**JAVASOLT TANMENET**

a tankönyv és a munkafüzet párhuzamos felhasználásával

**heti 5 óra**

**mm**publications

**Pioneer Pre-intermediate**

|  |  |  |  |  |  |  |  |
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| **Hét** | **Óraszám** | **Tananyag** | **Funkciók és az óra célja**  **Functions and aims of the lesson** | **Nyelvi szerkezetek**  **Grammar structures** | **Szókincs**  **Vocabulary** | **Eszközök és anyagok**  **Aids and materials** | **Kulcskompetenciák - Kapcsolódási pontok – Fejlesztési feladatok** |
| 1 | 1 | Bevezetés az iskolai évbe | Learn how to use the course book and its components |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 2 | Learning tips | Learn how to learn |  |  | SB |  |
|  | 3-5 | Revision  Cover Page Module 1 | Revision of vocabulary and structures from last year  Practise communication skills  Introduction module 1 |  | celebrity, entertainment, gadget, social media, style | Teacher’s resource CD – Elementary  SB |  |
| 2 | 6-7 | 1A | Distinguishing between permanent and temporary situations  Greet people and saying goodbye  Making plans and future arrangements | Present Simple vs. Present Progressive  Stative verbs | arrange, at all, at the moment, cancel, chance, come over, discuss, flatmate, hard, plan (v.), rugby, term, though, ticket, Anyway…, Are you doing anything tonight?, Have you got any plans for…?, Don’t worry about it, How are you doing?, How could I say no?, How’s everything?, How’s it going?, I can’t make it, I haven't got any plans, I’d love to, I’m afraid I’m busy, I’m free, Maybe some other time, No problem, Not too bad, thanks, Nothing much, So-so, Sounds great, Sure, why not?, Take care, That would be great, What are you up to? | 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: művészetek, etika, hittan  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka |
|  | 8-9 | 1B | Talking about the present and past  Talking about past events | Past Simple  Prepositions of time | amount appear, at the beginning of, available, because of, century, charge (v.) (battery), common, cost (v.), environmental issue, flight, fly (v.), globally, GPS device, How long did it take?, imagine, in the 50s…, in the past, incredible, journey, non-stop, normal, nowadays, pay (v.), perfect (adj.), produce (v.), regularly, rich, sell, speed, spend, sports star, talented, user, usual, weigh, wonder (v.) | SB  CD-player & CD or IWB & IWB material |
| 3 | 10-11 | 1C | Describing clothes and talking about fashion  Talking about past habits | The verb used to | a pair of, a variety of, accessory, ancient, anymore, athletic shoes, bracelet, brand, bright, casual, come out (=appear), design, develop, formal, harmful, hide, identity, in fashion, indoors, let (=allow), market, out of fashion, prefer, reach, region, shine, specific, trend, whatever, cotton, denim, leather, plastic, polyester, rubber, silk, wool/woollen | SB  CD-player & CD or IWB & IWB material |
|  | 12-13 | 1D | Expressing likes and dislikes  Brainstorming and organising ideas  Presenting oneself |  | collection, comic, create, especially, gift, in action, in fact, interest, like (prep.), make sure, on one’s own, photography, planet, poem, poetry, review (n.), train (v.), be a big fan of, be crazy about, be interested in, be into, can’t stand, find sth. horrible/interesting/etc., I don’t mind it, I particularly, like/love, It’s nothing special, It’s something else!, There’s nothing I like more | 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 | Extra Material Module 1 | Revision of vocabulary and structures of module 1 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
| 4 | 16 | Test Module 1 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 17 | Video Module 1 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 18 | Correction of module test Cover page module 2 | Allow students to learn from own mistakes  Introduce topic for module 2 |  | apologize, congratulate, face-to-face | Corrected tests, Student's book |  |
|  | 19-20 | 2A | Linking the past with the present  Talking about experiences you have had | Present Perfect Simple  Present Perfect Simple vs. Past Simple | above, advise, below, completely, dark (n.), edit, embarrassed, expect, fix, flash, flat, improve, in the middle of, lately, lens, natural, otherwise, place (v.), pose (v.), position, probably, professional, recently, result (n.), shoot (a photo), simple, smile (n.), soft, stand out, subject, surprise (v.), tip (n.), turn out, uncomfortable, unusual, upload | 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, Magyar irodalom, media, informatika |
| 5 | 21-22 | 2B | Using time expressions related to the Present Perfect Simple  Using language to start, maintain and end a conversation | Present Perfect simple with for, since, just, already | art gallery, for ages, graduate (v.), interview (n.), recognise, success, unemployed, wish (v.), acquaintance, childhood friend, close friend, complete stranger, distant relative, mate, mutual, friend, By the way,…, Do you mind if I ...?, Give me a call, Go ahead, Good luck with that, Got to go, How have you been?, How’s business?, I didn’t catch your name, It could be better, It was nice, talking to you, Long time no see!, Tell me about it, We look alike, You (don’t) look familiar | SB  CD-player & CD or IWB & IWB material |
|  | 23-24 | 2C | Talking about different ways of communicating |  | according to, avoid, be likely to, behave, catch up on, encourage, fear (v.), frequent, generation, go against, human (being), if, impossible, last (v.), less, meaning, method, social skills, statistics, study (=research), take one’s place, There’s no doubt, be/stay/keep/etc. in contact (with), be/stay/keep/etc. in touch (with), communicate, get hold of, have a word with, instant messaging, lose touch/contact, pick up the phone, reach sb., receive a reply, return a call, Skype, voicemail | SB  CD-player & CD or IWB & IWB material |
| 6 | 25-26 | 2D | Talking about the qualities of a person  Describing a person (personality) |  | annoy, annoyed, apart from that, bill, campus, cheer up, consider, extremely, feelings, get along (with), get on one’s nerves, in addition, manage, non-smoker, notice (v.), privacy, qualities, rely on, respect (v.), sense of humour, stressed, trust (v.), upset, worried, annoying, bossy, cheerful, confident, easy-going, forgetful, moody, optimistic, outgoing, pleasant, quick-tempered, selfish, stubborn, trustworthy, unpleasant | SB  CD-player & CD or IWB & IWB material |
|  | 27 | Review Module 2 | Revising the structures, functions and vocabulary presented in module 2 |  |  | Student’s book |  |
|  | 28 | Extra Material Module 2 | Revision of vocabulary and structures of module 2 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 29 | Test Module 2 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 30 | Video Module 2 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
| 7 | 31 | Correction of module test Cover page module 3 | Allow students to learn from own mistakes  Introduce topic for module 3 |  | acupuncture, exhibition, ice | Corrected tests, Student's book |  |
|  | 32-33 | 3A | Talking about what food tastes and looks like  Making a reservation at a restaurant  Asking about dishes at a restaurant  Making recommendations  Persuading someone to do something  Using quantifiers | Quantifiers: some, any, no, much, many, a lot of, lots of, (a) few, (a) little | allergic, be worth, bean, book (v.) (a table), confused, contain, have a look, knowledge, make a reservation, nuts, persuade, reserve (a table), resist, service, suggest, taste, totally, whipped cream, bitter, bland, creamy, crispy, disgusting, fresh, greasy, juicy, mouth-watering, salty, spicy, sweet, tasteless, Come on, I’ll have the…, It’s my treat, Just this once, What have you got to lose?, What do you recommend?, What do you say? | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Műúvészeti nevelés, media tudatosság  Európai azonosságtudat és egyetemes kultúra  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok: ének, művészet, törénelem |
|  | 34-35 | 3B | Defining people, things and places  Reading dictionary entries and understanding neologisms | Relative pronouns (who, which, that)  Relative adverb (where) | accept, affect, angry, background, by chance, check out, come across, come from, constantly, couch potato, definition, dictionary entry, enemy, enter (v.), entertaining, exist, expression (=phrase), field, keep up with, live (adj.), look up, post (v.) (on the Net), presentation, pretend, refer, task, the following, unknown, update (v.), version | SB  CD-player & CD or IWB & IWB material |
| 8 | 36-37 | 3C | Talking about different forms of art |  | at the same time, aware of, cancellation, cause (v.), ceiling, contemporary, creation, creative, discussion, exhibit (n.), experience (v.), experiment (n.), forever, hearing, humanity, imagination, in general, install, installation art, level, melt, object (n.), permanent, preparation, prepare, public place, react, reaction, rise (v.), sculpture, senses, sight (sense), smell (n.), sound (n.), surface, take up, the main point, the poles, tiny, touch (n.), turn into, various, warning, wet, work of art, jewellery making, knitting, origami, pottery | SB  CD-player & CD or IWB & IWB material |
|  | 38-39 | 3D | Giving news  Responding to news showing surprise and enthusiasm, and asking for details |  | absolutely, details, exhausted, instructor, martial art, opponent, progress (v.), realise, technique, try sth. out, violent, Anyway, enough about me, Are you serious?, Congratulations!, Get out of here!, Good for you, Guess what!, How interesting!, How lucky!, I can’t believe it!, I’m looking forward to hearing from you, Lucky you!, Sorry I didn’t reply sooner, Sorry I haven’t written for so long, Unbelievable!, Waiting for your reply, Well, here’s the latest, What a surprise!, What have you been up to?, What wonderful news!, You’re kidding! | SB  CD-player & CD or IWB & IWB material |
|  | 40 | Review Module 3 | Revising the structures, functions and vocabulary presented in module 3 |  |  | Student’s book |  |
| 9 | 41 | Extra Material Module 3 | Revision of vocabulary and structures of module 3 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 42 | Test Module 3 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 43 | Video Module 3 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 44 | Correction of module test Cover page module 4 | Allow students to learn from own mistakes  Introduce topic for module 4 |  | get caught (in a storm), get lost, get stuck (in an elevator), run out of petrol | Corrected tests, Student's book |  |
| 10 | 45-46 | 4A | Talking about accidents and injuries | Past Progressive | ankle, power cut, cafeteria, come on (lights), finger, go out (lights), knee, Look out, scream, sore throat, suddenly, wrist, bump into, drop (v.), knock over, slip, spill, step on, trip over, bandage, plaster, bleed, bruise, bump, burn, cast, graze, grazed (adj.), hit, injured, lose one’s balance, scratch, sprain, sprained (adj.), stitches | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Test és lelki egészség  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, személyes és társas kompetenciák  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok  Kapcsolódási pontok: testnevelés, biológia, etika |
|  | 47-48 | 4B | Responding to bad news and showing concern  Expressing criticism  Narrating unpleasant past events/experiences | Past Simple vs. Past Progressive  Time Clauses (when, while, as, as soon as) | break the law, cross (v.), dead (phone/battery), illegal, lose control, pay a fine, break down, crash into, engine, flat tyre, go/run through a red light, headlights, beep a horn, number plate, park (v.), parking space, passenger seat, pick sb. up, pull over, reverse (v.), seat belt, slam on the brakes, spare tyre, speed (v.), steering wheel, take one’s licence away, ticket, boot, windshield, How unlucky!, Is everything all right?, Is there anything I can do to help?, It’s my (own) fault, Oh you poor thing!, Watch where you’re going, What do you think you’re doing?, What were you thinking?, What’s the matter?, You should know better than that | SB  CD-player & CD or IWB & IWB material |
|  | 49-50 | 4C | Talking about natural disasters  Understanding and interpreting headlines |  | authorities, break out, chaos, cloud, collapse, damage (n.), death, destroy, double, enormous, entire, eyewitness, homeless, lose one’s life, major, missing, news bulletin, occur, put out, report, rescue, resident, several, shake, smoke (n.), survive, terrified, trapped, wave (n.), aftershock, earthquake / quake, flood, hurricane, tsunami, wildfire | SB  CD-player & CD or IWB & IWB material |
| 11 | 51-52 | 4D | Describing your feelings  Narrating a story |  | alive, all of a sudden, amazingly, at once, be on strike, continue, description, disappear, fall asleep, fortunately, get rid of, helicopter, immediately, land (v.), luckily, manager, miss (=not hit/reach), panic, pass by (a place), relieved, search, search party, shout, stain (n.), to one’s surprise, unfortunately, unluckily, amazed / amazing, disappointed / disappointing, embarrassed / embarrassing, exhausted / exhausting, frightened / frightening, shocked / shocking, surprised / surprising | SB  CD-player & CD or IWB & IWB material |
|  | 53 | Review Module 4 | Revising the structures, functions and vocabulary presented in module 4 |  |  | Student’s book |  |
|  | 54 | Extra Material Module 4 | Revision of vocabulary and structures of module 4 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 55 | Test Module 4 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 12 | 56 | Video Module 4 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 57 | Correction of module test Cover page module 5 | Allow students to learn from own mistakes  Introduce topic for module 5 |  | destination, landmark | Corrected tests |  |
|  | 58-59 | 5A | Talking about events in history  Sequencing past actions and events | Past Perfect Simple | bury, catch up (with sb.), challenge (n.), consist of, continent, crowd, discover, expedition, experienced, explore, explorer, gather, government, heat (n.), in charge, leader, load (v.), necessary, order (v.) (=give instructions), particular, progress (n.), pull, purpose, reward (n.), set off, shortly after, succeed, successful, supplies, vehicle, weak, wheel | 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, önkifejezés és kulturális tudatosság kompetenciái  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok  Kapcsolódási pontok: földrajz, történelem; |
| 13 | 60-61 | 5B | Making offers, requests and asking for favours  Asking for, giving and refusing permission | can, could, may, will, would | brochure, car hire, clerk, collect, delay (n.), Here / There you go, inform, insurance, offer (v.), official document, on time, permission, rent (v.), request (v.), welcome (v.), aisle seat, arrival, board (v.), boarding pass, cabin crew, hand luggage, check in, check-in agent, conveyor belt, departure, fasten, flight attendant, gate, land (v.), luggage, monitor (n.), overhead compartment, take off, terminal, window seat | SB  CD-player & CD or IWB & IWB material |
|  | 62-63 | 5C | Talking about problems people have when travelling  Asking for and giving advice  Expressing opinion and making suggestions | Should, had better | airline, awake, caffeine, deal with, dizzy, empty, enjoyable, focus, have difficulty, iron (n.), jet lag, mess up, motion sickness, pack (v.), plenty of, point (n.), prevent, reduce, resort, ruin (v.), schedule (n.), serve, set (the time), side effects, sleepy, solution, solve, suffer from, symptom, time zone, tour guide, towel, travel agency, truth | SB  CD-player & CD or IWB & IWB material |
|  | 64-65 | 5D | Describing a place  Expressing opinion  Agreeing or disagreeing with an opinion |  | ancient ruins, attract, attraction, bargain (n.), birdwatching, elderly, ferry, local (n.), location, nickname, once in a lifetime, port, sand, suitable, wonder (n.), breathtaking, fascinating, historic, hospitable, ideal, impressive, peaceful, unforgettable, unique, well-known, Personally, I believe…,  You have a point | SB  CD-player & CD or IWB & IWB material |
| 14 | 66 | Review Module 5 | Revising the structures, functions and vocabulary presented in module 5 |  |  | Student’s book |  |
|  | 67 | Extra Material Module 5 | Revision of vocabulary and structures of module 5 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 68 | Test Module 5 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 69 | Video Module 5 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 70 | Correction of module test Cover page module 6 | Allow students to learn from own mistakes  Introduce topic for module 6 |  | robot, solar power, touchscreen | Corrected tests, Student's book |  |
| 15 | 71-72 | 6A | Talking about environmental problems  Making predictions about the future | The Future will | air, alternative energy, approximately, as a result, as well as, breathe, carbon footprint, certain, climate, decrease, disease, e-waste, fossil fuel, rubbish, global, increase, low, natural resources, packaging, pessimistic, polluted, predict, prediction, product, quantity, source, such as, take place, view (=opinion), way of life, weather conditions, wind power | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Környezettudatosságra nevelés  Aktív állampolgárságra nevelés  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, személyes és társas kompetenciák  Kapcsolódási pontok: biológia, földrajz, informatika |
|  | 73-74 | 6B | Making offers, on-the-spot decisions, requests and promises  Talking about internet advertisement and online shopping | Time clauses (referring to the future) | adjust, advertisement, allow, borrow, brightness, cash, delivery, discount, excursion, Go for it, guarantee (v.), lend, owe, promise (v.), regret (v.), satisfied, simply, make a decision, make a difference, make a mistake, make a prediction, make a promise, make money, make plans, make sense | SB  CD-player & CD or IWB & IWB material |
| 16 | 75-76 | 6C | Expression ability | Be able to | ability, afford, along with, astronaut, atmosphere (air), bottom, dream (n.), eager, exploration, float (v.), gravity, individual (n.), interview (v.), lower (v.), majority, medical check-up, millionaire, opportunity, ordinary, possibility, require, risk (n.), rock (n.), space, spacecraft, spectacular, telescope, the public, tourism, training, wealthy, at first, at last, at least, at present, at the end (of), at the latest | SB  CD-player & CD or IWB & IWB material |
|  | 77-78 | 6D | Discussing the positive and negative aspects of different issues  Expressing one’s opinion |  | advantage, be addicted, careless, connect, convenient, danger (n.), disadvantage, distract, fail (=not work), false, get informed, hacker, hardly ever, harm, harmless, have access to, helpless, inappropriate, involve, outdated, own (v.), pay attention, practical, reliable, route ,skilful, so that, socialise, steal, useless, valuable, virus, worthless, First of all,…, Firstly,…, Secondly,…, The way I see it,…, There’s not much point in…, To begin with,…, What is more,… | SB  CD-player & CD or IWB & IWB material |
|  | 79 | Review Module 6 | Revising the structures, functions and vocabulary presented in module 6 |  |  | Student’s book |  |
|  | 80 | Extra Material Module 6 | Revision of vocabulary and structures of module 6 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
| 17 | 81 | Test Module 6 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 82 | Video Module 6 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 83 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
|  | 84-85 | 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 |  | choice | Corrected tests, Student's book |  |
|  | 88-89 | 7A | Expressing possibility in the present and future  Expressing preference | May, might, could | atmosphere (mood), car racing, change one’s mind, clumsy, contest, count sb. in, cup final, drop by, dry (adj.), feel like doing sth., festival, flyer, for sure, free entry, from the comfort of one’s home, give sth. a try, ice skating, make up one’s mind, rink, skate (v.), track, Do as you please, I doubt it, I give up, I’d prefer…, I’d rather…, I’m not so sure, I’m positive, It’s up to you, There’s a good chance… | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Test és lelki egészség;;  Európai azonosság – egyetemes kultúra  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok: media, művészetek |
| 19 | 90-91 | 7B | Understanding signs and messages  Talking about conditions and their results | Conditional Sentences Type 1  If vs. when | admission, adopt, anonymous, bell, comment (n.), complain, complaint, deal (n.), depend on, donation, express (adj.), feed, fill out, form (n.), in case of, minimum, remain, ride (n.), ring (v.), single ticket, standard, support (n.), valid, whale, whether…or… | SB  CD-player & CD or IWB & IWB material |
|  | 92-93 | 7C | Talking about lifestyle changes and intentions  Comparing and contrasting people and situations | Comparisons | achieve, newsreader, approve, argue, career, complicated, cope with, delay (v.), disapprove, dissatisfied, energetic, expected (adj.), gossip (n.), lead (v.), lifestyle, make a change, make an announcement, miss sth., on air, pause (v.), producer, publish, put sth. off, quality, quit, stressful, studio, unable, uncertain, unexpected, unfriendly, unnatural, unnecessary, unsuitable | SB  CD-player & CD or IWB & IWB material |
|  | 94-95 | 7D | Taking notes  Inviting and accepting or refusing an invitation  Making suggestions and arrangements |  | arrangement, by one’s side, corn, aubergine, get-together, grill (v.), honeymoon, pepper, put sb. up, raw, refuse, sort out, suggestion, As for…, Get back to me, Sounds like a plan | 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 | Extra Material Module 7 | Revision of vocabulary and structures of module 7 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 98 | Test Module 7 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 99 | Video Module 7 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 100 | 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 | 101-102 | 8A | Talking about sports  Making exclamations to express enthusiasm, surprise, admiration, disappointment, anger, annoyance  Expressing result | Exclamatory sentences  Clauses of result | admire, be over, cheer on, coach, enthusiastic about, just in time, let sb. down, lift (v.), miss out (on), play a role, referee, sports commentator, tennis match, trophy, turn out (=be present), What a  disappointment!, What a nightmare!, What a shame!, You can say that again! | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Test és lelki egészség  Műúvészeti nevelés, media tudatosság  Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok  Kapcsolódási pontok: testnevelés, biológia, etika, media, művészetek |
|  | 103-104 | 8B | Expressing obligation, lack of obligation and prohibition | Have to, don’t have to, must, mustn’t, need to, don’t need to, needn’t | a good night’s sleep, aircraft, automatically, complete (v.), contact (v.), hesitate, in shape, inexperienced, make the most of sth., physical condition, priority, provide, skydiving, thrill, video record (v.), bat, board, goal, goggles, helmet, knee pads, net, parachute, racket, stick, wetsuit | SB  CD-player & CD or IWB & IWB material |
| 22 | 105-106 | 8C | Talking about sports | Passive voice (Present Simple, Past Simple) | across the globe, basket, be related to, cricket, describe, except (for), goalkeeper, have in common, hold (an event), international, mostly, origin, points, round (adj.), rugby, rules, whichever, bounce, catch, dribble, hit, kick, pass, shoot, throw | SB  CD-player & CD or IWB & IWB material |
|  | 107-108 | 8D | Talking about films  Expressing opinion |  | action-packed, assistant, be based on, be set in, blockbuster, cast, costume, direct (v.), director, financial problems, from start to finish, hilarious, leading actor, main character, manage (=run), film review, original, plot, realistic, role, scene, society, soundtrack, special effects, star (v.), unrealistic, action, adventure, animated, biopic, crime drama, documentary, historical drama, horror, romantic comedy, sci-fi, thriller, war, It’s nothing special, Overall, I found… | SB  CD-player & CD or IWB & IWB material |
|  | 109 | Review Module 8 | Revising the structures, functions and vocabulary presented in module 8 |  |  | Student’s book |  |
|  | 110 | Extra Material Module 8 | Revision of vocabulary and structures of module 8 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
| 23 | 111 | Test Module 8 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 112 | Video Module 8 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 113 | Correction of module test Cover page module 9 | Allow students to learn from own mistakes  Introduce topic for module 9 |  | do volunteer work, learn a trade, obtain a higher education, take a gap year | Corrected tests, Student's book |  |
|  | 114-115 | 9A | Talking about one’s studies and/or job  Expressing agreement and disagreement | So, neither, too, either | degree, earn (a living), firm (n.), full-time job, get a loan, industry, job prospects, part-time job, studies (n.), Accounting, Business and finance, Economics, Graphic design, Law, Media, Medicine, Philosophy, Social and political sciences, Software engineering, accountant, bank cashier, graphic designer, lawyer, paramedic, pilot, plumber, politician, receptionist, surgeon, Are you employed at the moment?, Have you decided on a career?, I work for/in/at/with/as…, My degree is in ..., Time flies when you’re having fun, What do you do for a living?, What kind of work do you do? | 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  Kapcsolódási pontok: informatika, földrajt  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok |
| 24 | 116-117 | 9B | Talking about one’s job | Reflexive pronouns | airbag, be/get fired, benefit (n.), bonus, break (n.), cartoon, colleague, crash (computer), employee, employer, excuse (n.), facility, figure out, hire, introduce, overtime, pay (n.), rise, rent (n.), retire, salary, staff, therefore, time off, workplace | SB  CD-player & CD or IWB & IWB material |
|  | 118-119 | 9C | Talking about language learning experiences  Linking the past with the present | Present Perfect Progressive  Present Perfect Simple vs. Present Perfect Progressive | a great deal of, behaviour, benefit (v.), come to grips with, drop out, enrol, get used to, hold a conversation, imitate, intensive, interest (v.), just for the fun of it, nearly, obstacle, participate, pick up (words), proud, speak a word of, speech, subject (=topic), subtitles, suit (v.) | SB  CD-player & CD or IWB & IWB material |
| 25 | 120-121 | 9D | Understanding information in job advertisements  Describing your qualifications  Writing a cover letter |  | applicant, apply (for), be computer literate, be fluent in, covering letter, first-aid, flexible, hard-working, in person, lifeguard, plus, previous, qualifications, responsible, CV, sales, uniform, university, As you can see from my CV…, I am currently working…, I am writing to apply for the position of…, I believe these qualities make me suitable for the job, I strongly hope you consider my CV, Yours sincerely, Yours faithfully | SB  CD-player & CD or IWB & IWB material |
|  | 122 | Review Module 9 | Revising the structures, functions and vocabulary presented in module 9 |  |  | Student’s book |  |
|  | 123 | Extra Material Module 9 | Revision of vocabulary and structures of module 9 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 124 | Test Module 9 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 125 | Video Module 9 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
| 26 | 126 | Correction of module test Cover page module 10 | Allow students to learn from own mistakes  Introduce topic for module 10 |  | facts and figures | Corrected tests, Student's book |  |
|  | 127-128 | 10A | Carrying out money transactions  Indicating degree and extent | Too, enough | cash dispenser / machine, be broke, be short of cash, break (money), cash card, change (n.), charge (a service), cheque (n.), commission (at bank), currency, currency exchange office, debit card, directly, exactly, exchange rate, free of charge, ID, incorrectly, interest rate, It’s no use, make a deposit, online banking, open a savings account, payphone, PIN, receipt, repair (n.), spaghetti, swallow, waste (money), withdraw | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok:  Felkészülés a felnőtt lét szerepeire  Szociális érzékenység fejlesztése.  Kulcskompetenciák: kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái.  Kapcsolódási pontok: etika, hittan |
|  | 129-130 | 10B | Understanding different kinds of instructions  Giving instructions  Using common units of measurement | Infinitives | apply, brush (n.), cardboard, cover (v.), diagram, distance, draw, dye, electric mixer, fill, hole, ingredients, keep out of reach, medication, on an empty stomach, packet, pot, pour, powdered sugar, seed, shampoo (v.), shape, soil, spices, stir, tablespoon (tbsp.), thick, unplug, use (n.), vanilla, wide, centimetre, fluid ounce, foot, gallon, gram, inch, kilogram, kilometre, litre, metre, mile, millilitre, ounce, pint, pound, quart, ton, yard | SB  CD-player & CD or IWB & IWB material |
| 27 | 131-132 | 10C | Talking about ways to improve one’s memory | -ing form | annual, bits, brain, break a record, by heart, challenge (v.), composer, crossword, digit, fill up, limit, memorise, memory, mind (n.), prime minister, process, puzzle, repeat, room (=space), shampoo (n.), store (v.), throughout, toothpaste, winner | SB  CD-player & CD or IWB & IWB material |
|  | 133-134 | 10D | Giving information and opinion |  | band, be packed, charity, entrance fee, google (v.), mug (n.), raise money, refreshments, venue | SB  CD-player & CD or IWB & IWB material |
|  | 135 | Review Module 10 | Revising the structures, functions and vocabulary presented in module 10 |  |  | Student’s book |  |
| 28 | 136 | Extra Material Module 10 | Revision of vocabulary and structures of module 10 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 137 | Test Module 10 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 138 | Video Module 10 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 139 | Correction of module test Cover page module 11 | Allow students to learn from own mistakes  Introduce topic for module 11 |  | culture, custom, tradition | Corrected tests, Student's book |  |
| 29 | 140-141 | 11A | Asking for information formally and informally  Asking for clarification and repetition  Giving information  Differentiating between British and American English | Indirect questions | anniversary, bend (n.), corner, zebra crossing, mention, misunderstand, nearby, per month, phrasebook, pavement, fries, movie theater, chips, résumé, apartment, vacation, sweater, elevator, cell phone, sidewalk, gas, line, garbage / trash, store, sneakers, pants, subway, crosswalk, I can tell by your accent, I didn’t get that, I’m not following you, I’m not sure I get what you mean, Never mind, What do you mean by that? | 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, művészetek |
|  | 142-143 | 11B | Talking about imaginary situations  Making wishes and expressing regret | Conditional Sentences Type 2  Wishes | a sense of direction, actions, adventurous, celebrate, consequence, curious, embassy, exotic, home country, ignore, in the first place, independently, live life to the fullest, organised, out of the ordinary, package tour, photocopy (n.), plan ahead, risky, scare, to the last detail, unfamiliar, well-prepared | SB  CD-player & CD or IWB & IWB material |
|  | 144-145 | 11C | Talking about celebrations in different countries |  | artist (=performer), carnival, celebration, come to life, community, decorate, demonstrate, dressed in, drums, express (v.), float (n.), grapes, homesick, multi-ethnic, musician, outdoors, parade, remind, set up, sound system, stage, stall, typical | SB  CD-player & CD or IWB & IWB material |
| 30 | 146-147 | 11D | Asking for and giving information  Differentiating between formal and informal language  Writing a formal email asking for information |  | accommodation, citizen, exact, have a hard time, in a hurry, in advance, in mind, in particular, public holiday, travel agent, visa, Enjoy your stay, Furthermore,…, I am writing to request information about…, I would like to thank you in advance, Thank you for your time and assistance | SB  CD-player & CD or IWB & IWB material |
|  | 148 | Review Module 11 | Revising the structures, functions and vocabulary presented in module 11 |  |  | Student’s book |  |
|  | 149 | Extra Material Module 11 | Revision of vocabulary and structures of module 11 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 150 | Test Module 11 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 31 | 151 | Video Module 11 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 152 | Correction of module test Cover page module 12 | Allow students to learn from own mistakes  Introduce topic for module 12 |  | That’s life | Corrected tests, Student's book |  |
|  | 153-154 | 12A | Conversing in medically-related situations  Expressing emotions like surprise, anger, annoyance  Expressing uncertainty and asking for confirmation | Negative questions  Tag questions | allergy, be booked up, be in pain, be supposed to, bee, chew, come down with, come out, cream, examine, temperature, filling, fluids, get over, go away, illness, itchy, painkiller, patient (n.), chemist, pill, prescribe, prescription, put up with, rash, relieve, runny nose, skin, sting, stomach bug, the flu, vitamin, Nothing to worry about, What exactly are your symptoms? | SB  CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Test és lelki egészség  Kulcskompetenciák  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái.  Kapcsolódási pontok: biológia, életvitel |
| 32 | 155-156 | 12B | Expressing feelings and emotions  Giving an account of a true/embarrassing event  Reporting | Reported speech: Statements | approach, be going on (=happening), be pregnant, by accident, eventually, furious, in the opposite direction, lady, on purpose, peace and quiet, ridiculous, shoulder, smash into sth., the other day, thief, wave (v.), ,drive sb. up the wall, fall flat on your face, go red as a beetroot, make a fool of yourself, nearly jump out of your skin, not believe your eyes/ears, want the ground to open up and swallow you | SB  CD-player & CD or IWB & IWB material |
|  | 157-158 | 12C | Talking about books  Reporting | Reported speech: Questions, commands, requests | courage, elbow, fear (n.), filthy, hope (n.), hunger, nudge, orphan, poor, push, rags, raise sth., rush, signal (n.), silent, skinny, special occasion, speechless, stare, starving, torn, whisper, wink | SB  CD-player & CD or IWB & IWB material |
|  | 159-160 | 12D | Describing a problem  Asking for ang giving advice  Learning how to take time to think  Writing an email asking for or giving advice |  | addiction, build one’s confidence, come up with, concentrate, count on sb., fight (v.), get into an argument, insecure, insist, jealous, lie around, make the first move, note down, share (n.), split in half, stand by sb., support (v.), take it easy, trouble (v.), turn to, unfair, I understand what you’re going through, If I were in your shoes, I’d…, It would be a good idea to…, I’ve been having problems with…, There’s no need to panic, What would you do if you were me? | SB  CD-player & CD or IWB & IWB material |
| 33 | 161 | Review Module 12 | Revising the structures, functions and vocabulary presented in module 12 |  |  | Student’s book |  |
|  | 162 | Extra Material Module 12 | Revision of vocabulary and structures of module 12 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 163 | Test Module 12 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 164 | Video Module 12 | Watch and understand a video |  |  | IWB & IWB material, Worksheets (Teacher's resource CD) |  |
|  | 165 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
| 34 | 166-167 | 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 |  |  |  |  |