**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 | Introduction  Cover 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 gist  Practise identifying specific information in the text  Practise guessing the meaning of unknown words  Practice 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 | SB IWB & IWB material recommended | Kiemelt nevelési feladatok:  Európai azonosság – egyetemes kultúra  Énkép, önismeret, hon- és népismeret  Kulcskompetenciák:  matematikai, gondolkodási kompetenciák, tanulás kompetenciái, kommunikációs kompetenciák, kreatív alkotás, önkifejezés és kulturális tudatosság kompetenciái  Kapcsolódási pontok:  földrajz, művészetek, informatika, törénelem |
|  | 4 | Vocabulary 1 (page 10) | Practice suffixes and using them in context  Practice differentiating between word pairs which are similar in form but different in meaning  Practice 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, | SB IWB & IWB material recommended |
|  | 5 | Grammar 1 (page 11) | Revise Present Simple and Present Progressive and stative verbs | Present Simple, Present Progressive,  stative verbs |  | SB IWB & IWB material recommended |
|  | 6 | Listen & Vocabulary 2 (page 12) | Practise listening for specific information  Practice 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 | SB Audio & audio player or IWB & IWB material |
|  | 7 | Grammar 2 (page 13) | Revise comparative and superlative forms and other forms of comparison | Comparisons |  | SB IWB & 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) | SB IWB & IWB material recommended |
|  | 9-10 | Write (page 14-15) | Understand task and structure of a sample text  Write 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), | SB IWB & IWB material recommended |
|  | 11 | Round-up (page 16-17) | Revision of vocabulary and structures of module 1  Self-assessment |  |  | SB IWB & IWB material recommended |
|  | 12 | Test Module 1 | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
|  | 13 | Correction of module test  Cover page module 2 | Allow students to learn from their own mistakes  Introduce topic for module 2 |  |  | corrected tests  SB |
|  |  | **Module 2: Let’s dress up!** | | | | | |
|  | 14-15 | Read (page 18-19) | Practise reading for gist  Practise identifying specific information in the text  Practise guessing the meaning of unknown words |  | boyish, changeable, contemporary, fascinating, fashionable, fashion-conscious, feet-deforming, imaginable, innovative, massive, notorious, outdated, over-the-top, pointed, weird  onwards, outwards, predominantly, underneath  accessory, 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, wire  appeal (to), expand, hop, melt, powder, question, resemble, spot, support  fashion victim, for the sake of, social status, the in thing, the rage of one’s time | SB IWB & 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 tétele  Kulcskompetenciák:  matematikai, gondolkodási kompetenciák, tanulás kompetenciái, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotás, személyes és társas kompetenciák  Kapcsolódási pontok:  művészetek, media, etika, informatika |
|  | 16 | Vocabulary 1 (page 20) | Present strong adjectives and practise using them in context  Practise forming compound nouns |  | adorable, boiling, essential, filthy, hilarious, immense, impossible, starving, thrilled, tiny  bathrobe, catwalk, cheekbone, eyebrow, fingerprint, outdoor, outgoing, outlook, undercharge, underdone, underpaid | SB IWB & 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 |  | SB IWB & IWB material recommended |
|  | 18 | Listen & Vocabulary 2 (page 22) | Practise listening for specific information  Practise 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 | SB Audio & audio player or IWB & IWB material |
|  | 19 | Grammar 2 (page 23) | Revise the use of articles | a / an / the |  | SB IWB & IWB material recommended |
|  | 20 | Speak (page 23) | Talk about personal experiences about judging people by their appearance  Compare photographs |  | carefree, content, evident, fortunate, hardship, homeless, make ends meet, poverty-stricken, unemployed | SB IWB & IWB material recommended |
|  | 21-22 | Write (page 24-25) | Focus on task requirements, appropriate contents and register  Write an informal email / letter |  | country estate, justify, stitch, | SB IWB & IWB material recommended |
|  | 23 | Round-up (page 26-27) | Revision of vocabulary and structures of module 2  Self-assessment |  |  | SB IWB & IWB material recommended |
|  | 24-25 | Revision 1 & Exam practice (page 146-148) | Revise structures and vocabulary from the previous modules  Become 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 test  Cover page module 3 | Allow students to learn from their own mistakes  Introduce topic for module 3 |  |  | corrected tests  SB |
|  |  | **Module 3: Something in the air** | | | | | |
|  | 28-29 | Read (page 28-29) | Practise reading for gist and identifying specific information  Practise guessing the meaning of unknown words |  | access (v), activate, ensure, highlight, launch (v), lie in, motivate, purchase, rank, retrieve, revolutionise, set up, upgrade  accessible, apparently, attentive, code, demand, device, digit, exclusive, gadget, icon, network, noteworthy, organisational, potential, provision, purchase, remarkable, setup, sophisticated, telecommunications, trial, troubleshooting, via  cellular Internet, to a large extent | SB IWB & IWB material recommended | Kiemelt nevelési feladatok:  Európai azonosság – egyetemes kultúra  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  Kapcsolódási pontok:  irodalom, művészetek, media, történelem, informatika, media |
|  | 30 | Vocabulary 1 (page 30) | Present and practise using nouns deriving from phrasal verbs  Practise distinguishing between easily confused words |  | comeback, downfall, getaway, input, intake, layout, letdown, outbreak, takeoff, gesture, notice, observe, recognise, remark, sign, signal, symbol  take a break, take a test, take advantage, take advice, take into account, take measures, take notice, take pride, take responsibility, take turns | SB IWB & IWB material recommended |
|  | 30 | Grammar 1 (page 31) | Revise Present Perfect Simple and Present Perfect Progressive | Present Perfect Simple, Present Perfect Progressive |  | SB IWB & IWB material recommended |
|  | 32 | Listen & Vocabulary 2 (page 32) | Practise listening for gist and specific information  Practise 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 | SB Audio & 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 |  | SB IWB & IWB material recommended |
|  | 34 | Speak (page 33) | Practise discussing advantages and disadvantages  Practise agreeing/disagreeing |  | costly, exposed, exposure, eye-catching, medium, target group | SB IWB & IWB material recommended |
|  | 35-36 | Write (page 34-35) | Familiarise some of the stylistic conventions of writing an essay  Revise 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 | SB IWB & IWB material recommended |
|  | 37 | Round-up (page 36-37) | Revision of vocabulary and structures of module 3  Self-assessment |  |  | SB IWB & 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 test  Cover page module 4 | Allow students to learn from their own mistakes  Introduce topic for module 4 |  |  | corrected tests  SB |
|  |  | **Module 4: Beyond belief** | | | | | |
|  | 41-42 | Read (page 38-39) | Practise reading for gist and identifying specific information  Practise 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, terrace  artificial, broad, credible, fractured, loose, rectangular, religious, square, uneven, upright | SB IWB & IWB material recommended | Kiemelt nevelési feladatok:  Test és lelki egészség.  Európai azonosság – egyetemes kultúra  Énkép, önismeret, hon- és népismeret  Kulcskompetenciák:  matematikai, gondolkodási kompetenciák, tanulás kompetenciái, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotás, önkifejezés és kulturális tudatosság kompetenciái  Kapcsolódási pontok:  média, történelem, etika, informatika, magyar irodalom |
|  | 43 | Vocabulary 1 (page 40) | Practise distinguishing between easily confused words  Practise 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, stretch  accountant, actor, attendant, chemist, decorator, electrician, farmer, geologist, inspector, mathematician, operator, plumber, politician, producer, receptionist, scientist | SB IWB & IWB material recommended |
|  | 44 | Grammar 1 (page 41) | Revise Past Perfect Simple and the Past Perfect Progressive  Practise the use of would and was/were going to | Past Perfect Simple,  Past Perfect Progressive,  would  was/were going to |  | SB IWB & IWB material recommended |
|  | 45 | Listen & Vocabulary 2 (page 42) | Practise listening for specific information  Practise distinguishing between easily-confused words |  | affect, arise, effect, fantasy, imagination, interfere, intermission, interpretation, interrogate, interrupt, intersection, intervene, raise, result (n), rise, vision | SB Audio & audio player or IWB & IWB material |
|  | 46 | Grammar 2 (page 43) | Revise countable and uncountable nouns  Revise quantifiers | Nouns  Quantifiers |  | SB IWB & IWB material recommended |
|  | 47 | Speak (page 43) | Talk about personal experiences about visiting a place of mystery |  |  | SB IWB & IWB material recommended |
|  | 48-49 | Write (page 44-45) | Identify important stylistic features of a story  Present time linkers and other linking words/phrases  Writing a story |  | absurd, block (n), consequently, despise, eventually, gradually, hopefully, initially, interpret, make sense, minimalistic, naturally, occasionally, particularly, subconscious, unrecognisable | SB IWB & IWB material recommended |
|  | 50 | Round-up (page 46-47) | Revision of vocabulary and structures of module 4  Self-assessment |  |  | SB IWB & IWB material recommended |
|  | 51-52 | Revision 2 & Exam practice (page 149-151) | Revise structures and vocabulary from the previous modules  Become 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 test  Cover page module 5 | Allow students to learn from their own mistakes  Introduce topic for module 5 |  |  | corrected tests  SB |
|  |  | **Module 5: Life at the top** | | | | | |
|  | 55-56 | Read (page 48-49) | Practise reading for gist and identifying specific information  Practise 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, truck  careers advisor, corporate ladder, for free, funeral service, keep an open mind, mass destruction, pass away | SB IWB & IWB material recommended | Kiemelt nevelési feladatok:  Felkészülés a felnőtt lét szerepeire  Szociális érzékenység fejlesztése.  Kulcskompetenciák:  matematikai, gondolkodási kompetenciák, tanulás kompetenciái, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotás  Kapcsolódási pontok:  etika, hittan, informatika, média |
|  | 57 | Vocabulary 1 (page 50-51) | Practise collocations related to jobs  Practise 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, typical  build up, carry off, catch on, hand in, keep up, stand out, take on, take over  bank account, business associate, career path, job satisfaction, management position, market research, money management, spending power  for good, for life, for rent, for (the) sake (of), for sale, take sb/sth for | SB IWB & IWB material recommended |
|  | 58 | Grammar 1 (page 51) | Revise Future Simple and different future forms  Time clauses referring to the future | Future will  Future Progressive  Future Perfect  Present Progressive  Present Simple  Future be going to be about to  Time clauses |  | SB IWB & IWB material recommended |
|  | 59 | Listen & Vocabulary 2 (page 52) | Practise listening for specific information  Practise using verbs and adjectives starting with up and down  Practise 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 | SB Audio & audio player or IWB & IWB material |
|  | 60 | Grammar 2 (page 53) | Revise and practise modal verbs  Practise comparing and contrasting | Modal verbs may/  might/could/will/  must/can’t/must |  | SB IWB & 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 | SB IWB & IWB material recommended |
|  | 62-63 | Write (page 54-55) | Familiarise with some of the conventions of a formal letter/e-mail of application  Writing 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 to  academic, committed, energetic, favourable, fluent, intensive, limited  contact, enclose, enquire, establish, provide, pursue, reply | SB IWB & IWB material recommended |
|  | 64 | Round-up (page 56-57) | Revision of vocabulary and structures of module 5  Self-assessment |  |  | SB IWB & IWB material recommended |
|  | 65 | Test Module 5 | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
|  | 66 | Correction of module test  Cover page module 6 | Allow students to learn from their own mistakes  Introduce topic for module 6 |  |  | corrected tests  SB |
|  |  | **Module 6: And the verdict is...** | | | | | |
|  | 67-68 | Read (page 58-59) | Practise reading for gist and identifying specific information  Practise 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, urge  a piece of cake, Are you nuts?, catch sb red-handed, catch sight of, fool around, no sooner, peer pressure, wishful thinking | SB IWB & 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 alkotás  Kapcsolódási 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 milk  break into, cover up, get away with, let off, lock up, make off with, make up for, set sb up  alibi, commit, fine, fraud, sentence (n), suspect (n), verdict  break the law, charge with, plead guilty, take to court | SB IWB & IWB material recommended |
|  | 70 | Grammar 1 (page 61) | Practise forming and using Conditional Sentences correctly | Zero Conditional  Conditional Sentences Type 1  Conditional Sentences Type 2 |  | SB IWB & IWB material recommended |
|  | 71 | Listen & Vocabulary 2 (page 62) | Practise listening for specific information  Practise distinguishing between easily confused words  Practise 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 | SB Audio & audio player or IWB & IWB material |
|  | 72 | Grammar 2 (page 63) | Revise and practise modal verbs and their uses | can / may  must / have to / need to / had to  can’t / mustn’t  don’t need to / don’t have to / needn’t / didn’t need to / didn’t have to  should / ought to / had better |  | SB IWB & IWB material recommended |
|  | 73 | Speak (page 63) | Talking about prime prevention |  | community service, confinement, imprisonment, influence, offender, pickpocketing, poverty, prevent, prevention, revenge (n), strict | SB IWB & IWB material recommended |
|  | 74-75 | Write (page 64-65) | Familiarise stylistic features of a letter to the editor expressing an opinion  Revise linking words/phrases  Writing 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 illustrate  adolescent, apply, appreciate, be tempted, entitled to, feature, fit in, in-depth, incident, justifiable, on sb’s hands, on the rise, personnel, resident, specifically, tolerate | SB IWB & IWB material recommended |
|  | 76 | Round-up (page 66-67) | Revision of vocabulary and structures of module 6  Self-assessment |  |  | SB IWB & IWB material recommended |
|  | 77-78 | Revision 3 & Exam practice (page 152-154) | Revise structures and vocabulary from the previous modules  Become 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 |  |  | SB IWB & IWB material or audio and audio player  If 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 test  Cover page module 7 | Allow students to learn from their own mistakes  Introduce topic for module 7 |  |  | corrected tests  SB |  |
|  |  | **Module 7: Encore!** | | | | | |
|  | 86-87 | Read (page 68-69) | Practise reading for gist and identifying specific information  Practise 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, worthwhile  check out, count down, die down, hang around, show up, strike up, swallow up  come alive, come true, have one’s finger on the pulse, household name, send shivers down sb’s spine | SB IWB & 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 alkotás  Kapcsolódási pontok:  történelem, művészetek, media, informatika |
|  | 88 | Vocabulary 1 (page 70) | Practise expressions starting with the verb come  Practise deducing the meaning of idioms with body parts |  | average, chant, cheer, hum, medium, middle, scene, stage, tremble, vibrate  be 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 | SB IWB & IWB material recommended |
|  | 89 | Grammar 1 (page 71) | Revise relative clauses  Introduce rules concerning the use of defining and non-defining relative clauses  Practise using relative pronouns | Defining Relative Clauses  Non-Defining Relative Clauses |  | SB IWB & IWB material recommended |
|  | 90 | Listen & Vocabulary 2 (page 72) | Practise listening for specific information  Practise 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 | SB Audio & audio player or IWB & IWB material |
|  | 91 | Grammar 2 (page 73) | Practise using participle clauses | Participle clauses |  | SB IWB & IWB material recommended |
|  | 92 | Speak (page 73) | Practise speculating and making a decision |  | orchestra | SB IWB & IWB material recommended |
|  | 93-94 | Write (page 74-75) | Familiarise the structure of a film review  Practise distinguishing words that refer to either the cinema or the theatre or both  Writing 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 | SB IWB & IWB material recommended |
|  | 95 | Round-up (page 76-77) | Revision of vocabulary and structures of module 7  Self-assessment |  |  | SB IWB & IWB material recommended |
|  | 96 | Test Module 7 | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
|  | 97 | Correction of module test  Cover page module 8 | Allow students to learn from their own mistakes  Introduce topic for module 8 |  |  | corrected tests  SB |
|  |  | **Module 8: As fit as a fiddle** | | | | | |
|  | 98-99 | Read (page 78-79) | Practise reading for gist and identifying specific information  Practise 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, ultimate  calorie, mouth-watering, nut, nutritionist, organic, protein, recipe, smoothie, sweetener, veggie burger  be entitled to, bound to, commit yourself, get in shape | SB IWB & 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 alkotás  Kapcsolódási pontok:  életvitel, biológia, |
|  | 100 | Vocabulary 1 (page 80) | Practise expressions related to working out and playing sports  Practise distinguishing between easily confused words |  | absolute, balanced diet, beside, dramatic, hectic, last, latest, lay, lie, practical tip, quiet, quite, receipt  build up, burn off, cut down on, stick to, warm up, wear out  back 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 | SB IWB & IWB material recommended |
|  | 101 | Grammar 1 (page 81) | Present the uses of infinitives and -ing forms  Practise using full or bare infinitive and -ing form | Infinitives and -ing forms |  | SB IWB & IWB material recommended |
|  | 102 | Listen & Vocabulary 2 (page 82) | Practise listening for specific information  Practise deducing the meaning of verbs related to movement  Practise noun formation by adding -dom, -hood or -ship |  | adulthood, boredom, brotherhood, championship, commentary, demanding, dietician, fatal, friendship, instructor, leadership, physically, prospective,  wisdom  bend, fling, glide, leap, limp, plunge, soar, sprint, stretch, stumble, twist | SB Audio & audio player or IWB & IWB material |
|  | 103 | Grammar 2 (page 83) | Present modal verbs + have + past participle  Practise using modals + have + past participle in context | Modal verbs + have + Past Participle |  | SB IWB & IWB material recommended |
|  | 104 | Speak (page 83) | Practise asking for and giving information and offering advice |  | sacrifice | SB IWB & IWB material recommended |
|  | 105-106 | Write (page 84-85) | Familiarise some of the stylistic conventions of writing an essay  Write 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 | SB IWB & IWB material recommended |
|  | 107 | Round-up (page 86-87) | Revision of vocabulary and structures of module 8  Self-assessment |  |  | SB IWB & IWB material recommended |
|  | 108-109 | Revision 4 & Exam practice (page 155-157) | Revise structures and vocabulary from the previous modules  Become 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 test  Cover page module 9 | Allow students to learn from their own mistakes  Introduce topic for module 9 |  |  | corrected tests  SB |
|  |  | **Module 9: Far frontiers** | | | | | |
|  | 112-113 | Read (page 88-89) | Practise reading for gist and identifying specific information  Practise 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, weigh  aggressive, creepy, distinctive, fearsome, ferocious, frequent, horrifying, marine, razor-sharp, terrifying, threatened,  unfounded  crab, squid, whale  antennae, beak, claw, jaw, limb, tentacle | SB IWB & IWB material recommended | Kiemelt nevelési feladatok:  Környezettudatosságra nevelés  Aktív állampolgárságra nevelés  Kulcskompetenciák:  matematikai, gondolkodási kompetenciák, tanulás kompetenciái, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotás, személyes és társas kompetenciák  Kapcsolódási pontok:  biológia, földrajz, informatika |
|  | 114 | Vocabulary 1 (page 90) | Practise building words  Present vocabulary related to animal body parts |  | deceive, deception, deceptive, deepen, fearful, heighten, threaten, threatening, weighty  fang, feather, fin, fur, hoof, horn, hump, paw, trunk, whisker  sea level, seafood, seagull, seaman, seashell, seashore, seaweed | SB IWB & IWB material recommended |
|  | 115 | Grammar 1 (page 91) | Present the Passive Voice  Practise forming the Passive Voice  Practise using the Passive and Active Voice | Passive Voice |  | SB IWB & IWB material recommended |
|  | 116 | Listen & Vocabulary 2 (page 92) | Practise listening for specific information  Practise using vocabulary related to shapes |  | angle, astronomy, distribute, divide, entire, exploration, illuminate, illustrate, light (v), particle, shape, share (v), shed light, split, surface, universe,  visible  circle, cone, cube, rectangle, semi-circle, sphere, spherical, square, triangle | SB Audio & audio player or IWB & IWB material |
|  | 117 | Grammar 2 (page 93) | Present the various ways of forming the Passive Voice  Practise transforming sentences from the Active into the Passive Voice | Passive Voice |  | SB IWB & 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, resource  animal rights, endangered species, environmental issues, exhaust fumes, global warming, greenhouse effect, natural habitat, oil spill, toxic waste, wildlife reserves | SB IWB & IWB material recommended |
|  | 119-120 | Write (page 94-95) | Determine what information to include in an essay discussing advantages and disadvantages  Write 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, underneath  at the mercy of, in favour of | SB IWB & IWB material recommended |
|  | 121 | Round-up (page 96-97) | Revision of vocabulary and structures of module 9  Self-assessment |  |  | SB IWB & 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 test  Cover page module 10 | Allow students to learn from their own mistakes  Introduce topic for module 10 |  |  | corrected tests  SB |
|  |  | **Module 10: Learn your lesson** | | | | | |
|  | 125-126 | Read (page 98-99) | Practise reading for gist and identifying specific information  Practise 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-up  abandon ship, dawn on sb, food poisoning, freak storm, have a crash course, stroke of luck, take refuge | SB IWB & 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 alkotás  Kapcsolódási pontok:  etika, informatika, művészetek |
|  | 127 | Vocabulary 1 (page 100) | Revise collocations related to learning  Practise differentiating between adjectives ending in-ed and -ing |  | annoyed, annoying, assess, confused, confusing, convinced, equipped, further (v), improbable, ingenious, mine (n), nonstop  break down, brush up, get sth across, hit on, keep up with, make up, take in  boarding 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 | SB IWB & 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 |  | SB IWB & IWB material recommended |
|  | 129 | Listen & Vocabulary 2 (page 102) | Practise listening for specific information  Practise 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 | SB Audio & audio player or IWB & IWB material |
|  | 130 | Grammar 2 (page 103) | Revise forming reported questions, commands and requests | Reported Speech (questions, commands and requests) |  | SB IWB & IWB material recommended |
|  | 131 | Speak (page 103) | Practise speculating and making a decision |  | absorb, fee, focus, lifelong learning, qualified, time-consuming | SB IWB & IWB material recommended |
|  | 132-133 | Write (page 104-105) | Present and practise headings used in reports  Practise 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, workshop  cope with, in terms of, nice touch, to the point | SB IWB & IWB material recommended |
|  | 134 | Round-up (page 106-107) | Revision of vocabulary and structures of module 10  Self-assessment |  |  | SB IWB & IWB material recommended |
|  | 135-136 | Revision 5 & Exam practice (page 158-160) | Revise structures and vocabulary from the previous modules  Become 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 test  Cover page module 11 | Allow students to learn from their own mistakes  Introduce topic for module 11 |  |  | corrected tests  SB |
|  |  | **Module 11: What a laugh!** | | | | | |
|  | 139-140 | Read (page 108-109) | Practise reading for gist and identifying specific information  Practise 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, yell  make a fuss, pride oneself, up and down | SB Audio & 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 alkotás  Kapcsolódási pontok:  életvitel, biológia, |
|  | 141 | Vocabulary 1 (page 110) | Practise forming and using expressions with make and do  Practise 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 turn  do an experiment, do damage, do good/evil, do harm, do research, do wonders, do wrong/right  make 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 sense  put down, put up, take off | SB Audio & 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 |  | SB Audio & audio player or IWB & IWB material |
|  | 143 | Listen & Vocabulary 2 (page 112) | Practise listening for specific information  Practise distinguishing between easily confused words |  | ashamed, behaviour, disturb, insult, irritate, manner, mood, shameful, shameless, shy, tease, temper  a laughing stock, burst out laughing, have the last laugh, laugh at, laugh out loud, no laughing matter | SB Audio & audio player or IWB & IWB material |
|  | 144 | Grammar 2 (page 113) | Present inversion  Practise using inversion in context | Inversion |  | SB Audio & audio player or IWB & IWB material |
|  | 145 | Speak (page 113) | Practise speaking about own personal experience  Practise comparing and contrasting photos |  | farce, illusion, illusionist, improvise, magic | SB Audio & audio player or IWB & IWB material |
|  | 146-147 | Write (page 114-115) | Practise using punctuation marks  Practise using the writing correction code  Write 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 11  Self-assessment |  |  | SB |
|  | 149 | Test Module 11 | Evaluate students’ progress |  |  | Audio & audio player, tests (teacher’s resource CD-ROM) |
|  | 150 | Correction of module test  Cover page module 12 | Allow students to learn from their own mistakes  Introduce topic for module 12 |  |  | corrected tests  SB |
|  |  | **Module 12: High tech** | | | | | |
|  | 151-152 | Read (page 118-119) | Practise reading for gist and identifying specific information  Practise 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, serving  absent-minded, crispy, decisive, distinguished, mere, minor, neglectful, sloppy, technological, undeserved, undesirable, unexpected, unintentional  excessively, purely  anticipate, attempt, broaden, cite, conceive, envision, forecast, foresee, fuel, mark, please, satisfy, season, stimulate, summarise  bring about, come up, get back at sb, give credit, lead the way, leave out, of all time, step in | SB Audio & 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 kompetenciák  Kapcsolódási pontok:  informatika, media, történelem |
|  | 153 | Vocabulary 1 (page 120) | Practise forming adjectives by adding suffixes -able and -ible to nouns and verbs  Practise 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, unnecessary  artificial 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 | SB Audio & audio player or IWB & IWB material |
|  | 154 | Grammar 1 (page 121) | Present Conditional Sentences Type 3 and their functions  Present Unreal Past with wish and if only | Conditional Sentences Type 3  Unreal Past (wish, if only, as if, would rather) |  | SB Audio & audio player or IWB & IWB material |
|  | 155 | Listen & Vocabulary 2 (page 122) | Practise listening for specific information  Practise 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 | SB Audio & audio player or IWB & IWB material |
|  | 156 | Grammar 2 (page 123) | Revise the structure have something done  Present 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 |  | SB Audio & audio player or IWB & IWB material |
|  | 157 | Speak (page 123) | Practise asking for and giving information and offering advice |  |  | SB Audio & audio player or IWB & IWB material |
|  | 158-159 | Write (page 124-125) | Determine what information to include in a letter  Practise identifying specific information and some of the stylistic features of a letter including an explanation of one’s opinion  Write a letter |  | channel (v), economical, ground-breaking, justification, non-existent, power cut  go 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 12  Self-assessment |  |  | SB |
|  | 161-162 | Revision 6 & Exam practice (page 161-163) | Revise structures and vocabulary from the previous modules  Become 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 tests  SB |
|  | 166-167 | Revision | Revision of vocabulary and structures of modules 7-12 |  |  | SB Audio & 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 tests  SB |  |
|  | 170 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |