**JAVASOLT TANMENET**

a tankönyv és a munkafüzet párhuzamos felhasználásával

**heti 4 óra**

**mm**publications

**Pioneer Elementary**

|  |  |  |  |  |  |  |  |
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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  Classroom language  Cover Page Module 1 | Learn how to use the course book and its components  Learning tips  Classroom language  Introduce topic module 1 |  | Who...? | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 2-3 | 1A | Greeting people and saying goodbye in formal and informal situations  Asking how sb. is  Introducing oneself and others  Spelling  Talking about your age | The verb to be | age, call (= give name), double, female, first name, male, over, same, son, surname, tomorrow, By the way…, Excuse me, Good afternoon, Good evening, Good morning , Good to see you, Have a nice day, How are you doing?, How are you?, How do you spell…?, How old are you? I’m… years old., How’s everything?, How’s it going?, I think, I’m fine, I’m very well, Nice to meet you (too), Not bad, Not much, Pleased to meet you, Pleasure to meet you, Really?, See you (later), So-so, Take care, This is…, What’s your name? I’m…/My name’s…, What’s new?, You look…, Miss, Mr, Mrs, Ms | SB  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: földrajz, informatika, matematika  Munkaforma:  csoportmunka,  pármunka,  egyéni- és frontális munka |
| 2 | 4-5 | 1B | understanding information on business cards (occupation, address, email, phone number)  Exchanging basic personal information  Expressing possession | The indefinite article a/an  These/Those  plurals  possessive adjectives  possessive case | address, appointment, avenue, business card, call (= telephone), child – children, city, company, county, hair and beauty salon, key, man – men, newspaper, over there, person – people, phone number, postcode, road, street, sunglasses, town, wallet, watch, website, woman – women, accountant, architect, doctor, electrician, hairdresser, photographer, reporter, secretary, shop/sales assistant, vet, waiter / waitress, What do you do? | SB  CD-player & CD or IWB & IWB material |
|  | 6-7 | 1C (including task) | talking about members of your family  talking about your marital status  talking about nationalities  giving information about your life | Present Simple (affirmative) | a little bit (of), also, bank, be at university, because, but, different, language, live, lots of, married, museum, only child, single, speak, university, with, work, aunt, cousin, daughter, grandchildren, granddaughter, grandfather, grandmother, grandparents, grandson, husband, kid, nephew, niece, uncle, wife, Argentina - Argentinian - Argentine , Australia – Australian, Brazil – Brazilian, Canada – Canadian, China – Chinese, Colombia – Colombian, Egypt – Egyptian, France – French, Hungary – Hungarian, India – Indian, Ireland – Irish, Italy – Italian, Mexico – Mexican, Peru – Peruvian, Poland – Polish, Portugal – Portuguese, Russia – Russian, Spain – Spanish, the UK – British, the USA – American, Turkey – Turkish, Where are you from? I’m from… | SB  CD-player & CD or IWB & IWB material |
| 3 | 8-9 | 1D | Talking about dates and years  Completing a form |  | abroad, academic year, another, application form, break (n), date of birth, end (v), flat, identity card / ID, passport, signature, start (v), term, thousand, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, March, April , May, June, July, August, September, October, November, December, first, second, third, etc., spring, summer, autumn, winter, Can you help me with this?, What’s the date today?, When’s your birthday? | SB  CD-player & CD or IWB & IWB material |
|  | 10 | Review Module 1 | Revising the structures, functions and vocabulary presented in module 1 |  |  | Student’s book |  |
|  | 11 | Test Module 1 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 4 | 12-13 | Cover page module 2, 2A | Introduce topic for module 2Talking about one’s daily routines and habits | Present Simple | hour / hr, minute / min, second / sec , a lot, actually, anything, at all, at weekends, busy, drive sb crazy, city centre, early, find, flatmate, help, hungry, kind of, late, lazy, make, maybe, mess, messy, on weekdays, order (v), problem, very, work (n), clean the windows, cook, do (the) housework, do the washing, do the washing-up, get home, have a class, have a shower, have breakfast / lunch / dinner, study, take out the rubbish, wash the car, I don’t think so, Nope, Not really, What about you?, What’s…like? | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Énkép, önismeret, hon- és népismeret  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, digitális kompetenciák  Kapcsolódási pontok,  etika, hittan, biológia, informatika  Munkaforma:  csoportmunka,  pármunka,  egyéni- és frontális munka |
|  | 14-15 | 2B | Telling the time  Reading signs and timetables | Present Simple (Wh-questions)  Prepositions of time | about (= around), almost, arrive, be closed, be open, café, chemist’s, finish, just, leave, office, outside, post office, railway station, relax, remember, so, still, wait, want, am, at/after/to, before, Have you got/Do you have the time?, during, from…to/till/until…, half an hour, Have a good time, I haven’t got time for that, It’s time to go, midnight, noon, now, o’clock, pm, quarter, right on time ,today, What time is it? It’s…, When…?, Good night, Let me see, Yep, You’re welcome | SB  CD-player & CD or IWB & IWB material |
| 5 | 16-17 | 2C (including task) | Talking about people’s tech habits  Saying how often you do things | Adverbs of frequency | adult, all the time, average, billion, change (v), group, however, important, instead of, life – lives, million, need, of course, percent, song, stay/keep in touch, teenager, up to, use (v), way, worldwide, young, always, usually, often, sometimes, rarely, never, chat on the Net, check email, download information, make a phone call, music video, online, receive, send, social network site, surf the Net, text (v), text message, How many…?, How often…?, Once/Twice/…times a day/week | SB  CD-player & CD or IWB & IWB material |
|  | 18-19 | 2D | Talking about spare-time activities  Talking about habitual actions and routines  Describing a day in one’s life | Word order | have a bath, city centre, count, department store, drink, even, lie (on sth), part-time, quick, relaxing, sheep, sleep, snack, sofa, take the bus, tired, tiring, wake up, walk (v), warm, When…, go for a bike ride, go for a walk, go for coffee, go jogging, go shopping, go to the cinema, have a nap, listen to music, meet up with friends, read magazines, stay at home, take the dog for a walk, talk on the phone | SB  CD-player & CD or IWB & IWB material |
|  | 20 | Review Module 2 | Revising the structures, functions and vocabulary presented in module 2 |  |  | Student’s book |  |
| 6 | 21 | Videos Module 1 & 2 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 22 | Test Module 2 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 23-24 | Cover page module 3, 3A | Introduce topic for module 3Talking about likes and dislikes  Talking about films and TV programmes  Talking about your intentions and making arrangements | like/love/enjoy/hate/can’t stand + -ing  would like/want + to  Intensifiers a little (bit), pretty, very, really  Let’s + base form of the verb | a waste of time, boring, brilliant, hang out (with), interesting, sounds like fun, be sold out, can’t stand, channel, cinema, commercial, enjoy, exciting , funny, give, hate, have a look, hurry (v), next, popcorn, pretty (adv), really (adv), remote control, say, scary, screen, showing, something, stupid, terrible, ticket, tonight, chat show, game show, sitcom, soap opera, talent show, the news, action, comedy, documentary, drama, romantic comedy, sci-fi (science fiction), thriller, Let’s…, Me too, What kind of…?, What’s on? , What’s playing?, Would you like…? | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Művészeti nevelés, media tudatosság  Európai azonosságtudat és egyetemes kultúra  Testi és lelki egészség  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  matematika, ének, művészet, media, informatika  Munkaforma:  csoportmunka,  pármunka,  egyéni- és frontális munka |
| 7 | 25-26 | 3B | Talking about your talents and abilities  Speculating and making a decision | The verb can (ability)  Adjectives – adverbs of manner | be good at, bored, careful, climb, create, dangerous, delivery person, difficult, drive, easy, energy, fast, fix , foreign language, full of, happen, instructions, learn, manual, motorbike, musical instrument, nature, No way, physical activity, play the piano/guitar, ride, ski (v), solve, take photographs, tool, type (v), active, calm, creative, curious, practical, skilful | SB  CD-player & CD or IWB & IWB material |
|  | 27-28 | 3C (including task) | Talking about physical exercise  Speculating and making a decision |  | both, everyone, excellent, facility, feel, free, friendly, healthy, juice, member, player, prefer, serve, special offer, strong, team, try, water polo, equipment, exercise (v/n), get/stay in shape, join the gym, lose weight, machine, personal trainer, practise (v), take up, work out, aerobics, capoeira, judo, karate, martial art, Pilates, samba, taekwondo, yoga, zumba | SB  CD-player & CD or IWB & IWB material |
| 8 | 29-30 | 3D | Talking about spare-time activities  Talking about forms of entertainment  Presenting oneself |  | ASAP, bowling alley, countryside, entertainment, explore, hardly ever, hope, laid-back, mind (v), outdoor, spend (time), tidy, do aerobics, do arts and crafts, do gardening, do martial arts, go bowling, go fishing, go for a drive, go for a meal, go for a swim, go horse riding, go to a concert , go to a match, go to a theme park, go to an exhibition, go to the shopping centre, go to the theatre, play chess, play pool, play table tennis | SB  CD-player & CD or IWB & IWB material |
|  | 31 | Review Module 3 | Revising the structures, functions and vocabulary presented in module 3 |  |  | Student’s book |  |
|  | 32 | Test Module 3 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 9 | 33-34 | Cover page module 4, 4A | Introduce topic for module 4  Describing people’s appearance  Expressing possession  Making compliments and giving your opinion politely | Possessive pronouns | attractive, cute, delicious, good-looking, handsome, kitten, oil painting, plain, pretty (adj), cool, definitely, jacket, polite, suit (v), the same as, trainers, bald, beard, blond(e), chubby, curly, dark, face, fat, goatee, grey, hairstyle ,highlights, in his/her 20s/30s…, light (adj), look (n), medium-height, medium-length, middle-aged, moustache, overweight, shaved head, skinny, slim, spiky, straight, thin, wavy, What a nice…!, What do you think of…?, What does he/she look like?, Whose…? | SB  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, media, etika, hittan  Munkaforma:  csoportmunka, pármunka,  egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok |
|  | 35-36 | 4B | Talking about furniture, appliances and rooms  Identifying the location of objects | There is / There are  Articles (a/an, the) | agree, buy, choose, cosy, decide, design (n), floor (of a room), furniture, modern, price, put, similar, size, space, (= room), armchair, cabinet, coffee table, desk, dishwasher, drawer, hob, lamp, mirror, oven, rug, shelf – shelves, sofa, tap, glass, leather, plastic, steel, wood, above, behind, between, in, in front of, near, next to, on, under | SB  CD-player & CD or IWB & IWB material |
| 10 | 37-38 | 4C (including task) | Describing personality traits  Making speculations |  | argue, attention, be in a good/bad mood, become, cool (≠ warm), cry, disagree, driver, emergency, especially, guy, health, in one’s opinion, laugh, performer, power, safe, show (v), silver, stop lights, stop sign, sunshine, aggressive, annoying, cheerful, confident, dynamic, enthusiastic, helpful, kind, moody, mysterious, nervous, outgoing, positive, serious, shy, strange, unfriendly, unhappy, weak | SB  CD-player & CD or IWB & IWB material |
|  | 39-40 | 4D | Describing one’s home |  | area, balcony, block of flats, close (adj), convenient, detail, fantastic, far, floor (of a building), furnished, garage, in the suburbs, large, lift, neighbourhood, public transport, put sb up, rent (v), seminar, sink, underground, view, while, Wi-Fi, central heating, freezer, microwave, washing machine, I live at…, Let me know, No problem | SB  CD-player & CD or IWB & IWB material |
| 11 | 41 | Review Module 4 | Revising the structures, functions and vocabulary presented in module 4 |  |  | Student’s book |  |
|  | 42 | Videos Module 3 & 4 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 43 | Test Module 4 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 12 | 44-45 | Cover page module 5, 5A | Introduce topic for module 5  Talking about things that are happening now  Talking about temporary situations  Talking about future plans and arrangements  Locating information on posters and flyers | Present Progressive | a close friend, a distant relative, in person, international, local, radio, What’s new?, actor, at the moment, attend, ballet, competition, couple, daily, enter, entrance fee, event, fan, if, in advance, lake, lecture, look for, mile, money, organise, pay, perform, performance, prize, professor, race, spectator, stadium, stage, take part, take place, torch, venue, win, Anything else?, Are you doing anything?, Don’t miss it!, I haven’t got any plans..., Which…? | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Gazdasági nevelés, felkészülés a felmőtt lét szerepeire  Kulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, digitális kompetenciák  Munkaforma:  csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei:  egyéni fejlesztés, feladattípusok  Kapcsolódási pontok:  informatika, media, etika, magyar nyelvtan, |
|  | 46-47 | 5B | Learning language related to phone calls  Asking for, giving and refusing permission  Making offers, requests and asking for favours | Object Personal Pronouns | a couple of, airport, ask, battery, borrow, come over, favour, forget, in a (little) while, lend, low, take (sb somewhere), tell, answer, call back, give sb a call, hang up, Hold on, How can I help you?, I’ll get him, It’s…calling, leave a message, pick up, ring (v) (= phone noise), the line’s busy, This is…, voicemail, Who’s calling?, wrong number, Yes, speaking, Finally!, Here you are, I’m afraid not, Let me check | SB  CD-player & CD or IWB & IWB material |
| 13 | 48-49 | 5C (including task) | Distinguishing between habitual actions and things that are happening now  Reading and writing notes and messages | Present Simple vs. Present Progressive  Stative verbs | abbreviation, according to, be called, chatspeak, communicate, communication, destroy, everywhere, expert , for example, future, library, make sure, normal, note, nowadays, omit, out of order, phrase, printer, punctuation, rule, symbol, take long, teach, user, whole, Why…? | SB  CD-player & CD or IWB & IWB material |
|  | 50-51 | 5D | Giving news and responding to other people’s news  Writing an email giving news |  | at the same time, driving licence, excited, get married, go on a trip, have a baby, have driving lessons, move out, pass, probably, ready, save up, start one’s own business, take final exams, test, used car, whenever, wherever, wish (v), All the best, Congratulations!, Dear…, Good for you, Good luck!, Guess what!, How are things?, How fantastic!, How’s life?, I’m glad to hear that, Lucky you!, See you soon, That’s all for now, What wonderful news!, Yours, | SB  CD-player & CD or IWB & IWB material |
|  | 52 | Review Module 5 | Revising the structures, functions and vocabulary presented in module 5 |  |  | Student’s book |  |
| 14 | 53 | Test Module 5 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 54-55 | Cover page module 6, 6A | Introduce topic for module 6  Talking about past events and experiences  Locating information on receipts and tickets | Past Simple (affirmative-negative) | ago, after that, amazing, be on a diet, cappuccino, chips, coat, enough, espresso, expensive, fitness centre, last, massage, mineral water, salad, sauna, steak, yesterday | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Európai azonosság – egyetemes kultúra  Művészeti nevelés  Énkép, önismeret, hon- és népismeret  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  történelem, földrajz, informatika, honismeret, |
| 15 | 56-57 | 6B | Talking about misfortunes  Apologising, responding to bad news and expressing disbelief  Asking and answering about past events | Past Simple (questions) | alarm clock, apologise, cancel, credit card, hear, ignore, leave (sth behind), mechanic, on one’s way, petrol station, realise, report (v), somebody, steal, upset, break down (e.g. car), get a flat tyre, get locked out, get lost, get stuck in (traffic), have an accident, lose (keys), miss the bus, run out of petrol, Are you joking?, Are you kidding me?, Don’t worry about it, Forget about it, How annoying, How awful, I’m sorry to hear that, No problem, Poor you, Sorry for…, That’s all right, That’s too bad ,What’s wrong? | SB  CD-player & CD or IWB & IWB material |
|  | 58-59 | 6C (including task) | Talking about ancient civilisations and life in the past  Expressing ability in the past  Collaborating to do a project | The Past Simple of the verbs to be and can | ancient, appearance, architecture, astronomy, at the age of, build, civilisation, corn, court, develop, drink (n), ear, education, famous, grow, huge, hunt, jewellery, kill, lips, marriage, mathematics, popular, population, pyramid, star, sun, technology, temple, vegetable, wear | SB  CD-player & CD or IWB & IWB material |
| 16 | 60-61 | 6D | Talking about a past holiday  Describing the weather |  | absolutely, beach, by (= next to), campsite, dolphin, fire, island, mountain, scared, seafood, turtle, buy postcards, buy souvenirs, go camping, go hiking, go scuba diving, go sightseeing, go skiing, go windsurfing, stay at a hotel, taste local food, travel abroad, chilly, cloudy, foggy, rain (v), snow (v), sunny, windy, Anyway, …, How long…?, In fact, … | SB  CD-player & CD or IWB & IWB material |
|  | 62 | Review Module 6 | Revising the structures, functions and vocabulary presented in module 6 |  |  | Student’s book |  |
|  | 63 | Videos Module 5 & 6 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 64 | Test Module 6 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 17 | 65-66 | Revision Modules 1-6 | Revising the structures, functions and vocabulary presented in module 1 – 6 |  |  | Student’s book, workbook, extra material (Teacher's resource CD) |  |
|  | 67 | Mid-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 68 | Correction of mid-term test Cover page module 7 | Allow students to learn from own mistakes  Introduce topic for module 7 |  | BBQ (barbecue), café, flavour | Corrected tests, Student's book |  |
| 18 | 69-70 | 7A | Reading a menu  Ordering food at a restaurant  Making an offer  Accepting and refusing an offer  Expressing quantity | Countable and uncountable nouns | appetiser, a slice of, beverage, choice, customer, dessert, fresh, horrible, main course, medium, menu, vegetarian, bread, cheese, cheesecake, chicken wing, club sandwich, lasagne, lemonade, meat, mushroom, onion rings, pasta, pepper, pie, rice, salt, soft drink, soup, tea, a bottle of, a bowl of, a can of, a cup of, a glass of, Actually, I prefer…, Are you ready to order?, Certainly., Could I get you anything else?, Could I have the bill?, Could I have…instead?, I’m afraid…, I’m not sure what I want., Is that all?, That’s all., What does that come with?, Would you like something to drink with that?, Would you like to order? | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Testi és lelki egészség;  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:  biológia, földrajz, informatika, etika |
|  | 71-72 | 7B | Asking and answering about quantity  Talking about healthy/unhealthy food and food preferences  Talking about one’s eating habits | How much ...? / How many ...?  much/many/a lot of/lots of/a few/a little | avoid, because of, burn, calorie, contain, fact , fat (n), fridge ,harmful ,high in ,hole ,home-cooked ,junk food, product, put on weight, stomach, unhealthy, vitamin, beef, broccoli, carrot, hard-boiled egg, kiwi, lettuce, olive, olive oil, omelette, peas, sauce, strawberry, sugar, tuna, yoghurt | SB  CD-player & CD or IWB & IWB material |
| 19 | 73-74 | 7C (including task) | Describing what food tastes like  Describing the ingredients and steps in a recipe |  | a variety of, century, chef, cover (v), dish, finally, fork, ground, ingredient, local (n), piece, pleasant, pot, raw, recipe, sick, stone, though, traditional, unpleasant, without, almond, butter, chilli pepper, ketchup, lime, mayonnaise, raisin, spices, add, bake, cut, fry, mix, disgusting, salty, sour, spicy, sweet, tasteless, tasty | SB  CD-player & CD or IWB & IWB material |
|  | 75-76 | 7D | Making suggestions and arrangements  Inviting someone somewhere  Accepting and refusing an invitation | Let’s + (base form of the verb)  How about + (-ing form)?  Why don’t we + (base form of the verb) | accept, come along, get-together, invitation, invite, night out, order out, perfect, plan (v), refuse, crepe, ethnic food, pastries, sushi, How about - *+ing*?, How can I say no?, I hope you can make it., I’m looking forward to it., Maybe some other time., Waiting for your reply., Why don’t we…? | SB  CD-player & CD or IWB & IWB material |
| 20 | 77 | Review Module 7 | Revising the structures, functions and vocabulary presented in module 7 |  |  | Student’s book |  |
|  | 78 | Test Module 7 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 79-80 | Cover page module 8, 8A | Introduce topic for module 8  Using different means of transport  Asking about the cost  Attracting someone’s attention  Apologising to someone for doing sth by accident  Checking and confirming information  Expressing obligation | have to | 24-hour service(s), motorway, skyscraper, be in a hurry, boarding pass, by + means of transport, check-in desk, conveyor belt, crowded, exactly, fare, flight, get off, hand luggage, meter, on foot, passenger, platform, pound (lb), rush hour, step on sb, stop (n), suitcase, surprised, taxi, town hall, underground line, cent, dollar, euro, pence, pound, yen, How long does it take?, How much does it cost?, How much is it?, I didn’t mean to…, Is this seat taken? | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Környezettudatosságra nevelés,  Énkép, önismeret, hon- és népismeret  Felkészülés a felmőtt lét szerepeire  Aktív és tudatos állampolgárságra való nevelés  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái, személyes és társas kompetenciák  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok  Kapcsolódási pontok:  földrajz, biológia, etika, informatika, matematika, média |
| 21 | 81-82 | 8B | Reading a map  Asking for, giving and following directions |  | destination, map, route, across, down, from…to, into, out of, over, past, through, towards, under, up, east, north, south, west, bridge, fire station, hospital, institute, mini market, river, tunnel, Could you give me directions to…?, Go straight., Go up/down…, Head south/west/etc. on…, How can/do I get to…?, It’s on your left/right., Take the first/second/etc. left/right into…, Turn left/right at the traffic lights / stop sign / end of the street., Turn left/right into… Street., Walk/Drive towards… | SB  CD-player & CD or IWB & IWB material |
|  | 83-84 | 8C (including task) | Talking about environmental problems and ways to prevent them  Talking about your future plans and actions | Future be going to | at least, carpool (v), charge (v), completely, compost, cycle – cycling, device, each, electric, electricity, environment, environmentally friendly, everywhere, guest, hard, heat (n), inside, journey, keep, organisation, plant (v/n), pollution, produce, programme, recycle, recycling bin, reduce, reuse, roof, temperature, throw away, turn on/off, unplug, water (v) | SB  CD-player & CD or IWB & IWB material |
| 22 | 85-86 | 8D | Talking about places in a city/town |  | boat, fascinating, sea, sight, top attraction, tourist, archaeological site, botanical garden, canal, castle, market, national park, palace, port, square, Another place worth visiting… | SB  CD-player & CD or IWB & IWB material |
|  | 87 | Review Module 8 | Revising the structures, functions and vocabulary presented in module 8 |  |  | Student’s book |  |
|  | 88 | Videos Module 7 & 8 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
| 23 | 89 | Test Module 8 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 90-91 | Cover page module 9, 9A | Introduce topic for module 9  Talking about clothes  Expressing preference and satisfaction  Talking about shopping habits | too / enough | cart, corner shop, e-shopping, factory outlet, mini market, newsagent, a pair of, brand, casual, customer, delivery, fashionable, formal, gift, in the end, interview (n), item, mistake, occasion, old-fashioned, quality, refund, review, spend (money), tight, ugly, wardrobe, waste one’s time, wedding, within, boots, sandals, shoes, trainers , belt, dress, gloves, jacket , jumper, scarf, shirt, shorts, skirt, suit, sweatshirt, tie, tracksuit bottoms, trousers, T-shirt | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Gazdasági nevelés, felkészülés a felmőtt lét szerepeire  Környezettudatosságra nevelés  Aktív és tudatos állampolgárságra való nevelés  Kulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, digitális kompetenciák, személyes és társas kompetenciák  Kapcsolódási pontok:  informatika, földrajz, etika, media  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok |
| 24 | 92-93 | 9B | Talking about prices  Talking about sizes  Talking about forms of payment  Expressing preference / satisfaction  Buying and selling | one / ones | % off, cash, change (n) (money), coin, comfortable, discount, during the sales, exchange, fit (v), fitting room, noise, note, pay in cash, pocket, price tag, receipt, take sth back (to a shop) ,till ,try on ,Could you gift wrap that for me?, Do you have it in (e.g. red)?, Here you go., I’ll take it/them., That’s…altogether., That’s a good deal., Unfortunately, …, What size do you wear? | SB  CD-player & CD or IWB & IWB material |
|  | 94-95 | 9C (including task) | Talking about eco-friendly products  Reading dictionary entries  Collaborating with others to come to a decision based on specific criteria | Compounds of some, any, no, every | aluminium, care (v), continue, eco-, exist, jar, last (v), metal, packaging, picnic, plate, pollute, protect, recycled, product), solar, ton, useful, useless, waste (n) | SB  CD-player & CD or IWB & IWB material |
| 25 | 96-97 | 9D | Talking about problems related to gadgets  Sympathising / Suggesting solutions |  | annoyed, broken, button, cable, cover (n), dead (phone), deadline ,funny (= strange) ,fuzzy ,headphones ,image, keyboard, lens, plugged in, press (v), print (v), project, return, scratched, share, sound (n), suddenly, urgent, wire, digital camera, game controller, laptop, tablet, I’ve got no idea what’s wrong…, What’s more, … | SB  CD-player & CD or IWB & IWB material |
|  | 98 | Review Module 9 | Revising the structures, functions and vocabulary presented in module 9 |  |  | Student’s book |  |
|  | 99 | Test Module 9 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 26 | 100-101 | Cover page module 10, 10A | Introduce topic for module 10, Making requests and responding to them  Asking for favours  Making or cancelling/changing an appointment  Giving an excuse |  | keep a secret, look after, risk one’s life, be away, bring, carry, count on sb, dentist, dry cleaner’s, heavy, make/cancel an appointment, meeting, pick sth/sb up (from somewhere), the rest of, thirsty, Don’t mention it., Don’t panic, How may I help you?, I owe you one., May I…?, Not at all., There’s an opening…, What are sisters/friends for?, What can I do for you?, What’s up, Will you…?, Would you…? | SB  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  Kulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  etika, hittan, media, informatika, biológia |
|  | 102-103 | 10B | Talking about ailments  Asking for and giving advice | The verb should | hurt (v), lie down, medicine, painkiller, patient (n), perhaps, rest (v/n), sleep (n), sneeze, symptom, cold (n), cough (v/n), earache, headache, runny nose, sore throat, stomach ache, temperature, the flu, toothache, Is that so?, It’s nothing serious, What seems to be the problem? | SB  CD-player & CD or IWB & IWB material |
| 27 | 104-105 | 10C (including task) | Talking about emergency services  Reporting commands and requests  Narrating a story | Reported speech: Commands - Requests | alone, ambulance, blow, by accident, catch fire, drop, emergency services, extra, fall (v), fire brigade, firefighter, fly (v), freezing, in danger, injured, instructor, jump, ladder, lifeguard, paramedics, put on (clothes), put out (a fire), reach, reason, rescue , rescue team, rock climber, rock climbing, save, shout, situation, storm, survive, weather forecast, wet, wind (n) | SB  CD-player & CD or IWB & IWB material |
|  | 106-107 | 10D | Talking about a problem  Asking for and giving advice |  | advice, balance, be fair, be in trouble, be there for sb, boss, brain, calm down, cheer up, colleague, explain, feel down, helpless, in the beginning, keep doing sth, lonely, loud, mark, on one’s own, overdo, relaxed, stressed, take one’s mind off sth, teammate, totally, First of all, …, I hope everything goes well | SB  CD-player & CD or IWB & IWB material |
|  | 108 | Review Module 10 | Revising the structures, functions and vocabulary presented in module 10 |  |  | Student’s book |  |
| 28 | 109 | Videos Module 9 & 10 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 110 | Test Module 10 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 111-112 | Cover page module 11, 11A | Introduce topic for module 11  Talking about different kinds of holidays  Making comparisons | Comparative forms | accommodation, culture, B&B (bed and breakfast), be crazy about, cabin, camper van, campsite, cheap, conversation, cruise, expect, imagine, luxury, negative, recommend, resort, sailing boat, ship, slow, tent, I guess so. | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Európai azonosság – egyetemes kultúra  Énkép, önismeret, hon- és népismeret  Felkészülés a felnőtt lét szerepeire  Kulcskompetenciák  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái  Kapcsolódási pontok:  földrajz, művészetek, hon és népsimeret, media, |
| 29 | 113-114 | 11B | Understanding information about countries  Talking about countries  Making comparison | Superlative forms | as well as, capital (city), climate, continent, currency, dialling code, flag, official language, region, rich, wildlife, coast, desert, mountain range, ocean, plain (n), rainforest, volcano, waterfall/falls | SB  CD-player & CD or IWB & IWB material |
|  | 115-116 | 11C (including task) | Talking about gestures  Talking about cultural differences  Talking about people’s experiences abroad  Talking about cultural guidelines for travellers visiting a foreign country |  | appropriate, back (n), begin, bow (v), businessman, cheek, each other, foreigner, greet (v), greeting, host – hostess, hug (v), kiss (v), knife – knives, offer (v), pat (v), point (v), possible, queen, rude, scissors, shake hands, smile (v), take off (e.g. shoes), the other side, topic, traveller, visitor | SB  CD-player & CD or IWB & IWB material |
| 30 | 117-118 | 11D | Talking about facilities and services  Talking about booking arrangements |  | air conditioning, be allowed, book (v), booking arrangement, business centre, disabled guest, double room, hairdryer, indoor, inform, noisy, non-smoking, parking, room service, satellite TV, single room, twin room, wake-up service, Dear Sir/Madam, Firstly, …, I am writing because I need to make some changes, I am writing to inform you that…, I look forward to hearing from you, I made a reservation under the name…, I would like to thank you in advance, Lastly, …, Please send me a reply as soon as possible, Secondly, …, Thank you for your time and assistance, Yours faithfully, Yours sincerely, | SB  CD-player & CD or IWB & IWB material |
|  | 119 | Review Module 11 | Revising the structures, functions and vocabulary presented in module 11 |  |  | Student’s book |  |
|  | 120 | Test Module 11 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 31 | 121-122 | Cover page module 12, 12A | Introduce topic for module 12  Talking about sports and teams  Talking about experiences | Present Perfect Simple and time expressions | award (n), championship, graduate, success, I’m proud of you., Nice going!, Well done!, athlete, beat (v), captain, champion, experience (n), final (adj), foul, gold, grass, kick (v), lift (v), live (adj), make a shot, manager, medal, pitch, play against, point (n), referee, score (v/n), season (in sports), so far, successful, the final, trophy, Beats me, I bet, I doubt it, It’s incredible, It’s unbelievable, It’s/He’s something else, Take it one step at a time, There’s no chance of…, You can say that again , You have a point | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Európai azonosság – egyetemes kultúra  Énkép, önismeret, hon- és népismeret  Kulcskompetenciák  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  irodalom, történelem, művészetek, média, informatika, földrajz |
|  | 123-124 | 12B | Talking about education and academic subjects | Present Perfect Simple vs. Past Simple | attend a course, do a degree (in), do well in, fail, get a degree in, get exam results, get good/bad marks, Get well soon, lecture, lecture hall, lie (-lied-lied), manage, miss a lesson, otherwise, oversleep, photography, revise for an exam/a test, take an exam/a test, voice, Architecture, Biology, Business and Management, Computer Science, Economics, Engineering, English Literature, Law, Medicine, Psychology | SB  CD-player & CD or IWB & IWB material |
| 32 | 125-126 | 12C (including task) | Talking about famous people and their achievements  Writing facts for a general knowledge quiz |  | act (v), archaeologist, archaeology, artist, biologist, bright (= smart), control (v), die, discover, experiment, genius, include, instruct, intelligent, invent, invention, inventor, knowledge, light bulb, paint, painter, piano, pianist, play (n), research (n), scientist, succeed, survivor, writer | SB  CD-player & CD or IWB & IWB material |
|  | 127-128 | 12D | Talking about one’s life events  Writing a text about one’s life |  | be born, childhood, grow up, retire, routine, tour guide | SB  CD-player & CD or IWB & IWB material |
| 33 | 129 | Review Module 12 | Revising the structures, functions and vocabulary presented in module 12 |  |  | Student’s book |  |
|  | 130 | Videos Module 11 & 12 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 131 | Test Module 12 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 34 | 132-133 | Revision Modules 7-12 | Revising the structures, functions and vocabulary presented in module 7 – 12 |  |  | Student’s book, workbook, extra material (Teacher's resource CD) |  |
|  | 134 | End-of-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 135 | Correction of end-of-term test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
|  | 136 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |