**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 choice  Guessing the meaning of unknowm words in the ads. | Present simple  Present progressive  Stative 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 népismeret  Egyéb kulcskompetenciák: Szociális és állampolgári kompetencia  Kapcsolódási pontok: földrajz  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok |
|  | 4-5 | Module 1  Vocabulary & Grammar | Completing sentences with words easily confused.  Practising word formation. & Present tenses. | Present Simple vs. Present Progressive  Noun endings  Stative 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 1  Listening, | Listening for gist and specific information  Answering 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 1  Speaking | Talking about different types of holidays with the help of visual prompts, discussing advantages and disadvantages of means of transport | both  less… than  neither of  on the contrary  if 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 1  Writing | Writing an essay  Focus on content and style  Focus 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 1  Cover page Module 2 | Revise grammar and vocabulary through exam-style exercises  Self-evaluation  Introduce topic for module 2 |  |  | Student’s book |  |
|  | 14-15 | Module 2  Reading | Reading for gist and details  Guessing the meaning of unknown words  Answering multiple choice questions to check reading comprehension | Present Perfect Simple  Present Perfect Progressive  Phrasel 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 nevelés  Egyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Matematikai kompetencia  Kapcsolódási pontok: matematika, földrajz  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok |
| 4 | 16-17 | Module 2  Vocabulary & Grammar | Practising words easily confused and related to weather, expressions with make and do | Present Perfect Simple  Present 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 2  Listening | Listening for gist and specific information  Answering 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 adjectives  Improve 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 2  Speaking | Talking about options with the help of visual prompts  Choosing 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 2  Writing | Writing an article, focusing on contant and organization, analyzing simple writing, language and style  Making an outline  Writing your article about beauty spots | Paraphrasing, defining meanings,  Present Perfect  Simple Past  Past 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 exercises  Self-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 mistakes  Introduce topic for module 3 |  |  | Corrected tests, Student's book |  |
| 7 | 30-31 | Module 3 Reading | Reading for gist and scanning for specific information  Guessing the meaning of unknown words  Reading about different types of crimes in different countries | Past tenses  Past Simple  Past Progressive  Used to…  Would  Phrasal 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 nevelés  Egyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Matematikai kompetencia  Kapcsolódási pontok: matematika, földrajz  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok |
|  | 32-33 | Module 3  Vocabulary & Grammar | Practising a world related to crime, word formation, gap filling, using collocations, differentiating between words easily confused | Past Simple  Past Progressive  Used 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 3  Listening, | 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 | Comparisons  Prefixes and suffixes | Endless, incredible, harmful, responsible, efficient, slightly | Student's book, CD-player & CD or IWB & IWB material |
| 8 | 36 | Module 3  Speaking | Talking about common crimes in your area and minor crimes in commmoduleies  Comparing 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 3  Writing | Writing a letter to the editor  Analyzing a simple writing focusing on content style, text cohesion and coherence  Collecting linkings and phrases making an outline | Structures to:  list points, add more points, give an example  emphasise, 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 3  Cover page Module 4 | Revise grammar and vocabulary through exam-style exercises  Self-evaluation  Introduce topic for module 4 |  |  | Student’s book |  |
|  | 42-43 | Module 4  Reading | Reading about King Solomon’s mines  Reading for gist and specific information  Reconstructing a gapped text  Guessing the meaning of unknown words | Using past tenses  Narratives  Paraphrasing | 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 nevelés  Egyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetencia  Kapcsolódási pontok: földrajz, állampolgári ismeretek  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok |
|  | 44-45 | Module 4  Vocabulary & Grammar | Practising expressions with *take* + *strong adjectives* + verbs starting with *over* | Past Perfect Simple  Past Perfect Progressive  Would-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 4  Listening | Listening to a radio programm about motorcycle rally  Listening for gist and specific information  Answering 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 4  Speaking | 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 4  Writing | Writing a story  Focusing on task completion, style, organisation and language, time linkers | Using past tenses  Narratives  Time 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 exercises  Self-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 mistakes  Introduce topic for module 5 |  |  | Corrected tests, Student's book |  |
|  | 58-59 | Module 5 Reading | Reading about: A look at the future  Reading for gist and specific information  Reconstructing a gapped text  Guessing the meaning of unknown words | Future tenses  Time clauses  Time adverbials  Paraphrasing | 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 népismeret  Egyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetencia  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok |
| 13 | 60-61 | Module 5  Vocabulary & Grammar | Practising words easily confused and collocations with *set*  Completing sentences with prepositions  Gap filling  Revision of tenses | Future Forms  Time 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 5  Listening | Listening to short conversations  Identifying 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 5  Speaking | Talking about public transportation system  Talking 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 5  Writing | Writing a semi-formal letter  Focus on content  Focus on style and register  Focus 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 5  Cover page Module 6 | Revise grammar and vocabulary through exam-style exercises  Self-evaluation  Introduce topic for module 6 |  |  | Student’s book | Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés  Egyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetencia  Kapcsolódási pontok: földrajz, állampolgári  ismeretek  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok |
| 15 | 70-71 | Module 6  Reading | Reading task: Building the future  Reading for gist and specific information  Answering multiple choice questions  Guessing meaning of unknown words | Conditionals  Future 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 6  Vocabulary & Grammar | Practising verbs + prepositions, verbs starting with *re-,* and differentiating between different meanings having the same spelling | Conditional Sentences  Unless  As long as  Provided  Supposing  On 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 6  Listening | Listening to a radio interview about a company called Endangered species chocolates  Listening for gist and specific information  Answering multiple choice questions |  | Endangered species, take advantage of, profit, spread, ingredient | Student's book, CD-player & CD or IWB & IWB material |
|  | 75 | Module 6  Vocabulary & 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 6  Speaking | Speculating and making decisions about changing daily routines to reduce impact on environment  Performing 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 6  Writing | Writing an essay about protecting our environment  Focusing on content and organisation  Analyzing sample writing  Writing topic sentences  Making an outline  Writing 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 exercises  Self-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 mistakes  Introduce 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 information  Reconstructing a gapped text  Guessing meaning and paraphrasing  Generating 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 nevelés  Egyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetencia  Kapcsolódási pontok: földrajz, állampolgári  ismeretek  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok |
|  | 93-94 | Module 7  Vocabulary & Grammar | Practising words easily confused  Completing sentences with correct word forms  Deriving adjectives from verbs and nouns  Word formation | Relative Clauses  Defining and Non-defining clauses:  who, which,  whose, where  Prepositions with relative clauses | historical, pleasent, confident, informative, adventurous, risky, complimentary, luxurious…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 95 | Module 7  Listening | Listening to people talking in different situations  Answering multiple choice questions |  |  | Student's book, CD-player & CD or IWB & IWB material |
| 20 | 96 | Module 7  Vocabulary & 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 7  Speaking | Talking about famous people with the help of pictures  Generating 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 7  Writing | Writing an essay  Focus on content and organisation  Brainstorming |  | 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 7  Cover page Module 7 | Revise grammar and vocabulary through exam-style exercises  Self-evaluation  Introduce topic for module 7 |  |  | Student’s book |  |
|  | 103-104 | Module 8  Reading | Reading about different performances and different places  Reading for gist and scanning for specific information  Answering multiple choice questions  Guessing 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 nevelés  Egyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetencia  Kapcsolódási pontok: földrajz, állampolgári  ismeretek  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok |
| 22 | 105-106 | Module 8  Vocabulary & Grammar | Differentiating between words easily confused  Practising 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 8  Listening | Listening to a radio programm about Sundance filmfestival  Answering 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 8  Vocabulary & 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 8  Speaking | Talking about extra curricular events with the help of visual prompts  Choosing between options  Generating discussion about the school curriculum | Modal verbs+have+past participle  Derivatives  Suffixes  Endings | 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 8  Writing | Writing a review (films, books, TV programms…etc.)  Reading and analyzing a sample review on Coronation street  Focusing on content, organisation and language  Defining types of programms  Making an outline  Writing your own review about your favourite TV program | Simple Present Tense  Linking 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 exercises  Self-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 mistakes  Introduce topic for module 9 |  |  | Corrected tests, Student's book |  |
|  | 119-120 | Module 9 Reading | Reading a brochure about the Fire Ant Festival  Reading for gist  Scanning for specific information  Answering multiple choice questions  Guessing 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 nevelés  Egyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetencia  Kapcsolódási pontok: földrajz, állampolgári  ismeretek, háztartástan  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka |
| 25 | 121-122 | Module 9  Vocabulary & 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 9  Listening | Listening to a radio programm about an Annual Cheese Festival  Answering 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 9  Vocabulary & 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 9  Speaking | Talking about special events like  birthdays, 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 9  Writing | Writing an informal letter describing an event (National holidays, celebrations)  Focusing on content and style  Editing your writing  Analyzing a sample text  Making an outline  Writing your own letter describing a festival in your country | Word order  Prepositions  Tenses  Punctuations  Spelling | 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 9  Cover page Module 10 | Revise grammar and vocabulary through exam-style exercises  Self-evaluation  Introduce topic for module 10 |  |  | Student’s book |  |
| 27 | 131-132 | Module 10  Reading | Reading about life on other planets and attempts to communicate with extraterrestrials:  Is there anybody out there?  Reading for gist and specific information  Guessing meaning  Generating 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 nevelés  Egyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetencia  Kapcsolódási pontok: földrajz, állampolgári ismeretek  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok |
|  | 133-134 | Module 10  Vocabulary & 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 10  Listening | Listening to an expert talking about body language  Listening for gist and specific information  Doing some multiple matching |  | Convey, giggle, prolonged, hostile, upright, official, transaction, memorise | Student's book, CD-player & CD or IWB & IWB material |
| 28 | 136 | Module 10  Vocabulary & 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 10  Speaking | 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 10  Writing | Writing an opinion essay about the advantages of internet chat rooms and instant messages programs  Focusing on content and organisation  Analysing sample writings  Collecting linkings and phrasings  Making an outline  Writing 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 exercises  Self-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 mistakes  Introduce 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 details  Answering multiple choice questions  Guessing meaning  Generating 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 népismeret  Egyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetencia  Kapcsolódási pontok: földrajz, rajz  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok |
|  | 149-150 | Module 11  Vocabulary & Grammar | Presenting and practising adjectives with prepositions, expressions with *come*  Identifying meanings of idioms | Reported Speech (Statements)  Reported commands and requests  Special 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 11  Listening | Listening to an interview with an educational psychologists about characterising a genius  Listening 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 11  Vocabulary & 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 11  Speaking | 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 11  Writing | Writing a letter of application focusing on the contenct, layout and organisation, language and style  Making an outline  Writing 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 11  Cover page Module 12 | Revise grammar and vocabulary through exam-style exercises  Self-evaluation  Introduce topic for module 12 |  |  | Student’s book |  |
|  | 159-160 | Module 12  Reading | Reading about experiences of different people about being physically fit  Reading for gist and scanning for specific information  Guessing and matching meanings | Conditionals  Unreal 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 nevelés  Egyéb kulcskompetenciák: Szociális és állampolgári kompetencia, Kezdeményezőképesség és vállalkozói kompetencia  Kapcsolódási pontok: földrajz, állampolgári  ismeretek, történelem  Munkaforma: csoportmunka, pármunka, egyéni- és frontális munka  A differenciálás színterei: egyéni fejlesztés, feladattípusok |
| 33 | 161-162 | Module 12  Vocabulary & 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 3  Unreal 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 12  Listening | Listening to a radio interview with an expert on aromatherapy  Answeirng 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 12  Vocabulary & 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 12  Speaking | Talking about a relaxing after a hard day  Speculating 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 12  Writing | Writing a report about a holiday at a summer camp  Focusing on style, content and organisation  Ordering paragraphs  Making a layout  Writing task: Write a report about one of the health-food restaurants in your town | Set grammatical phrases connected to a report  Formal language  Passive Voice  Information 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 exercises  Self-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 |  |  |  |  |