

«Бекітемін»

Мектеп директоры:

 А.А.А.

«01» 08 2022ж

«Келісемін»

Оқу ісін орынбасары:

 М.А.А.

«01» 08 2022ж

ӘБ отырысында қаралды:

Хаттама № 1

 А.А.А.

«01» 08 2022ж

Ағылшын тілі

«Тілектес» жалпы орта білім беретін мектебі

Күнтізбелік тақырыптық жоспар

3 сынып

Пән мұғалімі: Е.Махан

2022-2023 оқу жылы

Calendar Thematic Plan for grade 3
within the framework of updating the secondary education content
2022 - 2023 academic year

Nº	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
1st term 19 hours						
1	Unit 1: Animals (9 hours)	Animal types	3.1.5.1- distinguish between phonemically distinct words; 3.2.1.1- make basic statements which provide personal information on a limited range of general topics; 3.5.5.1- use interrogative pronouns including: which, what, where, whose, how many, what kind of ... on a limited range of familiar topics; 3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; 3.5.14.2- use prepositions of time: on, in, at to talk about days and times and no preposition last week etc.	1	05.09	
2		Animal types		1	07	
3		Body parts	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.2.1.1- make basic statements which provide personal information on a limited range of general topics; 3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences	1	12	
4		Body parts		1	14	
5		Animal Song and Dance	3.1.2.1- understand a limited range of short supported questions which ask for personal information; 3.1.9.1- recognise short basic words that are spelt out; 3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.5.4.1- use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics; 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now	1	19	
6		Craft project	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.2.6.1- take turn when speaking with others in a limited range of short, basic exchanges	1	21	
7		Unit Revision SA 1		1	26	

8	Unit 2: Light & Dark (10 hours)	Light & Dark	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.2.4.1- respond to questions on a limited range of general and some curricular topics; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues	1	21	
9		Day & Night		1	03/10	
10		Day & Night		1	05	
11		Sources of light	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.2.3.1- make basic statements which provide personal information on a limited range of general topics; 3.3.3.1- begin to read with reading and visual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics;	1	10	
12		Sources of light	3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons; 3.5.13.1- use can to make requests and ask permission; 3.5.13.2- use must/ mustn't / have to to talk about obligation	1	12	
13		Out at night SA2	3.1.5.1- distinguish between phonemically distinct words; 3.1.8.1- understand short, narratives on a limited range of general and some curricular topics; 3.2.3.1- give short, basic description of people and objects; 3.2.3.2- begin to describe past experiences on a limited range of general and some curricular topics;	1	17	
14		Out at night	3.2.6.1- make turns when speaking with others in a limited range of short, basic exchanges; 3.4.5.1- link with support words or phrases using basic coordinating conjunctions; 3.4.7.1- spell a growing number of familiar high-frequency words accurately during guided writing activities		19	
15		Summative control work for the 1 st term		1	29	200
16		Unit revision		1	26	

2nd term 13 hours

17	Unit 3: Time (7 hours)	Times of my day	3.1.5.1- understand short narratives on a limited range of general and some curricular topics; 3.2.1.1- make basic statements which provide personal information on a limited range of general topics; 3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.5.2.1- use cardinal numbers 1-100 to count and ordinal numbers 1-10; 3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; 3.5.14.2- use prepositions of time: on, in, at to talk about days and times and no preposition last week	1	07/11	
18		Times of my day		1	09	
19		Days of the week	3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics; 3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges; 3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences; 3.4.6.1- use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities; 3.5.2.1- use cardinal numbers 1-100 to count and ordinal numbers 1-10; 3.5.9.1- use common present simple forms (positive, negative, question) and contractions to talk about what you want and like, habits and facts, simple future timetabled events; 3.5.12.1- use me, too and I don't to give short answers	1	14	
20		Days of the week		1	16	
21		At the right time	3.1.7.3- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.1.8.1- understand short narratives on a limited range of general and some curricular topics; 3.1.9.1- recognise short basic words that are spelt out; 3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges;	1	21	
22		At the right time		1	23	
23		Unit revision SA 1	3.3.3.1- begin to read with remaining and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics; 3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.5.2.1- use cardinal numbers 1-100 to count and ordinal numbers 1-10; 3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are;	1	28	

24	Unit 4: Building 8 (7 hours)	Four walls	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.1.6.3- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.2.3.1- give short, basic description of people and objects; 3.2.3.2- begin to describe past experiences on a limited range of general and some curricular topics; 3.3.4.1- use with some support a simple picture dictionary; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.5.13.1- use has got / have got - there is / are statement and question forms including short answers and contractions.			
25		Four walls		1	05.12	
26		Our town	3.5.11.1- spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.1.1- use singular nouns, plural nouns - including some common irregular plural forms;	1	07	
27		Our town	3.5.1.2- use possessive forms 's' with proper names and nouns to talk about ownership; 3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives (comparative form) to make comparisons;	1	12	
28		Our town	3.5.9.1- use common present single form (positive, negative, question) and contractions to talk about what you want and like, habits and facts, simple future timetabled events; 3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; 3.5.14.2- use prepositions of time: on, in, at to talk about days and times and no preposition last week etc.	1	14	
29		Around the house	3.1.4.1- understand a limited range of short supported questions on general and some curricular;	1	19	
30		Around the house SA 2	3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics; 3.3.3.1- begin to read with retelling and visual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics;	1	21	
31		Summative control work for the 2nd term	3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.4.2.1- write with support short basic sentences with appropriate spaces between words; 3.5.4.1- use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics.	1	26	
32		Unit revision		1	28	

43	Unit 6: Explore rs & Inventor s (10 hours)	Exploring space	3.1.2.1- understand a limited range of short supported questions which ask for personal information; 1.2.4.1- retell very short, basic stories and events on a limited range of general and some curricular topics; 1.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 1.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 1.4.2.1- write words and phrases of regular size and shape; 1.5.3.1- use common present simple forms (positive, negative, question) and contractions to talk about what you want and like, habits and facts, simple future (timetabled events); use common past simple forms to describe actions	1	13		
44		Exploring space		1	15		
45		Marco Polo	1.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 1.2.3.1- give short, basic description of people and objects; begin to describe past experiences on a limited range of general and some curricular topics; 1.2.4.1- respond to questions on a limited range of general and some curricular topics; 1.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 1.4.2.1- write words and phrases of regular size and shape; 1.4.3.1- write short phrases to identify people, places and objects;	1	20		
46		Marco Polo		1	22		
47		Bright Ideas	1.1.3.1- recognise short basic words that are spelled out; 1.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics; 1.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; 1.5.3.2- use simple one-syllable and some two-syllable adjectives (comparative form) to make comparisons; 1.5.6.1- use demonstrative pronouns this, those, that, those in open and closed questions;	1	27		
48		Bright Ideas		1	01.03		
49		Inventions in Kazakhstan SA 2	3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 1.1.8.1- understand short narratives on a limited range of general and some curricular topics; 1.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics; 1.4.5.1- talk with support words or phrases using basic coordinating connectors	1	06		
50		Inventions in Kazakhstan		1	08		
51		Summative control work for the 3 rd term		1	13		
52		Unit revision		1	15.03		

4 th term 19 hours						
54	Unit 7: Water, water everywhere (10 hours)	Water, water everywhere	3.2.3.1- pronounce familiar words and short phrases intelligibly when reading aloud; 3.3.1.1- recognise, identify and attend with support a limited range of familiar words in simple sentences; 3.3.2.1- read and follow with limited support familiar instructions for classroom activities	1	27.03-	
55		Rain, rain		1	29	
56		Rain, rain		1	03.04	
57		By the sea	3.1.4.1- understand a limited range of short supported questions on general and some curricular;	1	05	
58		By the sea	3.1.5.1- distinguish between phonemically distinct words; 3.3.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities;	1	10	
59		By the sea	3.3.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now.	1	12	
60		A beach story	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.3.2.1- read and follow with limited support familiar instructions for classroom activities; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues;	1	17	
61		A beach story	3.3.6.1- understand with considerable support some specific information and detail in short simple texts on a limited range of general and some curricular topics;	1	19	
62		A beach story Summative assessment for the unit «Water, water everywhere»	3.4.8.1- include appropriate use of a full stop during guided writing of short, familiar sentences	1	24	
63		Unit revision		1	26	
64	Unit 8: Having fun (10 hours)	Fun places. 2 Fun places. 1 (01.05)	3.1.7.2- use contextual clues to predict content in short, supported texts on a limited range of general and some curricular topics; 3.2.8.1- recount very short, basic stories and events on a limited range of general and some curricular topics; 3.3.3.1- begin to read with decoding and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics; 3.3.6.1- understand with considerable support some specific information and detail in short,	1	03.05	01.05



КЕЛІСЕМІН:
Оқу ісін меңгерушісі:
М. Аймырзаева 
"26" сәуі 2022 ж.

ҚАРАЛДЫ:
ӘБ жетекшісі: 
А. Отшинова
"26" сәуі 2022 ж.

«Тілектес» жалпы орта білім беретін мектебі КММ

КҮНТІЗБЕЛІК-ТАҚЫРЫПТЫҚ ЖОСПАРЫ

Пән: Ағылшын тілі
Мұғалім: Махан Ермат
Сынып: 4

2022 -2023 оқу жылы

*Calendar Thematic Plan for grade 4
within the framework of updating the secondary education content
2022-2023 academic year*

No	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
1st term 17 hours						
1	Unit 1: Kazakhstan in the World of Sport (7 hours)	Children's games 1	4.1.2 understand an increasing range of questions which ask for personal information 4.UT.12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner: e.g. well, badly, use commonly manner adverbs to describe actions: e.g. slowly, quietly 4.UE14 use prepositions of location: position and direction of: behind, between, in, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time: on, in, at, before, after / use with/without to indicate accompaniment 4.UE14 use prepositions of time: on, in, at, before, after / use with/without to indicate accompaniment	1	01.09	
2		Children's games 2	4.1.2 understand an increasing range of questions which ask for personal information 4.UT.12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner: e.g. well, badly, use commonly manner adverbs to describe actions: e.g. slowly, quietly 4.UE14 use prepositions of location: position and direction of: behind, between, in, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time: on, in, at, before, after / use with/without to indicate accompaniment	1	05.09	
3		Children's games 2	4.S4 respond to questions on an increasing range of general and some curricular topics 4.R2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.W4 write with support a sequence short sentences in a paragraph to give basic personal information 4.UE5 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of ... to ask questions on growing range of familiar topics	1	08.09	
4	Unit 2: Olympic Games (7 hours)	Olympic Games	4.1.4 understand an increasing range of short supported questions on general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.UE5 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of ... to ask questions on growing range of familiar topics	1	12.09	
5		Aesop's Fables 1	4.1.8 understand short, supported narratives on an increasing range of general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.S5 pronounce an increasing range of words, short phrases and simple sentences intelligibly	1	15.09	
6		Aesop's Fables	4.S3 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics	1	19.09	

7	Unit 2: Values in Myths and Legends (10 hours)	Acronyms	4.L1 understand the main points in short, supported texts on an increasing range of general and some curricular topics 4.T1 understand short, supported narratives on an increasing range of general and some curricular topics	1	12/09	
8		Unit revision SA 1	4.S8 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics 4.TTE2 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner e.g. well, badly, use commonly manner adverbs to describe actions e.g. slowly, quickly	1	26/09	
9		Traditional stories 1	4.L8 understand short, supported narratives in an increasing range of general and some curricular topics	1	29/09	
10		Traditional stories 1	4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics	1	03/10	
11		Traditional stories 2	4.S4 respond to questions on an increasing range of general and some curricular topics	1	06/10	
12		Traditional stories 2	4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.UF1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive form 's' to name, describe and label things 4.UF7 use personal subject and object pronouns including indirect object pronouns and use possessive pronouns mine, yours, to give personal information and describe actions and events 4.UF15 use would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go, enjoy, like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive	1	19/10	
13		People and places	4.L5 identify initial, middle and final phonemes and blends 4.L8 understand short supported narratives in an increasing range of general and some curricular topics 4.R5 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues 4.W2 begin to use joined up handwriting in a limited range of written work 4.TTE3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons	1	13/10	
14		Dragons and creatures 1	4.S4 respond to questions on an increasing range of general and some curricular topics 4.W7 spell most familiar high-frequency words accurately when writing independently 4.UF15 use would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go, enjoy, like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, usual declarative what + adjective + noun to show feelings	1	17/10	
15	Summative control work for the 1 st term	Dragons and creatures 2 SA 2	4.S4 respond to questions on an increasing range of general and some curricular topics 4.R3 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics	1	20/10	
16		Summative control work for the 1 st term	4.W4 write with support a sequence short sentences in a paragraph to give basic	1	24/10	

17		Unit revision	personal information 4.UF12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use commonly manner adverbs to describe actions e.g. slowly, quickly	1	27.10	
2 nd term 16 hours						
18	Unit 3: Treasure and heritage (7 hours)	Treasure maps 1	4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics 4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.B4 find with support books, worksheets and other print materials in a class or school library according to classification 4.UF11 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive forms 's to name, describe and label things 4.I.F3 use imperative forms (positive and negative) to give short instructions on a growing range of familiar topics	1	03.11	
19		Treasure maps 2	4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.UF8 use imperative forms (positive and negative) to give short instructions on a growing range of familiar topics 4.I.E14 use prepositions of location position and direction at, behind, between, in, in front of, next to, opposite, above, up, down, on the right, on the left, use prepositions of time on, in, at, before, after use with/without to indicate, accompaniment with for instrument and for to indicate receipt	1	10.11	
20		Treasure and numbers 1	4.S4 respond to questions on an increasing range of general and some curricular topics 4.R3 recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics 4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	14.11	
21		Treasure and numbers 2	4.UF12 use cardinal numbers 1-1000 and ordinal numbers 1-100 4.I.4 understand an increasing range of short supported questions on general and some curricular topics 4.S5 pronounce an increasing range of words, short phrases and simple sentences intelligibly 4.W2 begin to use joined up handwriting in a limited range of written work 4.UF3 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of... to ask questions on growing range of familiar topics	1	17.11	
22		Our planet's treasure 1	4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics	1	21.11	
23		Our planet's treasure 2	4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past	1	24.11	

24		Unit revision SA 1	experiences on an increasing range of general and some curricular topics 4.R3 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics 4.W4 write with support a sequence short sentences in a paragraph to give basic personal information	1	28.11	
25	Unit 4: Professions and ways of Communication (6 hours)	Lesson 1	4.L1 understand an increasing range of classroom instructions 4.S1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.R1 recognize, identify and sound with support a growing range of language at test level	1	01.12	
26		Lesson 2	4.W2 begin to use joined up handwriting in a limited range of written work 4.U1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive forms 's/ ' to name, describe and label things	1	05.12	
27		Lesson 3	4.U16 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses	1	08.12	
28		Communicating around the world	4.L1 understand an increasing range of classroom instructions 4.L3 understand the main points of short, supported texts on an increasing range of general and some curricular topics 4.S1 make basic statements which provide personal information on an increasing range of general and some curricular topics	1	12.12	
29		Communicating around the world SA 2	4.R1 recognize, identify and sound with support a growing range of language at test level 4.W6 use upper and lower case letters accurately when writing names, places and short sentences when writing independently	1	15.12	
30		Technology		1	18.12	
31		Technology	4.L2 understand an increasing range of questions which ask for personal information 4.S5 give short, basic descriptions of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics 4.W4 write with support a sequence short sentences in a paragraph to give basic personal information 4.U3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives (comparative form) to make comparisons	1	22.12	
32		Summative control work for the 2 nd term	4.U11 use has got / have got there is / are statement, negative question forms including short and full, unweaved and contractions	1	26.12	
33		Unit revision		1	29.12	

3rd term 20 hours

33	Unit 5: Hot and Cold (10 hours)	Hot and Cold	4.1.9 recognise words that are spelled out from a limited range of general and curricular topics 4.5.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 4.W5 link with some support sentences, using basic coordinating connectors 4.W7 spell most familiar high-frequency words accurately when writing independently 4.U11.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics using -ing forms concerning, spelling as seen to describe familiar and known activities 4.U11.2 use continuous form, is, are, has, because to link words and phrases	1	09/01	
34		Weather 1	4.L4 understand a limited range of short supported questions on general and some curricular topics 4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics	1	12	
35		Weather 1	4.S4 respond to questions on an increasing range of general and some curricular topics 4.S7 exchange a growing range of suitable verbs, phrases, and sentences including giving opinions during short pair, group and whole class exchanges	1	16	
36		Weather 2	4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics	1	19	
37		Weather 2	4.W4 write with support short basic sentences with appropriate spaces between words 4.W7 spell most familiar high-frequency words accurately when writing independently	1	23	
38		Volcanoes	4.L2 understand the main points of short supported talk on an increasing range of general and some curricular topics 4.L6 understand some specific information and detail in short supported talk on an increasing range of general and some curricular topics	1	26	
39		Volcanoes	4.7 use contextual clues to predict content in short supported talk on an increasing range of general and some curricular topics 4.S6 take turns when speaking with others in a growing range of short basic exchanges 4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 4.W2 begin to use joined-up handwriting in a limited range of written work	1	30	
40		Snow and ice	4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics		02/02	
41		Snow and ice	4.U1.3 use can to make requests and ask permission, use must + infinitive to talk about obligations, use have to + infinitive to talk about obligations 4.U1.14 use prepositions of location and position and direction: on, in, on, behind, between, in front of, next to, opposite, up, down, under, above, on the right, on the left, and prepositions of time: on, in, at, before, after, use with without to indicate accompaniment also for instrument and for indirect recipients 4.U11.6 use prepositions with on, has, because to link words and phrases		06	
42		Unit revision : SAT		1	09	

43	Unit 6: Healthy world (10 hours)	Healthy bodies 1	4.55 pronounce an increasing range of words and short phrases and simple sentences intelligibly 4.W7 spell most familiar high-frequency words accurately when writing independently 4.L19 use common present simple forms, including short answer forms and contractions, to give personal information and talk about individual actions. Now and future scheduled events continue to use common past simple forms (regular and irregular) to describe actions and feelings and narrate simple events including short answer forms and contractions 4.L12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, in common - by manner adverbs to describe actions e.g. slowly, quickly	1	13	
44		Healthy bodies 1		1	16	
45		Healthy bodies 2	4.56 take turns when speaking with others in a growing range of short, basic exchanges 4.W2 begin to use joined-up handwriting in a limited range of written work 4.W7 spell most familiar high-frequency words accurately when writing independently 4.L10 use common present continuous forms, including short answer and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics using -ing forms including spelling in order to describe familiar and classroom activities	1	20	
46		Healthy bodies 2		1	21	
47		Save our animals 1	4.57 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.W2 begin to use joined-up handwriting in a limited range of written work 4.L81 use singular nouns, plural nouns - including some common irregular plural forms and uncountable nouns, use possessive forms 's to name, describe and label things 4.L85 use interrogative pronouns including: who, what, which, where, whose, how many, how much, how often, how big, what kind of... to ask questions on growing range of familiar topics 4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics 4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics 4.X2 read and understand with some support short simple fiction and non-fiction text 4.W3 link with some support sentences using basic coordinating conjunctions	1	27	
48		Save our animals 2	4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics 4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics 4.X2 read and understand with some support short simple fiction and non-fiction text 4.W3 link with some support sentences using basic coordinating conjunctions	1	02.03	
49		Help the planet 1	4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics 4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.X2 read and understand with some support short simple fiction and non-fiction text 4.L12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, in common - by manner adverbs to describe actions e.g. slowly, quickly	1	06	
50		Help the planet 2 SA 2	4.L5 identify initial, middle and final phonemes and blends 4.S4 respond to questions on an increasing range of general and some curricular topics 4.S8 express basic likes and dislikes, mention short, basic stories and events on a limited range of general and some curricular topics 4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 4.L10 use imperative forms (positive and negative) to give short instructions on growing range of familiar topics	1	09	
51		Summative control work for the 3 rd term		1	13	
52		Unit revision		1	16.03	

4 th term 19 hours						
52	Unit 7: Journey into Space (9 hours)	Into Space 1	4.L5 identify initial, middle and final phonemes and blends 4.R3 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics 4.W7 spell most familiar high-frequency words accurately when writing independently 4.UB13 use can to make requests and ask permission, use must / mustn't / have to to talk about obligation, use have to + object + infinitive to talk about obligations	1	27.93	
53		Into Space 2	4.R3 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics 4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics 4.W4 write with support short basic sentences with appropriate spaces between words	1	36	
54		Planets 1	4.L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics 4.R1 recognise, identify and sound with support a growing range of language at next level 4.R4 find with support books, worksheets and other print materials in a class or school library according to classification 4.UB2 use cardinal numbers 1 -100 to count and ordinal numbers 1 - 100 4.UB17 use me, too and I don't to give short answers, use when clause to describe simple present and past actions on personal and familiar topics	1	93.04	
55		Planets 2	4.L4 understand a limited range of short supported questions on general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.W2 begin to use joined-up handwriting in a limited range of written work 4.UF1 use singular nouns, plural nouns - including some common irregular plural forms and uncountable nouns, use possessive form 's/s' to name, describe and label things 4.UB2 use cardinal numbers 1 -100 to count and ordinal numbers 1 - 100	1	06	
		Planets 3		1	10	
56		Aliens 1	4.L5 identify initial, middle and final phonemes and blends 4.S4 respond to questions on an increasing range of general and some curricular topics 4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics 4.W7 spell most familiar high-frequency words accurately when writing independently 4.UB4 use determiners a, an, the, zero article, some, any, (him, there, that, there to refer to things on a growing range of general and some curricular topics 4.UB16 use conjunctions and, or, but, because to link words and phrases	1	13	
57		Aliens 2	4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues	1	17	
58		Aliens 2 SA 1	4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.UB9 use common present simple forms including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms (regular and irregular) to describe actions and feelings and narrate simple events including short answer forms and contractions	1	20	
59		Unit revision		1	24	
60	Unit 8:	Slow machines 1	4.L6 understand some specific information and detail of short, supported talk on an increasing	1	25	

61	interviews (10 hours)		range of general and some curricular topics 4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics. begin to describe past experiences on an increasing range of general and some curricular topics 4.R7 recognize basic opinions: at short, simple texts on an increasing range of general range of general and some curricular topics 4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.W7 spell most familiar high-frequency words accurately when writing independently 4.U5 use interrogative pronouns including: who, what, which, where, whose, how many, how much, how often, how big, what kind of ... to ask questions on growing range of familiar topics 4.U17 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, in a common -ly manner adverbs to describe actions e.g. slowly, quickly			
62		Fast machines 1 Slow machines 2(01.05)	4.L5 identify initial, middle and final phonemes and blends 4.S4 respond to questions on an increasing range of general and some curricular topics 4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges	1	04	(01.05)
63		Fast machines 2 Robots 1	4.R1 recognize, identify and sound with support a growing range of language at test level 4.U3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives (comparative form) to make comparisons 4.U14 use prepositions of location and position and direction: at, in, on, behind, between, in front of, near, next to, opposite, up, down, under, above, on the right, on the left, use prepositions of time: on, in, at, before, after, use with/ without to indicate, accompaniment with for instrument and for indicate recipient	1	11	08.05
64						
65		Robots 2 SA 2	4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.R5 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.W8 to include appropriate use of a full stops and question marks, at sentence level with some accuracy when writing independently	1	15	
66		Robots 3	4.U4 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics 4.U3 use has got / have got (there is / are statement, negative and question forms including short and full answers and contractions	1	18	
		Summative control work for the 4 th term	4.U14 use prepositions of location and position and direction: at, in, on, behind, between, in front of, near, next to, opposite, up, down, under, above, on the right, on the left, use prepositions of time: on, in, at, before, after, use with/ without to indicate, accompaniment with for instrument and for indicate recipient	1	21	
67		Unit revision		1	25	
68		Revision		1	29	

Total: 72

Annotation: Summative control work for the Unit -20 minutes

Summative control work for the Term – 45 minutes

«Бекітемін»

Мектеп директоры:

 Р. А. Ахметов

«21» 09 2022 ж.

«Келісемін»

Оқу ісін орынбасары:

 А. А. Ахметов

«21» 09 2022 ж.

Әб отырысында қаралды:

Хаттама № 1

 А. А. Ахметов

«21» 09 2022 ж.

Ағылшын тілі

«Тілектес» жалпы орта білім беретін мектебі

Күнтізбелік тақырыптық жоспар

5 сынып

Пән мұғалімі: Е.Махан

2022-2023 оқу жылы

5 сыныптарға арналған күнтізбелік- тематикалық жоспар
Календарно-тематический план для 5 класса в рамках обновления содержания среднего образования
Calendar Thematic Plan for the 5th grade within the framework of updating the secondary education content
2022-2023 оқу жылының/ учебного года/ academic year (on option YMK EnglishPlus KZ)

#	Unit	Theme	Learning objectives	Hours	Date	Notes
I term – 20 hours						
1	Unit 1 Home and away (13 hours)	Familiar Words	5.C9 use imagination to express thoughts, ideas, experiences and feelings; 5.L1 understand a sequence of supported classroom instructions; 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics.	1	01.09	
2		Language Focus: to be (singular)	5.L1 understand a sequence of supported classroom instructions; 5.UF1 use be on a limited range of familiar general and curricular topics; 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics; 5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics.	1	02	
3		Countries	5.L1 understand a sequence of supported classroom instructions; 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.C8 develop intercultural awareness through reading and discussion; 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups.	1	06	
4		Countries/ Diagnostic test	5.L1 understand a sequence of supported classroom instructions; 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.W3 write with support factual descriptions at text level which describe people, places and objects; 5.C8 develop intercultural awareness through reading and discussion; 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics.	1	08	
5		Language Focus: Subject pronouns	5.L1 understand a sequence of supported classroom instructions; 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.S2 ask simple questions to get information about a limited range of general topics; 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics; 5.L1 understand an increasing range of unsupported basic questions on general and curricular topics.	1	09	
6		Numbers 1-20	5.L1 understand a sequence of supported classroom instructions; 5.C2 use speaking and listening skills to provide sensitive feedback to peers; 5.W3 write with support factual descriptions at text level which describe people's age (How old are the people and animals?); 5.UF1 use a verb 'to be' in text describing ages, times and locations, speaking on a limited range of familiar general and curricular topics.	1	13	
7		Language Focus: (there is/ there are)	5.L1 understand a sequence of supported classroom instructions; 5.UF1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics.	1	15	

Sr	Unit	Theme	Learning objectives	Hours	Date	Notes
		some? a lot of	SL6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; SL6a) write with support formal descriptions at text level which describe people, places and objects;			
8		Review Unit 1	SL7 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics; SL8 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; SW1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics; SW2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; SL109 use simple present simple of a verb "to be" and there is; there are in past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics;	1	16	
9		Prepositions of place Summative assessment for the unit "Home and away"	SL3 Understand an increasing range of unsupported basic questions on general and curricular topics; SL5) Provide basic information about themselves and others at sentence level on an increasing range of general topics; SL52 Ask simple questions to get information about a limited range of general topics; SL1 understand a sequence of supported classroom instructions; SW3 write with support formal descriptions at text level which describe people, places and objects;	1	20	
10		Reading for pleasure	SL3 understand an increasing range of unsupported basic questions on general and curricular topics; SL50 ask simple questions to get information about a limited range of general topics; SL82 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; SL6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;	1	22	
11	Unit 4 Living things - 14 hours	Families	SL1 understand a sequence of supported classroom instructions; SL3 understand an increasing range of unsupported basic questions on general and curricular topics; SL6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; SL4 evaluate and respond constructively to feedback from others; SL51 provide basic information about themselves and others at sentence level on an increasing range of general topics;	1	23	
12		A Festival	SL56 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; SL57 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; SL81 understand the main points in a limited range of short simple texts on general and curricular topics; SW2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; SW7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics; SL53 evaluate and respond constructively to feedback from others;	1	27	
13		Language Focus: have got	SL3 understand an increasing range of unsupported basic questions on general and curricular topics; SL10ES use a growing variety of adjectives on a limited range of familiar general and curricular topics; SL3 use to/should to set personal learning objectives;	1	29	

Seq	Unit	Theme	Learning objectives	Hours	Date	Notes
14	4	Language Focus: have got	5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 3.U1 use appropriate structure "Have got" describing people in a photo; 3.C7 develop and sustain a consistent argument when speaking or writing; 3.C9 use feedback to set personal learning objectives; 4.W7 use with some support appropriate lay out at text level for a limited range of written genres on familiar general topics and some curricular topics; 5.W8 spell most high-frequency words accurately for a limited range of general topics; 3.U13 use a growing variety of adjectives in a limited range of familiar general and curricular topics	1	30	
15		Describing people and families	3.W7 use with some support appropriate lay out at text level for a limited range of written genres on familiar general topics and some curricular topics; 5.W8 spell most high-frequency words accurately for a limited range of general topics; 3.U13 use a growing variety of adjectives in a limited range of familiar general and curricular topics	1	04.10	
16		Have got: affirmative, negative, questions and short answers.	3.U13 use a growing variety of adjectives in a limited range of familiar general and curricular topics; 3.C9 use feedback to set personal learning objectives; 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 3.U11 use appropriate structure "Have got" describing people in a photo; 3.C7 develop and sustain a consistent argument when speaking or writing	1	06	
17		Have got: affirmative, negative, questions and short answers	3.U13 use a growing variety of adjectives in a limited range of familiar general and curricular topics; 3.C9 use feedback to set personal learning objectives; 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 3.U11 use appropriate structure "Have got" describing people in a photo; 3.C7 develop and sustain a consistent argument when speaking or writing	1	07	
18		Describing people	5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.S8 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 3.C4 evaluate and respond constructively to feedback from others	1	11	
19		Describing people for a blog.	3.L3 understand an increasing range of unsupported basic questions on general and curricular topics; 5.W3 write with support factual descriptions at text level which describe people; 5.S8 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; 3.U11 use appropriate conjunctions and, or, but describing people; 3.U13 use a growing variety of adjectives and on a limited range of familiar general and curricular topics	1	13	
20		My Country, Living things	3.L3 understand an increasing range of unsupported basic questions on general and curricular topics; 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.S8 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 3.W8 spell most high-frequency words accurately for a limited range of general topics; 3.U11 use appropriate degree of comparison describing animals on a limited range of familiar general and curricular topics	1	14	
21		Communication: Locations of items	3.U19 use prepositions of place and a structure there is / there are to describe where something is on a limited range of familiar general and curricular topics; 3.C8 organise and present information clearly to others	1	16	

Sr	Unit	Theme	Learning objectives	Hours	Date	Notes
			3.1.3 understand an increasing range of unsupported basic questions on general and curricular topics; 3.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics.			
22		My Family. Project Summative assessment for the unit "Living things"	3.5.1 provide basic information about a family and a family tree either at sentence level or an increasing range of general topics; 3.5.6 communicate meaning clearly at sentence level during pair, group and whole class exchanges; 3.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 3.8.3 understand the detail of an argument on a limited range of familiar general and curricular topics; 3.8.6 recognise the attitude or opinion of the writer in a song.	1	20	
23		Family Tree	3.5.1 provide basic information about a family and a family tree either at sentence level or an increasing range of general topics; 3.5.6 communicate meaning clearly at sentence level during pair, group and whole class exchanges; 3.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 3.8.3 understand the detail of an argument on a limited range of familiar general and curricular topics; 3.1.3 understand an increasing range of unsupported basic questions on general and curricular topics.	1	21	
24		Summative control work for the 1 st term	3.1.6 Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 3.8.1 Understand the main points in a limited range of short simple texts on general and curricular topics; 3.W.1 Plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics; 3.W.2 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 3.5.1 Provide basic information about themselves and others at sentence level on an increasing range of general topics; 3.5.3 Give an opinion at sentence level on a limited range of general and curricular topics.	1	25	
25		Review, Unit 4	3.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 3.1.6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 3.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics	1	27	
26		Reading for pleasure	3.5.6 communicate meaning clearly at sentence level during pair, group and whole class exchanges; 3.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 3.8.3 understand the detail of an argument on a limited range of familiar general and curricular topics; 3.1.3 understand an increasing range of unsupported basic questions on general and curricular topics	1	28	
11 term -26 hours						
27	Unit 5 Values (13 hours)	Celebrations and special days	3.1.1 understand a sequence of supported classroom instructions; 3.1.2 understand an increasing range of unsupported basic questions which ask for personal information; 3.UE2 organise and present information clearly to others; 3.5.4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 3.8.3 understand the detail of an argument on a limited range of familiar general and curricular topics; 3.W.4 write with support a sequence of extended sentences in a paragraph to give basic personal information	1	08.11	
28		International Festivals	3.W.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics; 3.W.3 write with support thematic descriptions at text level which describe people, places and objects; 3.1.2 understand an increasing range of unsupported basic questions which ask for personal information; 3.1.6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 3.5.4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and	1	10	

No	Unit	Theme	Learning objectives	Hours	Date	Notes
			curricular topics			
27		Language Focus: Present Simple (affirmative)	5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics 5.R5 understand the detail of an argument on a limited range of familiar general and curricular topics 5.E5 use feedback to set personal learning objectives 5.U.E7 use simple present to express the activities on special days	1	11	
28		The month's and seasons	5.L1 understand a sequence of supported classroom instructions 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics	1	15	
29		Present Simple	5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics	1	17	
30		Present Simple (negative)	5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.W3 write with support factual descriptions at text level which describe people, places and objects 5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics 5.U.E5 use Present Simple (negative) to speak about activities	1	18	
31		Making suggestions	5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.C9 use imagination to express thoughts, ideas, experiences and feelings 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.U.E13 use numbers on a limited range of familiar general and curricular topics	1	22	
32		A composition about a special occasion	5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.W3 write with support an e-mail about a special day 5.U.E16 use conjunctions <i>so, if, when, where, before, after</i> to link parts of sentences on a limited range of familiar general and curricular topics 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics	1	24	
33		My Country, Holidays	5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.S3 give an opinion at sentence level on a limited range of general and curricular topics 5.U.E6 use prepositions, basic personal and demonstrative pronouns, have to on a limited range of familiar general and curricular topics 5.U.E5 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar	1	25	

No	Unit	Theme	Learning objectives	Hours	Date	Notes
34	Unit 6 The world of work (12 hours)	Asking about dates	general and curricular topics 5.1.8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics 5.S2 give an opinion at sentence level on a limited range of general and curricular topics 5.W3 write with support factual descriptions at unit level which describe a friendship relationship 5.W3 link without support sentences using basic coordinating connectors	1	29	
35		Celebrations and special days Summative assessment for the unit "Values"	5.1.8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.S3 give an opinion at sentence level on a limited range of general and curricular topics 5.W3 link without support sentences using basic coordinating connectors	1	01.12	
36		Review of Unit 5, Reading for pleasure.	5.1.8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.U9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics	1	02	
37		Studying Habits	5.1 understand a sequence of supported classroom instructions 5.1.6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.S2 give an opinion at sentence level on a limited range of general and curricular topics (I think - I don't think) 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.U1 use adverbs of frequency to describe studying habits 5.R3 give an opinion at sentence level on a limited range of general and curricular topics	1	06	
38	Unit 6 The world of work (12 hours)	A day at school	5.1.1 understand a sequence of supported classroom instructions 5.S3 give an opinion at sentence level on a limited range of general and curricular topics 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.R7 recognise typical features at word, sentence and text level in a limited range of written genres 5.C2 use speaking and listening skills to provide sensitive feedback to peers	1	08	
39		A Language Focus: Object Pronouns/ Present Simple	5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.R7 recognise typical features at word, sentence and text level in a limited range of written genres 5.C8 develop intercultural awareness through reading and discussion 5.W8 spell most high-frequency words accurately for a limited range of general topics 5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy 5.U10 use present continuous forms with present and future meaning on a limited range of familiar general and	1	09	

No	Unit	Theme	Learning objectives	Hours	Date	Notes
			curricular topics.			
40		Learning Imprages.	5.1.6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.5.2 ask simple questions to get information about a limited range of general topics 5.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.8.4 read with some support a limited range of short fiction and non-fiction texts 5.8.8 develop intercultural awareness through reading and discussion	1	13	
41		Present Simple; question form.	5.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.8.4 read with some support a limited range of short fiction and non-fiction texts 5.8.7 recognise typical features at word, sentence and text level in a limited range of written genres	1	15	
42		Asking questions in class.	5.W3 write with support factual descriptions at text level which describe people and animals 5.1.E14 use Present Simple (question form) to ask and answer questions on a limited range of familiar general and curricular topics	1	16	
43		Writing a report.	5.8.1 Understand the main points in a limited range of short simple texts on general and curricular topics 3.W4 Write with support a sequence of extended sentences in a paragraph to give basic personal information. 5.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.8.5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 3.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics	1	20	
44		Creative work: I can talk about famous Kazakh artists		1	22	
45		Asking about Timetable Summative assessment for the unit "The world of work"	5.5.6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.8.8 develop intercultural awareness through reading and discussion 5.W3 write with support factual descriptions at text level which describe famous Kazakh artists 5.5.2.9 use simple present and simple past regular and irregular forms to describe the life of famous people 5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy	1	23	
46		Summative control work for the 2 nd term	5.1.6 Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.8.1 Understand the main points in a limited range of short simple texts on general and curricular topics 5.W2 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics 5.8.3 Give an opinion at sentence level on a limited range of general and curricular topics 5.5.7 Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics.	1	27	
47		Reading for pleasure	5.1.7 recognise the opinion of the speaker(s) in brief, supported talk on an increasing range of general and curricular topics	1	29	
48		Review. Unit 6.	5.1.3 understand most specific information and detail of short, supported talk on a wide range of familiar topics 5.5.6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.W8 spell most high-frequency words accurately for a limited range of general topics	1	30	

Sl. No.	Unit	Theme	Learning objectives	Hours	Date	Notes
III term -30 hours						
49	Unit 8 Creativity (10 hours)	Culture	3.1.4 understand the main points of supported extended talk on a range of general and curricular topics; 3.5.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 3.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 3.W3 write with support factual descriptions at text level which describe people, places and objects; 3.1.3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives describing landmarks of Astoria; 3.R1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	10.01	
50		Astoria famous landmarks	3.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 3.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics; 3.2.4 evaluate and respond constructively to feedback from others; 3.1.0.7 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives describing landmarks of Astoria; 3.R1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	12	
51		Making plans	3.S6 communicate meaning clearly at sentence level during pair, group and whole class exchanges; 3.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 3.R0 understand the detail of an argument on a limited range of familiar general and curricular topics; 3.W4 write with support a sequence of extended sentences in a paragraph to give basic information about Astoria; 3.1.3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics; 3.C3 respect differing points of view; 3.C1 think talk or writing as a means of reflecting on and exploring a range of perspectives on the world (I want to visit....)	1	13	
52		Language Focus: <i>be going to</i>	3.5.4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 3.1.1 use a structure to be going to express intention and plan on a limited range of familiar general and curricular topics; 3.W3 write with support factual descriptions at text level which describe people, places and objects to visit and activities; 3.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics; 3.R3 understand the detail of an argument on a limited range of familiar general and curricular topics.	1	17	
53		Films and stories	3.S3 give an opinion at sentence level on a limited range of general and curricular topics; 3.5.4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 3.1.1 use a structure to be going to express intention and plan on a limited range of familiar general and curricular topics; 3.W3 write with support factual descriptions at text level which describe people, places and objects to visit and activities.	1	19	

TV term (25 hours)

81	VIII. Sports (Unit 2 p.p. 12 - 25/11 hours)	Adjectives p.p.12 - 13	5.1.1 understand a sequence of supported classroom instructions 5.1.2 understand an increasing range of unsupported basic questions which ask for personal information (Ex. 1-3 p.12) 5.5.4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.5.6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.C2 use speaking and listening skills to provide sensitive feedback to peers 5.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.UE use appropriate adjectives and indefinite article a / an including common noun phrases describing things and activities on a limited range of familiar general and curricular topics	1	38.03	
82		A web page about clubs for young people p.14	5.1.4 understand the main points of supported extended talk on a range of general and curricular topics 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics 5.S2 ask simple questions to get information about a limited range of general topics 5.5.4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.5.7 use appropriate subject-specific vocabulary to talk about a limited range of general topics	1	30	
83		Language Focus: be: negatives.15	5.C3 express differing points of view	1	31.07	
84		Prepositions: on and in	5.5.6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.C2 use speaking and listening skills to provide sensitive feedback to peers 5.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.UE use appropriate adjectives and indefinite article a / an including common noun phrases describing things and activities on a limited range of familiar general and curricular topics	1	04.04	
85		Nouns: favourite things	5.R1 understand the main points in a limited range of short simple texts on general and curricular topics 5.W1 plan, write, edit and produce work at text level with support on a limited range of general and curricular topics	1	06	
86		Be: questions and short answers p.p.16-17	5.UE1 use a verb to be to talk about freetime things on a limited range of familiar general and curricular topics	1	07	

No.	Unit	Theme	Learning objectives	Hours	Date	Notes
			5.W6 talk, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics. 5.C7 use imagination to express thoughts, ideas, experiences and feelings describing a film (Film review).			
54		Be going (or questions)	5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics. 5.S6 communicate meaning clearly at sentence level during pair, group and whole class exchanges. 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics. 5.CE1 use a structure to be going to (questions) to ask about plans.	1	20	
55		Film Review	5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics. 5.S8 recall basic story and events on a range of general and curricular topics. 5.W6 talk, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics. 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics. 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics.	1	24	
56		Unit Review	5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics. 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics. 5.C4 evaluate and respond constructively to feedback from others. 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics. 5.W3 write with support factual descriptions at text level which describe people, places and objects.	1	26	
57		Biography of an actor. Summative assessment for the unit "Creativity"	5.L8 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics. 5.S3 Give an opinion at sentence level on a limited range of general and curricular topics. 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. 5.W3 write with support factual descriptions at text level which describe people, places and objects. 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics.	1	27	
58	4	Reading for pleasure.	5.L4 understand the main points of supported extended talk on a range of general and curricular topics. 5.S7 use appropriate subject-specific vocabulary and styles to talk about a limited range of general topics. 5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics. 5.CE1 use a structure to be going to ask about plans.	1	31	
59		Types of writing	5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics. 5.C4 evaluate and respond constructively to feedback from others. 5.L4 understand the main points of supported extended talk on a range of general and curricular topics. 5.C7 develop and sustain a consistent argument when speaking or writing. 5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics. 5.LC1 use Plan template to tell a story.	1	02.02	
60		Are you a bookworm?	5.L8 understand the detail of an argument on a limited range of familiar general and curricular topics. 5.W3 write with support factual descriptions at text level which describe people, places and objects. 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics. 5.S3 Give an opinion at sentence level on a limited range of general and curricular topics. 5.C7 develop and sustain a consistent argument when speaking or writing.	1	03	

No	Unit	Theme	Learning objectives	Hours	Date	Notes
			Some of the Listening and Speaking learning objectives will be addressed when learners talk about reading.			
81		A Famous story	5.1.8 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics. 5.5.3 Give an opinion at sentence level on a limited range of general and curricular topics. 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. 5.W3 write with support factual descriptions at text level which describe people, places and objects. 5.1.6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics.	1	07	
82		Language Focus: Past Simple	5.C5 use feedback to set personal learning objectives. 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics. 5.1.4 understand the main points of supported extended talk on a range of general and curricular topics. 5.W3 write with support factual descriptions at text level which describe people, places and objects. 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. 5.1.B1 use Past Simple to tell a story.	1	09	
83		Biography of a writer	5.1.B1 use Past Simple (negative and questions) to speak about past events till; 5.C7 develop and sustain a documented argument when speaking or writing. 5.R5 find with support books, worksheets and other school material from class or school library according to classification; 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.W3 write with support factual descriptions at text level which describe people, places and objects.	1	10	
84		Past Simple (questions and negative forms)	5.C9 use imagination to express thoughts, ideas, experiences and feelings; 5.R5 deduce meaning from context in short texts on a limited range of familiar; 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.W3 write with support factual descriptions at text level which describe people, places and objects; 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.1.B1 use Past Simple to tell a story.	1	14	
85		Unit Review	5.1.B1 use Past Simple (negative and questions) to speak about past events till; 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.W3 write with support factual descriptions at text level which 5.1.4 understand the main points of supported extended talk on a range of general and curricular topics; 5.1.4 understand the main points of supported extended talk on a range of general and curricular topics.	1	16	
86		A Book festival: Kazakh famous writers and poets	5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics; 5.W6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; 5.1.B1 use Past Simple (negative and questions) to speak about past events till; 5.1.8 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics. 5.5.3 Give an opinion at sentence level on a limited range of general and curricular topics.	1	17	
87		My Favourite Book	5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics; 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;	1	21	

Sl. No.	Unit	Theme	Learning objectives	Hours	Date	Notes
68	Unit 3 Fantasy world (11 hours)		5.W3 write with support factual descriptions at text level which describe people, places and objects. 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics. 5.LE1 use Past Simple (negative and questions) to speak about past events. 5.S6 communicate meaning clearly at sentence level during pair, group and whole class exchanges.			
69		People and places	5.L4 understand the main points of supported extended talk on a range of general and particular topics. 5.S6 communicate meaning clearly at sentence level during pair, group and whole class exchanges. 5.S7 use appropriate subject-specific vocabulary to talk about a limited range of general topics. 5.S5 keep information going in basic exchanges on a growing range of general and curricular topics. 5.C4 evaluate and respond constructively to feedback from others. 5.LE6 use plural form of nouns talking about people and places. 5.LE5 use numbers to complete the fact file of a country. 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	23	
70		An article about two places	5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics. 5.S6 communicate meaning clearly at sentence level during pair, group and whole class exchanges. 5.C8 develop intercultural awareness through reading and discussion. 5.W8 spell most high-frequency words accurately for a limited range of general topics. 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	24	
71		Language Focus: there is/ there are/ come and any	5.S7 use appropriate subject-specific vocabulary to talk about a limited range of general topics. 5.W8 spell most high-frequency words accurately for a limited range of general topics. 5.CE1 use appropriate countable and uncountable nouns, including common noun phrases and a structure there is/ there are describing times and locations on a limited range of familiar general and curricular topics. 5.C7 develop and sustain a consistent argument when speaking or writing. 5.LE14 use prepositions to talk about time and location and some any/no. 5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics.	1	28	
72		Shops. There is/ there are and short answers.	5.S7 use appropriate subject-specific vocabulary to talk about a limited range of general topics. 5.LE1 use appropriate countable and uncountable nouns, including common noun phrases and a structure there is/ there are describing times and locations on a limited range of familiar general and curricular topics. 5.C7 develop and sustain a consistent argument when speaking or writing. 5.LE14 use prepositions to talk about time and location and some any/no. 5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics. 5.W3 write with support factual descriptions at text level which describe people, places and objects.	1	02.03	
73		Asking about places in a town. A brochure about your town.	5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics. 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. 5.S6 communicate meaning clearly at sentence level during pair, group and whole class exchanges. 5.W8 spell most high-frequency words accurately for a limited range of general topics. 5.L18 use there is/ there are to find out people's favourite shops.	1	03	
74		My country. Summative assessment for the unit "Fantasy"	5.S7 use appropriate subject-specific vocabulary and lexicon to talk about a limited range of general topics. 5.W6 link, with some support, sentences into coherent paragraphs using basic connectives on a limited range of familiar general topics. 5.CE2 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives and prepositions of time and key phrases on a limited range of familiar general and curricular topics. 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics. 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	07	

Sl. No.	Unit	Theme	Learning objectives	Hours	Date	Notes
		World	3. W4 Write with support a sequence of coherent sentences in a paragraph to give basic personal information.			
14		Shopping	3.1.3 recognise the opinion of the speaker/ the topic, supported talk on an increasing range of general and curricular topics; 3.1.8 develop interpersonal awareness through reading and discussion; 3.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 3.4.3 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 3.5.8 talk, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics	1	09	
15		Fantasy world	3.1.6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; 3.5.8 talk, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics; 3.1.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and locations, on a limited range of familiar general and curricular topics; 3.1.6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 3.5.2 ask simple questions to get information about a limited range of general topics.	1	10	
16		Summative control work for the 3 rd term	3.1.6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 3.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics; 3.5.2 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 3.5.2 Give an opinion at sentence level on a limited range of general and curricular topics; 3.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 3.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics;	1	11	
17		Unit Revision	3.5.8 talk, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics; 3.1.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives and prepositions of time and key phrases on a limited range of familiar general and curricular topics; 3.1.6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 3.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics.	1	16	
18		Reading for pleasure	3.1.1 understand the main points in a limited range of short simple texts (e.g. poems) on general and curricular topics; 3.1.8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics; 3.5.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 3.5.8 communicate meaning clearly at sentence level during pair, group and whole class exchanges.	1	17	
IV term – 28 hours						
19	Unit 2 Sports (1.4 hours)	I can describe people, places, things	3.1.2 understand an increasing range of unsupported basic questions, which ask for personal information; 3.5.1 respond, with limited flexibility at sentence level to unsupported questions on an increasing range of general and curricular topics; 3.5.8 communicate meaning clearly at sentence level during pair, group and whole class exchanges; 3.5.2 use speaking and listening skills to provide sensitive feedback to peers; 3.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 3.1.1 use appropriate adjectives and indefinite article 'a' including common noun phrases describing things and activities on a limited range of familiar general and curricular topics.	1	27.03	

87		Giving personal information p.18	5.C Organise and present information clearly to others 5.S2 ask simple questions to get information about a limited range of general topics	1	11	
88		An email p.19	5.L3 understand an increasing range of unsupported basic questions on general and curricular topics 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	13	
89		My Country, Sports p.20	5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics 5.U2 (6) use personal simple to write an email to an internet friend 5.C Organise and present information clearly to others 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	14	
90		Communication: Asking and telling the time p.21	5.S8 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	18	
91		A Club poster; Adjectives, P.22	5.L2 understand an increasing range of unsupported basic questions which ask for personal information 5.UF2 use numbers to practice asking for and telling the time 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	20	
92		Nouns: favourite things p.23	5.L3 understand an increasing range of unsupported basic questions on general and curricular topics 5.C3 respect differing points of view	1	21	
93		Reading for pleasure p.25 Summative assessment 1	5.B1 understand the main points in a limited range of short simple texts (a poem) on general and curricular topics 5.L2 understand an increasing range of unsupported basic questions which ask for personal information on the poem 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.L4 Understand the main points of supported extended talk on a range of general and curricular topics 5.S1 Provide basic information about themselves and others at sentence level on an increasing range of general topics	1	25	

94		Review, Unit 2	5.L7 understand an increasing range of unsupported basic questions on general and curricular topics 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics 5.IE10 use present simple to write an email to an internet friend 5.C6organise and present information clearly to others 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	27	
95	IX, Holidays (Unit 7 p.p.82 - 85) (13 hours)	Holiday activities p.p.82-83	5.L1 understand a sequence of supported classroom instructions 5.L2 understand an increasing range of unsupported basic questions which ask for personal information 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.W3 write with support factual descriptions at text level which describe people, places and objects 5S.IE9 use simple present and imperatives to describe holiday activities 5.S5 give an opinion at sentence level on a limited range of general and curricular topics	1	28	
96		On holiday p.84	5.L3 understand an increasing range of unsupported basic questions on general and curricular topics 5.IE1 understand the main points in a limited range of short simple texts on general and curricular topics 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.C7 respond differing points of view and understand a blog	1	92.05	
97		Language Focus, Present continuous: affirmative and negative:p.85	5.S3 give an opinion at sentence level on a limited range of general and curricular topics 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information 5.C8develop intercultural awareness through reading and discussion 5.IE9 use simple present and present continuous simple to describe routines, habits and states on a limited range of familiar general and curricular topics	1	04	
98		Language Focus, Present continuous: negative:p.85	5.S3 give an opinion at sentence level on a limited range of general and curricular topics 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information 5.C8develop intercultural awareness through reading and discussion	1	05	

99		Journeys p.86	5.S6 communicate meaning clearly at sentence level during pair, group and whole class exchanges 5.R2 understand with little support specific information and detail in short, single texts on a limited range of general and curricular topics 5.W3 write with support factual descriptions at text level which describe places and people 5.U10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics	1	09	
100		Present Continuous questions p.87		1	11	
101		A phone conversation about a holiday p.88	5.S6 communicate meaning clearly at sentence level during pair, group and whole class exchanges 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics 5.L4 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics	1	12	
102		An email about a holiday p.89	5.S3 give an opinion at sentence level on a limited range of general and curricular topics 5.O develop intercultural awareness through reading and discussion 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics 5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information	1	16	
103		Weekend arrangements p.90 Summative assessment 2	5.R1 understand the main points in a limited range of short simple texts on general and curricular topics 5.W5 Write with support factual descriptions at text level which describe people, places and objects	1	18	
104		Communication: Buying a train ticket p.91	5.L2 understand an increasing range of unsupported basic questions which ask for personal information 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics 5.O develop intercultural awareness through reading and discussion	1	19	
105		CLIL: Math: Recording and presenting data p.92	5.L1 understand a sequence of supported classroom instructions 5.S2 ask simple questions to get information about a limited range of general topics 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics 5.S3 give an opinion at sentence level on a limited range of general and curricular topics 5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics	1	23	
106		Summative assessment for the 4 th term	5.W3 write with support factual descriptions at text level which describe job and future arrangements 5.U14 use possessive adjectives and pronouns to talk about people and objects 5.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups	1	25	

			5.1E10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.56 communicate meaning clearly at sentence level during, post, group and whole class exchanges 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics			
107		Review Unit 7	5.W3 write with support factual descriptions at text level which describe jobs and future arrangements 5.1E14 use possessive adjectives and pronouns to talk about people and objects 5.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups	1	26	
108		Reading for pleasure: Bob and Betty p. 95	5.R3 Understand the detail of an argument on a limited range of familiar general and curricular topics 5.S2 Ask simple questions to get information about a limited range of general topics 5.L3 Understand reported narratives, including some extended text, on an increasing range of general and curricular topics.	1	30	

«Бекітемін»

Мектеп директоры:

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№ 01 2022 ж

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Ағылшын тілі

«Тілектес» жалпы орта білім беретін мектебі

Күнтізбелік тақырыптық жоспар

6 сынып

Пән мұғалімі: Е.Махан

2022-2023 оқу жылы

6th - " secondary school curriculum syllabus – teachers' guide
 Календарно - тематический план для 6th - " класса в рамках обновления содержания среднего образования
 Calendar Thematic Plan for the 6th grade within the framework of updating the secondary education content
 2022-2023 оқу жылы / учебный год / academic year (version UMK English Plus KZ)

№	Cross-curricular unit	Theme	Learning objectives	Hour	Dates	Notes
1	Unit 1: Our class	A classroom	6.U1 understand a sequence of supported classroom instructions 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics (Ex.1 p.4 describe a classroom, revise a verb "to be")	1	01.09	
2		Possessive's and subject and object pronouns	6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics (Ex.1 + 2, p.10) 6.B2 understand with little support specific information and detail in short, simple texts on a (Ex.3 p. 10) 6.S3 give an opinion at sentence level on a limited range of general and curricular topics (Ex.5 p.10)	1	02	
3		Basic adjectives	6.L2 understand an increasing range of unsupported basic questions which ask for personal information 6.W3 write with support factual descriptions at text level which describe people, places and objects (Category of hobbies – topic discussion) p.12 6.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics (Ex.4 p.12)	1	02	
4		Language focus: be affirmative, negative and questions	6.C2 use speaking and listening skills to provide sensitive feedback to peers 6.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics (Ex.2 - 3 p.14) 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	03	
5		Free time	6.C3 use feedback to set personal learning objectives 6.W3 write with support factual descriptions at text level which describe people, places and objects	1	13	
6		Reading: What are you into?	6.C6 organise and present information clearly to others 6.S2 ask simple questions to get information about a limited range of general topics 6.L/E3 use a growing variety of demonstrative pronouns: this/that, these/ those on a limited range of familiar general and curricular topics	1	14	
7		Language focus: have got/has got prepositions	6.L6 deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics (p.15) 6.L2 understand an increasing range of unsupported basic questions which ask for personal information 6.S1 provide basic information about themselves and others at sentence level	1	15	

8		Hobbies and interests	on an increasing range of general topics 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics (Ex.1 p.16) 6.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.L5 understand most specific information and detail of short, supported talk on a wide range of familiar topics 6.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	20	
9		Language Focus: Interrogative pronouns.	6.C2 use speaking and listening skills to provide sensitive feedback to peers 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.U29 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 6.L5 understand most specific information and detail of short, supported talk on a wide range of familiar topics	1	21	
10		Speaking: Meeting people	6.C6 announce and present information clearly to others 6.S2 ask simple questions to get information about a limited range of general topics 6.U23 use a growing variety of demonstrative pronouns: this/this, those/those on a limited range of familiar general and curricular topics	1	22	
11		Writing: An email.	6.L6 deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics (p.15) 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.S2 ask simple questions to get information about a limited range of general topics 6.W2 write with support factual descriptions at text level which describe people, places and objects	1	23	
12		Daily routines.	6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics (Ex.1 p.16) 6.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.L5 understand most specific information and detail of short, supported talk on a wide range of familiar topics 6.U26 use conjunctions so, if, when, where, before, after to link parts of sentences on a limited range of familiar general and curricular topics	1	24	
13		CLIL: Visual arts: Colour.	6.C8 develop intercultural awareness through reading and discussion 6.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	25	

			6.W3 write with support factual descriptions at text level which describe people, places and objects (Ex.3 - 4 p.17) 6.L6 deduce meaning from context in short, supported text on an increasing range of general and curricular topics			
14		Review, Unit 1 p.18 Summative assessment for the unit 1	6.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.R1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 6.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics	1	04	10
15		Project: Poster about your class p.19	6.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.W6 link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics 6.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	05	
16	Helping and hobbies (Unit 2 p.20 - p.21)	Countries, nationalities and languages	6.L1 understand a sequence of supported classroom instructions 6.C9 use imagination to express thoughts, ideas, experiences and feelings 6.R8 develop intercultural awareness through reading and discussion p.21 6.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	06	
17		Reading: A cosmopolitan city,	6.S3 give an opinion at sentence level on a limited range of general and curricular topics (Ex.1 p.22) 6.R2 understand with little support specific information and detail in short, simple texts on a (Ex.2 p.22) 6.W6 link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics.	1	11	
18		Language Focus Present Simple affirmative and negative	6.L3 understand a sequence of supported classroom instructions 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics (p.23 Mind map) 6.W3 write with support factual descriptions at text level which describe people, places and objects (Facts and routine) p.23 6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups (Ex.3.5 p.23)	1	12	
19		Daily lives	6.C2 use speaking and listening skills to provide sensitive feedback to peers 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics (My Day p.24) 6.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics (p.24)	1	13	

20		Language Focus Present Simple Questions. p.25	6.1.E1.9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 6.1.E1.2 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency on a limited range of familiar general and curricular topics	1	18	
21		Helping with housework	6.C.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.W.3 write with support factual descriptions at test level which describe people, places and objects 6.1.6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	1	19	
22		Country and language report. Summative assessment for the unit 2	6.C.6 organise and present information clearly to others 6.S.2 ask simple questions to get information about a limited range of general topics 6.1.8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 6.W.3 write with support factual descriptions at test level which describe people, places and objects	1	20	
23		My Country National heroes	6.C.6 organise and present information clearly to others 6.S.2 ask simple questions to get information about a limited range of general topics 6.W.3 write with support factual descriptions at test level which describe people, places and objects	1	25	
24		Summative assessment for the term 1	6.S.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.C.6 organise and present information clearly to others 6.C.8 develop intercultural awareness through reading and discussion 6.R.2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	1	26	
25		Review, Unit 2	6.C.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.1.7 recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics 6.W.5 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics	1	27	

2nd term 24 hours

27	Our Countryside (Unit 3 p.32)	Animals	6.S2 ask more complex questions to get information about a growing range of general topics and some curricular topics 6.L3 understand most specific information and detail of short, supported talk on a wide range of familiar topics 6.W1 spell most high-frequency words accurately for a limited range of general topics	1	02/11	
28		Reading: The red list p.34	6.L7 develop and sustain a consistent argument when speaking or writing 6.R2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 6.S3 give an opinion of sentence level on a limited range of general and curricular topics (Ex.3 - 4 p.34)	1	09	
29		Language Forms: Present Continuous	6.L6 organise and present information clearly to others (Ex.1 p.35) 6.W2 write with minimal support about real and imaginary present events, activities and experiences happening now on a range of familiar general topics and some curricular topics (Ex.1,3,5 p.35) 6.S2 ask simple questions to get information about a limited range of general topics (Ex.6)	1	10	
30		Animal behaviour p.36	6.L1 use speaking and listening skills to solve problems creatively and cooperatively in groups (Ex.1,2 p.36) 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics (Ex.3 p.36) 6.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics (Ex.4 p.36)	1	15	
31		Present Continuous: Questions p.37	6.L6 organise and present information clearly to others (ex.1 - 3 p.37) 6.W2 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics (Ex.6,7 p.37)	1	16	
32		Phoning a friend	6.L9 use imagination to express thoughts, ideas, experiences and feelings 6.L1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics (Key phrases p.38)	1	17	
33		A description of a wildlife place p.39	6.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.W6 link independently sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics	1	22	
34		My country: National parks p.40	6.L3 respect differing points of view 6.R6 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts	1	23	

			6.1.E.14 use prepositions to talk about time and location; use prepositions like to, describe things and about to denote topic; use prepositions of direction to, into, out of, from, towards on a limited range of familiar general and curricular topics (familiar general and curricular topics) 6.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics			
35		CUH: National Science: Animals p.41 Stimulus: Control work 3 for Unit 3.	6.C.10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world (Ex.1-3 p.41) 6.5.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.5.8 recount basic stories and events on a range of general and curricular topics (describe vertebrates) 6.R.1 understand the main points to texts on a growing range of unfamiliar general and curricular topics, including some extended texts	1	28	
36		Review 3 p.42	6.C.5 use feedback to set personal learning objectives 6.5.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	29	
37		Skills Round-up, p.43	6.C.5 use feedback to set personal learning objectives 6.1.6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 6.1.E.10 use present continuous forms with present meaning on a limited range of familiar general and curricular topics	1	30	
38	Drama and comedy (Unit 4 p.44)	Films and theatre p.44	6.C.2 use speaking and listening skills to provide sensitive feedback to peers 6.5.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	01/12	
39		The action game	6.C.3 use speaking and listening skills to provide sensitive feedback to peers 6.C.9 use imagination to express thoughts, ideas, experiences and feelings p.45 (the acting game)	1	06	
40		Reading: Video Games on p.46	6.5.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.5.4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 6.R.2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	1	07	
41		Language Focus: Past Simple p.47	6.C.6 organise and present information clearly to others plans on a limited range of familiar general and curricular topics 6.1.E.9 use simple past regular and irregular forms to describe past events on a limited range of familiar general and curricular topics 6.5.5 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.5.6 communicate meaning clearly at sentence level during, pair, group and	1	08	

42		Describing People p.48	whole class exchanges 6.57 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 6.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 6.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	1	13	
43		Past Simple questions	6.C6 organise and present information clearly to others plain on a limited range of familiar general and curricular topics 6.CP9 use simple past question forms to describe past events on a limited range of familiar general and curricular topics 6.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics	1	14	
44		Speaking: Talking about past events p.50	6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.L1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	15	
45		Writing: A profile.p51	6.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 6.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	1	20	
46		My country: Kazakh film.p.52	6.C6 organise and present information clearly to others 6.C8 develop intercultural awareness through reading and discussion 6.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 6.U1.1.3 use common verb followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics	1	21	
47		CELT: Technology Summative assessment for the unit 4	6.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 6.R1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	1	22	
48		Summative assessment for the term 2	6.C5 use feedback to set personal learning objectives 6.C6 organise and present information clearly to others 6.C8 develop intercultural awareness through reading and discussion 6.R2 understand with little support specific information and detail in short,	1	27	

49		Review	simple texts on a limited range of general and curricular topics 6.S6 communicate meaning clearly at sentence level during pair, group and whole class exchanges 6.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	21	
50		Project: Trump card game	6.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	1	22	
3rd term hours						
51	Our Health Unit 5 p.p. 56-67	Activities in and out of school	6.C9 use imagination to express thoughts, ideas, experiences and feelings 6.L1 understand a sequence of supported classroom instructions 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	10 of	
52		Reading: School life p. 58	6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.L4 understand the main points of supported extended talk on a range of general and curricular topics 6.R3 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.W5 link without support sentences using basic coordinating connectors	1	11	
53		Language Focus: Can for ability and permission, p. 59	6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.L2 use <i>might</i> <i>may</i> <i>could</i> to express possibility on a limited range of familiar general and curricular topics 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 6.W8 spell most high-frequency words accurately for a limited range of general topics	1	12	
54		Food and drink, p. 60	6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.L4 understand the main points of supported extended talk on a range of general and curricular topics 6.R3 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.W5 link without support sentences using basic coordinating connectors	1	13	
55		Language Focus: Countable and uncountable nouns	6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.L2 use quantifiers <i>many</i> , <i>much</i> , <i>a bit of</i> , <i>a few</i> on a limited range of familiar	1	14	

		p.61	general and curricular topics 6.S2 ask simple questions to get information about a limited range of general topics			
56		Speaking: Making, accepting and refusing invitations. p. 62	6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.L4 understand the main points of supported extended talk on a range of general and curricular topics	1	19	
57		Writing: An email about school. p.63	6.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	24	
58		My Country, Albany Marathon. p.64	6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.L4 understand the main points of supported extended talk on a range of general and curricular topics 6.U2 use quantifiers many, much, a lot of, a few on a limited range of familiar general and curricular topics	1	25	
59		CLIL: Physical Education: Rules of a game. p.65	6.L4 understand the main points of supported extended talk on a range of general and curricular topics 6.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	26	
60		Review 5: A day Summerhill. WB p.44	6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.C5 give feedback to set personal learning objectives 6.W6 link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics	1	31	
61		Project: My Dream Summative assessment for the unit 5	6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	01.02	
62	Travel and holidays Unit 6 p.p. 68 - 79	Travel equipment. p.p. 68 - 69	6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.W8 spell most high-frequency words accurately for a limited range of general topics of familiar general topic 6.S3 give an opinion at sentence level on a limited range of general and	1	02	

63		Reading: An adventure story p.10	6.3.1 recognise typical features of word, sentence and text level in a limited context 6.3.2 give an opinion at sentence level on a limited range of general and particular topics 6.3.3 give an opinion at sentence level on a limited range of general and particular topics 6.3.4 understand reported narratives, including some extended talk, on an interesting range of general and particular topics 6.4.1 use future forms and for predictions and for going to talk about already decided plans on a limited range of familiar general and particular topics 6.4.1.1 plan, write, edit and present work at text level with support on a limited range of general and particular topics 6.5.1 give an opinion at sentence level on a limited range of general and particular topics 6.5.2 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1		
64		Language focus to be going to with clarity	6.4.1.1 use future forms and for predictions and for going to talk about already decided plans on a limited range of familiar general and particular topics 6.4.1.2 plan, write, edit and present work at text level with support on a limited range of general and particular topics 6.5.1 give an opinion at sentence level on a limited range of general and particular topics 6.5.2 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	50	
65		Weather conditions p.12	6.4.1.1 understand more specific information and detail of short, supported talk on a wide range of familiar topics 6.4.1.2 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 6.5.1 get sample questions to get information about a limited range of general topics	1	14	
66		Language focus will / won't	6.4.1.1 use future forms and for predictions and for going to talk about already decided plans on a limited range of familiar general and particular topics 6.4.1.2 plan, write, edit and present work at text level with support on a limited range of general and particular topics 6.5.1 give an opinion at sentence level on a limited range of general and particular topics 6.5.2 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	14	
67		Speaking How was your weekend? p.14	6.4.1.1 use future forms and for predictions and for going to talk about already decided plans on a limited range of familiar general and particular topics 6.4.1.2 plan, write, edit and present work at text level with support on a limited range of general and particular topics 6.5.1 give an opinion at sentence level on a limited range of general and particular topics 6.5.2 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	13	
68		Writing: A blog p.15	6.4.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.4.1.2 plan, write, edit and present work at text level with support on a limited range of general and particular topics 6.5.1 give an opinion at sentence level on a limited range of general and particular topics 6.5.2 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	16	

			connectors on a limited range 6.53 give an opinion at sentence level on a limited range of general and curricular topics			
69		My Country: An adventure holiday p.76	6.C.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.L4 understand the main points of supported extended talk on a range of general and curricular topics 6.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	21	
70		CLIL: Natural science: Weather and climate p.77	6.C.3 respect differing points of view 6.L5 understand main specific information and detail of short supported talk on a wide range of familiar topics 6.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	22	
71		Review 6 p.78	6.C.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.W6 link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics	1	23	
72		Skills Round - up, p.79 Summative Control work 6 for Unit 6	6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	28	
73	Reading for pleasure 3 and 7 p.p. 86 – 91	Talking about books p.80 – p.81	6.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.R1 understand the main points in a limited range of short simple texts on general and curricular topics 6.L4 understand the main points of supported extended talk on a range of general and curricular topics	1	01.03	
74		Young writers p.82	6.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics	1	02	
75		Language Focus: Present Perfect p.83	6.L4 evaluate and respond constructively to feedback from others 6.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics	1	07	

			6.UE7 use simple perfect forms of common verbs to express what has happened (indefinite time) on a limited range of familiar general and curricular topics			
76		Books and writers p.84	6.C4 evaluate and respond constructively to feedback from others 6.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.W8 use with some support familiar paper and digital reference resources to check meaning 6.W9 spell most high-frequency words accurately for a limited range of general topics of familiar general topics	1	98	
77		Language Focus: Present Perfect: Questions.	6.C4 evaluate and respond constructively to feedback from others 6.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics	1	99	
78		Summative assessment for the term 3	6.U1 understand the main points in a limited range of short simple texts on general and curricular topics 6.S5 keep interaction going in basic exchanges on a growing range of general topics of familiar general topics 6.W8 spell most high-frequency words accurately for a limited range of general topics of familiar general topics	1	14	
79		Speaking: Asking for and giving opinions.MT My Country... A fable p.88	6.C4 evaluate and respond constructively to feedback from others 6.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.W8 spell most high-frequency words accurately for a limited range of general topics of familiar general topics	1	15	
80		Review Unit' p.90 - 91	6.C4 evaluate and respond constructively to feedback from others 6.C7 develop and sustain a comment argument when speaking or writing 6.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics	1	16	
4 term						
81	Our neighbourhood Unit 8 p.p.92 – 103	Places in a town p.92 - p.93	6.U5 understand most specific information and detail of short, supported talk on a wide range of familiar topics curricular topics 6.C8 develop intercultural awareness through reading and discussion 6.UE14 use prepositions to talk about time and location use prepositions <i>for</i> to describe things and <i>about</i> to denote topic use prepositions of direction <i>to, away, out of, from, towards</i> on a limited range of familiar general and curricular topics familiar general and curricular topics	1	28.05	
82		Reading: A description of a modern city p.94	6.C7 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.U5 understand most specific information and detail of short, supported talk on a wide range of familiar topics	1	29	

83		Language Focus, <i>Are there</i> p.95	6.W1 write with support factual descriptions at text level which describe people, places and objects 6.U1-4 use prepositions to talk about time and location use prepositions <i>like to</i> describe things and about to denote topic and prepositions of direction <i>to, from, out of, from, towards</i> and <i>there is / there are</i> on a limited range of familiar general and curricular topics familiar general and curricular topics	1	95	
84		Describing places p.96	6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.L1 understand a sequence of supported classroom instructions 6.L5 understand most specific information and detail of short,	1	96	
85		Language Focus, Comparative adjectives, p.97	supported talk on a wide range of familiar topics 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.S3 ask simple questions to get information about a limited range of general topics C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.C2 use speaking and listening skills to provide sensitive feedback to peers 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics general and curricular topics 6.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics 6.U1-2 use quantifiers <i>many, much, a few, a little</i> on a limited range of familiar general and curricular topics 6.L1-3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics	1	97	
86		Asking for travel information p.98	6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.S2 ask simple questions to get information about a limited range of general topics 6.S3 give an opinion at sentence level on a limited range of general and curricular topics 6.L4 understand the main points of supported extended talk on a range of general and curricular topics 6.R3 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	98	
87		Writing, A description of a town p.99	6.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 6.W5 link without support sentences using basic coordinating connectors 6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.C2 use speaking and listening skills to provide sensitive feedback to peers 6.C3 respect differing points of view 6.L1 understand a sequence of supported classroom instructions 6.L5 understand most specific information and detail of short, supported talk on a wide range of familiar topics 6.S1 provide basic information about themselves and others at sentence level on an increasing	1	99	

			range of general topics 6.S2 ask simple questions to get information about a limited range of general topics 6.S3 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics			
88		My Country. A city park p.100	6.L1 understand a sequence of supported classroom instructions 6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.C2 use speaking and listening skills to provide sensitive feedback to peers	1	12	
89		CLIL: Geography: Reading a map p.101	6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.S2 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 6.R1 recognise typical features at word, sentence and text level in a limited range of written genres 6.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 6.C2 use speaking and listening skills to provide sensitive feedback to peers 6.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 6.S3 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.U1/2 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 6.L3 understand most specific information and detail of short, supported talk on a wide range of familiar topics 6.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics	1	15	
90		Review: Unit 8 p.102	6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.S2 ask simple questions to get information about a limited range of general topics 6.S3 give an opinion at sentence level on a limited range of general and curricular topics 6.L4 understand the main points of supported extended talk on a range of general and curricular topics 6.R2 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 6.W3 link without support sentences using basic coordinating connectors	1	18	
91		Project: City profile p.103	6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups	1		

		6.C2 use speaking and listening skills to provide sensitive feedback to peers 6.C3 respect differing points of view 6.L1 understand a sequence of supported classroom instructions 6.L5 understand most specific information and detail of short, supported talk on a wide range of familiar topics Summative assessment for the 1 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.S2 ask simple questions to get information about a limited range of general topics 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics		19	
92	Transport (Unit 9 p.p. 104 – 115)	Vocabulary Jobs p.p.104-105 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.S3 give an opinion at sentence level on a limited range of general and curricular topics 6.L4 understand the main points of supported extended talk on a range of general and curricular topics 6.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups	1	24	
93		The history of the steam engine p.106 6.C8 develop intercultural awareness through reading and discussion 6.C9 use imagination to express thoughts, ideas, experiences and feelings 6.L3 understand an increasing range of unsupported basic questions on general and curricular topics 6.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 6.S2 ask simple questions to get information about a limited range of general and curricular topics 6.R4 read and understand with some support a limited range of short fiction and non-fiction texts understanding of general topics 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	25	
94		Language Focus: How/How p.107 6.U9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 6.C8 develop intercultural awareness through reading and discussion 6.C9 use imagination to express thoughts, ideas, experiences and feelings	1	26	

95		Language Focus. There was/ there were p.107	6.L3 understand an increasing range of unsupported basic questions on general and curricular topics 6.L4 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 6.S2 ask simple questions to get information about a limited range of general and curricular topics	1	27	
96		Strange Town USA p.108	6.L1 understand a sequence of supported classroom instructions 6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.C2 use speaking and listening skills to provide sensitive feedback to peers 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 6.W3 recognise typical features at word, sentence and text level in a limited range of written genres 6.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	92.75	
97		Language Focus. Past Simple of regular verbs p.109	6.L1 understand a sequence of supported classroom instructions 6.L1E5 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.C2 use speaking and listening skills to provide sensitive feedback to peers 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	85	
		Language Focus. Past Simple of regular verbs p.109		1	84	
98		Making and responding to suggestions p.110	6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.S2 ask simple questions to get information about a limited range of general topics 6.S3 give an opinion at sentence level on a limited range of general and curricular topics	1	89	
99		An article about a town p.111	6.L4 understand the main points of supported extended talk on a range of general and curricular topics 6.L5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 6.W3 link without support sentences using basic coordinating connectors	1	90	

100		My Country, Public transport. p.112	6.C2 use speaking and listening skills to provide sensitive feedback to peers 6.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	11	
101		Revision. Summative assessment for the unit 2	6.U19 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 6.L5 understand most specific information and detail of short, supported talk on a wide range of familiar topics 6.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics	1	16	
102		CLIL: History: Famous explorers p.113	6.L1 understand a sequence of supported classroom instructions 6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.C2 use speaking and listening skills to provide sensitive feedback to peers 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 6.R7 recognise typical features at word, sentence and text level in a limited range of written genres 6.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	17	
103		Review: Unit 9 p.114	6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.S3 give an opinion at sentence level on a limited range of general and curricular topics 6.L4 understand the main points of supported extended talk on a range of general and curricular topics 6.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 6.W3 link without support sentences using basic coordinating connectors	1	18	
104		Skill Round -up. p.115	6.C2 use speaking and listening skills to provide sensitive feedback to peers 6.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.U19 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 6.L5 understand most specific information and detail of short, supported talk on a wide range of familiar topics	1	23	

			6. W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics			
105		Vocabulary puzzles. Free time	6.1 Understand with limited support the main points of extended talk on a range of general and curricular topics 6.1.1 Provide basic information about themselves and others at discourse level on a range of general topics 6.1.1.2.1 Ask simple questions to get information about a growing range of general topics	1	24	
106		Summative assessment for the 4 th term	6.4.2.1 Understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.5.9.1 Punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy	1	25	
107		Correction work	6.1.1E9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 6.1.5 understand most specific information and detail of short, supported talk on a wide range of familiar topics	1	30	
108		Vocabulary puzzles. Food and drink	6. W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics	1	31	

«Бекітемін»

Мектеп директоры:

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«Келісемін»

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«14.09.2022ж»

ӘБ отырысында қаралды

Хаттама № 1

 А.Ошанова

«14.09.2022ж»

Ағылшын тілі

«Тілектес» жалпы орта білім беретін мектебі

Күнтізбелік тақырыптық жоспар

7 сынып

Пән мұғалімі: Е.Махан

2022-2023 оқу жылы

Calendar Thematic Plan for grade 7
within the framework of updating the secondary education content
2022-2023 academic year

N	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
1st term 26 hours						
1	Unit 1: Hobbies and Leisure- 12 hours	Time and numbers p.76 (a millennium, a century, etc.)	7.C6 rehearse and present information clearly to others 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics 7.UE3 use questions including questions with where, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics	1	06.09	
2		Superstitions p.80 (lucky, fate, superstitions, etc.)	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	06	
3		Making predictions (will, won't) p.81	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 7.UE8 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics	1	07	
4		Adjectives: characteristics p.82 (helpful, easy-going, impatient, etc.)	7.C2 use speaking and listening skills to provide genuine feedback to peers 7.C3 develop and sustain a consistent argument when speaking or writing 7.UE3 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics 7.L7 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics	1	08	
5		Adjectives: characteristics p.82	7.C6 develop intercultural awareness through reading and discussion 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics	1	13	
6		First conditional p.83	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.UE16 use conjunctions if, when, where, as, and, or, but, because, before, after to link parts of sentences in short texts on a growing range of familiar general and curricular topics 7.C9 use imagination to express thoughts, ideas, experiences and feelings	1	14	
7		A future survey p.84 (Asking for and giving opinions, Expressing probability)	7.L5 understand most specific information and detail of supported, extended talk on a range of general and curricular topics 7.S5 keep interaction going in longer exchanges on a range of general and curricular topics	1	15	
8		A report on a survey p.85 (Expressing quantity. Nobody, everybody)	7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 7.L12 use quantifiers including more, little, few, less, fewer, not as many, not as much on a growing range of familiar general and curricular topics	1	20	

			7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics			
9		Hobbies and leisure p.88 (cooking, shopping, fishing, etc.; questions with whose, need, too and enough)	7.C3 respect differing points of view 7.U6 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics 7.U6 use a variety of personal, demonstrative and quantitative pronouns including someone, somebody, everybody, no one on a growing range of familiar general and curricular topics	1	11	
10		CIL: Maths: Statistics and charts p.88	7.U2 use quantifiers including more, little, few, less, fewer not as many, not as much on a growing range of familiar general and curricular topics 7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.S6 communicate reasoning clearly at sentence and discourse level during, pair, group and whole class exchanges	1	12	
11		CIL: Maths: Statistics and charts p.88 S.A.1	7.E2 use speaking and listening skills to provide sensitive feedback to peers	1	13	
12		Correction work	7.U5 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics	1	14	
13	Unit 2: Communication and Technology 14 hours	Everyday objects p.9 (bag, hair pins, clothes, etc.)	7.U1 begin to use basic abstract nouns and compound nouns on a growing range of familiar general and curricular topics 7.U5 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics	1	19	
14		People's possession p.10 (supposed to, allowed to, etc.)	7.U5 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics	1	24/10	
15		Present Simple: affirmative and negative p.11	7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	25	
16		Present Simple: affirmative and negative p.11	7.C6 organise and present information clearly to others 7.U9 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics		26	
17		Free-time activities p.12 (watch TV, listen to music, meet friends, etc.; Adverbs of frequency)	7.S1 provide basic information about themselves and others at discourse level on a range of 7.C6 organise and present information clearly to others 7.U9 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics	1	11	

18		Present Simple: questions p.13	7.A1.12 use an increased variety of adverbs, including adverbs of degree: too, not enough, quite... rather on a growing range of familiar general and curricular topics 7.L4 understand with limited support the main points of extended talk on a range of general and curricular topics	1		12	
19		Asking for and giving opinions p.14	7.L5 understand most specific information and detail of supported, extended talk on a range: general and curricular topics 7.W1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics	1		13	
20		An internet profile p.15 (Expressing likes and dislikes)	7.U19 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics 7.U12 use quantifiers including more, little, few, less, fewer but is many, not so much on a growing range of familiar general and curricular topics	1		14	
21		Communication and technology p.16	7.U14 use a variety of determiners including all, other on a growing range of familiar general and curricular topics 7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics	1		19	
22		Joining a club p.17	7.L5 understand most specific information and detail of supported, extended talk on a range: general and curricular topics 7.S5 keep interaction going in longer exchanges on a range of general and curricular topics	1		20	
23		C.I.II. Technology Advertising p.18 SA 2	7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.S1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics	1		25	
24		Summative control work for the 1st term	Specification	1		26	
25		Correction work	7.C2 use speaking and listening skills to provide sensitive feedback to peers	1		27	

2nd term 22 hours

27	Unit 3: Holidays and Travel 10 hours	At home p.22 (table, chair, sofa, cupboard, etc.)	7.C2 use speaking and listening skills to provide sensitive feedback to peers. 7.C6 organize and present information clearly to others 7.S3 give an opinion at discourse level on a growing range of general and curricular topics	1		28/11	
28		Seeing stars p.24 (view, modern, traditional, etc.)	7.S4 respond with some fluency at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics 7.A9 recognize inconsistencies in arguments in short, simple texts on a limited range of general and curricular subjects 7.U14 use prepositions before nouns and adjectives in common prepositional phrases on a wide range of familiar general and curricular topics	1		29	
29		Present Continuous: affirmative and negative p.25	7.L3 understand with little support the main points in extended talk on a limited range of general and curricular topics 7.L3 understand with some support most of the <i>main</i> of an argument to continue talk on a limited range of general and curricular topics	1		30	

30		Homework p.29 (make breakfast, lunch, dinner, take out the rubbish, etc.)	7.C3 respect differing points of view 7.C8 develop intercultural awareness through reading and discussion 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics	1	15	
31		Present Continuous questions p.27	7.C2 use speaking and listening skills to provide sensitive feedback to peers 7.S3 give an opinion at discourse level on a growing range of general and curricular topics 7.S5 contribute on a growing range of general and curricular topics	1	16	
32		Making requests and compromises p.28	7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects 7.U14 use prepositions before nouns and adjectives in common prepositional phrases on a wide range of familiar general and curricular topics	1	17	
33		A perfect place to live p.29 (Describing a place)	7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics 7.L1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics	1	22	
34		Holidays and travel (Indirect speech: say and tell) p.30	7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.U17 use <i>if</i> / <i>unless</i> in first conditional clauses; <i>one</i> , defining relative clauses with which, who, that, where on a wide range of familiar general and curricular topics	1	23	
35		Finding things p.31	7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	24	
		CLIL: Reading for pleasure: Poetry p.32	7.C4 evaluate and respond constructively to feedback from others	1	29	
36		Vocabulary puzzles. At home. Homework. P.33	7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics	1	30	
		REVIEW Unit 3 p.34 SA 1	7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	91, 12	
37	Unit 4: Space and Earth 12 hours	Prepositions: movement p.50 (across, around, down, etc.)	7.C5 use feedback to set personal learning objectives 7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	06	
38		Dislikes p.52 (dislike(s), hate, etc.)	7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics 7.L8 understand supported narratives on a wide range of general and curricular topics		07	
39		Past Continuous: affirmative and negative p.53	7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics 7.S3 give an opinion at discourse level on a growing range of general and curricular topics	1	08	
40		Geographical features p.54	7.L4 understand with limited support the main points of extended talk on a range of	1	13	

	(desert, hills, forest, etc.)	general and curricular topics 7.1.5 understand most specific information and detail of supported, extended talk on a range: general and curricular topics 7.9.6 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics			
41	Past Continuous: questions p.55	7.11.10 use present continuous form with present and future meaning, and past continuous forms for background and interrupted past actions on a limited range of familiar: general and curricular topics	1	14	
42	Expressing interest p.56	7.1.4 evaluate and respond constructively to feedback from others 7.8.6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	1	15	
43	A narrative text p.57 (Linking events: when, while, as soon as)	7.1.1 understand with little support the main points in extended talk on a limited range of: general and curricular topics 7.8.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics	1	20	
44	Space and Earth p.58	7.8.1 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar: general and curricular topics		21	
45	CE1: Natural science: Natural disasters p.18 S: A 2	7.8.1 understand the main points in a growing range of short, simple texts on: general and curricular topics	1	22	
46	CE1: Natural science: Natural disasters p.18 S: A	7.2.7 recognise typical features at word, sentence and text level in a range of written genres 7.9.6 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar: general topics and some curricular topics	1	27	
47	Summative control work for the 2 nd term	Specification	1	28	
48	REVIEW Unit 4	7.1.1.4 use an increased variety of determiners including number, order on a range of familiar: general and curricular topics	1	29	

3rd term 30 hours

49	Unit 9: Reading for Pleasure 6 hours	Sherlock Holmes: The Blue Diamond p.120	7.C3 express differing points of view 7.C8 develop intercultural awareness through reading and discussion 7.L615 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics	1	10	
50		The Last Word p.122	7.L62 use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, more any, enough 7.B9 recognize inconsistencies in arguments in short, simple texts on a limited range of general and curricular subjects	1	11	
51		The Last of the Mohicans	7.C67 use a growing variety of compound adjectives and adjectives as participles 7.B3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts	1	12	
52		Robinson Crusoe – Daniel Defoe WB p.89	C9 use imagination to express thoughts, ideas, experiences and feelings 7.R4 read independently a limited range of short simple fiction and non-fiction texts	1	17	
		Nicholas Nickleby WB p.88	7.W1 use with some support style and register appropriate to a limited variety of writing genres on general and curricular topics 7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	1	18	
53	Unit 6: Entertainment and Media 12 hours	Romeo and Juliet WB p.90	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.R4 read independently a limited range of short simple fiction and non-fiction texts	1	19	
54		Emma WB p.91	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.R4 read independently a limited range of short simple fiction and non-fiction texts	1	24	
55		Skills and people p.64 (actor, printer, composer, composer, etc.)	7.C3 express differing points of view 7.E3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics	1	25	
56		Whizz-kids p.66 (there's a record, take an exam)	7.S4 respond with some fluency at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics 7.L65 use questions which include a variety of different tense on a range of familiar general and curricular topics	1	26	
57		Ability: can, could Questions with How...? p.67	7.C67 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 7.S3 give an opinion at discourse level on a growing range of general and curricular topics 7.G1 use speaking and listening skills to solve problems creatively and cooperatively in groups	1	31	
58		Adjectives: qualities p.68 (irritate, aggressive, extreme)	7.S5 keep interaction with peers by negotiating, agree and organise priorities and plans for completing classroom tasks 7.S6 recount some extended stories and events on a growing range of general and curricular topics	1	01,02	
59		Language: Comparative and superlative adjectives. P.69	7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts 7.R4 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics	1	02	

71		Emails p.113	7.W4 use with some support style and register appropriate to a formal variety of written genres on general and curricular topics 7.C8 develop intercultural awareness through reading and discussion 7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics	1	02	
72		Reading for pleasure p.114	7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics	1	07	
73		CI.II.: Reading for pleasure: Stories p.116 SA 2 Summative assessment	7.UE12 use an increased variety of adverbs, including adverbs of degree: too, not enough, quite, rather on a growing range of familiar general and curricular topics 7.UE7 use simple perfect forms to express indefinite and unfinished past with be and have on a growing range of familiar general and curricular topics 7.S8 recount some extended stories and events on a limited range of general and curricular topics	1	09	
76		Progress Review	7.UE12 use an increased variety of adverbs, including adverbs of degree: too, not enough, quite, rather on a growing range of familiar general and curricular topics	1	14	
77		Summative control work for the 3 rd term	Specification	1	15	
78		Review p.118	7.L5 understand most specific information and detail of supported, extended talk on a range of general and curricular topics 7.S5 keep information going in longer exchanges on a range of general and curricular topics	1	16	

Healthy habits (Unit 7 p.92) (14 hours)

80	People in sport p.92 (captain, champion, finalist, etc.)	4	28.03	7.C6 organise and present information clearly to others.	WB p.68
81	Women in sport p.94 (captain, have a go at, support, etc.)	1	29	7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 7.S3 give an opinion at sentence and discourse level on an increasing range of general and curricular topics	WB p.72
82	Will and be going to p.95	1	30	7.C6 organise and present information clearly to others. 7.IE8 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics	WB p.69
83	Will and be going to p.95	1	04.04	7.C6 organise and present information clearly to others 7.IE8 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics	WB p.69
84	Compound nouns p.96 (sports terms, tournament, athletics, medium, etc.)	1	05	7.IE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics 7.L4 understand with limited support the main points of extended talk on a range of general and curricular topics 7.L5 understand most specific information and detail of supported, extended talk on a range of general and curricular topics	WB p.70
85	Be going to and Present Continuous	1	06	7.C6 organise and present information clearly to others 7.IE8 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics	WB p.71
86	Be going to and Present Continuous	1	11	7.C6 organise and present information clearly to others 7.IE8 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics	WB p.71
87	Making plans and arrangements p.98 (indefinite pronouns)	1	12	7.IE6 use a variety of personal, demonstrative, and quantitative pronouns including someone, nobody, everybody, no-one on a growing range of familiar general and curricular topics 7.L5 understand most specific information and detail of supported, extended talk on a range of general and curricular topics 7.S3 keep interaction going in longer exchanges on a range of general and curricular topics	SB ex.6 p.98
88	A formal letter p.99	1	13	7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	WB p.73
89	Healthy habits p.100	1	18	7.IE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics	SB ex.6 p.100

				7.UE5 use questions including questions with <i>where</i>, <i>how often</i>, <i>how long</i> and a growing range of tag questions on a growing range of familiar general and curricular topics 7.UE6 use future form <i>will</i> to make offers, promises, and predictions on a growing range of familiar general and curricular topics 7.S5 keep interaction going in longer exchanges on a range of general and curricular topics	
90	Talking about scores p.101	1	19	7.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.S5 keep interaction going in longer exchanges on a range of general and curricular topics	SB p.101
91	CLIL: Maths: Average speed p.102	1	20	7.C6 organise and present information clearly to others 7.L6 Deduce meaning from context with little support in extended talk on a limited range of general and curricular topics	SB p.102
92	CLIL: Maths: Average speed p.102 Summative assessment: Unit 7	1	25	7.W5 Develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics 7.W9 Punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy	Revision 7
93	Review p.104	1	26	7.C7 use speaking and listening skills to provide supportive feedback to peers	SB p.103
Clothes and Fashion (Unit 3 p.36) (14 hours)					
94	Adjectives: feeling and events p.36 (cute, nervous, lucky, etc)	1	27	7.C8 organise and present information clearly to others 7.UE14 use an increased variety of prepositions of time, location and direction use <i>by</i> and <i>with</i> to denote agent and instrument; use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics	WB p.28
95	Remember this! p.38 (memorised, remember, from memory, etc.)	1	02.05	7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 7.S5 keep interaction going in longer exchanges on a range of general and curricular topics	WB p.31
96	Was, were p.39	1	03	7.C8 organise and present information clearly to others 7.UE9 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics	WB p.29
97	Was, were p.39	1	04	7.C8 organise and present information clearly to others 7.UE9 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics	WB p.29
98	Milestones p.40 (become a professional, have a child, etc.)	1	09	7.UE3 use common participles as adjectives and other adjectives correctly in front of nouns on a growing range of familiar general and curricular topics	WB p.30

				7.1.4 understand with limited support the main points of extended talk on a range of general and curricular topics 7.1.5 understand most specific information and detail of supported, extended talk on a range, general and curricular topics	
99	Past Simple p.41	1	10	7.08 organise and present information clearly to others 7.08.9 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics	WB p.71
100	Past Simple p.41	1	11	7.08 organise and present information clearly to others 7.08.9 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics	WB p.51
101	Your weekend p.42 (Talking about an experience, time expressions and ago)	1	16	7.08.9 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics 7.55 keep interaction going in longer exchanges on a range of general and curricular topics	SB ex.6 p.42
102	A past event p.43 (Linking events, there was, there were)	1	17	7.02 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics	WB p.23
103	A past event p.43 (Linking events, there was, there were)	1	18		WB p.33
104	Revision] Summative assessment: 2	1	23	7.08 Use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding 7.57 Use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics	Revision 3
105	Clothes and fashion p.44	1	24	7.10.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics 7.10.15 use common verbs, followed by infinitive verb / verb + ing form use infinitive of purpose on a limited range of familiar general and curricular topics 7.55 keep interaction going in longer exchanges on a range of general and curricular topics	SB ex.6 p.44

106	Summative assessment for the 4th term	1	25	7.1.5 Recognise the opinion of listener(s) in supported extended talk on a range of general and curricular topics 7.1.6 Deduce meaning from context with little support in extended talk on a limited range of general and curricular topics 7.01 Understand the main points/inputs on a limited range of familiar general and curricular topics 7.02 Understand specific information and detail in texts on a range of familiar general and curricular topics 7.06 Link with little or no support, sentences into coherent paragraphs using a variety of	Revision 7, 3
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				but connectors on a range of familiar general topics and some curricular topics. 7.W3 Spell more high-frequency vocabulary accurately for a growing range of familiar general and curricular topics. 7.U2 Use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough. 7.S7 Use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics. 7.S8 Recount some extended stories and events on a growing range of general and curricular topics. 7.U29 Use appropriately a variety of active and passive simple present and past tenses and past perfect simple forms on a range of familiar general and curricular topics.	
107	An event in the past p.43	4	28	7.S5 Keep interaction going in longer exchanges on a range of general and curricular topics	Stras 3 p.45
108	C.B.: Felt stories p.46	8	31	7.C9 use imagination to express thoughts, ideas, experiences and feelings. 7.B2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics. 7.W7 use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics.	S8p.48-49



КЕЛІСЕМІН:
Оқу ісінң меңгерушісі:
М. Аймыртаев 
« 24 » сәуі 2022 ж.

КАРААДЫ:
Әб жетекшісі: 
А. Шапинова
« 26 » сәуі 2022 ж.

«Тілектес» жалпы орта білім беретін мектебі КММ

КҮНТІЗБЕЛІК-ТАҚЫРЫШТЫҚ ЖОСПАРЫ

Пән: Ағылшын тілі
Мұғалім: Махан Ермат
Сынып: 8

2022-2023 оқу жылы

8th grade English Language Arts
 English Language Arts Curriculum
 Calendar Thematic Plan for the 8th grade
 2022-2023 (new school year/academic year)

No.	Theme	Hours	Date	Learning objectives	Home task	Notes
1 term						
Our world (Unit 1 p.8) (12 hours)						
1	Everyday objects p.9-9	1	01.09	8.87 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.062 use a growing variety of quantifiers for countable and uncountable nouns including several (many), a large/small number/noun on a range of familiar general and curricular topics	WB p.8	
2	The Zoo (topic) family p.10	1	02	8.2.9 use imagination to express thoughts, ideas, experiences and feelings 8.87 give an opinion at discursive level on a wide range of general and curricular topics 8.07 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	WB p.12	
3	Relative pronoun p.11	1	06	8.06 improve and present information clearly to others 8.060 use a variety of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, hours, less, a few (on a range of familiar general and curricular topics)	WB p.9	
4	Pollution and the environment p.12	1	08	8.02 use speaking and listening skills to provide sensitive feedback to peers 8.1.2 understand with little or no support more specific information in extended talk on a wide range of general and curricular topics 8.87 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	WB p.10	
5	Entry test	1	09	8.03 use feedback to set personal learning objectives		
6	Too, too much, too many, enough, not enough p.13	1	13	8.06 improve and present information clearly to others 8.062 use an increased variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics	WB p.11	

Sr.	Theme	Hours	Date	Learning objectives	Home task	
7	Offering and asking for help p.14	1	15	R.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics R.1.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics R.1.5 interact with peers to negotiate, agree and disagree priorities and plans for completing classroom tasks	SH p.6 p.14	
8	An environmental problem p.15	1	16	R.1.10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world R.1.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics R.1.5 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics	WB p.12	
9	My country: the world p.16	1	20	R.1.1 develop individual awareness through reading and discussion R.1.2 use a growing variety of punctuation for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics R.1.5 interact with peers to negotiate, agree and disagree priorities and plans for completing classroom tasks	Paper "An environmental problem in my country"	
10	C.E.O. Geography Sustainable development p.17	1	22	R.1.10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world R.1.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics R.1.1 understand the main points of texts on a growing range of unfamiliar general and curricular topics, including some extended texts R.1.5 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics	SH p.15 p.17	
11	Review 1 p.18	1	23	R.1.5 use feedback to set personal learning objectives	WB p.16-15	
12	Project: A blog p.19 SA 1	1	27	R.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics		

No.	Theme	Hours	Date	Learning objectives	Home task	
Daily life and shopping (Units 2 to 200 (12 hours))						

12	The Internet p.20	1	28	8.5T use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some particular topics 8.10T use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and particular topics	WR p.16	
13	The Internet p.20	1	30	8.9Z write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some particular topics	WR p.16	
15	Present perfect, alternative and negative p.21	1	04.10	8.5T give an opinion at discourse level on a wide range of general and particular topics	WR p.20	
16	Future addition p.22	1	08	8.8Z understand specific information and detail in texts on a growing range of familiar general and particular topics, including some extended texts		
17	Present perfect, regular and irregular verbs p.23	1	07	8.2Z organize and present information clearly to others 8.10T use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and particular topics	WR p.17	
18	Cybercrime p.24	1	11	8.5T use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some particular topics 8.4Z understand with little or no support most specific information in extended talk on a wide range of general and particular topics 8.9Z interact with parts in negative, affirmative and negative questions and plans for completing classroom tasks	WR p.18	
19	Present perfect questions p.25	1	13	8.8Z ask more complex questions to get information about a growing range of general topics and some particular topics 8.10T use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and particular topics	WR p.19	
20	Online shopping p.26	1	14	8.4Z understand with little or no support the main points in extended talk on a wide range of general and particular topics 8.5T use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some particular topics 8.10T use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and particular topics	Essay "Advantages and Disadvantages of online shopping"	

No	Theme	Hours	Date	Learning objectives	Home task	
21	A comment on a website p.27	1	18	R.51 use appropriate subject-specific vocabulary and grammar to talk about a range of general topics, and some curricular topics. R.W5 link, independently, sentences into coherent paragraphs using a variety of link connectives on a range of familiar general topics and some curricular topics. R.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics.	WB p.21	
22	My country, Duty kit and shopping p.28	1	20	R.C8 develop intercultural awareness through reading and discussion R.52 use appropriate subject-specific vocabulary and grammar to talk about a range of general topics, and some curricular topics. R.L16 use a variety of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, more, less, a few on a range of familiar general and curricular topics.	WB ex.2 p.28	
23	Cs.11 Technology: The Internet - article p.29 & A.2	1	21	R.52 use appropriate subject-specific vocabulary and grammar to talk about a range of general topics, and some curricular topics. R.H1 understand the main points to text on a growing range of unfamiliar general and curricular topics, including some extended texts. R.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics.	Classroom	
24	Review 1 p.30	1	25	R.C5 use feedback to set personal learning objectives	WB p.22	
25	Summative Assessment for term 1	1	27			
26	Skills round-up: Welcome - (Unit 2) p.31	1	28	R.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups R.W2 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics.	WB p.23	

2nd term 24 hours

27	Entertainment and media (Unit 2 p.32) (10 hours)	Television p.33	8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.S2 ask more complex questions to get information about a growing range of general topics and some curricular topics 8.C6 organise and present information clearly to others 8.U17 use a variety of simple perfect forms to express recent, historic and unfinished past on a range of familiar general and curricular topics	1	08.10	
28		Reality TV p.34	8.C7 develop and sustain a consistent argument when speaking or writing 8.U2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	1	10.10	
29		Fast simple p.35	8.C6 organise and present information clearly to others 8.W2 write with marginal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics	1	13.10	
30		On TV p.36	8.C1 use speaking and listening skills to solve problems creatively and cooperatively in person 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.U2 understand with little or no support from specific information in extended talk on a wide range of general and curricular topics	1	15.10	
31		Past times p.37	8.C6 organise and present information clearly to others 8.W2 write with marginal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics	1	17.10	
32		My book p.38	8.C9 use translation to express thoughts, ideas, experiences and feelings 8.U3 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	18.10	
33		A news article p.39	8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.W6 link (historically), sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics 8.W7 plan, write, edit and proofread work at least level 4 with little support on a range of general and curricular topics	1	22.10	
34		My country: Entertainment and media p.40	8.C3 respect differing points of view 8.U6 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts 8.U14 use some prepositions before nouns and adjectives use prepositional, like to relative clauses and dependent prepositional following adjectives, on a range of familiar general and curricular topics	1	24.10	

35		CLIL Technology Television p.41	LC10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world LS7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics LR1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	1	25.10	
36		Review 7 p.42 Summative assessment, Unit 3	LC5 use feedback to set personal learning objectives	1	28.10	
37		Project A TV programme p.42	LR1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts LR1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	02.12	
38	Sport, health and exercise (Unit 4 p.44) (11 hours)	Adjectives: personality p.44	LC2 use speaking and listening skills to provide constructive feedback to peers LE112 use comparative degree adverb structures not as quickly as / far less quickly with regular and irregular adverbs LS7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	06.12	
39		Sports magazines p.46	LS7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics LR2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	1	08.12	
40		Present perfect: still, yet, just and already p.47	LC6 organise and present information clearly to others LE17 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics	1	09.12	
41		Nouns and adjectives: personal qualities p.48	LS7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics LR2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics	1	13.12	
42		Present perfect and past simple p.49	LC6 organise and present information clearly to others LE17 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics	1	15.12	
43		Identifying and describing people p.50	LC1 use speaking and listening skills to solve problems creatively and cooperatively in groups LR1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics LS7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	16.12	
44		A biography p.51	LS7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics LR1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	20.12	16.12

			LC3 use a growing variety of compound adjectives and adjectives as participles and some comparative structures, including not as... as, much... than, to indicate degree on a range of familiar general and curricular topics			
45		My country, Sport, health and exercise p.32	LC3 develop (intercultural awareness through reading) and discussion LC3 use a growing variety of compound adjectives and adjectives as participles and some comparative structures, including not as... as, much... than, to indicate degree on a range of familiar general and curricular topics LC7 use with critical support, appropriate layout at text level for a range of written genres on familiar general and curricular topics	1	22.12	
47		CE1: Language and literature: Newspapers p.33 Summative assessment Unit 4	LC3 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world LC3 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics LC1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	1	23.12	
48		Review 4 p.34	LC5 use feedback to set personal learning objectives	1	27.12	
49		Summative assessment for the 2nd term	LC5 Deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics LC5 Deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics LC4 Use with some support style and register appropriate in a variety of written genres on general and curricular topics LC5 Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	29.12	
50		Skills round-up: Worksheet - Unit 4 p.35	LC1 use speaking and listening skills to solve problems creatively and independently in groups LC7 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	30.12	

No	Theme	Hours	Date	Learning objectives	Home/task	Notes
III term						
Reading for pleasure (Unit 5 p.56) (10 hours)						
31	Books and film: genres p.56	1	10.01	8.57 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.1.17 use intensive forms after a limited number of verbs and adjectives; use present forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics	WB p.40	
32	Movie technology p.58	1	12	8.53 give an opinion at discourse level on a wide range of general and curricular topics 8.82 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	WB p.44	
33	Could, can, will be able to p.59	1	13	8.57 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.17.17 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	WB p.44	
34	Books and film: features p.60	1	17	8.67 develop and sustain a consistent argument when speaking or writing 8.13 understand with little or no support oral specific information in extended talk on a wide range of general and curricular topics 8.57 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	WB p.42	
35	Second conditional p.61	1	18	8.19 use imagination to express thoughts about experiences and feelings 8.17 use If/ unless/ if only in second conditional clauses and wish clauses (present reference); use a growing variety of relative clauses including wh-clauses on a range of familiar general and curricular topics	WB p.43	
36	Expressing preferences and recommending p.63	1	20	8.61 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.13 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.57 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	WB p.46/47	

No	Theme	Hours	Date	Learning objectives	Home task	Notes
47	A review of a book or a film p.62	1	24	R.1D use talk or writing as a means of reflecting on and exploring a range of perspectives on the world R.5T use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics R.W1 plan, write, edit and proofread work at test level with little support on a range of general and curricular topics	WB p.43	
48	My country: Reading for pleasure p.34	1	26	R.6A read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics R.1E1 use some abstract nouns and complex noun phrases on a range of familiar general and curricular topics	Graphic organizer	
49	CLIL Language and literature: Word building: nouns p.65		27	E.1E3 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as... as, twice... times to indicate degree on a range of familiar general and curricular topics A.1E12 use comparative degree adverb structures twice as quickly as / far less quickly with regular and irregular adverbs use an increased variety of pre-verbal, post-verbal and end-positioned adverbs on a range of familiar general and curricular topics		
50	Review 2 p.66	1	31		WB p.46	
51	Project: A film poster p.67	1	30.03	R.62 use feedback to set personal learning objectives R.C9 use imagination to express thoughts, views, experiences and feelings	WB p.47	
The natural world (Unit 3 p.68) (10 hours)						
52	Nature on p.68	1	03	R.5T use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics R.1E4 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics	WB p.48	
53	The lost world p.70	1	07	R.C7 develop and sustain a consistent argument when speaking or writing R.5T use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics R.E2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some scientific texts	WB p.53	

24	CELE National environmental Topical material p.37	1	23	8.57 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some particular topics 8.61 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.W1 plan, write, edit and proofread work at least level with little support on a range of general and curricular topics	WB p.54-55	
27	Review 6 p.78-8A 6	1	24	8.W1 plan, write, edit and proofread work at least level with little support on a range of general and curricular topics 8.6 use feedback to set personal learning objectives		
22	Skills round up: Welcome - GILES p.79	1	28	8.C18 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.57 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.W1 plan, write, edit and proofread work at least level with little support on a range of general and curricular topics		

Travel and transport (1.10/7 p.80) (10 hours)

23	Transport: PLANN p.80	1	02.04	8.1.8 develop intercultural awareness through reading and discussion 8.57 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.1.87 use a variety of simple perfect forms to express recent, indefinite and anticipated past on a range of familiar general and curricular topics	WB p.56	
24	Yacht travel p.82 1	1	03	8.51 give an opinion at discursive level on a wide range of general and curricular topics 8.62 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 8.1.1.4 use 'open' prepositions before nouns and adjectives (see prepositions in file to indicate marine) use dependent prepositional following adjectives on a range of familiar general and curricular topics	WB p.60	
25	Reported speech: time changes p.83 SA 2	1	07	8.C6 organise and present information clearly to others 8.1.2.11 use verb-reported speech forms for statements, questions and commands: say, tell, tell including reported requests on a range of familiar general and curricular topics	WB p.57	

76	The future of transport p.84	4	09	B1.7 develop and sustain a consistent argument when speaking or writing B1.2 understand with little or no support most specific information in extended talk on a wide range of general and particular topics B1.6 deduce meaning from context with little or no support in extended talk on a growing range of general and particular topics	WB p.58	
77	Reported questions, commands and requests p.85	4	10	B1.8 organise and present information clearly to others B1.11 use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and particular topics	WB p.59	

29	Theme		Date	Learning objectives	Home task	Notes
78	Apologising and explaining p.86	3	17	B1.7 understand with little or no support the main points in extended talk on a wide range of general and particular topics B1.9 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some particular topics B1.7 use feedback to set personal learning objectives	SB ex.8 p.86	
79	Summative control work for the 2 nd term	3	18			
80	CLIL: Language and literature: Advancing stories p.89 Review 2 p.90	3	17	B1.8 recount some extended stories and events on a range of general and particular topics B1.4 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and particular topics B1.11 use some prepositions before nouns and adjectives use prepositions in, like to indicate manner use dependent prepositions following adjectives on a range of familiar general and particular topics	WB p.62-63	

4th term 28 hours

81	Food and drink (Unit 8 p.92) (14 hours)	Action and protest p.92	8.C9 use imagination to express thoughts, ideas, experiences and feelings 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.U13 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1	28.45	
82		Will and might p.93		1	30	
83		The food waste scandal p.94	8.S1 give an opinion at discourse level on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.S2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	1	33	
84		First conditional review p.95	8.C6 organise and present information clearly to others 8.U17 use if / unless if only in second conditional clauses and wish [had] clauses (present reference); use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics	1	04.04	
85		First conditional review p.95		1	06	
86		Plural verbs: a campaign p.96	8.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	07	
87		Be going to and will p.97	8.C6 organise and present information clearly to others 8.U18 use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics	1	11	
88		Plans and arrangements p.98	8.C6 organise and present information clearly to others 8.L5 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	13	

89		A formal letter p.99	8.C7 develop and sustain a consistent argument when speaking or writing. 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.W1 plan, write, edit and proofread work at test level with little support on a range of general and curricular topics	1	14	
90		My country: Food and drink: Record-breaking food p.100	8.C8 develop intercultural awareness through reading and discussion 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.UE2 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as...as much...than... to indicate degree on a range of familiar general and curricular topics	1	14	
91		Ch.11 Science: The future of food p.101	8.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.R6 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts	1	20	
92		Review 4 p.102 Summative assessment: Unit 7	8.C5 use feedback to set personal learning objectives 8.R1 understand, paraphrase information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 8.U3 explain events from context in short texts and some extended texts on a growing range of familiar general and curricular topics 8.S2 Ask more complex questions to get information about a growing range of general topics and some curricular topics 8.W4 Report with some flexibility about a process and discuss key features or critical comments on a range of general and curricular topics 8.S7 Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	23	
93		Skills roundup: Welcome - Unit 8 p.103	8.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.W1 plan, write, edit and proofread work at test level with little support on a range of general and curricular topics	1	25	
94	The world of work (Unit 9 p.104) (11 hours)	School life: verbs p.104	8.C6 organise and present information clearly to others 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.UE3 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1	27	
95		Should and must p.105	8.C7 develop and sustain a consistent argument when speaking or writing 8.UE3 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1	28	
96		Cheating p.106	8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.R2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	1	02.05	

97		Have to and don't have to p.107	8.1.6 organise and present information clearly to others 8.1.6.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1	04	
98		School life: noun p.108	8.1.5 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.5.3 give an opinion at discourse level on a wide range of general and curricular topics	1	05	
99		Should, must and have to p.109	8.1.7 develop and sustain a consistent argument when speaking or writing 8.1.6.1.3 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1	06	
100		Asking for and giving advice p.110	8.1.6 organise and present information clearly to others 8.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.5.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	11	
101		An opinion essay p.111	8.1.7 develop and sustain consistent argument when speaking or writing 8.5.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.1.7.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	12	
102		My country. The world of work: What is your dream job? p.112	8.5.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	1	16	
103		CJIL History: Child labour in Victorian Britain p.113	8.1.6 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.5.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.1.6.1.7 use if / unless / if only in second conditional clauses and wish (that) clauses (present reference); use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics	1	18	
104		Project: A Survey p.115 Summative assessment: Unit 0	8.5.5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	19	
105		Compound noun: Noun p.116	8.1.6.1.7 use if / unless / if only in second conditional clauses and wish (that) clauses (present reference); use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics	1	23	
106		Summative assessment for the 4th term	8.1.2 Understand with little or no support most specific information in extended talk on a wide range of general and curricular topics	1	25	

			8. R2 Understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts. 8.W1 Plan, write, edit and proofread work at first level with little support on a growing range of general and curricular topics. 8.W4 Use with some support style and register appropriate to a variety of written genres register appropriate to a variety of written genres on general and curricular topics. 8.S5 Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks. 8.S6 Link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges.			
107		Profession and softness: Minie p.117	8.W4 Use with some support style and register appropriate to a variety of written genres register appropriate to a variety of written genres on general and curricular topics.	1	26	
108		Review 9 p.118	8.C10 Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	39	