

«Бекітемін»

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«21» 01 2022ж

«Келісемін»

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«21» 01 2022ж

ШБ отырысында жаралды

Хаттама №: 1

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«21» 01 2022ж

Ағылшын тілі

«Тілектес» жалпы орта білім беретін мектебі

Күнтізбелік тақырыптық жоспар

8 сынып

Пән мұғалімі: Н. Сейдахметов

2022-2023 оқу жылы

English Language Learning
 Calendar Thematic Plan for the 8th grade
 2022-2023 (by weekly/subject/ calendar year)

No	Theme	Hours	Date	Learning objectives	Home task	Notes
Term						
Our world (Unit 1 p.8) (12 hours)						
1	Everyday objects p.8-9	1	01.08	8.5.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some particular topics 8.5.12 use a growing variety of grammatical forms for describing and comparing people, including several, plenty, a large/small number (many) as a range of familiar general and particular topics	WB p.8	
2	The "big topics" family p.10	1	02	8.5.9 use imagination to express thoughts, ideas, experiences and feelings 8.5.2 give an opinion at different level on a wide range of general and particular topics 8.5.2 understand specific information and detail in texts on a growing range of familiar general and particular topics, including some detailed texts	WB p.12	
3	Relative pronouns p.11	1	03	8.6.6 organize and present information clearly in talks 8.6.10 use a variety of pronouns including indefinite pronouns anybody, anyone, everything, quantitative pronouns everyone, everything, some, most, less, a few as a range of familiar general and particular topics	WB p.8	
4	Pollution and the environment p.12	1	04	8.4.2 use speaking and listening skills to provide sensitive feedback to peers 8.3.2 understand with little or no support some specific information in extended talk on a wide range of general and particular topics 8.3.2 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some particular topics	WB p.10	
5	Class test	1	05	8.6.5 use feedback to set personal learning objectives		
6	too, too much, too many, enough, too little p.13	1	12	8.6.6 organize and present information clearly in talks 8.5.11/12 use an increased variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and particular topics	WB p.11	

13	The market p.20	1	29	8.57 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some particular topics 8.57 use a variety of simple perfect forms to express reason, motivation and intention post on a range of familiar general and particular topics	WB p.16	
14	The Internet p.20	1	30	8.52 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some particular topics	WB p.16	
15	Present perfect: affirmative and negative p.21	1	34, 40	8.51 give an opinion or describe a trend on a wide range of general and particular topics	WB p.20	
16	Internet activities p.22	1	36	8.52 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	42	8.58 expressive and precise information clearly to others 8.57 use a variety of simple perfect forms to express reason, motivation and intention post on a range of familiar general and particular topics	WB p.17	
18	Cybercrime p.34	1	44	8.57 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some particular topics 8.12 understand with little or no support from specific information in extended talk on a wide range of general and particular topics 8.52 interact with peers to negotiate, agree and disagree positively and plan for completing classroom tasks	WB p.18	
19	Present perfect: questions p.25	1	49	8.10 ask more complex questions to get information about a growing range of general topics and some particular topics 8.57 use a variety of simple perfect forms to express reason, motivation and intention post on a range of familiar general and particular topics	WB p.19	
20	Online shopping p.26	1	48	8.11 understand with little or no support the main points in extended talk on a wide range of general and particular topics 8.57 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some particular topics 8.12.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and particular topics	From "Advantages and disadvantages of online shopping"	

20	Theme	Hours	Date	Learning objectives	Home task	
21	A country you visit p.25	1	18	ES7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some particular topics EW6 link independently sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics EW1 plan, write, edit and proofread work at test level with little support on a range of general and curricular topics	W1 p.21	
22	My country Dutch (1st act) shopping p. 28	1	20	EC1 develop intercultural awareness through reading and discussion ES7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics EL1/E6 use a variety of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, when, much, lots, a few on a range of familiar general and curricular topics	SD ex.5 p.28	
23	C.U.R. Technology The internet - video p.29 SA 2	1	21	ES7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics EL1 understand the tasks given to learn on a growing range of unfamiliar general and curricular topics including some extended texts EW1 plan, write, edit and proofread work at test level with little support on a range of general and curricular topics	Create a video	
24	Review 1 p.30	1	23	EC1 use feedback to set personal learning objectives	WD p.22	
25	Summative Assessment for term 1	1	27			
26	Skills wrap-up Welcome - Unit 2 p.11	1	28	EC1 use speaking and listening skills to solve problems smoothly and cooperatively in groups EW3 develop with support coherent arguments supported when necessary by examples and evidence for a growing range of written genres in familiar general and curricular topics	WD p.29	

2 nd term 24 hours						
27	Entertainment and media (Unit 1 p.32) (10 hours)	Television p.33	8.51 use appropriate subject-specific vocabulary and terms to talk about a range of general topics, and some particular topics 8.52 ask more complex questions to get information about a growing range of general topics and some particular topics 8.53 explain and present information clearly to others 8.53 use a variety of simple perfect forms to express events, incidents and unfinished past on a range of familiar general and concrete topics	1	08.10	
28		Radio/TV p.34	8.57 develop and maintain a consistent argument when speaking or writing 8.82 understand specific information and detail in texts on a growing range of familiar, general and particular topics, including some extended texts	1	10.10	
29		Postcard p.35	8.56 explain and present information clearly to others 8.82 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some particular topics	1	11.10	
30		On TV p.36	8.55 use speaking and listening skills to solve problems creatively and comparatively in groups 8.57 use appropriate subject-specific vocabulary and terms to talk about a range of general topics, and some particular topics 8.58 understand with little or no support most specific information in extended talk on a wide range of general and particular topics	1	15.10	
31		Postcard p.37	8.56 explain and present information clearly to others 8.82 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some particular topics	1	17.10	
32		My survey p.38	8.58 use imagination to express thoughts, ideas, experiences and feelings 8.58 understand with little or no support the main points in extended talk on a wide range of general and particular topics 8.57 use appropriate subject-specific vocabulary and terms to talk about a range of general topics, and some particular topics	1	18.10	
33		A news article p.39	8.57 use appropriate subject-specific vocabulary and terms to talk about a range of general topics, and some particular topics 8.86 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some particular topics 8.87 plan, write, edit and proofread work at test level with little support on a range of general and concrete topics	1	22.10	
34		My country: Entertainment and media p.40	8.58 support differing points of view 8.86 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and particular topics, including some extended texts 8.88 use some prepositions before nouns and adjectives and prepositions as, like to indicate named or dependent prepositional following adjectives on a range of familiar general and particular topics	1	24.10	

35		2.1.1. Technology Television p.41	8.1.10 use talk or writing as a means of reflecting on and acquiring 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 particular topics 8.1.11 underlined the main points in texts on a growing range of familiar general and curricular topics, including some extended texts	1	25.10	
36		Revision 2 p.42 Summative assessment, Unit 2	8.1.5 use feedback to set personal learning objectives	1	28.10	
37		Present: A TV programme p.43	8.1.1 underlined the main points in texts on a growing range of familiar general and curricular topics, including some extended texts 8.5.1 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	8.1.2 use spelling and listening skills to provide constructive feedback to peers 8.1.12 use comparative degree adverb structures (as quickly as / as fast/quickly) with regular and irregular adverbs 8.5.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some particular topics	1	06.12	
39		Sports superlatives p.44	8.5.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.1.2 underlined 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 + will, yet, just and already p.47	8.1.6 explain and present information clearly to others 8.1.17 use a variety of simple perfect forms to express action, indefinite and infinitesimal past on a range of familiar general and curricular topics	1	09.12	
41		Nouns and adjectives, personal qualities p.48	8.5.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.1.2 underlined with little or no support most specific information in a extended talk on a wide range of general and curricular topics	1	13.12	
42		Present perfect and past simple p.49	8.1.6 explain and present information clearly to others 8.1.17 use a variety of simple perfect forms to express action, indefinite and infinitesimal past on a range of familiar general and curricular topics	1	15.12	
43		Identifying and describing people p.50	8.1.3 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.1.1 underlined 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 particular topics	1	16.12	
44		A Synagogue p.51	8.5.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.1 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

			R.1.3 Use a growing variety of compound adjectives and adjectives in participles and some comparative structures, including too...as, much...than, in various degrees on a range of familiar general and particular topics			
45		My country: Spain, health and exercise p.33	R.1.6 Develop functional awareness through reading and discussion R.1.3 Use a growing variety of compound adjectives and adjectives in participles and some comparative structures, including too...as, much...than, in various degrees on a range of familiar general and particular topics R.W.7 Use with minimal support: appropriate format at test level for a range of written genres on familiar general and particular topics	1	22.12	
47		C1.11: Language and literature: Newspapers, p.33 Summative assessment: Unit 4	R.1.11 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 particular topics R.1.1 Understand the main points in texts on a growing range of unfamiliar general and particular topics, including some extended texts	4	23.12	
48		Review 4 p.34	R.1.5 Use feedback to set personal learning objectives	1	27.12	
49		Summative assessment for the 2nd term	R.1.6 Explain meaning from context with little or no support in extended texts on a growing range of general and particular topics R.1.5 Explain meaning from context in short texts and some extended texts on a growing range of familiar general and particular topics R.1.4 Use with some support: style and register appropriate to a variety of written genres on general and particular topics R.1.7 Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some particular topics	1	29.12	
50		Skills round-up: Writing - Unit 4 p.35	R.1.1 Use speaking and listening skills to solve problems creatively and cooperatively in groups R.1.1 plan, write, edit and present work at test level with little support on a range of general and particular topics	1	30.12	

No	Theme	Units	Date	Learning objectives	Home task	Name
III term						
Reading for pleasure (Unit 5 p.36) (10 items)						
51	Books and film genres p.36	1	11.01	8.57 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some particular topics 8.10.11 use relative forms after a limited number of verbs and adjectives; use personal 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 particular topics	WB p.36	
52	Music technology p.38	1	12	8.53 give an opinion at discourse level on a wide range of general and particular topics 8.82 understand specific information and detail in texts on a growing range of familiar general and particular topics, including some extended texts	WB p.41	
53	Could can, will be able to p.39	1	13	8.57 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some particular topics 8.10.12 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	WB p.41	
54	Books and film genres p.40	1	17	8.07 develop and sustain a coherent argument when speaking or writing 8.12 understand with little or no support most specific information in extended talk on a wide range of general and particular topics 8.57 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some particular topics	WB p.42	
55	Second conditional p.41	1	18	8.09 use imagination to express thoughts, ideas, experiences and feelings 8.10.17 use if/ unless/ if only in second conditional clauses and wish/should clauses (present relevance); use a growing variety of relative clauses including why clauses on a range of familiar general and particular topics	WB p.43	
56	Expressing preferences and recommending p.42	1	20	8.01 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.15 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and particular topics 8.57 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some particular topics	WB ex 5 p.42	

No	Theme	Hours	Date	Learning objectives	Home task	Score
27	A review of a book or a film p.65	1	26	ECLB use talk or writing as a means of reflecting on and exploring a range of comparisons on the world E5T use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some particular topics RW1 plan, write, edit and proofread work at first level with little support on a range of general and particular topics	WB p.25	
28	My country Reading for pleasure p.64	1	26	R6B read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and particular topics E5T1 use some abstract nouns and complex noun phrases on a range of familiar general and particular topics	Graphic organizer	
29	CLIL: Language and literature: Word building- lesson p.63		29	ECLB use a growing variety of compound adjectives and adjectives in participle and some comparative structures including not so... as, much... than... to indicate degree on a range of familiar general and particular topics R3T12 use comparative degree adverb structures not as quickly as / far less quickly with regular and irregular adverbs use an increased variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and particular topics		
30	Revision 3 p.66	1	31		WB p.26	
31	Project: A film poster p.67	1	02.02	R6T use feedback to set personal learning objectives R5T use integration to express thoughts, ideas, experiences and feelings	WB p.27	
The natural world (Unit 6 p.68) (10 hours)						
32	Science: air p.68	1	03	R6T use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some particular topics R3T9 use appropriately a variety of active and passive simple present and past forms and past perfect (single items in narrative and reported speech) on a range of familiar general and particular topics	WB p.48	
33	The first world p.70	1	04	R6T develop and sustain a coherent argument when speaking or writing E5T use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some particular topics R6T understand specific information and detail in texts on a growing range of familiar general and particular topics, including some extended texts	WB p.52	

№	Theme	Hours	Days	Learning objectives	Home task	Notes
84	Past present, affirmative and negative p.71	1	08	4.1.1 recognize and present information clearly to others 4.1.2 use appropriately a variety of active and passive simple present and past forms and past perfect (simple forms in affirmative and reported speech on a range of familiar general and contextual topics)	WB p.26	
85	Adjectives describing art p.72	1	10	4.1 recognize and present information clearly to others 4.1.2 understand with little or no support (with specific information) to understand talk on a wide range of general and contextual topics 4.1.2.1 use a growing variety of modal forms for different functions (obligation, necessity, possibility, permission, requests, suggestion, prohibition on a range of familiar general and contextual topics)	WB p.28	
86	Present with past positive p.73	1	14	4.1.6 recognize and present information clearly to others 4.1.7 use appropriate subject-specific vocabulary and forms to talk about a range of general topics, and some contextual topics 4.1.2.6 use appropriately a variety of active and passive simple present and past forms and past perfect (simple forms in negative and reported speech on a range of familiar general and contextual topics)	WB p.29	
87	Expressing doubt p.74	1	16	4.1.6 recognize the content of the questionnaire with little or no support (in extended talk on a wide range of general and contextual topics) 4.1.7 use appropriate subject-specific vocabulary and forms to talk about a range of general topics, and some contextual topics	WB ex.6 p.74	
88	A discussion of a piece of art p.75	1	17	4.1.11 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 4.1.7 use appropriate subject-specific vocabulary and forms to talk about a range of general topics, and some contextual topics 4.W.7 plan, write, edit and proofread work at less level with little support on a range of general and contextual topics	WB p.57	
89	My country I simply prefer this (BOS) an p.76	1	21	4.C.2 use feedback to set personal learning objectives 4.C.8 develop individual resources through reading and discussion	WB ex.2p.76	

26	CDL: Natural environments Treefest resources p.22	1	23	3.57 use appropriate subject specific vocabulary and syntax to talk about a range of general topics and some curricular topics 3.61 understand the main points in texts on a growing range of non-fiction general and curricular topics, including some extended texts 3.63 plan, write, edit and proofread work at test level with little support on a range of general and curricular topics	W8 p.14-15	
27	Treefest 3 p.73-74 &	1	24	3.W1 plan, write, edit and proofread work at test level with little support on a range of general and curricular topics 3.7 use feedback to improve learning objectives		
28	Maths reading: Numbers (Unit 4 p.7)	1	25	3.13 have skills of reading as a means of retrieving, organising and explaining a range of perceptions on the world 3.57 use appropriate subject specific vocabulary and syntax to talk about a range of general topics and some curricular topics 3.W1 plan, write, edit and proofread work at test level with little support on a range of general and curricular topics		

Travel and Transport (Unit 5 p.88) (10 hours)						
29	Transport: roads p.80	1	(11.6)	3.13 develop information on issues through reading and discussion 3.57 use appropriate subject specific vocabulary and syntax to talk about a range of general topics and some curricular topics 3.13.7 use a variety of simple perfect forms: present perfect, definite and indefinite past as a range of familiar general and curricular topics	W8 p.56	
30	Yacht travel p.82	1	(12)	3.12 give an overview of discussing based on a wide range of general and curricular topics 3.62 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 3.13.14 use simple prepositions before nouns and adjectives use prepositions on, like to indicate manner use appropriate grammatical structures effectively on a range of familiar general and curricular topics	W8 p.56	
31	Expanded topics: more changes p.83 & 84	1	(13)	3.13 organise and present information clearly in others 3.13.13 use some reported speech forms like statements, questions and exclamation; yes, no, etc. 3.13 including reported exclamation on a range of familiar general and curricular topics	W8 p.57	

76	The future of energy p.34	1	10	8.1.7 describe and explain a common argument when speaking or writing 8.1.2 understand with little or no support main specific information in extended talk on a wide range of general and curricular topics 8.1.6 define something from context with little or no support in extended talk on a growing range of general and curricular topics	WB p.38	
77	Reported speech, commands and requests p.35	1	10	8.1.8 organise and present information clearly to others 8.1.2.1 use some reported speech forms for statements, questions and commands e.g. said, will including reported requests on a range of familiar general and curricular topics	WB p.39	

No	Theme		Date	Learning objectives	Home task	Notes
78	Apologising and explaining p.36	1	11	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 ideas to talk about a range of general topics and some curricular topics	WB cv.8 p.40	
79	Summative control work for the 2 nd term	1	10	8.1.7 use feedback to set personal learning objectives		
80	CELT: Language and literature: Advanced series p.40 Review 2 p.40	1	11	8.5.8 recount more extended stories and events on a range of general and curricular topics 8.2.4 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 8.1.2.3 use some prepositions before nouns and adjectives use prepositions as (to) in (difficult) manner use dependent prepositions followed by adjectives on a range of familiar general and curricular topics	WB p.40-41	

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.U811 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	24.00	
82		Will and might p.93		1	20	
83		The food waste scandal p.94	8.S3 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	11	
84		First conditional review p.95	8.C6 organise and present information clearly to others 8.U811 use if / unless if only in second conditional clauses and wish [like] clauses (present reference); use a growing variety of relative clauses including who clauses on a range of familiar general and curricular topics	1	04.04	
85		First conditional review p.95		1	06	
86		Personal 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 how specific information is 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	05	
87		Be going to and will p.97	8.C6 organise and present information clearly to others 8.OE8 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 opinions 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 text 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 inferential 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.I/E3 use a growing variety of comparative 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	15	
91		CL11: 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	24	
92		Review 4 p.102 Summative assessment: Unit 7	8.C5 use feedback to set personal learning objectives 8.U1 understand specific information and detail on a growing range of familiar general and curricular topics, including some extended texts 8.U3 deliver reading from memory in structured and semi-structured forms on a growing range of familiar general and curricular topics 8.S2 Ask short-answer questions to get information about a growing range of general topics and some curricular topics 8.M Report with some facility about writing and discourse and its use in different contexts 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	25	
93		Skills round-up: 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 text level with little support on a range of general and curricular topics	1	25	
94	The world of work (Unit 8 p.104) (11 hours)	School life: verbs p.104	8.C8 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.U/E13 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.I/E13 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		Closing 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	00/05	

97	Have to and don't have to p.107	8.C6 organise and present information clearly to others 8.U6.C7 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: rooms p.108	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.S3 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.C7 develop and sustain a sustained argument when speaking or writing 8.U6.C7 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.C6 organise and present information clearly to others 8.L1 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	11	
101	An opinion essay p.111	8.C7 develop and sustain a sustained 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.L1 understand the viewpoint in extended talk on a wide range of familiar general and curricular topics, including some extended texts 8.W1 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.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.L1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	1	16	
103	CLIL: History: Child labour in Victorian Britain p.113	C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.U6.C7 use if / unless / if only in second conditional clauses and wish / had / would 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 9	8.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	19	
105	Compound Nouns: Waste p.116	8.U6.C7 use if / unless / if only in second conditional clauses and wish / had / would 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.L2 Understand with little or no support text specific information in extended talk on a wide range of general and curricular topics	1	24	

			8.1C2 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 text 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.S3 Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks. 8.S6 Link constructively with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges.			
109		Profman and Sullivan: Minic 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	25	
108		Review 9 p.114	8.2.10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	75	

«Бекітетін»

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«28» 08 2022 ж.

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Хаттама № 1

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«28» 08 2022 ж.

Ағылшын тілі

«Тілектес» жалпы орта білім беретін мектебі

Күнтізбелік тақырыптық жоспар

5 сынып

Пән мұғалімі: Н. Сейдалиева

2022-2023 оқу жылы

5 сыныптарға арналған күнтізбелік- тақырыптық жоспар
 Қазақстан Республикасының білім және ғылым министрлігінің қазақ тілі мен әдебиеті пәнінің мұғалімі
 Calendar Thematic Plan for the 5th grade within the framework of updating the secondary education content.
 2022-2023 оқу жылы/ school year (for version YMK EnglishPlus KZ.)

№	Unit	Theme	Learning objectives	Hours	Date	Notes
Unit 1 - 26 hours						
1	Unit 1 Home and away (13 hours)	Familiar Words	5.C9 use imagination to express thoughts, ideas, experiences and feelings. 5.A understand a sequence of supported classroom instructions. 5.B1 provide basic information about themselves and others at sentence level on an increasing range of general topics. 5.B6 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.LB11 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		Civics	5.L1 understand a sequence of supported classroom instructions. 5.B1 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.LB11 describe meaning from context in short, supported talk on an increasing range of general and curricular topics. 5.C3 use speaking and listening skills to solve problems cooperatively and comparatively in groups.	1	06	
4		Curricular Diagnostic test	5.L1 understand a sequence of supported classroom instructions. 5.B1 provide basic information about themselves and others at sentence level on an increasing range of general topics. 5.W2 write with support factual descriptions at text level which describe people, places and objects. 5.C8 develop intercultural awareness through reading and discussion. 5.LB11 describe 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.B1 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.L3 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 constructive feedback in pairs. 5.W3 write with support factual descriptions at text level which describe people's age (How old are the people and animals?). 5.LC1 use a verb to be describing age, times and location, 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.LB11 use appropriate vocabulary and uncountable nouns, (including countable nouns/places describing times and locations, on a limited range of familiar general and curricular topics.	1	16	

Sr.	Unit	Theme	Learning objectives	Days	Date	Notes
		name of a lot of	5.1.4 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics. 5.1.5 take notes when speaking with others in a growing range of short, basic exchanges. 5.W2 write with support factual descriptions at text level which describe people, places and objects.			
A		Review Unit 1.	5.1.7 recognise the options of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics. 5.1.8 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. 5.W1 plan, write, edit and present 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. 5.1.9 use simple present simple of a verb 'to be' and there is / there are to put regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics.	1	16	
B		Prepositions of place. Summative assessment for the unit "Home and away"	5.1.3 understand an increasing range of unsupported basic questions on general and curricular topics. 5.51 provide basic information about themselves and others at sentence level on an increasing range of general topics. 5.57 Ask simple questions to get information about a limited range of general topics. 5.1 understand a sequence of supported classroom instructions. 5.W1 write with support factual descriptions at text level which describe people, places and objects.	1	18	
10		Reading for pleasure	5.1.10 understand an increasing range of unsupported basic questions on general and curricular topics. 5.52 ask simple questions to get information about a limited range of general topics. 5.1.8 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. 5.1.6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics.	1	21	
11	Unit 4 Living things 14 hours	Families	5.1.1 understand a sequence of supported classroom instructions. 5.1.7 understand an increasing range of unsupported basic questions on general and curricular topics. 5.1.6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics. 5.64 evaluate and respond constructively to feedback from others. 5.51 provide basic information about themselves and others at sentence level on an increasing range of general topics.	1	23	
12		A Festival	5.56 communicate meaning clearly at sentence level during, pair, group and whole class exchanges. 5.57 use appropriate subject specific vocabulary and syntax to talk about a limited range of general topics. 5.1.5 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.W3 use with some support appropriate layout at text level for a limited range of curricular genres on familiar general topics and some curricular topics. 5.64 evaluate and respond constructively to feedback from others.	1	27	
17		Language Focus: Have got	5.1.7 understand an increasing range of unsupported basic questions on general and curricular topics. 5.1.9 use a growing variety of adjectives on a limited range of familiar general and curricular topics. 5.4 Give feedback to an personal learning themselves.	1	29	

No	Unit	Theme	Learning objectives	Month	Date	Score
14		Language Focus: have got	5.B2 understood with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. 5.1.B1 use appropriate structure "Have got" describing people in a photo. 5.C7 develop and sustain a coherent argument when speaking or writing.	1	30	
15		Describing people and families	5. C8 feedback to set personal learning objectives. 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.W8 spell most high-frequency words accurately for a limited range of general topics. 5.OB3 use a growing variety of adjectives on a limited range of familiar general and curricular topics.	1	04.10	
16		Have got: affirmative, negative, questions and short answers.	5.1.B1 use a growing variety of adjectives on a limited range of familiar general and curricular topics. 5. C8 feedback to set personal learning objectives. 5.B2 understood with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. 5.OB1 use appropriate structure "Have got" describing people in a photo. 5.C7 develop and sustain a coherent argument when speaking or writing.	1	06	
17		Have got: affirmative, negative, questions and short answers	5.OB3 use a growing variety of adjectives on a limited range of familiar general and curricular topics. 5. C8 feedback to set personal learning objectives. 5.B2 understood with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. 5.1.B1 use appropriate structure "Have got" describing people in a photo. 5.C7 develop and sustain a coherent argument when speaking or writing.	1	07	
18		Describing people	5.5b communicate meaning clearly at sentence level during, pair, group and whole class exchanges. 5.5f provide basic information about themselves and others at sentence level on an increasing range of general topics. 5.5b communicate meaning clearly at sentence level during, pair, group and whole class exchanges. 5.C4 evaluate and respond constructively to feedback from others.	1	11	
19		Describing people for a blog.	5.1.3 understood an increasing range of unsupported basic questions on general and curricular topics. 5. W7 write with support factual descriptions at text level which describe people. 5.5b communicate meaning clearly at sentence level during, pair, group and whole class exchanges. 5.2b recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics. 5.1.B1 use appropriate conjunctions and, as, but describing people. 5.1.B1 use a growing variety of adjectives and on a limited range of familiar general and curricular topics.	1	13	
20		My Country Living things	5.1.3 understood an increasing range of unsupported basic questions on general and curricular topics. 5.5f provide basic information about themselves and others at sentence level on an increasing range of general topics. 5.5b 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. 5.1.B1 use appropriate degree of comparison describing animals on a limited range of familiar general and curricular topics.	1	14	
21		Communication: Locations of items.	5.1.B1 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. 5.C6 organise and present information clearly to others.	1	15	

Sl. No.	Unit	Theme	Learning objectives	Hours	Date	Notes
21		My Family. Project Summative assessment for the unit "Living things"	5.1.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.5.1 provide basic information about a family and a family tree (other at sentence level) on an increasing range of general topics; 5.5.6 communicate meaning clearly at sentence level during pair, group and whole class exchanges; 5.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.8.3 understand the detail of an argument on a limited range of familiar general and curricular topics; 5.8.6 recognise the attitude or opinion of the writer in a text.	1	20	
22		Family Tree	5.5.1 provide basic information about a family and a family tree (other at sentence level) on an increasing range of general topics; 5.5.6 communicate meaning clearly at sentence level during pair, group and whole class exchanges; 5.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.8.3 understand the detail of an argument on a limited range of familiar general and curricular topics; 5.1.2 understand an increasing range of unsupported basic questions on general and curricular topics.	1	21	
24		Summative control work for the 1 st term.	5.1.8 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; 5.9.1 Plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics; 5.9.2 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 5.5.1 Provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.5.2 Give an opinion at sentence level on a limited range of general and curricular topics.	1	25	
25		Review, Unit 4	5.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.1.8 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.1.1.2 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.	5.5.6 communicate meaning clearly at sentence level during pair, group and whole class exchanges; 5.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.8.3 understand the detail of an argument on a limited range of familiar general and curricular topics; 5.1.2 understand an increasing range of unsupported basic questions on general and curricular topics.	1	28	
II term -26 hours						
25	Unit 5 Values (13 hours)	Celebrations and special days	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; 5.5.6 organise and present information clearly to others; 5.5.4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.8.3 understand the detail of an argument on a limited range of familiar general and curricular topics; 5.9.4 write with support a sequence of extended sentences in a paragraph to give basic personal information	1	08.11	
26		International Festivals.	5.9.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics; 5.9.2 write with support factual descriptions at text level which describe people, places and objects; 5.1.2 understand an increasing range of unsupported basic questions which ask for personal information; 5.1.8 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.5.4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and	1	10	

Sl. No.	Unit	Theme	Learning objectives	Hours	Date	Notes
			curricular topics			
27		Language Focus: Present Simple (affirmative)	5.54 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.81 understand the main points in a limited range of short simple texts on general and curricular topics 5.82 understand the detail of an argument on a limited range of familiar general and curricular topics 5.89 use feedback to set personal learning objectives 5.11E7 use simple present to express the activities on special days	1	11	
28		The months and seasons	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 5.54 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.57 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.81 understand the main points in a limited range of short simple texts on general and curricular topics	1	15	
29		Present Simple	5.57 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.81 understand the main points in a limited range of short simple texts on general and curricular topics 5.82 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	1	17	
30		Present Simple (negative)	5.81 understand the main points in a limited range of short simple texts on general and curricular topics 5.82 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.89 use feedback to set personal learning objectives 5.11E7 use simple present to express the activities on special days 5.11E8 use Present Simple (negatively) to speak about activities	1	18	
31		Making suggestions	5.1.8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.55 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.57 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.89 use imagination to express thoughts, ideas, experiences and feelings 5.82 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.86 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.11E.11 use numbers on a limited range of familiar general and curricular topics	1	22	
32		A composition about a special occasion	5.1.8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.55 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.82 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.86 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.11E.11 use numbers on a limited range of familiar general and curricular topics	1	24	
33		My Country, Holidays	5.1.8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.53 give an opinion at sentence level on a limited range of general and curricular topics 5.11E.6 use prepositions, basic personal and demonstrative pronouns, have in on a limited range of familiar general and curricular topics 5.11E.9 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar	1	25	

No	Unit	Theme	Learning objectives	Hourly	Date	Notes
24	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 5.4.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.1 give an opinion at sentence level on a limited range of general and curricular topics 5.6.2 write with support factual descriptions at text level which describe a friendship relationship 5.9.5 link without support sentences using basic coordinating connectives	1	28	
25		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 5.4.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.1.12 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.5.1 give an opinion at sentence level on a limited range of general and curricular topics 5.6.5 link without support sentences using basic coordinating connectives	1	01.12	
26		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 5.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.4.2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.1.12.9 use simple present and simple past regular and irregular forms to describe actions, habits and states on a limited range of familiar general and curricular topics	1	02	
27		Studying Habits	5.1.1 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 5.5.1 give an opinion at sentence level on a limited range of general and curricular topics (I think - I don't think) 5.6.6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.1.12.1 use adverbs of frequency to describe studying habits 5.5.3 give an opinion at sentence level on a limited range of general and curricular topics	1	06	
28		A day at school	5.1.1 understand a sequence of supported classroom instructions 5.5.1 give an opinion at sentence level on a limited range of general and curricular topics 5.5.4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.1.16 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.1.17 recognise typical features at word, sentence and text level in a limited range of written genres 5.1.12 use speaking and listening skills to provide sensitive feedback to peers	1	08	
29		A Language Focus: Object Pronouns: Present Simple	5.5.4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.1.16 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.1.17 recognise typical features at word, sentence and text level in a limited range of written genres 5.1.12 use speaking and listening skills to provide sensitive feedback to peers 5.1.16 spell most high-frequency words accurately for a limited range of general topics 5.1.16 punctuate written work at text level on a limited range of familiar general with some accuracy 5.1.12.10 use present continuous forms with present and future meaning on a limited range of familiar general and	1	09	

Sl. No.	Unit	Theme	Learning objectives	Hours	Date	Notes
40		Learning languages	curricular topics 3.1.2 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 3.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 3.8.1 read with some support a limited range of short fiction and non-fiction texts 3.8.3 develop intercultural awareness through reading and discussion	1	13	
41		Present Simple: question forms	3.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 3.8.4 read with some support a limited range of short fiction and non-fiction texts 3.8.7 recognise typical features of work, services and (co) level in a limited range of written genres 3.W3 write with support factual descriptions at text level which describe people and animals	1	15	
42		Asking questions in class	3.3.6 (4 use Present Simple (positive form) to ask and answer questions on a limited range of familiar general and curricular topics	1	16	
43		Writing a report	3.8.1 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 3.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 3.8.5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 3.W6 task, 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 Kannada artists	3.5.8 communicate meaning clearly at sentence level during pair, group and whole class exchanges 3.8.3 develop intercultural awareness through reading and discussion 3.W2 write with support factual descriptions at text level which describe famous Kannada artists 3.3.1.1.1.1.1 use simple present and simple past regular and irregular forms to describe the life of famous people 3.W9 punctuate written work at text level on a limited range of familiar general with some accuracy	1	22	
45		Adding about Timeline Summative assessment for the unit "The world of work"		1	23	
46		Summative control work for the 2 nd 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.W3 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics 3.5.3 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	1	27	
47		Reading for pleasure	3.1.3 recognise the opinion of the speaker(s) in short, supported talk on an increasing range of general and curricular topics 3.1.5 understand more specific information and detail in short, supported talk on a wide range of familiar topics	1	29	
48		Review: Unit 6	3.5.8 communicate meaning clearly at sentence level during pair, group and whole class exchanges 3.W9 spell most high-frequency words accurately for a limited range of general topics	1	30	

			3.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.5d 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 single texts on general and curricular topics			
101		Review Unit 7	5.W1 write with support factual descriptions at text level which describe job and future arrangements 5.UE14 use possessive adjectives and pronouns to talk about people and objects 5.C1 use speaking and listening skills to solve problems actively and cooperatively in groups	1	30	
102		Reading for pleasure Dib and Dolly 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 5.1.8 Understand supported narratives, including some extended talk, in an increasing range of general and curricular topics.	1	30	

Sr	Unit	Term	Learning objectives	Hours	Date	Notes
			III term - 30 hours			
46	Unit 8 Creativity (10 hours)	Culture	5.2.4 understand the main points of simplified extended talk on a range of general and curricular topics; 5.5.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.5.3 write with support factual descriptions at text level which describe people, places and objects; 5.5.12 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives describing landmarks of Assam; 5.8.1 understand the main points in a limited range of short simple texts on general and curricular topics	1	10/01	
50		Artistic fiction landmarks	5.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.5.4 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics; 5.1.6 evaluate and respond constructively to feedback from others; 5.5.12 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives describing landmarks of Assam; 5.8.1 understand the main points in a limited range of short simple texts on general and curricular topics	1	12	
51		Making plans	5.5.6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.8.1 understand the detail of an argument on a limited range of familiar general and curricular topics; 5.5.4 write with support a sequence of extended sentences in a paragraph to give basic information about Assam; 5.5.12 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics; 5.2.3 report differing points of view; 5.1.10 take or writing as a means of reflecting on and exploring a range of perspectives on the world (I want to (do)...)	1	13	
52		Language Focus- <i>be going to</i>	5.5.4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.1.11 use a structure to be going to express intention and plan on a limited range of familiar general and curricular topics; 5.5.3 write with support factual descriptions at text level which describe people, places and objects to visit and activities; 5.5.4 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics; 5.8.1 understand the detail of an argument on a limited range of familiar general and curricular topics	1	17	
53		Film and stories	5.2.3 give an opinion at sentence level on a limited range of general and curricular topics; 5.5.4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.1.11 use a structure to be going to express intention and plan on a limited range of familiar general and curricular topics; 5.5.3 write with support factual descriptions at text level which describe people, places and objects to visit and activities	1	19	

Sr	Unit	Theme	Learning objectives	Hours	Date	Notes
			1.346 talk, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics. 1.3.47 use imagination to express thoughts, ideas, experiences and feelings describing a little (1 hour review).			
54		He going religiousism)	1.3.48 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics. 1.3.49 communicate meaning clearly at sentence level during, with, group and whole class exchanges. 1.3.51 understand the main points in a limited range of short simple texts on general and curricular topics. 1.3.52 use a structure to be going to (questions) to ask about plans.	1	20	
55		Film Review	1.3.51 provide basic information about themselves and others at sentence level on an increasing range of general topics. 1.3.58 review basic story and events on a range of general and curricular topics. 1.3.66 talk, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics. 1.3.61 understand the main points in a limited range of short simple texts on general and curricular topics. 1.3.62 understand with little support some the information and detail in short, simple texts on a limited range of general and curricular topics.	1	24	
56		Unit Review	1.3.63 deliver meaning from context in short, supported talk on an increasing range of general and curricular topics. 1.3.51 provide basic information about themselves and others at sentence level on an increasing range of general topics. 1.3.64 evaluate and respond constructively to feedback from others. 1.3.61 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics. 1.3.62 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"	1.3.68 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics. 1.3.53 Give an opinion at sentence level on a limited range of general and curricular topics. 1.3.62 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. 1.3.63 write with support factual descriptions at text level which describe people, places and objects. 1.3.66 deliver meaning from context in short, supported talk on an increasing range of general and curricular topics.	1	27	
58		Reading for Pleasure.	1.3.61 understand the main points of supported extended talk on a range of general and curricular topics. 1.3.67 use appropriate topic-specific vocabulary and syntax to talk about a limited range of general topics. 1.3.62 understand the detail of an argument on a limited range of familiar general and curricular topics. 1.3.63 use a structure to be going to to ask about plans.	1	31	
59		Types of writing	1.3.61 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics. 1.3.64 evaluate and respond constructively to feedback from others. 1.3.61 understand the main points of supported extended talk on a range of general and curricular topics. 1.3.67 develop and sustain a consistent argument when speaking or writing. 1.3.62 understand the detail of an argument on a limited range of familiar general and curricular topics. 1.3.63 use Past Simple to tell a story.	1	02.02	
60		Are you a bookworm?	1.3.62 understand the detail of an argument on a limited range of familiar general and curricular topics. 1.3.62 write with support factual descriptions at text level which describe people, places and objects. 1.3.61 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics. 1.3.53 Give an opinion at sentence level on a limited range of general and curricular topics. 1.3.67 develop and sustain a consistent argument when speaking or writing.	1	03	

No	Unit	Theme	Learning objectives	History	Date	Notes
			Some of the Listening and Speaking learning objectives will be addressed when learners talk about reading.			
61		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. 5.8.2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. 5.9.3 write with support factual descriptions at text level which describe people, places and objects. 5.1.4 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics.	1	07	
62		Language Focus: Past Simple	5.1.2 use feedback to set personal learning objectives. 5.1.3 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. 5.9.3 write with support factual descriptions at text level which describe people, places and objects. 5.8.2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. 5.1.1 use Past Simple to tell a story.	1	09	
63		Biography of a writer	5.1.1.1 use Past Simple (negative and questions) to speak about past events till. 5.1.7 develop and sustain a consistent argument when speaking or writing. 5.9.4 find with support books, worksheets and other school material from class or school library according to classification. 5.5.6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges. 5.9.3 write with support factual descriptions at text level which describe people, places and objects.	1	10	
64		Past Simple (questions and negative forms)	5.1.8 use imagination to express thoughts, ideas, experiences and feelings. 5.8.5 deduce meaning from context in short texts on a limited range of familiar. 5.5.6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges. 5.9.3 write with support factual descriptions at text level which describe people, places and objects. 5.8.2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. 5.1.1 use Past Simple to tell a story.	1	14	
65		Unit Review	5.1.1.1 use Past Simple (negative and questions) to speak about past events till. 5.5.6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges. 5.9.3 write with support factual descriptions at text level which 5.1.8 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	
66		A Book festival: Kazakh famous writers and poets.	5.8.5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics. 5.1.8 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics. 5.1.1 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	
67		My Favourite Book	5.8.5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics. 5.5.6 communicate meaning clearly at sentence level during, pair, group and whole class exchange.	1	21	

Sl. No.	Unit	Theme	Learning objectives	Hours	Date	Notes
			4.W3 write with support factual descriptions at text level which describe people, places and objects. 5.B6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics. 5.BK3 use Past Simple (negative and questions) or speak about past events. 5.5b communicate meaning clearly at sentence level during, pair, group and whole class exchanges.			
16	Unit 3 Fantasy world (11 hours)	People and places	5.1A understand the main points of supported extended talk on a range of general and curricular topics. 5.5b communicate meaning clearly at sentence level during, pair, group and whole class exchanges. 5.5f use appropriate subject-specific vocabulary to talk about a limited range of general topics. 5.5f keep interaction going in back exchanges on a growing range of general and curricular topics. 5.C4 evaluate and respond constructively to feedback from others. 5.1A6 use plural form of nouns talking about people and places. 5.U02 use numbers to complete the first line of a country. 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	22	
16		An article about two places	5.1B deduce meaning from context in short, supported talk on an increasing range of general and curricular topics. 5.5b communicate meaning clearly at sentence level during, pair, group and whole class exchanges. 5.C8 develop interrelated awareness through reading and discussion. 5.W4 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	
16		Language Focus: there is/ there are/ some and any	5.5f use appropriate subject-specific vocabulary to talk about a limited range of general topics. 5.W4 spell most high-frequency words accurately for a limited range of general topics. 5.1E1 use appropriate countable and uncountable nouns, including common noun phrases and a structure there is/ there are describing time and location, on a limited range of familiar general and curricular topics. 5.C7 develop and sustain a consistent argument when speaking or writing. 5.1E14 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	
17		Shops: There is/ there are and short answers	5.5f use appropriate subject-specific vocabulary to talk about a limited range of general topics. 5.1E3 use appropriate countable and uncountable nouns, including common noun phrases and a structure there is/ there are describing time and location, on a limited range of familiar general and curricular topics. 5.C7 develop and sustain a consistent argument when speaking or writing. 5.1E14 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	
17		Talking about places in a town. A brochure about your town.	5.1B deduce meaning from context in short, supported talk on an increasing range of general and curricular topics. 5.H2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. 5.5b communicate meaning clearly at sentence level during, pair, group and whole class exchanges. 5.W4 spell most high-frequency words accurately for a limited range of general topics. 5.U08 use there is/ there are to find out people's favourite shops.	1	03	
17		My country. Summative assessment for the unit "Fantasy"	5.5f use appropriate subject-specific vocabulary and nouns to talk about a limited range of general topics. 5.W4 spell with some support, common and infrequent language using basic competence on a limited range of familiar general topics. 5.1E3 use a growing variety of adjectives and nouns and adverbial expressions and superlative adjectives and pronouns of time and key phrases on a limited range of familiar general and curricular topics. 5.1B 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	

No.	Unit	Theme	Learning objectives	Weeks	Date	Score
		World	1.5.1 Write with support a sequence of connected sentences in a paragraph on a given general topic. 1.5.2 Imagine the content of the questions in short, supported talk on an increasing range of general and contextual topics. 1.5.3 describe international awareness through reading and discussion. 1.5.4 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics. 1.5.5 understand with little support specific information and detail in short, simple texts on a limited range of general and contextual topics. 1.5.6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics.	1	09	
23		Fairy world	1.5.6 recognize the attitude or opinion of the writer in short texts on a limited range of general and contextual topics. 1.5.6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics. 1.5.7 use appropriate countable and uncountable nouns, including a limited noun phrases describing things and actions, on a limited range of familiar general and contextual topics. 1.5.8 deduce meaning from context in short, supported talk on an increasing range of general and contextual topics. 1.5.9 ask simple questions to get information about a limited range of general topics.	1	10	
24		Summative control week for the 3rd term	1.5.6 deduce meaning from context in short, supported talk on an increasing range of general and contextual topics. 1.5.10 Understand the main points in a limited range of short simple texts on general and contextual topics. 1.5.12 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics. 1.5.13 Give an opinion at sentence level on a limited range of general and contextual topics. 1.5.14 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics.	1	14	
25		Unit Revision	1.5.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics. 1.5.6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics. 1.5.13 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 contextual topics. 1.5.14 deduce meaning from context in short, supported talk on an increasing range of general and contextual topics. 1.5.15 Understand the main points in a limited range of short simple texts on general and contextual topics. 1.5.16 understand the main points in a limited range of short simple texts (in prose) on general and contextual topics. 1.5.18 understand supported sentences, including some extended talk, on an increasing range of general and contextual topics. 1.5.1 provide basic information about themselves and others at sentence level on an increasing range of general topics. 1.5.6 communicate meaning clearly at sentence level during pair, group and whole class exchanges.	1	18	
26		Reading for pleasure	1.5.18 understand supported sentences, including some extended talk, on an increasing range of general and contextual topics. 1.5.1 provide basic information about themselves and others at sentence level on an increasing range of general topics. 1.5.6 communicate meaning clearly at sentence level during pair, group and whole class exchanges.	1	19	
IV term - 20 hours						
27	Unit 2 Sports (2.1 hours)	I can describe people, places, things	1.5.2 understand an increasing range of unsupported basic questions which are for personal information. 1.5.4 respond with limited fluency at sentence level in anticipated contexts on an extending range of general and contextual topics. 1.5.6 communicate meaning clearly at sentence level during pair, group and whole class exchanges. 1.5.7 use speaking and listening skills to provide constructive feedback to peers. 1.5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics. 1.5.13 use appropriate effective and effective verbs in including accurate expressions describing things and activities on a limited range of familiar general and contextual topics.	1	27/03	

IV term (28 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 (Lc.1-3 p.12) 5.54 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.56 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.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.U6 use appropriate adjectives and indefinite article 'a' in including common noun phrases describing things and activities on a limited range of familiar general and curricular topics	1	28.03	
82		A web page about clubs for young people p.14	3.1.4 understand the main points of supported extended talk on a range of general and curricular topics 5.H7 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 5.54 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 to talk about a limited range of general topics	1	30	
83		Language Focus: be negative p.15	3.C2 respect differing points of view	1	11.03	
84		Prepositions in and at	5.56 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 3.C2 use speaking and listening skills to provide sensitive feedback to peers 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.U6 use appropriate adjectives and indefinite article 'a' in 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	3.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 3.W1 plan, write, edit and present work at text level with support on a limited range of general and curricular topics	1	05	
86		Be: questions and short answers p.p.16-17	5.U6B use a verb to be to talk about favourite things on a limited range of familiar general and curricular topics	1	07	

87		Giving personal information p.19	5.1.1.1 understand an increasing range of unsupported basic questions on general and curricular topics 5.52 ask simple questions to get information about a limited range of general topics	1	13	
88		An email p.19	5.1.1.1 understand an increasing range of unsupported basic questions on general and curricular topics 5.51 plan, write, edit and proofread work at test level with support on a limited range of general and curricular topics 5.56 link, with some support, sentences into coherent paragraphs using basic connectives on a limited range of familiar general topics 5.51.10 use present simple to write an email to an internet friend	1	13	
89		My Country, Sports p.20	5.1.1.1 understand an increasing range of unsupported basic questions on general and curricular topics 5.51 plan, write, edit and proofread work at test level with support on a limited range of general and curricular topics 5.56 link, with some support, sentences into coherent paragraphs using basic connectives on a limited range of familiar general topics 5.51.10 use present simple to write an email to an internet friend 5.52 ask simple questions to get information about a limited range of general topics 5.56 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	14	
90		Communication: Asking and telling the time p.21	5.54 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.1.2 understand an increasing range of unsupported basic questions which ask for personal information	1	14	
91		A Club poster: Adjectives, P.22	5.1.2.2 use numbers to practice asking for and telling the time 5.51 plan, write, edit and proofread work at test level with support on a limited range of general and curricular topics 5.1.3 understand an increasing range of unsupported basic questions on general and curricular topics	1	20	
92		Some favourite things p. 23	5.1.3 understand an increasing range of unsupported basic questions on general and curricular topics 5.51 express differing points of view	1	21	
93		Reading for pleasure p.25 Summative assessment 1	5.1.1 understand the main points in a limited range of short simple texts (a poem) on general and curricular topics 5.1.2 understand an increasing range of unsupported basic questions which ask for personal information on the poem 5.1.3 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.51 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.56 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.1.4 Understand the main points of supported extended talk on a range of general and curricular topics 5.51 Provide basic information about themselves and others at sentence level on an increasing range of general topics	1	23	

94		Review: Unit 2	5.L2 understand an increasing range of unsupported basic questions on general and curricular topics 5.W1 plan, write, edit and proofread text at text level with support on a limited range of general and curricular topics 5.W1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics 5.U10 use present simple to write an email to an internet friend 5.C6 compare 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.32 - 35)(13 Notes)	Holiday activities p.42-43	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.W2 write with support factual descriptions at text level which describe people, places and objects 5.U10 use simple present and imperatives to describe holiday activities 5.S3 give an opinion at sentence level on a limited range of general and curricular topics	1	28	
96		On holiday p.44	5.L2 understand an increasing range of unsupported basic questions on general and curricular topics 5.L1 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.C1 respect differing points of view and understand a blog	1	62.05	
97		Language Focus: Present continuous; affirmative and negative; 8)	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.C6 develop intercultural awareness through reading and discussion 5.U10 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; 8)	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.C6 develop intercultural awareness through reading and discussion	1	05	

«Бекітемін»

Мектеп директоры:



«24» 08 2022ж.

«Келісемін»

Оқу ісін басқарушы:

 М.Айтбайұлы

«24» 08 2022ж.

Ой отырысының қаралды:

Хаттама № 1

 А.Оспанов

«24» 08 2022ж.

Ағылшын тілі

«Тілектес» жалпы орта білім беретін мектебі

Күнтізбелік тақырыптық жоспар

9 сынып

Ізін мұғалімі: Н.Сейтжанова

2022-2023 оқу жылы

Curriculum
Календарно-тематическое планирование
по английскому языку
для 9 класса по обновленной программе
2021 - 2023 учебный год

№	Тема урока Содержание темы	ср ат	Сроки Месяц	Ожидаемые результаты/Цели урока/Learning objectives	Notes
1 term – 24 hours					
1 Hobbies & qualities					
1	Hobbies	1	2	9.C2 use speaking and listening skills to provide sensitive feedback to peers	Summative Control work
2	Shark attack	1	3	9.C4 evaluate and respond constructively to feedback from others	
3	Present & Past	1	4	9.C5 use feedback to set personal learning objectives	
4	Present Perfect – Past Perfect	1	5	9.C7 develop and maintain a consistent argument when speaking or writing	
				9.C8 develop intercultural awareness through reading and discussion	
5	Turning your hobby into a business	1	13	9.C9 use imagination to express thoughts, ideas, experiences and feelings	
				9.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	
6	Discussing career options	1	14	9.I.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	
7	Let's have fun around the world	1	16	9.I.2 understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	
8	What did Victorians do for fun?	1	20	9.I.5 recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	
9	My favourite hobby	1	21	9.S1 use formal and informal language registers in their talk on a range of general and curricular topics	
10	My favourite hobby	1	23	9.S3 explain and justify their own and others' point of view on a range of general and curricular topics	
11	Our World	1	27	9.S6 link comments with flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	Vocabulary, reflection task, check point
12	Unit revision SA1	1	28	9.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics	
				9.R1 understand the main points in extended texts on a range of unfamiliar general and curricular topics	
				9.R2 understand specific information and detail in extended texts on a growing range of	

familiar general and curricular topics, and some unfamiliar topics

9.R.4 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics

9.R.6 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics

9.W.1 plan, write, edit and proofread work at text level independently on a range of general and curricular topics

9.W.2 write independently about factual and imaginary past and future events, activities and experiences on a wide range of familiar general and curricular topics

9.W.3 write with grammatical accuracy on a range of familiar general and curricular topics

9.W.6 write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics

9.W.8 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics on a wide range of familiar general and curricular topics

9.U.E.5 use a wide variety of question types on a wide range of familiar general and curricular topics

9.U.E.7 use perfect continuous forms and a variety of single perfect active and passive forms including time adverbials ... so far, lately, all my life, on a wide range of familiar general and curricular topics

9.U.E.8 use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics

9.U.E.9 use appropriately a wide variety of active and passive single present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics

9.U.E.10 use present continuous and past continuous active and passive forms on a wide range of general and familiar curricular topics

9.U.E.11 use a variety of reported statements and question forms on a wide range of familiar general and curricular topics

9.U.E.12 use a variety of comparative degree adverb structures with regular and irregular adverbs use a wide variety of pre-verbal, post-verbal and end-position adverbs on a wide range of familiar general and curricular topics

9.U.E.15 use infinitive forms after an increased number of verbs and adjectives use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verbs on a wide range of familiar general and curricular topics

9.U.E.16 use a wide variety of conjunctions on a wide range of familiar general and curricular topics

2 Exercise and sport

13	National games	1	30	9.C2 use speaking and listening skills to provide sensitive feedback to peers 9.C3 respect differing points of view 9.C4 evaluate and respond constructively to feedback from others 9.C5 use feedback to set personal learning objectives 9.C6 organise and present information clearly to others 9.C7 develop and sustain a consistent argument when speaking or writing 9.L7 recognise typical features at word, sentence and text level of a range of spoken genres 9.S2 ask complex questions to get information about a wide range of general and curricular topics 9.S3 explain and justify their own and others' point of view on a range of general and	
14	Plan races	1	9.10	curricular topics	
15	Reported speech	1	5	9.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics	
16	Reporting verbs	1	7	9.S6 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	
17	Taking the racing world by storm	1	11	9.S8 recount extended stories and events on a wide range of general and curricular topics	
18	Taking the racing world by storm	1	12	9.R2 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics	
19	Talking about injuries	1	14	9.R6 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics	
20	Amazing stadium	1	18	9.R9 recognise inconsistencies in argument in extended texts on a range of general and curricular topics	
21	First aid SA	1	19	9.W1 plan, write, edit and proofread work at text level independently on a range of general and curricular topics	
22	A survey report	1	21	9.W2 write independently about factual and imaginary past and future events, activities and experiences on a wide range of familiar general and curricular topics	
23	Leading a healthy life	1	25		
24	SAT1	1	26		
25	Correction work	1	28		Summative Control work Vocabulary,

26	Unit revision	1	9.W3 write with grammatical accuracy on a range of familiar general and curricular topics 9.W4 use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics 9.W5 develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics 9.W8 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics 9.U5 use a wide variety of question types on a wide range of familiar general and curricular topics 9.U9 use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics 9.U11 use a variety of reported statements and question forms on a wide range of familiar general and curricular topics 9.U12 use a variety of comparative degree adverb structures with regular and irregular Adverbs use a wide variety of pre-verbal, post-verbal and end-position adverbs on a wide range of familiar general and curricular topics 9.U13 use a growing variety of past modal forms including must have, can't have, might have to express speculation and deduction about the past on a wide range of familiar general and curricular topics 9.U14 use a variety of prepositional phrases before nouns and adjectives use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics 9.U16 use a wide variety of conjunctions on a wide range of familiar general and curricular topics 9.U17 use if / if only in third conditional structures use a variety of relative clauses including with which [whole previous clause reference]	reflection task, check point.
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III term - 30 hours

5. Reading for pleasure

49	Reading for pleasure: Introduction	1	10/31	9.C3 respect differing points of view 9.C4 evaluate and respond constructively to feedback from others 9.C6 express and present information clearly to others 9.L6 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.L7 recognise typical features at word, sentence and text level of a range of spoken genres 9.S1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.S8 present extended orator and events on a wide range of general and curricular topics 9.R1 understand main points in extended texts on a range of unfamiliar general and curricular topics 9.R2 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics 9.R3 understand the detail of an argument, both explicitly stated and implied, in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.R4 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.R5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.R7 recognise typical features at word, sentence and text level in a wide range of written genres 9.R8 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding 9.W4 use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics 9.W7 use independently appropriate layout at text level on a range of general and curricular topics 9.W8 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics 9.W9 punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy 9.H3 use a wide variety of question types on a wide range of familiar general and curricular topics	Vocabulary, reflection task, check point
50	Types of fiction	1	11		
51	The Carmichael Giant	1	13		
52	Changes of purpose	1	15		
53	Journey to the center of the Earth	1	18		
54	Journey to the center of the Earth	1	20		
55	Changes of conclusion	1	24		
56	The worth of wealth	1	25		
57	The promise land	1	27		
58	The promise land	1	31		
59	Lost episodes	1	1/10		

6. Tradition and Language

60	Language	1	1	9.C3 respect differing points of view 9.C8 develop intercultural awareness through reading and discussion 9.C9 use imagination to express thoughts, ideas, experiences and feelings 9.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 9.L1 understand the main point in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	the world curricular topics
61	Festival flag	1	7		
62	Countable/uncountable nouns	1	8		
63	Comparative/superlatives	1	10		
64	Nature		14		

64	Buying a gift	1	15	9.1.2 understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics		
65	Eco-friendly	1	17	9.1.5 recognise the attitude or opinion of the speaker in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics		
66	Consideration day in Australia	1	21	9.1.6 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics		
	Remembrance day in Australia	1	22	9.5.1 use formal and informal language registers in their talk on a range of general and curricular topics		
67	Quebec winter carnival	1	24	9.5.2 ask complex questions to get information about a wide range of general and curricular topics		
68	Club revision SA	1	28	9.5.3 explain and justify their own and others' point of view on a range of general and curricular topics 9.5.6 link examples with flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 9.5.7 use appropriate subject-specific vocabulary and terms to talk about an extended range of general and curricular topics 9.5.8 recount extended stories and events on a wide range of general and curricular topics 9.6.2 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics 9.6.4 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.6.5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics and some unfamiliar topics 9.6.7 recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics 9.6.8 use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding 9.6.9 write independently about factual and imaginary past and future events, activities and experiences on a wide range of familiar general and curricular topics 9.6.10 write with grammatical accuracy on a range of familiar general and curricular topics 9.6.11 write cohesively at text level using a variety of connectors on a wide range of familiar general and curricular topics 9.6.12 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics 9.6.13 punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy 9.7.1/2 use a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases in a wide range of familiar general and curricular topics 9.7.3 use a variety of compound adjectives, adjectives as participles, comparative and superlative adjectives, intensifying adjectives on a wide range of familiar general and curricular topics 9.7.4 use a wide variety of relative, demonstrative, indefinite, quantitative and possessive pronouns and structures on a wide range of familiar general and curricular topics 9.8.1 use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics		
Summary Control work						
Vocabulary, reflection task, check point						

				9.UE13 use a growing variety of past modal forms including <i>must have</i> , <i>can't have</i> , <i>might have</i> to express speculation and deduction about the past on a wide range of familiar general and curricular topics	
7. Music and film					
69	Types of films	1	1-31	9.UE1 use speaking and listening skills to solve problems creatively and cooperatively in groups	
70	The eight humpers	1	3	9.UE6 organise and present information clearly to others	
71	Relatives	1	7	9.UE1 understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	
72	Producers (all types)	1	8	9.UE6 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	
73	Deputies SA	1	10	9.UE7 recognise typical features at word, sentence and text level of a range of spoken genres	
74	Dancing around the world	1	14	9.UE8 recognise inconsistencies in argument in extended talk on a range of general and curricular subjects	Vocabulary, reflection task, check point
77	SAT2	1	15	9.UE2 ask complex questions to get information about a wide range of general and curricular topics	
78	Unit revision	1	15	9.UE3 explain and justify their own and others' point of view on a range of general and curricular topics	
				9.UE7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics	
				9.UE4 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics	
				9.UE5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics	
				9.UE6 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics	
				9.UE7 recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics	
				9.UE2 write independently about factual and imaginary past and future events, activities and experiences on a wide range of familiar general and curricular topics	
				9.UE3 write with grammatical accuracy on a range of familiar general and curricular topics 9.UE4 use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics	
				9.UE5 develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics	
				9.UE6 write coherently at text level using a variety of connectives on a wide range of familiar general and curricular topics	
				9.UE8 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics	
				9.UE9 present written work at text level on a wide range of general and curricular topics with a good degree of accuracy	
				9.UE1 use a variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics, and some unfamiliar general and curricular topics	
				9.UE2 use a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on a wide range of familiar general and curricular topics	
				9.UE3 use a variety of compound adjectives, adjectives as participles, comparative structures, indicating degree, and	

IV term – 24 hours				
8. Travel and tourism				
79	Means of transport	1	28.03	9.C4 evaluate and respond constructively to feedback from others 9.C5 use feedback to set personal learning objectives 9.C7 develop and sustain a consistent argument when speaking or writing 9.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 9.I.3 understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.I.5 recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.I.6 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.I.7 recognise typical features at word, sentence and text level of a range of spoken genres 9.S2 ask complex questions to get information about a wide range of general and curricular topics 9.S3 explain and justify their own and others' point of view on a range of general and curricular topics 9.S4 respond with flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics 9.S8 recount extended stories and events on a wide range of general and curricular topics 9.R5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.R7 recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics 9.R8 use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding 9.W1 plan, write, edit and proofread work at text level independently on a range of general and curricular topics 9.W3 write with grammatical accuracy on a range of familiar general and curricular topics 9.U.17 use if / if only in third conditional structures
80	Ethical animal tourism	1	29	
81	Adverbs	1	31	
82	Determiners / pre-determiners	1	04.04	
83	The legend of the lake	1	5	
84	Apologising/ accepting an apology	1	7	
85	Apologising/ accepting an apology	1	11	
86	Man-made masterpieces	1	12	
87	Man-made masterpieces project	1	14	
88	Linking East and West	1	18	
89	A story	1	19	Summative Control work Vocabulary, reflection task, check point
90	A story	1	21	
91	Unit revision SA	1	25	

106	Unit revised	1	31	9.W1 plan, write, edit and proofread work at text level with minimal teacher support on a range of general and curricular topics 9.W2 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics 9.LE1 use a variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics, and some unfamiliar general and curricular topics 9.DFX use a variety of future active and passive and future continuous forms range of familiar general and curricular topics 9.U1.13 use a growing variety of past modal forms including must have, can't have, might have to express speculation and deduction about the past on a wide range of familiar general and curricular topics	Vocabulary, reflection task, check point
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«Бекітемін»

Мектеп директоры:

 М. А. Аймаурзаев

«21» 08 2022ж

«Келісемін»

Оқу ісін ұйымдастырушы:

 М. А. Аймаурзаев

«21» 08 2022ж

ОБ отырысынан жаралды:

Хаттама № 1

 А. О. Оспанова

«21» 08 2022ж

Ағылшын тілі

«Тілекесте» жалпы орта білім беретін мектебі

Күнтізбелік тақырыптық жоспар

10 сынып

Пән мұғалімі: Н.Сейталиева

2022-2023 оқу жылы

Curriculum
Календарно-тематическое планирование
по английскому языку
для 10 класса по обновленной программе
2021 - 2022 учебный год

№	Тема урока Субъект исследования	часы	Сроки Period	ОУ: максимы/Цели урока/Learning objectives	Единицы Корректировки
I term – 24 hours					
I Science and scientific phenomena					
1	Introductory lesson	1	2.09	10.1.6 - organise and present information clearly to others;	
2	Interesting facts about genetics, DNA	1	5	10.2.1- understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	
3	Interesting facts about genetics, DNA	1	7	10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	
4	Interesting facts about genetics, DNA	1	9	10.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics;	
5	Interesting facts about genetics, DNA	1	13	10.4.1 - understand main points in extended texts on a wide range of familiar and some general and curricular topics; 10.4.3 - skim a range of lengthy texts with speed to identify content requiring closer reading on a range of general and curricular topics; 10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.7 - use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials ... so far, lately, all my life , on a wide range of familiar general and curricular topics; 10.6.11 - use a variety of reported statements and question forms on a wide range of familiar general and curricular topics; 10.6.12 - use a variety of comparative degree adverb structures with regular and irregular adverbs; use a wide variety of pre-verbal, post-verbal and end-position adverbs on a wide range of familiar general and curricular topics; 10.6.13 - use a growing variety of past modal forms including must have, can't have, might have to express speculation and deduction about the past on a wide range of familiar general and curricular topics	

6.	Myth busters (Physics, Chemistry, Biology)	1	14	10.1.2 - use speaking and listening skills to provide sensitive feedback to peers; 10.1.4 - evaluate and respond constructively to feedback from others;	
7	Myth busters (Physics, Chemistry, Biology)	1	16	10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	
8	Myth busters (Physics, Chemistry, Biology)	1	40	10.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.2.6 - navigate talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics; 10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.7 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics; 10.4.8 - use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	
9	Writing an article	1	21	10.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;	
10	Writing an article	1	43	10.5.4 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics;	
11	Writing an article	1	22	10.5.6 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics;	
12	Unit revision SA1	1	28	10.5.7 - use independently appropriate layout at text level on a range of general and curricular topics; 10.6.2 - use a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on a wide range of familiar general and curricular topics; 10.6.9 - use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics; 10.6.10 - use present continuous and past continuous active and passive forms on a wide range of general and familiar curricular topics; 10.6.12 - use a variety of comparative degree adverb structures with regular and irregular adverb; use a wide variety of pre-verbal, post-verbal and end-position adverbs on a wide range of familiar general and curricular topics; 10.6.16 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics	Vocabulary, reflection task, check point

2. Natural Disasters

13	Introductory lesson	1	30	10.1.9 - use imagination to express thoughts, ideas, experiences and feelings; 10.2.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics;	
14	Causes and consequences of natural disasters (atmosphere, lithosphere, hydrosphere)	1	4-10	10.4.5 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.3 - write with grammatical accuracy on a range of familiar general and curricular topics; 10.6.3 - use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics; 10.6.4 - use a wide variety of determiners and pre-determiner structures on a wide range of familiar general and curricular topics; 10.6.15 - use infinitive forms after an increased number of verbs and adjectives; use gerund forms after a variety of verbs and prepositions; use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics	
15	Causes and consequences of natural disasters (atmosphere, lithosphere, hydrosphere)	1	5		
16	Causes and consequences of natural disasters (atmosphere, lithosphere, hydrosphere)	1	2		
17	Focus on Kazakhstan: reporting on the causes and consequences of natural disasters	1	11	10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 10.1.5 - use feedback to set personal learning objectives; 10.3.1 - use formal and informal language registers in talk on a wide range of general and curricular topics; 10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.3 - skim a range of lengthy texts with speed to identify content; making closer reading on a range of general and curricular topics; 10.4.7 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics; 10.5.1 - plan, write, edit and proofread work at text level independently on a range of general and curricular topics; 10.5.3 - write with grammatical accuracy on a range of familiar general and curricular topics; 10.5.8 - communicate and respond to news and feelings in correspondence through a	
18	Focus on Kazakhstan: reporting on the causes and consequences of natural disasters	1	12		
19	Focus on Kazakhstan: reporting on the causes and	1	14		

	consequences of natural disasters			variety of functions on a range of general and curricular topics 10.6.2 - use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials ... so far, lately, all my life, on a wide range of familiar general and curricular topics; 10.6.14 - use a variety of prepositional phrases before nouns and adjectives use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics; 10.6.17 - use if / if only in third conditional structures use a variety of relative clauses including with which (whole previous clause reference) on a wide range of familiar general and curricular topics	
20	Prediction and prevention of natural disasters	1	18	10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 10.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics; 10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics; 10.5.3 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics; 10.6.3 - use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics	
21	Prediction and prevention of natural disasters	1	6		
22	Prediction and prevention of natural disasters. SA	1	21		
23	Prediction and prevention of natural disasters	1	25		
24	SAT1	1	26		Summative Control work
25	Unit revision	1	28		Vocabulary, reflection task, check point

10 term
8. Reading for pleasure

9	Introductory lesson	1	10/1	10.1.2 - use speaking and listening skills to provide sensitive feedback to peers 10.C3 - respect differing points of view. 10.1.4 - evaluate and respond constructively to feedback from others; 10.1.6 - organise and present information clearly to others; 10.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics; 10.2.8 - recognise inconsistencies in argument in extended talk on a range of general and curricular subjects; 10.3.1 - use formal and informal language registers in talk on a wide range of general and curricular topics; 10.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.4 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.4.9 - recognise inconsistencies in argument in extended texts on a wide range of general and curricular topics; 10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.5.4 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics; 10.6.5 - use a wide variety of question types on a wide range of familiar general and curricular topics; 10.6.16 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics	
10	Listeners read a non-fiction text	1	11		
11	Listeners read a non-fiction text	1	12		
12	Listeners read a non-fiction text	1	13		
13	Listeners read a non-fiction text	1	14		
14	Listeners read a non-fiction text	1	20		
15	Listeners read a non-fiction text	1	21		
16	Listeners read a non-fiction text	1	25		Summative Control work
17	Reading for pleasure	1	27		
18	Unit revision	1	31		Vocabulary, reflection task, check point

				10.4.2 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.4.3 - use a wide range of familiar and unfamiliar print and digital reference resources to check meaning and extend understanding; 10.5.2 - communicate and respond to news and feelings in correspondence through a variety of functions on a range of general and curricular topics; 10.6.1 - use a wide variety of question types on a wide range of familiar general and curricular topics;	
3	Multiple Intelligence (Self-study project)	1	10	10.1.10 - use speaking and listening skills to provide sensitive feedback to peers; 10.1.4 - evaluate and respond constructively to feedback from others; 10.1.6 - organise and present information clearly to others; 10.1.10 - use talk in writing as a means of reflecting on and exploring a range of perspectives on the world; 10.2.6 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.2 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.4 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.4.7 - recognise patterns of development in lengthy texts [non-paragraph level] on a range of general and curricular topics; 10.5.1 - plan, write, edit and proofread work at text level independently on a range of general and curricular topics; 10.5.5 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics; 10.6.2 - use a wide variety of question types on a wide range of familiar general and curricular topics; 10.6.7 - use if / if only in third conditional sentences; use a variety of relative clauses including with which [include previous clause reference] on a wide range of familiar general and curricular topics;	
4	Multiple Intelligence (Self-study project)	1	11		
5	Multiple Intelligence (Self-study project)	1	13		
6	Describing the symptoms of stress and giving advice on how to reduce stress	1	17	10.1.5 - use feedback to set personal learning objectives; 10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.2.5 - recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.3 - explain and justify own and others' point of view on a wide range of general and curricular topics; 10.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics; 10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar	
7	Describing the symptoms of stress and giving advice on how to reduce stress	1	21		Summative Control work
8	Unit revision SA 5	1	22		Vocabulary, reflection task, check point

				general and curricular topics; 10.4.2 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.4.5 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.1 - plan, write, edit and proofread work at text level independently on a range of general and curricular topics; 10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.5.5 - write with grammatical accuracy on a range of familiar general and curricular topics; 10.5.7 - use independently appropriate layout at text level on a range of general and curricular topics; 10.6.1 - use a variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics, and some unfamiliar general and curricular topics; 10.6.2 - use a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on a wide range of familiar general and curricular topics; 10.6.4 - use a wide variety of determiners and pre-determiner structures on a wide range of familiar general and curricular topics; 10.6.9 - use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics; 10.6.15 - use infinitive forms after an increased number of verbs and adjectives; use gerund forms after a variety of verbs and prepositions; use a variety of prepositional and phrasal verbs on a wide range of familiar general and curricular topics; 10.6.16 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics
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7 Breakthrough technologies				
10	Introductory lessons	1	24	10.1.3 - inspect differing points of view;
10	Nanotechnology	1	24	10.1.8 - develop intercultural awareness through reading and discussion;
1	Nanotechnology	1	1.03	10.2.7 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;
2	Nanotechnology	1	1	10.2.8 - recognise inconsistencies in argument in extended talk on a range of general and curricular subjects;
3	Nanotechnology	1	1	10.3.2 - ask and respond to complex questions to get information about a wide range of general and curricular topics;
4	Robotics	1	8	10.4.6 - recognise the attitude or opinions of the writer in extended texts on a wide range of familiar general and curricular topics;
				10.4.7 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range

				of general and curricular topics 10.5.5 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics 10.5.7 - use independently appropriate layout at text level on a range of general and curricular topics 10.5.9 - punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy 10.6.1 - use a variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics, and some unfamiliar general and curricular topics 10.6.3 - use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics 10.6.5 - use a variety of form active and passive and future continuous forms on a wide range of familiar general and curricular topics 10.6.11 - use a variety of reported statements and question forms on a wide range of familiar general and curricular topics 10.6.14 - use a variety of prepositional phrases before nouns and adjectives use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics 10.6.17 - use if / if only in third conditional structures use a variety of relative clauses including with which (whole previous clause referenced) on a wide range of familiar general and curricular topics	
5	Reference SA 2	1	10		
6	Portfolio	2	14	10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups 10.1.2 - use speaking and listening skills to give sensitive feedback to peers 10.1.4 - develop intercultural awareness through reading and discussion 10.2.1 - understand the detail of an argument in unscripted extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 10.2.2 - ask and respond to complex questions to get information about a wide range of general and curricular topics 10.2.5 - interact with peers to make hypotheses about a wide range of general and curricular topics 10.2.6 - negotiate talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics 10.3.7 - use appropriate subject-specific vocabulary and syntax in talk about a range of general and curricular topics 10.4.6 - recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics 10.4.9 - recognise inconsistencies in argument in extended texts on a wide range of general and curricular topics 10.5.5 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics 10.6.8 - use a variety of form active and passive and future continuous forms on a wide range of familiar general and curricular topics	Summative Control work
7	SA 2.1	2	15		
8	Correction work and Unit revision	1	17		Vocabulary, reflection task, check point

		IV term					
1	8	Space X	Introductory Lesson Space X. p. 97	10.11.9 - use imagination to express thoughts, ideas, experiences and feelings; 10.2.5 - recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	1	28.03	
2			Things you did not know about space. LTO issue p. 98-99	10.2.6 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	1	29	
3			Grammar: The Passive. p. 99	10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;	1	31	
4			Space Colonization: Future or Fantasy? p.100-101	10.4.2 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics;	1	04/04	
5			Grammar: Conditionals: Types of conditionals. p.101	10.4.5- deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics;	1	5	
6			Mixed conditionals p.101	10.5.6 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics	1	7	
7			Sci-fi films p.102-103	10.6.2 - use a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on a wide range of familiar general and curricular topics ;	1	11	
8			Grammar: Reported speech p. 103	10.6.7 - use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials ... so far, lately, all my life , on a wide range of familiar general and curricular topics ;	1	12	
9			Writing a film review: p. 104-105	10.6.8 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics.	1	14	
10			Cultural Corner: NASA. p. 106	10.6.15 - use infinitive forms after an increased number of verbs and adjectives; use gerund forms after a variety of verbs and prepositions; use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics	1	18	
11			Curricular: Literature The day of the	10.1.6 - organize and present information clearly to others; 10.1.7 - develop and sustain a consistent argument when speaking or writing; 10.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world; 10.2.1 - understand the main points in unsupported extended talk on a	1	19	

		Triffids, p. 107	wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;			
2		Language in Use, p. 108	10.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics;	1	21	
3		Program Check p.109	10.3.3 - explain and justify own and others' point of view on a wide range of general and curricular topics;	1	21	
4		Summative Assessment for the unit, N4 Unit revision	10.4.8 - use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding;	1	25	
5	9 Independent project	introductory lesson Independent Project, p. 111	10.5.1 - plan, write, edit and proofread work at text level independently on a range of general and curricular topics;			
6		The Universe: How did it all begin? p.112-113	10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	26	
7		Grammar: Identifying pronoun reference, p. 113	10.5.6 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics;			
8		Human Biology, p. 114-115	10.5.7 - use independently appropriate layout at text level on a range of general and curricular topics;	1	28	
9		Grammar: Conditionals: type 3 (Revision) p. 115	10.6.8 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics;	1	2.05	
10		Elements: Take a deep breath, 116	10.6.10 - use present continuous and past continuous active and passive forms on a wide range of general and familiar curricular topics;			
11		Take a deep breath, 117	10.6.11 - use a variety of reported statements and question forms on a wide range of familiar general and curricular topics;	1	3	
12		Writing an opinion essay: Rubric: analysis, p. 118	10.6.14 - use a variety of prepositional phrases before nouns and adjectives; use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics;	1	5	
13			10.6.16 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics			
14			Independent project 10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups;	1	10 (09.05)	
15			10.1.2 - use speaking and listening skills to provide sensitive feedback to peers; 10.1.3 - respect differing points of view;			
16			10.1.8 - develop intercultural awareness through reading and discussion; 10.2.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	1	12	

			10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.2.8 - recognize inconsistencies in argument in extended talk on a range of general and curricular subjects; 10.3.2 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics; 10.3.6 - navigate talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics; 10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.1 - understand main points in extended texts on a wide range of unfamiliar general and curricular topics; 10.4.2 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics; 10.4.4 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.4.6 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.4.7 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics; 10.4.9 - recognize inconsistencies in argument in extended texts on a wide range of general and curricular topics; 10.5.5 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics; 10.5.7 - use independently appropriate layout at text level on a range of general and curricular topics;			
02		Expressing opinion p.119		1	16	
03		Cultural Corner: British Science week p.120		1	17	
04		Curricular:Science p.121		1	19	
05		Language in Use: Grammar exercises p.122 SA		1	23	
06		Progress check: p.123-124		1	24	
07		Summative Assessment for the term 4		1	26	
08		Unit revision		1	30	
				1	31	

		10.5.8 - communicate and respond to news and feelings in correspondence through a variety of functions on a range of general and curricular topics; 10.5.9 - punctuate written work at test level on a wide range of general and curricular topics with a good degree of accuracy; 10.6.1 - use a variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics, and some unfamiliar general and curricular topics ; 10.6.3 - use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics; 10.6.8 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics; 10.6.11 - use a variety of reported statements and question forms on a wide range of familiar general and curricular topics; 10.6.14 - use a variety of prepositional phrases before nouns and adjectives use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics; 10.6.17 - use <i>if / if only</i> in third conditional structures use a variety of relative clauses including <i>with which</i> [whole previous clause reference] on a wide range of familiar general and curricular topics.			
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«Бекітемін»

Мектеп директоры:

 Р. Б. Ахметов

«31» 08 2022ж

«Келісемін»

Оқу ісін ұйымдастырушы:

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«31» 08 2022ж

ӘБ отырысының қарауы:

Хаттама № 1

 А. Ахметов

«31» 08 2022ж

Ағылшын тілі

«Тілестее» жалпы орта білім беретін мектебі

Күнтізбелік тақырыптық жоспар

Теманы

Пән мұғалімі: Н.Сейдалиева

2022-2023 оқу жылы

Kazakhstan-2025-2026 school year (2025-2026)
 Calendar-Thematic Plan for the 11th grade
 2025-2026 school year
 Action 11 for Kazakhstan: Authors: Jenny Doolley, Rob Olex, 2020

Hours	Date	Lesson	Theme	Lesson Objectives	Use of English	Home task	Notes
Term - 24 hours							
Unit 1 "Making Connections in Biology"							
1.03		1	Start pp.5-6	11.3.2, 11.4.3, 11.5.3, 11.5.5	VC: Space, Human Anatomy: Chemical Elements R&E: Filling in and telling New Year's Resolution	SB Page 6 ex.4b (at Teacher's discretion)	
2		2	Timeline of Biology p.7	11.4.3, 11.5.2, 11.5.6, 11.5.7, 11.5.8, 11.5.9, 11.5.17, 11.5.5	R&E: Completing the Timeline ex.1 p.7 VC: Biology	SB Page 7 Prepares a presentation about discoveries in the field of Biology (at Teacher's discretion)	
3		3	Modern Genetics pp.8-9	11.5.2, 11.4.1, 11.4.2, 11.4.3, 11.4.5, 11.5.2, 11.5.8, 11.5.2, 11.5.2, 11.6.3, 11.2.5, 11.5.3, 11.5.1, 11.5.5	VC: Mendel's Experiments ex.1 p.8 R&E: T/F/VS ex.3 p.8 Filling in words ex.4 p.8 Choosing the correct items ex.5 p.9 S&P: Presenting information ex.6 p.9 GR: Adjective complements ex.7-8 p.9 WR: Collecting information about Gregor Mendel ex.9 p.9	W&GB Page 8 ex.1-5 (at Teacher's discretion)	
4		4	Taxonomy pp.10-11	11.2.1, 11.2.2, 11.4.1, 11.4.2, 11.4.3, 11.5.8, 11.5.5, 11.5.2, 11.5.5, 11.5.2, 11.5.2, 11.5.1, 11.5.4, 11.2.5, 11.5.2, 11.5.4, 11.5.6, 11.5.8, 11.4.8, 11.5.1, 11.5.2, 11.5.9	VC: Taxonomy Lec.1 p.10 R&E: Answering questions ex.2 p.10 Completing the summary ex.3 p.10 Choosing the correct answer ex.5 p.11 GR: Pre- and Post-modifying structures ex.4 p.11 S&P: Discussing and presenting information in groups ex.6-7 p.11	W&GB Page 9 ex.1-5 (at Teacher's discretion)	
13		5	Blood Types pp.12-13	11.4.3, 11.5.2, 11.5.5, 11.5.2, 11.5.4, 11.5.5, 11.6.2, 11.2.1, 11.5.2, 11.5.6, 11.5.8, 11.4.8, 11.5.1, 11.5.2, 11.5.5	VC: Blood Groups ex.1 p.12 R&E: Answering questions ex.2 p.12 Completing and filling in the sentences ex.3-4 p.12 T/F ex.9 p.13 S&P: Discussing information in groups ex.5 p.13 GR: Determiners ex.6 p.13 Apposition/ Prepositional referencing ex.7-8 p.13 WR: A short paragraph about recent discoveries in Blood Groups ex.10 p.13	W&GB Page 10 ex.1-5 (at Teacher's discretion)	
14		6	Formal/ Informal Writing p.14-15	11.5.3, 11.5.4	R&E: Answering questions ex.1-2a p.14 Matching Informal Phrases to Formal Equivalents 2b p.15	W&GB Page 11 ex.1-5 (at Teacher's discretion)	
15		7	Formal/ Informal Writing p.15	11.4.1, 11.4.5, 11.5.2, 11.5.4, 11.5.1, 11.2.2, 11.5.2, 11.5.4	R&E: Answering questions ex.3-4 p.15 WR: An Email using the plan ex.5 p.15	W&GB Page 12 ex.1-5	

20	8	The Scientist behind a New Domain of Life p.16	11.12, 11.14, 11.41, 11.42, 11.43, 11.18, 11.35, 11.43, 11.25, 11.32, 11.34, 11.42, 11.45, 11.16, 11.48, 11.52, 11.53, 11.56, 11.63	R&L: Answering questions ex.1, 4 p.16 Filling in gaps ex.2 p.16 Matching the words to definition ex.3 p.16 WR: Collecting information about a Scientist ex.5 p.16 SEP: Matching the headings to the gaps ex.2 p.17 Answering questions ex.3 p.17 Giving a short summary ex.4 p.17 Collecting and presenting information about Cloning ex.3 p.17	(at Teacher's discretion) WAGB Page 9 Reading Task (at Teacher's discretion) SB Page 681 WAGB Pages 54-55 (at Teacher's discretion)
21	9	Cloning p.17	11.18, 11.43, 11.23, 11.21, 11.41, 11.42, 11.12, 11.14, 11.32, 11.35, 11.52, 11.18, 11.48, 11.51, 11.55	SEP: Matching the headings to the gaps ex.2 p.17 Answering questions ex.3 p.17 Giving a short summary ex.4 p.17 Collecting and presenting information about Cloning ex.3 p.17	SB Page 681 WAGB Pages 54-55 (at Teacher's discretion)
22	10	Language in Use p.18	11.52, 11.63, 11.64	QB: Completing and filling in the sentences ex. 1,3,4 p.18 Choosing the correct item ex. 2, 5 p.18	Review the material of Unit 7 Prepare for correction
27	11	"Making Connections in Biology" Kazakhstan in Action p.18	11.42, 11.41	R&L: Filling in words "Kazakhstan in Action" p.18 Choosing the correct answer ex. 1 p.18	
28	12	Nature VS Nurture p.19			
29	13	Progress Check pp.19-20 SA	11.22, 11.52, 11.61, 11.62, 11.62, 11.51, 11.53, 11.54, 11.55	R&L: Completing and filling in the sentences ex. 1 p.19 SEP: Filling in gaps ex. 3 p.20 Matching ex.4,5 p.20 QB: Approximate Textual Hallmarking ex.6 p.20 WE: An Email ex. 7 p.20	Do corrections
Unit 2 "The Animal World"					
40	14	Our Natural World p.21	11.35, 11.42, 11.43, 11.45, 11.31, 11.13, 11.12, 11.10, 11.48, 11.23, 11.37, 11.52	XC: Natural World R&L: Filling in words and matching ex.2 p.21 Answering questions ex.3 p.21	QB Page 21 Prepare a presentation about nature in the country (at Teacher's discretion)
5	15	Golden Eagle pp.22-23	11.27, 11.52, 11.28, 11.43, 11.42, 11.45, 11.42, 11.67, 11.69, 11.11, 11.13, 11.17, 11.18, 11.23, 11.25, 11.31, 11.34, 11.35, 11.38, 11.12, 11.34, 11.13, 11.36, 11.48, 11.51, 11.54	VC: Eagles R&L: Matching the words to description ex.1 p.22 Answering questions ex.2 p.22 Choosing the correct answer ex.3 p.22 Completing the summary ex.4 p.22 QB: Present and Past Perfect ex.5 p.23 The Passive ex.6 p.23 WR: Sentences about endangered species ex.8 p.23 Collecting and presenting a poster ex.9 p.23	WAGB Page 10 ex.1-5 (at Teacher's discretion)
6	16	Birds pp.24-25	11.52, 11.12, 11.13, 11.17, 11.23, 11.28, 11.31, 11.34, 11.35, 11.38, 11.42, 11.47	VC: Birds R&L: Choosing the correct answer ex.2 p.24 Filling in gaps ex.3 p.25	WAGB Page 11 ex.1-5 (at Teacher's discretion)

				11.6.6, 11.6.10, 11.3.4, 11.3.5, 11.3.6, 11.3.10, 11.4.8, 11.5.1, 11.5.4, 11.6.7, 11.6.9	GB: Impersonal Sentences ex.5 p.25 Reported Speech ex.6-8 p.25 WR: 3 questions about bats ex.9 p.25 Collecting and presenting information about bats ex.10 p.25 VC: Dolphins RAI: Answering questions ex.2 p.26 TFF: ex.3 p.26 TT: ex.7 p.27 GB: Present and Past Tenses ex.6 p.27 S&E: Giving and asking opinions ex.8 p.27 WR: Collecting and presenting information about Onca ex.9 p.27	(discretion)	
11	17	Dolphins pp.26-27	11.5.2, 11.2.2, 11.4.2, 11.4.5, 11.1.6, 11.1.7, 11.3.10, 11.3.11, 11.3.4, 11.3.5, 11.3.6, 11.5.1, 11.5.4, 11.2.3, 11.6.9, 11.2.5, 11.2.8, 11.1.1, 11.1.2, 11.1.3, 11.1.4, 11.1.5, 11.4.8, 11.4.7	RAI: Answering questions ex.1-2 p.26 Replacing the topic sentences ex.3 p.28 Choosing the correct items ex.5 p.28 WR: The topic sentences using linkers ex.6 p.28 S&E: Expressing opinions ex.7 p.29	W&GB Page 12 ex.1-4 (at Teacher's discretion)		
12	18	An Opinion Essay p.28	11.5.5, 11.5.4, 11.5.5, 11.6.11, 11.3.1	RAI: Answering questions ex.1-2 p.28 Replacing the topic sentences ex.3 p.28 Choosing the correct items ex.5 p.28 WR: The topic sentences using linkers ex.6 p.28 S&E: Expressing opinions ex.7 p.29	W&GB Page 13 ex.1-5 (at Teacher's discretion)		
13	19	An Opinion Essay	11.3.2, 11.3.3, 11.1.4, 11.2.3	WR: An Essay using the plan ex.10 p.29	W&GB		
			11.2.8, 11.3.3, 11.3.4, 11.3.5, 11.2.6, 11.6.5, 11.5.5, 11.5.2, 11.1.3, 11.1.8, 11.1.7, 11.1.10, 11.3.1, 11.5.4, 11.2.2, 11.6.9	GB: Chaff sentences ex.8-9 p.29 WR: An Essay using the plan ex.10 p.29	Page 14 ex.7-9 (at Teacher's discretion)		
18	20	Olympic National Park p.30	11.1.10, 11.4.2, 11.4.1, 11.5.2, 11.3.8, 11.3.4, 11.1.3, 11.1.5, 11.1.7, 11.1.1, 11.3.4, 11.4.8, 11.5.1, 11.5.4, 11.6.7, 11.6.9	RAI: Answering questions ex.1 p.30 Matching the headings to the paragraphs ex.2 p.29 Filling in words ex.3a p.30 S&E: Using compound phrases ex.3b p.30 WR: Collecting and presenting information about a National Park ex.4 p.30	Review the material of Unit 2 SO Pages GB 1-10 (at Teacher's discretion)		
19	21	"The Animal World" Bats and Their World p.31 SA	11.6.3, 11.4.2, 11.4.5, 11.1.8, 11.3.1, 11.3.6, 11.3.4, 11.5.1, 11.1.2, 11.1.3, 11.1.4, 11.1.5, 11.1.10, 11.4.8, 11.5.1, 11.5.4, 11.6.7, 11.6.9	RAI: Answering questions ex.1 p.31 Completing the sentences ex.3 p.31 S&E: Describing the Life Cycle of Bats ex.3 p.31 Using numbers ex.4 p.31 WR: Collecting and presenting information about bats ex.5 p.31	W&GB Page 15 Reading Task (at Teacher's discretion)		
20	22	Language in Use p.32	11.3.2, 11.6.4, 11.6.11	GB: Completing and filling the sentences ex. 1,3,4 p.32 Choosing the correct items ex. 2, 5 p.32	W&GB Pages 16-21 (at Teacher's discretion)		
25	23	Shark Whisper p.23	11.4.2, 11.2.5	RAI: Choosing the correct items ex.1 p.23 Matching ex.2 p.23	Review the material of Units 1-2		
26	24	Summative Assessment for Term 1		XC and GB of Modules 1-2	Prepare for summative		

	25	Progress Check 20, 24	11.5.2, 11.5.9, 11.6.6, 11.6.7, 11.6.1, 11.5.4, 11.5.2, 11.6.10	S&P: Filling in gaps ex. 3 p.32 GR: The Penalty ex.4 p.34 Reported Speech ex.5 p.34 Present and Past Perfect ex.6 p.34 Club members ex.7 p.34 WB: An Essay ex.8 p.34	Do corrections	
27	26	Unit revision	11.5.2, 11.6.6, 11.6.8, 11.6.7, 11.5.1, 11.5.4, 11.5.2, 11.6.10			

II term – 24 hours

Unit 2 "The Human Brain"

I	CE 11	25	Parts of the brain p.25	11.2.6, 11.4.1, 11.4.3, 11.5.2, 11.5.1, 11.5.2, 11.5.2, 11.5.4, 11.5.7, 11.5.7, 11.6.4, 11.6.13, 11.6.14	VC: Brain R&L: Using words to label the pictures ex. 1 p.25 S&E: Asking and answering questions ex.2 p.25	W&GB Page 25 Prepares a presentation abt the model of the brain (at Teacher's discretion)
	CE 11	26	Brain Technology pp.36-37	11.3.5, 11.5.2, 11.5.1, 11.2.6, 11.4.3, 11.4.3, 11.6.14, 11.5.2, 11.5.3, 11.4.1, 11.5.7, 11.5.6, 11.5.10, 11.5.6, 11.5.6, 11.5.2, 11.5.1, 11.4.8, 11.5.7, 11.6.4	VC: Brain R&L: Answering questions ex.2, 4 p.36-37 Choosing the correct answer ex.3 p.36 Matching the words to the meanings ex. 1, 5 p.36-37 GR: Propositional Phrase- Clauses of Concession- Main word Verb ex.6 p.37 S&E: Discussing the text information ex.7 p.37 WR: Collecting and presenting information about brain technologies ex.8 p.37	W&GB Page 36 ex.1-5 (at Teacher's discretion)
	10.R	27	Neurons pp. 38-39	11.5.2, 11.4.4, 11.4.3, 11.6.12, 11.5.2, 11.5.4, 11.5.10, 11.5.2, 11.5.7, 11.5.4, 11.5.7, 11.5.4, 11.4.4, 11.4.8, 11.5.1, 11.5.2, 11.5.7, 11.6.4, 11.6.11, 11.6.14	VC: Scientific Discoveries R&L: Matching the words to definitions ex.1 p.38 Answering questions ex.2 p.38 T&DS ex.3 p.39 Filling in words ex.4 p.39 Choosing the correct answer ex.5 p.39 GR: Past Modals ex.6 p.39 S&E: Doing a Survey ex.7 p.39 WR: Collecting and presenting information about the types of Neurons ex.8 p.39	W&GB Page 37 ex.1-4 (at Teacher's discretion)
II	15.11	28	Memory p.40	11.6.1, 11.5.7, 11.6.7, 11.5.9, 11.4.1, 11.6.1, 11.4.9	VC: Memory R&L: Filling in words ex. 1 p.40 Answering questions ex.2 p.40 Matching the sentences to the gaps ex.3 p.40	W&GB Page 40 ex.1-2 (at Teacher's discretion)
	16.11	29	Memory p.41	11.6.1, 11.2.4, 11.2.7, 11.2.6, 11.5.7, 11.5.8, 11.2.3, 11.3.7, 11.4.4, 11.4.8, 11.5.7, 11.5.3, 11.6.12	GR: Adjectives (Positive and Negative) ex.2 p.41 R&L: Choosing the correct answer ex.6 p.41 Answering questions ex.7 p.41 S&E: Giving and asking opinions ex.8 p.41 WR: Collecting and presenting information about Memory Technique ex.9 p.41	W&GB Page 41 ex.3-5 (at Teacher's discretion)
	16.11	30	Giving and Following Instructions p.42	11.5.5, 11.4.1, 11.4.2, 11.4.6, 11.4.7	R&L: Answering questions ex.1-2 p.42 Putting the instructions in the correct order ex.3 p.42	W&GB Page 42 ex.1-3 (at Teacher's discretion)
III	12.11	31	Giving and Following Instructions p.43	11.5.2, 11.6.15, 11.6.5, 11.5.1, 11.5.4, 11.4.7, 11.5.10, 11.4.8, 11.5.1, 11.5.3, 11.5.4, 11.5.7	S&E: Filling in gaps ex.4 p.43 Using the Useful Language ex.5 p.43 GR: Clauses of Concession - Conditional Clauses ex. 6-7 p.43 WR: Instructions for using Smart TV ex.8 p.43	W&GB Page 43 ex.4-7 (at Teacher's discretion)
	13.11	32	The Method of Loci p.44	11.5.9, 11.5.3, 11.5.2, 11.3.7, 11.4.1	VC: Memory Techniques	W&GB

III term – 30 hours
Unit 3 – "Work and Inventions"

I	10.01	49	Investigating in the World of Work p.63	11.01, 11.03, 11.13, 11.16, 11.18, 11.22, 11.23, 11.32, 11.36, 11.37, 11.01, 11.05	VC: The World of Work R&L: Matching people to the office ex.1 p.63 S&P: Discerning information job office ex.2 p.63	W&GB Page 19 Papers a presentation at Factors for/Car (at Teacher's discretion)
		50	Considering Success in Business p.64	11.24, 11.43, 11.42, 11.43, 11.49, 11.45, 11.18, 11.32, 11.65, 11.18, 11.36, 11.37, 11.38, 11.44, 11.52, 11.53, 11.56	VC: Success in Business R&L: Answering questions ex.1 p.64 Choosing the correct answer ex.2 p.64 Choosing synonyms from the text ex.3 p.64 QR: Verb Completion ex.4 p.64 S&P: Discerning the text information ex.5,6 p.65 WR: Collecting and presenting information about a Successful Young Entrepreneur ex.7 p.64	W&GB Page 28 ex.1-4 (at Teacher's discretion)
		51	Considering Success in Business p.65			
		52	Special Talents & Inventions pp.66-67	11.52, 11.43, 11.45, 11.42, 11.37, 11.55, 11.54, 11.43, 11.61, 11.04, 11.37, 11.07, 11.18, 11.19, 11.10, 11.27, 11.23, 11.24, 11.25, 11.36, 11.37, 11.11, 11.12, 11.15, 11.16, 11.22, 11.23, 11.14, 11.48, 11.51, 11.54, 11.63, 1.65	VC: Special Talents R&L: Filling in words ex.1, 4 p.66-67 Answering questions ex.2 p.69 FR/DR ex.3 p.66 QR: Clauses of Concession – (Sub)- word Verbs ex.5-7 p.67 Pre- and Post- modifying noun structures ex.8 p.67 S&P: Presenting information by notes about ex.9 p.67 WR: Sentences about da Vinci's Achievements ex.5 p.67 Collecting and presenting information about a Scientist ex.10 p.67	W&GB Page 29 ex.1-4 (at Teacher's discretion)
		53	Big Ideas p.68	11.41, 11.42, 11.43, 11.45, 11.22, 11.24, 11.27, 11.11, 11.12, 11.18, 11.10	VC: Ideas R&L: Answering the question ex.1 p.68 Choosing the correct answer ex.2, 4 p.69 Matching the words to the meanings ex.3 p.69	W&GB Page 30 ex.1-3 (at Teacher's discretion)
II	19	54	Big Ideas p.69	11.42, 11.33, 11.54, 11.55, 11.36, 11.27, 11.63, 11.18, 11.48, 11.32, 11.31, 11.54, 11.65, 11.614	QR: Adjective Complements ex.5 p.69 R&L: Choosing the correct answer ex.6 p.69 Answering questions ex.7 p.69 S&P: Discerning information in groups ex.7 p.69 Collecting and presenting information about an invention ex.8 p.69	W&GB Page 30 ex.4-5 (at Teacher's discretion)
		55	Letters to the Editor p.70	11.37, 11.45, 11.54	R&L: Answering questions ex.1 p.70 Replacing phrases with equivalents ex.2 p.70 Expressing opinions ex.3 p.71	W&GB Page 31 ex.1-4 (at Teacher's discretion)
		56	Letters to the Editor p.71	11.11, 11.17, 11.25, 11.33, 11.34, 11.35, 11.36, 11.52, 11.55, 11.14, 11.15, 11.10, 11.57, 11.48, 11.52, 11.53, 11.54, 11.55, 11.56	R&L: Answering questions ex.4 p.71 Matching the viewpoints to the examples/ results ex.5 p.71 WR: A Letter using the plan and the Useful Language ex.6 p.71	W&GB Page 32 ex.5-8 (at Teacher's discretion)

IV	3.02	2	7	57	Made in the U.K. p.72	11.5.8, 11.6.3, 11.6.5, 11.6.14 11.1.8, 11.1.9, 11.1.10, 11.4.5, 11.4.2, 11.2.7, 11.5.3, 11.3.4, 11.3.3, 11.5.6, 11.3.7, 11.3.1, 11.1.7, 11.1.6, 11.4.8, 11.5.1, 11.5.2, 11.5.4, 11.6.5, 11.6.14	VC: British Inventions R&L: Answering questions ex.1 p.72 Filling in gaps ex.2 p.72 S&E: Discussing information in poems ex.3 p.72 WC: A short paragraph about Inventions ex.4 p.72 Collecting and presenting information about Important Inventions ex.5 p.72	W&GB Page 33 Reading Task (at Teacher's discretion)	
				58	How do Steam Cars Run? The Great p.73	11.1.8, 11.2.4, 11.4.3, 11.4.1, 11.3.3, 11.3.6, 11.3.7, 11.4.4, 11.5.2, 11.2.4, 11.5.3, 11.5.6, 11.3.8, 11.6.3	R&L: Answering questions ex. 1, 2 p.73 S&E: Talking about Looking for a Job ex.1 p.73 Presenting information ex.4 p.73	SB Pages GR14-17 W&GB Page 44 (at Teacher's discretion)	
				59	Languages in Use p.74	11.5.2, 11.6.4, 11.6.13	GB: Completing and filling the sentences ex. 1,2/4 p.74 Choosing the correct items ex. 3, 5 p.74 R&L: Choosing the correct word Kazakhstan in Action p.74	Revise the map of Unit 3	
IV	3.02	2	7	60	Join the Unknown p.75	11.4.7, 11.2.3, 11.2.4	R&L: Choosing sentences for the gaps ex.1 p.75 Choosing the correct answer ex.2 p.75	Prepare for corrections	
				61	Progress Check pp.75-76 SA	11.2.3, 11.6.1, 11.6.3, 11.6.5, 11.5.2, 11.5.3, 11.5.4, 11.5.5, 11.5.6, 11.5.7, 11.5.8, 11.5.9	S&E: Filling in gaps ex. 3 p.76 GB: Matching ex.4 p.76 Pre- and Post- modifying noun structures ex.5 p.76 WR: A Letter ex.6 p.76	Do corrections	
				Unit 6: "STEM"					
V	8	9	14	15	62	STEM is Part of Modern World p.77	11.3.2, 11.3.7, 11.5.2, 11.1.2, 11.2.1, 11.2.7, 11.2.8, 11.3.1, 11.3.6, 11.3.7, 11.4.5, 11.5.1, 11.1.9, 11.6.10, 11.5.2	VC: STEM R&L: Answering questions ex.1 p.77 Filling in words ex.2 p.77 S&E: Discussing information STEM careers ex.3-4 p.77	SB Page 77 Do a survey about 5 careers (at Teacher's discretion)
					63	Intelligent Energy Storage p.78	11.2.7, 11.1.9, 11.2.2, 11.3.3, 11.3.5, 11.2.3, 11.2.2, 11.3.6, 11.4.3, 11.4.2, 11.4.6, 11.2.7, 11.6.5, 11.6.9, 11.6.3, 11.1.2, 11.1.4, 11.2.8, 11.1.2, 11.3.3, 11.3.4, 11.5.2, 11.4.8, 11.5.1, 11.5.6, 11.5.7, 11.5.8, 11.5.9	VC: Energy Storage S&E: Discussing Energy Sources ex.1-2 p.78 R&L: Answering questions ex.3 p.78 Choosing the correct answer ex.4 p.79 Matching the words to the meanings ex.5 p.79 GE: Verb Completion ex.6 p.79 Present and Past Tenses ex.7 p.79 SB: 3 questions in the test ex.8 p.79 Collecting and presenting information about Energy Storage Benefits ex.9 p.79	W&GB Page 34 ex.1-4 (at Teacher's discretion)
					64	Intelligent Energy Storage p.79			
					65	Energy Storage Solutions pp.80	11.3.2, 11.4.3, 11.4.7, 11.2.1, 11.2.7, 11.2.8, 11.6.9, 11.1.8	VC: Energy Storage R&L: Labelling pictures ex.1 p.80	W&GB Page 35 ex.1-4

	16		66	Energy Storage Solutions.pdf	11.1.2, 11.1.10, 11.3.2, 11.3.3, 11.5.4, 11.5.5, 11.5.7, 11.5.8, 11.5.9, 11.6.4, 11.6.5	Answering questions ex.3 p.80 Choosing sentences for the gaps ex.3 p.80 Filling in words ex.4 p.81 Matching questions to their viewpoints ex.6 p.81 GR: Future Tenses ex.5 p.81 S&T: Discussing information in pairs ex.7 p.81 WR: Collecting and presenting information about Energy Storage Solutions ex.8 p.81	(at Teacher's discretion)
VI	21		67	Analysing Academic Language p.82	11.4.2, 11.4.6, 11.5.2, 11.5.2, 11.1.9, 11.4.3, 11.6.4, 11.6.5	VC: Science R&L: Answering the questions ex.1, 2 p.82 Filling in words ex.3 p.82	W&GB Page 36 ex.1-2 (at Teacher's discretion)
	22		68	Analysing Academic Language p.83	11.1.2, 11.1.10, 11.3.1, 11.3.6, 11.5.2, 11.5.2, 11.6.4, 11.2.2, 11.2.7, 11.2.8, 11.2.1, 11.4.8, 11.5.1, 11.5.3, 11.5.6, 11.5.9, 11.6.4, 11.6.5	GR: Affixes (Prefix and Suffixes) ex.5 p.83 R&L: Completing the sentences ex.6 p.83 S&T: Discussing the dialogue ex.7-8 p.83 WR: Collecting and presenting information about Characteristics of Scientific Language ex.9 p.83	W&GB Page 36 ex.3-4 (at Teacher's discretion)
	23		69	Public Speaking p.84	11.2.1, 11.2.3, 11.2.8, 11.4.3, 11.1.9, 11.1.10, 11.3.1, 11.3.6, 11.4.6, 11.5.2, 11.5.3, 11.5.4, 11.5.5, 11.5.6, 11.5.7	R&L: Answering questions ex.1-3 p.84 Matching the extracts to the opening/ closing techniques ex.4 p.85	W&GB Page 37 ex.1-4 (at Teacher's discretion)
VII	28		70	Public Speaking p.85	11.4.6, 11.5.4, 11.5.2, 11.5.3, 11.5.4, 11.5.5, 11.5.2, 11.5.7, 11.1.2, 11.3.1, 11.5.3, 11.5.8, 11.5.9, 11.6.9	R&L: Answering questions ex.8 p.84 Expanding the ideas into the sentences Matching ex.6 p.85 WR: A Speech using the plan and the Useful Language ex.7 p.85	W&GB Page 38 ex.5-8 (at Teacher's discretion)
	30,31		71	MIT p.86	11.4.3, 11.4.7, 11.5.2, 11.3.1, 11.3.6, 11.3.7, 11.3.8, 11.1.8, 11.1.19, 11.5.3, 11.5.6, 11.6.4, 11.6.5	R&L: Answering questions ex.1 p.86 Choosing sentences for the gaps ex.2 p.86 Filling in words ex.3a p.86 S&T: Discussing information ex.3b p.86 WR: Collecting and presenting information about an Invention of Technology ex.4 p.86	W&GB Page 39 Reading Task (at Teacher's discretion)
		2	72	Types of Energy p.87	11.5.2, 11.5.1, 11.4.2, 11.4.3, 11.1.9, 11.2.7, 11.2.8, 11.3.2, 11.5.3, 11.3.4, 11.3.5, 11.3.6, 11.3.7, 11.1.2, 11.1.6, 11.4.8, 11.5.1, 11.5.6, 11.6.9	R&L: Labeling pictures ex.3 p.87 Answering questions ex.2 p.87 Choosing the correct answer ex.3 p.87 Filling in words ex.4 p.87 WR: Questions about Types of Energy ex.5 p.87 Collecting information about and presenting a short paragraph about Types of Energy ex.6 p.87	SB Pages GR15-16 W&GB Pages 43-49 (at Teacher's discretion)
VIII	7		73	Language in Use p.88	11.5.2, 11.6.4, 11.6.11	GR: Completing and filling the sentences ex. 1,2,4 p.88 Choosing the correct items ex. 2, 5 p.88 R&L: Choosing the correct word Kazakhana in Action p.88	Review the map of Unit 6

	8		74	Thermal Energy Storage p.39	11.4.2, 11.4.6, 11.2.1, 11.2.2, 11.2.8	R&L: 1.7/D5 ex.1 p.39 Choosing the correct answer ex.2 p.39	Prepare the correction
	9		75	Progress Check pp.39-40	11.3.2, 11.4.4, 11.4.8, 11.6.9, 11.6.5, 11.5.1, 11.5.4, 11.5.3, 11.3.6, 11.3.7	S&L: Filling in gaps ex.3 p.40 GE: Verb Tense ex.4.8 p.40 Types of Verb Complementative ex.5 p.40 Completing the sentences ex.7 p.40 WR: A Speech ex.8 p.40	Do correction
				Unit 7: "Reading for Pleasure"			
IX	14		76	Course of Literature p.91	11.1.1, 11.1.8, 11.1.9, 11.1.18, 11.2.8	VC: Genres of Literature R&L: Matching the outputs to the sources ex.1, 2 p.91 WR: Following on from the sentence ex.26 p.91	AGB Page 40 ex.1-4 (at Teacher's discretion)
	15		77	S&L			
	16		78	Mary Shelley p.92	11.0.1, 11.4.6, 11.4.2, 11.6.9	Biography R&L: Answering questions ex.1-4 p.92	AGB Page 41 ex.3-6 (at Teacher's discretion)
				IV term – 24 hours			
				Unit 8: "Recent Advances in Technology"			
	28		79	Frankenstein: Background Analysis pp.92-93	11.4.2, 11.0.6, 11.4.8, 11.4.6, 11.3.9, 11.3.3, 11.3.4	Background Analysis VC: Adjectives ex.8 p.93 R&L: Answering questions ex.5 p.93 Choosing the correct answer ex.7 p.93 S&L: Discussing information in groups ex.8 p.93	AGB Page 41 ex.1-8 (at Teacher discretion)
	29		80	Frankenstein: Prometheus p.94	11.1.1, 11.1.7, 11.2.4, 11.1.3, 11.1.10, 11.5.4, 11.5.5, 11.4.4, 11.4.8, 11.4.6, 11.4.7	R&L: A kind of imagery ex.9 p.94 Completing the Venn diagram ex.10 p.94 Completing the sentences ex.11 p.94 Summarizing the extracts ex.12 p.94 Matching types of conflict with situation ex.14 p.95 WR: An Essay about Frankenstein ex.13 p.95	Review the end of Units 5, 6
	30		81	Frankenstein: Prometheus p.95			
	34.04		82	Frankenstein p.96	11.1.8, 11.1.10, 11.3.8, 11.4.4, 11.4.3, 11.4.8, 11.5.3, 11.5.4, 11.4.8, 11.4.9, 11.5.1, 11.5.4, 11.5.5	S&L: Discussing the film ex.16 p.96 R&L: Answering questions and comparing extracts ex.17 p.96 WR: A Review of the Film Frankenstein ex.18 p.96	Do correction
I	5		83	Technological Advances p.97	11.1.10, 11.2.2, 11.3.6, 11.4.3, 11.4.3, 11.5.2, 11.3.2, 11.3.6, 11.1.6, 11.5.7, 11.8.5, 11.6.13	VC: Technological Advances S&L: Discussing pictures ex.1 p.97 Discussing information in groups ex.3 p.97 R&L: Filling in words ex.2 p.97	SB Page 97 Prepare a presentation on Technological

I	6		84	Apps in Education pp.98-99	11.1.18, 11.1.8, 11.4.2, 11.4.3, 11.5.2, 11.1.3, 11.3.2, 11.6.10, 11.2.3, 11.1.5, 11.1.8, 11.1.9, 11.5.7, 11.4.5, 11.6.13	VC: Apps S&T: Discussing Online Education ex.3 p.98 Discussing Apps ex.5 p.99 Discussing information in groups ex.9 p.99 R&L: Answering questions ex.2 p.98 Choosing the correct answer ex.3 p.98 Completing the sentences ex.4, 6 p.99 GR: Reported Speech ex.6-7 p.99 WB: Designing and presenting own App ex.10 p.99	W&GB Page 42 ex.1-5 (at Teacher's discretion)
	11		85	Apps for Personal and Professional Use pp.100-101	11.1.18, 11.4.5, 11.4.2, 11.5.2, 11.6.5, 11.1.2, 11.3.4, 11.3.5, 11.3.6, 11.3.7, 11.2.1, 11.2.7, 11.3.3, 11.5.1, 11.5.7, 11.6.13	VC: Apps R&L: Answering questions ex.1, 6 p.100-101 TIPS ex.2 p.101 Filling in words ex.3 p.101 Choosing the correct answer ex.5 (p.101) GR: Verb Completion ex.4 p.101 WB: Project Own App Created ex.7 p.101	W&GB Page 43 ex.1-6 (at Teacher's discretion)
	12		82	Digital Natives & Future Careers p.102-103	11.5.2, 11.4.3, 11.2.3, 11.4.3, 11.1.1, 11.1.3, 11.1.7, 11.1.8, 11.1.9, 11.1.10, 11.3.2, 11.3.3, 11.4.2, 11.4.5	VC: Technology R&L: Filling in words ex.2 p.102 Answering the questions ex.2,4 p.102-103 Matching sentences to the gaps ex.3 p.103 Matching the words to the meanings ex.5 p.103	W&GB Page 44 ex.1-3 (at Teacher's discretion)
II	13		83	Digital Natives & Future Careers p.103	11.6.13, 11.6.14, 11.2.2, 11.3.6, 11.1.8, 11.4.4, 11.4.8, 11.5.1, 11.5.2, 11.5.3, 11.5.5, 11.5.7, 11.6.5	GR: Prepositions (with nouns/verbs/adjectives) ex.3 p.103 Prepositional Phrases - Clauses of Concession - Multi-word Verbs ex.7 p.103 R&L: Choosing the correct answer ex.6 p.41 Answering questions ex.7 p.41 S&T: Discussing the interview ex. 8-9 p.103 WB: Collecting and presenting information about Career Options ex.10 p.103	W&GB Page 44 ex.4-5 (at Teacher's discretion)
	18		84	An Informal Leaflet p.104-105	11.5.2, 11.1.8, 11.1.10, 11.4.0, 11.5.2, 11.4.5, 11.5.3, 11.5.4	R&L: Answering questions ex.1-2 p.104 Matching the words with the synonyms ex.3 p.104 Matching the words with the equivalents ex.4 p.105 Filling in gaps ex.5 p.105	W&GB Page 45 ex.1-3 (at Teacher's discretion)
III	19		85	An Informal Leaflet p.105	11.4.5, 11.5.2, 11.5.4, 11.1.8, 11.1.16, 11.5.7, 11.2.2, 11.3.2, 11.3.3, 11.3.5, 11.4.4, 11.5.1, 11.5.3, 11.5.5, 11.5.6, 11.2.9, 11.6.14	S&T: Brainstorm for ideas Answering questions ex.6 p.105 WB: An Informal Leaflet using the plan ex.6c p.105	W&GB Page 46 ex.4-6 (at Teacher's discretion)
	20		86	Android OS p.106	11.1.10, 11.4.3, 11.2.2, 11.4.2, 11.5.2, 11.5.6, 11.5.2, 11.4.8, 11.5.6, 11.5.7, 11.6.5, 11.6.13	R&L: Answering questions ex.1 p.106 Filling in gaps ex.2 p.106 Filling in words ex.3 p.106 WB: Collecting and presenting information about a Technology Company ex.4 p.106	W&GB Page 47 Reading Task (at Teacher's discretion)

	25			107	11.5.1, 11.5.3, 11.6.3, 11.6.10	Completing and filling in the sentences ex.2 p.107 Filling in words ex.3 p.107 S&P: Discussing the information ex.4-5 p.107 WR: Collecting and presenting information about Holography ex.6 p.107	W&GB Page 90 (at Teacher's discretion)
IV	26		88	Language in Use p.108	11.5.2, 11.6.4, 11.6.11	GB: Completing and filling the sentences ex. 1,3,4 p.108 Choosing the correct noun ex. 2, 5 p.108 R&L: Choosing the correct item: <i>Exhibition in Action</i> p.108	Revise the end of Unit 8
	27		89	The Tech of Tomorrow p.109 Summative Assessment for the Unit 8 "Recent Advances in Technology"	11.6.2, 11.6.2	R&L: Choosing the correct answer ex. 1,2 p.109	Prepare for correction
	92.05		90	Progress Check pp.109-110	11.5.1, 11.6.5, 11.6.15, 11.6.10, 11.5.1, 11.5.3, 11.5.5, 11.5.7	S&P: Filling in words ex. 3 p.109 GB: Reported Speech ex.4 p.110 Verb Completion ex.5 p.110 Choosing the correct item: ex.6 p.110 WR: An Informal Letter ex.7 p.110	Do correction

Unit 9 "The Chemistry of Clothes"

V	3	91	Synthetic Materials p.111	11.1, 11.1.3, 11.3.7, 11.5.2, 11.4.1	VC: Synthetic Materials S&P: Discussing pictures and Synthetic Materials ex.1 p.111 Telling things about Fabric Properties ex.3 p.111 R&L: Filling in words ex.2 p.111	GB Page 111 Prepare a presentation about Fabric Properties Teacher's discretion
	5	92	Wearables & Enhanced Clothing pp.112-113	11.4.2, 11.4.3, 11.3.2, 11.4.3, 11.3.2, 11.3.3, 11.3.5, 11.6.3, 11.3.7, 11.3.4, 11.1.6, 11.1.9, 11.4.8, 11.3.2, 11.5.5, 11.5.8, 11.5.9, 11.6.3, 11.6.11	VC: Fashion R&L: Filling in words ex. 1, 4 p.112-113 Answering questions ex.2 p.112 Completing the sentences ex.3 p.112 GB: Adjective Compliments ex.3-6 p.113 S&P: Discussing the text information ex.7 p.113 WR: Collecting and presenting information about Smart Clothing ex.8 p.113	W&GB Page 48 ex.1-5 (at Teacher's discretion)
	99.05	93	Psychotextiles pp.114-115	11.3.2, 11.3.3, 11.1.8, 11.4.1, 11.4.3, 11.4.2, 11.4.8, 11.4.9, 11.3.8, 11.3.7, 11.3.3, 11.4.3, 11.6.11, 11.1.8, 11.5.2, 11.5.5, 11.5.8, 11.5.9, 11.6.2	VC: Clothes R&L: Answering questions ex. 1, 2 p.114 T/F/D/S ex.3 p.114 Choosing the correct answer ex.3 p.114 Matching the words to the meanings ex.4 p.115 GB: Adjective/ Adverbial Phrases ex.3-6 p.115 S&P: Discussing the text information ex.7 p.115 WR: Collecting and presenting information about Psychotextiles ex.8 p.115	W&GB Page 49 ex.1-4 (at Teacher's discretion)

VI	10	94	Clothing in Kazakhstan pp.116-117	11.1.39, 11.2.2, 11.3.6, 11.4.2, 11.4.3, 11.4.5, 11.5.5, 11.5.7, 11.6.2, 11.2.2, 11.2.5, 11.3.2, 11.3.3, 11.3.5, 11.3.6, 11.3.8, 11.2.2, 11.2.9, 11.3.2, 11.3.3, 11.3.6, 11.3.8, 11.3.8, 11.4.4, 11.5.1, 11.5.2, 11.5.3, 11.5.4, 11.5.8, 11.6.2, 11.6.11	XC: Kazakh Fashion S&P: Discussing Clothes Manufacturing ex.1 p.116 Discussing information in pairs ex.3 p.117 Acting out a dialogue ex.8 p.117 R&L: Answering questions ex.2 p.116 Choosing sentences for the gaps ex.3 p.116 Answering questions ex.7 p.117 Matching the words to the meanings ex.4 p.117 GR: Apposition/ Textual Referencing ex.6 p.117	W&GB Page 50 ex.1-6 (at Teacher's discretion)
	11	95	A Report p.118-119	11.5.5, 11.3.7, 11.4.5, 11.5.4, 11.5.2	R&L: Answering questions ex.1 p.118 Filling in gaps ex.2 p.118 Replacing words with formal expressions ex.3 p.118 Expanding prompts into sentences ex.4 p.119	W&GB Page 51 ex.1-3 (at Teacher's discretion)
	16	96	A Report p.119	11.5.2, 11.3.7, 11.4.5, 11.1.2, 11.3.3, 11.3.5, 11.3.8, 11.5.3, 11.5.5, 11.5.8, 11.5.9	R&L: Answering questions ex.5 p.119 WR: A Report using the plan and Useful Language ex.5b p.119	W&GB Page 51 ex.4-7 (at Teacher's discretion)
VII	17	97	The World National Cuisine p.120	11.4.3, 11.4.3, 11.5.2, 11.4.8, 11.3.9, 11.4.4, 11.4.8, 11.5.1, 11.5.2, 11.5.6, 11.5.9	VC: National Cuisine R&L: Discussing the power and the role ex.1 p.120 Choosing the correct answer ex.2 p.120 Matching the words to the meanings ex.3 p.120 SR: Discussing the information ex.4 p.120 WR: Collecting and presenting information about National Cuisine ex.5 p.120	Revise the main Unit 9 SR Page GR.17 (at Teacher's discretion)
	18	98	The Journey of Cotton (video) p.121	11.4.3, 11.4.4, 11.5.2, 11.1.2, 11.1.3, 11.2.5, 11.2.5, 11.5.3, 11.3.8, 11.1.6, 11.1.8, 11.4.4, 11.5.1, 11.5.3, 11.5.3, 11.5.6, 11.5.9	VC: Cotton R&L: Predicting the text content ex.1 p.121 Matching the subheading to the page ex.2 p.121 Filling in words ex.3 p.121 WR: A short paragraph about Cotton Textile ex.4 p.121 Collecting and presenting information about Textile ex.5 p.121	W&GB Page 52 Reading Task (at Teacher's discretion)
	23	99	Ex. Summative Assignment for the Unit 9 "The Chemistry of Clothes" usage in Use p.122	11.5.2, 11.5.4, 11.6.12	GR: Completing and filling the sentences ex.1, 3, 4 p.122 Choosing the correct item ex.2, 5 p.122 R&L: Choosing the correct word Kazakhstan in Activity 122	W&GB Page 53 (at Teacher's discretion)
VIII	24	100	Polymer p.123	11.4.5, 11.4.6, 11.4.9, 11.2.2, 11.2.3	R&L: Choosing the correct answer ex.1 p.123 Completing the sentences ex.2 p.123	Revise the main Unit 8-9
	25	101	Summative Assignment for Item 9		XC and GR of Modules 8, 9	Prepare for summative
	26	102	Progress Check pp.123-124	11.5.2, 11.6.1, 11.6.2, 11.3.8, 11.3.3, 11.3.3, 11.3.3, 11.5.6, 11.5.9, 11.6.2	R&L: Filling in gaps ex.1 p.123 GR: Matching phrases to form sentences ex.3 p.123 Advective/ Advective Phrases ex.3 p.124 Apposition/ Textual Referencing ex.4 p.124 WR: A Report ex.7 p.124	Revise the main Unit 8-9
	31	103	Unit revision			

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Хаттама № 1

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Ақталатын тілі

«Тілектес» жалпы орта білім беретін мектебі

Күнтізбелік тақырыптық жоспар

4 сынып

Пән мұғалімі: Н.Сейдахметова

2022-2023 оқу жылы

Curricular 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 (2 hours)						
1	Unit 1: Kazakhstan in the World of Sport (7 hours)		4.1.2 understand an increasing range of questions which ask for personal information 4.1.1.12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often things happen to use simple adverbs of manner e.g. well, badly, use comparatives manner adverbs to describe actions e.g. slowly, quickly 4.1.1.14 use prepositions of location position and direction at, behind, between, in, in front of, near, next to, opposite, above, up, down, on the right, on the left. use prepositions of time: on, at, in, before, after use conjunctions to indicate, sequencing with for, until and so on to indicate regularity	1	01.09	
2				1	05.09	
3		Children's games 2	4.54 respond to questions on an increasing range of general and some curricular topics 4.82 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.94 write with support a sequence short sentences in a paragraph to give basic personal information 4.11.5 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		Olympic Games	4.1.1 understand an increasing range of short supported questions on general and some curricular topics 4.54 respond to questions on an increasing range of general and some curricular topics 4.91 plan, write and check sentences with support on a range of topic personal, general and some curricular topics 4.11.3 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		Asia's Fables 1	4.1.6 understand short supported narratives on an increasing range of general and some curricular topics	1	15.09	
6		Asia's Fables	4.54 respond to questions on an increasing range of general and some curricular topics 4.95 pronounce an increasing range of words, short phrases and simple sentences intelligibly 4.103 reorganize basic opinions in short simple texts on an increasing range of general and some curricular topics	1	19.09	

7	Unit 2: Values in Myth and Legends (10 lessons)	Arise's Puffles	4.1.3 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.1.4 understand short supported narratives on an increasing range of general and some curricular topics	1	22.09	
8		Unit revision SA 1	4.58 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics 4.U112 use adverbs of time and frequency: sometimes, often, always, never/as indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use comparative manner adverbs to describe actions e.g. slowly, quietly	1	20.10	
9		Traditional stories 1	4.1.8 understand short supported narratives on an increasing range of general and some curricular topics	1	25.09	
10		Traditional stories 1	4.53 give short, basic descriptions of people and objects on a limited range of general	1	07.10	
11		Traditional stories 2	and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics 4.54 respond to questions on an increasing range of general and some curricular topics	1	08.10	
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.U111 use singular, noun, plural nouns – including some common irregular plural (and uncountable nouns, possessive forms 's/' to name, describe and label things 4.U117 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.U113 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	10.10	
13		People and places	4.L5 (identify) initial, middle and final phonemes and blends 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics 4.R3 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.U13 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/superlative) to make comparisons	1	13.10	
14		Dragons and creatures 1	4.54 respond to questions on an increasing range of general and some curricular topics 4.W7 spell some familiar high-frequency words accurately when writing independently 4.U113 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, use declarative what + adjective, noun to show feelings	1	17.10	
15		Dragons and creatures 2	4.54 respond to questions on an increasing range of general and some curricular topics	1	20.10	
16		Summative control work for the 1 st term	4.R3 recognise basic patterns 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	1	24.10	

17		Unit update	personal information 4.1.12 use adverbs of time and frequency: sometimes, often, always, never etc. indicate when and how often things begin to use simple adverbs of manner e.g. well, badly, or commonly by manner adverbs to describe actions e.g. slowly, quietly	1	27.00	
2 nd term 16 hours						
18	Unit 3: Treasure and heritage (17 hours)	Treasure maps 1	4.53 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 4.56 take turns when speaking with others in a growing range of short, basic exchanges 4.24 find with support books, worksheets and other print materials in a class or school library according to classification 4.1.11 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive forms 's' to name, describe and label things 4.1.18 use imperative forms (positive and negative) to give short instructions on a growing range of familiar topics	3	05.11	
19		Treasure maps 2	4.13 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.54 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 4.1.18 use imperative forms (positive and negative) to give short instructions on a growing range of familiar topics 4.1.12 use prepositions of location position and direction at, behind, between in, in front of, near, next to, opposite, above, up, down, on the right, on the left, near prepositions of time, on, at, before, after use with/without to indicate accompaniment with for instrument and for to indicate recipient	5	10.11	
20		Treasure and numbers 1	4.54 respond to questions on an increasing range of general and some curricular topics 4.1.5 recognise basic numbers in short, simple texts on an increasing range of general and some curricular topics	1	14.11	
21		Treasure and numbers 2	4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.1.12 use cardinal numbers 1-1000 and ordinal numbers 1-100 4.1.4 understand an increasing range of short supported questions on general and some curricular topics 4.S1 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 4.1.12 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	4.13 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	4.53 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	experience an increasing range of general and some curricular topics 4.02 recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics 4.04 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 years)	Unit 4: Professions	4.11 understand an increasing range of classroom instructions 4.S1 make basic utterances which provide personal information on an increasing range of general and some curricular topics 4.R1 recognise, identify and sound with support a growing range of language at text level	1	01.12	
26		Unit 4: Professions	4.W2 begin to use joined up handwriting in a limited range of written work 4.GE1 use singular nouns, plural nouns – including some common irregular, plural and uncountable nouns, possessive forms 's' in nouns, describe and label things	1	08.12	
27		Unit 4: Professions	4.U1 use demonstrative pronouns this, those, that, these and object pronouns in short statements, questions and responses	1	08.12	
28		Contextualising around the world	4.L1 understand an increasing range of classroom instructions 4.E1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.S1 make basic utterances which provide personal information on an increasing range of general and some curricular topics 4.R1 recognise, identify and sound with support a growing range of language at text level	1	12.12	
29		Contextualising around the world SA 2	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	19.12	
31		Technology	4.L2 understand an increasing range of questions which ask for personal information 4.S2 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.U2 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.U11 use has got / have got, there is / are statements, negative questions forms including short and full answers and contractions	1	22.12	
32		Summative control work for the 2 nd term		1	26.12	
33		Unit revision		1	29.12	

3rd term 20 hours

33	Unit 5: Hot and Cold (10 hours)	Hot and Cold	4.1.3 respond to simple questions with one-line or limited range of general and some specific topics. 4.5.1 make basic statements which provide information on increasing range of general and some particular topics. 4.1.5 understand the main points of short simple texts on a limited range of familiar general and some particular topics by using contextual clues. 4.1.5 talk with some support, sometimes using basic coordinating conjunctions. 4.1.7 spell some familiar high-frequency words accurately when writing independently. 4.1.8 use common present continuous forms, including short phrases and conjunctions, to talk about what is happening now and future arrangements on a limited range of general and familiar topics, using -ing forms following, spelling as shown in Acoustic familiar and obvious activities. 4.1.10 use conjunctions and, or, but, because, to link words and phrases.	1	19.01.	
34		Weather 1	4.1.5 talk with some support, sometimes using basic coordinating conjunctions. 4.1.7 spell some familiar high-frequency words accurately when writing independently. 4.1.8 use common present continuous forms, including short phrases and conjunctions, to talk about what is happening now and future arrangements on a limited range of general and familiar topics, using -ing forms following, spelling as shown in Acoustic familiar and obvious activities.	1	12	
35		Weather 1	4.1.5 talk with some support, sometimes using basic coordinating conjunctions. 4.1.7 spell some familiar high-frequency words accurately when writing independently. 4.1.8 use common present continuous forms, including short phrases and conjunctions, to talk about what is happening now and future arrangements on a limited range of general and familiar topics, using -ing forms following, spelling as shown in Acoustic familiar and obvious activities.	1	16	
36		Weather 2	4.1.4 understand a limited range of short supported questions on general and some specific topics. 4.5.2 ask questions to find out about present and possibly past experiences on an increasing range of general and some particular topics.	1	19	
37		Weather 2	4.1.5 respond to questions on an increasing range of general and some particular topics. 4.5.7 construct a growing range of suitable words, phrases, and sentences including giving opinions, during short pen, group and whole class exchanges. 4.1.8 understand with some support, some specific information and talk in short, simple texts on a growing range of general and some particular topics. 4.1.9 use with some support short basic sentences with appropriate spaces between words. 4.1.7 spell some familiar high-frequency words accurately when writing independently.	1	23	
38		Volcanoes	4.1.3 understand the main points of short, supported, talk on an increasing range of general and some particular topics. 4.1.6 understand some specific information and detail of short, supported talk on an increasing range of general and some particular topics. 4.1.7 use contextual clues to predict content in short, supported talk on an increasing range of general and some particular topics.	1	26	
39		Volcanoes	4.5.6 take notes when speaking with others in a growing range of short, basic exchanges. 4.1.5 understand the main points of short, simple texts on a limited range of familiar general and some particular topics by using contextual clues. 4.1.7 begin to use joined-up handwriting in a limited range of written work.	1	30	
40		Snow and Ice	4.1.6 understand with some support, some specific information and detail of short, simple texts on a growing range of general and some particular topics. 4.1.1.1 use set to make requests and ask permission, use want / please / have to to talk about obligations, and have to / subject + infinitive to talk about obligations.		02.02	
41		Snow and Ice	4.1.1.1 use prepositions of location and position and direction, in, on, over, behind, between, in front of, next to, opposite, in, down, under, above, on the right, on the left, on prepositions of time, in, on, at, before, after, till, with / without to influence communication with the instrument and the children's response. 4.1.10 use conjunctions and, or, but, because, to link words and phrases.		06	
42		Unit revision SA 1		1	09	

43	Unit 6: Healthy world (10 hours)	Healthy bodies 1	4.55 pronounce an increasing range of words and clear phrases and longer sentences intelligibly 4.56 spell some familiar high-frequency words accurately when writing independently 4.10.9 use common present simple forms including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetables using appropriate tense markers from simple future (positive and negative) to describe actions and feelings and verbs such as expect including short answer forms and contractions 4.1.1.7 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often things happen in our target subjects of interest e.g. walk, badly, use common -ly manner adverbs to describe actions e.g. slowly, quickly	1	14	
44		Healthy bodies 1	4.56 take notes when speaking with others in a growing range of short, basic exchanges 4.10.2 begin to use joined-up handwriting in a limited range of written work 4.57 spell some familiar high-frequency words accurately when writing independently 4.1.10.0 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 swimming, cycling to mean to describe routine and chosen activities	1	16	
45		Healthy bodies 2	4.56 take notes when speaking with others in a growing range of short, basic exchanges 4.10.2 begin to use joined-up handwriting in a limited range of written work	1	20	
46		Healthy bodies 2	4.57 spell some familiar high-frequency words accurately when writing independently 4.1.10.0 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 swimming, cycling to mean to describe routine and chosen activities	1	23	
47		Save our animals 1	4.57 understand a growing range of suitable words, phrases and sentences including giving opinions during short pair, group and whole class exchanges 4.10.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.10.2 begin to use joined-up handwriting in a limited range of written work 4.1.1.3 use singular nouns, plural nouns - including some common irregular plural forms and uncountable nouns - use possessive forms 's to name (describe and label things) 4.1.1.7 use interrogative pronouns including who, what, which, whose, whose, how many, how much, how often, how big, what kind of ... to ask questions on a growing range of familiar topics 4.1.3 understand the main points of short reported talk on an increasing range of general and some curricular topics 4.53 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 4.10.2 read and understand with some support short comic fiction and non-fiction texts 4.10.1 link with some support sentences - using basic coordinating conjunctions	1	27	
48		Save our animals 2	4.1.3 understand the main points of short reported talk on an increasing range of general and some curricular topics 4.53 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 4.10.2 read and understand with some support short comic fiction and non-fiction texts 4.10.1 link with some support sentences - using basic coordinating conjunctions	1	02/03	
49		Help the planet 1	4.1.3 understand the main points of short reported talk on an increasing range of general and some curricular topics 4.56 take notes when speaking with others in a growing range of short, basic exchanges 4.10.2 read and understand with some support short comic fiction and non-fiction texts 4.1.1.12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often things happen in our target subjects of interest e.g. walk, badly, use continuous -ly manner adverbs to describe actions e.g. slowly, quickly	1	06	
50		Help the planet 2 SA 2	4.1.3 identify initial, middle and final phonemes and blends 4.54 respond to questions on an increasing range of general and some curricular topics 4.58 express basic likes and dislikes, routine short, basic orders and events on a limited range of general and some curricular topics 4.10.5 understand the main points of short sample texts on a limited range of familiar general and some curricular topics by using combined cues 4.1.10.8 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	4.10.5 understand the main points of short sample texts on a limited range of familiar general and some curricular topics by using combined cues 4.1.10.8 use imperative forms (positive and negative) to give short instructions on growing range of familiar topics	1	13	
52		Unit revision		1	16/03	

4th term 19 hours

52	Unit 5: Journey into Space (9 hours)	Into Space 1	4.1.5 identify initial, middle and final phonemes and blends 4.8.7 recognise 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 4.11E11 use can to make requests and ask permissions, use must / mustn't / have to to talk about obligations, use have to + object + infinitive to talk about obligations	1	27.03	
53		Into Space 2	4.53 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 4.56 take turns when speaking with others in a growing range of short, basic exchanges 4.X6 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	29	
54		Planets 1	4.1.6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics 4.8.1 recognise, identify and sound with support a growing range of language at text level 4.8.4 find with support books, worksheets and other print materials in a class or school library according to classification 4.11E12 use cardinal numbers 1 - 100 to count and ordinal numbers 1 - 100 4.11E17 use are, are not and I don't to give short answers, use when clause to describe simple present and past actions on personal and familiar topics	1	03.04	
55		Planets 2	4.1.4 understand a limited range of short supported questions on general and some curricular topics 4.54 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 4.11E1 use singular nouns, plural nouns- including some common irregular plural forms and uncountable nouns, use possessive forms 's to name, describe and label things 4.11E2 use cardinal numbers 1 - 100 to count and ordinal numbers 1 - 100	1	06	
		Planets 3		1	10	
55		Aliens 1	4.1.5 identify initial, middle and final phonemes and blends 4.54 respond to questions on an increasing range of general and some curricular topics 4.8.6 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 4.11E4 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 4.11E16 use conjunctions and, or, but, because to link words and phrases	1	13	
57		Aliens 2	4.85 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 4.11E9 use common present simple forms including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future described events optional 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	30	
59		Unit revision		1	24	
60	Unit 6:	Star machines 1	4.1.6 understand some specific information and detail of short, supported talk on an increasing	1	27	

61	Machines (18 hours)		range of general and some curricular topics 4.53 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 4.63 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.91 plan, write and check answers 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.UE5 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.UE12 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 common -ly modifier adverbs to describe actions e.g. slowly, quickly			
62		Unit machines 1 Slow machines 2(31.55)	4.13 identify initial, middle and final phonemes and blends 4.54 respond to questions on an increasing range of general and some curricular topics 4.57 contribute a growing range of suitable words, phrases and sentences including giving opinions during short pair, group and whole class exchanges 4.91 recognise, identify and sound with support a growing range of language at text level 4.UE3 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.UE14 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	64	01.10.21
63		Fast machines 3 Robots 1	4.13 identify initial, middle and final phonemes and blends 4.54 respond to questions on an increasing range of general and some curricular topics 4.57 contribute a growing range of suitable words, phrases and sentences including giving opinions during short pair, group and whole class exchanges 4.91 recognise, identify and sound with support a growing range of language at text level 4.UE3 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.UE14 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	4.13 understand short, supported narratives on an increasing range of general and some curricular topics 4.54 respond to questions on an increasing range of general and some curricular topics 4.63 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.91 include appropriate use of a full stop and question marks, at sentence level with some accuracy when writing independently	1	15	
66		Robots 3	4.91 include appropriate use of a full stop and question marks, at sentence level with some accuracy when writing independently 4.UE4 use determiners a, an, the, zero article, some, any, this, those, that, there to refer to things on a growing range of general and some curricular topics 4.UE11 use have 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.UE14 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	22	
67		Unit revision		1	25	
68		Revision		1	29	
Total: 72				1	29	

Annotation: Summative control work for the Unit: 20 minutes
Summative control work for the Term - 45 minutes

«Бекітемін»

Мектеп директоры:


Р.А. Аизова
«11» 01.2022ж

«Келісемін»

Оқу ісінң орнаотасары:


М.А. Аизова
«11» 01.2022ж

«Б» отырысының қаралымы:

Хаттама № 1


А.А. Аизова

«11» 01.2022ж

Ағылшын тілі

«Тілентес» жалпы орта білім беретін мектебі

Күнтізбелік тақырыптық жоспар

1 сынып

Пән мұғалімі: Н.Сейдалиева

2022-2023 оқу жылы

Calendar Thematic Plan for grade 2
within the framework of updating the secondary education curricula
2022-2023 academic year

No	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes	Home work
1st term 17 hours							
1	Unit 1: Welcome back! (8 hours)	Starter	Listening: (identifying people from their descriptions (listening for specific information) Speaking: She's got curly hair. His name's James. How many...? What colour...? (describing people's appearance; introducing yourself and other people; talking about objects)	1	11.09		Ex.2
2		There is... There are...	Listening: identifying objects (you) (numbering objects in the correct order) Speaking: Where's the clipboard? It's in front of the table. (asking and answering questions about where things are) Writing: using a card, Workbook – writing about what I can and can't do (guided writing)	1	12.09		Ex.4
3		My family	Listening: (identifying people and objects from their descriptions (numbering items in the correct order) Speaking: How many...? There are... (asking and answering questions about a picture) Writing: captioning; Workbook – writing about my	1	13.09		Ex.2
4		Numbers: 1-20	Listening: identifying people from their descriptions (listening for specific information) Speaking: She's got curly hair. His name's James. How many...? (describing people's appearance; introducing yourself and other people; talking about objects)	1	19.09		Ex.3
5		I can...	Reading: information texts (reading and understanding a class poster; matching children with their after-school activity(ies)) Listening: (identifying after-school activities (choosing which activities children take part in) Speaking: / read a book I don't like a bit. (talking about which after-school activities you do)	1	16.09		Ex.2
6		Calculus	Reading: a newspaper article (reading and understanding a school newspaper article; reading for specific details) Listening: identifying people from their descriptions	1	16.09		Ex.4
7		Welcome back!	Reading: a magazine interview (reading and understanding an interview about someone's job) Listening: listening for details in an interview (choosing the correct information) Speaking: asking	1	21.09		Ex.4

			and answering questions about a job Writing: using sentences with and so lists; Workbook - writing about where my family works (guided writing)				
8		Days	Listening: identifying after-school activities (choosing which activities children take part in) Speaking: I read a book. I don't ride a bike. (talking about which after-school activities you do)	1	25.09		Ex.2
9	Unit 2: Our new things (9 lessons)	School things	Reading: a description (reading a text describing pictures; reading for specific words) spelling and initial Listening: identifying people and objects from their descriptions (matching items in the correct order) Speaking: How many ... ? There are ... (asking and answering questions about a picture) Writing: capitalization; Workbook - writing about my classroom (guided writing)	1	29.09		Ex.7
10		Days of the week	Reading: a poem: 'My feelings' (reading and understanding a poem; matching words with information in the poem) Listening: identifying feelings (matching pictures of feelings to the correct order) Speaking: He is tall? No, he isn't. He's ... (asking and answering questions about how people feel) Writing: long and short forms; Workbook - writing about my feelings (guided writing)	1	30.09		Ex.9
11		My school	Reading: a description (reading a text describing pictures; reading for specific words) spelling and initial Listening: identifying people and objects from their descriptions (matching items in the correct order) Speaking: How many ... ? There are ... (asking and answering questions about a picture) Writing: capitalization; Workbook - writing about my	1	26.10		Ex.3
12		How much? How many?	Reading: a description on a webpage (reading and understanding a webpage; finding specific details in a text) Listening: identifying school rooms from their descriptions (matching pictures in the correct order) Speaking: What have we got in the art room? We've got ... (asking and answering questions about different rooms in a school) Writing: capital letters; Workbook - writing about my school subjects (guided writing)	1	02.10		Ex.4
13		This / That is. These / those are.	Reading: a newspaper article (reading and understanding a school newspaper article; reading for specific details) Listening: identifying people from their descriptions Speaking: He was a boy (in the school play). (talking about what people were in a play that took place in the past)	1	13.10		Ex.5

			Writing: and/or: Workbook – writing about me and my friends (guided writing)				
14		Preposition	Reading: a newspaper article (reading and understanding a school newspaper article, reading for specific details) Listening: identifying people from their descriptions Speaking: He was a lion (in the school play), talking about what people were in a play that took place in the past Writing: and/or: Workbook – writing about me and my friends (guided writing)	1	19.10		Ex3
15		Process SA	Speaking: What's Mary doing? She's... / Is she sad? Yes, she is! / She's... (describing what someone / something is doing, asking and answering questions about feelings) Writing: irregular plurals; Workbook – writing about a school open day (guided writing)	3	20.10		Ex3
16		Summaries (see also 15.10.11)	Writing: and/or: Workbook – writing about me and my friends (guided writing)	3	21.10		Revision
17		My school	Reading: information on a website (reading and understanding information on a webpage, choosing the correct information from the text) / Listening: identifying children boys (numbering objects in the correct order)	1	23.10		Ex3
18		Review	Speaking: Where's the skateboard? It's in front of the table, (asking and answering questions about where things are) Writing: using a/an; Workbook – writing about what I can and can't do (guided writing)	1	23.10		
20	Unit 1 Changing Seasons	Theme	Learning objectives	Hours	Date	Notes	Homework

2nd term 15 hours

19	Unit 2: They're happy now! (7 hours)	Feelings	Reading: a poem: 'My feelings' (reading and understanding a poem; matching words with information in the poem) / Listening: identifying feelings (numbering pictures of feelings in the correct order) Speaking: Is he sad? No, he isn't. He's... / asking and answering questions about how people feel Writing: long and short letters; Workbook – writing about my feelings (guided writing)	1	25.11		Ex3
20		We're all happy Are they too?	Reading: a poem: 'My feelings' (reading and understanding a poem; matching words with information in the poem)	1	26.11		Ex3

19	16.11	Yes, they are. No, they aren't	Speaking: Is he tall? No, he isn't. He's... (asking and answering questions about how people feel) Writing: long and short forms; Workbook – writing about my feelings (guided writing)
20		Places	Reading: an information text (reading and understanding a text) about a school visit to a farm, finding specific information Listening: listening for rules (matching pictures to rules) Speaking: Don't open the gate (giving positive and negative rules) Writing: using and to connect sentences; Workbook – writing about a farm visit (guided writing)
21		To be seen, to be	Reading: a poem 'At the coach station' (reading and understanding a poem; finding specific information in a text) Listening: identifying people by their clothing Speaking: What's she wearing? She's wearing a red shirt. Who is it? (describing what people are wearing) Writing: writing the time; Workbook – writing about my clothes (guided writing)
22	23.11	Reading time	Reading: a descriptive email (reading and understanding a descriptive email; completing questions with information from a text) Listening: listening for details to distinguish between photos (numbering pictures in the correct order) Speaking: What's he doing? He's dancing. (talking about what people are doing) Writing: present continuous verbs; Workbook – writing about a party (guided writing)
23	24.11	They're happy now!	Writing: and/or; Workbook – writing about me and my friends (guided writing)
24	30.11	Unit revision	Reading: a descriptive email (reading and understanding a descriptive email; completing questions with information from a text) Listening: listening for details to distinguish between photos (numbering pictures in the correct order) Speaking: What's he doing? He's dancing. (talking about what people are doing) Writing: present continuous verbs; Workbook – writing about a party (guided writing)
25	Unit 4: I can ride a bike! (7.10.2021-6)	Outdoor activities	Reading: a poem 'At the coach station' (reading and understanding a poem; finding specific information in a text) Listening: identifying people by their clothing Speaking: What's she wearing? She's wearing a red shirt. Who is it? (describing what people are wearing) Writing: writing the time; Workbook – writing about my clothes (guided writing)
26	7.12	Can (can't)	Reading: a descriptive email (reading and understanding a descriptive email; completing questions with information from a text) Listening: listening for details to distinguish between photos (numbering pictures in the correct order) Speaking: What's he doing? He's dancing. (talking about what people are doing) Writing: present continuous verbs; Workbook – writing about a party (guided writing)

27	8.12	Preposition	Reading: a poem: 'My feelings' (reading and understanding a poem; matching words with information in the poem) Listening: identifying feelings (numbering pictures of feelings in the correct order) Speaking: Is he sad? No, he isn't. He's ... (asking and answering questions about how people feel) Writing: long and short forms. Workbook – writing about my feelings (guided writing)
28	14.12	Phonics	Reading: an information text (reading and understanding a booklet about a school visit to a farm; finding specific information) Listening: listening to rules (matching pictures to rules) Speaking: Don't open the gate. (giving positive and negative rules) Writing: using and to connect sentences. Workbook – writing about a farm visit (guided writing)
29	15.12	Ordinary Texts	Reading: a poem: 'My feelings' (reading and understanding a poem; matching words with information in the poem) Listening: identifying feelings (numbering pictures of feelings in the correct order) Speaking: Is he sad? No, he isn't. He's ... (asking and answering questions about how people feel) Writing: long and short forms. Workbook – writing about my feelings (guided writing)
30	21.12	Articles	Reading: a caption story (reading and understanding a caption story; finding specific information in a text) Listening: identifying which food items are available at a shop Speaking: Have you got apples? Yes, we have. (asking and answering questions about what someone has got) Writing: question marks and full stops. Workbook – writing about my lunch (guided writing)
31	22.12	Summative covered work for the 2 nd term	Speaking: What's he doing? He's dancing. (talking about what people are doing) Writing: present continuous verbs. Workbook – writing about a party (guided writing)
32	28.12	Unit revision	Speaking: What's he doing? He's dancing. (talking about what people are doing) Writing: present continuous verbs. Workbook – writing about a party (guided writing) Listening: identifying which food item
33	29.12	Review	

3 rd term 28 hours						
Unit 5: Health and body (10 hours)						
1		Review 1	2.1.9.1 recognise the spoken form of familiar words and expressions 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.2.4.1 respond to basic supported questions giving personal and factual information	1	11.01	
2		Review 2	2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines	1	12	
3		Making plans with friends. Mini book	2.2.4.1 respond to basic supported questions giving personal and factual information 2.3.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics 2.4.2.1 write letters and familiar high frequency words when read aloud or spelt	1	13	
4		Project: a mini book	2.1.8.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.2.4.1 respond to basic supported questions giving personal and factual information 2.5.2.1 use cardinal numbers 1 – 10 to count	1	19	
5		Physical description	2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics 2.1.9.1 recognise the spoken form of familiar words and expressions 2.3.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics	1	25	
6		Hicham's cat	2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics 2.2.2.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 2.4.2.1 write short phrases to identify people, places and objects 2.5.1.1 use have got + noun to describe and ask about possessions	1	26	
7		Numbers 60-100	2.1.8.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 2.1.9.1 recognise the spoken form of familiar words and expressions 2.2.2.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 2.3.4.1 begin to use with support a single picture dictionary	1	1.02	
8		Phonics	2.1.6.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 2.1.9.1 recognise the spoken form of familiar words and expressions 2.2.5.1 begin to articulate clearly the difference between various sounds 2.2.2.1 identify, remember and sound out high-frequency sound and letter patterns 2.4.1.1 spell some familiar high-frequency words accurately during guided writing activities	1	2	
9		Describing friends	2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar	1	8	

			topics 2.3.8.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics 2.4.6.1 use with support upper and lower case letters accurately when writing names and address			
10		Height and measurements. Summative assessment 5	2.1.7.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.2.4.1 respond to basic supported questions giving personal and factual information 2.3.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics 2.5.2.1 use cardinal numbers 1 – 50 in usage	1	9	
Unit 6. Traditions and folklore (10 hours)						
11		Special Days 1	2.1.4.1 understand short narratives spoken slowly and distinctly on routine and familiar topics 2.3.5.1 understand the main points of simple sentences on familiar topics by using contextual clues 2.4.1.1 write with support short responses at phrase level to questions and other prompts	1	12	
12		Special Days 2	2.1.1.1 understand a range of short basic supported classroom instructions 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.2.4.1 respond to basic supported questions giving personal and factual information 2.3.3.1 read and follow with considerable support simple words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities 2.4.2.1 write letters and familiar high frequency words when read aloud or spell	1	16	
13		Types of food 1. Have you got (pizza)?	2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics 2.1.9.1 recognise the spoken form of familiar words and expressions 2.5.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics 2.4.11.1 use have got + noun to describe and ask about possessions	1	22	
14		Have/haven't got and has/hasn't got	2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics 2.2.1.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 2.2.2.1 ask questions in order to satisfy basic needs and find information on	1	23	

			familiar topics and classroom routines 2.2.4.1 respond to basic supported questions giving personal and factual information 2.4.1.7 write with support short responses at phrase level to questions and other prompts 2.5.11.1 use have got + noun to describe and ask about possessions			
15		Types of food 2	2.1.8.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 2.1.9.1 recognise the spoken form of familiar words and expressions 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.2.4.1 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges 2.3.4.1 begin to use with support a simple picture dictionary	1	1.03	
16		Phonics: Sound 'a' - Summative assessment 6	2.1.8.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 2.1.9.1 recognise the spoken form of familiar words and expressions 2.2.3.1 begin to articulate clearly the difference between various sounds 2.3.2.1 identify, remember and sound out high-frequency word and letter patterns 2.5.8.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics 2.4.1.1 write with support short responses at phrase level to questions and other prompts	1	2	
17		Home cooking in Konkani	2.1.8.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 2.2.1.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 2.5.8.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics	1	8	
18		Kitchen items	2.3.4.1 recognise with support short form questions relating to features such as colour and number.	1	9	
19		Summative control work for the 3 rd term	2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines	1	15	
20		Review	2.1.9.1 recognise the spoken form of familiar words and expressions 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.2.4.1 respond to basic supported questions giving personal and factual information	1	16	

IV term

Unit 7. The natural environment (8 hours)

1	Types of weather	2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics 2.1.9.1 recognise the spoken form of familiar words and expressions 2.3.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics	1	29.03	PB p.52
2	What's the weather like?	2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics 2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.2.4.1 respond to basic supported questions giving personal and factual information 2.4.7.1 spell some familiar high-frequency words accurately during guided writing activities 2.5.4.1 use simple imperative forms (positive and negative) for basic commands and instructions	1	10	PB p.53
3	Months of the year	2.1.6.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.2.6.1 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges	1	05.04	PB p.54
4	Phonics: Sound 'T'	2.1.6.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 2.1.9.1 recognise the spoken form of familiar words and expressions 2.2.5.1 begin to articulate clearly the difference between various sounds 2.3.2.1 identify, remember and sound out high-frequency sound and letter patterns	1	6	PB p.55
5	Seasons	2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics 2.1.9.1 recognise the spoken form of familiar words and expressions 2.3.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics 2.4.1.1 write with support short responses at phrase level to questions and other prompts	1	12	PB p.56
6	What's your favourite season?	2.1.6.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.2.6.1 use short answers appropriately in short, basic exchanges and take turns when speaking	1	13	PB p.57

		with others in a limited range of short, basic exchanges			
7	What can animals do?	2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics 2.2.1.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 2.3.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics 2.4.3.1 write short phrases to identify people, places and objects	1	19	PB p.58
8	Sea adventures. Unit assessment 7.	2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics 2.2.1.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics 2.4.3.1 write short phrases to identify people, places and objects 2.1.6.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics; 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines.	1	20	PB p.59

Unit 8: Travel (9 hours)

9	Meeting people at a train station	2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics 2.3.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics 2.5.3.1 use simple imperative forms (positive and negative) for basic commands and instructions 2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics 2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.2.4.1 respond to basic supported questions giving personal and factual information 2.4.3.1 write short phrases to identify people, places and objects 2.5.10.1 use common present continuous forms (positive, negative, question)	1	26	PH p.60-61
10	Types of transport	2.1.8.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 2.1.8.1 recognise the spoken form of familiar words and expressions 2.2.1.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 2.3.4.1 begin to use with support a simple picture dictionary	1	27	PH p.62
11	Phonics: Sound /v/	2.1.8.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 2.1.8.1 recognise the spoken form of familiar words and expressions 2.2.5.1 begin to articulate clearly the difference between various sounds 2.3.2.1 identify, remember and sound out high-frequency sound and letter patterns	1	03.05	PH p.63
12	An airport	2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics 2.2.1.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 2.3.5.1 understand the main points of simple sequences on familiar topics by using contextual clues 2.3.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics 2.4.1.1 write with support short responses at phrase level to questions and other prompts	1	4	PH p.64
13	Bike story	2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics 2.3.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics 2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	10	PH p.65

		2.2.6.1 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges			
14	Review: All together now.	2.2.1.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.2.4.1 respond to basic supported questions giving personal and factual information 2.3.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics 2.4.7.1 spell some familiar high-frequency words accurately during guided writing activities	1	11	PD p.46
15	Review: I can remember vocabulary and write it from Units 1-8	2.1.6.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.3.5.1 understand the main points of simple sentences on familiar topics by using contextual clues 2.5.6.1 use demonstrative pronouns this, there, that, those to make and respond to requests for information.	1	17	Seminars (x)
16	Everyday English (p.68) Unit assessment 3	2.1.8.1 recognise the spoken form of familiar words and expressions 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.2.6.1 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges 2.3.14.1 use basic prepositions of location and position at, behind, between, in, in front of, near, next to, on, to to describe where people and things are, use prepositions of time: on, in, at to talk about days and times. 2.1.2.1 recognise with considerable support an increasing range of common personal questions.	1	18	Ex.2 p.68
17	Project: P.49	2.1.3.1 understand short narratives spoken slowly and distinctly on routine and familiar topics 2.2.1.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.4.3.1 write short phrases to identify people, places and objects 2.5.10.1 use emotion present continuous forms (positive, negative, question)	1	24	Describe a place(s)
18	Term assessment 4	2.1.6.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 2.3.1.1 Read and follow with considerable support simple words, phrases and sentences on familiar topics. 2.4.7.1 Spell some familiar high-frequency words accurately during guided writing activities. 2.4.3.1 write short phrases to identify people, places and objects 2.2.3.1 Use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines.	1	25	Revision PD p.52
19	Travelling: Revision	2.2.1.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.3.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics 2.4.3.1 spell some familiar high-frequency words accurately during guided writing activities	1	31	Lexical minimum