**JAVASOLT TANMENET**

a tankönyv és a munkafüzet párhuzamos felhasználásával

**heti 5 óra**

**mm**publications

**Full Blast Plus B2**

|  |  |  |  |  |  |  |  |
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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 | IntroductionCover page module 1 | Introduce the course and the components.Introduce topic for module 1 |  |  | Student’s book, workbook |  |
|  |  | **Module 1: Going Places** |
|  | 2-3 | Read (page 8-9) | Practise reading for gistPractise identifying specific information in the textPractise guessing the meaning of unknown wordsPractice elaborating on the topic of the reading activity |  | absolutely, accomplishment,anniversary, apparent, carry out, construction, convince, cuisine, currently,document, element, enchanted,end up, enticing, experience (v), gesture, go after, grab, head for, headquarters, helplessness, highly, imaginative, in demand, issue (v), legal, make the most of, on a regular basis, on the go, pension, permanent, put off, retired, scenery, secure, set off, settle in, skip, track down, truant | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Európai azonosság – egyetemes kultúraÉnkép, önismeret, hon- és népismeretKulcskompetenciák: matematikai, gondolkodási kompetenciák, tanulás kompetenciái, kommunikációs kompetenciák, kreatív alkotás, önkifejezés és kulturális tudatosság kompetenciáiKapcsolódási pontok: földrajz, művészetek, informatika, törénelem |
|  | 4 | Vocabulary 1 (page 10) | Practice suffixes and using them in contextPractice differentiating between word pairs which are similar in form but different in meaningPractice using phrasal verbs |  | call off, cord, cordless, illegal, impersonal, incorrect, irresponsible, lately, likely, nearly, personal, probable, put off, result in, see sb off, set off, set up, settle down, turn out, unimaginative, | SBIWB & IWB material recommended |
|  | 5 | Grammar 1 (page 11) | Revise Present Simple and Present Progressive and stative verbs | Present Simple, Present Progressive, stative verbs |  | SBIWB & IWB material recommended |
|  | 6 | Listen & Vocabulary 2 (page 12) | Practise listening for specific informationPractice distinguishing between easily confused words |  | altitude, area, bank (of a river), canal, challenging, channel, coast, direct, disheartening, guide (v), lead (to), location, plain, point, pond, porter, position, route, shore, site, source, spring, swamp, transfer, transmit, transport, valley | SBAudio & audio player or IWB & IWB material |
|  | 7 | Grammar 2 (page 13) | Revise comparative and superlative forms and other forms of comparison | Comparisons |  | SBIWB & IWB material recommended |
|  | 8 | Speak (page 13) | Practise talking about travelling and visiting places |  | appreciation, benefit, broaden horizons, checklist, comfort (n), lifestyle, local culture, package deal, risk (n) | SBIWB & IWB material recommended |
|  | 9-10 | Write (page 14-15) | Understand task and structure of a sample textWrite a descriptive article |  | associate (with), breathtaking, capture, encircle, exquisite, immediately, instantly, isolated, lung, magical, mechanism, medieval, munch, picturesque, setting, species, squirt, stormy, sudden, thankfully, thrilling, torture, wander, wonder (n), | SBIWB & IWB material recommended |
|  | 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 |  |  | corrected testsSB |
|  |  | **Module 2: Let’s dress up!** |
|  | 14-15 | Read (page 18-19) | Practise reading for gistPractise identifying specific information in the textPractise guessing the meaning of unknown words |  | boyish, changeable, contemporary, fascinating, fashionable, fashion-conscious, feet-deforming, imaginable, innovative, massive, notorious, outdated, over-the-top, pointed, weirdonwards, outwards, predominantly, underneathaccessory, bow, cartwheel, collar, curl, decoration, dot, extension, fabric, forehead, foundation, function, hair-dye,length, material, necessity, originality, ornament, outfit, pearl, powder, similarity, substance, support, underwear, vessel, width, wig, wireappeal (to), expand, hop, melt, powder, question, resemble, spot, supportfashion victim, for the sake of, social status, the in thing, the rage of one’s time | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: A közízlés alakulásának és az esztétikai tényezők mindennapi életben betöltött fontosságának a felismerése. A szociális viselkedés alapvető szabályainak ismerete, a pozitív minták belsővé tételeKulcskompetenciák: matematikai, gondolkodási kompetenciák, tanulás kompetenciái, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotás, személyes és társas kompetenciákKapcsolódási pontok: művészetek, media, etika, informatika |
|  | 16 | Vocabulary 1 (page 20) | Present strong adjectives and practise using them in contextPractise forming compound nouns |  | adorable, boiling, essential, filthy, hilarious, immense, impossible, starving, thrilled, tinybathrobe, catwalk, cheekbone, eyebrow, fingerprint, outdoor, outgoing, outlook, undercharge, underdone, underpaid | SBIWB & IWB material recommended |
|  | 17 | Grammar 1 (page 21) | Revise Past Simple and Past Progressive, used to and would | Past Simple, Past Progressive, Used to/Would |  | SBIWB & IWB material recommended |
|  | 18 | Listen & Vocabulary 2 (page 22) | Practise listening for specific informationPractise forming adjectives by adding a suffix to a verb or a noun |  | ambitious, confide, considerable, dark-skinned, emotional, imaginary, impressive, kind-hearted, left-handed, middle-aged, playful, sensible, thankful, three-wheeled, wearable | SBAudio & audio player or IWB & IWB material |
|  | 19 | Grammar 2 (page 23) | Revise the use of articles | a / an / the |  | SBIWB & IWB material recommended |
|  | 20 | Speak (page 23) | Talk about personal experiences about judging people by their appearanceCompare photographs |  | carefree, content, evident, fortunate, hardship, homeless, make ends meet, poverty-stricken, unemployed | SBIWB & IWB material recommended |
|  | 21-22 | Write (page 24-25) | Focus on task requirements, appropriate contents and registerWrite an informal email / letter |  | country estate, justify, stitch, | 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 146-148) | Revise structures and vocabulary from the previous modulesBecome familiar with typical exam style exercises |  |  | SB |  |
|  | 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 |  |  | corrected testsSB |
|  |  | **Module 3: Something in the air** |
|  | 28-29 | Read (page 28-29) | Practise reading for gist and identifying specific informationPractise guessing the meaning of unknown words |  | access (v), activate, ensure, highlight, launch (v), lie in, motivate, purchase, rank, retrieve, revolutionise, set up, upgradeaccessible, apparently, attentive, code, demand, device, digit, exclusive, gadget, icon, network, noteworthy, organisational, potential, provision, purchase, remarkable, setup, sophisticated, telecommunications, trial, troubleshooting, viacellular Internet, to a large extent | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Európai azonosság – egyetemes kultúraA technikai vívmányok magabiztos és kritikus, felelősségteljes használatának kialakítás a munka, a kommunikáció és a szabadidő terénKulcskompetenciák: matematikai, gondolkodási kompetenciák, tanulás kompetenciái, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotásKapcsolódási pontok: irodalom, művészetek, media, történelem, informatika, media |
|  | 30 | Vocabulary 1 (page 30) | Present and practise using nouns deriving from phrasal verbsPractise distinguishing between easily confused words |  | comeback, downfall, getaway, input, intake, layout, letdown, outbreak, takeoff, gesture, notice, observe, recognise, remark, sign, signal, symboltake a break, take a test, take advantage, take advice, take into account, take measures, take notice, take pride, take responsibility, take turns | SBIWB & IWB material recommended |
|  | 30 | 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 informationPractise using verbs followed by prepositions |  | argue (with), comment (on), commercial (n), congratulate (on), consent (to), cooperate (with), correspond (with), deal (with), flyer, headline, insist (on), involve (in/with), memo, notice board, object (to), participate (in), promotion, refer (to), rely (on), result in, subscribe (to),web page | SBAudio & audio player or IWB & IWB material |
|  | 33 | Grammar 2 (page 33) | Revise the formation of questions and the use of question words | Questions and question words |  | SBIWB & IWB material recommended |
|  | 34 | Speak (page 33) | Practise discussing advantages and disadvantagesPractise agreeing/disagreeing |  | costly, exposed, exposure, eye-catching, medium, target group | SBIWB & IWB material recommended |
|  | 35-36 | Write (page 34-35) | Familiarise some of the stylistic conventions of writing an essayRevise linking words/phrases Write an essay |  | accessibility, availability, blatantly,boost (v), convenience, coverage, define, due to, glamorous, imply, insecurity, interactivity, persuasive, statement, sugary, target (v)all in all, apart from, as a matter of fact, besides, due to, for instance, for this reason, from my point of, moreover, nevertheless, on the whole, owing to, particularly, such as, taking everything into account, therefore, to sum up, what is more | 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 |  |  | corrected testsSB |
|  |  | **Module 4: Beyond belief** |
|  | 41-42 | Read (page 38-39) | Practise reading for gist and identifying specific informationPractise guessing the meaning of unknown words |  | absence, advocate, argument, controversy, engrave, fairly, first-hand, formation, fracture, handful, identify, in terms of, machinery, monument, origin, rest (v), script, seabed, settle, terraceartificial, broad, credible, fractured, loose, rectangular, religious, square, uneven, upright | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Test és lelki egészség. Európai azonosság – egyetemes kultúraÉnkép, önismeret, hon- és népismeretKulcskompetenciák: matematikai, gondolkodási kompetenciák, tanulás kompetenciái, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotás, önkifejezés és kulturális tudatosság kompetenciáiKapcsolódási pontok: média, történelem, etika, informatika, magyar irodalom |
|  | 43 | Vocabulary 1 (page 40) | Practise distinguishing between easily confused wordsPractise forming nouns using the suffixes -er, -ist, -or, -ian and -ant |  | account, alike, conflict, consult, extend, fight (n), first-aid, first-born, first-class, first-degree, first-night, identical, lack, loss, operate, politics, shortage, similar, spread, stretchaccountant, actor, attendant, chemist, decorator, electrician, farmer, geologist, inspector, mathematician, operator, plumber, politician, producer, receptionist, scientist | SBIWB & IWB material recommended |
|  | 44 | Grammar 1 (page 41) | Revise Past Perfect Simple and the Past Perfect ProgressivePractise the use of would and was/were going to | Past Perfect Simple,Past Perfect Progressive, wouldwas/were going to |  | SBIWB & IWB material recommended |
|  | 45 | Listen & Vocabulary 2 (page 42) | Practise listening for specific informationPractise distinguishing between easily-confused words |  | affect, arise, effect, fantasy, imagination, interfere, intermission, interpretation, interrogate, interrupt, intersection, intervene, raise, result (n), rise, vision | SBAudio & audio player or IWB & IWB material |
|  | 46 | Grammar 2 (page 43) | Revise countable and uncountable nounsRevise quantifiers | NounsQuantifiers |  | SBIWB & IWB material recommended |
|  | 47 | Speak (page 43) | Talk about personal experiences about visiting a place of mystery  |  |  | SBIWB & IWB material recommended |
|  | 48-49 | Write (page 44-45) | Identify important stylistic features of a storyPresent time linkers and other linking words/phrasesWriting a story |  | absurd, block (n), consequently, despise, eventually, gradually, hopefully, initially, interpret, make sense, minimalistic, naturally, occasionally, particularly, subconscious, unrecognisable | SBIWB & IWB material recommended |
|  | 50 | Round-up (page 46-47) | Revision of vocabulary and structures of module 4Self-assessment |  |  | SBIWB & IWB material recommended |
|  | 51-52 | Revision 2 & Exam practice (page 149-151) | 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 |  |  | corrected testsSB |
|  |  | **Module 5: Life at the top** |
|  | 55-56 | Read (page 48-49) | Practise reading for gist and identifying specific informationPractise guessing the meaning of unknown words |  | achievement, amass, announce, appealing, award (v/n), broaden, childhood, claim, consequence, deadly, dynamite, enhance, envious, envy, evil, explosive, fighter, fortune, honesty, identity, invention, limitless, literature, luxury, manufacture, merchant, outstanding, peace, powerful, prestigious, properly, truckcareers advisor, corporate ladder, for free, funeral service, keep an open mind, mass destruction, pass away | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Felkészülés a felnőtt lét szerepeireSzociális érzékenység fejlesztése.Kulcskompetenciák: matematikai, gondolkodási kompetenciák, tanulás kompetenciái, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotásKapcsolódási pontok: etika, hittan, informatika, média |
|  | 57 | Vocabulary 1 (page 50-51) | Practise collocations related to jobsPractise adjectives followed by the prepositions at, for, of, to and with |  | capable (of), chaos, crisis, currently, determined, efficient, faithful, familiar, handle, loyal to, qualified (for), satisfied, superior, typicalbuild up, carry off, catch on, hand in, keep up, stand out, take on, take overbank account, business associate, career path, job satisfaction, management position, market research, money management, spending powerfor good, for life, for rent, for (the) sake (of), for sale, take sb/sth for | SBIWB & IWB material recommended |
|  | 58 | Grammar 1 (page 51) | Revise Future Simple and different future formsTime clauses referring to the future | Future willFuture ProgressiveFuture PerfectPresent ProgressivePresent SimpleFuture be going to be about toTime clauses |  | SBIWB & IWB material recommended |
|  | 59 | Listen & Vocabulary 2 (page 52) | Practise listening for specific informationPractise using verbs and adjectives starting with up and downPractise distinguishing between easily-confused words |  | bet (n), current, deal in, down-to-earth, downcast, download, downpour, effective, employer, engineer, entrepreneur, flat tyre, former, invest, issue (v), make a deal with, mechanic, owner, protest, prove, pull over, reject, release, shift (v), spokesperson, take apart, technician, upbeat, upbringing, update | SBAudio & audio player or IWB & IWB material |
|  | 60 | Grammar 2 (page 53) | Revise and practise modal verbsPractise comparing and contrasting | Modal verbs may/might/could/will/must/can’t/must |  | SBIWB & IWB material recommended |
|  | 61 | Speak (page 53) | Practise comparing and contrasting |  | basic, benefit, colleague, cooperation, creative, decision-making skills,income, independent, problem-solving skills, prospect, qualification, require, salary, skill, teamwork | SBIWB & IWB material recommended |
|  | 62-63 | Write (page 54-55) | Familiarise with some of the conventions of a formal letter/e-mail of applicationWriting a formal letter/e-mail of application |  | applicant, at your earliest convenience, candidate, concerning, CV (Curriculum Vitae), director of studies, graduate (n), International Affairs, level, obligation, quality, take into consideration, with regards toacademic, committed, energetic, favourable, fluent, intensive, limitedcontact, enclose, enquire, establish, provide, pursue, reply | 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) |
|  | 66 | Correction of module testCover page module 6 | Allow students to learn from their own mistakes Introduce topic for module 6 |  |  | corrected testsSB |
|  |  | **Module 6: And the verdict is...** |
|  | 67-68 | Read (page 58-59) | Practise reading for gist and identifying specific informationPractise guessing the meaning of unknown words |  | awkwardly, bare (adj), break out, cheerfulness, daring, distant, empty-handed, enthusiastic, hesitation, honoured, innocence, instant, juvenile (adj), magically, propose, panic-stricken, snatch, stack, stiffen, sweat (n), turn down, urgea piece of cake, Are you nuts?, catch sb red-handed, catch sight of, fool around, no sooner, peer pressure, wishful thinking | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Test és lelki egészség. Állampolgári felelősség,, a személyi és társadalmi tulajdon védelme.Kulcskompetenciák: matematikai, gondolkodási kompetenciák, tanulás kompetenciái, kommunikációs kompetenciák, kreatív alkotásKapcsolódási pontok: média, történelem, etika, informatika |
|  | 69 | Vocabulary 1 (page 60) | Practise deducing the meaning of phrasal verbs related to crime and punishment Practise using food related idioms in context |  | a hot potato, apple of sb’s eye, as cool as a cucumber, bread and butter, cup of tea, go bananas, it’s no use crying over spilt milkbreak into, cover up, get away with, let off, lock up, make off with, make up for, set sb upalibi, commit, fine, fraud, sentence (n), suspect (n), verdictbreak the law, charge with, plead guilty, take to court | SBIWB & IWB material recommended |
|  | 70 | Grammar 1 (page 61) | Practise forming and using Conditional Sentences correctly | Zero ConditionalConditional Sentences Type 1Conditional Sentences Type 2 |  | SBIWB & IWB material recommended |
|  | 71 | Listen & Vocabulary 2 (page 62) | Practise listening for specific informationPractise distinguishing between easily confused wordsPractise forming nouns |  | arrest, cheat, convict (v), deceive, describe, description, fake, false, forge, hostage, instruct, instruction, insurance, insure, obligation, oblige, popularity, security, sentence (v), survival, take action, victim, witness | SBAudio & audio player or IWB & IWB material |
|  | 72 | Grammar 2 (page 63) | Revise and practise modal verbs and their uses | can / maymust / have to / need to / had tocan’t / mustn’tdon’t need to / don’t have to / needn’t / didn’t need to / didn’t have toshould / ought to / had better |  | SBIWB & IWB material recommended |
|  | 73 | Speak (page 63) | Talking about prime prevention  |  | community service, confinement, imprisonment, influence, offender, pickpocketing, poverty, prevent, prevention, revenge (n), strict | SBIWB & IWB material recommended |
|  | 74-75 | Write (page 64-65) | Familiarise stylistic features of a letter to the editor expressing an opinionRevise linking words/phrasesWriting a letter expressing an opinion |  | due to, furthermore, in addition, in conclusion, on the contrary, to be in favour of, to begin with, to conclude, to illustrateadolescent, apply, appreciate, be tempted, entitled to, feature, fit in, in-depth, incident, justifiable, on sb’s hands, on the rise, personnel, resident, specifically, tolerate | SBIWB & IWB material recommended |
|  | 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 152-154) | 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) |  |
|  | 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 |  |  | corrected testsSB |  |
|  |  | **Module 7: Encore!** |
|  | 86-87 | Read (page 68-69) | Practise reading for gist and identifying specific informationPractise guessing the meaning of unknown words |  | addicted, arena, assistance, backstage, bass guitarist, blast (v), closely, idol, interact, joy, kindness, network, once-in-a-lifetime, overpriced, pulsate, pulse, regardless (of), regular, sweat (v), tender, value-for-money, venue, virtually, worthwhilecheck out, count down, die down, hang around, show up, strike up, swallow upcome alive, come true, have one’s finger on the pulse, household name, send shivers down sb’s spine | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: A befogadó és önkifejező képességek fejlesztése. Európai azonosság – egyetemes kultúra értékeinek tisztelete és megbecsülése.Kulcskompetenciák: matematikai, gondolkodási kompetenciák, tanulás kompetenciái, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotásKapcsolódási pontok: történelem, művészetek, media, informatika |
|  | 88 | Vocabulary 1 (page 70) | Practise expressions starting with the verb comePractise deducing the meaning of idioms with body parts |  | average, chant, cheer, hum, medium, middle, scene, stage, tremble, vibratebe a real pain in the neck, come a long way, come as a surprise, come in handy, come of age, come to an end, come to think of it, give sb a hand, hold one’s tongue, keep a straight face, keep one’s fingers crossed, make head or tail of sth, see eye to eye, stick one’s nose into | SBIWB & IWB material recommended |
|  | 89 | Grammar 1 (page 71) | Revise relative clausesIntroduce rules concerning the use of defining and non-defining relative clausesPractise using relative pronouns | Defining Relative Clauses Non-Defining Relative Clauses  |  | SBIWB & IWB material recommended |
|  | 90 | Listen & Vocabulary 2 (page 72) | Practise listening for specific informationPractise distinguishing between easily confused words |  | back garden, background, backstage, barely, jig, lobby, merely, nearly, overview, preview, recruit (v), replacement actor, request (v), review, show off, show to, upcoming | SBAudio & audio player or IWB & IWB material |
|  | 91 | Grammar 2 (page 73) | Practise using participle clauses | Participle clauses |  | SBIWB & IWB material recommended |
|  | 92 | Speak (page 73) | Practise speculating and making a decision |  | orchestra | SBIWB & IWB material recommended |
|  | 93-94 | Write (page 74-75) | Familiarise the structure of a film reviewPractise distinguishing words that refer to either the cinema or the theatre or bothWriting a film review |  | adaptation, amazingly, anger, audition, awfully, brilliantly, coincidence, costume, curtain, dare (to), deeply, despair, genius, lack (v), leading role, line, makeup, masterpiece, originality, photography, playwright, producer, prop, protagonist, score, script, sense of, set (n), shooting, special effects, speech coach, stuntman, sweetheart, technician, utterly, villain, warmth, wealth, amateurish, childish, conventional, disfigured, enchanting, entertaining, gripping, heart-breaking, laughable, memorable, outstanding, overrated, oversimplified, predictable, spectacular, stunning, thought-provoking, timeless, unconvincing, unimaginative, well-drawn, be set in, box-office hit, come out, fall in love, live up to expectations, take sb under one’s wing | SBIWB & IWB material recommended |
|  | 95 | Round-up (page 76-77) | Revision of vocabulary and structures of module 7Self-assessment |  |  | SBIWB & IWB material recommended |
|  | 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 |  |  | corrected testsSB |
|  |  | **Module 8: As fit as a fiddle** |
|  | 98-99 | Read (page 78-79) | Practise reading for gist and identifying specific informationPractise guessing the meaning of unknown words |  | accumulate, attend, bestseller, breakthrough, breeze (n), competitive, completely, dissatisfied, entirely, extensive, fixed price, flexibility, guaranteed, interior, invaluable, lengthen, low, impact, massage, motivating, muscle, newcomer, pack (v), promote, registration, rejuvenate, renovated, sauna, schedule, slim, spacious, spirit, state-of-the-art, stick to, strengthen, suit (v), tone, ultimatecalorie, mouth-watering, nut, nutritionist, organic, protein, recipe, smoothie, sweetener, veggie burgerbe entitled to, bound to, commit yourself, get in shape | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Test és lelki egészség. A jó közérzet személyiségstabilizáló működésének elősegítése, előnyös személyes motívumok fejlesztése, a hátrányos motívumok kifejlődésének megelőzése, visszaszorítása.Kulcskompetenciák: matematikai, gondolkodási kompetenciák, tanulás kompetenciái, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotásKapcsolódási pontok: életvitel, biológia, |
|  | 100 | Vocabulary 1 (page 80) | Practise expressions related to working out and playing sportsPractise distinguishing between easily confused words |  | absolute, balanced diet, beside, dramatic, hectic, last, latest, lay, lie, practical tip, quiet, quite, receiptbuild up, burn off, cut down on, stick to, warm up, wear outback in action, be out of practice, enjoy the fruits of one’s labour, get the hang of sth, give sth your best shot, play dirty, push sb to their limits, recharge one’s batteries | SBIWB & IWB material recommended |
|  | 101 | Grammar 1 (page 81) | Present the uses of infinitives and -ing formsPractise using full or bare infinitive and -ing form | Infinitives and -ing forms |  | SBIWB & IWB material recommended |
|  | 102 | Listen & Vocabulary 2 (page 82) | Practise listening for specific informationPractise deducing the meaning of verbs related to movementPractise noun formation by adding -dom, -hood or -ship |  | adulthood, boredom, brotherhood, championship, commentary, demanding, dietician, fatal, friendship, instructor, leadership, physically, prospective,wisdombend, fling, glide, leap, limp, plunge, soar, sprint, stretch, stumble, twist | SBAudio & audio player or IWB & IWB material |
|  | 103 | Grammar 2 (page 83) | Present modal verbs + have + past participlePractise using modals + have + past participle in context | Modal verbs + have + Past Participle |  | SBIWB & IWB material recommended |
|  | 104 | Speak (page 83) | Practise asking for and giving information and offering advice |  | sacrifice | SBIWB & IWB material recommended |
|  | 105-106 | Write (page 84-85) | Familiarise some of the stylistic conventions of writing an essayWrite an essay expressing own opinion |  | beat, convenient, discipline, evoke, fail, glory, hold sb responsible, individual sport, intimate, likewise, merit, personal best, rewarding, stress out, take all the credit | 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 155-157) | 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) |  |
|  | 111 | Correction of module testCover page module 9 | Allow students to learn from their own mistakes Introduce topic for module 9 |  |  | corrected testsSB |
|  |  | **Module 9: Far frontiers** |
|  | 112-113 | Read (page 88-89) | Practise reading for gist and identifying specific informationPractise guessing the meaning of unknown words |  | attach, bother, cloak, come across, coral reef, curl (v), depth, diversity, dread, hence, layer, predator, prey, roughly, stretch, strike, submarine, territory, unlikely, weighaggressive, creepy, distinctive, fearsome, ferocious, frequent, horrifying, marine, razor-sharp, terrifying, threatened,unfoundedcrab, squid, whaleantennae, beak, claw, jaw, limb, tentacle | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Környezettudatosságra nevelésAktív állampolgárságra nevelésKulcskompetenciák: matematikai, gondolkodási kompetenciák, tanulás kompetenciái, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotás, személyes és társas kompetenciákKapcsolódási pontok: biológia, földrajz, informatika |
|  | 114 | Vocabulary 1 (page 90) | Practise building wordsPresent vocabulary related to animal body parts |  | deceive, deception, deceptive, deepen, fearful, heighten, threaten, threatening, weightyfang, feather, fin, fur, hoof, horn, hump, paw, trunk, whiskersea level, seafood, seagull, seaman, seashell, seashore, seaweed | SBIWB & IWB material recommended |
|  | 115 | Grammar 1 (page 91) | Present the Passive VoicePractise forming the Passive VoicePractise using the Passive and Active Voice | Passive Voice |  | SBIWB & IWB material recommended |
|  | 116 | Listen & Vocabulary 2 (page 92) | Practise listening for specific informationPractise using vocabulary related to shapes |  | angle, astronomy, distribute, divide, entire, exploration, illuminate, illustrate, light (v), particle, shape, share (v), shed light, split, surface, universe,visiblecircle, cone, cube, rectangle, semi-circle, sphere, spherical, square, triangle | SBAudio & audio player or IWB & IWB material |
|  | 117 | Grammar 2 (page 93) | Present the various ways of forming the Passive VoicePractise transforming sentences from the Active into the Passive Voice | Passive Voice  |  | SBIWB & IWB material recommended |
|  | 118 | Speak (page 93) | Practise expressing own opinion on environmental problems |  | awareness, ban (v), campaign, conservation, conserve, deforestation, dump, energy-efficient, extinction, impact, resourceanimal rights, endangered species, environmental issues, exhaust fumes, global warming, greenhouse effect, natural habitat, oil spill, toxic waste, wildlife reserves | SBIWB & IWB material recommended |
|  | 119-120 | Write (page 94-95) | Determine what information to include in an essay discussing advantages and disadvantagesWrite an essay discussing advantages and disadvantages |  | abuse, advancement, budget, catastrophe, collision, consideration, cultivate, decade, decrease, dedicated, drawback, essential, fascinated, float, funding, funds, generate, globe, global, humanity, hurricane, inhabit, mankind, meteor, outweigh, overpopulation, phenomenon, portion, postpone, recreation, reduction, relative (adj), set back, supply (v), surroundings, taxpayer, underneathat the mercy of, in favour of | SBIWB & IWB material recommended |
|  | 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 |  |  | corrected testsSB |
|  |  | **Module 10: Learn your lesson** |
|  | 125-126 | Read (page 98-99) | Practise reading for gist and identifying specific informationPractise guessing the meaning of unknown words |  | accidentally, adventurous, amuse, astonished, blackberry, challenge, chord, circumstance, construct, desire, determination, discouraged, enhance, exhausting, exposure, figure out, force, formal, frustrating, hopeless, inflatable, inspire, kickboxing, life raft, mainly, motivation, overwhelmed, pad, permanent, pick up, punching bag, salvage, session, shelter, solo, spot (v), stretch, surround, sword, uninhabited, unrelenting, warm-upabandon ship, dawn on sb, food poisoning, freak storm, have a crash course, stroke of luck, take refuge | SBIWB & IWB material recommended | Kiemelt nevelési feladatok: Az oktatási és képzési lehetőségek ismerete és annak felismertetése, hogy az oktatás és képzés időszaka során hozott különböző döntések hogyan befolyásolják az egyén későbbi pályafutását. Kulcskompetenciák: matematikai, gondolkodási kompetenciák, tanulás kompetenciái, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotásKapcsolódási pontok: etika, informatika, művészetek |
|  | 127 | Vocabulary 1 (page 100) | Revise collocations related to learningPractise differentiating between adjectives ending in-ed and -ing |  | annoyed, annoying, assess, confused, confusing, convinced, equipped, further (v), improbable, ingenious, mine (n), nonstopbreak down, brush up, get sth across, hit on, keep up with, make up, take inboarding school, community centre, distance learning, hands-on learning, higher education, interactive learning, fitness centre, physical education, private education, private lesson, private school, research centre, state school | SBIWB & IWB material recommended |
|  | 128 | Grammar 1 (page 101) | Revise the use of Reported Speech (statements)Practise using the Reported Speech in context | Reported Speech (statements)Reporting verbs |  | SBIWB & IWB material recommended |
|  | 129 | Listen & Vocabulary 2 (page 102) | Practise listening for specific informationPractise forming compound adjectives and using them in context |  | anxiety, brand-new, call in sick, canvas, central, CEO, compare, extracurricular activities, full-time, jacuzzi, last-minute, lifelong, like-minded, long-term, masterpiece, meaningful, optimist, parent-teacher association, pessimist, principal, prone (to), ranking, reassure, top-level, unfamiliar, vice president | SBAudio & audio player or IWB & IWB material |
|  | 130 | Grammar 2 (page 103) | Revise forming reported questions, commands and requests | Reported Speech (questions, commands and requests) |  | SBIWB & IWB material recommended |
|  | 131 | Speak (page 103) | Practise speculating and making a decision |  | absorb, fee, focus, lifelong learning, qualified, time-consuming | SBIWB & IWB material recommended |
|  | 132-133 | Write (page 104-105) | Present and practise headings used in reportsPractise using register appropriate for reports Write a report |  | advisable, analyse, assessment, attendance, banner, bet (v), circulate, descriptive, downside, eager, equally, exclusively, exhibition, field trip, former, hang (v), headteacher, hooked, ignore, implement, impress, logo, objective, one-on-one, persuade, presentation, prestigious, resolve, rewarding, sadly, simultaneous, simultaneously, slight (adj), spacious, straightforward, stuffy, suitability, supervise, viewing, well-chosen, workshopcope with, in terms of, nice touch, to the point | SBIWB & IWB material recommended |
|  | 134 | Round-up (page 106-107) | Revision of vocabulary and structures of module 10Self-assessment |  |  | SBIWB & IWB material recommended |
|  | 135-136 | Revision 5 & Exam practice (page 158-160) | 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 |  |   | corrected testsSB |
|  |  | **Module 11: What a laugh!** |
|  | 139-140 | Read (page 108-109) | Practise reading for gist and identifying specific informationPractise guessing the meaning of unknown words |  | account, beside, blow, comic (adj), commotion, crooked, evident, extract (n), frame, hammer, handkerchief, hinder, humorous, ignorant, incompetent, insecure, leadership, leave off, leisurely, mark (n), mildly, nail, narrator, plaster (n), pride, smash, spring (v), survey (v), thumb,tie up, undertake, volunteer, yellmake a fuss, pride oneself, up and down | SBAudio & audio player or IWB & IWB material | Kiemelt nevelési feladatok: A testi- lelki egészség, a jó közérzet személyiségstabilizáló működésének elősegítése, előnyös személyes motívumok fejlesztése, a hátrányos motívumok kifejlődésének megelőzése, visszaszorítása. Empátiás készség fejlesztése.Kulcskompetenciák: matematikai, gondolkodási kompetenciák, tanulás kompetenciái, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotásKapcsolódási pontok: életvitel, biológia, |
|  | 141 | Vocabulary 1 (page 110) | Practise forming and using expressions with make and doPractise deducing the meaning of phrasal verbs |  | bits and pieces, by and large, flesh and blood, here and there, now and again, peace and quiet, safe and sound, toss and turndo an experiment, do damage, do good/evil, do harm, do research, do wonders, do wrong/rightmake a complaint, make a difference, make a guess, make a mess, make a phone call, make a profit, make a request, make an appointment, make an attempt, make an excuse, make progress, make senseput down, put up, take off | SBAudio & audio player or IWB & IWB material |
|  | 142 | Grammar 1 (page 111) | Present and practise clauses of purpose, result and concession and their formation | Clauses of purpose, result and concession |  | SBAudio & audio player or IWB & IWB material |
|  | 143 | Listen & Vocabulary 2 (page 112) | Practise listening for specific informationPractise distinguishing between easily confused words |  | ashamed, behaviour, disturb, insult, irritate, manner, mood, shameful, shameless, shy, tease, tempera laughing stock, burst out laughing, have the last laugh, laugh at, laugh out loud, no laughing matter | SBAudio & audio player or IWB & IWB material |
|  | 144 | Grammar 2 (page 113) | Present inversionPractise using inversion in context | Inversion |  | SBAudio & audio player or IWB & IWB material |
|  | 145 | Speak (page 113) | Practise speaking about own personal experiencePractise comparing and contrasting photos |  | farce, illusion, illusionist, improvise, magic | SBAudio & audio player or IWB & IWB material |
|  | 146-147 | Write (page 114-115) | Practise using punctuation marksPractise using the writing correction codeWrite an essay |  | approachable, bond, charismatic, cheer sb up, contribute to, judgmental, lessen, light-hearted, optimistic, overcome, problematic, smooth over, trait, weaken |  |
|  | 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 |  |  | corrected testsSB |
|  |  | **Module 12: High tech** |
|  | 151-152 | Read (page 118-119) | Practise reading for gist and identifying specific informationPractise guessing the meaning of unknown words |  | absent-mindedness, antibiotic, astonishment, bacteria, capacity, faith, forgetfulness, fussiness, glimpse, inspiration, messiness, mishap, mould, outcome, penicillin, perspective, programmer, scenario, servingabsent-minded, crispy, decisive, distinguished, mere, minor, neglectful, sloppy, technological, undeserved, undesirable, unexpected, unintentionalexcessively, purelyanticipate, attempt, broaden, cite, conceive, envision, forecast, foresee, fuel, mark, please, satisfy, season, stimulate, summarisebring about, come up, get back at sb, give credit, lead the way, leave out, of all time, step in | 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, tanulás kompetenciái, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotás, digitális kompetenciákKapcsolódási pontok: informatika, media, történelem  |
|  | 153 | Vocabulary 1 (page 120) | Practise forming adjectives by adding suffixes -able and -ible to nouns and verbsPractise distinguishing between easily confused words |  | affordable, breakable, breakthrough, cell, counterfeit, cut off, discovery, equipment, flexible, hands-free, imitation, incomprehensible, innovation, invisible, maintenance, misplace, operate, outraged, perceive, speechless, tool, unbreakable, unnecessaryartificial intelligence, as we know it, bank cashier, be down, go back in time, high definition, memory stick, naked eye, online banking, technological advances, virtual reality, wireless hotspot | SBAudio & audio player or IWB & IWB material |
|  | 154 | Grammar 1 (page 121) | Present Conditional Sentences Type 3 and their functionsPresent Unreal Past with wish and if only | Conditional Sentences Type 3Unreal Past (wish, if only, as if, would rather) |  | SBAudio & audio player or IWB & IWB material |
|  | 155 | Listen & Vocabulary 2 (page 122) | Practise listening for specific informationPractise forming and using prepositional phrases with in and on  |  | artefact, disruptive, elbow, knock over, pose a risk, state (v)in brief, in common, in detail, in good/bad condition, in person, in practice, in progress, in public, in reality, in theory, on a regular basis, on average, on business, on display, on purpose, on schedule, on second thought(s), on strike, on the job, on the move, on the phone | SBAudio & audio player or IWB & IWB material |
|  | 156 | Grammar 2 (page 123) | Revise the structure have something donePresent the rules of using the structures have something done, have someone do something and get someone to do something | Causative Form(to have something done)to get someone to do something to have someone do something |  | SBAudio & audio player or IWB & IWB material |
|  | 157 | Speak (page 123) | Practise asking for and giving information and offering advice |  |  | SBAudio & audio player or IWB & IWB material |
|  | 158-159 | Write (page 124-125) | Determine what information to include in a letterPractise identifying specific information and some of the stylistic features of a letter including an explanation of one’s opinionWrite a letter |  | channel (v), economical, ground-breaking, justification, non-existent, power cutgo a long way, in that, owing to the fact that, to date |  |
|  | 160 | Round-up (page 126-127) | Revision of vocabulary and structures of module 12Self-assessment |  |  | SB |
|  | 161-162 | Revision 6 & Exam practice (page 161-163) | 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 test | Allow students to learn from their own mistakes  |  |  | corrected testsSB |
|  | 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 |  |  |  |  |