**JAVASOLT TANMENET**

a tankönyv és a munkafüzet párhuzamos felhasználásával

**heti 3 óra**

**mm**publications

**Pioneer Beginners**

|  |  |  |  |  |  |  |  |
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| **Hét** | **Óraszám** | **Tananyag** | **Funkciók és az óra célja**  **Functions and aims of the lesson** | **Nyelvi szerkezetek**  **Grammar structures** | **Szókincs**  **Vocabulary** | **Eszközök és anyagok**  **Aids and materials** | **Kulcskompetenciák - Kapcsolódási pontok – Fejlesztési feladatok** |
| 1 | 1 | Bevezetés az iskolai évbe | Learn how to use the course book and its components |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 2 | Learning tips  Classroom language  Cover page module 1 | Learn how to learn  Understand classroom language  Introduce topic module 1 |  | Any questions?, Be quiet, please., Can you repeat that?, Close your book., How do you say... in English?, I don’t know., I don’t understand., Listen to the CD., Look at the board., Open your book., Read the text., Speak in English., Talk in pairs., Turn to page..., What does this word mean?, Write a sentence., Hello, What’s your name? I’m…/My name’s… | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Énkép, önismeret.  Kulcskompetenciák  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  informatika,  matematika  földrajz |
| 2 | 3-5 | 1A, 1B | Greeting people and saying goodbye  Asking how someone is  Introducing other people  Identifying jobs  Expressing possession | The verb to be  The verb to be (I, you, we)  Possessive adjectives (my, your, our) | surname, And you?, Bye, Good afternoon, Good evening, Good morning, Goodbye, Great!, Have a nice day, Hey, Hi, How are you?, How’s it going?, I’m fine / Fine, I’m OK, I’m very well, Nice to meet you, (too), Not bad, Not much, See you, See you later, See you tomorrow, Take care, Thank you, Thanks, This is…, What’s new?, You too, Miss, Mr, Mrs, Ms, at (+ place), call (= give name), class, classmate, college, cool, friend, here, hospital, no, restaurant, school, so, student, unemployed, yes, actor / actress, architect, bus driver, chef, dentist, doctor, electrician, firefighter, nurse, police officer, secretary, teacher, waiter / waitress, I’m sorry, It’s OK, Really?, Well, …, What about you?, What do you do? | Student's book, CD-player & CD or IWB & IWB material |
| 3 | 6-8 | 1C, 1D (including task) | Identifying numbers (0-100)  Identifying relationships  Asking for and giving personal information (age, phone number, address, email address)  Understanding and creating business cards  Practise listening for specific information  Asking for and giving personal information  Asking and answering about nationality  Spelling names  Completing a form | The verb to be (he. She. It, they)  Possessive adjectives (his, her, their) | age, avenue, beautiful, best friend, business card, flatmate, home, ill, mobile phone, neighbour, new, nice, office, old, over there, photo, road, send, street, take, today, zero - one hundred, How old are you? I’m… (years old)., I know, Sure, What’s your address?, What’s your email?, What’s your phone number?, but, capital letter, first name, Argentina – Argentinian, Australia – Australian, Brazil – Brazilian, Canada – Canadian, China – Chinese, Egypt – Egyptian, France – French, Hungary – Hungarian, Ireland – Irish, Italy – Italian, Mexico – Mexican, Peru – Peruvian, Poland – Polish, Russia – Russian, Spain – Spanish, the UK – British, the USA – American, Turkey – Turkish, How do you spell…?, I live in…, Where are you from? I’m from… | Student's book, CD-player & CD or IWB & IWB material |
|  | 9 | Review Module 1 | Revising the structures, functions and vocabulary presented in module 1 |  |  | Student’s book |  |
| 4 | 10 | Test Module 1 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 11 | Correction of module test Cover page module 2 | Allow students to learn from own mistakes  Introduce topic for module 2 |  | backpack, folder, notebook, pen, pencil, black, blue, brown, green, orange, pink, purple, red, white, yellow, What colour is/are…?, What’s your favourite…? | Corrected tests, Student’s book |  |
| 5 | 12-14 | 2A, 2B | Talking about family members  Talking about one’s marital status  Identifying and describing objects  Talking about possessions  Expressing opinion | The verb have got  Possessive case  Adjectives | big, boy, child – children, girl, kid, man, married, middle name, only, single, small, woman, baby, brother, dad, daughter, father, grandfather, grandmother, grandparents, husband, mum, mother, parents, sister, son, wife, Have you got any brothers or sisters?, I’m an only child, What’s your name again?, Who…?, Yeah  about (= around), all the time, amazing, cheap, day and night, expensive, film, game, lots of, music, of course, picture, song, terrible, train (n.), work (n.), camera, CD, DVD, gadget, headphones, Internet, keyboard, laptop, MP4 player, PC (personal computer), screen, smartphone, tablet, USB memory stick, I have it with me, I like…, I love…, I think… | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Énkép, önismeret  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok,  etika, hittan, biológia, informatika |
| 6 | 15-17 | 2C, 2D (including task) | Identifying objects  Talking about personal possessions  Practise listening for specific information  Describing people’s appearance | This/That – These/Those  Plurals | angry, bag, both, brush, car, chewing gum, dictionary, ID card, in, key, magazine, outside, sunglasses, ticket, tissues, umbrella, wallet, watch (n.), What are these/those?, What’s this/that?, Whose…?, You’re right, also, other, thing, blond(e), chubby, dark, eyes, good-looking, grey, hair, handsome, in his/her 20s/30s..., long, medium-height, medium-length, middle-aged, overweight, short, slim, tall, university, young | Student's book, CD-player & CD or IWB & IWB material |
|  | 18 | Review Module 2 | Revising the structures, functions and vocabulary presented in module 2 |  |  | Student’s book |  |
| 7 | 19 | Video Module 1 & 2 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 20 | Test Module 2 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 21 | Correction of module test Cover page module 3 | Allow students to learn from own mistakes  Introduce topic for module 3 |  | weekday, weekend, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday | Corrected tests, Student’s book |  |
| 8 | 22-24 | 3A, 3B | Telling the time  Talking about daily routines and habits  Talking about sports  Talking about likes and dislikes  Expressing opinion  Making suggestions | Present Simple (affirmative – negative)  Prepositions of time  Present Simple (Yes/No questions and short answers) | all, chocolate, coffee, croissant, different, early, finish, for, lecture, library, make, shop, start, with, after, a.m., at, every day, from… to…, half, midnight, noon, o’clock, past, p.m., (a) quarter, then, What time is it? It’s…, get home, get up, go to bed, go to work/school, have a lesson, have a shower, have breakfast/lunch/dinner, study, watch TV, work (v.), actually, at all, ball, boring, come, fun, hate, need, park, present (n.), pretty (adv.), really (adv.), running shoes, together, very much, do athletics, do gymnastics, go bowling, go cycling, go running, go swimming, play basketball, play football, play rugby, play table tennis, play tennis, play volleyball, Excuse me…, Let’s…, That’s a good idea, You see… | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Művészeti nevelés, media tudatosság  Testi és lelki egészség  Énkép, önismeret  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  testnevelés, életvitel,  media, informatika |
| 9 | 25-27 | 3C, 3D (including task) | Talking about spare-time activities  Completing a survey  Practise listening for specific information  Talking about TV programmes  Talking about your likes and dislikes | Present Simple (Wh- questions) | a day, a lot of, alone, be good at + noun, before, check (v.), colleague, easy, female, find, hard, hour, just, male, problem, same, sell, serious, team, try, go for coffee, go shopping, go to a match, go to the cinema, go to the gym, hang out with friends, listen to music, play video games, read the newspaper, In my spare time…, When…?, channel, exercise (v.), interest, run, stay at home, treadmill, TV guide, chat show, documentary, game show, sitcom, soap opera, sports, talent show, the news, the weather, Me too., What kind of TV programmes…?, What time is it on?, What’s on?, When… | Student's book, CD-player & CD or IWB & IWB material |
| 10 | 28 | Review Module 3 | Revising the structures, functions and vocabulary presented in module 3 |  |  | Student’s book |  |
|  | 29 | TestModule 3 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 30 | Correction of module test  Cover page module 4 | Allow students to learn from own mistakes  Introduce topic for module 4 |  | bathroom, bedroom, kitchen, living room, air conditioner (AC), chair, lamp, mirror, table | Corrected tests, Student’s book |  |
| 11 | 31-33 | 4A, 4B | Talking about daily routines and habits  Talking about frequency  Talking about furniture, appliances and rooms  Identifying the location of objects  Describing a room | Adverbs of frequency | because, buy, can’t stand, clean (adj.), dirty, dishwasher, floor (of a room), furniture, garden, help (v.), late, messy, minute, tell, want to, clean, cook, do (the) housework, do the shopping, do the washing, do the washing-up, go shopping, hoover (v.), mow the lawn, take out the rubbish, vacuum, wash the car, always, usually, often, sometimes, never, Check it out, clock, door, rubbish bin, rug, sink, sit down, wall, window, armchair, bed, bookcase, coffee table, desk, sofa, cooker/stove, fridge, oven, washing machine, behind, in, in front of, next to, on, under, Don’t mention it, Let me help you, Maybe…, Perhaps…, Watch out | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Énkép, önismeret  Művészeti nevelés  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  informatika, életvitel, etika, hittan, magyar nyelvtan  rajz |
| 12 | 34-36 | 4C, 4D (including task) | Talking about parts of a house  Describing a house/flat  Practise listening for specific information by transferring from verbal to visual information  Practise reporting and justifying a decision  Describing one’s home | There is / There are  Articles | extra, furnished, large, don't mind (v.), modern, now, rent (v.), back garden, balcony, downstairs, front garden, garage, lift, stairs, upstairs, wardrobe, How many…?, Not really, That sounds nice, city, cosy, double bed, fantastic, floor (of a building), microwave, single bed, view, first, second, third, etc., What floor do you live on? On the…, Where exactly? | Student's book, CD-player & CD or IWB & IWB material |
| 13 | 37 | Review Module 4 | Revising the structures, functions and vocabulary presented in module 4 |  |  | Student’s book |  |
|  | 38 | Video Module 3 & 4 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 39 | Test Module 4 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 14 | 40 | Correction of module test  Cover page module 5 | Allow students to learn from own mistakes  Introduce topic for module 5 |  |  | Corrected tests, Student’s book |  |
| 15 | 41-43 | 5A, 5B | Talking about means of transport  Expressing ability  Asking for, giving and following directions  Referring to the location of places in a city  Reading a map | The verb can  Imperative | bicycle lane, businesswoman, city centre, far, fast, get around, give sb a lift, money, near, neighbourhood, people, primary school, public transport, race, radio, right now, station, swim, think, town, traffic, use, walk, drive a car, ride a bike, ride a motorbike, take a taxi, take the bus, take the underground, How do you get to…?, map, stop, traffic lights, wait, airport, bank, café, car park, cinema, hotel, petrol station, police station, shopping centre, supermarket, between, opposite, Go down/up…, Go straight ahead, How can/do I get to…?, It’s on your left/right, Turn left/right at the…, a ten-minute walk, Don’t worry, It takes…, know one’s way around, No problem | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Környezettudatosságra nevelés  Európai azonosság – egyetemes kultúra  Aktív és tudatos állampolgárságra való nevelés  Kulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, személyes és társas kompetenciák, önkifejezés és kulturális tudatosság kompetenciái  Kapcsolódási pontok:  informatika, biológia, földrajz, életvitel, média, etika, magyar nyelvtan |
| 16 | 44-46 | 5C, 5D (including task) | Talking about the environment  Expressing an opinion and reaching a decision  Talking about places in a town/city | Object personal pronouns | bench, bottle, bring, call (= phone), can (n.), car boot sale, clean up, clothes, energy, environment, fence, give, information, lights, organise, paint, pick up (rubbish/litter), plant (v.), poster, protect, put, put up (a fence), recycle, recycling bin, save, tap, throw away, tin, tree, turn off, volunteer (n.), water, website, I (don’t) think so, I’m not sure about that, beach, building, excellent, famous, fish, forget, go for a walk, history, important, learn, like (prep.), over (= more than), painting, play (n.), popular, remember, scooter, tourist, tram, visit, wild animal, aquarium, castle, market, museum, stadium, theatre, zoo, Don’t miss…, The best way to see… | Student's book, CD-player & CD or IWB & IWB material |
|  | 47 | Review Module 5 | Revising the structures, functions and vocabulary presented in module 5 |  |  | Student’s book |  |
|  | 48 | Test Module 5 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 17 | 49 | Correction of module test  Cover page module 6 | Allow students to learn from own mistakes  Introduce topic for module 6 |  | pizza, salad, sandwich, soup, tomato | Corrected tests, Student’s book |  |
| 18 | 50-52 | 6A, 6B | Expressing likes and dislikes regarding food  Ordering food and drink  Reading a menu  Making offers  Accepting and refusing offers | Countable / Uncountable nouns  A(n) – Some  some / any | all kinds of, delicious, eat, especially, even, good for you, however, meal, plant (n.), vegetarian, apple, banana, beef, bread, carrot, cheese, chicken, cucumber, dairy products, egg, fruit, groceries, juice, lamb, lettuce, meat, milk, onion, orange, pasta, pineapple, potato, rice, snack, steak, strawberry, vegetable, yoghurt, be ready, change, customer, dessert, drink (v.), look good, order (v.), without, apple pie, cake, cappuccino, chicken nuggets, chips, cinnamon, ice cream, kebab, mayonnaise, mushroom, mustard, onion rings, pepper, salt, soft drink, sugar, tea, tomato ketchup, tuna, vanilla, Anything else?, Anything to drink?, Are you ready to order?, Certainly., I’d like…, I’m afraid…, Is that all? ,That’s all., Would you like to order?, Would you like… with that? | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Testi és lelki egészség;  Európai azonosság – egyetemes kultúra  Egészséges életmód  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, személyes és társas kompetenciák  Kapcsolódási pontok:  biológia, életvitel, földrajz, informatika, magyar nyelvtan, hon és népismeret |
| 19 | 53-55 | 6C, 6D (including task) | Asking and answering about quantity  Practise listening for gist  Practise creating a survey  Asking and answering about eating habits  Talking about the meals of the day  Discussing eating habits | How much? / How many?  Linking words and, but, or | answer (v.), appointment, ask, busy, eating habits, group, healthy, hungry, junk food, survey, thirsty, biscuit, cheesecake, chocolate bar, crisps, hot chocolate, lemon, sauce, a bag of, a bar of, a bottle of, a box of, a can of, a carton of, a cup of, a glass of, a packet of, a slice of, a tin of, All right., I suppose, a type of, during, fried, include, not many, skip, traditional, baked beans, baked potato, butter, cereal, doughnut, jam, milkshake, noodles, omelette, pancakes, syrup, toast, waffles | Student's book, CD-player & CD or IWB & IWB material |
|  | 56 | Review Module 6 | Revising the structures, functions and vocabulary presented in module 6 |  |  | Student’s book |  |
|  | 57 | Video Module 5 & 6 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
| 20 | 58 | Test Module 6 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 59 | Correction of module test  Cover page module 7 | Allow students to learn from own mistakes  Introduce topic for module 7 |  | chat on the Net, check email, download information/songs/films, online, surf the Net | Corrected tests, Student’s book |  |
| 21 | 60-62 | 7A, 7B | Talking about things that are happening now  Talking about ways of communicating with other people  Talking on the phone  Talking about things that are happening now  Asking for and offering help  Thanking and responding to thanks | Present Progressive (affirmative – negative)  Present Progressive (questions) | call back, flower, graduation, instant messaging, make a phone call, send a text message, sir, Skype (n. & v.), spring, talk on the phone, use a social media site, Can I leave a message?, Hold on, How may I help you?, I can’t talk right now, I’m…, by the way., I’m (just) kidding, Is… there?, Listen, …, Yep, antivirus software, area, battery, be stuck, button, charge (v.), enter password, first thing in the morning, happen, have trouble with, install, leave, look for, nothing, paper, press, print, printer, program, project, show (v.), someone, something, technician, turn on/off, username, Can I/you give you/me a hand?, Can you help me?, I don’t know how to…, Need any help?, Thank you so much, Thanks anyway, That’s very kind of you., What can I do for you?, You’re welcome | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Testi és lelki egészség  Felkészülés a felnőtt lét szerepeire  Szociális érzékenység fejlesztése.  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, digitális kompetenciák  Kapcsolódási pontok:  biológia, földrajz, etika, informatika, etika |
| 22 | 63-65 | 7C, 7D (including task) | Talking about computers  Practise listening for specific information  Practise working in groups to make a quiz  Talking about the weather  Making suggestions  Writing a letter/an email to a friend |  | all over the world, almost, and so on, arrow, confusing, difficult, for example, hand, instead of, lucky, point (v.), quiz, simple, speaker (person), technology, useful, user, click (v.), copy, cut, delete, document, file, key, mouse, paste, save, shortcut, Which…?, annoying, concert, decide, exam, for a while, have a good time, inside, loud, take a break, tonight, It’s cloudy, It’s cold, It’s hot, It’s raining, It’s snowing, It’s sunny, It’s warm, It’s windy, What’s the weather like?, Anyway, …, Dear…, How about…?, How’s life?, I hope you’re…, That sounds like fun, That’s all for now, Write back soon, Yours, … | Student's book, CD-player & CD or IWB & IWB material |
|  | 66 | Review Module 7 | Revising the structures, functions and vocabulary presented in module 7 |  |  | Student’s book |  |
| 23 | 67 | Test Module 7 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 68 | Correction of module test  Cover page module 8 | Allow students to learn from own mistakes  Introduce topic for module 8 |  |  | Corrected tests, Student’s book |  |
| 24 | 69-71 | 8A, 8B | Talking about past events  Talking about school years  Asking and answering about past events  Giving reasons | Past Simple (affirmative)  Past Simple (negatives – questions)  Why...? Because... | ago, at least, enjoy, for ages, hat, horrible, last night, etc., little, piece, purse, share, the other side, the whole time, ugly, wear, yesterday, artist, back then, become, century, choose, computer programmer, cousin, graduate, secondary school, study, teach, thousand, Art, Biology, Chemistry, English Literature, Geography, History, IT (Information Technology), Mathematics (Maths), PE (Physical Education), Physics, It’s a small world, What a surprise!, Why…?, You look familiar | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Énkép, önismeret, hon- és népismeret  Felkészülés a felmőtt lét szerepeire  Európai azonosság – egyetemes kultúra  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái  Kapcsolódási pontok:  irodalom, biológia, etika, informatika, matematika, média |
| 25 | 72-74 | 8C, 8D (including task) | Talking about famous people in history  Collaborating to write a biography  Practise listening for specific information  Talking about accidents  Responding to bad news and expressing sympathy  Asking and answering about past events  Narrating a past event | Past Simple of the verb to be | act (v.), at the age of, be born, begin, classic, dance, dancer, die, direct, director, explore, explorer, invent, inventor, novel, painter, poem, poet, publish, sing, singer, still, story, successful, village, writer, be closed, break (v.), bus stop, cat, crash (into), day off, fall (off), feel, go wrong, happy, have an accident, hit, hurt (v.), in the end, jump, luckily, pavement, sad, wake up, arm, ear, finger, foot – feet, head, knee, leg, mouth, nose, tooth – teeth, Did you break anything?, How awful!, How unlucky!, I’m sorry to hear that, Oh, no! That’s terrible!, Poor you, What a day!, What’s wrong? | Student's book, CD-player & CD or IWB & IWB material |
|  | 75 | Review Module 8 | Revising the structures, functions and vocabulary presented in module 8 |  |  | Student’s book |  |
| 26 | 76 | Video Module 7 & 8 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 77 | Test Module 8 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 78 | Correction of module test  Cover page module 9 | Allow students to learn from own mistakes  Introduce topic for module 9 |  | billion, extreme, million | Corrected tests, Student’s book |  |
| 27 | 79-81 | 9A, 9B | Making comparisons  Talking about clothes, prices and sizes  Expressing preference and opinion  Buying and selling  Making comparisons  Talking about space and our solar system | Comparative forms  Superlative forms | careful, casual, extra small/large, follow, formal, in the beginning, sales/shop assistant, baseball cap, dress, jacket, jeans, jumper, shirt, shorts, skirt, suit, tie, trousers, T-shirt, boots, shoes, trainers, cents, dollar, euro, pence, pound, How much is it / are they?, I wear/take a size…, I’ll take it/them., What do you think of…?, What size do you wear/take?, astronomy, bright, close (adj.), correct (adj.), discover, Earth, fit (v.), galaxy, last (v.), mile, moon, move, next, object, planet, reach, science, sky, solar system, star, sun, telescope, temperature, wrong | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Gazdasági nevelés, felkészülés a felnőtt lét szerepeire  Környezettudatosságra nevelés  Aktív és tudatos állampolgárságra való nevelés  Környezettudatosságra nevelés  Kulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, személyes és társas kompetenciák  Kapcsolódási pontok:  informatika, földrajz, etika, media, biológia, matematika |
| 28 | 82-84 | 9C, 9D (including task) | Talking about endangered species  Collaborating with others to come to a decision  Practise reporting a decision, giving reasons  Talking about experiences  Making comparisons  Expressing opinion |  | adopt, as a result, climb, destroy, donate, endangered species, event, farm animal, farmer, fur, habitat, high, hunter, in the wild, interesting, join, keep, kill, local people, lonely, mountain, organisation, reason, shy, snow (n.), stuffed animal, take a picture, camel, deer, dolphin, elephant, goat, gorilla, leopard, lion, panda, sheep, snake, tiger, I agree, I don’t agree, a little, colourful, dangerous, deep, equipment, exciting, instructor, safe, scared, scary, hang gliding, mountain biking, rock climbing, sailing, scuba diving, skydiving, surfing, Guess what!, No way | Student's book, CD-player & CD or IWB & IWB material |
| 29 | 85 | Review Module 9 | Revising the structures, functions and vocabulary presented in module 9 |  |  | Student’s book |  |
|  | 86 | Test Module 9 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 87 | Correction of module test  Cover page module 10 | Allow students to learn from own mistakes  Introduce topic for module 10 |  |  | Corrected tests, Student’s book |  |
| 30 | 88-90 | 10A, 10B | Talking about dates and seasons  Talking about future plans  Locating information on tickets, schedules, etc.  Talking about geographical features  Inviting  Accepting/Refusing invitations | Future be going to (affirmative)  Future be going to (questions) | aeroplane, arrive, flight, ice hockey, travel, spring, summer, autumn, winter, January, February, March, April, May, June, July, August, September, October, November, December, What’s the date today?, be/get bored, complain, invitation, invite, kind of (= quite), tired, forest, island, lake, ocean, river, sea, buy postcards, buy souvenirs, do water sports, go fishing, go hiking, go sightseeing, taste local food, I’ve got other plans, Maybe some other time, See you in a while, Thanks for inviting me, Why not? | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Testi és lelki egészség  Felkészülés a felnőtt lét szerepeire  Szociális érzékenység fejlesztése.  Aktív és tudatos állampolgárságra való nevelés  Európai azonosság – egyetemes kultúra  Kulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái.  Kapcsolódási pontok:  etika, hittan, media, informatika, biológia, földrajz, életvitel, művészetek |
| 31 | 91-93 | 10C, 10D (including task) | Asking for and giving advice  Prioritising and expressing opinion  Practise in listening for gist  Talking about a holiday | The verb should | abroad, advice, campfire, campground, credit card, culture, definitely, find out, first-aid kit, go on a trip, matches, necessary, passport, phrasebook, relaxing, sleep (v.), sleeping bag, strong, such as, suitcase, suntan lotion, swimsuit, tent, the first time, torch, traveller, visa, worried, How long…?, I believe…, Make sure…, active, amazing, barbecue, boat, catch (fish), comfortable, court, excited, huge, jealous, lose, nature, perfect, prefer, relax, spend (time), sunset, swimming pool, whale shark, win | Student's book, CD-player & CD or IWB & IWB material |
| 32 | 94 | Review Module 10 | Revising the structures, functions and vocabulary presented in module 10 |  |  | Student’s book |  |
|  | 95 | Video Module 9 & 10 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 96 | Test Module 10 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 33 | 97 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
|  | 98 | Revision Modules 1-10 | Revising the structures, functions and vocabulary presented in module 1 – 10 |  |  | Student’s book, workbook, extra material (Teacher's resource CD) |  |
|  | 99 | Revision Modules 1-10 | Revising the structures, functions and vocabulary presented in module 1 – 10 |  |  | Student’s book, workbook, extra material (Teacher's resource CD) |  |
| 34 | 100 | End-of-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 101 | Correction of End-of-term test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
|  | 102 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |