**JAVASOLT TANMENET**

a tankönyv és a munkafüzet párhuzamos felhasználásával

**heti 5 óra**

**mm**publications

**Full Blast Plus 1**

|  |  |  |  |  |  |  |  |
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| **Hét** | **Óraszám** | **Tananyag** | **Funkciók és az óra célja**  **Functions and aims of the lesson** | **Nyelvi szerkezetek**  **Grammar structures** | **Szókincs**  **Vocabulary** | **Eszközök és anyagok**  **Aids and materials** | **Kulcskompetenciák - Kapcsolódási pontok – Fejlesztési feladatok** |
| 1 | 1 | Introduction | Introduce the course and the components.  Get to know each other |  |  | Student’s book, workbook, grammar book (if used) |  |
|  | 2 | Learning tips | Learn how to be a better language learner |  |  | SB (page 127) |  |
|  | 3 | Hello | Greet and introduce oneself  Identify the letters in the alphabet  Spell  Identify numbers 0-100  Ask for and give personal information (phone number, age) |  | and, Hello, Hi, What’s your name? I’m…/My name’s …, first name, How do you spell …?, surname, zero-one hundred, How old are you? I’m … (years old), What’s your phone number | SB CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret  Kulcskompetenciák: matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, önkifejezés és kulturális tudatosság kompetenciái  Kapcsolódási pontok:  Földrajz  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
|  | 4 | Hello | Identify classroom objects | a/an  this/that  Plurals (regular -s) | apple, bag, bin, boards, book, chair, classmate, computer, desk, door, here, orange, pen, pencil, pencil case, rubber, ruler, school, sharpener, student, teacher, there, umbrella, window, Australia, Australian, Canada, Canadian, Ireland, Irish, New Zealand, New Zealander, South Africa, South African, UK, British, USA, American, baby, boy, brother, father/dad, girl, grandfather, grandmother, man, mother/mum, parents, sister, woman | SB CD-player & CD or IWB & IWB material |
|  | 5 | Hello & Cover page module 1 | Understanding classroom language  Identifying colour  Introduce topic of module 1 | Imperative | Can you repeat that, please?, Close your books., friend, How do you say … in English?, I don’t understand, Listen, Look at the board, Open your books, Read the text, Sit down, Speak, Stand up, Talk in pairs, What does this word mean?, Write, Yes, of course, black, blue, brown, green, grey, orange, pink, purple, red, What colour is …?, white, yellow | SB CD-player & CD or IWB & IWB material |
|  |  | **Module 1: Who are you?** | | | | | |
| 2 | 6-8 | 1A | Introduce oneself and others  Greet  Ask for and give personal information (name, nationality, age) | The verb be (I am, You are, We are)  Possessive adjectives (my, your, our)  Question words (Where) | but , new , thanks , too , Brazil , Brazilian , China , Chinese , England , English , France , French , Greece , Greek , Hungary , Hungarian , Italy , Italian , Mexico , Mexican , Peru , Peruvian , Poland , Polish , Spain , Spanish , And you? , (I’m) fine. , How are you? , I’m from... , I live in... , Nice to meet you. , Not bad. , Really? , This is... , Where are you from? | SB CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái  Kapcsolódási pontok:  állampolgári ismeretek, matematika, földrajz, ének-zene  Munkaforma:  csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
| 3 | 9-11 | 1B | Talk about jobs  Talk about family members | The verb be  Possessive adjectives | aunt, come , cousin , great , pizza , restaurant , uncle , welcome , actor , actress , bus driver , chef , delivery person , doctor , nurse , police officer , secretary , shop assistant , taxi driver , waiter , waitress | SB CD-player & CD or IWB & IWB material |
|  | 12-14 | 1C | Tell the time  Greet |  | clock, sorry , today , a quarter to , a quarter past , a.m. , half past , midday , midnight , noon , o’clock , p.m. , Monday , Tuesday , Wednesday , Thursday , Friday , Saturday , Sunday , Good afternoon. , Good evening. , Good morning. , Good night. , Good bye. Bye. , What day is it? , What’s the time? | SB CD-player & CD or IWB & IWB material |
| 4 | 15-17 | 1D | Talk about music  Express preference | Question words (What, Who) | also, band , be crazy about , drummer , famous , favourite , like , meet , play , rapper , (lead) singer , song , very , drums , guitar , keyboard , piano , violin , hip hop , jazz , pop , rock , What’s your favourite kind of music? , Who...? | SB CD-player & CD or IWB & IWB material |
|  | 18-20 | 1E | Talk about school subjects  Talk about what one is good at  Express preference |  | age, be good at , Miss , Mr , Mrs , Ms , Art , English , Geography , History , Maths , Music , PE , Science | SB CD-player & CD or IWB & IWB material |
| 5 | 21 | Round-up 1 | Revision of vocabulary and structures of module 1  Self-assessment |  |  | SB |
|  | 22 | Test Module 1 | Evaluate students’ progress |  |  | CD-player & CD, tests (teacher’s resource CD-ROM) |
|  | 23 | Correction of module test Cover page module 2 | Allow students to learn from own mistakes  Introduce topic for module 2 |  |  | Corrected tests, Student's book |
|  |  | **Module 2: All about me** | | | | | |
| 6 | 24-26 | 2A | Talk about personal items | The verb have got | bike, camera , cap , CD , computer game , cool , game console , mobile phone , modern , MP3 player , nice , party , rollerblades , skateboard , sunglasses , thing , watch (n) , Are you sure? , Look! , Wait! | SB CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Énkép, önismeret, hon- és népismeret  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái, digitális kompetenciák, személyes és társas kompetenciák  Kapcsolódási pontok:  állampolgári ismeretek, rajz és vizuális kultúra, földrajz, rajz, ének  Munkaforma:  csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
|  | 27-29 | 2B | Talk about clothes and accessories | these/those  Plurals (regular-irregular) | a lot of , beautiful , check out , child – children , colourful , film , fish – fish , love , man – men , old , person – people , present , trendy , wardrobe , woman – women , belt , boots , dress , hoody , jacket , jeans , jumper , leggings , scarf , shoes , skirt , T-shirt , trainers , trousers | SB CD-player & CD or IWB & IWB material |
| 7 | 30-32 | 2C | Express possession  Describe pets | Possessive case  Whose | big , call , house , small , tail , very much , wing , arm , ear , eye , face , foot – feet , hand , head , leg , mouth , nose , tooth – teeth , cat , dog , parrot , rabbit , snake , spider , Come on. , I don’t know. , I think... , Let’s... , No problem. , Of course not. , Thank you. , That’s all right. , Well,... | SB CD-player & CD or IWB & IWB material |
|  | 33-35 | 2D | Talk about one’s talents and abilities | The verb can | come back , cook (v) , dance , dancer , do , draw , fantastic , play a musical instrument , ride a bike , ride a horse , sing , skateboard (v) , so , speak a language , star , swim , take pictures , talent , tonight , use a computer , well (adv) , winner | SB CD-player & CD or IWB & IWB material |
| 8 | 36-38 | 2E | Describe people’s appearance  Describe one’s best friend |  | best friend , chubby , dark , fair , hair , long , old , short , slim , tall , young , What does he/she look like? , Well done! | SB CD-player & CD or IWB & IWB material |
|  | 39 | Round-up 2 | Revision of vocabulary and structures of module 2  Self-assessment |  |  | SB |
|  | 40 | Culture page 1 | Introduce certain aspects of the culture in various countries |  |  | SB CD-player & CD or IWB & IWB material |
| 9 | 41 | Song 1 | Revise and consolidate structures, functions and vocabulary through a song |  |  | SB CD-player & CD or IWB & IWB material |
|  | 42 | CLIL 1 | Teach Maths through the English language  Introduce the use of bar graphs |  |  | SB CD-player & CD or IWB & IWB material |
|  | 43 | Test Module 2 | Evaluate students’ progress |  |  | CD-player & CD, tests (teacher’s resource CD-ROM) |
|  | 44 | Correction of module test Cover page module 3 | Allow students to learn from own mistakes  Introduce topic for module 3 |  |  | Corrected tests, Student's book |
|  |  | **Module 3: It’s my life!** | | | | | |
| 10 | 45-47 | 3A | Talk about one’s daily routine | Present Simple (affirmative)  Prepositions of time | after, again , amazing , art gallery , artist , design (n) , different , every , make , paint (v) , painting , say , study , visit , watch TV , weekday , weekend , brush my teeth , do my homework , get dressed , get home , get up , go to bed , go to school , have a shower , have breakfast , have lunch , have dinner , What about you? | SB CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Énkép, önismeret, hon- és népismeret  Kulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  földrajz, rajz és vizuális kultúra, testnevelés  Munkaforma:  csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
|  | 48-50 | 3B | Give an opinion about sports | Present Simple (negative – questions) | at all , be bored , boring , exciting , (great) fun , hate , hour , idea , later , or , other , player , stop , team sports , tired , do athletics , do gymnastics , go swimming , play basketball , play football , play table tennis , play tennis , play volleyball , Be quiet. , Don’t be silly. , It’s OK. , Me too. , No way. , What’s wrong? | SB CD-player & CD or IWB & IWB material |
| 11 | 51-53 | 3C | Talk about free-time activities | Present Simple with Wh-questions | before , early , late , park , together , when , go out , go shopping , go to the cinema , hang out with friends , listen to music , play board games , play chess , read magazines , surf the Net , talk on the phone , watch DVDs , In my free time... , What time...? , When...? | SB CD-player & CD or IWB & IWB material |
| 12 | 54-56 | 3D | Talk about chores and how often one does them | Adverbs of frequency | argue , be a mess , believe , busy , don’t mind , flat , help (out) , just , lazy , want to , clean the windows , do housework , do the washing , do the washing-up , hoover , take out the rubbish , take the dog for a walk , tidy my room , wash the car , Anyway, , Guess what! , in the end , You see, | SB CD-player & CD or IWB & IWB material |
|  | 57-59 | 3E | Talk about one’s favourite day |  | about , buy , shop (n) , stay at home , collect coins/comics/stamps , do arts and crafts , do ballet , go fishing , go rollerblading , make jewellery , make model planes , make paper flowers | SB CD-player & CD or IWB & IWB material |
|  | 60 | Round-up 3 | Revision of vocabulary and structures of module 3  Self-assessment |  |  | SB |
| 13 | 61 | Test Module 3 | Evaluate students’ progress |  |  | CD-player & CD, tests (teacher’s resource CD-ROM) |
|  | 62 | Correction of module test Cover page module 4 | Allow students to learn from own mistakes  Introduce topic for module 4 |  |  | Corrected tests, Student's book |
|  |  | **Module 4: Where I live** | | | | | |
|  | 63-65 | 4A | Talk about the rooms of a house  Talk about famous sights and buildings  Use numbers over a hundred | There is / There are | building , castle , city , floor , gym , huge , in , lucky , million , museum , office , over , palace , popular , swimming pool , thousand , visitor , balcony , basement , bathroom , bedroom , downstairs , garage , garden , kitchen , lift , living room , stairs , upstairs , How many...? | SB CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Énkép, önismeret, hon- és népismeret  Kulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái, digitális kompetenciák, személyes és társas kompetenciák  Kapcsolódási pontok:  földrajz, zene  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
| 14 | 66-68 | 4B | Talk about furniture and appliances  Talk about the location of objects | Prepositions of place  a/an, the | after all , find , look for , maybe , place , pocket , poster , rug , (get) upset , wall , armchair , bed , bookcase , coffee table , cooker , fridge , lamp , sofa , table , washing machine , Well? , What’s up? | SB CD-player & CD or IWB & IWB material |
| 15 | 69-71 | 4C | Talk about one’s neighbourhood  Ask for and give or refuse permission  Make a request | Object personal pronouns  The verb can (permission – requests) | another , closed , far , for , get , give , near , need , neighbourhood , newspaper , now , remember , take , toothbrush , bank , bookshop , café , hospital , library , newsagent’s , post office , shopping centre , skatepark , supermarket , do someone a favour , Excuse me. , I’m afraid not. , Sure! , Thanks a lot. | SB CD-player & CD or IWB & IWB material |
|  | 72-74 | 4D | Understand signs and requests  Talk about rules | The verb must | animal , begin , bring , climb , drink (v) , eat , feed , fence , free , helmet , knee pads , leave , run , theatre , ticket , touch , turn off , wear , without , zoo | SB CD-player & CD or IWB & IWB material |
| 16 | 75-77 | 4E | Describe one’s house/flat |  | address , cage , ground floor , noisy , quite , road , street , view , first , second , third, etc. , I live at... | SB CD-player & CD or IWB & IWB material |
|  | 78 | Round-up 4 | Revision of vocabulary and structures of module 4  Self-assessment |  |  | SB |
|  | 79 | Culture page 2 | Introduce various aspects of British culture |  |  | SB CD-player & CD or IWB & IWB material |
|  | 80 | Song 2 | Revise and consolidate structures, functions and vocabulary through a song |  |  | SB CD-player & CD or IWB & IWB material |
| 17 | 81 | CLIL 2 | Teach Science through the English language |  |  | SB CD-player & CD or IWB & IWB material |
|  | 82 | Test Module 4 | Evaluate students’ progress |  |  | CD-player & CD, tests (teacher’s resource CD-ROM) |
|  | 83 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |
|  | 84-85 | Revision | Revision of vocabulary and structures of modules 1-4 |  |  | SB CD-player & CD or IWB & IWB material  If necessary, WB or Full Blast Plus Grammar) |  |
| 18 | 86 | Mid-term test | Evaluate students’ progress |  |  | CD-player & CD, tests (teacher’s resource CD-ROM) |  |
|  | 87 | Correction of mid-term test Cover page module 5 | Allow students to learn from own mistakes  Introduce topic for module 5 |  |  | Corrected tests, Student's book |  |
|  |  | **Module 5: Nice and tasty** | | | | | |
|  | 88-90 | 5A | Express food preferences | Countable and uncountable nouns  a(n) – some | cut (v) , delicious , healthy , horrible , hungry , minute , put , ready , tasty , try , banana , butter , carrot , cheese , cherry , chicken , dairy product , fruit , ice cream , meat , milk , mushroom , onion , pepper , potato , salad , sausage , steak , strawberry , tomato , vegetable , yoghurt , Have some... , I (don’t) think so. , Let me ... , Trust me. , What else...? , Yuck! , Yummy! | SB CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Énkép, önismeret, hon- és népismeret  Kulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái  Kapcsolódási pontok:  földrajz  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
| 19 | 91-93 | 5B | Order food  Take an order  Make an offer  Accept and refuse an offer | some – any | actually , both , fast food restaurant , order (v+n) , thirsty , burger , cake , cheeseburger , chips , chocolate , club sandwich , dessert , ketchup , lemonade , milkshake , orange juice , pasta , soft drink , Can I take your order? , I’d like... , Is that all? , Would you like...? | SB CD-player & CD or IWB & IWB material |
| 20 | 94-96 | 5C | Ask and answer about quantity  Talk about one’s eating habits | How much? / How many? | a slice of... , careful , change , eating habits , junk food , meal , only , quiz , right , snack , biscuit , bread , cereal , chocolate bar , coffee , sweets , tea , water , a bottle of... , a can of... , a cup of... , a glass of... , a packet of... , a day, a week, etc. , all day , It’s good for you. , It’s bad for you. , Keep trying. , ... times a week | SB CD-player & CD or IWB & IWB material |
|  | 97-99 | 5D | Discuss food facts  Talk about unusual kinds of food |  | beef , call (v) , cook (n) , dangerous , egg , expensive , find out , kg (kilogram) , like (prep.) , lt (litre) , pay , scientist , smell (v+n) , strange , sweet (adj) , taste (v+n) , test (n) , the same , true , year | SB CD-player & CD or IWB & IWB material |
| 21 | 100-102 | 5E | Talk about the meals of the day  Discuss eating habits |  | city centre , dish , doughnut , fish , hot chocolate , hot dog , meatballs , omelette , pancakes , rice , sauce , soup , tuna | SB CD-player & CD or IWB & IWB material |
|  | 103 | Round-up 5 | Revision of vocabulary and structures of module 5  Self-assessment |  |  | SB |
|  | 104 | Test Module 5 | Evaluate students’ progress |  |  | CD-player & CD, tests (teacher’s resource CD-ROM) |
|  | 105 | Correction of module test Cover page module 6 | Allow students to learn from own mistakes  Introduce topic for module 6 |  |  | Corrected tests, Student's book |
|  |  | **Module 6: Events** | | | | | |
| 22 | 106-108 | 6A | Discuss birthdays  Talk about dates  Express likes and dislikes | like, love, enjoy, hate + -ing | a bit , birthday , costume , dress up , enjoy , fancy dress party , forget , have a party , invitation , karaoke , tell , tomorrow , January , February , March , April , May , June , July , August , September , October , November , December , Any ideas? , As you know... , See you... , What’s the date? | SB CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Énkép, önismeret, hon- és népismeret  Kulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái, digitális kompetenciák, személyes és társas kompetenciák  Kapcsolódási pontok:  földrajz, állampolgári ismeretek, ének-zene  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
| 23 | 109-111 | 6B | Talk about the weather  Talk about the four seasons  Talk about actions happening at the moment of speaking | Present Progressive (affirmative – negative) | carnival , celebrate , fast , friendly , go down , happen , have a bath , have a race , hill , laugh , scream , slide (n) , snow (n) , snowman , swimsuit , way , It’s cloudy. , It’s cold. , It’s hot. , It’s raining. , It’s snowing. , It’s sunny. , It’s windy. , spring , summer , autumn , winter , at the moment , have a great time , What’s the weather like? | SB CD-player & CD or IWB & IWB material |
|  | 112-114 | 6C | Talk about endangered animals  Talk about fundraisers  Talk about actions happening at the moment of speaking | Present Progressive (questions – short answers) | almost , because , concert , cute , endangered , flyer , fundraiser , get ready , Internet , put up , save , send e-mails , work (v) , bear , dolphin , elephant , lion , monkey , sea turtle , shark , tiger , whale , have a look , It looks cool. , Nice work. , Nothing much. , peace and quiet , Why...? | SB CD-player & CD or IWB & IWB material |
| 24 | 115-117 | 6D | Talk about festivals and celebrations  Distinguish between habitual actions and actions happening at the moment of speaking | Present Simple vs Present Progressive | baseball , celebration , competition , decorate , during , event , festival , fireworks , flag , get together , have a barbecue , have a picnic , km (kilometre) , lots of , loud , main , parade , square , take place , town | SB CD-player & CD or IWB & IWB material |
|  | 118-120 | 6E | Wish people well in different situations  Talk about celebrations |  | card , invite , New Year’s Day , New Year’s Eve , outside , prepare , surprise , Congratulations! , Get well soon! , Good luck! , Happy Birthday! , Happy New Year! , Have a nice trip! , Best wishes. , Bye for now. , Dear..., , How’s life? , I hope you’re fine. , See you soon. , That’s all for now. , Write back soon. , Yours, | SB CD-player & CD or IWB & IWB material |
| 25 | 121 | Round-up 6 | Revision of vocabulary and structures of module 6  Self-assessment |  |  | SB |
|  | 122 | Culture page 3 | Introduce certain aspects of the culture in various countries |  |  | SB CD-player & CD or IWB & IWB material |
|  | 123 | Song 3 | Revise and consolidate structures, functions and vocabulary through a song |  |  | SB CD-player & CD or IWB & IWB material |
|  | 124 | CLIL 3 | Teach Science through the English language |  |  | SB CD-player & CD or IWB & IWB material |
|  | 125 | Test Module 6 | Evaluate students’ progress |  |  | CD-player & CD, tests (teacher’s resource CD-ROM) |
| 26 | 126 | Correction of module test Cover page module 7 | Allow students to learn from own mistakes  Introduce topic for module 7 |  |  | Corrected tests, Student's book |
|  |  | **Module 7: What an experience!** | | | | | |
|  | 127-129 | 7A | Describe feelings  Talk about past events | Past Simple of the verb be  There was / There were | alive , dream (n) , full of , funny , interesting , last week , last year , message , scary , sleep , suddenly , terrible , wake up , angry , excited , happy , sad , scared , surprised | SB CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Énkép, önismeret, hon- és népismeret  Kulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  földrajz, média, rajz és vizuális kultúra  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
| 27 | 130-132 | 7B | Talk about past actions and situations | Past Simple (affirmative) | ask , ball , blackout , brilliant , bruise , dark , diary , each other , incredible , information , kick , match (n) , project , something , start , Yippee | SB CD-player & CD or IWB & IWB material |
|  | 133-135 | 7C | Talk about past events and situations | Past Simple (negative – questions) | ago , boat , fall , grab , hero , island , jump , lake , luckily , return , underwater , wet , be worried about , in the middle of | SB CD-player & CD or IWB & IWB material |
| 28 | 136-138 | 7D | Talk about films  Compare past and present facts | Past Simple vs Present Simple | around , balloon , become , decide , ending , fan , finish , kids , learn , mate , scene , whole , world , adventure film , animated film , comedy , horror film , romantic film , science-fiction film , Don’t miss it. , It’s something else. | SB CD-player & CD or IWB & IWB material |
| 29 | 139-141 | 7E | Talk about places of entertainment  Narrate an interesting day in one’s life |  | ask for , autograph , ride (n) , show (v) , skateboarder , spend (time) , then , walk , bowling alley , cinema complex , funfair , Internet café , skating rink , stadium , after that , for a while | SB CD-player & CD or IWB & IWB material |
|  | 142 | Round-up 7 | Revision of vocabulary and structures of module 7  Self-assessment |  |  | SB |
|  | 143 | Test Module 7 | Evaluate students’ progress |  |  | CD-player & CD, tests (teacher’s resource CD-ROM) |
|  | 144 | Correction of module test Cover page module 8 | Allow students to learn from own mistakes  Introduce topic for module 8 |  |  | Corrected tests, Student's book |
|  |  | **Module 8: See the world** | | | | | |
| 30 | 145-147 | 8A | Talk about travelling  Make plans | Future be going to  Present Progressive with future meaning | definitely , environment , everything , half , important , money , next , spend (money) , travel , win , by car , by coach , by plane , by ship , by train , get back , go on holiday , How long...? , on foot , That sounds great. | SB CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Énkép, önismeret, hon- és népismeret  Kulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái, digitális kompetenciák  Kapcsolódási pontok:  földrajz  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
|  | 148-150 | 8B | Talk about camping equipment  Make predictions and on-the-spot decisions | Future will | choose , close (adj) , difficult , easy , forest , guys , leaflet , lose , matches , put out , river , safety rule , tree , backpack , camp leader , first-aid kit , go camping , make a fire , map , put up a tent , sleeping bag , torch , Don’t worry. , give (someone) a hand | SB CD-player & CD or IWB & IWB material |
| 31 | 151-153 | 8C | Talk about holiday activities  Make comparisons | Comparative forms | arrive , beach , cheap , deep , dive (n) , equipment , experience (n) , explore , finally , instructor , metre , ocean , organise , scuba diver , ugly , warm , rock climbing , sailing , scuba-diving , skiing , surfing , water skiing , windsurfing , It’s worth it! | SB CD-player & CD or IWB & IWB material |
| 32 | 154-156 | 8D | Understand information about a country  Make comparisons | Superlative forms | area , at the beginning , capital city , century , continent , culture , especially , European , high , large , mountain , penguin , population , puma , tourist , traditional | SB CD-player & CD or IWB & IWB material |
|  | 157-159 | 8E | Talk about one’s holiday  Differentiate between past and future tenses |  | drive , lovely , news , perfect , relax , tiring , until , village , buy souvenirs , do water sports , go hiking , go on a trip , go sightseeing , stay at a hotel , sunbathe , can’t wait , Greetings from... | SB CD-player & CD or IWB & IWB material |
|  | 160 | Round-up 8 | Revision of vocabulary and structures of module 8  Self-assessment |  |  | SB |
| 33 | 161 | Culture page 4 | Introduce various aspects of the British culture |  |  | SB CD-player & CD or IWB & IWB material |
|  | 162 | Song 4 | Revise and consolidate structures, functions and vocabulary through a song |  |  | SB CD-player & CD or IWB & IWB material |
|  | 163 | CLIL 4 | Teach Science through the English language |  |  | SB CD-player & CD or IWB & IWB material |
|  | 164 | Test Module 8 | Evaluate students’ progress |  |  | CD-player & CD, tests (teacher’s resource CD-ROM) |
|  | 165 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |
| 34 | 166-167 | Revision | Revision of vocabulary and structures of modules 5-8 |  |  | SB CD-player & CD or IWB & IWB material  If necessary, WB or Full Blast Plus Grammar) |  |
|  | 168 | Final test | Evaluate students’ progress |  |  | CD-player & CD, tests (teacher’s resource CD-ROM) |  |
|  | 169 | Correction of final test | Allow students to learn from own mistakes |  |  | Corrected tests, Student's book |  |
|  | 170 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |