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| **6 сыныптарға арналған күнтізбелік-тақырыптық жоспар**  **Календарно-тематический план для 6 класса**  **Calendar Thematic Plan for grade 6**  **2020-2021 оқу жылы/учебный год/academic year** | | | | |
| **№** | **Мерзімі/**  **Дата/**  **Date** | **Тақырып/Тема/Theme** | **Сағат саны/**  **Кол-во часов/**  **Hours** | **Оқу мақсаты/Цели урока/Learning objectives** |
|  | | | | **1st term 29 hours** |
|  |  | **Unit 1. Our Class**   1. Our class. Life at school. 2. Computers. Past/ Present/ Future Suffixes full/less 3. Future predictions. Will/ won’t/may/might 4. School subjects. Will/ be going to. 5. My future plans. Phrasal verbs. 6. School in Australia 7. How important is your mobile to you? 8. The future of schools. 9. Supercomputers. 10. Comparing the schools in the UK, Kazakhstan and the USA. 11. Essay. Describing good and bad things about using technology for learning | **14**  1  1  1  1  1  1  1  1  1  1  2 | 6.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups;  6.1.3.1 - respect differing points of view  6.2.1.1 - understand a longer sequence of supported classroom instructions;  6.2.2.1- understand more complex supported questions which ask for personal information;  6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics  6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics;  6.3.2.1- ask simple questions to get information about a growing range of general topics  6.4.1.1- understand the main points in a growing range of short, simple texts on general and curricular topics;  6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts;  6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding;  6.4.9.1- recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics  6.5.1.1- plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;  6.5.2.1- 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;  6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;  6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics  6.6.1.1- 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;  6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.9.1- 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;  6.6.12.1- 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; 6.6.13.1 - use modal forms including mustn’t (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics;  6.6.15.1 - use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics |
|  |  | 1. Unit Revision **. Summative assessment for the 1st unit** | 2 |  |
|  |  | **Unit 2. Helping and Heroes**   1. People who made a difference. Expressions with make 2. Jobs. Vocabulary. 3. Events in the past. Past Simple and time expressions. 4. Young Heroes. Adjectives of character. Past Simple: questions, negatives 5. Discover Culture. The suffix – ness 6. Speculating. Practise the conversation 7. A description of a person you admire. Connectors. 8. History. The feudal system.   **Summative assessment for the 2nd unit**   1. A Kazakh hero. Extra reading. 2. Grammar revision 3. **Summative control work for the 1st term.** | **15**  1  1  1  1  1  1  1  1  2  2  1 | 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;  6.1.3.1- respect differing points of view;  6.1.8.1- develop intercultural awareness through reading and discussion  6.2.1.1- understand a longer sequence of supported classroom instructions;  6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics;  6.2.7.1- recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics;  6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics  6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics;  6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges;  6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;  6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics  6.4.1.1 - understand the main points in a growing range of short, simple texts on general and curricular topics;  6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.4.1 - read independently a limited range of short simple fiction and non-fiction texts;  6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics  6.5.1.1 - plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;  6.5.2.1 - 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;  6.5.3.1 - write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics;  6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics  6.6.1.1 - 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;  6.6.3.1 - use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.5.1 - use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics;  6.6.12.1 - 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;  6.6.15.1 - use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics |
|  |  | 1. Unit revision | 2 |  |
| **2nd term 17 hours** | | | | |
|  |  | **Unit 3. Our Countryside**   1. Wild animals. Vocabulary 2. The most Unusual Hotels. Expressions with do. 3. Comparative and Superlative forms of the adjectives. 4. Must/ mustn’t,   should/ shouldn’t   1. Discover Culture.   Life in Coober Pedy.   1. Living in Barrow, Alaska. Verbs with up or down. 2. A description of a favourite walk. Order of adjectives. 3. Protecting nature.   Extra reading.  **Summative assessment for the 3rd unit** | **9**  1  1  1  1  1  1  1  1  1 | 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;  6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  6.2.1.1- understand a longer sequence of supported classroom instructions;  6.2.5.1- understand most specific information and detail of  supported, extended talk on a range general and curricular topics;  6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics  6.3.2.1- ask simple questions to get information about a growing range of general topics;  6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics;  6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics  6.4.2.1-understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts;  6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding  6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;  6.5.2.1- 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;  6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;  6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics  6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.9.1- 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;  6.6.11.1- use common impersonal structures with: it, there on a growing range of familiar general and curricular topics;  6.6.14.1 - 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;  6.6.16.1- 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;  6.6.17.1- use subordinate clauses following 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 |
|  |  | 1. Unit revision. | 1 |  |
|  |  | **Unit 4. Drama and Comedy**   1. Action verbs. Vocabulary. 2. A mystery in the park.   Expressions with look.   1. Past Continuous: affirmative, negative, questions 2. Past Simple & Past Continuous. Could/ couldn’t. 3. Discover Culture. A lost city under the water. 4. Story of the week. Sequencing language. **Summative assessment for the 4th unit** 5. Making movies.   Extra reading. | **8**  1  1  1  1  1  1  1 | 6.3.3.1 - respect differing points of view;  6.1.6.1 - organise and present information clearly to others;  6.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings;  6.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  6.2.1.1- understand a longer sequence of supported classroom instructions;  6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics  6.3.2.1 - ask simple questions to get information about a growing range of general topics;  6.3.4.1 - respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  6.3.5.1 - keep interaction going in longer exchanges on a range of general and curricular topics;  6.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;  6.3.8.1 - recount some extended stories and events on a limited range of general and curricular topics  6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  6.4.3.1- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts  6.5.2.1- 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;  6.5.3.1- write with some support about personal feelings and  opinions on a limited range of familiar general and curricular topics;  6.5.5.1- develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics;  6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics  6.6.7.1 - use simple perfect forms to express indefinite and unfinished past [with for and since] on a growing range of familiar general and curricular topics;  6.6.12.1 - 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;  6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics |
|  |  | **11. Summative assessment for the 2nd term** | 1 |  |
| **3rd term 30 hours** | | | | |  | 1 |  |
| 7 |  | **Unit 5. Our Health**   1. Accidents and injuries. Vocabulary. 2. An accident waiting to happen. Expressions with get. 3. Present Perfect: affirmative and negative. 4. The body. Vocabulary.   Present perfect: questions.   1. Past Simple & Present Perfect. 2. Discover culture. Dangerous jobs. Compound nouns. 3. Reacting to news.   Polite language for refusing.   1. Science. Foodborne illness. 2. Favourite food.   Extra reading.  **Summative assessment for the 5th unit** | **10**  1  1  1  1  1  1  1  1  1 | 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;  6.1.8.1- develop intercultural awareness through reading and discussion;  6.1.9.1- use imagination to express thoughts, ideas, experiences and feelings;  6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics;  6.2.7.1- recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics  6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics;  6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics;  6.3.4.1- respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  6.3.5.1- keep interaction going in longer exchanges on a range of general and curricular topics;  6.3.6.1- communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges;  6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics  6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts;  6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.4.6.1- recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;  6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding  6.5.1.1- plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;  6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  6.5.7.1- use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics;  6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;  6.5.9.1- punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy  6.6.1.1- 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;  6.6.2.1- use quantifiers including more, little, few less, fewer not as many , not as much on a growing range of familiar general and curricular topics;  6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.8.1- use future form will to make offers, promises, and  predictions on a growing range of familiar general and curricular topics;  6.6.9.1- 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;  6.6.10.1- use present continuous forms 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;  6.6.13.1- use modal forms including, mustn’t (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics;  6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics |
|  |  | 10. CLIL. Foodborne illness. Unit revision | 1 |  |
|  |  | **Unit 6. Holidays and Travel**  **Reading and talking about film genres**   1. Holiday essentials. Vocabulary. 2. An online forum. The prefix **re-** 3. First Conditional. 4. On holiday. Defining relative clauses. 5. Discover Culture. Places around the world. Verbs with prepositions. 6. Agreeing or disagreeing. Verb patterns. 7. The Bauhaus movement. Describing buildings. 8. The pearl of Kazakhstan.   Extra reading.   1. Grammar revision. **Summative assessment for the 6th unit** | **10**  1  1  1  1  1  1  1  1  1 | 6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;  6.1.3.1- respect differing points of view;  6.1.5.1- use feedback to set personal learning objectives;  6.1.6.1- organise and present information clearly to others  6.2.1.1- understand a longer sequence of supported classroom instructions;  6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics;  6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics;  6.2.7.1- recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics;  6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics  6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics;  6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics  6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;  6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres;  6.4.9.1- recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics  6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;  6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  6.5.7.1- use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics;  6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics  6.6.1.1- 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;  6.6.2.1- use quantifiers including more, little, few, less, fewer not as many, not as much on a growing range of familiar general and curricular topics;  6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.7.1- use simple perfect forms to express indefinite and unfinished past [with for and since] on a growing range of familiar general and curricular topics;  6.6.8.1 - use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics;  6.6.10.1 - use present continuous forms 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 |
|  |  | Unit revision | 1 |  |
| 9 |  | **Unit 7. Reading for Pleasure**   1. Reading. A short biography. 2. A long extract from a novel. 3. Describing different feelings. 4. Reading. Vocabulary bank. 5. A relationship dialogue. 6. Compare different characters. 7. Describing photos 8. Essay. My biography. | **10**  1  1  1  1  1  1  1  1 | 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  6.2.5.1- 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 growing range of short, simple texts on general and curricular topics;  6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.3.- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts;  6.4.4.1.-read independently a limited range of short simple fiction and non-fiction texts;  6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;  6.4.7.1-recognise typical features at word, sentence and text level in a range of written genres;  6.4.8.1-use independently familiar paper and digital reference resources to check meaning and extend understanding;  6.4.9.1-recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics  6.5.4.1-write with some support topics with some paragraphs to give basic personal information;  6.5.5.1-develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics |
|  |  | 1. **Summative assessment for the 3rd term** | 1 |  |
|  |  | 1. Unit revision | 1 |  |
| **4th term 24 hours** | | | | |
| 12 |  | **Unit 8. Our Neighbourhood**   1. Our neighbourhood.. Vocabulary. 2. A day at the mall. Extreme adjectives. 3. Indefinite pronouns. Some-,no-, any-. 4. A radio programme. New words. 5. (don’t) want to, would(n’t) like to, would prefer to 6. Sentences with (not) enough+ noun. 7. Discover Culture. A tiger sanctuary in Thailand. 8. Reading an article. Adjective prefixes. 9. Shopping. Countable and uncountable nouns. 10. Percentages. Vocabulary. 11. A new capital. Extra reading. **Summative assessment for the 8th unit** | **12**  1  1  1  1  1  1  1  1  1  1  1 | 6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers4  6.1.3.1-respect differing points of view  6.2.4.1- understand with limited support the main points of extended talk on a range of general and curricular topics;  6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics  6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics;  6.3.2.1- ask simple questions to get information about a growing range of general topics;  6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;  6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres  6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;  6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;  6.5.9.1- punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy  6.6.1.1- 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;  6.6.6.1- 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;  6.6.9.1- 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;  6.6.10.1- use present continuous forms 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;  6.6.13.1- use modal forms including, mustn’t (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics;  6.6.14.1- 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;  6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics |
| 12. Unit revision.1 | | | |  |  |
| 1 |  | **Unit 9. Transport**   1. Transport. Vocabulary.   A city for cyclists. The nouns with the suffix -ist   1. Present simple passive. 2. Prepositional and phrasal verbs. 3. Present Continuous for future. 4. Discover Culture. An ancient Mayan calendar. 5. Superstitions? Reading an article. Opposite adjectives. 6. Expressing surprise. An email to a friend. 7. Living in a global city. Advantages and disadvantages. **Summative assessment for the 9th unit** 8. Public transport in Kazakhstan. Extra reading. | **12**  1  1  1  1  1  1  1  1  1 | 6.1.8.1- develop intercultural awareness through reading and discussion;  6.1.9.1- use imagination to express thoughts, ideas, experiences and feelings;  6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  6.2.3.1- understand more complex supported questions on a growing range of general and curricular topics;  6.2.4.1- understand with limited support the main points of extended talk on a range of general and curricular topics;  6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics  6.3.2.1- ask simple questions to get information about a growing range of general topics;  6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;  6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics  6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts;  6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;  6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres;  6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding  6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;  6.5.9.1- punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy  6.6.2.1- use quantifiers including more, little, few, less, fewer not as many , not as much on a growing range of familiar general and curricular topics;  6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.4.1- use a variety of determiners including all, other on a growing range of familiar general and curricular topics;  6.6.5.1- use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics;  6.6.8.1- use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics;  6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics;  6.6.17.1- use subordinate clauses following 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 |
|  |  | 1. Grammar revision | 1 |  |
|  |  | 1. **Summative assessment for the 4th term** | 1 |  |
|  |  | 1. Unit revision | 1 |  |
| **Total** | | | **102** |  |

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| **6 сыныптарға арналған күнтізбелік-тақырыптық жоспар 6 «Г»**  **Календарно-тематический план для 6 класса**  **Calendar Thematic Plan for grade 6**  **2018-2019 оқу жылы/учебный год/academic year** | | | | |
| **№** | **Мерзімі/**  **Дата/**  **Date** | **Тақырып/Тема/Theme** | **Сағат саны/**  **Кол-во часов/**  **Hours** | **Оқу мақсаты/Цели урока/Learning objectives** |
|  | | | |  |
|  | 3.09.18  5.09.18  7.09.18  10.09.18  12.09.18  14.09.18  17.09.18  19.09.18  21.09.18  24.09.18  26.09.18 | **Unit 1. Our Class**   1. Our class. Life at school. 2. Computers. Past/ Present/ Future Suffixes full/less 3. Future predictions. Will/ won’t/may/might 4. School subjects. Will/ be going to. 5. My future plans. Phrasal verbs. 6. School in Australia 7. How important is your mobile to you? 8. The future of schools. 9. Supercomputers. 10. Comparing the schools in the UK, Kazakhstan and the USA. 11. Essay. Describing good and bad things about using technology for learning | **11**  1  1  1  1  1  1  1  1  1  1  1 | 6.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups;  6.1.3.1 - respect differing points of view  6.2.1.1 - understand a longer sequence of supported classroom instructions;  6.2.2.1- understand more complex supported questions which ask for personal information;  6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics  6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics;  6.3.2.1- ask simple questions to get information about a growing range of general topics  6.4.1.1- understand the main points in a growing range of short, simple texts on general and curricular topics;  6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts;  6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding;  6.4.9.1- recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics  6.5.1.1- plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;  6.5.2.1- 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;  6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;  6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics  6.6.1.1- 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;  6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.9.1- 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;  6.6.12.1- 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; 6.6.13.1 - use modal forms including mustn’t (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics;  6.6.15.1 - use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics |
|  | 28.09.18 | Unit Revision . Summative assessment | 1 |  |
|  | 1.10.18  3.10.18  5.10.18  8.10.18  10.10.18  12.10.18  15.10.18  17.10.18  19.10.18  22.10.18  24.10.18 | **Unit 2. Helping and Heroes**   1. People who made a difference. Expressions with make 2. Jobs. Vocabulary. 3. Events in the past. Past Simple and time expressions. 4. Young Heroes. Adjectives of character. Past Simple: questions, negatives 5. Discover Culture. The suffix – ness 6. Speculating. Practise the conversation 7. A description of a person you admire. Connectors. 8. History. The feudal system. 9. A Kazakh hero. Extra reading. 10. Grammar revision 11. Extra exercises | **11**  1  1  1  1  1  1  1  1  1  1  1 | 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;  6.1.3.1- respect differing points of view;  6.1.8.1- develop intercultural awareness through reading and discussion  6.2.1.1- understand a longer sequence of supported classroom instructions;  6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics;  6.2.7.1- recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics;  6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics  6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics;  6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges;  6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;  6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics  6.4.1.1 - understand the main points in a growing range of short, simple texts on general and curricular topics;  6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.4.1 - read independently a limited range of short simple fiction and non-fiction texts;  6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics  6.5.1.1 - plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;  6.5.2.1 - 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;  6.5.3.1 - write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics;  6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics  6.6.1.1 - 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;  6.6.3.1 - use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.5.1 - use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics;  6.6.12.1 - 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;  6.6.15.1 - use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics |
|  | 26.10.18 | Summative Assessment | 1 |  |
|  | 29.10.18 | Review | 1 |  |
| II TERM | | | | |
|  | 5.11.18  7.11.18  9.11.18  12.11.18  14.11.18  16.11.18  19.11.18  21.11.18  23.11.18  26.11.18  28.11.18 | **Unit 3. Our Countryside**   1. Wild animals. Vocabulary 2. The most Unusual Hotels. Expressions with do. 3. Comparative and Superlative forms of the adjectives. 4. The countryside. Vocabulary 5. Must/ mustn’t,   should/ shouldn’t   1. Discover Culture.   Life in Coober Pedy.   1. Living in Barrow, Alaska. Verbs with up or down. 2. Asking for and offering help. 3. A description of a favourite walk. Order of adjectives. 4. Lifecycle of a plastic bag. 5. Protecting nature.   Extra reading. | **11**  1  1  1  1  1  1  1  1  1  1  1 | 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;  6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  6.2.1.1- understand a longer sequence of supported classroom instructions;  6.2.5.1- understand most specific information and detail of  supported, extended talk on a range general and curricular topics;  6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics  6.3.2.1- ask simple questions to get information about a growing range of general topics;  6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics;  6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics  6.4.2.1-understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts;  6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding  6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;  6.5.2.1- 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;  6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;  6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics  6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.9.1- 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;  6.6.11.1- use common impersonal structures with: it, there on a growing range of familiar general and curricular topics;  6.6.14.1 - 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;  6.6.16.1- 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;  6.6.17.1- use subordinate clauses following 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 |
|  | 30.11.18 | Unit revision. Summative assessment | 1 |  |
|  | 3.12.18  5.12.18  7.12.18  10.12.18  12.12.18  14.12.18  19.12.18  21.12.18  24.12.18 | **Unit 4. Drama and Comedy**   1. Action verbs. Vocabulary. 2. A mystery in the park.   Expressions with look.   1. Past Continuous: affirmative, negative, questions 2. Adverbs of manner. 3. Past Simple & Past Continuous. Could/ couldn’t. 4. Discover Culture. A lost city under the water. 5. The story of Shakespeare’s globe.   Nouns with –er.   1. Story of the week. Sequencing language. 2. Making a comic 3. Making movies.   Extra reading. | **10**  1  1  1  1  1  1  1  1  1 | 6.3.3.1 - respect differing points of view;  6.1.6.1 - organise and present information clearly to others;  6.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings;  6.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  6.2.1.1- understand a longer sequence of supported classroom instructions;  6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics  6.3.2.1 - ask simple questions to get information about a growing range of general topics;  6.3.4.1 - respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  6.3.5.1 - keep interaction going in longer exchanges on a range of general and curricular topics;  6.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;  6.3.8.1 - recount some extended stories and events on a limited range of general and curricular topics  6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  6.4.3.1- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts  6.5.2.1- 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;  6.5.3.1- write with some support about personal feelings and  opinions on a limited range of familiar general and curricular topics;  6.5.5.1- develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics;  6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics  6.6.7.1 - use simple perfect forms to express indefinite and unfinished past [with for and since] on a growing range of familiar general and curricular topics;  6.6.12.1 - 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;  6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics |
|  | 26.12.18 | Summative Assessment | 1 |  |
|  | 28.12.18 | Unit revision | 1 |  |
| III TERM | | | | |  | 1 |  |
| 7 | 10.01  11.01  14.01  17.01  18.01  21.01.19  23.01  24.01  25.01 | **Unit 5. Our Health**   1. Accidents and injuries. Vocabulary. 2. An accident waiting to happen. Expressions with get. 3. Present Perfect: affirmative and negative. 4. The body. Vocabulary.   Present perfect: questions.   1. Past Simple & Present Perfect. 2. Discover culture. Dangerous jobs. Compound nouns. 3. Reacting to news.   Polite language for refusing.   1. Science. Foodborne illness. 2. Favourite food.   Extra reading. | **9**  1  1  1  1  1  1  1  1  1 | 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;  6.1.8.1- develop intercultural awareness through reading and discussion;  6.1.9.1- use imagination to express thoughts, ideas, experiences and feelings;  6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics;  6.2.7.1- recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics  6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics;  6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics;  6.3.4.1- respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  6.3.5.1- keep interaction going in longer exchanges on a range of general and curricular topics;  6.3.6.1- communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges;  6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics  6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts;  6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.4.6.1- recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;  6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding  6.5.1.1- plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;  6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  6.5.7.1- use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics;  6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;  6.5.9.1- punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy  6.6.1.1- 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;  6.6.2.1- use quantifiers including more, little, few less, fewer not as many , not as much on a growing range of familiar general and curricular topics;  6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.8.1- use future form will to make offers, promises, and  predictions on a growing range of familiar general and curricular topics;  6.6.9.1- 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;  6.6.10.1- use present continuous forms 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;  6.6.13.1- use modal forms including, mustn’t (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics;  6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics |
|  | 28.01,30.01 | CLIL. Foodborne illness. Unit revision | 2 |  |
|  |  | **Unit 6. Holidays and Travel**  **Reading and talking about film genres**   1. Holiday essentials. Vocabulary. 2. An online forum. The prefix **re-** 3. First Conditional. 4. On holiday. Defining relative clauses. 5. Discover Culture. Places around the world. Verbs with prepositions. 6. Agreeing or disagreeing. Verb patterns. 7. The Bauhaus movement. Describing buildings. 8. The pearl of Kazakhstan.   Extra reading.   1. Grammar revision. | **9**  1  1  1  1  1  1  1  1  1 | 6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;  6.1.3.1- respect differing points of view;  6.1.5.1- use feedback to set personal learning objectives;  6.1.6.1- organise and present information clearly to others  6.2.1.1- understand a longer sequence of supported classroom instructions;  6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics;  6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics;  6.2.7.1- recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics;  6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics  6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics;  6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics  6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;  6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres;  6.4.9.1- recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics  6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;  6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  6.5.7.1- use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics;  6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics  6.6.1.1- 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;  6.6.2.1- use quantifiers including more, little, few, less, fewer not as many, not as much on a growing range of familiar general and curricular topics;  6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.7.1- use simple perfect forms to express indefinite and unfinished past [with for and since] on a growing range of familiar general and curricular topics;  6.6.8.1 - use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics;  6.6.10.1 - use present continuous forms 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 |
|  |  | Unit revision | 1 |  |
| 9 |  | **Unit 7. Reading for Pleasure**   1. Reading. A short biography. 2. A long extract from a novel. 3. Describing different feelings. 4. Reading. Vocabulary bank. 5. A relationship dialogue. 6. Compare different characters. 7. Describing photos 8. Essay. My biography. | **8**  1  1  1  1  1  1  1  1 | 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  6.2.5.1- 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 growing range of short, simple texts on general and curricular topics;  6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.3.- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts;  6.4.4.1.-read independently a limited range of short simple fiction and non-fiction texts;  6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;  6.4.7.1-recognise typical features at word, sentence and text level in a range of written genres;  6.4.8.1-use independently familiar paper and digital reference resources to check meaning and extend understanding;  6.4.9.1-recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics  6.5.4.1-write with some support topics with some paragraphs to give basic personal information;  6.5.5.1-develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics |
|  |  | Summative Assessment | 1 |  |
|  | | | | |
| 12 |  | **Unit 8. Our Neighbourhood**   1. Our neighbourhood.. Vocabulary. 2. A day at the mall. Extreme adjectives. 3. Indefinite pronouns. Some-,no-, any-. 4. A radio programme. New words. 5. (don’t) want to, would(n’t) like to, would prefer to 6. Sentences with (not) enough+ noun. 7. Discover Culture. A tiger sanctuary in Thailand. 8. Reading an article. Adjective prefixes. 9. Shopping. Countable and uncountable nouns. 10. Percentages. Vocabulary. 11. A new capital. Extra reading. | **11**  1  1  1  1  1  1  1  1  1  1  1 | 6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers4  6.1.3.1-respect differing points of view  6.2.4.1- understand with limited support the main points of extended talk on a range of general and curricular topics;  6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics  6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics;  6.3.2.1- ask simple questions to get information about a growing range of general topics;  6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;  6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres  6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;  6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;  6.5.9.1- punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy  6.6.1.1- 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;  6.6.6.1- 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;  6.6.9.1- 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;  6.6.10.1- use present continuous forms 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;  6.6.13.1- use modal forms including, mustn’t (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics;  6.6.14.1- 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;  6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics |
| **29.04.19 Unit revision. Summative**  **Assessment 1** | | | |  |  |
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| 1 | 3.05.19  6.05.19  8.05.19  10.05.19  13.05.19  15.05.19  17.05.19  20.05.19  22.05.19 | **Unit 9. Transport**   1. Transport. Vocabulary.   A city for cyclists. The nouns with the suffix -ist   1. Present simple passive. 2. Prepositional and phrasal verbs. 3. Present Continuous for future. 4. Discover Culture. An ancient Mayan calendar. 5. Superstitions? Reading an article. Opposite adjectives. 6. Expressing surprise. An email to a friend. 7. Living in a global city. Advantages and disadvantages. 8. Public transport in Kazakhstan. Extra reading. | **10**  1  1  1  1  1  1  1  1  1 | 6.1.8.1- develop intercultural awareness through reading and discussion;  6.1.9.1- use imagination to express thoughts, ideas, experiences and feelings;  6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  6.2.3.1- understand more complex supported questions on a growing range of general and curricular topics;  6.2.4.1- understand with limited support the main points of extended talk on a range of general and curricular topics;  6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics  6.3.2.1- ask simple questions to get information about a growing range of general topics;  6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;  6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics  6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts;  6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;  6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres;  6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding  6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;  6.5.9.1- punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy  6.6.2.1- use quantifiers including more, little, few, less, fewer not as many , not as much on a growing range of familiar general and curricular topics;  6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.4.1- use a variety of determiners including all, other on a growing range of familiar general and curricular topics;  6.6.5.1- use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics;  6.6.8.1- use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics;  6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics;  6.6.17.1- use subordinate clauses following 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 |
|  | 24.05.19 | Unit revision | 1 |  |
|  | Summative Assessment |  |  |
| **Total** | | | **102** |  |