**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 tipsClassroom languageCover page module 1 | Learn how to learnUnderstand classroom languageIntroduce 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.Kulcskompetenciákkreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciáiKapcsolódási pontok: informatika, matematikaföldrajz |
| 2 | 3-5 | 1A, 1B | Greeting people and saying goodbyeAsking how someone isIntroducing other peopleIdentifying jobsExpressing possession | The verb to beThe 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 relationshipsAsking for and giving personal information (age, phone number, address, email address)Understanding and creating business cardsPractise listening for specific informationAsking for and giving personal informationAsking and answering about nationalitySpelling namesCompleting 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 mistakesIntroduce 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 membersTalking about one’s marital statusIdentifying and describing objectsTalking about possessionsExpressing opinion | The verb have gotPossessive caseAdjectives | 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…?, Yeahabout (= 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, önismeretKulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciáiKapcsolódási pontok, etika, hittan, biológia, informatika |
| 6 | 15-17 | 2C, 2D (including task) | Identifying objectsTalking about personal possessionsPractise listening for specific informationDescribing people’s appearance | This/That – These/ThosePlurals | 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 mistakesIntroduce 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 timeTalking about daily routines and habitsTalking about sportsTalking about likes and dislikesExpressing opinionMaking suggestions | Present Simple (affirmative – negative)Prepositions of timePresent 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 tudatosságTesti és lelki egészségÉnkép, önismeretKulcskompetenciák:kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciáiKapcsolódási pontok: testnevelés, életvitel, media, informatika |
| 9 | 25-27 | 3C, 3D (including task) | Talking about spare-time activitiesCompleting a surveyPractise listening for specific informationTalking about TV programmesTalking 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 mistakesIntroduce 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 habitsTalking about frequencyTalking about furniture, appliances and roomsIdentifying the location of objectsDescribing 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 nevelésKulcskompetenciák:kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciáiKapcsolódási pontok: informatika, életvitel, etika, hittan, magyar nyelvtanrajz |
| 12 | 34-36 | 4C, 4D (including task) | Talking about parts of a houseDescribing a house/flatPractise listening for specific information by transferring from verbal to visual informationPractise reporting and justifying a decisionDescribing one’s home | There is / There areArticles | 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 testCover page module 5 | Allow students to learn from own mistakesIntroduce topic for module 5 |  |  | Corrected tests, Student’s book |  |
| 15 | 41-43 | 5A, 5B | Talking about means of transportExpressing abilityAsking for, giving and following directionsReferring to the location of places in a cityReading a map | The verb canImperative | 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 nevelésEurópai azonosság – egyetemes kultúraAktív és tudatos állampolgárságra való nevelésKulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, személyes és társas kompetenciák, önkifejezés és kulturális tudatosság kompetenciáiKapcsolódási pontok: informatika, biológia, földrajz, életvitel, média, etika, magyar nyelvtan |
| 16 | 44-46 | 5C, 5D (including task) | Talking about the environmentExpressing an opinion and reaching a decisionTalking 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 testCover page module 6 | Allow students to learn from own mistakesIntroduce topic for module 6 |  | pizza, salad, sandwich, soup, tomato | Corrected tests, Student’s book |  |
| 18 | 50-52 | 6A, 6B | Expressing likes and dislikes regarding foodOrdering food and drinkReading a menuMaking offersAccepting and refusing offers | Countable / Uncountable nounsA(n) – Somesome / 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 kultúraEgészséges életmódKulcskompetenciák:kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, személyes és társas kompetenciákKapcsolódási pontok:biológia, életvitel, földrajz, informatika, magyar nyelvtan, hon és népismeret |
| 19 | 53-55 | 6C, 6D (including task) | Asking and answering about quantityPractise listening for gistPractise creating a surveyAsking and answering about eating habitsTalking about the meals of the dayDiscussing 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 testCover page module 7 | Allow students to learn from own mistakesIntroduce 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 nowTalking about ways of communicating with other peopleTalking on the phoneTalking about things that are happening nowAsking for and offering helpThanking 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 egészségFelkészülés a felnőtt lét szerepeireSzociális érzékenység fejlesztése.Kulcskompetenciák:kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, digitális kompetenciákKapcsolódási pontok: biológia, földrajz, etika, informatika, etika |
| 22 | 63-65 | 7C, 7D (including task) | Talking about computersPractise listening for specific informationPractise working in groups to make a quizTalking about the weatherMaking suggestionsWriting 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 testCover page module 8 | Allow students to learn from own mistakesIntroduce topic for module 8 |  |  | Corrected tests, Student’s book |  |
| 24 | 69-71 | 8A, 8B | Talking about past eventsTalking about school yearsAsking and answering about past eventsGiving 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 népismeretFelkészülés a felmőtt lét szerepeireEurópai azonosság – egyetemes kultúraKulcskompetenciák:kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciáiKapcsolódási pontok: irodalom, biológia, etika, informatika, matematika, média |
| 25 | 72-74 | 8C, 8D (including task) | Talking about famous people in historyCollaborating to write a biographyPractise listening for specific informationTalking about accidentsResponding to bad news and expressing sympathyAsking and answering about past eventsNarrating 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 testCover page module 9 | Allow students to learn from own mistakesIntroduce topic for module 9 |  | billion, extreme, million | Corrected tests, Student’s book |  |
| 27 | 79-81 | 9A, 9B | Making comparisonsTalking about clothes, prices and sizesExpressing preference and opinionBuying and sellingMaking comparisonsTalking about space and our solar system | Comparative formsSuperlative 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 szerepeireKörnyezettudatosságra nevelésAktív és tudatos állampolgárságra való nevelésKörnyezettudatosságra nevelésKulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, személyes és társas kompetenciákKapcsolódási pontok: informatika, földrajz, etika, media, biológia, matematika |
| 28 | 82-84 | 9C, 9D (including task) | Talking about endangered speciesCollaborating with others to come to a decisionPractise reporting a decision, giving reasonsTalking about experiencesMaking comparisonsExpressing 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 testCover page module 10 | Allow students to learn from own mistakesIntroduce topic for module 10 |  |  | Corrected tests, Student’s book |  |
| 30 | 88-90 | 10A, 10B | Talking about dates and seasonsTalking about future plansLocating information on tickets, schedules, etc.Talking about geographical featuresInvitingAccepting/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 egészségFelkészülés a felnőtt lét szerepeireSzociális érzékenység fejlesztése.Aktív és tudatos állampolgárságra való nevelésEurópai azonosság – egyetemes kultúraKulcskompetenciák: 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 advicePrioritising and expressing opinionPractise in listening for gistTalking 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 |  |  |  |  |