**JAVASOLT TANMENET**

a tankönyv és a munkafüzet párhuzamos felhasználásával

**heti 5 óra**

**mm**publications

**Full Blast Plus 2**

|  |  |  |  |  |  |  |  |
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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. |  |  | 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) | What?  How old?  Th verb be  Where…from?  When? | Band, be called, rapper | SB CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Énkép, önismeret, hon- és népismeret  Kapcsolódási pontok:  földrajz  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
|  | 4 | Hello | Identify classroom objects | Have got  Possessive adjectives  Possessive case  Who?  Can/can’t | Aunt, cousin, daughter, female, husband, male, son, together, uncle, wife, dictionary, song, spell, understand, use | SB CD-player & CD or IWB & IWB material |
|  | 5 | Hello & Cover page module 1 | Understanding classroom language  Identifying colour  Introduce topic of module 1 | Where?  Prepositions of place: on, in, under  This/that  These/those  How many?  There is / There are  Plurals | Floor, shelf, wardrobe, box, butterfly, cap, goldfish, watch (n) | SB CD-player & CD or IWB & IWB material |
|  |  | **Module 1: That’s me!** | | | | | |
| 2 | 6-8 | 1A | Talk about school and school life  Talk about your daily routine  Talk about habitual actions and routines | Present Simple  Prepositions of time | after, also, become, before , end (n), excellent, facilities, finish, gym, learn, like (prep.), modern, other, perfect, place , practise, say, science lab, secondary school, start, the same... as, till, until, want, Art, Biology, Chemistry, Geography, History, ICT , Maths, PE, Physics, It’s great fun! | 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, személyes és társas kompetenciák  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 household chores  Talk about how often one does chores/other activities | Adverbs of frequency  How often?  Once/twice/three times a … | a lot of , boring, brush one’s teeth, carpet, change (v), electric , for hours, headache, help, on the phone, rubbish bin, sponge, tired, toothbrush, cooker, dishwasher, fridge, hoover, iron, washing machine, clean the windows, cook , do the washing, do the washing-up, hoover, iron clothes, take out the rubbish, tidy my room, wash the car, How often...? once/twice/three times a..., Let’s... | SB CD-player & CD or IWB & IWB material |
|  | 12-14 | 1C | Talk about clothes and fashion  Talk about current activities and about temporary situations  Distinguish between habitual and current activities | Present Progressive  Present Simple vs Present Progressive  Stative verbs | bored , cut, draw, in fashion, look for, look like, own (adj), patch, pocket, put , still, ugly, wait, belt, boots, earrings, hat, jumper, leggings, sandals, shirt, shorts, skirt, top, tracksuit, Anyway,..., Don’t worry., What a mess!, What’s up?, Why...? | SB CD-player & CD or IWB & IWB material |
| 4 | 15-17 | 1D | Talk about free-time activities  Express likes and dislikes  Express a desire | Like / love / enjoy / hate / can’t stand + ing or noun  Would like / want + to | a bit, can’t stand, competition, early, free , join, karaoke, lots of, online, only, though, website, winner, youth club, chat on the Net, do arts and crafts, download songs/music videos, go rollerblading, go skateboarding, go to a concert, hang out with friends, play table tennis, read magazines/newspapers, surf the Net, Check out..., It looks good. | SB CD-player & CD or IWB & IWB material |
|  | 18-20 | 1E | Describe people’s appearance and personality  Describe one’s best friend |  | age, both, ice hockey, local, really, spend, chubby, curly, dark, fair, good-looking, medium-length, slim, straight, wavy, active, clever, friendly, helpful, lazy, outgoing, polite, rude, shy, unfriendly, What does he look like?, What is he like? | 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: Exploring** | | | | | |
| 6 | 24-26 | 2A | Talk about past events  Talk about one’s last holiday | Past Simple | almost, around, be back, broken, camel, desert, experience (n), fall off, forget, guys, manage , scared, show (v), try, buy souvenirs, explore a cave, go hiking, go horse riding, go on a cruise , go on a trip, go sightseeing , sunbathe, travel abroad, Here you go., I’m only joking., To be honest,..., What else...? | 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, digitális kompetenciák, önkifejezés és kulturális tudatosság kompetenciái  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 | The verb could  Express preference  Express ability in the past | The verb could  Adjectives – Adverbs of manner | ask (for), careful, cheap, closed, crowded, dangerous, decide, expensive, fast, get off, hard, late , later, on foot, popular, safe, side, slow, something, station, tell, terrible, traffic, wrong, ferry, helicopter, motorbike, tram, underground, van, Guess what! | SB CD-player & CD or IWB & IWB material |
| 7 | 30-32 | 2C | Talk about past events  Talk about past states and habits | Used to | ancient, at the age of, century, chopsticks, common, crime, die, Egypt, Egyptian, Europe, even, for this reason, fork, get married, however, important, in the past, kill, knife, life, long (adv), make-up, of course, poisonous, radio, serve, special, spoon, world | SB CD-player & CD or IWB & IWB material |
|  | 33-35 | 2D | Talk about famous explorers  Talk about sea voyages | Personal pronouns | actually, around (=about), be born, captain, coast, excited, explorer, famous, feel, happen, immediately, incredible, land (n), name (after), next, pleased, promise, reach, sailor, shout, voyage, east, north, south, west | SB CD-player & CD or IWB & IWB material |
| 8 | 36-38 | 2E | Talk about a school trip  Express opinion | Linking words | 3D film, arrive, because of, coach, dinosaur, experiment, hope, invention, journey, leave, mind (v), visit (n), amazing, awful, brilliant, cool, exciting, fantastic, frightening, horrible, interesting, weird, wonderful, How are things?, How long?, It takes... | 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 (Means of transport) |  |  | 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: Adventure** | | | | | |
| 10 | 45-47 | 3A | Narrate past events/accidents | Past Progressive | ambulance, banana skin, call for, exactly, explain, in the middle of, jump (off), just, lie (lay-lain), pavement, strange, suddenly, ankle, arm, back, finger, knee, wrist, bleed, break, crash into, fall down, hit, hurt, slip, sprain, Never mind. | 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 | Narrate mysterious experiences  Understand time sequence | Past Simple – Past Progressive  Time clauses (when-while) | alien, appear, area, bush, calm, campsite, close (adj), dark, disappear, follow, footprint, frightened, ghost , group, hear, huge, human, monster, mystery, noise, organise, play a joke on sb, probably, scream, shadow, skin, village, voice, wild, Believe it or not..., I (don’t) think so. | SB CD-player & CD or IWB & IWB material |
| 11 | 51-53 | 3C | Discuss food and rides at a funfair  Make offers  Accept and refuse offers | Some – any - no | be left , blood, each, get on, hill, ketchup, luckily, queue, wet, bumper car, candy floss, corn on the cob, crisps, doughnut, ferris wheel, hot dog, milkshake, popcorn, prize, rides, roller coaster, stand (n), water slide, Hang on a minute!, What do you mean? | SB CD-player & CD or IWB & IWB material |
| 12 | 54-56 | 3D | Express emotions  Narrate events  Talk about books | Compounds of some, any, no, every | a few, alone, another, attack, bite, brave, chase, crazy, different, far, half, in the beginning, lose, neck, return, save, scare (away), shark, take place, wolf, Emotions, angry, embarrassed, lonely, shocked, surprised, worried | SB CD-player & CD or IWB & IWB material |
|  | 57-59 | 3E | Narrate a story  Talk about misfortunes |  | adventure, after a while, be away, behind, finally, fix, fortunately, in the end, ladder, luck , lucky, maybe, neighbour, next door, put up a tent, quickly, quite, situation, unfortunately, unlucky, be/get lost, be/get stuck in a lift, get a flat tyre, get locked out, lose one’s keys, miss the bus | 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: Places** | | | | | |
|  | 63-65 | 4A | Talk about places in a city/town/neighbourhood  Make, accept and refuse offers  Ask for, give and refuse permission  Make polite requests  Ask for a favour  Express possibility in the present or future | Can / could / may / might | book (v), borrow, bring, card, euro, festival, flight, get a haircut, medicine, post (v), stamp, ticket, chemist’s, florist’s, hairdresser’s, market, newsagent’s, post office, travel agent’s, Can I help you?, Here you are., I’m afraid not., Let me check., Would you like anything else?, You’re welcome. | 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, digitális kompetenciák, önkifejezés és kulturális tudatosság kompetenciái  Kapcsolódási pontok:  földrajz, zene  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
| 14 | 66-68 | 4B | Ask for and give directions  Refer to the location of places in a city/town  Read a map | Prepositions of place  Prepositions of movement | all the time, bank, bus stop, catch, footbridge, map, pedestrian crossing, petrol station, police station, robber, stop sign, traffic lights, tunnel, Go straight on., How do I get to...?, It’s on your right/left., Turn right/left at the..., Turn right/left into... Street/Road., Need some help?, Now what? | SB CD-player & CD or IWB & IWB material |
| 15 | 69-71 | 4C | Make comparisons  Compare life in a city with life in the country  Express preference | Comparative forms  As + adjective + as | annoying, barbecue, busy, comfortable, country, do gardening, each other, excitement, general, go for a walk, healthy, home-cooked, ideal, lifestyle, mouse – mice, nature, neighbourhood, noisy, offer (v), peace and quiet, peaceful, pollution, prefer, relaxed, useful, without, block of flats, bungalow, caravan, cottage, farm, houseboat, tree house, This way., Which...? | SB CD-player & CD or IWB & IWB material |
|  | 72-74 | 4D | Make comparisons  Talk about our solar system | Superlative forms | along with, billion, centre, fit (v), freeze, heat, heavy, inside, km/h, light, million, minus, move, over, scientist, second (n), sunlight, temperature, thousand, Earth, galaxy, moon, outer space, planet, solar system, star, sun, universe | SB CD-player & CD or IWB & IWB material |
| 16 | 75-77 | 4E | Understand signs  Talk about one’s town/city |  | capital, go cycling, sight, top, tourist, view, airport, art gallery, bridge, car park, castle, cathedral, port, stadium, train station, For example,..., Give me the chance. | 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 certain aspects of the culture in various countries (Scotland) |  |  | 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: Today and tomorrow** | | | | | |
|  | 88-90 | 5A | Talk about computers  Make future plans | Future going to  Making future plans | bargain (n), definitely, entrance, exit, expert, fair (n), fee, in a while, latest, real, technology, wireless, cursor, keyboard, laptop, monitor, mouse , mouse pad, printer, screen, speakers, USB flash drive, Do you fancy...?, Hold on., It’s out of this world., Nice one., Sounds good. | 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, személyes és társas kompetenciák  Kapcsolódási pontok:  földrajz  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
| 19 | 91-93 | 5B | Make predictions, on-the-spot decisions, promises, offers and requests | Future will | argue, argument, be in a good/bad mood, by accident, countryside, energy, exercise (v), fluently, from now on, full , future, habit, health , ill, in need, last (v), let , member, poor, relationship, rich, secret, solution, whole | SB CD-player & CD or IWB & IWB material |
| 20 | 94-96 | 5C | Express obligation and absence of obligation  Express prohibition | Must – have to | bottle, can (n) , clean (adj), cut down, dirty, during, environment, leaflet, miss out, plant (v), protect, public transport, recycle, recycling bin, reuse, soap, tap, throw, turn off, battery, glass, metal, paper, plastic, It doesn’t matter. | SB CD-player & CD or IWB & IWB material |
|  | 97-99 | 5D | Talk about endangered animals and pollution  Talk about conditions and their results | Conditional Sentences Type 1 | adult, air , breathe, continue, creature, endangered species, extinct, feed, grow, harm (v), in danger, net, organisation, pick up, pollute, rare, round (adj), touch, weigh, Habitats, jungle, ocean, polar region, bat , deer, dolphin, killer whale, polar bear, tiger | SB CD-player & CD or IWB & IWB material |
| 21 | 100-102 | 5E | Make suggestions  Invite  Accept and refuse an invitation |  | activity, costume, decorate, DJ, end (v), exam, fancy-dress party, hire, hopefully, invitation, invite, live (adj), order (v), prepare, reply (n), How about...?, How could I say no?, I can’t make it., I’m looking forward to..., It was nice of you to..., Maybe some other time., Thanks for..., Why don’t we...? | 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: Team spirit** | | | | | |
| 22 | 106-108 | 6A | Talk about TV programmes  Talk about past experiences | Present Perfect Simple | answer (v), be in trouble, change one’s mind, channel, contestant, correctly, host, question, cartoon, game show, sitcom, soap opera, talent show, the news, weather forecast, wildlife documentary, Of course not., What’s on? | 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, digitális kompetenciák, önkifejezés és kulturális tudatosság kompetenciái  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 bands  Link past and future time | Present Perfect Simple vs Past Simple  Present Perfect Simple with yet / already  Have been / have gone | at some point, crowd, cute, enjoyable, giant, go wild, go wrong, laugh, moment, similar, smile (v), talented, thrilled, album, audience, autograph, fan, gig, go on a tour, lyrics, music award, performance, stage, I guess., Poor you! | SB CD-player & CD or IWB & IWB material |
|  | 112-114 | 6C | Talk about sports and one’s favourite team  Ask about and understand length of time | Present Perfect Simple: How long? for, since | achieve, advertisement, especially, ex- , hero, hold , main, manager, reply (v), successful, turn into, against, champion, championship, cup (n), handball, league, national, point, season, spectator, sports event, trophy | SB CD-player & CD or IWB & IWB material |
| 24 | 115-117 | 6D | Talk about jobs  Ask for and give confirmation  Agree / Disagree | Question Tags | at the time, building , burn, catch fire, colleague, construction, emergency services, expect, flame, helmet, indoors, injured (adj), media, outdoors, put out , risk (v/n), suit, tiring, uniform, work long hours, Jobs, architect, builder, cameraman, electrician, firefighter, lifeguard, newsreader, painter, paramedic, photographer, police officer, reporter, worker, In my opinion,..., I suppose. | SB CD-player & CD or IWB & IWB material |
|  | 118-120 | 6E | Talk about sports and free-time activities |  | be in good shape, be interested in, be/keep fit, coach , court, exercise (n), follow advice, go on a diet, lately, lose weight / kilos, nearby, pitch, practice (n), put on weight, race, recently, take part in, take up , tip , tournament, water polo, football boots, goal, goggles, knee pads, net, racket, shin pads, stick, swimwear, Let me know., Take care., That’s all for now. | 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 (Central Park and Hyde Park) |  |  | 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: Teen life** | | | | | |
|  | 127-129 | 7A | Talk about ailments  State a problem / describe symptoms  Ask for and give advice  Express opinion and make suggestions | The verb should | be on time, cancel, hang up, honey, lemon, lie (lied-lied), look after, painkiller, warm, cough, earache, fever, sore throat, stomach ache, the flu, toothache, Oh dear!, What’s wrong with 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, média, rajz és vizuális kultúra  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
| 27 | 130-132 | 7B | Understand mobile and instant text messaging |  | add, be right back, chatroom, make sure, normal, note, laugh out loud, phrase, receive, rule, shorten, smiley, SMS , symbol, text (v), text message, type (v) | SB CD-player & CD or IWB & IWB material |
|  | 133-135 | 7C | Identify and describe clothes  Express preference  Talk about sizes  Talk about prices  Buy and sell | Too / enough  One / ones | cash desk, customer, extra small/large, fitting room, product, receipt, shop assistant, tight, amount, cent, change (n), discount, dollar, pay by credit card, pay in cash, penny - pence, pocket money, pound, total, How much is it?, How much does it cost?, I’ll take it., Can I try it on?, What size are you? | SB CD-player & CD or IWB & IWB material |
| 28 | 136-138 | 7D | Talk about eating habits  Ask and answer about quantity | How much? / How many?  Much, many, a lot of, lots of, a few, a little | avoid, be rich in, bone, choose, completely, contain, dairy product, diet , every now and then, fat (n), feel like, fresh, fried , instead of, junk food, necessary, nowadays, overdo, overweight, strong, tasty, teen, totally, unhealthy, vitamin, beans, carrot, cheese, cucumber, lettuce, mayonnaise, meatballs, mushroom, olive oil, pasta, peas, salt, sauce, sausage, strawberry, sugar, yoghurt | SB CD-player & CD or IWB & IWB material |
| 29 | 139-141 | 7E | Talk about teen problems  Express emotions  Ask for and give advice | Possessive pronouns  Possessive case | any more, at least, calm down, cheer up, feel down, fight (v), first of all, learn a lesson, lend, make a mistake, mark (n), notice (v), perhaps, share, tell the truth, upset, I don’t get it., I hope everything goes well., It’s not fair. | 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: Fame** | | | | | |
| 30 | 145-147 | 8A | Define people and things | Relative pronouns who/which/that | all of a sudden, chewing gum, colourful, create, design (v+n), dream, enter a competition, feel sorry for, headline, image, mysterious, organiser, rest (n), seem, town hall | 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, digitális kompetenciák, önkifejezés és kulturális tudatosság kompetenciái  Kapcsolódási pontok:  földrajz  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
|  | 148-150 | 8B | Agree and disagree  Find things in common  Express feelings | So / Neither | audition, clearly, embarrassing, perform, play (n), Feelings, confident, confused, disappointed, jealous, nervous, proud, unhappy, Give something your best shot., How come...?, I’ll tell you what., There’s no need., What if...? | SB CD-player & CD or IWB & IWB material |
| 31 | 151-153 | 8C | Talk about facts and procedures | Present Simple Passive | article, at this stage, change (n), copy (n), deliver, discuss, disk, gift, interview (v), lastly, meeting, mention, nation, page, photograph, print (v), sell, topic, editor, graphic designer, printer, writer | SB CD-player & CD or IWB & IWB material |
| 32 | 154-156 | 8D | Talk about the film industry  Talk about past facts | Past Simple Passive | award (v), category, ceremony, cm (centimetre), director, in fact, king, librarian, Oscar, present (v), queen, refuse, role, several , story, worldwide | SB CD-player & CD or IWB & IWB material |
|  | 157-159 | 8E | Talk about films  Express opinion |  | come out , come to life, title, unusual, acting, action-packed, direct (v), leading actor, plot, scene, soundtrack, special effects, star (v) | 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 certain aspects of the culture in various countries |  |  | 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 |  |  |  |  |