

«Басқармашы»

Мектеп директоры:



«Келісетін»

Оқу ісін басқарушы:

...*Е. Досымбетов*...

«...*16*...» 2023 ж.

«Өкілдеріңіз» қарады:

Хаттама № 1

...*А. Ошанов*...

«...*16*...» 2023 ж.

Ағылшын тілі

«Тізектес» жалпы білім беретін мектебі

Күнтізбелік тақырыптық жоспар

3-сынып

Пән мұғалімі: Е.Махди

2023-2024 оқу жылы

Calendar Thematic Plan for grade 3
within the framework of updating the secondary education content
2023 - 2024 academic year

No.	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
1st term 16 hours						
1	Unit 1: Animals (8 hours)	Animal types	1.2.3.1 distinguish phonemically different words; 2.2.1.1 make simple statements about yourself within a limited range of concrete topics; 3.3.1.1 use interrogative pronouns: which, what, where, when, often, how many, what kind of ... in conversation on familiar topics; 3.5.14.1 use prepositions of place and position: at, behind, between, in, in front of, near, next to, on, under, above to describe the location of people and objects, and prepositions of time: on, in, at to specify the date, day of the week and time of day;	1	01.09	
2		Animal types Entering Test		1	06.09	
3		Body parts	3.1.6.1 understand some factual information with support in small passages (of text) or dialogues on a limited range of general and educational topics; 3.2.1.1 make simple statements about yourself within a limited range of general topics; 3.3.1.1 recognize, identify and pronounce with support a limited number of familiar words to simple sentences;	1	11.09	
4		Body parts		1	13.09	
5		Animal Song and Dance	1.1.2.1 understand a limited range of short personal questions with support; 2.1.2.1 recognize short simple words pronounced by syllables; 3.4.1.1 compare, record and check with significant support short sentences on a limited range of personal, general and educational topics; 3.5.4.1 use the articles a, an, the, some, any, this, these, that, those to describe subjects within a limited range of general and educational topics; 3.5.10.1 use the forms of the present long time to describe what is happening at the moment;	1	18.09	
6		Craft project	3.1.1.1 understand short instructions with support for performing a wider range of activities in the lesson; 3.2.4.1 exchange replies in small dialogues on a limited range of topics;	1	20.09	
7		Craft project Summative assessment for the unit «Animals»		1	25.09	
8		Unit Revision		1	27.09	

9	Unit 2: Light & Dark (8 hours)	Light & Dark	2.1.6.1 understand some factual information with support in small fragments of text or dialogues on a limited range of general and educational topics; 3.1.7.1 use contextual hints to predict the content of small dialogues with support on general and educational topics;	1	02.10	
10		Day & Night	3.2.3.1 answer questions within a limited range of general and educational topics; 3.3.1 understand the main ideas of short simple texts on general familiar topics and some learning topics using contextual hints	1	04.10	
11		Sources of light	3.1.6.1 understand some factual information with support in small passages of text or dialogues on a limited range of general and educational topics; 3.2.3.1 make simple statements about yourself within a limited range of general topics;	1	09.10	
12		Sources of light	3.3.3 read short uncomplicated fiction and popular science texts on a limited range of general and educational topics with constant support; 3.3.3.1 use adjectives and possessive articles when describing and comparing subjects within a limited range of general and educational topics; 3.5.3.1 use the modal verb can to ask permission and make suggestions to talk about obligations	1	08.10	
13		Out at night Summative assessment for the unit «Light & Dark»	3.1.5.1 distinguish phonemically different words; 3.1.8.1 understand short stories on a limited number of general and educational topics; 3.2.3.1 describe people and objects in simple words within a limited range of general and educational topics; 3.2.6.1 exchange replies in small dialogues on a limited range of topics; 3.4.5.1 connect words or phrases using basic prepositions with support;	1	16.10	
14		Out at night	3.4.7.1 write correctly a greater number of familiar frequently used words when performing writing activities under the guidance of a teacher	1	11.10	
15		Summative control work for the 1 st term		1	23.10	
16		Unit revision		1	25.10	

2nd term 16 hours

17	Unit 3: Time (7 hours)	Times of my day	1.1.3.1 understand short stories on a limited number of general and educational topics; 2.2.1 I make simple statements about yourself within a limited range of general topics; 2.2.1 ask questions to identify existing experience within a limited range of general and educational topics;	1	5.4	
18		Times of my day	2.2.4.1 answer questions within a limited range of general and educational topics; 3.4.1.1 compare, record and check with significant support, short sentences on a limited range of personal, general and educational topics; 2.2.2.1 use quantitative numerals from 1 to 100 and ordinal ones from 1 to 10; 2.2.14.1 use prepositions of place and position: at, behind, between, in, in front of, near, next to, on, under, above to describe the location of people and objects; use prepositions of time: at, in, at to indicate the date, day of the week, and time of day;	1	5.8	
19		Days of the week	2.1.7.1 use contextual hints to predict the content of small dialogues with support on general and educational topics; 2.2.2.1 ask questions to identify existing experience within a limited range of general and educational topics;	1	5.8	
20		Days of the week	2.2.4.1 exchange replies in small dialogues on a limited range of topics; 2.3.1.1 recognize, identify and pronounce with support a limited number of familiar words in single sentences; 1.1.1.1 write short simple sentences with support, leaving spaces between words; 1.4.6.1 correctly use uppercase and lowercase letters when writing names, place names and short sentences when performing written work in the classroom under the guidance of a teacher; 2.2.2.2 use quantitative numerals from 1 to 100 and ordinal from 1-10; 2.2.8.1 use the present tense (basic affirmative, negative and interrogative forms) to describe what they like then; desires and habits, presenting facts, describing simple events planned in the future, using basic forms of the past tense to describe actions and feelings; 2.5.12.1 use me, you and I correctly in short sentences;	1	15.8	
21		At the right time	2.1.7.1 use contextual hints to predict the content of small dialogues with support on general and educational topics;	1	20.8	
22		At the right time	2.1.8.1 understand short stories on a limited number of general and educational topics; 1.1.7.1 recognize short simple words pronounced by syllables; 2.2.4.1 exchange replies in small dialogues on a limited range of topics; 2.3.3.1 read very short uncomplicated articles and popular science texts on a limited range of general and educational topics;	1	22.11	
23		Unit revision Summative assessment for the unit «Time»	1.5.6.1 understand with considerable support factual information and details in short uncomplicated texts on a limited range of general and educational topics; 1.5.2.1 use quantitative numerals from 1 to 100 and ordinal ones from 1-10; 2.5.14.1 use prepositions of place and position: at, behind, between, in, in front of, near, next to, on, under, above to describe the location of people and objects; use the prepositions of time: at, in, at to indicate the date, day of the week, and time of day;	1	22.11	

24	Unit 4: Buildings (9 hours)	Buildings	1.1.7.1 understand short announcements with support for performing a wide range of activities in the classroom. 1.1.6.1 understand some factual information with support in small T68 text passages or dialogues on a limited range of general and educational topics. 1.2.1 describe people and objects in simple words within a limited range of general and educational topics. 1.2.4.1 use simple dictionary with illustrations. 1.5.1 understand the main ideas of short simple texts on common familiar topics and some educational topics using contextual hints. 1.5.1.1 use the forms has got/hasn't got there where substantial in sentences and questions.	1	19/11	
25		Four walls		1	4/12	
26		Four walls		1	16/12	
27		Our town	1.2.1 correctly write down a large number of familiar frequently used words when performing writing activities under the guidance of a teacher. 2.5.1.1 use nouns in singular and plural, use possessive forms of nouns to talk about property. 2.5.2.1 use adjectives, including possessive adjectives, on a limited range of general and some educational topics to describe subjects, use simple and some compound adjectives (comparative form) for making comparisons. 1.5.9.1 use the present tense (basic narrative, negative and interrogative forms) to describe what they (have) done, doers and doings, present facts, describe simple events planned in the future, use the future forms of the past tense to describe actions and feelings. 1.5.14.1 use prepositions of place and position: at, behind, between, in, in front of, near, next to, on, under, above to describe the location of people and objects, use the prepositions of time: at, in, on to indicate the time, day of the week and time of day.	1	11/12	
28		Our town		1	13/12	
29		Around the house Summative assessment for the unit «Buildings»	1.1.4.1 understand a limited range of short questions with support on general and some educational topics. 1.2.2.1 ask questions to identify existing experience within a limited range of general and educational topics. 1.2.3.1 read with limited support short unsimplified fiction and popular science texts on a limited range of general and educational topics. 1.4.1.1 compare, record and check with significant support the short sentences on a limited range of personal, general and educational topics. 1.4.1.1 write about simple sentences with support, mixing known two- and three-words. 1.5.4.1 use articles and pronouns a, an, the, some, any, this, these, that, those to designate subjects within a limited range of general and educational topics.	1	17/12	
30		Around the house		1	20/12	
31		Summative control work for the 2 nd term		1	25/12	
32		Unit revision		1	27/12	

3 rd term 20 hours					
33	Unit 5: Art & Music (10 hours)	Art & Music	1.1.3 I read short, uncomplicated fiction and popular science texts on a limited range of general and educational topics with standard support; 1.2.3 I understand the main ideas of short simple texts on common familiar topics and some educational topics with the help of contextual hints; 1.3.6 I understand with considerable support factual information and details in short uncomplicated texts on a limited range of general and educational topics; 1.4.7 I correctly write down more familiar topics by using words when performing writing activities under the guidance of a teacher; 1.5.9.1 I use the present tense (active, negative and interrogative forms) to describe what they like, their hobbies and habits, presenting facts, describing simple events planned in the future, use the basic forms of the past tense to describe actions and settings.	1	12.01
34		Art & Music		1	16.01
35		Musical instruments		1	19.01
36		Musical instruments		1	19.01
37		Drawing class	2.1.1.1 understand short instructions with support for performing a wide range of activities in the lesson; 2.1.3.1 understand the main ideas of small dialogues on general and some educational topics; 3.3.4.1 use a simple dictionary with illustrations with a little support; 3.5.1.1 I use the lesson but get have got there is too statement in sentences and questions.	1	22.01
38		My music	2.1.5.1 distinguish phonetically different words; 3.2.4.1 answer questions within a limited range of general and educational topics; 3.4.3.1 write short phrases describing people, places and objects.	1	29.01
39		My music	1.4.5.1 connect words or phrases using basic conjunctions with support; 1.5.1.2 I use run, too and I don't in short phrases.	1	31.01
40		Shadow puppet show	1.1.3.1 understand short stories on a limited number of general and educational topics; 1.4.1.3 compose, record and check with significant support short sentences on a limited range of personal, general and educational topics; 1.4.6.1 correctly use uppercase and lowercase letters when writing names, place names and short sentences when doing written work in class under the guidance of a teacher; 1.4.8.1 I am correct to put a period when writing short, familiar sentences under the guidance of a teacher.	1	09.02
41		Shadow puppet show		1	09.02
42		Unit revision Summative assessment for the unit (Art & Music)	1.4.1.1 compose, record and check with significant support short sentences on a limited range of personal, general and educational topics; 1.4.6.1 correctly use uppercase and lowercase letters when writing names, place names and short sentences when doing written work in class under the guidance of a teacher; 1.4.8.1 I am correct to put a period when writing short, familiar sentences under the guidance of a teacher.	1	12.02
43	Unit 6: Exploring & Inventions (10 hours)	Exploring space	1.1.2.1 understand a limited range of short personal topics with support; 1.1.3.1 understand short stories on a limited number of general and educational topics; 1.2.8.1 watch short, uncomplicated stories and events within a limited range of general and educational topics; 1.2.5.1 understand the main ideas of short uncomplicated texts on common familiar topics and some educational topics using contextual prompts; 1.3.6.1 understand with considerable support factual information and details in short uncomplicated texts on a limited range of general and educational topics; 1.4.1.1 compose, record and check with significant support short sentences on a limited range of	1	16.02
44		Exploring space		1	19.02

			personal, generic and educational topics; 3.4.2.1 write words and phrases of standard length and shape; 3.5.5.1 use the present tense (basic narrative, negative and interrogative forms) to describe what they like, their desires and habits, presenting facts, describing simple events planned in the future, use the basic forms of the past tense to describe actions and feelings;			
45		Marco Polo	3.1.8.1 understand some factual information with support in small passages of text or dialogues on a limited range of general and educational topics; 3.2.3.1 describe people and objects in simple words within a limited range of general and educational topics; 3.2.4.1 answer questions within a limited range of general and educational topics; 3.2.5.1 clearly pronounce familiar words, short phrases when reading; 3.2.5.1 uses limited number of words, phrases and expressions when expressing your opinion when discussing in pairs, groups and the whole class; 3.3.8.1 understand factual information and details in short, uncomplicated texts on a limited range of general and educational topics with considerable support; 3.4.2.1 write words and phrases of standard length and shape; 3.4.3.1 write short phrases describing people, places and objects; 3.4.6.1 correctly use uppercase and lowercase letters when writing names, place names and short sentences when doing written work in the classroom under the guidance of the teacher; 3.4.6.1 correctly use uppercase and lowercase letters when writing names, place names and short sentences when doing written work in the classroom under the guidance of the teacher; 3.5.15.1 use would you like to describe the location, use the appropriate answers yes, please, no thanks, and let's + verb, verbs in enjoy like + verb + ing.	1	21.02	
46		Marco Polo	3.1.8.1 understand some factual information with support in small passages of text or dialogues on a limited range of general and educational topics; 3.2.3.1 describe people and objects in simple words within a limited range of general and educational topics; 3.2.4.1 answer questions within a limited range of general and educational topics; 3.2.5.1 clearly pronounce familiar words, short phrases when reading; 3.2.5.1 uses limited number of words, phrases and expressions when expressing your opinion when discussing in pairs, groups and the whole class; 3.3.8.1 understand factual information and details in short, uncomplicated texts on a limited range of general and educational topics with considerable support; 3.4.2.1 write words and phrases of standard length and shape; 3.4.3.1 write short phrases describing people, places and objects; 3.4.6.1 correctly use uppercase and lowercase letters when writing names, place names and short sentences when doing written work in the classroom under the guidance of the teacher; 3.4.6.1 correctly use uppercase and lowercase letters when writing names, place names and short sentences when doing written work in the classroom under the guidance of the teacher; 3.5.15.1 use would you like to describe the location, use the appropriate answers yes, please, no thanks, and let's + verb, verbs in enjoy like + verb + ing.	1	26.02	
47		Bright ideas	3.1.8.1 recognize short simple words pronounced by syllables; 3.2.2.1 ask questions to identify exciting experience within a limited range of general and educational topics; 3.5.3.1 use adjectives and possessive articles when describing and comparing subjects within a limited range of general and educational topics; 3.5.6.1 use demonstrative pronouns this, these, that, those in open and closed; 3.5.7.1 use personal object pronouns in combination with direct object nouns to describe actions and events	1	27.02	
48		Bright ideas	3.1.8.1 recognize short simple words pronounced by syllables; 3.2.2.1 ask questions to identify exciting experience within a limited range of general and educational topics; 3.5.3.1 use adjectives and possessive articles when describing and comparing subjects within a limited range of general and educational topics; 3.5.6.1 use demonstrative pronouns this, these, that, those in open and closed; 3.5.7.1 use personal object pronouns in combination with direct object nouns to describe actions and events	1	01.03	
49		Inventions in Kazakhstan	3.1.7.1 use contextual hints to predict the content of oral dialogues with support on general and educational topics;	1	08.03	
50		Inventions in Kazakhstan Summative assessment for the unit «Exploring Science Inventions»	3.1.8.1 understand short stories on a limited number of general and educational topics;	1	11.03	
		Inventions in Kazakhstan	3.2.2.1 ask questions to identify exciting experience within a limited range of general and educational topics;	1	13.03	
51		Summative control work for the 5 th term	3.4.5.1 connect words or phrases using basic conjunctions with support	1	14.03	
52		Exam revision		1	20.03	

4th level 75 focus

42	Unit 7: Water, water, everywhere & all around	Come, come everyone	3.2.5.1 clearly pronounce familiar words and short phrases when reading aloud; 3.2.1.1 recognise, identify and pronounce with support a limited number of familiar words in simple sentences; 3.2.2.1 read and follow familiar instructions with little support when performing tasks in the lesson.	1	01.04	
43		Rain, rain	3.2.5.1 pronounce familiar words and short phrases intelligibly when reading aloud; 3.2.1.1 recognise, identify and read with support a limited range of familiar words in simple sentences; 3.2.2.1 read and follow with limited support familiar instructions for classroom activities.	1	03.04	
44		By the sea	3.1.4.1 understand a limited range of short questions with support on general and some educational topics; 3.1.5.1 distinguish phonemically different words; 3.4.7.1 correctly write down a larger number of familiar frequently used words when performing writing activities under the guidance of a teacher.	1	07.04	
45		By the sea	3.1.4.1 understand a limited range of short supported questions on general and some curricular; 3.1.5.1 distinguish between phonetically distinct words; 3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.10.1 use common present continuous forms, including short answers and connectors, to talk about what is happening now.	1	10.04	
46		A beach story	3.1.6.1 understand with contextual/situational support, some specific information and detail in short simple texts on a limited range of general and some curricular topics; 3.4.8.1 include appropriate use of a full range during guided writing of short, familiar sentences; 3.5.15.1 use would you like to be an invitee and use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing	1	19.04	
47	Unit 8: Having fun & all around	A beach story Summative assessment for the unit Water, water everywhere	3.1.6.1 understand the main ideas of short single texts on common familiar topics and some educational topics using contextual prompts; 3.1.6.1 understand factual information and details with significant support in short uncomplicated texts on a limited range of general and educational topics; 3.4.8.1 correctly put a period when writing short, familiar sentences under the guidance of a teacher; 3.5.15.1 use would you like to be an invitee and use the appropriate answers yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing	1	27.04	
48		On a holiday	3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.10.1 use common present continuous forms, including short answers and connectors, to talk about what is happening now.	1	28.04	
49		Fun places	3.1.7.1 use contextual hints to predict the content of short dialogues with support on general and educational topics; 3.2.5.1 read short, uncomplicated stories and events within a limited range of general and educational topics; 3.2.2.1 read short, uncomplicated fiction and popular science texts on a limited range of general and educational topics with standard support.	1	29.04	

61	Plan places	1.3.5.1 understand the main ideas of short simple texts on common familiar topics and some educational topics with the help of contextual hints; 1.3.6.1 understand with considerable support factual information and detail in short uncomplicated texts on a limited range of general and educational topics; 1.4.7.1 correctly write down more familiar frequently used words when performing writing activities under the guidance of a teacher; 2.5.6.1 use the present tense (basic narrative, negative and interrogative forms) to describe what they do, their games and habits, presenting facts, describing simple events planned in the future; use the basic forms of the past tense to describe actions and feelings; 2.5.12.1 use the 'am' and 'is' form in short answers.	1	29.04	
62	Number games	1.1.7.1 understand short instructions with support for performing a wider range of activities in the lesson; 1.3.6.1 understand with significant support factual information and detail in short simple texts on a limited range of general and educational topics;	1	01.05	
63	Number games	1.3.2.1 use qualitative numerals from 1 to 100 and ordinal from 1 to 10; 1.4.2.1 use the imperative mood (affirmative and negative forms) to compile short instructions on familiar topics; 2.5.11.1 use in questions and sentences has, go, there, on, there, there.	1	16.05	
64	Number games	2.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines; 1.3.6.1 understand with considerable support, some specific information and detail in short simple texts on a limited range of general and some curricular topics; 1.5.2.1 use ordinal numbers 1 – 100 to count and ordinal numbers 1 – 10; 2.3.8.1 use interrogative forms (positive and negative) to give short instructions on limited range of familiar topics.	1	08.05	
65	Flying Kites <i>Answering questions for the and listening text</i>	1.1.6.1 understand some factual information with support in short text passages or dialogues on a limited range of general and educational topics; 1.2.4.1 answer questions within a limited range of general and educational topics; 1.2.4.1 use a simple dictionary with illustrations with little support.	1	13.05	
66	Flying Kites	1.2.4.1 respond to questions on a limited range of general and some curricular topics; 1.3.4.1 use with some support a simple picture dictionary; 1.5.3.1 use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives; (comparative form) to make comparisons.	1	15.05	
67	<i>Supporting class work for the listening</i>	1.2.4.1 respond to questions on a limited range of general and some curricular topics; 1.3.6.1 understand with considerable support, some specific information and detail in short simple texts on a limited range of general and some curricular topics; 1.4.7.1 correctly write down more familiar frequently used words when; 1.6.10.1 use the forms of the present long time to describe what is happening at the moment; 2.5.10.1 use conjunctions and, or, but to connect words and phrases.	1	22.05	
68	Unit revision	1.3.6.1 understand with considerable support, some specific information and detail in short simple texts on a limited range of general and some curricular topics; 1.4.7.1 correctly write down more familiar frequently used words when; 2.5.10.1 use the forms of the present long time to describe what is happening at the moment;	1	12.05	

Total 68

Annotation: Seminars/collected work for the Unit 20 minutes
Annotation: collected work for the Term – 45 minutes

«Бекіткіні»

«Кезіссіні»

«Қызылорда облысы»

Мектеп директоры

Оқу ісін басқарыс:

Хаттама №

С.Досымбетов

А.Омарова

2023 ж.

2023 ж.

Ақалмаң тла

«Тізекте» жалпы білім беретін мектебі

Күнтізбелік тақырыптық жоспар

4-сынып

Тірші мұғалім: Е.Махан

2023-2024 оқу жылы

Calendar Thematic Plan for grade 4
within the framework of updating the secondary education content
2023-2024 academic year

No	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
1st term 16 hours						
1	Unit 1: Kazakhstan in the World of Sport (8 hours)	Children's games 1	4.1.2.1 understand a wider range of personal questions with support; 4.2.4.1 answer questions within a wider range of general and educational topics; 4.4.4.1 write -sentences in a logical sequence to provide personal information	1	09.09	
2		Children's games 1 Entering Test	4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never, to indicate when and how often, start using simple adverbs from the above: example: all glad, bad. Use the suffix -ly mannered adverbs to describe actions slowly, quickly; 4.5.17.1 "me too, and I'm not", "when?"	1	15.09	
3		Children's games 2	4.2.4.1 answer questions within a wider range of general and educational topics; 4.3.2.1 read and understand short uncomplicated fiction and popular science texts with some support 4.4.2.1 write short sentences describing people, places and objects with support 4.5.5.1 use interrogative pronouns who, what and where, how much, how much, how often, how many, what questions to ask about a growing circle of familiar topics 4.5.8.1 use the imperative mood [positive and negative] to give a brief guide to a growing circle of familiar topics	1	16.09	
4		Olympic Games	4.1.4.1 understand a wider range of short structured questions on general and educational topics with support; 4.2.4.1 answer questions within a wider range of general and educational topics; 4.4.1.1 compare, record and verify with support proposals on a number of personal, general and educational topics; 4.4.4.1 write in a logical sequence proposals to provide personal information; 4.5.5.1 use the interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on a growing range of familiar topics	1	16.09	
5		Olympic Games		1	18.09	
6		Aesop's Fables	4.1.8.1 understand short stories with support on a wider range of general and educational topics; 4.2.1.1 learn pronunciation rules, words, short phrases and simple sentences; 4.3.2.1 recognize episodes in short simple texts on a wider range of general and educational topics; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner: example given with badly, use the suffix -ly mannered adverbs to describe actions slowly, quickly;	1	21.09	
7		Aesop's Fables Summative assessment for the unit «Kazakhstan in the World of Sports»	4.1.1.1 understand the main ideas of short dialogues with support for a wider range of general and educational topics; 4.1.3.1 understand short stories with support for a wider range of general and educational topics; 4.2.8.1 talk about what you like and what you don't like; 4.5.2.1 use adjectives, including possessive adjectives, for a limited range of general and some educational topics to describe subjects; use simple simple and with complex adjectives [comparative form] to make comparisons;	1	25.09	
8		Unit revision	4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner: example given with badly, use the suffix -ly mannered adverbs to describe actions slowly, quickly;	1	21.09	

9	Unit 2: Values in Myths and Legends (8 hours)	Traditional stories 1	4.1.4.1 understand a wider range of short standard questions on general and educational topics with support. 4.2.2.1 ask questions in identity eliciting and past experiences within a wider range of general and educational topics. 4.3.7.1 correctly write down most of the frequently used words in independent writing; 4.5.15.1 use would you like to describe his nations, use the appropriate answers: Yes, please, No, thank you, let's use + verb, verb enjoy as + verb + ing, will start using would you like to invite and use the appropriate answers: Yes, please, No, thank you, let's use + verb, verb enjoy as + verb + ing, will start using infinitive guide to describe simple actions and verbs want to start + infinitive, use declarative + that (a/n) + adjective + noun to describe situations.	1	2/10	
10		Traditional stories 2	4.1.2.1 understand short stories with support for a wider range of general and educational topics. 4.2.2.1 describe people and objects in simple words within a limited range of general and educational topics. Describe past experiences within a wider range of general and some educational topics. 4.2.4.1 answer questions within a wider range of general and educational topics; 4.4.1.1 compare record and recall with the support of prompts on a number of personal, general and educational topics. 4.5.2.1 use adjectives, including possessive adjectives, on a limited range of general and some educational topics to describe subjects, use simple simple and some complex adjectives (comparative form) to make comparisons; 4.5.7.1 use personal object pronouns in combination with direct object nouns to describe actions and events.	1	05/10	
11		People and places	4.1.5.1 identify usual words and their phonemes, as well as their combinations; 4.3.2.1 understand the basic ideas of short standard texts within a wider range of general and educational topics using contextual prompts.	1	9/10	
12		People and places	4.4.2.1 use continuous writing when performing a limited range of written tasks; 4.5.3.1 use adjectives and possessive articles when describing and comparing subjects within a wider range of general and educational topics.	1	02/10	
13		Dragons and creatures 1 Summative assessment for the unit «Values in Myths and Legends»	4.2.2.1 correctly write down most of the frequently used words in independent writing; 4.5.1.1 use nouns in the singular and plural, possessive form as when specifying, describing and designating objects; 4.5.12.1 use would you like to describe situations, use relevant answers: Yes, please, no, thank you, let's use + verb, verb enjoy as + verb + ing, will start using would you like to invite and use the appropriate answers: Yes, please, no, thank you, let's use + verb, verb enjoy like + verb + ing, will start using infinitive guide to describe simple actions and verbs want to start + infinitive, use declarative + that (a/n) + adjective + noun to describe situations; 4.5.10.1 use conjunctions and, or, but, because to connect words and phrases.	1	16/10	
14		Dragons and creatures 2	4.2.4.1 answer questions within a wider range of general and educational topics; 4.2.6.1 exchange phrases in short dialogues on a wider range of topics; 4.3.3.1 recognize opinions in short simple texts on a wider range of general and educational topics; 4.4.3.1 write short sentences describing people, places and objects with support; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never, to indicate when and how often to start using simple manner adverbs good, bad, use basic adverbs with the suffix continuous to describe actions.	1	19/10	
15	Summative control work for the 1 st term		4.5.15.1 would you like to invite and use the appropriate answers: yes, please, no, thank you, use let's + verb, verbs as enjoy like + verb + ing, start using infinitive guide to describe simple actions and verbs want, start + infinitive, use declarative + that (a/n) + adjective + noun to describe situations.	1	23/10	
16		Unit revision		1	25/10	

17	Unit 3: Treasure and heritage (7 hours)	Treasure maps 1	4.2.3.1 describe people and objects in simple words within a limited range of general and educational topics, describe past experiences within a wider range of general and some educational topics 4.2.3.2 exchange replies in small dialogues on a wider range of topics 4.2.3.3 find books, newspapers and other printed materials in the classroom or school library with support according to the classification 4.2.3.4 use capitals and filled names, pronounce initials when specifying, identifying and designing address 4.2.3.5 use address on the map, write city, first, then, last, then to refer to people on a growing range of general and some educational topics 4.2.3.6 use the imperative mood (affirmative and negative forms) for drawing up short instructions on a wider range of familiar topics	1	06.11	
18		Treasure maps 2	4.2.3.1 understand the main ideas of small dialogues with support on a wider range of general and educational topics 4.2.3.2 answer questions within a wider range of general and educational topics 4.2.3.3 compare, record and verify with support proposals on a number of personal, general and educational topics 4.2.3.4 use the imperative mood (affirmative and negative forms) for completion of short instructions on a wider range of familiar topics 4.2.3.5 use to differentiate and interrogate sentences (do you have got them to handle fast and different items) 4.2.3.6 use prepositions of place, position and direction, at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time, by, on, at, before, after, use with/without	1	09.11	
19		Treasure and numbers 1	4.3.3.1 recognise numbers in short, uncomplexed texts on a wider range of general and educational topics 4.3.3.2 compare, record and verify with the support of proposals on a number of personal, general and educational topics 4.3.3.3 use quantitative expressions 1 – 1000 and ordinal numbers 1 – 100	1	13.11	
20		Treasure and numbers 2	4.3.3.1 understand a wider range of their textbook questions on general and educational topics with support 4.3.3.2 identify personal data, write short letters and simple sentences 4.3.3.3 use continuous writing when put facing up a limited range of relevant topics 4.3.3.4 use comparative pronouns who, what and where, how many, how much, how often, how big, what kind of when completing questions on a wider range of familiar topics	1	16.11	
21		Our planet's treasures 1	4.3.3.1 understand the main ideas of small dialogues with support on a wider range of general and educational topics 4.3.3.2 describe people and objects in simple words within a limited range of general and educational topics, describe past experiences within a wider range of general and some educational topics 4.3.3.3 recognise categories in short (short) texts on a wider range of general and 4.3.3.4 use proposals in a limited sequence to give the personal information	1	20.11	

22		Our planet's treasure. Summative assessment for the unit «Treasure and heritages»	4.1.2.1 understand short texts with support for a wider range of general and educational topics. 4.2.6.1 exchange views on with dialogue on a wider range of topics. 4.2.8.1 talk about what you like and what you don't like. 4.3.2.1 understand the main ideas of short standard texts within a wider range of general and educational topics using contextual phrases.	1	23.11	
23		Unit revision.		1	27.11	
24	Unit 4: Professions and ways of Communication (9 hours)	Professions	4.1.1.1 understand a wider range of information by performing activities in the lesson; 4.2.1.1 make simple statements about yourself within a wider range of general and educational topics; 4.3.1.1 recognize, identify and pronounce with support some words in the text; 4.4.2.1 use continuous writing when performing a limited range of written tasks; 4.5.1.1 use irregular plural nouns, including some compound nouns (the police) and uncountable nouns, pronounce, write to name, describe and designate things; 4.5.6.1 use indefinite pronouns this, those, that, those and other pronouns to short, monosyllabic questions and answers.	1	30.11	
25		Body language	4.1.1.1 understand a wider range of information by performing activities in the lesson; 4.2.1.1 make simple statements about yourself within a wider range of general and educational topics; 4.3.1.1 recognize, identify and pronounce some words in the text with support; 4.4.6.1 identify the uppercase and lowercase letters when writing names, place names and short sentences when writing independently.	1	04.12	
26		Body language		1	09.12	
27		Communicating around the world	4.1.1.1 understand a wider range of information by performing activities in the lesson; 4.1.1.1 understand the main ideas of short dialogues with support for a wider range of general and educational topics; 4.2.1.1 make simple statements about yourself within a wider range of general and educational topics; 4.3.1.1 recognize, identify and pronounce some words in the text with support; 4.4.6.1 identify the uppercase and lowercase letters when writing names, place names and short sentences when writing independently.	1	11.12	
28		Communicating around the world		1	14.12	
29		Technology	4.1.2.1 understand a wider range of general topics with support; 4.2.1.1 describe people and objects in simple words within a limited range of general and educational topics; describe past experiences within a wider range of general and some educational topics; 4.4.8.1 write sentences in a logical sequence to provide personal information; 4.5.1.1 use affirmative and possessive pronouns when searching and 3rd comparing subjects within a wider range of general and educational topics; use simple and complex adjectives (longer/shorter, fast/slower) to describe comparisons; 4.5.11.1 use affirmative and interrogative sentences how you have got there (are you), how and where (and how).	1	18.12	
30		Technology Summative assessment for the unit «Professions and ways of Communication»		1	21.12	
31		Summative control work for the 2 nd term		1	25.12	
32		Unit revision.	4.2.1.1 make simple statements about yourself within a wider range of general and educational topics; 4.3.1.1 recognize, identify and pronounce some words in the text with support; 4.4.6.1 identify the uppercase and lowercase letters when writing names, place names and short sentences when writing independently.	1	28.12	

Item 22 Notes Unit 5: Hot and Cold				
33	Weather 1	4.1.1.1 recognize words for temperature based on a general and contextual topic 4.2.1.1 make high frequency word pairs (information on its meaning, usage of general and more contextual topics) 4.2.1.1.1 collation with my list focused on the words and phrases	3	20/1/24
34	Comparative	4.1.2.1 understand a limited range of high frequency information on general and more contextual topics 4.1.2.1.1 word and similar high frequency words accurately when writing independently 4.1.2.1.2 word and similar high frequency words accurately when writing independently 4.2.1.1.1 use correct grammar (inflectional forms), including short phrases and sentences, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics, using forms (including spelling) as much as possible for familiar and a few new words	3	11/01/24
35	Weather 2	4.2.1.1 understand a growing range of words, words, phrases, and sentences including phrasal verbs, using them just, doing and doing them together 4.2.1.1.1 include appropriate use of full stops and question marks in written text with some accuracy when writing independently	3	18/01/24
36	Endurance	4.1.1.1 use some phrases in spoken context and meaning is clear, supported by a growing range of general and more contextual topics 4.2.2.1 recognize high frequency words, used to talk on a growing range of general and more contextual topics	3	18/01/24
37	Notes and 22	4.2.1.1 understand with some support some specific information and detail in short, simple written texts on a growing range of general and more contextual topics 4.2.1.1.1 use a growing range of high frequency words and phrases, including some phrasal verbs, to talk about obligations, and to describe what is happening now and future arrangements	3	22/01/24
38	The world	4.2.1.1 explain basic ideas and the basic meaning of some words and phrases on a limited range of general and more contextual topics 4.2.1.1.1 use a growing range of high frequency words and phrases, including some phrasal verbs, to talk about obligations, and to describe what is happening now and future arrangements	3	23/01/24
39	Check page <i>Our world</i>	4.2.1.1 use a growing range of high frequency words and phrases, including some phrasal verbs, to talk about obligations, and to describe what is happening now and future arrangements	3	24/01/24
40	My world Summarizing information for the presentation Hot and Cold	4.2.1.1 use a growing range of high frequency words and phrases, including some phrasal verbs, to talk about obligations, and to describe what is happening now and future arrangements 4.2.1.1.1 use a growing range of high frequency words and phrases, including some phrasal verbs, to talk about obligations, and to describe what is happening now and future arrangements	3	01/02/24
Unit 6: Healthy world				
41	Healthy Food 1	4.2.1.1 understand a growing range of words and phrases, including some phrasal verbs, to talk about obligations, and to describe what is happening now and future arrangements 4.2.1.1.1 use a growing range of high frequency words and phrases, including some phrasal verbs, to talk about obligations, and to describe what is happening now and future arrangements	3	2/02/24
42	Healthy Food 2	4.2.1.1 use a growing range of words and phrases, including some phrasal verbs, to talk about obligations, and to describe what is happening now and future arrangements 4.2.1.1.1 use a growing range of high frequency words and phrases, including some phrasal verbs, to talk about obligations, and to describe what is happening now and future arrangements	3	8/02/24
43	Healthy Food	4.2.1.1 use a growing range of words and phrases, including some phrasal verbs, to talk about obligations, and to describe what is happening now and future arrangements 4.2.1.1.1 use a growing range of high frequency words and phrases, including some phrasal verbs, to talk about obligations, and to describe what is happening now and future arrangements	3	12/02/24

		4.2.1 challenge familiar high-frequency words accurately when written independently 4.3.1 use adjectives, including possessive adjectives, in a growing range of general and some contextual topics to describe things, for example using both and some to describe children (comparing and contrasting) in main sentences	1	15.02.24	
44	Short Story 1	4.1.10.1 identify words similar to words in spoken native language 4.2.7.1 understand a growing range of notable words, phrases and expressions including prime numbers during their prime and composite numbers	1	17.02.24	
45	History Week	4.1.1.1 understand the main points of their supported talk on an increasing range of general and some contextual topics 4.2.1.1 respond to questions in an increasing range of general and some contextual topics	1	17.02.24	
46	Area and Perimeter 1	4.2.7.1 understand a growing range of notable words, phrases and expressions including prime numbers during their prime and composite numbers 4.3.1.1 use nouns and child pronouns with support in a range of basic personal, general and some contextual topics 4.3.1.2 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, pronouns and de terminers describe and label things	1	17.02.24	
47	Area and Perimeter 2	4.2.1.1 with short, basic descriptions of people and objects in a limited range of general and some contextual topics, begin to describe past experiences in an increasing range of general and some contextual topics 4.3.1.1 read and understand with some support short simple sentences and non-fiction texts	1	20.02.24	
48	History Week 1	4.2.6.1 talk turn when speaking with others in a growing range of their basic contexts 4.3.1.1 read and understand with some support short simple sentences and non-fiction texts 4.3.1.2 use adverbs of time and frequency – sometimes, often, always, never to indicate when and how often things happen adverbs of manner e.g. well, badly, not common – to convey different behaviours when e.g. doing, playing	1	25.02.24	
49	History Week 2	4.3.5.1 identify familiar words and their plurals and tenses 4.3.5.1 understand the main points of their supported talk on a limited range of familiar general and some contextual topics by using contextual cues 4.7.6.1 use imperative forms (positive and negative) to give clear instructions in a growing range of familiar topics	1	01.03.24	
50	Classroom Summative Assessment for the end of Year 1 with Heathfield Middle Primary School	4.2.2.1 read and understand with some support short simple sentences and non-fiction texts 4.2.2.1 talk with some support sentences using basic coordinating conjunctions 4.3.1.2 use adverbs of time and frequency – sometimes, often, always, never to indicate when and how often things happen adverbs of manner e.g. well, badly, not common – to convey different behaviours when e.g. doing, playing	1	16.03.24	
51	Summative Assessment Term 1	4.1.1.1 play, role and short sentences with support in a range of basic personal, general and some contextual topics 4.3.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, pronouns and de terminers describe and label things	1	16.03.24	
52	Summative Assessment Term 2	4.1.1.1 play, role and short sentences with support in a range of basic personal, general and some contextual topics 4.2.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, pronouns and de terminers describe and label things 4.3.1.1 respond to questions in an increasing range of general and some contextual topics 4.3.1.2 read and understand with some support short simple sentences and non-fiction texts 4.3.1.3 talk with some support sentences using basic coordinating conjunctions 4.3.1.4 use adverbs of time and frequency – sometimes, often, always, never to indicate when and how often things happen adverbs of manner e.g. well, badly, not common – to convey different behaviours when e.g. doing, playing	1	17.03.24	
53	Area and Perimeter	4.1.1.1 understand the main points of their supported talk on an increasing range of general and some contextual topics 4.2.1.1 respond to questions in an increasing range of general and some contextual topics	1	17.03.24	

«Қазақстан»

Мектеп директоры:

«Қазақстан»

Оқу ісін басқары:

...С. Досымбетов...

«22» 08 2023ж

ӘН отырысында шаралы:

Хаттама № 1

...А. Оспанова...

«22» 08 2023ж

Ағылшын тілі

«Тілестес» жалпы білім беретін мектебі

Күнтізбелік тақырыптық жоспар

6-сынып

Пән мұғалімі: Е.Махан

2023-2024 оқу жылы

Календарно-тематический план по английскому языку

Календарно-тематический план 6-го класса по английскому языку на учебный год
 Calendar Thematic Plan for the 6th grade within the framework of updating the secondary education content
 2023-2024 учебный/академический год (начальная) МК English Plus KZ

№	Cross-curricular RHH	Theme	Learning objectives	Hour	Dates	Notes
1	Unit 1: Classroom	A classroom	6.2.1.1 understand a sequence of supported classroom instructions 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics (Ex.1 p.4 describe a classroom, revise a verb: " to be")	1	05.09	
2		Presentative and subject and object pronouns	6.2.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics (Ex.1 – 2 p.10) 6.4.2.1 understand with little support specific information and detail in short, simple texts on a (Ex.3 p. 19) 6.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics (Ex.5 p.10)	1	06.09	
3		Basic adjectives	6.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information 6.5.1.1 write with support factual descriptions at text level which describe people, places and objects (Categories of hobbies – topic discussion) p.12 6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics (Ex.4 p.11)	1	07.09	
4		Language focus: be affirmative, negative and questions	6.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 6.2.2.1 understand with little or no support oral specific information in extended talk on a wide range of general and curricular topics (Ex.2 – 3 p.14) 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	14.09	
5		Free time	6.1.3.1 use feedback to set personal learning objectives 6.5.1.1 write with support factual descriptions at text level which describe people, places and objects	1	13.09	
6		Reading: What are you into?	6.1.6.1 organize and present information clearly to others 6.4.2.1 ask simple questions to get information about a limited range of general topics 6.6.1.1 use a growing variety of demonstrative pronouns/ this/think, these/ those on a limited range of familiar general and curricular topics	1	16.09	
7		Language focus: have got has got prepositions	6.2.6.1 deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics (p.15) 6.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	17.09	

8		Receptive and interactive	6.1.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics (p.16) 6.1.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.2.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics 6.3.1.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	20/09	
9		Language Focus: Interrogative pronouns	6.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 6.3.1.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.6.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 6.2.1.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics	1	21/09	
10		Speaking: Meeting people	6.1.6.1 organise and present information clearly to others 6.3.2.1 ask simple questions to get information about a limited range of general topics 6.5.3.1 use a growing variety of demonstrative pronouns: this/those, these/those on a limited range of familiar general and curricular topics	1	25/09	
11		Writing: An email	6.2.6.1 deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics (p.15) 6.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.3.2.1 ask simple questions to get information about a limited range of general topics 6.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	27/09	
12		Daily routines	6.1.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics (p.16) 6.1.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.2.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics 6.6.16.1 use conjunctions so, if, when, where, before, after to link parts of sentences on a limited range of familiar general and curricular topics	1	28/09	
13		CLIL: Visual arts: Colour	6.1.8.1 develop intercultural awareness through reading and discussion 6.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 6.5.3.1 write with support factual descriptions at text level which describe	1	02/10	

			people, places and objects (Ex 3 - 4 p.171) 6.2.6.1 define meaning from context (includes supported talk on an increasing range of general and curricular topics)			
14		Review Unit 1 p.18 Summative assessment for the unit 1	6.1.1.10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.4.1.1 understand the main points in texts on a growing range of subject-specific general and curricular topics, including some extended texts 6.3.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics	11	24/10	
15	Helping and helping (Unit 7 p.20 p.31)	Countries, nationalities and languages	6.2.1.1 understand a sequence of supported classroom instructions 6.1.4.1 use imagination to express thoughts, ideas, experiences and feelings 6.1.8.1 develop intertextual awareness through reading and discussion p.21 6.3.6.1 communicate meaning clearly at sentence level during pair, group and whole class exchanges	1	05/10	
16		Reading: A metropolitan city	6.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics (Ex.1 p.22) 6.4.2.1 understand with little support specific information and detail in short simple texts on a (Ex.3 p.22) 6.5.6.1 link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics	11	29/10	
17		Language Focus: Present Simple: affirmative and negative	6.2.1.1 understand a sequence of supported classroom instructions 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics (p.23 Mixed (imp) 6.3.3.1 write with support factual descriptions at text level which describe people, places and objects (Facts and figures) p.23 6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups (Ex. 4.5 p.23)	1	11/10	
18		Daily lives	6.1.2.1 use speaking and listening skills to provide supportive feedback to peers 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics (My Day p.24) 6.3.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics (p.24)	1	12/10	
19		Language Focus: Present Simple: Questions p.25	6.8.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 6.8.12.1 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency on a limited range of familiar general and curricular topics	1	16/10	
20		Helping with	6.1.1.1 use speaking and listening skills to solve problems creatively and	1	18/10	

		homework. Summative assessment for the unit 2	cooperatively in groups. 6.5.3.1 write with support factual descriptions at text level which describe people, places and objects. 6.2.8.1 discuss meaning, form context in short, supported talk on an increasing range of general and curricular topics.			
21		Country and language report.	6.1.6.1 organise and present information clearly to others. 6.1.2.1 ask simple questions to get information about a limited range of general topics. 6.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics. 6.3.3.1 write with support factual descriptions at text level which describe people, places and objects.	1	13/9	
22		Summative assessment for the level 1	6.1.6.1 organise and present information clearly to others. 6.3.2.1 ask simple questions to get information about a limited range of general topics. 6.3.2.1 write with support factual descriptions at text level which describe people, places and objects.	1	23/9	
23		My Country National history	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics. 6.1.6.1 organise and present information clearly to others. 6.1.8.1 develop interactions awareness through reading and discussion. 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics.	1	25/9	
24		CHL: Language and Medicine: Non verbal language p.29 Review Unit 2	6.1.8.1 develop interactions awareness through reading and discussion. 6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings. 6.3.3.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks. 6.3.2.1 write with support factual descriptions at text level which describe people, places and objects.	1	26/9	
11 - Term						
25	Our Country unit (Unit 3 p.32)	Animals	6.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics. 6.3.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics. 6.3.8.1 spell most high frequency words accurately for a limited range of general topics.	1	06/11	
26		Reading: The red fox p.28	6.1.7.1 develop and sustain a coherent argument when speaking or writing. 6.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts.	1	07/11	

			6.2.1.1 give an opinion or judgement (level 1) on a limited range of general and curricular topics (Ex.1-4 p.34)			
28		Language Focus: Present Continuous	6.1.6.1 organise and present information clearly to others (Ex.1 p.33) 6.2.2.1 write with minimal support about real and imaginary present events, activities and experiences happening now on a range of familiar general topics and some curricular topics (Ex.2,3,5 p.35) 6.3.2.1 ask simple questions to get information about a limited range of general topics (Ex.6)	1	09.11	
29		Animal behaviour: p.36	6.1.7.1 incorporate and listening skills to solve problems creatively and cooperatively in groups (Ex.1,2 p.36) 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics (Ex.3 p.36) 6.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics (Ex.8 p.36)	1	14.11	
30		Present Continuous: Questions: p.37	6.1.6.1 organise and present information clearly to others (ex.1 - 3 p.37) 6.3.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics (Ex.6,7 p.37)	1	15.11	
31		Phonology: a: front	6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 6.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics (Key phrases p.38) 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	16.11	
32		A description of a wildlife photo: p.39	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 6.3.6.1 link independently sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics	1	20.11	
33		My country: National parks: p.40	6.3.3.1 respect differing points of view 6.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including those extended texts 6.6.14.1 use prepositions to talk about time and location; use prepositions like to describe things and about to describe topic; use prepositions of direction in, into, out of, from, towards on a limited range of familiar general and curricular topics familiar general and curricular topics 6.1.2.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	22.11	
34		CLIL: Natural science: Animals: p.41 Summative Control	6.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world (Ex.1.1 p.41) 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	23.11	

		work 3 for Unit 5	6.3.9.1 request basic stories and events on a range of general and curricular topics (describe: verstehen) 6.4.1.1 understand the main points in texts on a growing range of unfamiliar, general and curricular topics, including some extended texts 6.1.3.1 use feedback to set personal learning objectives 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics			
35		Review 3 p.41	6.1.3.1 use feedback to set personal learning objectives 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	27.11	
36		Skills Based Flip p.42	6.1.3.1 use feedback to set personal learning objectives 6.2.6.1 deliver meaning from context in short, supported talk on a limited range of general and curricular topics 6.6.10.1 use present continuous forms with present meaning on a limited range of familiar general and curricular topics	1	29.11	
37	Diagrams and context (Unit 4 p.44)	Fluency and fluency p.44	6.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	30.11	
38		The action game	6.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings p.45 (the same game)	1	01.12	
39		Reading Video (Unit 6) p.46	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 6.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	1	06.12	
40		Language Focus: Past Simple p.47	6.1.8.1 organise and present information clearly to others plans on a limited range of familiar general and curricular topics 6.6.9.1 use simple past regular and irregular forms to describe past events on a limited range of familiar general and curricular topics 6.2.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.3.6.1 communicate meaning clearly at sentence level during pair, group and whole class exchanges	1	07.12	
41		Describing People p.48	6.2.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.2.2.1 understand with little or no support non-specific information at extended talk on a wide range of general and curricular topics 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	1	11.12	
42		Past Simple questions	6.1.8.1 organise and present information clearly to others plans on a limited range of familiar general and curricular topics	1	13.12	

83			6.6.2.1 use simple participial forms to describe past events on a limited range of familiar general and curricular topics 6.7.1.1 keep interaction going in topic exchanges on a growing range of general and curricular topics			
84		Speaking/Talking about past events p.30	6.2.1.1 use speaking and listening skills to solve problems consistently and cooperatively in groups 6.2.1.1 understood with little or no support the main points in extended talk on a wide range of general and curricular topics 6.3.1.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	U	14/12	
85		Writing CV/ profile p.31	6.2.1.1 keep interaction going in topic exchanges on a growing range of general and curricular topics 6.3.1.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.4.2.1 understood with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	U	18/12	
86		My country: Kazakhstan film p.32	6.1.6.1 organize and present information clearly to others 6.1.8.1 develop intercultural awareness through reading and discussion 6.2.2.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 6.6.15.1 use gerundio verbs followed by infinitive with / verb + ing patterns on a limited range of familiar general and curricular topics	U	20/12	
87		Review p.34 Summative assessment for unit 4	6.4.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives in the world 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	U	21/12	
88		CELE Technology	6.1.5.1 use feedback to set personal learning objectives 6.6.1.1 organize and present information clearly to others 6.1.8.1 develop intercultural awareness through reading and discussion 6.4.2.1 understood with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	U	25/12	
89		Summative assessment for unit 2	6.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 6.3.1.1 plan, write, edit and proofread work at the local level with little support on a range of general and curricular topics	U	27/12	
90		Project: Uniqueness p.33	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.4.2.1 understood with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	U	28/12	

			III - Term 30 hours			
49	Cur Health Unit 5 p.p 58 – 67	Activities in and out of school	6.1.6.1 use imagination to express thoughts, ideas, experiences and feelings 6.2.1.1 understand a sequence of supported classroom instructions 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	9(01)	
50		Reading School etc p.58	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.2.4.1 understand the main points of supported extended talk in a range of general and curricular topics 6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.5.5.1 link without support sentences using basic coordinating connectors	1	10(01)	
51		Language Focus Can for ability and permission p.59	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.6.13.1 use <i>might/may/could</i> to express possibility on a limited range of familiar general and curricular topics 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 6.5.8.1 spell most high-frequency words accurately for a limited range of general topics	1	11(01)	
52		Food and drink p. 60	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.2.4.1 understand the main points of supported extended talk in a range of general and curricular topics 6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.5.5.1 link without support sentences using basic coordinating connectors	1	15(01)	
53		Language Focus Countable and uncountable nouns p.61	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.6.2.1 use quantifiers <i>many, much, a lot of, a few</i> on a limited range of familiar general and curricular topics 6.3.2.1 ask simple questions to get information about a limited range of general topics	1	17(01)	
54		Speaking: Making, accepting and refusing invitations p. 62	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.2.4.1 understand the main points of supported extended talk in a range of general and curricular topics	1	18(01)	
55		Writing: An email	6.4.5.1 deduce meaning from context in short texts on a limited range of	1	22(01)	

		about school p.63	familiar general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics			
56		My Country, Almaty Marathon p.64	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 6.6.2.1 use quantifiers many, much, a lot of, a few on a limited range of familiar general and curricular topics	I	24.01	
57		CLIL-Physical Education: Rules of a game p.65	6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	I	25.01	
58		Review 5 Gamelabs assessment for the unit 5	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.1.5.1 use feedback to set personal learning objectives 6.5.6.1 link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics	I	26.01	
59	Travel and holidays Unit 6 p.p. 68 – 70	Travel equipment p.p. 68 - 69	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.5.8.1 spell most high-frequency words accurately for a limited range of general topics of familiar general topic 6.3.2.1 give an opinion at sentence level on a limited range of general and curricular topics	I	31.01	
60		Reading: An adventure story p.70	6.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics 6.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres 6.5.8.1 spell most high-frequency words accurately for a limited range of general topics of familiar general topic 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	I	01.02	
61		Language Focus to be going to will / won't	6.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics 6.2.8.1 understand supported narratives, including some extended talk on an increasing range of general and curricular topics	I	05.02	

			6.6.8.1 use future forms <i>will</i> for predictions and <i>be going to</i> to talk about already decided plans on a limited range of familiar general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topic			
62		Weather conditions p.72	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.2.5.1 understand most specific information and detail of short supported talk on a wide range of familiar topics 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	I	07.02	
63		Language Focus <i>will / won't</i>	6.3.2.1 ask simple questions to get information about a limited range of general topics 6.6.8.1 use future forms <i>will</i> for predictions and <i>be going to</i> to talk about already decided plans on a limited range of familiar general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topic	I	08.02	
64		Speaking How was your weekend? p.74	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	I	10.02	
65		Writing: A blog p.75	5.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.5.6.1 link, with some support, sentences into a coherent paragraph using basic connectors on a limited range 6.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics	I	14.02	
66		My Country: An adventure holiday p.76	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	I	15.02	
67		CLIL: Natural science: Weather and climate p.77	6.1.3.1 respect differing points of view 6.2.5.1 understand most specific information and detail of short supported talk on a wide range of familiar topics 6.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	II	19.02	

68		Review 6 p.78 Summative Control work 6.11H Unit 8	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.5.6.1 link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics	1	21.07	
69		Skills Round - up p.79	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	23.02	
70	Reading for pleasure Unit 3 p.p. 80 – 91	Talking about books p.80 – p.91	6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics	1	26.02	
71		Young writers p.82	6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics	1	28.02	
72		Language Focus Present Perfect p. 83	6.1.4.1 evaluate and respond constructively to feedback from others 6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.6.7.1 use simple perfect forms of common verbs to express what has happened (indefinite time) on a limited range of familiar general and curricular topics	1	29.02	
73		Language Focus Present Perfect p. 83	6.1.4.1 evaluate and respond constructively to feedback from others 6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.4.8.1 use with some support familiar paper and digital reference resources to check meaning 6.5.6.1 spell most high-frequency words accurately for a limited range of general topics of familiar general topics	1	04.03	
74		Books and writers p.84	6.1.4.1 evaluate and respond constructively to feedback from others 6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics	1	06.03	

			6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics			
75		Language Focus: Present Perfect Questions	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.3.5.1 keep interaction going in basic exchanges on a growing range of 6.5.8.1 spell most high-frequency words accurately for a limited range of general topics of familiar general topics general and curricular topics	1	10.00	
76		Language Focus: Present Perfect Questions	6.1.4.1 evaluate and respond constructively to feedback from others 6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.5.8.1 spell most high-frequency words accurately for a limited range of general topics of familiar general topics	1	11.00	
77		My Country: A Subtitle p.80	6.1.4.1 evaluate and respond constructively to feedback from others 6.1.7.1 develop and sustain a consistent argument when speaking or writing 6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics	1	11.00	
78		Speaking: Asking for and giving opinions	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.3.5.1 keep interaction going in basic exchanges on a growing range of 6.5.8.1 spell most high-frequency words accurately for a limited range of general topics of familiar general topics general and curricular topics	1	14.00	
79		Summative assessment for the term 2	6.1.4.1 evaluate and respond constructively to feedback from others 6.1.7.1 develop and sustain a consistent argument when speaking or writing 6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics	1	10.00	
80		Review 6: p.78	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.5.8.1 link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics	1	20.00	

			IV – term 24 hours			
79	Our neighbourhood Unit 8 p.92 - 103	Places in town p.92 - p.93	6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics: curricular topics 6.1.8.1 describe interactions through counting and fractions 6.6.14.1 use prepositions to talk about time and location use prepositions like to describe things and where to focus topic use prepositions of direction to, from, out of, from towards in a limited range of familiar general and curricular topics familiar general and curricular topics	1	12.04	
80		Reading: A description of a modern city p.94	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics 6.2.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	13.04	
81		Language Focus: Is there, Are there p.95	6.2.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics: general and curricular topics 6.6.14.1 use prepositions to talk about time and location use prepositions like to describe things and where to focus topic use prepositions of direction to, from, out of, from towards and there is / there are on a limited range of familiar general and curricular topics familiar general and curricular topics	1	14.04	
82		Describing place p.96	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.2.1.1 understand a sequence of supported classroom instructions 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	16.04	
83		Language Focus: Comparative adjectives p.97	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.1.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics: general and curricular topics 6.6.2.1 use quantifiers many, much, a lot of, a few on a limited range of familiar general and curricular topics	1	16.04	
84		Speaking: Asking for travel information p.98	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 6.5.1.1 plan, write, edit and present work at text level with support on a limited range of general and curricular topics	1	11.04	
85		Writing: A description of a	6.1.3.1 use speaking and listening skills to solve problems creatively and cooperatively in groups	1	15.04	

95		Human People WB p.72	6.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.2.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.3.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	02.05	
96		Reading: The history of the steam engine p.116	6.1.8 develop intercultural awareness through reading and discussion 6.1.9 understand an increasing range of unsupported basic questions on general and curricular topics 6.2.2 ask simple questions to get information about a limited range of general and curricular topics 6.3.1 read and understand with some support a limited range of short fiction and non-fiction texts; understanding of general topics	1	05.05	
97		Language Focus: was, were, there was, there were. p.107	6.2.1.1 understand a sequence of supported classroom instructions 6.6.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 6.1.1.1 use speaking and listening skills to solve problems, conflicts and cooperatively in groups	1	01.05	
98		Strang Tower USA, p.108	6.2.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.2.4 understand the main points of supported/extended talk on a range of general and curricular topics 6.3.5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.5.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	09.05	
97		Language Focus: Past simple of regular verbs. p.109	6.2.1.1 understand a sequence of supported classroom instructions 6.6.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 6.2.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	13.05	
98		Speaking: Making and responding to suggestions. p.110 Narrative Council week 8 for unit 8.	6.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.2.4 understand the main points of supported/extended talk on a range of general and curricular topics 6.3.5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.5.2 ask without support sentences using basic coordinating connectors	1	15.05	

099		An article about a town.	6.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.6.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics	1	16.65	
100		Summary of a story.	6.1.1.1 understand a sequence of supported classroom instructions 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.4.7.1 recognize typical features of word, sentence and text level in a limited range of written genres 6.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	20.65	
101		My Country: Public transport. p.112	6.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.6.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics	1	22.65	
102		ELM: History: Famous explorers. p.113	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.2.1.1 understand the main points of supported extended talk on a range of general and curricular topics 6.5.5.1 link, with or without support, sentences using basic coordinating conjunctions	1	23.65	
	Total hours 202			102		

«Бекітемін»

«Келісемін»

ҚББ-дің ұйымында қарағандық

Мектеп директоры:

Оқу ісін орындағаны:

Хаттама № 1



...*С. Досымбетов*...

...*А. Сиданова*...

«12» 12 2023ж

«12» 12 2023ж

Ақылшан тілі

«Тілектес» жалпы білім беретін мектебі

Күнтізбелік тақырыптық жоспар

7-сынып

Пән мұғалімі: Е.Махин

2023-2024 оқу жылы

7-сыныптарға арналған мұнәсифтік-танымалдық жоспар
 Қазақстан-қазақстандық және 11-ге 7-сынып
 Calendar Thematic Plan for the 7th grade
 2023-2024 оқу жылы/сезонының академиялық жылы

№	Theme	Hour	DATE	NOTE	Learning objectives
1 term					
Hobbies and Leisure (Unit 6 p.78) (11 hours).					
1	Time and numbers p.78 (understanding a century, etc.)	1	02.09		7.A.6 organize and present information clearly to others. 7.UF1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and locations on a growing range of familiar general and curricular topics. 7.UF3 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics.
2	Superstitions p.80 (luck, fear, superstitions, etc.)	1	05.09		7.C9 use imagination to express thoughts, ideas, experiences and feelings. 7.B1 understand the main points in a growing range of short, simple texts on general and curricular topics. 7.E2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics.
3	Making predictions (will, won't) p.81	1	06.09		7.C9 use imagination to express thoughts, ideas, experiences and feelings. 7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world. 7.UF8 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics.
4	Adjectives characterizing p.82 (happy, sad, going, important, etc.)	1	08.09		7.C2 use speaking and listening skills to provide sensitive feedback to peers. 7.A.7 develop and sustain a coherent argument when speaking or writing. 7.UF3 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics. 7.L2 strengthen the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics. 7.S1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics.
5	First conditional p.83	1	12.09		7.C9 use imagination to express thoughts, ideas, experiences and feelings. 7.UF10 use conjunctions if, when, where, so, and, or, but, because, before, after to link parts of sentences in short texts on a growing range of familiar general and curricular topics.
6	A hobby survey p.84 (asking for and giving opinions, expressing probability)	1	13.09		7.C9 use imagination to express thoughts, ideas, experiences and feelings. 7.L3 understand more specific information and detail of supported, extended talk on a range of general and curricular topics. 7.S5 keep interaction going in longer exchanges on a range of general and curricular topics.
7	A report about survey p.85	1	15.09		7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world. 7.UF2 use questionnaires including more little, few, less, fewer not as many, not as much on a growing range of

	(Expressing quantity: Nobody, everybody)			familiar general and curricular topics 7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics
8	Hobbies and leisure p.86 Cooking, shopping, bathing, etc.; questions with whom, how, how long and enough)	1	19/09	7.C1 request, offer and provide information 7.C1.1 use questions including questions with whom, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics 7.C1.2 use a variety of personal, demonstrative and quantitative pronouns including someone, anybody, everybody, others on a growing range of familiar general and curricular topics 7.C1.3 use modal verbs including must (necessity), should (discuss) on a range of familiar general and curricular topics 7.S1 provide basic information about themselves and others at discourse level on a range of general topics 7.S6 communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges
9	Communications Can I take a message?	1	20/09	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.S6 communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges
10	CLIL: Maths Statistics and charts p.88 SAU 1	1	22/09	7.LE2 use quantifiers including more, little, few, less, fewer and as many, not as much on a growing range of familiar general and curricular topics 7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.S6 communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges
11	Review p.90/91	1	25/09	7.C2 use speaking and listening skills to provide receptive feedback to peers
Communication and Technology (Unit 1 p.8) (12 hours)				
12	Everyday objects p.8 (bag, bus pass, clothes, etc.)	1	27/09	7.L1.1 begin to use basic infinitive forms and compound forms on a growing range of familiar general and curricular topics 7.L1.2 use questions including questions with where, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics
13	People's profession p.10 (supervisor, advisor, etc.)	1	29/09	7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 7.S1 provide basic information about themselves and others at discourse level on a range of
14	Present Simple: affirmative and negative p.11	1	01/10	7.C6 organise and present information clearly to others 7.LP9 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics
15	Free time activities p.12 (watch TV, listen to music, meet friends, etc.) Subjects of languages)	1	01/10	7.L1.12 use an increased variety of adverbs, including adverbs of degree, too, not enough, either, rather on a growing range of familiar general and curricular topics 7.L1 understand with some support the main points of extensive talk on a range of general and curricular topics 7.L3 understand most specific information and detail of supported, supported talk on a range of general and curricular topics 7.M1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics

16	Present Simple questions p.13	1	16.0%		7.UE3 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics
17	Adding, for and giving opinions p.14	1	16.0%		7.UE4 understand most specific information and detail of supported, extended talk on a range of general and curricular topics 7.UE5 keep interaction going in longer exchanges on a range of general and curricular topics
18	All present perfect p.14 (Expressing likes and dislikes)	1	16.0%		7.W1 plan, write, edit and proofread work at and below, with some support on a growing range of general and curricular topics
19	Communication and technology p.16	1	16.0%		7.UE2 use quantities including more, more, less, fewer not as many... but as much on a growing range of familiar general and curricular topics 7.UE4 use a variety of determiners including all other on a growing range of familiar general and curricular topics 7.W1 understand the main points in a growing range of short, simple texts on general and curricular topics
20	Adding a club p.17 SSC 2	1	16.0%		7.UE4 understand most specific information and detail of supported, extended talk on a range of general and curricular topics 7.UE5 keep interaction going in longer exchanges on a range of general and curricular topics
21	Young people and technology (Social interactions)	1	16.0%		7.C2 use speaking and listening skills to provide sensitive feedback to peers 7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics 7.S3 use appropriate subject-specific vocabulary and register to talk about a range of general topics and some curricular topics
22	CLIL Technology Advertising p.18	1	16.0%		7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.S3 give an opinion at sentence and discourse level on an increasing range of general and curricular topics
23	Summative Assessment for the 1 st Term	1	16.0%		
24	Everyday objects Free-time activities p.	1	16.0%		7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.S3 give an opinion at sentence and discourse level on an increasing range of general and curricular topics
25	Review p.20	1	16.0%		7.C2 use speaking and listening skills to provide sensitive feedback to peers

11 level

Holidays and Travel (Unit 2 p.22) (12 hours)

24	All about p.22 (table, chair, sofa, cushion, etc.)	1	07.11	7.17.1 begin to use basic structural forms and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics 7.17.1.4 use an increased variety of prepositions of time, location and direction use by and with to denote agent and instrument use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics
25	Seeing stars p.23 (a job, medical institution, etc.)	1	08.11	7.18 understand the main points in a growing range of short, simple texts on general and curricular topics 7.18 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 7.21 provide basic information about themselves and others at discourse level on a range of general topics
26	Present Continuous affirmative and negative p.25	1	10.11	7.22 compare and contrast information clearly to others 7.22.10 use present continuous forms with present and future meaning use past continuous form for background and interrupted past actions on a limited range of familiar general and curricular topics
28	Housework p.26 (make breakfast, wash, dinner, take out the rubbish, etc.)	1	11.11	7.23 understand more specific information and detail of supported extended texts on a range of general and curricular topics
29	Present Continuous questions p.27	1	15.11	7.23.10 use present continuous forms with present and future meaning and past continuous form for background and interrupted past actions on a limited range of familiar general and curricular topics 7.24 understand more specific information and detail of supported extended texts on a range of general and curricular topics
29	Making requests and complaints p.28	1	17.11	7.25 keep conversations going in longer exchanges on a range of general and curricular topics
31	A perfect place to live p.29 (Describing a place)	1	21.11	7.27 use talk or writing as a means of reflecting on and analysing a range of perspectives on the world 7.27.1 plan, write, edit and present work in text form with some support on a growing range of general and curricular topics
32	Holidays and travel indirect speech: say and tell p.30	1	22.11	7.28 develop intercultural awareness through reading and discussion 7.28.17 use subordinate clauses following think/know/believe hope etc. still use subordinate clauses following say/seem/use defining relative clauses with which/who/that/where on a growing range of familiar general and curricular topics
33	Finding things p.31	1	24.11	7.25 understand more specific information and detail of supported extended texts on a range of general and curricular topics 7.26 keep conversations going in longer exchanges on a range of general and curricular topics
34	The best places to visit in Kazakhstan	1	28.11	7.27 aspects differing points of view 7.28 develop intercultural awareness through reading and discussion 7.31 understand the main points in texts on a limited range of information general and curricular topics
35	C.I.L. Poetry p.32 SAUS	1	29.11	7.32 achieve meaning from texts on a limited range of familiar general and curricular topics, including some extended texts
36	Review p.34-35	1	1.12	7.33 use speaking and listening skills to provide constructive feedback to peers

Space and Earth (Unit 4 p.30) (12 hours)

37	Prepositional movement p.30 (given)	1	5/12	7.33.10 use an increased variety of prepositions of time, location and direction use by and with to denote agent and instrument use prepositions before nouns and adjectives in common prepositional phrases on a
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	around, inform, etc.)			growing range of familiar general and curricular topics
18	Fluently asks p.72 (sample) & briefs (4C)	1	6/12	7.1.1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.1.2 understand independently specific information and detail in short, simple texts on a focused range of general and curricular topics 7.1.3 provide basic information about themselves and others and discuss level on a range of
20	Read Continuous assessment and answer p.73	1	8/12	7.1.4 organise and present information clearly to others 7.1.1.1 use personal information before with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics
40	Geographical features p.54 (desert, hills, forest, etc.)	1	12/12	7.1.4 understand with minimal support the main points of extended talk on a range of general and curricular topics 7.1.5 understand more specific information and detail of supported, extended talk on a range of general and curricular topics 7.1.6 talk, with minimal support, sentences and coherent paragraphs using basic connectors on a growing range of familiar general topics
41	Read Continuous questions p.55	1	13/12	7.1.1.1 use personal information before with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics
42	Representing interest p.56	1	15/12	7.1.5 understand more specific information and detail of supported, extended talk on a range of general and curricular topics 7.1.6 keep conversations going in longer exchanges on a range of general and curricular topics
43	A narrative text p.57 (fishing events, when, where, etc.)	1	19/12	7.1.6 talk, with minimal support, sentences and coherent paragraphs using basic connectors on a growing range of familiar general topics
44	Space and time p.58 SA1.4	1	20/12	7.1.6 develop intercultural awareness through reading and discussion 7.1.6.1 use appropriate language to increase variety of present and past simple active and more positive forms on a growing range of familiar general and curricular topics
45	Shopping p.59	1	22/12	7.1.5 understand more specific information and detail of supported, extended talk on a range of general and curricular topics 7.1.6 keep conversations going in longer exchanges on a range of general and curricular topics
46	Summaries Assessment for the 2 Term	1	26/12	
47	Review p.62-63	1	27/12	7.1.7 use spelling and punctuation skills to provide sensitive feedback to peers

			Term III (32 hours) Reading for pleasure (Unit 5 p.120)			
49		Sherlock Holmes: The Blue Diamond p.120	7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 7.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics	1	09.01	
50		The Lost World p.122 Fires and theatre	7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 7.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings	1	10.01	
51		The Lost World p.122	7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 7.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics	1	12.01	
52		The Last of the Mohicans	7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 7.4.4.1 read independently a limited range of short simple fiction and non-fiction texts	1	16.01	
53		The Last of the Mohicans	7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 7.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics	1	17.01	
54		Nicholas Nickleby WR p.88	7.1.9 use imagination to express thoughts, ideas, experiences and feelings 7.4.4 read independently a limited range of short simple fiction and non-fiction texts	1	19.01	
			Entertainment and media Unit 5 p.64			
55		Skills and people p.64 (paint, painter, compose, composer, etc.) Plus Simple	7.1.6.1 organize and present information clearly to others 7.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics	1	23.01	
56		Whizz-kids p.66 (break a record, take an exam)	7.4.1.1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 7.5.1.1 provide basic information about themselves and others at discourse level on a range of general topics	1	24.01	
57		Ability: can, could Questions with	7.6.5.1 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general	1	25.01	

		How...? p.67	and curricular topics 7.6.13.1 use modal forms including mustn't (prohibition), need (necessity) should (for advice) on a range of familiar general and curricular topics			
58		Adjectives: qualities p.68-69 (artistic, aggressive, common)	7.05 organize and present information clearly to others 7.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics 7.2.5.1 understand most specific information and detail of supported, extended talk on a range of general and curricular topics	1	30.01	
59		Comparative and Superlative adjectives	7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 7.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics 7.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics	1	31.01	
60		Choosing a present p.70 (afraid and not)	7.6.13.1 use modal forms including mustn't (prohibition), need (necessity) should (for advice) on a range of familiar general and curricular topics 7.3.5.1 understand most specific information and detail of supported, extended talk on a range of general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	1	02.02	
61		Biographies p.71 My country, Kazakh film	7.4.1.1 plan, write, edit and proofread work at text level, with some support on a growing range of general and curricular topics 6.1.5.1 develop intercultural awareness through reading and discussion 6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings	1	06.02	
62		Entertainment and media p.72	7.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics 7.6.12.1 use subordinate clauses following: I think/know/believe hope, say, tell use subordinate clauses following: sure, certain, use defining relative clauses with which/who/that/where on a growing range of familiar general and curricular topics 7.3.1.1 plan, write, edit and proofread work at text level, with some support on a growing range of general and curricular topics	1	07.02	
63		Buying tickets p.73	7.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 7.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	09.02	
64		CLIL: Natural science Adapting to the environment p.74	7.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 7.3.1.1 plan, write, edit and proofread work at text level, with some support on	1	13.02	

			a growing range of general and curricular topics			
65		Skills and people / Adjectives qualities p.75	7.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics 7.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics	1	14.02	
66		Review Unit Summative Assessment "Entertainment and media"	7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 7.2.1.1 understand with little support the main points in extended talk on a limited range of general and curricular topics 7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts	1	16.02	
67		Project: Celebrity quiz p.77	7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics 7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	1	20.02	
Natural disasters Unit 8 p.106						
68		Feelings p.106 (enthusiastic, mad at, fond of, etc.)	7.1.6.1 organize and present information clearly to others	1	21.02	
69		Acrophobia p.108 (ridiculous, weird, unpleasant, etc.)	7.4.1.1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	1	23.02	
70		Present Perfect p.109	7.1.6.1 organize and present information clearly to others 7.6.7.1 use simple perfect forms to express indefinite and unfinished past with for and since on a growing range of familiar general and curricular topics	1	27.02	
71		Injuries p.110 (cut, burn, etc.)	7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 7.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics 7.2.6.1 understand most specific information and detail of supported extended talk on a range general and curricular topics	1	28.02	
72		Present Perfect questions	7.6.7.1 use simple perfect forms to express indefinite and unfinished past with for and since on a growing range of familiar general and curricular topics	1	03.03	

73	Helping with problems p.112	7.1.5.1 organize and present information clearly to others 7.2.5.1 understand most specific information and detail of supported extended talk on a range general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	1	05.03	
74	Enjals p.112	7.4.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	1	06.03	
75	Reading for pleasure p.114	7.6.12.1 use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics 7.6.7.1 use simple perfect forms to express indefinite and unfinished past with for and since on a growing range of familiar general and curricular topics 7.3.8.1 recount some extended stories and events on a limited range of general and curricular topics	1	08.03	
76	Reading for pleasure p.114 Summative assessment: Natural speakers	7.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 7.3.8.1 recount some extended stories and events on a limited range of general and curricular topics	1	12.03	
77	Planning a medical helping p.115	7.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 7.3.8.1 recount some extended stories and events on a limited range of general and curricular topics	1	13.03	
78	Summative Control work for the term 2	7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics 7.2.5.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts 7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	15.03	
79	CUE: Reading for pleasure: Stories p.11E	7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts 7.2.7.1 begin to recognize typical features at word, sentence and text level of a limited range of spoken genres	1	19.03	
80	Review p.11A	7.3.8.1 recount some extended stories and events on a growing range of general and curricular topics 7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics	1	20.03	

Term IV 24 hours

Healthy habits Unit 7 p.92

70		People in sport p.92 (captain, champion, finalist, etc.)	7.1.6.1 organize and present information clearly to others 7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.4.1.1 understand the main points in a growing range of short, simple texts on general and curricular topics	1	02.08	
80		Written in sport p.94 (competed, have a go at, support, etc.)	7.4.2.1 understand independently specific information and detail in short simple texts on a limited range of general and curricular topics 7.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics	2	03.08	
81		Will and be going to p.95	7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics 7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics 7.6.8.1 use a growing variety of future forms including present continuous with future meaning on a range of familiar general and curricular	3	05.08	
82		'Compound nouns' p.96 (sports terms, tournament, athletics stadium, etc.)	7.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics 7.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics 7.2.5.1 understand most specific information and detail of supported extended talk on a range of general and curricular topics	1	29.08	
83		Be going to and Present Continuous	7.1.6.1 organize and present information clearly to others 7.6.8.1 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics	2	10.09	
84		Be going to and Present Continuous WB p.71	7.2.5.1 understand most specific information and detail of supported extended talk on a range of general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	1	12.09	
85		Making plans and arrangements p.99 (indefinite pronouns)	7.6.8.1 use a variety of personal, demonstrative and quantitative pronouns including someone, somebody, everybody, no-one on a growing range of familiar general and curricular topics 7.2.5.1 understand most specific information and detail of supported extended talk on a range of general and curricular topics	1	16.09	

		7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics			
86	A formal letter p.99 Talking about past events	7.5.1.1 plan, write, edit and proofread work at text level, with some support on a growing range of general and curricular topics 8.1.8.1 organise and present information clearly to others 8.2.2.1 ask simple questions to get information about a limited range of general topics	1	22.04	
87	Healthy habits p.100	7.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics 7.6.5.1 use questions including questions with whose, how often, how long and a growing range of big questions on a growing range of familiar general and curricular topics 7.6.8.1 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	1	19.04	
88	Talking about scores p.101	7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	1	23.04	
89	Cl.11 Maths Average speed p.102	7.1.9.1 organise and present information clearly to others 7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts 7.5.3.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics	1	24.04	
90	Review p.104 Summative Assessment "Healthy habits"	7.6.8.1 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics 7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics	1	26.04	
Clothes and Fashion Unit 3 p.36					
91	Adjectives: feeling and events p.38 (cute, nervous, lucky, etc)	7.1.9.1 organise and present information clearly to others 7.6.14.1 use an increased variety of prepositions of time, location and direction use by and with to denote agent and instrument. Use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics	1	30.04	
92	Remember this! p.38 memorized	7.4.1.1 understand the main points in a growing range of short, simple texts on general and curricular topics	1	01.05	signature

		remember, from memory, etc.)	7.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics			
93		What were p.39	7.1.6.1 organise and present information clearly to others 7.5.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics	1	09.05	
94		Milestones p.40 (become a professional, have a child, etc.)	7.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics 7.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics 7.2.5.1 understand most specific information and detail of supported extended talk on a range of general and curricular topics	1	07.05	
95		Past Simple p.41	7.1.6.1 organise and present information clearly to others	1	07.05	
96		Past Simple WS p.31	7.5.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics	1	10.05	
97		Your weekend p.42 Summative Assessment "Clothes and Fashion"	7.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	1	14.05	
98		A past event p.43 (linking events: there was, there were)	7.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics	1	15.05	
99		Clothes and fashion p.44	7.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics 7.6.15.1 use common verbs followed by infinitive verb / verb + ing pattern + infinitive of purpose on a limited range of familiar general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	1	17.05	
100		Summative Control Work for the term 4	7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics 7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics 7.5.2.1 write with moderate grammatical accuracy on a limited range of:	1	21.05	

		familiar general and curricular topics			
101	An event in the past p.45	7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 7.4.2.1 Understand independently specific information and detail in short simple texts on a limited range of general and curricular topics 7.5.1.1 use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics	3	22.08	
102	(17) Folk stories p.46	7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular 7.4.2.1 Understand specific information and detail in texts on a range of familiar general and curricular topics 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics	3	24.05	

«Бекітесін»

Мектеп директоры:



«Келісесін»

Оқу ісінң орынбасары:

Д.А. Досмабетов

2023 ж.

Әкімшілік қорысқа қолы:

Хатлама № 1

А. Оспанов

2023 ж.

Ақылшыл тілі

«Тізекіс» жапты білім беретін мектебі

Күнтізбелік тақырыптық жоспар

8- сынып

Пән мұғалімі: Е.Махмет

2023-2024 оқу жылы

3

8⁻ сыныптағы арнайы кәсіптік бағдарламаның – тақырыптық жоспары
 Қазақстан Республикасының Білім және Ғылым министрлігінің қазақ тіліндегі орта білімнің
 Calendar: Thematic Plan for the 8th grade within the framework of updating the secondary education content
 2023-2024 оқу жылы / оқу жылының білім маусымы (ауыстық) / 8th grade English Plus KZ

№	Cross-curricular unit	Theme	Learning objectives	Hours	Date	Notes
			Term -1 23 hours			
1	Unit 1. Our World p.8	Welcome, Adjectives	8.1.8.1 use imagination to express thoughts, ideas, experiences and feelings 8.2.7.1 recognize typical features of word, sentence and text level of a growing range of spoken genres 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics	1	07.09	
2		Everyday objects	8.2.1 Understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics 8.3.1.1 use formal and informal registers in their talk on a growing range of general and curricular topics	1	08.09	
3		Common words many, a lot of	8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 8.3.1.1 give an opinion at discourse level on a wide range of general and curricular topics 8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics	1	09.09	
4		The "big impact" family	8.4.3.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics 8.2.3.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics 8.3.3.1 give an opinion at discourse level on a range of general and curricular topics including some extended texts	1	09.09	
5		Language focus Relative pronouns	8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.5.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	10.09	
6		Pollution and the	8.1.8.1 recognize and present information clearly in talks	1	10.09	

		environment	8.2.1.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.5.1.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics			
7		Language: from too, too much, too many, enough, not enough	8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.5.1.1 interact with peers to negotiate, agree and negotiate priorities and plans for completing classroom tasks	1	15.20	
8		Language: from too, too much, too many, enough, not enough	8.2.1.1 understand with little or no support most of the applied meaning in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.5.1.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics	1	18.00	
9		Offering and asking for help	8.2.1.1 understand with little or no support most of the applied meaning in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.5.1.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics	1	20.00	
10		An environmental problem	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.5.1.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics	1	22.00	
11		My family, Our world	8.2.1.1 recognise typical features at word, sentence and text level of a growing range of spoken genres 8.4.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics 8.5.1.1 interact with peers to negotiate, agree and negotiate priorities and plans for completing classroom tasks	1	25.00	
12		CLIL: Geography: Sustainable	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	27.00	

		development	8.1.3.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts			
11		Review Unit 7 Summative Assessment "Our World"	8.1.5.1 use feedback to set personal learning objectives 8.2.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres for familiar general and curricular topics 8.2.7.1 recognise typical features at word, sentence and text level of a growing range of spoken genres	1	29.28	
14	Daily life and shopping	The internet	8.1.3.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.4.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.3.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topic	1	02.10	
15		Internet addiction	8.1.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 8.1.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics 8.2.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics	1	04.10	
16		Language focus Present perfect regular and irregular verbs	8.1.6.1 organise and present information clearly to others 8.4.2.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.2.5.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics	1	06.10	
17		Exercising	8.1.3.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.1.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	09.10	
18		Language focus Present perfect questions	8.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics 8.4.2.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.3.2.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics	1	11.10	

19		Online shopping	R2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics R3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics R6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1	12.10	
20		A comment in a website	R3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics R6.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended text R5.1.1 plan, write, edit and proofread work at test level with little support on a range of general and curricular topics	1	16.10	
21		My country: Daily life and shopping Summative Assessment - Daily life and shopping	R3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics R5.6.1 link independently sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics R5.1.1 plan, write, edit and proofread work at test level with little support on a range of general and curricular topics R6.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended text	1	18.10	
22		ESL Technology: The internet - link in	E2.8.1 develop increased awareness through reading and discussion R3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics R6.6.1 use a variety of pronouns including: indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, most, less, a few on a range of familiar general and curricular topics	1	20.10	
23		Tasks for the Summative Assessment for the term 1	R2.5.1 use feedback to set personal learning objectives R5.1.1 plan, write, edit text level with little support on a range of general and curricular topics R2.3.1 understand or no support none of the detail of an argument in extended talk on a wide range of general and curricular topics	1	25.10	
24		Recall unit 2	R2.8.1 develop increased awareness through reading and discussion R3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics R6.6.1 use a variety of pronouns including: indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, most, less, a few on a range of familiar general and curricular topics	1	26.10	
25		Skills round-up 2	R2.3.1 understand with little or no support none of the detail of an argument in extended talk on a wide range of general and curricular topics R5.6.1 link independently sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics R6.6.1 use a variety of pronouns including: indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, most, less, a few on a range of familiar general and curricular topics	1	27.10	

		Term II: 23 hours				
25		Television	8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.3.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics 8.3.7.1 recognise typical features at word, sentence and text level of a growing range of spoken genre	1	6 H	
26	Entertainment and media (Unit 3 p.22)	Television Grammar: was, were, there was, there were	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics 8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings	1	8 H	
27		Reality TV	8.4.3.1 use familiar and some unfamiliar paper and digital reference 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics resources to check meaning and extend understanding 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	10 H	
28		Language focus: Past simple	8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics 8.3.6.1 talk comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings	1	15 H	

29		Fun TV: Fun leaves	E.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups E.1.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics E.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics	1	38	
30		MO news	E.1.2.1 use imagination to express thoughts, ideas, experiences and feelings E.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics E.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics E.4.3.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding	1	48	
31		Articles/article	E.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics E.5.6.1 link independently sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics E.4.3.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding E.6.17.1 use If / unless / if only / if second conditional clauses and with [But] clauses [present reference]; use a growing variety of relative clauses including who clauses on a range of familiar general and curricular topics	1	208	
32		My country: Entertainment and media	E.1.3.1 respect differing points of view E.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts E.6.14.1 use some prepositions before nouns and adjectives; use prepositions as the to indicate manner; use dependent prepositions following adjectives on a range of familiar general and curricular topics E.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics	1	248	
33		CLIL: Technology/ Television	E.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world E.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	3	248	

			8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts			
24		Unit Review 3 Summative Assessment "Entertainment and media"	8.1.5.1 use feedback to set personal learning objectives 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics	1	27/11	
25		Project: A TV programme	8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics	1	29/11	
26	Spooky health and exercise (Unit 4 p.49)	Adjectives Personality	8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.12.1 use comparative/degree adverb structures not as quickly as ... but 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 curricular topics 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics	1	01/12	
27		Sports equipment	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics	1	04/12	
28		Language focus: Present perfect + still, yet, just and already	8.1.6.1 organise and present information clearly to others 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.5.3.1 write with moderate punctuation accuracy on a growing range of	1	06/12	

		Language from: Present perfect and past simple	familiar general and curricular topics 8.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics			
39		Nouns and adjectives: personal qualities	8.2.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.2.2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.4.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts	1	08/12	
40		Identifying and describing people	8.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.2.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.2.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	11/12	
41		A biography	8.2.1 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 8.6.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures, including not as...as, much...than to indicate degree on a range of familiar general and curricular topics	1	13/12	
42		My country: Sport, health and exercise Summary: Assessment: Sport, health and exercise	8.1.8.1 develop intercultural awareness through reading and discussion 8.6.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures, including not as...as, much...than to indicate degree on a range of familiar general and curricular topics 8.5.7.1 use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics	1	15/12	
43		CELE Language and literature: Newspapers	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.2.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	1	18/12	
44		Unit Review 4	8.1.5.1 use feedback to set personal learning objectives 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and	1	20/12	

			unfamiliar text on a range of familiar general and curricular topics. K5.7.1 use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics			
45		SAT	K5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics K4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts K2.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	add 12	
46		Skills mixed up Welcome - Unit	K1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups K5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics K3.3.1 give an opinion at discourse level on a wide range of general and curricular topics K2.1.1 understand with little or no support the main points in extended text on a wide range of general and curricular topics	1	add 12	
47		Unit Revision	K3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics K4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts K6.1.1 use inflexible forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics	3	add 12	

Term – III 32 hours						
40	Unit 5: Reading for pleasure	Books and films: genres	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.16.1 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	08.01	
50		Movie technology: Could, can, will be able to	8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics 8.4.2.1 understand specific information and detail in texts on a growing range of general and curricular topics, including some extended texts 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics	1	10.01	
51		Books and films: features	8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	12.01	
52		Language focus: Second conditional	8.6.17.1 use if / unless if only in second conditional clauses and wish [that] clauses (present reference); use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics	1	15.01	
53		Expressing preferences and recommending	8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings	1	17.01	
54		A review of a book or a film	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	19.01	

			8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics			
55		My country Reading for pleasure	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.1.1 plan, write, edit and proofread work at first level with little support on a range of general and curricular topics	1	22.01	
56		CoU, Language and literature Word building: nouns	8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 8.6.12.1 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 curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	24.01	
57		Unit Review 5	8.1.5.1 use feedback to set personal learning objectives 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.6.17.1 use if / unless / if only in second conditional clauses and wish (that) clauses [present reference] use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics	1	26.01	
58		Project: A film poster	8.1.5.1 use feedback to set personal learning objectives 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	29.01	
59	The natural world (Talk 6 p.60)	Nouns: art	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.8.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics 8.5.8.1 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics	1	31.01	
60		The lost world	8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	02.02	

61		Past passive affirmative and negative.	5.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	1	05.02	
62		Adjectives describing art.	8.1.6.1 organise and present information clearly to others 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1	07.02	
63		Language Focus: Present and past passive affirmative, negative and questions	8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.1.6.1 organise and present information clearly to others 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	09.02	
64		Expressing doubt	8.1.6.1 organise and present information clearly to others 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics	1	12.02	
65		A description of a piece of art	8.1.8.1 develop intercultural awareness through reading and discussion 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.4.8.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding	1	14.02	
66		My country: Family, geography, Rock art	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics	1	16.02	
67		CUIL: Natural environments: Tropical rainforests	8.1.8.1 develop intercultural awareness through reading and discussion 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.4.8.1 use familiar and some unfamiliar paper and digital reference	1	18.02	

			resources to check meaning and extend understanding.			
68		Unit Review & Summative Assessment – The natural world	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	21.02	
69		Skills round-up: Welcome – Unit 8	8.1.5.1 use feedback to set personal learning objectives 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics	1	23.02	
70	Travel and transport (Unit 7 p.80)	Transport: nouns	8.1.8.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics	1	26.02	
71		Youth travel Reported speech, tense changes	8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 8.6.14.1 use some prepositions before nouns and adjectives use prepositions as, like to indicate manner use dependent prepositions following adjectives on a range of familiar general and curricular topics	1	28.02	
72		The future of transport	8.1.6.1 organise and present information clearly to others 8.6.11.1 use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics	1	01.03	
73		Reported questions, commands and requests	8.5.8.1 link independently sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics 8.0.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	04.03	
74		Apologising and explaining	8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	5	06.03	

75		A memorable journey	8.1.6.1 organise and present information clearly to others 8.5.11.1 use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	08.03	
76		My country Ainaty Metro Gomp underground Summative Assessment for Term 2	8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.1.6.1 organise and present information clearly to others	1	11.03	
77		CLIL: Language and literature Adventure stories	8.1.3.1 develop intercultural awareness through reading and discussion 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.5.14.1 use some prepositions before nouns and adjectives use prepositions as, like to indicate manner use dependent prepositions following adjectives on a range of familiar general and curricular topics	1	13.03	
78		Summative Assessment for the term 3	8.1.6.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.14.1 use some prepositions before nouns and adjectives use prepositions as, like to indicate manner use dependent prepositions following adjectives on a range of familiar general and curricular topics	1	15.03	
79		ReView Unit 2	8.1.5.1 use feedback to set personal learning objectives 8.3.8.1 recount some extended stories and events on a range of general and curricular topics 8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics	1	18.03	
80		Project A travel brochure	8.3.8.1 recount some extended stories and events on a range of general and curricular topics 8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 8.5.14.1 use some prepositions before nouns and adjectives	1	20.03	

			Terms – (V: 24 hours)			
79	Food and wine (Unit 8: 6.33)	The food made scandal	E1.2.1 develop intercultural awareness through reading and discussion E2.2.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics E3.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	1	07.09	
80		Language focus: First conditional review	E1.6.1 organise and present information clearly to others E2.2.1 use a growing variety of relative clauses including <i>who</i> clauses (present reference), use a growing variety of relative clauses including <i>why</i> clauses on a range of familiar general and curricular topics E3.2.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	07.09	
81		Please make a campaign	E1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups E2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics E3.2.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics E3.2.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	08.09	
82		Language focus: the going to and will	E1.6.1 organise and present information clearly to others E2.2.1 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 E3.2.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	07.09	
83		Plans and arrangements	E1.6.1 organise and present information clearly to others E2.2.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics E3.2.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	10.09	
84		A social letter	E1.2.1 develop and sustain a coherent argument when speaking or writing E2.2.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics E3.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	12.09	
85		My country (Food and drink) (Recent breaking food)	E1.2.1 develop intercultural awareness through reading and discussion E2.2.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics E3.2.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including <i>not as... as</i>, <i>most... than...</i> to indicate degree on a range of familiar general and curricular topics	1	13.09	
86		Civil Science: The future of food	E1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world E2.2.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	12.09	
87		Unit Review & Evaluation Assessment Task	E1.12.1 use feedback to set personal learning objectives E2.2.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics E3.2.1 write with moderate grammatical accuracy on a limited range of familiar general and	1	19.09	

		and other	curricular topics			
88	The world of now (1.2.2.9 p.166)	Work life, work	8.1.6.1 organise and present information clearly to others. 8.2.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics. 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics.	1	22.04	
89		Chesing	8.1.6.1 develop intercultural awareness through reading and discussion 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.2.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	24.04	
90		Language focus Have to and don't have to	8.1.6.1 organise and present information clearly to others. 8.2.3.1 give an opinion at discourse level on a wide range of general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 8.4.10.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1	26.04	
91		School life, home	8.1.6.1 develop intercultural awareness through reading and discussion 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.2.3.1 give an opinion at discourse level on a wide range of general and curricular topics	1	28.04	
92		Language focus Should, must and have to	8.1.7.1 develop and sustain a coherent argument when speaking or writing 8.2.3.1 give an opinion at discourse level on a wide range of general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 8.4.10.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	3	01.05	
93		Asking for and giving advice	8.1.6.1 organise and present information clearly to others. 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	03.05	
94		An opinion essay	8.1.7.1 develop and sustain a coherent argument when speaking or writing 8.2.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some specialised texts 8.5.1.1 plan, write, edit and proofread work at least with little support on a range of general and curricular topics	1	06.05	
95		My country, The world of now, What is your dream job?	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.2.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	08.05	

		Summative Assessment 'The World at Work'	8.2.1.1 plan, write, edit and proofread work at least level with little support on a range of general and curricular topics. 8.4.1.1 use a (limited) variety of second conditional context and with (short) clauses (present reference), and a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics			
16		CLT History, Child Labour in Victorian Britain	8.1.5.1 develop intercultural awareness through reading and discussion 8.2.7.1 use appropriate subject specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at first level with little support on a range of general and curricular topics	1	10.05	
17		Project: A survey, A survey about career choice	8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.2.7.1 use appropriate subject specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at first level with little support on a range of general and curricular topics	1	14.05	
18		Vocabulary Builder Compound Noun/Verb	8.1.5.1 use feedback to set personal learning objectives 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.4.2.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 8.5.1.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1	15.05	
19		Prefixes and Suffixes	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.2.7.1 use appropriate subject specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at first level with little support on a range of general and curricular topics	1	12.05	
20		Summative Assessment for the term	8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.2.7.1 use appropriate subject specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at first level with little support on a range of general and curricular topics	1	26.05	
21		Extend your vocabulary: Music	8.1.7.1 develop and sustain a coherent argument when speaking or writing 8.2.3.1 give an opinion or discussion level on a wide range of general and curricular topics 8.5.2.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 8.5.1.1.1 use a growing variety of modal forms for different functions: obligation, necessity,	1	22.05	

			possibility, permission, requests, suggestions, prohibition of a range of familiar general and curricular topics			
100		The environment	2.1.2.1 organise and present information clearly to others 2.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 2.2.2.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 2.2.3.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	14.05	
Total			100 (100%)			

«Басқармашы»

Мектеп директоры



«Келісетін»

Оқу ісінң орынбасары:

А.С. Досманбетов

18.08.2023ж.

ОБ отырысында қарады:

Хаттама № 1

А.О. Оспанов

18.08.2023ж.

Ақылшын Т.С.

«Тілектес» жалпы білім беретін мектебі

Күнтізбелік тақырыптық жоспар

9 - сынып

Тану мұғалімі: Е.Махам

2023-2024 оқу жылы

Calendar Thematic Plan for grade 9
Within the framework of updating the secondary education content
2023-2024 academic year

No	Units/ Changing/ lessons	Theme	Learning objectives	Hours	Date	Notes
1st term 25 hours						
1	Unit 1: Hobbies and qualities (12 hours)	Hobbies and qualities- Reading: Shock attack	9.1.1.1 not speaking and listening skills to provide negative feedback to peers 9.1.1.2 writing and speaking (individual) on feedback from peers 9.1.2.1 on-stage and custom a consistent argument when speaking or writing 9.2.1.1 understand the main points of an extended prepared text on a wide range of general and curricular topics 9.2.1.2 on-stage and speaking (individual) on prepared/extended text on a wide range of general and curricular topics 9.3.1.1 use typical and idiomatic language, including on stage with a range of general and curricular topics	1	01.09	
2		Hobbies and equipment Present Simple- Present Continuous- Past Simple- Past Conditional	9.3.1.2 use typical and idiomatic language (x) on prepared/extended text on a wide range of general and curricular topics 9.4.1.1 understand the main points of an extended text on a range of familiar general and curricular topics	1	05.09	
3		Present perfect- Past perfect- Future tenses	9.4.1.2 read a range of extended texts on a wide range of general and curricular topics 9.4.1.3 use typical and idiomatic language, including on stage with a range of general and curricular topics	1	07.09	
4		The passive	9.4.1.4 recognise the content or opinion of the writer in extended texts on a range of familiar general and curricular topics	1	08.09	
5		Vocabulary- Learning your hobby, learn business	9.4.1.5 use typical and idiomatic language, including on stage with a range of general and curricular topics	1	13.09	
6		Present verb form	9.4.1.6 highlight and justify their own point of view on a range of general and curricular topics	1	14.09	
7		Discussing career options	9.4.1.7 look across the main grammar functions to achieve effective oral communication at a certain level in pair group and whole class exchanges	1	15.09	
8		Let's have this around the world!!	9.4.7.1 use appropriate subject-specific vocabulary and grammar to achieve an increased range of general and curricular topics	1	19.09	
9		What did Victorians do for fun?	9.4.7.2 read a range of extended texts on a wide range of general and curricular topics 9.4.7.3 write a summary of text on a range of general and curricular topics	1	21.09	
10		A blog entry about your favourite hobby	9.4.7.4 give their ideas/arguments on a topic accurately on a wide range of general and curricular topics	1	22.09	
11		A blog entry about your favourite hobby Summative assessment for the unit -Hobbies and qualities, Done it!	9.4.7.5 use questions including preparation of what they do, what they like, how often etc. a range of familiar general and curricular topics 9.4.7.6 use a variety of simple perfect forms including appropriate forms, including time adverbials on a range of familiar general and curricular topics 9.4.7.7 use a variety of future forms, including future perfect, on a range of familiar general and curricular topics	1	26.09	
12		Unit Revision	9.4.7.8 use appropriate on-curriculum topics to achieve and present simple present and continuous and past perfect simple forms in extended and extended discussion on a range of familiar general and curricular topics 9.4.7.9 use past tense continuous form and past continuous, including a growing range of passive forms, on a range of familiar general and curricular topics 9.4.7.10 use an extended variety of extended speech forms for responses, questions and statements, including will/could/might/should questions and future, would on a range of familiar general and curricular topics 9.4.7.11 use an extended variety of comparative degree adverb structures with regular and irregular adverbs on a wide variety of descriptive, particularly, and extended for adverbs on a range of familiar general and curricular topics	1	28.09	

13	Unit 2: Exercise and sport (13 hours)	Exercises and sports injuries	9.1.2.1 use past-tense and future-tense tenses to specify sports and injuries in past 9.1.2.2 express differing preferences 9.1.2.3 mention and report, comparatively to English, sports and injuries 9.1.2.4 use pronouns to refer personal, famous athletes 9.1.2.5 compare and contrast (comparative clause) to affect: 9.1.2.6 describe and compare a consistent opponent when speaking or writing 9.2.1.1 integrate typical discourse of such academic and less formal as a range of spoken genres 9.2.2.1 understand specific information and detail in texts on a range of familiar genres and 9.2.2.2 integrate the attitudes expressed in the source in a context to reveal a range of familiar general and contextual topics 9.2.3.1 integrate such information as appropriate in synthesizing on a range of general and contextual topics 9.2.3.2 use complex sentences to give information on a range of general and contextual topics 9.2.3.3 explain and justify their own point of view on a range of general and contextual topics 9.2.3.4 use appropriate subject-specific vocabulary and specific words about all relevant topics of general and contextual nature 9.2.3.5 recount detailed events and events on a range of general and contextual topics 9.2.3.6 use, verb, able and should work in the past with titles or the support of a range of general and contextual topics 9.2.3.7 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and contextual topics 9.2.3.8 write with grammatical accuracy on a wide range of familiar general and contextual topics 9.2.3.9 use appropriate oral or written style and register appropriate to a speaking context of various genres in general and contextual topics 9.2.3.10 discuss with support coherent arguments supported where necessary by examples and evidence for a range of familiar general and contextual topics 9.2.3.11 spell with high-precision (including accuracy) for a wide range of familiar general and contextual topics 9.2.3.12 use questions including prepositions of which there is a considerable range about all a range of familiar general and contextual topics 9.2.3.13 use appropriately an increased variety of nouns and positive adjectives present and past tense and past perfect simple forms in written and spoken speech on a range of familiar general and contextual topics 9.2.3.14 use an increased variety of reported speech forms for questions, questions and comments, including indirect and extended questions with more, written on a range of familiar general and contextual 9.2.3.15 use an increased variety of comparative superlatives and structures with regular and irregular adjectives and verbs, all preverbs, present and past participles, adjectives on a range of familiar general and contextual topics 9.2.3.16 use an increased variety of prepositions before nouns and adjectives with a growing number of illustrative prepositions following nouns, adjectives and verbs on a range of familiar general and contextual topics 9.2.3.17 use a wide variety of conjunctions including so that, in order to, although, because, although, which, whereas on a range of familiar general and contextual topics 9.2.3.18 use fairly well (with) nouns, (from) verbs, (with) nouns, (with) verbs, (with) nouns including prepositions before nouns, in order to, a range of familiar general and contextual topics	1	24.10		
14		Sport injuries, prepositional			93.10		
15		Reported speech, reported statements		1	05.10		
16		Reported question/orders, indirect questions		1	06.10		
17		Reporting verbs		1	10.10		
18		Talking the racing world by swim		1	12.10		
19		Physical verbs: use, word formation		1	13.10		
20		Talking about injuries		1	17.10		
21		Assessing students		1	19.10		
22		Summative assessment for the unit «Exercise and sports First aid A delivery report»			1	20.10	
		Leading a healthy life		1	24.10		
		Summative control work for the 1 st term		1	26.10		
23		Unit revision		1	27.10		

Term 2 – 24 hours					
Unit 2: Our planet					
16		Vocabulary: 20% 110 country 146	9.2.2 understand most specific information in a simplified rounded off text on a wide range of general and particular topics 9.2.2.1 interact with texts to identify main and specific points and plan for completing discussion tasks 9.2.2.2 interact with texts to identify main and specific points and plan for completing discussion tasks 9.2.2.3 use appropriate subject-specific vocabulary and terms to talk about a wide, rounded range of general and particular topics 9.2.2.4 use appropriate subject-specific vocabulary and terms to talk about a wide, rounded range of general and particular topics 9.2.2.5 use appropriate subject-specific vocabulary and terms to talk about a wide, rounded range of general and particular topics	3	100%
20		Reading: 30% through source	9.2.2 understand most specific information in a simplified rounded off text on a wide range of general and particular topics 9.2.2.1 interact with texts to identify main and specific points and plan for completing discussion tasks 9.2.2.2 interact with texts to identify main and specific points and plan for completing discussion tasks 9.2.2.3 use appropriate subject-specific vocabulary and terms to talk about a wide, rounded range of general and particular topics 9.2.2.4 use appropriate subject-specific vocabulary and terms to talk about a wide, rounded range of general and particular topics 9.2.2.5 use appropriate subject-specific vocabulary and terms to talk about a wide, rounded range of general and particular topics	3	100%
18		Vocabulary: 100%	9.2.2 understand most specific information in a simplified rounded off text on a wide range of general and particular topics 9.2.2.1 interact with texts to identify main and specific points and plan for completing discussion tasks 9.2.2.2 interact with texts to identify main and specific points and plan for completing discussion tasks 9.2.2.3 use appropriate subject-specific vocabulary and terms to talk about a wide, rounded range of general and particular topics 9.2.2.4 use appropriate subject-specific vocabulary and terms to talk about a wide, rounded range of general and particular topics 9.2.2.5 use appropriate subject-specific vocabulary and terms to talk about a wide, rounded range of general and particular topics	4	100%
20		Use of English: 100%	9.2.2 understand most specific information in a simplified rounded off text on a wide range of general and particular topics 9.2.2.1 interact with texts to identify main and specific points and plan for completing discussion tasks 9.2.2.2 interact with texts to identify main and specific points and plan for completing discussion tasks 9.2.2.3 use appropriate subject-specific vocabulary and terms to talk about a wide, rounded range of general and particular topics 9.2.2.4 use appropriate subject-specific vocabulary and terms to talk about a wide, rounded range of general and particular topics 9.2.2.5 use appropriate subject-specific vocabulary and terms to talk about a wide, rounded range of general and particular topics	6	100%
10		Use of English: 100% of instructions	9.2.2 understand most specific information in a simplified rounded off text on a wide range of general and particular topics 9.2.2.1 interact with texts to identify main and specific points and plan for completing discussion tasks 9.2.2.2 interact with texts to identify main and specific points and plan for completing discussion tasks 9.2.2.3 use appropriate subject-specific vocabulary and terms to talk about a wide, rounded range of general and particular topics 9.2.2.4 use appropriate subject-specific vocabulary and terms to talk about a wide, rounded range of general and particular topics 9.2.2.5 use appropriate subject-specific vocabulary and terms to talk about a wide, rounded range of general and particular topics	8	100%

31		Reading: What a strange place to live?	9.2.2.1 understand simple direct content in unprepared extended texts on a wide range of general and specialist topics 9.2.5.1 understand short texts in reception, action and response registers and plans for undertaking short activities 9.2.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and specialist topics 9.6.1.1 use a wide range of (past) tenses (past reference) on a range of relative clauses including prepositional ones where to when as a range of familiar general and specialist topics	17.51	
32		Listening: Home	9.2.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and specialist topics 9.4.1.1 understand the main points in extended texts on a range of familiar general and specialist topics 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and specialist topics 9.6.6.1 use relative determinatives, indefinite, quantitative pronouns and variety of effective personal structures on a range of familiar general and specialist topics	21.07	
33		Everyday English: talking about places	9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.4.2.1 understand specific information and detail in texts on a range of familiar general and specialist topics 9.6.1.1 use all increased variety of comparative degree adverb structures with regular and irregular adverbs on a range of pre- and mid- and post- state adverbs	25.11	
34		Across cultures: Rivers of the world	9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.4.2.1 understand specific information and detail in texts on a range of familiar general and specialist topics 9.5.2.1 read a wide range of extended texts and now from texts on familiar and unfamiliar general and specialist topics	28.11	

72		Across the curriculum: Types of mountains Academic success for the next 1 hours and one place to go	8.1.8.1 Use imagination to express thoughts, ideas, experiences and feelings. 8.3.7.1 Use appropriate subject-specific vocabulary and grammar to talk about a wide (increased) range of general and curricular topics. 9.2.8.1 Apply an appropriate assessment tool to analyse an extended text on a growing range of general and curricular subjects.	1	28-31	
74		Writing: An article about the place where you live.	8.1.1.2 Use speaking and listening skills when participating in a group. 9.1.1.1 Understand the main points in extended text on a range of familiar (for general and curricular topics). 9.2.1.2 Give short oral presentations and develop the oral presentation range of general/curricular topics.	1	28-31	

Charities and conflict (Unit 4)

75		Vocabulary: Social problems	9.2.2.1 Explain and justify their own point of view on a range of general and curricular topics. 9.3.3.1 Use appropriate subject-specific vocabulary and grammar to talk about a wide (increased) range of general and curricular topics. 9.6.1.1 Use an increased variety of reported speech forms for statements, questions and commands, including indirect and embedded questions, with know, wonder on a range of familiar general and curricular topics.	1	30-32	
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28		Reading: Using the extra mile to help	8.3.3.1 Explain and justify their own point of view on a range of general and curricular topics. 8.3.7.1 Use appropriate subject-specific vocabulary and grammar to talk about a wide (increased) range of general and curricular topics. 9.1.2.1 Understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts.	1	30-32	
29		Oral presentation	8.3.3.1 Communicate with peers to negotiate, agree and organise priorities and plans for completing classroom tasks. 8.5.3.1 Write with increasing grammatical accuracy on a wide range of familiar general and curricular topics. 9.6.1.1 Use an increased variety of reported speech forms for statements, questions and commands, including indirect and embedded questions, with know, wonder on a range of familiar general and curricular topics.	1	30-32	

30		Use of English: comprehension	8.1.1.1 understand and process information clearly in others 8.1.1.2 understand the main points in spontaneous, extended talk on a wide range of general and curricular topics 8.2.1.1 begin to negotiate information in spontaneous extended talk on a growing range of general and curricular subjects 8.2.2.1 use appropriate subject-specific vocabulary and syntax. He talks about a wide increased range of general and curricular topics	1	28,32	
31		Use of English: writing	9.1.2.1 interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks 9.1.2.2 write with increasing grammatical accuracy on a wide range of familiar general and curricular topics 9.3.2.1 use questions including prepositions in what time, in which direction, from where on a range of familiar general and curricular topics 9.4.1.1 use an increased variety of reported speech forms for statements, questions and commands including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics	1	32,32	
32		Vocabulary: The Foreign subject	8.2.1.1 understand the main points in spontaneous, extended talk on a wide range of general and curricular topics 8.3.2.1 interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks 8.3.2.2 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics	1	34,32	
33		Word Formation	8.4.1.1 understand the main points in extended texts on a range of subjects for general and curricular topics 8.4.2.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 8.5.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 8.5.2.1 persuade writers work on text based on a range of familiar general and curricular topics with a good degree of accuracy	2	33,32	
34		Everyday English: inferring meaning from text Presenting information for discussion, reports and conflict	8.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 8.3.2.1 interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks 8.2.2.1 negotiate the opinion of the speaker(s) in spontaneous extended talk on a wide range	1	36,32	

39		Use of English: conditionals	9.1.6.1 understand general information conveyed in written 9.2.2.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.2.3.1 begin to recognise communicative strategies in extended talk on a growing range of general and curricular subjects 9.3.2.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics	3	III/12	
40		Use of English: written	9.1.6.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.2.2.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.2.3.1 use grammar including prepositions in what range in which develops their understanding of a range of familiar general and curricular topics 9.3.1.1 use an increased variety of reported speech forms for statements, questions and commands including subject and embedded questions with time, manner or a range of familiar general and curricular topics	3	IV/12	
41		Vocabulary: The European project	9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.2.3.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.3.1.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics	4	II/12	
42		Word formation	9.1.1.1 understand the main points in extended talk on a range of familiar general and curricular topics 9.2.1.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.2.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.3.1.1 produce written work at that level on a range of familiar general and curricular topics with a good degree of accuracy	5	IV/12	
43		Reading English writing: emergency services Emergency services for fire and children and families	9.2.1.1 understand issues for information and detail in text on a range of familiar general and curricular topics, including some extended texts 9.3.1.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.3.2.1 recognise the opinion of the speaker(s) in unsupported extended talk on a wide range	5	III/12	

			<i>of general and curricular topics</i>			
45		Across cultures Validating	9.2.5.1 Articulate meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.2.5.1 use appropriate subject-specific vocabulary and syntax to participate in a wide supported range of general and curricular topics 9.4.5.1 deliver meaning from context in extended talk on a range of familiar general and curricular topics	4	21.12	
46		Across the curriculum (UNESCO)	9.2.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.6.11.1 use an historical variety of reported speech forms for statements, questions and commands, including indirect and embedded questions with <i>when</i>, <i>whether</i> etc. on a range of familiar general and curricular topics	4	22.12	
47		Summative assessment for the 2nd year	9.2.2.1 understand and give specific information in unsupported extended talk on a wide range of general and curricular topics 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.5.1 use oral interaction appropriate and register appropriate for giving talks of information, general and curricular topics 9.1.3.1 explain and justify their own point of view on a range of general and curricular topics	4	26.12	
48		INTERVIEW	9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.5.1 use oral interaction appropriate and register appropriate for giving talks of information, general and curricular topics 9.1.3.1 explain and justify their own point of view on a range of general and curricular topics	4	28.12	

III term (31 hours)
Reading for pleasure (Unit 5)

49		Reading for pleasure	9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and	1	09.01	
50		The Canterville Ghost	curricular topics, including talk on a limited range of unfamiliar topics 9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics 9.3.6.1 communicate meaning clearly at sentence level during pair, group and whole class exchanges	1	11.01	
51		Journey to the Centre of the Earth	9.4.4.1 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 9.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	12.01	
52		Clauses of concession	9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.6.5.1 use a wide variety of question types on a wide range of familiar general and curricular topics 9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics	1	16.01	
53		The Worth of Wealth	9.2.6.1 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 9.3.8.2 recount extended stories and events on a wide range of general and	1	18.01	

			curricular topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 9.5.5.1 link without support sentences using basic coordinating connectors			
54		Speaking and writing	9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.6.7.1 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 relative clauses including with which [whole previous clause reference] 9.1.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.1.8.1 recount extended stories and events on a wide range of general and curricular topics	1	19.01	
55		The promised land	9.1.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 9.1.6.1 organize and present information clearly to others 9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	21.01	
56		Entertainment: the values of storytelling	9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	25.01	
			Tradition and language: Unit 6			
57		Vocabulary: Adjectives	9.2.7.1 recognise typical features at word, sentence and text level of a range of spoken genres 9.1.8.1 develop intercultural awareness through reading and discussion 9.1.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics	1	26.01	

			3.6.2.1 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 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics			
58		Reading: festival's blog	9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 9.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 9.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	30.01	
59		Vocabulary: celebrations	9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.6.2.1 use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics	1	01.02	
60		Use of English: countable and uncountable nouns	9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.3.2.1 ask complex questions to get information about a wide range of general and curricular topics 9.4.5.1 deduce meaning from context in short texts on a limited range of	1	02.02	

			familiar general and curricular topics			
61		Use of English: Comparative / superlative	9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 9.5.8.1 spell most high-frequency words accurately for a limited range of general topics of familiar general topic 9.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics	1	06.02	
62		Reading: Nauryz	9.1.1.1 give an opinion at sentence level on a limited range of general and curricular topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 9.5.8.1 spell most high-frequency words accurately for a limited range of general topics of familiar general topic 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	08.02	
63		Phrasal verbs: keep	9.1.8.1 develop intercultural awareness through reading and discussion 9.3.3.1 explain and justify their own and others' point of view on a range of general and curricular topics 9.6.9.1 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 9.4.8.1 use a wide range of familiar and unfamiliar paper and digital referenced resources to check meaning and extend understanding	1	09.02	
64		Everyday English: Buying a gift	9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.2.1.1 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 9.4.2.1 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics and some unfamiliar topics		13.02	

			9.6.1.1 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	1		
65		Across cultures: Eos-Festivals	9.3.6.1 link comments with flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.1.8.1 develop intercultural awareness through reading and discussion 9.5.3.1 write with grammatical accuracy on a range of familiar general and curricular topics	1	16/02	
66		Across the curriculum: Remembrance Day	9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.2.2.1 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 9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics 9.5.2.1 write independently about factual and imaginary past and future events, activities and experiences on a wide range of familiar general and curricular topics	1	16/02	
67		Writing: Quebec winter carnival Summative assessment for the unit 8	9.3.1.1.1 use formal and informal language registers in their talk on a range of general and curricular topics 9.5.2.1 write independently about factual and imaginary past and future events, activities and experiences on a wide range of familiar general and curricular topics	1	20/02	
			Music and films: Unit 7			
68		Vocabulary: types of films	9.1.8.1 develop intercultural awareness through reading and discussion 9.2.6.1 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 9.3.1.1.1 use formal and informal language registers in their talk on a range of general and curricular topics	1	12/02	

			growing variety of written genres on a range of general and curricular topics 9.1.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics			
73		Reading: Databases	9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics 9.6.7.1 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; use a variety of relative clauses including with which (whole previous clause reference)	1	0505	
74		Phrasal verbs: carry	9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.3.3.1 explain and justify their own and others' point of view on a range of general and curricular topics 9.4.4.1 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics	1	0703	
75		Everyday English: Inviting, Accepting, Refusing	9.1.6.1 organize and present information clearly to others 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics; and some unfamiliar topics 9.5.3.1 write with grammatical accuracy on a range of familiar general and curricular topics 9.6.1.1 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	1	0803	
76		Across cultures: Dancing around the world	9.1.6.1 organize and present information clearly to others 9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics; and some unfamiliar topics	1	1203	

			9.4.2.1 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics			
69		Reading: The Eagle Huntress	9.2.6.1 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 9.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 9.3.2.1 ask complex questions to get information about a wide range of general and curricular topics	1	2402	
70		Vocabulary: films	9.6.3.1 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 9.3.3.1 explain and justify their own point of view on a range of general and curricular topics 9.5.3.1 write with grammatical accuracy on a range of familiar general and curricular topics	1	1702	
71		Use of English: relatives	9.1.6.1 organise and present information clearly to others 9.3.2.1 ask complex questions to get information about a wide range of general and curricular topics 9.3.1.1 explain and justify their own and others' point of view on a range of general and curricular topics 9.6.6.1 use a wide variety of relative, demonstrative, indefinite, quantitative, of pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics	1	29.02	
72		Use of English: Demonstratives	9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.2.3.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 9.5.4.1 use style and register to achieve appropriate degree of formality in a	1	0103	

		Summative assessment for the unit 7	9.2.1.1 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			
77		Across the curriculum: the four elements of music	9.4.7.1 recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics 9.3.5.1 keep interaction going in basic conversations on a growing range of general and curricular topics 9.5.6.1 write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics	1	14:03	
78		Summative assessment for the 3rd term	9.2.5.1 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 9.4.3.1 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 9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics 9.3.7.1 use appropriate subject specific vocabulary and syntax to talk about an increased range of general and curricular topics	1	15:03	
79		Writing: you can't save the world alone	9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics 9.6.7.1 use a variety of simple perfect forms including some passive forms including time adverbials on a range of familiar general and curricular topics	1	19:03	

14 years: 24 hours
(Travel and Tourism: Unit 8)

79		Vocabulary: means of transport	9.1.4.1 evaluate and respond constructively to feedback from others 9.2.4.1 understand the main points of supportive extended talk on a range of general and curricular topics 9.3.4.1 explain and justify their views and others' point of view on a range of general and curricular topics	1	62-66	
80		Reading: Destination	9.1.5.1 respond with flexibility at both sentence and discourse level to unsupported comments on a range of general and curricular topics 9.5.1.1 plan, write, edit and proofread work at text level independently on a range of general and curricular topics 9.5.3.1 write with grammatical accuracy on a range of familiar general and curricular topics	1	66-69	
81		Oral work: task	9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in group 9.2.5.1 recognize 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 9.3.2.1 ask simple questions to get information about a wide range of general and curricular topics 9.4.6.1 use a wide range of familiar and unfamiliar spoken and digital reference resources to 9.5.1.1 plan, write, edit and proofread work at text level independently on a range of general and curricular topics	1	68-69	
82		Use of English: Adverbs – order of adverbs	9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.2.6.1 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 9.3.6.1 respond with flexibility at both sentence and discourse level to unsupported comments on a range of general and curricular topics 9.4.7.1 recognize typical features of words, sentences and text level in a wide range of written genres, including some which focus on unfamiliar topics	1	69-71	

			8.5.3.1 write with grammatical accuracy on a range of familiar general and particular topics			
83		Use of English: Descriptive / general statements.	8.1.1.1 use speaking and listening skills to take part in creative and imaginative play in groups 8.2.1.1 understand the main points in unsupported extended talk on a wide range of general and particular topics, including talk on a limited range of unfamiliar topics 8.3.1.1 explain and justify their own and others' point of view on a range of general and particular topics 8.5.3.1 write with support factual descriptions at text level which describe people, places and objects 8.6.1.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and particular topics	1	11.04	
84		Reading: The Legend of the Saco	8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 8.3.7.1 use appropriate subject specific vocabulary and syntax to talk about a limited range of general topics/general and particular topics 8.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics 8.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and particular topics	1	12.09	
85		Short fiction	8.3.2.1 ask questions/queries to get information about a wide range of general and particular topics 8.3.3.1 explain and justify their own and others' point of view on a range of general and particular topics 8.2.8.1 discuss meaning from context in unsupported extended talk on a wide range of general and particular topics, including talk on a limited range of unfamiliar topics 8.4.6.1 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and particular topics	1	16.04	
86		Everyday English: Apologising – Accepting an apology	8.1.4.1 evaluate and respond constructively to feedback from others 8.2.5.1 recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and particular topics, including talk on a limited range of unfamiliar topics 8.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres 8.5.5.1 plan, write, edit and produce work in text level independently on a range of general and particular topics	1	11.04	

			9.3.2.1 use appropriate subject specific vocabulary and syntax to talk about a limited range of general topics and particular topics 9.3.4.1 evaluate and respond orally effectively to Nordlunde from letters 9.4.7.1 recognise typical features of texts, sentence and text level in a limited range of written genres 9.5.2.1 use appropriate subject specific vocabulary and syntax to talk about a limited range of general topics and particular topics 9.6.5.1 deduce meaning from context in extended texts on a wide range of familiar general and particular topics, and some unfamiliar topics 9.5.3.1 write with grammatical accuracy on a range of familiar general and particular topics	1	19.04	
87		Across cultures: Māori-made Māori pieces	9.3.2.1 use appropriate subject specific vocabulary and syntax to talk about a limited range of general topics and particular topics 9.3.4.1 evaluate and respond orally effectively to Nordlunde from letters 9.4.7.1 recognise typical features of texts, sentence and text level in a limited range of written genres 9.5.2.1 use appropriate subject specific vocabulary and syntax to talk about a limited range of general topics and particular topics 9.6.5.1 deduce meaning from context in extended texts on a wide range of familiar general and particular topics, and some unfamiliar topics 9.5.3.1 write with grammatical accuracy on a range of familiar general and particular topics	1	19.04	
88		Across the curriculum: Linking East and West	9.3.2.1 use appropriate subject specific vocabulary and syntax to talk about a limited range of general topics and particular topics 9.3.4.1 evaluate and respond orally effectively to Nordlunde from letters 9.4.7.1 recognise typical features of texts, sentence and text level in a limited range of written genres 9.5.2.1 use appropriate subject specific vocabulary and syntax to talk about a limited range of general topics and particular topics 9.6.5.1 deduce meaning from context in extended texts on a wide range of familiar general and particular topics, and some unfamiliar topics 9.5.3.1 write with grammatical accuracy on a range of familiar general and particular topics	2	25.04	
89		Writing a story Summative assessment for the week 8	9.3.2.1 give an opinion at sentence level on a limited range of general and particular topics 9.4.3.1 deduce meaning from context in short texts on a limited range of familiar general and particular topics 9.5.1.1 talk, write, read and understand texts at short level with support on a limited range of general and particular topics 9.5.3.1 use, without support, sentences using basic coordinating conjunctions	1	25.04	
90		Enlightenment: Love for one's country	9.1.2.1 drawing and sustain a consistent argument when speaking or writing 9.2.4.1 understand the main points of supported extended talk on a range of general and particular topics 9.4.5.1 deduce meaning from context in short texts on a range of familiar general and particular topics 9.6.12.1 use if / then in third conditional structures	1	26.04	
			Science and technology: Unit 3)			
			9.1.1.1 provide basic information about phenomena and others at sentence level on an increasing range of general topics 9.3.1.1 give an opinion at sentence level on a limited range of general and particular topics			

31		Vocabulary: Gadgets	6.1.3.1 express differing points of view 6.1.7.1 develop and sustain a consistent argument when speaking or writing	1	41.04	
32		Reading: The age of cybernetics	6.1.3.1 use imagination to express thoughts, ideas, observations and feelings 6.2.2.1 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 6.2.3.1 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 6.5.8.1 use a variety of future active and passive and future continuous forms range of familiar general and curricular topics	1	02.05	
33		Word formation	6.1.1.1 use spelling and listening skills to solve problems creatively and cooperatively in groups 6.2.1.1 understand the details 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 6.5.8.1 use a variety of future active and passive and future continuous forms range of familiar general and curricular topics	1	03.05	
34		Use of English: Infinitive -ing	6.1.3.1 realise 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 6.1.7.1 develop and sustain a consistent argument when speaking or writing 6.2.2.1 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 6.5.17.1 use if / if only in third conditional structures	1	07.05	
35		Use of English: Abstracts / Concrete nouns	6.2.3.1 recognise / understand the argument in extended talk on a range of general and curricular subjects 6.1.7.1 develop and sustain a consistent argument when speaking or writing 6.2.1.1 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 6.2.3.1 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 6.5.17.1 use if / if only in third conditional structures	1	09.05	
36		Reading: Search - error	6.2.1.1 understand a sequence of supported classroom instructions			

Completed

28/05/2023

		Topic	3.1.2.1 use speaking and listening skills to provide supportive feedback to peers 3.1.2.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 3.4.2.1 recognise formal features at word, sentence and text level in a limited range of written genres 3.5.2.1 read, write, edit and proofread work at class level with support on a limited range of general and curricular topics	1	10.15	
97		Physical science	3.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 3.2.4.1 understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 3.3.8.1 recount extended stories and events on a wide range of general and curricular topics 3.4.3.1 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	1	14.05	
101		Everyday English: Complaining about a faulty product Summative assessment for the unit: <i>Complaint and Technology</i>	3.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 3.2.4.1 understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 3.2.5.1 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 3.3.8.1 recount extended stories and events on a wide range of general and curricular topics 3.4.3.1 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	1	16.05	
99		Arts/culture: The world of science	3.1.7.1 describe and sustain a considered argument when speaking or writing 3.2.1.1 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 3.6.2.1 use if/ then/ only as third conditional structures	1	13.05	
100		Arts/culture: The world of science What is a computer?	3.2.4.1 understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 3.4.3.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 3.5.2.1 plan, write, edit and proofread work at class level with differing teacher support on a range of general and curricular topics	1	21.05	

101		Speaking: speeches for class term 1 9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.2.1.1 understand the role of an argument in extended texts on a range of familiar general and particular topics 9.5.6.1 write coherently at that level using a variety of connectors on a growing range of familiar general and particular topics 9.6.11.1 use infinitive forms after a growing number of adjectives and verbs; use gerund forms after a growing variety of verbs and prepositions; use an increasing variety of impersonal verbs and passive verbs on a range of familiar general and particular topics	1	23.05	
102		Writing: Mobile phones at school 9.2.1.1 understand a sequence of supported classroom instructions 9.3.2.1 use speaking and listening skills to give or receive feedback to peers 9.4.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 9.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres 9.5.1.1 plan, write, edit and individual work at that level with support on a limited range of general and particular topics	1	24.05	

Total 102

Assessor: Sammie continued to the Unit 20 minute

Sammie continued to the 7 am—45 minutes