Kálmán művei
	Mikszáth Kálmán művei
Week 17	Mikszáth Kálmán művei
	Mikszáth Kálmán művei
	Mikszáth Kálmán művei
Week 18	Mikszáth Kálmán művei
	Összefoglalás

	Számonkérés
Week 19	Számonkérés
	A századvég magyar irodalma
	A századvég magyar irodalma
Week 20	A századvég magyar irodalma
	A századvég magyar irodalma
	Herczeg Ferenc életműve
Week 21	Herczeg Ferenc életműve
	Ady Endre költészete
	Ady Endre költészete
Week 22	Ady Endre költészete
	Ady Endre költészete
	Ady Endre költészete
Week 23	Ady Endre költészete



	Ady Endre költészete
	Ady Endre költészete
Week 24	Ady Endre költészete
	Összefoglalás
	Számonkérés
Week 25	Kosztolányi Dezső életműve
	Kosztolányi Dezső életműve
	Kosztolányi Dezső életműve
Week 26	Kosztolányi Dezső életműve
	Kosztolányi Dezső életműve
	Kosztolányi Dezső életműve
Week 27	Babits Mihály életműve
	Babits Mihály életműve
	Babits Mihály életműve

Week 28	Babits Mihály életműve
	Babits Mihály életműve
	Babits Mihály életműve
Week 29	Portrék a XX. század irodalmából
	Portrék a XX. század irodalmából
	Portrék a XX. század irodalmából
Week 30	Portrék a XX. század irodalmából
	Portrék a XX. század irodalmából
	Portrék a XX. század irodalmából
Week 31	Portrék a XX. század irodalmából
	Portrék a XX. század irodalmából
	Összefoglalás
Week 32	Számonkérés
	Számonkérés

	Szabadon választott művek elemzése
Week 33	Szabadon választott művek elemzése
	Szabadon választott művek elemzése
	Szabadon választott művek elemzése
Week 34	Szabadon választott művek elemzése
	Szabadon választott művek elemzése
	Szabadon választott művek elemzése
Week 35	Szabadon választott művek elemzése
	Szabadon választott művek elemzése
	Szabadon választott művek elemzése
Week 36	Év végi ismétlés
	Év végi ismétlés
	Év végi ismétlés

## HIGH SCHOOL GRADE 12 HUNGARIAN LANGUAGE SYLLABUS

Hungarian Language Syllabus Thematic Units - Grade 12 (1 sessions/week)  
32\*1=32 sessions per year

*Tematikai egység*

Szótárhasználat  
Nyelvtörténet- a nyelv változása, a nyelvrokonság kérdései, nyelvemlékek (24)

A nyelv rétegződése, nyelvjárások, nyelvi tervezés, nyelvi norma (6)

Felkészülés az érettségire - rendszerező ismétlés (6)

www.avice.hu

**Hungarian Language Syllabus Class Outlines - Grade 12 (1 sessions/week)**  
**32\*1=32 sessions per year**

<i>Week #</i>	<i>Órai anyag</i>
Week 1	<b>Szótárhasználat</b> <b>Nyelvtörténet- a nyelv változása, a nyelvrokonság kérdései, nyelvemlékek: Év eleji ismétlés</b>
Week 2	Év eleji ismétlés
Week 3	A nyelv és a beszéd, a nyelv mint változó rendszer
Week 4	A nyelv és gondolkodás, a nyelv és megismerés
Week 5	A beszéd mint cselekvés
Week 6	A nyelvcsaládok és nyelvtípusok
Week 7	Feladatmegoldás
Week 8	Feladatmegoldás
Week 9	Összefoglalás
Week 10	Számonkérés
Week 11	A magyar nyelv rokonságának hipotézisei
Week 12	A magyar nyelvtörténet korszakai
Week 13	Nyelvemlékek
Week 14	A szókészlet változása a magyar nyelv történetében
Week 15	Nyelvújítás

Week 16	Forráselemzés
Week 17	Forráselemzés
Week 18	Összefoglalás
Week 19	Összefoglalás
Week 20	Számonkérés
Week 21	<b>A nyelv rétegződése, nyelvjárások, nyelvi tervezés, nyelvi norma:</b> Anyanyelvünk rétegződése I.- A köznyelvi változatok, a csoportnyelvek és rétegnyelvek
Week 22	Anyanyelvünk rétegződése II.- A nyelvjárások és a nyelvi norma
Week 23	Nyelvünk helyzete a határon túl
Week 24	Nyelvi tervezés, nyelvpolitika, nyelvművelés
Week 25	Összefoglalás
Week 26	Számonkérés
Week 27	<b>Felkészülés az érettségire - rendszerező ismétlés:</b> Érettségire való felkészülés
Week 28	Érettségire való felkészülés
Week 29	Érettségire való felkészülés
Week 30	Érettségire való felkészülés
Week 31	Érettségire való felkészülés
Week 32	Érettségire való felkészülés

## HIGH SCHOOL GRADE 12 HUNGARIAN LITERATURE SYLLABUS

Hungarian Literature Syllabus Thematic Units - Grade 12 (3 sessions/week)  
32\*3=96 sessions per year

### *Tematikai egység*

A modernizmus irodalma (24)

A magyar irodalom a XX. században II. (42)

A XX. századi történelem az irodalomban (6)

Metszetek a kortárs magyar irodalomból (24)

**Hungarian Literature Syllabus Class Outlines - Grade 12 (3 sessions/week)**  
**32\*3=96 sessions per year**

<i>Week #</i>	<i>Órai anyag</i>
Week 1	<b>A modernizmus irodalma: Év eleji ismétlés</b>
	Év eleji ismétlés
	Az avantgarde irodalom
Week 2	Az avantgarde irodalom
	Az avantgarde irodalom
	Az avantgarde irodalom
Week 3	Az avantgarde irodalom
	Az avantgarde irodalom
	A huszadik századi próza nagy alkotói - Kafka, Mann, Hemingway
Week 4	A huszadik századi próza nagy alkotói - Kafka, Mann, Hemingway
	A huszadik századi próza nagy alkotói - Kafka, Mann, Hemingway



	A huszadik századi próza nagy alkotói - Kafka, Mann, Hemingway
Week 5	A modern dráma formái
	A modern dráma formái
	A modern dráma formái
Week 6	A modern dráma formái
	A posztmodern irodalom jellemzői
	Művek a kortárs világirodalomból
Week 7	Művek a kortárs világirodalomból
	Művek a kortárs világirodalomból
	Művek a kortárs világirodalomból
Week 8	Összefoglalás
	Számonkérés
	Számonkérés
Week 9	<b>A magyar irodalom a XX. században II.: József Attila életműve</b>

	József Attila életműve
	József Attila életműve
Week 10	József Attila életműve
	József Attila életműve
	József Attila életműve
Week 11	József Attila életműve
	József Attila életműve
	József Attila életműve
Week 12	József Attila életműve
	Összefoglalás
	Számonkérés
Week 13	Portrék a huszadik század irodalmából
	Portrék a huszadik század irodalmából
	Portrék a huszadik század irodalmából

Week 14	Portrék a huszadik század irodalmából
	Portrék a huszadik század irodalmából
	Portrék a huszadik század irodalmából
Week 15	Portrék a huszadik század irodalmából
	Portrék a huszadik század irodalmából
	Metszetek a huszadik század irodalmából
Week 16	Metszetek a huszadik század irodalmából
	Metszetek a huszadik század irodalmából
	Metszetek a huszadik század irodalmából
Week 17	Metszetek a huszadik század irodalmából
	Metszetek a huszadik század irodalmából
	A határontúli magyar irodalmak
Week 18	A határontúli magyar irodalmak
	A határontúli magyar irodalmak

	A határontúli magyar irodalmak
Week 19	A határontúli magyar irodalmak
	A határontúli magyar irodalmak
	Művek a huszadik századi magyar irodalomból
Week 20	Művek a huszadik századi magyar irodalomból
	Művek a huszadik századi magyar irodalomból
	Művek a huszadik századi magyar irodalomból
Week 21	Művek a huszadik századi magyar irodalomból
	Művek a huszadik századi magyar irodalomból
	Művek a huszadik századi magyar irodalomból
Week 22	A magyar dráma
	A magyar dráma
	A magyar dráma
Week 23	<b>A XX. századi történelem az irodalomban:</b> A huszadik századi történelem az irodalomban

	A huszadik századi történelem az irodalomban
	A huszadik századi történelem az irodalomban
Week 24	A huszadik századi történelem az irodalomban
	A huszadik századi történelem az irodalomban
	A huszadik századi történelem az irodalomban
Week 25	<b>Metszetek a kortárs magyar irodalomból: Kortárs irodalom</b>
	Kortárs irodalom
	Kortárs irodalom
Week 26	Kortárs irodalom
	Kortárs irodalom
	Kortárs irodalom
Week 27	Kortárs irodalom
	Kortárs irodalom
	Kortárs irodalom

Week 28	Összefoglalás
	Számonkérés
	Számonkérés
Week 29	Felkészülés az érettségire
	Felkészülés az érettségire
	Felkészülés az érettségire
Week 30	Felkészülés az érettségire
	Felkészülés az érettségire
	Felkészülés az érettségire
Week 31	Felkészülés az érettségire
	Felkészülés az érettségire
	Felkészülés az érettségire
Week 32	Felkészülés az érettségire
	Felkészülés az érettségire

	Felkészülés az érettségire
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**AVICENNA**  
INTERNATIONAL COLLEGE

*HUNGARIAN – ENGLISH BILINGUAL HIGH SCHOOL*

***Hungarian as  
a second language***

*Secondary Programs*



## PRE-HIGH SCHOOL Course A1 HUNGARIAN AS A SECOND LANGUAGE SYLLABUS

Hungarian as a second language Syllabus Class Outlines - Pre-High School (3 sessions/week) <b>Course A1</b> 36*3=108 sessions per year			
Week #	<i>Órai anyag/Class content</i>	<i>Nyelvtan/Grammar</i>	<i>Kommunikációs szókincs/Communication vocabulary</i>
Week 1	Ismerkedés egymással és a magyar nyelvvel • Bevezetés a magyar nyelv rendszerébe • Találkozás 1.	A magyar ábécé A hangrend A határozott névelő	Hasznos kifejezések a magyarórán és az utcán Köszönések Nemzetközi szavak
Week 2	Bemutakozás Elnézést, te vagy...? Elnézést, Ön...? • Találkozás 2. Részletes bemutatkozás Melyik szó illik az igéhez? • Kiejtés	A létige (van)	Európai országok és fővárosok Országok, nemzetiségek és nyelvek
Week 3	Találkozás 3. Hol élsz? Hol él? Németországban élek. Te hol élsz? Ön hol él? Eldöntendő kérdés (Berlini vagy?) Milyen nyelven beszélsz? Milyen nyelven beszél? Beszélj japánul? Beszélj japánul?	Helyhatározóragok: -ban/-ben, -n Szabályos igék ragozása 1.	
Week 4	Családom 1. Simon és Mariann férj és feleség Otthon magyarul beszélünk Hány? Telefonszámok Országok és számok Hétköznapi emberek	Birtokos személyjelek: -m, -d Szabályos igék ragozása 2.	Számok Foglalkozások Szerintem
Week 5	Prezentáció a saját országáról Család 2. A családtagok Ön következik Összefoglalás: meséljen és írjon magáról Összefoglalás, ismétlés	Összefoglalás, ismétlés	Összefoglalás, ismétlés

Week 6	Ismerkedés Hogy vagy? Hogy van? Tárgyak és tulajdonságok Ellentétpárok	A névelő	Használati tárgyak
Week 7	Ez a te telefonod? Mi van a táskádban? Mi van a táskájában? Milyen a...-d? Ez a te...? Ez az ön...? Bocsánat, ez a te telefonod? Bocsánat, ez az ön telefonja?	Birtokos személyjelek: -ja/-je, -a/-e A létige (van) tagadása	
Week 8	Mennyibe kerül a...? Mi nem működik? Mi a probléma? Segítség! Mennyibe kerül a...?  Emberi tulajdonságok Külső tulajdonságok Belső tulajdonságok Milyen ember ön? Milyen ember a beszélgetőpartnere? Nóra és Gábor a büfében	Kiejtés és intonáció: kiegészítendő kérdések	
Week 9	Összefoglalás, ismétlés		
Week 10	Vásárlás 1. Élelmiszerek Mennyiségek Mit vesz a boltban? A piacon	-s, -sz, -z végű igék Ikes igék Tárgyeset	ételek
Week 11	Étterem 1. Éttermi párbeszéd Ádám és Laura ebédel Ádám fizet Vásárlás, étterem összefoglalása, gyakorlás Hány? Mennyi?	Tárgyatlan (intranszítív) és tárgyas (transzítív) igék A tárgyrag: -t Igeragozás: -s, -sz, -z végű igék Igeragozás: ikes igék	
Week 12	Az idő Hány óra van? Hány óra van? Hány órakor kezdődik a munkaidőd? Milyen nap van ma? Mettől meddig? Melyik napon? Ki mikor mit csinál? Mikor? Mettől meddig?		Napszakok
Week 13	Helyek a városban 1. Helyek a városban	irányhármasság 0.0	meghívás

	Hol mit lehet csinálni? Hol vagyunk? Hol vagy? Hol van? Mikor hol van Péter? Helyek a városban 2. Hova mész? Hol vagy? Mit mond Péter? Ön következik Hova mész a héten? Hova megy a héten? Megyünk együtt moziba?		
Week 14	Helyek a városban 3. Kivel mész moziba? Kivel megy moziba? Ön következik Mi a hétfégi programja? Honnan jössz? Honnan jön?		
Week 15	Közlekedés Mi ez? Ki ez? Mivel közlekedik a városban?	Kiejtés és intonáció: szókapcsolatok	Útbaigazítás: irányok Egerben
Week 16	Helyek és országok Elnézést, van a közelben...? Mi van és mi nincs Magyarországon? Mi van, és mi nincs az Ön országában? Jó Barcelonában lakni?	A többes szám	
Week 17	ÖSSZEFOGLALÁS		
Week 18	FÉLÉVZÁRÁS		
Week 19	Vásárlás 1. Élelmiszerek és mennyiségek ismétlése Receptek Hány? Mennyi? Körkérdés: Mit vesz a boltban? Vásárlás 2. Betti és Janka palacsintát süt -s, -sz, -z végű igék Hozol a boltból...? Hoz a boltból...? Sára a piacon vásárol A számnév toldalékolása	Tárgyatlan és tárgyas igék A mutató névmás toldalékolása	
Week 20	Mit eszünk? Mit iszunk? Étkezési szokások Milyen lehet az étel? Mit esznek a	lkes -s, -sz, -z végű igék A melléknév többes száma	Evőeszközök

	magyarok? Étkezési szokások prezentáció Az étteremben 1. Ádám telefonál az étterembe, és asztalt foglal Éttermek		
Week 21	Ruhavásárlás 1. Ruhadarabok és kiegészítők Milyen lehet egy ruhadarab? Színek Panni vásárol Helyek és helyzetek Hol vannak ezek az emberek? Ki mit csinál? Mit olvas, néz, ...? Telefonbeszélgetések Hol vagyunk?	A részeshatározó: -nak/-nek	Ruhadarabok és kiegészítők
Week 22	Szabadidő 1. Ön következik Ki mit tud csinálni? Van autóm. Robinak van autója. Van tévéd? Van tévéje? Hány órát tévézel egy nap? Hány órát tévézik egy nap?	A praktikus –zik	
Week 23	Szabadidő 2. Hányszor? Milyen gyakran? Milyen gyakran mész moziba? Milyen gyakran megy moziba?	Kiejtés és intonáció: gyakoriságot kifejező	Nincs kedved...? Nincs kedve...?
Week 24	Hobbi és szabadidő 1. Csaba bemutatja Sárát Keressen valakit a csoportban, aki... Tudsz...? Szeretsz...? / Tud...? Szeret...? A négy évszak és a tizenkét hónap Milyen az idő? Hol nyaralnak a magyarok?	A főnévi igenév: -ni	
Week 25	Hobbi és szabadidő 3. Körkérdés: Hol volt tavaly nyaralni? Miért jó a Balatonnál nyaralni? Ön következik		
Week 26	Összefoglalás, ismétlés /		
Week 27	Dolgos hétköznapok Fehér Dénes	Írányt jelző igekötők Tárgyas (tranzitív) igék	napirend

	napirendje Dénes a napjáról mesél Mikor mit csinál Dénes? Mit csinálunk a munkahelyen? Dénes egy napja Szórend igekötős mondatokban Ön következik		
Week 28	Napi rutin Mit csinál általában...? Kiejtés és intonáció: mondatok igekötős igékkel Ki mit csinál a munkahelyén? Egy magyar egyetemista Japánban 1. Kire igaz? Zita, Dénes barátnője Japánról mesél	A tárgy típusa és az igeragozás A határozott ragozás: egyes szám	
Week 29	Egy magyar egyetemista Japánban 2. Zita egy napja Japánban Mi hiányzik Magyarországon?	habeo	
Week 30	Nyelvtanulás Három ember, három nyelv Ön és a magyartanulás Szereted / Szereti a ...? Szeretitek / Szeretik a ...?	A határozott ragozás: többes szám	
Week 31	A mi családunk 1. A Szép család Párosítsa a mondatok elejét és végét! Kérdések és válaszok Zsuzsanna mesél a családról Milyen a családot? Milyen a családja?	A személyes névmás tárgyesete	
Week 32	A mi családunk 2. Alakítsa át a mondatokat! Van háziállatod? Van háziállata? Adél és Nóra egy kávézóban találkoznak	A múlt idő: -t (-tam/-tem)	
Week 33	Meghívások, családi ünnepek Mikor van a születésnapod? Mikor van a születésnapja? Zalánnak holnap lesz a születésnapja	Én téged, titeket/benneteket: -lak/-lek	

Week 34	Lakóhelyünk 1. Helyiségek és bútorok a házban 1. A Szép család háza Adélék új házba költöztek		helyiségek, bútorok
Week 35	Lakóhelyünk 2. Bútorok és tárgyak Adél körbevezeti Nórát a házban Lakóhelyünk 3. Benő szobája	A névutók	
Week 36	Témazáró számonkérés		

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## HIGH SCHOOL Course A1 HUNGARIAN AS A SECOND LANGUAGE SYLLABUS

Hungarian as a second language Syllabus Class Outlines - Grade 9 (3 sessions/week) <b>Course A1</b> 36*3=108 sessions per year			
Week #	Órai anyag/Class content	Nyelvtan/Grammar	Kommunikációs szókincs/Communication vocabulary
Week 1	Ismerkedés egymással és a magyar nyelvvel • Bevezetés a magyar nyelv rendszerébe • Találkozás 1.	A magyar ábécé A hangrend A határozott névelő	Hasznos kifejezések a magyarórán és az utcán Köszönések Nemzetközi szavak
Week 2	Bemutakozás Elnézést, te vagy...? Elnézést, Ön...? • Találkozás 2. Részletes bemutatkozás Melyik szó illik az igéhez? • Kiejtés	A létige (van)	Európai országok és fővárosok Országok, nemzetiségek és nyelvek
Week 3	Találkozás 3. Hol élsz? Hol él? Németországban élek. Te hol élsz? Ön hol él? Eldöntendő kérdés (Berlini vagy?) Milyen nyelven beszélsz? Milyen nyelven beszél? Beszélj japánul? Beszél japánul?	Helyhatározóragok: -ban/-ben, -n Szabályos igék ragozása 1.	
Week 4	Családom 1. Simon és Mariann férj és feleség Otthon magyarul beszélünk Hány? Telefonszámok Országok és számok Hétköznapi emberek	Birtokos személyjelek: -m, -d Szabályos igék ragozása 2.	Számok Foglalkozások Szerintem
Week 5	Prezentáció a saját országáról Család 2. A családtagok Ön következik Összefoglalás: meséljen és írjon magáról Összefoglalás, ismétlés	Összefoglalás, ismétlés	Összefoglalás, ismétlés

Week 6	Ismerkedés Hogy vagy? Hogy van? Tárgyak és tulajdonságok Ellentétpárok	A névelő	Használati tárgyak
Week 7	Ez a te telefonod? Mi van a táskádban? Mi van a táskájában? Milyen a...-d? Ez a te...? Ez az ön...? Bocsánat, ez a te telefonod? Bocsánat, ez az ön telefonja?	Birtokos személyjelek: -ja/-je, -a/-e A létige (van) tagadása	
Week 8	Mennyibe kerül a...? Mi nem működik? Mi a probléma? Segítség! Mennyibe kerül a...?  Emberi tulajdonságok Külső tulajdonságok Belső tulajdonságok Milyen ember ön? Milyen ember a beszélgetőpartnere? Nóra és Gábor a büfében	Kiejtés és intonáció: kiegészítendő kérdések	
Week 9	Összefoglalás, ismétlés		
Week 10	Vásárlás 1. Élelmiszerek Mennyiségek Mit vesz a boltban? A piacon	-s, -sz, -z végű igék Ikes igék Tárgyeset	ételek
Week 11	Étterem 1. Éttermi párbeszéd Ádám és Laura ebédel Ádám fizet Vásárlás, étterem összefoglalása, gyakorlás Hány? Mennyi?	Tárgyatlan (intranszítív) és tárgyas (transzítív) igék A tárgyrag: -t Igeragozás: -s, -sz, -z végű igék Igeragozás: ikes igék	
Week 12	Az idő Hány óra van? Hány óra van? Hány órakor kezdődik a munkaidőd? Milyen nap van ma? Mettől meddig? Melyik napon? Ki mikor mit csinál? Mikor? Mettől meddig?		Napszakok
Week 13	Helyek a városban 1. Helyek a városban	irányhármasság 0.0	meghívás



	Hol mit lehet csinálni? Hol vagyunk? Hol vagy? Hol van? Mikor hol van Péter? Helyek a városban 2. Hova mész? Hol vagy? Mit mond Péter? Ön következik Hova mész a héten? Hova megy a héten? Megyünk együtt moziba?		
Week 14	Helyek a városban 3. Kivel mész moziba? Kivel megy moziba? Ön következik Mi a hétfégi programja? Honnan jössz? Honnan jön?		
Week 15	Közlekedés Mi ez? Ki ez? Mivel közlekedik a városban?	Kiejtés és intonáció: szókapcsolatok	Útbaigazítás: irányok Egerben
Week 16	Helyek és országok Elnézést, van a közelben...? Mi van és mi nincs Magyarországon? Mi van, és mi nincs az Ön országában? Jó Barcelonában lakni?	A többes szám	
Week 17	ÖSSZEFOGLALÁS		
Week 18	FÉLÉVZÁRÁS		
Week 19	Vásárlás 1. Élelmiszerek és mennyiségek ismétlése Receptek Hány? Mennyi? Körkérdés: Mit vesz a boltban? Vásárlás 2. Betti és Janka palacsintát süt -s, -sz, -z végű igék Hozol a boltból...? Hoz a boltból...? Sára a piacon vásárol A számnév todalékolása	Tárgyatlan és tárgyas igék A mutató névmás todalékolása	
Week 20	Mit eszünk? Mit iszunk? Étkezési szokások Milyen lehet az étel? Mit esznek a	lkes -s, -sz, -z végű igék A melléknév többes száma	Evőeszközök

	magyarok? Étkezési szokások prezentáció Az étteremben 1. Ádám telefonál az étterembe, és asztalt foglal Éttermek		
Week 21	Ruhavásárlás 1. Ruhadarabok és kiegészítők Milyen lehet egy ruhadarab? Színek Panni vásárol Helyek és helyzetek Hol vannak ezek az emberek? Ki mit csinál? Mit olvas, néz, ...? Telefonbeszélgetések Hol vagyunk?	A részeshatározó: -nak/-nek	Ruhadarabok és kiegészítők
Week 22	Szabadidő 1. Ön következik Ki mit tud csinálni? Van autóm. Robinak van autója. Van tévéd? Van tévéje? Hány órát tévézel egy nap? Hány órát tévézik egy nap?	A praktikus –zik	
Week 23	Szabadidő 2. Hányszor? Milyen gyakran? Milyen gyakran mész moziba? Milyen gyakran megy moziba?	Kiejtés és intonáció: gyakoriságot kifejező	Nincs kedved...? Nincs kedve...?
Week 24	Hobbi és szabadidő 1. Csaba bemutatja Sárát Keressen valakit a csoportban, aki... Tudsz...? Szeretsz...? / Tud...? Szeret...? A négy évszak és a tizenkét hónap Milyen az idő? Hol nyaralnak a magyarok?	A főnévi igenév: -ni	
Week 25	Hobbi és szabadidő 3. Körkérdés: Hol volt tavaly nyaralni? Miért jó a Balatonnál nyaralni? Ön következik		
Week 26	Összefoglalás, ismétlés /		
Week 27	Dolgos hétköznapok Fehér Dénes	Irányt jelző igekötők Tárgyas (tranzitív) igék	napirend

	napirendje Dénes a napjáról mesél Mikor mit csinál Dénes? Mit csinálunk a munkahelyen? Dénes egy napja Szórend igekötős mondatokban Ön következik		
Week 28	Napi rutin Mit csinál általában...? Kiejtés és intonáció: mondatok igekötős igékkel Ki mit csinál a munkahelyén? Egy magyar egyetemista Japánban 1. Kire igaz? Zita, Dénes barátnője Japánról mesél	A tárgy típusa és az igeragozás A határozott ragozás: egyes szám	
Week 29	Egy magyar egyetemista Japánban 2. Zita egy napja Japánban Mi hiányzik Magyarországon?	habeo	
Week 30	Nyelvtanulás Három ember, három nyelv Ön és a magyartanulás Szereted / Szereti a ...? Szeretitek / Szeretik a ...?	A határozott ragozás: többes szám	
Week 31	A mi családunk 1. A Szép család Párosítsa a mondatok elejét és végét! Kérdések és válaszok Zsuzsanna mesél a családról Milyen a családot? Milyen a családja?	A személyes névmás tárgyesete	
Week 32	A mi családunk 2. Alakítsa át a mondatokat! Van háziállatod? Van háziállata? Adél és Nóra egy kávézóban találkoznak	A múlt idő: -t (-tam/-tem)	
Week 33	Meghívások, családi ünnepek Mikor van a születésnapod? Mikor van a születésnapja? Zalánnak holnap lesz a születésnapja	Én téged, titeket/benneteket: -lak/-lek	

Week 34	Lakóhelyünk 1. Helyiségek és bútorok a házban 1. A Szép család háza Adélék új házba költöztek		helyiségek, bútorok
Week 35	Lakóhelyünk 2. Bútorok és tárgyak Adél körbevezeti Nórát a házban Lakóhelyünk 3. Benő szobája	A névutók	
Week 36	Témazáró számonkérés		

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## HIGH SCHOOL Course A1+ HUNGARIAN AS A SECOND LANGUAGE SYLLABUS

Hungarian as a second language Syllabus Class Outlines - Grade 10 (4 sessions/week) <b>Course A1+</b> 36*4=144 sessions per year	
Week #	<i>Órai anyag/Class content</i>
Week 1	ismétlés
Week 2	ismétlés
Week 3	ismétlés
Week 4	1. Bemutatkozunk 2. Egy házaspár bemutatkozik A HELYHATÁROZÓ RAGJAI: HOL TANULSZ? HOL DOLGOZOL? 3. Igék és főnevek 4. Igeragozás. 5. Írjon magáról hasonló szöveget! 6. Ismerkedés egy partin: Endre Jannel beszélget
Week 5	Téged mi érdekel? Önt mi érdekli?: 16–18. o. 7. Mit csinálsz szabadidődben? Mit csinál szabadidejében? 8. Szeret? Nem szeret? 9. Mi érdekli Annát? 10. Írjon magáról hasonló szöveget! 11. Téged mi érdekel? Önt mi érdekli? IGERAGOZÁS: HANGZÓVESZTŐ IGÉK 12. Ki mit szeret? A TÁRGY: RENZHAGYÓ ALAKOK
Week 6	Én és a többiek: barátok, családtagok 1.: 18–22. o. 13. Vannak magyar barátaid? Vannak magyar barátai? TÖBB BIRTOK: -I 14. Ki milyen nemzetiségű? 15. Kiejtés és mondatintonáció: eldöntendő kérdések 16. Családtagok 17. Bálint bemutatja a családját
Week 7	Én és a többiek: barátok, családtagok 2.: 23–26. o. 18. Családmmodellek Európában 19. Egészítse ki a kifejezéseket! 20. Szerepjáték: interjú a szakemberrel 21. Meséljen a családjáról!
Week 8	Tulajdonságok 1.: 25–28. o. 22. Testrészek 23. Melyik testrész neve illik a melléknévhez? 24. A haj, az arc és a szem: -ú/-ű MELLÉKNÉVKÉPZŐK: KÉK SZEMŰ LÁNY, PIROS INGES FIÚ 25. Készítsen rövid leírást magáról vagy egy választott személyről a 22-24. feladat alapján! 26. Kiegészítők, ruházat: -s 27. Alkosson rövid párbeszédet a minta alapján!

Week 9	Tulajdonságok 2.: 28–32. o. 28. Judit, András barátnője először találkozik András családjával 29. Jellemzés. 30. A szemszín 31. Ismered azt a magas lányt? Ismeri azt a magas lányt?
Week 10	Tulajdonságok 2.: 32. o. 32. Kire hasonlítunk? BIRTOKLÁS KIFEJEZÉSE: AZ ANYUKÁMÉ, AZ APUKÁMÉ, AZ ENYÉM, A TIED 33. Összefoglalás KIEJTÉS: s, sz
Week 11	Összefoglalás, ismétlés
Week 12	Lakást keresünk 1.: 36–39. o. 1. Milyen házban vagy lakásban lakik? Kivel lakik? 2. Sajnos vagy szerencsére? 3. Milyen lehet a ház és a lakás? MELLÉKNÉVKÉPZŐK: AZ -I MELLÉKNÉVKÉPZŐK: AZ -S 4. Körkérdés: Ki miért akar elköltözni? 5. A középfok jele: -bb
Week 13	Lakást keresünk 2.: 39–45. o. 6. Elégedett vagy a lakásoddal? Elégedett a lakásával? 7. Lakáshirdetések 8. Lakáshirdetések az interneten 9. Elvira telefonál az ingatlanirodába 10. Játsszanak hasonló párbeszédet! 11. Veszünk vagy bérelünk lakást? Tendenciák Magyarországon 12. Ön következik
Week 14	A lakásban: 45–47. o. 13. Bútorok és használati tárgyak a lakásban (ismétlés) 14. Mit szeretne megváltoztatni a lakásában? NÉVUTÓK A HOVA? KÉRDÉSRE: MÖGÉ, ALÁ 15. Kata berendezi a lakását 16. Kiejtés és mondatintonáció: névutós szerkezetek
Week 15	Rend a lelke mindennek: a házirend/ Milyenek a szomszédok?: 48–51. o. 17. Mit kell, szabad és tilos egy házban? SEGÉDIGÉK: SZABAD, TILOS, KELL 18. Az Öné egy emeletes ház. Mit kell, szabad és tilos ott csinálni? 19. Beszélgessenek a kérdésekről kisebb csoportokban! 20. Ki lakik a szomszédban? 21. Ki hol lakik? A NÉVUTÓK RAGOZOTT ALAKJA: ALATTAM, FÖLÖTTEM 22. Milyenek lehetnek a szomszédok? A MELLÉKNÉV TÖBBES SZÁMA (ISMÉTLÉS) 23. Mit tud a szomszédairól?
Week 16	Életformák: vidék és nagyváros: 52–54. o. 24. Mi jellemző a vidéki életre? Mi jellemző a nagyvárosi életre? 25. Két ember, két életforma 26. Összehasonlítás
Week 17	Lakóhelyek és rekordok: 55–59. o. 27. Rekordok a lakóhelyek világából 28. A felsőfok: a leg...bb ÖSSZEHASONLÍTÁS: MAGAS, MAGASABB, A LEGMAGASABB 29. Rekordok 30. A legkisebb magyar település: Megyer 31. Összefoglalás KIEJTÉS: c, cs
Week 18	Összefoglalás, ismétlés

Week 19	Mi a hobbid? Mi a hobbjia?: 62–65. o. 1. Szabadidős tevékenységek, hobbik GYAKORISÁG, RENDSZERESSÉG KIFEJEZÉSE: NAPONTA, HETENTE 2. Képzők: -ás/-és FŐNÉVKÉPZŐK: -ÁS/-ÉS 3. Mit csinál szabadidejében Dóra? 4. Hírességek
Week 20	Mit csinálunk együtt? 66–68. o. 5. Mit akarnak csinálni ezek az emberek? 6. Opció, lehetőség kifejezése: -hat/-het KÉPZŐK: -HAT/-HET 7. Nincs kedved kirándulni? A FŐNÉVI IGENÉV (ISMÉTLÉS) 8. Nincs kedved színházba menni? 9. Zsófi Önt is meghívja színházba
Week 21	Mikor érsz rá? Mikor ér rá? / Mi megy a moziban? 69–71. o. 10. Mikor érsz rá? Mikor ér rá? IGEKÖTŐK: BEFEJEZETTSÉG 11. Igekötővel vagy igekötő nélkül? 12. Filmek ELŐRE- ÉS VISSZAUTALÁS: EZÉRT, AZÉRT A SZEMÉLYES NÉVMÁS ALAKJAI: BELŐLÜK, BENNÜK, RAJTUK, RÓLUK
Week 22	Mi megy a moziban?: 71–74. o. 13. Filmek 14. Mit nézünk meg a moziban? 15. Mikor megyünk moziba? 16. A pénztárnál 17. Ön következik 18. Kiejtés és mondatintonáció: mondatok igekötős és igekötő nélküli igékke
Week 23	A zene mindenkié / Sportolók, sportágak:: 75–79. o. 19. Milyen zenét szeretsz? Milyen zenét szeret? 20. Hangszerek és zenészek 21. Milyen hangszeren játszol? Milyen hangszeren játszik? 22. Zeneszerzők, együttesek, fesztiválok 23. Magyarországi zenei fesztiválok 24. Ön következik 25. Sportágak 26. Sportolók és sportágak FŐNÉVKÉPZŐK: -Ó/-Ő
Week 24	Múzeumok, kiállítások: 80–82. o. 27. Múzeumok és kiállítások Budapesten A TÖBBES SZÁM: -K (ISMÉTLÉS) 28. Téged melyik múzeum érdekel a legjobban? Önt melyik múzeum érdekli a legjobban? 29. Engedélykérés a múzeumban 30. Válassza ki az egyik múzeumot, és keressen további információkat az interneten! 31. Mutasson be egy múzeumot a saját országából! 32. Összefoglalás: Portré KIEJTÉS: r
Week 25	Összefoglalás, ismétlés
Week 26	tesztek
Week 27	Milyen volt a hétvégéd Milyen volt a hétvégéje? / Hétvége a Bükkben 1.: 86–90. o. 1. Milyen volt a hétvégéd? Milyen volt a hétvégéje? 2. A múlt idő: egyes szám első személy (ismétlés) 3. Tibor hétvégén a Bükkben kirándult 4. Tibor és Lea beszélget 5. Múlt idejű igeragozás: egyes szám A MÚLT IDŐ
Week 28	Hétvége a Bükkben 2.: 91–94. o. 6. Látnivalók a Bükkben 7. Ön következik 8. Eltévedt kiránduló 9. Riport a magas sarkú csizmás lánnyal 10. Mi nem illik a sorba? 11. Ön következik

Week 29	Hétféje a reptéren: 95–98. o. 12. A repülőtéren 13. Ágota-Marietta hétféjén érkezett haza a Fülöp-szigetekről 14. Mit csinált Ágota-Marietta a reptéren? 15. Figyelje meg a mondatokat a szövegben! 16. Ágota-Marietta nevében -t és -tt is van. 17.
Week 30	Újságcikk: Egy egér miatt 12 órát késett a repülőgép 18. Ön következik
Week 31	gyakorlólét
Week 32	Hétféje Tihanyban: 99–102. o. 19. Ottó aktívan töltötte a hétféjét 20. A múlt idő: -tt (-ott/-ett/-ött) 21. Ottó hétféjéje 22. A tihanyi apátság 23. Te is futottál hétféjén? Ön is futott hétféjén?
Week 33	Hétféje otthon 1.: 103–105. o. 24. Ivett otthon töltötte a hétféjét 25. A múlt idő: rendhagyó igék 26. A praktikus ment/elment és volt 27. Csináltál valamit hétféjén? Csinált valamit hétféjén?
Week 34	Hétféje otthon 2. _ 106–109. o. 28. Rekordok – rendhagyó igékkel 29. Kiejtés és intonáció: a -t és a -tt kiejtése 30. Mi történt Önökkel a múlt héten? IDÉZETT (INDIREKT) KÉRDÉSEK ÉS VÁLASZOK 31. Összefoglalás: Milyen napod volt? Milyen hétféjéd volt? KIEJTÉS: t
Week 35	Gyakorlás, ismétlés
Week 36	Vizsga



## HIGH SCHOOL Course A2 HUNGARIAN AS A SECOND LANGUAGE SYLLABUS

Hungarian as a second language Syllabus Class Outlines - Grade 11 (4 sessions/week) <b>Course A2</b> 36*4=144 sessions per year	
Week #	Órai anyag
Week 1	A középiskolában: 112–115. o. 1. Középiskolai tantárgyak 2. Mi volt a kedvenc tantárgyad? Mi volt a kedvenc tantárgya? MÚLT IDŐ: A SEGÉDIGÉK MÚLT IDEJE 3. Érdemjegyek 4. Henriett bemutatja a középiskolai tanárát Iskolarendszerek: 115–118. o. 5. Milyen tanárai voltak? KÖTŐSZÓK 6. Két magyar gimnazista Franciaországban MÚLT IDŐ: TÖBBES SZÁM (GYAKORLÁS) 7. Írja le vagy mondja el, mit mesél Amália Vandáról és Aurélról!
Week 2	Iskolarendszerek / Egyetemi tapasztalatok 1.: 118–120. o. 8. A módhatározó: -an/-en vagy -l/-ul/-ül A MÓDHATÁROZÓ: LASSAN, NEHEZEN, JÓL, ROSSZUL 9. Középiskola vagy egyetem? Csoportosítsa a szavakat! Néhány szó mindkét helyre illik. 10. Az érettségitől a diplomáig 11. Ön következik 12. Fontosabb egyetemi és főiskolai karok Egyetemi tapasztalatok 2.: 121–123. o. 13. Egyetemi élet 14. Ön következik 15. Az igekötő: befejezettség múlt időben IGEKÖTŐK: BEFEJEZETTSÉG MÚLT IDEJŰ MONDATOKBAN 16. Vizsgaidőszak
Week 3	Egyetemi tapasztalatok 3.: 124–127. o. 17. Rebeka felhívja Tamást 18. Kérdések és válaszok 19. Kiejtés és intonáció 20. Az első egyetemek 21. Ön következik Nyelvtanulás: 128–131. o. 22. Szótanulás 23. Az alvás rendet tesz a fejben 24. Foglalja össze a cikk tartalmát a megadott kifejezések segítségével! 25. Összefoglalás: külföldi tapasztalatok és nyelvtanulás KIEJTÉS: h
Week 4	Összefoglalás, ismétlés
Week 5	Állásinterjú 1.: 134–137. o. 1. Állásinterjú 2. Álláshirdetés A VONATKOZÓ NÉVMÁS: AKI, AKIT, AKIVEL 3. Vass Kornélia jelentkezik a munkára 4. Mit mondanak Kornéliáról a cégnél? Alkosson vonatkozó mellékmondatokat! 5. Mit kérdezhetnek Kornéliától az állásinterjún? Állásinterjú 2.: 137–140. o. 6. Az állásinterjún 7. Melyik ige illik a kifejezésbe 8. Mit kérdeztek Kornéliától? KÖZVETLEN KÉRDÉSEK ÉS IDÉZETT KÉRDÉSEK
Week 6	Állásinterjú 3. / Munkatársak: 140–143. o. 9. Nézze meg újra Kornélia életrajzát és a cég elvárásait a 2. feladatban! 10. Ön következik 11. Kiejtés és mondatintonáció: összetett mondatok. 12. Milyen emberrel dolgozik együtt szívesen? 13. Béla

	kollégái 14. Ön következik
Week 7	Munkahelyi telefonbeszélgetések: 144–148. o. 15. Beszélgessenek kisebb csoportokban! 16. Halló! Halló! 17. A feltételes mód: udvarias kérdések és kérések A FELTÉTELES MÓD: JELEN IDEJŰ IGERAGOZÁS 18. Kérjen szívességet! Munkahelyi telefonbeszélgetések / Foglalkozások 1.: 148–151. o. 19. Te és Ön 20. Foglalkozások AZ ELVÁLASZTÁS SZABÁLYAI 21. Ki hol dolgozik? Mit csinál? 22. Előnyök és hátrányok 23. Beszélgessenek a foglalkozásokról!
Week 8	Foglalkozások 2. / A jövő munkahelye: 151–155. o. 24. Vajon ki beszél? 25. Gondolatok a jövő munkahelyéről 26. Milyen lesz a jövő munkahelye? 27. Jövőbeli események kifejezése 28. Összefoglalás: Elégedett vagy a munkáddal? KIEJTÉS: ny
Week 9	Összefoglalás, ismétlés
Week 10	A szállodában 1.: 158 – 162. o. 1. Szállodai tapasztalatok 2. Ilyen lehet a szálloda. 3. Két balatoni szálloda 4. Szállodákról beszélgetünk 5. A vonatkozó névmás: amelyik, ahol, ahova, ahonnan A VONATKOZÓ NÉVMÁS: AMELYIK, AHOL, AHOVA A szállodában 2.: 162–164. o. 6. A szállodában 7. Szállodai bejelentőlap 8. Udvarias kérdések és kérések 9. Mutasson be egy szállodát, ahol már aludt, vagy ahol szeretne aludni!
Week 11	Időjárás: 164–167. o. 10. Milyen az idő? 11. A praktikus -s (Ismétlés) 12. Időjárás-jelentés 13. Mit csinálunk holnap? UDVARIAS KÉRÉSEK JAVASLATOK KÖZÖS PROGRAMRA: ELMEHETNÉNK, KIRÁNDULHATNÁNK Utazási szokások: 168–172. o. 14. Mi érdekli, ha elutazik valahova? 15. János és Klaudia a szabadságáról mesél 16. Nyaralási szokások 17. Mondatintonáció: segédigés mondatok igekötővel 18. Egy jól sikerült nyaralás 19. Ön következik A HELYHATÁROZÓK RENDSZERE
Week 12	Kirándulás Pécsre 1.: 173–176. o. 20. Nevezetességek 21. Nevezetességek, látnivalók Pécsen 22. Melyik nevezetesség ez? 23. Válasszon egy helyet a városában, és mutassa be a többieknek! 24. A „Múzeum utca” és környéke NEGATÍV KÉRDÉS, POZITÍV VÁLASZ: DE, DEHOGYNEM, DE IGEN Kirándulás Pécsre 2.: 177–181. o. 25. Magyar festmények 26. Ön következik 27. Útbaigazítás 28. Egy nap Pécsen 29. Színházba megyünk 30. Pécs környéke 31. Az Ön magyarországi tapasztalatai 32. Összefoglalás: látogatás egy választott helyen KIEJTÉS: ty
Week 13	Összefoglalás, ismétlés Életmód 1.: 184–186. o. 1. Mi tartozik az egészséges életmódhoz? 2. Hogyan élünk egészségesen? 3. Olvassa el az interjú szövegét!

Week 14	Életmód 2.: 187–188. o. 4. Mit mond a tanácsadó? 5. Tegezés és önözés FELSZÓLÍTÓ MÓD 6. Kiejtés és mondatintonáció: felszólító mondatok 7. Játsszák el a 3. feladat párbeszédét! 8. Mi az, amiről tudja, hogy egészségtelen, mégis csinálja? Mi az, amiről tudja, hogy egészséges, mégsem csinálja?
Week 15	Szuperételek: 189–192. o. 9. Szuperételek 10. Ön és a szuperételek 11. Még egy szuperétel: a csokoládé 12. Készítsen prezentációt „A csokoládé rövid története” címmel! Hungarikumok: 193–194. o. 13. Hungarikumok az élelmiszerek világából 14. Nézze meg a hungarikumok listáját! 15. Ön következik
Week 16	Segítség! Vendégek jönnek! 1.: 194–197. o. 16. Szeretsz vendégeket fogadni? Szeret vendégeket fogadni? 17. Vera igaz, mert vendégek jönnek 18. Ön következik 19. Készítsen bevásárlólistát! 20. Ön következik 21. A piacon (Ismétlés) Segítség! Vendégek jönnek! 2.: 197–201. o. 22. A medvehagymaleves 23. Felszólító mód: határozott ragozás 24. Adél elmondja Verának a csirkemell receptjét 25. Felszólító mód, határozott ragozás: te 26. A felszólító mód, határozott ragozás: Ön
Week 17	Segítség! Vendégek jönnek! 3.: 201–204. o. 27. Ön következik 28. Vendégségben 29. Ön következik 30. Vacsorameghívás 31. Játsszák el a szituációt telefonbeszélgetés formájában! 32. Összefoglalás: piknik KIEJTÉS: gy
Week 18	Gyakorlás, ismétlés - vizsga
Week 19	1. fejezet VALAHOL MÁR TALÁLKOZTUNK... 11–28. oldal Bemutatkozás és ismerkedés • Nem ismerjük egymást valahonnan? • Pontosság: csak a királyok erénye? A kölcsönös névmás: egymás
Week 20	• Birtokos személyjelek: ismétlés és kiegészítés • Személytelen szerkezetek: az ember • Idéző mondatok: ismétlés • Időhatározók (1.): Mikor? Melyik napon? Melyik ...? • A főnévi igenév (1.): ragozatlan és ragozott alakok
Week 21	2. fejezet A KONCENTRÁCIÓ ÉS A TELJESÍTMÉNY SEGÍTŐI 29–44. oldal Nekem kávé kell! • Segítség! Mindjárt elalszom! • Vízszintesben Előre- és visszautalás: az, ez
Week 22	• Tagadás: egyszeres és többszörös tagadás • A felszólító mód: ismétlés • Vonatkozó mellékmondatok(1.): az, aki/ami • Igenevek(1.): a folyamatos melléknévi igenév és a határozói igenév • Vonzatos igék • Igekötők: be
Week 23	3. fejezet MINDENÜTT JÓ, DE LEGJOBB ÚTKÖZBEN 45–64. oldal Milyen volt a nyaralás? • Budapesti séták • Irány a Balaton! • Helyek, amelyeket mindenkinek látnia kell Helyhatározók (1.): a toldalékolás összefoglalása

Week 24	<ul style="list-style-type: none"> <li>• Rendhagyó főnevek</li> <li>• A melléknév fokozása: jobb, a legjobb, az egyik legjobb</li> <li>• Az összehasonlítás árnyalása: sokkal magasabb</li> <li>• A felszólító mód funkciói (1.): Azt javaslom, hogy...</li> <li>• A főnévi igenév (2.): tetszik/tetszenek, tessék/ tessenek</li> <li>• Vonzatos igék</li> <li>• Igekötők: ki</li> </ul>
Week 25	<p>4. fejezet MIBEN SEGÍTHETEK? 65–82. oldal Fontosabb szolgáltatások</p> <ul style="list-style-type: none"> <li>• Mosógép nélkül nem tudok élni</li> <li>• Miért nem renedeled meg az interneten?</li> <li>• Műveltetés: -at/-et, -tat/-tet</li> <li>• Feltételes mód, jelen idő: összefoglaló táblázat</li> </ul>
Week 26	<ul style="list-style-type: none"> <li>• Időhatározók(2.): Mikor? Milyen gyakran?</li> <li>• Kötőszók(1.): mert, mivel, ezért</li> <li>• Kötőszók(2.): páros kötőszók</li> <li>• A személyes névmás: ragozott alakok</li> <li>• Igenevek(2.): a határozói igenév állapot kifejezésére</li> <li>• Igenevek(3.): a befejezett melléknévi igenév</li> <li>• Igekötők: meg</li> </ul>
Week 27	<p>5. fejezet AMIT ROSSZUL IS ÉRDEMES TUDNI 83–100. oldal A hatékony nyelvtanulás</p> <ul style="list-style-type: none"> <li>• Miért tanulunk nyelveket?</li> <li>• Aki huszonhét nyelven tudott</li> <li>• Lelkes nyelvtanulók</li> <li>• Veszélyeztetett nyelvek</li> <li>• A felszólító mód funkciói (2.): Fontosnak tartotta, hogy ...</li> </ul>
Week 28	<ul style="list-style-type: none"> <li>• A felszólító mód funkciói (3.): Azért, hogy ...</li> <li>• Kötőszók(3.): mégis, mégsem</li> <li>• Időhatározók (3.): névutók</li> <li>• A birtokos névmás: az enyém, a tiéd, az övé</li> <li>• A visszaható névmás: magam, magad</li> <li>• Vonzatos igék</li> <li>• Igekötők: el</li> </ul>
Week 29	<p>6. fejezet KAPCSOLATOK A VALÓS ÉS A VIRTUÁLIS TÉRBEN 101–116. oldal Nincs wi-fi ! Beszélgessetek! 9</p> <ul style="list-style-type: none"> <li>• Milyen messze vagyunk egymástól?</li> <li>• Kommunikáció a közösségi oldalakon</li> </ul>
Week 30	<ul style="list-style-type: none"> <li>• Mindenki boldog, csak én nem!?</li> <li>• A feltételes mód: múlt idő</li> <li>• A feltételes mód funkciói: jelen és múlt idő</li> <li>• A felszólító mód funkciói (4.): Arra használom, hogy...</li> <li>• A főnévi igenév (3.): összejövnünk beszélgetni</li> <li>• Névmások: bárki, valaki, mindenki, senki</li> <li>• Birtokos szerkezetek (1.): többszörös birtokos szerkezetek</li> <li>• Vonzatos igék</li> <li>• Igekötők: fel</li> </ul>
Week 31	<p>7. fejezet A JÓ KÖZÉRZET TITKA 117–134. oldal Vitaminokkal az egészségért</p> <ul style="list-style-type: none"> <li>• Fűben Fában orvosság</li> <li>• Fürdőhelyek, gyógyhelyek</li> <li>• Időhatározók (4.): évek, évtizedek, évszázadok</li> </ul>
Week 32	<ul style="list-style-type: none"> <li>• Birtokos szerkezetek (2.): Tamásnak nagyon fáj a torka</li> <li>• Igenevek (4.): bővítés</li> <li>• Vonzatos melléknevek és igenevek</li> <li>• Igekötők: le</li> </ul>
Week 33	<p>8. fejezet KELL EGY CSAPAT! 135–152. oldal Ideális munka- és tanulási környezet</p> <ul style="list-style-type: none"> <li>• Közösségépítő tréningek</li> <li>• Élethosszig tartó tanulás</li> <li>• A főnévi igenév (4.): a segédigés mondatok szörendje</li> </ul>
Week 34	<ul style="list-style-type: none"> <li>• Hangsúlykérő igék</li> <li>• Hangsúlykerülő igék és igenevek</li> <li>• Időhatározók (5.): péntekre megcsinálom</li> <li>• Tárgyas szóösszetételek és szinonimáik</li> <li>• Vonzatos igék</li> <li>• Igekötők: szét</li> </ul>

Week 35	Ismétlés
Week 36	Számonkérés

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## HIGH SCHOOL Course B1 HUNGARIAN AS A SECOND LANGUAGE SYLLABUS

Hungarian as a second language Syllabus Class Outlines - Grade 12 (4 sessions/week) <b>Course B1</b> 32*4=128 sessions per year	
Week #	Órai anyag
Week 1	9. fejezet HA NEM LENNE, KI KELLENE TALÁLNI 153–172. oldal Hogyan választunk terméket?
Week 2	• Sikeres termékek
Week 3	• Találmányok Az -e használata: ismétlés és kiegészítés
Week 4	• Birtokos szerkezetek (3.): Kellemes formája van, kellemes a formája
Week 5	• Vonatkozó mellékmondatok (2.): ami, amely, amelyek
Week 6	• Igenevek és ellentétük (5.): használható, használhatatlan
Week 7	• A -vá/-vé használata: láthatóvá tesz, ismertté válik, gőzzé alakul
Week 8	• Vonzatos igék • Igekötők: össze
Week 9	10. fejezet TÁPLÁLÉK A TESTNEK ÉS A LÉLEKNEK 173–190. oldal A kávéházak és a Nyugat • Akik írnak és olvasnak
Week 10	• Hírességek és kedvenc ételeik

Week 11	• Gasztroblogok, gasztrobloggerek A feltételes mód funkciói: negatív bevezető mondat után
Week 12	• A felszólító mód funkciói (5.): segített abban, hogy ne adjam fel
Week 13	• A nem funkciói: összegzés
Week 14	• Mindig hangsúlyos módosítók: nem, csak, alig
Week 15	• Kérdések és rövid válaszok
Week 16	• Vonzatos igék • Igekötők: vissza
Week 17	11. fejezet MIT ÍR AZ ÚJSÁG? 191–208. oldal Honnan tájékozódunk? • Boldog volt-e Joseph Pulitzer?
Week 18	• Kis hírek a nagyvilágból Igeképzők (2.): -gat/-get
Week 19	• Igeképzők (3.): -ul/-ül, -ít Elvont jelentésű névutók
Week 20	• Hangsúlyos módosítószó, hangsúlyos ige: mindig, valaki, biztosan
Week 21	• Az igekötő-használat néhány tendenciája
Week 22	• Vonzatos igék • Igekötők: át
Week 23	12. fejezet EURÓPA ÉS MAGYARORSZÁG 209–224. oldal Az Európai Unió ma
Week 24	• Az Európai Unió rövid története

Week 25	• A mai Magyarország
Week 26	• Magyarország története dióhéjban
Week 27	Rendszerező ismétlés, érettségi feladatsorok gyakorlása
Week 28	Rendszerező ismétlés, érettségi feladatsorok gyakorlása
Week 29	Rendszerező ismétlés, érettségi feladatsorok gyakorlása
Week 30	Rendszerező ismétlés, érettségi feladatsorok gyakorlása
Week 31	Rendszerező ismétlés, érettségi feladatsorok gyakorlása
Week 32	Rendszerező ismétlés, érettségi feladatsorok gyakorlása





**AVICENNA**  
INTERNATIONAL COLLEGE

*HUNGARIAN – ENGLISH BILINGUAL HIGH SCHOOL*

# *Mathematics*

*Secondary Programs*

## PRE-HIGH SCHOOL MATHEMATICS SYLLABUS

Mathematics Syllabus Thematic Units - Pre-High School (3 sessions/week)
<i>Thematic unit</i>
1. Cognitive methods, sets, mathematical logics, Scientific form, point sets in 2D and 3D (15 classes)
2. Fundamental theorem of algebra, Primes, composite numbers, Divisibility, Number systems, Remarkable identities, Operations with algebraic fractions (30 units)
3. Linear equations and their applications in word problems, Linear system of equations, linear inequalities (27 classes)

**Mathematics Syllabus Class Outlines - Pre-High School (4 sessions/week)**  
**36\*4=144 sessions per year**

<i>Week #</i>	<i>Class content</i>
Week 1	Sets, number sets
	Operations with sets
Week 2	Counting problems
	Logical Sieve-formula
Week 3	Complementary set, De Morgan laws
	Exercises
Week 4	Subsets
	The number of subsets of a set with $n$ elements
Week 5	The scientific form of numbers
	Statement and its converse and negation
Week 6	Equivalent statements(if and only if )

	Exercises
Week 7	Remarkable sets of points in the plane: circle, perpendicular bisector
	Angle bisector as a locus of points
Week 8	Constructions
	Summary, exercises
Week 9	Test
	Number systems, binary system
Week 10	Convert the numbers from decimal system to binary and vice versa
	Practice
Week 11	Divisibility rule
	Theorems of divisibility
Week 12	Prime factorization, least common multiple
	The greatest common divisor
Week 13	Exercises about divisibility

	Examine the remainders, parity
Week 14	Prove divisibility
	Practice
Week 15	Remarkable identities: difference of 2 squares
	The square of two terms
Week 16	Practice
	The cube of two terms
Week 17	Practice
	Methods of factorizations
Week 18	Simplify algebraic fractions
	Exercises
Week 19	Short test
	Multiplication of algebraic fractions
Week 20	Division of algebraic fractions

	Addition of algebraic fractions
Week 21	Exercises
	Simplifying algebraic fractions
Week 22	Summary
	Test on algebra
Week 23	Discussion on the test
	Equation, base set of equation, solution set
Week 24	Linear equations, scale principle
	Exercises
Week 25	Linear equations with fractional coefficient
	Fractional linear equations
Week 26	Practice
	Word problems: percentages
Week 27	Word problems: motion problems

	Word problems: work together problems
Week 28	Word problems: mixture problems
	Word problems: problems including 2 and 3 digit numbers
Week 29	Word problems: area calculation problems
	Exercises
Week 30	Exercises, more word problems
	Miscellaneous equations
Week 31	Short test
	Linear inequalities
Week 32	Exercises
	Applications in common life
Week 33	Fractional inequalities: $(ax + b) / (cx + d) > 0$
	Exercises
Week 34	Linear system of equations

	Solution by elimination
Week 35	Practice
	Solution by substitution
Week 36	Practice
	Test on equations

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## HIGH SCHOOL GRADE 9 MATHEMATICS SYLLABUS

**Mathematics Syllabus Thematic Units - Grade 9 (4 sessions/week)**  
**36\*4=144 sessions per year**

*Thematic unit*

1. Cognitive methods, sets, mathematical logics,  
Scientific form, point sets in 2D and 3D (15 classes)

2. Fundamental theorem of algebra, Primes, composite numbers, Divisibility, Number systems, Remarkable identities, Operations with algebraic fractions (30 units)

3. Linear equations and their applications in word problems, Linear system of equations, linear inequalities (30 classes)

4. Geometry, Remarkable points and lines of triangles, Thales and Pithagoras theorems, Quadrilaterals, Polygons, Regular polygons, Congruency (Reflections about a line and point, translation, rotation (35 classes)

5. Functions and their properties, Function transformations, Linear functions, absolute value, quadratic functions and rational functions (25 classes)

6. Statistics (10 classes)

**Mathematics Syllabus Class Outlines - Grade 9 (4 sessions/week)**  
**36\*4=144 sessions per year**

<i>Week #</i>	<i>Class content</i>
Week 1	Sets, number sets
	Operations with sets
	Counting problems
	Logical Sieve-formula
Week 2	Complementary set, De Morgan laws
	Exercises
	Subsets
	The number of subsets of a set with n elements
Week 3	The scientific form of numbers
	Statement and its converse and negation
	Equivalent statements(if and only if )

	Exercises
Week 4	Remarkable sets of points in the plane: circle, perpendicular bisector
	Angle bisector as a locus of points
	Constructions
	Summary, exercises
Week 5	Test
	Number systems, binary system
	Convert the numbers from decimal system to binary and vice versa
	Practice
Week 6	Divisibility rule
	Theorems of divisibility
	Prime factorization, least common multiple
	The greatest common divisor
Week 7	Exercises about divisibility

	Examine the remainders, parity
	Prove divisibility
	Practice
Week 8	Remarkable identities: difference of 2 squares
	The square of two terms
	Practice
	The cube of two terms
Week 9	Practice
	Methods of factorizations
	Simplify algebraic fractions
	Exercises
Week 10	Short test
	Multiplication of algebraic fractions
	Division of algebraic fractions

	Addition of algebraic fractions
Week 11	Exercises
	Simplifying algebraic fractions
	Summary
	Test on algebra
Week 12	Discussion on the test
	Equation, base set of equation, solution set
	Linear equations, scale principle
	Exercises
Week 13	Linear equations with fractional coefficient
	Fractional linear equations
	Practice
	Word problems: percentages
Week 14	Word problems: motion problems

	Word problems: work together problems
	Word problems: mixture problems
	Word problems: problems including 2 and 3 digit numbers
Week 15	Word problems: area calculation problems
	Exercises
	Exercises, more word problems
	Miscellaneous equations
Week 16	Short test
	Linear inequalities
	Exercises
	Applications in common life
Week 17	Fractional inequalities: $(ax + b) / (cx + d) > 0$
	Exercises
	Linear system of equations

	Solution by elimination
Week 18	Practice
	Solution by substitution
	Practice
	Word problems leads to system of equations
Week 19	Word problems leads to system of equations
	Word problems leads to system of equations
	Summary, exercises
	Test on equations
Week 20	Geometry: Pythagoras theorem and its converse
	Application of Pythagorean theorem
	Application of Pythagorean theorem
	The Thales theorem and its converse
Week 21	Application of Thales theorem

	Medians of triangle, centroid of triangle
	The altitude and orthocenter of triangle
	The circumcenter of triangle
Week 22	Constructions
	The center of the inscribed circle of triangle
	The area of triangle
	Practice
Week 23	Quadrilaterals, special quadrilaterals
	The area of special quadrilaterals
	Exercises
	Polygons, symmetric polygons
Week 24	Area of regular polygons
	Exercises
	The sum of the angles and the number of diagonals of polygons



	Short test
Week 25	Congruency
	Reflection about a line and its properties
	Constructions
	Reflection about a point and its properties
Week 26	Constructions
	Rotation about a point
	Constructions and applications
	Translations and its properties
Week 27	Constructions
	The product of transformations (do one after the other)
	Summary, exercises
	Test on geometry
Week 28	The definition of function, domain and range

	One to one functions (bijections)
	Linear functions and their graphs
	Slope, gradient, y-intercept, zero, monotony
Week 29	Exercises
	The absolute value function and its properties
	Function transformations, $f(x) + c$ , $f(x+c)$
	Function transformations: $-f(x)$ and $c f(x)$
Week 30	Practice
	Quadratic functions and their graphs
	Properties of quadratic functions, extrema, position of extrema
	Graphing quadratic functions by completing the square
Week 31	Applications: motions, freefalling, etc.
	The rational function and its properties
	The transformations of rational functions, asymptote

	Graphical solution of equations
Week 32	Graphical solution of equations
	Summary, exercises
	Test on functions
	Discussion on the test
Week 33	Introduction to statistics: diagrams
	Pie charts, bar charts, tricky diagrams in newspapers
	Mean, median, mode, range
	Exercises
Week 34	Harder questions about changing the mean
	Applications in science
	Short test
	Final review: sets
Week 35	Final review: algebra

	Final review: equations
	Final review: system of equations
	Final review: geometry
Week 36	Final review: transformations, function transformations
	Final exam
	Discussion on the final exam
	Discussion on the grades

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## HIGH SCHOOL GRADE 10 MATHEMATICS SYLLABUS

<b>Mathematics Syllabus Thematic Units - Grade 10 (4 sessions/week)</b> <b>36*4=144 sessions per year</b>
<i>Thematic unit</i>
1. Definition of square root and identities, Definition of n-th root and identities, Combinatorics, Arithmetic and geometric mean (15 classes)
2. Quadratic equations, Parametric equations, Quadratic inequalities, Applications in word problems, (30 classes)
3. Radical equations and Inequalities, Square root function, n-th root function, Application in common life (10 classes)
4. Trigonometric ratios in right triangle and their applications in geometry, Expansion of circular functions, Trigonometric functions and their properties, transformations, Simple trigonometric equations (40 classes)
5. Geometry, Intercept theorem, Similitude, Altitude theorem, Leg theorem, Constructions, Subtended and central angles, cyclic and tangent quadrilaterals, circle, sector, segment and their area, Central similitude, Similar plane figures and application in life (35 classes)
6. Probability, Classical model, Hypergeometric distribution, Binomial distribution (15 classes)

**Mathematics Syllabus Class Outlines - Grade 10 (4 sessions/week)**  
**36\*4=144 sessions per year**

<i>Week #</i>	<i>IAL content</i>	<i>Class content</i>
Week 1		Definition of square root, theorems of square root
		Applications, exercises
	Unit P1: 1.2 Use and manipulation of surds.	Rationalize surds
		Exercises
Week 2		Arithmetic and geometric mean and their relationship
		Application in optimization
		Combinatorics: permutation, permutation with repetition
		Variation, variation with repetition
Week 3		Exercises
		Combination
		Exercises

		Simple graphs, degree of a vertex, vertex
Week 4		Relationship between the sum of the degrees and the edges
		Walk, path, circuit, connected and complete graphs
		Summary, exercises
		Test
Week 5		Discussion on the test
		Quadratic equations: solution by factorization
	Unit P1: 1.3 Quadratic functions and their graphs.	The quadratic formula
	Unit P1: 1.5 Completing the square. Solution of quadratic equations.	Exercises
Week 6	Unit P1: 1.4 The discriminant of a quadratic function.	The number of solutions and the discriminant
		Parametric quadratic equations
		Exercises
		Fractional quadratic equations

Week 7	Unit P1: 1.6 Solve simultaneous equations; analytical solution by substitution.	Exercises
	Unit P1: 1.7 Interpret linear and quadratic inequalities graphically. 1.8 Represent linear and quadratic inequalities graphically. 1.9 Solutions of linear and quadratic inequalities.	Graphical solution of quadratic inequalities
	Unit P1: 1.11 Graphs of functions; sketching curves defined by simple equations. Geometrical interpretation of algebraic solution of equations. Use of intersection points of graphs of functions to solve equations.	Exercises
		Word problems leads to quadratic equations
Week 8		Work together problems
		Motion problems
		Miscellaneous percentage problems
		Geometry problems
Week 9		Area calculation problems
		Mixture problems



		More word problems
		Viete formulae, factor form
Week 10		Checking with Viete formulas
		Application of Viete formulae in parametric problems
		Exercises
		Exercises
Week 11		Fractional quadratic inequalities
	Unit P1: 1.10 Algebraic manipulation of polynomials, including expanding brackets and collecting like terms, factorisation.	Summary, mock test
		Test on quadratic equations
		Discussion on the test
Week 12		The square root function and its properties
		Simple radical equations, false root, checking!
		Graphical solution of radical equations

		Radical equations: squaring twice
Week 13		Exercises
		Application in motion problems
		Application in financial math
		Radical inequalities
Week 14		Summary
		Short test
		TRIGONOMETRY: trigonometric ratios in right triangle
		Exercises
Week 15		Using inverse sine, inverse cos, inverse tangent functions
		Exercises
		The trigonometric area formula
		Applications: area of regular polygons
Week		Applications in quadrilaterals

16		Exercises
		Short test
		Expansion of trigonometric functions, relationship between them
Week 17		Exercises
		The trigonometric ratios of remarkable angles
		Exercises
		The graph and properties of sine function
Week 18		Transformations of sine function ( $\sin 2x$ , change of the period)
		The graph of $f(x) = \cos x$ and its properties
		The graph of tangent and cotangent functions, properties, asymptotes, period, parity
		Exercises, function transformations
Week 19		Practice
		Short test on functions

		Simple trigonometric equations including sin and cos
		Exercises
Week 20		Exercises
		Simple trigonometric equations including tangent and cotangent
		Exercises
		Trigonometric equation leading to quadratic equations (sin and cos)
Week 21		Trigonometric equation leading to quadratic equations (tan and cot)
		Practice
		Practice
		Graphical solution of simple trigonometric inequalities
Week 22		Graphical solution of simple trigonometric inequalities
		Exercises
		Application: oscillations, waves

		Summary, exercises
Week 23		Test on trigonometry
		Discussion on the test
		GEOMETRY: the theorem about parallel intersecting lines
		The converse of the theorem
Week 24		The intercept theorem
		Applications
		Exercises
		Central similitude
Week 25		Similitudes, similar triangles, similar polygons
		Exercises
		The altitude theorem in right triangle
		Leg theorem in right triangle
Week		Theorem of the centroid

26		Exercises
		The ratio of the areas of similar plane figures
		The ratio of the volume of similar bodies
Week 27		Application in common life
		The angle bisector theorem
		Exercises
		Short test
Week 28		Theorem about central and subtended angles
		Applications
		Theorem of cyclic quadrilaterals
		Theorem of tangent quadrilaterals
Week 29		Exercises
		The locus of points from which a segment can be seen at a given angle (angle of view)

		Constructions involving “angle of view”
		Practice
Week 30		The parts of circle: sector, the area of sector
		The area of segment in circle
		Exercises
		Constructions
Week 31		Applications in common life
		Summary
		Test on geometry
		Discussion on the test
Week 32	Unit S1: 3.1 Elementary probability.	PROBABILITY: the classical model
	Unit S1: 3.4 Sum and product laws.	The sum, product and complement of events
		Exercises for using the complement of an event

		Simple exercises for the classical model
Week 33	Unit S1: 3.3 Independence of two events.	Independent events
		Introduction to binomial distribution (simple examples)
		Exercise
		The hypergeometric distribution: lottery
Week 34		Exercises
		Summary, mock test
		Test on probability
		Discussion on the test
Week 35		Final review: quadratic equations
		Final review: trigonometry (geometry)
		Final review: Trigonometry (equations, functions)
		Final review: geometry



Week 36		Final review: probability and statistics
		Final exam
		Discussion on the exam
		Discussion on the grades

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## HIGH SCHOOL GRADE 11 MATHEMATICS SYLLABUS

<b>Mathematics Syllabus Thematic Units - Grade 11 (5 sessions/week) 36*5=180 sessions per year</b>
<i>Thematic unit</i>
1. Progressions, Arithmetic and geometric sequences, Limit of sequences, Sum to infinity of geometric progressions, word problems, compound interest, financial mathematics (25 classes)
2. Powers, root, logarithm, Negative and fractional, Exponent, Exponential function, Equations, Inequalities, Applications: Compound interest, Radioactive decay, etc, Logarithm, Logarithmic function and equations, inequalities, Financial mathematics, Applications in physics and in common life (25 classes)
3. Trigonometry, Sine rule and cosine rule, Applications in 2D and 3D, Additional formulae and their applications, Harder trigonometric equations and inequalities (30 classes)
4. Coordinate geometry, Vectors, Operations with vectors, Scalar product and its application, The normal vector form for the equation of line, The point-slope form for line, Distance between 2 points and a point and a line, Remarkable points and lines of triangle, the equation of circle, tangent of circle Equations of parabola (35 classes)
5. Differential calculus, Limit of functions, Differential quotient and its geometric meaning, Operations with derivatives, Analysis of functions: extrema, points of inflection, monotony, convexity, Optimization (35 classes)
6. Probability, Conditional probability, Total probability law, Bayes theorem, Expected value and standard deviation of random variable (10 classes)
7. Statistics, stem and leaf diagram, median, quartiles, interquartile range, cumulative frequency curve, modal number, standard deviation, line of linear regression (15 classes)
8. Final review, Preparing for the exam (5 classes)

**Mathematics Syllabus Class Outlines - Grade 11 (5 sessions/week)**  
**36\*5=180 sessions per year**

<i>Week #</i>	<i>IAL content</i>	<i>Class content</i>
Week 1	Unit P2: 4.1 Sequences, including those given by a formula for the nth term and those generated by a simple relation of the form $x_{n+1} = f(x_n)$ .	PROGRESSIONS: progression as a function
	Unit P2: 4.2 Understand and work with arithmetic sequences and series, including the formula for the nth term and the sum of a finite arithmetic series; the sum of the first n natural numbers.	Arithmetic progressions, the sum of the first n terms
	Unit P2: 4.3 Increasing sequences, decreasing sequences and periodic sequences.	Exercises
	Unit P2: 4.4 Understand and work with geometric sequences and series, including the formulae for the nth term and the sum of a finite geometric series; the sum to infinity of a convergent geometric series, including the use of $ r  < 1$ .	Geometric progressions, the sum formula
		Exercises
Week 2	Unit P2: 4.5 Binomial expansion of $(a + bx)^n$ for positive integer n.	Mixed exercises for A.P. and G. P.
		Applications: compound interest, collect money

		Loan, how to calculate the annuity?
		Practice
		Short test
Week 3		Word problems involving arithmetic sequences
		Word problems involving arithmetic sequences
		Word problems involving geometric sequences
		Word problems involving geometric sequences
		Practice
Week 4		Fibonacci sequence, golden ratio
		Periodic sequences
		Famous sequences
		Induction, mathematical induction
		Neighbouring elements of a sequence, sum of infinite series
Week		Word problems

5		Word problems
		Practice
		Review, Test
		Discussion of the Test
Week 6		EXPONENTIALS: Negative and fractional exponents
		Rules of exponents
	Unit P2: 5.1 $y = a^x$ and its graph.	The exponential function of base 2 and its properties
		The two types of exponential functions
		The transformation of exponential function
Week 7	Unit P2: 5.3 The solution of equations of the form $a^x = b$ .	Simple exponential equations (common base type)
		Exponential equations leading to linear equation
		Exponential equations leading to quadratic equation
		Exercises

		Exponential inequalities: type 1
Week 8		Exponential inequalities: type 2
		Exponential systems of equations
		Applications in real life: Exponential growth in population, compound interest
		Exponential decrease: Amortization, radioactive decay, etc.
		Summary, exercises
Week 9	Unit P2: 5.2 Laws of logarithms.	The definition of logarithm, logarithm with different basis, The rules of logarithm
		Application: determine the number of digits of great numbers
		The logarithmic function and its properties
		Simple logarithmic equations
		Harder logarithmic equations
Week 10		Logarithmic inequalities: type 1 and 2
		Logarithmic system of equations

		Applications: pH, decibel, compound interest
		Summary, mock test
		Test
Week 11	Unit P1: 3.3 Sine, cosine and tangent functions. Their graphs, symmetries and periodicity.	TRIGONOMETRY: the trigonometric area formula
		The sine rule in general triangle
		Applications
		Exercises
	Unit P1: 3.1 The sine and cosine rules, and the area of a triangle	The cosine rule in general triangle
Week 12		Applications of cosine rule
		Exercises
	Unit P1: 3.2 Radian measure, including use for arc length and area of sector.	Mixed exercises for sine and cosine rule
		Practice
		Short test

Week 13	Unit P2: 6.1 Knowledge and use of $\tan \theta = \sin\theta/\cos\theta$ and $\sin^2\theta + \cos^2\theta = 1$ .	Additional formulae
		Double angle formulae
		Triple angle formulae
		Applications
	Unit P2: 6.2 Solution of simple trigonometric equations in a given interval.	Trigonometric equations (quadratic type)
Week 14		Trigonometric equations (using additional formulae)
		Practice
		$\sin A = \sin B$ and $\cos A = \cos B$ type equations
		$\tan A = \tan B$ and $\cot A = \cot B$ type equations
		Solution by factorization ( Product formulae)
Week 15		Graphical solution of trigonometric inequalities
		Graphical solution of trigonometric inequalities
		Exercises



		Trigonometric system of equations
		Trigonometric system of equations
Week 16		Using additional formulas in geometric problems
		Application: oscillations, waves
		Practice
		Summary, mock test
		Test on trigonometry
Week 17		COORDINATE GEOMETRY: equation of a curve in general
		Vectors, operations with coordinates of vectors
		Scalar product of vectors
		Scalar product in terms of the coordinates
		Application of scalar product
Week 18		The proof of cosine rule with scalar product
		The coordinates of a vector pointing a division point, midpoint

		formula
		The trisecting point formula, the coordinates of the centroid of triangle
		Practice
	Unit P1: 2.1 Equation of a straight line, including the forms $y - y_1 = m(x - x_1)$ and $ax + by + c = 0$ .	The normal vector form for the equation of line
Week 19		Exercises for altitude and perpendicular bisector
	Unit P1: 2.2 Conditions for two straight lines to be parallel or perpendicular to each other.	Parallel and perpendicular lines
		Gradient, the point-slope formula for the line
		Applications: angle between 2 lines
		Distance between 2 points
Week 20		Distance between a point and a line
		Reflection about a point and a line
		Practice

		Short test
		The equation of a circle
Week 21		The intersection of a circle and a line
		The tangent to the circle at its given point
	Unit P2: 3.1 Coordinate geometry of the circle using the equation of a circle in the form $(x - a)^2 + (y - b)^2 = r^2$ and including use of the following circle properties: (i) the angle in a semicircle is a right angle; (ii) the perpendicular from the centre to a chord bisects the chord; (iii) the perpendicularity of radius and tangent.	Exercises
		The equation of the circumscribed circle of triangle
		The intersection of 2 circles
Week 22		Practice
		The equation of the parabola whose vertex is the origin
		The equations of general parabolas
		The intersection of parabola and line

		Tangent to the parabola
Week 23		The equation of the hyperbola and ellipse
		Practice
		Summary, exercises
		Test on coordinate geometry
		Discussion of the test
Week 24		CALCULUS 1: limit of sequences, Theorems of limit
		Convergent, divergent, bounded sequences
		Limit of the quotient of two polynomial
		Sum to infinity of geometric series
		Applications: infinite recurring decimals
Week 25		The limit of functions at infinity
		The limit of functions at a point which is the zero of the numerator and the denominator ( $0/0$ type)

		Summary
		Test
	Unit P1: 4.1 The derivative of $f(x)$ as the gradient of the tangent to the graph of $y = f(x)$ at a point; the gradient of the tangent as a limit; interpretation as a rate of change; second order derivatives.	DIFFERENTIAL CALCULUS: definition of differential coefficient
Week 26	Unit P1: 4.2 Differentiation of $x^n$ , and related sums, differences and constant multiples.	The geometric meaning of $f'(x)$ : the equation of tangent, the derivative of power functions and the square root function
		Derivative and tangent of trigonometric functions
		Derivative and tangent of exponential and logarithmic functions
	Unit P1: 4.3 Applications of differentiation to gradients, tangents and normals.	The derivative of elementary functions, The chain rule
		The equation of the tangent in general
Week 27		Operations with derivatives
		Practice
		The derivative of composite function: the chain rule
		Exercises for chain rule

		Practice
Week 28		Examine the parity of functions, help in graphing
		How to get the inverse of a function?
		Monotony and the first derivative
		Extrema and the first derivative (necessary and sufficient condition)
		Point of inflexion and the second derivative
Week 29		Concavity and the second derivative
		Practice
	Unit P2: 7.1 Applications of differentiation to maxima and minima and stationary points, increasing and decreasing functions.	Analyze polynomial functions
		Analyze rational and composite functions
		Application: optimization
Week 30		Optimization: motion problems, maximum volume
		Optimization: have maximum area or minimum surface area, minimize time

		Application in physics: acceleration and velocity as derivatives
		Summary
		Test on differentiation
Week 31	Unit S1: 3.2 Sample space. Exclusive and complementary events. Conditional probability.	PROBABILITY: conditional probability
		The total probability law
		Exercises
		The Bayes theorem
		Exercises
Week 32		The geometric distribution
		The expected value of random variable
		The standard deviation of random variable
		Practice
		Short test

Week 33	Unit S1: 1.1 The basic ideas of mathematical modelling as applied in probability and statistics.	STATISTICS: basic concepts, definition of probability, impossible and sure events
		Product and union of independent events
		Statistical population, Types of data (nominal, ordinal, numeric ratio scale, numeric absolute scale) and sampling (random uniform, stacked)
	Unit S1: 2.1 Histograms, stem and leaf diagrams, box plots.	Stem and leaf diagrams of data, data matrix, box plot, histogram
		Practice
Week 34	Unit S1: 2.2 Measures of location – mean, median, mode.	Descriptive statistical characteristics of the population and the sample: mean, median, mode
	Unit S1: 2.3 Measures of dispersion – variance, standard deviation, range and interpercentile ranges.	Descriptive statistics II: variance, standard deviation, quantiles, interquartile range
	Unit S1: 2.4 Skewness. Concepts of outliers.	Mass distribution curves of populations, symmetry/skewness, outliers
	Unit S1: 5.2 The probability function and the cumulative distribution function for a discrete random variable.	Cumulative distribution curves
		Practice
Week		Hypothesis testing of two sample means



35	Unit S1: 4.1 Scatter diagrams. Linear regression.	Correlation and linear regression
	Unit S1: 4.2 Explanatory (independent) and response (dependent) variables. Applications and interpretations. 4.3 The product moment correlation coefficient, its use, interpretation and limitations.	Product moment correlation coefficient
		Review and practice
		Test
Week 36		Final review: exponents and logarithm, trigonometry (geometry)
		Final review: vectors, coordinate geometry
		Final review: progressions, derivatives
		Final exam
		Discussion on the final exam

## HIGH SCHOOL GRADE 12 MATHEMATICS SYLLABUS

<b>Mathematics Syllabus Thematic Units - Grade 12 (5 sessions/week) 32*5=160 sessions per year</b>
<i>Thematic unit</i>
1. Cognitive methods, logics, sets and graphs, Operations with sets and statements, analogy between them, Negation and converse of a statement, Truth tables, Simple graphs, Methods of proofs: Mathematical induction and indirect proof, Complete graph, tree graph (15 classes)
2. Solid geometry, Distance between a point and a plane, angle between a line and a plane, angle between 2 planes, Polyhedrons and their volume and surface area, Volume and surface area of cylinder, cone, Truncated cone and sphere, Inscribed and circumscribed spheres of bodies (30 classes)
3. Integral calculus, Application in area and volume calculations, Definite and indefinite integral and their relationship: Newton-Leibniz theorem, Methods of integration: Integration by parts, Integration by substitution, etc (30 classes)
4. Probability and statistics, Standard deviation, Diagrams, Mode, median, mean, range in miscellaneous exercises, Conditional probability, Total probability law, Bayes Theorem, Famous distributions, Expected value, standard deviation of random variable (20 classes)
5. Algebraic division of polynomials, factor theorem and remainder theorem (5 classes)
6. Systematic review: Algebra, Binomial theorem polynomials, Equations and (equivalent step, false root, losing roots) inequalities, graphical solution, Functions and their properties, Elementary and coordinate Geometry, Vectors and operations between them, Trigonometry (60 classes)

**Mathematics Syllabus Class Outlines - Grade 12 (5 sessions/week)**  
**32\*5=160 sessions per year**

<i>Week #</i>	<i>IAL content</i>	<i>Class content</i>
Week 1		Logical games, Relationship between the set operations and operations with statements
	Unit P2: 1.1 Understand and use the structure of mathematical proof, proceeding from given assumptions through a series of logical steps to a conclusion	Proofs by truth table
	Unit P2: 1.2 Proof by exhaustion	New logical operations: implication, equivalency
	Unit P2: 1.3 Disproof by counter example.	Exercises
		De Morgan law for sets and statements
Week 2		Method of proving statements: indirect proof
		Proof by mathematical induction
		Proof of sum formulas by induction
		Proof of divisibility by induction
		Proof of derivative by induction

Week 3		Graphs, tree graph, complete graph
		Theorem of tree: proof by induction
		Negation and converse of statements
		Summary, exercises
		Test
Week 4		SOLID GEOMETRY: introduction, distances and inclination angles of line and plane and 2 planes
		Revision of area formulas, the area as an additive function
		Proof of area formulas
		The space diagonal of cuboid
		The classification of bodies, vocabulary of 3D
Week 5		The volume and surface area of prism
		Exercises
		Exercises

		The volume and surface area of pyramid
		Exercises
Week 6		Exercises
		The volume and surface area of cylinder
		Exercises
		The volume and surface area of cone
		Exercises
Week 7		Exercises
		The volume of truncated cone
		The surface area of truncated cone
		Exercises
		The volume and surface area of truncated pyramid
Week 8		Exercises
		Inscribed sphere of cone, pyramid

		Circumscribed sphere of cuboid, cube, cone, pyramid
		Exercises
		More exercises
Week 9		The volume and surface area of sphere
		Summary, mock test
		Practice
		Test on solid geometry
		Discussion on the test
Week 10		INTEGRAL CALCULUS AND ITS APPLICATIONS
	Unit P2: 8.1 Evaluation of definite integrals.	Definition of definite integral and its properties
	Unit P1: 5.1 Indefinite integration as the reverse of differentiation.	Definition of Indefinite integral and its properties
		The relationship between def. And indef.integral: Newton-leibnitz theorem
	Unit P2: 8.2 Interpretation of the definite integral as the area under a curve.	Exercises

Week 11		Practice
	Unit P1: 5.2 Integration of $x^n$ and related sums, differences and constant multiples.	The indefinite integrals of elementary functions
	Unit P2: 8.3 Approximation of area under a curve using the trapezium rule.	Methods of integration: integration by parts
		Exercises
		Method of integration: integration by substitution
Week 12		Exercises
		Method of integration: convert the integrand
		Exercises
		Mixed integrals
		Practice
Week 13		Practice
		Application: area between two curves
		Practice

		Area enclosed by a function its tangent and the coordinate axes
		Volume of solid of revolutions
Week 14		Proof of the volume of sphere and cone
		Proof of the volume of truncated cone
		Proof of the area of circle by integration with substitution
		Practice
		Aps in physics: distance traveled as the integral of velocity
Week 15		Instantaneous velocity as the integral of acceleration
		Method of partial fractions
		Summary, practice
		Test on integration
		Discussion on the test
Week 16		PROBABILITY STATISTICS
		Comparison of mean and expected value



	Unit S1: 5.3 Mean and variance of a discrete random variable.	Comparison of standard deviation in statistics and probability
		Exercises
		Exercises
Week 17	Unit S1: 5.1 The concept of a discrete random variable.	Comparison of hypergeometric and binomial distributions
		Exercises
		Geometric distribution
		Combined distributions
		Practice
Week 18		Exercises for conditional probability
		Practice
		Exercises for total probability law
		Exercises for Bayes theorem
		Applications

Week 19	Unit S1: 5.4 The discrete uniform distribution.	Famous distributions
	Unit S1: 5.1 The Normal distribution including the mean, variance and use of tables of the cumulative distribution function.	Characteristics of Normal distribution
		Practice
		Practice
		Test
Week 20	Unit P2: 2.1 Simple algebraic division; use of the Factor Theorem and the Remainder Theorem.	POLYNOMIALS: Algebraic operations with polynomials
		Long division with polynomials
		Factor theorem
		Remainder theorem
		Practice, test
Week 21		REVIEW: sets
		Algebra, radical expressions
		Equations, equivalent steps, false root, losing roots

		Radical equations
		Parametric quadratic equations
Week 22		System of equations
		Trigonometric equations
		Exponential and logarithmic equations
		Graphical solution of inequalities
		Mock final exam: part1
Week 23		Mock final exam: part 2
		Mock final exam: part 2
		REVIEW: GEOMETRY
		Elementary geometry: theorems in right triangle
		Theorems in general triangle
Week 24		Circle, the parts of circle and their area
		Vectors, operations, scalar product

		Coordinate geometry: line
		Coordinate geometry: circle, tangent to the circle
		Coordinate geometry: parabola, tangent to the circle
Week 25		Solid geometry: distances and angles
		Volume and surface area
		REVIEW: FUNCTIONS: concepts (domain, range, period, extremum, monotony, parity, zeros, convexity)
		Linear and quadratic functions
		Absolute value function
Week 26		Function transformations
		Exponential and logarithmic function
		Trigonometric functions
		Rational functions
		Determine the inverse function

Week 27		REVIEW: COMBINATORICS: permutations
		Variations, combinations
		Classical probability and statistics
		2. Mock final exam: part 1
		2. Mock final exam: part 2
Week 28		2. Mock final exam: part 2
		Discussion on the exam
		REVIEW: PROGRESSIONS
		Arithmetic progressions
		Geometric progressions
Week 29		Mixed exercises for progressions
		Limit of sequences
		Derivatives
		Applications: equation of tangent

		Applications: optimization
Week 30		Integration
		Area calculations
		Calculating areas with integral
		3. Mock final exam: part1.
		3. Mock final exam: part 2.
Week 31		3. Mock final exam: part 2.
		Discussion on the exam
		Discussion on the exam
		Discussion on the grades
		Practice
Week 32		Practice
		Practice
		Practice

		Practice
		Practice

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*Secondary Programs*



## HIGH SCHOOL GRADE 9 HISTORY SYLLABUS

<b>History Syllabus Thematic Units - Grade 9 (2 sessions/week) 36*2=72 sessions per year</b>
<i>Thematic unit</i>
Civilization and state structure in the Antiquity (15 hours)
Religions of the Antiquity (6 hours)
Conqueror empires (6 hours)
Medieval Europe (15 hours)
The origins of the Hungarians and the age of the Árpád dynasty (15 hours)
The heyday of the Medieval Hungarian Kingdom (15 hours)

**History Syllabus Class Outlines - Grade 9 (2 sessions/week)**  
**36\*2=72 sessions per year**

<i>Week #</i>	<i>Class content</i>
Week 1	<b>Civilization and state structure in the Antiquity:</b> The dawn of history – The Stone Age
	The emergence of the state – Mesopotamia: The Old Babylonian Empire
Week 2	The Old Babylonian Empire; Ancient Egypt – overview
	Ancient Egypt
Week 3	The Greek Civilization – Cultural heritage
	The Greek Civilization - Cultural heritage
Week 4	The Athenian Democracy
	The Athenian Democracy
Week 5	The Roman Civilization – Cultural heritage
	The Roman Civilization – Cultural heritage
Week 6	The Roman Republic

	The Roman Republic
Week 7	The Roman Empire: The end of the Republic and the start of the imperial period; Caesar and Augustus
	Review
Week 8	Examination
	<b>Religions of the Antiquity:</b> Polytheism and Monotheism – Monotheism in the Ancient East; The Greco-Roman religion
Week 9	Judaism – history and religion
	Christianity – Origins
Week 10	Christianity – the Spread and Triumph of Christianity
	Review
Week 11	Examination
	<b>Conqueror Empires:</b> The Huns: Nomadic lifestyle, warfare and state structure
Week 12	The Migration Period – the Barbarian Invasions; the Hunnic Empire and the fall of the Roman Empire
	Islam – the Origins and Civilization
Week 13	The Arab Conquest

	Review
Week 14	Examination
	<b>Medieval Europe:</b> Introduction; the three estates of the realm: peasantry, nobles, clergymen
Week 15	The peasantry - the hierarchic worldview; the medieval manor; rights and obligations
	History of medieval agriculture: from self-sufficiency to agricultural surplus
Week 16	The late medieval crisis: famines, epidemics, revolts
	The Church – hierarchy and institution of the church
Week 17	Medieval Church history – the Great Schism: Western & Eastern Christianity
	Monasticism, heretics; Culture and Education – medieval universities
Week 18	Romanesque and Gothic style – European and Hungarian examples
	The nobility – monarchy and limited monarchy: from feudalism to estate monarchies
Week 19	The knighthood: the code of chivalry and culture; the Crusades
	The townspeople - medieval towns
Week 20	Crafts and trade – medieval guilds; local and long-distance trade

	The Renaissance – architecture and cultural heritage
Week 21	Review
	Examination
Week 22	<b>The origins of the Hungarians and the age of the Árpád dynasty:</b> The ancient history of the Hungarians
	The ancient history of the Hungarians
Week 23	Hungarian Conquest of the Carpathian Basin
	The Hungarian Invasions of Europe (“Kalandozások”)
Week 24	The creation of state: Géza and Stephen I
	The creation of state: Stephen I; state structure, administration and the organization of the church
Week 25	Ladislaus I
	Coloman the Learned and his reforms
Week 26	Changes in internal and foreign politics – Béla III
	Changes of society – Andrew II; The Mongol Invasion of Hungary
Week 27	The consequences of the Mongol Invasion and the reconstruction of the kingdom – Béla IV

	The last rulers of the Árpád dynasty and the European connections
Week 28	The last rulers of the Árpád dynasty and the European connections
	Review
Week 29	Examination
	<b>The heyday of the Medieval Hungarian Kingdom:</b> the Anjou dynasty
Week 30	the Anjou dynasty: Charles I ; the restoration of the monarchy, Congress of Visegrád
	the Anjou dynasty: Louis I – laws and military campaigns
Week 31	Fight with the Ottomans: The Ottoman Empire and the Ottoman conquest of the Balkans
	Fight with the Ottomans: Sigismund of Luxembourg
Week 32	Fight with the Ottomans: John Hunyadi: politician and military leader, military campaigns
	Matthias Corvinus: road to power
Week 33	Mathias Corvinus: centralization and internal affairs
	Mathias Corvinus: imperial aspirations; military campaigns, foreign politics
Week 34	Art and lifestyle

	The Cultural Heritage of medieval Hungary – Archeology, the Holy Crown
Week 35	Castles, the Royal Court, monasteries and churches
	Chronicles and legends
Week 36	Review
	Examination

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## HIGH SCHOOL GRADE 10 HISTORY SYLLABUS

<b>History Syllabus Thematic Units - Grade 10 (2 sessions/week) 36*2=72 sessions per year</b>
<i>Thematic unit</i>
The Early Modern Period (12 hours)
Ottoman Hungary (12 hours)
Age of Enlightenment (9 hours)
Hungary in the 18 <sup>th</sup> century (10 hours)
Age of ideologies and industrialization (6 hours)
The Reform Era (10 hours)
Revolution and War of Independence (9 hours)



**History Syllabus Class Outlines - Grade 10 (2 sessions/week)  
36\*2=72 sessions per year**

<i>Week #</i>	<i>Class content</i>
Week 1	<b>The Early Modern Period: Great discoveries</b>
	Great discoveries and its effects: colonization, global trade; absolutism
Week 2	The dawn of capitalism: price revolution, manufactures, banks, stock exchange
	Division of labor in Europe and its consequences
Week 3	The Reformation in Europe and Hungary – causes; Luther and Calvin
	The organization of the Protestant churches and the spread of protestantism
Week 4	Protestantism in Hungary
	Religious conflicts: conflicts in Europe; ethnical diversity and religious tolerance in Transylvania
Week 5	Protestant and Catholic education in Hungary
	Catholic revival in Europe and Hungary; Baroque
Week 6	Review

	Examination
Week 7	<b>Ottoman Hungary:</b> The fall of the medieval Hungarian state
	The fall of the medieval Hungarian state:
Week 8	The country on forced tracks
	The country fallen apart to three pieces
Week 9	The two Hungarian states
	The two Hungarian states: The Hungarian Kingdom and the Habsburg Empire
Week 10	The Hungarian Kingdom and the Habsburg Empire: conflicts and revolutions
	The golden age of Transylvania and its demise
Week 11	The evaluation of Ottoman Hungary: Hungary as part of the European division of labor
	War and peace: 150 years of Ottoman rule and the destruction of the state; The riding out of the Turkish forces
Week 12	Review
	Examination
Week 13	<b>Age of Enlightenment:</b> ideas, concepts and worldview

	Ideas, concepts and worldview
Week 14	The structure of the British Constitutional Monarchy: parliamentarism
	The birth of the United States; presidentialism
Week 15	The French Revolution and its effects: revolution and the Declaration of the Rights of the Man and of the Citizen
	Jacobin dictatorship and Napoleon's rise to power
Week 16	Napoleon's empire: the emergence of the bourgeoisie and the export of the reform
	Review
Week 17	Examination
	<b>Hungary in the 18<sup>th</sup> century: Rákóczi's war of independence</b>
Week 18	Rákóczi's war of independence
	The repopulation in Hungary
Week 19	The repopulation in Hungary: migrations
	The repopulation of Hungary: ethnic, lingual, cultural and religious diversity; economy and lifestyle
Week 20	Enlightened absolutism: goals and concepts

	Maria Theresa
Week 21	Joseph II
	Review
Week 22	Examination
	<b>Age of ideologies and industrialization:</b> Liberalism, nationalism, conservatism
Week 23	Liberalism, nationalism, conservatism
	The Industrial Revolution: the first wave
Week 24	The second wave
	Review
Week 25	Examination
	<b>The Reform Era:</b> The Habsburg Empire and Hungary
Week 26	Political life in Hungary; Pest-Buda in the Reform Era
	The creation of publicity, forming of political culture
Week 27	The major issues of the Reform Era: the Hungarian language and the forming of the nation

	The national awakening and the question of serfdom
Week 28	The question of constitutionality and civil rights
	Széchenyi's work and plans
Week 29	Kossuth's works and plans; the debate between Széchenyi and Kossuth
	Review
Week 30	Examination
	<b>Revolution and War of Independence:</b> The European revolutions and March 15 <sup>th</sup>
Week 31	Lawful revolution and an attempt at consolidation
	Lawful revolution and an attempt at consolidation
Week 32	Armed conflicts and revolution
	Self-defense and victory
Week 33	Self-defense and victory
	The outnumbering forces win; Punishment and aftermath
Week 34	Review

	Examination
Week 35	Project
	Project
Week 36	Project
	Project

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## HIGH SCHOOL GRADE 11 HISTORY SYLLABUS

<i>Thematic unit</i>
Nation states and the emergence of socialism (7 hours)
The Era of Dualism in Hungary (16 hours)
The First World War and its consequences (16 hours)
The years of transition (16 hours)
The period between the two World Wars (9 hours)
The Horthy Era (13 hours)
The Second World War (22 hours)
The bipolar world (9 hours)

**History Syllabus Class Outlines - Grade 11 (3 sessions/week)  
36\*3=108 sessions per year**

<i>Week #</i>	<i>Class content</i>
Week 1	<b>Nation states and the emergence of socialist ideologies:</b> Socialism and labor movements
	Socialism and labor movements
	Creation of nation states: Germany, United States, Japan
Week 2	Creation of nation states: Germany, United States, Japan
	Creation of nation states: Germany, United States, Japan
	Review
Week 3	Examination
	<b>The Era of Dualism in Hungary:</b> The Austro-Hungarian Compromise
	The Compromise
Week 4	The Compromise
	The Compromise



	The question of nationality : nationalities and ethnic groups
Week 5	The question of nationality
	The question nationality
	The question nationality
Week 6	Industrial revolution and modernization in Hungary: economy, railway, infrastructure, agriculture
	Industrial revolution and modernization in Hungary: economy, railway, infrastructure, agriculture
	Social and demographic changes, lifestyle
Week 7	Social and demographic changes, lifestyle
	Social and demographic changes, lifestyle
	Review
Week 8	Review
	Examination
	<b>The First World War and its consequences:</b> Antecedents of the conflict

Week 9	Antecedents of the conflict
	Antecedents of the conflict
	The events of the war
Week 10	The events of the war
	The events of the war
	The effects and new features of the war
Week 11	The effects and new features of the war
	The effects and new features of the war
	Hungary in the World War
Week 12	Hungary in the World War
	Hungary in the World War
	Hungary in the World War
Week 13	Review
	Review

	Examination
Week 14	<b>The years of transition:</b> Socialist and nationalist movements; the fall of empires
	Socialist and nationalist movements; the fall of empires
	Socialist and nationalist movements; the fall of empires
Week 15	The collapse of Austria-Hungary and the dissolution of historical Hungary
	The collapse of Austria-Hungary and the dissolution of historical Hungary
	The collapse of Austria-Hungary and the dissolution of historical Hungary
Week 16	The council republic and the counter-revolution
	The council republic and the counter-revolution
	The council republic and the counter-revolution
Week 17	The Paris Peace Treaties
	The Paris Peace Treaties
	Treaty of Trianon
Week 18	Treaty of Trianon

	Review
	Review
Week 19	Examination
	<b>The period between the two World Wars: The Soviet Union</b>
	The Soviet Union
Week 20	World economic crisis and a search for solutions
	World economic crisis and a search for solutions
	World economic crisis and a search for solutions
Week 21	Nazism in Germany
	Nazism in Germany
	Review
Week 22	Examination
	<b>The Horthy Era: Consolidation after the Treaty of Trianon</b>
	Consolidation after the Treaty of Trianon

Week 23	Consolidation after the Treaty of Trianon
	Consolidation after the Treaty of Trianon
	Consolidation after the Treaty of Trianon
Week 24	Hungary in the 1930s
	Hungary in the 1930s
	Hungary in the 1930s
Week 25	Hungary in the 1930s
	Hungary in the 1930s
	Review
Week 26	Review
	Examination
	<b>The Second World War:</b> The successes of the Axis powers
Week 27	The successes of the Axis powers; the partitions of Central Europe
	The invasion of Western Europe

	The Nazi – Soviet conflict; Japanese attack on the United States
Week 28	The victory of the Allied forces
	The victory of the Allied forces
	Hungary getting sucked into the War
Week 29	Hungary getting sucked into the War
	Hungary entering the War
	Hungary entering the War
Week 30	German occupation and its consequences in Hungary
	The Holocaust; the “Endlösung”; concentration camps
	Concentration camps and deportations; attempts at the elimination of Jews and the Roma in Europe
Week 31	The Holocaust in Hungary; Anti-Jewish Laws
	The Holocaust in Hungary: responsibility and rescue
	The features of the world war
Week 32	The end of the war in Hungary: the failed endgame, the siege of Budapest

	The failed endgame, the siege of Budapest
	Soviet occupation; destruction and deportations; the punishment of Hungarians beyond the borders
Week 33	Review
	Review
	Examination
Week 34	<b>The bipolar world:</b> The emergence of the bipolar world
	American – Soviet conflict of interest; two world order and their features; the two Germanies
	The Cold War: Competition and conflicts
Week 35	The Cold War: Competition and conflicts
	The end of colonial rule in India; Communist revolution in China
	Communist revolution in China; the Dissolution of Colonial Empires
Week 36	The Dissolution of Colonial Empires; The Creation of Israel
	Review
	Examination

## HIGH SCHOOL GRADE 12 HISTORY SYLLABUS

<b>History Syllabus Thematic Units - Grade 12 (3 sessions/week) 32*3=96 sessions per year</b>
<i>Thematic unit</i>
Hungary between 1945 and 1956 (10 hours)
The Revolution of 1956 (7 hours)
The Kádár Era (7 hours)
The bipolar world and its dissolution (8 hours)
Regime change and establishment of democracy (8 hours)
The World in the 21 <sup>st</sup> century (6 hours)
Hungary in the 21 <sup>st</sup> century (10 hours)
Hungarians and ethnic groups of Hungary in the 20 <sup>th</sup> and the 21 <sup>st</sup> centuries (6 hours)
Systematic review, preparation for the matura exam (34 hours)



**History Syllabus Class Outlines - Grade 12 (3 sessions/week)  
32\*3=96 sessions per year**

<i>Week #</i>	<i>Class content</i>
Week 1	<b>Hungary between 1945 and 1956:</b> The years of transition
	The years of transition: attempts at the establishment of democracy and their failure
	The creation of the communist dictatorship
Week 2	The Sovietization of Hungary; the creation of the dictatorship
	Nationalization, collectivization, show trials, the persecution of the Church, The Soviet Block
	The Rákosi Era: the forced industrialization
Week 3	The one-party state and the dictatorship
	The dictatorship and its influence on everyday life; terror
	Review
Week 4	Examination
	<b>The Revolution of 1956:</b> causes and antecedents

	Peaceful protest and armed conflict; October 23rd
Week 5	Freedom fight
	Freedom fight
	Freedom fight
Week 6	Review
	Examination
	<b>The Kádár Era:</b> The dictatorship: institution, policies, collectivization, oppression
Week 7	The dictatorship: institution, policies, collectivization, oppression
	The economic history of the Kádár Era
	The social history of the Kádár Era
Week 8	Life in the Kádár Era
	Review
	Examination
Week 9	<b>The bipolar world and its dissolution:</b> The West in the second half of the 20 <sup>th</sup> century

	The West in the second half of the 20 <sup>th</sup> century
	The crisis and fall of Communism
Week 10	The crisis and fall of Communism
	The dissolution of the bipolar world
	The dissolution of the bipolar world
Week 11	Review
	Examination
	<b>Regime change and establishment of democracy:</b> The last days of the Kádár Era
Week 12	The crisis of the communist state, the creation of the opposition, the declaration of the Third Republic
	The regime change: parties, ideologies
	The regime change: 1990 elections, the new government, controversies of the regime change
Week 13	The formation of the market economy
	The formation of the market economy
	Review

Week 14	Examination
	<b>The World in the 21<sup>st</sup> century:</b> political, economic and social changes
	Political, economic and social changes
Week 15	The globalized world
	The globalized world
	Review
Week 16	Examination
	<b>Hungary in the 21<sup>st</sup> century:</b> the Hungarian political system
	The Hungarian political system
Week 17	The Hungarian political system
	Internal and foreign affairs of Hungary
	Internal and foreign affairs of Hungary
Week 18	Hungary and the European Union
	Hungary and the European Union

	Hungary and the European Union
Week 19	Review
	Examination
	<b>Hungarians and ethnic groups of Hungary in the 20<sup>th</sup> and the 21<sup>st</sup> centuries:</b> Hungarians beyond the border
Week 20	Hungarians beyond the border
	The ethnic groups of Hungary and the Roma
	The ethnic groups of Hungary and the Roma
Week 21	Review
	Examination
	<b>Systematic review, preparation for the matura exam</b>
Week 22	Review
	Review
	Review
Week 23	Review

	Review
	Review
Week 24	Review
	Review
	Review
Week 25	Review
	Review
	Review
Week 26	Review
	Review
	Review
Week 27	Review
	Review
	Review

Week 28	Review
	Review
	Review
Week 29	Review
	Review
	Review
Week 30	Review
	Review
	Review
Week 31	Review
	Review
	Review
Week 32	Review
	Review

	Review
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***Citizenship***

*Secondary Programs*

## HIGH SCHOOL GRADE 12 CITIZENSHIP SYLLABUS

History Syllabus Thematic Units - Grade 12 (1 session/week)  
28\*1=28 session per year

*Thematic unit*

Family, family socialization (28 hours)

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**Citizenship Syllabus Class Outlines - Grade 12 (1 session/week)**  
**32\*1=32 session per year**

<i>Week #</i>	<i>Class content</i>
Week 1	<b>Citizenship:</b> Family, family socialization
Week 2	Family, family socialization
Week 3	Family, family socialization
Week 4	Family finance management
Week 5	Family finance management
Week 6	Freedoms and responsibilities; rights and obligations, social responsibilities
Week 7	Freedoms and responsibilities; rights and obligations, social responsibilities
Week 8	Freedoms and responsibilities; rights and obligations, social responsibilities
Week 9	Freedoms and responsibilities; rights and obligations, social responsibilities
Week 10	Freedoms and responsibilities; rights and obligations, social responsibilities
Week 11	Nation, national identity and consciousness; local patriotism, patriotism, homeland defense

Week 12	Nation, national identity and consciousness; local patriotism, patriotism, homeland defense
Week 13	Nation, national identity and consciousness; local patriotism, patriotism, homeland defense
Week 14	Nation, national identity and consciousness; local patriotism, patriotism, homeland defense
Week 15	Branches of the Hungarian Government; financial role of the state
Week 16	Branches of the Hungarian Government; financial role of the state
Week 17	Branches of the Hungarian Government; financial role of the state
Week 18	Branches of the Hungarian Government; financial role of the state
Week 19	Bureaucratic processes
Week 20	Bureaucratic processes
Week 21	Bureaucratic processes
Week 22	Consumer support, environmentalism
Week 23	Consumer support, environmentalism
Week 24	Consumer support, environmentalism
Week 25	Banking system, bank loans

Week 26	Banking system, bank loans
Week 27	Corporations and entrepreneurship
Week 28	Corporations and entrepreneurship

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***Chemistry***

*Secondary Programs*

**HIGH SCHOOL GRADE 9 CHEMISTRY SYLLABUS**

(3 sessions/week)

36\*3=108 sessions per year

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## Topic 1: Formulae, Equations and Amount of Substance

Application of ideas from this topic will be applied to all other units.

Students will be assessed on their ability to:

Week		Course content
Week 1	1.1	know the terms 'atom', 'element', 'ion', 'molecule', 'compound', 'empirical formula' and 'molecular formula'
	1.2	know that the mole (mol) is the unit for the amount of a substance and be able to perform calculations using the Avogadro constant $L$ ( $6.02 \times 10^{23} \text{ mol}^{-1}$ )
Week 2	1.3	write balanced full and ionic equations, including state symbols, for chemical reactions
	1.4	understand the terms: <ul style="list-style-type: none"> <li>i 'relative atomic mass' based on the <math>^{12}\text{C}</math> scale</li> <li>ii 'relative molecular mass' and 'relative formula mass', including calculating these values from relative atomic masses</li> </ul> <p><i>The term 'relative formula mass' should be used for compounds with giant structures.</i></p> <ul style="list-style-type: none"> <li>iii 'molar mass' as the mass per mole of a substance in <math>\text{g mol}^{-1}</math></li> <li><sup>1</sup> iv parts per million (ppm), including gases in the atmosphere</li> </ul>
Week 3	1.5	calculate the concentration of a solution in $\text{mol dm}^{-3}$ and $\text{g dm}^{-3}$ <i>Titration calculations are not required at this stage.</i>
	1.6	be able to use experimental data to calculate empirical and molecular formulae
Week 4	1.7	be able to use chemical equations to calculate reacting masses and vice versa, using the concepts of amount of substance and molar mass
	1.8	be able to use chemical equations to calculate volumes of gases and vice versa, using: <ul style="list-style-type: none"> <li>i the concepts of amount of substance</li> <li>ii the molar volume of gases</li> <li>iii the expression <math>pV = nRT</math> for gases and volatile liquids</li> </ul>
	1.9	be able to calculate percentage yields and percentage atom economies (by mass) in laboratory and industrial processes, using chemical equations and experimental results Atom economy = $\frac{\text{molar mass of the desired product}}{\text{sum of the molar masses of all products}} \times 100\%$
Week 5	1.10	be able to determine a formula or confirm an equation by experiment, including evaluation of the data
	1.11	<b>CORE PRACTICAL 1</b> <b>Measurement of the molar volume of a gas.</b>
	1.12	be able to relate ionic and full equations, with state symbols, to observations from simple test-tube experiments, to include: <ul style="list-style-type: none"> <li>i displacement reactions</li> <li>ii typical reactions of acids</li> <li>iii precipitation reactions</li> </ul>



**Further suggested practicals:**

- i preparation of a salt and calculating the percentage yield of product, including the preparation of a double salt, such as ammonium iron(II) sulfate from iron, ammonia and sulfuric acid
- ii determine a chemical formula by experiment, such as the formula of copper(II) oxide by reduction
- iii determine a chemical equation by experiment, such as the reaction between lithium and water, or the reaction between magnesium and an acid
- iv carry out and interpret the results of simple test-tube reactions, as outlined in 1.12

## Topic 2: Atomic Structure and the Periodic Table

Students will be assessed on their ability to:

Week		Course content	
Week 6	2.1	know the structure of an atom in terms of electrons, protons and neutrons	Elemental particles that make up the atom
	2.2	know the relative mass and charge of protons, neutrons and electrons	Experiments, discovery of the structure of the atom
	2.3	know what is meant by the terms 'atomic (proton) number' and 'mass number'	
Week 7	2.4	be able to use the atomic number and the mass number to determine the number of each type of subatomic particle in an atom or ion	
	2.5	understand the term 'isotope'	The nucleus and radioactivity
	2.6	understand the basic principles of a mass spectrometer and be able to analyse and interpret mass spectra to: <ul style="list-style-type: none"> <li>i deduce the isotopic composition of a sample of an element</li> <li>ii calculate the relative atomic mass of an element from relative abundances of isotopes and vice versa</li> <li>iii determine the relative molecular mass of a molecule, and hence identify molecules in a sample</li> <li>iv understand that ions in a mass spectrometer may have a 2+ charge</li> </ul>	
Week 8	2.7	be able to predict mass spectra, including relative peak heights, for diatomic molecules, including chlorine, given the isotopic abundances	
	2.8	be able to define first, second and third ionisation energies and understand that all ionisation energies are endothermic	
Week 9	2.9	know that an orbital is a region within an atom that can hold up to two electrons with opposite spins	Electron shells, electron structure
	2.10	understand how ionisation energies are influenced by the number of protons in the nucleus, the electron shielding and the sub-shell from which the electron is removed	
Week 10	2.11	know that ideas about electronic structure developed from: <ul style="list-style-type: none"> <li>i an understanding that successive ionisation energies provide evidence for the existence of quantum shells and the group to which the element belongs</li> <li>ii an understanding that the first ionisation energy of successive elements provides evidence for electron sub-shells</li> </ul>	Colored flames and the energy minimum concept
	2.12	be able to describe the shapes of <i>s</i> and <i>p</i> orbitals	
Week 11	2.13	know that orbitals in sub-shells: <ul style="list-style-type: none"> <li>i each take a single electron before pairing up</li> <li>ii pair up with two electrons of opposite spin</li> </ul>	
	2.14	be able to predict the electronic configuration of atoms of the elements from hydrogen to krypton inclusive and their ions, using <i>s</i> , <i>p</i> , <i>d</i> notation and electron-in-boxes notation	
Week 12	2.15	understand that electronic configuration determines the chemical properties of an element	
	2.16	know that the Periodic Table is divided into blocks, such as <i>s</i> , <i>p</i> and <i>d</i> , and know the number of electrons that can occupy <i>s</i> , <i>p</i> and <i>d</i> sub-shells in the first four quantum shells	The periodic table of elements

<b>Week 13</b>	<b>2.17</b>	be able to represent data, in a graphical form (including the use of logarithms of first ionisation energies on a graph) for elements 1 to 36 and hence explain the meaning of the term 'periodic property'	
	<b>2.18</b>	be able to explain: i the trends in melting and boiling temperatures of the elements of Periods 2 and 3 of the Periodic Table in terms of the structure of the element and the bonding between its atoms or molecules ii the general increase and the specific trends in ionisation energy of the elements across Periods 2 and 3 of the Periodic Table iii the decrease in first ionisation energy down a group	

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## Topic 3: Bonding and Structure

### 3A: Ionic bonding

Students will be assessed on their ability to:

Week		Course content	
Week 14	3.1	know and be able to interpret evidence for the existence of ions, limited to physical properties of ionic compounds, electron density maps and the migration of ions	<b>Chemical bonds and interactions in matter:</b> Multielement systems
	3.2	be able to describe the formation of ions in terms of loss or gain of electrons	Ionic bonds
Week 15	3.3	be able to draw dot-and-cross diagrams to show electrons in cations and anions	
	3.4	be able to describe ionic crystals as giant lattices of ions	Ionic structures
Week 16	3.5	know that ionic bonding is the result of strong net electrostatic attraction between ions	
	3.6	understand the effects of ionic radius and ionic charge on the strength of ionic bonding	
Week 17	3.7	understand reasons for the trends in ionic radii down a group in the Periodic Table, and for a set of isoelectronic ions, including $N^{3-}$ to $Al^{3+}$	
	3.8	understand the meaning of the term 'polarisation' as applied to ions	
	3.9	understand that the polarising power of a cation depends on its radius and charge, and the polarisability of an anion also depends on its radius and charge	
		<b>Further suggested practical</b> The migration of ions in a U-tube using copper(II) chromate solution or on a microscope slide using potassium manganate(VII) crystals	

### 3B: Covalent bonding

Students will be assessed on their ability to:

Week 18	3.10	understand that covalent bonding is the strong electrostatic attraction between two nuclei and the shared pair of electrons between them, based on the evidence: i the physical properties of giant atomic structures ii electron density maps for simple molecules	Covalent bonds and atomic structures Crystal lattice Structure-property relationships
	3.11	be able to draw dot-and-cross diagrams to show electrons in covalent substances, including: i molecules with single, double and triple bonds ii species with dative covalent (coordinate) bonds, including $Al_2Cl_6$ and the ammonium ion	
Week 19	3.12	be able to describe the different structures formed by giant lattices of carbon atoms, including graphite, diamond and graphene, and discuss the applications of each	
	3.13	understand the meaning of the term 'electronegativity' as applied to atoms in a covalent bond	

<b>Week 20</b>	<b>3.14</b>	know that ionic and covalent bonding are the extremes of a continuum of bonding type and be able to explain this in terms of electronegativity differences, leading to bond polarity in bonds and molecules, and to ionic bonding if the electronegativity is large enough	
	<b>3.15</b>	be able to distinguish between polar bonds and polar molecules and predict whether or not a given molecule is likely to be polar	Polarity and molecules
		<b>Further suggested practical</b> Determine the effect of an electrostatic force on jets of liquids (water, ethanol and cyclohexane) and use the results to determine whether the molecules are polar or non-polar	

### 3C: Shapes of molecules

Students will be assessed on their ability to:

<b>Week 21</b>	<b>3.16</b>	understand the principles of the electron-pair repulsion theory, used to interpret and predict the shapes of simple molecules and ions	
	<b>3.17</b>	understand the terms 'bond length' and 'bond angle'	
<b>Week 22</b>	<b>3.18</b>	know and be able to explain the shapes of, and bond angles in, BeCl <sub>2</sub> , BCl <sub>3</sub> , CH <sub>4</sub> , NH <sub>3</sub> , NH <sub>4</sub> <sup>+</sup> , H <sub>2</sub> O, CO <sub>2</sub> , gaseous PCl <sub>5</sub> , SF <sub>6</sub> and C <sub>2</sub> H <sub>4</sub>	
	<b>3.19</b>	be able to apply the electron-pair repulsion theory to predict the shapes of, and bond angles in, molecules and ions analogous to those in 3.18	

### 3D: Metallic bonding

Students will be assessed on their ability to:

<b>Week 23</b>	<b>3.20</b>	understand that metals consist of giant lattices of metal ions in a sea of delocalised electrons	Metallic bond and structures
	<b>3.21</b>	know that metallic bonding is the strong electrostatic attraction between metal ions and the delocalised electrons	
	<b>3.22</b>	be able to use the models in 3.20 and 3.21 to interpret simple properties of metals, including electrical conductivity and high melting temperature	

## Topic 4: Introductory Organic Chemistry and Alkanes

Related topics in Units 2, 4 and 5 will assume knowledge of this material.

### 4A: Introduction

Students will be assessed on their ability to:

Week		Course content	
Week 24	4.1	understand the difference between hazard and risk	
	4.2	understand the hazards associated with organic compounds and why it is necessary to carry out risk assessments when dealing with potentially hazardous materials	
Week 25	4.3	be able to suggest ways in which risks can be reduced and reactions carried out safely, for example: i working on a smaller scale ii taking precautions specific to the hazard iii using an alternative method that involves less hazardous substances	
	4.4	understand the concepts of homologous series and functional group	<b>Introduction: The topic of organic chemistry:</b> Composition of organic compounds
Week 26	4.5	be able to apply the rules of International Union of Pure and Applied Chemistry (IUPAC) nomenclature to: i name compounds relevant to this specification ii draw these compounds, as they are encountered in the specification, using structural, displayed and skeletal formulae <i>Students will be expected to know prefixes for compounds up to C<sub>10</sub></i>	Formula, classification and naming of organic compounds
	4.6	be able to classify reactions as addition, substitution, oxidation, reduction or polymerisation	
Week 27	4.7	understand that bond breaking can be: i homolytic, to produce free radicals ii heterolytic, to produce ions	
	4.8	know definitions of the terms 'free radical' and 'electrophile'	

## 4B: Alkanes

Students will be assessed on their ability to:

Week 28	4.9	know the general formula of alkanes and cycloalkanes, and understand that they are hydrocarbons (compounds of carbon and hydrogen only) which are saturated (contain single bonds only)	Saturated hydrocarbons
	4.10	understand the term 'structural isomerism' and be able to draw the structural isomers of organic molecules, given their molecular formula	Isomerism
Week 29	4.11	be able to draw and name the structural isomers of alkanes and cycloalkanes with up to six carbon atoms	
	4.12	know that alkanes are used as fuels and obtained from the fractional distillation, cracking and reforming of crude oil, and be able to write equations for these reactions	
Week 30	4.13	know that pollutants, including carbon monoxide, oxides of nitrogen and sulfur, carbon particulates and unburned hydrocarbons, are emitted during the combustion of alkane fuels	
	4.14	understand the problems arising from pollutants from the combustion of alkane fuels, limited to the toxicity of carbon monoxide and why it is toxic, and the acidity of oxides of nitrogen and sulfur	
Week 31	4.15	be able to discuss the reasons for developing alternative fuels in terms of sustainability and reducing emissions, including the emission of CO <sub>2</sub> and its relationship to climate change	
	4.16	be able to apply the concept of carbon neutrality to different fuels, such as petrol, bioethanol and hydrogen	
Week 32	4.17	understand the reactions of alkanes with: i oxygen in the air (combustion) ii halogens	
	4.18	understand the mechanism of the free radical substitution reaction between an alkane and a halogen: i using free radicals, which are species with an unpaired electron, represented by a single dot ii showing the initiation step of the mechanism, with curly half-arrows for free radical formation iii showing the propagation and termination steps of the mechanism iv having limited use in synthesis because of further substitution reactions	
		<b>Further suggested practical</b> Cracking alkanes by thermal decomposition, including liquid paraffin using aluminium oxide as a catalyst	

## Topic 5: Alkenes

Related topics in Units 2, 4 and 5 will assume knowledge of this material.

Students will be assessed on their ability to:

Week		Course content
Week 33	5.1	know the general formula of alkenes and understand that alkenes and cycloalkenes are hydrocarbons which are unsaturated (have a carbon-carbon double bond which consists of a $\sigma$ bond and a $\pi$ bond)
	5.2	be able to explain geometric isomerism in terms of restricted rotation around a C=C double bond and the nature of the substituents on the carbon atoms
Week 34	5.3	understand the <i>E-Z</i> naming system for geometric isomers and why it is necessary to use this when the <i>cis-</i> and <i>trans-</i> naming system breaks down
	5.4	be able to describe the reactions of alkenes, limited to: <ol style="list-style-type: none"> <li>i the addition of hydrogen, using a nickel catalyst, to form an alkane</li> <li>ii the addition of halogens to produce a di-substituted halogenoalkane</li> <li>iii the addition of hydrogen halides to produce mono-substituted halogenoalkanes</li> <li>iv the addition of steam, in the presence of an acid catalyst, to produce alcohols</li> <li>v oxidation of the double bond by acidified potassium manganate(VII) to produce a diol</li> </ol>
Week 35	5.5	know the qualitative test for a C=C double bond using bromine or bromine water
	5.6	be able to describe the mechanism (including diagrams), giving evidence where possible, of: <ol style="list-style-type: none"> <li>i the electrophilic addition of bromine and hydrogen bromide to ethene</li> <li>ii the electrophilic addition of hydrogen bromide to propene</li> </ol> <p><i>Use of the curly arrow notation is expected – the curly arrows should start from either a bond or from a lone pair of electrons.</i></p> <p><i>Knowledge of the relative stability of primary, secondary and tertiary carbocation intermediates is expected.</i></p>
Week 36	5.7	be able to describe the addition polymerisation of alkenes and draw the repeat unit given the monomer, and vice versa
	5.8	understand how chemists limit the problems caused by polymer disposal by: <ol style="list-style-type: none"> <li>i developing biodegradable polymers</li> <li>ii removing toxic waste gases produced by the incineration of polymers</li> </ol>
		<p><b>Further suggested practicals:</b></p> <ol style="list-style-type: none"> <li>i investigating the difference in reactivity of alkanes and alkenes, including combustion, reaction with bromine water, reaction with acidified potassium manganate(VII)</li> <li>ii preparation of cyclohexene from cyclohexanol</li> <li>iii preparation of limonene from orange peel by steam distillation</li> <li>iv preparation of Perspex<sup>®</sup> from methyl 2-methylpropenoate</li> </ol>



**HIGH SCHOOL GRADE 10 CHEMISTRY SYLLABUS**

(3 sessions/week)

36\*3=108 sessions per year

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## Topic 6: Energetics

Students will be assessed on their ability to:

Week		Course content
Week 1	6.1	know that the enthalpy change, $\Delta H$ , is the heat energy change measured at constant pressure and that standard conditions are 100 kPa and a specified temperature, usually 298 K
	6.2	know that, by convention, exothermic reactions have a negative enthalpy change and endothermic reactions have a positive enthalpy change
	6.3	be able to construct and interpret enthalpy level diagrams, showing exothermic and endothermic enthalpy changes
Week 2	6.4	know the definition of standard enthalpy change of: <ul style="list-style-type: none"> <li>i reaction, <math>\Delta_r H</math></li> <li>ii formation, <math>\Delta_f H</math></li> <li>iii combustion, <math>\Delta_c H</math></li> <li>iv neutralisation, <math>\Delta_{\text{neut}} H</math></li> <li>v atomisation, <math>\Delta_{\text{at}} H</math></li> </ul>
	6.5	be able to use experimental data to calculate: <ul style="list-style-type: none"> <li>i energy transferred in a reaction recalling and using the expression: energy transferred (J) = mass (g) <math>\times</math> specific heat capacity (<math>\text{J g}^{-1} \text{ }^\circ\text{C}^{-1}</math>) <math>\times</math> temperature change (<math>^\circ\text{C}</math>)</li> <li>ii enthalpy change of the reaction in <math>\text{kJ mol}^{-1}</math></li> </ul> <i>This will be limited to experiments where substances are mixed in an insulated container and combustion experiments using a suitable calorimeter.</i>
	6.6	know Hess's Law and be able to apply it to: <ul style="list-style-type: none"> <li>i constructing enthalpy cycles</li> <li>ii calculating enthalpy changes of reaction using data provided, or data selected from a table or obtained from experiments</li> </ul>
Week 3	6.7	<b>CORE PRACTICAL 2</b> <b>Determination of the enthalpy change of a reaction using Hess's Law.</b>
	6.8	be able to evaluate the results obtained from experiments and comment on sources of error and uncertainty and any assumptions made in the experiments <i>Students will need to consider experiments where substances are mixed in an insulated container and combustion experiments using, for example, a spirit burner and be able to draw suitable graphs and use cooling curve corrections.</i>
Week 4	6.9	understand the terms 'bond enthalpy' and 'mean bond enthalpy', and be able to use bond enthalpies to calculate enthalpy changes, understanding the limitations of this method
	6.10	be able to calculate mean bond enthalpies from enthalpy changes of reaction

	<b>6.11</b> understand that bond enthalpy data gives some indication about which bond will break first in a reaction, how easy or difficult it is and therefore how rapidly a reaction will take place at room temperature	
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**Further suggested practicals:**

- i the enthalpy change for the decomposition of calcium carbonate using the enthalpy changes of reaction of calcium carbonate and calcium oxide with hydrochloric acid
- ii the enthalpy change of combustion of an alcohol
- iii the enthalpy change of the reaction between zinc and copper(II) sulfate solution
- iv the enthalpy of hydration of anhydrous copper(II) sulfate

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## Topic 7: Intermolecular Forces

Students will be assessed on their ability to:

Week		Course content	
Week 5	7.1	understand the nature of the following intermolecular forces: i London forces (instantaneous dipole-induced dipole) ii permanent dipole-permanent dipole interactions iii hydrogen bonds	Secondary interactions and molecules
	7.2	understand the interactions in molecules, such as H <sub>2</sub> O, liquid NH <sub>3</sub> and liquid HF, which give rise to hydrogen bonding	
	7.3	understand the following anomalous properties of water resulting from hydrogen bonding: i its high melting and boiling temperature when compared with similar molecules ii the density of ice compared to that of water	
Week 6	7.4	be able to predict the presence of hydrogen bonding in molecules analogous to those mentioned in 7.2	
	7.5	understand, in terms of intermolecular forces, physical properties shown by substances, including: i the trends in boiling temperatures of alkanes with increasing chain length ii the effect of branching in the carbon chain on the boiling temperatures of alkanes iii the relatively low volatility (higher boiling temperatures) of alcohols compared to alkanes with a similar number of electrons iv the trends in boiling temperatures of the hydrogen halides HF to HI	Material systems: Physical properties of matter (States of matter) Changes in the state of matter Gases Liquids
	7.6	understand factors that influence the choice of solvents, including: i water, to dissolve some ionic compounds, in terms of the hydration of the ions ii water, to dissolve simple alcohols, in terms of hydrogen bonding iii water, as a poor solvent for compounds (to include polar molecules such as halogenoalkane), in terms of inability to form hydrogen bonds iv non-aqueous solvents, for compounds that have similar intermolecular forces to those in the solvent	Solvation and solubility
		<b>Further suggested practicals:</b> i the solubility of simple molecules in different solvents ii measuring the enthalpy change of vaporisation of water iii measuring temperature changes when substances dissolve	

## Topic 8: Redox Chemistry and Groups 1, 2 and 7

### 8A: Redox chemistry

Students will be assessed on their ability to:

Week		Course content	
Week 7	8.1	know what is meant by the term 'oxidation number' and understand the rules for assigning oxidation numbers	Redox reactions
	8.2	be able to calculate the oxidation number of elements in compounds and ions, including in peroxides and metal hydrides	
Week 8	8.3	be able to indicate the oxidation number of an element in a compound or an ion, using a Roman numeral	
	8.4	be able to write formulae given oxidation numbers	
Week 9	8.5	understand oxidation and reduction in terms of electron transfer and changes in oxidation number, and the application of these ideas to reactions of <i>s</i> -block and <i>p</i> -block elements	Oxidizing and reducing agents
	8.6	know that oxidising agents gain electrons and reducing agents lose electrons	
Week 10	8.7	understand that a disproportionation reaction involves an element in a single species being simultaneously oxidised and reduced	
	8.8	know that oxidation number is a useful concept in terms of the classification of reactions as redox and as disproportionation	
Week 11	8.9	understand that metals, in general, form positive ions by loss of electrons with an increase in oxidation number whereas non-metals, in general, form negative ions by gain of electrons with a decrease in oxidation number	Balancing redox reactions
	8.10	be able to write ionic half-equations and use them to construct full ionic equations	

### 8B: The elements of Groups 1 and 2

Students will be assessed on their ability to:

Week 12	8.11	understand reasons for the trend in ionisation energy down Groups 1 and 2	General characterization of metals, <b>s-block metals:</b> S block metals, Alkali metals and alkaline earth metals
	8.12	understand reasons for the trend in reactivity of the elements down Group 1 (Li to K) and Group 2 (Mg to Ba)	
Week 13	8.13	know the reactions of the elements of Group 1 (Li to K) and Group 2 (Mg to Ba) with oxygen, chlorine and water	
	8.14	know the reactions of: <ul style="list-style-type: none"> <li>i oxides of Group 1 and 2 elements with water and dilute acid</li> <li>ii hydroxides of Group 1 and 2 elements with dilute acid</li> </ul>	
Week 14	8.15	know the trends in solubility of the hydroxides and sulfates of Group 2 elements	
	8.16	understand the reasons for the trends in thermal stability of the nitrates and the carbonates of the elements in Groups 1 and 2 in terms of the size and charge of the cations involved	

<b>Week 15</b>	<b>8.17</b>	understand the formation of characteristic flame colours by Group 1 and 2 compounds in terms of electron transitions <i>Students will be expected to know the flame colours for Group 1 and 2 compounds.</i>	
	<b>8.18</b>	know experimental procedures to show: i patterns in the thermal decomposition of Group 1 and 2 nitrates and carbonates <i>Students will be expected to know tests for carbon dioxide and oxygen; and to recognise nitrogen dioxide by its colour and acidic pH.</i> ii flame colours in compounds of Group 1 and 2 elements	
<b>Week 16</b>	<b>8.19</b>	know reactions, including ionic equations where appropriate, for identifying: i carbonate ions, $\text{CO}_3^{2-}$ , and hydrogencarbonate ions, $\text{HCO}_3^-$ , using an aqueous acid to form carbon dioxide (and testing the gas with limewater) ii sulfate ions, $\text{SO}_4^{2-}$ , using acidified barium chloride solution iii ammonium ions, $\text{NH}_4^+$ , using sodium hydroxide solution and warming to form ammonia (and testing with litmus and HCl fumes)	
	<b>8.20</b>	be able to calculate solution concentrations, in $\text{mol dm}^{-3}$ and $\text{g dm}^{-3}$ , including simple acid-base titrations using the indicators methyl orange and phenolphthalein	
<b>Week 17</b>	<b>8.21</b>	<b>CORE PRACTICAL 3</b> <b>Finding the concentration of a solution of hydrochloric acid.</b>	
	<b>8.22</b>	understand how to minimise the sources of measurement uncertainty in volumetric analysis and estimate the overall uncertainty in the calculated result	
	<b>8.23</b>	<b>CORE PRACTICAL 4</b> <b>Preparation of a standard solution from a solid acid and use it to find the concentration of a solution of sodium hydroxide.</b>	
		<b>Further suggested practicals:</b> i experiments to study the thermal decomposition of Group 1 and 2 nitrates and carbonates ii flame tests on compounds of Group 1 and 2 iii simple acid-base titrations using the indicators methyl orange and phenolphthalein to calculate solution concentrations in $\text{g dm}^{-3}$ and $\text{mol dm}^{-3}$ iv the solubility of calcium hydroxide by titration v determination of moles of water of crystallisation by titration	

### 8C: Inorganic chemistry of Group 7 (limited to chlorine, bromine and iodine)

Students will be assessed on their ability to:

Week 18	8.24	understand reasons for the trends for Group 7 elements in: i melting and boiling temperatures and physical state at room temperature ii electronegativity iii reactivity down the group	<b>Halogens</b>
	8.25	understand the trend in reactivity of Group 7 elements in terms of the redox reactions of Cl <sub>2</sub> , Br <sub>2</sub> and I <sub>2</sub> with halide ions in aqueous solution <i>Students are expected to know the colours of the elements in standard conditions, in aqueous solution and in a non-polar organic solvent.</i>	Electronegativity, inorganic and organic compounds
Week 19	8.26	understand, in terms of changes in oxidation number, the following reactions of the halogens: i oxidation reactions with Group 1 and 2 metals ii the disproportionation reaction of chlorine with water and the use of chlorine in water treatment iii the disproportionation reaction of chlorine with cold, dilute aqueous sodium hydroxide to form bleach iv the disproportionation reaction of chlorine with hot alkali v reactions analogous to those specified above	"Salt bearers" and their physiological effects
	8.27	understand the following reactions: i solid Group 1 halides with concentrated sulfuric acid, to illustrate the trend in reducing ability of the hydrogen halides ii precipitation reactions of the aqueous anions Cl <sup>-</sup> , Br <sup>-</sup> and I <sup>-</sup> with aqueous silver nitrate solution and nitric acid, and the solubility of the precipitates in aqueous ammonia solution iii hydrogen halides with ammonia gas (to produce ammonium halides) and with water (to produce acids)	Polarity and acidity
	8.28	be able to make predictions about fluorine and astatine and their compounds, in terms of knowledge of trends in halogen chemistry	
		<b>Further suggested practicals:</b> i reaction of solid potassium halides with concentrated sulfuric acid ii precipitation reaction for halides and other anions	



## Topic 9: Introduction to Kinetics and Equilibria

### 9A: Kinetics

Students will be assessed on their ability to:

Week		Course content	
Week 20	9.1	understand, in terms of the collision theory, the effect of changes in concentration, temperature, pressure and surface area on the rate of a chemical reaction	Reaction rates
	9.2	understand that reactions take place only when collisions have sufficient energy, known as the activation energy	
Week 21	9.3	be able to calculate the rate of a reaction from: i the time taken for a reaction, using rate = 1/time ii the gradient of suitable graph, by drawing a tangent, either for initial rate, or at a time, t	
	9.4	understand qualitatively, in terms of the Maxwell-Boltzmann distribution of molecular energies, how changes in temperature affect the rate of a reaction	
Week 22	9.5	understand the role of catalysts in providing alternative reaction routes of lower activation energy	
	9.6	be able to draw the reaction profiles for uncatalysed and catalysed reactions, including the energy level of the intermediate formed with the catalyst	
	9.7	understand the use of catalysts in industry to make processes more sustainable by using less energy and/or higher atom economy	
	9.8	be able to interpret the action of a catalyst in terms of a qualitative understanding of the Maxwell-Boltzmann distribution of molecular energies	
		<b>Further suggested practical</b> Experiments to demonstrate the factors that influence the rate of chemical reactions, including the decomposition of hydrogen peroxide, reaction of marble chips with acid, reaction of thiosulfate ions with acid	

### 9B: Equilibria

Students will be assessed on their ability to:

Week 23	9.9	know that many reactions are readily reversible and that they can reach a state of dynamic equilibrium in which: i the rate of the forward reaction is equal to the rate of the backward reaction ii the concentrations of the reactants and the products remain constant	Chemical equilibrium
	9.10	be able to predict and justify the qualitative effects of changes of temperature, pressure and concentration on the position of equilibrium in a homogeneous system	
	9.11	evaluate data to explain the necessity, for many industrial processes, to reach a compromise between the yield and the rate of reaction	

**Further suggested practicals:**

Demonstrate the effect of a change of temperature, pressure and concentration on a system at equilibrium:

- i chlorine reacting with iodine to form iodine(I) chloride, which then reacts with chlorine to form iodine(III) chloride
- ii the equilibrium system between nitrogen dioxide ( $\text{NO}_2$ ) and dinitrogen tetroxide ( $\text{N}_2\text{O}_4$ )

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## Topic 10: Organic Chemistry: Halogenoalkanes, Alcohols and Spectra

Related topics in Units 4 and 5 will assume knowledge of this material.

### 10A: General principles

Students will be assessed on their ability to:

Week		Course content	
Week 24	10.1	be able to classify reactions (including those in Unit 1) as addition, elimination, substitution, oxidation, reduction, hydrolysis or polymerisation	
	10.2	understand the concept of a reaction mechanism	
Week 25	10.3	understand that heterolytic bond breaking results in species that are electrophiles or nucleophiles	
	10.4	know the definition of the term 'nucleophile'	
	10.5	understand the link between bond polarity and the type of reaction mechanism a compound will undergo	

### 10B: Halogenoalkanes

Students will be assessed on their ability to:

Week 26	10.6	understand the nomenclature of halogenoalkanes and be able to draw their structural, displayed and skeletal formulae	Halogenated hydrocarbons
	10.7	understand the distinction between primary, secondary and tertiary halogenoalkanes	
Week 27	10.8	understand the reactions of halogenoalkanes with: i aqueous alkali, including KOH(aq) to produce alcohols (where the hydroxide ion acts as a nucleophile) ii ethanolic potassium hydroxide to produce alkenes by an elimination reaction (where the hydroxide ion acts as a base) iii aqueous silver nitrate in ethanol (where water acts as a nucleophile) iv alcoholic ammonia under pressure to produce amines (where the ammonia acts as a nucleophile) v alcoholic potassium cyanide to produce nitriles (where the cyanide ion acts as a nucleophile) <i>Students should know this is an example of increasing the length of the carbon chain.</i>	
	10.9	understand the mechanisms of the nucleophilic substitution reactions between primary halogenoalkanes and: i aqueous potassium hydroxide ii ammonia <i>S<sub>N</sub>1 and S<sub>N</sub>2 substitution mechanisms will be tested in Unit 4.</i>	

<b>Week 28</b>	<b>10.10</b>	understand that experimental observations and data can be used to compare the relative rates of hydrolysis of: i primary, secondary and tertiary structural isomers of a halogenoalkane ii primary chloro-, bromo- and iodoalkanes using aqueous silver nitrate in ethanol	
	<b>10.11</b>	<b>CORE PRACTICAL 5</b> <b>Investigation of the rates of hydrolysis of some halogenoalkanes.</b>	
	<b>10.12</b>	know the trend in reactivity of primary, secondary and tertiary halogenoalkanes	
	<b>10.13</b>	understand, in terms of bond enthalpy, the trend in reactivity of chloro-, bromo- and iodoalkanes	
	<b>10.14</b>	<b>CORE PRACTICAL 6</b> <b>Chlorination of 2-methylpropan-2-ol with concentrated hydrochloric acid.</b>	
		<b>Further suggested practicals:</b> i the use of silver nitrate solution to identify the halogen present in halogenoalkanes ii preparation of 1-bromobutane from butan-1-ol, potassium bromide and sulfuric acid	

## 10C: Alcohols

Students will be assessed on their ability to:

<b>Week 29</b>	<b>10.15</b>	understand the nomenclature of alcohols and be able to draw their structural, displayed and skeletal formulae	Alcohols
	<b>10.16</b>	understand the distinction between primary, secondary and tertiary alcohols	
<b>Week 30</b>	<b>10.17</b>	understand the reactions of alcohols with: i oxygen in air (combustion) ii halogenating agents <ul style="list-style-type: none"> <li>• <math>\text{PCl}_5</math> to produce chloroalkanes (including its use as a qualitative test for the presence of the <math>-\text{OH}</math> group)</li> <li>• 50% concentrated sulfuric acid and potassium bromide to produce bromoalkanes</li> <li>• red phosphorus and iodine to produce iodoalkanes</li> </ul> iii concentrated phosphoric acid to form alkenes by elimination <i>Descriptions of the mechanisms of these reactions are not required.</i>	

<b>Week 31</b>	<b>10.18</b>	<p>understand that potassium dichromate(VI) in dilute sulfuric acid can oxidise:</p> <ul style="list-style-type: none"> <li>i primary alcohols to produce aldehydes (which give a positive result with Benedict's or Fehling's solution) if the product is distilled as it forms</li> <li>ii primary alcohols to produce carboxylic acids (which give a positive result with sodium carbonate or sodium hydrogencarbonate) if the reagents are heated under reflux</li> <li>iii secondary alcohols to produce ketones</li> </ul> <p><i>In equations, the oxidising agent can be represented by [O].</i></p>	
<b>Week 32</b>	<b>10.19</b>	<p>understand, the following techniques in the preparation and purification of a liquid organic compound:</p> <ul style="list-style-type: none"> <li>i heating under reflux</li> <li>ii extraction with a solvent using a separating funnel</li> <li>iii distillation</li> <li>iv drying with an anhydrous salt</li> <li>v boiling temperature determination</li> </ul>	
	<b>10.20</b>	<p><b>CORE PRACTICAL 7</b></p> <p><b>The oxidation of propan-1-ol to produce propanal and propanoic acid.</b></p>	
		<p><b>Further suggested practical:</b></p> <p>Investigation of reactions of primary and secondary alcohols, including propan-1-ol and propan-2-ol</p>	

## 10D: Mass spectra and IR

Students will be assessed on their ability to:

<b>Week 33</b>	<b>10.21</b>	be able to interpret data from mass spectra to suggest possible structures of simple organic compounds using the m/z of the molecular ion and fragmentation patterns	
	<b>10.22</b>	<p>be able to use infrared spectra, or data from infrared spectra, to deduce functional groups present in organic compounds, and predict infrared absorptions, given wavenumber data, due to familiar functional groups including:</p> <ul style="list-style-type: none"> <li>i C-H stretching absorptions in alkanes, alkenes and aldehydes</li> <li>ii C=C stretching absorption in alkenes</li> <li>iii O-H stretching absorptions in alcohols and carboxylic acids</li> <li>iv C=O stretching absorptions in aldehydes, ketones and carboxylic acids</li> <li>v C-X stretching absorption in halogenoalkanes</li> <li>vi N-H stretching absorption in amines</li> </ul>	
	<b>10.23</b>	<p><b>CORE PRACTICAL 8</b></p> <p><b>Analysis of some inorganic and organic unknowns.</b></p>	

## Unit 3: Practical Skills in Chemistry I: WEEKS 34-36

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### IAS compulsory unit Externally assessed

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#### Unit description

##### Introduction

This unit consists of a written practical examination, covering the skills and techniques developed during practical work in Units 1 and 2.

Although the unit content contains eight core practical activities, the examination will not be limited to recall of these core practicals but may include questions where students are expected to apply their knowledge to new practical situations.

Students should, therefore, develop their practical skills by completing a range of different practicals that require a variety of different techniques.

As students carry out practical activities, they should be encouraged to write laboratory reports using appropriate scientific, technical and mathematical language, conventions and symbols.

##### Development of practical skills, knowledge and understanding

Students are expected to develop experimental skills and a knowledge and understanding of the necessary techniques by carrying out a range of practicals while they study Units 1 and 2.

This unit will assess students' knowledge and understanding of the practical procedures and techniques they develop.

To prepare for assessment of this unit, centres should give students opportunities to carry out practical activities, collect and analyse data, and draw conclusions. Students should – at the least – carry out the eight core practicals in class. By completing these practicals students will be able to:

- follow and interpret experimental instructions, covering the full range of laboratory exercises set throughout the course, with minimal help from the teacher
  - always work with interest and enthusiasm in the laboratory, completing most laboratory exercises in the time allocated
  - manipulate apparatus, use chemicals, carry out all common laboratory procedures and use data logging (where appropriate) with the highest level of skill that may be reasonably expected at this level
  - work sensibly and safely in the laboratory, paying due regard to health and safety requirements without the need for reminders from the teacher
  - gain accurate and consistent results in quantitative exercises, make most of the expected observations in qualitative exercises and obtain products in preparations of high yield and purity.
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**HIGH SCHOOL GRADE 11 CHEMISTRY SYLLABUS**

(3 sessions/week)

36\*3=108 sessions per year

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## Topic 11: Kinetics

Knowledge of the concepts introduced in Unit 2, Topic 9A: Kinetics will be assumed and extended in this topic.

Students will be assessed on their ability to:

Week		Course content
Week 1	<b>11.1</b>	understand the terms: <ol style="list-style-type: none"> <li>i rate of reaction</li> <li>ii rate equation, <math>\text{rate} = k[\text{A}]^m[\text{B}]^n</math> where m and n are 0, 1 or 2</li> <li>iii order with respect to a substance in a rate equation</li> <li>iv overall order of a reaction</li> <li>v rate constant</li> <li>vi half-life</li> <li>vii rate-determining step</li> <li>viii activation energy</li> <li>ix heterogeneous and homogeneous catalyst</li> </ol>
	<b>11.2</b>	be able to calculate the half-life of a reaction, using data from a suitable graph, and identify a reaction with a constant half-life as being first order
	<b>11.3</b>	be able to select and justify a suitable experimental technique to obtain rate data for a given reaction, including: <ol style="list-style-type: none"> <li>i titration</li> <li>ii colorimetry</li> <li>iii mass change</li> <li>iv volume of gas evolved</li> <li>v other suitable technique(s) for a given reaction</li> </ol>
	<b>11.4</b>	understand experiments that can be used to investigate reaction rates by: <ol style="list-style-type: none"> <li>i an initial-rate method, carrying out separate experiments where different initial concentrations of one reagent are used <i>A 'clock reaction' is an acceptable approximation of this method.</i></li> <li>ii a continuous monitoring method to generate data to enable concentration-time or volume-time graphs to be plotted</li> </ol>
	<b>11.5</b>	be able to deduce the order (0, 1 or 2) with respect to a substance in a rate equation, using data from: <ol style="list-style-type: none"> <li>i a concentration-time graph</li> <li>ii a rate-concentration graph</li> <li>iii an initial-rate method</li> </ol>



<b>Week 2</b>	<b>11.6</b>	understand how to: <ul style="list-style-type: none"> <li>i obtain data to calculate the order with respect to the reactants (and the hydrogen ion) in the acid-catalysed iodination of propanone</li> <li>ii use these data to make predictions about species involved in the rate-determining step</li> <li>iii deduce a possible mechanism for the reaction</li> </ul>	
	<b>11.7</b>	be able to deduce the rate-determining step from a rate equation and vice versa	
	<b>11.8</b>	be able to deduce a reaction mechanism, using knowledge of the rate equation and the stoichiometric equation for a reaction	
	<b>11.9</b>	understand that knowledge of the rate equations for the hydrolysis of halogenoalkanes can be used to provide evidence for S <sub>N</sub> 1 and S <sub>N</sub> 2 mechanisms for tertiary and primary halogenoalkane hydrolysis	
<b>Week 3</b>	<b>11.10</b>	be able to use calculations and graphical methods to find the activation energy for a reaction from experimental data <i>The Arrhenius equation will be given if needed.</i>	
	<b>11.11</b>	understand the use of a solid (heterogeneous) catalyst for industrial reactions, in the gas phase, in terms of providing a surface for the reaction	
	<b>11.12</b>	<b>CORE PRACTICALS 9a and 9b</b> <b>Following the rate of the iodine-propanone reaction by a titrimetric method and investigating a 'clock reaction' (Harcourt-Esson, iodine clock).</b>	
	<b>11.13</b>	<b>CORE PRACTICAL 10</b> <b>Finding the activation energy of a reaction.</b>	
		<b>Further suggested practicals:</b> <ul style="list-style-type: none"> <li>i the reaction between marble chips and hydrochloric acid (change of mass or change in volume of gas)</li> <li>ii the reaction between magnesium and hydrochloric acid to determine the activation energy</li> <li>iii following the rate of the iodine-propanone reaction by a colorimetric method</li> <li>iv the catalysis by a cobalt(II) salt of potassium sodium tartrate and hydrogen peroxide</li> <li>v the action of the enzyme urease on urea and thiourea</li> </ul>	

## Topic 12: Entropy and Energetics

### 12A: Entropy

Students will be assessed on their ability to:

Week		Course content
Week 4	12.1	understand that, since endothermic reactions can occur spontaneously at room temperature, enthalpy changes alone do not control whether reactions occur
	12.2	understand entropy as a measure of disorder of a system in terms of the random dispersal of molecules and of energy quanta between molecules
	12.3	understand that the entropy of a substance increases with temperature, that entropy increases as solid → liquid → gas and that perfect crystals at zero kelvin have zero entropy
	12.4	be able to interpret the natural direction of change as being in the direction of increasing total entropy (positive entropy change), including gases spread spontaneously through a room
	12.5	understand why entropy changes occur during: <ul style="list-style-type: none"> <li>i changes of state</li> <li>ii dissolving of a solid ionic lattice</li> <li>iii reactions in which there is a change in the number of moles from reactants to products</li> </ul>
	12.6	understand that the total entropy change of any reaction is the sum of the entropy change of the system and the entropy change of the surroundings, summarised by the expression: $\Delta S_{\text{total}} = \Delta S_{\text{system}} + \Delta S_{\text{surroundings}}$
Week 5	12.7	be able to calculate the entropy change of the system for a reaction, $\Delta S_{\text{system}}$ , given the entropies of the reactants and products
	12.8	be able to calculate the entropy change in the surroundings, and hence $\Delta S_{\text{total}}$ , using the expression $\Delta S_{\text{surroundings}} = \frac{-\Delta H}{T}$
	12.9	understand that the feasibility of a reaction depends on: <ul style="list-style-type: none"> <li>i the balance between <math>\Delta S_{\text{system}}</math> and <math>\Delta S_{\text{surroundings}}</math>, so that even endothermic reactions can occur spontaneously at room temperature</li> <li>ii temperature, as higher temperatures decrease the magnitude of <math>\Delta S_{\text{surroundings}}</math> so its contribution to <math>\Delta S_{\text{total}}</math> is less</li> </ul> <p><i>Students should be able to calculate the temperature at which a reaction is feasible.</i></p> <p><i>Students may also use <math>\Delta G = \Delta H - T\Delta S_{\text{system}}</math> in answers, although this approach is not a requirement of the specification.</i></p>
	12.10	understand that reactions can occur as long as $\Delta S_{\text{total}}$ is positive even if one of the other entropy changes is negative

	<b>12.11</b>	understand and distinguish between the concepts of thermodynamic stability and kinetic stability	
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**Further suggested practicals:**

Investigate chemical reactions in terms of disorder and enthalpy change, including:

- i dissolving a solid, including adding ammonium nitrate crystals to water
- ii gas evolution, including reacting ethanoic acid with ammonium carbonate
- iii exothermic reaction producing a solid, including burning magnesium ribbon in air
- iv endothermic reaction of two solids, including mixing solid barium hydroxide,  $\text{Ba(OH)}_2 \cdot 8\text{H}_2\text{O}$  with solid ammonium chloride

**12B: Lattice energy**

Students will be assessed on their ability to:

<b>Week 6</b>	<b>12.12</b>	be able to define the terms: <ul style="list-style-type: none"> <li>i standard enthalpy change of atomisation, <math>\Delta_{\text{at}}H</math></li> <li>ii electron affinity</li> <li>iii lattice energy (as the exothermic process for the formation of one mole of an ionic solid from its gaseous ions)</li> </ul>	Crystal lattices, polymorphism, amorphism Colloidal systems
	<b>12.13</b>	be able to construct Born-Haber cycles and carry out related calculations	
	<b>12.14</b>	understand that a comparison of the experimental lattice energy value (from a Born-Haber cycle) with the theoretical value (obtained from electrostatic theory) in a particular compound indicates the degree of covalent bonding	
	<b>12.15</b>	understand that polarisation of anions by cations leads to some covalency in an ionic bond, based on evidence from the Born-Haber cycle	
<b>Week 7</b>	<b>12.16</b>	be able to define the terms 'enthalpy change of solution, $\Delta_{\text{sol}}H$ ' and 'enthalpy change of hydration, $\Delta_{\text{hyd}}H$ of an ion'	
	<b>12.17</b>	be able to use energy cycles and energy level diagrams to calculate the enthalpy change of solution of an ionic compound, using enthalpy change of hydration and lattice energy	
	<b>12.18</b>	understand the effect of ionic charge and ionic radius on the values of enthalpy change of hydration and the lattice energy of an ionic compound	
	<b>12.19</b>	be able to use entropy and enthalpy changes of solution values to predict the solubility of ionic compounds and discuss trends in the solubility of ionic compounds covered in Unit 2	
		<b>Further suggested practical</b> Calculate the enthalpy change when a variety of ionic solids are dissolved in water	

## Topic 13: Chemical Equilibria

Knowledge of the concepts introduced in Unit 2, Topic 9B Chemical Equilibria will be assumed and extended in this topic.

Students will be assessed on their ability to:

Week		Course content
Week 8	13.1	be able to deduce an expression for $K_c$ , for homogeneous and heterogeneous systems, in terms of equilibrium concentrations
	13.2	be able to deduce an expression for $K_p$ for homogeneous and heterogeneous systems, in terms of equilibrium partial pressures in atm
	13.3	be able to calculate a value, with units where appropriate, for the equilibrium constants ( $K_c$ and $K_p$ ) for homogeneous and heterogeneous reactions, from experimental data
	13.4	understand how, if at all, a change in temperature, pressure or the presence of a catalyst affects the equilibrium composition in a homogeneous or heterogeneous system
Week 9	13.5	understand that the value of the equilibrium constant is not affected by changes in concentration or pressure or by the addition of a catalyst
	13.6	know the effect of changing the temperature on the equilibrium constant ( $K_c$ and $K_p$ ) for both exothermic and endothermic reactions
	13.7	understand that the effect of temperature on the position of equilibrium is explained using a change in the value of the equilibrium constant
	13.8	understand the effect of a change in temperature on: i the value of $\Delta S_{\text{total}}$ ii the magnitude of the equilibrium constant, since $\Delta S_{\text{total}} = R \ln K$
	13.9	be able to apply knowledge of the value of equilibrium constants to predict the extent to which a reaction takes place
		<p><b>Further suggested practicals:</b></p> <ul style="list-style-type: none"> <li>i the reaction of ethanol and ethanoic acid (this can be used as an example of the use of ICT to present and analyse data)</li> <li>ii the equilibrium <math>\text{Fe}^{2+}(\text{aq}) + \text{Ag}^+(\text{aq}) \rightleftharpoons \text{Fe}^{3+}(\text{aq}) + \text{Ag}(\text{s})</math></li> <li>iii the distribution of ammonia or iodine between two immiscible solvents</li> <li>iv the thermal decomposition of ammonium chloride</li> <li>v the effect of temperature and pressure changes in the system <math>2\text{NO}_2 \rightleftharpoons \text{N}_2\text{O}_4</math></li> </ul>

## Topic 14: Acid-base Equilibria

Knowledge of the concepts introduced in Unit 2, Topic 9B Chemical Equilibria will be assumed and extended in this topic.

Students will be assessed on their ability to:

Week		Course content
<b>Week 10</b>	<b>14.1</b>	understand that a Brønsted–Lowry acid is a proton donor and a Brønsted–Lowry base is a proton acceptor and that acid-base reactions involve proton transfer
	<b>14.2</b>	be able to identify Brønsted–Lowry conjugate acid-base pairs
	<b>14.3</b>	be able to define the term 'pH'
	<b>14.4</b>	be able to calculate pH from hydrogen ion concentration
	<b>14.5</b>	be able to calculate the concentration of hydrogen ions in a solution, in mol dm <sup>-3</sup> , from its pH, using the expression $[H^+] = 10^{-pH}$
<b>Week 11</b>	<b>14.6</b>	understand the difference between a strong acid and a weak acid in terms of the degree of dissociation
	<b>14.7</b>	be able to calculate the pH of a strong acid
	<b>14.8</b>	be able to deduce the expression for the acid dissociation constant, $K_a$ , for a weak acid
	<b>14.9</b>	be able to calculate the pH of a weak acid from $K_a$ or $pK_a$ values, making relevant assumptions <i>Students will not be expected to solve quadratic equations.</i>
	<b>14.10</b>	be able to define the ionic product of water, $K_w$
<b>Week 12</b>	<b>14.11</b>	be able to calculate the pH of a strong base from its concentration, using $K_w$ or $pK_w$
	<b>14.12</b>	be able to define the terms 'pK <sub>a</sub> ' and 'pK <sub>w</sub> '
	<b>14.13</b>	be able to analyse data from the following experiments: i measuring the pH of a variety of substances, including equimolar solutions of strong and weak acids, strong and weak bases, and salts ii comparing the pH of a strong and weak acid after dilution 10, 100 and 1000 times
	<b>14.14</b>	be able to calculate $K_a$ for a weak acid from experimental data given the pH of a solution containing a known mass of acid
	<b>14.15</b>	be able to draw and interpret titration curves, using all combinations of strong and weak monoprotic and diprotic acids with bases, and apply these principles to diprotic acids and bases
<b>Week 13</b>	<b>14.16</b>	be able to select a suitable indicator for a titration, using a titration curve and appropriate data
	<b>14.17</b>	know what is meant by the term 'buffer solution'
	<b>14.18</b>	understand the action of a buffer solution
	<b>14.19</b>	be able to calculate the pH of a buffer solution given appropriate data
	<b>14.20</b>	be able to calculate the concentrations of solutions required to prepare a buffer solution of a given pH

<b>Week 14</b>	<b>14.21</b>	understand how to use a weak acid-strong base or strong acid-weak base titration curve to: <ul style="list-style-type: none"> <li>i demonstrate buffer action</li> <li>ii determine <math>K_a</math> from the pH at the point where half the acid is neutralised/ equivalence point</li> </ul>	
	<b>14.22</b>	understand the importance of buffer solutions in biological environments: <ul style="list-style-type: none"> <li>i buffers in cells and in blood (<math>H_2CO_3/HCO_3^-</math>)</li> <li>ii in foods to prevent deterioration due to pH change (caused by bacterial or fungal activity)</li> </ul>	
	<b>14.23</b>	<b>CORE PRACTICAL 11</b> <b>Finding the <math>K_a</math> value for a weak acid.</b>	
		<b>Further suggested practicals:</b> <ul style="list-style-type: none"> <li>i carry out the measuring of the pH of solutions mentioned in 14.13</li> <li>ii obtain data to draw titration curves mentioned in 14.15 (which gives an opportunity to use data loggers)</li> <li>iii analysis of vinegar</li> </ul>	

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## Topic 15: Organic Chemistry: Carbonyls, Carboxylic Acids and Chirality

### 15A: Chirality

Students will be assessed on their ability to:

Week		Course content	
Week 15	15.1	know that optical isomerism is a result of chirality in molecules with a single chiral centre	Optical isomerism
	15.2	understand that optical isomerism results from chiral centre(s) in a molecule with asymmetric carbon atom(s) and that optical isomers (enantiomers) are object and non-superimposable mirror images and be able to draw 3D diagrams of these optical isomers	
	15.3	know that optical activity is the ability of a single optical isomer to rotate the plane of polarisation of plane-polarised monochromatic light in molecules containing a single chiral centre	
	15.4	know what is meant by the term 'racemic mixture'	
	15.5	be able to use data on optical activity of reactants and products as evidence for S <sub>N</sub> 1 and S <sub>N</sub> 2 mechanisms and addition to carbonyl compounds	



## 15B: Carbonyl compounds

Students will be assessed on their ability to:

Week 16	15.6	understand the nomenclature of aldehydes and ketones and be able to draw their structural, displayed and skeletal formulae	
	15.7	understand that aldehydes and ketones: i do not form intermolecular hydrogen bonds and this affects their physical properties ii can form hydrogen bonds with water and this affects their solubility	
Week 17	15.8	understand the reactions of carbonyl compounds with: i Fehling's or Benedict's solution, Tollens' reagent and acidified dichromate(VI) ions <i>In equations, the oxidising agent can be represented as [O].</i> ii lithium tetrahydridoaluminate(III) (lithium aluminium hydride) in dry ether (ethoxyethane) <i>In equations, the reducing agent can be represented by [H].</i> iii HCN, in the presence of KCN, as a nucleophilic addition reaction, using curly arrows, relevant lone pairs, dipoles and evidence of optical activity to show the mechanism iv 2,4-dinitrophenylhydrazine (2,4-DNPH), as a qualitative test for the presence of a carbonyl group and to identify a carbonyl compound given data of the melting temperatures of derivatives <i>The equation for this reaction is not required.</i> v iodine in the presence of alkali (the iodoform test)	<b>Carbohydrates:</b> Carbohydrates and monosaccharides Di- and polysaccharides
		<b>Further suggested practical:</b> Reactions of aldehydes and ketones given in 15.8 i, iv and v	

### 15C: Carboxylic acids

Students will be assessed on their ability to:

<b>Week 18</b>	<b>15.9</b>	understand the nomenclature of carboxylic acids and be able to draw their structural, displayed and skeletal formulae	Carboxylic acids and their salts
	<b>15.10</b>	understand that hydrogen bonding affects the physical properties of carboxylic acids, in relation to their boiling temperatures and solubility	
	<b>15.11</b>	understand that carboxylic acids can be prepared by the oxidation of alcohols or aldehydes and the hydrolysis of nitriles	
	<b>15.12</b>	understand the reactions of carboxylic acids with: i lithium tetrahydridoaluminate(III) (lithium aluminium hydride) in dry ether (ethoxyethane) ii bases to produce salts iii phosphorus(V) chloride (phosphorus pentachloride) iv alcohols in the presence of an acid catalyst	
		<b>Further suggested practicals:</b> i solubility of a range of carboxylic acids, aldehydes and ketones ii preparation of carboxylic acids by the oxidation of alcohols and aldehydes iii reactions of carboxylic acids given in 15.12 ii, iii and iv	

### 15D: Carboxylic acid derivatives

Students will be assessed on their ability to:

<b>Week 19</b>	<b>15.13</b>	understand the nomenclature of acyl chlorides and esters and be able to draw their structural, displayed and skeletal formulae	
	<b>15.14</b>	understand the reactions of acyl chlorides with: i water ii alcohols iii concentrated ammonia iv amines	
	<b>15.15</b>	understand the hydrolysis reactions of esters, in acidic and alkaline solution	Fatty acids, triglycerides, phospholipids, surfactants
	<b>15.16</b>	understand how polyesters, such as terylene, are formed by condensation polymerisation reactions.	
		<b>Further suggested practicals:</b> i demonstration of the reactions of ethanoyl chloride given in 15.14 i, ii and iii ii the preparation of esters such as ethyl ethanoate as a solvent or a pineapple flavouring iii hydrolysis of an ester	

## 15E: Spectroscopy and chromatography

Knowledge of the concepts introduced in Unit 2, Topic 10D: Mass spectra and IR will be assumed and extended in this topic

### Students will be assessed on their ability to:

<b>Week 20</b>	<b>15.17</b>	be able to use data from mass spectra to: i suggest possible structures of a simple organic compound given accurate relative molecular masses ii calculate the accurate relative molecular mass of a compound, given accurate relative atomic masses to four decimal places	
	<b>15.18</b>	understand that carbon-13, ( $^{13}\text{C}$ ) NMR spectroscopy provides information about the positions of $^{13}\text{C}$ atoms in a molecule	
	<b>15.19</b>	be able to use data from $^{13}\text{C}$ NMR spectroscopy to: i predict the different environments for carbon atoms present in a molecule, given values of chemical shift, $\delta$ ii justify the number of peaks present in a $^{13}\text{C}$ NMR spectrum in terms of the number of carbon atoms in different environments	
	<b>15.20</b>	be able to use both low and high resolution proton NMR spectroscopy to: i predict the different types of proton present in a molecule, given values of chemical shift, $\delta$ ii relate relative peak areas, or ratio number of protons, to the relative numbers of $^1\text{H}$ atoms in different environments iii deduce the splitting patterns of adjacent, non-equivalent protons using the (n+1) rule and hence suggest the possible structures for a molecule iv predict the chemical shifts and splitting patterns of the $^1\text{H}$ atoms in a given molecule	
	<b>15.21</b>	know that chromatography separates components of a mixture using a mobile phase and a stationary phase	
	<b>15.22</b>	be able to calculate $R_f$ values from one-way chromatograms in paper and thin-layer chromatography (TLC) and understand reasons for differences in $R_f$ values	
	<b>15.23</b>	know that high-performance liquid chromatography, HPLC, and gas chromatography, GC, are types of column chromatography that separate substances because of different retention times in the column and may be used in conjunction with mass spectrometry, in applications such as forensics or drug testing in sport	

## Topic 16: Redox Equilibria

Students will be assessed on their ability to:

Week		Course content
Week 21	16.1	understand the terms 'oxidation' and 'reduction' in terms of electron transfer and changes in oxidation number, applied to <i>s</i> -, <i>p</i> - and <i>d</i> -block elements
	16.2	know what is meant by the term 'standard electrode potential', $E^\ominus$
	16.3	know that the standard electrode potential, $E^\ominus$ , is measured in conditions of: <ol style="list-style-type: none"> <li>298 K temperature</li> <li>100 kPa pressure of gases</li> <li>1.00 mol dm<sup>-3</sup> concentration of ions</li> </ol>
	16.4	know the features of the standard hydrogen electrode and understand why a reference electrode is necessary
Week 22	16.5	understand that different methods are used to measure standard electrode potentials of: <ol style="list-style-type: none"> <li>metals or non-metals in contact with their ions in aqueous solution</li> <li>ions of the same element with different oxidation numbers</li> </ol>
	16.6	<b>CORE PRACTICAL 12</b> <b>Investigating some electrochemical cells.</b>
	16.7	be able to calculate a standard emf, $E^\ominus_{\text{cell}}$ , by combining two standard electrode potentials
	16.8	be able to write cell diagrams using the conventional representation of half-cells
	16.9	understand the importance of the conditions when measuring an electrode potential, $E$
Week 23	16.10	be able to use standard electrode potentials to predict the thermodynamic feasibility of a reaction
	16.11	understand that $E^\ominus_{\text{cell}}$ is directly proportional to the total entropy change and to $\ln K$ for a reaction
	16.12	understand the limitations of predictions made using standard electrode potentials, in terms of kinetic stability of systems and departure from standard conditions
	16.13	know that standard electrode potentials are sometimes referred to as standard reduction potentials and can be listed as an electrochemical series
	16.14	understand how standard electrode potentials can be used to predict the thermodynamic feasibility of disproportionation reactions
Week 24	16.15	be able to carry out both structured and unstructured titration calculations involving redox reactions, including iron(II) ions and potassium manganate(VII) and sodium thiosulfate and iodine
	16.16	be able to discuss the uncertainty of measurements and their implications for the validity of the final results

Week 25	16.17	<b>CORE PRACTICALS 13a and 13b</b> Carry out redox titrations with both: i iron(II) ions and potassium manganate(VII) ii sodium thiosulfate and iodine	
	16.18	understand that fuel cells use the energy released on the reaction of a fuel with oxygen to generate a voltage <i>Knowledge that methanol and other hydrogen-rich fuels are used in fuel cells is expected.</i>	
	16.19	know the electrode reactions that occur in a hydrogen-oxygen fuel cell <i>Knowledge of hydrogen-oxygen fuel cells with both acidic and alkaline electrolyte is expected.</i>	
		<b>Further suggested practicals:</b> i investigate the percentage of copper in brass, using iodine-thiosulfate titration ii investigate the percentage of iron in iron tablets, using potassium manganate(VII) titration iii prepare crystals of potassium iodate(VII) and measure their purity	

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## Topic 17: Transition Metals and their Chemistry

Students will be assessed on their ability to:

Week		Course content	
Week 26	17.1	know that transition metals are <i>d</i> -block elements that form one or more stable ions with incompletely-filled <i>d</i> -orbitals	<b>p-block metals:</b> P block elements, Aluminum, tin and lead
	17.2	be able to deduce the electronic configurations of atoms and ions of the <i>d</i> -block elements of Period 4 (Sc-Zn) given their atomic number and charge (if any)	<b>d-block elements:</b> D block metals Iron, cobalt, nickel, chrome
	17.3	understand why transition metals show variable oxidation number	Manganese, tungsten, titanium
	17.4	know what is meant by the term 'ligand'	Copper and derivatives
Week 27	17.5	understand that dative (coordinate) covalent bonding is involved in the formation of complex ions	Gold and silver
	17.6	know that a complex ion is a central metal ion surrounded by ligands	Complex compounds, platinum Zinc, cadmium, mercury
	17.7	know that aqueous solutions of transition metal ions are usually coloured	
	17.8	understand that the colour of aqueous ions, and other complex ions, is a consequence of the splitting of the energy levels of the <i>d</i> -orbitals by ligands	
	17.9	understand why there is a lack of colour in some aqueous ions and other complex ions	
Week 28	17.10	understand the meaning of the term 'coordination number'	
	17.11	understand that colour changes in transition metal ions may arise as a result of changes in: <ul style="list-style-type: none"> <li>i oxidation number of the ion</li> <li>ii ligand</li> <li>iii coordination number of the complex</li> </ul>	
	17.12	understand that H <sub>2</sub> O, OH <sup>-</sup> and NH <sub>3</sub> act as monodentate ligands	
	17.13	understand why complexes with six-fold coordination have an octahedral shape, such as those formed by metal ions with H <sub>2</sub> O, OH <sup>-</sup> and NH <sub>3</sub> as ligands	
	17.14	know that transition metal ions may form tetrahedral complexes with relatively large ions such as Cl <sup>-</sup>	
	17.15	know that square planar complexes are also formed by transition metal ions and that <i>cis</i> -platin is an example of such a complex which is used in cancer treatment where it is supplied as a single isomer and not in a mixture with the <i>trans</i> form	
	17.16	understand the terms 'bidentate' and 'hexadentate' in relation to ligands, and be able to identify examples such as NH <sub>2</sub> CH <sub>2</sub> CH <sub>2</sub> NH <sub>2</sub> and EDTA <sup>4-</sup>	
	17.17	know that haemoglobin is an iron(II) complex containing a polydentate ligand and that ligand exchange occurs when an oxygen molecule bound to haemoglobin is replaced by a carbon monoxide molecule <i>The structure of the haem group will not be assessed.</i>	
	17.18	know the colours of the oxidation states of vanadium (+5, +4, +3 and +2) in its compounds	
	17.19	understand redox reactions for the interconversion of the oxidation states of vanadium (+5, +4, +3 and +2), in terms of the relevant <i>E</i> <sup>o</sup> values	

<b>Week 29</b>	<b>17.20</b>	understand, in terms of the relevant $E$ values, that the dichromate(VI) ion, $\text{Cr}_2\text{O}_7^{2-}$ <ul style="list-style-type: none"> <li>i can be reduced to <math>\text{Cr}^{3+}</math> and <math>\text{Cr}^{2+}</math> ions using zinc in acidic conditions</li> <li>ii can be produced by the oxidation of <math>\text{Cr}^{3+}</math> ions using hydrogen peroxide in alkaline conditions (followed by acidification)</li> </ul>	
	<b>17.21</b>	know that the dichromate(VI) ion, $\text{Cr}_2\text{O}_7^{2-}$ can be converted into chromate(VI) ions as a result of the equilibrium $\text{Cr}_2\text{O}_7^{2-} + \text{H}_2\text{O} \rightleftharpoons 2\text{CrO}_4^{2-} + 2\text{H}^+$	
	<b>17.22</b>	be able to record observations and write suitable equations for the reactions of $\text{Cr}^{3+}(\text{aq})$ , $\text{Mn}^{2+}(\text{aq})$ , $\text{Fe}^{2+}(\text{aq})$ , $\text{Fe}^{3+}(\text{aq})$ , $\text{Co}^{2+}(\text{aq})$ , $\text{Ni}^{2+}(\text{aq})$ , $\text{Cu}^{2+}(\text{aq})$ and $\text{Zn}^{2+}(\text{aq})$ with aqueous sodium hydroxide and aqueous ammonia, including in excess	
	<b>17.23</b>	be able to write ionic equations to show the meaning of amphoteric behaviour, deprotonation and ligand exchange in the reactions in 17.22	
<b>Week 30</b>	<b>17.24</b>	understand that ligand exchange, and an accompanying colour change, occurs in the formation of: <ul style="list-style-type: none"> <li>i <math>[\text{Cu}(\text{NH}_3)_4(\text{H}_2\text{O})_2]^{2+}</math> from <math>[\text{Cu}(\text{H}_2\text{O})_6]^{2+}</math> via <math>\text{Cu}(\text{OH})_2(\text{H}_2\text{O})_4</math></li> <li>ii <math>[\text{CuCl}_4]^{2-}</math> from <math>[\text{Cu}(\text{H}_2\text{O})_6]^{2+}</math></li> <li>iii <math>[\text{CoCl}_4]^{2-}</math> from <math>[\text{Co}(\text{H}_2\text{O})_6]^{2+}</math></li> </ul>	
	<b>17.25</b>	understand, in terms of the positive increase in $\Delta S_{\text{system}}$ , that the substitution of a monodentate ligand by a bidentate or hexadentate ligand leads to a more stable complex ion	
	<b>17.26</b>	know that transition metals and their compounds can act as heterogeneous and homogeneous catalysts	
	<b>17.27</b>	know that a heterogeneous catalyst is in a different phase from the reactants and that the reaction occurs at the surface of the catalyst	
	<b>17.28</b>	understand, in terms of oxidation number, how $\text{V}_2\text{O}_5$ acts as a catalyst in the contact process	
	<b>17.29</b>	understand how a catalytic converter decreases carbon monoxide and nitrogen monoxide emissions from internal combustion engines by: <ul style="list-style-type: none"> <li>i adsorption of CO and NO molecules onto the surface of the catalyst, resulting in the weakening of bonds and chemical reaction</li> <li>ii desorption of <math>\text{CO}_2</math> and <math>\text{N}_2</math> product molecules from the surface of the catalyst</li> </ul>	
	<b>17.30</b>	know that a homogeneous catalyst is in the same phase as the reactants and appreciate that the catalysed reaction will proceed via an intermediate species	
	<b>17.31</b>	understand the role of $\text{Fe}^{2+}$ ions in catalysing the reaction between $\text{I}^-$ and $\text{S}_2\text{O}_8^{2-}$ ions	
	<b>17.32</b>	know the role of $\text{Mn}^{2+}$ ions in autocatalysing the reaction between $\text{MnO}_4^-$ and $\text{C}_2\text{O}_4^{2-}$ ions	
	<b>17.33</b>	<b>CORE PRACTICAL 14</b> <b>The preparation of a transition metal complex.</b>	

**Further suggested practicals:**

- i prepare the different oxidation states of vanadium (17.18/19)
- ii investigate the equilibrium reaction in 17.21
- iii carry out the reactions of transition metal ions with sodium hydroxide and ammonia solutions (17.22)
- iv carry out the ligand exchange reactions in 17.24
- v investigate the kinetics of the reaction between  $\text{MnO}_4^-$  and  $\text{C}_2\text{O}_4^{2-}$  in 17.32

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## Topic 18: Organic Chemistry – Arenes

Knowledge of the common uses of organic compounds mentioned in this topic is expected.

Students will be assessed on their ability to:

Week	Course content	
Week 31	<b>18.1</b> <i>be able to use thermochemical, X-ray diffraction and infrared data as evidence for the structure and stability of the benzene ring</i> <i>Students may represent the structure of benzene with delocalized electrons or three double bonds as appropriate in equations and mechanisms.</i>	Aromatic hydrocarbons
	<b>18.2</b> understand that the delocalised model for the structure of benzene involves overlap of <i>p</i> -orbitals to form $\pi$ -bonds	
	<b>18.3</b> understand why benzene is resistant to bromination, compared to alkenes, in terms of delocalisation of $\pi$ -bonds in benzene compared to the localised electron density of the $\pi$ -bond in alkenes	
	<b>18.4</b> know the following reactions of benzene, limited to: i oxygen in air (combustion to form a smoky flame) ii bromine, in the presence of a catalyst iii a mixture of concentrated nitric and sulfuric acids iv fuming sulfuric acid v halogenoalkanes and acyl chlorides with aluminium chloride as catalyst (Friedel-Crafts reaction)	
	<b>18.5</b> understand the mechanism of the electrophilic substitution reactions of benzene in halogenation, nitration and Friedel-Crafts reactions, including the generation of the electrophile	
	<b>18.6</b> understand the reaction of phenol with bromine water and the reasons for the relative ease of this reaction compared to benzene	
	<b>Further suggested practical:</b> Carry out the reactions in 18.4, and 18.6 where appropriate (using methylbenzene or methoxybenzene)	

## Topic 19: Organic Nitrogen Compounds: Amines, Amides, Amino Acids and Proteins

Students will be assessed on their ability to:

Week		Course content	
<b>Week 32</b>	<b>19.1</b>	understand the nomenclature of amides, amines and amino acids and be able to draw their structural, displayed and skeletal formulae	<b>Amines, amides and nitrogen-containing heterocyclic compounds:</b> Amines
	<b>19.2</b>	understand the reactions of primary aliphatic amines (using butylamine as an example) and aromatic amines (using phenylamine as an example) with: <ul style="list-style-type: none"> <li>i water to form an alkaline solution</li> <li>ii acids to form salts</li> <li>iii halogenoalkanes</li> <li>iv ethanoyl chloride</li> <li>v copper(II) ions to form a complex ion</li> </ul>	Amides and nitrogen containing compounds
	<b>19.3</b>	understand that amines are miscible with water as a result of hydrogen bonding, and the reasons for the difference in basicity between ammonia, primary aliphatic amines and primary aromatic amines	<b>Amino acids and proteins:</b> Amino Acids and peptides
	<b>19.4</b>	understand, in terms of reagents and general reaction conditions, the preparation of primary aliphatic amines: <ul style="list-style-type: none"> <li>i from halogenoalkanes</li> <li>ii by the reduction of nitriles</li> </ul>	
<b>Week 33</b>	<b>19.5</b>	know the preparation of aromatic amines by the reduction of aromatic nitro-compounds using tin and concentrated hydrochloric acid	
	<b>19.6</b>	be able to describe the reaction of aromatic amines with nitrous acid to form benzenediazonium ions, followed by a coupling reaction with phenol to form a dye	
	<b>19.7</b>	understand that amides can be prepared from acyl chlorides	
	<b>19.8</b>	be able to describe: <ul style="list-style-type: none"> <li>i condensation polymerisation for the formation of polyamides such as nylon and proteins</li> <li>ii addition polymerisation, including poly(propenamide) and poly(ethenol)</li> </ul>	
<b>Week 34</b>	<b>19.9</b>	be able to draw the structural formulae of the repeat units of the polymers in 19.8	
	<b>19.10</b>	be able to comment on the physical properties of polyamides and the solubility in water of the addition polymer poly(ethenol) in terms of hydrogen bonding, including soluble laundry bags or liquid-detergent capsules (liquid tabs)	
	<b>19.11</b>	be able to describe experiments to investigate the characteristic behaviour of amino acids limited to: <ul style="list-style-type: none"> <li>i acidity and basicity and the formation of zwitterions</li> <li>ii effect of aqueous solutions on plane-polarised monochromatic light</li> <li>iii formation of peptide bonds by condensation polymerisation</li> </ul>	
	<b>19.12</b>	<b>CORE PRACTICAL 15</b> <b>Analysis of some inorganic and organic unknowns.</b>	<b>Nucleotides and nucleic acids</b>

**Further suggested practicals:**

- i carry out some of the reactions of amines from 19.2 i, ii and v
- ii prepare an azo dye from 19.6
- iii carry out reactions of amino acids from 19.11 i
- iv prepare nylon-6.6 or 6.10 from 19.8

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## Topic 20: Organic Synthesis

Students will be assessed on their ability to:

Week	Course content
<b>Week 35-36</b>	<b>20.1</b> be able to deduce the empirical formulae, molecular formulae and structural formulae from data drawn from combustion analysis, element percentage composition, characteristic reactions of functional groups, infrared spectra, mass spectra and NMR spectra (both $^{13}\text{C}$ and proton)
	<b>20.2</b> understand methods of increasing the length of the carbon chain in a molecule by the use of magnesium to form Grignard reagents and the reactions of the latter with carbon dioxide and with carbonyl compounds in dry ether
	<b>20.3</b> be able to use knowledge of organic chemistry contained given in this specification to solve problems such as:  i predicting the properties of unfamiliar compounds containing one or more of the functional groups included in the specification and explain these predictions  ii planning reaction schemes of up to four steps, recalling familiar reactions and using unfamiliar reactions given sufficient information  iii selecting suitable practical procedures for carrying out reactions involving compounds with functional groups included in this specification  iv identifying appropriate control measures to reduce risk based on data of hazards
	<b>20.4</b> <b>CORE PRACTICAL 16</b> <b>The preparation of aspirin.</b>
	<b>20.5</b> understand the following techniques used in the preparation and purification of organic compounds:  i refluxing  ii purification by washing, including with water and sodium carbonate solution  iii solvent extraction  iv recrystallisation  v drying  vi distillation  vii steam distillation  viii melting temperature determination  ix boiling temperature determination
	<b>Further suggested practicals:</b>  i carry out the preparation of an organic compound, including cholesteryl benzoate (a liquid crystal) or methyl 3-nitrobenzoate  ii preparation of oil of wintergreen

# HIGH SCHOOL GRADE 12 CHEMISTRY SYLLABUS

(3 sessions/week)

32\*3=96 sessions per year

## Unit 6: Practical Skills in Chemistry II

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### Introduction

This unit consists of a written practical examination, covering the ~~skills and techniques developed during practical work in~~ Units 4 and 5, as well as the tests for anions and cations, gases and organic functional groups from Units 1 and 2.

Although the unit content contains eight core practical activities, the examination will not be limited to recall of these core practicals, there may be questions where students need to apply their knowledge to new practical situations.

Students should, therefore, develop their practical skills by completing a range of different practicals that require a variety of different techniques.

As students carry out practical activities, they should be encouraged to write laboratory reports using appropriate scientific, technical and mathematical language, conventions and symbols.

### Development of practical skills, knowledge and understanding

Students are expected to develop experimental skills and knowledge and understanding of the necessary techniques by carrying out a range of practicals while they study Units 4 and 5.

This unit will assess students' knowledge and understanding of the practical procedures and techniques that they develop.

To prepare for assessment of this unit, centres should give students opportunities to carry out practical activities, to collect and analyse data, and to draw conclusions. Students should – at the least – carry out the eight core practicals in class. By completing these practicals, students will be able to:

- follow and interpret experimental instructions, covering the full range of laboratory exercises set throughout the course, with minimal help from the teacher
  - always work with interest and enthusiasm in the laboratory, completing most laboratory exercises in the time allocated
  - manipulate apparatus, use chemicals, carry out all common laboratory procedures and use data logging (where appropriate) with the highest level of skill that may be reasonably expected at this level
  - work sensibly and safely in the laboratory, paying due regard to health and safety requirements without the need for reminders from the teacher
  - gain accurate and consistent results in quantitative exercises, make the most of the expected observations in qualitative exercises and obtain products in preparations of high yield and purity.
-

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<b>Chemistry Syllabus Class Outlines - Grade 12 (3 sessions/week)</b> <b>32*3=96 sessions per year</b>	
<i>Week #</i>	<i>Course content</i>
Week 1	<b>Chemistry around us and inside us</b>
	Chemistry around us
Week 2	<b>The impact of chemistry on human civilizational progress</b>
	Chemical industry and quality of life
Week 3	Soda, sulfuric acid, ammonia
	Nitric acid, alkaline chloro-derivatives
Week 4	Chemical industrial catastrophes - project
	Smart polymers
Week 5	Scientific methods of chemistry
	Test
Week 6	<b>Great challenges of chemistry</b> - project
	Clean air for everyone- project
Week 7	Providing clean water- project
	Safe food- project
Week 8	Energy for everyone- project
	Waste disposal- project
Week 9	Industrial raw materials- project
	Pharmaceutical industry - project
Week 10	<b>Practice the experiments prescribed by the graduation requirements:</b> High school final experiments
	High school final experiments
Week	High school final experiments

11		High school final experiments
Week 12		High school final experiments
		High school final experiments
Week 13		High school final experiments
		High school final experiments
Week 14		<b>Practice calculations prescribed by the graduation requirements:</b> High school final calculations and problem solving
		Typical questions and methods of solving problems
Week 15		High school final calculations and problem solving
		Typical questions and methods of solving problems
Week 16		High school final calculations and problem solving
		Typical questions and methods of solving problems
Week 17		High school final calculations and problem solving
		Typical questions and methods of solving problems
Week 18		High school final calculations and problem solving
		Typical questions and methods of solving problems
Week 19		High school final calculations and problem solving
		Typical questions and methods of solving problems
Week 20		High school final calculations and problem solving
		Typical questions and methods of solving problems
Week 21		High school final calculations and problem solving
		Typical questions and methods of solving problems
Week 22		High school final calculations and problem solving
		Typical questions and methods of solving problems



Week 23		High school final calculations and problem solving
		Typical questions and methods of solving problems
Week 24		High school final calculations and problem solving
		Typical questions and methods of solving problems
Week 25		High school final calculations and problem solving
		Typical questions and methods of solving problems
Week 26		High school final calculations and problem solving
		Typical questions and methods of solving problems
Week 27		High school final calculations and problem solving
		High school final calculations and problem solving
Week 28		Typical questions and methods of solving problems
		High school final calculations and problem solving
Week 29		Typical questions and methods of solving problems
		High school final calculations and problem solving
Week 30		Typical questions and methods of solving problems
		High school final calculations and problem solving
Week 31		Typical questions and methods of solving problems
		High school final calculations and problem solving
Week 32		Field trip
		Field trip

## Appendix: Data booklet

This appendix shows the data included in a Data Booklet that will be available on our website. Centres will be sent copies of the Data Booklet for the first examination series. Centres can make additional fresh copies by printing the Data Booklet from our website. Candidates must use an unmarked copy of the Data Booklet in examinations.

### Acknowledgement of source

The data used in the Data Booklet is derived from the *Nuffield Advanced Science, Revised Book of Data* (ISBN 058235448X), Nuffield Foundation.

### Physical constants

Avogadro constant ( $L$ )	$6.02 \times 10^{23} \text{ mol}^{-1}$
Elementary charge ( $e$ )	$1.60 \times 10^{-19} \text{ C}$
Gas constant ( $R$ )	$8.31 \text{ J mol}^{-1} \text{ K}^{-1}$
Molar volume of a gas at room temperature and pressure (r.t.p.):	$24 \text{ dm}^3 \text{ mol}^{-1}$
Ionic product of water ( $K_w$ )	$1.00 \times 10^{-14} \text{ mol}^2 \text{ dm}^{-6}$

$$1 \text{ dm}^3 = 1000 \text{ cm}^3 = 0.001 \text{ m}^3$$

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## Infrared spectroscopy

### Correlation of infrared absorption wavenumbers with molecular structure

Group	Wavenumber range/cm <sup>-1</sup>
<b>C-H stretching vibrations</b>	
Alkane	2962-2853
Alkene	3095-3010
Alkyne	3300
Arene	3030
Aldehyde	2900-2820 and 2775-2700
<b>C-H bending vibrations</b>	
Alkane	1485-1365
Arene 5 adjacent hydrogen atoms	750 and 700
4 adjacent hydrogen atoms	750
3 adjacent hydrogen atoms	780
2 adjacent hydrogen atoms	830
1 isolated hydrogen atom	880
<b>N-H stretching vibrations</b>	
Amine	3500-3300
Amide	3500-3140
<b>O-H stretching vibrations</b>	
Alcohols and phenols	3750-3200
Carboxylic acids	3300-2500
<b>C=C stretching vibrations</b>	
Isolated alkene	1669-1645
Arene	1600, 1580, 1500, 1450
<b>C=O stretching vibrations</b>	
Aldehydes, saturated alkyl	1740-1720
Ketones, alkyl	1720-1700
Ketones, aryl	1700-1680
Carboxylic acids, alkyl	1725-1700
Carboxylic acids, aryl	1700-1680
Carboxylic acid, anhydrides	1850-1800 and 1790-1740
Acyl halides, chlorides	1795
Acyl halides, bromides	1810
Esters, saturated	1750-1735
Amides	1700-1630
<b>Triple bond stretching vibrations</b>	
C≡N	2260-2215
C≡C	2260-2100



## Pauling electronegativities

### Pauling electronegativity index

							H											He
							2.1											
Li	Be											B	C	N	O	F	Ne	
1.0	1.5											2.0	2.5	3.0	3.5	4.0		
Na	Mg											Al	Si	P	S	Cl	Ar	
0.9	1.2											1.5	1.9	2.1	2.5	3.0		
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr	
0.8	1.0	1.3	1.5	1.6	1.6	1.5	1.8	1.8	1.8	1.9	1.6	1.6	2.0	2.0	2.4	2.8		
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe	
0.8	1.0	1.2	1.3	1.6	2.1	1.9	2.2	2.2	2.2	1.9	1.6	1.7	1.9	1.9	2.1	2.5		
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn	
0.7	0.9	1.1	1.3	1.5	2.3	1.9	2.2	2.2	2.2	2.5	2.0	1.6	1.8	1.9	2.0	2.2		

## Indicators

		<b>pK<sub>in</sub></b> <b>(at 298 K)</b>	<b>acid</b>	<b>pH range</b>	<b>alkaline</b>
1	Thymol blue (acid)	1.7	red	1.2–2.8	yellow
2	Screened methyl orange	3.7	purple	3.2–4.2	green
3	Methyl orange	3.7	red	3.2–4.4	yellow
4	Bromophenol blue	4.0	yellow	2.8–4.6	blue
5	Bromocresol green	4.7	yellow	3.8–5.4	blue
6	Methyl red	5.1	red	4.2–6.3	yellow
7	Litmus		red	5.0–8.0	blue
8	Bromothymol blue	7.0	yellow	6.0–7.6	blue
9	Phenol red	7.9	yellow	6.8–8.4	red
10	Phenolphthalein (in ethanol)	9.3	colourless	8.2–10.0	red

## Standard electrode potentials

$E^\ominus$  Standard electrode potential of aqueous system at 298 K, that is, standard emf of electrochemical cell in the hydrogen half-cell forms the left-hand side electrode system.

	<b>Right-hand electrode system</b>	<b><math>E^\ominus / V</math></b>
1	$\text{Na}^+ + \text{e}^- \rightleftharpoons \text{Na}$	-2.71
2	$\text{Mg}^{2+} + 2\text{e}^- \rightleftharpoons \text{Mg}$	-2.37
3	$\text{Al}^{3+} + 3\text{e}^- \rightleftharpoons \text{Al}$	-1.66
4	$\text{V}^{2+} + 2\text{e}^- \rightleftharpoons \text{V}$	-1.18
5	$\text{Zn}^{2+} + 2\text{e}^- \rightleftharpoons \text{Zn}$	-0.76
6	$\text{Cr}^{3+} + 3\text{e}^- \rightleftharpoons \text{Cr}$	-0.74
7	$\text{Fe}^{2+} + 2\text{e}^- \rightleftharpoons \text{Fe}$	-0.44
8	$\text{Cr}^{3+} + \text{e}^- \rightleftharpoons \text{Cr}^{2+}$	-0.41
9	$\text{V}^{3+} + \text{e}^- \rightleftharpoons \text{V}^{2+}$	-0.26
10	$\text{Ni}^{2+} + 2\text{e}^- \rightleftharpoons \text{Ni}$	-0.25
11	$\text{H}^+ + \text{e}^- \rightleftharpoons \frac{1}{2}\text{H}_2$	0.00
12	$\text{S}_4\text{O}_6^{2-} + 2\text{e}^- \rightleftharpoons 2\text{S}_2\text{O}_3^{2-}$	+0.09
13	$\text{Cu}^{2+} + \text{e}^- \rightleftharpoons \text{Cu}^+$	+0.15
14	$\text{Cu}^{2+} + 2\text{e}^- \rightleftharpoons \text{Cu}$	+0.34
15	$\text{VO}^{2+} + 2\text{H}^+ + \text{e}^- \rightleftharpoons \text{V}^{3+} + \text{H}_2\text{O}$	+0.34
16	$\text{O}_2 + 2\text{H}_2\text{O} + 4\text{e}^- \rightleftharpoons 4\text{OH}^-$	+0.40
17	$\text{S}_2\text{O}_3^{2-} + 6\text{H}^+ + 4\text{e}^- \rightleftharpoons 2\text{S} + 3\text{H}_2\text{O}$	+0.47
18	$\text{Cu}^+ + \text{e}^- \rightleftharpoons \text{Cu}$	+0.52
19	$\text{I}_2 + 2\text{e}^- \rightleftharpoons 2\text{I}^-$	+0.54
20	$\text{O}_2 + 2\text{H}^+ + 2\text{e}^- \rightleftharpoons \text{H}_2\text{O}_2$	+0.68
21	$\text{Fe}^{3+} + \text{e}^- \rightleftharpoons \text{Fe}^{2+}$	+0.77
22	$\text{Ag}^+ + \text{e}^- \rightleftharpoons \text{Ag}$	+0.80
23	$\text{NO}_3^- + 2\text{H}^+ + \text{e}^- \rightleftharpoons \text{NO}_2 + \text{H}_2\text{O}$	+0.80
24	$\text{ClO}^- + \text{H}_2\text{O} + 2\text{e}^- \rightleftharpoons \text{Cl}^- + 2\text{OH}^-$	+0.89
25	$\text{VO}_2^+ + 2\text{H}^+ + \text{e}^- \rightleftharpoons \text{VO}^{2+} + \text{H}_2\text{O}$	+1.00
26	$\text{Br}_2 + 2\text{e}^- \rightleftharpoons 2\text{Br}^-$	+1.09
27	$\text{O}_2 + 4\text{H}^+ + 4\text{e}^- \rightleftharpoons 2\text{H}_2\text{O}$	+1.23
28	$\text{Cr}_2\text{O}_7^{2-} + 14\text{H}^+ + 6\text{e}^- \rightleftharpoons 2\text{Cr}^{3+} + 7\text{H}_2\text{O}$	+1.33
29	$\text{Cl}_2 + 2\text{e}^- \rightleftharpoons 2\text{Cl}^-$	+1.36
30	$\text{MnO}_4^- + 8\text{H}^+ + 5\text{e}^- \rightleftharpoons \text{Mn}^{2+} + 4\text{H}_2\text{O}$	+1.51
31	$\text{H}_2\text{O}_2 + 2\text{H}^+ + 2\text{e}^- \rightleftharpoons 2\text{H}_2\text{O}$	+1.77





**AVICENNA**  
INTERNATIONAL COLLEGE

*HUNGARIAN – ENGLISH BILINGUAL HIGH SCHOOL*

*Physics*

*Secondary Programs*

## HIGH SCHOOL GRADE 9 PHYSICS SYLLABUS

<b>Physics Syllabus Thematic Units - Grade 9 (2 sessions/week) 36*2= 72 sessions per year</b>
<i>Thematic unit</i>
Basic measurement practice (8 hours)
Kinematics - uniform, accelerating, circular motion (16 hours)
Dynamics of point particles and point systems (23 hours)
Mechanical work, energy (9 hours)
Mechanics of gases and fluids (13 hours)

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**Physics Syllabus Class Outlines - Grade 9 (2 sessions/week)**  
**36\*2= 72 sessions per year**

Week #	Class content	
Week 1		<b>Basic measurement practice: Physical quantities</b>
		Measurement in physics
Week 2		Analysis of the results
		Uncertainty and measurement error
Week 3	understand scalar and vector quantities and know examples of each type of quantity and recognise vector notation	Scalar quantities
	be able to resolve a vector into two components at right angles to each other by drawing and by calculation	Vector quantities
Week 4		Review
		Assessment
Week 5	be able to use the equations for uniformly accelerated motion in one dimension	<b>Kinematics - uniform, accelerating, circular motion:</b> Motion and its quantities, distance, displacement, time
		1D uniform motion, speed and velocity
Week 6		1D accelerating motion
	be able to draw and interpret displacement-time, velocity-time and acceleration- time graphs	Displacement, velocity, acceleration graphs, kinematical equations
Week 7	know the physical quantities derived from the slopes and areas of displacement- time, velocity-time and acceleration-time graphs, including cases of non-uniform acceleration and understand how to use the quantities	Free fall and deceleration
	be able to find the resultant of two coplanar vectors at any angle to each other by drawing, and at right angles to each other by calculation	2D uniform motion
Week 8	understand how to make use of the independence of vertical and horizontal motion of a projectile moving freely under gravity	2D accelerating motion
		Projectile motion
Week 9		Projectile motion

		Basic circular motion
Week 10		Angular velocity
		Radial velocity
Week 11		Frequency of revolution
		Centripetal acceleration
Week 12		Review
		Assessment
Week 13		<b>Dynamics of point particles and point systems: Forces</b>
		Direction of forces, internal frame of reference
Week 14	be able to use the equations for gravitational field strength $g = F/m$ and weight $W = mg$	Gravitational force, weight, normal force
		Tension
Week 15		Force in springs
		Drag forces
Week 16		Frictional forces
		Kinetic friction, static friction
Week 17		Friction laws, coefficient of friction
		Motion on a slope
Week 18	be able to draw and interpret free-body force diagrams to represent forces on a particle or on an extended but rigid body using the concept of <i>centre of gravity</i> of an extended body	Free body diagrams
	be able to use the equation $\sum F = ma$ , and understand how to use this equation in situations where $m$ is constant (Newton's second law of motion), including Newton's first law of motion where $a = 0$ , objects at rest or travelling at constant velocity <i>Use of the term 'terminal velocity' is expected.</i>	Newton's first law of motion

Week 19	know and understand Newton's third law of motion and know the properties of pairs of forces in an interaction between two bodies	Newton's third law of motion
		Equilibrium of net forces
Week 20		Solving free body diagram and equilibrium problems
		Newton's second law of motion
Week 21	<b>CORE PRACTICAL 1: Determine the acceleration of a freely-falling object</b>	Calculation problems with forces
		Calculation problems with forces
Week 22		Pulleys
		Centripetal force and circular motion
Week 23		Centrifugal force
		Review
Week 24		Assessment
	know, and understand how to apply, the principle of conservation of energy including use of work done, gravitational potential energy and kinetic energy	<b>Mechanical work, energy:</b> Energy types, conservation of Energy
Week 25	be able to use the equation for work $\Delta W = F\Delta s$ , including calculations when the force is not along the line of motion	Work done by a constant force, Varying force and curved path
		Work of a spring and gravity
Week 26	be able to use the equation $\Delta E_{grav} = mg\Delta h$ for the difference in gravitational potential energy near the Earth's surface	Elastic potential energy, gravitational potential energy
	understand that momentum is defined as $p = mv$ be able to use the equation $E = \frac{1}{2}mv^2$ for the kinetic energy of a body	Kinetic energy, Linear momentum
Week 27	be able to use the equation for the moment of a force, moment of force = $Fx$ where $x$ is the perpendicular distance between the line of action of the force and the axis of rotation	Impulse and force-time graphs
	know the principle of conservation of linear momentum, understand how to relate this to Newton's laws of motion and understand how to apply this to problems in one dimension	Conservation of momentum, collision
Week 28	be able to use the equations relating power, time and energy transferred or work done be able to use the equations for efficiency	Power and efficiency

	be able to use the concept of centre of gravity of an extended body and apply the principle of moments to an extended body in equilibrium	Calculation problems
Week 29	be able to use the equation density understand how to use the relationship upthrust = weight of fluid displaced	<b>Mechanics of gases and fluids:</b> Characteristics of gases, density, pressure
	be able to use the Hooke's law equation, $\Delta F = k\Delta x$ , where $k$ is the stiffness of the object understand how to use the relationships <ul style="list-style-type: none"> <li>• (tensile or compressive) stress = force/cross-sectional area</li> <li>• (tensile or compressive) strain = change in length/original length</li> <li>• Young modulus = stress/strain.</li> </ul> be able to draw and interpret tensile or compressive stress-strain graphs, and understand the term <i>breaking stress</i> be able to calculate the elastic strain energy $E_{el}$ in a deformed material sample, using the equation $\Delta E_{el} = \frac{1}{2} F\Delta x$ , and from the area under the force-extension graph  <i>The estimation of area and hence energy change for both linear and non-linear force-extension graphs is expected.</i>	Deformation of solids, stretching and compression, elastic behaviour, Hooke's law
Week 30	a be able to draw and interpret force-extension and force-compression graphs b understand the terms limit of proportionality, elastic limit, yield point, elastic deformation and plastic deformation and be able to apply them to these graphs	Pascal's law
		Hydrostatic pressure, fluid resistance
Week 31		Statics of gases, Torricelli, air pressure
		Law of Archimedes, buoyancy
Week 32		Floating
	a be able to use the equation for viscous drag (Stokes' Law), $F = 6\pi\eta rv$ . b understand that this equation applies only to small spherical objects moving at low speeds with <i>laminar flow</i> (or in the absence of <i>turbulent flow</i> ) and that viscosity is temperature dependent	Flow of gases and liquids, streamlines
Week 33		Bernoulli's law, aerodynamic buoyancy
		Magnus effect, Hagen-Poiseuille law
Week 34		Molecular interactions in liquids, surface characteristics of liquids
	<b>CORE PRACTICAL 2: Use a falling-ball method to determine the viscosity of a liquid</b>	Review

Week 35		Assessment
		Review
Week 36		Review
		Review

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## HIGH SCHOOL GRADE 10 PHYSICS SYLLABUS

Physics Syllabus Thematic Units - Grade 10 (3 sessions/week) 36*3= 108 sessions per year
<i>Thematic unit</i>
Mechanical waves, sound waves – sonic physics (15 hours)
Physics of communication(5 hours)
Wave and radiation optics (16 hours)
Decent current (18 hours)
Electromagnetic oscillation, electromagnetic waves (8 hours)
Measurements and review (21 hours)

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**Physics Syllabus Class Outlines - Grade 10 (3 sessions/week)**  
**36\*3= 108 sessions per year**

<i>Week #</i>	<i>Class content</i>	
Week 1	understand the terms amplitude, frequency, period, speed and wavelength	<b>Mechanical waves, sound waves – sonic physics:</b> Waves moving on a linear path of particles, mechanical waves
	be able to describe longitudinal waves in terms of pressure variation and the displacement of molecules	Types and propagation of mechanical waves, transverse and longitudinal waves
	be able to use the wave equation	Polarization, quantities of wave motion
Week 2	be able to draw and interpret graphs representing transverse and longitudinal waves including standing/stationary waves	Wave phenomena, reflection
	know what is meant by a <i>standing/stationary</i> wave and understand how such a wave is formed, know how to identify nodes and antinodes	Superposition of waves, standing waves
	know and understand what is meant by <i>wavefront, coherence, path difference, superposition, interference</i> and <i>phase</i>	Interference of surface waves and their reflection, waves in 3D space
Week 3	be able to use the relationship between <i>phase difference</i> and <i>path difference</i> understand what is meant by diffraction and use Huygens' construction to explain what happens to a wave when it meets a slit or an obstacle	Huygens Fresnel Principle
	be able to use the equation for the speed of a transverse wave on a string be able to predict whether total internal reflection will occur at an interface understand how to measure the refractive index of a solid material understand what is meant by plane polarisation	Total reflection, law of refraction, refractive index
	know and understand that at the interface between medium 1 and medium 2 be able to calculate critical angle using be able to use $n\lambda = d\sin\theta$ for a diffraction grating	Angles of incidence
Week 4		Sound: its formation and characteristics
	be able to use the equation for the intensity of radiation	Sound volume, pitch and timbre
	understand that waves can be transmitted and reflected at an interface between media understand how a pulse-echo technique can provide information about the position of an object and how the amount of information obtained may be limited by the wavelength of the radiation or by the duration of pulses	Reflection and refraction of sound
Week 5		Interference of sound, beat and diffraction, the Doppler effect
		Review
		Assessment

Week 6		<b>Physics of communication:</b> Propagation of sound in different media
		The physics of music, standing waves on strings, musical sound and noise, scale, musical pipes, interval
		Signals around us, telecommunication, online communication
Week 7		Review
		Assessment
		<b>Optics:</b> Basics of geometrical optics, propagation velocity of light, light sources, light ray, shadow
Week 8		Light on phase boundaries, reflection, diffuse reflection and reflection from mirrors
		Law of refraction, refractive index, total internal reflection
		Spherical lens, focus of convex and concave lenses, ray paths of spherical lenses
Week 9		Plane parallel lens, prism
		Optical lenses, focal plane, divergent lens
		Focal length, dependence on medium
Week 10		Image formation, object, real image, virtual image
		Image formation on a flat mirror, concave mirrors
		Convex mirror image formation, real image and virtual image
Week 11		Image formation of convergent and divergent lenses
		Lens equation, telescope, photo camera, projector, fiber optic cable
		Magnifying glass, microscope, angle of view, resolving power
Week 12		The human eye, image formation, accommodation and focus, myopia and hyperopia
		Review
		Assessment



Week 13	<p>understand that electric current is the rate of flow of charged particles</p> <p>understand how to use the equation <math>V = \frac{W}{Q}</math></p>	<p><b>Decent current:</b> Electrical current and its characteristics</p> <p>Effects of electrical current</p>
Week 14	<p>understand that resistance is defined by <math>R = \frac{V}{I}</math> and that Ohm's law is a special case when <math>I \propto V</math> for constant temperature</p> <p>(a) understand how the distribution of current in a circuit is a consequence of charge conservation</p> <p>understand how the distribution of potential differences in a circuit is a consequence of energy conservation</p>	<p>Parts of an electrical circuit</p> <p>Ohm's law, dependence of resistance on the type of conductor</p>
Week 15	<p>be able to derive the equations for combining resistances in series and parallel using the principles of charge and energy conservation, and be able to use these equations</p>	<p>Resistors in series</p> <p>Resistors in parallel</p>
Week 16	<p>understand how to sketch, recognise and interpret current-potential difference graphs for components, including ohmic conductors, filament bulbs, thermistors and diodes</p>	<p>Electrical circuit of houses</p> <p>Electricity sources, Ohm's law on circuits</p>
Week 17	<p>be able to use the equations <math>P = VI</math>, <math>W = VIt</math> and be able to derive and use related equations</p>	<p>Calculations with circuits</p>
Week 18	<p>be able to use <math>I = nqvA</math> to explain the large range of resistivities of different materials</p>	<p>Calculations with circuits</p>
Week 19	<p>understand how the potential along a uniform current-carrying wire varies with the distance along it</p>	<p>Electrical work and performance</p>

	<p>understand the principles of a potential divider circuit and understand how to calculate potential differences and resistances in such a circuit</p> <p>be able to analyse potential divider circuits where one resistance is variable including thermistors and light dependent resistors (LDRs)</p>	<p>Electrical current in liquids</p>
Week 20		<p>Electrical current in gases</p> <p>Complex circuits with resistors and capacitors</p>
Week 21	<p>know the definition of <i>electromotive force (e.m.f.)</i> and understand what is meant by <i>internal resistance</i> and know how to distinguish between e.m.f. and <i>terminal potential difference</i></p> <p>understand how changes of resistance with temperature may be modelled in terms of lattice vibrations and number of conduction electrons and understand how to apply this model to metallic conductors and negative temperature coefficient thermistors</p> <p>understand how changes of resistance with illumination may be modelled in terms of the number of conduction electrons and understand how to apply this model to LDRs.</p>	<p>Complex circuits with multiple batteries</p>
Week 22		<p>Review</p> <p>Assessment</p>
Week 23		<p>Review</p>
Week 24		<p><b>Electromagnetic oscillation, electromagnetic waves:</b> Nature of electromagnetic waves, electric and magnetic field-time functions, energy and momentum of electromagnetic waves</p>
Week 25	<p>understand how the behaviour of electromagnetic radiation can be described in terms of a wave model and a photon model, and how these models developed over time</p>	<p>Electromagnetic spectrum, colors, color mixing, polarization, electromagnetic waves in our world and in the media</p>
Week 26	<p>be able to use the equation <math>E = hf</math>, that relates the photon energy to the wave frequency</p>	<p>Propagation of electromagnetic waves in different media, coherence, interference, Young's</p>

		double slit experiment Diffraction through a nonuniform slit and diffraction grating
Week 27	understand how the photoelectric effect provides evidence for the particle nature of electromagnetic radiation understand how diffraction experiments provide evidence for the wave nature of electrons be able to use the de Broglie equation understand atomic line spectra in terms of transitions between discrete energy levels and understand how to calculate the frequency of radiation that could be emitted or absorbed in a transition between energy levels.	Wave-particle duality, De Broglie wavelength, emission and absorption spectra, spectroscopic phenomena
Week 28	understand the terms 'threshold frequency' and 'work function' and be able to use the equation be able to use the electronvolt (eV) to express small energies	Quantum phenomena
Week 29		Review Assessment
Week 30		<b>Measurements and review:</b> Measuring free fall Measuring 1D collision in motion
Week 31		<b>Measurements and review:</b> Circuit practical 1
Week 32		Optics practical
Week 33	3.1 Unit description	

	<p>Introduction Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experiments and investigations while they study Units 1 and 2.</p> <p>This unit will assess students' knowledge and understanding of experimental procedures and techniques that were developed when they conducted these experiments.</p> <p>Development of practical skills, knowledge and understanding Students should carry out a variety of practical work during the IAS course to develop their practical skills. This should help them to gain an understanding and knowledge of the practical techniques that are used in experimental work.</p> <p>In order to prepare students for the assessment of this unit, centres should give students opportunities to plan experiments, implement their plans, collect data, analyse their data and draw conclusions.</p> <p>Experiments should cover a range of different topic areas and require the use of a variety of practical techniques.</p>	
Week 34	<p style="text-align: center;">3.3 Planning</p> <p>Students will be expected to plan an experiment set by Pearson, although they will not be expected to carry it out.</p> <p>Students will be assessed on their ability to:</p> <p style="text-align: center;">Plan an experiment</p> <ul style="list-style-type: none"> <li>• identify the apparatus required</li> <li>• the range and resolution of measuring instruments including Vernier calipers (0.1mm) and micrometer screw gauge (0.01mm)</li> <li>• discuss calibration of instruments, e.g. whether a meter reads zero before measurements are made</li> <li>• describe how to measure relevant variables using the most appropriate instrument and correct measuring techniques <ul style="list-style-type: none"> <li>• identify and state how to control all other relevant variables to make it a fair test <ul style="list-style-type: none"> <li>• discuss whether repeat readings are appropriate</li> <li>• identify health and safety issues and discuss how these may be dealt with <ul style="list-style-type: none"> <li>• discuss how the data collected will be used</li> </ul> </li> </ul> </li> </ul> </li> <li>• identify possible sources of uncertainty and/or systematic error and explain how these may be reduced or eliminated</li> <li>• comment on the implications of physics (e.g. benefits/risks) and on its context (e.g. social/environmental/historical).</li> </ul>	
Week 35	<p style="text-align: center;">3.4 Implementation and measurements</p> <p>Students will be given details of an experiment carried out by an inexperienced student. Results may be included.</p> <p>Students will be assessed on their ability to:</p> <p style="text-align: center;">Implementation and measurements</p> <ul style="list-style-type: none"> <li>• comment on the number of readings taken <ul style="list-style-type: none"> <li>• comment on the range of measurements taken</li> <li>• comment on significant figures</li> </ul> </li> <li>• check a reading that is inconsistent with other readings, e.g. a point that is not on the line of a graph – students may be shown a diagram of a micrometer that is being used to measure the diameter of a wire and be expected to write down the reading to the correct number of significant figures</li> <li>• comment on how the experiment may be improved, possibly by using additional apparatus (e.g. to reduce errors) – examples may include using a set square to determine whether a ruler is</li> </ul>	

	vertical to aid the measurement of the extension of a spring.	
Week 36	<p style="text-align: center;">3.5 Processing Results</p> <p>Students will be provided with a set of experimental results that were obtained by a more-experienced student conducting an experiment.</p> <p>Students will be assessed on their ability to:</p> <p>Process results</p> <ul style="list-style-type: none"> <li>• perform calculations, using the correct number of significant figures</li> <li>• plot results on a graph using an appropriate scale <ul style="list-style-type: none"> <li>• use the correct units throughout</li> </ul> </li> <li>• comment on the relationship obtained from the graph</li> <li>• determine the relationship between two variables or determine a constant with the aid of a graph, e.g. by determining the gradient using a large triangle <ul style="list-style-type: none"> <li>• suggest realistic modifications to reduce errors</li> <li>• suggest realistic modifications to improve the experiment</li> <li>• discuss uncertainties, qualitatively and quantitatively</li> </ul> </li> <li>• determine the percentage uncertainty in measurements for a single reading using half the resolution of the instrument and from multiple readings using the half range (students are not expected to compound percentage uncertainties).</li> </ul>	

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## HIGH SCHOOL GRADE 11 PHYSICS SYLLABUS

<b>Physics Syllabus Thematic Units - Grade 11 (3 sessions/week) 36*3=108 sessions per year</b>
<i>Thematic unit (number of classes)</i>
Equilibrium of bodies - statics (5 hours)
Complementary mechanics: projectile motion with trigonometry and other free body diagram calculations (9 hours)
Electrostatics (11 hours)
Electromagnetic induction, alternating current (14 hours)
Atomic physics I. - electron structure (18 hours)
Physics of condensed matter (6 hours)
<sup>e</sup> Atomic physics II - nuclear physics (15 hours)
Practical skills

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**Physics Syllabus Class Outlines - Grade 11 (3 sessions/week)**  
**36\*3=108 sessions per year**

<i>Week #</i>	<i>Class content</i>	
Week 1	understand how to use the equation impulse = $F\Delta t = \Delta p$ (Newton's second law of motion)	<b>Equilibrium of bodies - statics:</b> Conditions of equilibrium, centroid and center of mass, torque
	understand how to apply conservation of linear momentum to problems in two dimensions understand how to determine whether a collision is elastic or inelastic	Dynamic and static equilibrium, Stable, unstable and neutral equilibrium
	be able to express angular displacement in radians and in degrees, and convert between these units understand what is meant by <i>angular velocity</i> be able to use vector diagrams to derive the equations for centripetal acceleration	Rotational acceleration and moment of inertia
Week 2	understand that a resultant force (centripetal force) is required to produce and maintain circular motion be able to use the equations for centripetal force	Angular momentum
		Review, Assessment
		<b>Complementary mechanics: projectile motion with trigonometry and other free body diagram calculations:</b> Projectile motion
Week 3		Projectile motion with horizontal initial velocity
		Projectile motion with initial velocity pointing downwards
		Projectile motion with initial velocity pointing upwards
Week 4		Calculation problems for projectile motion
		Calculation problems for friction on horizontal and slanted surfaces
		Calculation problems for springs and pulleys
Week 5		Review Assessment
Week 6	understand that an electric field (force field) is defined as a region where a charged particle experiences a force	<b>Electrostatics:</b> Basic phenomena, triboelectric effect, charge Electrical conductors and insulators, conservation of charge

Week 7	<p>understand that electric field strength is defined as <math>E = F/Q</math> and be able to use this equation</p> <p>be able to use the equation for the force between two charges</p> <p>be able to use the equation for the electric field due to a point charge</p>	<p>Coulomb's law, electrostatic attraction</p> <p>Electric field and field strength, homogeneous electric field</p>
Week 8	<p>know and understand the relation between electric field and electric potential</p> <p>be able to draw and interpret diagrams using field lines and equipotentials to describe radial and uniform electric fields</p>	<p>Visualisation of electric field, Van de Graaff generator, Wimhirst influence machine, electric field lines, point charge, charge distribution, field line density</p> <p>Electric potential and voltage, equipotential surface, voltage, potential difference, equipotential points, electric potential</p>
Week 9	<p>be able to use the equation for an electric field between parallel plates</p> <p>be able to use <math>V = \frac{Q}{4\pi\epsilon_0 r}</math> for a radial field</p> <p>understand that capacitance is defined as <math>C = Q/V</math> and be able to use this equation</p>	<p>Charge separation in static electricity, electrical interference, Corona discharge, Segner wheel, lightning rod</p> <p>Capacitance, capacitors</p>
Week 10	<p>be able to use the equation for the energy stored by a capacitor, be able to derive the equation from the area under a graph of potential difference against charge stored and be able to derive</p> <p>be able to draw and interpret charge and discharge curves for resistor capacitor circuits and understand the significance of the time constant <math>RC</math></p>	<p>Conductive parallel plates, plate capacitors, spherical capacitors, Leyden jar</p>
Week 11		<p>Review</p> <p>Assessment</p>
Week 12		<p><b>Electromagnetic induction, alternating current:</b> Basic magnetic phenomena</p> <p>Induction, magnetic pole</p>
Week 13	<p>understand and use the terms <i>magnetic flux density</i> <math>B</math>, <i>flux</i> <math>\phi</math> and <i>flux linkage</i> <math>N\phi</math></p> <p>be able to use the equation <math>F = Bqv \sin\theta</math> and apply Fleming's left-hand rule to charged particles moving in a magnetic field</p>	<p>Forces in magnetic fields, Lorentz force, right-hand rule, relative permittivity</p> <p>Cyclotron, magnetic induction vector, effect of electric currents on each other</p>



Week 14	understand how to use Faraday's law to determine the magnitude of an induced e.m.f. and be able to use the equation that combines Faraday's and Lenz's laws	Motional EMF and its voltage The direction of the induced current
Week 15	be able to use the equation $F = BIl \sin\theta$ and apply Fleming's left-hand rule to current carrying conductors in a magnetic field understand the factors affecting the e.m.f. induced in a coil when there is relative motion between the coil and a permanent magnet understand the factors affecting the e.m.f. induced in a coil when there is a change of current in another coil linked with this coil	Transformer EMF, Lorentz force, change in flux, changing magnetic field, self-induction Alternating current, sinusoidal waveform in currents (current and voltage)
Week 16		Effective voltage of sinusoidal AC, performance and impedance of AC RLC circuit and displacement current
Week 17		Changing electric field, conducting current, charging current Electromagnetic oscillations in circuits, dipole antenna
Week 18		Review Assessment
Week 19	understand what is meant by <i>nucleon number (mass number)</i> and <i>proton number (atomic number)</i>	<b>Atomic physics I. - electron structure:</b> Historical background of atomic physics, Thomson's model of the atom, the discovery of the electron
		Planck's law of black-body radiation
	be able to use MeV and GeV (energy) and $\text{MeV}/c^2$ , $\text{GeV}/c^2$ (mass) and convert between these and SI units understand situations in which the relativistic increase in particle lifetime is significant (use of relativistic equations not required)	Special theory of relativity
Week 20	be able to use the equation $\Delta E = c^2 \Delta m$ in situations involving the creation and annihilation of matter and antimatter particles	General theory of relativity
	understand how large-angle alpha particle scattering gives evidence for a nuclear model of the atom and how our understanding of atomic structure has changed over time	Rutherford's alpha particle experiment, Rutherford's model of the atom

	<p>understand that electrons are released in the process of thermionic emission and how they can be accelerated by electric and magnetic fields</p> <p>understand the role of electric and magnetic fields in particle accelerators (linac and cyclotron) and detectors (general principles of ionisation and deflection only)</p>	Photon, photoelectric effect
Week 21	be able to apply conservation of charge, energy and momentum to interactions between particles and interpret particle tracks	Particle nature of light, Compton effect, photoelectric cell
		The wave-particle duality of light
	know that every particle has a corresponding antiparticle and be able to use the properties of a particle to deduce the properties of its antiparticle and vice versa	The wave nature of electron, electron microscope, scanning electron microscope
Week 22	understand why high energies are required to investigate the structure of nucleons	Emission spectrum of hydrogen, Bohr's model of the atom, energy levels in the electron cloud
	<p>know that in the standard quark-lepton model particles can be classified as:</p> <ul style="list-style-type: none"> <li>• baryons (e.g. neutrons and protons), which are made from three quarks</li> <li>• mesons (e.g. pions), which are made from a quark and an antiquark</li> <li>• leptons (e.g. electrons and neutrinos), which are fundamental particles</li> <li>• photons</li> </ul> <p>and that the symmetry of the model predicted the top quark</p>	Historical background of quantum physics, quantum numbers
	understand how to use laws of conservation of charge, baryon number and lepton number to determine whether a particle interaction is possible	Probability distributions
Week 23		Schrödinger's equation, Heisenberg's uncertainty principle
		Pauli's exclusion principle, the structure of the Periodic table
	be able to write and interpret particle equations given the relevant particle symbols	X-ray radiation
Week 24		Laser
		Review
		Assessment
Week 25		<b>Physics of condensed matter:</b> Crystals, types of condensed matter (glass, crystal, amorphous)
		Ideal crystals, real crystals, single crystal
		Lattice constant, Bravais lattices
Week 26		Examples for 3D lattices, crystal defects, description of entropy in crystals

		Electrical conductance, metals and semiconductors
		Review
Week 27		Assessment
		<b>Atomic physics II - nuclear physics:</b> Nuclear force, proton and neutron ratio, nuclear reactions, isotopes, bonds between nucleons
		Nuclear binding energy and mass defect, liquid drop model
Week 28		Density and volume of nuclei, types of binding energies-atomic mass
		Review
		Assessment
Week 29	6.1 Unit description	
	<p>Introduction Students are expected to further develop the experimental skills they acquired in Units 1 and 2.</p> <p>Students are expected to develop these skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experiments and investigations while they study Units 4 and 5.</p> <p>This unit will assess students' knowledge and understanding of experimental procedures and techniques that were developed when they conducted these experiments.</p> <p>Development of practical skills, knowledge and understanding Students should carry out a variety of practical work during the IA2 course to develop their practical skills.</p> <p>In order to prepare students for the assessment of this unit, centres should give students opportunities to plan experiments, implement their plans, collect data, analyse their data and draw conclusions. Experiments should cover a range of different topic areas and use a variety of practical techniques. Students should gain experience of using log graphs to determine the relationship between two variables. The graphs do not always need to be obtained for variables that are related by the exponential function.</p> <p>For example, students could investigate how the pressure of a fixed mass of gas varies with its volume at constant temperature and plot an appropriate log/log graph to determine the relationship between the pressure and volume of the gas.</p>	
Week 30	6.3 Planning	
	<p>Students will be expected to plan an experiment set by Pearson, although they will not be expected to carry it out.</p> <p>Students will be assessed on their ability to:</p> <p>Plan an experiment • identify the most appropriate apparatus, giving details. These may include the range and resolution of instruments and/or relevant dimensions of apparatus (e.g. the length of string used for a pendulum)</p>	
Week 31	<ul style="list-style-type: none"> <li>• discuss calibration of instruments, e.g. whether a meter reads zero before measurements are made</li> <li>• describe how to measure relevant variables using the most appropriate instrument(s) and</li> </ul>	

	<p>techniques</p> <ul style="list-style-type: none"> <li>identify and state how to control all other relevant variables to make it a fair test <ul style="list-style-type: none"> <li>discuss whether repeat readings are appropriate</li> </ul> </li> <li>identify health and safety issues and discuss how these may be dealt with <ul style="list-style-type: none"> <li>discuss how the data collected will be used.</li> </ul> </li> </ul>	
Week 32	<p>6.4 Implementation and Measurements</p> <p>Students will be given partial details of how an experiment was carried out. Results may be included. Students will be assessed on their ability to:</p> <p>Implementation and measurements</p> <ul style="list-style-type: none"> <li>comment on how the experiment could have been improved, possibly by using additional apparatus (e.g. to reduce errors) – examples may include using set squares to measure the diameter of a cylinder and using a marker for timing oscillations <ul style="list-style-type: none"> <li>comment on the number of readings taken</li> <li>comment on the range of measurements taken</li> </ul> </li> <li>comment on significant figures – students may be required to identify and/or round up any incorrect figures in a table of results <ul style="list-style-type: none"> <li>identify and/or amend units that are incorrect</li> </ul> </li> <li>identify and check a reading that is inconsistent with other readings, e.g. a point that is not on the line of a graph.</li> </ul>	
Week 33		
Week 34		
Week 35	<p>6.5 Analysis</p> <p>Students may be given a set of experimental results to analyse. Students will be assessed on their ability to:</p> <p>Analyse data</p> <ul style="list-style-type: none"> <li>perform calculations, using the correct number of significant figures</li> <li>plot results on a graph using an appropriate scale and units – the graph could be logarithmic in nature <ul style="list-style-type: none"> <li>use the correct units throughout</li> <li>comment on the trend/pattern obtained</li> </ul> </li> <li>determine the relationship between two variables or determine a constant with the aid of the graph, e.g. by determining the gradient using a large triangle <ul style="list-style-type: none"> <li>use the terms precision, accuracy and sensitivity appropriately <ul style="list-style-type: none"> <li>suggest realistic modifications to reduce errors</li> <li>suggest realistic modifications to improve the experiment</li> </ul> </li> <li>discuss uncertainties qualitatively and quantitatively <ul style="list-style-type: none"> <li>compound percentage uncertainties correctly</li> </ul> </li> </ul> </li> <li>determine the percentage uncertainty in measurements for a single reading using half the resolution of the instrument and from multiple readings using the half range.</li> </ul>	
Week 36		

## HIGH SCHOOL GRADE 12 PHYSICS SYLLABUS

Physics Syllabus Thematic Units - Grade 12 (3 sessions/week) 32*3= 96 sessions per year
<i>Thematic unit (number of classes)</i>
Basics of thermodynamics (3 hours)
Macroscopic description of gases (13 hours)
Kinetic gas model (6 hours)
Laws of thermodynamics (14 hours)
Changes of matter phase (8 hours)
Heat transfer and thermodynamics of everyday life (5 hours)
Radiation
Mechanical oscillations (12 hours)
Stellar and terrestrial mechanics - gravitation (6 hours)
Astronomy and Astrophysics (14 hours)
Thematic review

**Physics Syllabus Class Outlines - Grade 12 (3 sessions/week)**  
**32\*3= 96 sessions per year**

Week #	Class content	
Week 1		<b>Basics of thermodynamics:</b> State functions, pressure, volume, mole, temperature
		Measuring temperature, thermometers
		Temperature scales
Week 2		<b>Macroscopic description of gases:</b> Heat expansion of solids, linear heat expansion
		Heat expansion of liquids, volume expansion, anomalous expansion of water
	be able to use the equations $\Delta E = mc\Delta\theta$ and $\Delta E = L\Delta m$	Heat transfer, heat and specific heat
Week 3		Boyle-Mariotte law
		Heat expansion of gases, gas expansion at low temperatures
		Gay-Lussac's first law, the Kelvin scale
Week 4		Gay-Lussac's second law
		Avogadro's law, unified gas law
	be able to use the equation $pV = NkT$ for an ideal gas	Ideal gas law, phase diagrams
Week 5		Special phase changes
		Brownian motion and diffusion
		Review
Week 6		Assessment
	understand the concept of <i>internal energy</i> as the random distribution of potential and kinetic energy amongst molecules	<b>Kinetic gas model:</b> The kinetic gas model of ideal gases, degrees of freedom of motion
		The interpretation of gas pressure
Week 7	understand the concept of <i>absolute zero</i> and how the average kinetic energy of molecules is related to the absolute temperature	The interpretation of gas temperature

		Average speed of one particle, ideal gas law with the Boltzmann constant
		Review
Week 8		Assessment
		<b>Laws of thermodynamics:</b> Heat capacity, heat capacity of noble gases and diatomic and polyatomic gases
		Law of equipartition
Week 9		Energy transfer with work and heat transfer, calculating expansion work
		Expansion work with identical initial and final conditions but different processes, different heat transfers with identical initial and final conditions
		Internal Energy, the first law of thermodynamics
Week 10		Closed and open systems, circular processes
		Isochoric and isobaric processes, Robert-Mayer equation
		Isothermal and adiabatic processes
Week 11		Calculation problems of thermodynamic processes
		The second law of thermodynamics, reversible and irreversible processes, equilibrium and non-equilibrium processes
		Entropy, enthalpy, Gibbs free energy, the third law of thermodynamics
Week 12		Efficiency, performance, steam engine, refrigerator, Carnot cycle
		Review
		Assessment
Week 13		<b>Changes of matter phase:</b> Phase changes in general
		Latent heat of melting and boiling, evaporation and heat of evaporation
		Microscopic description of melting and boiling
Week 14		Freezing and condensation

		Factors affecting melting point
		Factors affecting boiling point
Week 15		Review
		Assessment
		<b>Heat transfer and thermodynamics of everyday life:</b> Heat transfer and thermal conductivity
Week 16		Thermal convection, substance transfer
		Thermal radiation, black body radiation
		Review
Week 17		Assessment
	understand the concept of <i>nuclear binding</i> energy and be able to use the equation $\Delta E = c^2\Delta m$ in calculations of nuclear mass (including mass deficit) and energy use the <i>atomic mass unit</i> ( <i>u</i> ) to express small masses and convert between this and SI units understand the processes of nuclear fusion and fission with reference to the binding energy per nucleon curve	<b>Radiation:</b> Nuclear fission, activation, decay chain, thermal neutron
	understand the relationships between the nature, penetration, ionising ability and range in different materials of nuclear radiations (alpha, beta and gamma)	Radioactive decay, gamma radiation, alpha and beta decay
Week 18	be able to write and interpret nuclear equations given the relevant particle symbols	Reaction equations for alpha and beta decay, other subatomic particles
	understand the spontaneous and random nature of nuclear decay be able to determine the half-lives of radioactive isotopes graphically and be able to use the equations for radioactive decay	Half-life and activity, thorium decay chain, actinium decay chain
	understand that there is background radiation and how to take appropriate account of it in calculations	Background radiation from various sources, industrial and therapeutic use of radioactivity
Week 19		Chain reaction, radiation damping, nuclear fission missile, pressurized water reactor, fissile material
		Control of chain reactions, control rod, nuclear reactor
	understand the mechanism of nuclear fusion and the need for very high densities of matter and very high temperatures to bring about and maintain nuclear fusion	Nuclear fusion, hydrogen bomb, fusion reactor, state of plasma
Week 20		Antimatter, annihilation Nuclear fusion in stars



	understand that the condition for simple harmonic motion is $F = -kx$ , and hence understand how to identify situations in which simple harmonic motion will occur	<b>Mechanical oscillations:</b> Quantities of oscillating motion
	be able to use equations for a simple harmonic oscillator	Harmonic oscillator and circular motion, displacement-time function
Week 21	be able to draw and interpret a displacement-time graph for an object oscillating and know that the gradient at a point gives the velocity at that point	Displacement-time function, initial phase and phase change, momentary displacement - their relation with time
	be able to draw and interpret a velocity-time graph for an oscillating object and know that the gradient at a point gives the acceleration at that point	Velocity-time and acceleration-time functions of harmonic oscillation, relationships of displacement, velocity and acceleration
		Dynamics of harmonic oscillations
Week 22	understand how to apply conservation of energy to damped and undamped oscillating systems understand how damping and the plastic deformation of ductile materials reduce the amplitude of oscillation.	Energy change during oscillations and damped oscillations
	understand what is meant by <i>resonance</i> understand the distinction between <i>free</i> and <i>forced oscillations</i> understand how the amplitude of a forced oscillation changes at and around the natural frequency of a system and know, qualitatively, how damping affects resonance	Free oscillation, forced oscillation, resonance
		Mathematical pendulum
Week 23		Physical pendulum, torsion pendulum
		Motion and dynamics of a pendulum
		Review
Week 24		Assessment
	understand that a gravitational field (force field) is defined as a region where a mass experiences a force	<b>Stellar and terrestrial mechanics - gravitation:</b> The law of gravitation
	be able to use the equation $F = \frac{Gm_1m_2}{r^2}$ (Newton's law of universal gravitation)	Newton's law of gravitation
Week 25	understand that gravitational field strength is defined as $g = \frac{F}{m}$ and be able to use this equation	Gravitational field strength
	be able to use the equation for a radial gravitational field	
	be able to apply Newton's laws of motion and universal gravitation to orbital motion	Orbital motion
	be able to compare electric fields with gravitational fields	Review

Week 26		Assessment
		<b>Astronomy and Astrophysics:</b> Short history of ancient astronomy, first centres of ancient astronomy
		Astronomy in ancient Greece, Heliocentric worldview of Copernicus
Week 27		Tycho Brahe and Kepler, Galilei and Newton, astronomy after Newton
	<p>understand how astronomical distances can be determined using trigonometric parallax</p> <p>understand how astronomical distances can be determined using measurements of intensity received from standard candles (objects of known luminosity)</p> <p>be able to use the equations for redshift for a source of electromagnetic radiation moving relative to an observer and</p> <p><math>v = H_0 d</math> for objects at cosmological distances</p>	Measurement methods in astrophysics
	<p>understand what is meant by a <i>black body radiator</i> and be able to interpret radiation curves for such a radiator</p> <p>be able to use the Stefan-Boltzmann law equation <math>L = \sigma AT^4</math> for black body radiators</p> <p>be able to use Wien's law equation <math>\lambda_{max} T = 2.898 \times 10^{-3} \text{ m K}</math> for black body radiators</p>	Cosmic background radiation, the Big Bang theory
Week 28		Theories on the origins of the Solar System
		Stars: dwarf stars, neutron stars
	<p>be able to sketch and interpret a simple Hertzsprung-Russell diagram that relates stellar luminosity to surface temperature</p> <p>understand how to relate the Hertzsprung-Russell diagram to the life cycle of stars</p> <p>understand how the movement of a source of waves relative to an observer/detector gives rise to a shift in frequency (Doppler effect)</p>	Hertzsprung-Russel diagram
Week 29		Apparent magnitude, proton-proton cycle
		Structure of the universe, the Milky Way
		Local Group, solar mass
Week 30	understand the controversy over the age and ultimate fate of the universe associated with the value of the Hubble constant and the possible existence of dark matter.	Light year, current advances in cosmology
		Review
		Assessment
Week 31		Thematic review
		Thematic review

		Thematic review
Week 32		Thematic review
		Thematic review
		Thematic review

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**SUBJECT SYLLABUS**

*Biology*

## **IAL Biology Syllabus through grades 9 to 12 with the Hungarian Biology Syllabus additions**

Unit 1: Molecules, Diet, Transport and Health (Grade 9 – Exam taken in the end (May) of G9)

Unit 2: Cells, Development, Biodiversity and Conservation (Grade 10 – Examination in the end (May) of G10)

Unit 3: Practical Skills in Biology I (Grades 9 & 10 - Examination in the end (May) of G10)

- Obtaining AS Certificate

Unit 4: Energy, Environment, Microbiology and Immunity (Grade 11 – Examination in the end (May) of G11)

Unit 5: Respiration, Internal Environment, Coordination and Gene Technology (Grades 11 & 12 – Examination in mid-year (January) of G12)

Unit 6: Practical Skills in Biology II (Grades 11 & 12 – Examination in middle (January) of G12)

- Obtaining A Level certificate

## GRADE 9

Week#	Course content	
Week 1	understand the importance of water as a solvent in transport, including its dipole nature	Biochemistry Biogenic elements and minerals Water as inorganic compound Other inorganic compounds
Week 2	(i) know the difference between monosaccharides, disaccharides and polysaccharides, including glycogen and starch (amylose and amylopectin) (ii) be able to relate the structures of monosaccharides, disaccharides and polysaccharides to their roles in providing and storing energy <i>β-glucose and cellulose are not required in this topic.</i>	Carbohydrates
	<b>CORE PRACTICAL 1</b> <b>Use a semi-quantitative method with Benedict's reagent to estimate the concentrations of reducing sugars and with iodine solution to estimate the concentrations of starch, using colour standards.</b>	
Week 3	know how monosaccharides (glucose, fructose and galactose) join together to form disaccharides (maltose, sucrose and lactose) and polysaccharides (glycogen, amylose and amylopectin) through condensation reactions forming glycosidic bonds, and how these can be split through hydrolysis reactions	Carbohydrates
Week 4	(i) know how a triglyceride is synthesised by the formation of ester bonds during condensation reactions between glycerol and three fatty acids (ii) know the differences between saturated and unsaturated lipids	Lipids I Lipids II
Week 5	understand why many animals have a heart and circulation (mass transport to overcome the limitations of diffusion in meeting the requirements of organisms)	The anatomy of the heart
	understand how the structures of blood vessels (capillaries, arteries and veins) relate to their functions	The vessels structure and function The blood

<b>Week 6</b>	relate the structure and operation of the mammalian heart, including the major blood vessels, to its function	The double circulatory system The blood groups and transfusion
<b>Week 7</b>	know the cardiac cycle (atrial systole, ventricular systole and cardiac diastole) and <i>Details of myogenic stimulation not needed at IAS.</i>	ECG charts and physiology of the heart

**RECOMMENDED ADDITIONAL PRACTICAL**

**Investigate the structure of a mammalian heart by dissection.**

<b>Week 8</b>	(i) understand the role of haemoglobin in the transport of oxygen and carbon dioxide (ii) understand the oxygen dissociation curve of haemoglobin, the Bohr effect and the significance of the oxygen affinity of fetal haemoglobin compared with adult haemoglobin	Respiratory system I. Respiratory system II.
<b>Week 9</b>	understand the course of events that leads to atherosclerosis (endothelial dysfunction, inflammatory response, plaque formation, raised blood pressure)	Diseases of the cardiovascular system
	understand the blood clotting process (thromboplastin release, conversion of prothrombin to thrombin and fibrinogen to fibrin) and its role in cardiovascular disease (CVD)	The haemostasis
<b>Week 10</b>	know how factors such as genetics, diet, age, gender, high blood pressure, smoking and inactivity increase the risk of cardiovascular disease (CVD)	<b>Homeostasis and regulatory mechanisms in the human organism,</b> <b>The human digestive system,</b> <b>respiratory system:</b> Digestive system I. Digestive system II.



	understand the link between dietary antioxidants and the risk of cardiovascular disease (CVD)	
<b>Week 11</b>	<b>CORE PRACTICAL 2</b> <b>Investigate the vitamin C content of food and drink.</b>	
<b>Week 12</b>	be able to analyse and interpret quantitative data on illness and mortality rates to determine health risks, including distinguishing between correlation and causation and recognising conflicting evidence	
<b>Week 13</b>	be able to evaluate the design of studies used to determine health risk factors, including sample selection and sample size used to collect data that is both valid and reliable. understand why people's perception of risks are often different from the actual risks, including underestimating and overestimating the risks due to diet and other lifestyle factors in the development of heart disease	
<b>Week 14</b>	(i) be able to analyse data on the possible significance for health of blood cholesterol levels and levels of high-density lipoproteins (HDLs) and low-density lipoproteins (LDLs) (ii) know the evidence for a causal relationship between blood cholesterol levels (total cholesterol and LDL cholesterol) and cardiovascular disease (CVD)	
<b>Week 15</b>	understand how people use scientific knowledge about the effect of diet, including obesity indicators, such as body mass index and waist-to-hip ratio, exercise and smoking to reduce their risk of coronary heart disease	
	know the benefits and risks of treatments for cardiovascular disease (CVD) (antihypertensives, statins, anticoagulants and platelet inhibitors)	
<b>Week 16</b>	(i) know the properties of gas exchange surfaces in living organisms (large surface area to volume ratio, thickness of surface and difference in concentration) (ii) understand how the rate of diffusion is dependent on these properties and can be calculated using Fick's Law of Diffusion (iii) understand how the structure of the mammalian lung is adapted for rapid gaseous exchange	Respiratory system I  Respiratory system II
<b>Week 17</b>	(i) know the structure and properties of cell	Structure of eukaryotic cell Cell wall and

	<p>membranes</p> <p>(ii) understand how models such as the fluid mosaic model of membrane structure are interpretations of data used to develop scientific explanations of the structure and properties of cell membranes</p>	<p>membrane</p> <p>Membrane lipids, Membrane proteins and carbohydrates, The fluid-mosaic model of cell membrane</p>
Week 18	<p><b>CORE PRACTICAL 3</b></p> <p><b>Investigate membrane properties including the effect of alcohol and temperature on membrane permeability.</b></p>	<p>Practice on cell structure and assignments</p>
	<p>understand what is meant by osmosis in terms of the movement of free water molecules through a partially permeable membrane, down a water potential gradient</p>	<p>Passive transport, active transport</p>
		<p><b>RECOMMENDED ADDITIONAL PRACTICAL</b></p> <p><b>Investigate tissue water potentials using plant tissue and graded concentrations of a solute.</b></p>
Week 19	<p>(i) understand what is meant by passive transport (diffusion, facilitated diffusion), active transport (including the role of ATP as an immediate source of energy), endocytosis and exocytosis</p> <p>(ii) understand the involvement of carrier and channel proteins in membrane transport</p>	<p>Receptors-chemical communications between cells I.</p> <p>Receptors-chemical communications between cells II.</p> <p>Junctions between the cells</p>
Week 20	<p>(i) know the basic structure of an amino acid <i>Structures of specific amino acids are not required.</i></p> <p>(ii) understand the formation of polypeptides and proteins (amino acid monomers linked by condensation reactions to form peptide bonds)</p> <p>(iii) understand the significance of a protein's primary structure in determining its secondary structure, three-dimensional structure and properties (globular and fibrous proteins and the types of bonds involved in its three-dimensional structure)</p> <p>(iv) know the molecular structure of a globular protein and a fibrous protein and understand how their structures relate to their functions (including haemoglobin and collagen)</p>	<p>Proteins</p>
		<p><b>RECOMMENDED ADDITIONAL PRACTICAL</b></p> <p><b>Use a semi-quantitative method to estimate protein concentration using biuret reagent and colour standards.</b></p>

<b>Week 21</b>	<p>(i) understand the mechanism of action and the specificity of enzymes in terms of their three-dimensional structure</p> <p>(ii) understand that enzymes are biological catalysts that reduce activation energy</p> <p>(iii) know that there are intracellular enzymes catalysing reactions inside cells and extracellular enzymes catalysing reactions outside cells</p>	Enzymes
<b>Week 22</b>	<p><b>CORE PRACTICAL 4</b></p> <p><b>Investigate the effect of temperature, pH, enzyme concentration and substrate concentration on the initial rate of enzyme-catalysed reactions.</b></p>	
<b>Week 23</b>	<p>(i) know the basic structure of mononucleotides (deoxyribose or ribose linked to a phosphate and a base, including thymine, uracil, adenine, cytosine or guanine) and the structures of DNA and RNA (polynucleotides composed of mononucleotides linked by condensation reactions to form phosphodiester bonds)</p> <p>(ii) know how complementary base pairing and the hydrogen bonding between two complementary strands are involved in the formation of the DNA double helix</p>	<p>Nucleic acids: DNA</p> <p>Nucleic acids: RNA</p> <p>Other biologically important nucleotides</p>
<b>Week 24</b>	<p>(i) understand the process of DNA replication, including the role of DNA polymerase</p> <p>(ii) understand how Meselson and Stahl's classic experiment provided new data that supported the accepted theory of replication of DNA and refuted competing theories</p>	DNA Replication
<b>Week 25</b>	<p>understand the nature of the genetic code (triplet code, non-overlapping and degenerate)</p> <p>know that a gene is a sequence of bases on a DNA molecule that codes for a sequence of amino acids in a polypeptide chain</p>	<p>The way of condensation, chromatin</p> <p>Chromosome and the karyotype</p>
<b>Week 26</b>	<p>(i) understand the process of protein synthesis (transcription and translation), including the role of RNA polymerase, translation, messenger RNA, transfer RNA, ribosomes and the role of start and stop codons</p> <p>(ii) understand the roles of the DNA template (antisense) strand in transcription, codons on messenger RNA and anticodons on transfer RNA</p>	<p>Transcription</p> <p>Translation</p>
<b>Week 27</b>	<p>(i) understand how errors in DNA replication can give</p>	Mutations: irregular number of

	<p>rise to mutations (substitution, insertion and deletion of bases)</p> <p>(ii) know that some mutations will give rise to cancer or genetic disorders, but that many mutations will have no observable effect</p>	<p>chromosomes</p> <p>Mutations: structural modification in chromosomes</p>
<b>Week 28</b>	<p>(i) understand what is meant by the terms <i>gene</i>, <i>allele</i>, <i>genotype</i>, <i>phenotype</i>, <i>recessive</i>, <i>dominant</i>, <i>codominance</i>, <i>homozygote</i> and <i>heterozygote</i></p> <p>(ii) understand patterns of inheritance, including the interpretation of genetic pedigree diagrams, in the context of monohybrid inheritance</p> <p>(iii) understand sex linkage on the X chromosome, including red-green colour blindness in humans</p>	<p><b>Genetics: Inheritance:</b> Basic expressions</p> <p>Pedigree charts</p> <p>Mendelian Genetics I</p> <p>Mendelian Genetics II</p> <p>Sex linked genes and sex-influenced traits</p>
<b>Week 29</b>	<p>understand how the expression of a gene mutation in people with cystic fibrosis impairs the functioning of the gaseous exchange, digestive and reproductive systems</p>	<p>Exception from Mendelian inheritance I and II</p>
<b>Week 30</b>	<p>(i) understand the uses of genetic screening, including the identification of carriers, pre-implantation genetic diagnosis (PGD) and prenatal testing, including amniocentesis and chorionic villus sampling</p> <p>(ii) understand the implications of prenatal genetic screening</p>	<p>Diseases caused by autosomal recessive alleles</p> <p>Diseases caused by autosomal dominant alleles</p>
	<p>be able to identify and discuss the ethical and social issues relating to genetic screening from a range of ethical viewpoints, including religious, moral and social implications</p>	
<b>Week 31</b>	<p><b>Students take their Mock Exam in Unit 1</b></p> <p><b>Students take their Official Unit 1 Exam (May/June Examination Series)</b></p>	
<b>Week 32</b>		<p><b>Kingdom Plantae, Real plants:</b> Plants with real tissues: -Non-vascular plants definition</p> <p>Body structure, diversity and life functions in mosses</p> <p>-Reproduction in mosses</p> <p>-Non-flowering vascular plants: ferns and their relatives</p>
<b>Week 33</b>		<p>Body structure among simple vascular plants</p> <p>Reproduction in ferns</p>

		Seedy vascular plants. General description
<b>Week 34</b>		Body structures of Gymnosperms Conifers and their relatives, classification Reproduction in conifers
<b>Week 35</b>		Angiosperms Body structures of Angiosperms Reproduction and life cycle in Angiosperms Stages of reproduction
<b>Week 36</b>		Seeds False and real fruits Comparison between monocots and dicots High School Final Exams

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# GRADE 10

Week#	Course content	
Week 1	know that all living organisms are made of cells, sharing some common features	
	understand how the cells of multicellular organisms are organised into tissues, tissues into organs and organs into organ systems	
Week 2	(i) know the ultrastructure of eukaryotic cells, including nucleus, nucleolus, ribosomes, rough and smooth endoplasmic reticulum, mitochondria, centrioles, lysosomes and Golgi apparatus (ii) understand the function of the organelles listed in (i)	The cell nucleus and genetic material Endoplasmic reticulum (RER, SER) Ribosomes Golgi apparatus Mitochondria function and origin Mitochondria: the biological oxidation
Week 3	understand the role of the rough endoplasmic reticulum (rER) and the Golgi apparatus in protein transport within cells, including their role in the formation of extracellular enzymes	Lysosome, peroxisome and acrosome The cytoskeleton
Week 4	(i) know the ultrastructure of prokaryotic cells, including cell wall, capsule, plasmid, flagellum, pili, ribosomes and circular DNA (ii) understand the function of the structures listed in (i)	Individual cells, Structure and function in Prokaryotes: Introduction to prokaryotes- the Monera Kingdom Bacterial structure and classification
Week 5	be able to recognise the organelles from electron microscope (EM) images	
	(i) know how magnification and resolution can be achieved using light and electron microscopy (ii) understand the importance of staining specimens in microscopy	
Week 6	<b>CORE PRACTICAL 5</b> (i) use a light microscope to make observations and labelled drawings of suitable animal cells (ii) use a graticule with a microscope to make measurements and understand the concept of scale	
Week 7	(i) know that a locus is the location of genes on a chromosome (ii) understand the linkage of genes on a chromosome	
	understand the role of meiosis in ensuring genetic variation through the production of non-identical gametes as a consequence of independent assortment of chromosomes in metaphase I and	Meiosis Spermatogenesis and oogenesis

	crossing over of alleles between chromatids in prophase I <i>Names of the stages of prophase are not required.</i>	
Week 8	understand how mammalian gametes are specialised for their functions (including the acrosome in sperm and the zona pellucida in the egg cell)	<b>Homeostasis and regulatory mechanisms in the human organism, Reproduction, Embryology and physical development:</b> The male reproductive system The female reproductive system
	know the process of fertilisation in mammals, including the acrosome reaction, the cortical reaction and the fusion of nuclei	
	know the process of fertilisation in flowering plants, starting with the growth of a pollen tube and ending with the fusion of nuclei	Life cycle/ ontogeny in seedy plants Stages in the life of seedy plants
	<b>RECOMMENDED ADDITIONAL PRACTICAL</b> <b>Investigate factors affecting the growth of pollen tubes.</b>	
Week 9	understand the role of mitosis and the cell cycle in producing genetically identical daughter cells for growth and asexual reproduction	Mitosis Cell cycle

Week 10	<b>CORE PRACTICAL 6</b> <b>Prepare and stain a root tip squash to observe the stages of mitosis.</b>	
	be able to calculate mitotic indices	
Week 11	(i) understand what is meant by the terms <i>stem cell</i> , <i>pluripotent</i> and <i>totipotent</i> , <i>morula</i> and <i>blastocyst</i> (ii) be able to discuss the ways in which society uses scientific knowledge to make decisions about the use of stem cells in medical therapies	Embryology and physical development I. Embryology and physical development II.
Week 12	understand how cells become specialised through differential gene expression, producing active mRNA, leading to the synthesis of proteins which, in turn, control cell processes or determine cell structure in animals and plants	
	understand how one gene can give rise to more than one protein through post-transcriptional changes to messenger RNA	

	(mRNA)	
<b>Week 13</b>	(i) understand how phenotype is the result of an interaction between genotype and the environment (ii) know how epigenetic modification, including DNA methylation and histone modification, can alter the activation of certain genes (iii) understand how epigenetic modifications can be passed on following cell division	
<b>Week 14</b>	understand how some phenotypes are affected by multiple alleles for the same gene, or by polygenic inheritance, as well as the environment, and how polygenic inheritance can give rise to phenotypes that show continuous variation	

<b>Week 15</b>	(i) know the structure and ultrastructure of plant cells including cell wall, chloroplast, amyloplast, vacuole, tonoplast, plasmodesmata, pits and middle lamella and be able to compare it with animal cells (ii) understand the function of the structures listed in (i)	Chloroplast Autotrophic and heterotrophic organisms Other plant organelles
	be able to recognise the organelles in 4.1 from electron microscope (EM) images	The plant cell, Forms of organisation: General description of the plant
<b>Week 16</b>	understand the structure and function of the polysaccharides starch and cellulose, including the role of hydrogen bonds between the $\beta$ -glucose molecules in the formation of cellulose microfibrils	
<b>Week 17</b>	understand how the arrangement of cellulose microfibrils and secondary thickening in plant cell walls contributes to the physical properties of xylem vessels and sclerenchyma fibres in plant fibres that can be exploited by humans	
	know the similarities and differences between the structures of, the position in the stem, and the function of sclerenchyma fibres (support), xylem vessels (support and transport of water and mineral ions) and phloem (translocation of organic solutes)	The plant cell, animal cell and fungal cell comparison The plant tissue: meristematic tissue, ground and dermal tissue Plant parts: roots and the stem Plant parts: the leaves and modes of artificial propagation The life of plants: Absorption of water and minerals Transport inside the plant Nutrition in plants



<b>Week 18</b>	<p><b>CORE PRACTICAL 7</b>  <b>Use a light microscope to:</b>  <b>(i) make observations, draw and label plan diagrams of transverse sections of roots, stems and leaves</b>  <b>(ii) make observations, draw and label cells of plant tissues</b>  <b>(iii) identify sclerenchyma fibres, phloem, sieve tubes and xylem vessels and their location.</b></p>	
<b>Week 19</b>	understand how the uses of plant fibres and starch may contribute to sustainability, including plant-based products to replace oil-based plastics	
<b>Week 20</b>	understand the importance of water and inorganic ions (nitrate, calcium ions and magnesium ions) to plants	Mineral nutrients in the life of plants
	<b>RECOMMENDED ADDITIONAL PRACTICAL</b> <b>Investigate plant mineral deficiencies.</b>	
<b>Week 21</b>	<p><b>CORE PRACTICAL 8</b>  <b>Determine the tensile strength of plant fibres.</b></p>	
<b>Week 22</b>	understand the conditions required for bacterial growth	
	<p>know that substances derived from plants can have antimicrobial and other therapeutic properties</p> <p><b>CORE PRACTICAL 9</b>  <b>Investigate the antimicrobial properties of plants, including aseptic techniques for the safe handling of bacteria.</b></p>	
<b>Week 23</b>	understand the development of drug testing from historic to contemporary protocols, including William Withering's digitalis soup, double blind trials, placebo and three-phased testing	

<b>Week 24</b>	<p>(i) understand that classification is a means of organising the variety of life based on relationships between organisms using differences and similarities in phenotypes and in genotypes, and is built around the species concept</p> <p>(ii) understand the process and importance of critical evaluation of new data by the scientific community leading to new taxonomic groupings, based on molecular</p>	<p>The seven characteristics of Life</p> <p>Classification of living organisms</p> <p>The phylogenetic/evolutionary tree of the five kingdoms</p>
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	evidence, including the three-domain system (Archaea, Bacteria and Eukarya)	
<b>Week 25</b>	know that, over time, the variety of life has become extensive but is now being threatened by human activity	
	understand what is meant by the terms <i>biodiversity</i> and <i>endemism</i>	
<b>Week 26</b>	know how biodiversity can be measured within a habitat using species richness, and within a species using genetic diversity by calculating the heterozygosity index: number of heterozygotes heterozygosity index = number of individuals in the population	
	understand how biodiversity can be compared in different habitats using the formula to calculate an index of diversity (D)	
<b>Week 27</b>	understand the concept of niche and be able to discuss examples of adaptations of organisms to their environment (behavioural, anatomical and physiological)	
<b>Week 28</b>	(i) understand how the Hardy-Weinberg equation can be used to see whether a change in allele frequency is occurring in a population over time (ii) understand that changes in allele frequency can come about as a result of mutation and natural selection (iii) understand that reproductive isolation can lead to accumulation of different genetic information in populations, potentially leading to the formation of new species	
<b>Week 29</b>	be able to evaluate the methods used by zoos and seed banks in the conservation of endangered species and their genetic diversity, including scientific research, captive breeding programmes, reintroduction programmes and education	
<b>Week 30</b>	<b>Student take their Mock Exams for both Units 2 and 3</b> <b>Student take their Official Exams for Units 2 and 3 (May/June Examination Series)</b>	
<b>Week 31</b>		Simple unicellular eukaryotes: Amoebae and Ciliates Simple unicellular eukaryotes II: Euglenoids

		Simple multicellular eukaryotes characteristics
<b>Week 32</b>		Plantlike Protists: Green algae Plantlike Protist II.:Red and brown algae
<b>Week 33</b>		The multicellular Fungi The structure of fungal cell wall Obtaining food and reproduction in Fungi
<b>Week 34</b>		Types of Fungi, fermentation in nature, industrial significance The Lichens
<b>Week 35</b>		Characteristics of the animal cell  Fragmentation, budding and parthenogenesis Classification of animal tissue: Epithelial tissues Muscle, connective and nervous tissue
<b>Week 36</b>		Organ systems Reproduction and body development Embryonic development Classification High School Final Exam

# GRADE 11

Week#	Course content	
Week 1	understand the overall reaction of photosynthesis as requiring energy from light to split apart the strong bonds in water molecules, storing the hydrogen in a fuel (glucose) by combining it with carbon dioxide and releasing oxygen into the atmosphere	Photosynthesis
	understand how photophosphorylation of ADP requires energy and that hydrolysis of ATP provides an immediate supply of energy for biological processes	Respiration in plants
Week 2	understand the light-dependent reactions of photosynthesis, including how light energy is trapped by exciting electrons in chlorophyll and the role of these electrons in generating ATP, reducing NADP in cyclic and non-cyclic photophosphorylation and producing oxygen through photolysis of water	
	(i) understand the light-independent reactions as reduction of carbon dioxide using the products of the light-dependent reactions (carbon fixation in the Calvin cycle, the role of GP, GALP, RuBP and RUBISCO) (ii) know that the products are simple sugars that are used by plants, animals and other organisms in respiration and the synthesis of new biological molecules (polysaccharides, amino acids, proteins, lipids and nucleic acids)	
Week 3	understand the structure of chloroplasts in relation to their role in photosynthesis	
	understand what is meant by the terms <i>absorption spectrum</i> and <i>action spectrum</i>	
	understand that chloroplast pigments can be separated using chromatography and the pigments identified using R <sub>f</sub> values	
Week 4	<b>CORE PRACTICAL 10</b> <b>Investigate the effects of light intensity, light wavelength, temperature and availability of carbon dioxide on the rate of photosynthesis using a suitable aquatic plant.</b>	
Week 5	(i) understand the relationship between gross primary productivity (GPP), net primary productivity (NPP) and plant respiration (R) (ii) be able to calculate net primary productivity	The flow of energy-food chains and food webs

	know how to calculate the efficiency of biomass and energy transfers between trophic levels	
Week 6	understand what is meant by the terms <i>population</i> , <i>community</i> , <i>habitat</i> and <i>ecosystem</i>	Ecology. Supra-individual levels of organization Ecological environment
	understand that the numbers and distribution of organisms in a habitat are controlled by biotic and abiotic factors	
	understand how the concept of niche accounts for the distribution and abundance of organisms in a habitat	Abiotic and biotic factors of the environment

Week 7	<b>CORE PRACTICAL 11</b> Carry out a study of the ecology of a habitat, such as using quadrats and transects to determine the distribution and abundance of organisms, and measuring abiotic factors appropriate to the habitat.	<b>Biomes:</b> The Biosphere and biomes  Terrestrial biomes
	understand the stages of succession from colonisation to the formation of a climax community	Aquatic biomes
Week 8	understand the different types of evidence for climate change and its causes, including records of carbon dioxide levels, temperature records, pollen in peat bogs and dendrochronology, recognising correlations and causal relationships	<b>The Ecosystem:</b> The ecosystem. Biogeochemical cycles The carbon cycle The oxygen cycle
Week 9	understand the causes of anthropogenic climate change, including the role of greenhouse gases in the greenhouse effect	The nitrogen cycle The phosphorus cycle
	understand how knowledge of the carbon cycle can be applied to methods to reduce atmospheric levels of carbon dioxide	The water cycle
Week 10	(i) understand that data can be extrapolated to make predictions and that these are used in models of future climate change (ii) understand that models for climate change have limitations	
	understand the effects of climate change (changing rainfall patterns and changes in seasonal cycles) on plants and animals (distribution of species,	

	development and lifecycles)	
	understand the effect of temperature on the rate of enzyme activity and its impact on plants, animals and microorganisms, to include Q <sub>10</sub>	
<b>Week 11</b>	<b>CORE PRACTICAL 12</b> <b>Investigate the effects of temperature on the development of organisms (such as seedling growth rate or brine shrimp hatch rates), taking into account the ethical use of organisms.</b>	
<b>Week 12</b>	understand how evolution (a change in allele frequency) can come about through gene mutation and natural selection	Evolution, Biological evolution, Introduction to microevolution: Microevolution and macroevolution
	understand how isolation reduces gene flow between populations, leading to allopatric or sympatric speciation	Evolution, Biological evolution, Speciation: Speciation
<b>Week 13</b>	understand the way in which scientific conclusions about controversial issues, such as what actions should be taken to reduce climate change, or the degree to which humans are affecting climate change, can sometimes depend on who is reaching the conclusions	
	understand how reforestation and the use of sustainable resources, including biofuels, are examples of the effective management of the conflict between human needs and conservation	

<b>Week 14</b>	understand the principles and techniques involved in culturing microorganisms, using aseptic technique	
	understand the different methods of measuring the growth of microorganisms, as illustrated by cell counts, dilution plating, mass and optical methods (turbidity)	
	understand the different phases of a bacterial growth curve (lag phase, exponential phase, stationary phase and death phase) and be able to calculate exponential growth rate constants	
	<b>CORE PRACTICAL 13</b> <b>Investigate the rate of growth of microorganisms in a liquid culture, taking into account the safe and ethical use of organisms.</b>	
<b>Week 15</b>	(i) be able to compare the structure of bacteria and viruses (nucleic acid, capsid structure and envelope) with reference to Ebola virus, tobacco mosaic virus (TMV), human immunodeficiency virus (HIV) and lambda phage ( $\lambda$ phage)	Levels of individual organisation, Non-cellular systems, subviral systems: Viruses- non cellular/acellular systems Human viral diseases, subviral system

	(ii) understand what is meant by the terms <i>lytic</i> and <i>latency</i>	
Week 16	understand how <i>Mycobacterium tuberculosis</i> and human immunodeficiency virus (HIV) infect human cells, causing symptoms that may result in death	
	(i) know the major routes pathogens may take when entering the body (ii) understand the role of barriers in protecting the body from infection, including skin, stomach acid, and gut and skin flora	Immunological regulation, Molecular basis of immune response: Lymphatic system The first line of defense
Week 17	understand the non-specific responses of the body to infection, including inflammation, lysozyme action, interferon and phagocytosis	The second line of defense: T cell and B cell response
	understand the roles of antigens and antibodies in the body's immune response including the involvement of plasma cells, macrophages and antigen-presenting cells	
	understand the differences between the roles of B cells (B memory and B effector cells), and T cells (T helper, T killer and T memory cells) in the host's immune response	Immunological diseases Autoimmune diseases
Week 18	understand how individuals may develop immunity (natural, artificial, active and passive)	
	understand how the theory of an 'evolutionary race' between pathogens and their hosts is supported by evasion mechanisms shown by pathogens	
	understand the difference between bacteriostatic and bactericidal antibiotics	
	<b>CORE PRACTICAL 14</b> <b>Investigate the effect of different antibiotics on bacteria.</b>	Bacterial structure and reproduction, antibacterial resistance
Week 19	know how an understanding of the contributory causes of hospital-acquired infections has led to codes of practice regarding antibiotic prescription and hospital practice that relate to infection prevention and control	

	know the role of microorganisms in the decomposition of organic matter and the recycling of carbon	
Week 20	know how DNA can be amplified using the polymerase chain reaction (PCR)	
	know how gel electrophoresis can be used to separate DNA fragments of different length	
Week 21	understand how DNA profiling is used for	

	identification and determining genetic relationships between organisms (plants and animals)	
	understand how to determine the time of death of a mammal by examining the extent of decomposition, stage of succession, forensic entomology, body temperature and degree of muscle contraction (END of Unit 4)	

<b>Week 22</b>	(i) understand the overall reaction of aerobic respiration as splitting of the respiratory substrate to release carbon dioxide as a waste product and reuniting hydrogen with atmospheric oxygen with the release of large amounts of energy (ii) understand that respiration is a many-stepped process, with each step controlled and catalysed by a specific intracellular enzyme <i>Names of specific enzymes are not required.</i>	Metabolism: glucose catabolism, aerobic respiration
<b>Week 23</b>	understand the roles of glycolysis in aerobic and anaerobic respiration, including the phosphorylation of hexoses, the production of ATP by substrate level phosphorylation, reduced coenzyme, pyruvate and lactate <i>Details of intermediate stages and compounds are not required.</i>	
<b>Week 24</b>	understand the role of the link reaction and the Krebs cycle in the complete oxidation of glucose and formation of carbon dioxide (CO <sub>2</sub> ) by decarboxylation, ATP by substrate level phosphorylation, reduced NAD and reduced FAD by dehydrogenation (names of other compounds are not required) and that these steps take place in mitochondria, unlike glycolysis which occurs in the cytoplasm	
<b>Week 25</b>	understand how ATP is synthesised by oxidative phosphorylation associated with the electron transport chain in mitochondria, including the role of chemiosmosis and ATP synthase	
	understand what happens to lactate after a period of anaerobic respiration in animals	
	understand what is meant by the term <i>respiratory quotient (RQ)</i>	
<b>Week 26</b>	<b>CORE PRACTICAL 15</b> <b>Use an artificial hydrogen carrier (redox indicator) to investigate respiration in yeast.</b>	



	<b>CORE PRACTICAL 16</b> Use a simple respirometer to determine the rate of respiration and RQ of a suitable material (such as germinating seeds or small invertebrates).	
<b>Week 27</b>	know the way in which muscles, tendons, the skeleton and ligaments interact to enable movement, including antagonistic muscle pairs, extensors and flexors	<b>Homeostasis and regulatory mechanisms in the human organism, Integument and movement:</b> Basic histology
	(i) know the structure of a mammalian skeletal muscle fibre (ii) understand the structural and physiological differences between fast and slow twitch muscle fibres	The skin The skeleton I.
<b>Week 28</b>	understand the process of contraction of skeletal muscle in terms of the sliding filament theory, including the role of actin, myosin, troponin, tropomyosin, calcium ions (Ca <sup>2+</sup> ), ATP and ATPase	The skeleton II: Muscle structure Muscle function
<b>Week 29</b>	(i) know the myogenic nature of cardiac muscle (ii) understand how the normal electrical activity of the heart coordinates the heartbeat, including the roles of the sinoatrial node (SAN), the atrioventricular node (AVN), the bundle of His and the Purkyne fibres (iii) understand how the use of electrocardiograms (ECGs) can aid in the diagnosis of abnormal heart rhythms	
<b>Week 30</b>	(i) be able to calculate cardiac output (ii) understand how variations in ventilation and cardiac output enable rapid delivery of oxygen to tissues and the removal of carbon dioxide from them, including how the heart rate and ventilation rate are controlled and the roles of the cardiovascular control centre and the ventilation centre in the medulla oblongata	
	understand the role of adrenaline in the fight or flight response	
	<b>Students sit for Mock Exam Unit 4</b> <b>Students take their Unit 4 Official Exam in May/June Examination Series</b>	
<b>Week 31</b>	<b>CORE PRACTICAL 17</b> Investigate the effects of exercise on tidal	

	<b>volume, breathing rate, respiratory minute ventilation, and oxygen consumption using data from spirometer traces.</b>	
<b>Week 32</b>	(i) understand what is meant by the terms <i>negative feedback</i> and <i>positive feedback control</i> (ii) understand the principle of negative feedback in maintaining systems within narrow limits	<b>Regulatory mechanisms in the human organism, Signal transmission in body liquids:</b> The endocrine system I. The endocrine system II.
	understand what is meant by the term <i>homeostasis</i> and its importance in maintaining the body in a state of dynamic equilibrium during exercise, including the role of the hypothalamus in thermoregulation	
<b>Week 33</b>	know the gross and microscopic structure of the mammalian kidney	Urinary system and excretion
	understand how urea is produced in the liver from excess amino acids ( <i>details of the ornithine cycle are not required</i> ) and how it is removed from the bloodstream by ultrafiltration	
<b>Week 34</b>	understand how solutes are selectively reabsorbed in the proximal tubule and how the loop of Henle acts as a countercurrent multiplier to increase the reabsorption of water	
	understand how the pituitary gland and osmoreceptors in the hypothalamus, combined with the action of antidiuretic hormone (ADH), bring about negative feedback control of mammalian plasma concentration and blood volume	
<b>Week 35</b>	understand how genes can be switched on and off by DNA transcription factors, including the role of peptide hormones acting extracellularly and steroid hormones acting intracellularly	
<b>Week 36</b>		Students take their Final Exams in High School

# GRADE 12

Week#	Course content	
Week 1	know the structure and function of sensory, relay and motor neurons, including Schwann cells and myelination	Regulatory mechanisms in the human organism, Signal transmission by synapsis: The nervous system I
	understand how the nervous system of organisms can cause effectors to respond to a stimulus	The sense of audition and balance The sense of taste and smell
Week 2	know the structure and function of a spinal reflex arc, including grey matter and white matter of the spinal cord	The sense of pain, reflexes
	understand how a nerve impulse (action potential) is conducted along an axon, including changes in membrane permeability to sodium and potassium ions	The nervous system II
	understand the role of myelination in saltatory conduction	The nervous system III
Week 3	(i) know the structure and function of synapses in nerve impulse transmission, including the role of neurotransmitters and acetylcholine (ii) understand how the pupil dilates and contracts	The nervous system IV
	understand how the effects of drugs can be caused by their influence on nerve impulse transmission, illustrated by nicotine, lidocaine and cobra venom alpha toxin, the use of L-DOPA in the treatment of Parkinson's disease and the action of MDMA(ecstasy)	
Week 4	understand how the nervous systems of organisms can detect stimuli with reference to rods in the retina of mammals, the roles of rhodopsin, opsin, retinal, sodium ions, cation channels and hyperpolarisation of rod cells in forming action potentials in the optic neurones	
	understand what is meant by the term <i>habituation</i>	<b>The behaviour of animals or Ethology:</b> The behaviour of animals or Ethology, Innate behaviour  Learned behaviour I. Learned behaviour II.

	<b>RECOMMENDED ADDITIONAL PRACTICAL</b> <b>Investigate habituation to a stimulus.</b>	Cycles of behaviour Defensive behaviour Reproductive behaviour
	know that the mammalian nervous system consists of the central and peripheral nervous systems	Hormonal regulations in plants
<b>Week 5</b>	understand how phytochrome, auxin (IAA) and gibberellins bring about responses in plants, including their effects on transcription	Plant movements
	<b>CORE PRACTICAL 18</b> <b>Investigate the production of amylase in germinating cereal grains.</b>	
<b>Week 6</b>	understand how coordination in animals is brought about through nervous and hormonal control	
	know the location and main functions of the cerebral hemispheres, hypothalamus, pituitary gland, cerebellum and medulla oblongata of the human brain	
<b>Week 7</b>	understand how magnetic resonance imaging (MRI), functional magnetic resonance imaging (fMRI), positron emission tomography (PET) and computed tomography (CT) are used in medical diagnosis and the investigation of brain structure and function	

<b>Week 8</b>	understand how imbalances in certain naturally-occurring brain chemicals can contribute to ill health, including dopamine in Parkinson's disease and serotonin in depression, and to the development of new drugs	
	know how drugs can be produced using genetically modified organisms (plants, animals and microorganisms)	
<b>Week 9</b>	understand how recombinant DNA can be produced, including the roles of restriction endonucleases and DNA ligase	The lactose operon Applied genetics
	understand how recombinant DNA can be inserted into other cells	Genetic engineering
<b>Week 10</b>	know how microarrays can be used to identify active genes	
	understand what is meant by the term <i>bioinformatics</i>	
	understand the risks and benefits associated with the use of genetically modified organisms	

<b>Week 11-15</b>	<p>Students Practice Past Papers until end of December</p> <p>Students take Mock Exam for Units 5 and 6 in December.</p> <p>Students take their Official exams of Units 5 and 6 in January Examinations.</p>	
<b>Week 16</b>		<p>Structure and function in Kingdoms, Animalia, Porifera, Cnidaria, Worms, Molluscs, Arthropods: Simple Invertebrate Phyla. Phylum Porifera Phylum Cnidaria Phylum Platyhelminthes</p>
<b>Week 17</b>		<p>Phylum Nematoda Phylum Annelida</p>
<b>Week 18</b>		<p>Complex Invertebrates. Phylum Mollusca Classes Gastropods and Bivalves</p>
<b>Week 19</b>		<p>Class Cephalopods Phylum Arthropoda Class Arachnida</p>
<b>Week 20</b>		<p>Class Crustaceans Class Insects</p>
<b>Week 21</b>		<p>Body structures and functions in Phylum Echinodermata and Subphyla, Urochordata and Cephalochordata: Superphylum Deuterostomes. Phylum Echinodermata Phylum Chordata Subphylum Urochordata</p>
<b>Week 22</b>		Subphylum Cephalochordata
<b>Week 23</b>		Subphylum Vertebrata
<b>Week 24</b>		<p>The main taxa of vertebrates: The main taxa of vertebrates. Class Pisces</p>
<b>Week 25</b>		<p>Class Amphibia Class Reptiles</p>
<b>Week 26</b>		Birds general characteristics
<b>Week 27</b>		Flight adaptations in class Aves

<b>Week 28</b>		General characteristics of class Mammalia The major groups of Mammals
<b>Week 29</b>		Preparation and Review for the Érettségi
<b>Week 30</b>		Preparation and Review for the Érettségi
<b>Week 31</b>		Preparation and Review for the Érettségi
<b>Week 32</b>		Preparation and Review for the Érettségi

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INTERNATIONAL COLLEGE

*HUNGARIAN – ENGLISH BILINGUAL HIGH SCHOOL*

***Geography***

*Secondary Programs*

## HIGH SCHOOL GRADE 9 GEOGRAPHY SYLLABUS

<b>Geography Syllabus Thematic Units - Grade 9 (2 sessions/week) 36*2= 72 sessions per year</b>
<i>Thematic unit</i>
The cosmic environment of the Earth (13)
Representing the Earth (6)
The Earth as a planet, structure and processes (15)
Geography of the Atmosphere (16)
Geography of the Hydrosphere (15)
Climatic zones (8)



**Geography Syllabus Class Outlines - Grade 9 (2 sessions/week)**  
**36\*2= 72 sessions per year**

<i>Week #</i>	<i>Class content</i>
Week 1	<b>The cosmic environment of the Earth:</b> The geo- and heliocentric theories, laws of planets' movement.
	Relationship among the Universe, the Milky Way and the Solar System.
Week 2	Outer planets of the Solar System, latest researches.
	Members of the Solar System, classification of planets and laws.
Week 3	The Sun as a star and its prevailing processes.
	Introducing solar activities in examples
Week 4	Comparison of Earth-type and Jupiter-type planets. Mini planets, comets, meteors and meteorites
	Practical features of satellites. Examples.
Week 5	Consequences of the rotation and orbiting. Impacts on humans' life
	Periodically repeating phenomena. Importance of timing, local timing and time zones
Week 6	Comparing atmosphere processes of Venus, Mars and Earth.

	Movements of the Moon, influences on the Earth. Moon Phases, lunar eclipse. Results of researches.
Week 7	<b>Representing the Earth:</b> Graticule, projections and their characteristics.
	Classifications of the map. Depiction of the relief.
Week 8	Rough maps and cross section diagram
	Defining the distance, altitude. Calculations on maps with different rate numbers
Week 9	Calculation on the graticule.
	Orientations on the field, use of the map in daily situations
Week 10	<b>The Earth as a planet, structure and processes:</b> The interior structure of the Earth, laws of the layers
	The main geochemical and mineralogical features of the layers
Week 11	Comparison of the oceanic and continental tectonic plates
	Convergent - and divergent plate boundaries. Main processes and consequences. Analyzing flowcharts
Week 12	Danger Zones of earthquake, laws of their locations and consequences, tsunami
	Detecting earthquakes, compensations with examples. Social adaptations, international help and introducing their roles in examples

Week 13	Deep magmatic – and surface magmatic processes. Connections between types of volcanic activities and types of plate boundaries.
	Forming the relief by geologic internal- and external forces. Introducing their roles in examples
Week 14	Mineral components of rocks, types of rocks. Characteristics of the main rock types, examining- and identifying rocks.
	Ores and other useful minerals. Examples and identification. Formation of magmatic and sedimentary ores. Economic importance, examples.
Week 15	Fossil Energy sources. Coal and carbohydrates, process of their formation and changes of their importance.
	The soil as the most complex and the most damageable formation. Process of its formation and introducing context.
Week 16	The structure of soil. Introducing soil-zones and formations.
	Analzyation of the Earth's history: eon, epoc, era units.
Week 17	Methods of dating and comparison of them
	<b>Geography of the Atmosphere:</b> Components of the Atmosphere. Atmospheric processes.
Week 18	Comparison of the atmospheric layers, their roles and influence on the economy.
	Warm up of air, laws and analyzing these processes, related calculations.

Week 19	Formation of clouds and precipitation. Introducing the process.
	Calculations related to humid content of the air and precipitation.
Week 20	Characteristics of the surface precipitation and regular precipitation, economic roles.
	Changes of the atmospheric pressure and factors. Formation of the wind.
Week 21	Great atmospheric circulations, introducing large wind systems
	Factors of the Monsoon wind system. Comparison of the temperate- and tropical monsoon. Local winds and impacts on everyday life.
Week 22	Comparison of cyclone and anticyclone. Their roles in the weather formation.
	Relationship of the weather and everyday life.
Week 23	Comparison of the warm front and the cold front, introducing their processes and their impacts on the everyday life.
	Factors that form the relief. Erosional and depositional activities and forms.
Week 24	Economic consequences of the wind's- and precipitation's activity.
	Sources of the air pollution. Economic and physiological consequences.
Week 25	Responsibility of the individuals. Decrease of harmful activities. Maintaining the atmospheric balance.

	<b>Geography of the Hydrosphere:</b> Members of the Hydrosphere, their connection (world-ocean, sea)Types of seas and their characteristics
Week 26	Main features of saline – and fresh water. Salinity of seas and modifying factors.
	Formation of waves and their main features, types of coasts.
Week 27	Main factors of the oceanic currents. Examples of warm- and cold currents. Their roles in weather modifications. Factors of tide-ebb tide and context with river mouth.
	Formation of subsurface water(s). Types of subsurface waters. Introducing the processes of their formation.
Week 28	Introducing types of coasts and their economic importance in examples. Exploring their threat and consequences.
	The drainage basin, water level and discharge.
Week 29	Forming the relief by rivers and sea and modifying factors. Erosional and depositional features nad their context.
	Forming the relief by glaciers and glacial ice.
Week 30	Identifying the main forms of the surface and processes of their formation.
	Karst formations, context and factors
Week 31	Surface and subsurface forms of karst activities. Identifying these forms on photos. Processes of their formation.
	Economic roles of the water. Protection against flood and inland water. Introducing the processes formed these situations.

Week 32	Main characteristics of shipping, introducing the roles in examples.
	Water pollution. Resources of water pollutant and their economic and physiological consequences. The responsibility of individuals. Decreasing and compensating damages and maintaining the balance.
Week 33	<b>Climatic zones:</b> Solar climatic zones. Laws of their formation, context and modifying factors.
	Differences among climatic zones . Reasons of differences
Week 34	Formation of climatic zones, laws. Modifications of climatic zones and their context with other elements. Exploring laws of climatic changes.
	Context of natural geographic features and lifestyle. Exploring the reasons.
Week 35	Environmental issues and threat of climatic zones.
	Proving laws and formations of climatic zones
Week 36	Introducing vertical climatic zones in examples .
	Review

## HIGH SCHOOL GRADE 10 GEOGRAPHY SYLLABUS

<b>Geography Syllabus Thematic Units - Grade 10 (1 session/week) 36*1= 36 session per year</b>
<i>Thematic unit</i>
Social processes at the beginning of the 21. Century (6)
Processes of the World Economy (7)
Hungary – Our role in the Carpathian – Basin and in Europe (4)
Differences of the social and economic development in Europe (4)
Continents out of Europe and their economic and social characteristics (6)
Global challenges – questions of the sustainability (9)

**Geography Syllabus Class Outlines - Grade 10 (1 session/week)**  
**36\*1= 36 session per year**

<i>Week #</i>	<i>Class content</i>
Week 1	<b>Social processes at the beginning of the 21. Century:</b> Population changes in time and in space. Exploring the differences and consequences. Older- and younger societies and conclusions of social issues.
	Distribution of the population and the main factors in examples. Highly- and rarely populated areas
Week 2	Main economic features of the population (active- and inactive people)
	Demographic processes, simple calculations, conclusions according to results
Week 3	Migration processes in examples (news, printed- and digital information sources). Exploring the reasons).
	Human races, and their distribution.
Week 4	The state, nation, national state. Multinational states, understanding nationality. Examples.
	Main characteristics of multilingualism. Roles of world languages.
Week 5	Distribution of world religions. Their roles in social processes in examples.
	Groups of towns and villages according to aspects and in examples
Week 6	Development of villages and towns. Comparing their roles in examples



	Comparing inhabitants' lifestyles of villages and towns. Comparing farms and ranches.
Week 7	Introducing the process of urbanization. Comparisons of well developed countries and low developed countries. Formation of surrounding areas of towns. Living in large cities, contradictions. Examples.
	<b>Processes of the World Economy:</b> Understanding the role of economy, introducing market-economy and the role of state
Week 8	Comparison of economic development, examples. Relationship of the center in peripheries.
	Understanding data of economic development.
Week 9	Social and natural environment that influence the economy. Their roles and examples.
	Roles of the economic structure and occupational divisions. Context of the economic structure and social and economic development.
Week 10	Comparison of corporations and integrations. Exploring the advantages of cooperation.
	Characteristics of the main international integrations.
Week 11	Characteristics and understanding the term globalization. and multinational companies and their work. Introducing their specialties. The relationship of the globalizations and multinational comp.
	Consequences of the globalization and its impact on the everyday life.
Week 12	The main characteristics of the working capital and the monetary capital. Introducing financial services (bank account, loans, investments, grants, currency), How does the stock market work?
	Factors of the inflation and consequences.

Week 13	Relationship of loan and bankruptcy at the level of the individual and national economy. Formation of bankruptcy and debt crisis and their context.
	Understanding the roles of international financial organizations.
Week 14	The economy and financial news. Gathering data and simple calculations of currency exchange.
	<b>Hungary – Our role in the Carpathian – Basin and in Europe:</b> Main characteristics of the natural and social resources
Week 15	Consequences of the economic change.
	Understanding the main economic and social processes. Introducing their influence on the economic development in examples
Week 16	Main natural resources and geographic conditions. Social and economic centers
	Differences of the social and economic developments. Exploring the relationships. Estimate of leading divisions.
Week 17	National and cultural values under protection, national parks, world legacies and their roles. Exploring their touristic roles.
	The tourism and social conditions (infrastructure), introducing touristic destinations and attractions.
Week 18	Hungary's role in the European Union, introducing international relationships.
	<b>Differences of the social and economic development in Europe:</b> Factors that help in cooperation. Fields of cooperation and examples.

Week 19	Exploring the reason for different economic developments. Regional politics.
	The core fields of the European Union: Germany, France, Benelux States, UK. And their economic roles.
Week 20	Well developed countries in the center of Europe. Austria Switzerland. Main economic characteristics.
	Difficulties of bridging the economic gap: Italy, Spain, Greece.
Week 21	Changes in the Eastern European region. Market economy and its consequences and comparison: Czech Rep. Poland, Slovakia, Romania.
	Ex-Yugoslavian states. Ways of development, social and economic obstacles.
Week 22	Eastern Europe. Slow development and consequences in Ukraine as an example. Special features of Russia's economic and social development.
	<b>Continents out of Europe and their economic and social characteristics:</b> Introducing South-West Asia. The role of carbohydrates in the region's development.
Week 23	Introducing the cultures in Turkey and Israel. Social and economic features.
	Japan's role in the economic development of South-East Asia. Emerging states: China, India and their main features.
Week 24	Main features of South-East Asia's industrialized countries. Explanation of different ways of developments.
	Introducing poor states in Asia. Understanding and explaining economic and social issues.
Week 25	Introducing the roles of the United States of America in the economic and financial processes of the World .

	The main features of economic development in the USA. Proving coincidences and economic distribution.
Week 26	Latin-America's economic development and modifying factors. Introducing historic features and differences of regions. Cores of economic development.
	Brazil's emerging economy. Main supporting factors and difficulties.
Week 27	The main features of the economic development in Brazil. Proving relationships and economic distribution. Exploring the reasons for the difficulties of economic development.
	Comparison of North-Africa's geographic features. Possibilities of social and economic development.
Week 28	Development of South African Rep. and the main factors.
	<b>Global challenges – question of sustainability:</b> Systemization of environmental damages, exploring the relationships , local pollution. How does pollution impact the humans' life and lifestyle?
Week 29	Population explosion and its consequences, exploring the relationships and main features.
	Expanding large cities. Processes of urbanizations and main features.
Week 30	Contradiction of food production. Increasing agricultural production and its effect in examples
	Vulnerability of biosphere and soil.
Week 31	Genetically modified products and the effects of spreading.
	The main characteristics of biofarming

Week 32	The raw materials and energy crisis.
	Management of raw materials and energy, exploring alternative energy sources.
Week 33	Environmental factors in the production, consuming society, the conscious consumer attitude and main features
	The importance of waste management. Comparison of solutions.
Week 34	The roles of individuals in the society. Productive cooperation in examples.
	The importance and the protection of the values of the nature and cultural values of the human race.
Week 35	Introducing the most important international organizations and their activities. The main agreements and principals.
	Exploring the results and difficulties.
Week 36	Introducing the related topics with the use of sources
	Review



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INTERNATIONAL COLLEGE

*HUNGARIAN – ENGLISH BILINGUAL HIGH SCHOOL*

***English language***

*Secondary Programs*

**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 1 - Course A1**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	verb be (singular): I and you	numbers 0-10; days of the week	/h/, /aɪ/, and /i:/	Hello! Introducing yourself	English File Beginner Student's book (3rd ed) Unit 1A P. 4-5
<i>Class 2</i>	Practice				English File Beginner Workbook (3rd ed) P. 4-5
<i>Class 3</i>	Practice				English File Beginner Teacher's book (3rd ed) P. 163, P. 173
<i>Class 4</i>	verb be (singular): he, she, it	countries	/ɪ/, /əʊ/, /s/, and /ʃ/	Where are you from?	English File Beginner Student's book (3rd ed) Unit 1B P. 6-9
<i>Class 5</i>	Practice				English File Beginner Workbook (3rd ed) P. 6-8
<i>Class 6</i>	Practice				English File Beginner Teacher's book (3rd ed) P. 139-140; 163, P. 174-175; P. 141-142
<i>Class 7</i>	verb be (plural): we, you, they	nationalities	/dʒ/, /tʃ/, and /ʃ/	We aren't English. We're American.	English File Beginner Student's book (3rd ed) Unit 2A P. 10-11
<i>Class 8</i>	Practice				English File Beginner Workbook (3rd ed) P. 9-10
<i>Class 9</i>	Practice				English File Beginner Teacher's book (3rd ed) P. 164, 176
<i>Class 10</i>	Wh- and How questions with be	phone numbers; numbers 11-100	sentence rhythm	What's your phone number?	English File Beginner Student's book (3rd ed) Unit 2B P. 12-13
<i>Class 11</i>	Practice				English File Beginner Workbook (3rd ed) P. 11-12
<i>Class 12</i>	Practice				English File Beginner Teacher's book (3rd ed) P. 141-142; 164, 177, English File Beginner Student's book (3rd ed) Unit 2B P. 14-25

Class 13	Revision Unit 1-2				English File Beginner Student's book (3rd ed) P. 14-15, English File Beginner Teacher's book (3rd ed) P. 143-144
Class 14	Test Unit 1-2				English File Beginner Student's book (3rd ed) Quick test 2/ File test 2 (CD ROM); P. 139-142
Class 15	singular and plural nouns; a/an	small things	/z/, and /s/; plural endings	What's in your bag?	English File Beginner Student's book (3rd ed) Unit 3A P. 16-17
Class 17	Practice				English File Beginner Workbook (3rd ed) P.13-14
Class 18	Practice				English File Beginner Teacher's book (3rd ed) P.143, 164, 178

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 2 - Course A1**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	this/that/these/those	souvenirs	/ð/ and /ə/	Is that a hat?	English File Beginner Student's book (3rd ed) Unit 3B P. 18-20
<i>Class 2</i>	Practice				English File Beginner Workbook (3rd ed) P. 15-17
<i>Class 3</i>	Practice				English File Beginner Teacher's book (3rd ed) P. 144, 165, 179-180
<i>Class 4</i>	possessive adjectives; possessive 's	people and family	/ʌ/, /æ/, and the /ə/ sound	Family and friends	English File Beginner Student's book (3rd ed) Unit 4A P. 22-23
<i>Class 5</i>	Practice				English File Beginner Workbook (3rd ed) P. 18-19
<i>Class 6</i>	Practice				English File Beginner Teacher's book (3rd ed) P. 145, 165; 181
<i>Class 7</i>	adjectives	colours and common adjectives	/u:/, /ɑ:/, and /ɔ:/; linking	Big cars or small cars?	English File Beginner Student's book (3rd ed) Unit 4B P. 24-25
<i>Class 8</i>	Practice				English File Beginner Workbook (3rd ed) P. 20-21
<i>Class 9</i>	Practice				English File Beginner Teacher's book (3rd ed) P. 146, 166; 182
<i>Class 10</i>	Revision Unit 3-4				English File Beginner Student's book (3rd ed) Revise and Check P. 26-27; English File Beginner Teacher's book (3rd ed) P. 145-146
<i>Class 11</i>	Test Unit 3-4				English File Beginner Student's book (3rd ed) Quick test/File test 4 (CD ROM)
<i>Class 12</i>	present simple (+ and -): I, you, we they	food and drink	word stress; /tʃ/, /dʒ/, and /g/	Breakfast around the world	English File Beginner Student's book (3rd ed) Unit 5A P. 28-29
<i>Class</i>	Practice				English File Beginner Workbook (3rd ed) P.

13					22-23
Class 14	Practice				English File Beginner Teacher's book (3rd ed) P. 147, 166, 183
Class 15	present simple (?): I, you, we, they	common verb phrases 1	/w/, /v/, and /b/; sentence rhythm and linking	A very long flight	English File Beginner Student's book (3rd ed) Unit 5B P. 30-33
Class 16	Practice				English File Beginner Workbook (3rd ed) P. 24-26
Class 17	Practice				English File Beginner Teacher's book (3rd ed) P. 148, 166, 184
Class 18	Video Unit 3-4-5				English File Beginner Student's book (3rd ed) Video film, speaking

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 3 - Course A1**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	present simple: he, she, it	jobs and places of work	third person -s; /ɜː/; sentence rhythm	She works for Armani	English File Beginner Student's book (3rd ed) Unit 6A P. 34-35
<i>Class 2</i>	Practice				English File Beginner Workbook (3rd ed) P. 27-28
<i>Class 3</i>	Practice				English File Beginner Teacher's book (3rd ed) P. 149, 167, 186
<i>Class 4</i>	adverbs of frequency	a typical day	/j/; sentence rhythm	A day in my life	English File Beginner Student's book (3rd ed) Unit 6B P. 36-37
<i>Class 5</i>	Practice				English File Beginner Workbook (3rd ed) P. 29-30
<i>Class 6</i>	Practice				English File Beginner Teacher's book (3rd ed) P. 150, 167, 187
<i>Class 7</i>	Unit 6 Video				English File Beginner Student's book (3rd ed) Video film, speaking
<i>Class 8</i>	Revision Unit 5-6				English File Beginner Student's book (3rd ed) P. 38-39 Revise and Check
<i>Class 9</i>	Test Unit 5-6				English File Beginner Student's book (3rd ed) Quick test/File test 6 (CD ROM)
<i>Class 10</i>	word order in questions: be and present simple	sports; common verb phrases 2: free time	/w/, /h/, /eə/, and /aʊ/; sentence rhythm	What do you do in your free time?	English File Beginner Student's book (3rd ed) Unit 7A P. 40-41
<i>Class 11</i>	Practice				English File Beginner Workbook (3rd ed) P. 31-32
<i>Class 12</i>	Practice				English File Beginner Teacher's book (3rd ed) P. 151, 167, 188
<i>Class 13</i>	imperatives; object pronouns: me, him,	kinds of films	sentence rhythm and intonation	Lights, camera, action!	English File Beginner Student's book (3rd ed) Unit 8B P. 42-45

	etc.				
Class 14	Practice				English File Beginner Workbook (3rd ed) P. 33-35
Class 15	Practice				English File Beginner Teacher's book (3rd ed) P. 152, 168, 189
Class 16	Video Unit 6-7				English File Beginner Student's book (3rd ed) Video film, speaking
Class 17	can/can't	more verb phrases	/æ/, /ɑ:/, and /ə/; sentence rhythm	Can you start the car, please?	English File Beginner Student's book (3rd ed) Unit 8A P. 46-47
Class 18	Practice				English File Beginner Workbook (3rd ed) P. 36-37

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 4 - Course A1**

	Grammar	Vocabulary	Communication	Reading and writing topic	Resource
Class 1	Practice				English File Beginner Teacher's book (3rd ed) P. 153, 168, 191
Class 2	like/love/hate + verb + -ing	activities	/ʊ/, /u:/, and /ɪ/; sentence rhythm	What do you like doing?	English File Beginner Student's book (3rd ed) Unit 8B P. 48-49
Class 3	Practice				English File Beginner Workbook (3rd ed) P. 38-39
Class 4	Practice				English File Beginner Teacher's book (3rd ed) P. 154, 169, 192
Class 5	Revision Unit 7-8				English File Beginner Student's book (3rd ed) Unit P. 50-51 Revise and Check
Class 6	Test Unit 7-8				English File Beginner Student's book (3rd ed) Quick test/File test 8 (CD ROM)
Class 7	present continuous	common verb phrases 2: travelling	sentence rhythm	What are they doing?	English File Beginner Student's book (3rd ed) Unit 9A P. 52-53
Class 8	Practice				English File Beginner Workbook (3rd ed) P. 40-41
Class 9	Practice				English File Beginner Teacher's book (3rd ed) P. 155, 169, 193
Class 10	present continuous or present simple?	clothes	/ɜ:/, /i:/, /e/, /eə/	Working undercover	English File Beginner Student's book (3rd ed) Unit 9B P. 54-57
Class 11	Practice				English File Beginner Workbook (3rd ed) P. 42-44
Class 12	Practice				English File Beginner Teacher's book (3rd ed) P. 156, 169, 194
Class 13	there's a.../there are some...	hotels; in, on, under	/eə/ and /ɪə/	Is there really a monster?	English File Beginner Student's book (3rd ed) Unit 10A P. 58-59

Class 14	Practice				English File Beginner Workbook (3rd ed) P. 45-46
Class 15	Practice				English File Beginner Teacher's book (3rd ed) P. 157, 170, 196
Class 16	past simple: be	in, at, on	was and were; sentence rhythm	Before they were famous...and after	English File Beginner Student's book (3rd ed) Unit 10B P. 60-61
Class 17	Practice				English File Beginner Workbook (3rd ed) P. 47-48
Class 18	Practice				English File Beginner Teacher's book (3rd ed) P. 158, 170, 197

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 5 - Course A1**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	Video Unit 8-9-10				English File Beginner Student's book (3rd ed) Video film, speaking
<i>Class 2</i>	Revision Unit 9-10				English File Beginner Student's book (3rd ed) P. 62-63 Revise and Check
<i>Class 3</i>	Test Unit 9-10				English File Beginner Student's book (3rd ed) Quick test/File test10 (CD ROM)
<i>Class 4</i>	past simple: regular verbs	regular verbs	regular past simple endings	It changed my life	English File Beginner Student's book (3rd ed) Unit 11A P. 64-65
<i>Class 5</i>	Practice				English File Beginner Workbook (3rd ed) P. 49-50
<i>Class 6</i>	Practice				English File Beginner Teacher's book (3rd ed) P. 159, 171, 198
<i>Class 7</i>	past simple irregular verbs: do, get, go, have	verb phrases with do, get, go, have	sentence rhythm	Life in a day	English File Beginner Student's book (3rd ed) Unit 11B P. 66-69
<i>Class 8</i>	Practice				English File Beginner Workbook (3rd ed) P. 51-53
<i>Class 9</i>	Practice				English File Beginner Teacher's book (3rd ed) P. 160, 171, 199
<i>Class 10</i>	past simple: regular and irregular verbs (revision)	more irregular verbs	irregular verbs	Strangers on a train	English File Beginner Student's book (3rd ed) Unit 12A P. 70-71
<i>Class 11</i>	Practice				English File Beginner Workbook (3rd ed) P. 54-55
<i>Class 12</i>	Practice				English File Beginner Teacher's book (3rd ed) P. 161, 172, 201
<i>Class</i>	present continuous	future time	the letters ea	A weekend in Venice	English File Beginner Student's book (3rd ed)

13	for future	expressions			Unit 12B P. 72-73
Class 14	Practice				English File Beginner Workbook (3rd ed) P. 56-57
Class 15	Practice				English File Beginner Teacher's book (3rd ed) P. 162, 172, 200
Class 16	Revision Unit 11-12/Video Unit 11-12				English File Beginner Student's book (3rd ed) P. 74-75 Revise and Check / Video film, speaking
Class 17	Test Unit 11-12 The end of course test Unit 1-12				English File Beginner Student's book (3rd ed) Quick test/File test 12 (CD ROM)
Class 18	End of course A1 assessment				

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 6 - Course A2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	verb be (+), subject pronouns: I, you, etc.	days of the week, numbers 0-20, greetings	vowel sounds, word stress	My name's Hannah, not Anna	English File Elementary Student's book (3rd ed) Unit 1A P. 4-5
<i>Class 2</i>	Practice				English File Elementary Workbook (3rd ed) P. 4-5
<i>Class 3</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 162, 198, 208
<i>Class 4</i>	verb be (?) and (-)	the world, numbers 21-100	/ə/, /tʃ/, /ʃ/, and /dʒ/; sentence stress	All over the world	English File Elementary Student's book (3rd ed) Unit 1B P. 6-7
<i>Class 5</i>	Practice				English File Elementary Workbook (3rd ed) P. 6-7
<i>Class 6</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 163, 198, 208
<i>Class 7</i>	possessive adjectives: my, your, etc.	classroom language	/əʊ/, /u:/, and /ɑ:/; the alphabet	Open your books, please	English File Elementary Student's book (3rd ed) Unit 1C P. 8-11
<i>Class 8</i>	Practice				English File Elementary Workbook (3rd ed) P. 8-10
<i>Class 9</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 164, 198, 210
<i>Class 10</i>	Video Unit 1				English File Elementary Student's book (3rd ed) Video film, speaking
<i>Class 11</i>	a/an, plurals; this/that/these/those	things	final -s and -es; th	A writer's room	English File Elementary Student's book (3rd ed) Unit 2A P. 12-13
<i>Class 12</i>	Practice				English File Elementary Workbook (3rd ed) P. 11-12
<i>Class</i>	Practice				English File Elementary Teacher's book (3rd ed)

13					ed) P. 165, 199, 211
Class 14	adjectives	colours, adjectives, modifiers: quite/very/really	long and short vowel sounds	Stars and Stripes	English File Elementary Student's book (3rd ed) Unit 2B P. 14-15
Class 15	Practice				English File Elementary Workbook (3rd ed) P. 13-14
Class 16	Practice				English File Elementary Teacher's book (3rd ed) P. 166, 199, 212
Class 17	imperatives, let's	feelings	understanding connected speech	After 300 metres, turn right	English File Elementary Student's book (3rd ed) Unit 2C P. 16-17
Class 18	Practice				English File Elementary Workbook (3rd ed) P. 15-16

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 7 - Course A2**

	Grammar	Vocabulary	Communication	Reading and writing topic	Resource
Class 1	Practice				English File Elementary Teacher's book (3rd ed) P. 167, 199, 213
Class 2	Modals, imperative: might, must, mustn't, don't need to (a/an)				Essential Grammar in Use (4th ed) P. 29; 31; 65
Class 3	Video Unit 2				English File Elementary Student's book (3rd ed) Video film, speaking
Class 4	Revision Unit 1-2				English File Elementary Student's book (3rd ed) P. 18-19
Class 5	Test Unit 1-2				English File Elementary Student's book (3rd ed) Quick test/File test2 (CD ROM)
Class 6	present simple (+ and -)	verb phrases	third person -s	Things I love about Britain	English File Elementary Student's book (3rd ed) Unit 3A P. 20-21
Class 7	Practice				English File Elementary Workbook (3rd ed) P. 17-18
Class 8	Practice				English File Elementary Teacher's book (3rd ed) P. 168, 199, 214
Class 9	present simple (?)	jobs	/3:/	Work and play	English File Elementary Student's book (3rd ed) Unit 3B P. 22-23
Class 10	Practice				English File Elementary Workbook (3rd ed) P. 19-20
Class 11	Practice				English File Elementary Teacher's book (3rd ed) P. 169, 200, 215
Class 12	word order in questions	question words	sentence stress	Love online	English File Elementary Student's book (3rd ed) Unit 3C P. 24-27
Class 13	Practice				English File Elementary Workbook (3rd ed) P. 21-23

Class 14	Practice				English File Elementary Teacher's book (3rd ed) P. 170, 200, 216
Class 15	Present tense: I do/work/like..., I don't..., Do you...?				Essential Grammar in Use (4th ed) P. 5-7
Class 16	Video Unit 3				English File Elementary Student's book (3rd ed) Video film, speaking
Class 17	Whose...?, possessive 's	family	/ʌ/, the letter o	Is she his wife or his sister?	English File Elementary Student's book (3rd ed) Unit 4A P. 28-29
Class 18	Practice				English File Elementary Workbook (3rd ed) P. 24-25

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 8 - Course A2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 171, 200, 217
<i>Class 2</i>	prepositions of time (at, in, on) and place (at, in, to)	everyday activities	linking and sentence stress	What a life!	English File Elementary Student's book (3rd ed) Unit 4B P. 30-31
<i>Class 3</i>	Practice				English File Elementary Workbook (3rd ed) P. 26-27
<i>Class 4</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 172, 200, 218
<i>Class 5</i>	positions of adverbs and expression of frequency	adverbs and expressions of frequency	the letter h	Short life, long life?	English File Elementary Student's book (3rd ed) Unit 4C P. 32-33
<i>Class 6</i>	Practice				English File Elementary Workbook (3rd ed) P. 28-29
<i>Class 7</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 173, 201, 219
<i>Class 8</i>	Prepositions: at 8 o'clock, on Monday, in April, from...to, until, since, for, in, at, on, to, under, behind, opposite				Essential Grammar in Use (4th ed) P. 103-104; 106-109
<i>Class 9</i>	Video Unit 4				English File Elementary Student's book (3rd ed) Video film, speaking
<i>Class 10</i>	Revision Unit 3-4				English File Elementary Student's book (3rd ed) P. 34-35
<i>Class 11</i>	Test Unit 3-4				English File Elementary Student's book (3rd ed) Quick test/File test4 (CD ROM)

Class 12	can/can't	verb phrases: buy a newspaper, etc.	sentence stress	Do you have the X Factor?	English File Elementary Student's book (3rd ed) Unit 5A P. 56-57
Class 13	Practice				English File Elementary Workbook (3rd ed) P. 30-31
Class 14	Practice				English File Elementary Teacher's book (3rd ed) P. 174, 201, 220
Class 15	present continuous	verb phrases	/ŋ/	Love your neighbours	English File Elementary Student's book (3rd ed) Unit 5B P. 38-39
Class 16	Practice				English File Elementary Workbook (3rd ed) P. 32-33
Class 17	Practice				English File Elementary Teacher's book (3rd ed) P. 175, 201, 221
Class 18	present simple or present continuous?	the weather and seasons	places in London	Sun and the City	English File Elementary Student's book (3rd ed) Unit 5C P. 40-43

**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 9 - Course A2**

	Grammar	Vocabulary	Communication	Reading and writing topic	Resource
Class 1	Practice				English File Elementary Workbook (3rd ed) P. 34-36
Class 2	Practice				English File Elementary Teacher's book (3rd ed) P. 176, 201, 222
Class 3	Present tense: I am doing, are you doing?, I am doing; Modals and imperatives: can and could				Essential Grammar in Use (4th ed) P. 3-4; 8; 30
Class 4	Video Unit 5				English File Elementary Student's book (3rd ed) Video film, speaking
Class 5	object pronouns: me, you, him, etc.	phone language	/aɪ/, /ɪ/, and /i:/	Reading in English	English File Elementary Student's book (3rd ed) Unit 6A P. 44-45
Class 6	Practice				English File Elementary Workbook (3rd ed) P. 37-38
Class 7	Practice				English File Elementary Teacher's book (3rd ed) P. 177, 202, 223
Class 8	like + (verb + -ing)	the date; ordinal numbers	consonant clusters; saying the date	Times we love	English File Elementary Student's book (3rd ed) Unit 6B P. 46-47
Class 9	Practice				English File Elementary Workbook (3rd ed) P. 39-40
Class 10	Practice				English File Elementary Teacher's book (3rd ed) P. 178, 202, 224
Class 11	revision: be or de?	music	/j/	Music is changing their lives	English File Elementary Student's book (3rd ed) Unit 6C P. 48-49
Class 12	Practice				English File Elementary Workbook (3rd ed) P. 41-42

Class 13	Practice				English File Elementary Teacher's book (3rd ed) P. 179, 202, 225
Class 14	to... and -ing: work/working, go/going, do/doing, I want to..., I enjoy doing..., I want you to..., I told you to..., I went to the shop to...				Essential Grammar in Use (4th ed) P. 51-54
Class 15	Video Unit 6				English File Elementary Student's book (3rd ed) Video film, speaking
Class 16	Revision Unit 5-6				English File Elementary Student's book (3rd ed) P. 50-51
Class 17	Test Unit 5-6				English File Elementary Student's book (3rd ed) Quick test/File test 6 (CD ROM)
Class 18	Progress test 1-6				English File Elementary Student's book (3rd ed) Progress test (CD ROM)

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 10 - Course A2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	past simple of be: was/were	word formation: paint > painter	sentence stress	At the National Portrait Gallery	English File Elementary Student's book (3rd ed) Unit 7A P. 52-53
<i>Class 2</i>	Practice				English File Elementary Workbook (3rd ed) P. 43-44
<i>Class 3</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 180, 202, 226
<i>Class 4</i>	past simple: regular verbs	past time expressions	endings with -ed	Chelsea girls	English File Elementary Student's book (3rd ed) Unit 7B P. 54-55
<i>Class 5</i>	Practice				English File Elementary Workbook (3rd ed) P. 45-46
<i>Class 6</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 181, 203, 227
<i>Class 7</i>	past simple: irregular verbs	go, have, get	sentence stress	A night to remember	English File Elementary Student's book (3rd ed) Unit 7C P. 56-59
<i>Class 8</i>	Practice				English File Elementary Workbook (3rd ed) P. 47-49
<i>Class 9</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 182, 203, 228
<i>Class 10</i>	Past tense: was/were, worked/got/went, I didn't..., Did you...?				Essential Grammar in Use (4th ed) P. 10-12
<i>Class 11</i>	Video Unit 7				English File Elementary Student's book (3rd ed) Video film, speaking
<i>Class 12</i>	past simple: regular and irregular	irregular verbs	past simple verbs	A murder story	English File Elementary Student's book (3rd ed) Unit 8A P. 60-61
<i>Class</i>	Practice				English File Elementary Workbook (3rd ed)

13					P. 50-51
Class 14	Practice				English File Elementary Teacher's book (3rd ed) P. 183, 203, 229
Class 15	there is/there are, some/any + plural nouns	the house	/eə/ and /ɪə/, sentence stress	A house with a history	English File Elementary Student's book (3rd ed) Unit 8B P. 62-63
Class 16	Practice				English File Elementary Workbook (3rd ed) P. 52-53
Class 17	Practice				English File Elementary Teacher's book (3rd ed) P. 184, 204, 230
Class 18	there was/there were	prepositions: place and movement	silent letters	A night in a haunted hotel	English File Elementary Student's book (3rd ed) Unit 8C P. 64-67

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 11 - Course A2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	Practice				English File Elementary Workbook (3rd ed) P. 54-55
<i>Class 2</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 185, 204, 231
<i>Class 3</i>	Determiners and pronouns: this/that/these/those, one/ones, some/any, not + any/no/none, not + anybody/anyone/anything, nobody/no-one/nothing, somebody/anything/nowhere				Essential Grammar in Use (4th ed) P. 74-79
<i>Class 4</i>	Video Unit 8				English File Elementary Student's book (3rd ed) Video film, speaking
<i>Class 5</i>	Revision Unit 7-8				English File Elementary Student's book (3rd ed) P. 66-67
<i>Class 6</i>	Test Unit 7-8				English File Elementary Student's book (3rd ed) Quick test/File test8 (CD ROM)
<i>Class 7</i>	countable/uncountable nouns; a/an, some/any	food	the letters ea	What I ate yesterday	English File Elementary Student's book (3rd ed) Unit 9A P. 68-69
<i>Class 8</i>	Practice				English File Elementary Workbook (3rd ed) P. 56-57
<i>Class 9</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 186, 204, 232
<i>Class 10</i>	quantifiers: how much/how many, a	food containers	/f/ and /s/	White gold	English File Elementary Student's book (3rd ed) Unit 9B P. 70-71

	lot of, etc.				
<i>Class 11</i>	Practice				English File Elementary Workbook (3rd ed) P. 58-59
<i>Class 12</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 187, 205, 233
<i>Class 13</i>	comparative adjectives	high numbers	/ə/, sentence stress	Quiz night	English File Elementary Student's book (3rd ed) Unit 9C P. 72-75
<i>Class 14</i>	Practice				English File Elementary Workbook (3rd ed) P. 60-62
<i>Class 15</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 188, 205, 234
<i>Class 16</i>	Adjectives and adverbs: old/older, expensive/more expensive, older than..., more expensive than..., not as...as, the oldest, the most expensive				Essential Grammar in Use (4th ed) P. 87-90
<i>Class 17</i>	Video Unit 9				English File Elementary Student's book (3rd ed) Video film, speaking
<i>Class 18</i>	superlative adjectives	places and buildings	consonant groups	The most dangerous road...	English File Elementary Student's book (3rd ed) Unit 10A P. 76-77

**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 12 - Course A2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	Practice				English File Elementary Workbook (3rd ed) P. 63-64
<i>Class 2</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 189, 205, 235
<i>Class 3</i>	be going to (plans), future time expressions	holidays	sentence stress	CouchSurf round the world!	English File Elementary Student's book (3rd ed) Unit 10B P. 78-79
<i>Class 4</i>	Practice				English File Elementary Workbook (3rd ed) P. 65-66
<i>Class 5</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 190, 205, 236
<i>Class 6</i>	be going to (predictions)	verb phrases	the letters oo	What's going to happen?	English File Elementary Student's book (3rd ed) Unit 10C P. 80-81
<i>Class 7</i>	Practice				English File Elementary Workbook (3rd ed) P. 67-68
<i>Class 8</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 191, 206, 237
<i>Class 9</i>	Future tense: What are you doing tomorrow?, I'm going to..., will/shall				Essential Grammar in Use (4th ed) P. 25-27
<i>Class 10</i>	Video Unit 10				English File Elementary Student's book (3rd ed) Video film, speaking
<i>Class 11</i>	Revision Unit 9-10				English File Elementary Student's book (3rd ed) P. 82-83
<i>Class 12</i>	Test Unit 9-10				English File Elementary Student's book (3rd ed) Quick test/File test8 (CD ROM)

<i>Class 13</i>	adverbs (manner and modifiers)	common adverbs	word stress	First impressions	English File Elementary Student's book (3rd ed) Unit 11A P. 84-85
<i>Class 14</i>	Practice				English File Elementary Workbook (3rd ed) P. 69-70
<i>Class 15</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 192, 206, 238
<i>Class 16</i>	verbs + to + infinitive	verbs that take the infinitive	sentence stress	What do you want to do?	English File Elementary Student's book (3rd ed) Unit 11B P. 86-87
<i>Class 17</i>	Practice				English File Elementary Workbook (3rd ed) P. 71-72
<i>Class 18</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 193, 206, 239

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 13 - Course A2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	articles	the internet	word stress	Men, women, and the internet	English File Elementary Student's book (3rd ed) Unit 11C P. 88-91
<i>Class 2</i>	Practice				English File Elementary Workbook (3rd ed) P. 73-75
<i>Class 3</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 194, 206, 240
<i>Class 4</i>	Modals and imperatives; -ing and to...: I want you to..., I told you to...				Essential Grammar in Use (4th ed) P. 29-33; 53-54
<i>Class 5</i>	Video Unit 11				English File Elementary Student's book (3rd ed) Video film, speaking
<i>Class 6</i>	present perfect	irregular past participles	sentence stress	Books and films	English File Elementary Student's book (3rd ed) Unit 12A P. 92-93
<i>Class 7</i>	Practice				English File Elementary Workbook (3rd ed) P. 76-77
<i>Class 8</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 195, 207, 241
<i>Class 9</i>	present perfect or past simple?	more irregular past participles	irregular past participles	I've never been there!	English File Elementary Student's book (3rd ed) Unit 12B P. 94-95
<i>Class 10</i>	Practice				English File Elementary Workbook (3rd ed) P. 78-79
<i>Class 11</i>	Practice				English File Elementary Teacher's book (3rd ed) P. 196, 207, 242
<i>Class 12</i>	revision: question formation	revision: word groups	revision: sounds	The English File questionnaire	English File Elementary Student's book (3rd ed) Unit 12C P. 96-99

Class 13	Practice				English File Elementary Workbook (3rd ed) P. 80-81
Class 14	Practice				English File Elementary Teacher's book (3rd ed) P. 197, 207, 243
Class 15	Present perfect: I have done, I've just..., I've already..., I haven't...yet, Have you ever...?				Essential Grammar in Use (4th ed) P. 15-17
Class 16	Video Unit 12				English File Elementary Student's book (3rd ed) Video film, speaking
Class 17	Revision Unit 11-12				English File Elementary Student's book (3rd ed) P. 82-83
Class 18	Test Unit 11-12				English File Elementary Student's book (3rd ed) Quick test/File test12 (CD ROM)

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 14 - Course A2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	Progress test 7-12				English File Elementary Student's book (3rd ed) Progress test (CD ROM)
<i>Class 2</i>	The end of course test Unit 1-12				English File Elementary Student's book (3rd ed) End of course test (CD ROM)
<i>Class 3</i>	word order in questions	question words	intonation, get to know someone	Listening: Getting to know you	Roadmap A2+ Students' book Unit 1A
	adverbs of frequency	success	connected speech, describe habits and routines	Writing: Successful people	Roadmap A2+ Students' book Unit 1A
<i>Class 4</i>	present simple and present continuous	everyday activities	contractions, describe everyday activities	Reading: A new lifestyle	Roadmap A2+ Students' book Unit 1C
	ask for and check information		ask for and check information	English in action	Roadmap A2+ Students' book Unit 1D
<i>Class 5</i>	Reflecting on previous Units, Video				Roadmap A2+ Students' book Listening, speaking
<i>Class 6</i>	past simple	feelings	endings with -ed, describe a memorable day	Reading: One of those days	Roadmap A2+ Students' book Unit 2A
	past simple negative and questions	past time expressions	did/didn't, was/wasn't, ask about and describe past events	Writing: You're never too old	Roadmap A2+ Students' book Unit 2B
<i>Class 7</i>	quantifiers	adjectives to describe food	connected speech, describe a special dish	Listening: Unusual tastes	Roadmap A2+ Students' book Unit 2C
	show interest and excitement		show interest and excitement	English in action	Roadmap A2+ Students' book Unit 2D
<i>Class</i>	Reflecting on previous Units, Video				Roadmap A2+ Students' book Listening,

8					speaking
Class 9	comparatives	adjectives to describe places	weak forms, compare places to visit	Reading: Urban spaces	Roadmap A2+ Students' book Unit 3A
	superlatives	hotels and places to stay	superlatives, choose a place to stay	Writing: A place to stay	Roadmap A2+ Students' book Unit 3B
Class 10	present perfect with ever and never	verb phrases	has/hasn't, have/haven't, describe past experiences	Listening: Never ever	Roadmap A2+ Students' book Unit 3C
	give and respond to news		give and respond to news	English in action	Roadmap A2+ Students' book Unit 3D
Class 11	Reflecting on previous Units, Video				Roadmap A2+ Students' book Listening, speaking
Class 12	be going to, want and would like	celebrations	weak forms, talk about plans for a special day	Writing: Special days	Roadmap A2+ Students' book Unit 4A
	will/won't for decisions and offers	organising events	contractions, organise an event	Listening: Planning events	Roadmap A2+ Students' book Unit 4B
Class 13	can and have to	adjectives with -ed and ing	sentence stress, present and idea for an event	Reading: Rules of the race	Roadmap A2+ Students' book Unit 4C
	make plans to meet		make plans to meet	English in action	Roadmap A2+ Students' book Unit 4D
Class 14	Reflecting on previous Units, Video				Roadmap A2+ Students' book Listening, speaking
Class 15	Review Unit 1-2; 3-4				Roadmap A2+ Students' book P. 146-147
Class 16	relative clauses with who, which and that	job skills and preferences	who, which, and that, describe a job	Reading: The right person	Roadmap A2+ Students' book Unit 5A
	look like, look + adjective, be like	appearance	connected speech, describe people	Listening: Appearances	Roadmap A2+ Students' book Unit 5B

Class 17	should, shouldn't and imperatives	shopping	sentence stress, give advice about shopping	Writing: Shopping tips	Roadmap A2+ Students' book Unit 5C
	make and respond to suggestions		make and respond to suggestions	English in action	Roadmap A2+ Students' book Unit 5D
Class 18	will for predictors	happiness	will/won't, make predictions about the future	Listening: Happiness	Roadmap A2+ Students' book Unit 6A
	present continuous for future arrangement	make, do, have	make arrangements	Reading: A busy weekend	Roadmap A2+ Students' book Unit 6B

**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 15 - Course A2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	may and might	weekend activities	silent letters, discuss weekend plans	Writing: A quiet weekend	Roadmap A2+ Students' book Unit 6C
	leave a phone message		leave a phone message	English in action	Roadmap A2+ Students' book Unit 6D
<i>Class 2</i>	Reflecting on previous Units, Video				Roadmap A2+ Students' book Listening, speaking
<i>Class 3</i>	too and enough	features of city life	too and enough, give opinions	Listening: The building project	Roadmap A2+ Students' book Unit 7A
	used to	natural features	used, talk about where you grew up	Reading: Where I grew up	Roadmap A2+ Students' book Unit 7B
<i>Class 4</i>	articles	prepositions	articles, describe a place	Writing: A favourite room	Roadmap A2+ Students' book Unit 7C
	make and respond to excuses		make and respond to excuses	English in action	Roadmap A2+ Students' book Unit 7D
<i>Class 5</i>	Reflecting on previous Units, Video				Roadmap A2+ Students' book Listening, speaking
<i>Class 6</i>	past continuous	verbs of movement	sentence stress, describe a special photo	Reading: Special photos	Roadmap A2+ Students' book Unit 8A
	because, so, and to	transport	because, so, and to, describe a journey	Listening: Getting around	Roadmap A2+ Students' book Unit 8B
<i>Class 7</i>	verb patterns	travel	sentence stress, plan a special trip	Writing: Dream holidays	Roadmap A2+ Students' book Unit 8C
	give directions		give directions	English in action	Roadmap A2+ Students' book Unit 8D
<i>Class 8</i>	Reflecting on previous Units, Video				Roadmap A2+ Students' book Listening, speaking

Class 9	Review Unit 5-8				Roadmap A2+ Students' book P. 148-149
Class 10	present perfect with for and since	describing a relationship	weak forms, describe a friend	Listening: Good friends	Roadmap A2+ Students' book Unit 9A
	present perfect with already, just and yet	adjectives to describe films and TV programmes	already, just, and yet, talk about films and TV	Reading: What's on?	Roadmap A2+ Students' book Unit 9B
Class 11	could/couldn't	education	could/couldn't, talk about your school days	Writing: School days	Roadmap A2+ Students' book Unit 9C
	ask for information		ask for information	English in action	Roadmap A2+ Students' book Unit 9D
Class 12	Reflecting on previous Units, Video				Roadmap A2+ Students' book Listening, speaking
Class 13	first conditional	money	contractions, present money saving ideas	Reading: Save or spend?	Roadmap A2+ Students' book Unit 10A
	present and past passive	time expressions	sentence stress, share information	Writing: Everyday objects	Roadmap A2+ Students' book Unit 10B
Class 14	review of tenses	hobbies and interest	contractions, discuss hobbies and interests	Listening: Unusual hobbies	Roadmap A2+ Students' book Unit 10C
	ask for clarification		ask for clarification	English in action	Roadmap A2+ Students' book Unit 10D
Class 15	Review Unit 9-10				Roadmap A2+ Students' book P. 150
Class 16	Test Unit 1-5				Roadmap A2+ Students' book P. 150
Class 17	Test Unit 6-10				Roadmap A2+ Students' book P. 150
Class 18	End of course A2 assessment				

**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 16 - Course B1**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	word order in questions	common verb phrases, spelling and numbers	vowel sounds, the alphabet	Where are you from?	English File Pre-intermediate Student's book (3rd ed) Unit 1A P. 4-5
<i>Class 2</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 4-5
<i>Class 3</i>	Practice				English File Pre-intermediate Teacher's book (3rd ed) P. 162, 198, 209
<i>Class 4</i>	present simple	describing people: appearance and personality	final -s/-es	Charlotte's choice	English File Pre-intermediate Student's book (3rd ed) Unit 1B P. 6-7
<i>Class 5</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 6-7
<i>Class 6</i>	Practice				English File Pre-intermediate Teacher's book (3rd ed) P. 163, 198, 210
<i>Class 7</i>	present continuous	clothes, prepositions of place	/ə/ and /ɜ:/	Mr and Mrs Clark and Percy	English File Pre-intermediate Student's book (3rd ed) Unit 1C P. 8-9
<i>Class 8</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 8-10
<i>Class 9</i>	Practice				English File Pre-intermediate Teacher's book (3rd ed) P. 164, 198, 211
<i>Class 10</i>	Revision and Check, Video				English File Pre-intermediate Student's book (3rd ed)
<i>Class 11</i>	Test Unit 1				English File Pre-intermediate Student's book (3rd ed) Quick test/File test1 (CD ROM)
<i>Class 12</i>	past simple: regular and irregular verbs	holidays	regular verbs: -ed endings	Right place, wrong person	English File Pre-intermediate Student's book (3rd ed) Unit 2A P. 12-13
<i>Class</i>	Practice				English File Pre-intermediate Workbook (3rd ed)

13					ed) P. 11-12
Class 14	Practice				English File Pre-intermediate Teacher's book (3rd ed) P. 165, 199, 212
Class 15	past continuous	prepositions of time and place: at, in, on	sentence stress	The story behind the photo	English File Pre-intermediate Student's book (3rd ed) Unit 2B P. 14-15
Class 16	Practice				English File Pre-intermediate Workbook (3rd ed) P. 13-14
Class 17	Practice				English File Pre-intermediate Teacher's book (3rd ed) P. 166, 199, 213
Class 18	time sequencers and connectors	verb phrases	word stress	One dark October evening	English File Pre-intermediate Student's book (3rd ed) Unit 2C P. 16-17

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 17 - Course B1**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 15-16
<i>Class 2</i>	Practice				English File Pre-intermediate Teacher's book (3rd ed) P. 167, 199, 214
<i>Class 3</i>	Revision and Check, Video				English File Pre-intermediate Student's book (3rd ed) P. 18-19 Revise and Check 1-2
<i>Class 4</i>	Test Unit 2				English File Pre-intermediate Student's book (3rd ed) Quick test/File test2 (CD ROM)
<i>Class 5</i>	be going to (plans and predictions)	airports	sentence stress and fast speech	Plans and dreams	English File Pre-intermediate Student's book (3rd ed) Unit 3A P. 20-21
<i>Class 6</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 17-18
<i>Class 7</i>	Practice				English File Pre-intermediate Teacher's book (3rd ed) P. 199, 200, 215
<i>Class 8</i>	present continuous (future arrangements)	verbs + prepositions e.g. arrive in	sounding friendly	Let's meet again	English File Pre-intermediate Student's book (3rd ed) Unit 3B P. 22-23
<i>Class 9</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 19-20
<i>Class 10</i>	defining relative clauses	expressions for paraphrasing: like, for, example, etc.	pronunciation in a dictionary	What's the word?	English File Pre-intermediate Student's book (3rd ed) Unit 3C P. 24-25
<i>Class 11</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 21-23
<i>Class 12</i>	Practice				English File Pre-intermediate Teacher's book (3rd ed) P. 170, 200, 217
<i>Class</i>	Revision and Check, Video				English File Pre-intermediate Student's book



13					(3rd ed)
Class 14	Test Unit 3				English File Pre-intermediate Student's book (3rd ed) Quick test/File test3 (CD ROM)
Class 15	present perfect + yet, just, already	housework, make or do?	/j/ and /dʒ/	Parents and teenagers	English File Pre-intermediate Student's book (3rd ed) Unit 4A P. 28-29
Class 16	Practice				English File Pre-intermediate Workbook (3rd ed) P. 24-25
Class 17	present perfect or past simple?	shopping	c and ch	Fashion and shopping	English File Pre-intermediate Student's book (3rd ed) Unit 4B P. 30-31
Class 18	Practice				English File Pre-intermediate Workbook (3rd ed) P. 26-27

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 18 - Course B1**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	something, anything, nothing, etc.	adjectives ending -ed and -ing	/e/, /əʊ/, and /ʌ/	Lost weekend	English File Pre-intermediate Student's book (3rd ed) Unit 4C P. 32-33
<i>Class 2</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 28-29
<i>Class 3</i>	Practice				English File Pre-intermediate Teacher's book (3rd ed) P. 173, 201, 220
<i>Class 4</i>	Revision and Check, Video				English File Pre-intermediate Student's book (3rd ed) P. 34-35 Revise and Check 3-4
<i>Class 5</i>	Test Unit 4				English File Pre-intermediate Student's book (3rd ed) Quick test/File test4 (CD ROM)
<i>Class 6</i>	comparative adjectives and adverbs, as...as	time expressions: spend time, etc.	sentence stress	No time for anything	English File Pre-intermediate Student's book (3rd ed) Unit 5A P. 36-37
<i>Class 7</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 30-31
<i>Class 8</i>	superlatives (+ ever + present perfect)	describing a town or city	word and sentence stress	Superlative cities	English File Pre-intermediate Student's book (3rd ed) Unit 5B P. 38-39
<i>Class 9</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 32-33
<i>Class 10</i>	quantifiers, too, not enough	health and the body	/ʌ/, /u:/, /aɪ/, and /e/	How much is too much?	English File Pre-intermediate Student's book (3rd ed) Unit 5C P. 40-41
<i>Class 11</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 34-36
<i>Class 12</i>	Practice				English File Pre-intermediate Teacher's book (3rd ed) P. 176, 202, 223
<i>Class 13</i>	Revision and Check, Video				English File Pre-intermediate Student's book (3rd ed)

<i>Class</i> 14	Test Unit 5				English File Pre-intermediate Student's book (3rd ed) Quick test/File test5 (CD ROM)
<i>Class</i> 15	will/won't (predictions)	opposite verbs	won't, 'll	Are you a pessimist?	English File Pre-intermediate Student's book (3rd ed) Unit 6A P. 44-45
<i>Class</i> 16	Practice				English File Pre-intermediate Workbook (3rd ed) P. 37-38
<i>Class</i> 17	will/won't (decisions, offers, promises)	verb + back	word stress: two-syllable verbs	I'll never forget you	English File Pre-intermediate Student's book (3rd ed) Unit 6B P. 46-47
<i>Class</i> 18	Practice				English File Pre-intermediate Workbook (3rd ed) P. 39-40

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 19 - Course B1**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	review of verb forms: present, past, and future	adjectives + prepositions	the letters ow	The meaning of dreaming	English File Pre-intermediate Student's book (3rd ed) Unit 6C P. 48-49
<i>Class 2</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 41-42
<i>Class 3</i>	Practice				English File Pre-intermediate Teacher's book (3rd ed) P. 179, 202, 226
<i>Class 4</i>	Revision and Check, Video				English File Pre-intermediate Student's book (3rd ed) P. 50-51 Revise and Check 5-6
<i>Class 5</i>	Test Unit 6				English File Pre-intermediate Student's book (3rd ed) Quick test/File test6 (CD ROM)
<i>Class 6</i>	Test Units 1-6				English File Pre-intermediate Student's book (3rd ed) File test1-6 (CD ROM)
<i>Class 7</i>	uses of the infinitive with to	verbs + infinitive: try to, forget to, etc.	weak form of 'to', linking	How to...	English File Pre-intermediate Student's book (3rd ed) Unit 7A P. 52-53
<i>Class 8</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 43-44
<i>Class 9</i>	uses of the gerund (verb + -ing)	verbs + gerund	the letter i	Being happy	English File Pre-intermediate Student's book (3rd ed) Unit 7B P. 54-55
<i>Class 10</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 45-46
<i>Class 11</i>	have to, don't have to, must, mustn't	modifiers: a bit, really, etc.	must, mustn't	Learn a language in a month!	English File Pre-intermediate Student's book (3rd ed) Unit 7C P. 56-57
<i>Class 12</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 47-49
<i>Class 13</i>	Practice				English File Pre-intermediate Teacher's book (3rd ed) P. 182, 203, 229

Class 14	Revision and Check, Video				English File Pre-intermediate Student's book (3rd ed)
Class 15	Test Unit 7				English File Pre-intermediate Student's book (3rd ed) Quick test/File test7 (CD ROM)
Class 16	should	get	/ʊ/ and /u:/; sentence stress	I don't know what to do!	English File Pre-intermediate Student's book (3rd ed) Unit 8A P. 60-61
Class 17	Practice				English File Pre-intermediate Workbook (3rd ed) P. 50-51
Class 18	if + present, will + infinitive (first conditional)	confusing verbs	linking	If something can go wrong...	English File Pre-intermediate Student's book (3rd ed) Unit 8B P. 62-63

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 20 - Course B1**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 52-53
<i>Class 2</i>	possessive pronouns	adverbs of manner	sentence rhythm	You must be mine	English File Pre-intermediate Student's book (3rd ed) Unit 8C P. 64-65
<i>Class 3</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 54-55
<i>Class 4</i>	Practice				English File Pre-intermediate Teacher's book (3rd ed) P.185, 204, 232
<i>Class 5</i>	Revision and Check, Video				English File Pre-intermediate Student's book (3rd ed) P. 66-67 Revise and Check 7-8
<i>Class 6</i>	Test Unit 8				English File Pre-intermediate Student's book (3rd ed) Quick test/File test8 (CD ROM)
<i>Class 7</i>	if + past, would + infinitive (second conditional)	animals	word stress	What would you do?	English File Pre-intermediate Student's book (3rd ed) Unit 9A P. 68-69
<i>Class 8</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 56-57
<i>Class 9</i>	present perfect + for and since	phobias and words related to fear	sentence stress	I've been afraid of it for years	English File Pre-intermediate Student's book (3rd ed) Unit 9B P. 70-71
<i>Class 10</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 58-59
<i>Class 11</i>	present perfect or past simple?	biographies	word stress, /ɔ:/	Born to sing	English File Pre-intermediate Student's book (3rd ed) Unit 9C P. 72-73
<i>Class 12</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 60-62
<i>Class 13</i>	Practice				English File Pre-intermediate Teacher's book (3rd ed) P. 188, 205, 235

Class 14	Revision and Check, Video				English File Pre-intermediate Student's book (3rd ed)
Class 15	Test Unit 9				English File Pre-intermediate Student's book (3rd ed) Quick test/File test9 (CD ROM)
Class 16	passive	verbs: invent, discover, etc.	/f/, -ed, sentence stress	The mothers invention	English File Pre-intermediate Student's book (3rd ed) Unit 10A P. 76-77
Class 17	Practice				English File Pre-intermediate Workbook (3rd ed) P. 63-64
Class 18	used to	school subjects	used to/didn't use to	Could do better	English File Pre-intermediate Student's book (3rd ed) Unit 10B P. 78-79

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 21 - Course B1**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 65-66
<i>Class 2</i>	might	word building: noun formation	diphthongs	Mr Indecisive	English File Pre-intermediate Student's book (3rd ed) Unit 10C P. 80-81
<i>Class 3</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 67-68
<i>Class 4</i>	Practice				English File Pre-intermediate Teacher's book (3rd ed) P. 191, 206, 238
<i>Class 5</i>	Revision and Check, Video				English File Pre-intermediate Student's book (3rd ed) P. 82-83 Revise and Check 9-10
<i>Class 6</i>	Test Unit 10				English File Pre-intermediate Student's book (3rd ed) Quick test/File test10 (CD ROM)
<i>Class 7</i>	expressing movement	sports, expressing movement	sports	Bad losers	English File Pre-intermediate Student's book (3rd ed) Unit 11A P. 84-85
<i>Class 8</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 69-70
<i>Class 9</i>	word order of phrasal verbs	phrasal verbs	linking	Are you a morning person?	English File Pre-intermediate Student's book (3rd ed) Unit 11B P. 86-87
<i>Class 10</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 71-72
<i>Class 11</i>	so, neither + auxiliaries	similarities	sentence stress, /ð/ and /θ/	What a coincidence!	English File Pre-intermediate Student's book (3rd ed) Unit 11C P. 88-89
<i>Class 12</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 73-75
<i>Class 13</i>	Practice				English File Pre-intermediate Teacher's book (3rd ed) P. 194, 207, 241



Class 14	Revision and Check, Video				English File Pre-intermediate Student's book (3rd ed)
Class 15	Test Unit 11				English File Pre-intermediate Student's book (3rd ed) Quick test/File test11 (CD ROM)
Class 16	past perfect	verb phrases	contractions: had/hadn't	Strange but true!	English File Pre-intermediate Student's book (3rd ed) Unit 12A P. 92-93
Class 17	Practice				English File Pre-intermediate Workbook (3rd ed) P. 76-77
Class 18	reported speech	say or tell?	double consonants	Gossip is good for you	English File Pre-intermediate Student's book (3rd ed) Unit 12B P. 94-95

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 22 - Course B1**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 78-79
<i>Class 2</i>	questions without auxiliaries	revision	revision	the English File quiz	English File Pre-intermediate Student's book (3rd ed) Unit 12C P. 96-97
<i>Class 3</i>	Practice				English File Pre-intermediate Workbook (3rd ed) P. 80-81
<i>Class 4</i>	Practice				English File Pre-intermediate Teacher's book (3rd ed) P. 197, 207, 244
<i>Class 5</i>	Revision and Check, Video				English File Pre-intermediate Student's book (3rd ed) P. 98-99 Revise and Check 11-12
<i>Class 6</i>	Test Unit 12				English File Pre-intermediate Student's book (3rd ed) Quick test/File test12 (CD ROM)
<i>Class 7</i>	Test Units 7-12				English File Pre-intermediate Student's book (3rd ed)
<i>Class 8</i>	The end of the course test Unit 1-12				English File Pre-intermediate Student's book (3rd ed)
<i>Class 9</i>	Introductory lesson: How to use the new coursebook and workbook Setting goals				Roadmap B1+ Students' book
<i>Class 10</i>	noun phrases	eating out	sentence stress, decide where to eat out	Writing: Eating out	Roadmap B1+ Students' book P. 6-7
<i>Class 11</i>	modifying comparisons	where I live	talk about where you live	Reading: A place to live	Roadmap B1+ Students' book P. 8-9
<i>Class 12</i>	non-defining relative clauses	going out, staying out	non-defining relative clauses, describe a night out	Listening: A late night	Roadmap B1+ Students' book P. 10-11
<i>Class</i>	express preferences		express preferences	English in action	Roadmap B1+ Students' book P. 12

13	and reason		and give reasons		
Class 14	Reflecting on previous Units, Video				Roadmap B1+ Students' book P. 13
Class 15	Test Unit 1				Roadmap B1+ Students' book
Class 16	present simple and present continuous	learning new skills	weak forms: auxiliary verb be, talk about your free time	Listening: Getting better	Roadmap B1+ Students' book P. 14-15
Class 17	present habits	starting work	silent letters, give a talk about where you work/study	Writing: First days	Roadmap B1+ Students' book P. 16-17
Class 18	used to, would and past simple	parents and children	silent letters, discuss how life has changed	Reading: Changing world	Roadmap B1+ Students' book P. 18-19

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 23 - Course B1**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	end conversations politely		end conversations politely	English in action	Roadmap B1+ Students' book P. 20
<i>Class 2</i>	Reflecting on previous Units, Video				Roadmap B1+ Students' book P. 21
<i>Class 3</i>	Test Unit 2				Roadmap B1+ Students' book
<i>Class 4</i>	present perfect simple questions and answers	tourist places	weak forms: have you been, recommend places to go on holiday	Reading: Places to see	Roadmap B1+ Students' book P. 22-23
<i>Class 5</i>	present perfect simple and continuous	science and research	weak forms: have and been, discuss an article	Writing: Big issues	Roadmap B1+ Students' book P. 25-26
<i>Class 6</i>	obligation and permission	rules and customs	weak forms: you're and to, give advice about rules and customs	Listening: Living abroad	Roadmap B1+ Students' book P. 26-27
<i>Class 7</i>	ask for and give explanations		ask for and give explanations	English in action	Roadmap B1+ Students' book P. 28
<i>Class 8</i>	Reflecting on previous Units, Video				Roadmap B1+ Students' book P. 29
<i>Class 9</i>	Test Unit 3				Roadmap B1+ Students' book
<i>Class 10</i>	past simple and past continuous	accidents and mistakes	weak forms: was and were, talk about accidents and mistakes	Listening: A big mistake	Roadmap B1+ Students' book P. 30-31
<i>Class 11</i>	past perfect simple	crime in the news	weak forms: had, discuss crime stories	Writing: Crime doesn't pay	Roadmap B1+ Students' book P. 32-33

Class 12	reported speech	complaints	sentence stress, make a complaint	Reading: It's not good enough!	Roadmap B1+ Students' book P. 34-35
Class 13	respond to news		respond to news	English in action	Roadmap B1+ Students' book P. 36
Class 14	Reflecting on previous Units, Video				Roadmap B1+ Students' book P. 37
Class 15	Test Unit 4				Roadmap B1+ Students' book
Class 16	future forms	running a company	going to and 'll, interview someone about future plans	Writing: A bright future	Roadmap B1+ Students' book P. 38-39
Class 17	adverbs used with the present perfect	new projects	sentence stress, talk about new projects	Reading: Living the dream	Roadmap B1+ Students' book P. 40-41
Class 18	comment adverbs	education	stress on comment adverbs, take part in a discussion	Listening: A good education	Roadmap B1+ Students' book P. 42-43

**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 24 - Course B1**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	agree and disagree		sentence stress, agree and disagree	English in action	Roadmap B1+ Students' book P. 44
<i>Class 2</i>	Reflecting on previous Units, Video				Roadmap B1+ Students' book P. 45
<i>Class 3</i>	Test Unit 5				Roadmap B1+ Students' book
<i>Class 4</i>	passive	at the cinema, on TV	weak form: auxiliary verb be, talk about films and TV	Reading: A great show	Roadmap B1+ Students' book P. 46-47
<i>Class 5</i>	have/get something done	services and recommendations	recommend services	Listening: A five-star review	Roadmap B1+ Students' book P. 48-49
<i>Class 6</i>	probability	in the news	discuss news stories	Writing: Headline news	Roadmap B1+ Students' book P. 50-51
<i>Class 7</i>	apologise and make excuses		apologising and making excuses	English in action	Roadmap B1+ Students' book P. 52
<i>Class 8</i>	Reflecting on previous Units, Video				Roadmap B1+ Students' book P. 53
<i>Class 9</i>	Test Unit 6				Roadmap B1+ Students' book
<i>Class 10</i>	verb patterns	health problems	discuss a health problem with a doctor	Reading: Health problems	Roadmap B1+ Students' book P. 54-55
<i>Class 11</i>	verb patterns	money	weak forms: that, discuss money issues	Listening: Money talks	Roadmap B1+ Students' book P. 56-57
<i>Class 12</i>	noun patterns	on the road	stress in noun phrases, tell a travel story	Writing: Kings of the road	Roadmap B1+ Students' book P. 58-59

Class 13	deal with problems with shops and services		sentence stress, deal with problems with shops and services	English in action	Roadmap B1+ Students' book P. 60
Class 14	Reflecting on previous Units, Video				Roadmap B1+ Students' book P. 61
Class 15	Test Unit 7				Roadmap B1+ Students' book
Class 16	first conditional	the environment	weak forms: will and won't, discuss environmental issues	Listening: Small challenges	Roadmap B1+ Students' book P. 62-63
Class 17	whatever, whoever, whenever, however	character	word stress in whatever, talk about different relationships	Reading: Relationships	Roadmap B1+ Students' book P. 64-65
Class 18	time conjunctions	life events	connected speech, describe important life events	Writing: Big moments	Roadmap B1+ Students' book P. 66-67

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 25 - Course B1**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	make phone calls		make phone calls	English in action	Roadmap B1+ Students' book P. 68
<i>Class 2</i>	Reflecting on previous Units, Video				Roadmap B1+ Students' book P. 69
<i>Class 3</i>	Test Unit 8				Roadmap B1+ Students' book
<i>Class 4</i>	patterns after wish	quality of life	conduct a survey	Listening: Quality of life	Roadmap B1+ Students' book P. 70-71
<i>Class 5</i>	second conditional	society	weak forms: would, take part in a discussion	Reading: An ideal society	Roadmap B1+ Students' book P. 72-73
<i>Class 6</i>	past modals of deduction	sport	weak forms: have, talk about a sporting event	Writing: Great sporting moments	Roadmap B1+ Students' book P. 74-75
<i>Class 7</i>	interrupt politely		intonation, interrupt politely	English in action	Roadmap B1+ Students' book P. 76
<i>Class 8</i>	Reflecting on previous Units, Video				Roadmap B1+ Students' book P. 77
<i>Class 9</i>	Test Unit 9				Roadmap B1+ Students' book
<i>Class 10</i>	third conditional	influential people	connected speech, talk about an influential person	Listening: A huge influence	Roadmap B1+ Students' book P. 78- 79
<i>Class 11</i>	should have	successes and failures	weak forms: should have/shouldn't have, talk about successes and failures	Reading: Interviews	Roadmap B1+ Students' book P. 80-81
<i>Class</i>	adjective word order	describing things	sentence stress,	Writing: Describing things	Roadmap B1+ Students' book P. 82-83



12			describe possessions		
Class 13	offer and accept/decline		offer and accept/decline	English in action	Roadmap B1+ Students' book P. 84
Class 14	Reflecting on previous Units, Video				Roadmap B1+ Students' book P. 85
Class 15	Test Unit 10				Roadmap B1+ Students' book
Class 16	Revision of the tenses				Roadmap B1+ Students' book
Class 17	Speaking exam 1 to 10				Roadmap B1+ Students' book
Class 18	End of course B1 assessment				

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 26 - Course B2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	present simple and continuous, action and non-action verbs	food and cooking	short and long vowel sounds	Mood food	English File Intermediate Student's book (3rd ed) Unit 1A P. 4-5
<i>Class 2</i>	Practice				English File Intermediate Workbook (3rd ed) P. 4-5
<i>Class 3</i>	present simple and continuous, action and non-action verbs	food and cooking	short and long vowel sounds	Mood food	English File Intermediate Student's book (3rd ed) Unit 1A P. 6-7 (food and cooking)
<i>Class 4</i>	Practice				English File Intermediate Workbook (3rd ed) P. 6
<i>Class 5</i>	future forms: present continuous, going to, will/won't (each other)	family, adjectives of personality	sentence stress, word stress, adjective endings	Family life	English File Intermediate Student's book (3rd ed) Unit 1B P. 8-11
<i>Class 6</i>	Practice				English File Intermediate Workbook (3rd ed) P. 7-9
<i>Class 7</i>	future forms: present continuous, going to, will/won't (each other)	family, adjectives of personality	sentence stress, word stress, adjective endings	Family life	English File Intermediate Student's book (3rd ed) Unit 1B P. 12-13
<i>Class 8</i>	Practice				English File Intermediate Workbook (3rd ed) P. 10
<i>Class 9</i>	Revision and Check, Video				English File Intermediate Student's book (3rd ed) Quick test 1
<i>Class 10</i>	Test Unit 1				English File Intermediate Student's book (3rd ed) File test 1 (CD ROM)
<i>Class 11</i>	present perfect and past simple	money	the letter o	Spend or save?	English File Intermediate Student's book (3rd ed) Unit 2A P. 14-15
<i>Class 12</i>	Practice				English File Intermediate Workbook (3rd ed) P. 11-12

Class 13	present perfect and past simple	money	the letter o	Spend or save?	English File Intermediate Student's book (3rd ed) Unit 2A P. 16-17
Class 14	Practice				English File Intermediate Workbook (3rd ed) P. 13
Class 15	present perfect + for/since, present perfect continuous	strong adjectives: exhausted, amazed, etc.	sentence stress, stress on strong adjectives	Changing lives	English File Intermediate Student's book (3rd ed) Unit 2B P. 18-19
Class 16	Practice				English File Intermediate Workbook (3rd ed) P. 14-15
Class 17	present perfect + for/since, present perfect continuous	strong adjectives: exhausted, amazed, etc.	sentence stress, stress on strong adjectives	Changing lives	English File Intermediate Student's book (3rd ed) Unit 2B P. 20-21
Class 18	Practice				English File Intermediate Workbook (3rd ed) P. 16

**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 27 - Course B2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	Revision and Check, Video				English File Intermediate Student's book (3rd ed) P. 22-23 Revise and Check Unit 1-2
<i>Class 2</i>	Test Unit 2				English File Intermediate Student's book (3rd ed) File test 2 (CD ROM)
<i>Class 3</i>	comparative and superlatives	transport	/f/, /dʒ/, and /tʃ/, linking	Race across London	English File Intermediate Student's book (3rd ed) Unit 3A P. 24-25
<i>Class 4</i>	Practice				English File Intermediate Workbook (3rd ed) P. 17-18
<i>Class 5</i>	comparative and superlatives	transport	/f/, /dʒ/, and /tʃ/, linking	Race across London	English File Intermediate Student's book (3rd ed) Unit 3A P. 26-27
<i>Class 6</i>	Practice				English File Intermediate Workbook (3rd ed) P. 19
<i>Class 7</i>	articles: a/an, the, no article	collocation: verbs/adjectives + prepositions	/ə/, sentence stress, /ðə/ or /ð:/?	Stereotypes - or are they?	English File Intermediate Student's book (3rd ed) Unit 3B P. 28-31
<i>Class 8</i>	Practice				English File Intermediate Workbook (3rd ed) P. 20-22
<i>Class 9</i>	articles: a/an, the, no article	collocation: verbs/adjectives + prepositions	/ə/, sentence stress, /ðə/ or /ð:/?	Stereotypes - or are they?	English File Intermediate Student's book (3rd ed) Unit 3B P. 32-33
<i>Class 10</i>	Practice				English File Intermediate Workbook (3rd ed) P. 23
<i>Class 11</i>	Revision and Check, Video				English File Intermediate Student's book (3rd ed) Quick test 3
<i>Class 12</i>	Test Unit 3				English File Intermediate Student's book (3rd ed) File test 3 (CD ROM)
<i>Class</i>	can, could, be able to	adjectives with -ed/-	sentence stress	Failure and success	English File Intermediate Student's book (3rd

13	(reflexive pronouns)	ing			ed) Unit 4A P. 34-35
Class 14	Practice				English File Intermediate Workbook (3rd ed) P. 24-25
Class 15	can, could, be able to (reflexive pronouns)	adjectives with -ed/-ing	sentence stress	Failure and success	English File Intermediate Student's book (3rd ed) Unit 4A P. 36-37
Class 16	Practice				English File Intermediate Workbook (3rd ed) P. 26
Class 17	modals of obligation: must, have to, should (should have)	phone language	silent consonants, linking	Modern manners?	English File Intermediate Student's book (3rd ed) Unit 4B P. 38-39
Class 18	Practice				English File Intermediate Workbook (3rd ed) P. 27-28

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 28 - Course B2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	modals of obligation: must, have to, should (should have)	phone language	silent consonants, linking	Modern manners?	English File Intermediate Student's book (3rd ed) Unit 4B P. 40-41
<i>Class 2</i>	Practice				English File Intermediate Workbook (3rd ed) P. 29
<i>Class 3</i>	Revision and Check, Video				English File Intermediate Student's book (3rd ed) P. 42-43 Revise and Check Unit 3-4
<i>Class 4</i>	Test Unit 4				English File Intermediate Student's book (3rd ed) File test 4 (CD ROM)
<i>Class 5</i>	past tenses: simple, continuous, perfect	sport	/ɔ:/ and /ɜ:/	Sporting superstitions	English File Intermediate Student's book (3rd ed) Unit 5A P. 44-45
<i>Class 6</i>	Practice				English File Intermediate Workbook (3rd ed) P. 30-31
<i>Class 7</i>	past tenses: simple, continuous, perfect	sport	/ɔ:/ and /ɜ:/	Sporting superstitions	English File Intermediate Student's book (3rd ed) Unit 5A P. 46-47
<i>Class 8</i>	Practice				English File Intermediate Workbook (3rd ed) P. 32
<i>Class 9</i>	usually and used to	relationships	linking, the letter s	Love at Exit 19	English File Intermediate Student's book (3rd ed) Unit 5B P. 48-51
<i>Class 10</i>	Practice				English File Intermediate Workbook (3rd ed) P. 33-35
<i>Class 11</i>	usually and used to	relationships	linking, the letter s	Love at Exit 19	English File Intermediate Student's book (3rd ed) Unit 5B P. 52-53
<i>Class 12</i>	Practice				English File Intermediate Workbook (3rd ed) P. 36
<i>Class 13</i>	Revision and Check, Video				English File Intermediate Student's book (3rd ed) Quick test 5

<i>Class 14</i>	Test Unit 5				English File Intermediate Student's book (3rd ed) File test 5 (CD ROM)
<i>Class 15</i>	passives (all tenses)	cinema	sentence stress	Shot on location	English File Intermediate Student's book (3rd ed) Unit 6A P. 54-57
<i>Class 16</i>	Practice				English File Intermediate Workbook (3rd ed) P. 37-38
<i>Class 17</i>	passives (all tenses)	cinema	sentence stress	Shot on location	English File Intermediate Student's book (3rd ed) Unit 6A P. 56-57
<i>Class 18</i>	Practice				English File Intermediate Workbook (3rd ed) P. 39

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 29 - Course B2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	modals of deduction: might, can't, must	the body	diphthongs	Judging by appearances	English File Intermediate Student's book (3rd ed) Unit 6B P. 58-60
<i>Class 2</i>	Practice				English File Intermediate Workbook (3rd ed) P. 40-41
<i>Class 3</i>	modals of deduction: might, can't, must	the body	diphthongs	Judging by appearances	English File Intermediate Student's book (3rd ed) Unit 6B P. 61
<i>Class 4</i>	Practice				English File Intermediate Workbook (3rd ed) P. 42
<i>Class 5</i>	Revision and Check, Video				English File Intermediate Student's book (3rd ed) P. 62-63 Revise and Check Unit 5-6
<i>Class 6</i>	Test Unit 6				English File Intermediate Student's book (3rd ed) File test 6 (CD ROM)
<i>Class 7</i>	Test Unit 1-6				English File Intermediate Student's book (3rd ed) Progress test Unit 1-6
<i>Class 8</i>	first conditional and future time clauses + when, until, etc. (make and let)	education	the letter u	Extraordinary school for boys	English File Intermediate Student's book (3rd ed) Unit 7A P. 64-67
<i>Class 9</i>	Practice				English File Intermediate Workbook (3rd ed) P. 43-44
<i>Class 10</i>	first conditional and future time clauses + when, until, etc. (make and let)	education	the letter u	Extraordinary school for boys	English File Intermediate Student's book (3rd ed) Unit 7A P. 66-67
<i>Class 11</i>	Practice				English File Intermediate Workbook (3rd ed) P. 45
<i>Class 12</i>	second conditional	houses	sentence stress	Ideal home	English File Intermediate Student's book (3rd ed) Unit 7B P 68-71



Class 13	Practice				English File Intermediate Workbook (3rd ed) P. 46-48
Class 14	second conditional	houses	sentence stress	Ideal home	English File Intermediate Student's book (3rd ed) Unit 7B P. 72-73
Class 15	Practice				English File Intermediate Workbook (3rd ed) P. 49
Class 16	Revision and Check, Video				English File Intermediate Student's book (3rd ed) Quick test 7
Class 17	Test Unit 7				English File Intermediate Student's book (3rd ed) File test 7 (CD ROM)
Class 18	reported speech: sentences and questions	shopping, making nouns from verbs	the letters ai	Sell and tell	English File Intermediate Student's book (3rd ed) Unit 8A P. 74-75

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 30 - Course B2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	Practice				English File Intermediate Workbook (3rd ed) P. 50-51
<i>Class 2</i>	reported speech: sentences and questions	shopping, making nouns from verbs	the letters ai	Sell and tell	English File Intermediate Student's book (3rd ed) Unit 8A P. 76-77
<i>Class 3</i>	Practice				English File Intermediate Workbook (3rd ed) P. 52
<i>Class 4</i>	gerund and infinitives	work	word stress	What's the right job for you?	English File Intermediate Student's book (3rd ed) Unit 8B P. 78-79
<i>Class 5</i>	Practice				English File Intermediate Workbook (3rd ed) P. 53
<i>Class 6</i>	gerund and infinitives	work	word stress	What's the right job for you?	English File Intermediate Student's book (3rd ed) Unit 8B P. 80-81
<i>Class 7</i>	Practice				English File Intermediate Workbook (3rd ed) P. 54-55
<i>Class 8</i>	Revision and Check, Video				English File Intermediate Student's book (3rd ed) P. 82-83 Revision and Check Unit 7-8
<i>Class 9</i>	Test Unit 8				English File Intermediate Student's book (3rd ed) File test 8 (CD ROM)
<i>Class 10</i>	third conditional	making adjectives and adverbs	sentence stress	Lucky encounters	English File Intermediate Student's book (3rd ed) Unit 9A P. 84-85
<i>Class 11</i>	Practice				English File Intermediate Workbook (3rd ed) P. 56-57
<i>Class 12</i>	third conditional	making adjectives and adverbs	sentence stress	Lucky encounters	English File Intermediate Student's book (3rd ed) Unit 9A P. 86-87
<i>Class 13</i>	Practice				English File Intermediate Workbook (3rd ed) P. 58

<i>Class 14</i>	quantifiers (separable phrasal verbs)	electronic devices, phrasal verbs	ough and augh, linking	Too much information!	English File Intermediate Student's book (3rd ed) Unit 9B P. 88-91
<i>Class 15</i>	Practice				English File Intermediate Workbook (3rd ed) P. 59-61
<i>Class 16</i>	quantifiers (separable phrasal verbs)	electronic devices, phrasal verbs	ough and augh, linking	Too much information!	English File Intermediate Student's book (3rd ed) Unit 9B P.92-93
<i>Class 17</i>	Practice				English File Intermediate Workbook (3rd ed) P. 62
<i>Class 18</i>	Revision and Check, Video				English File Intermediate Student's book (3rd ed) Quick test 9

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 31 - Course B2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	Test Unit 9				English File Intermediate Student's book (3rd ed) File test 9 (CD ROM)
<i>Class 2</i>	relative clauses: defining and non-defining	compound nouns	word stress	Modern icons	English File Intermediate Student's book (3rd ed) Unit 10A P. 94-95
<i>Class 3</i>	Practice				English File Intermediate Workbook (3rd ed) P. 63-64
<i>Class 4</i>	relative clauses: defining and non-defining	compound nouns	word stress	Modern icons	English File Intermediate Student's book (3rd ed) Unit 10A P. 96-97
<i>Class 5</i>	Practice				English File Intermediate Workbook (3rd ed) P. 65
<i>Class 6</i>	question tags	crime	intonation in question tags	Two murder mysteries	English File Intermediate Student's book (3rd ed) Unit 10B P. 98-99
<i>Class 7</i>	Practice				English File Intermediate Workbook (3rd ed) P. 66
<i>Class 8</i>	question tags	crime	intonation in question tags	Two murder mysteries	English File Intermediate Student's book (3rd ed) Unit 10B P. 100-101
<i>Class 9</i>	Practice				English File Intermediate Workbook (3rd ed) P. 67-68
<i>Class 10</i>	Revision and Check, Video				English File Intermediate Student's book (3rd ed) P. 102-103 Revise and Check Unit 9-10
<i>Class 11</i>	Test Unit 10				English File Intermediate Student's book (3rd ed) File test 9 (CD ROM)
<i>Class 12</i>	End of the course test Unit 1-10				English File Intermediate Student's book (3rd ed)
<i>Class</i>	question forms	verbs with dependent			Roadmap B2 Student Book Unit 1A Talking

13		prepositions			to strangers page 6
Class 14			intonation in formal and informal questions	start a conversation and keep it going	Roadmap B2 Student Book Unit 1A Talking to strangers page 6
Class 15	past simple, past continuous, used to, would, keep + -ing	phrases to describe emotions			Roadmap B2 Student Book Unit 1B Life lessons page 8
Class 16			n't in natural speech	describe an experience and a life lesson	Roadmap B2 Student Book Unit 1B Life lessons page 8
Class 17	verb + noun collocations	adjectives of character			Roadmap B2 Student Book Unit 1C Personalities page 10
Class 18			weak your, the, a	interview someone about their personality	Roadmap B2 Student Book Unit 1C Personalities page 10

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 32 - Course B2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	FUNCTION: contribute e-ffectively to a conversation or discussion	verbs to describe a healthy lifestyle			Roadmap B2 Student Book Unit 1D English in action page 12
<i>Class 2</i>			word linking	contribute e-ffectively to a conversation or discussion	Roadmap B2 Student Book Unit 1D English in action page 12
<i>Class 3</i>	Roadmap B2 Student Book Unit 1 REVIEW				Roadmap B2 Student Book Unit 1
<i>Class 4</i>	present perfect simple and continuous	phrases with get			Roadmap B2 Student Book Unit 2A What's the truth? page 14
<i>Class 5</i>			weak been	outline problems with your work	Roadmap B2 Student Book Unit 2A What's the truth? page 14
<i>Class 6</i>	the passive	social action			Roadmap B2 Student Book Unit 2B Running wild? page 16
<i>Class 7</i>			weak forms of be	make recommendations	Roadmap B2 Student Book Unit 2B Running wild? page 16
<i>Class 8</i>	-ed and -ing adjectives	common complaints			Roadmap B2 Student Book Unit 2C It's so annoying! page 18
<i>Class 9</i>			intonation in phrases with so + adjective	respond to complaints	Roadmap B2 Student Book Unit 2C It's so annoying! page 18
<i>Class 10</i>	Roadmap B2 Student Book Unit 2 REVIEW				Roadmap B2 Student Book Unit 2
<i>Class 11</i>	past perfect simple and continuous	memory			Roadmap B2 Student Book Unit 3A I remember ... page 22
<i>Class 12</i>			weak forms: had	narrate a childhood	Roadmap B2 Student Book Unit 3A I remember ... page 22

Class 13	comparatives and superlatives	character adjectives			Roadmap B2 Student Book Unit 3B Great rivals page 24
Class 14			emphasising a big difference	express an opinion about rivals	Roadmap B2 Student Book Unit 3B Great rivals page 24
Class 15	forming adjectives	arguments			Roadmap B2 Student Book Unit 3C Life's too short page 26
Class 16			word stress in adjectives	summarise an argument	Roadmap B2 Student Book Unit 3C Life's too short page 26
Class 17	FUNCTION: complain and give and respond to feedback	adjectives to describe food			Roadmap B2 Student Book Unit 3D English in action page 28
Class 18			using intonation to sound polite	complain and give and respond to feedback	Roadmap B2 Student Book Unit 3D English in action page 28

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 33 - Course B2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>	Roadmap B2 Student Book Unit 3 REVIEW				Roadmap B2 Student Book Unit 3
<i>Class 2</i>	relative clauses	adjectives to describe things			Roadmap B2 Student Book Unit 4A Possessions page 30
<i>Class 3</i>			pauses with non-defining relative clauses	describe a precious possession in detail	Roadmap B2 Student Book Unit 4A Possessions page 30
<i>Class 4</i>	obligation and prohibition	job requirements			Roadmap B2 Student Book Unit 4B Job skills page 32
<i>Class 5</i>			have and 've	talk about the requirements of a job	Roadmap B2 Student Book Unit 4B Job skills page 32
<i>Class 6</i>	forming verbs with en	21st-century words			Roadmap B2 Student Book Unit 4C Unwritten rules page 34
<i>Class 7</i>			word stress in verbs with en	give advice through an informal presentation	Roadmap B2 Student Book Unit 4C Unwritten rules page 34
<i>Class 8</i>	Roadmap B2 Student Book Unit 4 REVIEW				Roadmap B2 Student Book Unit 4
<i>Class 9</i>	mistakes in the past	money phrases			Roadmap B2 Student Book Unit 5A Splashing out page 38
<i>Class 10</i>			should have and could	have have a conversation about spending money	Roadmap B2 Student Book Unit 5A Splashing out page 38
<i>Class 11</i>	quantifiers	crime (robbery)			Roadmap B2 Student Book Unit 5B Crime scene page 40
<i>Class 12</i>			(a) little and (a) few	talk about quantities	Roadmap B2 Student Book Unit 5B Crime scene page 40
<i>Class 13</i>	adverb + adjective collocations	money			Roadmap B2 Student Book Unit 5C Bubble trouble page 42



Class 14			word stress in adverb + adjective collocations	summarise a text	Roadmap B2 Student Book Unit 5C Bubble trouble page 42
Class 15	FUNCTION: deal with and resolve conflicts	phrases with leave			Roadmap B2 Student Book Unit 5D English in action page 44
Class 16			stress and meaning	deal with and resolve conflicts	Roadmap B2 Student Book Unit 5D English in action page 44
Class 17	Roadmap B2 Student Book Unit 5 REVIEW				Roadmap B2 Student Book Unit 5
Class 18	verb + -ing and infinitive with to	common idioms			Roadmap B2 Student Book Unit 6A Love it or loathe it? page 46

**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 34 - Course B2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>			sentence stress	talk about things you love and loathe	Roadmap B2 Student Book Unit 6A Love it or loathe it? page 46
<i>Class 2</i>	reported speech	negotiating			Roadmap B2 Student Book Unit 6B We can work it out page 48
<i>Class 3</i>			s and ss	summarise a negotiation	Roadmap B2 Student Book Unit 6B We can work it out page 48
<i>Class 4</i>	verb patterns after reporting verbs	reporting verbs			Roadmap B2 Student Book Unit 6C Tricky conversations page 50
<i>Class 5</i>			word stress in verbs	paraphrase what someone has said	Roadmap B2 Student Book Unit 6C Tricky conversations page 50
<i>Class 6</i>	Roadmap B2 Student Book Unit 6 REVIEW				Roadmap B2 Student Book Unit 6
<i>Class 7</i>	real conditionals	social issues			Roadmap B2 Student Book Unit 7A Possible futures page 54
<i>Class 8</i>			schwa sound	talk about possible consequences of situations	Roadmap B2 Student Book Unit 7A Possible futures page 54
<i>Class 9</i>	future forms and degrees of probability	collocations with make, take, do and give			Roadmap B2 Student Book Unit 7B Business plans page 56
<i>Class 10</i>			sentence stress	describe future plans with degrees of probability	Roadmap B2 Student Book Unit 7B Business plans page 56
<i>Class 11</i>	introductory It	personal and professional relationships			Roadmap B2 Student Book Unit 7C Cultural awareness page 58
<i>Class 12</i>			sentence stress	summarise a situation and give opinions and advice	Roadmap B2 Student Book Unit 7C Cultural awareness page 58
<i>Class</i>	FUNCTION: lead a	meetings and			Roadmap B2 Student Book Unit 7D English

13	discussion and come to a decision	discussions			in action page 60
Class 14			linking w and y sounds	lead a discussion and come to a decision	Roadmap B2 Student Book Unit 7D English in action page 60
Class 15	Roadmap B2 Student Book Unit 7 REVIEW				Roadmap B2 Student Book Unit 7
Class 16	second conditional	events in films			Roadmap B2 Student Book Unit 8A It's so predictable ... page 62
Class 17			linking w sound	talk about your favourite film/TV series	Roadmap B2 Student Book Unit 8A It's so predictable ... page 62
Class 18	conditionals in the past	searching and hiding			Roadmap B2 Student Book Unit 8B On the run page 64

**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 35 - Course B2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>			would have and wouldn't have	talk about other options and outcomes in the past	Roadmap B2 Student Book Unit 8B On the run page 64
<i>Class 2</i>	linkers of concession	visual art			Roadmap B2 Student Book Unit 8C Great art? page 66
<i>Class 3</i>			linkers of concession	develop an argument for a class debate	Roadmap B2 Student Book Unit 8C Great art? page 66
<i>Class 4</i>	Roadmap B2 Student Book Unit 8 REVIEW				Roadmap B2 Student Book Unit 8
<i>Class 5</i>	past modals of deduction	mystery			Roadmap B2 Student Book Unit 9A Mysteries page 70
<i>Class 6</i>			sentence stress	speculate about unsolved mysteries	Roadmap B2 Student Book Unit 9A Mysteries page 70
<i>Class 7</i>	verb patterns	knowledge			Roadmap B2 Student Book Unit 9B Strange theories page 72
<i>Class 8</i>			vowel sounds in verb/noun pairs	plan and give a convincing argument	Roadmap B2 Student Book Unit 9B Strange theories page 72
<i>Class 9</i>	phrasal verbs	common phrasal verbs			Roadmap B2 Student Book Unit 9C Celebrity page 74
<i>Class 10</i>			word linking	describe a personal experience	Roadmap B2 Student Book Unit 9C Celebrity page 74
<i>Class 11</i>	FUNCTION: explain a problem and ask for action	describing problems with products and services			Roadmap B2 Student Book Unit 9D English in action page 76
<i>Class 12</i>			elision	explain a problem and ask for action	Roadmap B2 Student Book Unit 9D English in action page 76
<i>Class 13</i>	Roadmap B2 Student Book Unit 9 REVIEW				Roadmap B2 Student Book Unit 9

Class 14	future perfect and future continuous	personal fulfilment			Roadmap B2 Student Book Unit 10A Will I be happy? page 78
Class 15			Will you have? and Will you be?	talk about future events	Roadmap B2 Student Book Unit 10A Will I be happy? page 78
Class 16	articles	fame			Roadmap B2 Student Book Unit 10B Believe it or not! page 80
Class 17			the	maintain a discussion on interesting facts	Roadmap B2 Student Book Unit 10B Believe it or not! page 80
Class 18	compound adjectives	persuasion and enforcement			Roadmap B2 Student Book Unit 10C New solutions page 82

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**Pre-High School English Foundation Program Syllabus - Course outlines (18 hours/week) - WEEK 36 - Course B2**

	<b>Grammar</b>	<b>Vocabulary</b>	<b>Communication</b>	<b>Reading and writing topic</b>	<b>Resource</b>
<i>Class 1</i>			word stress in compound adjectives	give detailed opinions	Roadmap B2 Student Book Unit 10C New solutions page 82
<i>Class 2</i>	Roadmap B2 Student Book Unit 10 REVIEW				Roadmap B2 Student Book Unit 10
<i>Class 3</i>	Practice test 3				IELTS Academic 12
<i>Class 4</i>	Practice test 3				IELTS Academic 12
<i>Class 5</i>	Practice test 3				IELTS Academic 12
<i>Class 6</i>	Practice test 3				IELTS Academic 12
<i>Class 7</i>	Speaking Mock exam				IELTS Academic 12
<i>Class 8</i>	Practice test 4				IELTS Academic 12
<i>Class 9</i>	Practice test 4				IELTS Academic 12
<i>Class 10</i>	Practice test 4				IELTS Academic 12
<i>Class 11</i>	Practice test 4				IELTS Academic 12
<i>Class 12</i>	Speaking Mock exam				IELTS Academic 12
<i>Class 13</i>	Practice test 5				IELTS Academic 12

Class 14	Practice test 5	IELTS Academic 12
Class 15	Practice test 5	IELTS Academic 12
Class 16	Practice test 5	IELTS Academic 12
Class 17	Speaking Mock exam	IELTS Academic 12
Class 18	End of Course B2 Assessment	

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# HIGH SCHOOL GRADE 9-12 ENGLISH LANGUAGE SYLLABUS

English Language Syllabus Class Outlines - Course B2+ / Grade 9 (4 classes/week) 36*4=144 classes per year	
<i>Week #</i>	<i>Class content</i>
Week 1	Grammar: question formation
	Grammar: question formation
	Vocabulary: working out meaning from context
	Communication: friendly intonation, showing interest
Week 2	Writing and reading: Questions and answers
	English File Upper-intermediate Student's book (3rd ed) Unit 1A Review
	English File Upper-intermediate Student's book (3rd ed) Unit 1A Test
	Grammar: auxiliary verbs; the...the... + comparatives
Week 3	Grammar: auxiliary verbs; the...the... + comparatives
	Vocabulary: compound adjectives, modifiers
	Communication: intonation and sentence rhythm
	Writing and reading: Do you believe it?
Week 4	English File Upper-intermediate Student's book (3rd ed) Unit 1B Review
	English File Upper-intermediate Student's book (3rd ed) Unit 1B Test



	Grammar: present perfect simple and continuous
	Grammar: present perfect simple and continuous
Week 5	Vocabulary: illnesses and injuries
	Communication
	Writing and reading: Call the doctor?
	English File Upper-intermediate Student's book (3rd ed) Unit 2A Review
Week 6	English File Upper-intermediate Student's book (3rd ed) Unit 2A Test
	Grammar: using adjectives as nouns, adjective order
	Grammar: using adjectives as nouns, adjective order
	Vocabulary: clothes and fashion
Week 7	Communication: vowel sounds
	Writing and reading: Older and wiser?
	English File Upper-intermediate Student's book (3rd ed) Unit 2B Review
	English File Upper-intermediate Student's book (3rd ed) Unit 2B Test
Week 8	Grammar: narrative tenses, past perfect continuous; so/such...that
	Grammar: narrative tenses, past perfect continuous; so/such...that
	Vocabulary: air travel

	Communication: regular and irregular past forms, sentence rhythm
Week 9	Writing and reading: The truth about air travel
	English File Upper-intermediate Student's book (3rd ed) Unit 3A Review
	English File Upper-intermediate Student's book (3rd ed) Unit 3A Test
	Grammar: the position of adverbs and adverbial phrases
Week 10	Grammar: the position of adverbs and adverbial phrases
	Vocabulary: adverbs and adverbial phrases
	Communication: word stress and intonation
	Writing and reading: Incredibly short stories
Week 11	English File Upper-intermediate Student's book (3rd ed) Unit 3B Review
	English File Upper-intermediate Student's book (3rd ed) Unit 3B Test
	Grammar: future perfect and future continuous
	Grammar: future perfect and future continuous
Week 12	Vocabulary: the environment, the weather
	Communication: vowel sounds
	Writing and reading: Eco-guilt
	English File Upper-intermediate Student's book (3rd ed) Unit 4A Review

Week 13	English File Upper-intermediate Student's book (3rd ed) Unit 4A Test
	Grammar: zero and first conditionals, future time clauses
	Grammar: zero and first conditionals, future time clauses
	Vocabulary: expressions with take
Week 14	Communication: sentence stress and rhythm
	Writing and reading: Are you a risk taker?
	English File Upper-intermediate Student's book (3rd ed) Unit 4B Review
	English File Upper-intermediate Student's book (3rd ed) Unit 4B Test
Week 15	Grammar: unreal conditionals
	Grammar: unreal conditionals
	Vocabulary: feelings
	Communication: word stress
Week 16	Writing and reading: The survivors' club
	English File Upper-intermediate Student's book (3rd ed) Unit 5A Review
	English File Upper-intermediate Student's book (3rd ed) Unit 5A Test
	Grammar: structures after wish
Week 17	Grammar: structures after wish

	Vocabulary: expressing feelings with verbs or -ed/-ing adjectives
	Communication: sentence rhythm and intonation
	Writing and reading: It drives me mad!
Week 18	English File Upper-intermediate Student's book (3rd ed) Unit 5B Review
	English File Upper-intermediate Student's book (3rd ed) Unit 5B Test
	Grammar: gerunds and infinitives
	Grammar: gerunds and infinitives
Week 19	Vocabulary: music
	Communication: words that come from other languages
	Writing and reading: Music and emotion
	English File Upper-intermediate Student's book (3rd ed) Unit 6A Review
Week 20	English File Upper-intermediate Student's book (3rd ed) Unit 6A Test
	Grammar: used to, be used to, get used to
	Grammar: used to, be used to, get used to
	Vocabulary: sleep
Week 21	Communication: sentence stress and linking
	Writing and reading: Sleeping beauty

	English File Upper-intermediate Student's book (3rd ed) Unit 6B Review
	English File Upper-intermediate Student's book (3rd ed) Unit 6B Test
Week 22	Grammar: past modals: must, might/may, should, can't, couldn't + have; would rather
	Grammar: past modals: must, might/may, should, can't, couldn't + have; would rather
	Vocabulary: verbs often confused
	Communication: weak form of have
Week 23	Writing and reading: Don't argue!
	English File Upper-intermediate Student's book (3rd ed) Unit 7A Review
	English File Upper-intermediate Student's book (3rd ed) Unit 7A Test
	Grammar: verbs of the senses; as
Week 24	Grammar: verbs of the senses; as
	Vocabulary: the body
	Communication: silent letters
	Writing and reading: Actors acting
Week 25	English File Upper-intermediate Student's book (3rd ed) Unit 7B Review
	English File Upper-intermediate Student's book (3rd ed) Unit 7B Test
	Grammar: the passive (all forms); it is said that..., he is thought to...; have something done

	Grammar: the passive (all forms); it is said that..., he is thought to...; have something done
Week 26	Vocabulary: crime and punishment
	Communication: the letter u
	Writing and reading: Beat the robbers...and the burglars
	English File Upper-intermediate Student's book (3rd ed) Unit 8A Review
Week 27	English File Upper-intermediate Student's book (3rd ed) Unit 8A Test
	Grammar: reporting verbs
	Grammar: reporting verbs
	Vocabulary: the media
Week 28	Communication: word stress
	Writing and reading: Breaking news
	English File Upper-intermediate Student's book (3rd ed) Unit 8B Review
	English File Upper-intermediate Student's book (3rd ed) Unit 8B Test
Week 29	Grammar: clauses of contrast and purpose; whatever, whenever
	Grammar: clauses of contrast and purpose; whatever, whenever
	Vocabulary: advertising, business
	Communication: changing stress on nouns and verbs

Week 30	Writing and reading: Truth and lies
	English File Upper-intermediate Student's book (3rd ed) Unit 9A Review
	English File Upper-intermediate Student's book (3rd ed) Unit 9A Test
	Grammar: uncountable and plural nouns
Week 31	Grammar: uncountable and plural nouns
	Vocabulary: word building: prefixes and suffixes
	Communication: word stress with prefixes and suffixes
	Writing and reading: Megacities
Week 32	English File Upper-intermediate Student's book (3rd ed) Unit 9B Review
	English File Upper-intermediate Student's book (3rd ed) Unit 9B Test
	Grammar: quantifiers: all, every, both
	Grammar: quantifiers: all, every, both
Week 33	Vocabulary: science
	Communication: stress in word families
	Writing and reading: The dark side of the moon
	English File Upper-intermediate Student's book (3rd ed) Unit 10A Review
Week 34	English File Upper-intermediate Student's book (3rd ed) Unit 10A Test

	Grammar: articles
	Grammar: articles
	Vocabulary: collocation: word pairs
Week 35	Communication: pausing and sentence stress
	Writing and reading: The power of words
	English File Upper-intermediate Student's book (3rd ed) Unit 10B Review
	English File Upper-intermediate Student's book (3rd ed) Unit 10B Test
Week 36	English File Upper-intermediate Student's book (3rd ed) Unit 1-5 Test
	English File Upper-intermediate Student's book (3rd ed) Unit 6-10 Test
	Review
	End of Course B2+ assessment



# HIGH SCHOOL GRADE 9-12 ENGLISH LANGUAGE SYLLABUS

English Language Syllabus Class Outlines - Course C1 / Grade 10 (4 classes/week) 36*4=144 classes per year	
Week #	Class content
Week 1	Grammar: present perfect simple and continuous (state and dynamic verbs)
	Grammar: present perfect simple and continuous (state and dynamic verbs)
	Vocabulary: personality
	Communication: photo description (vocabulary: physical description adjectives)
Week 2	Writing and reading: Great American writers
	Solutions Upper-intermediate Student's book Unit 1A Review
	Solutions Upper-intermediate Student's book Unit 1A Test
	Grammar: verb patterns (verb + to infinitive/-ing form/object)
Week 3	Grammar: verb patterns (verb + to infinitive/-ing form/object)
	Vocabulary: reading: a maths prodigy
	Communication
	Writing and reading: Writing: Description of a person
Week 4	Solutions Upper-intermediate Student's book Unit 1B Review
	Solutions Upper-intermediate Student's book Unit 1B Test

	Grammar: used to and would
	Grammar: used to and would
Week 5	Vocabulary: value and price
	Communication: photo description (extreme adjectives)
	Writing and reading: Squatters
	Solutions Upper-intermediate Student's book Unit 2A Review
Week 6	Solutions Upper-intermediate Student's book Unit 2A Test
	Grammar: past perfect simple and past perfect continuous
	Grammar: past perfect simple and past perfect continuous
	Vocabulary: reading: how the other half live
Week 7	Communication
	Writing and reading: Writing: Story
	Solutions Upper-intermediate Student's book Unit 2B Review
	Solutions Upper-intermediate Student's book Unit 2B Test
Week 8	Grammar: question forms (indirect questions, subject/object questions)
	Grammar: question forms (indirect questions, subject/object questions)
	Vocabulary: relating to people

	Communication: role-play (a foreign visitor)
Week 9	Writing and reading: Ageing population
	Solutions Upper-intermediate Student's book Unit 3A Review
	Solutions Upper-intermediate Student's book Unit 3A Test
	Grammar: comparison
Week 10	Grammar: comparison
	Vocabulary: reading: closing the generation gap
	Communication
	Writing and reading: Writing: Essay: pros and cons
Week 11	Solutions Upper-intermediate Student's book Unit 3B Review
	Solutions Upper-intermediate Student's book Unit 3B Test
	Grammar: probability: present and future
	Grammar: probability: present and future
Week 12	Vocabulary: politics and protest
	Communication: agreeing and disagreeing
	Writing and reading: Religion and politics
	Solutions Upper-intermediate Student's book Unit 4A Review

Week 13	Solutions Upper-intermediate Student's book Unit 4A Test
	Grammar: future continuous and future perfect
	Grammar: future continuous and future perfect
	Vocabulary: reading: freedom of speech
Week 14	Communication
	Writing and reading: Writing: Formal letter: letter of protest
	Solutions Upper-intermediate Student's book Unit 4B Review
	Solutions Upper-intermediate Student's book Unit 4B Test
Week 15	Grammar: passive: all forms
	Grammar: passive: all forms
	Vocabulary: computing
	Communication: stimulus description (vocabulary: speculating about a photo)
Week 16	Writing and reading: Designer babies
	Solutions Upper-intermediate Student's book Unit 5A Review
	Solutions Upper-intermediate Student's book Unit 5A Test
	Grammar: use of the passive
Week 17	Grammar: use of the passive

	Vocabulary: reading: jailbreakers
	Communication
	Writing and reading: Writing: Story
Week 18	Solutions Upper-intermediate Student's book Unit 5B Review
	Solutions Upper-intermediate Student's book Unit 5B Test
	Grammar: passive: advanced structures (know, believe, passive modals, gerunds and infinitives)
	Grammar: passive: advanced structures (know, believe, passive modals, gerunds and infinitives)
Week 19	Vocabulary: describing food
	Communication: stimulus description (talking about food)
	Writing and reading: Healthy living
	Solutions Upper-intermediate Student's book Unit 6A Review
Week 20	Solutions Upper-intermediate Student's book Unit 6A Test
	Grammar: articles and quantifiers
	Grammar: articles and quantifiers
	Vocabulary: reading: drinking stories
Week 21	Communication
	Writing and reading: Writing: Description of a place

	Solutions Upper-intermediate Student's book Unit 6B Review
	Solutions Upper-intermediate Student's book Unit 6B Test
Week 22	Grammar: reported speech (reported questions)
	Grammar: reported speech (reported questions)
	Vocabulary: news
	Communication: photo description (grammar: must, might, can't)
Week 23	Writing and reading: Instant news
	Solutions Upper-intermediate Student's book Unit 7A Review
	Solutions Upper-intermediate Student's book Unit 7A Test
	Grammar: reporting verbs (other reporting structures)
Week 24	Grammar: reporting verbs (other reporting structures)
	Vocabulary: reading: the postal service
	Communication
	Writing and reading: Writing: Review
Week 25	Solutions Upper-intermediate Student's book Unit 7B Review
	Solutions Upper-intermediate Student's book Unit 7B Test
	Grammar: talking about ability

	Grammar: talking about ability
Week 26	Vocabulary: global warming
	Communication: stimulus description (talking about recycling)
	Writing and reading: Feed the world
	Solutions Upper-intermediate Student's book Unit 8A Review
Week 27	Solutions Upper-intermediate Student's book Unit 8A Test
	Grammar: relative clauses
	Grammar: relative clauses
	Vocabulary: reading: the final dumping ground
Week 28	Communication
	Writing and reading: Writing: Opinion essay
	Solutions Upper-intermediate Student's book Unit 8B Review
	Solutions Upper-intermediate Student's book Unit 8B Test
Week 29	Grammar: criticising past actions (should/could/ought/needn't have), third conditional
	Grammar: criticising past actions (should/could/ought/needn't have), third conditional
	Vocabulary: behaviour
	Communication: role-play (talking about a mistake)

Week 30	Writing and reading: Facebook fears
	Solutions Upper-intermediate Student's book Unit 9A Review
	Solutions Upper-intermediate Student's book Unit 9A Test
	Grammar: mixed conditionals
Week 31	Grammar: mixed conditionals
	Vocabulary: reading: mistaken identity
	Communication
	Writing and reading: Writing: Story
Week 32	Solutions Upper-intermediate Student's book Unit 9B Review
	Solutions Upper-intermediate Student's book Unit 9B Test
	Grammar: emphasis and inversion
	Grammar: emphasis and inversion
Week 33	Vocabulary: sports
	Communication: photo description (talking about fitness)
	Writing and reading: Sport and money
	Solutions Upper-intermediate Student's book Unit 10A Review
Week 34	Solutions Upper-intermediate Student's book Unit 10A Test



	Grammar: unreal past and had better, might as well
	Grammar: unreal past and had better, might as well
	Vocabulary: reading: getting ahead
Week 35	Communication
	Writing and reading: Writing: Description of an event
	Solutions Upper-intermediate Student's book Unit 10B Review
	Solutions Upper-intermediate Student's book Unit 10B Test
Week 36	Solutions Upper-intermediate Student's book Unit 1-5 Test
	Solutions Upper-intermediate Student's book Unit 6-10 Test
	Review
	End of Course C1 assessment

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# HIGH SCHOOL GRADE 9-12 ENGLISH LANGUAGE SYLLABUS

English Language Syllabus Class Outlines - Course C1+ / Grade 11-12 (4 classes/week) 36*4=144 classes per year	
Week #	Class content
Week 1	Grammar: inheritance (grammar: habitual actions)
	Grammar: inheritance (grammar: habitual actions)
	Vocabulary: memories
	Communication: discussion (reacting to an opposing view)
Week 2	Writing and reading: The origins of English
	Solutions advanced Student's book Unit 1A Review
	Solutions advanced Student's book Unit 1A Test
	Grammar: phrasal verbs (passive and infinitive)
Week 3	Grammar: phrasal verbs (passive and infinitive)
	Vocabulary: reading: sporting origins
	Communication
	Writing and reading: Writing: Describing an event
Week 4	Solutions advanced Student's book Unit 1B Review
	Solutions advanced Student's book Unit 1B Test

	Grammar: what's on the box
	Grammar: what's on the box
Week 5	Vocabulary: compound adjectives
	Communication: photo comparison (describing photos of homeless people)
	Writing and reading: Death of a salesman
	Solutions advanced Student's book Unit 2A Review
Week 6	Solutions advanced Student's book Unit 2A Test
	Grammar: narrative tenses (would, past perfect, future in the past)
	Grammar: narrative tenses (would, past perfect, future in the past)
	Vocabulary: reading: Lord of the Flies
Week 7	Communication
	Writing and reading: Writing: Film review
	Solutions advanced Student's book Unit 2B Review
	Solutions advanced Student's book Unit 2B Test
Week 8	Grammar: friends (grammar: contrast: present perfect simple and continuous)
	Grammar: friends (grammar: contrast: present perfect simple and continuous)
	Vocabulary: relationships

	Communication: negotiation (relative merits of different cafés)
Week 9	Writing and reading: Marriage in the UK
	Solutions advanced Student's book Unit 3A Review
	Solutions advanced Student's book Unit 3A Test
	Grammar: verb patterns (finding out about verb patterns in the dictionary)
Week 10	Grammar: verb patterns (finding out about verb patterns in the dictionary)
	Vocabulary: reading: Love conquers all
	Communication
	Writing and reading: Writing: An article
Week 11	Solutions advanced Student's book Unit 3B Review
	Solutions advanced Student's book Unit 3B Test
	Grammar: life changes (grammar: comparative and superlative forms)
	Grammar: life changes (grammar: comparative and superlative forms)
Week 12	Vocabulary: describing change
	Communication: discussion (urban change)
	Writing and reading: Protest songs
	Solutions advanced Student's book Unit 4A Review

Week 13	Solutions advanced Student's book Unit 4A Test
	Grammar: conditionals (all forms)
	Grammar: conditionals (all forms)
	Vocabulary: reading: a new direction
Week 14	Communication
	Writing and reading: Writing: Discursive essay
	Solutions advanced Student's book Unit 4B Review
	Solutions advanced Student's book Unit 4B Test
Week 15	Grammar: family tensions (grammar: for + noun/pronoun + infinitive)
	Grammar: family tensions (grammar: for + noun/pronoun + infinitive)
	Vocabulary: war and peace
	Communication: presentation (functional phrases)
Week 16	Writing and reading: Fighting for equality
	Solutions advanced Student's book Unit 5A Review
	Solutions advanced Student's book Unit 5A Test
	Grammar: ellipsis (reduced infinitives)
Week 17	Grammar: ellipsis (reduced infinitives)

	Vocabulary: reading: wildlife warrior
	Communication
	Writing and reading: Writing: Article: describing a person
Week 18	Solutions advanced Student's book Unit 5B Review
	Solutions advanced Student's book Unit 5B Test
	Grammar: the meaning of dreams (grammar: phrasal verbs - particles and their meanings)
	Grammar: the meaning of dreams (grammar: phrasal verbs - particles and their meanings)
Week 19	Vocabulary: looking into the future
	Communication: photo comparison (speculating about a photo)
	Writing and reading: The European dream?
	Solutions advanced Student's book Unit 6A Review
Week 20	Solutions advanced Student's book Unit 6A Test
	Grammar: reporting structures
	Grammar: reporting structures
	Vocabulary: reading: sleep-deprived teenagers
Week 21	Communication
	Writing and reading: Writing: Story-writing

	Solutions advanced Student's book Unit 6B Review
	Solutions advanced Student's book Unit 6B Test
Week 22	Grammar: the travel bug (grammar: -ing forms with preparatory it)
	Grammar: the travel bug (grammar: -ing forms with preparatory it)
	Vocabulary: travelling about
	Communication: presentation (eco-friendly tourism)
Week 23	Writing and reading: Early migration to the UK
	Solutions advanced Student's book Unit 7A Review
	Solutions advanced Student's book Unit 7A Test
	Grammar: adding emphasis (cleft sentences, fronting phrases)
Week 24	Grammar: adding emphasis (cleft sentences, fronting phrases)
	Vocabulary: reading: time travel
	Communication
	Writing and reading: Writing: Letter of complaint
Week 25	Solutions advanced Student's book Unit 7B Review
	Solutions advanced Student's book Unit 7B Test
	Grammar: food or fuel? (grammar: would)

	Grammar: food or fuel? (grammar: would)
Week 26	Vocabulary: fashion
	Communication: stimulus-based discussion (talking about different kinds of chart)
	Writing and reading: Youth culture
	Solutions advanced Student's book Unit 8A Review
Week 27	Solutions advanced Student's book Unit 8A Test
	Grammar: modal verbs review
	Grammar: modal verbs review
	Vocabulary: reading: food of the future
Week 28	Communication
	Writing and reading: Writing: A report
	Solutions advanced Student's book Unit 8B Review
	Solutions advanced Student's book Unit 8B Test
Week 29	Grammar: in confidence (how to keep a secret)
	Grammar: in confidence (how to keep a secret)
	Vocabulary: gossip
	Communication: drawing conclusions (comparing and contrasting photos)



Week 30	Writing and reading: The Secret Agent
	Solutions advanced Student's book Unit 9A Review
	Solutions advanced Student's book Unit 9A Test
	Grammar: passive structures (participle phrases)
Week 31	Grammar: passive structures (participle phrases)
	Vocabulary: reading: conspiracy theories
	Communication
	Writing and reading: Writing: Opinion essay
Week 32	Solutions advanced Student's book Unit 9B Review
	Solutions advanced Student's book Unit 9B Test
	Grammar: threats to our planet (grammar: whatever, whoever)
	Grammar: threats to our planet (grammar: whatever, whoever)
Week 33	Vocabulary: farewell
	Communication: presentation (listening to presentations, avoiding repetition, paraphrasing and correcting yourself)
	Writing and reading: Happy endings?
	Solutions advanced Student's book Unit 10A Review
Week 34	Solutions advanced Student's book Unit 10A Test

	Grammar: complex sentences (relative clauses)
	Grammar: complex sentences (relative clauses)
	Vocabulary: reading: immortality
Week 35	Communication
	Writing and reading: Writing: Writing a good conclusion
	Solutions advanced Student's book Unit 10B Review
	Solutions advanced Student's book Unit 10B Test
Week 36	Solutions advanced Student's book Unit 1-5 Test
	Solutions advanced Student's book Unit 6-10 Test
	Review
	End of Course C1+ assessment



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***English civilization***

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## HIGH SCHOOL GRADE 9 ENGLISH CIVILIZATION SYLLABUS

<b>English civilization Syllabus Thematic Units - Grade 9 (1 session/week)</b> <b>32*1= 32 session per year</b>
<i>Thematic unit</i>
The Country Called Britain (6)
The USA (10)
British Holidays and Special Days (5)
American Holidays and Special Days (4)
Sports in Britain (3)
Sports in the US (3)
Science in Britain (2)
Science in the US (3)

**English Civilization Syllabus Class Outlines - Grade 9 (1 session/week)**  
**36\*1=36 session per year**

<i>Week #</i>	<i>Class content</i>
Week 1	<b>The Country Called Britain:</b> British Isles / United Kingdom / Great Britain
Week 2	Basic geography
Week 3	England, Scotland, Wales, Northern-Ireland, the Republic of Ireland (symbols, patron saints, flags, capitals, national characteristics, conflict in Northern Ireland)
Week 4	Top tourist attractions (main cities, natural wonders, London)
Week 5	Review
Week 6	Test
Week 7	<b>The USA:</b> Symbols and Geography
Week 8	Basic facts
Week 9	The flag
Week 10	Uncle Sam
Week 11	The Bald Eagle
Week 12	Geographical description (regions, states)
Week 13	The capital city

Week 14	Top tourist attractions (main cities, natural wonders, New York)
Week 15	Review
Week 16	Test
Week 17	<b>British Holidays and Special Days:</b> Burns Night in Scotland (25 Jan) Valentine's Day St David's Day (1 March) St Patrick's Day (17 March)
Week 18	Pancake Day Easter The Queen's Birthday and other royal ceremonies
Week 19	Orangemen's Day (12 July) Guy Fawkes' Night Remembrance Sunday
Week 20	Christmas New Year's Eve, Hogmanay traditional dishes
Week 21	Test
Week 22	<b>American Holidays and Special Days:</b> Holidays recognized worldwide (New Year's Day, Easter, Christmas)
Week 23	Uniquely American holidays (Martin Luther King Jr. Day, President's Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Halloween, Thanksgiving)
Week	Traditional dishes

24	
Week 25	Test
Week 26	<b>Sports in Britain:</b> Popular sports and free-time activities British sportsmen at the Olympic Games
Week 27	Famous sports events famous teams, sportsmen
Week 28	Test
Week 29	<b>Sports in the US:</b> Popular sports and free-time activities American sportsmen at the Olympic Games
Week 30	Famous sports events famous teams, sportsmen
Week 31	Test
Week 32	<b>Science in Britain:</b> Inventions
Week 33	Hungarians in Britain
Week 34	<b>Science in the US:</b> Inventions
Week 35	Hungarians in the US
Week	Final test

Resources: Cultural Relations, Spotlight on Britain, In Britain, English and American Civilization, New English File Culture Link



## HIGH SCHOOL GRADE 10 ENGLISH CIVILIZATION SYLLABUS

<b>English civilization Syllabus Thematic Units - Grade 10 (1 session/week) 32*1= 32 session per year</b>
<i>Thematic unit</i>
British Society (3)
British Education (4)
USA Society (2)
USA Education (5)
Environment Issues in Britain (5)
Environment Issues in the US (5)
British Media and Tele-communication (5)
Media and Tele-communication in the US (5)

**English Civilization Syllabus Class Outlines - Grade 10 (1 session/week)**  
**36\*1=36 session per year**

Week #	Class content
Week 1	Review
Week 2	Review
Week 3	<b>British Society:</b> Characteristics of the 4 nations
Week 4	Irish conflict, Scottish independence
Week 5	Immigration
Week 6	<b>British Education:</b> State/private education: school types stages
Week 7	Fees, timetable, subjects, uniform, exams, discipline measures
Week 8	Eton / Harrow tertiary education: programmes, degrees, Oxbridge
Week 9	Test
Week 10	<b>USA Society:</b> Multiculturalism, immigration Melting pot/salad bowl

Week 11	Black civil rights movement Hungarian immigration
Week 12	<b>USA Education:</b> Types of schools subjects, timetable
Week 13	Main high school events (prom, graduation ceremony, basketball matches) punishment types (detention, suspension, etc.)
Week 14	Grading system, exams, streaming university, campus life, degree types, Commencement
Week 15	Famous universities (Harvard, Yale)
Week 16	Test
Week 17	<b>Environment Issues in Britain:</b> Efforts at recycling
Week 18	Pollution global warming – Eden Project
Week 19	Renewable energy eco-protest movements, Greenpeace, Let's Clean Up Europe
Week 20	National parks, endangered species
Week 21	Test
Week 22	<b>Environment Issues in the US:</b> Efforts at recycling

Week 23	Pollution and natural disasters
Week 24	Renewable energy GMO policy
Week 25	National parks endangered species
Week 26	Test
Week 27	<b>British Media and Tele-communication:</b> Newspapers (difference between broadsheets and tabloids)
Week 28	The BBC commercial channels
Week 29	Well-known British TV programs, series
Week 30	BBC radio channels advertising
Week 31	Test
Week 32	<b>Media and Tele-communication in the US:</b> Newspapers PBS and commercial channels
Week 33	Well-known American TV programs, series, advertising
Week 34	Hollywood

Week 35	Review
Week 36	Final test

Resources: Cultural Relations, Spotlight on Britain, In Britain, English and American Civilization, New English File Culture Link

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## HIGH SCHOOL GRADE 11 ENGLISH CIVILIZATION SYLLABUS

<b>English civilization Syllabus Thematic Units - Grade 11 (1 session/week)</b> <b>36*1= 36 session per year</b>
<i>Thematic unit</i>
The economy of English speaking countries (11)
The political structure of English speaking countries (6)
Societal structure of English speaking countries (10)
Tradition, custom, way of life (6)
Environmental protection (4)

**English civilization Syllabus Class Outlines - Grade 11 (1 session/week)**  
**36\*1= 36 session per year**

Week #	Class content
Week 1	<b>The economy of English speaking countries</b> The role of English economy in the global market, relations to our home country
	The opportunities of sustainable economy
Week 2	Job opportunities in English speaking countries and its risks
	Job opportunities I.
Week 3	Job opportunities II.
	Everyday financial and accounting fundamentals
Week 4	Market currency, opening a bank account, bank system, taxes
	The economic relations of English speaking countries with the rest of the world
Week 5	IMF, WTO, EU and their relations
	The world economy

Week 6	Market capital
	Workforce mobility
Week 7	Accounting for the pros and cons
	Consumer protection
Week 8	Solving consumer complaints
	Consuming trends
Week 9	Discovering correlations between quality of life, global problems and sustainability
	Independent sources of information and the interpretation of data
Week 10	Deducing the meaning of unknown linguistic elements
	Comparing various types of information in light of recent global economy trends
Week 11	Review
	Assessment
Week 12	<b>The political structure of English speaking countries</b>
	The elective system of English speaking countries and Hungary



Week 13	The main political parties
	The role of parties in English speaking countries
Week 14	The legislative system
	Identifying the societal and political issues
Week 15	Identifying ethical issues
	Possible solutions to resolving conflicts
Week 16	Analyzing political events, drawing conclusions
	Independent analysis of political events
Week 17	Review
	Assessment
Week 18	<b>Societal structure of English speaking countries</b> Analyzing the societal structure of English speaking countries
	Identifying problems and finding solutions
Week 19	Social structure, family structure
	The workspace (choosing a career, applying for a job, unemployment, unions)

Week 20	Gathering information related to the labor market, getting to know the labor market in English speaking countries
	Applying for a job
Week 21	Social security and insurance in English speaking countries
	Healthcare
Week 22	Most common hazards in urban and environmental settings
	Identifying mental health issues
Week 23	Understanding the role of religion and religious institutions in a society
	Religion
Week 24	Identifying the main global issues of mankind (crime, drug abuse)
	Ways to help
Week 25	English dialects
	Dialects in Britain
Week 26	Dialects in the US
	Review

Week 27	Assessment
	<b>Tradition, custom, way of life</b> The status of children in a society
Week 28	Comparison to how matters are in our home country
	Popular opinion on having children and upbringing
Week 29	Reviewing the classical and modern gastronomy of English speaking countries
	How lifestyle affects modern gastronomy
Week 30	Restaurants and tourism
	Ideologies in culture, ideals, values
Week 31	The decorum and behavioral norms in English speaking countries
	Urbanization
Week 32	Review
	Assessment
Week 33	<b>Environmental protection</b> Types of environmental pollution, changing climate and its causes
	Recognizing long term effects, waste management, energy sources, environmental agencies

Week 34	Ecological view and responsibility in everyday life, the importance of environmentally conscious behavior
	The effects of urbanization and consumerism, arguments for and against
Week 35	Mitigating the damaging effects of English speaking countries and our home country, understanding sustainable development
	Successes and failures
Week 36	Review
	Assessment

Resources: Cultural Relations, Spotlight on Britain, In Britain, English and American Civilization, New English File Culture Link

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## HIGH SCHOOL GRADE 12 ENGLISH CIVILIZATION SYLLABUS

<b>English civilization Syllabus Thematic Units - Grade 12 (1 session/week)</b> <b>32*1= 32 session per year</b>
<i>Thematic unit</i>
Mass communication, media (8)
Literature, history, the arts (16)
Science (4)
Systematic review (4)

**English civilization Syllabus Class Outlines - Grade 12 (1 session/week)**  
**32\*1= 32 session per year**

Week #	Class content
Week 1	Review
	Review
Week 2	<b>Mass communication, media</b> Commercial TV channels
	News media, their role and function within English speaking countries and in our home country
Week 3	The role of mass media and how it shapes our society
	Creating your own opinion with examples and arguments
Week 4	Critical examination of information coming from mass media
	Verifying information using multiple sources, e.g. using the internet
Week 5	The ethical nature of commercials
	The laws governing mass communication and media
Week	The concept of free press

6	The political independence of press and the realization of free press
Week 7	Examining the role of free press and media in English speaking countries and in our home country
	Arguing for or against a total free press
Week 8	Dialogue and debate
	Review
Week 9	Review
	Assessment
Week 10	<b>Literature, history, the arts</b> The most important historical era and the corresponding artistic movements
	Interconnected history and art (medieval ages)
Week 11	Romantic and gothic era
	Some classical and contemporary artists from English speaking countries
Week 12	The classical arts
	Contemporary arts
Week	Some classical and contemporary poets, novelists and filmmakers from English speaking countries

13	Literary works and authors
Week 14	Film Watching/reading an English film/novel together
Week 15	Watching a play in English
	Theatrical plays
Week 16	The most important historical events and figures of English speaking countries
	Ancient and medieval history
Week 17	New age
	The most important architectural advances and styles of English speaking countries
Week 18	Architecture
	Fine arts
Week 19	Some noteworthy museums and theatres
	Museums



Week 20	Watching an English play together
	The effect of mass media on the evolution of culture
Week 21	Mass communication opportunities
	Modern technological advances
Week 22	The role of cultural life in English speaking countries and in our home country
	Cultural institutions
Week 23	Cultural events
	Arguing regarding historical events, artistic works and technological advances
Week 24	Dialogue, debate
	Review
Week 25	Assessment
	<b>Science</b> The most important and era defining inventions and creations in English speaking countries and in our home country
Week 26	Famous scientists
	Hungarian scientists abroad

Week 27	Debating ethics in science
	Arguing for or against ethical dilemmas in science
Week 28	Review
	Assessment
Week 29	Systematic review
	Systematic review
Week 30	Systematic review
	Systematic review
Week 31	Systematic review
	Systematic review
Week 32	Systematic review
	Systematic review



**AVICENNA**  
INTERNATIONAL COLLEGE

*HUNGARIAN – ENGLISH BILINGUAL HIGH SCHOOL*

*German language*

*Secondary Programs*

## HIGH SCHOOL GRADE 9-12 GERMAN LANGUAGE SYLLABUS

<b>German Language Syllabus Class Outlines - Course A1 (3 sessions/week) 36*3=108 sessions per year</b>					
<i>Week #</i>	<i>Unterrichtssequenz Schritte international 1</i>	<i>Seite</i>	<i>Kommunikative Absicht</i>	<i>Grammatik</i>	<i>Phonetik / Lerntagebuch</i>
Week 1	Die erste Stunde im;Kurs;FHG: Guten Tag, mein Name ist...	KB: S. 7;LHB: S. 18.	sich kennen lernen		
	Die erste Stunde im;Kurs;FHG: Guten Tag, mein Name ist...	KB: S. 8- 9.;LHB: S. 19.	Einstieg in das Thema: Kennenlernen		
	1A: Guten Tag. – Hallo!	KB: S. 10.;AB: S. 82.;LHB: S. 20.	jemanden begrüßen, sich verabschieden	Aussage: Ich heiße / Ich bin...;Verbkonjugation (ich, Sie, du): heißen, kommen, sprechen, sein	Phonetik: Satzmelodie
Week 2	1B: Ich heiße Timo.	KB: S. 11.;AB: S. 83-84.;LHB:	nach dem Namen fragen, sich und andere mit vorstellen	W-Frage: Wie heißen Sie?;Personalpronomen ich, Sie, du	Phonetik: Satzakzent und Satzmelodie

		S. 21, 72.			
	1C: Ich komme aus Finnland	KB: S. 12.;AB: S. 85-86.;LHB: S. 22-23, 73-;75.	Herkunftsland erfragen und nennen, Sprachen benennen	Präposition aus: Ich komme aus Finnland.	Phonetik: Diphthonge ei, eu, au
	1D: Buchstaben	KB: S. 13.;AB: S. 87-88.;LHB: S. 24-25, 76.	Alphabet, Telefongespräch: nach jemandem fragen		Lerntagebuch: Begrüßung;/ Verbkonjugation
Week 3	1E: Adresse	KB: S. 14.;AB: S. 89.;LHB: S. 26.	Visitenkarten Anmeldeformular		
	1Z: Grüezi! Guten Tag! Grüß Gott!	KB: S. 16-17.;LHB: S. 27, 77.	Landeskunde: Grußformen in den deutschsprachigen Ländern		
	1Z: Grüezi! Guten Tag! Grüß Gott!	KB: S. 16-17.;LHB: S.	Landeskunde: Grußformen in den deutschsprachigen		

		27, 77.	Ländern		
Week 4	Wiederholung	KB: S. 15.;AB: S. 90-91.			
	Wiederholung	KB: S. 15.;AB: S. 90-91.			
	Wiederholung	KB: S. 15.;AB: S. 90-91.			
Week 5	Zusammenfassung	IT: S. 4-8.			
	Zusammenfassung	IT: S. 4-8.			
	Zusammenfassung	IT: S. 4-8.			
Week 6	Test	LHB: S. 116-117			
	FHG: Familie und;Freunde	KB: S. 18-19.;LHB: S. 28.	Einstieg in das Thema: Herkunft;und Familie		

	2A: Wie geht's? – Danke, sehr gut.	KB: S. 20.;AB: S. 92.;LHB: S. 29.	nach dem Befinden fragen Befinden ausdrücken		Phonetik: Satzmelodie/ Satzakzent: Frage und Antwort
Week 7	Kontrolle des Tests der ersten Lektion	LHB: S. 116-117			
	2B: Das ist mein Freund Timo	KB: S. 21.;AB: S. 93-94.;LHB: S. 30, 78.	Familienmitglieder und Freunde vorstellen	Possessivartikel mein / meine	
	2C: Sie wohnt in der Baaderstraße.	KB: S. 22.;AB: S. 95-97.;LHB: S. 31, 79-81.	Wohnort nennen	Personalpronomen er / sie, wir, ihr, sie; Verbkonjugation: leben; Präposition in: Sie leben in Helsinki.	Phonetik: Rhythmus
Week 8	2D: Zahlen und Personalien	KB: S. 23.;AB: S. 98.;LHB: S. 32, 82.	Zahlen: 0-20;Interview: Fragen zur Person ein Formular ausfüllen	Verbkonjugation: haben	
	2E: Sich vorstellen	KB: S. 24.;AB: S. 99.;LHB: S. 33.	Angaben zu Personen machen / verstehen; sich vorstellen		Lerntagebuch: sich vorstellen / Verbkonjugation
	2Z: Wer? Wo?;Was?	KB: S. 26-27.;LHB: S. 34, 83.	Grußkarten verstehen		
Week 9	Wiederholung	KB: S. 25.;AB: S.			

		100-101.;LHB: S. 106, 107.			
	Wiederholung	KB: S. 25.;AB: S. 100-101.;LHB: S. 106, 107.			
	Wiederholung	KB: S. 25.;AB: S. 100-101.;LHB: S. 106, 107.			
Week 10	Zusammenfassung	IT: S.9-13.			
	Zusammenfassung	IT: S.9-13.			
	Zusammenfassung	IT: S.9-13.			
Week 11	Test	LHB: S. 118-119.			
	FHG: Essen und;Trinken	KB: S. 28-29.;LHB: S. 35.	Einstieg in das Thema: Einkaufen		
	3A: Das ist doch kein Apfel, oder?	KB: S. 30.;AB: S. 102-104.;LHB: S.	Dinge benennen	indefiniter Artikel ein / eine;Negativartikel kein / keine	Phonetik: Vokale a, o: lang und kurz



		36.			
Week 12	Kontrolle des Tests der zweiten Lektion	LHB: S. 118- 119.			
	3B: Erdäpfel sind Kartoffeln!	KB: S. 31.;AB: S. 105.;LHB: S. 37, 84-85.	Mengen benennen	Plural der Nomen: Tomaten, Eier	
	3C: Haben Sie Äpfel?	KB: S. 32.;AB: S. 106- 107.;LHB: S. 38, 86-87.	Einkaufsgespräche führen	Ja-/Nein-Frage: Kennen Sie...?;Nullartikel: Haben Sie Äpfel?	Phonetik: Satzmelodie in Fragesätzen
Week 13	3D: Gewichte und Maßeinheiten	KB: S. 33.;AB: S. 108.;LHB: S. 39.	Zahlen: 21-100;Preise, Gewichte und Maßeinheiten		Phonetik: Zahlen
	3E: Mein Lieblingsessen	KB: S. 34.;AB: S. 109.;LHB: S. 40.	Vorlieben ausdrücken	Verbkonjugation: essen	Lerntagebuch: Wortschatz / Redemittel;„Essen und Trinken
	3Z: Brotzeit, Vesper, Jause...	KB: S. 36- 37.;LHB: S. 41, 88.	Landeskunde: Namen für Lebensmittel in den deutschsprachigen Ländern		
Week 14	Wiederholung	KB: S. 35.;AB: S. 110-111.			

	Wiederholung	KB: S. 35.;AB: S. 110-111.			
	Wiederholung	KB: S. 35.;AB: S. 110-111.			
Week 15	Zusammenfassung	IT: S.14-18.			
	Zusammenfassung	IT: S.14-18.			
	Zusammenfassung	IT: S.14-18.			
Week 16	Test	LHB: S. 120-121.			
	FHG: Meine;Wohnung	KB: S. 38-39.;LHB: S. 42.	Einstieg in das Thema: Wohnen		
	4A: Das ist das Wohnzimmer.	KB: S. 40.;AB: S. 112-114.;LHB: S. 43.	nach einem Ort fragen einen Ort nennen	definitiver Artikel der/das/die	
Week 17	Kontrolle des Tests der dritten Lektion	LHB: S. 120-121.			
	4B: Die Wohnung gefällt mir sehr gut.	KB: S. 41.;AB: S. 115.;LHB: S.	eine Wohnung / ein Haus beschreiben;Gefallen / Missfallen ausdrücken	prädikatives Adjektiv: Sie ist schön.;Personalpronome	

		44, 89.		n: er / es / sie;Negation nicht	
	4C: Du hast aber schöne Möbel!	KB: S. 42.;AB: S. 116-118.;LHB: S. 45-46, 90.	Möbel und Elektrogeräte benennen;Gefallen, Missfallen ausdrücken Farben benennen	lokale Adverbien hier / dort;Verbkonjugation: gefallen	Phonetik: Wortakzent: Komposita Lerntagebuch: Nomen.;Singular und Plural
Week 18	4D:;Wohnungsanzeigen	KB: S. 43.;AB: S. 119-120.;LHB: S. 47, 91.	Zahlen: 100-1.000.000;Wohnungsanzeigen		Phonetik: Vokale e, i;;lang und kurz
	4E: Wohnstile	KB: S. 44;AB: S. 121.;LHB: S. 48.	einen Zeitungsartikel verstehen		Lerntagebuch: Wortschatz: Geräte, Wohnung, Möbel
	4Z: „Die Adresse;ist...“	KB: S. 46-47.;LHB: S. 49, 92.	Adressen in der Glaserstraße		
Week 19	Wiederholung	KB: S. 45.;AB: S. 122-123.;LHB: S. 108-109.			
	Wiederholung	KB: S. 45.;AB: S. 122-123.;LHB: S. 108-109.			

	Wiederholung	KB: S. 45.;AB: S. 122-123.;LHB: S. 108-109.			
Week 20	Zusammenfassung	IT: S.19-23.			
	Zusammenfassung	IT: S.19-23.			
	Zusammenfassung	IT: S.19-23.			
Week 21	Test	LHB: S. 122-123.			
	FHG: Mein Tag	KB: S. 48-49.;LHB: S. 50.	Einstieg in das Thema;;Tagesablauf		
	5A: Wie spät ist es? Es ist...	KB: S. 50.;AB: S. 124.;LHB: S. 51, 93.	Uhrzeit (inoffiziell) nennen		
Week 22	Kontrolle des Tests der vierten Lektion	LHB: S. 122-123.			
	5B: Ich räume die Wohnung auf.	KB: S. 51.;AB: S. 125-126.;LHB: S. 52, 94.	Alltagsaktivitäten nennen Vorlieben ausdrücken	trennbare Verben: Timo steht früh auf.;Verbkonjugation: sehen,;arbeiten	

	5C: Ich stehe von;Montag bis Freitag um halb acht auf.	KB: S. 52.;AB: S. 127.;LHB: S. 53.	Wochentage nennen	Präpositionen am, um, von... bis: Am Sonntag um acht Uhr.	
Week 23	5D: Tageszeiten	KB: S. 53.;AB: S. 128-129.;LHB: S. 54, 95.	Tagesablauf: Aktivitäten nennen	Verbposition im Satz	Phonetik: Umlaute ü, ä, ö Lerntagebuch: unregelmäßige und;besondere Verben
	5E: Öffnungszeiten	KB: S. 54.;AB: S. 130-131.;LHB: S. 55, 96.	Schilder / Anrufbeantworter: Öffnungszeiten verstehen Uhrzeit (offiziell)		Phonetik: Aussprache und Orthographie (lange und kurze Vokale)
	5Z: Ein Tag in;Berlin	KB: S. 56-57.;LHB: S. 56, 97.	Landeskunde: die Hauptstadt;Berlin		
Week 24	Wiederholung	KB: S. 55.;AB: S. 132-133.			
	Wiederholung	KB: S. 55.;AB: S. 132-133.			
	Wiederholung	KB: S. 55.;AB: S. 132-133.			
Week	Zusammenfassung	IT: S.24-28.			

25	Zusammenfassung	IT: S.24-28.			
	Zusammenfassung	IT: S.24-28.			
Week 26	Test				
	FHG: Freizeit	KB: S. 58-59.;LHB: S. 57, 98.	Einstieg in das Thema: Hobbys;und sportliche Aktivitäten		
	6A: Das Wetter ist doch schön. Die Sonne scheint.	KB: S. 60.;AB: S. 134-136.;LHB: S. 58.	Wetter / Jahreszeiten / Himmelsrichtungen beschreiben		
Week 27	Kontrolle des Tests der fünften Lektion	LHB: S. 124-125.			
	6B: Sie haben ja einen Jogginganzug,;oder?	KB: S. 61.;AB: S. 137-138.;LHB: S. 59-60, 99-;100.	Gespräche beim Einkauf und im Restaurant führen	Akkusativ: den Salat, einen Tee, keinen Saft Verbkonjugation: nehmen	Phonetik: Satzakzent
	6C: Habe ich das;Geld wirklich nicht dabei?	KB: S. 62.;AB: S. 139-140.;LHB: S. 61.	im Gespräch zustimmen, widersprechen, verneinen	Ja-/Nein-Frage und Antwort ja, nein, doch;Verbkonjugation: „möchten“	
Week	6D: Freizeit und Hobbys	KB: S.	über Freizeit und Hobbys	Verbkonjugation: lesen,	Phonetik: unbetontes e

28		63.;AB: S. 141-143.;LHB: S. 62, 101.	sprechen;Anzeigen lesen und schreiben	treffen, schlafen, fahren	Lerntagebuch: unregelmäßige und;besondere Verben
	6E: Wetter	KB: S. 64.;LHB: S. 63.	Wetterbericht		
	6Z: Frei? Zeit? Stress!	KB: S. 66-67.;LHB: S. 64, 102.	Landeskunde: Freizeitaktivitäten am Wochenende		
Week 29	Wiederholung;Zusammenfassung	KB: S. 65.;AB: S. 144-145.;LHB: S. 110-112.			
	Wiederholung;Zusammenfassung	KB: S. 65.;AB: S. 144-145.;LHB: S. 110-112.			
	Wiederholung;Zusammenfassung	KB: S. 65.;AB: S. 144-145.;LHB: S. 110-112.			
Week 30	Test	LHB: S. 126-127.			

	FHG: Lernen – ein;Leben lang	KB: S. 68-69;LHB: S. 65.	Einstieg in das Thema: Kurse;besuchen		
	7A: Ich kann aber nicht Tango tanzen.	KB: S. 70.;AB: S. 146-147.;LHB: S. 66.	Fähigkeiten ausdrücken	Modalverb können;Satzklammer: Ich kann nicht tanzen.	Phonetik: Aussprache und Orthographie (sch, st,;sp)
Week 31	Kontrolle des Tests der sechsten Lektion	LHB: S. 126-127.			
	7B: Corinna will einen Tangokurs;machen	KB: S. 71.;AB: S. 148-149.;LHB: S. 67.	Absichten ausdrücken seinen Willen äußern	Modalverb wollen	
	7C: Hast du das gehört, Koko?	KB: S. 72.;AB: S. 150-152.;LHB: S. 68, 103.	von Ereignissen in der Vergangenheit berichten, Vergangenes beschreiben	Perfekt mit haben: hat... gelernt	Lerntagebuch: Tabelle: Partizipien
Week 32	7D: Ich bin noch nie in eine Tanzschule;gegangen.	KB: S. 73.;AB: S. 153-154.;LHB: S. 69, 104.	über Aktivitäten in der Vergangenheit sprechen	Perfekt mit sein: ist... gefahren	Lerntagebuch: Tabelle: Partizipien
	7E: Deutsch lernen	KB: S. 74.;AB: S. 155.;LHB: S. 70.	Text „Ratgeber“ verstehen über Lernziele und Lerngewohnheiten sprechen etwas bewerten		



	7Z: Ich hab' schon;wieder was gelernt!	KB: S. 76-77.;LHB: S. 71, 105.	Interjektionen		
Week 33	Wiederholung;Zusammenfassung	KB: S. 75, 78-79.;AB: S. 156.;LHB: S. 113-115.			
	Wiederholung;Zusammenfassung	KB: S. 75, 78-79.;AB: S. 156.;LHB: S. 113-115.			
	Wiederholung;Zusammenfassung	KB: S. 75, 78-79.;AB: S. 156.;LHB: S. 113-115.			
Week 34	Test	LHB: S. 128-129.			
	Kontrolle des Tests der siebten Lektion;	LHB: S. 128-129.			
	Zusammenfassung der Lektionen 1-7 Vorbereitung auf die schriftliche Prüfung				
Week 35	Schriftliche Prüfung von den Lektionen 1-7				
	Vorbereitung auf die mündliche Prüfung				

	Vorbereitung auf die mündliche Prüfung				
Week 36	Mündliche Prüfung				
	Bewertung des Jahres ;Abschied voneinander				
	Bewertung des Jahres ;Abschied voneinander				

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## HIGH SCHOOL GRADE 9-12 GERMAN LANGUAGE SYLLABUS

German Language Syllabus Class Outlines - Course A2 (3 sessions/week) 36*3=108 sessions per year					
Week #	<i>Unterrichtssequenz Schritte international 2</i>	<i>Seite</i>	<i>Kommunikative Absicht</i>	<i>Grammatik</i>	<i>Phonetik / Lerntagebuch</i>
Week 1	Einstufungstest				
	Einstufungstest				
	Einstufungstest				
Week 2	Wiederholung der Lektionen 1-4 im Buch Schritte international 1				
	Wiederholung der Lektionen 1-4 im Buch Schritte international 1				
	Wiederholung der Lektionen 1-4 im Buch Schritte international 1				
Week 3	Wiederholung der Lektionen 5-7 im Buch Schritte international 1				
	Wiederholung der Lektionen 5-7 im Buch Schritte international 1				
	Wiederholung der Lektionen 5-7 im Buch Schritte international 1				

Week 4	Die erste Stunde im;Kurs	KB: S. 7.;LHB: S. 12.	sich und die Protagonisten;des Buches kennen lernen		
	FHG: Beruf und Arbeit	KB: S. 8-9.;LHB: S. 13.	Einstieg in das Thema: Aushilfstätigkeiten		
	8A: Ich bin Verkäufer.	KB: S. 10.;AB: S. 82-83.;LHB: S. 14, 73.	Berufe benennen und erfragen	Wortbildung Nomen: der Lehrer;modale Präposition als	Phonetik: -e und -er am Wortende
Week 5	8B: Ich bin seit zwei Monaten hier.	KB: S. 11.;AB: S. 84-85.;LHB: S. 15-16, 74-;75.	Informationen über Vergangenheit und Gegenwart austauschen	temporale Präpositionen vor, seit: vor einem Jahr	Lerntagebuch: temporale Präpositionen
	8C: Ich hatte keinen Stift.	KB: S. 12.;AB: S. 86-87.;LHB: S. 17.	von Ereignissen und Aktivitäten in der;Vergangenheit berichten	Präteritum sein, haben: war, hatte	
	8C: Ich hatte keinen Stift.	KB: S. 12.;AB: S. 86-87.;LHB: S. 17.	von Ereignissen und Aktivitäten in der;Vergangenheit berichten	Präteritum sein, haben: war, hatte	
Week 6	8D;;Praktikumsbörse	KB: S. 13.;AB: S. 88.;LHB: S. 18, 76.	Praktikumsbörse: Anzeigen verstehen	temporale Präpositionen für	
	8E: Ungewöhnliche Berufe	KB: S. 14.;AB: S. 89.;LHB: S.	ungewöhnliche Berufe: Kurztexte verstehen		Lerntagebuch: Fragen und Antworten zur Person

		19.			
	8Z: Schöne Bilder –;falsche Schilder;	KB: S. 16-17.;LHB: S. 20, 77.;	Landeskunde: traditionelle;Berufe		
Week 7	Wiederholung Zusammenfassung	KB: S. 15.;AB: S. 90-91.;			
	Wiederholung Zusammenfassung	KB: S. 15.;AB: S. 90-91.;			
	Wiederholung Zusammenfassung	KB: S. 15.;AB: S. 90-91.;			
Week 8	Test	LHB: S. 112-113.			
	FHG: In einer;fremden Stadt	KB: S. 18-19;LHB: S. 21, 78.	Einstieg in das Thema: Als;Tourist unterwegs		
	9A: Er muss ins Hofbräuhaus gehen!	KB: S. 20.;AB: S. 92-93.;LHB: S. 22-23,;79-80	Anweisungen geben / Abläufe erklären	Modalverb: müssen Satzklammer: Sie müssen einen Tisch reservieren. Pronomen man	Phonetik: Satzakzent Modalverben Lerntagebuch: Modalverben - ;Konjugation
Week 9	Kontrolle des Tests der achten Lektion	LHB: S. 112-113.			

	9B: Gehen Sie doch zur Touristeninformation.	KB: S. 21.;AB: S. 94-96.;LHB: S. 24-25.	Anweisungen und Ratschläge geben	Imperativ: Gehen Sie zur Touristeninformation.	Phonetik: Satzmelodie Frage;- Aufforderung
	9C: Darf ich Sie etwas fragen?	KB: S. 22.;AB: S. 97.;LHB: S. 26.	über Erlaubtes / Verbotenes und Regeln sprechen	Modalverb: dürfen	Lerntagebuch: Modalverben - ;Konjugation
Week 10	9D:;Informationsbroschüren	KB: S. 23.;AB: S. 98.;LHB: S. 27.	Informationsbroschüren verstehen		
	9E: An der Hotelrezeption	KB: S. 24.;AB: S. 99.;LHB: S. 28, 81.	an der Hotelrezeption: nachfragen, um Erklärungen und Verständnishilfen bitten		
	9Z: Da tanzt die;ganze Stadt!	KB: S. 26-27.;LHB: S. 29, 82.	Landeskunde: Der Karneval		
Week 11	Wiederholung;Zusammenfassung	KB: S. 25.;AB: S. 100-101;			
	Wiederholung;Zusammenfassung	KB: S. 25.;AB: S. 100-101;			
	Wiederholung;Zusammenfassung	KB: S. 25.;AB: S. 100-101;			

Week 12	Test	LHB: S. 106-107,;114-115.;			
	FHG: Gesundheit	KB: S. 28-29.;LHB: S. 30.	Einstieg in das Thema.;Krankheitssymptome		
	10A: Meine Augen;tun auch schon ein bisschen weh.	KB: S. 30.;AB: S. 102-103.;LHB: S. 31, 83.	Körperteile benennen über das Befinden sprechen	Possessivartikel: Ihr, dein	
Week 13	Kontrolle des Tests der neunten Lektion	LHB: S. 106-107,;114-115.;			
	10B: Wie sehen denn seine Augen aus?	KB: S. 31.;AB: S. 104-106.;LHB: S. 32-33, 84.	über das Befinden anderer sprechen das Aussehen beschreiben	Possessivartikel: sein, ihr, unser, euer	Lerntagebuch: Possessivartikel
	10C: Anja sagt, wir sollen zu Hause;bleiben.	KB: S. 32.;AB: S. 107-108.;LHB: S. 34, 85.	Anweisungen und Ratschläge geben und;verstehen	Modalverb sollen;Satzklammer: Wir sollen zu Hause bleiben.	
Week 14	10D: Eine Anfrage schreiben	KB: S. 33.;AB: S. 109.;LHB: S. 35.	einen Brief (Anfrage) schreiben		

	10E.;Terminvereinbarung	KB: S. 34.;AB: S. 109.;LHB: S. 36, 86.	einen Termin vereinbaren		Phonetik: Laut h, Vokalneueinsatz
	10Z: Das hat Hand und Fuß!	KB: S. 36-37.;LHB: S. 37, 87.	Redewendungen		
Week 15	Wiederholung ;Zusammenfassung	KB: S. 35.;AB: S. 110-111.			
	Wiederholung ;Zusammenfassung	KB: S. 35.;AB: S. 110-111.			
	Wiederholung ;Zusammenfassung	KB: S. 35.;AB: S. 110-111.			
Week 16	Test	LHB: S.116-117.			
	FHG: In der Stadt unterwegs	KB: S. 38-39.;LHB: S. 38.	Einstieg in das Thema: Wegbeschreibung und;Orientierung am Bahnhof		
	11A: Gehen Sie einfach hier;geradeaus weiter.	KB: S. 40.;AB: S. 112-113.;LHB: S. 39-40.	nach dem Weg fragen und den Weg beschreiben;Verkehrsmittel benennen	Präposition mit: Ich fahre mit dem Auto.	Phonetik: Laut z



Week 17	Kontrolle des Tests der zehnten Lektion	LHB: S.116-117.			
	11B: Wir sind vor dem Buchladen.	KB: S. 41.;AB: S. 114-116.;LHB: S. 41, 88-89.	Ortsangaben machen	lokale Präpositionen an, auf, bei, hinter, in, neben, über,;unter, vor, zwischen: Wo...? – Auf dem Parkplatz.	
	11C: Wohin seid ihr gegangen? – Zum Buchladen.	KB: S. 42.;AB: S. 117-119.;LHB: S. 42, 90.	Orte und Richtungen bestimmen	lokale Präpositionen zu, nach,;in: Wohin...? – Zum Buchladen.	Lerntagebuch: lokale Präpositionen
Week 18	11D: Fahrpläne und Durchsagen	KB: S. 43.;AB: S. 120.;LHB: S. 43.	Fahrpläne: Informationen entnehmen;Durchsagen verstehen		
	11E: Auskunft am Bahnhof	KB: S. 44.;AB: S. 121.;LHB: S. 44, 91.	am Bahnhof: um Auskunft bitten		
	11Z: Entschuldigen;Sie...?	KB: S. 46-47.;LHB: S. 45, 92.	Wegbeschreibungen;verstehen		
Week 19	Wiederholung;Zusammenfassung	KB: S. 45.;AB: S. 122-123.;			
	Wiederholung;Zusammenfassung	KB: S. 45.;AB: S.			

		122-123.;			
	Wiederholung; Zusammenfassung	KB: S. 45.; AB: S. 122-123.;			
Week 20	Präsentationen;				
	Präsentationen;				
	Präsentationen;				
Week 21	Test	LHB: S. 108-109.; 118-119.			
	FHG: Der Kunde ist; König	KB: S. 48-49.; LHB: S. 46.	Einstieg in das Thema.; Dienstleistungen und Service		
	12A: Aber bei der; Arbeit hatte ich dann eine tolle Idee.	KB: S. 50.; AB: S. 124-125.; LHB: S. 47.	Zeitangaben verstehen und machen	temporale Präpositionen vor, nach, bei	
Week 22	Kontrolle des Tests der elften Lektion	LHB: S. 108-109.; 118-119.			
	12B: Ab wann kann ich die Brille abholen?	KB: S. 51.; AB: S. 126-127.; LHB: S. 48-49, 93.	zeitliche Bezüge nennen um Serviceleistungen bitten	temporale Präpositionen in: Wann...? – In einer Stunde. temporale Präpositionen bis,; ab: Ab wann...? – Ab morgen.	Lerntagebuch: temporale Präpositionen

	12C: Könnten Sie vielleicht meine Sonnenbrille reparieren?	KB: S. 52.;AB: S. 128-129.;LHB: S. 50, 94.	höfliche Bitten und Aufforderungen ausdrücken	Höflichkeitsform Konjunktiv II: würde, könnte Satzklammer: Könnten Sie bitte Kaffee kochen?;Verben mit verschiedenen Präfixen: an-, aus-, auf-;;zumachen	Phonetik: Satzakzent Laut ng
Week 23	12D:;Informationstext	KB: S. 53.;AB: S. 130.;LHB: S. 51.	einen Informationstext verstehen		
	12E:;Telefonansagen	KB: S. 54.;AB: S. 131.;LHB: S. 52, 95.	schriftliche Mitteilungen und Telefonansagen verstehen		
	12Z: Zu Besuch beim Märchenkönig	KB: S. 56-57.;LHB: S. 53, 96.	Landeskunde: Übernachtung im Hotel		
Week 24	Wiederholung;Zusammenfassung	KB: S. 55.;AB: S. 132-133.;			
	Wiederholung;Zusammenfassung	KB: S. 55.;AB: S. 132-133.;			
	Wiederholung;Zusammenfassung	KB: S. 55.;AB: S. 132-133.;			

Week 25	Test	LHB: S. 120-121.			
	FHG: Neue Kleider	KB: S. 58-59.;LHB: S. 54, 97.	Einstieg in das Thema.;Kleiderkauf		
	13A: Die Hose da! Die ist toll!	KB: S. 60.;AB: S. 134-135.;LHB: S. 55-56, 98.	Kleidungsstücke benennen und bewerten	Demonstrativpronomen der,;das, die: der Rock -> Der ist super!	Lerntagebuch: Adjektive
Week 26	Kontrolle des Tests der zwölften Lektion	LHB: S. 120-121.			
	13B: Die Hose gefällt mir! Und dir?	KB: S. 61.;AB: S. 136-137.;LHB: S. 57.	Gefallen / Missfallen ausdrücken	Personalpronomen im Dativ.;mir, dir, ...;Verben mit Dativ: gefallen, gehören, passen, stehen	Phonetik: Bindung
	13C: Mit Hemd siehst du gleich viel besser aus.	KB: S. 62.;AB: S. 138.;LHB: S. 58.	Vorlieben und Bewertungen ausdrücken;einen Zeitungsartikel verstehen	Komparation gut, gern, viel	
Week 27	13D: Welche? – Diese hier.	KB: S. 63.;AB: S. 139.;LHB: S. 59-60.	Vorlieben erfragen, eine Auswahl treffen	Frageartikel welch-: Welches Hemd?;Demonstrativpronomen dies-: Dieses Hemd gefällt mir.;Verbkonjugation: mögen	Lerntagebuch: Was mag ich, was mag ich nicht?

	13E: Im Kaufhaus	KB: S. 64.;AB: S. 140.;LHB: S. 61, 99.	im Kaufhaus: um Hilfe / Rat bitten		
	13Z: Mode?	KB: S. 66-67.;LHB: S. 62, 100.	Landeskunde: angemessene Kleidung		
Week 28	Wiederholung ;Zusammenfassung	KB: S. 65.;AB: S. 141.;			
	Wiederholung ;Zusammenfassung	KB: S. 65.;AB: S. 141.;			
	Wiederholung ;Zusammenfassung	KB: S. 65.;AB: S. 141.;			
Week 29	PROJEKTARBEIT;				
	PROJEKTARBEIT;				
	PROJEKTARBEIT;				
Week 30	Test	LHB: S. 110-111.,;122-123.			
	FHG: Feste	KB: S. 68-69.;LHB: S. 63.	Einstieg in das Thema;;Anlässe für Feste		

	14A: Das ist Freitag, der siebzehnte, ja?	KB: S. 70.;AB: S. 142.;LHB: S. 64-65,;101.	das Datum erfragen und nennen	Ordinalzahlen: der erste, ...	
Week 31	Kontrolle des Tests der dreizehnten Lektion	LHB: S. 110-111,;122-123.			
	14B: Ich lade dich ein.	KB: S. 71.;AB: S. 143.;LHB: S. 66, 102-;103.	über Personen und Dinge sprechen	Personalpronomen im Akkusativ: mich, dich, ...	
	14C: ..., denn du;hast das Ding in der Küche vergessen.	KB: S. 72.;AB: S. 144.;LHB: S. 67.	Gründe angeben;einen Termin schriftlich absagen und zusagen	Konjunktion denn	Phonetik;;Satzmelodie: Satzverbindungen
Week 32	14D: Einladungen	KB: S. 73.;AB: S. 145.;LHB: S. 68.	Einladungen lesen und schreiben	Verbkonjugation: werden	
	14E: Feste und Glückwünsche	KB: S. 74.;AB: S. 145.;LHB: S. 69, 104.	Feste nennen Glückwünsche ausdrücken		
	14Z: Lieber guter Nikolaus	KB: S. 76-77.;LHB: S. 70, 105.	Landeskunde: Nikolaus		
Week 33	Wiederholung ;Zusammenfassung	KB: S. 75, 78-79.;AB: S. 146-155.;			

	Wiederholung ;Zusammenfassung	KB: S. 75, 78-79.;AB: S. 146-155.;			
	Wiederholung ;Zusammenfassung	KB: S. 75, 78-79.;AB: S. 146-155.;			
Week 34	Test	LHB: S. 71, 124-;125.			
	Kontrolle des Tests der ; vierzehnten Lektion				
	Zusammenfassung der Lektionen 8-14 Vorbereitung auf die schriftliche Prüfung				
Week 35	Schriftliche Prüfung von den Lektionen 8-14				
	Vorbereitung auf die mündliche Prüfung				
	Vorbereitung auf die mündliche Prüfung				
Week 36	Mündliche Prüfung				
	Bewertung des Jahres ; Abschied voneinander				
	Bewertung des Jahres ; Abschied voneinander				

## HIGH SCHOOL GRADE 9-12 GERMAN LANGUAGE SYLLABUS

German Language Syllabus Class Outlines - Course B1 (3 sessions/week) 36*3=108 sessions per year					
Week #	<i>Unterrichtssequenz Schritte international 3</i>	<i>Seite</i>	<i>Kommunikative Absicht</i>	<i>Grammatik</i>	<i>Phonetik / Lerntagebuch</i>
Week 1	Einstufungstest				
	Einstufungstest				
	Einstufungstest				
Week 2	Wiederholung der Lektionen 8-11 im Buch Schritte international 1				
	Wiederholung der Lektionen 8-11 im Buch Schritte international 1				
	Wiederholung der Lektionen 8-11 im Buch Schritte international 1				
Week 3	Wiederholung der Lektionen 12-14 im Buch Schritte international 1				
	Wiederholung der Lektionen 12-				



	14 im Buch Schritte international 1				
	Wiederholung der Lektionen 12-14 im Buch Schritte international 1				
Week 4	Die erste Stunde im;Kurs	KB: S. 7;LHB: S. 18.	sich vorstellen, sich kennen;lernen		
	FHG: Maria	KB: S. 8-9.;LHB: S. 19.	Einstieg in das Thema: sich kennen lernen		
	1A: Warum fahren wir eigentlich alle zum Flughafen?;Weil Maria...	KB: S. 10.;AB: S. 82-84.;LHB: S. 20-21, 82-;83.	Gründe nennen	Konjunktion weil: Maria kommt nach Deutschland, weil sie hier Freunde hat.	PH: Satzmelodie und Satzakzent;PH: Verbendstellung im Nebensatz (weil)
Week 5	1B: Ich bin schon um drei Uhr aufgestanden	KB: S. 11.;AB: S. 85-87.;LHB: S. 22-23, 84	von Reiseerlebnissen berichten 1	Perfekt der trennbaren Verben: hat abgeholt, ist aufgestanden,...;WH im AB: Perfekt	ST: eine E-Mail beantworten
	1C: Aber ich habe fast das Flugzeug verpasst!	KB: S. 12.;AB: S. 88-89.;LHB: S. 24.	von Reiseerlebnissen berichten 2	Perfekt der nicht trennbaren Verben: hat erlebt, hat bekommen,...;Perfekt der Verben auf -ieren;;ist passiert, hat diskutiert, ...	PH: e und er in Vorsilben LT: Tabelle: Partizipien Arbeit mit dem Wörterbuch
	1C: Aber ich habe fast das Flugzeug verpasst!	KB: S. 12.;AB: S. 88-89.;LHB: S. 24.	von Reiseerlebnissen berichten 2	Perfekt der nicht trennbaren Verben: hat erlebt, hat bekommen,...;Perfekt der Verben auf -ieren;;ist	PH: e und er in Vorsilben LT: Tabelle: Partizipien Arbeit mit dem Wörterbuch

				passiert, hat diskutiert, ...	
Week 6	1D: Familie und Verwandtschaft	KB: S. 13.;AB: S. 90.;LHB: S. 25, 85.	Familien-Stammbaum: über die Familie berichten;(MA)	Namen im Genitiv: Julius Mutter;Präpositionen von: die Mutter von Julia	
	1E: Lebensformen	KB: S. 14.;AB: S. 91.;LHB: S. 26.	über Wohn- und Lebensformen berichten;(HV, MA)	Präpositionen bei: bei ihrem Vater	
	1Z: Ich kenn' dich	KB: S. 16-17.;LHB: S. 27, 86.	Landeskunde: Partnerstädte (LV, HV)		
Week 7	Wiederholung Zusammenfassung	KB: S. 15.;AB: S. 92-93.;			
	Wiederholung Zusammenfassung	KB: S. 15.;AB: S. 92-93.;			
	Wiederholung Zusammenfassung	KB: S. 15.;AB: S. 92-93.;			
Week 8	Test	LHB: S. 122-123.			
	FHG: Wieder was;gelernt!	KB: S. 18-19.;LHB: S. 28.	Einstieg in das Thema;;Mülltrennung		

	2A: Die Müllcontainer stehen im Hof	KB: S. 20.;AB: S. 94-95.;LHB: S. 29, 87-88.	Ortsangaben machen 1: Wo...?	Positionsverben: stehen, liegen;... (WH);Präpositionen auf die Frage Wo? – auf, an, in ... (WH) WH im AB: Ortsangaben	
Week 9	Kontrolle des Tests der erstenLektion	LHB: S. 122-123			
	2B: Häng das Bild doch an die Wand!	KB: S. 21.;AB: S. 96-97.;LHB: S. 30-31, 89-;90.	Ortsangaben machen 2.;Wohin...?	Verben mit Wechselpräp.: stellen – stehen, legen – liegen Wechselpräp. mit Akkusativ;:auf den Tisch – auf dem Tisch	
	2C: Warten Sie einen Moment. Ich komme raus.	KB: S. 22.;AB: S. 98-99.;LHB: S. 32.	Richtungen angeben	Direktional-Adverbien: rein, raus, runter, ...	PH: Umlaute ü, ö;LT;:Wechselpräpositionen Direktionaladverbien
Week 10	2D: Tratsch im Mietshaus	KB: S. 23.;AB: S. 100.;LHB: S. 33.	Gespräche unter Nachbarn;verstehen (ein längeres Gespräch verstehen) (MA, HV)		PH: Wortakzent
	2E: Mitteilungen lesen und schreiben	KB: S. 24.;AB: S. 101.;LHB: S. 34.	Mitteilungen lesen und schreiben: schriftlich um etwas bitten;(LV, SA)		
	2Z: Das bunte Haus von Wien	KB: S. 26-27.;LHB: S. 35, 91.	Landeskunde: Das;„Hundertwasser Haus“ als besondere		

			Wohnform (LV)		
Week 11	Wiederholung;Zusammenfassung	KB: S. 25.;AB: S. 102-103.			
	Wiederholung;Zusammenfassung	KB: S. 25.;AB: S. 102-103.			
	Wiederholung;Zusammenfassung	KB: S. 25.;AB: S. 102-103.			
Week 12	Test	LHB: S. 116-117,;124-125.			
	FHG: Tee oder;Kaffee?	KB: S. 28-29.;LHB: S. 36.	Einstieg in das Thema: Ess- und;Trinkgewohnheiten		
	3A: Ich trinke meistens Kaffee zum Frühstück.	KB: S. 30.;AB: S. 104.;LHB: S. 37.	Häufigkeitsangaben machen über Frühstücksgewohnheiten sprechen		
Week 13	Kontrolle des Tests der dritten Lektion	LHB: S. 116-117,;124-125.			
	3B: Aber hier: Ich habe noch welche bekommen.	KB: S. 31.;AB: S. 105-106.;LHB: S. 38-39, 92-;93.	Dinge im Haushalt benennen auf Bekanntes Bezug nehmen	Indefinitpronomen einer, eins, eine, welche im Nominativ und Akkusativ;;Hier ist einer. Ich habe noch einen bekommen.;WH im AB:	

				Possessivartikel	
	3C: Gespräche im Restaurant	KB: S. 32.;AB: S. 107-108.;LHB: S. 40	Gespräche im Restaurant führen (einen Sitzplatz suchen, etwas bestellen, reklamieren, bezahlen)	Indefinitpronomen einer, eins, eine, welche im Nominativ und Akkusativ	PH: Laut s, Aussprache und Orthographie (s, ss, ß)
Week 14	3D: Imbiss	KB: S. 33.;AB: S. 109.;LHB: S. 41.	Landeskunde: Imbiss-Spezialitäten in Deutschland und anderswo;Vorlieben ausdrücken (HV, LV, MA)		LT: Lernkarten
	3E: Private Einladungen	KB: S. 34.;AB: S. 110-111.;LHB: S. 42, 94-95.	einfache Tischgespräche führen Landeskunde: jemanden zu sich einladen (HV, MA)		ST: inhaltliche Fehler in einer E-Mail korrigieren, einen wahrheitstreuen;Text schreiben
	3Z: Gefährlich süß!	KB: S. 36-37.;LHB: S. 43, 96.	Landeskunde: Süße Spezialitäten aus den deutschsprachigen Ländern (LV, MA)		
Week 15	Wiederholung;Zusammenfassung	KB: S. 35.;AB: S. 112-113.;			
	Wiederholung;Zusammenfassung	KB: S. 35.;AB: S. 112-113.;			
	Wiederholung;Zusammenfassung	KB: S.			

	ng	35.;AB: S. 112-113.;			
Week 16	Test	LHB: S. 126-127.			
	FHG: Backen;macht müde	KB: S. 38-39.;LHB: S. 44.	Einstieg in das Thema: Handwerk;und Tradition		
	4A: Thomas ist Bäcker. Den solltest du mal besuchen, Maria!	KB: S. 40.;AB: S. 114.;LHB: S. 45, 97.	Ratschläge geben	Konjunktiv II von sollen: sollte	
Week 17	Kontrolle des Tests der dritten Lektion	LHB: S. 126-127.			
	4B: Wenn du keine Lust mehr auf deinen Job hast...	KB: S. 41.;AB: S. 115-116.;LHB: S. 46-47, 98.	Bedingungen ausdrücken	Konjunktion wenn:;Wenn das Baby da ist, will Susanne nur stundenweise;arbeiten.	LT: Verbendstellung im Nebensatz (wenn)
	4C: Telefonieren am Arbeitsplatz	KB: S. 42.;AB: S. 117-118.;LHB: S. 48.	einfache Telefongespräche am Arbeitsplatz führen	Negationen: jemand – niemand,;schon – noch nicht, etwas - nichts	ST: Notizen machen PH: Satzakzent, Laut ch
Week 18	4D: Arbeit und Freizeit	KB: S. 43.;AB: S. 119.;LHB: S. 49, 99.	Landeskunde: Urlaubs- und Feiertagsregelungen;über Urlaubs- und Feiertage sprechen (LV, MA)		

	4E: Berufstypen	KB: S. 44;AB: S. 119.;LHB: S. 50, 100.	Test: „Welcher Berufstyp sind Sie“;über Gefühle dem Beruf gegenüber sprechen (LV, MA)		PR: Hören 1
	4Z: Das Ding	KB: S. 46-47.;LHB: S. 51, 101.	Landeskunde: Taschenmesser;(LV, MA)		
Week 19	Wiederholung;Zusammenfassung	KB: S. 45.;AB: S. 120-121.;LHB: S. 118-119,;128-129.			
	Wiederholung;Zusammenfassung	KB: S. 45.;AB: S. 120-121.;LHB: S. 118-119,;128-129.			
	Wiederholung;Zusammenfassung	KB: S. 45.;AB: S. 120-121.;LHB: S. 118-119,;128-129.			
Week 20	Präsentationen;				
	Präsentationen;				

	Präsentationen;				
Week 21	Test	LHB: S. 118-119,;128-129.			
	FHG: Gymnastik	KB: S. 48-49.;LHB: S. 52.	Einstieg in das Thema: Sport;machen, fit bleiben		
	5A: Du isst zu viel und du bewegst dich zu wenig.	KB: S. 50.;AB: S. 122-124.;LHB: S. 53-54, 102.	Unwohlsein formulieren Gesundheitstipps geben	reflexive Verben;;sich bewegen, sich setzen, ...	LT: Verben mit Akkusativ und reflexive Verben
Week 22	Kontrolle des Tests der vierten Lektion	LHB: S. 118-119,;128-129.			
	5B: Wir Männer interessieren uns;nicht für Gymnastik!	KB: S. 51.;AB: S. 125-127.;LHB: S. 55-56, 103.	Interesse ausdrücken nach Interessen fragen	Verben mit Präpositionen;;denken an, sich treffen mit, ...	PH: Laute r, l;LT: Lernstrategien – Verben mit Präpositionen
	5C: Gymnastik! Darauf habe ich keine Lust!	KB: S. 52.;AB: S. 128.;LHB: S. 57-58, 104.	Gefühle ausdrücken;nach Interessen fragen und darauf reagieren	Fragewörter und Präpositionaladverbien: Worauf? – Darauf	ST: auf Grund vorgegebener Informationen eine E-Mail schreiben
Week 23	5D: Sportreisen	KB: S. 53.;AB: S. 129-130.;LHB: S. 59.	telefonische Anfrage;am Telefon Auskunft einholen (HV, MA)		PR: Lesen 3



	5E: Fitness	KB: S. 54.;AB: S. 131.;LHB: S. 60.	Tipps verstehen und beurteilen (LV, MA)		
	5Z: Frei klettern	KB: S. 56-57.;LHB: S. 61, 105.	Landeskunde: Der Klettersport;kommt aus Deutschland. (LV, MA)		
Week 24	Wiederholung;Zusammenfassung	KB: S. 55.;AB: S. 132-133.;			
	Wiederholung;Zusammenfassung	KB: S. 55.;AB: S. 132-133.;			
	Wiederholung;Zusammenfassung	KB: S. 55.;AB: S. 132-133.;			
Week 25	Test	LHB: S. 130-131.			
	FHG.;Zwischenzeugnis	KB: S. 58-59.;LHB: S. 62.	Einstieg in das Thema: Schulsystem und Ausbildung in;Deutschland		
	6A: Ich wollte studieren.	KB: S. 60.;AB: S. 134-136.;LHB: S. 63-64, 106.	über den Ausbildungsweg und über berufliche Jugendträume sprechen	Präteritum der Modalverben:;musste, konnte, ...	

Week 26	Kontrolle des Tests der fünften Lektion	LHB: S. 130-131.			
	6B: Es ist aber wichtig, dass man eine gute;Ausbildung hat.	KB: S. 61.;AB: S. 137-138.;LHB: S. 65-66, 107.	die Meinung sagen Gefühle ausdrücken	Konjunktion dass: Es ist wichtig, dass man eine gute Ausbildung hat.;WH im AB: wenn-Sätze	PH: -ig und -ich am Wortende;PH: Laute f, w, b;LT: dass-Sätze
	6C: Das Schulsystem	KB: S. 62.;AB: S. 139-140.;LHB: S. 67-68, 108.	über das Schulsystem und Schulerinnerungen sprechen Schulfächer benennen		ST: auf Grund vorgegebener Aspekte eine E-Mail schreiben
Week 27	6D: Aus- und Weiterbildung	KB: S. 63.;AB: S. 141-142.;LHB: S. 69.	Weiterbildungsangebote lesen telefonische Anfragen dazu;verstehen (HV)		PR: Lesen 2
	6E: Ein Interview	KB: S. 64.;AB: 143.;LHB: S. 70.	ein schriftliches Interview verstehen und über ein;vorgegebenes Thema diskutieren (LV, MA)		
	6Z: Die tanzende Königin	KB: S. 66-67.;LHB: S. 71, 109.	Landeskunde: Tanztheater und Tänze (KV, MA)		
Week 28	Wiederholung ;Zusammenfassung	KB: S. 65.;AB: S. 144-145.;LHB: S. 120-121,;132-			

		133.			
	Wiederholung ;Zusammenfassung	KB: S. 65.;AB: S. 144- 145.;LHB: S. 120-121,;132- 133.			
	Wiederholung ;Zusammenfassung	KB: S. 65.;AB: S. 144- 145.;LHB: S. 120-121,;132- 133.			
Week 29	PROJEKTARBEIT;				
	PROJEKTARBEIT;				
	PROJEKTARBEIT;				
Week 30	Test	LHB: S. 120- 121,;132-133.			
	FHG: Tante Erika	KB: S. 68- 69.;LHB: S. 72, 110.	Einstieg in das Thema: Schenken;und Geschenke		
	7A: Ich habe meiner Oma mal so ein Bild geschenkt.	KB: S. 70.;AB: S. 146- 148.;LHB: S.	über Geschenke sprechen Ideen ausdrücken	Possessivartikel im Dativ: meinem Vater, deiner Oma, ... WH im AB: Personalpronomen;im	PH: Aufeinandertreffen von Konsonanten;LT: Verben mit Dativ;LT: Verben mit Dativ und

		73-74, 111.		Dativ, Verben mit Dativergänzung	Akkusativ
Week 31	Kontrolle des Tests der sechsten Lektion				
	7B: Was soll ich denn mit dem Bild?;- Na was wohl? Du gibst es ihr.	KB: S. 71.;AB: S. 149-150.;LHB: S. 75-76, 112.	Bitten und Empfehlungen ausdrücken	Stellung der Objekte im Satz.;Du gibst es ihr.	PH: Reduktion beim schnellen Sprechen
	7C: Gutscheine	KB: S. 72.;AB: S. 151.;LHB: S. 77, 113.	Geschenkgutscheine verstehen die Meinung zu einem Thema;äußern	WH im AB: Personalpronomen im Akkusativ und im Dativ	PR: Sprechen 2
Week 32	7D: Hochzeit	KB: S. 73.;AB: S. 152.;LHB: S. 78, 114.	von einer Hochzeit berichten über eigene Eindrücke und Erlebnisse erzählen (LV, MA)		ST: über ein Fest berichten
	7E: Eine Party planen	KB: S. 74.;AB: S. 153.;LHB: S. 79.	ein Fest planen;die Meinung äußern und andere von etwas überzeugen (HV, MA)		
	7Z: Ein Fest und seine Gäste	KB: S. 76-77.;LHB: S. 80-81, 115.	Smalltalk (HV, MA)		
Week 33	Wiederholung ;Zusammenfassung	KB: S. 75, 78-79.;AB: S. 154-155.;			

	Wiederholung ;Zusammenfassung	KB: S. 75, 78-79.;AB: S. 154-155.;			
	Wiederholung ;Zusammenfassung	KB: S. 75, 78-79.;AB: S. 154-155.;			
Week 34	Test	LHB: S. 134-135.			
	Kontrolle des Tests der siebten Lektion	LHB: S. 134-135.			
	Zusammenfassung der Lektionen 1-7 Vorbereitung auf die schriftliche Prüfung				
Week 35	Schriftliche Prüfung von den Lektionen 1-7				
	Vorbereitung auf die mündliche Prüfung				
	Vorbereitung auf die mündliche Prüfung				
Week 36	Mündliche Prüfung				
	Mündliche Prüfung				
	Bewertung des Jahres ;Abschied voneinander				

## HIGH SCHOOL GRADE 9-12 GERMAN LANGUAGE SYLLABUS

German Language Syllabus Class Outlines - Course B2 (3 sessions/week) 32*3=96 sessions per year					
Week #	<i>Unterrichtssequenz Schritte international 4</i>	<i>Seite</i>	<i>Kommunikative Absicht</i>	<i>Grammatik</i>	<i>Phonetik / Lerntagebuch</i>
Week 1	Einstufungstest				
	Wiederholung der Lektionen 1-4 im Buch Schritte international 3				
	Wiederholung der Lektionen 5-7 im Buch Schritte international 3				
Week 2	Die erste Stunde im;Kurs	KB: S. 7.;LHB: S. 12.	sich und das Lehrwerk;kennen lernen		
	FHG: Wolfgang Amadeus oder;Wichtigere Dinge	KB: S. 8- 9.;LHB: S. 13, 74.	Einstieg in das Thema: Wochenendaktivitäten		
	8A: Das Wetter ist nicht besonders schön.	KB: S. 10.;AB: S. 82- 83.;LHB: S. 14, 75.	Gegensätze ausdrücken	Konjunktion trotzdem; WH im AB: weil-Sätze	ST: E-Mail
Week 3	8B: Ich hätte gerne mal ein bisschen Ruhe.	KB: S. 11.;AB: S. 84- 85.;LHB: S. 15-16.	Wünsche ausdrücken	Konjunktiv II: wäre, hätte, würde	PH: Satzakzent, Pausen LT: mein Alltag, meine Wünsche

	8C: Ich könnte übergehen.	KB: S. 12.;AB: S. 86-87.;LHB: S. 17, 76.	Vorschläge machen	Konjunktiv II: könnte	PR: Sprechen 3
	8C: Ich könnte übergehen.	KB: S. 12.;AB: S. 86-87.;LHB: S. 17, 76.	Vorschläge machen	Konjunktiv II: könnte	PR: Sprechen 3
Week 4	8D:;Wochenendaktivitäten, Veranstaltungen	KB: S. 13.;AB: S. 88.;LHB: S. 18, 77.	Veranstaltungskalender lesen, Aktivitäten fürs Wochenende planen (LV,;MA)		PR: Lesen 1
	8E:;Veranstaltungstipps	KB: S. 14.;AB: S. 89.;LHB: S. 19.	Veranstaltungshinweise lesen, Akt. fürs Wochenende planen (LV, HV)		
	8Z: Sonntags ...	KB: S. 16-17.;LHB: S. 20, 78.	ein deutsches Märchen lesen Wörter mit kultureller Hintergrund kennen lernen;(LV, HV, MA)		
Week 5	Wiederholung Zusammenfassung	KB: S. 15.;AB: S. 90-91.;			
	Wiederholung Zusammenfassung	KB: S. 15.;AB: S. 90-91.;			

	Wiederholung Zusammenfassung	KB: S. 15.;AB: S. 90- 91.;			
Week 6	Test	LHB: S. 112- 113.			
	FHG: Lampen-Müller	KB: S. 18- 19.;LHB: S. 21.	Einstieg in das Thema: Einkauf;auf dem Flohmarkt		
	9A: Kennst du ein gutes Geschäft?	KB: S. 20.;AB: S. 92- 93.;LHB: S. 22-23, 79.	Gegenstände beschreiben	Adjektivdeklination mit unbestimmtem Artikel im;Nominativ und im Akk.	
Week 7	Kontrolle des Tests der achten Lektion	LHB: S. 112- 113.			
	9B: Bei einer neuen Lampe hast du Garantie.	KB: S. 21.;AB: S. 94- 95.;LHB: S. 24, 80.	Gegenstände beschreiben	Adjektivdeklination mit unbestimmtem Artikel im Dativ	PH: rhythmischer Akzent,;-e, -er, -es, -en, - em;LT: Adjektivdeklination
	9C: Ich finde die hier schöner.	KB: S. 22.;AB: S. 96- 97.;LHB: S. 25-26, 81-;82.	Gegenstände und Personen miteinander vergleichen	Komparativ und Superlativ: groß – größer - am größten; Vergleichspartikel als, wie;;schöner als, so wichtig wie ...	
Week 8	9D: Interviews im Radio.	KB: S. 23.;AB: S. 98.;LHB: S. 27.	Vermutungen äußern;über das eigene Konsumverhal- ten berichten (HV, MA)		



	9E: Meine Sachen	KB: S. 24.;AB: S. 99.;LHB: S. 28.	Gegenstände beschreiben (LV, MA)		ST: Beschreibung
	9Z: Rund um die Welt	KB: S. 26-27.;LHB: S. 29, 83.	über Produkte aus deutsch- sprachigen Ländern berichten (LV, MA)		
Week 9	Wiederholung;Zusammenfassung	KB: S. 25.;AB: S. 100-101.;			
	Wiederholung;Zusammenfassung	KB: S. 25.;AB: S. 100-101.;			
	Wiederholung;Zusammenfassung	KB: S. 25.;AB: S. 100-101.;			
Week 10	Test	LHB: S. 106-107.;;114-115.			
	FHG: Kuckuck!	KB: S. 28-29.;LHB: S. 30, 84.	Einstieg in das Thema: ein;Päckchen verschicken		
	10A: Hier wird die Adresse reingeschrieben.	KB: S. 30.;AB: S. 102-103.;LHB: S. 31-32, 85-;86.	unpersönliche Sachverhalte verstehen	Passiv Präsens: Die Adresse wird hier reingeschrieben.	PH: b - p, g - k, d - t;progressive Assimilation

Week 11	Kontrolle des Tests der neunten Lektion	LHB: S. 106-107,;114-115.			
	10B: Die alte Kuckucksuhr? – Natürlich.	KB: S. 31.;AB: S. 104-105.;LHB: S. 33.	Produkte näher beschreiben	Adjektivdeklination mit bestimmtem Artikel: der alte;Computer...	
	10C:;Anrufbeantworter	KB: S. 32.;AB: S. 106-107.;LHB: S. 34.	Anrufbeantworter: Nachrichten verstehen; Telefongespräche:;sich entschuldigen	Frageartikel Was für ein ...?	ST: eine Entschuldigung schreiben
Week 12	10D: Handys	KB: S. 33.;AB: S. 108.;LHB: S. 35.	eine Meinung äußern (LV, MA)	Wortbildung Adjektive: un-,-los	LT: Wortfamilien
	10E: Frauensprache? Männersprache?	KB: S. 34.;AB: S. 109.;LHB: S. 36	verschiedene Kommunikations- arten kennen lernen ((V, MA)	Wortbildung Nomen: -ung	
	10Z: Weg mit dem;„un“!	KB: S. 36-37.;LHB: S. 37, 87.	ein Lied verstehen und mitsingen (HV)		
Week 13	Wiederholung ;Zusammenfassung	KB: S. 35.;AB: S. 110-111.			
	Wiederholung ;Zusammenfassung	KB: S. 35.;AB: S.			

		110-111.			
	Test	LHB: S.116-117.			
Week 14	FHG: Männer!	KB: S. 38-39.;LHB: S. 38, 88.	Einstieg in das Thema: Auto;und Verkehr		
	11A: Er ist gerade aus dem Haus gegangen.	KB: S. 40.;AB: S. 112-113.;LHB: S. 39-40, 89.	Ortsangaben machen: woher, wo, wohin	lokale Präpositionen aus, von; WH im AB: bei, in	LT: lokale Präpositionen
	Kontrolle des Tests der zehnten Lektion	LHB: S.116-117.			
Week 15	11B: Wir müssen direkt durch das Zentrum fahren.	KB: S. 41.;AB: S. 114-115.;LHB: S. 41, 90.	ausführliche Wegbeschreibungen verstehen; Wege beschreiben	lokale Präpositionen: bis zu, an ... vorbei, durch, über, entlang,... gegenüber, um ...;herum	
	11C: Deshalb müssen wir ihn ja dauernd in die Werkstatt bringen.	KB: S. 42.;AB: S. 116-117.;LHB: S. 42-43, 91.	etwas begründen; Sicherheitshinweise verstehen	Konjunktion deshalb;;Wortbildung Adjektive: -bar	PH: pf, qu, z – tz – ts – tion, ks – x – chs – gs
	11D: Bei jedem Wetter unterwegs	KB: S. 43.;AB: S. 118-119.;LHB: S.	Nachrichten zum Wetter und;Verkehrsnachrichten verstehen (LV, HV, MA)	Wortbildung Adjektive: -ig,;-isch	ST: Brief (mit Leitpunkten)

		44.			
Week 16	11E: Ärger im Straßenverkehr	KB: S. 44.;AB: S. 120-121.;LHB: S. 45.	kurze Zeitungstexte lesen; eine Meinung äußern (HV,;MA)		PR: Hören 3
	11Z: Punkte in Flensburg?	KB: S. 46-47.;LHB: S. 46, 92.	Regeln für Autofahrer in Deutschland kennen lernen (LV, MA)		
	Wiederholung;Zusammenfassung	KB: S. 45.;AB: S. 122-123.;;			
Week 17	Wiederholung;Zusammenfassung	KB: S. 45.;AB: S. 122-123.;;			
	Präsentationen				
	Präsentationen				
Week 18	Test	LHB: S. 108-109.;118-119.			
	FHG: Reisepläne	KB: S. 48-49.;LHB: S. 47.	Einstieg in das Thema;Reisepläne, Reisevorbereitung		
	12A: Wir fahren an den Atlantik.	KB: S. 50.;AB: S.	Reiseziele angeben	lokale Präpositionen an, auf, in;;WH im AB: wo,	

		124-126.;LHB: S. 48.		wohin, woher	
Week 19	Kontrolle des Tests der elften Lektion	LHB: S. 108-109,;118-119.			
	12B: Schöne Apartments mit großem Balkon.	KB: S. 51.;AB: S. 127.;LHB: S. 49-50, 93.	Kleinanzeigen und Werbeaussagen zu Unterkünften verstehen	Adjektivdeklination: ohne Artikel;;modale Präposition ohne	
	12C: Eine Reise buchen	KB: S. 52.;AB: S. 128.;LHB: S. 51, 94.	im Reisebüro Informationen einholen und eine Reise buchen	temporale Präpositionen von;... an, über;;WH im AB: wann?	ST: Postkarte
Week 20	12D: Postkarten schreiben	KB: S. 53.;AB: S. 129-130.;LHB: S. 52.	Einladungen schreiben und Vorschläge machen (LV, MA)		PH: Satzakkente als Hilfe beim Hörverstehen
	12E: Eine Traumreise planen	KB: S. 54.;AB: S. 131.;LHB: S. 53, 95	aus mehreren Optionen etwas Passendes auswählen;;bei einer Gruppendiskussion auf einen Vorschlag einigen (MA)		LT: Lernen mit allen Sinnen;PR: Hören 2
	12Z: Eine runde;Sache	KB: S. 56-57.;LHB: S. 54, 96.	argumentieren, überzeugen und;sich einigen (LV, MA)		

Week 21	Wiederholung; Zusammenfassung	KB: S. 55.; AB: S. 132-133.;			
	Wiederholung; Zusammenfassung	KB: S. 55.; AB: S. 132-133.;			
	Test	LHB: S. 120-121.			
Week 22	FHG: Die Geheimzahl	KB: S. 58-59.; LHB: S. 55.	Einstieg in das Thema: Geld; abheben		
	13A: Kannst du mir sagen, was das heißt?	KB: S. 60.; AB: S. 134-135.; LHB: S. 56.	sich am Bankschalter informieren	indirekte Fragen mit Fragepronomen was, wer?	PH: Satzmelodie in indirekten Fragesätzen
	Kontrolle des Tests der zwölften Lektion	LHB: S. 120-121.			
Week 23	13B: Können Sie mal nachsehen, ob die Zahl in Ihrem Computer ist?	KB: S. 61.; AB: S. 136-137.; LHB: S. 57, 97-98.	sich über Zahlungsmöglichkeiten informieren	indirekte Fragen mit Fragepronomen ob	LT: indirekte Fragesätze
	13C: Ich musste mir eine neue Karte; ausstellen lassen.	KB: S. 62.; AB: S. 138-139.; LHB: S. 58, 99.	über Dienstleistungen sprechen	Verb lassen: Ich lasse mein Fahrrad reparieren.	PH: Gedichte vortragen

	13D: Lotto	KB: S. 63.;AB: S. 140.;LHB: S. 59, 100.	ein Radiointerview verstehen;und über Wünsche sprechen (HV, MA)		ST: Kurzbeitrag
Week 24	13E: Vermischtes rund ums Geld	KB: S. 64.;AB: S. 141.;LHB: S. 60.	einfache Zeitungstexte verstehen (LV)		PR: Schreiben 1
	13Z: Sie wollen alle nur das eine!	KB: S. 66-67.;LHB: S. 61, 101.	Vermutungen formulieren; Gespräche auf der Straße verstehen (HV, MA)		
	Wiederholung ;Zusammenfassung	KB: S. 65.;AB: S. 142-143.;LHB: S. 110-111,;122-123.			
Week 25	Wiederholung ;Zusammenfassung	KB: S. 65.;AB: S. 142-143.;LHB: S. 110-111,;122-123.			
	PROJEKTARBEIT				
	PROJEKTARBEIT				

Week 26	PROJEKTARBEIT				
	Test	LHB: S. 110-111,;122-123.			
	FHG: Belinda	KB: S. 68-69.;LHB: S. 62.	Einstieg in das Thema:;Kindheit, Jugend, Alter		
Week 27	14A: Ich habe nicht;gewusst, dass Babys so klein sind!	KB: S. 70.;AB: S. 144.;LHB: S. 63-64, 102.	über Vergangenes sprechen	Wiederholung Verb, Tempus: Perfekt und Präteritum	
	Kontrolle des Tests der dreizehnten Lektion	LHB: S. 110-111,;122-123.			
	14B: Könntet ihr nicht mal Ruhe geben?	KB: S. 71.;AB: S. 145.;LHB: S. 65.	über Wünsche sprechen; Vorschläge machen; Ratschläge geben	Wiederholung Verb, Modus: Konjunktiv II	ST: Kurzbeitrag
Week 28	14C: Hallo Schwesterchen.	KB: S. 72.;AB: S. 146.;LHB: S. 66-67, 103-;104.	einen kurzen Zeitungsartikel verstehen (LV)	Wiederholung: Wortbildung: Adjektive: -ig, -bar, -los, un-;;Nomen: -er, -in, -ung, Komposita; Diminutiv: -chen	
	14D: Schön, dass du da bist.	KB: S. 73.;AB: S. 147.;LHB: S. 68.	über Statistiken sprechen; etwas begründen und widerlegen (LV, MA)	Wiederholung: Hauptsatzverbindungen: aber, denn, deshalb, trotzdem; Nebensatzverbindungen:; wenn, weil, dass	ST: Geschichte



	14E: Lebensabschnitte	KB: S. 74.;LHB: S. 69.	über das eigene Leben erzählen; biographische Angaben machen (LV, HV, MA)		
Week 29	14Z: Sag beim Abschied leise;„Servus“	KB: S. 76-77.;LHB: S. 70-71, 105.	deutsche Gedichte verstehen; ein Gedicht schreiben		
	Wiederholung ;Zusammenfassung	KB: S. 75, 78-79.;AB: S. 148-149,;150-158.;			
	Wiederholung ;Zusammenfassung	KB: S. 75, 78-79.;AB: S. 148-149,;150-158.;			
Week 30	Test	LHB: S. 124-125.			
	Kontrolle des Tests der ;vierzehnten Lektion	LHB: S. 124-125.			
	Zusammenfassung der Lektionen 8-14 Vorbereitung auf die schriftliche Prüfung				
Week 31	Schriftliche Prüfung: Modelltest Start Deutsch 2	AB: 159-169.;LHB: S. 72.			
	Vorbereitung auf die mündliche Prüfung				

	Mündliche Prüfung				
Week 32	Bewertung des Jahres ; Abschied voneinander				
	Wiederholung				
	Wiederholung				

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*HUNGARIAN – ENGLISH BILINGUAL HIGH SCHOOL*

*Music*

*Secondary Programs*

## HIGH SCHOOL GRADE 9 MUSIC SYLLABUS

**Music Syllabus Thematic Units - Grade 9 (1 session/week)**  
**36\*1= 36 sessions per year**

*Thematic unit*

Musical works / singing material (10 sessions)

Recommended musical works / listening material (20 sessions)

Complex skills development (6 sessions)

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**Music Syllabus Class Outlines - Grade 9 (1 session/week)**  
**36\*1= 36 sessions per year**

<i>Week #</i>	<i>Class content</i>
Week 1	The beginning of music – the physics of sound and singing, and their effect on the human body
Week 2	The beginning of music – the physics of sound and singing, and their effect on the human body
Week 3	Hungarian folk music – beginnings, styles, listening to folk songs
Week 4	Hungarian folk music – listening to and analyzing folk songs
Week 5	Listening to, analyzing and understanding the pentatonic scale
Week 6	Hungarian folk music – listening to and analyzing folk songs
Week 7	Folk music – Hungarian and other nation's folk music, comparing pentatonic and non-pentatonic folk songs
Week 8	Folk music of other nations (Iran, China, Japan, Ireland etc.), music excerpts
Week 9	Review
Week 10	Examination
Week 11	The bases of music – Ancient Indian music
Week 12	The bases of music - Ancient Chinese music

Week 13	The bases of music – Ancient Greece, important characters in the history of music (Plato, Pythagoras)
Week 14	The bases of music – Ancient Greece, Seikilos epitaph, intervals, musical scales and tuning system
Week 15	Tuning systems throughout the history - from Ancient Greece until today
Week 16	Tuning systems throughout the history - from Ancient Greece until today
Week 17	Review
Week 18	Examination
Week 19	Music of old times – Gregorian
Week 20	Music of old times – Renaissance
Week 21	Baroque – Antonio Vivaldi and Bach
Week 22	The work of Antonio Vivaldi – Four seasons
Week 23	Classicism in Vienna – W. A. Mozart (Don Giovanni, Magic flute)
Week 24	Classicism in Vienna – L. van Beethoven (9th symphony)
Week 25	Life and work of Giuseppe Verdi (listening to a part from the opera “Don Carlos”)

Week 26	The work of Giuseppe Verdi – Nabucco
Week 27	Romanticism – Richard Wagner (listening to a part from the opera “Mastersingers from Nuremberg”)
Week 28	The work of Richard Wagner – Ring of the Nibelung
Week 29	Review
Week 30	Examination
Week 31	Complex skills development – intervals hearing practice
Week 32	Complex skills development – pentaton hearing practice
Week 33	Complex skills development - the bases of sheet music reading and writing
Week 34	Complex skills development – singing and rhythmic practice after hearing and reading from sheet music
Week 35	Complex skills development – creative music making
Week 36	Complex skills development – creative music making

## HIGH SCHOOL GRADE 10 MUSIC SYLLABUS

<b>Music Syllabus Thematic Units - Grade 10 (1 session/week) 36*1= 36 sessions per year</b>
<i>Thematic unit</i>
Musical works / singing material (10 sessions)
Recommended musical works / listening material (20 sessions)
Complex skills development (6 sessions)

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**Music Syllabus Class Outlines - Grade 10 (1 session/week)**  
**36\*1= 36 sessions per year**

<i>Week #</i>	<i>Class content</i>
Week 1	Hungarian folk music, folk song listening and analysis – Transdanubian dialect
Week 2	Hungarian folk music, folk song listening and analysis – Lowland dialect
Week 3	Hungarian folk music, folk song listening and analysis – Northern dialect
Week 4	Hungarian folk music, folk song listening and analysis – Moldavian dialect
Week 5	Hungarian folk music, folk song listening and analysis – Transylvanian dialect
Week 6	Hungarian folk music, folk song listening and analysis – Transylvanian dialect
Week 7	Folk-like songs of the 20. century
Week 8	Folk music of other nations (Iran, China, Japanese, Irish, etc.)
Week 9	Review
Week 10	Examination
Week 11	Romanticism – The life and work of Franz Liszt (listening to a part from the E flat major piano concerto)

Week 12	The work of Franz Liszt – Faust symphony
Week 13	The work of Antonin Dvorak – New world symphony
Week 14	The work of Richard Strauss – Electra, Salome, Thus spoke Zarathustra
Week 15	Russian romanticism – P. I. Tchaikovsky: Nutcracker
Week 16	The work of Igor Stravinsky and Nikolai Rimsky-Korsakov (listening – Stravinsky: Firebird)
Week 17	The work of Rachmaninoff and Prokofjev (listening – Prokofiev: Romeo and Juliet)
Week 18	The life and work of Béla Bartók - Castle of the blue-bearded prince
Week 19	Review
Week 20	Examination
Week 21	The evolution of the opera – born of a new genre
Week 22	From opera and program music to modern film music (following through eras and composers)
Week 23	American rock music in the 60's and 70's
Week 24	American rock music in the 60's and 70's

Week 25	American pop music in the 80's
Week 26	American pop music in the 80's
Week 27	Pop music of today
Week 28	Pop music of today
Week 29	Review
Week 30	Examination
Week 31	Complex skills development – sheet music reading and writing
Week 32	Complex skills development – intervals hearing practice
Week 33	Complex skills development – musical scales hearing practice
Week 34	Complex skills development – singing and rhythmic practice after hearing and reading from sheet music
Week 35	Complex skills development – creative music making
Week 36	Complex skills development – creative music making



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***Visual culture***

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## HIGH SCHOOL GRADE 9 VISUAL CULTURE SYLLABUS

<b>Visual culture Syllabus Thematic Units - Grade 9 (1 session/week) 36*1= 36 sessions per year</b>
<i>Thematic unit</i>
Era, style, genre (9 sessions)
Contemporary art phenomena - Artistic concept, personal and social message (4 sessions)
Action-Mechanism of visual communication – Processing of visual information (4 sessions)
Digital Imaging, Social Media - Digital Content Production, Personality (4 sessions)
Design, Fashion, Identity – Designed environment, identification (10 sessions)
Environment and sustainability - Balance between natural and designed environment (7 sessions)

**Visual culture Syllabus Class Outlines - Grade 9 (1 session/week)**  
**36\*1= 36 sessions per year**

<i>Week #</i>	<i>Class content</i>
Week 1	Contemporary art phenomena - Creating a personal emblem with self-chosen materials
Week 2	Contemporary art phenomena - The universal meaning and impact of colors
Week 3	Contemporary art phenomena - Space, composition and the golden ratio
Week 4	Contemporary art phenomena - Business card design, with the self-created emblem
Week 5	Era, style, genre – Gothic
Week 6	Action-Mechanism of visual communication - The impact of rose windows on people (creating a rose window from paper)
Week 7	Era, style, genre – Renaissance architecture and sculpture
Week 8	Action-Mechanism of visual communication – Depiction of human body
Week 9	Era, style, genre – Renaissance painting
Week 10	Era, style, genre – Leonardo da Vinci
Week 11	Era, style, genre – Raffaello
Week 12	Era, style, genre – Michelangelo

Week 13	Era, style, genre – Mannerism
Week 14	Review of art history
Week 15	Theoretical examination
Week 16	Design, Fashion, Identity - The beginning of car design, the style of the 1900's
Week 17	Design, Fashion, Identity - American cars and lifestyle
Week 18	Design, Fashion, Identity - The birth and history of Corvette
Week 19	Design, Fashion, Identity - Creating a montage or collage about the 1900's America
Week 20	Design, Fashion, Identity - Iconic people ad style
Week 21	Design, Fashion, Identity - Clothing as a way of self-expression
Week 22	Design, Fashion, Identity – Designing fashion items and accessories
Week 23	Design, Fashion, Identity – Designing fashion items and accessories
Week 24	Design, Fashion, Identity – Designing fashion items and accessories
Week 25	Design, Fashion, Identity – Designing fashion items and accessories
Week 26	Digital Imaging, Social Media - Creating own items, works, fashion photography

Week 27	Digital Imaging, Social Media - How to build and design a brand
Week 28	Digital Imaging, Social Media - Creating social media site(s)
Week 29	Digital Imaging, Social Media - Presentation of the self-created brand
Week 30	Environment and sustainability – Livable city – Green city
Week 31	Environment and sustainability – Green city projects in the cities of Hungary
Week 32	Environment and sustainability – Redesigning a given part of the city
Week 33	Environment and sustainability – Designing a city (with own ideas)
Week 34	Environment and sustainability – Passive houses, designing houses that fit into the landscape
Week 35	Environment and sustainability – Passive houses, designing houses that fit into the landscape
Week 36	Presentation



## HIGH SCHOOL GRADE 10 VISUAL CULTURE SYLLABUS

<b>Visual culture Syllabus Thematic Units - Grade 10 (1 session/week) 36*1= 36 sessions per year</b>
<i>Thematic unit</i>
Era, style, genre (8 sessions)
Contemporary art phenomena – Artistic concept, personal and social message (5 sessions)
Action-Mechanism of visual communication – Processing of visual information (4 sessions)
Digital Imaging, Social Media – Digital Content Production, Personality (4 sessions)
Design, Fashion, Identity – Designed environment, identification (8 sessions)
Environment and sustainability – Balance between natural and designed environment (7 sessions)

**Visual culture Syllabus Class Outlines - Grade 10 (1 session/week)  
36\*1= 36 sessions per year**

<i>Week #</i>	<i>Class content</i>
Week 1	Action-Mechanism of visual communication – Creating landscape
Week 2	Action-Mechanism of visual communication – Creating landscape
Week 3	Contemporary art phenomena – Relationship of famous artists and landscapes
Week 4	Era, style, genre – Baroque and Rococo
Week 5	Era, style, genre – Art of the 19 <sup>th</sup> century
Week 6	Era, style, genre – Art at the turn of the century, Symbolism (1886-1910)
Week 7	Era, style, genre – Art at the turn of the century, Art Nouveau (1880-1910)
Week 8	Era, style, genre – Surrealism (1924-1947)
Week 9	Era, style, genre – More modern art styles
Week 10	Review
Week 11	Examination

Week 12	Design, Fashion, Identity – The beginning of coach building
Week 13	Design, Fashion, Identity – Designs of Bertone and Pinin Farina
Week 14	Design, Fashion, Identity – The birth and history of Lamborghini
Week 15	Design, Fashion, Identity – The birth and history of Porsche
Week 16	Design, Fashion, Identity – Creating a montage, collage or moodboard
Week 17	Design, Fashion, Identity – Interior of apartments and houses
Week 18	Design, Fashion, Identity – Famous interior designers
Week 19	Contemporary art phenomena – Hungarian architects
Week 20	Design, Fashion, Identity – Interior design styles
Week 21	Action-Mechanism of visual communication – Cubology and space depiction
Week 22	Action-Mechanism of visual communication – Cubology and space depiction
Week 23	Environment and sustainability – Livable apartment – Green life
Week 24	Environment and sustainability – Modern and green interior

Week 25	Environment and sustainability – Redesigning a part of the apartment
Week 26	Environment and sustainability – Redesigning a part of the apartment
Week 27	Environment and sustainability – Designing a house with own ideas
Week 28	Environment and sustainability – Designing a house with own ideas
Week 29	Presentation
Week 30	Contemporary art phenomena – The beginning of writing and letters
Week 31	Contemporary art phenomena - Calligraphy
Week 32	Contemporary art phenomena – Abstract works
Week 33	Digital Imaging, Social Media – Review and update last year's website
Week 34	Digital Imaging, Social Media – Creating new content
Week 35	Digital Imaging, Social Media – Creating new content
Week 36	Digital Imaging, Social Media – Presentation

## HIGH SCHOOL GRADE 11 VISUAL CULTURE SYLLABUS

<b>Visual culture Syllabus Thematic Units - Grade 11 (1 session/week) 36*1= 36 sessions per year</b>
<i>Thematic unit</i>
Era, style, genre (11 sessions)
Contemporary art phenomena – Artistic concept, personal and social message (3 sessions)
Action-Mechanism of visual communication – Processing of visual information (5 sessions)
Digital Imaging, Social Media – Digital Content Production, Personality (4 sessions)
Design, Fashion, Identity – Designed environment, identification (9 sessions)
Environment and sustainability – Balance between natural and designed environment (4 sessions)

**Visual culture Syllabus Class Outlines - Grade 11 (1 session/week)**  
**36\*1= 36 sessions per year**

<i>Week #</i>	<i>Class content</i>
Week 1	Action-Mechanism of visual communication – The impact of means of expression in a movie
Week 2	Action-Mechanism of visual communication – Fiction and reality in the news
Week 3	Action-Mechanism of visual communication – Fiction and reality in the news
Week 4	Era, style, genre – Hungarian folk art
Week 5	Era, style, genre – Far eastern folk art
Week 6	Era, style, genre – Close eastern folk art
Week 7	Era, style, genre – African folk art
Week 8	Era, style, genre – South-American folk art
Week 9	Era, style, genre – North-American folk art
Week 10	Era, style, genre – Bauhaus
Week 11	Era, style, genre – Scythian art

Week 12	Era, style, genre – Scythian art
Week 13	Review
Week 14	Examination
Week 15	Design, Fashion, Identity – Japanese cars (Nissan, Mazda, Toyota)
Week 16	Design, Fashion, Identity – The birth and history of Lexus (LFA)
Week 17	Design, Fashion, Identity – Car designing on paper
Week 18	Design, Fashion, Identity – Car designing with clay
Week 19	Contemporary art phenomena – Finishing and presenting the clay model
Week 20	Contemporary art phenomena – Creating invitation card for graduation
Week 21	Digital Imaging, Social Media – Creating invitation card for graduation
Week 22	Environment and sustainability – National parks, Shinrin Yoku
Week 23	Environment and sustainability – Garden styles
Week 24	Environment and sustainability – Garden design
Week 25	Environment and sustainability – Garden design

Week 26	Digital Imaging, Social Media – Making a billboard image for graduating students
Week 27	Digital Imaging, Social Media – Making a billboard image for graduating students
Week 28	Contemporary art phenomena – Role models from our environment
Week 29	Design, Fashion, Identity – Clothing design
Week 30	Action-Mechanism of visual communication – Clothing design drawing
Week 31	Design, Fashion, Identity – Environment design
Week 32	Action-Mechanism of visual communication – Environment drawing
Week 33	Design, Fashion, Identity – Personality building
Week 34	Digital Imaging, Social Media – Creating a moodboard
Week 35	Design, Fashion, Identity – Curriculum Vitae design
Week 36	Design, Fashion, Identity – Curriculum Vitae design





**AVICENNA**  
INTERNATIONAL COLLEGE

*HUNGARIAN – ENGLISH BILINGUAL HIGH SCHOOL*

***Drama and theatre***

*Secondary Programs*

## HIGH SCHOOL GRADE 12 DRAMA AND THEATRE SYLLABUS

<b>Drama and theatre Syllabus Thematic Units - Grade 12 (1 session/week)</b> <b>36*1= 36 sessions per year</b>	
<i>Tematikai egység</i>	<i>Thematic unit</i>
Dramatikus játékok, rögtönzések, saját történetek, adaptációk (10)	Dramatic plays, Improvisations, play the personal stories and adaptations (10)
Dramaturgia, a színház kifejezőeszközei (5)	Dramaturgy, Expressions of the Drama (5)
Drámaelmélet, drámatörténet, műelemzések (12)	Theory of drama, History of Drama, Interpretations (12)
Színházi gyakorlatok (5)	Theatre exercises (5)

**Drama and theatre Syllabus Class Outlines - Grade 12 (1 session/week)**  
**36\*1= 36 sessions per year**

<i>Week #</i>	<i>Órai anyag</i>	<i>Class content</i>
Week 1	Tér, idő, ritmus fogalmai, szerepük	Theater space, time, rhythm and their functions
Week 2	Szituációs gyakorlatok	Dramatic exercises
Week 3	Szituációs gyakorlatok	Dramatic exercises
Week 4	Szituációs gyakorlatok	Dramatic exercises
Week 5	Rögtönzések	Improvisations
Week 6	Rögtönzések	Improvisations
Week 7	Rögtönzések	Improvisations
Week 8	Saját történetek	Personal stories
Week 9	Adaptációk	Adaptations
Week 11	Adaptációk	Adaptations
Week 12	Dramaturgia: alapfogalmak	Dramaturgy - Terms
Week 13	Dramaturgia: alapfogalmak	Dramaturgy - Terms

Week 14	A színház kifejezőeszközei	Expressions of Drama
Week 15	A színház kifejezőeszközei	Expressions of Drama
Week 16	A színház kifejezőeszközei	Expressions of Drama
Week 17	Drámaelmélet	Theory of Drama
Week 18	Dráma- és színháztörténet	History of Drama and Theatre
Week 19	Dráma- és színháztörténet	History of Drama and Theatre
Week 20	Dráma- és színháztörténet	History of Drama and Theatre
Week 21	Dráma- és színháztörténet	History of Drama and Theatre
Week 22	Műelemzés	Interpretation
Week 23	Műelemzés	Interpretation
Week 24	Műelemzés	Interpretation
Week 25	Műelemzés	Interpretations
Week 26	Műelemzés	Interpretations
Week 27	Színházi gyakorlatok	Theatre exercises

Week 28	Színházi gyakorlatok	Theatre exercises
Week 29	Színházi gyakorlatok	Theatre exercises
Week 30	Színházi gyakorlatok	Theatre exercises
Week 31	Színházi gyakorlatok	Theatre exercises
Week 32	Év végi összefoglalás	Summarization

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*HUNGARIAN – ENGLISH BILINGUAL HIGH SCHOOL*

***Digital culture (IT)***

*Secondary Programs*

## PRE-HIGH SCHOOL DIGITAL CULTURE (IT) SYLLABUS

Digital culture (IT) Syllabus Thematic Units - Pre-High School (3 session/week)  
36\*3= 108 sessions per year

*Thematic unit*

Working with Spreadsheets (42 hours)

Working with Documents (45 hours)

Working with Presentations (21 hours)

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**Digital culture (IT) Syllabus Thematic Units - Pre-High School (3 session/week)**  
**36\*3= 108 sessions per year**

<i>Week #</i>	<i>Class content</i>
Week 1	Understand that a cell in a worksheet should contain only one element of data, for example, quantity in one cell, description in adjacent cell. Recognise good practice in creating lists: avoid blank rows and columns in the main body of list, ensure cells bordering list are blank. Enter a number, date, text in a cell. Select a cell, range of adjacent cells, range of non-adjacent cells, entire worksheet.
Week 2	Edit cell contents. Use the undo, redo command. Use a simple search command for specific content in a worksheet. Use a simple replace command for specific content in a worksheet. Sort a cell range by one criterion in ascending, descending numeric order, ascending, descending alphabetic order.
Week 3	Copy the contents of a cell, cell range within a worksheet, between worksheets, between open spreadsheets. Use the autofill tool/copy handle tool to copy, increment data, formula, function. Move the contents of a cell, cell range within a worksheet, between worksheets, between open spreadsheets. Delete cell contents.
Week 4	Select a row, range of adjacent rows, range of non-adjacent rows. Select a column, range of adjacent columns, range of non-adjacent columns. Insert, delete rows and columns. Modify column width, row height to a specified value, to optimal width or height. Freeze, unfreeze row and/or column titles.
Week 5	Switch between worksheets. Insert a new worksheet, delete a worksheet. Recognise good practice in naming worksheets: use meaningful worksheet names rather than the default names. Copy, move a worksheet within a spreadsheet, between spreadsheets. Rename a worksheet.
Week 6	Recognise good practice in formula creation: use cell references rather than numbers in formulas. Create formulas using cell references and arithmetic operators (addition, subtraction, multiplication, division). Identify and understand standard error values associated with formulas: #NAME?, #DIV/0!, #REF!, #VALUE!. Understand and use relative, absolute cell referencing in formulas.



Week 7	Use sum, average, minimum, maximum, count, counta, round functions. Use the logical function if (yielding one of two specific values) with comparison operator: =, >, <.
Week 8	Format cells to display numbers to a specific number of decimal places, to display numbers with, without a separator to indicate thousands. Format cells to display date style, currency symbol. Format cells to display numbers as percentages.
Week 9	Apply text formatting to cell contents: font size, font type. Apply text formatting to cell contents: bold, italic, underline, double underline. Apply different colours to cell contents, cell background. Apply an autofill/table style to a cell range. Copy the formatting from a cell, cell range to another cell, cell range.
Week 10	Apply, remove text wrapping to contents within a cell, cell range. Align cell contents: horizontally, vertically. Adjust orientation of cell contents. Merge and centre cell contents in a merged cell. Unmerge cells. Apply, remove border effects to a cell, cell range: lines, colours.
Week 11	Understand the uses of different types of chart: column chart, bar chart, line chart, pie chart. Create different types of charts from spreadsheet data: column chart, bar chart, line chart, pie chart. Select a chart. Change the chart type. Move, resize, delete a chart.
Week 12	Add, remove, edit a chart title. Add, remove a chart legend. Add, remove data labels in a chart: values/numbers, percentages. Change chart area background colour, legend fill colour. Change the column, bar, line, pie slice colours in the chart. Change font size and colour of chart title, chart axes, chart legend text.
Week 13	Change worksheet margins: top, bottom, left, right. Change worksheet orientation: portrait, landscape. Change paper size. Adjust page setup to fit worksheet contents on a specified number of pages. Add, edit, delete text in headers, footers in a worksheet. Insert, delete fields: page numbering, date, time, file name, worksheet name into headers, footers.

Week 14	<p>Check and correct spreadsheet calculations and text.</p> <p>Turn on, off display of gridlines, display of row and column headings for printing purposes.</p> <p>Apply automatic title row(s) printing on every page of a printed worksheet.</p> <p>Preview a worksheet. Print a selected cell range from a worksheet, an entire worksheet, number of copies of a worksheet, the entire spreadsheet, a selected chart.</p>
Week 15	<p>Open, close a word processing application. Open, close document(s).</p> <p>Create a new document based on default template, other available template locally or online.</p> <p>Save a document to a location on a local, online drive. Save a document under another name to a location on a local, online drive.</p> <p>Save a document as another file type like: text file, pdf, software specific file extension.</p> <p>Switch between open documents.</p>
Week 16	<p>Set basic options/preferences in the application: user name, default folder to open, save documents.</p> <p>Use available help resources. Use magnification/zoom tools.</p> <p>Display, hide built-in toolbars. Restore, minimise the ribbon.</p> <p>Recognise good practice in navigating within a document: use shortcuts, go to tool.</p> <p>Use go to tool to navigate to a specific page.</p>
Week 17	<p>Understand the uses of available document view modes like: print, draft.</p> <p>Switch between document view modes. Enter text into a document.</p> <p>Insert symbols or special characters like: ©, ®, ™.</p>
Week 18	<p>Display, hide non-printing formatting marks like: spaces, paragraph marks, manual line break marks, tab characters.</p> <p>Select character, word, line, sentence, paragraph, entire body text.</p> <p>Edit content by entering, removing characters, words within existing text, by over-typing to replace existing text.</p> <p>Use a simple search command for a specific character, word, phrase.</p> <p>Use a simple replace command for a specific character, word, phrase.</p> <p>Copy, move text within a document, between open documents.</p> <p>Delete text. Use the undo, redo command.</p>
Week 19	<p>Apply text formatting: font size, font type. Apply text formatting: bold, italic, underline. Apply text formatting: subscript, superscript. Apply font colour to text. Apply case changes to text. Apply automatic hyphenation. Insert, edit, remove a hyperlink.</p>

Week 20	<p>Create, merge paragraph(s).  Insert, remove soft carriage return (line break).  Recognise good practice in text layout: use align, indent, tab tools rather than inserting spaces.  Align text: left, centre, right, justified. Indent paragraphs: left, right, first line, hanging.  Set, remove and use tabs: left, centre, right, decimal.</p>
Week 21	<p>Recognise good practice in paragraph spacing: apply spacing between paragraphs rather than inserting several paragraph marks.  Apply spacing above, below paragraphs. Apply single, 1.5 lines, double line spacing within paragraphs.  Add, remove bullets, numbers in a single level list. Switch between different standard bullet, number styles in a single level list.  Apply border style, line style, line colour, line width, shading/background colour to a paragraph.</p>
Week 22	<p>Apply an existing character style to selected text.  Apply an existing paragraph style to one or more paragraphs.  Use copy format tool.</p>
Week 23	<p>Create, delete a table.  Insert, edit data in a table. Select rows, columns, cells, entire table.  Insert, delete rows and columns.</p>
Week 24	<p>Modify column width, row height.  Modify cell border line style, width, colour. Apply shading/background colour to cell(s).</p>
Week 25	<p>Insert an object (picture, drawn object) to a specified location in a document.  Select an object.  Copy, move an object within a document, between open documents.  Resize an object maintaining, not maintaining aspect ratio. Delete an object.</p>
Week 26	<p>Open, prepare a document, as a main document (letters, address labels) for a mail merge.  Select a mailing list, other data file, for use in a mail merge.  Insert data fields in a mail merge main document.</p>
Week 27	<p>Merge a mailing list, other data file with a letter, label document as a new file. Print mail merge outputs: letters, labels.</p>

Week 28	<p>Change document orientation: portrait, landscape. Change paper size.</p> <p>Change margins of entire document: top, bottom, left, right.</p> <p>Recognise good practice in adding new pages: insert a page break rather than inserting several paragraph marks.</p> <p>Insert, delete a page break. Add, edit, delete text in headers, footers.</p> <p>Add, delete fields in headers, footers: date, page numbering, file name, author.</p>
Week 29	<p>Spell check a document and make changes like: correcting spelling errors, ignoring specific words, deleting repeated words.</p> <p>Add words to a built-in custom dictionary using a spell checker.</p> <p>Preview a document.</p> <p>Print a document using output options like: entire document, specific page(s), selected text, number of copies.</p>
Week 30	<p>Open, close a presentation application. Open, close presentation(s).</p> <p>Create a new presentation based on default template, other available template locally or online.</p> <p>Save a presentation to a location on a local, online drive. Save a presentation under another name to a location on a local, online drive.</p> <p>Save a presentation as another file type like: pdf, show, image file format.</p> <p>Switch between open presentations.</p>
Week 31	<p>Set basic options/preferences in the application: user name, default folder to open, save files.</p> <p>Use available help resources. Use magnification/zoom tools.</p> <p>Display, hide built-in toolbars. Restore, minimise the ribbon. Understand the uses of different presentation view modes: normal, slide sorter, master, notes page, outline, slide show.</p> <p>Switch between presentation view modes: normal, slide sorter, master, notes page, outline.</p>
Week 32	<p>Apply a different built-in slide layout to a slide.</p> <p>Apply a built-in design template, theme to a presentation.</p> <p>Apply background colour on specific slide(s), all slides in a presentation.</p> <p>Add a new slide with a specific slide layout like: title slide, title and content, title only, blank.</p> <p>Copy, move slides within the presentation, between open presentations.</p> <p>Delete slide(s).</p>
Week 33	<p>Recognise good practice in maintaining a consistent design and format throughout a presentation by using the master slide.</p> <p>Insert a graphical object (picture, drawn object) into a master slide. Remove a graphical object from a master slide.</p> <p>Apply text formatting in a master slide: font sizes, font types, font colour.</p>

Week 34	Recognise good practice in creating slide content: use short concise phrases, bullet points, numbered lists. Enter text in a placeholder in normal view. Enter text in outline view. Edit text in a presentation. Copy, move text within a presentation, between open presentations. Delete text. Use the undo, redo command. Apply, modify, remove indents on text, bulleted lists, numbered lists.
Week 35	Insert a graphical object (picture, drawn object) into a slide. Select graphical object(s). Copy, move graphical objects, charts within the presentation, between open presentations.
Week 36	Review

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## HIGH SCHOOL GRADE 9 DIGITAL CULTURE (IT) SYLLABUS

<b>Digital culture (IT) Syllabus Thematic Units - Grade 9 (2 session/week)</b> <b>36*2= 72 sessions per year</b>
<i>Thematic unit</i>
Document structure (8 hours)
Structural markup (8 hours)
Page components (10 hours)
Understanding the functionality of CSS (14 hours)
Styling web pages (12 hours)
Positioning content, CSS animations (8 hours)
Understanding the functions of Javascript (12 hours)

**Digital culture (IT) Syllabus Thematic Units - Grade 9 (2 session/week)**  
**36\*2= 72 sessions per year**

<i>Week #</i>	<i>Class content</i>
Week 1	Understand how HTML is used to structure web pages: a. doctypes b. elements c. tags d. attributes
Week 2	Understand how the head element is used to supply information about the document: a. metadata b. document title c. scripts d. styles e. links to external files.
Week 3	Be able to write organised syntax: a lower case letters within element names, values and attributes b. indenting nested elements c. double quotes d. omit the values on Boolean attributes e. removing the forward slash at the end of self-closing elements.
Week 4	Understand how global attributes are used to define elements: a. class b. id c. style d. accesskey e. lang f. tabindex g. data h. hidden.
Week 5	Understand that elements can belong to different content models which follow certain rules: a. flow b. sectioning c. heading d. phrasing e. embedded f. interactive.
Week 6	Be able to use some key elements to define the structure and formatting of text on a web page: a. article b. section c. headings d. paragraphs e. thematic breaks f. emphasis g. importance.
Week 7	Be able to create lists: a. unordered b. ordered (and use the start and type attributes) c. definition/description d. nesting lists.
Week 8	Be able to create links: a. internal b. external c. email d. opening links in a new browser window or tab e. linking to a specific part of the same page f. linking to a specific part of another page.
Week 9	Be able to add images to web pages: a. file format b. image size c. resolution d. retaining original proportions e. positioning images f. alt tag.
Week 10	Be able to represent information in a table: a. rows b. data c. headings, body and footer d. combining multiple cells.

Week 11	Be able to create a form on a web page: a. form structure b. form elements c. form controls d. form buttons e. organising and grouping form elements f. input types g. text areas h. drop-down lists.
Week 12	Understand how web forms work: a. how information is sent from the browser to the server b. form validation.
Week 13	Be able to prepare and add audio and video: a. multiple file formats b. embed in a web page c. controls d. customising controls e. adding attributes f. using the source element to specify multiple resources.
Week 14	Understand the purpose of CSS: a. controlling page layout b. consistent page design.
Week 15	Be able to reference CSS within the HTML code: a. inline styles b. internal style sheets c. external style sheets (i) folder structure (ii) naming conventions (iii) relative path.
Week 16	Understand how to write CSS rules: a. selectors b. properties c. values.
Week 17	Understand CSS selectors: a. type b. class c. ID d. universal e. attribute f. child g. descendant h. adjacent sibling i. general sibling j. multiple selectors.
Week 18	Understand how to write efficient style sheets through general rules that apply to most elements and applying specific rules to individual elements: a. cascade b. inheritance.
Week 19	Understand the CSS Box Model
Week 20	Be able to create rules using CSS attribute selectors that apply to elements that have an attribute with a specific value: a. existence b. equality c. space d. prefix e. substring f. suffix.
Week 21	Be able to specify colours: a. colour names b. hexadecimal notation c. RGB values.



Week 22	Understand how to manipulate colour: a. opacity b. gradients c. HSL values.
Week 23	Understand CSS selectors: a. type b. class c. ID d. universal e. attribute f. child g. descendant h. adjacent sibling i. general sibling j. multiple selectors.
Week 24	Be able to specify length values: a. absolute lengths b. relative lengths.
Week 25	Be able to styles to elements: a. text layout b. font c. links d. lists e. tables f. forms g. images.
Week 26	Be able to use the box model to add backgrounds (background images, gradients, CSS sprites) and borders to elements.
Week 27	Be able to control the position of elements: a. normal flow b. relative positioning c. absolute positioning d. fixed positioning e. floating elements f. overlapping elements.
Week 28	Be able to use the box model to control the appearance of boxes: a. display b. width c. height d. borders e. margins and padding.
Week 29	Understand how to design for differently sized screens: a. fixed width layouts b. liquid layouts c. layout grids d. CSS frameworks.
Week 30	Be able to use CSS transitions and transforms to create animations: a. transition properties b. transform properties c. 3D transforms d. cubic-bezier.
Week 31	Understand how the Document Object Model (DOM) allows JavaScript to access and update the content of a web page while it is in the browser window.
Week 32	Understand regular expressions used for validation check. Search for matching: a. letters and sequences of upper/lower case characters b. numbers c. punctuation and other symbols.
Week 33	Be able to program functionality: a. comments b. assignment c. 1D and 2D data structures d. selection e. repetition f. iteration g. variables h. subprograms i. object orientation.

Week 34	Understand how events can be used to trigger a function in the JavaScript code: a. User Interface (UI) events b. keyboard events c. mouse events d. focus and blur events e. form events.
Week 35	Understand how to combine JavaScript with HTML and CSS to create page components: a. slideshow b. modal boxes c. modal images d. filter list e. sort list f. pop-ups g. tabbed content.
Week 36	Review

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## HIGH SCHOOL GRADE 10 DIGITAL CULTURE (IT) SYLLABUS

Digital culture (IT) Syllabus Thematic Units - Grade 10 (1 session/week)  
36\*1= 36 sessions per year

*Thematic unit*

Database Organization, Key Concepts (7 hours)

Relationships, Operation (5 hours)

Working with Databases, Common Tasks (5 hours)

Records, Design (7 hours)

Main Operations, Queries, Forms (6 hours)

Reports, Data Export, Printing (6 hours)

**Digital culture (IT) Syllabus Class Outlines - Grade 10 (1 session/week)**  
**36\*1= 36 sessions per year**

<i>Week #</i>	<i>Class content</i>
Week 1	Understand what a database is, Understand the difference between data and information
Week 2	Understand how a database is organized in terms of tables, records and fields,
Week 3	Know some of the common uses of large-scale databases like: airline booking systems, government records, bank account records, hospital patient details
Week 4	Understand that each table in a database should contain data related to a single subject, Understand that each field in a table should contain only one element of data
Week 5	Understand that field content is associated with an appropriate data type like: text, number, date/time, yes/no
Week 6	Understand that fields have associated field properties like: field size, format, default value, Understand what a primary key is
Week 7	Understand what an index is. Understand how it allows for faster data access
Week 8	Understand that the main purpose of relating tables in a database is to minimize duplication of data, Understand that a relationship is built by matching a unique field in one table with a field in another table
Week 9	Understand the importance of maintaining the integrity of relationships between tables, Know that professional databases are designed and created by database specialists
Week 10	Know that data entry, data maintenance and information retrieval are carried out by users, Know that a database administrator provides access to specific data for appropriate users

Week 11	Know that the database administrator is responsible for recovery of a database after a crash or major errors
Week 12	Create a new database and save to a location on a drive, Display, hide built-in toolbars. Restore, minimize the ribbon
Week 13	Use available Help functions, Open, save and close a table, query, form, report
Week 14	Switch between view modes in a table, query, form, report, Delete a table, query, form, report
Week 15	Navigate between records in a table, query, form
Week 16	Sort records in a table, form, query output in ascending, descending numeric, alphabetic order
Week 17	Add, delete records in a table, Add, modify, delete data in a record
Week 18	Create and name a table and specify fields with their data types like: text, number, date/ time, yes/no
Week 19	Apply field property settings: field size, number format, date/time format, default value
Week 20	Create and name a table and specify fields with their data types like: text, number, date/ time, yes/no
Week 21	Create a validation rule for number, date/time, currency
Week 22	Understand consequences of changing data types, field properties in a table
Week 23	Set a field as a primary key, Index a field (with, without duplicates allowed), Add a field to an existing table,

	Change width of columns in a table
Week 24	Use the search command for a specific word, number, date in a field, Apply a filter to a table, form, Remove the application of a filter from a table, form
Week 25	Understand that a query is used to extract and analyse data, Create a named single table query using specific search criteria, Create a named two-table query using specific search criteria
Week 26	Add criteria to a query using one or more of the following operators: = (Equal), <> (Not equal to), < (Less than), ≤ (Less than or equal to), > (Greater than), ≥ (Greater than or equal to)
Week 27	Add criteria to a query using one or more of the following logical operators: AND, OR, NOT, Use a wildcard in a query, * or %, ? or _
Week 28	Edit a query: add, modify, remove criteria, Edit a query: add, remove, move, hide, unhide fields, Run a query
Week 29	Understand that a form is used to display and maintain records, Create and name a form, Add, modify text in headers, footers in a form
Week 30	Use a form to insert new records, Use a form to delete record, Use a form to add, modify, delete data in a record
Week 31	Create and name a report based on a table, query, Change arrangement of data fields and headings within a report layout
Week 32	Present specific fields in a grouped report by sum, minimum, maximum, average, count, at appropriate break points

Week 33	Add, modify text in headers, footers in a report, Export a table, query output in spreadsheet, text (.txt, .csv), XML format to a location on a drive
Week 34	Print the result of a query, Print all records using form layout, specific pages using form layout
Week 35	Review
Week 36	Review

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## HIGH SCHOOL GRADE 11 DIGITAL CULTURE (IT) SYLLABUS

Digital culture (IT) Syllabus Thematic Units - Grade 11 (2 session/week)  
36\*2= 72 sessions per year

*Thematic unit*

Algorithms, basic concepts (22 hours)

Flowcharts (4 hours)

Sorting algorithms (14 hours)

Types, Operators and Expressions (12 hours)

Control Flow (12 hours)

Functions and Program Structure (8 hours)



**Digital culture (IT) Syllabus Thematic Units - Grade 11 (2 session/week)**  
**36\*2= 72 sessions per year**

<i>Week #</i>	<i>Class content</i>
Week 1	understand the steps and relationships of activities needed to solve simple problems
Week 2	know the differences between the following elementary data types: integer, real number, character, text, logical;
Week 3	know the differences between elementary and complex data types;
Week 4	understand the basic building blocks of an algorithm description tool
Week 5	understand the possibilities of using different types of algorithms
Week 6	use the basic services of the development environment of a formal programming language in examples and problem solving
Week 7	create an algorithm using sequence, branching, and looping and encodes it in a high-level formal programming language;
Week 8	test the correctness of the solution of the task
Week 9	experience in computer simulation of everyday phenomena
Week 10	use ordinary simulation programs for education;
Week 11	Gain experience of the effects of changing initial values in simulation programs.
Week 12	Understand the concept of and need for flow charts

Week 13	Be able to interpret and create flow charts for a given scenario
Week 14	Iterative sorting algorithms (comparison based), Selection Sort
Week 15	Bubble Sort, Insertion Sort
Week 16	Recursive sorting algorithms (comparison based), Merge Sort
Week 17	Quick Sort
Week 18	Radix sort (non-comparison based)
Week 19	Properties of Sorting, In-place sort, stable sort, Comparison of sorting algorithms
Week 20	Binary search tree
Week 21	Variables and Arithmetic Expressions.
Week 22	The for statement, symbolic Constants.
Week 23	Character Input and Output
Week 24	Arrays
Week 25	Functions
Week 26	Arguments - Call by Value, Character Arrays

Week 27	Statements and Blocks, If-Else, Else-If..
Week 28	Switch
Week 29	Loops - While and For
Week 30	Loops - Do-While
Week 31	Break and Continue
Week 32	Goto and labels
Week 33	Recursion
Week 34	Review
Week 35	Review
Week 36	Review