**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 évbe  Cover Page module 1 | Learn how to use the course book and its components  Introduce 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 activity  Identifying 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 | Kulcskompetenciák:  tanulás kompetenciái, kommunikációs kompetenciák, matematikai, gondolkodási kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotás, önkifejezés és kulturális tudatosság kompetenciái  Kapcsolódási pontok:  Matematika, földrajz  Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés |
|  | 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 Progressive  Stative 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 writing  Word order  Prepositions  Tense  Punctuations  Articles  Spelling | 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 climate  Beduin family traditions  Desert Wanderers | Adjectives  Describing 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 |
| 3 | 10-11 | **1b** Vocabulary & Grammar | Word bulding  Practicing prepositions with places.  Working with words easily confused.  Gap filling | Comparisons  Word 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 nouns  The 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 | Extra grammar practice Module 1 | Revise grammar structure of module 1 |  |  | workbook |  |
|  | 20 | Test Module 1 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 5 | 21 | Correction of module test Cover page module 2 | Allow students to learn from own mistakes  Introduce topic for module 2 |  |  | Corrected tests, Student's book |  |
|  | 22-23 | **2a** Reading | Reading for gist  Skimming, scanning, guessing meanings | Past forms  Past tenses  Linkings | 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 | Kulcskompetenciák:  tanulás kompetenciái, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, önkifejezés és kulturális tudatosság kompetenciái, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotás  Kapcsolódási pontok:  Matematika, földrajz, rajz, állampolgári ismeretek  Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés |
|  | 24-25 | **2a** Vocabulary & Grammar | Introducing topic-related vocabulary (work&holidays).  Revising past forms  Identifying parts of verb forms. | Past Simple  Past Progressive | accomodation, active, exhausting, fare, hostel, rule, seaside, thermal baths, twists and turns, | Student's book, CD-player & CD or IWB & IWB material |
| 6 | 26 | **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 events  Adjectives describing places  Used to  Would  Past intentions | words & phrase related to holidays | Student's book, CD-player & CD or IWB & IWB material |
|  | 27 | **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 |
|  | 28-29 | **2b** Reading | Reading for gist.  Reading for details.  Identifying topics from the text.  Guessing meaning of unknown words. | Adverbs of manner  Adjectives 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 |
| 7 | 30-31 | **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 –ing  Adjectives describing people and places  Adjectives deriving from verbs or nouns  Past Perfect Simple  Past Percect Progressive | bandaged up, continental, gather, grab, optimistic, vertical, | Student's book, CD-player & CD or IWB & IWB material |
|  | 32 | **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 |
|  | 33 | **2b** Vocabulary & Grammar | Familiarising adverbs of manner.  Expressing habits & intended actions in the past. | Adverbs of manner  Used to- would-was/were going to | fortunately, naturaly, luckily, probably, incredibly, suddenly | Student's book, CD-player & CD or IWB & IWB material |
|  | 34-35 | **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 |
| 8 | 36-37 | Round-up 2 | Revising the structures, functions and vocabulary presented in module 2 |  |  | Student's book, CD-player & CD or IWB & IWB material |
|  | 38 | Task Module 2 | Develop the 21st century competencies |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 39 | Extra grammar practice Module 2 | Revise grammar structure of module 2 |  |  | workbook |  |
|  | 40 | Test Module 2 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 9 | 41 | Correction of module test Cover page module 3 | Allow students to learn from own mistakes  Introduce topic for module 3 |  |  | Corrected tests, Student's book |  |
|  | 42-43 | **3a** Reading | Reading and understanding a text  Practicing a gap-filling exxercise | Present tenses  Should  Ought to  Relative 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 | Kulcskompetenciák:  tanulás kompetenciái, kommunikációs kompetenciák, matematikai, gondolkodási kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotás  Kapcsolódási pontok:  földrajz, állampolgári ismeretek  Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés |
|  | 44-45 | **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 Simple  Present Perfect Progressive  Nouns | 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 |
| 10 | 46 | **3a** Listening & Speaking | Activating Ss background  knowledge 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 tenses  Questions vs. answers  Word 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 |
|  | 47 | **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 application  Punctuation | 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 |
|  | 48-49 | **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 tenses  Linkings 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 |
| 11 | 50-51 | **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 clauses  Collocations  Relative adverbs | words related to studies, appealing, appropriate, confess, firsthand, occupation, suitable, welcoming…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 52 | **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 |
|  | 53 | **3b** Vocabulary & Grammar | Differentiating between American &British English.  Familiarising Ss with should, ought to, had better.  Using the auxiliaries in context. | Should  Ought to  Had 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 |
|  | 54-55 | **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 |
| 12 | 56-57 | Round-up 3 | Revising the structures, functions and vocabulary presented in module 3 |  |  | Student's book, CD-player & CD or IWB & IWB material |
|  | 58 | Task Module 3 | Develop the 21st century competencies |  |  | Student's book |  |
|  | 59 | Extra grammar practice Module 3 | Revise grammar structure of module 3 |  |  | workbook |  |
|  | 60 | Test Module 3 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 13 | 61 | Correction of module test Cover page module 4 | Allow students to learn from own mistakes  Introduce topic for module 4 |  |  | Corrected tests, Student's book |  |
|  | 62-63 | **4a** Reading | Reading for gist & scpecific information  Checking 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 | Kulcskompetenciák:  tanulás kompetenciái, kommunikációs kompetenciák, matematikai, gondolkodási kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotás  Kapcsolódási pontok:  földrajz, rajz, állampolgári ismeretek  Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés |
|  | 64-65 | **4a** Vocabulary & Grammar | Presenting Verbs+prepositions  Using them in controlled environment and context  Raising Ss awareness of relationships between words & adjectives ending in’ –able’  Practising new vocabulary and grammar | Verbs+ Prepositions  Nouns deriving from verbs  Adjectives ending in- able  Futrure tense  Other future forms  Time clauses | arrangement, communication, connection, invention, operation, reduction, replacement…etc | Student's book, CD-player & CD or IWB & IWB material |
| 14 | 66 | **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 progressive  Present simple  To be about to  Future will | affeciton, chase, defective, gadget, scratch, test tube…etc, | Student's book, CD-player & CD or IWB & IWB material |
|  | 67 | **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 |
|  | 68-69 | **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 verbs  Phrasal 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 |
| 15 | 70-71 | **4b** Vocabulary & Grammar | Presenting pefixes & suffixes.  Completing word formation exercises.  Presentind expressions with the word ’ eye’.  Completing a matching activity.  Presenting conditionals  Revising tenses used in conditional sentences. | Conditional sentences  Pefixes  Suffixes | expressions with the word ’eye’, , earthquake, incorrect, jadge, motivate, poisonous, unimportant…etc, | Student's book, CD-player & CD or IWB & IWB material |
|  | 72 | **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 |
|  | 73 | **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. | Must  Have to  Need  Modal 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 |
|  | 74-75 | **4b** Writing | Writing a problem/solution essay I  Focus on using notes  Focus on content and organisation  Focus on style and register  Focus 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 |
| 16 | 76-77 | Round-up 4 | Revising the structures, functions and vocabulary presented in module 4 |  |  | Student's book, CD-player & CD or IWB & IWB material |
|  | 78 | Task Module 4 | Develop the 21st century competencies |  |  | Student's book |  |
|  | 79 | Extra grammar practice Module 4 | Revise grammar structure of module 4 |  |  | workbook |  |
|  | 80 | Test Module 4 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 17 | 81 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
|  | 82-83 | Revision Modules 1-4 | Revising the structures, functions and vocabulary presented in module 1 – 4 |  |  | Student’s book, workbook |  |
|  | 84 | Mid-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 85 | Correction of mid-term test  Cover page module 5 | Allow students to learn from own mistakes  Introduce topic for module 5 |  |  | Corrected tests, Student's book |  |
| 18 | 86-87 | **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 | Kulcskompetenciák:  tanulás kompetenciái, kommunikációs kompetenciák, matematikai, gondolkodási kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotás  Kapcsolódási pontok:  földrajz, rajz, állampolgári ismeretek, háztartástan  Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés |
|  | 88-89 | **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 |
|  | 90 | **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 are  Iwould say  I would not say  I think | café, club, amusement park, theatre, cinema, relax, socialise, escape from routine | Student's book, CD-player & CD or IWB & IWB material |
| 19 | 91 | **5a** Writing | Writing an essay giving an opinion  Focusing 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 |
|  | 92-93 | **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 |
|  | 94-95 | **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 |
| 20 | 96 | **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 |
|  | 97 | **5b** Vocabulary & Grammar | Familiarising vocabulary related to theatres & cinemas.  Using them in contexts  Presenting&practising question tags. | Question tags | words related to theatre and cinema. | Student's book, CD-player & CD or IWB & IWB material |
|  | 98-99 | **5b** Writing | Writing a review.  Discussing the format & style of a review in a magazine.  Analysing sample writing:  Step Up 2 The Streets  Focusing 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 |
| 21 | 100-101 | Round-up 5 | Revising the structures, functions and vocabulary presented in module 5 |  |  | Student's book, CD-player & CD or IWB & IWB material |
|  | 102 | Task Module 5 | Develop the 21st century competencies |  |  | Student's book |  |
|  | 103 | Extra grammar practice Module 5 | Revise grammar structure of module 5 |  |  | workbook |  |
|  | 104 | Test Module 5 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 105 | Correction of module test Cover page module 6 | Allow students to learn from own mistakes  Introduce topic for module 6 |  |  | Corrected tests, Student's book |  |
| 22 | 106-107 | **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 | Kulcskompetenciák:  tanulás kompetenciái, kommunikációs kompetenciák, matematikai, gondolkodási kompetenciák, személyes és társas kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotás  Kapcsolódási pontok:  Matematika, földrajz, állampolgári ismeretek, háztartástan  Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés, Környezettudatosságra nevelés |
|  | 108-109 | **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 |
|  | 110 | **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 |
| 23 | 111 | **6a** Writing | Writing a balanced essay  Focus on using notes  Focus 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 |
|  | 112-113 | **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 |
|  | 114-115 | **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 |
| 24 | 116 | **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 |
|  | 117 | **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 |
|  | 118-119 | **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 words  Structures 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 |
| 25 | 120-121 | Round-up 6 | Revising the structures, functions and vocabulary presented in module 6 |  |  | Student's book, CD-player & CD or IWB & IWB material |
|  | 122 | Task Module 6 | Develop the 21st century competencies |  |  | Student's book |  |
|  | 123 | Extra grammar practice Module 6 | Revise grammar structure of module 6 |  |  | workbook |  |
|  | 124 | Test Module 6 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 125 | Correction of module test Cover page module 7 | Allow students to learn from own mistakes  Introduce topic for module 7 |  |  | Corrected tests, Student's book |  |
| 26 | 126-127 | **7a** Reading | Discussion about being fit.  Readinf for gist & details.  Guessing meanings.  Answering multiple choice questions.  Checking reading comprehension.  Actual reading  The 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 | Kulcskompetenciák:  tanulás kompetenciái, kommunikációs kompetenciák, matematikai, gondolkodási kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotás, önkifejezés és kulturális tudatosság kompetenciái  Kapcsolódási pontok:  földrajz, rajz, állampolgári ismeretek, biológia, történelem  Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés |
|  | 128-129 | **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- statements  Introductory 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 |
|  | 130 | **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 |
| 27 | 131 | **7a** Writing | An informal letter/email  Focus on responding to input  Focus 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 |
|  | 132-133 | **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 discussion  about extraordinary journeys.  (Are they woth or not? Do they see too dangerous for you?) | Structures suitable for making predictions  and 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 |
|  | 134-135 | **7b** Vocabulary & Grammar | Presenting & practising reported questions, commands & request.  Using correct verb forms in context.  Sentence transformation. | Reported questions  Reported 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 |
| 28 | 136 | **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 & against  Convincing 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 |
|  | 137 | **7b** Vocabulary & Grammar | Presenting & practising clauses of result.  Presenting&using food related words.  Identifying different types of food. | Clauses of result.  So+much/many  Such+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 |
|  | 138-139 | **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 |
| 29 | 140-141 | Round-up 7 | Revising the structures, functions and vocabulary presented in module 7 |  |  | Student's book, CD-player & CD or IWB & IWB material |
|  | 142 | Task Module 7 | Develop the 21st century competencies |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 143 | Extra grammar practice Module 7 | Revise grammar structure of module 7 |  |  | workbook |  |
|  | 144 | Test Module 7 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 145 | 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 |  |
| 30 | 146-147 | **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 | Kulcskompetenciák:  tanulás kompetenciái, kommunikációs kompetenciák, matematikai, gondolkodási kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, kreatív alkotás  Kapcsolódási pontok:  földrajz, állampolgári ismeretek, történelem, testnevelés  Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés, Testi és lelki egészségFelkészülés a felnőtt-lét szerepeire |
|  | 148-149 | **8a** Vocabulary & Grammar | Presenting & Practising Words.  Easily confused.  Presenting & practising Unreal Past I  Rewriting 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 |
|  | 150 | **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 |
| 31 | 151 | **8a** Writing | Writing a semi-formal letter/email  Focus on input and rubric  Focus 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 |
|  | 152-153 | **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 |
|  | 154-155 | 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 3  Unreal past 2 | expressions with ’take’, idioms with colours | Student's book, CD-player & CD or IWB & IWB material |
| 32 | 156 | **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 |
|  | 157 | **8b** Vocabulary & Grammar | Presenting & practising collocations with ’put’, ’set’.  Using Causitive Forms.  Completing sentences.  Sentence transformation. | Causative form  Collocations 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 |
|  | 158-159 | **8b** Writing | Writing aproblem/solution essay  Topic: 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 |
| 33 | 160-161 | Round-up 8 | Revising the structures, functions and vocabulary presented in module 8 |  |  | Student's book, CD-player & CD or IWB & IWB material |
|  | 162 | Task Module 8 | Develop the 21st century competencies |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 163 | Extra grammar practice Module 8 | Revise grammar structure of module 8 |  |  | workbook |  |
|  | 164 | Test Module 8 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 165 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
| 34 | 166-167 | 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) |  |
|  | 168 | End-of-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 169 | Correction of end-of-year test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
|  | 170 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |