**JAVASOLT TANMENET**

a tankönyv és a munkafüzet párhuzamos felhasználásával

**heti 5 óra**

**mm**publications

**Traveller Plus B1+**

|  |  |  |  |  |  |  |  |
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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 évbeCover Page module 1 | Learn how to use the course book and its componentsIntroduce topic module 1 | Would you like….?How can…?Learn how to…Talk about....Acquire skills…. | travel around the world, serving tea in japan, being in a theme park, express enthusiasm, make suggestions, refer to, take place, exam strategies | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 2-3 | **1a** Reading | Reading about family relations, relationships, forms of communicatons between family members.Generating discussions based on personal experiences in connection with the topic of the reading activityIdentifying the main ideas of texts. | Simple Present Tense | means of communications, phrases related to relationships, phrasal verbs, awkward, be in troulbe, do part, face-to-face, have a rough time, in person, promotion, tender…etc,  | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeretEgyéb kulcskompetenciák: Szociális és állampolgári kompetenciaKapcsolódási pontok: földrajzMunkaforma: csoportmunka, pármunka, egyéni- és frontális munkaA differenciálás színterei: egyéni fejlesztés, feladattípusok |
|  | 4-5 | **1a** Vocabulary & Grammar | Practicing phrasal verbs.Describing feelings.Introducing the meaning and the use of phrasal verbs.Inferring the meaning in context.Practising adj.-s describing feelings.Pointing out common mistakes when using present tenses. | Present Simple vs. Present ProgressiveStative Verbs | phrasal verbs, adjectives describing feelings, verbs related to speaking, delicious, development, flatmate, slipper, stroll, tutor…etc | Student's book, CD-player & CD or IWB & IWB material |
| 2 | 6 | **1a** Listening & Speaking | Listening to people talking in 6 different situations.Talking about the importants of friendships. Comparing and contrasting photos about people feeling differently. | Sturctures discribing feelings.Patterns to desrcibes pictures. | expression: i have to rush, be retired, carefree, confide in, pick up, seem, settle back into, snorkelling, tension…etc.,  | Student's book, CD-player & CD or IWB & IWB material |
|  | 7 | **1a** Writing | An informal letter/email to a friend or relative. | Paragraph writingWord orderPrepositionsTensePunctuationsArticlesSpelling | key words of informal letters, greetings, linkings, signing of,  | Student's book, CD-player & CD or IWB & IWB material |
|  | 8-9 | **1b** Reading | Reading about nomads lifestyle.Desert climateBeduin family traditionsDesert Wanderers | AdjectivesDescribing lifestyles | adjectives describing people, access, ancestor, constantly, descend from, fellow traveller, harsh, herd, hospitality, shortage, spiced, wanderer…etc | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelésEgyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Matematikai kompetenciaKapcsolódási pontok: matematika, földrajzMunkaforma: csoportmunka, pármunka, egyéni- és frontális munkaA differenciálás színterei: egyéni fejlesztés, feladattípusok |
| 3 | 10-11 | **1b** Vocabulary & Grammar | Word buldingPracticing prepositions with places.Working with words easily confused.Gap filling | ComparisonsWord building | adjectives describing people, expressions: have second thoughts, needless to say, assure, creativity, endependence, passenger, inhabitant, traveller, warmth…etc,  | Student's book, CD-player & CD or IWB & IWB material |
|  | 12 | **1b** Listening & Speaking | Listening to conversations on the phone.Using telephone helplines.Discussing problems youngsters face with.  | Set phrases for communicating on the phone | availbale, caller, helpline, information pack, put through, staff, take time off, turn to, volunteer… etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 13 | **1b** Vocabulary & Grammar | Talking about relationships.Reading a magazine article about young people’s problems. | Countable and uncountable nounsThe use of quantifiers | words related to relationships, annoying, comment, critical, deal with, equally, guilty, help out, set aside, tend to…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 14-15 | **1b** Writing | Writing an essay giving an opinion | Linking words | Grow apart, lasting, all in all, as far as sb/sth is concerned, consequently, thus, with respect to, be of benefit, be of the opinion, etc.  | Student's book, CD-player & CD or IWB & IWB material |
| 4 | 16-17 | Round-up 1 | Revising the structures, functions and vocabulary presented in module 1 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 18 | Task Module 1 | Develop the 21st century competencies |  |  | Student’s book |  |
|  | 19-20 | Extra grammar practice Module 1 | Revise grammar structure of module 1 |  |  | workbook |  |
| 5 | 21 | Test Module 1 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 22 | Correction of module test Cover page module 2 | Allow students to learn from own mistakesIntroduce topic for module 2 |  |  | Corrected tests, Student's book |  |
|  | 23-24 | **2a** Reading | Reading for gistSkimming, scanning, guessing meanings | Past formsPast tensesLinkings | words and phrases related skiing, admission, amount, availability, belongings, deserve, disposable, extraordinary, first timer, helmet, ideal, locker, refresh, relate, resort, shuttle service, suite…etc | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelésEgyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Matematikai kompetenciaKapcsolódási pontok: matematika, földrajzMunkaforma: csoportmunka, pármunka, egyéni- és frontális munkaA differenciálás színterei: egyéni fejlesztés, feladattípusok |
| 6 | 25-26 | **2a** Vocabulary & Grammar | Introducing topic-related vocabulary (work&holidays).Revising past formsIdentifying parts of verb forms. | Past SimplePast Progressive | accomodation, active, exhausting, fare, hostel, rule, seaside, thermal baths, twists and turns,  | Student's book, CD-player & CD or IWB & IWB material |
|  | 27 | **2a** Listening & Speaking | Listening for specific information.Generating discussion on the basis of the extract just listened to.Further discussion to express opinions in class. | Structures used when narrating eventsAdjectives describing placesUsed to WouldPast intentions | words & phrase related to holidays | Student's book, CD-player & CD or IWB & IWB material |
|  | 28 | **2a** Writing | Writing an article about about your home town.Discussing steps of paragpaph writing.Focusing on purpose and style.Making an outline. | Words and phrases related to describing places | a night on the town, architecture, hathe, bustling, fond, healing, memory, pastry, notable, spot, undoubtedly,  | Student's book, CD-player & CD or IWB & IWB material |
|  | 29-30 | **2b** Reading | Reading for gist.Reading for details.Identifying topics from the text.Guessing meaning of unknown words. | Adverbs of mannerAdjectives ending in –ed & -ing | words related to geographical features/landscapes, amongst, indicate, rifle , spread, sunken, worn,  | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelésEgyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetenciaKapcsolódási pontok: földrajz, állampolgári ismeretekMunkaforma: csoportmunka, pármunka, egyéni- és frontális munkaA differenciálás színterei: egyéni fejlesztés, feladattípusok |
| 7 | 31-32 | **2b** Vocabulary & Grammar | Differentiating between adjectives derived in different ways.Using adjectives derived from verbs &nouns.Using suffexes to form adjectives. | Adjectives ending in –ed and –ingAdjectives describing people and placesAdjectives deriving from verbs or nounsPast Perfect SimplePast Percect Progressive | bandaged up, continental, gather, grab, optimistic, vertical,  | Student's book, CD-player & CD or IWB & IWB material |
|  | 33 | **2b** Listening & Speaking | Listening to an interview. Speculating and making decisions.Making and checking predictions. | Past tenses Adjectives describing places | go off, hassle, spoil, trekking, troublesome | Student's book, CD-player & CD or IWB & IWB material |
|  | 34 | **2b** Vocabulary & Grammar | Familiarising adverbs of manner.Expressing habits & intended actions in the past. | Adverbs of mannerUsed to- would-was/were going to | fortunately, naturaly, luckily, probably, incredibly, suddenly | Student's book, CD-player & CD or IWB & IWB material |
| 8 | 35-36 | **2b** Writing | Discussing the steps of writing a story.Analyzing a sample writing.Writing a story. It was a holiday I will never forget. | Linking words referring to time | anxious, screen…etc., last year, whwn, as, then, after, at the time | Student's book, CD-player & CD or IWB & IWB material |
|  | 37-38 | Round-up 2 | Revising the structures, functions and vocabulary presented in module 2 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 39 | Task Module 2 | Develop the 21st century competencies |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
| 9 | 40-41 | Extra grammar practice Module 2 | Revise grammar structure of module 2 |  |  | workbook |  |
|  | 42 | Test Module 2 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 43 | Correction of module test Cover page module 3 | Allow students to learn from own mistakesIntroduce topic for module 3 |  |  | Corrected tests, Student's book |  |
|  | 44-45 | **3a** Reading | Reading and understanding a textPracticing a gap-filling exxercise | Present tensesShouldOught toRelative clauses | adrenaline rush, baggy, commercial, compete, consider, create, database, degree, evidence, glamorous, identify , loose, mike (microphone), opportunity, ranch, require, script, sketch…etc | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeretEgyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetenciaMunkaforma: csoportmunka, pármunka, egyéni- és frontális munkaA differenciálás színterei: egyéni fejlesztés, feladattípusok |
| 10 | 46-47 | **3a** Vocabulary & Grammar | Presenting nouns describing jobs & occupations.Formation of nouns describing jobs & occupations.Revisig present tenses.Raising Ss awareness of verb forms. | Present Perfect SimplePresent Perfect ProgressiveNouns | jobs, words related to occupation, brand, disaster, financial, fortune, host, involved, music label, remain, win…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 48 | **3a** Listening & Speaking | Activating Ss backgroundknowledge concerning the topic of the listening material: Tourism.Listening for gist, details & completeing a multiple matching activity.Asking for information to make decisions.Talking about the duties of a tour guide & a receptionist. | Present tensesQuestions vs. answersWord order | expressions referring to jobs &occupations, application form, benefit, duty, efficient, major, research, valuable, wage…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 49 | **3a** Writing | Organising paragraphs.Identifying contents paragraphs.Identifying formal expressions used in a letter of application.Making a consice plan for writing a letter of application.Analysing a sample writing.Writing a letter of application: Staff required for internet café. | Formal stuctures used in a letter of applicationPunctuation | with regard to, currently, attending to provide with, consider oneself, possess, enclose, take into consideration, previous experiment, applicant, , appreciate,, cv, negotiate,, reference, reliable…etc. | Student's book, CD-player & CD or IWB & IWB material |
| 11 | 50-51 | **3b** Reading | Reading for gist, specific information, identifying main ideas, guessing meaning of unknown words.Giving Ss the opportunity to expand on the topic of the reading activity drawing on their own experience. | Present tensesLinkings for cohesion Relative pronouns | university or school subjects/courses, accesss, actively, apoart from, criticise, digital, focus, keen, lack, minority, oppose, powerful, press, rumour, shape…etc | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelésEgyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetenciaKapcsolódási pontok: földrajz, állampolgári ismeretekMunkaforma: csoportmunka, pármunka, egyéni- és frontális munkaA differenciálás színterei: egyéni fejlesztés, feladattípusok |
|  | 52-53 | **3b** Vocabulary & Grammar | Presenting & practising V+N.Collocations.Distinguishing between defyning and non-defyning clauses.Practisind joining sentences.Using relative pronouns & adverbs in context. | Defining and non-defining Relative clausesCollocationsRelative adverbs | words related to studies, appealing, appropriate, confess, firsthand, occupation, suitable, welcoming…etc | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 54 | **3b** Listening & Speaking | Listening to a radio programme about lg, learning.Listening for gist, specific information.Completing a multiple choice task.Expressing opinions using topic vocabulary & expressions based on personal experiences. |  | audio-visual material, convention, effective, focused, lottery ticket, master’s degree, one-to-one, pace…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 55 | **3b** Vocabulary & Grammar | Differentiating between American &British English.Familiarising Ss with should, ought to, had better.Using the auxiliaries in context. | ShouldOught toHad better | lift, lorry, apatment, elevator, fall, gabage, pants, vacation, cell phone, soccer, truck, stove, sneakers, store, avenue, sidewalk, gas…etc. | Student's book, CD-player & CD or IWB & IWB material |
| 12 | 56-57 | **3b** Writing | Writing an essay giving an opinion II.Analysing a sample text.Focusing on organisation & style.Writing an essay expressing opinion: 100 MA Scholarships. | Linkings for cohesion | , adjust, anxiety, as well as, department of labour, drawback, employer, initial, join, issue, positive, submit, trend, unemployed…etc,  | Student's book, CD-player & CD or IWB & IWB material |
|  | 58-59 | Round-up 3 | Revising the structures, functions and vocabulary presented in module 3 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 60 | Task Module 3 | Develop the 21st century competencies |  |  | Student's book |  |
| 13 | 61-62 | Extra grammar practice Module 3 | Revise grammar structure of module 3 |  |  | workbook |  |
|  | 63 | Test Module 3 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 64 | Correction of module test Cover page module 4 | Allow students to learn from own mistakesIntroduce topic for module 4 |  |  | Corrected tests, Student's book |  |
| 14 | 65-66 | **4a** Reading | Reading for gist & scpecific informationChecking reading comprehension.Generating discusszion about next generation vehicles. |  | words and phrases related to flying, expression, affect, amuse, back up, consume, decade, delay, dramatically, exhaust fumes, fuel, impact, install, internal, locae, property, reduce, run on, rural, urban, vehicle…etc. | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelésEgyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetenciaKapcsolódási pontok: földrajz, állampolgári ismeretekMunkaforma: csoportmunka, pármunka, egyéni- és frontális munkaA differenciálás színterei: egyéni fejlesztés, feladattípusok |
|  | 67-68 | **4a** Vocabulary & Grammar | Presenting Verbs+prepositionsUsing them in controlled environment and contextRaising Ss awareness of relationships between words & adjectives ending in’ –able’Practising new vocabulary and grammar | Verbs+ PrepositionsNouns deriving from verbsAdjectives ending in- ableFutrure tenseOther future formsTime clauses | arrangement, communication, connection, invention, operation, reduction, replacement…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 69 | **4a** Listening & Speaking | Listening to people talking in different situations. Answering a multiple choice questions.Comparing&contrasting photos taken in a science research lab. | Present progressivePresent simpleTo be about toFuture will | affeciton, chase, defective, gadget, scratch, test tube…etc,  | Student's book, CD-player & CD or IWB & IWB material |
|  | 70 | **4a** Writing | Writing artcles.Analysing sample writings.Identifying stylistic features of articles.Making a concise plan for writing an article.Referring to the topic from a personal point of view.Article: A gadget I can not live without. | Questions & exclamations used in an article to make them more interesting | expression, generation, global, necessity, post, surrounded…etc,  | Student's book, CD-player & CD or IWB & IWB material |
| 15 | 71-72 | **4b** Reading | Reading for gist, skimming, scanning, guessing meaning of unknown words.Checking reading comprehension.Answering multiple choice questions.Generating discussion on the basis of the texts read. | Nouns deriving from from verbsPhrasal verbs | words and phrases related to health and medicine, aim, complex, distracted, error, generate, lessen, minimise, monitor, pot, prototoype, recreate, restore, revise, simulation, spare…etc,  | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelésEgyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetenciaKapcsolódási pontok: földrajz, állampolgári ismeretekMunkaforma: csoportmunka, pármunka, egyéni- és frontális munkaA differenciálás színterei: egyéni fejlesztés, feladattípusok |
|  | 73-74 | **4b** Vocabulary & Grammar | Presenting pefixes & suffixes.Completing word formation exercises.Presentind expressions with the word ’ eye’.Completing a matching activity.Presenting conditionalsRevising tenses used in conditional sentences. | Conditional sentencesPefixesSuffixes | expressions with the word ’eye’, , earthquake, incorrect, jadge, motivate, poisonous, unimportant…etc,  | Student's book, CD-player & CD or IWB & IWB material |
|  | 75 | **4b** Listening & Speaking | Listening to an interview about a biometric passport.Gist listening.Listening for specific information.Answering multiple choice questions.Checking listening comprehension.Speculating & making decisions: shopping for a gift, choosing suitable items. | Conditionals | accurate, aware of, data, hig-tech, identity, physical, privacy, secure, state-of-the-art…etc,  | Student's book, CD-player & CD or IWB & IWB material |
| 16 | 76 | **4b** Vocabulary & Grammar | Presenting expressions with ’in’ & ’out of’.Presenting and practising the use of must, have to, need.Completing sentences with prepositions.Completing tables with words given in boxes- practising prepositional phrases.Answering multiple choice questions. | MustHave toNeedModal auxiliaries-obligation-prohibition-necessity | in addition, in agreement, in detail, in progress, in touch, in use, out of date. out of control, out of prder, out of question, out of touch, out of use…etc., to begin with, moreover, in fact, furthermore, finally…etc.,  | Student's book, CD-player & CD or IWB & IWB material |
|  | 77-78 | **4b** Writing | Writing a problem/solution essay IFocus on using notesFocus on content and organisationFocus on style and registerFocus on linking words/phrases | Linking words / Phrases | Bully, cyberbullying, device, electronic, forum, offensive, post, save, social networking, as a matter of fact, finally, in fact, etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 79-80 | Round-up 4 | Revising the structures, functions and vocabulary presented in module 4 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
| 17 | 81 | Task Module 4 | Develop the 21st century competencies |  |  | Student's book |  |
|  | 82-83 | Extra grammar practice Module 4 | Revise grammar structure of module 4 |  |  | workbook |  |
|  | 84 | Test Module 4 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 85 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
| 18 | 86-88 | Revision Modules 1-4 | Revising the structures, functions and vocabulary presented in module 1 – 4 |  |  | Student’s book, workbook |  |
|  | 89 | Mid-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 90 | Correction of mid-term test Cover page module 5 | Allow students to learn from own mistakesIntroduce topic for module 5 |  |  | Corrected tests, Student's book |  |
| 19 | 91-92 | **5a** Reading | Reading for gist & specific information. Guessing meanings of unknown words.Reading 5 extracts about different destinations.Reading comprehension.Answering multiple choice questions. | Structures expressing likes, dislikes, preferances. | expressions, backstage, be located, burial, cable car, entire, pick up, rate, replica, seasonal, senior, skip, theme park, truly, toddler…etc,  | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelésEgyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetenciaKapcsolódási pontok: földrajz, állampolgári ismeretekMunkaforma: csoportmunka, pármunka, egyéni- és frontális munkaA differenciálás színterei: egyéni fejlesztés, feladattípusok |
|  | 93-94 | **5a** Vocabulary & Grammar | Presenting collocations with ’get’ ’go’, ’have’ & ’take’.Practising using collocations.Presenting & practisinf infinitives & ’-ing’ forms.Present differences in meanings of the forms above. | Infinitives and –ing forms | block, costume, dust, humid, acenery, suit, thrill, trail, uniform…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 95 | **5a** Listening & Speaking | Matching visual prompts with listening extracts.Listening for gist & specific information.Discussion about visiting clubs, cafes, amusement parks, concerts, cinemas…etc. | There is/there areIwould sayI would not sayI think | café, club, amusement park, theatre, cinema, relax, socialise, escape from routine | Student's book, CD-player & CD or IWB & IWB material |
| 20 | 96 | **5a** Writing | Writing an essay giving an opinionFocusing on rubric & purpose, topic sentences.Making an outline.Analysing sample. writing:A visit to a museum is a rewarding experience for people of all ages. (opinion essay).Writing your own essay:Listening to music is probanly the best way to relax. | Structures suitable for writing an opinion essay | ancestor, display, emotion, factual, for instance, memorable, object, indeed, transport, visual…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 97-98 | **5b** Reading | Reading for gist& specific information: Tickets, travelcards…etc.Comprehemsion check.Guessing meaning od unknown words.Reconstucting a gapped text. Actual reading: Strange hobbies: collecting tickets. | Abbreviations that can be seen on different tickets | avid, contact, date back to, get inspired, in order to, occupied, plan on, pretty, react, respond, throw away…etc,  | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeretEgyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetenciaKapcsolódási pontok: földrajz, rajzMunkaforma: csoportmunka, pármunka, egyéni- és frontális munkaA differenciálás színterei: egyéni fejlesztés, feladattípusok |
|  | 99-100 | **5b** Vocabulary & Grammar | Presenting & practising words easily confused.Presenting collective nouns.Presenting adjectives+prepositions.Making deductions. | Expressing possibility* may
* might
* could

makind deductions* must
* can’t

collective nouns | desgusted, fed up, flipper, get off, get out of, instant, pack, report, set, surely, ticket, treat…etc | Student's book, CD-player & CD or IWB & IWB material |
| 21 | 101 | **5b** Listening & speaking | Listening to people giving their views on the theatre.Multiple Matching.Discussion: Choosing between options: planning activities on behalf of a community organization. | Structures expressing opinions & suggestions | bazaar, boost, community, commute, outdoor…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 102 | **5b** Vocabulary & Grammar | Familiarising vocabulary related to theatres & cinemas.Using them in contextsPresenting&practising question tags. | Question tags | words related to theatre and cinema. | Student's book, CD-player & CD or IWB & IWB material |
|  | 103-104 | **5b** Writing | Writing a review.Discussing the format & style of a review in a magazine.Analysing sample writing:Step Up 2 The StreetsFocusing on content & organization.Writing your own review using prompts given. |  | authentic, be set, brilliant, overall, moving, refer, romance, spectacular, violent,  | Student's book, CD-player & CD or IWB & IWB material |
| 22 | 105-106 | Round-up 5 | Revising the structures, functions and vocabulary presented in module 5 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 107 | Task Module 5 | Develop the 21st century competencies |  |  | Student's book |  |
|  | 108-109 | Extra grammar practice Module 5 | Revise grammar structure of module 5 |  |  | workbook |  |
|  | 110 | Test Module 5 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 23 | 111 | Correction of module test Cover page module 6 | Allow students to learn from own mistakesIntroduce topic for module 6 |  |  | Corrected tests, Student's book |  |
|  | 112-113 | **6a** Reading | Gist reading & reading for details. Answering multiple choice questions. Guessing meaning of unknown words. Actual reading: Cleaning up the environment: hard work & creativity. |  | phrasal verbs, abandoned, acidic, author, bizarre, cause, choked, coal mine, depend, fade, head out, industrial, industry, lead, mattress, pollutant, process, setting, sugar maple tree, sulfur, vintage, wildlife…etc | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelésEgyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetenciaKapcsolódási pontok: földrajz, állampolgári ismeretek, háztartástanMunkaforma: csoportmunka, pármunka, egyéni- és frontális munkaA differenciálás színterei: egyéni fejlesztés, feladattípusok |
|  | 114-115 | **6a** Vocabulary & Grammar | Presenting & practising nouns ending in ’-ion’ & ’-ant’. Using words easily confused in context.Presenting&practising.Passive Voice.Focus in use&form.Correcting verb forms: eco-tourism: Blessing or threat?Word formation: Upgrading the East End. | Passive voice 1 | abandon, blessing, come up with, eco-tourism, evacuate, fatal, machine, massive, sum, threat, undergo…etc,  | Student's book, CD-player & CD or IWB & IWB material |
| 24 | 116 | **6a** Listening & Speaking | Listening for gist&specific information.An expert talking about conservation work in Australia.Discussion about how important it is to keep the Earth clean / ways og protecting our environment.Comparing&contrasting pictures. | Adjectives describing places | alternative, branch, common sense, man-made, rock wallaby, toxin, wildlife reserve…etc,  | Student's book, CD-player & CD or IWB & IWB material |
|  | 117 | **6a** Writing | Writing a balanced essayFocus on using notesFocus on content and organisation |  | Attraction, breeding, captivity, economy, form, hiking, in contrast, limit, maintenance, mountain slope, negatively, etc.  | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Gazdasági nevelés, Környezettudatosságra nevelésEgyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetenciaKapcsolódási pontok: földrajz, állampolgári ismeretekMunkaforma: csoportmunka, pármunka, egyéni- és frontális munkaA differenciálás színterei: egyéni fejlesztés, feladattípusok |
|  | 118-119 | **6b** Reading | Reading for gist and details.Answering multiple choice questions.Guessing meanings.Actual reading: Columbus Zoo in Powell. Ohio. |  | appetite, aquatic, bond, coral reef, former, gallon, in terms of, lizard, nearly, pond, represent, reptile, tandk, throw a party, wildlife sanctuary…etc,  | Student's book, CD-player & CD or IWB & IWB material |
| 25 | 120-121 | **6b** Vocabulary & Grammar | Presenting & practising prepositional phrases.Presenting & practising nouns+prepositions.Using compound nouns in context.Matching task: making copounds.Presenting&practising Passive voice II.Gapfilling with verb forms. | Passive vioce 2 | prepositional phrases, compound nouns, , breed, cosmetics, marine, obejct to, prawn, protest, specialist…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 122 | **6b** Listening & speaking | Listening for gist & specific purposes.Listening to radio interviews with meteorogists agout Hurricane Katrina.Checking listening comprehension.Discussion about the topic with the help of visual prompts.Comparing &c ontrasting pictures. | Adjectives describing natural disasters | natural disasters, activist, affect, consist, defend, effect, injure, knock, marsh, natural, origin, protect, regain, strike…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 123 | **6b** Vocabulary & Grammar | Presenting & practising words easily confused.Using them in context.Explaining meanings in English-being mono-ligual.Presenting&practising clauses of concession | Clauses of concession | damage, knock, hit, affect, effect, consist of, contain, belongings, property, protect…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 124-125 | **6b** Writing | Writing a letter to an editor expressing an opinion.Discussion about hunting as a sport.Analysing sample writing: Ban on Hunting.Focus on style, cohesion & cohererence.Completing a text with linkings.Making an outline.Writing your own letter expressing opinion about banning on cars in downtown and sponsoring public transport. | Linking wordsStructures expressing opinion | linking words and phrases, aggressively, approval, ban, dispose, eagle, express, go into effect, lane, nuclear waste, partial, overlook, power plant, proposal, solar energy, source, sponsor, total, wind power…etc | Student's book, CD-player & CD or IWB & IWB material |
| 26 | 126-127 | Round-up 6 | Revising the structures, functions and vocabulary presented in module 6 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 128 | Task Module 6 | Develop the 21st century competencies |  |  | Student's book |  |
|  | 129-130 | Extra grammar practice Module 6 | Revise grammar structure of module 6 |  |  | workbook |  |
| 27 | 131 | Test Module 6 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 132 | Correction of module test Cover page module 7 | Allow students to learn from own mistakesIntroduce topic for module 7 |  |  | Corrected tests, Student's book |  |
|  | 133-134 | **7a** Reading | Discussion about being fit. Readinf for gist & details. Guessing meanings. Answering multiple choice questions.Checking reading comprehension.Actual readingThe Miraval miracle -A unique resort spa.Discussion about well-ness holidays. For & against. |  | phrasal verbs, expressions, bare, blood circulation, cater for, gallop, joint, lower, meanwhile, miracle, muscle, relieved, scorching, spa, spread, steam, steaming, stiffness, striking…etc | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelésEgyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetenciaKapcsolódási pontok: földrajz, állampolgári ismeretek, biológiaMunkaforma: csoportmunka, pármunka, egyéni- és frontális munkaA differenciálás színterei: egyéni fejlesztés, feladattípusok |
| 28 | 135-136 | **7a** Vocabulary & Grammar | Presenting & practising words easily confused.Presenting & practising reported speech (statements).Presenting special introductory verbs.Gap filling exercise:Not your average footballer. | Reported speech- statementsIntroductory verbs | cheer on, develop, disabilty, drop, fall, lay, lie, motto, shipwreck, sight, striker, treat, view | Student's book, CD-player & CD or IWB & IWB material |
|  | 137 | **7a** Listening & Speaking | Listening to 5 different people talking about dreams.Listening for gist & specific information.Multiple matching.Discussion about helping with solving personal problems (protecting eye sight, the importance of our 5 senses…) |  | contact lenses, eyesight, frame, handle, recovery, reveral, solution, vary, vision…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 138 | **7a** Writing | An informal letter/emailFocus on responding to inputFocus on purpose and style |  | Allergic, sneeze, watery, rash, allergy, adore, shelter, beloved, from time to time, suggestion, prepare, schedule, softball, figure out | Student's book, CD-player & CD or IWB & IWB material |
|  | 139-140 | **7b** Reading | Making predictions then reading the text to check them.Reconstructing a gapped text.Guessing the meaning of words.Actual reading:Fearless Explorer and Extraordinary sportsman.Checking reading comprehension.Generating discussionabout extraordinary journeys.(Are they woth or not? Do they see too dangerous for you?) | Structures suitable for making predictionsand expressing opinion, arguments. | alert, attempt, camcorder, creature, device, embark, enhance, face, fitness, inner, jaw, knock down, longitude, mainland, mental, navigator, pallde, rely, remark, shift, sponsor, take down, turn out…etc | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeretEgyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetenciaKapcsolódási pontok: földrajz, rajzMunkaforma: csoportmunka, pármunka, egyéni- és frontális munkaA differenciálás színterei: egyéni fejlesztés, feladattípusok |
| 29 | 141-142 | **7b** Vocabulary & Grammar | Presenting & practising reported questions, commands & request.Using correct verb forms in context.Sentence transformation.  | Reported questionsReported commands and requests | expressions with the ’time’, bedroom, cure, earn, emotional, failure, gain, herbal, hip, legend, overdo, pleasure, poison, pollute, raise, recover…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 143 | **7b** Listening & speaking | Listening for gist & specific information.Listening to a radio programme about a vegetarian festival.Answering multiple choice questions.Discuss the advantages & disadvantages of vegetarian life style & doing different free time activities.Arguing for & againstConvincing each other, coming up with some conclusion. | Structures suitable for arguing, expressing agreements & disagreements,making conclusions. | keep in shape, lentils, nutritional, soy, spice, tofu, vegetarianism…etc, yoga, kick boxing, weight lifting, horse riding, swimming | Student's book, CD-player & CD or IWB & IWB material |
|  | 144 | **7b** Vocabulary & Grammar | Presenting & practising clauses of result.Presenting&using food related words.Identifying different types of food. | Clauses of result.So+much/manySuch+a lot of | apricot, beans, broccoli, cereal, chickpeas, kiwi, lobster, nuts, pasta, plum, crab, seafood…etc | Student's book, CD-player & CD or IWB & IWB material |
| 30 | 145-146 | **7b** Writing | Writing a report.Focusing on style, content & organisation.Matching questions & answers. Choosing appropriate headings for paragraphs.Rewriting sentences in Passive Voice.Making an outline.Writing your own report about sport facilities in your school. | Passive Voice | accomodate, bench, expand, lack, personnel, premises, supervise…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 147-148 | Round-up 7 | Revising the structures, functions and vocabulary presented in module 7 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 149 | Task Module 7 | Develop the 21st century competencies |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
| 31 | 150-151 | Extra grammar practice Module 7 | Revise grammar structure of module 7 |  |  | workbook |  |
|  | 152 | Test Module 7 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 153 | Correction of module test Cover page module 8 | Allow students to learn from own mistakesIntroduce topic for module 8 |  |  | Corrected tests, Student's book |  |
|  | 154-155 | **8a** Reading | Reading about life in big cities all over the world.Reading for gist& specific information.Answering multiple choice questions.Guessing meanings.Generating discussion about shopping malls | Unreal Past Conditionals | accessible, automobile, entitle, ethnic, gazebo, keep track of, lounge, outlet, plunge, quaint, storey, supervised…etc | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelésEgyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetenciaKapcsolódási pontok: földrajz, állampolgári ismeretek, történelemMunkaforma: csoportmunka, pármunka, egyéni- és frontális munkaA differenciálás színterei: egyéni fejlesztés, feladattípusok |
| 32 | 156-157 | **8a** Vocabulary & Grammar | Presenting & Practising Words.Easily confused.Presenting& practising Unreal Past IRewriting sentences.Gap filling: Are you a fast food addict?(Choosing from given options)  | Unreal past 1 | addict, ancient, cater for, comfortable, common, cooker, cosy, juicy, kitchen, old-fashioned, ordinary, popular, stew, supply, traditional,  | Student's book, CD-player & CD or IWB & IWB material |
|  | 158 | **8a** Listening & Speaking | Listening to 7 people talking in 7 different situation.Answering questions with the help of amultiple choice options.Checking listening comprehension.Comparing&contrasting pictures.Talking about shopping in different places.Generating further discussion about shopping habits. | Linkings for cohesion & coherence | address, affordable, board, credit card, designer label, get by, influence, replace…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 159 | **8a** Writing | Writing a semi-formal letter/emailFocus on input and rubricFocus on purpose and style |  | Conclusion, consideration, construction, creation, demolish, donate, further, look into, mayor, mixed, reach a conclusion, repair, surround, value | Student's book, CD-player & CD or IWB & IWB material |
| 33 | 160-161 | **8b** Reading | Reading about teen’s problems(drastic changes in life style).Reading for gist & specific information.Reconstuczing a gapped text.Guessing meanings.Generating discussion about the text just read/ or adding personal experiences. | Structures suitable for describing present situations & giving advice | expressions, words and phrases | Student's book, CD-player & CD or IWB & IWB material | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés, Testi és lelki egészségFelkészülés a felnőtt-lét szerepeireEgyéb kulcskompetenciák Kezdeményezőképesség és vállalkozói kompetencia, Természettudományos kompetenciaDigitális kompetenciaKapcsolódási pontok: földrajz, állampolgári ismeretekMunkaforma: csoportmunka, pármunka, egyéni- és frontális munkaA differenciálás színterei: egyéni fejlesztés, feladattípusok |
|  | 162-163 | 8b Vocabulary & Grammar | Presenting & practising expressions with ’ take’.Pesenting & practising idioms with colours.Presenting & practising conditionals type 3-Unreal Past with Past Perfect. | Conditional sentences type 3Unreal past 2 | expressions with ’take’, idioms with colours | Student's book, CD-player & CD or IWB & IWB material |
|  | 164 | **8b** Listening & speaking | Listening to an interview about shopping trends, the role of parents, the media and advertising.Listening for gist& specific information.Identifying topics discussed.Generating discussion about the role of mass media in young people’s life. | Stuctures suitable for expressing opinions | adolescent, brightly, to some extent, media, overload…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 165 | **8b** Vocabulary & Grammar | Presenting & practising collocations with ’put’, ’set’. Using Causitive Forms.Completing sentences.Sentence transformation. | Causative formCollocations with ’put’ and ’ set’  | collocations with ’put’, collocations with ’ set’, pester, assemble, manicure, gaming…etc | Student's book, CD-player & CD or IWB & IWB material |
| 34 | 166-167 | **8b** Writing | Writing aproblem/solution essayTopic: Wathing Tv(opinions for& against)Analysing sample writing.Focusing on context & organisation.Brainstorming.Making an outline.Planning.Writing your own essay: Teens: Victims of Stress |  | addiction, concern, sope, demand, family ties, household, otherwise, set a limit, society, wisely,  | Student's book, CD-player & CD or IWB & IWB material |
|  | 168-169 | Round-up 8 | Revising the structures, functions and vocabulary presented in module 8 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 170 | Task Module 8 | Develop the 21st century competencies |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
| 35 | 171-172 | Extra grammar practice Module 8 | Revise grammar structure of module 8 |  |  | workbook |  |
|  | 173 | Test Module 8 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 174 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
| 36 | 175-177 | Revision Modules 5-8 | Revising the structures, functions and vocabulary presented in module 5-8 |  |  | Student’s book, workbook, extra material (Teacher's resource CD) |  |
|  | 178 | End-of-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 179 | Correction of end-of-year test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
|  | 180 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |