



«Бекітешім»

Мектеп жиыртқорынын м.у.а.
Н.Баев
09.09.2023 ж.

«Келесем»
Директордан оку 1сі
жоннегі орынбасары
Ж.Аллашов Ж.Аллашов
2023 ж 2023 ж

«Каралып»
Хаттама № 1 «27» 03 2023 ж.

«Ағылшын тілі» пәнінен

КҮНГІЗБЕЛДІК-ТАҚЫРЫПТЫҚ ЖОСПАР

2023/2024 оку жылы

Пән: Шет тікі
Пән мұғалымы: Жакипова Г
Сынып: 4ә 46

Calendar Thematic Plan for grade 4

within the framework of updating the secondary education content
2023-2024 academic year

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
1	Unit 1: Kazakhstan in the World of Sport (8 hours)	Children's games	4.1.2. I understand a wider range of personal questions with support. 4.2.4. I answer questions within a wider range of general and educational topics. 4.4.4. I write sentences in a logical sequence to provide personal information 4.5.12. I use adverbs of time and frequency: sometimes, often, always, never, to indicate when and how often, start using simple adverbs from the above example are good, bad, use the suffix -ly mannered adverbs to describe actions slowly, quickly; 4.5.17.1 "me too, and I'm not", "when"	1	6.09	4 ³ 4 ⁶
2		1	1	1	7.9	
3		2	4.2.4.1 answer questions within a wider range of general and educational topics with support. 4.4.3.1 write short sentences describing people, places and objects with support 4.5.5.1 use interrogative pronouns who, what and where, how much, how much, how often, how many, what questions to ask about a growing circle of familiar topics 4.5.8.1 use the imperative mood [positive and negative] to give a brief guide to a growing circle of familiar topics 4.1.4.1 understand a wider range of short standard questions on general and educational topics with support, 4.2.4.1 answer questions within a wider range of general and educational topics; 4.4.1.1 compose, record and verify with support proposals on a number of personal, general and educational topics, 4.4.4.1 write in a logical sequence proposals to provide personal information, 4.5.5.1 use the interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on a growing range of familiar topics	1	14.9	
4		3	4.1.8.1 understand the main ideas of small dialogues with support for a wider range of general and educational topics, 4.2.5.1 clearly pronounce more words, short phrases and simple sentences, 4.3.3.1 recognize opinions in short simple texts on a wider range of general and educational topics, 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use the suffix -ly mannered adverbs to describe actions slowly, quickly,	1	28.09	
5		4	4.1.8.1 understand the main ideas of small dialogues with support for a wider range of general and educational topics, 4.2.5.1 clearly pronounce more words, short phrases and simple sentences, 4.3.3.1 recognize opinions in short simple texts on a wider range of general and educational topics, 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use the suffix -ly mannered adverbs to describe actions slowly, quickly,	1	28.09	
6		5	4.1.8.1 understand the main ideas of small dialogues with support for a wider range of general and educational topics, 4.2.5.1 clearly pronounce more words, short phrases and simple sentences, 4.3.3.1 recognize opinions in short simple texts on a wider range of general and educational topics, 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use the suffix -ly mannered adverbs to describe actions slowly, quickly,	1	28.09	
7		6	4.1.8.1 understand the main ideas of small dialogues with support for a wider range of general and educational topics, 4.2.5.1 clearly pronounce more words, short phrases and simple sentences, 4.3.3.1 recognize opinions in short simple texts on a wider range of general and educational topics, 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use the suffix -ly mannered adverbs to describe actions slowly, quickly,	1	28.09	
8		7	4.1.8.1 understand the main ideas of small dialogues with support for a wider range of general and educational topics, 4.2.5.1 clearly pronounce more words, short phrases and simple sentences, 4.3.3.1 recognize opinions in short simple texts on a wider range of general and educational topics, 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use the suffix -ly mannered adverbs to describe actions slowly, quickly,	1	29.09	

9	Unit 2: Values in Myths and Legends (8 hours)		
1	Traditional stories	4.1.4.1 understand a wider range of short standard questions on general and educational topics with support; 4.2.2.1 ask questions to identify existing and past experiences within a wider range of general and educational topics; 4.4.7.1 correctly write down most of the frequently used words in independent writing 4.5.15.1 use would you like to describe invitations, use the appropriate answers Yes, please, No, thank you, let's use + verb, verb enjoy as + verb + ing, still start using would you like to invite and use the appropriate answers Yes, please, No, thank you, let's use + verb, verb enjoy as + verb + ing, still start using infinitive goals to describe simple actions and verbs want to start + infinitive, use declarative that [a/an] + adjective + noun to describe sensations	1 4,10
2	Traditional stories	4.1.8.1 understand short stories with support for a wider range of general and educational topics; 4.2.3.1 describe people and objects in simple words within a limited range of general and educational topics; describe past experiences within a wider range of general and some educational topics; 4.2.4.1 answer questions within a wider range of general and educational topics; 4.4.1.1 compose, record and verify with the support of proposals on a number of personal, general and educational topics 4.5.3.1 use adjectives, including possessive adjectives, on a limited range of general and some educational topics to describe subjects, use simple simple and some complex adjectives [comparative form] to make comparisons; 4.5.7.1 use personal object pronouns in combined with direct object nouns to describe actions and events	1 5,10
3	People and places	4.1.5.1 identify initial, middle and final phonemes, as well as their combinations; 4.3.5.1 understand the basic ideas of short standard texts within a wider range of general and educational topics using contextual prompts; 4.4.2.1 use continuous writing when performing a limited range of written tasks; 4.5.3.1 use adjectives and possessive articles when describing and comparing subjects within a more a wide range of general and educational topics	1 4,10
4	Summative assessment for the unit «Values in Myths and Legends»		
13	Dragons and creatures 1	4.4.7.1 correctly write down most of the frequently used words in independent writing; 4.5.1.1 use nouns in the singular and plural, possessive form -s when specifying, describing and designating objects; 4.5.15.1 use would you like to describe invitations, use relevant answers Yes, please, no, thank you, let's use + verb, verb enjoy as + verb + ing, still start using would you like to invite and use the appropriate answers Yes, please, no, thank you, let's use + verb, verb enjoy like + verb + ing, still start using infinitive goals to describe simple actions and verbs want to start + infinitive, use declarative that [a/b] + adjective + noun to describe sensations 4.5.16.1 use conjunctions and, or, but, because to connect words and phrases	1 18,10
14	Dragons and creatures 2	4.2.4.1 answer questions within a wider range of general and educational topics; 4.2.6.1 exchange remarks in small dialogues on a wider range of topics; 4.3.3.1 recognize opinions in short simple texts on a wider range of general and educational topics; 4.4.3.1 write short sentences describing people, places and objects with support; 4.5.12.1 use adverbs of time and frequencies: sometimes, often, always, never, to indicate when and how often, to start using simple manners adverbs good, bad, use basic adverbs with the suffix common -ly to describe actions; 4.5.15.1, would you like to invite and use the appropriate answers yes, please, no, thank you, use let's + verb, verbs go enjoy like + verb + ing, start using infinitive goals to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings	1 18,10
15	Summative control work for the 1st term		
16	Unit revision		1 19,10

**Unit 3:
Treasure and
heritage
(7 hours)**
2nd term 16 hours
42 40
3. 11
1
**Treasure maps 1
(7 hours)**
Treasure maps 1

4.2.3 I describe people and objects in simple words within a limited range of general and educational topics, describe past experiences within a wider range of general and some educational topics, 4.2.6 I exchange replicas in small dialogues on a wider range of topics, 4.3.4 I find books, worksheets and other printed materials in the classroom or school library with support according to the classification, 4.5.1 I use singular and plural nouns, possessive form -s when specifying, describing and designating subjects

4.5.4 I use articles a, an, the, zero article, some, any, this, these, that, those to refer to words on a growing range of general and some educational topics, 4.5.8 I use the imperative mood (affirmative and negative forms) for drawing up short instructions on a wider range of familiar topics

Treasure maps 2

4.1.3 I understand the main ideas of small dialogues with support on a wider range of general and educational topics, 4.2.4.1 answer questions within a wider range of general and educational topics; 4.4.1.1 compose, record and verify with support proposals on a number of personal, general and educational topics,

4.5.8 I use the imperative mood (affirmative and negative forms) for compilation of short instructions on a wider range of familiar topics, 4.5.11.1 use in affirmative and interrogative sentences has got/ have got there is/are (in full and abbreviated form), 4.5.14.1 use prepositions of place, position and directions, at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time, in, on, at, before, after, use with/without

**Treasure and
numbers 1**

4.3.3.1 recognize opinions in short, uncomplicated texts on a wider range of general and educational topics, 4.4.1.1 compose, record and verify with the support of proposals on a number of personal, general and educational topics

4.5.2.1 use quantitative numerals 1 – 1000 and ordinal numerals 1 – 100

**Treasure and
numbers 2**

4.1.4.1 understand a wider range of short standard questions on general and educational topics with support, 4.2.5.1 clearly pronounce more words, short phrases and simple sentences, 4.4.2.1 use continuous writing when performing a limited range of written tasks, 4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of when composing questions on a wider range of familiar topics

**Our planet's
treasure 1**

4.1.3.1 understand the main ideas of small dialogues with support on a wider range of general and educational topics, 4.2.3.1 describe people and objects in simple words within a limited range of general and educational topics, describe past experiences within a wider range of general and some educational topics, 4.3.3.1 recognize opinions in short simple texts on a wider range of general and 4.4.4.1 write proposals in a logical sequence to provide personal information

1
16. 11
1
22. 11
1
3. 11

3rd term 20 hours

42 46

33	Unit 5: Hot and Cold	Hot and Cold	4.1.9.1 recognize dictated words within a limited range of general and educational topics; 4.2.1.1 make simple statements about yourself within a wider range of general and educational topics; 4.3.5.1 understand the main ideas of short standard texts within a wider range of general and educational topics using contextual prompts; 4.4.5.1 connect sentences using basic conjunctions with some support 4.4.7.1 correctly write down most of the frequently used words in independent writing; 4.5.10.1 use the forms of the present long time, including short answers and abbreviations to describe the actions taking place at the moment and future arrangements for drawing up short instructions on general topics, use the form to describe common actions; 4.5.16.1 use conjunctions and, or, but, since to connect words and phrases	1	10.01
34	Weather 1	Weather 1	4.1.4.1 understand a wider range of short standard questions on general and educational topics with support; 4.2.2.1 ask questions to identify existing and past experience within a wider range of general and educational topics; 4.2.4.1 answer questions within a wider range of general and educational topics; 4.2.7.1 use more words, phrases and sentences when discussing in pairs, groups and the whole class; 784 4.3.6.1 understand, with some support, factual information and details in short uncomplicated texts on a wider range of general and educational topics; 4.4.7.1 correctly write down most of the frequently used words in self-written work; 4.4.8.1 correctly put a period and a question mark in sentences in self-written work	1	11.01
35	Weather 2	Weather 2	4.1.3.1 understand the main ideas of small dialogues with support on a wider range of general and educational topics; 4.1.6.1 understand some factual information with support in small text passages or dialogues on a wider range of general and educational topics, 4.1.7.1 use contextual hints to predict the content and meaning of small dialogues with support on a wider range of general and educational topics; 4.2.6.1 exchange remarks in small dialogues on a wider range of topics; 4.3.3.1 recognize opinions in short simple texts on a wider range of general and educational topics; 4.3.5.1 understand the main ideas of short standard texts within a wider range of general and educational topics using contextual hints; 4.4.2.1 use continuous writing when performing a limited range of written tasks	1	12.01
36	Volcanoes	Volcanoes	4.3.6.1 deal with some support for some specific information and details in short, simple texts on a wide range of general and some educational topics; 4.5.13.1 can be used to describe a request or permission, use, should/should not/should when describing obligations, use already + object + infinitive to when describing obligations; 4.5.14.1 use prepositions of place, position and directions, on, in, on, behind, between, before, next to, opposite, above, 785 up, down, right, left, use prepositions of time, in, on, at, before, after, use with/without 4.5.16.1 use conjunctions and, or, but, because to connect words and phrases	1	13.01
37	Snow and ice Summative assessment for the unit «Hot and Cold» 6 NC 6	Unit revision		1	14.01
40	Snow and ice			1	15.01
41	Snow and ice Summative assessment for the unit «Hot and Cold» 6 NC 6			1	16.01
42				1	17.02

43	Unit 6: Healthy world	Healthy bodies 1	4.2.5.1 clearly pronounce more words, short phrases and simple sentences; 4.4.7.1 correctly write down most of the frequently used words in independent writing; 4.5.9.1 use the forms of the present tense to provide information about themselves and describe what they like, their desires and habits, presenting facts and events planned in the future, continue to use the forms past tense to describe actions, feelings, and events; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, start using simple adverbs of the manner well, badly, use basic adverbs with the common -ly suffix to describe actions;	1	11.03
44		Healthy bodies 1		1	15.02
45		Healthy bodies 2	4.1.10.1 recognize words similar to words in the native language of students; 4.2.6.1 exchange replicas in small dialogues on a wider range of topics; 4.4.2.1 use continuous writing when performing a limited range of written tasks; 4.4.7.1 correctly write down most frequently used words in independent writing; 4.5.3.1 use adjectives and possessive pronouns when describing and comparing subjects within for a wider range of general and educational topics, use simple and complex adjectives [comparative form] to describe comparisons;	1	21.02
46		Healthy bodies 2	4.5.10.1 use the forms of the present long time, including short answers and abbreviations to describe the actions taking place at the moment and future arrangements to compile short instructions on general topics, use the -ing form to describe general actions	1	22.02
47		Save our animals	4.2.7.1 use a larger number of words, phrases and sentences when discussing in pairs, groups and the whole class; 4.4.1.1 compose, write and check with the support of proposals on a number of personal, general and educational topics; 4.4.2.1 use continuous writing when performing a limited range of written tasks 4.5.1.1 use singular, plural nouns, including some common incorrect plural, and innumerable nouns, possessive 's/s' to name, describe and denote things; 4.5.5.1 use the interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of when composing questions on a wider range of familiar topics	1	29.02
48		Save our animals	4.1.3.1 understand the main ideas of small dialogues with support on a wider range of general and educational topics; 4.2.3.1 describe people and objects in simple words within a limited range of general and educational topics, describe past experiences within a wider range of general and some educational topics; 4.3.2.1 read and understand with some support short uncomplicated artistic and scientific popular texts; 4.4.5.1 connect sentences using basic conjunctions with some support	1	29.02
49		Help the planet 1	4.1.3.1 understand the main ideas of small dialogues with support on a wider range of general and educational topics; 4.1.4.1 understand a wider range of short standard questions on general and educational topics with support; 4.2.6.1 exchange replicas in small dialogues on a wider range of topics; 4.3.2.1 read and understand short uncomplicated fiction and popular science texts with	1	6.03

			some support;		
4.5.12.1	use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, start using simple adverbs of the manner well, badly, use basic adverbs with the common -ly suffix to describe actions	1	4.03 15.03		
Help the planet 2	4.1.5.1 identify initial, middle and final phonemes, as well as their combinations; 4.2.4.1 answer questions within a wider range of general and educational topics; 4.2.8.1 talk about what you like and what you don't like;	1	19.03		
Summative control work for the 3 ^d term	4.3.5.1 understand the main ideas of short standard texts within a wider range of general and educational topics using contextual prompts;	1			
Unit revision	4.5.8.1 use the imperative mood (affirmative and negative forms) to compose short instructions on a wider range of familiar topics	1	20.03		
4th term 16 hours					
53	Unit 7: Journey into Space (8 hours)	Into Space 1	4.1.5.1 identify the initial, middle and final phonemes, as well as their combinations; 4.3.3.1 recognize opinions in short simple texts on a wider range of general and educational topics;	1	3.04
4.4.7.1	correctly write down most of the frequently used words in independent writing,				
4.5.3.1	use adjectives and possessive pronouns when describing and comparing subjects within a wider range of general and educational topics, use simple and complex adjectives [comparative form] to describe comparisons;				
4.5.5.1	use the interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of when composing questions on a wider range of familiar topics;				
4.5.13.1	use can to describe a request or permission, use must/mustn't/have to when describing obligations, use have + object + infinitive to when describing obligations				
54	Into Space 2	4.2.6.1 exchange remarks in small dialogues on a wider range of topics;	1		
4.3.6.1	understand, with some support, factual information and details in short uncomplicated texts on a wider range of general and educational topics;				
4.4.4.1	write sentences in a logical sequence to provide personal information				
55	Planets 1	4.1.6.1 understand some factual information with support in small passages of text or dialogues on a wider range of general and educational topics;	1	4.04	
4.3.1.1	recognize, identify and pronounce more words in the text with support,				
4.3.4.1	find books, worksheets and other printed materials with support in the classroom or school library according to classification;				
4.4.4.1	write in a logical sequences of the offer to provide personal information;				
4.5.2.1	use quantitative numerals from 1 to 1000, as well as ordinal numerals from 1 to 100;				
4.5.17.1	use me, too and I don't in short answers, use when to describe simple present and past actions on personal and familiar topics				
			4² 4⁵		

57	Aliens 1	<p>4.1.4.1 understand a wider range of short standard questions on general and educational topics with support;</p> <p>4.2.4.1 answer questions within a wider range of general and educational topics; 4.3.5.1 understand the main ideas of short standard texts within a wider range of general and educational topics using contextual prompts;</p> <p>4.4.2.1 use continuous writing when performing a limited range written assignments;</p> <p>4.5.1.1 use singular, plural nouns, including some common irregular plural, and uncountable nouns, possessive 's/s' to name, describe and designate things;</p> <p>4.5.2.1 use quantitative numerals from 1 to 1000, as well as ordinal numerals from 1 to 100;</p> <p>4.5.3.1 use adjectives and possessive pronouns when describing and comparing subjects within a wider range of general and educational topics, use simple and complex adjectives [comparative form] to describe comparisons</p>	1	14.04
58	Aliens 2	<p>4.1.5.1 identify initial, middle and final phonemes, as well as their combinations; 4.1.8.1 understand short stories with support for a wider range of general and educational topics;</p> <p>4.2.4.1 answer questions within a wider range of general and educational topics; 4.3.6.1 understand with some support factual information and details in short simple texts for a wider range general and educational topics;</p> <p>4.4.7.1 correctly write down most of the frequently used words in independent writing;</p> <p>4.5.3.1. use adjectives and possessive articles when describing and comparing subjects within a wider range of general and educational topics;</p> <p>4.5.4.1 use articles to designate subjects a, an, the, zero article, some, any, this, these, that, those within a wider range of general and educational topics;</p> <p>4.5.16.1 use conjunctions and, or, but, because to to connect words and phrases</p>	1	17.04
59	Aliens 2 Summative assessment for the unit «Journey into Space»	<p>4.3.5.1 understand the main ideas of short standard texts within a wider range of general and educational topics with the help of contextual prompts;</p> <p>4.4.1.1 compose, record and verify with support sentences on a number of personal, general and educational topics;</p> <p>4.4.5.1 connect sentences with the help of basic conjunctions with some support; 4.5.9.1 use present tense forms to provide information about themselves and describe what they like, their desires and habits, present facts and events planned in the future, continue to use past tense forms to describe actions, feelings, and events</p>	1	18.04
60	Unit revision			
61	Unit 8: Machines (8 hours)	<p>4.1.6.1 understand some factual information with support in small passages of text or dialogues on a wider range of general and educational topics;</p> <p>4.2.3.1 describe people and objects in simple words within a limited range of general and educational topics, begin to describe past experiences within a wider range of general and some educational topics;</p> <p>4.3.3.1 recognize opinions in short simple texts on a wider range of general and educational topics;</p>	1	25.04

62				
Slow machines 2				
63	Fast machines 1		1	8.05
64	Fast machines 2 Summative assessment for the unit «Machines»		1	8.05

4.4.1.1 compile, record and verify with support proposals for a number of personal, general and educational topics;
 4.4.7.1 correctly write down most of the frequently used words in independent writing.
 4.5.5.1 use the interrogative words who, what and where, how many, how much, how often, how big, what kind of when composing questions on a wider range of familiar topics.

4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, start using simple adverbs of the manner well, badly, use basic adverbs with the common -ly suffix to describe actions

4.1.6.1 understand some factual information with support in small passages of text or dialogues on a wider range of general and educational topics;

4.2.1.1 make simple statements about yourself within a wider range of general and educational topics;

4.3.2.1 read and understand short uncomplicated fiction and popular science texts with some support;

4.4.5.1 connect sentences using basic conjunctions with some support

4.5.1.1 use singular, plural nouns, including some common irregular plural, and uncountable nouns, possessive 's/s' to name, describe and denote things;

4.5.6.1 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and answers

4.4.1.1 identify the initial, middle and final phonemes, as well as their combinations;

4.2.4.1 answer questions within a wider range of general and educational topics;

4.2.7.1 use more words, phrases and sentences when discussing in pairs, groups and the whole class;

4.3.1.1 recognize, identify and pronounce with support more words in the text;

4.4.2.1 use continuous writing when performing a limited range of written tasks

4.5.3.1 use adjectives and possessive pronouns when describing and comparing subjects within a wider range of general and educational topics, use simple and complex

adjectives [comparative form] to describe comparisons

4.5.14.1 use prepositions of place, position and directions, at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time , in, on, at, before, after , use with/without

4.2.4.1 answer questions within a wider range of general and educational topics;

4.2.6.1 exchange remarks in small dialogues on a wider range of topics;

4.4.4.1 write sentences in a logical sequence to provide personal information;

4.4.7.1 correctly write down most of the frequently used words in independent writing;

4.5.3.1 use adjectives and possessive pronouns when describing and comparing subjects within a wider range of general and educational topics, use simple and complex adjectives [comparative form] to describe comparisons;

4.5.13.1 use can to describe a request or permission, use must/mustn't/have to when describing obligations, use have + object + infinitive to when describing obligations;

4.5.16.1 use conjunctions and, or, but, because to connect words and phrases

65	Robots 1	<p>4.1.8.1 understand short stories with support for a wider range of general and educational topics;</p> <p>4.4.8.1 correctly put a period and a question mark in sentences when writing independently;</p> <p>4.5.4.1 use the articles a, an, the, zero article, some, any, this, these, that, those to refer to words in a growing circle of common and some educational topics;</p> <p>4.5.11.1 use in affirmative and interrogative sentences has got/ have got there is/are (in full and abbreviated form);</p> <p>4.5.14.1 use prepositions of place, position and directions, at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time, in, on, at, before, after , use with/without</p>	1	15.05
66	Robots 2	<p>4.1.8.1 understand short stories with support for a wider range of general and educational topics;</p> <p>4.3.2.1 read and understand short, uncomplicated fiction and popular science texts with some support;</p> <p>4.3.4.1 find books, worksheets and other printed materials with support in the classroom or school library according to the classification;</p> <p>4.3.6.1 understand factual information and details with some support in short, uncomplicated texts on a wider range of general and educational topics;</p> <p>4.4.5.1 connect sentences using basic conjunctions with some support</p> <p>4.5.13.1 use can to describe a request or permission, use must/mustn't/have to when describing obligations, use have + object + infinite to when describing obligations</p> <p>4.5.15.1 use would you like to to describe invitations, use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing, start using would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing, start using infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to describe sensations</p>	1	16.05
67	Summative control work for the 4th term	<p>4.1.8.1 understand short stories with support for a wider range of general and educational topics;</p> <p>4.3.2.1 read and understand short, uncomplicated fiction and popular science texts with some support;</p> <p>4.3.4.1 find books, worksheets and other printed materials with support in the classroom or school library according to the classification;</p> <p>4.3.6.1 understand factual information and details with some support in short, uncomplicated texts on a wider range of general and educational topics;</p> <p>4.4.5.1 connect sentences using basic conjunctions with some support</p> <p>4.5.13.1 use can to describe a request or permission, use must/mustn't/have to when describing obligations, use have + object + infinite to when describing obligations</p> <p>4.5.15.1 use would you like to to describe invitations, use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing, start using would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing, start using infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to describe sensations</p>	1	22.05
68	Unit revision		1	23.95

Total: 68

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