**JAVASOLT TANMENET**

a tankönyv és a munkafüzet párhuzamos felhasználásával

**heti 5 óra**

**mm**publications

**Traveller Plus Pre-intermediate**

|  |  |  |  |  |  |  |  |
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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  Cover Page Module 1 | Learn how to use the course book and its components  Introduce topic module 1 |  |  | Student's book, CD-player & CD or IWB & IWB material |  |
|  | 2-3 | 1A | Using informal lg. when talking on the phone.  Distinguishing betweem permanent and temporary situations.  Making plans for the day.  Accepting and refusing an invitation. | Present Simple  vs. Present  Progressive | agree, at the time, at least, awful, charity, fancy,  switch, trendy, tunnel  Got to go, Hold on, How could I say no, How ’s it going? I can’t make it. I suppose, I have other plans… | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:  énkép, önismeret,  felkészülés a felnőttlét szerepeire, hon- és népismeret, egyetemes kultúra  *Egyéb kulcskompetenciák*:  hatékony, önálló tanulás, digitális kompetencia kezdeményezőképesség  *Kapcsolódási pontok*:  informatika, társadalomismeret, médiaismeret |
|  | 4-5 | 1B | Talking about past events.  Talking about past habits talking about different ways of communications | Past Simlple  vs. Used to | Words related to communication  album, allow, appear, at the beginning, century, click, immediately, online, promise, recently, seem, take time… | Student's book, CD-player & CD or IWB & IWB material |
| 2 | 6-7 | 1C | Expressing likes &  dislikes.  Talking about routines&free time activities.  Presenting oneself. | Prepositions of time | Phrases describing likes  and dislikes  Vocab. related to TV programmes and pastimes  be over, expences, improve, look for, miss, rarely, share…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 8-9 | 1D | Talking about quantities  Talking about famous people | Quantifiers | adopt, affect, award, beat, bright, especially, future, however, passion, screen,  poverty, well-known  be aware of, be behind the wheel, be fit, be in a position to, play a role | Student's book, CD-player & CD or IWB & IWB material |
| 3 | 10-11 | 1E | Talking about friends & friendship  Describing people’s personality | Adjectives I. | Adjectives describing personalities  What does she look like?  vs.  What is she like?  ability, argue, assignment, college, fun to be with, get along, ideal, quality, reason, tell the truth…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 12 | Video Module 1 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
|  | 13-14 | Round-up 1 | Revision of vocabulary and structures of module 1  Self-assessment |  |  | SB |  |
|  | 15 | Culture page Module 1 | Introduce various aspects of the culture of the English-speaking world |  |  | Student's book, CD-player & CD or IWB & IWB material | *Egyéb kulcskompetenciák:*  Digitális kompetencia  *Kiemelt fejlesztési feladatok:* egyetemes kultúra  *Kapcsolódási pontok*: médiaismeret, irodalom  *A differenciálás színterei:* egyéni fejlesztés, feladattípusok |
| 4 | 16 | Project Module 1 | Do project work based on the culture page |  |  | Student’s book |  |
|  | 17-18 | Extra grammar practice Module 1 | Revise grammar structure of module 1 |  |  | workbook |  |
|  | 19 | 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 |  |
|  | 20 | Test Module 1 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 5 | 21 | 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 |  |
|  | 22-23 | 2A | Narrating past events.  Describing one’s feeling? | Past Progressive  tense | Adjectives ending in  ’-ed’, and ’–ing’.  Words expressing activities  actually, area, bark, effort, hill, journey, muddy, top, wet…etc. | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:  énkép, önismeret, tanulás tanítása, testi-lelki egészség, környezettudatosság,  népismeret  *Egyéb kulcskompetenciák*:  hatékony, önálló tanulás, digitális kompetencia  *Kapcsolódási pontok*:  civilizáció informatika, társadalomismeret, egészségtan |
|  | 24-25 | 2B | Talking about unusual food and what it is like.  Narrating past experiences.  Understanding time sequencces. | Past Simple  vs. Past Progressive  Time clause  (when, while, as, as soon as) | Adjectives describing food  according to, afraid of, air, blood, cage, dizzy, entire, knife, market, medicine, response…etc. | Student's book, CD-player & CD or IWB & IWB material |
| 6 | 26-27 | 2C | Narrating a story and past experiences. | Adverbs and adverbials | All of a sudden, amazingly, in the end, to my surprise…etc.  bee, believe it or not, break into, burglar,  doorbell, faint, freeze, hide, kill, ring, swarm, sting, thank, upset, van…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 28-29 | 2D | Linking past & present time  Talking about travel adventures | Past Perfect Simple  Time expressions referring to Past Perfect Simple  Present Perfect Simple  vs. Past simple | Words/phrases related to weather conditions.  Words related to nature.  alive, at the same time, be prepared, common, condizion, explore, extreme, light, locals, loose, pass, severe, sunburn, warning…etc. | Student's book, CD-player & CD or IWB & IWB material |
| 7 | 30-31 | 2E | Talking about the duration of an action.  Giving news. | Present Perfect Simple (for, since, yet,  already) | Set phrases for letters &  e-mails.  abroad, accept, accomodation,  arrange, foreign, lyrics, make plans, stressed, take a course…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 32 | Video Module 2 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
|  | 33-34 | Round-up 2 | Revision of vocabulary and structures of module 2  Self-assessment |  |  | SB |  |
|  | 35 | CLIL Module 2 | Give a sense of how English and cross-curricular subjects fit together |  |  | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat:* népismeret, egyetemes kultúra  *Egyéb kulcskompetenciák:*  Digitális kompetencia, természettudományos kompetencia  *Kapcsolódási pontok:* földrajz, történelem, civilizáció |
| 8 | 36 | Song Module 2 | Revise and consolidate stuctures, functions and vocabulary through a song |  |  |  |  |
|  | 37 | Project Module 2 | Do project work based on the CLIL lesson |  |  | Student’s book |  |
|  | 38-39 | Extra grammar practice Module 2 | Revise grammar structure of module 2 |  |  | workbook |  |
|  | 40 | 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 |  |
| 9 | 41 | Test Module 2 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 42 | 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 |  |
|  | 43-44 | 3A | Expressing ability. Making request.  Asking for permission. | Can  Could  May  Be able to | Words/Phrases related to travelling by plane.  as soon as possible, at last, bring, clerk, explain, go way, lost, mix up, stuff | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:  énkép,  önismeret, hon- és népismeret,  egyetemes kultúra,  felkészülés a felnőttlét szerepeire, környezettudatosságra nevelés  *Egyéb kulcskompetenciák*:  természettudományos kompetencia, digitális kompetencia *Kapcsolódási pontok*:  informatika, földrajz, történelem, civilizáció, környezetismeret |
| 10 | 45-46 | 3B | Expressing obligation and lack of obligation.  Expressing prohibiton | Have to  Don’t have to  Must  Mustn’t  Need to  Don’t need to  Needn’t | basic skills, be allowed to, cave, deep, discussion, equipment, first-aid kit, helmet, physically fit, prepare, safety, waterproof…etc. | Student's book, CD-player & CD or IWB & IWB material |
|  | 47-48 | 3C | Asking for and giving information about different types of accomodation | Indirect questions | Words/Phrases related to different types of accomodation, close, cost,  daily, hire, pay, plan, pulbic transport | Student's book, CD-player & CD or IWB & IWB material |
|  | 49-50 | 3D | Talking about the natural beauty of a place.  Making a comparissons. | Comparisons | geographical features, capital, chilli peppers, colourful, garlic, impressive, panda, protection, scenery, statue, temple, zoo | Student's book, CD-player & CD or IWB & IWB material |
| 11 | 51-52 | 3E | Making decisions and justifying them.  Describing a place. | Adjectives | adjectives describing places, attract, church, countryside, full of, souvenir, such as, tour guide, tourist, variety | Student's book, CD-player & CD or IWB & IWB material |
|  | 53 | Video Module 3 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
|  | 54-55 | Round-up 3 | Revision of vocabulary and structures of module 3  Self-assessment |  |  | SB |  |
| 12 | 56 | 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 | *Kiemelt fejlesztési feladat:* népismeret, egyetemes kultúra, európai azonosságtudat  *Egyéb kulcskompetenciák:*  Digitális kompetencia, természettudományos kompetencia  *Kapcsolódási pontok:* földrajz, történelem, civilizáció |
|  | 57 | Project Module 3 | Do project work based on the culture page |  |  | Student’s book |  |
|  | 58-59 | Extra grammar practice Module 3 | Revise grammar structure of module 3 |  |  | workbook |  |
|  | 60 | 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 |  |
| 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 | Talking about the future.  Making promises, on-the - spot decisions and request.  Discussing buying things and prices | Future ’ will’  Time clauses | words/phrases related to money, conversational English, bookend, deliver, digital photo frame, exhibition, expert, fit, image, pocket, powerful, vase | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:  énkép, önismeret, hon- és népismeret, egyetemes kultúra, felkészülés a felnőttlét szerepeire  *Egyéb kulcskompetenciák*:  esztétikai, művészeti tudatosság, digitális kompetencia  *Kapcsolódási pontok*:  művészeti ismeretek, civilizáció, médiaismeret, környezetismeret, háztartástan, informatika, technikai ismeretek |
| 14 | 65-66 | 4B | Talking about the future.  Making predictions about the future.  Expressing obligation and ability in the future. | ’Will’ for predictions  Will have to  Will be able to | expressions with ’ make’, correct, disappointed, exist, get tired of, major, on average, ridiculous, technology, total, worried about …etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 67-68 | 4C | Using abbreviations.  Writting notes and SMS messages | Too  Enough | cancel, instead, out of order, paper, run late, stuck | Student's book, CD-player & CD or IWB & IWB material |
|  | 69-70 | 4D | Definding people and things and giving information about them | Relative pronouns  Who  Which  That  Relative adverbs  Where | words/phrases related to gadgets and technology, come with, create, dust, energy, environmentally friendly, handy, in seconds, luxury, own, solar…etc | Student's book, CD-player & CD or IWB & IWB material |
| 15 | 71-72 | 4E | Talking about gadgets.  Talking about the positive and negative aspects of an issue.  Listing points.  Agreeing/Disagreeing.  Expressing opinion | Adjectives | adjectives, expressions with ’do’ , linking words and phrases, adult, cause, damage, delete, destroy, disagree, invention, socialise | 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 | CLIL Module 4 | Give a sense of how English and cross-curricular subjects fit together |  |  | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat:* népismeret, egyetemes kultúra, környezettudatosság  *Egyéb kulcskompetenciák:* idegennyelvi kommunikáció  Digitális kompetencia, természettudományos kompetencia, esztétikai-művészeti tudatosság  *Kapcsolódási pontok:* földrajz, történelem, természettudományok, társadalomismeret |
|  | 77 | Song Module 4 | Revise and consolidate stuctures, functions and vocabulary through a song |  |  |  |  |
|  | 78 | Project Module 4 | Do project work based on the CLIL lesson |  |  | Student’s book |  |
|  | 79-80 | Extra grammar practice Module 4 | Revise grammar structure of module 4 |  |  | workbook |  |
| 17 | 81 | 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 |  |
|  | 82 | Test Module 4 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 83 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
| 18 | 84-88 | 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) |  |
|  | 89 | Mid-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 90 | 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 |  |
| 19 | 91-92 | 5A | Learning how to make doctor’s appointment  Talking about medical problems | Infinitives | words/phrases related to medical problems, phrasal verbs: , booked up, get over, hang on, lie down, run out of, take away, available, convenient, fluid, get rest, make an appointment, schedule | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:  énkép, önismeret, felkészülés a felnőttlét szerepeire, testi-lelki egészség, egyetemes kultúra, népismeret, aktív állampolgárságra nevelés  *Egyéb kulcskompetenciák*:  szociális és állampolgári kompetencia, digitális kompetencia, természettudományos kompetencia  *Kapcsolódási pontok*:  biológia informatika, környezetismeret, egészségtan, civilizáció |
|  | 93-94 | 5B | Reacting in an emergency situation | ’ - ing’ forms | prepositional phrases with ’in’: in a hurry. in common, in danger, in fact, a number of, bell, crew, development, gun, location, signal, stand for, upside down…etc | Student's book, CD-player & CD or IWB & IWB material |
| 20 | 95-96 | 5C | Talking about emotional problems.  Asking for and giving advice | Should  Had better | words and phrases related to emotional problems, anxiously waiting, audience, fellow student, focus on, physical activity, presentation, sweat, tip, vitamin | Student's book, CD-player & CD or IWB & IWB material |
|  | 97-98 | 5D | Giving an account of an event | Passive voice  Present Simple  Past Simple | words/phrases related to accidents and emergencies, a flock of, brake, completely, expect, fence, missing, opposite direction, pull, sheep, surround, tracks, within minutes | Student's book, CD-player & CD or IWB & IWB material |
|  | 99-100 | 5E | Narrating annoying, embarrassing, funny experiences.  Sequencing events. | Idioms | idioms: , drive sb up the wall, get on sb’s nerves, go red as a beetroot, make a fool of oneself…etc, almost, apologise, bump into, furious, grab, lamp post, sip, spill, turn off, whisper…etc | Student's book, CD-player & CD or IWB & IWB material |
| 21 | 101 | Video Module 5 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
|  | 102-103 | Round-up 5 | Revision of vocabulary and structures of module 5  Self-assessment |  |  | SB |  |
|  | 104 | 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 | *Kiemelt fejlesztési feladat:* népismeret, aktív állampolgárságra nevelés, felkészülés a felnőttlét szerepeire  *Egyéb kulcskompetenciák:*  Digitális kompetencia, szociális és állampolgári kompetencia, kezdeményezőképesség és vállalkozói kompetencia  *Kapcsolódási pontok:* civilizáció, állampolgári- és társadalomismeretek |
|  | 105 | Project Module 5 | Do project work based on the culture page |  |  | Student’s book |  |
| 22 | 106-107 | Extra grammar practice Module 5 | Revise grammar structure of module 5 |  |  | workbook |  |
|  | 108 | 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 |  |
|  | 109 | Test Module 5 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 110 | 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 |  |
| 23 | 111-112 | 6A | Expressing possibility in the present and future.  Talking about sports. | May  Might  Could | words/phrases related to sports, conversational english, monotonous, normal, scissors, stop sb from doing sth, wrist | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:  énkép, önismeret, tanulás tanítása, testi-lelki egészség, egyetemes kultúra, népismeret  *Egyéb kulcskompetenciák*:  hatékony, önálló tanulás, esztétikai, művészeti tudatosság  *Kapcsolódási pontok*:  földrajz, társadalomismeret, médiaismeret,  művészeti ismeretek, színház- és filmtörténet,  testnevelés, sport, ének-zene, irodalom. |
|  | 113-114 | 6B | Talking about conditions and their results.Talking about an extreme sports holiday. | Conditional Sentences Type 1 | alternatively, aquarium, change one’s mind, check into, discount, in advance, on offer, participant, ruins, speedboat, the rest of, travel agent…etc | Student's book, CD-player & CD or IWB & IWB material |
| 24 | 115-116 | 6C | Talking about different places of entertainment.  Expressing agreement/disagreement.  Expressing preferences. | So  Neither  Too  either | acting, applaud, atmosphere, backstage, costume, drama club, put on a performance, rehearse, special effects , stage, success, theme park | Student's book, CD-player & CD or IWB & IWB material |
|  | 117-118 | 6D | Talking about shows | Present Perfect Progressive | phrasal verbs: bring back, cheer on, come across, sell out…etc, amaze, artistic, court, depend on, disappoint, imaginary, original, responsible, senior citizen, tale…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 119-120 | 6E | Talking about films.  Expressing opinion. | Adjectives  Revising tenses | words/phrases related to films and cinema, based on, biography, death, excellent, murder, take revenge, violent…etc, | Student's book, CD-player & CD or IWB & IWB material |
| 25 | 121 | Video Module 6 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
|  | 122-123 | Round-up 6 | Revision of vocabulary and structures of module 6  Self-assessment |  |  | SB |  |
|  | 124 | CLIL Module 6 | Give a sense of how English and cross-curricular subjects fit together |  |  | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat:* népismeret, egyetemes kultúra  *Egyéb kulcskompetenciák:* idegennyelvi kommunikáció  Digitális kompetencia, Esztétikai, művészeti tudatosság  *Kapcsolódási pontok:* ének-zene, történelem, civilizáció |
|  | 125 | Song Module 6 | Revise and consolidate stuctures, functions and vocabulary through a song |  |  |  |  |
| 26 | 126 | Project Module 6 | Do project work based on the CLIL lesson |  |  | Student’s book |  |
|  | 127-128 | Extra grammar practice Module 6 | Revise grammar structure of module 6 |  |  | workbook |  |
|  | 129 | 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 |  |
|  | 130 | Test Module 6 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 27 | 131 | 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 |  |
|  | 132-133 | 7A | Carrying out bank transactions.  Expressing interest and surprise.  Asking for confirmation. | Negative Questions  Question Tags | words/phrases related to money transactions, brochure, customer, delivery, envelope, hesitate, latest, swallow, various..etc, , | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:  énkép, önismeret, felkészülés a felnőttlét szerepeire, tanulás tanítása, gazdasági nevelés  *Egyéb kulcskompetenciák*:  idegennyelvi kommunikáció, matematikai kompetencia,  hatékony, önálló tanulás,  szociális és állampolgári kompetencia digitális kompetencia, kezdeményező képesség  *Kapcsolódási pontok*:  matematika, informatika, technika, kommunikációs ismeretek |
|  | 134-135 | 7B | Talking about work and workplaces.  Expressing result.  Making exclamations. | Exclamatory sentences.  Clauses of result | words related to work., advertise, annual, car wash, criticise, dry-cleaner’s, outing, serve, study, treat, white-water rafting, yoga…etc | Student's book, CD-player & CD or IWB & IWB material |
| 28 | 136-137 | 7C | Interviewing and being interviewed for a job.  Talking about your studies, qualifications and work experience. | Reflexive pronouns | words related to qualifications, applicant, apply for, assistant, available upon request, to be in charge of, culture, cv, date of birth, interests, manager, overtime, reference, | Student's book, CD-player & CD or IWB & IWB material |
|  | 138-139 | 7D | Talking about bad job experiences.  Sequencing past actions and events. | Past Perfect Simple | jobs: , builder, cameraman, lifeguard, painter, paramedic, plumber, rescue squad, zookeeper, altogether, by the time, chase, complaint, disgusting, exhausting, in general, involve, piece, remind, unpleasant, | Student's book, CD-player & CD or IWB & IWB material |
| 29 | 140-141 | 7E | Asking for and giving information about training courses. | Questinons and questions words  Word order | as for…, attend, career, certificate, complete, cookery course, fee, practical work, well-organised…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 142 | Video Module 7 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
|  | 143-144 | Round-up 7 | Revision of vocabulary and structures of module 7  Self-assessment |  |  | SB |  |
|  | 145 | 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 | *Kiemelt fejlesztési feladat:* népismeret, egyetemes kultúra, gazdasági nevelés  *Egyéb kulcskompetenciák:* idegennyelvi kommunikáció  Digitális kompetencia, Matematikai kompetencia, Kezdeményezőképesség és vállalkozói kompetencia  *Kapcsolódási pontok:* matematika, földrajz, történelem, civilizáció |
| 30 | 146 | Project Module 7 | Do project work based on the culture page |  |  | Student’s book |  |
|  | 147-148 | Extra grammar practice Module 7 | Revise grammar structure of module 7 |  |  | workbook |  |
|  | 149 | 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 |  |
|  | 150 | Test Module 7 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
| 31 | 151 | 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 |  |
|  | 152-153 | 8A | Talking about music preferences.  Reporting. | Reported Speech  Statements | words/phrases related to music industry, for ages, get a hold of sth, it’s wicked, professional | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat*:  énkép,  önismeret, felkészülés a felnőttlét szerepeire, tanulás tanítása, hon- és népismeret, egyetemes kultúra  *Egyéb kulcskompetenciák*:  idegennyelvi kommunikáció, hatékony, önálló tanulás,  művészeti tudatosság, digitális kompetencia, kezdeményezőképesség, matematikai kompetencia  *Kapcsolódási pontok*:  matematika,  társadalomismeret ének-zene, művészeti ismeretek földrajz, informatika |
|  | 154-155 | 8B | Talking about customs from different countries.  Reporting | Reported Speech  Questions  Commands  Request | a short while, cheek, cheerfully, clear up, finger, halfway through, interrupt, misunderstand, occur, shake hands, skin, uncomfortable….etc | Student's book, CD-player & CD or IWB & IWB material |
| 32 | 156-157 | 8C | Talking about food and quantities.  Giving and following instructions. | Quantities  Quantifiers  Imperatives  Giving instructions | words related to cooking and kitchen utensils, a couple of, aluminium foil, cocoa powder, crumb, ingredients, layer, recipe, tin…etc | Student's book, CD-player & CD or IWB & IWB material |
|  | 158-159 | 8D | Differentiating between British and American English words.  Talking about imaginary situations.  Making wishes | Conditional Sentences Type 2  Wishes | apporach, arrow, bush, coward, on one’s trail, prey, rifle, several, shaved, steal, tribe, warrior, wounded…etc, , , , , , , , | Student's book, CD-player & CD or IWB & IWB material |
| 33 | 160-161 | 8E | Talking about events/festivals/celebrations.  Invitations.  Accepting or refusing an invitation and making arrangements or excuses. | Making suggestions.  Expressing opinions.  Polite request. | words and phrases related to weddings, celebrations, congratulations, exotic, festival, formal, put sb up, subway, town hall, tradition | Student's book, CD-player & CD or IWB & IWB material |
|  | 162 | Video Module 8 | Watch and understand a video |  |  | IWB & IWB material, Student’s book |  |
|  | 163-164 | Round-up 8 | Revision of vocabulary and structures of module 8  Self-assessment |  |  | SB |  |
|  | 165 | CLIL Module 8 | Give a sense of how English and cross-curricular subjects fit together |  |  | Student's book, CD-player & CD or IWB & IWB material | *Kiemelt fejlesztési feladat:* egyetemes kultúra  *Egyéb kulcskompetenciák:* idegennyelvi kommunikáció  Digitális kompetencia, esztétikai és művészettudatosság  *Kapcsolódási pontok:* civilizáció, művészeti ismeretek |
| 34 | 166 | Song Module 8 | Revise and consolidate stuctures, functions and vocabulary through a song |  |  |  |  |
|  | 167 | Project Module 8 | Do project work based on the CLIL lesson |  |  | Student’s book |  |
|  | 168-169 | Extra grammar practice Module 8 | Revise grammar structure of module 8 |  |  | workbook |  |
|  | 170 | 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 |  |
| 35 | 171 | Test Module 8 | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 172 | Correction of module test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
| 36 | 173-177 | 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) |  |
|  | 178 | End-of-term test | Evaluate students' progress |  |  | Tests (Teacher's resource CD) |  |
|  | 179 | Correction of End-of-term test | Allow students to learn from own mistakes |  |  | Corrected tests |  |
|  | 180 | End-of-year evaluation | Evaluate results over the year |  |  |  |  |