**JAVASOLT TANMENET**

a tankönyv és a munkafüzet párhuzamos felhasználásával

**heti 5 óra**

**mm**publications

**Pioneer Intermediate B1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |  |
|  | 2-5 | Revision  Cover Page Module 1 | Revision of vocabulary and structures from last year  Introduce topic module 1 |  | (A) home away from home, Feels like home, Have a roof over your head, Home is where the heart is, Home sweet home, Live out of a suitcase, Make yourself at home, There’s no place like home | Teacher’s resource CD – Pre-intermediate  SB |  |
| 2 | 6-7 | 1A  (page 8-9) | Distinguishing between permanent and temporary situations | Present Simple vs. Present Progressive  Stative verbs | access (n.), admire, belongings, cope with, cramped, currently, drawback, drop by, expenses, face (v.), fill up, furnished, get tired of, get used to, go shopping, heating, houseboat, inviting, isolated, lighthouse, location, loneliness, luxurious, narrow, out of one’s mind, peace and quiet, permanent, recreational, regret (v.), residence, settle in, spacious, stairway, temporary, tower, wisely | 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, önkifejezés és kulturális tudatosság kompetenciái.  Kapcsolódási pontok:  földrajz,  informatika,  művészetek,  etika,  média |
|  | 8-9 | 1A  (page 10-11) | Forming different types of questions  Asking for and giving information in formal/informal situations |  | bungalow, campus, check in, check out, cottage, county, inform, lane (= street), move in, move out, outskirts, put sb up, rural, suburb, suburban, urban | SB  CD-player & CD or IWB & IWB material |
| 3 | 10-11 | 1B  (page 12-13) | Discussing experiences  Expressing opinion |  | adjust, anxiety, appreciate, bakery, become aware of, catch up on, cause (v.), community, discovery, enthusiasm, fascinated, frustrated, get down to business, get involved, get over, get rid of, get to know, homesickness, impatient, initial, loved ones, miss out on, native (language), no longer, observe, obtain, occur, period of time, phase, remind, shock, sign up, study (= research), surroundings, turn into | SB  CD-player & CD or IWB & IWB material |
|  | 12-13 | 1B  (page 14-15) | Asking for sb’s opinion  Expressing opinion  Giving information  Expressing agreement and disagreement  Giving news  Responding to news by showing enthusiasm |  | as well (= too), beachfront, bicycle lane, consider, get the hang of sth, ideal, option, pleased, run (for buses), suitable, town centre, university, All the best, Best wishes, Drop me a line, Email me when you get the chance, Get back to me soon, How are you keeping?, I haven’t told you the latest, have I?, I’d better finish off here, It’s taken me ages to reply, I’ve been meaning to…, Just thought I’d drop you a line, Keep me posted, Let me fill you in, Personally, I believe…, Very true, but…, You have a point | SB  CD-player & CD or IWB & IWB material |
|  | 14 | Review Module 1 | Revising the structures, functions and vocabulary presented in module 1 |  |  | Student’s book |  |
|  | 15 | Test Module 1 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 4 | 16 | Video Module 1 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 17 | Correction of module test Cover page module 2 | Allow students to learn from own mistakes  Introduce topic for module 2 |  | bungee jump, endurance, go without food, hold, hold one’s breath, rope, run a marathon | Corrected tests, Student's book |  |
|  | 18-19 | 2A  (page 18-19) | Locating important facts in newspaper clippings  Talking about past events and habits | Past Simple  The verb used to | abandoned, against all odds, barely, branch, breathe, catastrophic, coconut, cover (= travel a distance), crawl, damage (v. & n.), dig, drag, drop (temperature), drown, eventually, extreme conditions, float (v.), footprint, force (v.), form (v.), harm (v. & n.), hiker, igloo, injure, one by one, oxygen, passerby, ranger, recover, ruin (v.), several, shelter, signal (v.), spot (v.), strike (tsunami), stunned, supplies, survivor, trapped, treat (v.) (in hospital), wave (v.) | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Testi és lelki egészség;;  Aktív állampolgárságra nevelés  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  informatika;  második idegen nyelv;  testnevelés;  média,  biológia,  földrajz |
| 5 | 20-21 | 2A  (page 20-21) | Describing weather conditions  Narrating past events/experiences  Reporting incidents | Past Progressive  Past Simple vs. Past Progressive | ambulance, block (v.), bystander, emergency services, jungle, land (v.), overturn, possibility, resident, skid, slide (v.), violent, blizzard, blow, boiling, breeze, chilly, clear skies, drizzle (v.), dull, foggy, freezing, icy, lightning, mild, overcast, pour (v.), shine, shower, snowstorm, thunder | SB  CD-player & CD or IWB & IWB material |
|  | 22-23 | 2B  (page 22-23) | Talking about events |  | amateur, annual, assist, assistant, attendant, breathtaking, challenge (n.), compete, competitor, contestant, conventional, cyclist, distance, edit, editor, endure, extraordinary, fatal, finalist, finish line, incident, instructor, journal, journalist, land (n.), landscape, lead (v.), leader, loser, majority, measures, mud, organiser, participant, participate, professional (n.), quad, race (v.), racer, rally, reality, remain, sand dune, security, specifically, spectator, test (v.), tough, trainer (person) | SB  CD-player & CD or IWB & IWB material |
|  | 24-25 | 2B  (page 24-25) | Narrating past events  Responding to bad news and showing concern  Sequencing past events |  | bandage (v.), be in luck, be in shock, be over, bear, camp (v.), chase (v.), cliff, edge, fog, hang, hold on, in the middle of nowhere, light a fire, relieved, scared stiff, shake with fear, signal, swollen, thick, Oh, dear!, What’s up with you? | SB  CD-player & CD or IWB & IWB material |
| 6 | 26 | Review Module 2 | Revising the structures, functions and vocabulary presented in module 2 |  |  | Student’s book |  |
|  | 27 | Task modules 1&2 | Analysing and interpreting bar graphs |  |  | SB |  |
|  | 28 | Test Module 2 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 29 | Video Module 2 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 30 | Correction of module test Cover page module 3 | Allow students to learn from own mistakes  Introduce topic for module 3 |  | broaden the mind, globetrotting | Corrected tests, Student's book |  |
| 7 | 31-32 | 3A  (page 28-29) | Linking the past with the present  Talking about travelling experiences | Present Perfect Simple vs. Past Simple  Present Perfect Simple – Present Perfect Progressive | accommodation, achievement, adventurer, article, attempt (n. & v.), benefit (n.), brave, circle (v.), complete (v.), courage, crew, cruise, despite, development, entire, excursion, expedition, globe, globetrotter, hitchhiking, hold the record, journey, presentation, prove, provide, publish, remarkable, sail (v.), sailor, set sail, solo, succeed, unfamiliar, voyage, wear sth out | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Európai azonosság – egyetemes kultúra  Testi és lelki egészség;  Gazdasági nevelés, felkészülés a felmőtt lét szerepeire  Kulcskompetenciák  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái, digitális kompetenciák  Kapcsolódási pontok:  földrajz, informatika,  etika, hittan, hon és népismeret |
|  | 33-34 | 3A  (page 30-31) | Comparing and contrasting people and situations  Talking about holidays | Adjectives  Adverbs of manner  Comparisons | accommodate, achieve, advertise, announce, announcement, application, apply, campground, cancellation, confirm, connect, connection, description, destination, develop, exotic, explanation, exploration, guided tour, improvement, inexpensive, insurance, introduction, on board, platform, present (v.), reservation, reserve, safari, scenery, stress-free, wildlife | SB  CD-player & CD or IWB & IWB material |
| 8 | 35-36 | 3B  (page 32-33) | Talking about technology |  | access (v.), anxious, app, arrival, bargain (n.), car rental, come across, come up, compare, count on, currency, delay, departure, directly, do without sth, domestic flight, essential, fed up with, flexible, frequent, handy, hassle (n.), illegal, impressed, interactive, journal, landmark, legal, leisure, major, offline, once (sth happens), record (v.), right (n.), schedule (n.), section, store (v.), struggle (n.), timetable, tram, unique, update (n.), upload (v.) | SB  CD-player & CD or IWB & IWB material |
|  | 37-38 | 3B  (page 34-35) | Describing a place  Expressing preference  Making suggestions/recommendations  Agreeing/Disagreeing with a suggestion |  | botanical garden, colourful, educational, enjoyable, fascinating, from up close, get seasick, highlight (n.), impression, magnificent, massive, mouth-watering, once in a lifetime, opportunity, palm tree, peaceful, pond, private, recommendation, species, spectacular, square (adj.), suggestion, sweet-smelling, the public, tropical, typical, unforgettable, weird, wonder (n.), I’d prefer (not) to…, I’d rather (not)…, See for yourself | SB  CD-player & CD or IWB & IWB material |
|  | 39 | Review Module 3 | Revising the structures, functions and vocabulary presented in module 3 |  |  | Student’s book |  |
|  | 40 | Exam practice modules 1-3 | Revision and practise exam-style exercises |  |  | SB |  |
| 9 | 41 | Test Module 3 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 42 | Video Module 3 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 43 | Correction of module test Cover page module 4 | Allow students to learn from own mistakes  Introduce topic for module 4 |  | balance (n.), prospects, salary | Corrected tests, Student's book |  |
|  | 44-45 | 4A  (page 38-39) | Expressing obligation, lack of obligation and prohibition  Expressing strong advice, threat and warning  Expressing regret, disapproval and criticism | Modals I (must/have to/need, should/ought to/had better) | advise, at last, be willing to, career break, creature, CV, delighted, eager, encourage, enthusiastic, fairly, give sth a try, greet, headteacher, hopefully, income, interact, motivated, on one’s mind, overtime, plenty of, rewarding, rise, sanctuary, sleepless, somehow, staff, teens, make a decision/guess, make a difference, make a good/bad impression, make a mistake, make a suggestion/an arrangement, make an effort, make plans, make sense, make the most of sth, make up one’s mind, do a project, do an experiment, do as you please, do business, do my hair, do one’s best, do research, do sb a favour, do some exercise, do well/badly | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Énkép, önismeret, Európai azonosság – egyetemes kultúra  Gazdasági nevelés, felkészülés a felmőtt lét szerepeire  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  media, földrajz, művészetek, életvitel, etika, hittan, informatika |
| 10 | 46-47 | 4A  (page 40-41) | Expressing possibility and certainty  Making deductions in the present/future and in the past  Talking about work-related situations | Modals II (may/might/could, must/can’t) | applicant, careless, earn a living, experience (work), get fired, hire, knowledge, pay rise, position, previous, qualifications, quit, react, rent, tell sb off, I didn’t mean to…, I’ve got no excuse for my behaviour, I would strongly advise you to…, That was thoughtless of me, That wasn’t very wise of you, Why on earth did you do that? | SB  CD-player & CD or IWB & IWB material |
|  | 48-49 | 4B  (page 42-43) | Describing sb’s personality  Talking about jobs and employment |  | affect, come up with, concern (n.), deadline, emotion, express (v.), extrovert, freedom, get along with, imagination, introvert, issue, medical care, role model, solution, take one’s time, technician, trust (v.), academic, accountant, consultant, detective, engineer, interior designer, lawyer, marketing manager, mechanic, politician, public speaker, researcher, vet, ambitious, artistic, courageous, disorganised, honest, imaginative, musical, patient, rational, reliable, sociable, spontaneous, strict, well-organised | SB  CD-player & CD or IWB & IWB material |
| 11 | 50-51 | 4B  (page 44-45) | Expressing possibility and probability  Asking for and giving information |  | apart from that, argument, by mistake, candidate, delete, document, dress (v.), exchange programme, final (year), furthermore, give a talk, in addition, internship, job fair, notice board, promote, promotion, registration, to begin with, what is more, I bet…, I doubt it, It’s hard to say…, It’s probable that…, It’s very (un)likely that…, My guess is that… | SB  CD-player & CD or IWB & IWB material |
|  | 52 | Review Module 4 | Revising the structures, functions and vocabulary presented in module 4 |  |  | Student’s book |  |
|  | 53 | Task modules 3&4 | Deigning a tour based on criteria |  |  | SB |  |
|  | 54 | Test Module 4 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 55 | Video Module 4 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
| 12 | 56 | Correction of module test Cover page module 5 | Allow students to learn from own mistakes  Introduce topic for module 5 |  |  | Corrected tests |  |
|  | 57-58 | 5A  (page 48-49) | Defining people, places, things and ideas | Relative pronouns (who, which, that, whose)  Relative adverb (where) | accidentally, be around, beneficial, commonplace, compulsory, effective, encyclopedia, foreigner, generation, gesture, hill, hilly, mist, mountainous, mystery, origin, pass down, pick sth up (learn), practice makes perfect, rare, separate (adj.), sign language, speech, take control, take over, valley, whistle (v.), widely, yell, tell a joke, tell a lie, tell a secret, tell a story, tell the difference, tell the truth, tell the time, say hello, say so, say sorry, say sth, say thank you, say yes | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Médiatudatosságra nevelés  Európai azonosság – egyetemes kultúra  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  informatika, földrajz, biológia  etika |
|  | 59-60 | 5A  (page 50-51) | Defining people, places, things and ideas and giving additional information about them  Discussing forms of communication today  Taking more time to think about a topic, interrupting politely, getting back to the topic of discussion | Relative clauses | argue, care (v.), chat, complain, costly, face-to-face, gossip (v.), inconvenient, instantly, mention, outdated, place (v.), portable, practical, refer, socialise, time-consuming, time-saving, up to date, user-friendly, account (e.g. email), attach, crash, data, deactivate, drag and drop, function, gadget freak, install, instant messaging, key, keyboard, post (v.), press, scroll, select, shut down, tap (v.), touchscreen, virus, Anyway, as I was saying…, Can I add something?, Could I say something before you continue?, Hold on. Are you saying that…?, May I interrupt you for a second?, Now, what was I saying?, Now, where was I?, Sorry to interrupt, but… | SB  CD-player & CD or IWB & IWB material |
| 13 | 61-62 | 5B  (page 52-53) | Understanding warning signs  Saying whether something is permitted or not |  | against the law, at all times, be located, be supposed to, behave, beware of, carriage, caution, circle (n.), construction worker, evacuate, evacuation, exit (v.), fire extinguisher, handle (n.), hazard (n.), in case of, in progress, keep off, keep out, manner, member of staff, notify, obtain, owner, permission, permit (v.), protection, protective, qualified, required, (building) site, strictly forbidden, suspicious, track, unaffected, warn, warning, wave (n.) | SB  CD-player & CD or IWB & IWB material |
|  | 63-64 | 5B  (page 54-55) | Asking for and giving directions  Asking for clarification and repetition  Asking if you have been understood |  | get off (work), ice cream parlour, seminar, shift, Could you give me directions to the…?, Cross at the zebra crossing/footbridge, Do you happen to know where the…is?, Go along… Street., Go past/towards…, Go straight on/ahead for another hundred metres., It’s on the corner of…, Keep going for two blocks., Take the first/second/etc. left/right onto…, Turn…at the crossroads., You’ll find it on the left/right-hand side., Does that make sense?, I didn’t catch/get that, I hope that’s not too confusing, I hope you’re making some sense of what I’m saying, I’m not following you, Is everything clear?, Were my directions clear enough?, What was that again? | SB  CD-player & CD or IWB & IWB material |
|  | 65 | Review Module 5 | Revising the structures, functions and vocabulary presented in module 5 |  |  | Student’s book |  |
| 14 | 66 | Test Module 5 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 67 | Video Module 5 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 68 | Correction of module test Cover page module 6 | Allow students to learn from own mistakes  Introduce topic for module 6 |  | make history, well educated | Corrected tests, Student's book |  |
|  | 69-70 | 6A  (page 58-59) | Talking about what it takes to be a winner or a loser  Referring to the future | Future tenses | award, barefoot, blame (v.), by nature, candle, concept, developing country, doubt (n.), exist, fable, fall in love, go after (a dream), investigate, irrational, laughter, make fun of, president, realistic, response, reveal, risk (v.), satisfying, seed, set a goal, unrealistic, victory | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:.  Énkép, önismeret, Európai azonosság – egyetemes kultúra  Kulcskompetenciák  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  biológia, történelem, földrajz, fizika |
| 15 | 71-72 | 6A  (page 60-61) | Expressing hypotheses about what is likely or unlikely to happen in the present/future  Expressing general truths and facts  Talking about one’s dreams, goals and ambitions | Conditional Sentences Type Zero, 1, 2 | accomplish, affected, ambition, illiterate, illogical, immature, impolite, impractical, inappropriate, incorrect, inexperienced, insecure, intelligence, intend, irregular, irrelevant, irresponsible, literate, logical, marshmallow, mature, psychologist, relevant, secure (adj.), unaffected, unaware, unkind, unprofessional, unreliable, unsuitable, unwilling | SB  CD-player & CD or IWB & IWB material |
|  | 73-74 | 6B  (page 62-63) | Talking about record-breaking achievements |  | altitude, anger, approximately, awareness, belief, break a record, briefly, cave, creativity, darkness, depth, fame, fearless, feat, gain, growth, height, kindness, laziness, leap (v.), mission, named, parachute, passion, popularity, properly, relief, responsibility, sadness, set a record, similarity, slow down, speed, strength, therefore, thought (n.), unhurt, weakness, weight | SB  CD-player & CD or IWB & IWB material |
| 16 | 75-76 | 6B  (page 64-65) | Discussing the advantages and disadvantages of an issue  Speculating and making a decision |  | all in all, appealing, besides that, demanding, devote, devotion, disappointment, energising, escape from, extensive, failure, in conclusion, in the first place, injury, lack of, last but not least, let sth go to waste, maintain, maintenance, moreover, on the one hand, on the other hand, on the whole, outweigh, patio, the pros and cons, to sum up, turn professional, unappealing, weather dependent, while (= contrast), work out (= exercise) | SB  CD-player & CD or IWB & IWB material |
|  | 77 | Review Module 6 | Revising the structures, functions and vocabulary presented in module 6 |  |  | Student’s book |  |
|  | 78 | Task modules 5&6 | Improve one’s language learning skills |  |  | SB |  |
|  | 79 | Exam practice modules 4-6 | Revision and practise exam-style exercises |  |  | SB |  |
|  | 80 | Test Module 6 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 17 | 81 | Video Module 6 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 82 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
|  | 83-85 | 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) |  |
| 18 | 86 | Mid-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 87 | Correction of mid-term test Cover page module 7 | Allow students to learn from own mistakes  Introduce topic for module 7 |  | running water, sparkling water, tap water, water cooler, water fountain, water pollution | Corrected tests, Student's book |  |
|  | 88-89 | 7A  (page 68-69) | Narrating past events  Sequencing past actions and events | Past Perfect Simple – Past Perfect Progressive | attack (v.), be about to, beak, beast, blind, companion, cry (n.), enormous, feather, for an instant, force (n.), gaze (v.), giant, gigantic, grab, head (v.), knock over, legend, liquid, marine, monster, myth, obvious(ly), order (n.), overcome, overhear, repair, rush (v.), squid, stare, struggle (v.), surface, swallow, tears, violence, weapon | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Természettudományos kompetencia – rendszerszemléletű gondolkodás,  környezet és természetvédelem  lényeglátás  Kezdeményezőképesség és vállalkozói kompetencia - egyéni és csapatmunkában való munkavégzés.  Kulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  irodalom, biológia, kémia, földrajz,, informatika, Magyar nyelvtan |
| 19 | 90-91 | 7A  (page 70-71) | Discussing facts about geographical features and animal species  Expressing doubt and confidence while discussing facts | Articles | cause (n.), disease, endangered species, extinct, hunting, national park, beetle, cheetah, koala, octopus, penguin, rhinoceros (rhino), toad, turtle, whale, bay, canal, canyon, desert, falls, gulf, mountain range, peak, rainforest, volcano, I can’t say for sure but…, I could be wrong but I believe…, I have no doubt that…, I know for a fact that…, I suppose…, I’m absolutely certain, I’m positive, I’m very/fairly/completely confident that…, It seems unbelievable but… | SB  CD-player & CD or IWB & IWB material |
|  | 92-93 | 7B  (page 72-73) | Discussing facts about water |  | agriculture, at risk, average, bother (v.), congratulate, consume, cooperate, decrease, depend, flush toilet, for instance, germs, in motion, increase, insist, instant coffee, limited, link (v.), muscle, nausea, percentage, raise awareness, rely, source (of life), suffer from, supply (n.), swamp, take sth for granted, total amount, trillion, use up, vomit, water shortage | SB  CD-player & CD or IWB & IWB material |
|  | 94-95 | 7B  (page 74-75) | Narrating a story  Commenting and paraphrasing  Sequencing past actions |  | astonished, be out of luck, binoculars, die down, dot, fall overboard, filthy, furious, gentle, gorgeous, hilarious, just in time, lifeboat, marvellous, miserable, on the horizon, rock (v.), rough, row (v.), sink (v.), starving, think to oneself, thrilled, tiny, treasure, unconscious, wounded, I get it, I nearly jumped out of my skin, I went as red as a beetroot, In other words,…, It was too good to be true, The next thing I knew…, There was no hope left, Within minutes…, Without thinking… | SB  CD-player & CD or IWB & IWB material |
| 20 | 96 | Review Module 7 | Revising the structures, functions and vocabulary presented in module 7 |  |  | Student’s book |  |
|  | 97 | Test Module 7 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 98 | Video Module 7 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 99 | 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 |  |
| 21 | 100-101 | 8A  (page 78-79) | Talking about environmental problems and projects  Emphasising an action using the Passive Voice | Passive Voice I | a series of, absorb, artificial, attack (n.), carbon dioxide, completion, criticism, damaging, decade, destruction, devastating, dust (n.), enemy, expanding, global warming, habitat, intruder, loss, man-made, Only time will tell, outcome, process, rate, result in, scarce, speed up, traffic congestion, valuable | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Testi és lelki egészség  Természettudományos kompetencia – rendszerszemléletű gondolkodás,  környezet és természetvédelem  lényeglátás  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, személyes és társas kompetenciák  Kapcsolódási pontok:  biológia, földrajz,  életvitel, etika, |
|  | 102-103 | 8A  (page 80-81) | Talking about environmental problems  Emphasising an action using the Passive Voice  Stating accepted facts | Passive Voice II | acid rain, alternative energy, ban (v.), carpool, chemicals, close down, coal, commercial, cut down (trees), deforestation, exhaust fumes, factory, fine (n.), firewood, fossil fuels, gases, layer, leak (v.), materials, mixture, monuments, oil spill, pass a law, poisonous, pump into, recycling plant, reuse, severe, smog, spread (v.), substance, tanker, threat, toxic waste, wind turbine, I couldn’t agree more, It is a fact that…, It is common knowledge that…, It is (generally) believed that… | SB  CD-player & CD or IWB & IWB material |
|  | 104-105 | 8B  (page 82-83) | Discussing healthy eating habits  Discussing food groups |  | balanced diet, blood pressure, calcium, carbohydrates, cholesterol, cut down on, cut sth out (of a diet), dairy products, diabetes, end up, exclude, fat (n.), fibre, function (v.), grains, immune system, in the long run, iron, look into, matter (n.), minerals, nutrients, nutritious, obese, obesity, point out, prevent, protein, replace, stick to, vegan, vegetarianism, vitamin, apricot, aubergine, cauliflower, grapefruit, lamb, lentils, noodles, oatmeal, pasta, peanuts, pear, pumpkin, shrimp, spinach, watermelon, Don’t get me wrong | SB  CD-player & CD or IWB & IWB material |
| 22 | 106-107 | 8B  (page 84-85) | Comparing situations  Expressing and supporting an opinion |  | affordable, beverages, calorie, cancer, carbonated drink, crops, diet / regular drink, food poisoning, food stall, highly (toxic), insect, organic food, soil, three-course meal, vendor, whereas | SB  CD-player & CD or IWB & IWB material |
|  | 108 | Review Module 8 | Revising the structures, functions and vocabulary presented in module 8 |  |  | Student’s book |  |
|  | 109 | Task modules 7&8 | Developing environmental self-awareness |  |  | SB |  |
|  | 110 | Test Module 8 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 23 | 111 | Video Module 8 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 112 | Correction of module test Cover page module 9 | Allow students to learn from own mistakes  Introduce topic for module 9 |  | brand, preference, slogan | Corrected tests, Student's book |  |
|  | 113-114 | 9A  (page 88-89) | Talking about decision-making | Infinitives, -ing form | analyse, be based on, bombard, brain, conduct (an experiment), conservative, countless, factor, indicate, influence (v.), initially, instinct, limit (v.), measure (v.), misery, necessarily, no matter how, pick (= choose), range (n.), selection, spam email, take sth into consideration, tend, unimportant | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, testi és lelki egészség, Európai azonosság – egyetemes kultúra  Kulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  irodalom, életvitel, etika,  informatika |
| 24 | 115-116 | 9A  (page 90-91) | Talking about one’s shopping habits  Expressing preference | prefer, would prefer, would rather | be broke, be on a tight budget, be short of cash, beanbag, browse, cheat sb out of sth, chore, cost a fortune, game console, model, on sale, out of stock, refund (n.), sale, shop around, shopaholic, spare some cash, special offer, storage box, vacuum cleaner, If it were up to me,…, It doesn’t matter, It’s a rip-off, Money is no object, My first choice would be…, That’s a steal | SB  CD-player & CD or IWB & IWB material |
|  | 117-118 | 9B  (page 92-93) | Discussing products and services  Discussing product advertisements and reviews |  | accent, adore, amusing, burst out laughing, can’t be bothered, case (= container), charge (a service), combine, complaint, contract, disapprove, dishonest, disrespect, dissatisfied, endless, gag, hopeless, in stock, inflatable, label (n.), misbehave, misinform, mislead, misleading, misplace, misspell, misunderstand, overpriced, play a joke on sb, plug in, pop (out), pretend, set up, shipping, slight, spray (n.), tricky, try out, typewriter, wireless, worthless | SB  CD-player & CD or IWB & IWB material |
|  | 119-120 | 9B  (page 94-95) | Talking about books |  | a good read, a page-turner, account (= story), author, autobiography, award-winning, be set in, bestseller, biography, chapter, character, classic, complicated, cookery book, dull (= boring), fantasy, fiction, graphic novel, gripping, hero, heroine, killer, murder (v. & n.), non-fiction, ongoing, perfection, plot, poetry, predict, question (v.), reader, suspect (n.), suspense, timeless, trilogy, twists and turns, universe, unoriginal, victim, vivid, It appeals to all ages, Make sure you get a copy, Overall, I found…, You will find it hard to put down | SB  CD-player & CD or IWB & IWB material |
| 25 | 121 | Review Module 9 | Revising the structures, functions and vocabulary presented in module 9 |  |  | Student’s book |  |
|  | 122 | Exam practice modules 7-9 | Revision and practise exam-style exercises |  |  | SB |  |
|  | 123 | Test Module 9 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 124 | Video Module 9 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 125 | Correction of module test Cover page module 10 | Allow students to learn from own mistakes  Introduce topic for module 10 |  | be a bit of a downer, be bored stiff, be thrilled to pieces/bits, get a kick out of sth, get on one’s nerves, have a whale of a time, make one’s day, wind sb up | Corrected tests, Student's book |  |
| 26 | 126-127 | 10A  (page 98-99) | Talking about various forms of entertainment and spare-time activities  Reporting | Reported Speech: Statements | a flight of steps, backflip, blow sb away, can’t help (doing sth), come back to sb, cover (v.), elastic band, evolution, examine, gather, give sth a shot, halfway, hand sth over, in one’s younger days, judge (v.), jump at the chance, look sb up and down, original, sb’s mouth fell open, somersault, springs, transform, trick (n.), witness (v.), in a row, in case (of), in charge of, in general, in need, in particular, in person, in/out of control, in/out of danger, in/out of order, in/out of shape, in/out of sight, in/out of trouble, in/out of use, out of breath, out of date, out of one’s reach, out of the ordinary, out of the question, out of work | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Gazdasági nevelés, felkészülés a felmőtt lét szerepeire. Énkép és önismeret  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, digitális kompetenciák  Kapcsolódási pontok:  informatika, media, életvitel, etika  ének, |
|  | 128-129 | 10A  (page 100-101) | Talking about staying in shape  Reporting | Reported Speech: Questions – Commands – Requests | every other day, gentle, lift weights, move (n.), overweight, persuade, pull a muscle, run into, sign (v.), stretch, stretching exercises, treadmill, warm up, weight training, workout, a piece of cake, cross one’s mind, grab a bite to eat, I can’t take it anymore, I’ll pass, kill two birds with one stone | SB  CD-player & CD or IWB & IWB material |
| 27 | 130-131 | 10B  (page 102-103) | Talking about video games  Talking about instructions and procedures |  | approach, bow and arrow, cautiously, compared to, controls, dismount, dragon, drawing, guard, imaginary, lose a life, lose contact, lose interest in, lose one’s patience, lose one’s temper, miss a meal, miss a meeting/an appointment, multiplayer, no time to lose, proceed, purpose, reflexes, script, scriptwriter, sequel, soldier, stage, step by step, summarise, surround, sword, tail, tale, trail (n.), trap (n.), trick (v.), walkthrough, wander, windmill, wing | SB  CD-player & CD or IWB & IWB material |
|  | 132-133 | 10B  (page 104-105) | Speculating and making a decision  Describing an event |  | admission, assure, ceremony, charity, city hall, disabled people, donation, entertaining, exhibit, fancy dress, fee, for a good cause, fundraiser, funds, glow, go according to plan, hand out, improvise, name tag, necklace, on display, raise money, refreshments, roll (v.), rollerblades, rollerblading, sculpture, set (sun), skater, skates, stray (v.), support, venue, wristband | SB  CD-player & CD or IWB & IWB material |
|  | 134 | Review Module 10 | Revising the structures, functions and vocabulary presented in module 10 |  |  | Student’s book |  |
|  | 135 | Task modules 9&10 | Collaborating with a group to organise a fundraiser |  |  | SB |  |
| 28 | 136 | Test Module 10 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 137 | Video Module 10 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 138 | Correction of module test Cover page module 11 | Allow students to learn from own mistakes  Introduce topic for module 11 |  | comet, early bird, night owl, satellite | Corrected tests, Student's book |  |
|  | 139-140 | 11A  (page 108-109) | Talking about sleeping habits and problems  Expressing contrast and purpose | Clauses of concession and purpose | adequate, adjustment, alert, be up all night, behind the wheel, concentrate, constantly, consult, cure (v.), depressed, diary, disorder, distracted, energised, fall behind, figure out, get sb down, give up, have a nap, insomnia, long-term effect, medical condition, physician, sleepiness, specialist, sunlight, symptom, treatment, uncontrollable | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Testi és lelki egészség  Természettudományos kompetencia – rendszerszemléletű gondolkodás,  környezet és természetvédelem  lényeglátás  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  biológia, földrajz, informatika, etika, életvitel, hittan, media  történelem |
| 29 | 141-142 | 11A  (page 110-111) | Discussing dreams  Emphasising what you are saying  Indicating that you are following what someone is saying | All / Both / Neither / None / Either  Both... and... / Neither... nor... / Either... or... | bring up, call up, cough, dial, give up, hang up, heart attack, heater, hurt sb’s feelings, keep up, make up, mental health, nightmare, physical health, pill, sleep in, stay up, turn up | SB  CD-player & CD or IWB & IWB material |
|  | 143-144 | 11B  (page 112-113) | Talking about natural phenomena |  | anticipate, astonish, astonishing, brighten, challenging, cultural, curtain, delight (n.), delightful, explosion, first-hand, fjord, fox, generate, glow (n.), impress, in awe, in search of, indigenous people, luxury, meet up, mysterious, (natural) phenomenon, planetarium, powerful, (un)predictable, profession, release, remark (n. & v.), snowmobile, spectacle, thrilling, treat (v.), view (v.) | SB  CD-player & CD or IWB & IWB material |
| 30 | 145-146 | 11B  (page 114-115) | Discussing the problems of a town/city, expressing reason and result and proposing solutions  Expressing an opinion |  | aim (v.), at all costs, burglary, commit a crime, concerned, criminal, inadequate, lot (n.), mayor, nonsense, outrageous, pedestrian, poor, priority, rubbish collector, rubbish lorry, switch off, take action, threaten, unemployment, vandalism, As a consequence…, As I see it…, For this reason…, I’m writing in response to…, Our main concern should be…, This is due to the fact that… | SB  CD-player & CD or IWB & IWB material |
|  | 147 | Review Module 11 | Revising the structures, functions and vocabulary presented in module 11 |  |  | Student’s book |  |
|  | 148 | Test Module 11 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 149 | Video Module 11 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 150 | Correction of module test Cover page module 12 | Allow students to learn from own mistakes  Introduce topic for module 12 |  | a second chance, by chance, fat chance, given half the chance, last chance, leave nothing to chance, not stand a chance, slim chance, take my chances | Corrected tests, Student's book |  |
| 31 | 151-152 | 12A  (page 118-119) | Talking about hypothetical situations in the past  Expressing regret about sth that happened/didn’t happen in the past | Conditional Sentences Type 3 | antibiotic, bacteria, bookmark, cell (biology), chemist, (potato) crisps, experiment (v.), flame, glue (n.), inspection, irritating, lab, make a profit, mankind, match (n.), mould (n.), numerous, on the contrary, patent, penicillin, pharmacy, picky, progress (v.), remove, reputation, scrap paper, slice (v.), slippery, stick (n.), stick (v.), thanks to, vase | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Énkép és önismeret  Testi és lelki egészség  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  biológia, földrajz,  informatika, kémia, fizika, életvitel,  media,  etika |
|  | 153-154 | 12A  (page 120-121) | Expressing wishes and regret about something in the present/future and the past | Wishes and Unreal Past | for the time being, from time to time, have no time for sth, have time to kill, in no time, in time, in one’s own time, of all time, on time, turn back time, Better late than never, Better luck next time, I know the feeling, It’s better than nothing, It’s never too late, Look on the bright side, What a pity!, What a shame!, You win some, you lose some | SB  CD-player & CD or IWB & IWB material |
| 32 | 155-156 | 12B  (page 122-123) | Talking about coincidences |  | coincidence, I don't know what came over me..., envelope, give a sigh of relief, give birth, hesitate, identical twins, knock, odd, sealed, send a shiver down my spine, slam (v.), spooky, toss and turn, a pain in the neck, all ears, blow one’s mind, can’t make head or tail of sth, in a flash, on top of the world, one’s heart was in one’s mouth, one’s jaw dropped, out of the blue, ring a bell, sleep like a log, spill the beans | SB  CD-player & CD or IWB & IWB material |
|  | 157-158 | 12B  (page 124-125) | Discussing problems  Asking for and giving advice |  | behind sb’s back, circle of friends, clear one’s head, expand, feel rejected, friendship, handle (v.), jump to conclusions, put money aside, reasonable, throw money around, work out differences, If I were in your position, …, Let me know how things turn out | SB  CD-player & CD or IWB & IWB material |
|  | 159 | Review Module 12 | Revising the structures, functions and vocabulary presented in module 12 |  |  | Student’s book |  |
|  | 160 | Task modules 11&12 | Preparing for and taking part in a debate |  |  | SB |  |
| 33 | 161 | Exam practice modules 10-12 | Revision and practise exam-style exercises |  |  | SB |  |
|  | 162 | Test Module 12 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 163 | Video Module 12 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 164 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
| 34 | 165-167 | 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) |  |
|  | 168 | End-of-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 169 | Correction of end-of-term test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
|  | 170 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |