**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 évbeCover Page module 1 | Learn how to use the course book and its componentsIntroduce 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 SimplePresent ProgressiveStative 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 kompetenciáiKapcsolódási pontok:Földrajz, matematikaKiemelt 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 wordsIndirect 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+PrepositionsPast SimpleUsed toBe used toGet 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 SimpleUsed to-be/get used toStructures 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-mailAnalysing a sample e-mailFocusing on format & contentCollecting expressions expressing:Enthusiasm&suggestionsMaking a plan/outlineWriting 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 mistakesIntroduce topic for module 2 |  |  | Corrected tests, Student's book |  |
| 5 | 21-22 | 2A (page 22-23) | Narrating past eventsSequencing past actions and eventsReading 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 ProgressivePast 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 kompetenciákKapcsolódási pontok:Matematika, földrajz, rajz, állampolgári ismeretekKiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés |
|  | 23-24 | 2A (page 24-25) | Defining people, things and placesGiving additional information about people, things and placesAncwering multiple choice guestionsChecking listening & reading comprehension | Relative clausesDefining & non-defining clausesRelative pronouns Who, Which, ThatCollocations 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 personExpressing opinions and feelingsGenerating a discussion about comic book superheroesFocusing on Asterix & ObelixDesperate DanMighty MouseWriting a description of a person Analysing the rubric & the model descriptionCollecting descriptive vocabularyBrainstormingMaking a concise planWrite your own description about a person you admire | Past TensesNarrativesAdjectivesAdverbs 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 comparisonsTalking about heroes and heroic actionsMatching paragraphs with suitable articlesChecking reading comprehensionGenerating discussion about personal experiencesPractising word buildingUsing similes | Adjectives Adverbs of mannerComparisonsSimilesSuffixes | 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 adjectivesadverbs of mannercomparisons in context.Completing a text with adjectivesAnswering multiple choice questuionsFocusing on spelling rulesPronounciation practiceTelling a storyTransferring from visual to verbal informationSequencing past actions and eventsAnswering True or False questions to check listening comprehensionMaking up a story on the basis of visual prompt | Adjectives Adverbs of mannerComparisonsPast TensesNarrativesAdjectivesPhrasal 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 narrativeAnalysing a sample writingFocusing 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 formsLinkersShort 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 mistakesIntroduce 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 .SimplePresent 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 kompetenciákKapcsolódási pontok:földrajz, állampolgári ismeretek, történelemKiemelt 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 adviceExpressing preferenceExpressing emotions | Must-Have to- NeedHad 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 disadvantagesExpressing opinion and preferenceSpeculating & reaching a decisionWriting an informal email giving newsAnalysing sample wrtingIdentifying content of paragraphsMaking an outlineWriting your own letter:Writing to a friend who has recently moved – give all your news | Structures expressing opinions/ ideas/giving reasonsAdjectives describing activitiesSet 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 possibilityMaking 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 textIdentifying meanings in contextPractising words easily confused in contextDeriving Nouns from VerbsTalking about job interviewsDiscussing advantages and disadvantagesComparing qualificationsExpressing 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 letterReading job advertisementsAnalysing a sample textIdentifying contents of paragraphsParaphrasingMaking an outlineWrting 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 mistakesIntroduce topic for module 4 |  |  | Corrected tests, Student's book |  |
| 13 | 61-62 | 4A (page 54-55) | Talking about the futureMaking 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 kompetenciáiKapcsolódási pontok:földrajz, állampolgári ismeretek, rajzKiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés |
|   | 63-64 | 4A (page 56-57) | Referring to conditioons and their resultsTalking about imaginary situationsExpressing 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 disadvantagesExpressing preference and justifyingExpressing opinion, agreement and disagreementMaking suggestionsWriting an emailAnalysing sample wrtitingMaking a plan, suggestionsMaking an outline BrainstormingWrite 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 planMaking 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 wildlifeTalking about size and quantity | NounsArticlesDetermines | 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 :NounsArticlesDeterminersCompleting gapped textsPractising word building exercisesTalking about environmentComparing situationsExpressing opinion and justifying | NounsDefinite & indefinite articlesHow muchHow manyA few a littleA lot of/lots ofStructures 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 articleIdentifying appropriate szyle and rubric, contentStudying announcements in magazinesDeveloping relevant vocabularyWriting your own article from a personal point of viewWhat 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 mistakesIntroduce topic for module 5 |  |  | Corrected tests, Student's book |  |
| 18 | 86-87 | 5A (page 70-71) | Talking about past timeIdentifying meaning in contextFamiliarising meanings of Reporting verbsUsing Past Tenses in context | Past Perfect SimplePast Perfect ProgressiveReporting verbsSuffixesPrefixes | 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 kompetenciáiKapcsolódási pontok:földrajz, állampolgári ismeretek, biológia, rajzKiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés |
|   | 88-89 | 5A (page 72-73) | Reporting statementsTalking about strange events | Reported speech (statements)Sequence of tensesSequencing 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 landmarksDiscussing pros and consExpressing preferenceA description of a placeIdentifying thoughts & ideas in paragraphsFinding meanings in contextAnalysing sample writingMaking an outlineWrting about your favourite landmark | Using relevant tensesAdjectives 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 criminalsReporting questions, commands and requestsIdentifying meanings in context | Reporting questions, commands and requestsDerivatives | 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, requestsSentence transformationAnswering multiple choice Qs Practising new vocabulary in contextTalking about strange eventsAsking about eventsProviding information | Reporting questions, commands and requestsGrammatical features of titles in magazinesNarrationQuestions/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 storyAnalysing a story published in a magazineFocusing on timr sequencesFamiliarising rubric specificationsMaking an outline Writing a story: It was a day Anna would never forget  | Time clausesLinking 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 mistakesIntroduce topic for module 6 |  |  | Corrected tests, Student's book |  |
| 22 | 105-106 | 6A (page 86-87) | Talking about travellingEmphasising actions rather than agentsCompleting paragraphs with missing sentencesGuessing meanings in contextPractising 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 kompetenciákKapcsolódási pontok:földrajz, állampolgári ismeretek, háztartástan, rajzKiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés, Környezettudatosságra nevelés |
|   | 107-108 | 6A (page 88-89) | Carrying out hotel transactionsExpressing reason, concession and purposeTalking about hotel accommodationChecking listening comprehension / Answering questions | Clauses of reasonClauses of concessionClauses of purposeCompoundsLinking 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 travelDiscussing means of transportDiscussing advantages and disadvantagesExpressing preferenceWriting a paragraph expressing opinionIdentifying different opinions-agree/disagreeConsidering advantages/disadvantagesMaking an outlineWriting a paragraph expressing your opinion about: Owning a car is no longer a luxury but a necessity.  | Structures expressing preferences & comparisonsStructures 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 fictionEmphasising actions rather than agentsMatcing headings with paragraphsAnswering multiple choice questions | Passive voice IISuffixesDerivatives | 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 occupationsPresenting& practising prepositional phrases and word formationDiscussing holiday destinations and types of holidaysTransferring from spoken to visual informationExpressing preferenceExpressing opinion | Passive voice IIStructures 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 placesStudying sample wrtitingIdentifying appropriatePurpose,content & rubricWriting topic sentencesWriting 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 mistakesIntroduce topic for module 7 |  |  | Corrected tests, Student's book |  |
| 26 | 126-127 | 7A (page 102-103) | Talking about language learningTalking about language teaching methodsPresenting and practising infinitives, adjectives+prepositionsin 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 kompetenciáiKapcsolódási pontok:földrajz, állampolgári ismeretek, rajzKiemelt nevelési feladatok: Énkép, önismeret, hon- és népismeret, Gazdasági nevelés, Környezettudatosságra nevelés |
|   | 128-129 | 7A (page 104-105) | Talking about fashionExpressing interest and surpriseComprehension checkAnswering multiple choice questionsSentence 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 lifeExpressing feelings and opinionWriting a letter to an editor expressing an opinionAnalysing a letter to an editor Focusing on formal lg.Making an outline Writing your own letter:Helping developing countries | Structures expressing feelings, opinions, argumentsFormal 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 restaurantsExpressing 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 Participlein contextComparing and making a decisionResponding to an announcement and asking for information | Modal verbs+have+past participleMust have+V3Shouldhave+V3….etcStructures 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 emailAsking for information concerning an advertisementIdentify purposes, style & register, content and rubricAnalysing sample writingMaking an oulineWrite 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 mistakesIntroduce topic for module 8 |  |  | Corrected tests, Student's book |  |
| 30 | 145-146 | 8A (page 118-119) | Talking about superstitionsTalking about unreal situations in the pastExpressing 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 kompetenciáiKapcsolódási pontok:földrajz, állampolgári ismeretek, történelem, művészettötrténetKiemelt 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 wishesExpressing 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 problemsAsking for and giving advicePerforming dialogues on the basis of visual promptsWriting a post on an online advice columnAsking for & giving adviceAnalysing sample writingsMaking an outlineWrite your own letter: giving advice to a boy complaining about his noisy neighbourhood. | Structures to ask for and give adviceStructures 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 telephathyTwin Minds think alike?Quessing meaningsAnswering multiple choice questions checking reading comprehensionPractising identifying target audiences of text typesPresenting & practisingLexical sets, words easily confused & prasal verbs | All-Both-Neither-NoneBoth…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 contextCompleting dialogues Sentence transformation, word formationTalking about horoscopesDiscussing novels and expressing preferenceMaking a decision and justifying it | All-Both-Neither-NoneBoth…and…Neither…no…Either…or…Stuctures expressing preference,decision& justificationDescriptive 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 reviewAnalysing sample writing:Lord of the Flies by W. GoldingPharaphrasingMaking 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 |  |  |  |  |