**JAVASOLT TANMENET**

a tankönyv és a munkafüzet párhuzamos felhasználásával

**heti 5 óra**

**mm**publications

**Traveller Plus Intermediate B1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | Would you like….?  How can…?  Learn how to…  Talk about...  .Acquire skills…. | travel around the world, serving tea in japan, being in a theme park, express enthusiasm, make suggestions, refer to, take place, exam strategies | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 2-3 | 1A (page 6-7) | Discussing habitual actions and routines.  Discussing current activities.  Distinguisthing between temporary and permanent situations. | Present Simple  Present Progressive  Stative verbs | words related to places, actual, actually, contain, increase, inform, original, purpose, take part, take place, try out…etc, | Student's book, CD-player & CD or IWB & IWB material | Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái  Kapcsolódási pontok:  Földrajz, matematika  Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés |
|  | 4-5 | 1A (page 8-9) | Aking for, understanding and giving directions.  Asking questions politely. | Questions and question words  Indirect questions | american english words/phrares, accent, cause, confuse, misunderstanding, relationship…etc | Student's book, CD-player & CD or IWB & IWB material |
| 2 | 6-7 | 1A (page 10-11) | Talking about foreign language learning.  Expressing opinion and preference.  Giving reasons. |  | words related to learning a foreign language, words related to work/business, abroad, blog, common, disadvantages, penpal, reason, suggest…etc, travelling, business, hobbies, examinations, panpals, e-pals, study abroad, music/film, internet, meet people, make new friends | Student's book, CD-player & CD or IWB & IWB material |
|  | 8-9 | 1B (page 12-13) | Referring to past habits and situations.  Discussing past events.  Generating a discussion about colours & what they might express. | Verbs+Prepositions  Past Simple  Used to  Be used to  Get used to | nouns related to meanings of colours, verbs:, achieve, argue, cooperate, link, fefer, suffer…etc, awareness, battle, defeat, evelope, goal, on the other hand, spirit…etc | Student's book, CD-player & CD or IWB & IWB material |
| 3 | 10-11 | 1B (page 14-15) | Practising sentence transformation & wordformation.  Practising gapfilling using only one word.  Presenting & using Past. Simple forms.  Discussing lifestyles.  Expressing enthusiams.  Making suggestions.  Giving directions.  Comparing pictures referring to having different lifestyles & routines, customs and habits. | Past Simple  Used to-be/get used to  Structures expressing:  beliefs,  thoughts,  opinions,  suppositions. | harmless, informal, uncomfortable, independent, unable, tea ceremony, kimono, tea room…etc, words related to lifestyles, phrases related to directions, phrases/phrasal verbs, a couple of, accesss expenses, facilities, lead, quite, similar …etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 12-13 | 1B (page 16-17) | Writing an informal e-mail  Analysing a sample e-mail  Focusing on format & content  Collecting expressions expressing:  Enthusiasm&suggestions  Making a plan/outline  Writing your own email: Giving directions to a friend visiting us |  | easy to reach, let’s meet at, wonderful!, there is…, i couldn’t believe, how about, wow!, take care, hope to hear, can’t wait…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 14-15 | Round-up 1 | Revising the structures, functions and vocabulary presented in module 1 |  |  | 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 | Extra grammar practice Module 1 | Revise grammar structure of module 1 |  |  | workbook |  |
|  | 18 | Extra Material Module 1 | Revision of vocabulary and structures of module 1 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 19 | Test Module 1 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 20 | 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 |  |
| 5 | 21-22 | 2A (page 22-23) | Narrating past events  Sequencing past actions and events  Reading an extract from Ivanhoe By W. Scott.  Presenting&practising phrasal verbs with ’on’& ’off’ and Past Tenses.  Completing a text: An unluckx thief-using Past Simple & Past Progressive. | Past Progressive  Past Simple vs. Past Progressive | adjectives, phrasal verbs with *on* and *off, ,* announce, blood, cheer, defeat, greet, meaning, raise, refuse, shake one’s head, victory…etc | Student's book, CD-player & CD or IWB & IWB material | Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, digitális kompetenciák, személyes és társas kompetenciák  Kapcsolódási pontok:  Matematika, földrajz, rajz, állampolgári ismeretek  Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés |
|  | 23-24 | 2A (page 24-25) | Defining people, things and places  Giving additional information about people, things and places  Ancwering multiple choice guestions  Checking listening & reading comprehension | Relative clauses  Defining & non-defining clauses  Relative pronouns Who, Which, That  Collocations with ’say’ & ’tell’ | verbs, ancient, favour, lie, luxury, powerful, secret…etc | Student's book, CD-player & CD or IWB & IWB material |
| 6 | 25-26 | 2A (page 26-27) | Describing a person  Expressing opinions and feelings  Generating a discussion about comic book superheroes  Focusing on  Asterix & Obelix  Desperate Dan  Mighty Mouse  Writing a description of a person  Analysing the rubric & the model description  Collecting descriptive vocabulary  Brainstorming  Making a concise plan  Write your own description about a person you admire | Past Tenses  Narratives  Adjectives  Adverbs  Comparisons | words and phrases related to describing people, as for, be in one’s shoes, destroy , enemy, loud, main, nearly…etc, comic books, romans, cultures, cow pie, life-size statue, cats, to have interest in, serious, favourite, strict, have a sense of humour, enthusiastic, rub off, motivated, to have an effect on, confident, glad, appreciate, fulfil, quiet, admire, bravery, courage | Student's book, CD-player & CD or IWB & IWB material |
|  | 27-28 | 2B (page 28-29) | Making comparisons  Talking about heroes and heroic actions  Matching paragraphs with suitable articles  Checking reading comprehension  Generating discussion about personal experiences  Practising word building  Using similes | Adjectives  Adverbs of manner  Comparisons  Similes  Suffixes | words related to natural disasters, a bit, act, bee, bury, dig, dragon, mythical, pull, scale, sheet…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 29-30 | 2B (page 30-31) | Presenting & practising adjectives  adverbs of manner  comparisons in context.  Completing a text with adjectives  Answering multiple choice questuions  Focusing on spelling rules  Pronounciation practice  Telling a story  Transferring from visual to verbal information  Sequencing past actions and events  Answering True or False questions to check listening comprehension  Making up a story on the basis of visual prompt | Adjectives  Adverbs of manner  Comparisons  Past Tenses  Narratives  Adjectives  Phrasal verbs | fast, surprising, frightening, astonished, astonishing, violent, more exciting, youngest, weaker, harder, farther, elderly, faithful, freezing, innocent, valuable…etc., , , after a while, against, as sson as, cycle, head, speed, to one’s horror, track, wheel…etc | Student's book, CD-player & CD or IWB & IWB material |
| 7 | 31-32 | 2B (page 32-33) | Writing a informal letter including a narrative  Analysing a sample writing  Focusing on informal lg.,  Short forms, past tenses to narrate events,  Time linkers to indicate the sequence of events.  Making a outline  Writing your own letter about an incident in which you did something particular. | Past forms  Linkers  Short forms | while , then, after a while, finally, at first, when, and, as soon as | Student's book, CD-player & CD or IWB & IWB material |
|  | 33-34 | Round-up 2 | Revising the structures, functions and vocabulary presented in module 2 |  |  | 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 | 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 |  |
|  | 37 | Project Module 2 | Do project work based on the culture page |  |  | Student’s book |  |
|  | 38 | Extra grammar practice Module 2 | Revise grammar structure of module 2 |  |  | workbook |  |
|  | 39 | Extra Material Module 2 | Revision of vocabulary and structures of module 2 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 40 | Test Module 2 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 9 | 41 | 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 |  |
|  | 42-43 | 3A (page 40-41) | Talking about the present and the past.  Linking present and past time.  Talking about free time, hobbies and sports. | Present Perfect .Simple  Present Perfect Progressive | words related to free-time activities, admit, besides, come across, complain, every once in a while, for ages, on top of that, ring, tend to…etc | Student's book, CD-player & CD or IWB & IWB material | Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, személyes és társas kompetenciák  Kapcsolódási pontok:  földrajz, állampolgári ismeretek, történelem  Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés, A tanulás tanítása |
|  | 44-45 | 3A (page 42-43) | Talking about necessity  obligation and lack of obligation.  Giving advice  Expressing preference  Expressing emotions | Must-Have to- Need  Had better-Would rather | adjectives, phrases , phrasal verbs, loads of, though, trail…etc | Student's book, CD-player & CD or IWB & IWB material |
| 10 | 46-47 | 3A (page 44-45) | Discussing advantages and disadvantages  Expressing opinion and preference  Speculating & reaching a decision  Writing an informal email giving news  Analysing sample wrting  Identifying content of paragraphs  Making an outline  Writing your own letter:  Writing to a friend who has recently moved – give all your news | Structures expressing opinions/ ideas/giving reasons  Adjectives describing activities  Set grammatical phrases to be used in an informal letter to a friend | words related to a youth centre, adjectives:active, challanging,competitive,socialising…etc,, correct, essay, research, settle into…etc, rear, hello, i hope you are fine, it was nice to hear from you, well, that’s all for now, waiting for your answer, yours, love | Student's book, CD-player & CD or IWB & IWB material |
|  | 48-49 | 3B (page 46-47) | Expressing possibility  Making deductions | Expressing possibility ( may-might-could)  Making deductions (must-can’t) | words related to job interviews, allow, care about, improvement, possibly, spill, take into consideration…etc | Student's book, CD-player & CD or IWB & IWB material |
| 11 | 50-51 | 3B (page 48-49) | Reconstucting a gapped text  Identifying meanings in context  Practising words easily confused in context  Deriving Nouns from Verbs  Talking about job interviews  Discussing advantages and disadvantages  Comparing qualifications  Expressing opinion | Expressions with *make* and *do*  Nouns deriving from verbs | make mistakes, do well, make a decision, do a favour, do my best, make noise, make an excuse, words and phrases used when applying for a job, advertise, complete, customer, essential, foreign exchange, report, task, uniform…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 52-53 | 3B (page 50-51) | Writing a cover letter  Reading job advertisements  Analysing a sample text  Identifying contents of paragraphs  Paraphrasing  Making an outline  Wrting your letter applying for one of the jobs chosen | Structures belonging to the style of a letter of application | to whom it concerns, dear sir/madam, i am writing to, yours faithfully, qualification, experience, include, enclose, consider…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 54-55 | Round-up 3 | Revising the structures, functions and vocabulary presented in module 3 |  |  | Student's book, CD-player & CD or IWB & IWB material |
| 12 | 56 | Video Module 3 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
|  | 57 | Extra grammar practice Module 3 | Revise grammar structure of module 3 |  |  | workbook |  |
|  | 58 | Extra Material Module 3 | Revision of vocabulary and structures of module 3 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 59 | Test Module 3 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 60 | 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 | 61-62 | 4A (page 54-55) | Talking about the future  Making predictions | Future Tenses | words related to the environment, affect, agency, amount, cheerful, community, create, destruction, generation, gloval, hardworking, harmuful, miss out, reduce, treasure, youth …etc | Student's book, CD-player & CD or IWB & IWB material | Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, személyes és társas kompetenciák, digitális kompetenciák, önkifejezés és kulturális tudatosság kompetenciái  Kapcsolódási pontok:  földrajz, állampolgári ismeretek, rajz  Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés |
|  | 63-64 | 4A (page 56-57) | Referring to conditioons and their results  Talking about imaginary situations  Expressing opinion | Conditional Sentences ( Type 1 & 2) | words related to global warming, phrases, phrasal verbs, altenative, disturb, experiment, fuss, level, muscles, raise, simply…etc | Student's book, CD-player & CD or IWB & IWB material |
| 14 | 65-66 | 4A (page 58-59) | Talking about advantages and disadvantages  Expressing preference and justifying  Expressing opinion, agreement and disagreement  Making suggestions  Writing an email  Analysing sample wrtiting  Making a plan, suggestions  Making an outline  Brainstorming  Write your own e-mail responding to the one you got coming up with your own ideas | Verbs & structures expressing preferences, opinion, arguments,suggestions.  Srructures to give opinion about a plan  Making suggestions | words related to environmental issues, phrases, nouns/noun phrases, attract, aware, damage, affective, plan, sign…etc, air pollution, water pollution, litter, traffic congestion, lack of parks& open places, destruction of forests | Student's book, CD-player & CD or IWB & IWB material |
|  | 67-68 | 4B (page 60-61) | Talking about animal wildlife  Talking about size and quantity | Nouns  Articles  Determines | words related to animals, units of measurement, at present, authorities, cause, existence, in search of, likely, nut, predator, shiny, skin, up to, weight, yard…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 69-70 | 4B (page 62-63) | Presenting and practising :  Nouns  Articles  Determiners  Completing gapped texts  Practising word building exercises  Talking about environment  Comparing situations  Expressing opinion and justifying | Nouns  Definite & indefinite articles  How much  How many  A few a little  A lot of/lots of  Structures making comparisons & arguing for& against | erupt, destros, die, prepare, possible, science, locate, bengal tiger, foothills, mountain gorilla…etc., words related to environmental issues, conventional, dependent, exact, forwards, inhabitant, limited, order, practical, ruin, shortage, tell apart…etc | Student's book, CD-player & CD or IWB & IWB material |
| 15 | 71-72 | 4B (page 64-65) | Writing an article Analysing a magazine article  Identifying appropriate szyle and rubric, content  Studying announcements in magazines  Developing relevant vocabulary  Writing your own article from a personal point of view  What will life on Earth be like 100 years from now? |  | solar powered houses, 3d television, shuttle transport, internet run momes, intelligent appliences, rubbish disposal, alternative sources of energy, wave holidays, work from home…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 73-74 | Round-up 4 | Revising the structures, functions and vocabulary presented in module 4 |  |  | Student's book, CD-player & CD or IWB & IWB material |
|  | 75 | Video Module 4 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
| 16 | 76 | 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 |  |
|  | 77 | Project Module 2 | Do project work based on the culture page |  |  | Student’s book |  |
|  | 78 | Extra grammar practice Module 4 | Revise grammar structure of module 4 |  |  | workbook |  |
|  | 79 | Extra Material Module 4 | Revision of vocabulary and structures of module 4 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 80 | Test Module 4 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 17 | 81 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
|  | 82-83 | Revision Modules 1-4 | Revising the structures, functions and vocabulary presented in module 1 – 4 |  |  | Student’s book, workbook |  |
|  | 84 | Mid-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 85 | 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 |  |
| 18 | 86-87 | 5A (page 70-71) | Talking about past time  Identifying meaning in context  Familiarising meanings of Reporting verbs  Using Past Tenses in context | Past Perfect Simple  Past Perfect Progressive  Reporting verbs  Suffixes  Prefixes | reporting verbs, , adjectives, astonishment, clue, fill, ghost, harm, look away, order, sigh, softly, swing, the other day, vanish…etc, | Student's book, CD-player & CD or IWB & IWB material | Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, önkifejezés és kulturális tudatosság kompetenciái  Kapcsolódási pontok:  földrajz, állampolgári ismeretek, biológia, rajz  Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés |
|  | 88-89 | 5A (page 72-73) | Reporting statements  Talking about strange events | Reported speech (statements)  Sequence of tenses  Sequencing auxiliaries | phrasal verbs with ’ up’, after all, coincidence, definitely, kidnap, miracle, odd, operate, remote, unexplained, unfortunately, wander…etc | Student's book, CD-player & CD or IWB & IWB material |
| 19 | 90-91 | 5A (page 74-75) | Talking about landmarks  Discussing pros and cons  Expressing preference  A description of a place  Identifying thoughts & ideas in paragraphs  Finding meanings in context  Analysing sample writing  Making an outline  Wrting about your favourite landmark | Using relevant tenses  Adjectives describing places | words related to landmarks, character, cruelty, destination, get seasick, link, murder, originally, sentence, swallow…etc, travwl deep into, the carpathians, legendary trabsylvania, a castle on top of a hill, open-air museum, peasants’homes, unbelievable cruelty, spooky reputation, glimpse into, definitely worth | Student's book, CD-player & CD or IWB & IWB material |
|  | 92-93 | 5B (page 76-77) | Talking about crimes and criminals  Reporting questions, commands and requests  Identifying meanings in context | Reporting questions, commands and requests  Derivatives | words related to crime, expressions with the word’time’, words: be+prepositions, apart from, bizarre, confirm, daily, face, fair, in action, leftovers, match, pan, pot, scatter, thankfully…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 94-95 | 5B (page 78-79) | Presenting& practising reported questions& commands, requests  Sentence transformation  Answering multiple choice Qs  Practising new vocabulary in context  Talking about strange events  Asking about events  Providing information | Reporting questions, commands and requests  Grammatical features of titles in magazines  Narration  Questions/Answers  (Q-words, word order) | leprechauns, to be assosiated with, have a reputation for, a pot of gold, to murmur, to be stunned by, come to my house, don’t panic, miracle , astonishment, dazzling, frustrated, vanished…etc, phrasal verbs, alarm system, ambulance, citizen, elegant, immediately, shape, so far, suddenly, thankful, urgent…etc | Student's book, CD-player & CD or IWB & IWB material |
| 20 | 96-97 | 5B (page 80-81) | Writing a story  Analysing a story published in a magazine  Focusing on timr sequences  Familiarising rubric specifications  Making an outline  Writing a story:  It was a day Anna would never forget | Time clauses  Linking referring to time | after, when, before, until, as soon as, by the time, while, when, yesterday, ago, next…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 98-99 | Round-up 5 | Revising the structures, functions and vocabulary presented in module 5 |  |  | Student's book, CD-player & CD or IWB & IWB material |
|  | 100 | Video Module 5 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
| 21 | 101 | Extra grammar practice Module 5 | Revise grammar structure of module 5 |  |  | workbook |  |
|  | 102 | Extra Material Module 5 | Revision of vocabulary and structures of module 5 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 103 | Test Module 5 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 104 | 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 | 105-106 | 6A (page 86-87) | Talking about travelling  Emphasising actions rather than agents  Completing paragraphs with missing sentences  Guessing meanings in context  Practising Passive sentences  Sentence Transformation | Passive voice I | words related to travelling, afford, attack, choice, decorate, frequent, interior, persuade, pros and cons, rest, restore, span, supervision…etc | Student's book, CD-player & CD or IWB & IWB material | Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, digitális kompetenciák  Kapcsolódási pontok:  földrajz, állampolgári  ismeretek, háztartástan, rajz  Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés, Környezettudatosságra nevelés |
|  | 107-108 | 6A (page 88-89) | Carrying out hotel transactions  Expressing reason, concession and purpose  Talking about hotel accommodation  Checking listening comprehension / Answering questions | Clauses of reason  Clauses of concession  Clauses of purpose  Compounds  Linking words | words: compound nouns, words related to hotel accommodation, phrasal verbs, accountant, bottom, copy, damage, deposit, despite, expand, following, none, order, passport, prove, record, take advantage of, wing…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 109-110 | 6A (page 90-91) | Talking about air travel  Discussing means of transport  Discussing advantages and disadvantages  Expressing preference  Writing a paragraph expressing opinion  Identifying different opinions-agree/disagree  Considering advantages/disadvantages  Making an outline  Writing a paragraph expressing your opinion about:  Owning a car is no longer a luxury but a necessity. | Structures expressing preferences & comparisons  Structures relevant to express opinion | words related to travelling by plane, phrases, basic, campsite, cause, do without, driving licence, means of transport, organised, restrict, traffic jam, visa, wheelchair…etc, firstly, next, finally, to claim, however, in my experience, in the first place, what is more, absolutely nothing, last but not leastto do without sg. | Student's book, CD-player & CD or IWB & IWB material |
| 23 | 111-112 | 6B (page 92-93) | Discussing science fiction  Emphasising actions rather than agents  Matcing headings with paragraphs  Answering multiple choice questions | Passive voice II  Suffixes  Derivatives | prepositional phrases with ’ at’ and ’in’, words describing occupations, adjectives with the suffixes-ent, -al, -ly, argue, aspect, beam, commonplace, enable, episode, hand-held phone, mmix, popularity, portable, transport, version, via…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 113-114 | 6B (page 94-95) | Describing occupations  Presenting& practising prepositional phrases and word formation  Discussing holiday destinations and types of holidays  Transferring from spoken to visual information  Expressing preference  Expressing opinion | Passive voice II  Structures making comparisons  & opinions, preferences | reporter, scientist, manager, stylist, politician, linking words/ phrases, adjectives used to describe holidays, backpacking holiday, car rental, giant, option, sit back, tour operator, variety, venue…etc | Student's book, CD-player & CD or IWB & IWB material |
| 24 | 115-116 | 6B (page 96-97) | Writing an essay expressing an opinion:  Living in different places  Studying sample wrtiting  Identifying appropriate  Purpose,content & rubric  Writing topic sentences  Writing your own opinion essay about:  The ideal summer holiday is relaxing on a sunny beach. | Linking words | for instance, i believe, such as, also, finally, what is more, for example in my opinion, especially…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 117-118 | Round-up 6 | Revising the structures, functions and vocabulary presented in module 6 |  |  | Student's book, CD-player & CD or IWB & IWB material |
|  | 119 | Video Module 6 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
|  | 120 | 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 |  |
| 25 | 121 | Project Module 6 | Do project work based on the culture page |  |  | Student’s book |  |
|  | 122 | Extra grammar practice Module 6 | Revise grammar structure of module 6 |  |  | workbook |  |
|  | 123 | Extra Material Module 6 | Revision of vocabulary and structures of module 6 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 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 | 7A (page 102-103) | Talking about language learning  Talking about language teaching methods  Presenting and practising infinitives, adjectives+prepositions  in context | Infinitives and-ing forms | adverbs, words related to learning through the internet, analyse, attend, dedicated, expert, instead, it’s worth, jealous, method, oral, rather, replace, scene…etc | Student's book, CD-player & CD or IWB & IWB material | Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái  Kapcsolódási pontok:  földrajz, állampolgári ismeretek, rajz  Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés, Környezettudatosságra nevelés |
|  | 128-129 | 7A (page 104-105) | Talking about fashion  Expressing interest and surprise  Comprehension check  Answering multiple choice questions  Sentence transformation | Causative form | words related to appearance and fashion, absolutely, dietician, dye, facial, pick out, recommend…etc | Student's book, CD-player & CD or IWB & IWB material |
| 27 | 130-131 | 7A (page 106-107) | Talking about aspects of modern life  Expressing feelings and opinion  Writing a letter to an editor expressing an opinion  Analysing a letter to an editor  Focusing on formal lg.  Making an outline  Writing your own letter:  Helping developing countries | Structures expressing feelings, opinions, arguments  Formal lg. Forms | words related to food, addicted, aid, come up with, compete, consist, drawback, in conclusion, pastime, radical, stock, trend, vending machine, web-cam…etc, to be concerned, to complain, to be offered, staff, government, recent survey, make matters better or worse, lead to, obesity, heart disease…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 132-133 | 7B (page 108-109) | Talking about hig-tech restaurants  Expressing regret, certainty and possibility with referecne to past events | Modal verbs+have+past participle | expressions with ’keep’ and ’hold’, expressions with ’lose’ and ’miss’, expressions with the word ’way’ , come up to, cook, discourage, flight of stairs, handy, rush, scenery, selection, spicy, tap on, touch screen…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 134-135 | 7B (page 110-111) | Presenting& practising madal verbs+ Have + Past Participle  in context  Comparing and making a decision  Responding to an announcement and asking for information | Modal verbs+have+past participle  Must have+V3  Shouldhave+V3….etc  Structures used to argue for & against, making a conclusion or persuasion | must have broken, should have used, can’t have done, couldn’t have lent, amusement, animated film, collage, contribute, entertainment, event, in black and white, regarding, special effects, whereabouts…etc | Student's book, CD-player & CD or IWB & IWB material |
| 28 | 136-137 | 7B (page 112-113) | Writing a semi-formal email  Asking for information concerning an advertisement  Identify purposes, style & register, content and rubric  Analysing sample writing  Making an ouline  Write your own letter: Asking for information about a modern art course | Structures expressing semi- formality | omline magazine, to se an advertisement, as you may know, to be fond of, to take part in an on-line project, i would like to know, another question to be answered, the announce,ment mentions, looking forward to your reply, consider, …etc., | Student's book, CD-player & CD or IWB & IWB material |
|  | 138-139 | Round-up 7 | Revising the structures, functions and vocabulary presented in module 7 |  |  | Student's book, CD-player & CD or IWB & IWB material |
|  | 140 | Video Module 7 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
| 29 | 141 | Extra grammar practice Module 7 | Revise grammar structure of module 7 |  |  | workbook |  |
|  | 142 | Extra Material Module 7 | Revision of vocabulary and structures of module 7 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 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 (page 118-119) | Talking about superstitions  Talking about unreal situations in the past  Expressing regret about something that happened or didn’t happen in the past. | Conditional Sentences Type 3 | phrases/ expressions with ’most’ and ’least’, phrases, aisle, ceremony, curse, explode, fix, gap, match, piece, prevent, superstition, swear, thanksgiving, totally, wish…etc | Student's book, CD-player & CD or IWB & IWB material | Kulcskompetenciák:  kreatív alkotás, matematikai, gondolkodási kompetenciák, kommunikációs kompetenciák, munkavállalói, innovációs és vállalkozói kompetenciák, tanulás kompetenciái, digitális kompetenciák, önkifejezés és kulturális tudatosság kompetenciái  Kapcsolódási pontok:  földrajz, állampolgári ismeretek, történelem, művészettötrténet  Kiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés, Testi és lelki egészség, Felkészülés a felnőtt-lét szerepeire |
|  | 147-148 | 8A (page 120-121) | Talking about weight problems and losing weight  Making wishes  Expressing regret about something that happened or didn’t happen in the past | Wishes and unreal past | idioms, advise, check-up, gain, plus, process, speed up, starve…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 149-150 | 8A (page 122-123) | Discussing problems  Asking for and giving advice  Performing dialogues on the basis of visual prompts  Writing a post on an online advice column  Asking for & giving advice  Analysing sample writings  Making an outline  Write your own letter: giving advice to a boy complaining about his noisy neighbourhood. | Structures to ask for and give advice  Structures indicating geetings, opening & closing paragraphs, sighning off & the boby of the letter | adapt, assure, boost, come round, concerning, grateful, doorbell, peace and quiet, rarely, support, take turns, dear…, to feel upset, iwould say, however, to be rejected, i really want to, ever since, constantly, to accept, i am sorry to hear, firts of all…etc | Student's book, CD-player & CD or IWB & IWB material |
| 31 | 151-152 | 8B (page 124-125) | Discussing telephathy  Twin Minds think alike?  Quessing meanings  Answering multiple choice questions checking reading comprehension  Practising identifying target audiences of text types  Presenting & practising  Lexical sets, words easily confused & prasal verbs | All-Both-Neither-None  Both…and…  Neither…no…  Either…or…  Phrasals expressions | words related to parts of the body, attached, blister, choke, clutch, definitive, field, gasp, heart rate, monitor, psychology, public, rash, reaction…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 153-154 | 8B (page 126-127) | Presenting & practising new vocabulary & grammatical items in context  Completing dialogues  Sentence transformation, word formation  Talking about horoscopes  Discussing novels and expressing preference  Making a decision and justifying it | All-Both-Neither-None  Both…and…  Neither…no…  Either…or…  Stuctures expressing preference,decision& justification  Descriptive adjectives | wishes, nor, woken, only, all, have, lived, had, words used when talking about books, be stranded , break out, civilisation, discovery, dull, escape, gang, go about, historian, horoscope, murder, ranch, timeless, universe, wizard, worthwhile…etc | Student's book, CD-player & CD or IWB & IWB material |
| 32 | 155-156 | 8B (page 128-129) | Writing a book review  Analysing sample writing:  Lord of the Flies by W. Golding  Pharaphrasing  Making an outline  (Introduction, Comments,Conclusion)  Write your own review for your school’s English club magazine about:  The No.1 Ladies Detective Agency | Structures expressing introduction, comments&  conclusion | best seller, written by, to be set, novel, adventure story, mystery, came out in, was published by/in, well written, contains, informative, hard to put down, worth reading, get a copy…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 157-158 | Round-up 8 | Revising the structures, functions and vocabulary presented in module 8 |  |  | Student's book, CD-player & CD or IWB & IWB material |
|  | 159 | Video Module 8 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
|  | 160 | 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 |  |
| 33 | 161 | Project Module 8 | Do project work based on the culture page |  |  | Student’s book |  |
|  | 162 | Extra grammar practice Module 8 | Revise grammar structure of module 8 |  |  | workbook |  |
|  | 163 | Extra Material Module 8 | Revision of vocabulary and structures of module 8 through extra material |  |  | Worksheets (Teacher’s resource CD), CD-player & CD or IWB & IWB material |  |
|  | 164 | Test Module 8 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 165 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
| 34 | 166-167 | 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-year test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
|  | 170 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |