**JAVASOLT TANMENET**

a tankönyv és a munkafüzet párhuzamos felhasználásával

**heti 5 óra**

**mm**publications

**Traveller Plus B2**

|  |  |  |  |  |  |  |  |
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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 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 2-3 | Module 1 Reading | Reading for gist: 5 different advertisements about sports-matching headings with pictures.Scanning for specific information: multiple choiceGuessing the meaning of unknowm words in the ads. | Present simplePresent progressiveStative verbs | White water rafting, Driving a race car, Scuba diving with sharks, Paragliding, Bungee jumping, Astronaut training, Zero gravity flight experience, Breathtaking scenery, Rafting courses, Adrenalin filled experience | 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 | Module 1Vocabulary & Grammar | Completing sentences with words easily confused.Practising word formation. & Present tenses.  | Present Simple vs. Present ProgressiveNoun endingsStative vs. Non-stative verbs | travel, trip, journey, tour, voyage, cruse, flight…etc | Student's book, CD-player & CD or IWB & IWB material |
| 2 | 6 | Module 1Listening,  | Listening for gist and specific informationAnswering multiple choice questions |  | Lounge | Student's book, CD-player & CD or IWB & IWB material |
|  | 7 | Module 1 Vocabulary & Grammar | Practising words related to travel and tourism | Nouns and quantifiers | Coral reef, rainforest, islet, fjord, volcano, pond, waterfall, spa, conference room, etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 8 | Module 1Speaking  | Talking about different types of holidays with the help of visual prompts, discussing advantages and disadvantages of means of transport | bothless… thanneither ofon the contraryif I had to.I would probably…on the other hand…etc. | challenging, a home away from home, all inclusive, facilities, educational, informative, ancientruins, natural wilderness, planning ahead … etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 9-10 | Module 1Writing | Writing an essayFocus on content and styleFocus on generating ideas |  | Opportmoduley, exposure, interaction, be immersed, oblige, possibility, enrol | Student's book, CD-player & CD or IWB & IWB material |
| 3 | 11 | Round-up 1 | Revising the structures, functions and vocabulary presented in module 1 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 12 | Extra grammar practice Module 1 | Revise grammar structure of module 1 |  |  | workbook |  |
|  | 13 | Examination Practice 1Cover page Module 2 | Revise grammar and vocabulary through exam-style exercisesSelf-evaluationIntroduce topic for module 2 |  |  | Student’s book |  |
|  | 14-15 | Module 2 Reading | Reading for gist and detailsGuessing the meaning of unknown wordsAnswering multiple choice questions to check reading comprehension | Present Perfect SimplePresent Perfect ProgressivePhrasel verbs | Weather, geographical features, sights, cultural additions, natural phenomenon,, geothermical sources, to associate something with something… 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 |
| 4 | 16-17 | Module 2Vocabulary & Grammar | Practising words easily confused and related to weather, expressions with make and do | Present Perfect SimplePresent Perfect Progressive, Time expressions | absence, lack, shortage, loss, succeed, achieve, accomplish, beach, shore, coast, blizzard, downpour…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 18 | Module 2Listening  | Listening for gist and specific informationAnswering multiple choice questions, completing sentences to check listening comprehension |  | Entrance fee, dungeon, ticket counter, plague, struggle, pay off, adapt  | Student's book, CD-player & CD or IWB & IWB material |
|  | 19 | Module 2 Vocabulary & Grammar | Learn adjectivesImprove comprehension of usage of articles | Articles | Overwhelming, thrilled, neutral, glorious, homesick, grateful, plain, picturesque, remote, splendid, graceful, chamber, furnish, affordable | Student's book, CD-player & CD or IWB & IWB material |
|  | 20 | Module 2Speaking | Talking about options with the help of visual promptsChoosing between options |  | stand out, a lot of traffic, make up for, recommendation, amazing, location, arrangements, impression…etc. | Student's book, CD-player & CD or IWB & IWB material |
| 5 | 21-22 | Module 2Writing | Writing an article, focusing on contant and organization,analyzing simple writing, language and styleMaking an outlineWriting your article about beauty spots | Paraphrasing, defining meanings,Present PerfectSimple PastPast Perfect | unique, dormant, breathtaking, sparkling, browsing, bitter-sweet, set in, built on, take a walk, make time to ..etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 23 | Round-up 2 | Revising the structures, functions and vocabulary presented in module 2 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 24 | Examination Practice 2 | Revise grammar and vocabulary through exam-style exercisesSelf-evaluation |  |  | Student’s book |  |
| 6 | 25-26 | Checkpoint 1 | Revise modules 1 & 2 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 27 | Extra grammar practice Module 2 | Revise grammar structure of module 2 |  |  | workbook |  |
|  | 28 | Test Module 1 & 2 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 29 | Correction of module test Cover page module 3 | Allow students to learn from own mistakesIntroduce topic for module 3 |  |  | Corrected tests, Student's book |  |
| 7 | 30-31 | Module 3 Reading | Reading for gist and scanning for specific informationGuessing the meaning of unknown wordsReading about different types of crimes in different countries | Past tensesPast SimplePast ProgressiveUsed to…WouldPhrasal verbs | inexplicable, villain, curled up, seized, getaway, withdrew, break into, make off … 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 |
|  | 32-33 | Module 3Vocabulary & Grammar | Practising a world related to crime, word formation, gap filling, using collocations, differentiating between words easily confused | Past SimplePast ProgressiveUsed to..Would | robbery, kidnapping, burglary, theft, shoplifting, hijacking, verdict, court, guilty, law, charge, witness.. | Student's book, CD-player & CD or IWB & IWB material |
|  | 34 | Module 3Listening,  | Listening to a radio program about strange and stupid laws,listening for specific information,answering multiple choice questions |  | Ridiculous, enforce, illegal, unlikely, transport, pile-up | Student's book, CD-player & CD or IWB & IWB material |
|  | 35 | Module 3 Vocabulary & Grammar | practising word formation and comparisons | ComparisonsPrefixes and suffixes | Endless, incredible, harmful, responsible, efficient, slightly | Student's book, CD-player & CD or IWB & IWB material |
| 8 | 36 | Module 3Speaking | Talking about common crimes in your area and minor crimes in commmoduleiesComparing and constructing pictures concerning the topic |  | victim, break into, burglar, pickpocket, prison, inmate, violent, prevention, confind, good behaviour, commmoduley service …etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 37-38 | Module 3Writing | Writing a letter to the editorAnalyzing a simple writing focusing on content style, text cohesion and coherenceCollecting linkings and phrases making an outline | Structures to:list points, add more points, give an exampleemphasise, express contrast, cause and reason, sum up, give your opionon | to begin with, although, I think that, Because, The way I see it, Moreover, I belive, Apart from this, In conclusion…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 39 | Round-up 3 | Revising the structures, functions and vocabulary presented in module 3 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 40 | Extra grammar practice Module 3 | Revise grammar structure of module 3 |  |  | workbook |  |
| 9 | 41 | Examination Practice 3Cover page Module 4 | Revise grammar and vocabulary through exam-style exercisesSelf-evaluationIntroduce topic for module 4 |  |  | Student’s book |  |
|  | 42-43 | Module 4 Reading | Reading about King Solomon’s minesReading for gist and specific informationReconstructing a gapped textGuessing the meaning of unknown words | Using past tensesNarrativesParaphrasing | terrain, eluded, coming to a halt, proceed, in awe, seek, dazzling, thud…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 |
|  | 44-45 | Module 4Vocabulary & Grammar | Practising expressions with *take* + *strong adjectives* + verbs starting with *over* | Past Perfect SimplePast Perfect ProgressiveWould-was/were going to | take a test, take care, take notice of, take time, take responsibility, silly, furious, ridiculuous, disgusting, overdo, overestimate, overlook…etc. | Student's book, CD-player & CD or IWB & IWB material |
| 10 | 46 | Module 4Listening  | Listening to a radio programm about motorcycle rallyListening for gist and specific informationAnswering multiple choice questions |  | Motel, campground, motorcycle stand, acquire, apply | Student's book, CD-player & CD or IWB & IWB material |
|  | 47 | Module 4 Vocabulary & Grammar | Differentiating between words easily confused | Questions and question words | Competition, match, game, race, fan, spectator, participant, audience, applaud, take part, take apart, take place, only, lonely, alone, single | Student's book, CD-player & CD or IWB & IWB material |
|  | 48 | Module 4Speaking  | Speculating and making decisions about taking part in a competition on a desert island |  | part, participant, frantically, hidden, clues, wondering, reluctantly, terrified…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 49-50 | Module 4Writing | Writing a storyFocusing on task completion, style, organisation and language, time linkers | Using past tensesNarrativesTime linkers | uneventfully, particularly, suddenly, obviously, certainly, occasionally, cautiously, initially, graduarly, hardly …etc. | Student's book, CD-player & CD or IWB & IWB material |
| 11 | 51 | Round-up 4 | Revising the structures, functions and vocabulary presented in module 4 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 52 | Examination Practice 4 | Revise grammar and vocabulary through exam-style exercisesSelf-evaluation |  |  | Student’s book |  |
|  | 53-54 | Checkpoint 2 | Revise modules 3 & 4 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 55 | Extra grammar practice Module 4 | Revise grammar structure of module 4 |  |  | workbook |  |
| 12 | 56 | Test Module 3 & 4 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 57 | Correction of module test Cover page module 5 | Allow students to learn from own mistakesIntroduce topic for module 5 |  |  | Corrected tests, Student's book |  |
|  | 58-59 | Module 5 Reading | Reading about: A look at the futureReading for gist and specific informationReconstructing a gapped textGuessing the meaning of unknown words | Future tensesTime clausesTime adverbialsParaphrasing | extent, undergo, a radical change, residential high-rise buildings, drawback, commute…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 |
| 13 | 60-61 | Module 5Vocabulary & Grammar | Practising words easily confused and collocations with *set*Completing sentences with prepositionsGap fillingRevision of tenses | Future FormsTime Clauses | forecast, expectation, neighbourhood, outskirt, habitat, office block, set goals, set standards, increase in, need for, result of, threat to | Student's book, CD-player & CD or IWB & IWB material |
|  | 62 | Module 5Listening | Listening to short conversationsIdentifying the content with the help of visual prompts |  |  | Student's book, CD-player & CD or IWB & IWB material |
|  | 63 | Module 5 Vocabulary & Grammar | Comparing British and American English | Modal Verbs I | downtown / city centre, movie / film, fries / chips, diner / restaurant, apartement / flat, subway / underground, cell phone / mobile phone, gas station / petrol station …etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 64 | Module 5Speaking | Talking about public transportation systemTalking about helping solving problems |  | comfort, time-consuming, improve, frequent, computerised, complicated, necessity, cost of gas, commute, accommodate…etc. | Student's book, CD-player & CD or IWB & IWB material |
| 14 | 65-66 | Module 5Writing | Writing a semi-formal letter Focus on contentFocus on style and registerFocus on communication functions |  | In reply to, concerning, cafeteria, to offer, healthy alternatives, eating habits, I’d also like to say, In combination with, With regards to, I look forward to…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 67 | Round-up 5 | Revising the structures, functions and vocabulary presented in module 5 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 68 | Extra grammar practice Module 5 | Revise grammar structure of module 5 |  |  | workbook |  |
|  | 69 | Examination Practice 5Cover page Module 6 | Revise grammar and vocabulary through exam-style exercisesSelf-evaluationIntroduce topic for module 6 |  |  | Student’s book | 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 |
| 15 | 70-71 | Module 6 Reading | Reading task: Building the futureReading for gist and specific informationAnswering multiple choice questionsGuessing meaning of unknown words | ConditionalsFuture tenses | cutting edge, ramps, to generate, dwelling, renewable energy, to boost, acid rain, extinction, hydroelectric power, solar energy …etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 72-73 | Module 6Vocabulary & Grammar | Practising verbs + prepositions, verbs starting with *re-,* and differentiating between different meanings having the same spelling | Conditional SentencesUnlessAs long asProvidedSupposingOn condition that…etc. | amount, result, refer, comment, concentrate, replace, relate, contribute, insinst, involve…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 74 | Module 6Listening  | Listening to a radio interview about a company called Endangered species chocolatesListening for gist and specific informationAnswering multiple choice questions  |  | Endangered species, take advantage of, profit, spread, ingredient | Student's book, CD-player & CD or IWB & IWB material |
|  | 75 | Module 6Vocabulary & Grammar | Practising phrasal verbs *keep* and prepositional phrases with *for* and *without* | Modal verbs II | Keep off, keep on, keep to, keep down, keep back, without exception, without doubt, for good, for a change, without warning, etc. | Student's book, CD-player & CD or IWB & IWB material |
| 16 | 76 | Module 6Speaking | Speculating and making decisions about changing daily routines to reduce impact on environmentPerforming dialogues with the help of visual aids |  | reuse, recycle, cut down on, dump, despose of, throw away, energy saving devices, environmentally friendly materials..etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 77-78 | Module 6Writing | Writing an essay about protecting our environmentFocusing on content and organisationAnalyzing sample writingWriting topic sentencesMaking an outlineWriting task: write an essay for or against an issue: concerning protecting the environment | Conditionals and modal auxiliaries | Car-pooling, to reduce levels of air-pollution, solar energy, clean and renewable energies, solar panels, diminish, at the expence of, alternative sources of energy, drawbacks taken into consideration…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 79 | Round-up 6 | Revising the structures, functions and vocabulary presented in module 6 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 80 | Examination Practice 6 | Revise grammar and vocabulary through exam-style exercisesSelf-evaluation |  |  | Student’s book |  |
| 17 | 81-82 | Checkpoint 3 | Revise modules 5 & 6 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 83 | Extra grammar practice Module 6 | Revise grammar structure of module 6 |  |  | workbook |  |
|  | 84 | Test Module 5 & 6 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 85 | Correction of module test  | Allow students to learn from own mistakes |  |  | Corrected tests, Student's book |  |
| 18 | 86-88 | Revision Modules 1-6 | Revising the structures, functions and vocabulary presented in module 1 –  |  |  | 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 7 | Allow students to learn from own mistakesIntroduce topic for module 7 |  |  | Corrected tests, Student's book |  |
| 19 | 91-92 | Module 7 Reading | Reading about: How celebrities spend their cash?Reading for gist and specific informationReconstructing a gapped textGuessing meaning and paraphrasingGenerating a discussion about celebrities spending habits | Relative Clauses | perks, acquisition, maintaining, sprees, soaking up, relief, preserving, pleasure, enjoying, benefits, property, prices, assistants…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 | Module 7Vocabulary & Grammar | Practising words easily confusedCompleting sentences with correct word formsDeriving adjectives from verbs and nounsWord formation | Relative ClausesDefining and Non-defining clauses:who, which,whose, wherePrepositions with relative clauses | historical, pleasent, confident, informative, adventurous, risky, complimentary, luxurious…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 95 | Module 7Listening | Listening to people talking in different situationsAnswering multiple choice questions |  |  | Student's book, CD-player & CD or IWB & IWB material |
| 20 | 96 | Module 7Vocabulary & Grammar | Distinguishing between words easily confused | Participle clauses | Announcement, advertisement, commercial, publicity, sight, show, scene, image, gaze, glance, stare, watch, viewer, onlooker | Student's book, CD-player & CD or IWB & IWB material |
|  | 97 | Module 7Speaking  | Talking about famous people with the help of picturesGenerating a discussion about fame |  | heroic, selfless, ambitious, privacy, violate, avoid, pose, in the limelight, set an example, trend setting …etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 98-99 | Module 7Writing | Writing an essayFocus on content and organisationBrainstorming |  | The press, be in the spotlight, justify, emulate, fundemental, contribution | Student's book, CD-player & CD or IWB & IWB material |
|  | 100 | Round-up 7 | Revising the structures, functions and vocabulary presented in module 7 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
| 21 | 101 | Extra grammar practice Module 7 | Revise grammar structure of module 7 |  |  | workbook |  |
|  | 102 | Examination Practice 7Cover page Module 7 | Revise grammar and vocabulary through exam-style exercisesSelf-evaluationIntroduce topic for module 7 |  |  | Student’s book |  |
|  | 103-104 | Module 8 Reading | Reading about different performances and different placesReading for gist and scanning for specific informationAnswering multiple choice questionsGuessing meanings | Structures suitable for grabbing attention and get students interested in different art forms and performances | incorporate, function, renowned, glimpse, rave, enchanted, ordinary, contemporary, out of the ordinary..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 |
| 22 | 105-106 | Module 8Vocabulary & Grammar | Differentiating between words easily confusedPractising prepositional phrases with *in* and *out of* | Infinitives and –ing forms | mute, silent, consist, contain, remove, eject, normal, regular, in brief, in time, out of date, out of the question …etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 107 | Module 8Listening  | Listening to a radio programm about Sundance filmfestivalAnswering multiple choice questions |  | Major, independent, found, venue, sponsor, commercial, principle, character, composer, screenwriter, director, focus | Student's book, CD-player & CD or IWB & IWB material |
|  | 108 | Module 8Vocabulary & Grammar | Deriving nouns ending in:-*er, -or, -ist, -ian*Noun suffixes | Modal verbs+have+past participle | Musician, producer, politician, svientist, artist, typist, electrician, operator, popularity, etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 109 | Module 8Speaking  | Talking about extra curricular events with the help of visual promptsChoosing between optionsGenerating discussion about the school curriculum | Modal verbs+have+past participleDerivativesSuffixesEndings | theatrical performance, concert, tallent show, art exhibition, field trip, submit, raise money, appeal to, develop talent, cultivate cultural awareness…etc. | Student's book, CD-player & CD or IWB & IWB material |
| 23 | 110-111 | Module 8Writing | Writing a review (films, books, TV programms…etc.)Reading and analyzing a sample review on Coronation streetFocusing on content, organisation and languageDefining types of programmsMaking an outlineWriting your own review about your favourite TV program | Simple Present TenseLinking words | episode, fictional, set, plot, series, cast, character, script, award winning, peak time, longest-running, high-ratings…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 112 | Round-up 8 | Revising the structures, functions and vocabulary presented in module 8 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 113 | Examination Practice 8 | Revise grammar and vocabulary through exam-style exercisesSelf-evaluation |  |  | Student’s book |  |
|  | 114-115 | Checkpoint 4 | Revise modules 7 & 8 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
| 24 | 116 | Extra grammar practice Module 8 | Revise grammar structure of module 8 |  |  | workbook |  |
|  | 117 | Test Module 7 & 8 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 118 | Correction of module test Cover page module 9 | Allow students to learn from own mistakesIntroduce topic for module 9 |  |  | Corrected tests, Student's book |  |
|  | 119-120 | Module 9 Reading | Reading a brochure about the Fire Ant FestivalReading for gistScanning for specific informationAnswering multiple choice questionsGuessing meanings | Passive Voice | accommodation, meals, entertainment, contests, transportation, days, times and fees, fake, frisky, proceed, classic automobile, fluffy, pageant…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 munka |
| 25 | 121-122 | Module 9Vocabulary & Grammar | Practising words easily confused and phrasal verbs with *go*Deriving nouns ending in:*-ant, -ent, -tor* | Passive Voice I vs Active | like, alike, lastly, at last, at least, celebration, ceremony, march, parade, award, reward, fake, falls, consultant, inhabitant, applicant, emmigrant, servant…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 123 | Module 9Listening | Listening to a radio programm about an Annual Cheese FestivalAnswering multiple choice questions | Passive Voice II | Dairy products, bizarre, egage in, carving, judge, slice, cheese curd | Student's book, CD-player & CD or IWB & IWB material |
|  | 124 | Module 9Vocabulary & Grammar | Practising phrasal verbs with *turn* and compound nouns |  | Turn in, turn down, turn up, turn into, turn over | Student's book, CD-player & CD or IWB & IWB material |
|  | 125 | Module 9Speaking  | Talking about special events likebirthdays, anniversaries…Speculating and making decision with the help of visual prompt about celebrating an anniversary |  | venue, promising, feasible, downside, sensation, highly enjoyable, inhabitant, celebration, exhibition, exciting, talented, different, visitors…etc. | Student's book, CD-player & CD or IWB & IWB material |
| 26 | 126-127 | Module 9Writing | Writing an informal letter describing an event (National holidays, celebrations)Focusing on content and styleEditing your writingAnalyzing a sample textMaking an outlineWriting your own letter describing a festival in your country | Word orderPrepositionsTensesPunctuationsSpelling | declaration of independence, parade, cookout, picnic, fireworks, Independence Day, to relax, to get together with people, casual holiday, to dress up, have fun, unique experience, special atmosphere…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 128 | Round-up 9 | Revising the structures, functions and vocabulary presented in module 9 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 129 | Extra grammar practice Module 9 | Revise grammar structure of module 9 |  |  | workbook |  |
|  | 130 | Examination Practice 9Cover page Module 10 | Revise grammar and vocabulary through exam-style exercisesSelf-evaluationIntroduce topic for module 10 |  |  | Student’s book |  |
| 27 | 131-132 | Module 10Reading | Reading about life on other planets and attempts to communicate with extraterrestrials:Is there anybody out there?Reading for gist and specific informationGuessing meaningGenerating discussion about the benefits of making contact with extraterrestrials | Clauses of purpose, result and concession | rapid, illuminated, sophisticated, representative, cluster, determine, mysterious universe, aliens, fascination, to pay for a construction, space travel, intelligent species…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 |
|  | 133-134 | Module 10Vocabulary & Grammar | Practising words easily confused and phrasal verbs with *come* Presenting prepositional phrases and rewriting sentences | Clauses of purpose, result and concession | peak, top, notice, remark,, signal, symbol, location, position, transfer, transmit, inharit, face, happen, think of, regain consciousness, come about, come into, come up with, come round, come up against | Student's book, CD-player & CD or IWB & IWB material |
|  | 135 | Module 10Listening  | Listening to an expert talking about body languageListening for gist and specific informationDoing some multiple matching |  | Convey, giggle, prolonged, hostile, upright, official, transaction, memorise | Student's book, CD-player & CD or IWB & IWB material |
| 28 | 136 | Module 10Vocabulary & Grammar | Practising idioms with parts of the body | Causative form | Be all ears, get cold feet, down in the mouth, turn a blind eye, cost an arm and a leg, etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 137 | Module 10Speaking | Talk about different ways of communication |  | landline, outdated, advanced, economical, health-hazard, distribute, circulate, litter, access to internet, download, free sample..etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 138-139 | Module 10Writing | Writing an opinion essay about the advantages of internet chat rooms and instant messages programsFocusing on content and organisationAnalysing sample writingsCollecting linkings and phrasingsMaking an outlineWriting the essay based on the outline | Linking words and phrases | on the other hand, for instance, moreover, as a result of, in short, although, in fact, in addition, such as, furthermore, in summary…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 140 | Round-up 10 | Revising the structures, functions and vocabulary presented in module 10 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
| 29 | 141 | Examination Practice 10 | Revise grammar and vocabulary through exam-style exercisesSelf-evaluation |  |  | Student’s book |  |
|  | 142-143 | Checkpoint 5 | Revise modules 9 & 10 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 144 | Extra grammar practice Module 10 | Revise grammar structure of module 10 |  |  | workbook |  |
|  | 145 | Test Module 9 & 10 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 30 | 146 | Correction of module test Cover page module 11 | Allow students to learn from own mistakesIntroduce topic for module 11 |  |  | Corrected tests, Student's book |  |
|  | 147-148 | Module 11 Reading | Reading an article about seeing events in the past or future, experiences of people having supernatural mental abilities: ESP: fact or fiction?Reading for gist and detailsAnswering multiple choice questionsGuessing meaningGenerating a discussion about visiting a clairvoyant | Reported Speech | unconvinced, initially, prior, interpretation, miraculously, potential, clairvoyant, telepathic, precognitive, psychokinetic, abilities, predicting future events, scientific journal, extrasensory perception (ESP)…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 |
|  | 149-150 | Module 11Vocabulary & Grammar | Presenting and practising adjectives with prepositions, expressions with *come* Identifying meanings of idioms | Reported Speech (Statements)Reported commands and requestsSpecial introductory verbs | proud of, nervous about, jealous of, familiar with, capable of, come to terms with, come into power, come in handy, having second thoughts, a penny for a thought, make-believe, food for thought | Student's book, CD-player & CD or IWB & IWB material |
| 31 | 151 | Module 11Listening | Listening to an interview with an educational psychologists about characterising a geniusListening for specific information and completing sentences with the words of the interview |  | Genius, individualism, mentor, exceptionally, school counsellor, depressing, undoubtedly | Student's book, CD-player & CD or IWB & IWB material |
|  | 152 | Module 11Vocabulary & Grammar | Practising collocations and completing sentences with them | Reported questions | Lasting, stimulating, burning, chant | Student's book, CD-player & CD or IWB & IWB material |
|  | 153 | Module 11Speaking | Talking about career paths to follow and appealing school subjects |  | immature, decision, dead-end job, unemployed, job security, impractical, fields of study, general education, satisfaction, depression, guidance, goodness…etc., ,  | Student's book, CD-player & CD or IWB & IWB material |
|  | 154-155 | Module 11Writing | Writing a letter of application focusing on the contenct, layout and organisation, language and styleMaking an outlineWriting a letter of application: Volunteers needed! |  | to be awarded, provided, to be grateful, wish, work experience, at your earliest convenience, I am fluent in, I am available for, I have a degree in, I am enclosing…etc. | Student's book, CD-player & CD or IWB & IWB material |
| 32 | 156 | Round-up 11 | Revising the structures, functions and vocabulary presented in module 11 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 157 | Extra grammar practice Module 11 | Revise grammar structure of module 11 |  |  | workbook |  |
|  | 158 | Examination Practice 11Cover page Module 12 | Revise grammar and vocabulary through exam-style exercisesSelf-evaluationIntroduce topic for module 12 |  |  | Student’s book |  |
|  | 159-160 | Module 12 Reading | Reading about experiences of different people about being physically fitReading for gist and scanning for specific informationGuessing and matching meanings | ConditionalsUnreal past | end up, show up, cutting out, taking up, hang out, stick with, to be caught up, unpleasant task, illness, miss out on,, jump up and down, skip, embark on, chore…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 |
| 33 | 161-162 | Module 12Vocabulary & Grammar | Presenting and practising lexical sets concerning the body, phrasal verbs with *take* and expressions with *get*Rewrite sentences with words to begin with. | Conditional sentences type 3Unreal past | take off, take on, take over, take in, get the sack, get on my nerves, get down to business, get the better of, parts of the head, upper body, lower body and inner organs | Student's book, CD-player & CD or IWB & IWB material |
|  | 163 | Module 12Listening  | Listening to a radio interview with an expert on aromatherapyAnsweirng multiple questions |  | Spice, essential oils, peppermint, basil, cinnamon, lavender, jasmine, rosemary, substance, nutritional, supplement, inhale, react, side effect | Student's book, CD-player & CD or IWB & IWB material |
|  | 164 | Module 12Vocabulary & Grammar | Presenting and practising phrasal verbs with *bring* and expressions with *put* | Inversion | Bring on, bring about, sownfall, bring round, swing, bring back, bring in, put pressure on, put a stop to, put the blame on, put effort into, etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 165 | Module 12Speaking | Talking about a relaxing after a hard daySpeculating and making decision about taking services offered in a health, spa or resort |  | mud mask, yoga, pilates, massage, unwind, tension, anxiety, reduce stress, increase concentration, control weight, keep in shape, muscless, balanced diet, take vitamins…etc. | Student's book, CD-player & CD or IWB & IWB material |
| 34 | 166-167 | Module 12Writing | Writing a report about a holiday at a summer campFocusing on style, content and organisationOrdering paragraphsMaking a layoutWriting task: Write a report about one of the health-food restaurants in your town | Set grammatical phrases connected to a reportFormal languagePassive VoiceInformation presented in an impersonal way | organise activities, stuff, safety standards,, activities available, camp facilities, a beach with white sand, provided free of charge, available, can be accessed easily…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 168 | Round-up 12 | Revising the structures, functions and vocabulary presented in module 12 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 169 | Examination Practice 12 | Revise grammar and vocabulary through exam-style exercisesSelf-evaluation |  |  | Student’s book |  |
| 35 | 170-171 | Checkpoint 6 | Revise modules 11 & 12 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 172 | Extra grammar practice Module 12 | Revise grammar structure of module 12 |  |  | workbook |  |
|  | 173 | Test Module 11 & 12 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 174 | Correction of module test  | Allow students to learn from own mistakes |  |  | Corrected tests, Student's book |  |
| 36 | 175-177 | 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) |  |
|  | 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 |  |  |  |  |