**JAVASOLT TANMENET**

a tankönyv és a munkafüzet párhuzamos felhasználásával

**heti 5 óra**

**mm**publications

**Full Blast Plus B1+**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | IntroductionCover page module 1 | Introduce the course and the components.Introduce topic for module 1 |  |  | Student’s book, workbook |  |
|  |  | **Module 1: The bond between us** |
|  | 2-3 | Read (page 8-9) | Practise reading for gistPractise identifying specific information in the textPractise guessing the meaning of unknown words |  | accomplishment, achievement, all-time, bombard, brilliance, centrefold, certificate, classics, distinction, exclaim, fade away, fascinated, fickle, field, headliner, inspire, legend, matter (v), media, oblivious, overawed, rock (v), scornfully, spotlight, staying power, taste, tested (adj.), tune, how come, make a difference, on sb.’s lips, stand the test of time, bring about | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Énkép, önismeretKulcskompetenciák: matematikai, gondolkodási kompetenciák, kreatív alkotás, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciáiKapcsolódási pontok: irodalom, etika, hittan |
|  | 4 | Vocabulary 1 (page 10) | Introduce vocabulary related to relationships in a word webPresent adjectives relate to personality |  | acquaintance, associate, boss, mate, classmate, co-worker, colleague, ex-wife /husband, extrovert, fellow student, generous, grumpy, in-laws, pal/friend, peer, headteacher, relative, reserved, selfish, sibling, spouse, stepfather/mother, stingy, supervisor | SBIWB & IWB material recommended |
|  | 5 | Grammar 1 (page 11) | Revise Present Simple and Present Progressive | Present Simple, Present Progressive |  | SBIWB & IWB material recommended |
| 2 | 6 | Listen & Vocabulary 2 (page 12) | Practise listening for specific informationPresent adjectives relate to emotionsPresent phrasal verbs with the particle up |  | annoyed, astonished, delighted, depressed, envious, hopeful, irritated, jealous, miserable, optimistic, overhear, pleased, break up, come up, keep up, look sb. up, pick up, put sb up | SBAudio & audio player or IWB & IWB material |
|  | 7 | Grammar 2 (page 13) | Revise the use of stative verbsRevise the use of ‘be used to + -ing’ | Stative verbsbe used to + -ing |  | SBIWB & IWB material recommended |
|  | 8 | Speak (page 13) | Practise talking about friends and friendship |  | bossy, complement, confide, conscientious, discreet, easy-going, good-natured, identical, immature, insensitive, moody, nosy, pessimistic, quarrel, reliable, stubborn, supportive, thoughtful, trustworthy, vain, identical twins, be a perfect match, be able to confide in, complement each other, be identical | SBIWB & IWB material recommended |
|  | 9-10 | Write (page 14-15) | Understand task and structure of a sample textWrite a descriptive article |  | build (n), cheerful, classy, complexion, dependable, drag, facial, feature, freckled, helpful, kindergarten, pale, plump, risk-taker, swap (v), truthful, lend a hand, no matter what, get along like two peas in a pod, let sb. down, stand by sb. | SBIWB & IWB material recommended |
| 3 | 11 | Round-up (page 16-17) | Revision of vocabulary and structures of module 1Self-assessment |  |  | SBIWB & IWB material recommended |
|  | 12 | Test Module 1 | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
|  | 13 | Correction of module testCover page module 2 | Allow students to learn from their own mistakes Introduce topic for module 2 |  | benefit, link | corrected testsSB |
|  |  | **Module 2: Home & away** |
|  | 14-15 | Read (page 18-19) | Practise reading for gistRaise awareness of text cohesionPractise guessing the meaning of unknown words |  | aquarium, alternative, category, combine, considerably, conversation, credit crunch, departure lounge, determined, distinct, falling star, locally, outskirts, range, scream (v), surround, territory, wish (n), all-day, couch potato, drive one up the wall, hours on end, on your own doorstep, two-mile, come up with, head for, liven up, put up, set off, sleep in, split up, take off, to do with, turn into | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Európai azonosság – egyetemes kultúraÉnkép, önismeret, hon- és népismeretKulcskompetenciák: matematikai, gondolkodási kompetenciák, kreatív alkotás, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, digitális kompetenciákKapcsolódási pontok: földrajz, művészetek, informatika;  |
| 4 | 16 | Vocabulary 1 (page 20) | Present phrasal verbs, idioms deriving from travel/transport and compound adjectives. |  | fast-flowing, French-speaking, funny-sounding, long-lasting, meat-eating, fellow student, strange-tasting, be in the same boat, drive sb up the wall, have itchy feet, hit the road, live out of a suitcase, rock the boat, sail close to the wind, take sb for a ride | SBIWB & IWB material recommended |
|  | 17 | Grammar 1 (page 21) | Revise Past Simple and Past Progressive | Past Simple, Past Progressive |  | SBIWB & IWB material recommended |
|  | 18 | Listen & Vocabulary 2 (page 22) | Practise listening for specific informationPresent vocabulary related to travel and means of transport |  | aisle seat, announcement, brochure, cabin, cockpit, carriage, conductor, corridor, crew, cruise, flight, flight attendant, in-flight, lack (v), luggage rack, luxury, on board, on deck, overhead locker, overhear, passenger, pilot, resort, restaurant carriage, rough, sights, take-off (n), ticket window, travel agency, tunnel, view, waiting room | SBAudio & audio player or IWB & IWB material |
|  | 19 | Grammar 2 (page 23) | Revise and practise would, used to, was going to | would, used to, was going to |  | SBIWB & IWB material recommended |
|  | 20 | Speak (page 23) | Talk about personal travel experiencesCompare photographs |  | confined, fascinating, stress-free, stuffy, time-saving, have in common, in the open air, physically tiring, stick to budget, stick to schedule, stretch one’s legs | SBIWB & IWB material recommended |
| 5 | 21-22 | Write (page 24-25) | Focus on task requirements, appropriate contents and registerWrite an informal email / letter |  | bridesmaid, monument, catch up on, fit in, put sb up, worth one’s while, the good old days | SBIWB & IWB material recommended |
|  | 23 | Round-up (page 26-27) | Revision of vocabulary and structures of module 2Self-assessment |  |  | SBIWB & IWB material recommended |
|  | 24-25 | Revision 1 & Exam practice (page 144-146) | Revise structures and vocabulary from the previous modulesBecome familiar with typical exam style exercises |  |  | SB |
| 6 | 26 | Test Module 2 | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
|  | 27 | Correction of module testCover page module 3 | Allow students to learn from their own mistakes Introduce topic for module 3 |  | All work and no play makes Jack a dull boy | corrected testsSB |
|  |  | **Module 3: All work & no pay…** |
|  | 28-29 | Read (page 28-29) | Practise reading for gist and identifying specific informationPractise guessing the meaning of unknown words |  | admission, artwork, benefit (n), casually, charge (v), childhood, comedian, competitive, constantly, dazzling, exhibition, fingertips, lens, organiser, overnight, painful, portrait, reward (n), run (a company), sandpaper, settings, shortcut, string, update (v), venue, pick sth up (learn), drive sb crazy, it’s such a pain, like father, like son, sporting event, theatre production | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Felkészülés a felnőtt lét szerepeireSzociális érzékenység fejlesztése.Test és lelki egészség.Kulcskompetenciák: matematikai, gondolkodási kompetenciák, kreatív alkotás, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciáiKapcsolódási pontok: etika, hittan, informatika |
|  | 30 | Vocabulary 1 (page 30) | Introduce vocabulary and phrases related to workIntroduce noun suffixes related to people and professions |  | apply, assistant, attendant, bonus, consultant, director, earn, editor, employee, employer, full-time, hardworking, hire, instructor, interview, manager, opening (n), overtime, part-time, pension, position, promotion, referee, resign, retire, rise (n), salary, self-employed, shift (n), trainee, unemployed, wages, workload, classified ads, earn a living, get fired, highly paid, make ends meet, out of work, run a business, well paid, take on (hire) | SBIWB & IWB material recommended |
| 7 | 31 | Grammar 1 (page 31) | Revise Present Perfect Simple and Present Perfect Progressive | Present Perfect Simple, Present Perfect Progressive |  | SBIWB & IWB material recommended |
|  | 32 | Listen & Vocabulary 2 (page 32) | Practise listening for gist and specific informationPresent phrases and phrasal verbs related to work and leisure |  | dedication, ordinarily, relate to, staff, waiter /waitress, breathing down sb’s neck, day in, day out, do one’s own thing, get away, gets on my nerves, hang out with, have no time for oneself, live it up, on my feet, put one’s feet up, race against time, stressed out, take it /things easy, take one’s mind off, tied to a desk, training programme, wait tables, worn out | SBAudio & audio player or IWB & IWB material |
|  | 33 | Grammar 2 (page 33) | Familiarise with and practise Past Perfect Simple and Past Perfect Progressive | Past Perfect Simple, Past Perfect Progressive |  | SBIWB & IWB material recommended |
|  | 34 | Speak (page 33) | Practise speculating on a topic and making decisions |  | appealing, consider, hassle (n), nutrition, participate, social, socialise, suppose, as far as I’m concerned, keep in shape, put on a play, Speaking personally, to my mind | SBIWB & IWB material recommended |
| 8 | 35-36 | Write (page 34-35) | Focus on the structure of a story and time expressionsWrite a story |  | alarm clock, race (v), skip, soaked, stern, tone, town centre, pull away, go from bad to worse, look like a drowned rat, Needless to say, To make matters worse | SBIWB & IWB material recommended |
|  | 37 | Round-up (page 36-37) | Revision of vocabulary and structures of module 3Self-assessment |  |  | SBIWB & IWB material recommended |
|  | 38 | Video master 1 | Elaborate on the topic of the module(s)Come across real-life situations, language and conversations that may be encountered in the real world |  |  | Worksheets (teacher’s resource CD-ROM), IWB & IWB material |
|  | 39 | Test Module 3 | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
|  | 40 | Correction of module testCover page module 4 | Allow students to learn from their own mistakes Introduce topic for module 4 |  | Talk to me! | corrected testsSB |
|  |  | **Module 4: Talk to me!** |
| 9 | 41-42 | Read (page 38-39) | Practise reading for gist and reading for detailPractise guessing the meaning of unknown words |  | advanced, aggressive, assume, calf (n), clench, click (v), commonly, conceal, dumbstruck, equivalent, facial, frown, gesture, herd (v), hunched, identify, interpretation, lifeguard, logic, non-verbal, overfishing, palm, place (v), posture, puzzled (v), separate, signature, specialised, squeak (n), stalk (v), stranded, tank, vessel, whistle (n), witness (n), yawn, break free, set up, audio equipment, Brussels sprout, ocean liner, straight away | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Egészséges és kulturált életmódra nevelés, az önkifejező képességek fejlesztése.Kulcskompetenciák: matematikai, gondolkodási kompetenciák, kreatív alkotás, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, digitális kompetenciákKapcsolódási pontok: testnevelés, biológia, etika, informatika |
|  | 43 | Vocabulary 1 (page 40) | Introduce vocabulary and phrases related to soundDistinguish between words often confusedPractise forming nouns from verbsPresent expressions with tell |  | access, assume, brain, conversation, development, discussion, feeling, groan (n), hum (n), impression, improvement, individual, interpret, interpretation, mind, mood, only, only child, preference, reach, reference, sigh (n), single, suppose, temper, thought, translate, unique, whisper (n), whistle (n), yell (n), tell a joke, tell a lie, tell a secret, tell the difference, tell the time, tell the truth | SBIWB & IWB material recommended |
|  | 44 | Grammar 1 (page 41) | Present future tenses, and tenses with future meaning | Future Simple, Future Progressive, Future Perfect, be going to, Future Simple & Future Progressive with future meaning |  | SBIWB & IWB material recommended |
|  | 45 | Listen & Vocabulary 2 (page 42) | Practise listening for specific informationPresent collocations and idiomatic expressions related to communications and gestures |  | generation, post (v), security, wave (v), wink, be /keep /get in touch, catch up with, drop a line, keep / be on speaking terms, keep up with, let sb know, lose touch, make a phone call, nod one’s head, raise one’s eyebrows, scratch one’s head, shake one’s head, shrug one’s shoulders, snap one’s fingers, social networking sites | SBAudio & audio player or IWB & IWB material |
| 10 | 46 | Grammar 2 (page 43) | Revise comparatives and superlativesIntroduce ways of modifying adjectives/adverbs | comparative and superlative forms of adjectives and adverbs |  | SBIWB & IWB material recommended |
|  | 47 | Speak (page 43) | Practise speaking about means of communication |  | custom, instant, apart from that, generally speaking, tell how one is feeling | SBIWB & IWB material recommended |
|  | 48-49 | Write (page 44-45) | Analyse a rubricFocus on appropriate content and organisationPractise using linking wordsWrite a discursive essay |  | access (v), alarming, bureau, commonplace, drive, essential, exclusively, flexibility, handle (v), impact, increasingly, misinformation, per cent, pose (v) (a question), pre-arranged, reschedule, schedule (v), statistics, swap, undoubtedly, check up on, far from it, on the move | SBIWB & IWB material recommended |
|  | 50 | Round-up (page 46-47) | Revision of vocabulary and structures of module 4Self-assessment |  |  | SBIWB & IWB material recommended |
| 11 | 51-52 | Revision 2 & Exam practice (page 147-149) | Revise structures and vocabulary from the previous modulesBecome familiar with typical exam style exercises |  |  | SB, Audio & audio player |
|  | 53 | Test Module 4 | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
|  | 54 | Correction of module testCover page module 5 | Allow students to learn from their own mistakes Introduce topic for module 5 |  | particular, specific | corrected testsSB |
|  |  | **Module 5: An apple a day** |
| 12 | 55-56 | Read (page 48-49) | Practise reading for gist and reading for detailPractise guessing the meaning of unknown words |  | additive, alert, content, crunchy, daily, dietary, irritable, jovial, neglect, nut, outweigh, physical, pleasure, psychological, sluggish, stressor, subjective, supporter, throat, treat (n), trigger, unsurprisingly, vital, bad-tempered, caffeine-rich, soft drink, mental health, take one’s mind off sth | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Test és lelki egészség;; Egészséges életmódra nevelésKulcskompetenciák: matematikai, gondolkodási kompetenciák, kreatív alkotás, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciáiKapcsolódási pontok: életvitel, biológia, |
|  | 57 | Vocabulary 1 (page 50) | Present idioms related to foodDistinguish between words often confused |  | allow, announce, basil, cabbage, chili, chop (n), claim, cinnamon, contain, cucumber, feel, grapefruit, handle, herb, hold, include, leave, let, liver, paprika, parsley, pineapple, raspberry, report, spice, thyme, touch, as easy as apple piecream of the crop, have one’s cake and eat it, high spirits, like two peas in a pod, pay peanuts for sth, put all one’s eggs in one basket, tell the difference, the icing on the cake | SBIWB & IWB material recommended |
|  | 58 | Grammar 1 (page 51) | Revise relative pronouns and adverbsDifferentiate between defining and nondefining relative clauses | Defining relative clausesNon-defining relative clauses |  | SBIWB & IWB material recommended |
|  | 59 | Listen & Vocabulary 2 (page 52) | Practise listening for specific informationPresent common combinations with prepositions |  | addicted to, allergic to, annoyed with, argue with, at first sight, at the sight of, benefit from, comment on, concentrate on, deficiency, depend on, depression, fascinating, fruitarian, great at, harmful to, in favour of, in good shape, indigestion, insist on, nourishing, nutrient, nutritious, object to, objection, on a diet, on good terms, on purpose, pescetarian, popular with, prevent from, similar to, suffer from, terrible at, vegan, vegetarian | SBAudio & audio player or IWB & IWB material |
|  | 60 | Grammar 2 (page 53) | Revise countable and uncountable nouns & use of quantifiers | Countable nouns, uncountable nouns, quantifiers |  | SBIWB & IWB material recommended |
| 13 | 61 | Speak (page 53) | Generate a discussion based on personal experienceAsk for and give information and offer advice |  | alternatively, boost (v + n), squeeze (v), supplement, binge eating, in combination with | SBIWB & IWB material recommended |
|  | 62-63 | Write (page 54-55) | Identify language functionsExpress sympathy, opinion and give adviceWrite an informal letter/email |  | obvious, run-down, sluggish | SBIWB & IWB material recommended |
|  | 64 | Round-up (page 56-57) | Revision of vocabulary and structures of module 5Self-assessment |  |  | SBIWB & IWB material recommended |
|  | 65 | Test Module 5 | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
| 14 | 66 | Correction of module testCover page module 6 | Allow students to learn from their own mistakes Introduce topic for module 6 |  | aim (v), significant | corrected testsSB |
|  |  | **Module 6: Aiming high!** |
|  | 67-68 | Read (page 58-59) | Practise reading for gist and identifying specific informationPractise guessing the meaning of unknown words |  | access (n), admission, assist, attend, background, bright, career, counselling, crucial, entirely, go-getter, guidance, industry, knock, motivated, orientation, participants, path, peak, pursue, recruit (v), representative, rise, run (a business), senior, shape (v), twist (n), upcoming, have one’s way, one’s days are numbered, under one roof | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Felkészülés a felnőtt lét szerepeireSzociális érzékenység fejlesztése.Kulcskompetenciák: matematikai, gondolkodási kompetenciák, kreatív alkotás, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciáiKapcsolódási pontok: etika, hittan, informatika, média |
|  | 69 | Vocabulary 1 (page 60) | Present idioms/expressions related to knowledge and learningDistinguish between words often confused |  | advise, career, consult, employment, fit (v), know-all (n), match (v), profession, qualification, quality, recommend, skill, suit (v), for all one knows, know better, know sth by heart, know sth like the back of one’s hand, know what’s good for one, learn a thing or two, learn the hard way, learn the ropes, learn to live with sth | SBIWB & IWB material recommended |
|  | 70 | Grammar 1 (page 61) | Revise Reported Speech | Reported Speech |  | SBIWB & IWB material recommended |
| 15 | 71 | Listen & Vocabulary 2 (page 62) | Practise transferring from verbal to visual informationListen for specific informationRaise awareness of differences between British and American English |  | break, degree, detention, expel, primary school, retake, revise, secondary school, state school, suspend, term, play truant, bench, microscope, safety goggles, test tube, whereas, From what I can see, On the one hand, On the other hand, The difference in, What . .have in common | SBAudio & audio player or IWB & IWB material |
|  | 72 | Grammar 2 (page 63) | Revise Reported speech – questions, commands, requests | Reported speech – questions, commands, requests |  | SBIWB & IWB material recommended |
|  | 73 | Speak (page 63) | Compare and contrast pictures an express preferenceTalk about the topic of education |  |  | SBIWB & IWB material recommended |
|  | 74-75 | Write (page 64-65) | Focus on stylistic features of a letter expressing an opinionPractise using linking words/phrases in contextWrite a letter expressing an opinion |  | allocate, Board of Education, current (adj), dietician, district, first-hand, fund (n), heated, opt, performance-enhancing, postpone, pretty, PTA (Parent - Teacher Association), resource, source, stamina, time-consuming, voice one’s opinion | SBIWB & IWB material recommended |
| 16 | 76 | Round-up (page 66-67) | Revision of vocabulary and structures of module 6Self-assessment |  |  | SBIWB & IWB material recommended |
|  | 77-78 | Revision 3 & Exam practice (page 150-152) | Revise structures and vocabulary from the previous modulesBecome familiar with typical exam style exercises |  |  | SB |
|  | 79 | Video master 2 | Elaborate on the topic of the module(s)Come across real-life situations, language and conversations that may be encountered in the real world |  |  | Worksheets (teacher’s resource CD-ROM), IWB & IWB material |
|  | 80 | Test Module 6 | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
| 17 | 81 | Correction of module test | Allow students to learn from their own mistakes  |  |  | corrected tests |
|  | 82-83 | Revision modules 1-6 | Revision of vocabulary and structures of modules 1-6 |  |  | SBIWB & IWB material or audio and audio playerIf necessary, WB (extra grammar practice) |
|  | 84 | Mid-term test | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
|  | 85 | Correction of mid-term testCover page module 7 | Allow students to learn from their own mistakes Introduce topic for module 7 |  | entertainer, motivate | corrected testsSB |
|  |  | **Module 7: Live it up!** |
| 18 | 86-87 | Read (page 68-69) | Practise reading for gist and locating and understanding specific informationPractise guessing the meaning of unknown words |  | audition, bully (v), combination, committed, competition, composer, corridor, drag (n), drain (v), drama, embrace (v), enrol, entry, escape (n), euphoria, execution, fierce, footing, full-blown, geek, grade school, gruelling, intense, jam session, lottery, major (n), musical (n), note, originally, overwhelming, paintbrush, period, seep, self-aware (n), tease (v), tolerant, undergo, cut out for, fed up with, rub shoulders with | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Európai azonosság – egyetemes kultúraÉnkép, önismeret, hon- és népismeretKulcskompetenciák: matematikai, gondolkodási kompetenciák, kreatív alkotás, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciáiKapcsolódási pontok: irodalom, művészetek, média |
|  | 88 | Vocabulary 1 (page 70) | Present expressions and phrases related to entertainmentFamiliarise with the use of prefixes under and over |  | undercharge, undercook, underestimate, underfeed, underline, underpay, understaff, undertake, act up, be a flop, behind the scenes, blow one’s own trumpet, change one’s tune, face the music, make a song and dance about, steal the show | SBIWB & IWB material recommended |
|  | 89 | Grammar 1 (page 71) | Revise modal verbs | Modal verbs (must / can’t / must have / can’t have/ may / might / could  |  | SBIWB & IWB material recommended |
|  | 90 | Listen & Vocabulary 2 (page 72) | Listen for specific informationRaise awareness of words that have more than one meaning |  | aspect, ban (v), caution, fantasy, outbreak, outdoor, outfit, outgoing, outgrow, outlet, outlook, outnumber, output, outsider, rehearsal, act, book, direct, performance, plot, scene, stage, ticket | SBAudio & audio player or IWB & IWB material |
| 19 | 91 | Grammar 2 (page 73) | Revise clauses of concession | Clauses of concession |  | SBIWB & IWB material recommended |
|  | 92 | Speak (page 73) | Practise speculating and making a decision |  | social event, put forward | SBIWB & IWB material recommended |
|  | 93-94 | Write (page 74-75) | Identify content and paragraph organisation of a reviewWrite a book review |  | ash, autobiography, brisk, contemporary, eruption, flee, flow (n), idyllic, likeable, mysteriously, novel, pace, rumbling (n), selfless, straightforward, vivid, timeless classic, .to be wrapped up in, twists and turns | SBIWB & IWB material recommended |
|  | 95 | Round-up (page 76-77) | Revision of vocabulary and structures of module 7Self-assessment |  |  | SBIWB & IWB material recommended |
| 20 | 96 | Test Module 7 | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
|  | 97 | Correction of module testCover page module 8 | Allow students to learn from their own mistakes Introduce topic for module 8 |  | earthly, environmental | corrected testsSB |
|  |  | **Module 8: Eartly matters** |
|  | 98-99 | Read (page 78-79) | Practise reading for gist and raise awareness of issues of cohesion and coherencePractise guessing the meaning of unknown words |  | biodiversity, capture (v), carpooling, commemorate, confidence, conservation, contribution, cooler, decrease (v), energy-efficient, entitle, entrepreneur, erosion, fair (adj), force (n), generate, inhabitant, invaluable, lasting (adj), launch, life-sustaining, light bulb, limit (n), limited, long-term, lung, maintain, mankind, microorganism, mobilise, neutrality, pledge (v), rapidly, register (v), secure (v), share, solar energy, substantial, survival, theme, tremendous, world-renowned, all in a day’s work, all walks of life, at the end of the day, draw attention to, in the face of | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Környezettudatosságra nevelésAktív állampolgárságra nevelésKulcskompetenciák: matematikai, gondolkodási kompetenciák, kreatív alkotás, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, személyes és társas kompetenciák, önkifejezés és kulturális tudatosság kompetenciáiKapcsolódási pontok: biológia, földrajz, informatika |
|  | 100 | Vocabulary 1 (page 80) | Present idioms and expressions related to nature and the environmentDifferentiate between words that are easily confused |  | activist, arise, defend, donate, financially, freezer, hesitate, keep, owe, preserve, prestigious, priceless, rescue, rise, vinegar, worthless, a drop in the ocean, break the ice, down-to-earth, every little bit counts, in a flash, in another world, in deep water, older than the hills, the tip of the iceberg, under the weather, walking on air | SBIWB & IWB material recommended |
| 21 | 101 | Grammar 1 (page 81) | Revise the use of the infinitive an -ing forms | Full infinitive / Bare infinitive, -ing forms |  | SBIWB & IWB material recommended |
|  | 102 | Listen & Vocabulary 2 (page 82) | Listen for detail and develop notetaking skillsPresent phrasal verbs and vocabulary related to the environment |  | bin, consume, dispose, greedy, hazardous, knot (n), litter (v), logo, oil spill, recycle, renewable, resource, rubber (the material), vanish, waste (v), call for, come around to, come up with, cut down on, phase out, throw away, use up, wipe out | SBAudio & audio player or IWB & IWB material |
|  | 103 | Grammar 2 (page 83) | Revise the use of modal verbs to express obligation, prohibition and absence of necessity | Modal verbs: must – have to – need / mustn’t – don’t have to – don’t need to – needn’t - needed to – had to – didn’t need to – didn’t have to – needn’t have |  | SBIWB & IWB material recommended |
|  | 104 | Speak (page 83) | Practise asking for information in order to make a decision |  | cultivate, curriculum, initiate, manual labour, sponsor, strenuous, hands-on experience, sponsorship programme | SBIWB & IWB material recommended |
| 22 | 105-106 | Write (page 84-85) | Identify purpose and registerWrite a formal letter / email of application |  | candidate, enclosed, endure, information booth, monitor, post (n), qualifications, requirement, at one’s earliest convenience, do not hesitate to contact me, look forward to, take something into consideration | SBIWB & IWB material recommended |
|  | 107 | Round-up (page 86-87) | Revision of vocabulary and structures of module 8Self-assessment |  |  | SBIWB & IWB material recommended |
|  | 108-109 | Revision 4 & Exam practice (page 153-155) | Revise structures and vocabulary from the previous modulesBecome familiar with typical exam style exercises |  |  | SB, Audio & audio player |
|  | 110 | Test Module 8 | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
| 23 | 111 | Correction of module testCover page module 9 | Allow students to learn from their own mistakes Introduce topic for module 9 |  | cash in | corrected testsSB |
|  |  | **Module 9: Cashing in** |
|  | 112-113 | Read (page 88-89) | Practise reading for gist and for specific informationPractise guessing the meaning of unknown words |  | attendance, claim (win), complex (n), complimentary, concern (n), differ, eligible, expectation, food court, further, hangout, house (v), junior (adj), multiplex, press, query, recreation, reduction, ribbon, silver, surpass, utmost, rise to the occasion | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Gazdasági nevelés, felkészülés a felmőtt lét szerepeireKulcskompetenciák: matematikai, gondolkodási kompetenciák, kreatív alkotás, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciáiKapcsolódási pontok: informatika, földrajz |
|  | 114 | Vocabulary 1 (page 90) | Present vocabulary and collocations related to shopping |  | bakery, bill (n), bookshop, boutique, carton, charge (n), chemist’s, discount, DIY shop, extravagant, florist’s, grocer’s, hammer, jeweller’s, nail, newsagent’s, optician’s, receipt, second-hand shop, shop assistant, spender, tax (n), thrifty, ask for a refund, bargain hunting, dressing room, cost a fortune, department store, designer label, during the sales, on display, price tag, window shopping | SBIWB & IWB material recommended |
|  | 115 | Grammar 1 (page 91) | Express hypotheses about what is likely or unlikely to happen in the futureExpress general truths an scientific facts | Zero Conditional and Conditional Sentences Types 1 and 2 |  | SBIWB & IWB material recommended |
| 24 | 116 | Listen & Vocabulary 2 (page 92) | Listen for specific informationPresent expressions with the word monkey and phrasal verbs related to money and spending |  | bargain (v), initially, if you pay peanuts, you get monkeys, throw a monkey wrench in the works, fork out, get by, pay back, pay off, put in, rip off, run up, save up | SBAudio & audio player or IWB & IWB material |
|  | 117 | Grammar 2 (page 93) | Give adviceExpress threat or warningExpress expectationExpress opinion, criticism or regret | should, ought to, had better |  | SBIWB & IWB material recommended |
|  | 118 | Speak (page 93) | Discuss shopping habitsCompare photos an discuss advantages and disadvantages |  | browse, fraud, frustrating, try on | SBIWB & IWB material recommended |
|  | 119-120 | Write (page 94-95) | Identify purpose, audience and stylistic features of a reportWrite a report |  | adequate, alongside, campus, cater for, dweller, groceries, laundrette, neighbouring, outskirts, shuttle service, suburb, vary, hunt out, in stock  | SBIWB & IWB material recommended |
| 25 | 121 | Round-up (page 96-97) | Revision of vocabulary and structures of module 9Self-assessment |  |  | SBIWB & IWB material recommended |
|  | 122 | Video master 3 | Elaborate on the topic of the module(s)Come across real-life situations, language and conversations that may be encountered in the real world |  |  | Worksheets (teacher’s resource CD-ROM), IWB & IWB material |
|  | 123 | Test Module 9 | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
|  | 124 | Correction of module testCover page module 10 | Allow students to learn from their own mistakes Introduce topic for module 10 |  | acquire, provoke  | corrected testsSB |
|  |  | **Module 10: Easy on the eye** |
| 26 | 125-126 | Read (page 98-99) | Practise reading for gist and for specific informationPractise guessing the meaning of unknown words |  | angle, belongings, chalk, competitive, dedicate, evolve, follower, identity, illustrator, ingenuity, intentionally, interaction, mainstream, master (n), mastery, method, noted (adj), pastel (n), require, secure (adj), short-lived, shower (rain), sidewalk, startlingly, stroll (v), temporarily, tempt, term, track (v), twist (v), ultimately, widely, youngster, fall into, catch the eye | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Európai azonosság – egyetemes kultúraÉnkép, önismeret, hon- és népismeretKulcskompetenciák: matematikai, gondolkodási kompetenciák, kreatív alkotás, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciáiKapcsolódási pontok: történelem, művészetek, informatika |
|  | 127 | Vocabulary 1 (page 100) | Present nouns related to the performing and visual artsPractise forming nounsDistinguish between words easily confused |  | audience, ballet, building, creativity, depth, drama, drawing, earn, ending, filmmaking, gain, graphic design, illusion, image, mime, modern dance, music, natural, opera, painting, performing arts, photography, physical, pure, sculpture, sightseer, spectator, stupidity, viewer, visibility, vision, visual arts, warmth, width, win, witness | SBIWB & IWB material recommended |
|  | 128 | Grammar 1 (page 101) | Express purposeExpress result | Clauses of purposeClauses of resultClauses of purpose and result |  | SBIWB & IWB material recommended |
|  | 129 | Listen & Vocabulary 2 (page 102) | Listen for general gist or detailsPresent adjectives related to emotionsIntroduce phrasal verbs |  | amusing, astonishing, confusing, disappointing, frustrating, inspiring, moving, publicity, terrifying (n), figure out, get into, go along with, grow up, make up, stick with, take off | SBAudio & audio player or IWB & IWB material |
|  | 130 | Grammar 2 (page 103) | Express uncertaintyAsk for confirmationExpress preference and opinion | Question Tags |  | SBIWB & IWB material recommended |
| 27 | 131 | Speak (page 103) | Generate a discussion based on personal experience |  | absorbing, abstract, inspiring, lifelike, relate to, spirit of experimentation | SBIWB & IWB material recommended |
|  | 132-133 | Write (page 104-105) | Analyse the rubricRaise awareness of topic sentencesWrite an opinion essay |  | accessible, accessibility, argument (statement of reason), beautify, controversial, conventional, engage (in), innovative, intervention, multimedia, portable, quality, quantity, thought-provoking, vandalism, vandalise, electronic devices, entertainment industry, game consoles, hold the view, idle time, on the contrary, on the other side of the coin | SBIWB & IWB material recommended |
|  | 134 | Round-up (page 106-107) | Revision of vocabulary and structures of module 10Self-assessment |  |  | SBIWB & IWB material recommended |
| 28 | 135-136 | Revision 5 & Exam practice (page 156-158) | Revise structures and vocabulary from the previous modulesBecome familiar with typical exam style exercises |  |  | SB, Audio & audio player |
|  | 137 | Test Module 10 | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
|  | 138 | Correction of module testCover page module 11 | Allow students to learn from their own mistakes Introduce topic for module 11 |  | inventor  | corrected testsSB |
|  |  | **Module 11: Eureka!** |
|  | 139-140 | Read (page 108-109) | Practise reading for gist and raise awareness of issues of cohesion and coherencePractise guessing the meaning of unknown words |  | ‘bot (robot), assembly (n), baffled, bundle (n), cosmos, countless, drug (n), earthly, lift, enable, grant (n), greenhouse, handicap (n), homeschool (v), innovation, late developer, license (v), log cabin, lunar, mist, patent (v), pending, potential (adj), produce (n), scholarship, side-effect, small-scale, thickness, untangle, whiz (n), pay off, hold out some hope for sth | SBAudio & audio player or IWB & IWB material | Kiemelt nevelési feladatok: A technikai vívmányok magabiztos és kritikus, felelősségteljes használatának kialakítás a munka, a kommunikáció és a szabadidő terén Kulcskompetenciák: matematikai, gondolkodási kompetenciák, kreatív alkotás, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciáiKapcsolódási pontok: informatika, media, történelem |
| 29 | 141 | Vocabulary 1 (page 110) | Raise awareness of collective nounsDistinguish between words easily confusedIntroduce expressions with under |  | area, bunch, create, develop, direct (v), discover, drive, explore, guide (v), increase, invent, investigate, lead (v), pack, pile, place, produce (v), set, space, under age, under control, under new management, under pressure, under the condition, under the impression | SBAudio & audio player or IWB & IWB material |
|  | 142 | Grammar 1 (page 111) | Emphasise an action rather than the doer of an action | Passive Voice |  | SBAudio & audio player or IWB & IWB material |
|  | 143 | Listen & Vocabulary 2 (page 112) | Listen for specific informationPresent vocabulary related to computers / information technology |  | bug (n), filter, hot key, housekeeping, icon, log on, menu, multi-tasking, operating system, phish, shield, spam (n), toolbar, unsuitable, clutter up | SBAudio & audio player or IWB & IWB material |
|  | 144 | Grammar 2 (page 113) | Express direct / indirect objectsExpress something that is commonly known, believed, said, … | Passive structures with verbs with two objectsIt is said that he/she/they …He/She/They is/are said to … |  | SBAudio & audio player or IWB & IWB material |
|  | 145 | Speak (page 113) | Talk about technologySpeculate on a topic and make a decision |  | alter, automobile, dependent, link (v), printing press, freeze a moment in time, snap photos, without doubt, you have a point | SBAudio & audio player or IWB & IWB material |
| 30 | 146-147 | Write (page 114-115) | Focus on organisation, content and stylistic features of an articleWrite an article |  | amazing, digital book, groundbreaking, inaugurate, interactive whiteboard, massive, powerful, revolutionary, at the touch of one’s fingertips, by far, global village |  |
|  | 148 | Round-up (page 116-117) | Revision of vocabulary and structures of module 11Self-assessment |  |  | SB |
|  | 149 | Test Module 11 | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
|  | 150 | Correction of module testCover page module 12 | Allow students to learn from their own mistakes Introduce topic for module 12 |  | The price of crime | corrected testsSB |
|  |  | **Module 12: The price of crime** |
| 31 | 151-152 | Read (page 118-119) | Practise reading for gist and locating and understanding specific informationPractise guessing the meaning of unknown words |  | acquit, apparently, armed, armoured truck, charge (n) (legal), charitable fund, convict (v), creek, diversion, dozen, enraged, flee, float (v), force (v), frame, gnome, goggles, good-natured, honesty, indirectly, inner tube, kidnap, leniently, mastermind, ornament, overcome, pensioner, pocket money, prison, ransom, refuge, release, .resemble, savings, shame, spokesperson, transfer (v), catch up with, go through with, turn around, what is going on | SBAudio & audio player or IWB & IWB material | Kiemelt nevelési feladatok: Test és lelki egészség. Állampolgári felelősség,, a személyi és társadalmi tulajdon védelme.Kulcskompetenciák: matematikai, gondolkodási kompetenciák, kreatív alkotás, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciáiKapcsolódási pontok: média, történelem, etika |
|  | 153 | Vocabulary 1 (page 120) | Present vocabulary related to crime and punishment |  | accuse, arrest (v), arson, arsonist, burgle, .burglar, burglary, charge (v) (legal), convict (n), convict (v), hijack, hijacker, hijacking, innocent, judge, jury, kidnap, kidnapper, kidnapping, mug, mugger, mugging, murder (n), murder (v), murderer, proof, rob, robber, robbery, sentence (v), sentence (n), shoplift, shoplifter, shoplifting, smuggle, smuggler, smuggling, steal, suspect (n), theft, thief, trial, plead guilty | SBAudio & audio player or IWB & IWB material |
|  | 154 | Grammar 1 (page 121) | Refer to hypothetical situations in the pastExpress wishes, regret and unreal situationsExpress what we would like someone to do / not to do in the present and past | Conditional Sentences Type 3Unreal Pastwish, I only, as if, as thoughwould rather |  | SBAudio & audio player or IWB & IWB material |
|  | 155 | Listen & Vocabulary 2 (page 122) | Listen for specific informationIntroduce expressions related to law and punishmentIntroduce phrasal verbs |  | academic history, bank account, detention (legal), house arrest, interval, medical records, oblige, offender, pose, sentence (n) (legal), term (condition), transaction, urge, blow up, break into / out of, cover up, get away with sth, hold up, look into, bend the rules, do time, get /let someone off the hoo, have a brush with the law, take the law into one’s own hands, turn over a new leaf | SBAudio & audio player or IWB & IWB material |
| 32 | 156 | Grammar 2 (page 123) | Express actions that have been carried out by someone for us | to get someone to do somethingto have someone do somethingto have something done |  | SBAudio & audio player or IWB & IWB material |
|  | 157 | Speak (page 123) | Talk about cheatingAsk for and give information in order to solve a problem |  | confront, rat on sb, resort to, snitch on sb, tattle, tattletale, Even so | SBAudio & audio player or IWB & IWB material |
|  | 158-159 | Write (page 124-125) | Analyse the rubricrecognise text organisation, cohesion and coherenceWrite an opinion essay |  | acquire, citizen, contribute, detention (education)discipline (v/n), imprison, interact, maintain, minor, offender, overlook, pointless, reform, community service, cost-effective, fight a losing battlegive the opportunity, hardened criminals, law-abiding, pay for a crime, serve time, repeat offenders |  |
|  | 160 | Round-up (page 126-127) | Revision of vocabulary and structures of module 12Self-assessment |  |  | SB |
| 33 | 161-162 | Revision 6 & Exam practice (page 159-161) | Revise structures and vocabulary from the previous modulesBecome familiar with typical exam style exercises |  |  | SB |
|  | 163 | Video master 4 | Elaborate on the topic of the module(s)Come across real-life situations, language and conversations that may be encountered in the real world |  |  | Worksheets (teacher’s resource CD-ROM), IWB & IWB material |
|  | 164 | Test Module 12 | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
|  | 165 | Correction of module testCover page module 2 | Allow students to learn from their own mistakes Introduce topic for module 2 |  |  | corrected testsSB |
| 34 | 166-167 | Revision | Revision of vocabulary and structures of modules 7-12 |  |  | SBAudio & audio player or IWB & IWB material |
|  | 168 | Final test | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
|  | 169 | Correction of final test | Allow students to learn from their own mistakes  |  |  | corrected testsSB |
|  | 170 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |