**JAVASOLT TANMENET**

a tankönyv és a munkafüzet párhuzamos felhasználásával

**heti 5 óra**

**mm**publications

**Full Blast Plus 3**

|  |  |  |  |  |  |  |  |
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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) |  |
|  | 3-5 | Revision  Cover Page Module 1 | Revision of vocabulary and structures from last year  Introduce topic module 1 |  |  | Teacher’s resource CD (Full Blast 2)  SB |  |
|  |  | **Module 1: Teen trends** | | | | | |
| 2 | 6-8 | 1A | Distinguish between habitual actions and current activities  Discuss future plans and arrangements | Present Simple vs Present Progressive  Stative verbs | be lost, come along, come round, fancy doing sth, get hold of sb, rarely, ring (v), How’s it going?, I can’t make it., I get it., I have other plans., Nothing much., Sure, why not?, That would be great., What are we like?, What are you up to? | 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, ének-zene  Munkaforma:  csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
| 3 | 9-11 | 1B | Talk about extreme sports and other activities  Talk about internet forums  Make comparisons | Comparative forms of adjectives/adverbs  Superlative forms of adjectives/adverbs  (not) as + adjective/adverb + as  Less + adjective/adverb + than / the least + adjecitive | agree, air, change (n), disagree, extreme, imagine, instead, mate, sky, sound (v), take up (a sport etc), trick, wheel, do aerobics, do athletics, do karate, go jogging, go mountain biking, go skysurfing, go snowboarding, play pool, In my opinion,... | SB CD-player & CD or IWB & IWB material |
|  | 12-14 | 1C | Talk about music  Express likes/dislikes  Introduce yourself | Some, any, no, every and their compounds | atmosphere, beat (n), collection, compose, create, enthusiastic about, gig, grow up, lyrics, member, old school, perform, practise, professional, rap (v), record (v), stage, studio, youth, classical, dance, heavy metal, hip hop, jazz, Latin, pop, R&B, rock, traditional, be a fan of, be fond of, be interested in, be into sth, can’t stand, find... boring/interesting, It’s out of this world | SB CD-player & CD or IWB & IWB material |
| 4 | 15-17 | 1D | Talk about fashion  Discuss past habits and situations | Past Simple  The verb used to | a pair of, add, at least, average, casual, copy (v), fashion designer, formal, however, in fashion, item of clothing, match (v), material, out of fashion, part, rip (v), sell, shape, style, symbol, teenager, baggy, checked, flared, sparkly, spotted, stonewashed, striped, tight, torn | SB CD-player & CD or IWB & IWB material |
|  | 18-20 | 1E | Describe personality  Talk about friends and friendship |  | annoy, change one’s mind, cheer sb up, dance move, fight (v), friendship, get along (with), ideal, interest, make a decision, rely on, sense of humour, share, teach, turn to, Personality, annoying, bossy, confident, easy-going, kind, nervous, outgoing, quick-tempered, selfish, stubborn | 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: Standing out** | | | | | |
| 6 | 24-26 | 2A | Talk about famous landmarks  Talk about common units of measurement  Define people, places and things  Write a postcard | Relative pronouns: who, which, that, whose  Relative adverb: where | across, bell, build, canyon, deep, distance, fact, height, Houses of Parliament, jungle, landmark, length, liquid, man-made, national park, pyramid, run through, skyscraper, stand out, structure, temple, tower, waterfall (=falls), weigh, weight, centimetre (cm), gram (g), kilogram, kilo (kg), kilometre (km), litre (l), metre (m), millilitre (ml), tonne (t) | 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, rajz, ének  Munkaforma:  csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
|  | 27-29 | 2B | Talk about hairstyles  Refer to conditions and their results | Conditional Sentences Type 1  Time Clauses (Present-Future) | already, appointment, as soon as, glad, hairstyle, joke (v), keep, make up one’s mind, play a joke on sb, pretty (adj.), regret, suit (v), tie (v), totally, bob, buzz cut, dreadlocks, dye (v), dyed hair, extensions, highlights, perm (n), permed hair, ponytail, trim (n), wig, Are you kidding?, Are you serious?, Forget it!, I’m pulling your leg!, You know what?, You’re right there. | SB CD-player & CD or IWB & IWB material |
| 7 | 30-32 | 2C | Talk about graffiti  Find things in common | All, both, neither, none, either | allow, at the same time, authorities, campaign, city council, clean up, complain, continue, culture, encourage, eventually, exhibition, explain, express, get into trouble, graffiti, let, loads of, odd, piece, provide, public place, react, realise, receive, ruin, successful, suggest, work of art | SB CD-player & CD or IWB & IWB material |
|  | 33-35 | 2D | Talk about famous people  Form nouns from verbs  Express results | Clauses of result  So + adjective/adverb + (that)  Such (a/an) + adjective + noun + (that) | achievement, advertisement, argument, best-seller, celebration, chore, college, community, cookbook, creation, get rid of, hopefully, improve, improvement, inform, introduce, make a difference, notice, preparation, prime minister, recipe, serve, simple, spread (v), success, task, turn into | SB CD-player & CD or IWB & IWB material |
| 8 | 36-38 | 2E | Express opinion  Describe places / sights  Write a description of a place |  | along, ancient ruins, as for, attract, attraction, attractive, avenue, bicycle lane, bridge, cathedral, cosy, dull, entertainment, fascinating, historic, holiday destination, impressive, palace, square, statue, such as, unforgettable, university, well-known, worth | 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 (Mega museums) |  |  | 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 | Improve the understanding of English through Maths |  |  | 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: Broaden your mind** | | | | | |
| 10 | 45-47 | 3A | Talk about summer camps  Talk about experiences | Present Perfect Simple | accommodation, all year round, astronaut, available, break (n), cost (n), course, direct, experiment, extra, include, martial arts, monthly, opportunity, out of the ordinary, packed lunch, per, price, produce, protect, robot, scientific, similar, skill, train (v), training, weekly | 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, személyes és társas kompetenciák  Kapcsolódási pontok:  földrajz, rajz és vizuális kultúra, testnevelés  Munkaforma:  csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
|  | 48-50 | 3B | Talk about sign language  Distinguish between the Present Perfect Simple and the Past Simple  Linking past and present time | Present Perfect Simple vs Past Simple | annoyed, apologise, chest, circle, communicate, curious, deaf, discuss, fist, gesture, sign (v/n), sign language, stare, step on, wonder (v), Beats me, Big deal, Count me in, Have a go, I doubt it, It’s wicked | SB CD-player & CD or IWB & IWB material |
| 11 | 51-53 | 3C | Talk about the English language  Learn to use appropriate tenses to link the past with the present  Talk about the duration or result of an action  Write an article | Present Perfect Progressive  Present Perfect Simple – Present Perfect Progressive  For – since | a (great) number of, affect, be informed, business, by chance, definition, develop, enter, for instance, foreign, frequently, international, non-native, official language, panic, population, series, several, take care of, thanks to, throughout, topic, variety, web, come across, come round, come up with, look after, look forward to, look out, look up | SB CD-player & CD or IWB & IWB material |
| 12 | 54-56 | 3D | Talk about food and recipes  Talk about quantities  Give and follow instructions |  | cinnamon, dough, egg yolk, flavour, flour, freezer, ingredient, mixture, napkin, one by one, oven, plain, procedure, shake, baking tray, bowl, fork, frying pan, knife, plate, saucepan, tablespoon (tbsp), teaspoon (tsp), bake, beat, boil, chop, cool (v), cover, dip, fry, heat (v), melt, mix, overcook, peel, roast, stir | SB CD-player & CD or IWB & IWB material |
|  | 57-59 | 3E | Talk about school and school events  Write an email giving news |  | be over, fall asleep, fire alarm, for ages, go off, make sure, reply (n), attend, do well in, fail, get results, get marks, miss, pass, revise, sit (for), Here’s the latest., How’s life?, Hugs and kisses., Keep in touch., Sorry I haven’t written for so long., What have you been up to lately? | 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: The power of nature** | | | | | |
|  | 63-65 | 4A | Talk about nature and unusual plants | Prepositions of Time, Place and Movement | as well as, branch, climate, drown, dry, enormous, escape, extraordinary, grass, hold (=contain), hold the record, insect, leaf, lizard, low, natural, nectar, plant (n), prison, prisoner, rat, root, soil, species, square, store (v), survive, trap (v), tropical, trunk, up to, useful, wide, wood | 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 | Talk about extreme weather conditions  Ask for and give confirmation  Agree / Disagree | Question tags | behave, deck, grab, hard (=strong), life jacket, rope, seasick, wave (n), blow, cloud, degrees, drop (v), foggy, lightning, rise, shine, storm, temperature, thunder, wind, a close shave, give sb a hand, hand sb sth, head back, hold on tight, mess around, quick thinking | SB CD-player & CD or IWB & IWB material |
| 15 | 69-71 | 4C | Talk about experiences with wild animals  Narrate past events | Past Simple – Past Progressive  Time Clauses (when, while, as, as soon as) | attack, beast, by accident, chase, courage, crocodile, disturb, hide, hut, injure, jaw, log, manage, scare (away), scratch, snap, spin round, terrified, turn out, villager, All of a sudden,..., Amazingly,..., As a result,..., I couldn’t believe my eyes!, I held my breath., To my surprise,..., (Un)fortunately,..., (Un)luckily,... | SB CD-player & CD or IWB & IWB material |
|  | 72-74 | 4D | Talk about natural disasters  Sequence past actions and events | Past Perfect Simple | break out, cause (v), collapse, damage (n), death, destroy, erupt, evacuate, exact, flood (v), homeless, massive, medical supplies, missing, occur, put out, rescue, rescue team, resident, rubble, smoke (n), survivor, unknown, warn, earthquake (=quake), flood, tsunami, volcano | SB CD-player & CD or IWB & IWB material |
| 16 | 75-77 | 4E | Describe one’s feelings  Narrate a story |  | amazed, answer (n), cliff, cry, disappointed, disappointing, edge, engine, exhausted, exhausting, faint, fly, frightened, frightening, hang, land (v), mayor, nightmare, oasis, pull, relieved, shocked, shocking, surprising, twin, woods, Just in time, Without thinking,... | 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 (Food) |  |  | 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 | Improve the understanding of English through Science |  |  | 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: Nowadays** | | | | | |
|  | 88-90 | 5A | Learn language related to phone calls  Make requests and offers  Ask for, give and refuse permission  Express obligation, lack of obligation and prohibition | Can, could, may, will, would  Must, have to, need to, can’t | be in a hurry, catch the bus, collect sth from somewhere, come in handy, download, gigabyte (GB), give sb a lift, go for sth, memory, pick sb up, plan (v), Wi-Fi, be engaged, call back, dial, give sb a call, hang up, have a wrong number, pick up, return a call, take/leave a message | 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 | Talk about fitness  Express ability, possibility and lack of possibility  Make deductions  Express opinions | Can, could, be able to  Could, may, might  Must, can’t | athlete, beat (v), click (v), comment (n), contact, energetic, facility, fee, final(s), fitness, gold, log in, machine, medal, offer (v), overweight , password, personal trainer, race (n+v) , session, stick (v), take part, take place, technology, treadmill, unfit, up-to-date, username, work out, workout, I can’t get enough, In my view,... | SB CD-player & CD or IWB & IWB material |
| 20 | 94-96 | 5C | Talk about robot technology and inventions | Passive Voice (Present Simple, Past Simple) | against, brain, control, discover, electricity, exist, factory, fictional, harm (v), human, intelligent, invent, law, marvellous, mow the lawn, oil, per cent (%), predict, recent times, surgery, television, various | SB CD-player & CD or IWB & IWB material |
|  | 97-99 | 5D | Talk about environmental problems | Passive Voice (Present Perfect Simple, Future will, Future be going to, modal verbs) | amount, calculate, charge (a battery), coal, decade, fill, fuel, gas, global warming, globally, government, journey, reduce, regularly, run (=use), single, take measures, tax, Don’t be fooled | SB CD-player & CD or IWB & IWB material |
| 21 | 100-102 | 5E | Discuss advantages and disadvantages  Express opinion |  | addicted, adult, advantage, and so on, avoid, careless, carry, commercial (n), communication, disadvantage, educational, emergency, exchange, gadget, harmful, harmless, helpless, influence, interrupt, quality, ringtone, suitable, useless, violence, waste time, wisely, Firstly,..., In addition,..., In conclusion,..., Lastly,..., On the one/other hand,..., Personally,..., Secondly,..., To begin with,..., To sum up,..., What is more,... | 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: Night** | | | | | |
| 22 | 106-108 | 6A | Discuss scientific facts | The article ‘the’ | astronomer, astronomy, atmosphere, bright, clear, eclipse, forever, full moon, have nothing to do with, in fact, position, prove, shooting star, surface, telescope, tiny, universe | 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 | Express agreement, disagreement  Find things in common  Invite and make arrangements | So, neither, too, either | announce, arrange, autograph, be sold out, have a word with sb, let sb down, possible, rehearse, support (v), venue, be in one’s way, be on one’s way, by the way, know one’s way around, lose one’s way, the other way round, Get out of here, I reckon, It’s sorted, Yep, You can say that again | SB CD-player & CD or IWB & IWB material |
|  | 112-114 | 6C | Narrate a story  Express purpose | Full infinitive  Bare infinitive | anger, approach, career, chain, corridor, drawer, face-to-face, gun, haunted, insulted, old-fashioned, once again, otherwise, peaceful, pillow, reappear, skeleton, slippers, smash (v), stain, succeed, suit of armour, take revenge, terrify, treat (v) (=behave towards sb) | SB CD-player & CD or IWB & IWB material |
| 24 | 115-117 | 6D | Talk about dreams | -ing form | awake, be aware of, be likely to, behind the wheel, blind, catch up, common, consider, emotion, get used to, human being, image, lack of, lead to, lifetime, list, make sense, mind (n), perhaps, research, sense (n), sleepy, smell (n), sound (n), study (n), touch (n), within, According to..., It depends | SB CD-player & CD or IWB & IWB material |
|  | 118-120 | 6E | Describe festivals, celebrations, events |  | admire, annual, date back, gather, grapes, lively, occasion, pleasant, poem, savoury, candle, decoration, fireworks, lantern, mask, parade, party popper, streamer | 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 (New York) |  |  | 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 | Improve the understanding of English through Science |  |  | 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: Challenge** | | | | | |
|  | 127-129 | 7A | Talk about crimes  Ask for confirmation and express surprise | Subject-Object questions  Negative questions | brand new, cleaner, empty, filthy, hall, hoover (n), obvious, owner, properly, security guard, arrest, burglar, burglary, criminal, detective, inspector, investigate, pickpocket, pickpocketing, rob, robber, robbery, shoplift, shoplifter, shoplifting, solve, steal, theft, thief, Certainly, No need, Take a look | 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 DIY  Understand instructions | Reflexive Pronouns | advert, attach, bedside table, bit (n), DIY (=do-it-yourself), hole, instructions, push, put sth together, screw, upside down, volume, Phrasal verbs, turn down, turn into, turn off, turn on, turn out, turn over, turn up, Have a point, I can’t be bothered, I can’t hear myself think, It’s a piece of cake, It’s supposed to be..., Whatever you say | SB CD-player & CD or IWB & IWB material |
|  | 133-135 | 7C | Talk about friendships  Talk about imaginary situations  Ask for and give advice | Conditional Sentences Type 2 | ASAP (=as soon as possible), balance, BF (=best friend), blame (v), compete, count on sb, deal with, excuse (n), fault, in need, make an effort, make fun of, netbook, pretend, previous, relationship, ridiculous, save (money), solution, take the blame, the following, treat (v) (=pay for), trouble (v), unfair, walk all over sb, Keep it up, May the best player win | SB CD-player & CD or IWB & IWB material |
| 28 | 136-138 | 7D | Talk about volunteering  Understand dictionary entries  Make wishes | Wish + Past Simple  Wish + could + infinitive | amaze, apart from, care (n+v), charity, danger, donation, educate, extremely, fundraising event, have a right, illness, injury, patient (n), raise money, smile (n), tough, treat (=care for), volunteer, war | SB CD-player & CD or IWB & IWB material |
| 29 | 139-141 | 7E | Write an email based on prompts  Express enthusiasm |  | adventurous, audience, bungee jumping, competitor, congratulations, contest, contestant, details, enter a competition, first/second/third... place, hang-gliding, judge, opponent, photography, spectator | 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: Have a nice trip!** | | | | | |
| 30 | 145-147 | 8A | Talk about alternative types of holiday  Report statements | Reported Speech (statements) | active volcano, book (v), enjoyable, experienced, get a tan, globe, impress, interact, keen on, location, make an impression, marine life, passion (for), pretty (adv), relaxing, safety, scar, smart (=nice), tie, whenever, backpacking holiday, cruise, guided city tour, holiday by the seaside, safari | 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 | Talk about misfortunes  Report commands and requests  Write an account of a true event | Reported Speech (Commands, Requests) | agritourism, bucket, cow, mud, order, pass by, shed, since (=because), spade, stable, steer clear, take a break, the outdoors, at all times, from time to time, give sb a hard time, have time to kill, make time, spend time, take your time, waste time, Don’t talk nonsense, It’s a good laugh, That’s disgusting, The next thing I knew... | SB CD-player & CD or IWB & IWB material |
| 31 | 151-153 | 8C | Talk about misfortune  Narrate an experience | Reported Speech (Questions) | announcement, board (v), break down, brochure, cabin, complaint, crew, delay, delayed, disorganised, dissatisfied, get sunburnt, hardly, impatient, impolite, impossible, luxurious, miss a flight, on board, organised, pack (v), passenger, passport, patient (adj), reception, run out of, sail (v), satisfied, service, shock, suitcase, tasteless, travel agency, uncomfortable, unpleasant, unsuccessful | SB CD-player & CD or IWB & IWB material |
| 32 | 154-156 | 8D | Talk about gestures  Discuss cultural differences |  | accept, be out of one’s mind, behaviour, bump into, custom, familiar with, gift, host, make a fool of oneself, offend, owe, queue, raise, refuse, remove, slight, cheek, chin, eyebrow, forehead, shoulder, bow, greet, hug, kiss, nod, point, shake hands, signal, tap, wave | SB CD-player & CD or IWB & IWB material |
|  | 157-159 | 8E | Learn to distinguish between formal and informal language  Write a formal letter asking for information |  | assistance, beginner, choice, excitement, furthermore, hire, in advance, instructor, minimum, require, resort, scenery, slope, special offer, unbelievable, Dear Sir/Madam, Yours faithfully, Yours sincerely | 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 | Improve the understanding of English through Literature |  |  | 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 |  |  |  |  |