**JAVASOLT TANMENET**

a tankönyv és a munkafüzet párhuzamos felhasználásával

**heti 5 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 tips | Learn how to learn |  |  | Student's book |  |
|  | 3 | Hello (p. 4) | Greetings and introducing yourselves.  Saying good-bye.  Asking about one’s health. |  | Titles.  Mr. Mrs. Ms. Miss  Hello, Hi, student, first name, surname, teacher…  How it’s going? So-so | 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*: matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, önkifejezés és kulturális tudatosság kompetenciái  *Kapcsolódási pontok*: földrajz, matematika |
|  | 4 | Hello (p. 5) | Asking for and giving personal information Identifying numbers  Asking for and giving personal information |  | Austria-australian  Brazil-brazilian  one - a hundred |  |
|  | 5 | Hello (p. 6)  Cover Page Module 1 | Introduce topic module 1  Understanding and using classroom language | Ordinals  This/that | Classroom objects:  pen, pensil, notebook  Here, there…  Be quiet  Listen to the CD  Read the text  Speak in English  Turn to page… | Student's book, CD-player & CD or IWB & IWB material |
| 2 | 6-7 | 1A | Introducing ourselves & others.  Asking for and giving personal information. | The verb ’to be’  Spelling rules | all, coach, college, course, park, play  How 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*:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái, digitális kompetenciák  *Kapcsolódási pontok*: rajz, informatika, statisztika |
|  | 8-9 | 1B | Identifying objects & colours.  Reading a pie chart.  Talking about men’s and women’s favourite things.  Expressing possessions. | These/those  Plurals  Possessive adjectives  Possessive case | colours  bag, car, gadget, mobile phone, sunglasses, up-to-date, per cent  watch… | Student's book, CD-player & CD or IWB & IWB material |
| 3 | 10-11 | 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, ride  What do you do? I’m a… | Student's book, CD-player & CD or IWB & IWB material |
|  | 12-13 | 1D | Telling the time.  Making suggestions. | Adjectives  Words&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 |
|  | 14-15 | 1E | Presenting ourselves. | Simple Present  Punctuation  Using capital letters | Personality adjectives  age, band, brilliant, called, engaged, have fun, lifeguard, musician, sportsfreak  unemployed, website  What is… like? | Student's book, CD-player & CD or IWB & IWB material |
| 4 | 16 | Video Module 1 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |
|  | 17-18 | Round-up 1 | Revision of vocabulary and structures of module 1  Self-assessment |  |  | SB |
|  | 19 | Grammar activities (WB p. 86) & Extra vocabulary activities (WB p. 101) | Revision of vocabulary and structures of module 1 |  | Countries and nationalities  jobs | WB |  |
|  | 20 | 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:*  önkifejezés és kulturális tudatosság kompetenciái, Digitális kompetencia  *Kiemelt fejlesztési feladatok:* Népismeret, egyetemes kultúra |
| 5 | 21 | Project Module 1 | Do project work based on the previous lesson |  |  | Student’s book |  |
|  | 22 | Extra grammar practice Module 1 | Revise grammar structure of module 1 |  |  | workbook |  |
|  | 23 | Test Module 1 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 24 | 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 |  |
| 6 | 25-26 | 2A | Discussing habitual actions and routines. | Present Simple  Affirmative  Negative  Prepositions of time | Everyday activities  Days of the week  Chat, 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*:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái, digitális kompetenciák  *Kapcsolódási pontok*:  informatika, statisztika, társadalomismeret |
|  | 27-28 | 2B | Talking about jobs, workplaces and working habits.  Discussing habitual actions and routines. | Present Simple  questions | Jobs  Phrases: 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 |
|  | 29-30 | 2C | Talking about free time activities.  Expressing likes, dislikes, preferences.  Talking about forms of entertainment.  Making plans. | Would like to +infinitive  Want to + infinitive | Free-time activities  Types of music  Types of films  Again, 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 |
| 7 | 31-32 | 2D | Talking about habitual actions. | Adverbs of frequency | Adverbs of frequency  Words&phrases referring to technology  A lot of, eyes, asleep, fall asleep, get, health, life, more, portable, wake up, way | Student's book, CD-player & CD or IWB & IWB material |
|  | 33-34 | 2E | Talking about free time activities.  Talking about habitual actions and routines. | Word order | Words of free time activities  Adult, become, champion, eat, famous, future, interview, neighbourhood, next year, recognise, teach, train, well… | Student's book, CD-player & CD or IWB & IWB material |
|  | 35 | Video Module 2 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |
| 8 | 36-37 | Round-up 2 | Revision of vocabulary and structures of module 2  Self-assessment |  |  | SB |
|  | 38 | Grammar activities (WB p. 87) & Extra vocabulary activities (WB p. 101) | Revision of vocabulary and structures of module 2 |  | Chores | WB |  |
|  | 39 | CLIL Module 2  Song Module 2 | 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 |
|  | 40 | Project Module 2 | Do project work based on the previous lesson |  |  | Student’s book |  |
| 9 | 41 | Extra grammar practice Module 2 | Revise grammar structure of module 2 |  |  | workbook |  |
|  | 42 | Test Module 2 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 43 | 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 |  |
|  | 44-45 | 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, uncle  Congratulations! 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*:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái  *Kapcsolódási pontok*:  informatika, földrajz, környezetismeret, statisztika, civilizáció |
| 10 | 46-47 | 3B | Asking about and identifying  location of subjects.  Making suggestions,  expressing  opinions.  Expressing possessions. | Possessive Pronouns  Whose…? | Pieces of furniture  Prepositions of place  Phrases: 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 |
|  | 48-49 | 3C | Talking about buildings,  places,towns,  neighbourhood. | There is/there are  a/an/the | Places in a city: art gallery, bank, car park,  library, mall, underground station  any more, area, around, bus, city centre,  convenient, in fact, popular, visit, world | Student's book, CD-player & CD or IWB & IWB material |
| 11 | 50-51 | 3D | Talking about the weather,  current events  and habitual  actions. | Present simple vs Present  Progressive | Seasons  Words related to weather  Phrases: 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 |
|  | 52-53 | 3E | Describing your neighbourhood,  house or flat.  Writing an e-mail | Present Tenses | Appliances  Phrases 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 |
|  | 54 | Video Module 3 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |
| 12 | 55-56 | Round-up 3 | Revision of vocabulary and structures of module 3  Self-assessment |  |  | SB |
|  | 57 | Grammar activities (WB p. 88) & Extra vocabulary activities (WB p. 102) | Revision of vocabulary and structures of module 3 |  | Places in a city | WB |  |
|  | 58 | 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:*  önkifejezés és kulturális tudatosság kompetenciái, Digitális kompetencia, Természettudományos kompetencia  *Kiemelt fejlesztési feladatok:* Népismeret, egyetemes kultúra, környezettudatosságra nevelés  *Kapcsolódási pontok:* földrajz, környezet- és társadalomismeret |
|  | 59 | Project Module 3 | Do project work based on the previous lesson |  |  | Student’s book |  |
|  | 60 | Extra grammar practice Module 3 | Revise grammar structure of module 3 |  |  | workbook |  |
| 13 | 61 | Test Module 3 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 62 | 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 |  |
|  | 63-64 | 4A | Ordering food.  Taking an order.  Reading a menu.  Making offers.  Accepting &refusing offers. | Countable &  Uncountable Nouns  Some  Any  no | Containers: a bottle of, a bowl of, a can of,  a cup of…  Food&drinks  Food courses  Phrases: 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*:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái  *Kapcsolódási pontok*: háztartástan, környezetismeret, informatika, civilizáció, testnevelés, egészségtan, biológia |
| 14 | 65-66 | 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 fruits  Vegetables  Phrases: cancer, colourful, each, easy,  healthy, include, keep, meal, memory, protect, try, type of, vitamins | Student's book, CD-player & CD or IWB & IWB material |
|  | 67-68 | 4C | Volunteer work & fund raising events.  Expressing opinion. | Object Personal  Prounouns | 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 |
|  | 69-70 | 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, stress  What seems to be the problem. | Student's book, CD-player & CD or IWB & IWB material |
| 15 | 71-72 | 4E | Talking about a problem.  Asking for &  giving advice. | Should  Should not  Linking words | Words related to fittness  After 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 |
|  | 73 | Video Module 4 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |
|  | 74-75 | Round-up 4 | Revision of vocabulary and structures of module 4  Self-assessment |  |  | SB |
| 16 | 76 | Grammar activities (WB p. 90) & Extra vocabulary activities (WB p. 102) | Revision of vocabulary and structures of module 4 |  | Food, fruit and vegetables | WB |  |
|  | 77 | CLIL Module 4  Song Module 4 | 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, matematikai kompetencia  *Kiemelt fejlesztési feladatok:* Testi-lelki egészség, népismeret  *Kapcsolódási pontok:* matematika, háztartástan |
|  | 78 | Project Module 4 | Do project work based on the previous lesson |  |  | Student’s book |  |
|  | 79 | Extra grammar practice Module 4 | Revise grammar structure of module 4 |  |  | workbook |  |
|  | 80 | Test Module 4 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 81 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
|  | 82-85 | 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) |  |
|  | 86 | Mid-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 87 | 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 |  |
|  | 88-89 | 5A | Talking about past events.  Talking about  embarrassing  moments of life. | Past Simple  Affirmative  Negative | 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*:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái  *Kapcsolódási pontok*:  irodalom, fizika, médiaismeretek, történelem, társadalomismeret |
| 19 | 90-91 | 5B | Asking and answering about past events.  Talking about school days. | Past Simple  Questions | School/academic subjects  Phrases: 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 |
|  | 92-93 | 5C | Narrating events.  Asking &answering about past holidays. | Past Simple  ’ to be’ | Holiday avtivities  Phrases: 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 |
|  | 94-95 | 5D | Talking about famous people.  Expressing ability in the past.  Talents&  abilities. | Auxiliary ’could’  Adjectives  Adverbs of manner | Jobs & Professions  Phrases: 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 |
| 20 | 96-97 | 5E | Narrating a story.  Describing feelings. | Using Simple Past | Words related to crime  Phrases: 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 |
|  | 98 | Video Module 5 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |
|  | 99-100 | Round-up 5 | Revision of vocabulary and structures of module 5  Self-assessment |  |  | SB |
| 21 | 101 | Grammar activities (WB p. 91) & Extra vocabulary activities (WB p. 103) | Revision of vocabulary and structures of module 5 |  | Words related to crime | WB |  |
|  | 102 | 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:*  önkifejezés és kulturális tudatosság kompetenciái, Digitális kompetencia, szociális és állampolgári kompetencia  *Kiemelt fejlesztési feladatok:* Népismeret, egyetemes kultúra  *Kapcsolódási pontok:* civilizáció |
|  | 103 | Project Module 5 | Do project work based on the previous lesson |  |  | Student’s book |  |
|  | 104 | Extra grammar practice Module 5 | Revise grammar structure of module 5 |  |  | workbook |  |
|  | 105 | Test Module 5 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 22 | 106 | 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 |  |
|  | 107-108 | 6A | Festivals, events.  Making future plans.  Reading a poster.  Talking about dates. | Future ’going to’ | Months  Ordinals  Phrases: That’s for sure! Which…? Yeah  Right.  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*:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái, digitális kompetenciák, személyes és társas kompetenciák  *Kapcsolódási pontok*:  informatika, civilizáció, környezetismeret, társadalomismeret, biológia |
|  | 109-110 | 6B | Making request  and 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 |
| 23 | 111-112 | 6C | Describing celebrations and events. | Some  Any  No  Every | 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 |
|  | 113-114 | 6D | Talking about animals.  Making suggestions.  Discussing a problem. | Let’s  How about  Why 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 |
| 24 | 115-116 | 6E | Wishing people  well in different situations.  Invitating  Accepting &  refusing invitations.  Talking about celebrations / special days | Practising grammatical issues of the previous lessons | Wishes  Phrases: 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 |
|  | 117 | Video Module 6 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |
|  | 118-119 | Round-up 6 | Revision of vocabulary and structures of module 6  Self-assessment |  |  | SB |
|  | 120 | Grammar activities (WB p. 93) & Extra vocabulary activities (WB p. 103) | Revision of vocabulary and structures of module 6 |  | Animals | WB |  |
| 25 | 121 | CLIL Module 6  Song Module 6 | 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:*  Természettudományos kompetencia, Digitális kompetencia  *Kiemelt fejlesztési feladatok:* környezettudatosságra nevelés  *Kapcsolódási pontok:* biológia, földrajz, környezetismeret |
|  | 122 | Project Module 6 | Do project work based on the previous lesson |  |  | Student’s book |  |
|  | 123 | Extra grammar practice Module 6 | Revise grammar structure of module 6 |  |  | workbook |  |
|  | 124 | Test Module 6 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 125 | Correction of module test Cover page module 7 | Allow students to learn from own mistakes  Introduce topic for module 7 |  |  | Corrected tests, Student's book |  |
| 26 | 126-127 | 26 | Identifying &  describing people’s clothes.  Expressing preferences.  Talking about prices & sizes.  Asking for &  giving opinion.  Buying & selling. | One  Ones  Too  Enough | Clothes &Assessories  Words related to money  Phrases: cotton, fit, polyester, prefer,  probably, total, try on, very much  What 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*:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái  *Kapcsolódási pontok*: földrajz, környezet- és társadalomismeret,  médiaismeret, nyelvtan és irodalom |
|  | 128-129 |  | 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 |
| 27 | 130-131 | 27 | Talking about means of transport.  Expressing preferemces.  Making comparisons. | Superlative forms | Means of transport  Phrases: 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 |
|  | 132-133 |  | Talking about places of interests.  Asking for &giving directions.  Reading a map.  Distinguishing between American and  British English. | Prepositions referring to movements | around, down, from… to, into, past,  out of, through, towards  Directions  Phrases: avenue, carry, entrance, escalator, follow,  queue, the rest, You are wellcome. | Student's book, CD-player & CD or IWB & IWB material |
|  | 134-135 |  | Talking about superheroes.  Describing someone’s personality. | Adjectives | Adjectives describing personalities  Words&Phrases. alone, appear, billionare, comics, crime, death, discover, hero, move house, realise, trust | Student's book, CD-player & CD or IWB & IWB material |
| 28 | 136 | Video Module 7 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |
|  | 137-138 | Round-up 7 | Revision of vocabulary and structures of module 7  Self-assessment |  |  | SB |
|  | 139 | Grammar activities (WB p. 94) & Extra vocabulary activities (WB p. 104) | Revision of vocabulary and structures of module 7 |  | Clothes and accessories, hair | WB |  |
|  | 140 | 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:*  önkifejezés és kulturális tudatosság kompetenciái, Digitális kompetencia, szociális és állampolgária kompetenciák  *Kiemelt fejlesztési feladatok:* Népismeret, egyetemes kultúra, felkészülés a felnőttlét szerepeire  *Kapcsolódási pontok:* társadalomismeret |
| 29 | 141 | Project Module 7 | Do project work based on the previous lesson |  |  | Student’s book |  |
|  | 142 | Extra grammar practice Module 7 | Revise grammar structure of module 7 |  |  | workbook |  |
|  | 143 | Test Module 7 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 144 | Correction of module test Cover page module 8 | Allow students to learn from own mistakes  Introduce topic for module 8 |  |  | Corrected tests, Student's book |  |
| 30 | 145-146 | 8A | Talking about experiences. | Present Perfect Simple  Time expressions  ever, never, before | Geographical features  Phrases: 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*:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái  *Kapcsolódási pontok*:  földrajz, történelem, civilizáció, testnevelés, informatika |
|  | 147-148 | 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 |
|  | 149-150 | 8C | Reporting commands&  requests.  Giving commands.  Making requests. | Reported speech  Commands  Requests | Equipments: compass, helmet, life jacket, penknife, rope seat belt, whistle  Phrases:  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 |
| 31 | 151-152 | 8D | Understanding information about other cultures & countries.  Talking about life in different societies. | Revising grammar learnt | Points of the compass  Phrases: ancient, attraction, border, capital city, coast, continent, creare, gentle, jungle,  official language, population, rainforest | Student's book, CD-player & CD or IWB & IWB material |
|  | 153-154 | 8E | Talking about action sports.  Describing a holiday. | Revising grammar  learnt | Action sports  Phrases: 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 |
|  | 155 | Video Module 8 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |
| 32 | 156-157 | Round-up 8 | Revision of vocabulary and structures of module 8  Self-assessment |  |  | SB |
|  | 158 | Grammar activities (WB p. 95) & Extra vocabulary activities (WB p. 104) | Revision of vocabulary and structures of module 8 |  | Extreme sports | WB |  |
|  | 159 | CLIL Module 8  Song Module 8 | 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:* Testi-lelki egészség  *Kapcsolódási pontok:* testnevelés |
|  | 160 | Project Module 8 | Do project work based on the previous lesson |  |  | Student’s book |  |
| 33 | 161 | Extra grammar practice Module 8 | Revise grammar structure of module 8 |  |  | workbook |  |
|  | 162 | Test Module 8 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 163 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
| 34 | 164-167 | Revision Modules 5-8 | Revising the structures, functions and vocabulary presented in module 5 – 8 |  |  | Student’s book, workbook, extra material (Teacher's resource CD) |  |
|  | 168 | End-of-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 169 | Correction of End-of-term test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
|  | 170 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |