**JAVASOLT TANMENET**

a tankönyv és a munkafüzet párhuzamos felhasználásával

**heti 4 óra**

**mm**publications

**Traveller Plus Elementary**

|  |  |  |  |  |  |  |  |
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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 tipsHello | Learn how to learn Greetings and introducing yourselves.Saying good-bye.Asking about one’s health.Asking for and giving personal information |  | Titles.Mr. Mrs. Ms. MissHello, Hi, student, first name, surname, teacher…How it’s going? So-soAustria-australianBrazil-brazilian | 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*: szociális és állampolgári kompetencia, kezdeményezőképesség és vállalkozói kompetencia*Kapcsolódási pontok*: földrajz, matematika |
|  | 3 | HelloCover Page Module 1 | Introduce topic module 1Identifying numbersAsking for and giving personal informationUnderstanding and using classroom language | OrdinalsThis/that | one - a hundredClassroom objects:pen, pensil, notebookHere, there…Be quietListen to the CDRead the textSpeak in EnglishTurn to page… | Student's book, CD-player & CD or IWB & IWB material |
| 2 | 4-5 | 1A | Introducing ourselves & others.Asking for and giving personal information. | The verb ’to be’Spelling rules | all, coach, college, course, park, playHow do you spell it?What’s your address?Please/pleasure to meet you.What’s your e-mail? | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:énkép, önismeret, felkészülés a felnőttlét szerepeire, tanulás tanítása*Egyéb kulcskompetenciák*:hatékony, önálló tanulás,esztétikai, művészeti tudatosság,digitális kompetencia*Kapcsolódási pontok*: rajz,informatika,statisztika |
|  | 6-7 | 1B | Identifying objects & colours.Reading a pie chart.Talking about men’s and women’s favourite things.Expressing possessions. | These/thosePluralsPossessive adjectivesPossessive case | coloursbag, car, gadget, mobile phone, sunglasses, up-to-date, per centwatch… | Student's book, CD-player & CD or IWB & IWB material |
| 3 | 8-9 | 1C | Discussing jobs.Expressing ability. | Auxiliary ’can’The indefinite article a/an | Jobs: delivery person, salesman, tour guide…Call, drive, full-time, look for, motorbike, part-time, rideWhat do you do? I’m a…  | Student's book, CD-player & CD or IWB & IWB material |
|  | 10-11 | 1D | Telling the time.Making suggestions. | AdjectivesWords&phrases related to time | Come on, Excuse me, go out, I can’t wait, Meet you there, Let’s…Sounds good, Stop talking,What about…? | Student's book, CD-player & CD or IWB & IWB material |
| 4 | 12-13 | 1E | Presenting ourselves. | Simple PresentPunctuationUsing capital letters | Personality adjectivesage, band, brilliant, called, engaged, have fun, lifeguard, musician, sportsfreakunemployed, websiteWhat is… like? | 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 1Self-assessment |  |  | SB |  |
|  | 16 | Grammar activities (WB p. 86) & Extra vocabulary activities (WB p. 101) | Revision of vocabulary and structures of module 1 |  | Countries and nationalitiesjobs | WB |  |
| 5 | 17 | Culture page Module 1 | Introduce various aspects of the culture of the English-speaking world |  |  | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák:* Digitális kompetencia*Kiemelt fejlesztési feladatok:* Népismeret, egyetemes kultúra |
|  | 18 | Test Module 1 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 19 | Correction of module test Cover page module 2 | Allow students to learn from own mistakesIntroduce topic for module 2 |  |  | Corrected tests, Student's book |  |
| 6 | 20-21 | 2A | Discussing habitual actions and routines. | Present SimpleAffirmativeNegativePrepositions of time | Everyday activitiesDays of the weekChat, during, finish, from…to, help, mind, need, people, say, start, then, untill, weekday, weekend…etc. | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:énkép,önismeret,felkészülés a felnőttlét szerepeire*Egyéb kulcskompetenciák*: digitális kompetencia*Kapcsolódási pontok*:informatika,statisztika, társadalomismeret |
|  | 22-23 | 2B | Talking about jobs, workplaces and working habits.Discussing habitual actions and routines. | Present Simplequestions | JobsPhrases: I’m only joking, Let me show you, Over there, When…?boss, cafeteria, different, find, hospital, hotel, lunch brake, newspaper office, so, upstairs. | Student's book, CD-player & CD or IWB & IWB material |
| 7 | 24-25 | 2C | Talking about free time activities.Expressing likes, dislikes, preferences.Talking about forms of entertainment.Making plans. | Would like to +infinitiveWant to + infinitive | Free-time activitiesTypes of musicTypes of filmsAgain, fantastic, good idea, I think, I’d love to, In my free-time, romantic, singer, song, sure, ticket, What do you think of…?What kind of… ? watch | Student's book, CD-player & CD or IWB & IWB material |
|  | 26-27 | 2D | Talking about habitual actions. | Adverbs of frequency | Adverbs of frequencyWords&phrases referring to technologyA lot of, eyes, asleep, fall asleep, get, health, life, more, portable, wake up, way | Student's book, CD-player & CD or IWB & IWB material |
| 8 | 28-29 | 2E | Talking about free time activities.Talking about habitual actions and routines. | Word order | Words of free time activitiesAdult, become, champion, eat, famous, future, interview, neighbourhood, next year, recognise, teach, train, well… | Student's book, CD-player & CD or IWB & IWB material |
|  | 30 | Video Module 2 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
|  | 31 | Round-up 2 | Revision of vocabulary and structures of module 2Self-assessment |  |  | SB |  |
|  | 32 | Grammar activities (WB p. 87) & Extra vocabulary activities (WB p. 101) | Revision of vocabulary and structures of module 2 |  | Chores | WB |  |
| 9 | 33 | CLIL Module 2Song Module 2 | Give a sense of how English and cross-curricular subjects fit togetherRevise and consolidate stuctures, functions and vocabulary through a song |  |  | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák:* Digitális kompetencia |
|  | 34 | Test Module 2 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 35 | Correction of module test Cover page module 3 | Allow students to learn from own mistakesIntroduce topic for module 3 |  |  | Corrected tests, Student's book |  |
| 10 | 36-37 | 3A | Talking about family members,current acti-vities, status,future arrangements.Giving news.Responding to news. | Present Progressive Tense | Family: aunt, cousin, daughter, grandchild, kids, niece,mother-in-law, son, uncleCongratulations! Guess what! Get married, have a day off, long time to see you, lovely, months, wedding | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:énkép,önismeret,honismeret,felkészülés a felnőttlét szerepeire,egyetemes kultúra*Egyéb kulcskompetenciák*:digitális kompetencia,szociális és állampolgári kompetencia*Kapcsolódási pontok*:informatika,földrajz, környezetismeret, statisztika,civilizáció |
|  | 38-39 | 3B | Asking about and identifyinglocation of subjects.Making suggestions,expressingopinions.Expressing possessions. | Possessive PronounsWhose…? | Pieces of furniturePrepositions of placePhrases: How is that? It looks…So what?That’s out of question. We need a change.After all, curtain, decide, drawer, fireplace, rearrange, study, wall… | Student's book, CD-player & CD or IWB & IWB material |
| 11 | 40-41 | 3C | Talking about buildings,places,towns,neighbourhood. | There is/there area/an/the | Places in a city: art gallery, bank, car park,library, mall, underground stationany more, area, around, bus, city centre,convenient, in fact, popular, visit, world | Student's book, CD-player & CD or IWB & IWB material |
|  | 42-43 | 3D | Talking about the weather,current eventsand habitualactions. | Present simple vs Present Progressive | SeasonsWords related to weatherPhrases: Any good, Don’t worry!,I mean…, No problem, That’s all, That’s true, What’s wrong with you?At this time of the year, beautiful, depressed, documentary, exactly, give somebody a lift, lake, umbrella… | Student's book, CD-player & CD or IWB & IWB material |
| 12 | 44-45 | 3E | Describing your neighbourhood,house or flat.Writing an e-mail | Present Tenses | AppliancesPhrases for letters/e-mails: Best wishes,Bye for now, How’s life?, Write back soon, Yours…ask, balcony, bath, bathroom, ceiling, garage, garden, inside, outside, suburbs, tell, view | Student's book, CD-player & CD or IWB & IWB material |
|  | 46 | Video Module 3 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
|  | 47 | Round-up 3 | Revision of vocabulary and structures of module 3Self-assessment |  |  | SB |  |
|  | 48 | Grammar activities (WB p. 88) & Extra vocabulary activities (WB p. 102) | Revision of vocabulary and structures of module 3 |  | Places in a city | WB |  |
| 13 | 49 | Culture page Module 3 | Introduce various aspects of the culture of the English-speaking world |  |  | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák:* Digitális kompetencia, Természettudományos kompetencia*Kiemelt fejlesztési feladatok:* Népismeret, egyetemes kultúra, környezettudatosságra nevelés*Kapcsolódási pontok:* földrajz, környezet- és társadalomismeret |
|  | 50 | Test Module 3 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 51 | Correction of module test Cover page module 4 | Allow students to learn from own mistakesIntroduce topic for module 4 |  |  | Corrected tests, Student's book |  |
| 14 | 52-53 | 4A | Ordering food.Taking an order.Reading a menu.Making offers.Accepting &refusing offers. | Countable &Uncountable NounsSomeAnyno | Containers: a bottle of, a bowl of, a can of,a cup of…Food&drinksFood coursesPhrases: Anything else? Are you ready to order? Here you are, I think so, I’m afraid,Maybe later, One more thing, What does that come with? Would you like…? | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*: tanulás tanítása,testi-lelki egészség, felkészülés a felnőttlét szerepeire,hon- és népismeret,aktív állampolgárságra nevelés, környezettudatosságra nevelés*Egyéb kulcskompetenciák*:természettudományos kompetencia,digitális kompetencia,szociális és társadalmi kompetencia,kezdeményezőképesség és vállalkozói kompetencia*Kapcsolódási pontok*: háztartástan, környezetismeret, informatika, civilizáció, testnevelés, egészségtan, biológia |
|  | 54-55 | 4B | Food preferences and eating habits.Asking and answering about quantity. | How much…?How many…?Much/many/a lot of/lots of/ a few/a little | Types of fruitsVegetablesPhrases: cancer, colourful, each, easy,healthy, include, keep, meal, memory, protect, try, type of, vitamins | Student's book, CD-player & CD or IWB & IWB material |
| 15 | 56-57 | 4C | Volunteer work & fund raising events.Expressing opinion. | Object PersonalProunouns | activity, idea, believe, build, culture, event, excited, get involved. member, organisation, orphan, poor, raise money, sell visit, volunteer… | Student's book, CD-player & CD or IWB & IWB material |
|  | 58-59 | 4D | Talking about ailments.Asking for &giving advice. | Auxiliary ’should’ | Parts of the body.Ailments.allergic, as well, cream, do tests, exercise, harmful, medicine, painkiller, relax, sleep, stressWhat seems to be the problem. | Student's book, CD-player & CD or IWB & IWB material |
| 16 | 60-61 | 4E | Talking about a problem.Asking for &giving advice. | ShouldShould not Linking words | Words related to fittnessAfter a while, at all, get bored, boring, common, mashine, make sure, model, receive, sit, strong, trendy | Student's book, CD-player & CD or IWB & IWB material |
|  | 62 | Video Module 4 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
|  | 63 | Round-up 4 | Revision of vocabulary and structures of module 4Self-assessment |  |  | SB |  |
|  | 64 | Grammar activities (WB p. 90) & Extra vocabulary activities (WB p. 102) | Revision of vocabulary and structures of module 4 |  | Food, fruit and vegetables | WB |  |
| 17 | 65 | CLIL Module 4Song Module 4 | Give a sense of how English and cross-curricular subjects fit togetherRevise and consolidate stuctures, functions and vocabulary through a song |  |  | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák:* Digitális kompetencia, matematikai kompetencia*Kiemelt fejlesztési feladatok:* Testi-lelki egészség, népismeret*Kapcsolódási pontok:* matematika, háztartástan |
|  | 66 | Test Module 4 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 67 | Correction of module test  | Allow students to learn from own mistakes |  |  | Corrected tests |  |
| 18 | 68-71 | Revision Modules 1-4 | Revising the structures, functions and vocabulary presented in module 1-4 |  |  | Student’s book, workbookExtra material (Teacher’s resource CD) |  |
|  | 72 | Mid-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 19 | 73 | Correction of Mid-term testCover page module 5 | Allow students to learn from own mistakesIntroduce topic for module 5 |  |  | Corrected tests, Student's book |  |
|  | 74-75 | 5A | Talking about past events.Talking about embarrassing moments of life. | Past SimpleAffirmativeNegative | A couple of, ago, all over, explain, get scared, get tired, last week/month/year…Laugh, leave, suddenly, treadmill, unfortunately, yesterday | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:énkép,önismeret,hon- és népismeret*Egyéb kulcskompetenciák*: idegennyelvi kompetencia,szociális és állampolgári kompetencia*Kapcsolódási pontok*: irodalom,fizika,médiaismeretek, történelem,társadalomismeret |
| 20 | 76-77 | 5B | Asking and answering about past events.Talking about school days. | Past SimpleQuestions | School/academic subjectsPhrases: exactly, exam results, fail an exam, pass an exam, forget, get a degree, remember, reunion, take a course,You missed out | Student's book, CD-player & CD or IWB & IWB material |
|  | 78-79 | 5C | Narrating events.Asking &answering about past holidays. | Past Simple’ to be’ | Holiday avtivitiesPhrases: be afraid of heights, be stuck, calm down, dangerous, happen,imagine, island, jump, loud noise, panic, sea,sunbathe, terrified, tropical…etc. | Student's book, CD-player & CD or IWB & IWB material |
| 21 | 80-81 | 5D | Talking about famous people.Expressing ability in the past.Talents&abilities. | Auxiliary ’could’AdjectivesAdverbs of manner | Jobs & ProfessionsPhrases: amazing, at the age of, be born, blind, break a record, century, completely, die, get over,invent, mystery, novel, successful, win, young | Student's book, CD-player & CD or IWB & IWB material |
|  | 82-83 | 5E | Narrating a story.Describing feelings. | Using Simple Past  | Words related to crimePhrases: bump, ressed in, enter, hang up, in no time, lose my emory, mate, point, ing up, shocked, wave, wonder | Student's book, CD-player & CD or IWB & IWB material |
|  | 84 | Video Module 5 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
| 22 | 85 | Round-up 5 | Revision of vocabulary and structures of module 5Self-assessment |  |  | SB |  |
|  | 86 | Grammar activities (WB p. 91) & Extra vocabulary activities (WB p. 103) | Revision of vocabulary and structures of module 5 |  | Words related to crime | WB |  |
|  | 87 | Culture page Module 5 | Introduce various aspects of the culture of the English-speaking world |  |  | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák:* Digitális kompetencia, szociális és állampolgári kompetencia*Kiemelt fejlesztési feladatok:* Népismeret, egyetemes kultúra*Kapcsolódási pontok:* civilizáció |
|  | 88 | Test Module 5 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 23 | 89 | Correction of module test Cover page module 6 | Allow students to learn from own mistakesIntroduce topic for module 6 |  |  | Corrected tests, Student's book |  |
|  | 90-91 | 6A | Festivals, events.Making future plans.Reading a poster.Talking about dates. | Future ’going to’ | MonthsOrdinalsPhrases: That’s for sure! Which…? YeahRight.Attend, competition, cool, embarrass, enter, fan, festival, find out, miss, perform,poster, prize, stage, take place… | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:énkép,önismeret,hon- és népismeret,felkészülés a felnőttlét szerepeire,környzettudatosságra nevelés,egyetemes kultúra*Egyéb kulcskompetenciák*: természettudományos kompetenciák,kezdeményezőképesség és vállalkozói kompetencia,digitális kompetencia*Kapcsolódási pontok*: informatika,civilizáció, környezetismeret, társadalomismeret, biológia |
| 24 | 92-93 | 6B | Making requestand responding to them.Asking for and offering help. | Can, could, may,will for requests.’have to’ affirmative | Almost, appointment, arrange, arrive, awards ceremony, borrow, book, cancel, company, do someone a favour,fully booked, making a phone call, manager, suit, without… etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 94-95 | 6C | Describing celebrations and events. | SomeAnyNoEvery | amount, at least, bottom, chase, competitior,Get injured, hill, lose, loser, match, race, take part in, unusual, visitor, winner | Student's book, CD-player & CD or IWB & IWB material |
| 25 | 96-97 | 6D | Talking about animals.Making suggestions.Discussing a problem. | Let’sHow aboutWhy don’t we…? | Names of amimals.Phrases: agree, be against, be into, farm, jacket, leaflet, protest march, round the corner, save, science, wear | Student's book, CD-player & CD or IWB & IWB material |
|  | 98-99 | 6E | Wishing peoplewell in different situations.InvitatingAccepting &refusing invitations.Talking about celebrations / special days  | Practising grammatical issues of the previous lessons | WishesPhrases: How could I say no? I can not make it. Let me know. I’m really looking forward to it.album, all over the world, continue, fly, graduation, invization, latest, perfect,reply, take care of… | Student's book, CD-player & CD or IWB & IWB material |
|  | 100 | Video Module 6 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
| 26 | 101 | Round-up 6 | Revision of vocabulary and structures of module 6Self-assessment |  |  | SB |  |
|  | 102 | Grammar activities (WB p. 93) & Extra vocabulary activities (WB p. 103) | Revision of vocabulary and structures of module 6 |  | Animals | WB |  |
|  | 103 | CLIL Module 6Song Module 6 | Give a sense of how English and cross-curricular subjects fit togetherRevise and consolidate stuctures, functions and vocabulary through a song |  |  | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák:* Természettudományos kompetencia,Digitális kompetencia*Kiemelt fejlesztési feladatok:* környezettudatosságra nevelés*Kapcsolódási pontok:* biológia, földrajz, környezetismeret |
|  | 104 | Test Module 6 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 27 | 105 | Correction of module test Cover page module 7 | Allow students to learn from own mistakesIntroduce topic for module 7 |  |  | Corrected tests, Student's book |  |
|  | 106-107 | 7A | Identifying &describing people’s clothes.Expressing preferences.Talking about prices & sizes.Asking for &giving opinion.Buying & selling. | OneOnesTooEnough | Clothes &AssessoriesWords related to moneyPhrases: cotton, fit, polyester, prefer,probably, total, try on, very muchWhat size are you? | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:énkép,önismeret,felkészülés a felnőttlét szerepeire,környezettudatosságra nevelés,egyetemes kultúra*Egyéb kulcskompetenciák*: kezdeményezőképesség és vállalkozói kompetencia,esztétikai tudatosság*Kapcsolódási pontok*:földrajz,környezet- és társadalomismeret,médiaismeret,nyelvtan és irodalom |
| 28 | 108-109 | 7B | Describing people’s physical appearance.Making comparisons. | Comparative forms | Words&phrases related to appearance:chubby, curly, fair, handsome, in his 20s,medium-length, middle-aged, wavy… etc.admit, aggressive, go for a walk, have a look, match, owner, similar | Student's book, CD-player & CD or IWB & IWB material |
|  | 110-111 | 7C | Talking about means of transport.Expressing preferemces.Making comparisons. | Superlative forms | Means of transportPhrases: afford, amazed, attack, avoid, crowded, get round, model, on foot, on the market,travel, unbelievable | Student's book, CD-player & CD or IWB & IWB material |
| 29 | 112-113 | 7D | Talking about places of interests.Asking for &giving directions.Reading a map.Distinguishing between American andBritish English. | Prepositions referring to movements | around, down, from… to, into, past,out of, through, towardsDirectionsPhrases: avenue, carry, entrance, escalator, follow,queue, the rest, You are wellcome. | Student's book, CD-player & CD or IWB & IWB material |
|  | 114-115 | 7E | Talking about superheroes.Describing someone’s personality. | Adjectives | Adjectives describing personalitiesWords&Phrases. alone, appear, billionare, comics, crime, death, discover, hero, move house, realise, trust | Student's book, CD-player & CD or IWB & IWB material |
|  | 116 | Video Module 7 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
| 30 | 117 | Round-up 7 | Revision of vocabulary and structures of module 7Self-assessment |  |  | SB |  |
|  | 118 | Grammar activities (WB p. 94) & Extra vocabulary activities (WB p. 104) | Revision of vocabulary and structures of module 7 |  | Clothes and accessories, hair | WB |  |
|  | 119 | Culture page Module 7 | Introduce various aspects of the culture of the English-speaking world |  |  | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák:* Digitális kompetencia, szociális és állampolgária kompetenciák*Kiemelt fejlesztési feladatok:* Népismeret, egyetemes kultúra, felkészülés a felnőttlét szerepeire*Kapcsolódási pontok:* társadalomismeret |
|  | 120 | Test Module 7 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 31 | 121 | Correction of module test Cover page module 8 | Allow students to learn from own mistakesIntroduce topic for module 8 |  |  | Corrected tests, Student's book |  |
|  | 122-123 | 8A | Talking about experiences. | Present Perfect SimpleTime expressions ever, never, before | Geographical featuresPhrases: adventurous, be willing to, camel, climb, dark, explore, in the wild, look up, spider, What a daredevil! Live your life to the full. | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:énkép,önismeret,környezettudatosságra nevelés,egyetemes kultúra,nép- és honismeret*Egyéb kulcskompetenciák*: digitális kompetencia,természettudományos kompetencia,szociális és állampolgári kompetencia*Kapcsolódási pontok*: földrajz,történelem,civilizáció,testnevelés,informatika |
| 32 | 124-125 | 8B | Linking past &present time.Narrating past events.Talking about misfortunes.Expressing surprise | Present Perfect Simple vs. Past Simple | Phrases: angry,be lost, break down,fault,flat tyre, have trouble, keys, mechanic,nightmare, out of order,petrol, pretty, push,run out of, show up, wallet… | Student's book, CD-player & CD or IWB & IWB material |
|  | 126-127 | 8C | Reporting commands&requests.Giving commands.Making requests. | Reported speechCommandsRequests | Equipments: compass, helmet, life jacket, penknife, rope seat belt, whistlePhrases:Annoy, at all times, besides, blow, emergency, get seasick, I have to say, instructor, pay attention, rough, sailing, sailor, scary | Student's book, CD-player & CD or IWB & IWB material |
| 33 | 128-129 | 8D | Understanding information about other cultures & countries.Talking about life in different societies. | Revising grammar learnt | Points of the compassPhrases: ancient, attraction, border, capital city, coast, continent, creare, gentle, jungle,official language, population, rainforest | Student's book, CD-player & CD or IWB & IWB material |
|  | 130-131 | 8E | Talking about action sports.Describing a holiday. | Revising grammar learnt | Action sportsPhrases: according to, aim, camper, excitement, extreme, first aid, make a fire, outdoors, shelter, staff, survive, underwater, useful, well-trained | Student's book, CD-player & CD or IWB & IWB material |
|  | 132 | Video Module 8 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
| 34 | 133 | Round-up 8 | Revision of vocabulary and structures of module 8Self-assessment |  |  | SB |  |
|  | 134 | Grammar activities (WB p. 95) & Extra vocabulary activities (WB p. 104) | Revision of vocabulary and structures of module 8 |  | Extreme sports | WB |  |
|  | 135 | CLIL Module 8Song Module 8 | Give a sense of how English and cross-curricular subjects fit togetherRevise 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:* Testi-lelki egészség*Kapcsolódási pontok:* testnevelés |
|  | 136 | Test Module 8 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 35 | 137 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
| 36 | 138-141 | 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) |  |
|  | 142 | End-of-term test | Evaluate students' progress  |  |  | Tests (Teacher's resource CD) |  |
|  | 143 | Correction of End-of-term test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
|  | 144 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |