**JAVASOLT TANMENET**

a tankönyv és a munkafüzet párhuzamos felhasználásával

**heti 4 óra**

**mm**publications

**Traveller Plus Beginners**

|  |  |  |  |  |  |  |  |
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| **Hét** | **Óraszám** | **Tananyag** | **Funkciók és az óra célja**  **Functions and aims of the lesson** | **Nyelvi szerkezetek**  **Grammar structures** | **Szókincs**  **Vocabulary** | **Eszközök és anyagok**  **Aids and materials** | **Kulcskompetenciák - Kapcsolódási pontok – Fejlesztési feladatok** |
| 1 | 1 | Bevezetés az iskolai évbe | Learn how to use the course book and its components |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 2 | Learning tips  Hello | Learn how to learn  Greet and introduce oneself  Introduce common English words  Spell |  | Hello, Hi, Nice to meet you,What’s your name, My name is…  How do you spell your first/surname?  International words coming from English | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*: énkép, önismeret, aktív állampolgárságra nevelés, felkészülés a felnőttlét szerepeire, egyetemes kultúra  *Egyéb kulcskompetenciák*: önkifejezés és kulturális tudatosság kompetenciái, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák  *Differenciálás színterei*: egyéni fejlesztés, feladattípusok  *Kapcsolódási pontok*: földrajz, civilizáció  *Munkaformák*: frontális, egyéni, pár- ill. csoportmunka |
|  | 3 | Hello  Cover Page Module 1 | Present English-speaking countries and nationalities  Familiarise with cities in English-speaking countries  Understand and use classroom language  Introduce topic module 1 | Plural nouns (regular ’-s’)  Imperatives (affirmative) | Names of countries and cities from the English speaking world.  Be quiet, please, Can I go out? Close/open your books. Read the text…etc. | Student's book, CD-player & CD or IWB & IWB material |
| 2 | 4-5 | 1A | Greetings and saying good-bye.  Asking about one’s health. |  | Miss,Mr,Mrs,Ms  Good morning/night/enening.  How it’s going? How are you? Not bad. I’m fine/OK. See you….etc | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák*:  önkifejezés és kulturális tudatosság kompetenciái, kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái*Kiemelt fejlesztési feladat*:  aktív állampolgárságra nevelés,  elkészülés a felnőttlét szerepeire  *Kapcsolódási pontok*: civilizáció, földrajz,  matematika,  informatika |
|  | 6-7 | 1B | Introducing ourselves & other people.  Asking for & giving personal information. | The verb ’to be’(I, you, we)  Possessive (my, your,our)  Where…? | Countries-Nationalities  I live in… I’m from…  This is…  But, friend, here, nice, no, so, yes… | Student's book, CD-player & CD or IWB & IWB material |
| 3 | 8-9 | 1C | Asking for & giving personal information.  Identifying relationships. | The verb ’to be’(he, she, they)  Possessive adjectives (his, her their)  Who…? | Best friend, boss, café, classmate, favourite, married, neighbour, place, single, flatmate… | Student's book, CD-player & CD or IWB & IWB material |
|  | 10-11 | 1D | Identifying numbers 0-100.  Asking for & giving personal information  (age, phone number, e-mail). | Q-words:  Who, what, how, where…? | Zero-one hundred  Happy birthday! I’m 15(years old). What’s your phone number? How old are you?What’s your e-mail? | Student's book, CD-player & CD or IWB & IWB material |
| 4 | 12-13 | 1E | Asking &  answering about one’s job.  Completing a form. | The indefinite article a/an. | Jobs: actor, actress, architect, chef, doctor…etc.  Words/phrases: age, unemployed, What do you do? | Student's book, CD-player & CD or IWB & IWB material |
|  | 14 | Video Module 1 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |
|  | 15 | Round-up 1 | Revision of vocabulary and structures of module 1  Self-assessment |  |  | SB |
|  | 16 | CLIL Module 1  Song Module 1 | Give a sense of how English and cross-curricular subjects fit together  Revise and consolidate stuctures, functions and vocabulary through a song |  |  | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák:*  önkifejezés és kulturális tudatosság kompetenciái, Természettudományos kompetencia, Digitális kompetencia  *Kiemelt fejlesztési feladatok:* Népismeret, egyetemes kultúra, földrajz |
| 5 | 17 | Test Module 1 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 18 | Correction of module test Cover page module 2 | Allow students to learn from own mistakes  Introduce topic for module 2 |  |  | Corrected tests, Student's book |  |
|  | 19-20 | 2A | Identifying objects & colours.  Talking about personal items. | This/That  The verb ’to be’ (it) | Colours  Phrases:I’m so sorry, Now…,Over there…,What colour?  Bag, folder, notebook, pen, pencil…etc. | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*: tanulás tanítása, énkép, önismeret, felkészülés a felnőttlét szerepeire,  egyetemes kultúra  *Egyéb kulcskompetenciák:*  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  *Kapcsolódási pontok*:  informatika, társadalomismeret, földrajz, környezetismeret, rajz (színelmélet) |
| 6 | 21-22 | 2B | Expressing possession.  Identifying objects related to travelling.  Expressing opinions. | Plurals (regulars)  These/those  Possessive case  Whose? | Phrases: Good idea,  I think, I’m so excited, Of course…  actually, backpack,  camera, dictionary, map, passport, ticket, torch, trip… | Student's book, CD-player & CD or IWB & IWB material |
|  | 23-24 | 2C | Talking about family members. | The verb ’have got’  Plurals (irregulars) | Words referring to family ties  Phrases: an only child, What about you? Really? You look familiar, again, boy, child-children, girl, kid, man-men, womam-women | Student's book, CD-player & CD or IWB & IWB material |
| 7 | 25-26 | 2D | Talking about clothes.  Expressing opinion. | Adjectives I. | Clothes: boots, dress, jacket,  jumper,shirt, shoes…  a lot of, big, cheap, expensive,  horrible,leather,old,small… | Student's book, CD-player & CD or IWB & IWB material |
|  | 27-28 | 2E | Asking about and describing people’s appearance. | Adjectives II. | also, beautiful, chubby, dark, different,eyes, fair, grey,slim, tall, young…etc.  phrases: In the 20s/30s etc. | Student's book, CD-player & CD or IWB & IWB material |
| 8 | 29 | Video Module 2 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |
|  | 30 | Round-up 2 | Revision of vocabulary and structures of module 2  Self-assessment |  |  | SB |
|  | 31 | Culture Page Module 2 | Introduce various aspects of the culture of the English-speaking world |  |  | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák:*  önkifejezés és kulturális tudatosság kompetenciái, Digitális kompetencia  *Kiemelt fejlesztési feladatok:* Népismeret, egyetemes kultúra |
|  | 32 | Test Module 2 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 9 | 33 | 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 |  |
|  | 34-35 | 3A | Telling the time.  Talking about TV programmes.  Talking about likes & dislikes. | Present Simple (I, you, we, they)  Affirmative  Negative | a.m.,p.m., noon, midnight,o’clock…  Chat/game/reality show  Sitcom, soapopera, the news,  the weather,channel…  Let’s, Me too, What’s on? Wait a minute.  What’s the time? | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:  tanulás tanítása, énkép, önismeret,  felkészülés a felnőttlét szerepeire  *Egyéb kulcskompetenciák:*  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái |
| 10 | 36-37 | 3B | Talking about free time activities.  Completing a questionnaire. | Present Simple (I, you, we, they,)  Questions  When? | Go clubbing/jogging/shopping…etc., hang out with friends,  read the papers…  days of the week  Give me a minute, You see…  in my free time.. | Student's book, CD-player & CD or IWB & IWB material |
|  | 38-39 | 3C | Talking about daily routines. | Present Simple (he, she, it)  Affirmative  Negative | Get home, get up, go to bed,  Have a shower/breakfast/lunch…  a bit, about, DJ, finish, radio, relax, university, work…etc. | Student's book, CD-player & CD or IWB & IWB material |
| 11 | 40-41 | 3D | Talking about habitual actions and routines. | Word order | cook, do the housework/washing (up),  hoover, to do the ironong…  all day, come round, go out, help, make a mess,sleep…. | Student's book, CD-player & CD or IWB & IWB material |
|  | 42-43 | 3E | Talking about housework  Talking about habitual actions and routines | Adverbs of frequency  Present Simple (he,she,it)  Questions | always, usually, sometimes, ever, never…  drive a car, give me a lift, ride a bike, take a taxi/the bus/underground,walk…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 44 | Video Module 3 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |
| 12 | 45 | Round-up 3 | Revision of vocabulary and structures of module 3  Self-assessment |  |  | SB |
|  | 46 | CLIL Module 3  Song Module 3 | Give a sense of how English and cross-curricular subjects fit together  Revise and consolidate stuctures, functions and vocabulary through a song |  |  | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák:*  Digitális kompetencia,  Hatékony, önálló tanulás  *Kiemelt fejlesztési feladatok:* egyetemes kultúra, népismeret  *Kapcsolódási pontok:* földrajz, civilizáció, történelem, társadalomismeretek |
|  | 47 | Test Module 3 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 48 | 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 |  |
| 13 | 49-50 | 4A | Asking for & giving one’s address.  Asking about & describing a house or a flat. | There is  There are | Parts of a house or a flat  Balcony, rooms, door, downstairs, upstairs,garage,  kitchen, lift, window…  Check this out. large, lovely, picture, street…  What’s your address? | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*  tanulás tanítása, felkészülés a felnőttlét szerepeire  *Egyéb kulcskompetenciák:*  önkifejezés és kulturális tudatosság kompetenciái, kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  *Kapcsolódási pontok*:  matematika, földrajz |
|  | 51-52 | 4B | Asking about & identifying the location of objects. | Prepositions of place  Behind, in, in front of, next to, on, under. | Furniture: bed, table, chair, cup board,desk,lamp…  anything else, I guess, It does not matter, mini-bar,  right this way, rug, sink… | Student's book, CD-player & CD or IWB & IWB material |
| 14 | 53-54 | 4C | Talking about furniture and home appliances. | Object personal pronouns  a/an vs. the  Articles (definite/indefinite) | armchair, bookcase, sofa,  cooker, dishwasher, fridge…  bowl, feed, food, hang, surprise, take the dog for a walk, today, tonight, water… | Student's book, CD-player & CD or IWB & IWB material |
|  | 55-56 | 4D | Asking for and giving directions.  Referring to location of places in  a city.  Reading a map. | Imperative | bank, cathedral, hospital,  museum, restaurant…  between, opposite  a 20-minute walk, go down,go straight on, How do I get there? Need any help? No problem, Turn left…traffic lights | Student's book, CD-player & CD or IWB & IWB material |
| 15 | 57-58 | 4E | Describing a house/flat. | Ordinals | first, second, third…  back, cat, fantastic, front, central heating, neighbourhood, view | Student's book, CD-player & CD or IWB & IWB material |
|  | 59 | Video Module 4 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |
|  | 60 | Round-up 4 | Revision of vocabulary and structures of module 4  Self-assessment |  |  | SB |
| 16 | 61 | Culture Page Module 4 | Introduce various aspects of the culture of the English-speaking world |  |  | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák: önkifejezés és kulturális tudatosság kompetenciái*,  Digitális kompetencia,  *Kiemelt fejlesztési feladatok:* egyetemes kultúra  *Kapcsolódási pontok:* művészetek, építészet |
|  | 62 | Test Module 4 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 63 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
| 17 | 64-67 | Revision Modules 1-4 | Revising the structures, functions and vocabulary presented in module 1-4 |  |  | Student’s book, workbook  Extra material (Teacher’s resource CD) |  |
|  | 68 | Mid-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 18 | 69 | 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 |  |
|  | 70-71 | 5A | Expressing likes and dislikes regarding food. | Countable& Uncountable Nouns  a/an- some | Food: apple, banana, carrot, cheese, fruit, ham, lettuce, mushroom, steak, vegetables, yoghurt  delicious, good for you, love, try, very much | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:  tanulás tanítása,  felkészülés a felnőttlét szerepeire,  testi-lelki egészség,  hon- és népismeret,  gazdasági nevelés,  egyetemes kultúra  *Egyéb kulcskompetenciák:*  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  *Kapcsolódási pontok*  matematika, földrajz, civilizáció |
| 19 | 72-73 | 5B | Ordering food.  Taking an order.  Reading a menu.  Making offers.  Accepting&  refusing offers. | Some-any | Food and drink: cheesecake, chicken, coke, ketchup, pasta, rice, sause, sugar, tuna…  Can I take your order?  I’m afraid…  Is that all then?  Would you like?  I would like… | Student's book, CD-player & CD or IWB & IWB material |
|  | 74-75 | 5C | Asking&  answering about quantity.  Talking about eating and shopping habits. | How much?  How many? | Words referring to containers: a bottle of, a can  of, acup of…  food&drink: biscuit, bread...  a slice of, I’m on a diet, Calm down, Not for me… | Student's book, CD-player & CD or IWB & IWB material |
| 20 | 76-77 | 5D | Ordering food.  Taking an order.  Talking about prices.  Reading a menu. | Currency  Quantity | Burgar, fish&chips, hot dog…  Cent, dollar, change, euro, pence  Fried, medium,  How much is that?  There you go. | Student's book, CD-player & CD or IWB & IWB material |
|  | 78-79 | 5E | Talking about meals of the day  Discussing eating habits. | Linking words: and, but, or | Food, bacon, beans, butter  jam, porriage, waffles…  During, include, prefer, serve, without | Student's book, CD-player & CD or IWB & IWB material |
|  | 80 | Video Module 5 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |
| 21 | 81 | Round-up 5 | Revision of vocabulary and structures of module 5  Self-assessment |  |  | SB |
|  | 82 | CLIL Module 5  Song Module 5 | Give a sense of how English and cross-curricular subjects fit together  Revise and consolidate stuctures, functions and vocabulary through a song |  |  | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák:*  Digitális kompetencia  *Kiemelt fejlesztési feladatok:* egyetemes kultúra, népismeret  *Kapcsolódási pontok:* ének-zene |
|  | 83 | Test Module 5 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 84 | 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 | 85-86 | 6A | Talking about abilities.  Talking about lack of abilities. | The auxiliary ’can’ | artist,dancer,farmer,garde-  ner,graphic designer…  play the flute/guitar/piano  alone, athlete,become a dancer, draw,sing,swim… | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*  tanulás tanítása, énkép, önismeret,  felkészülés a felnőttlét szerepeire, környezettudatosságra nevelés  *Egyéb kulcskompetenciák:* kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, személyes és társas kompetenciák  *Kapcsolódási pontok*: informatika, földrajz, környezetismeret, matematika |
|  | 87-88 | 6B | Having a phone conversation.  Making request and offering help.  Talking about things that are happening now. | Present Progressive  Affirmative  Negative | check e-mails, do the HW, listen to music, study for an exam, surf the Net, take a nap  at the moment, now, Can I speak to…? Can I take a message? have a day off, hold on, wake up… | Student's book, CD-player & CD or IWB & IWB material |
| 23 | 89-90 | 6C | Talking about things that are happening now. | Present progressive  Questions | bin, busy, care about, carry, collect, energy,  environment, join, recycle, throw, volunteer… | Student's book, CD-player & CD or IWB & IWB material |
|  | 91-92 | 6D | Talking about the weather.  Making suggestions and arrangements. | Let’s + bare infinitive  How about + ing form | Weather: cloudy, cold, hot,  raining, snowing, sunny, windy…  ask, concert, decide, forget, go for a coffe,  Let me know, maybe, too bad, What’s the weather like? | Student's book, CD-player & CD or IWB & IWB material |
| 24 | 93-94 | 6E | Using large numbers.  Talking about computers. | Numbers (spelling rules) | Click, computer, video games, parts of a computer,  I hope you are fine. Best wishes  Thousand, million, billion, half, office, others, over, population, user | Student's book, CD-player & CD or IWB & IWB material |
|  | 95 | Video Module 6 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |
|  | 96 | Round-up 6 | Revision of vocabulary and structures of module 6  Self-assessment |  |  | SB |
| 25 | 97 | Culture Page Module 6 | Introduce various aspects of the culture of the English-speaking world |  |  | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák:*  önkifejezés és kulturális tudatosság kompetenciái, Digitális kompetencia  *Kiemelt fejlesztési feladatok:* egyetemes kultúra, népismeret  *Kapcsolódási pontok:* médiaismeret |
|  | 98 | Test Module 6 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 99 | 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 | 100-101 | 7A | Talking about past events.  Talking about one’s day. | Past simple  Affirmative | buy, come, cook, have a good time, have fun,  last night/week/month…  Leave, tired, yesterday… | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*: énkép, önismeret,  testi-lelki egészség, tanulás tanítása  *Egyéb kulcskompetenciák:*  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  *Kapcsolódási pontok*: testnevelés, informatika, matematika, történelem |
|  | 102-103 | 7B | Talking about accidents, unlucky days.  Asking and answering about past events.  Giving reasons. | Past simple  Negative  Questions  Why…?  Because… | Parts of the body  Borrow, break, crash into,  fall off, have an accident, hit, hurt, lucky, unlucky, shout… | Student's book, CD-player & CD or IWB & IWB material |
| 27 | 104-105 | 7C | Talking about past events.  Expressing opinion. | Past simple of the verb ’to be’ | Bookshop, club, shopping centre, stadium  Are you joking? awful, boring, crowded, exciting, match, not  at all, upset | Student's book, CD-player & CD or IWB & IWB material |
|  | 106-107 | 7D | Talking about sports.  Comparing past and present facts.  Talking about past events. | Past Simple vs. Present Simple | Sports: athletcs, cricket, golf, gymnastics, hockey, pool skiing, volleyball…  appear, ball, court, gold medal, grass, heavy, indoor/outdoor sports,  player, racket, wheelchair,  win | Student's book, CD-player & CD or IWB & IWB material |
| 28 | 108-109 | 7E | Writing about one’s life story  Talking about the life og others | Simple Past Tense | Academic subjects.  IT, Maths, History…  Ago, …was born, career,  Competition,difficult, easy,get a degree,give up, have children,  to be interested in, teach… | Student's book, CD-player & CD or IWB & IWB material |
|  | 110 | Video Module 7 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |
|  | 111 | Round-up 7 | Revision of vocabulary and structures of module 7  Self-assessment |  |  | SB |
|  | 112 | CLIL Module 7  Song Module 7 | Give a sense of how English and cross-curricular subjects fit together  Revise and consolidate stuctures, functions and vocabulary through a song |  |  | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák:*  Digitális kompetencia, Természettudományos kompetencia  *Kiemelt fejlesztési feladatok:* egyetemes kultúra, környezettudatosság  *Kapcsolódási pontok:* földrajz, történelem |
| 29 | 113 | Test Module 7 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 114 | 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 |  |
|  | 115-116 | 8A | Introduce topic module 8  Discussing future plans and arrangements  Talking about dates and seasons. | Future ’going to ’  Affirmative  Negative | Months  Seasons  anyway, flower, holiday,  come along, guess what!,  learn, photo, take pictures, travel, warm, You know… | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:  énkép, önismeret, hon- és népismeret, felkészülés a felnőttlét szerepeire, egyetemes kultúra, testi-lelki egészség  *Egyéb kulcskompetenciák:*  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái  *Kapcsolódási pontok*:  környezetismeret, földrajz |
| 30 | 117-118 | 8B | Discussing future plans.  Making arrangements | Future ’going to’  Questions | airport, arrive, book a ticket, collect a ticket, fly, list,  order a taxi, pack bags,  travel by plane | Student's book, CD-player & CD or IWB & IWB material |
|  | 119-120 | 8C | Invitations.  Accepting and refusing invitations. | Would like to  Want to | Holiday activities  Geographical features  brilliant, brochure, have a look, invite, meet, perfect, ship, talk to you later,  thanks for | Student's book, CD-player & CD or IWB & IWB material |
| 31 | 121-122 | 8D | Asking for and giving advice.  Talking about health problems. | The auxiliary verb ’should’ | Ailments  advice, be careful, bottled water, brush my teeth, get some sleep, get sunburnt,  painkiller, suncream,  What’s wrong? | Student's book, CD-player & CD or IWB & IWB material |
|  | 123-124 | 8E | Talking about one’s holiday.  Differentia-  tion  between past and future tenses. | Simple Past  Future ’going to’ | boat, campsite, castle, impressive,  national park, port, postcard,  tour, tropical, waterpark,  windsurfing | Student's book, CD-player & CD or IWB & IWB material |
| 32 | 125 | Video Module 8 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |
|  | 126 | Round-up 8 | Revision of vocabulary and structures of module 8  Self-assessment |  |  | SB |
|  | 127 | Culture Page Module 8 | Introduce various aspects of the culture of the English-speaking world |  |  | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák:*  önkifejezés és kulturális tudatosság kompetenciái, Digitális kompetencia, Természettudományos kompetencia  *Kiemelt fejlesztési feladatok:* egyetemes kultúra, népismeret, környezettudatosság  *Kapcsolódási pontok:* földrajz, civilizáció |
|  | 128 | Test Module 8 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 33 | 129 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
| 34 | 130-133 | 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) |  |
|  | 134 | End-of-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 135 | Correction of End-of-term test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
|  | 136 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |