**9 сыныптарға арналған күнтізбелік-тақырыптық жоспар**

**Календарно-тематический план для 9 класса**

**Calendar Thematic Plan for grade 9**

**2020-2021 оқу жылы/учебный год/academic year**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **№** | **№** | **Theme** | **Hours** | **Strands/Learning objectives** | **Date** |
| **1 term** |
| **Unit 1. Hobbies and Qualities (12 hours)** |
| 1 | 1 | Hobbies and expressing preferences  | 1 | 9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers9.1.4.1 evaluate and respond constructively to feedback from others 9.1.5.1 use feedback to set personal learning objectives 9.1.7.1 develop and sustain a consistent argument when speaking or writing9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics9.2.2.1 understand specific information in unsupported extended talk on a wide range of general and curricular topics9.2.5.1 recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics9.3.3.1explain and justify their own point of view on a range of general and curricular topics9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of 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 topics9.5.3.1 write with moderate grammatical accuracy on a wide 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 9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics 9.6.5.1 use questions including prepositions at what time, in which direction, from whom on a range of familiar general and curricular topics9.6.7.1 use a variety of simple perfect forms including some passive forms, including time adverbials on a range of familiar general and curricular topics 9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics 9.6.9.1 use appropriately an increased 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 topics9.6.10.1 use present continuous forms and past continuous, including a growing variety of passive forms, on a range of familiar general and curricular topics 9.6.11.1 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 9.6.12.1 use an increased variety of comparative degree adverb structures with regular and irregular adverbs use a wide variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics 9.6.15.1 use infinitive forms after a growing number of verbs and adjectives use gerund forms after a growing variety of verbs and prepositions use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics9.6.16.1 use a variety of conjunctions including so that, (in order to) to indicate purpose although, while, whereas to contrast on a range of familiar general and curricular topics |  |
| 2 | 2 | Shark attack  | 1 |  |
| 3 | 3 | Hobbies and equipment | 1 |  |
| 45 | 45 | Use of English: present tense forms and past tense forms | 2 |  |
| 67 | 67 | Use of English: the passive  | 2 |  |
| 8 | 8 | Turning your hobby into business.  | 1 |  |
| 9 | 9 | Everyday English: Discussing career option. | 1 |  |
| 10 | 10 | Across cultures: Let’s have fun  | 1 |  |
| 11 | 11 |  Across curriculum: What did Victorians do for fun? | 1 |  |
| 12 | 12 | A blog entry about your favourite hobby  | 1 |  |
| 13 | 13 | Dare it! (song) | 1 |  |
| 14 | 14 | **SAU1. Unit revision.** | 1 |  |
| **Unit 2. Exercise and Sport (12 hours)** |
| 15 | 1 | National games  | 1 | 9.1.3.1 respect differing points of view 9.1.6.1 organize and present information clearly to others 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings9.2.3.1understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics 9.2.5.1recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.2.7.1recognize typical features at word, sentence and text level of a range of spoken genres 9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.4.6.1 recognize the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres 9.4.9.1 recognize inconsistencies in argument in extended texts on a range of general and curricular topics 9.3.2.1 ask complex questions to get information on a range of general and curricular topics 9.3.6.1 link comments with growing 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 a wide increased range of general and curricular topics 9.3.8.1 recount extended stories and events on a range of general and curricular topics 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of 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 topics9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics9.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics 9.5.6.1 write coherently at text level using a variety of connectors on a growing 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 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics 9.6.3.1 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics 9.6.4.1 use a wide variety of determiners and pre-determiner structures on a 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 9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn’t have to express regret and criticism on range of familiar general and curricular topics |  |
| 16 | 2 | Fun races  | 1 |  |
| 17 | 3 | Causes and types of sports injuries | 1 |  |
| 1819 | 45 | Use of English: Reported speech (statements) | 2 |  |
| 20 | 6 | Use of English: Reported speech (questions) | 1 |  |
| 21 | 7 | Taking the racing world by storm  | 1 |  |
| 22 | 8 | Everyday English: talking about injuries | 1 |  |
| 23 | 9 | Across cultures: Amazing stadiums  | 1 |  |
| 24 | 10 |  Across curriculum: First aid | 1 |  |
| 25 | 11 | A survey report  | 1 |  |
| 26 | 12 | **Summative Assessment for the 1st Term** | 1 |  |
| 27 | 13 | **Revision** | 1 |  |
| **2 Term** |
| **Unit 3. Earth and our place on it (12 hours)** |
| 28 | 1 | City life –country life | 1 | 9.1.3.1 respect differing points of view 9.1.6.1 organize and present information clearly to others 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings9.2.3.1understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics 9.2.5.1recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.2.7.1recognize typical features at word, sentence and text level of a range of spoken genres 9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.4.6.1 recognize the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres 9.4.9.1 recognize inconsistencies in argument in extended texts on a range of general and curricular topics 9.3.2.1 ask complex questions to get information on a range of general and curricular topics 9.3.6.1 link comments with growing 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 a wide increased range of general and curricular topics 9.3.8.1 recount extended stories and events on a range of general and curricular topics 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of 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 topics9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics9.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics 9.5.6.1 write coherently at text level using a variety of connectors on a growing 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 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics 9.6.3.1 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics 9.6.4.1 use a wide variety of determiners and pre-determiner structures on a 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 9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn’t have to express regret and criticism on range of familiar general and curricular topics |  |
| 29 | 2 | Silk through Sauran Locations | 1 |  |
| 30 | 3 | Use of English : Modals  | 1 |  |
| 31 | 4 | What a strange place to live  | 1 |  |
| 32 | 5 | Everyday English: Talking about places  | 1 |  |
| 33 | 6 | Across cultures: Rivers of the world  | 1 |  |
| 34 | 7 | Across Curriculum: Types of mountains  | 1 |  |
| 35 | 8 | An article about the place where you live | 1 |  |
| 36 | 9 | Respect for the environment | 1 |  |
| 37 | 10 | **SAU3. Unit revision.** | 1 |  |
| **Unit 4. Charities and Conflict (12 hours)** |
| 38 | 1 | Social problems | 1 | 9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 9.1.3.1 respect differing points of view 9.1.4.1 evaluate and respond constructively to feedback from others 9.1.5.1 use feedback to set personal learning objectives 9.1.6.1 organize and present information clearly to others 9.1.8.1 develop intercultural awareness through reading and discussion 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.1.1.1understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.2.3.1understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics 9.2.5.1recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.2.7.1recognize typical features at word, sentence and text level of a range of spoken genres 9.4.1.1 understand the main points in extended texts on a range of unfamiliar 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 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.6.1 recognize the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres 9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding 9.3.1.1 use formal and informal registers in their talk on a range of general and curricular topics 9.3.2.1 ask complex questions to get information on a range of general and curricular topics 9.3.3.1 explain and justify their own point of view on a range of general and curricular topics 9.3.5.1 interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks 9.3.6.1 link comments with growing 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 a wide increased range of general and curricular topics 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics 9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on 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 9.5.7.1 use independently appropriate layout at text level on a growing range of general and curricular topics 9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics 9.5.9.1 punctuate written work at text level on a wide range of familiar general and curricular topics with a good degree of accuracy 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics 9.6.5.1 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics 9.6.6.1 use relative, demonstrative, indefinite, quantitative pronouns and a variety of reflexive pronoun structures on a 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 9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics 9.6.9.1 use appropriately an increased 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 9.6.10.1use present continuous forms and past continuous, including a growing variety of passive forms, on a range of familiar general and curricular topics 9.6.17.1 use if only /wish [that] clauses [past reference], use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics |  |
| 39 | 2 | Going the extra mile to help | 1 |  |
| 40 | 3 | Prepositions and phrasal verbs  | 1 |  |
| 41 | 4 | Use of English: Conditionals  | 1 |  |
| 42 | 5 | Use of English : Wishes  | 1 |  |
| 43 | 6 | The Borgen project | 1 |  |
| 44 | 7 | Everyday English: Calling the emergency services  | 1 |  |
| 45 | 8 | Across cultures : Volunteering | 1 |  |
| 46 | 9 | Across curriculum : UNESCO | 1 |  |
| 47 | 10 | **Summative Assessment for the 2nd Term** | 1 |  |
| 48 | 11 | A blog entry | 1 |  |
| **3 Term** |
| **Unit 5. Reading for Pleasure (10 hours)** |
| 49 | 1 | Types of fiction  | 1 | 9.1.3.1 respect differing points of view9.1.4.1 evaluate and respond constructively to feedback from others9.1.6.1 organise and present information clearly to others9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics9.2.7.1 recognize typical features at word, sentence and text level of a wide range of spoken genres9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics9.3.8.1 recount extended stories and events on a range of general and curricular topics9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics, including some extended texts9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.4.7.1 recognise typical features at word, sentence and text level in a wide range of written genres9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding9.4.9.1 recognise inconsistencies in argument in extended texts on a range of general and curricular topics9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics9.5.7.1 use independently appropriate layout at text level on a growing range of general and curricular topics9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics9.5.9.1 punctuate written work at text level on a range of familiar general and curricular topics with a good degree of accuracy9.6.5.1 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics9.6.10.1 use present continuous forms and past continuous, including a growing variety of passive forms, on a range of familiar general and curricular topics9.6.11.1 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 topics9.6.15.1 use infinitive forms after a growing number of adjectives and verbs, use gerund forms after a growing variety of verbs and prepositions, use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics9.6.16.1 use a variety of conjunctions including so that, (in order) to indicate purpose although, while, whereas to contrast on a range of familiar general and curricular topics |  |
| 50 | 2 | The Canterville Ghost | 1 |  |
| 51 | 3 | Clauses of purpose | 1 |  |
| 52 | 4 | Journey to the centre of the Earth  | 1 |  |
| 53 | 5 | Clauses of concession  | 1 |  |
| 54 | 6 | The worth of wealth  | 1 |  |
| 55 | 7 | Direct and reported speech  | 1 |  |
| 56 | 8 | The promised land  | 1 |  |
| 57 | 9 | Scary creatures (song) | 1 |  |
| 58 | 10 | Unit Revision | 1 |  |
| **Unit 6. Traditions and Language (10 hours)**  |
| 59 | 1 | Festivals blog | 1 | 9.1.3.1 respect differing points of view;9.1.8.1 develop intercultural awareness through reading and discussion;9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings;9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics; 9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics;9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics;9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics;9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics; 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres;9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding9.3.1.1 use formal and informal registers in their talk on a range of general and curricular topics;9.3.2.1 ask complex questions to get information on a range of general and curricular topics;9.3.3.1 explain and justify their own point of view on a range of general and curricular topics;9.3.6.1 link comments with growing 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;9.3.8.1 recount extended stories and events on a range of general and curricular topics9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics;9.5.3.1 write with moderate grammatical accuracy on a wide 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; 9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics; 9.5.9.1 punctuate written work at text level on a range of familiar general and curricular topics with a good degree of accuracy9.6.2.1 use a variety of quantifiers for countable and uncountable nouns and some noun phrases on a range of familiar general and curricular topics including majority of, minority of, a great deal of, a great number of;9.6.3.1 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics;9.6.5.1 use relative, demonstrative, indefinite, quantitative pronouns and a variety of reflexive pronoun structures on a range of familiar general and curricular topics;9.6.9.1 use appropriately an increased 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;9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn’t have to express regret and criticism on range of familiar general and curricular topics |  |
| 60 | 2 | Celebrations | 1 |  |
| 61 | 3 | Use of English: Countable /Uncountable nouns- Quantifiers | 1 |  |
| 62 | 4 | Adjectives /Compound adjectives. Comparative /Superlative | 1 |  |
| 63 | 5 | Nauryz | 1 |  |
| 64 | 6 | Everyday English: Buying a gift  | 1 |  |
| 65 | 7 | Across cultures : Eco –festivals. | 1 |  |
| 66 | 8 | Across Curriculum: Remembrance day in Australia  | 1 |  |
| 67 | 9 | Quebec winter carnival  | 1 |  |
| 68 | 10 | **SAU6. Unit revision.** | 1 |  |
| **Unit 7. Music and Film (10 hours)** |
| 69 | 1 | Types of films. The eagle huntress  | 1 | 9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups9.1.6.1 organize and present information clearly to others 9.1.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics9.2.7.1 recognize typical features at word, sentence and text level of a range of spoken genres9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics 9.4.7.1 recognise typical features at word, sentence and text level in a wide range of written genres9.3.2.1 ask complex questions to get information on a range of general and curricular topics9.3.3.1 explain and justify their own point of view on a range of general and curricular topics9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics9.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics9.5.6.1 write coherently at text level using a variety of connectors on a growing 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 topics9.5.9.1 punctuate written work at text level on a wide range of familiar general and curricular topics with a good degree of accuracy 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics9.6.2.1 use a variety of quantifiers for countable and uncountable nouns and some noun phrases on a range of familiar general and curricular topics including majority of, minority of, a great deal of, a great number of9.6.3.1 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics9.6.7.1 use a variety of simple perfect forms including some passive forms, including time adverbials on a range of familiar general and curricular topics9.6.14.1 use an increased variety of prepositions before nouns and adjectives, use a growing number of dependent prepositions following nouns, adjectives and verbs on a range of familiar general and curricular topics9.6.17.1 use if only /wish [that] clauses [past reference], use a variety of relative clauses including prepositions from where, to whom ona range of familiar general and curricular topics |  |
| 70 | 2 | Use of English : Relatives  | 1 |  |
| 71 | 3 | Use of English : Indefinite pronouns /Demonstratives / Reflexive pronouns  | 1 |  |
| 72 | 4 | Dalatunes  | 1 |  |
| 73 | 5 | Everyday English : Inviting /Accepting /Refusing  | 1 |  |
| 74 | 6 | Across cultures : Dancing around the world  | 1 |  |
| 75 | 7 | Across the curriculum : The 4 elements of music  | 1 |  |
| 76 | 8 | “You can’t save the world alone”  | 1 |  |
| 77 | 9 | **Summative Assessment for the 3rd Term** | 1 |  |
| 78 | 10 | **Revision** | 1 |  |
| **4 Term** |
| **Unit 8. Travel and Tourism (12 hours)** |
| 79 | 1 | Means of transport  | 1 | 9.1.4.1 evaluate and respond constructively to feedback from others 9.1.5.1 use feedback to set personal learning objectives 9.1.7.1 develop and sustain a consistent argument when speaking or writing9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world9.2.3.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics;9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics;9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics;9.2.7.1 recognize typical features at word, sentence and text level of a wide range of spoken genres9.3.2.1 ask complex questions to get information on a range of general and curricular topics;9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of 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;9.3.8.1 recount extended stories and events on a range of general and curricular topics;9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics;9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres;9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding;9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics;9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics;9.5.7.1 use independently appropriate layout at text level on a growing range of general and curricular topics;9.6.2.1 use a variety of quantifiers for countable and uncountable nouns and some noun phrases on a range of familiar general and curricular topics including majority of, minority of, a great deal of, a great number of;9.6.4.1 use a wide variety of determiners and pre-determiner structures on a range of familiar general and curricular topics;9.6.12.1 use an increased variety of comparative degree adverb structures with regular and irregular adverbs, use a variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics;9.6.14.1 use an increased variety of prepositions before nouns and adjectives, use a growing number of dependent prepositions following nouns, adjectives and verbs on a range of familiar general and curricular topics;9.6.17.1 use if only /wish [that] clauses [past reference], use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics |  |
| 80 | 2 | Destination  | 1 |  |
| 81 | 3 | Use of English :Adverbs – order of adverbs | 1 |  |
| 82 | 4 | Use of English : Determiners / Pre- determiners | 1 |  |
| 83 | 5 | Landmarks  | 1 |  |
| 84 | 6 | The legend of the lake  | 1 |  |
| 85 | 7 | Everyday English : Apologising – accepting and apology  | 1 |  |
| 86 | 8 | Across cultures: Man made masterpieces  | 1 |  |
| 87 | 9 | Across curriculum : Linking East and West  | 1 |  |
| 88 | 10 |  A story “ A good Deed” | 1 |  |
| 89 | 11 | See the World (song) | 1 |  |
| 90 | 12 | **SAU8. Unit revision.** | 1 |  |
| **Unit 9. Science and Technology (12 hours)** |
| 91 | 1 | Gadgets  | 1 | 9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups9.1.3.1 respect differing points of view9.1.7.1 develop and sustain a consistent argument when speaking or writing9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics9.2.3.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics9.2.4.1 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects9.3.3.1 explain and justify their own point of view on a range of general and curricular topics9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges9.3.8.1 recount extended stories and events on a range of general and curricular topics9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn’t have to express regret and criticism on range of familiar general and curricular topics9.6.15.1 use infinitive forms after a growing number of adjectives and verbs, use gerund forms after a growing variety of verbs and prepositions, use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics |  |
| 92 | 2 | The age of cybernetics  | 1 |  |
| 93 | 3 | Use of English: to- infinitive / -ing form  | 1 |  |
| 94 | 4 | Abstract / compound nouns  | 1 |  |
| 95 | 5 | Square-eyed teens ! | 1 |  |
| 96 | 6 | Everyday English : Complaining about a faulty product | 1 |  |
| 97 | 7 | Across cultures : The world of science | 1 |  |
| 98 | 8 | Across the Curriculum : What’s in a computer ? | 1 |  |
| 99 | 9 | Mobile phones at school  | 1 |  |
| 100 | 10 | Get in touch (song)  | 1 |  |
| 101 | 11 | **Summative Assessment for the 4th Term** | 1 |  |
| 102 | 12 | **Revision** | 1 |  |