

Түркістан облысы

Келес ауданы

«№5 жалпы орта білім беретін мектебі»
коммуналдық мемлекеттік мекемесі.

«Бекітемін»

Мектеп директоры м.у.а:

 Н.Біләл

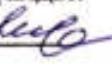


«Келісемін»

Директордың оку ісі
жөніндегі орынбасары:

 Н.Біләл

ӘБ отырысында қаралды:

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Исмаилов.К

Күнтізбелік тақырыптық жоспар

Ағылшын тілі пән мұғалімі: Қ.Исмаилов

Сынып: 8 а,ә

2023-2024 оку жылы

8 “ “ салынтарға арналған қылтабесік – тақырыптық жоспар

Календарно - тематический план для 8 “ “ класса в рамках обновления содержания среднего образования
Calendar Thematic Plan for the 8th grade within the framework of updating the secondary education content

2023-2024 оқу жылы /учебный год/ academic year (Excel)

| № | Cross curricular unit | Theme | Learning objectives | Hours | Date | | Notes |
|---|----------------------------------|--|---|-------|------|----------|-------|
| | | | | | Term | 24 hours | |
| 1 | Vocabulary: Global issues | | 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 8.2.7.1 recognise typical features at word, sentence and text level of a growing range of spoken genres 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics | 1 | 1.09 | 2.09 | |
| 2 | Unit 1. Our World p 8 | Reading: The steppe: A golden treasure | 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics 8.3.1.1 use formal and informal registers in their talk on a growing range of general and curricular topics | 1 | 4.09 | 4.09 | |
| 3 | Vocabulary: Habitats | | 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics 8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics | 1 | 6.09 | 2.09 | |
| 4 | Use of English: Infinitive - ing | | 8.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics 8.2.3.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics | 1 | 7.09 | 12.09 | |

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| 5 | Use of English: Word formation | 8.3.3.1 give an opinion at discourse level on a range of general and curricular range of unfamiliar general and curricular topics, including some extended texts 8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.1.6.1 organise and present information clearly to others 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics | 1 | ✓S. O/P ✓S. O/P | ✓S. O/P ✓S. O/P |
| 6 | Reading: natural disasters | 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 8.2.4.1 understand with little or no support most of the implied meaning in extended talk on a wide range of general and curricular topics | 1 | ✓S. O/P ✓S. O/P | ✓S. O/P ✓S. O/P |
| 7 | Phrasal verbs(Give) | 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 8.2.4.1 understand with little or no support most of the implied meaning in extended talk on a wide range of general and curricular topics | 1 | ✓S. O/P ✓S. O/P | ✓S. O/P ✓S. O/P |
| 8 | Everyday English: Applying to an environmental organization | 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics 8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics | 1 | ✓S. O/P ✓S. O/P | ✓S. O/P ✓S. O/P |
| 9 | Across cultures: Unique structures | | 1 | | |

| | | | 2.0 | 2.0 |
|----|---|--|---|--------------------|
| 10 | Across curriculum: PSHE: Global citizenship | Writing: A letter to the editor suggesting solutions to a problem Summative assessment for the unit 1 | 8.2.7.1 recognise typical features at word, sentence and text level of a growing range of spoken genres 8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number amount on a range of familiar general and curricular topics 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks | 1 2.5.0F 2.5.0F |
| 11 | Unit 2 Daily life and shopping | 8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts | 1 8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts | 1 2.5.0F 2.5.0F |
| 12 | Reading: Being 16 | Vocabulary: Daily routines and Free – time activities 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topic 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics 8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics | 1 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics | 1 2.5.0F 2.5.0F |
| 13 | Vocabulary: Leisure activities and chores | 8.1.6.1 organise and present information clearly to others 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.2.3.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics | 1 8.3.7.1 use appropriate subject-specific vocabulary and syntax to | 1 2.0 3.0 |
| 14 | | 8.3.7.1 use appropriate subject-specific vocabulary and syntax to | | |

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| Use of English: Present simple, Present continuous, Present perfect | talk about a range of general topics, and some curricular topics 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks | | 4.10 | 4.10 |
| Use of English: Present perfect continuous | 8.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics | 1 | 5.10 | 5.10 |
| Vocabulary: clothing and shoes | 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics | 1 | 6.10 | 6.10 |
| Phrasal verb (Look) | 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended text | 1 | 7.10 | 7.10 |
| Everyday English: Buying a present for a friend. | 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.6.1 link independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some | 1 | 8.2.10 | 8.3.10 |

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| | extended text | | | |
| 20 | Across cultures: I love weekends | 8.1.8.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.6.1 use a variety of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, more, less, a few on a range of familiar general and curricular topics | 1 | 16.10 12.10 |
| 21 | Across curriculum: Penny Wise Summative Assessment for the unit 2 | 8.1.8.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.6.1 use a variety of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, more, less, a few on a range of familiar general and curricular topics | 1 | 13.10 13.10 |
| 22 | Writing: Online shopping | 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics | 1 | 23.10 24.10 |
| 23 | Tasks for the Summative Assessment for the term 1 | 8.1.5.1 use feedback to set personal learning objectives 8.5.1.1 plan, write, edit text level with little support on a range of general and curricular topics 8.2.3.1 understand or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics | 1 | 19.10 26.10 |
| 24 | Edutainment: Be a wise shopper | 8.2.3.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics 8.5.6.1 link independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics | 1 | 26.10 26.10 |

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| 41 | Reading: Teens and exercises | 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.6.3.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as...as, much ...than to indicate degree on a range of familiar general and curricular topics | 1 | 13. /2 13. /2 |
| 42 | Phrasal verbs (put) | 8.1.8.1 develop intercultural awareness through reading and discussion 8.6.3.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as...as, much ...than to indicate degree on a range of familiar general and curricular topics 8.5.7.1 use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics | 1 | 14. /2 14. /2 |
| 43 | Everyday English: Asking for / giving advice | 8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts | 1 | 20. /2 19. /2 |
| 44 | Across cultures: Sporting legends Summative Assessment for the unit 4 | 8.1.5.1 use feedback to set personal learning objectives 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.5.7.1 use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics | 1 | 21. /2 20. /2 |
| 45 | Across curriculum: Muscles | 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts | 1 | 25. /2 21. /2 |

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| 46 | Summative assessment term 2 | <p>8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p>8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics</p> <p>8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics</p> <p>8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics</p> <p>8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts</p> <p>8.6.15.1 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics</p> | 1 | 22/12 22/12 |
| 47 | Writing: a for and against essay | <p>III Term 31 hours</p> | 1 | 23/12 23/12 |
| 48 | Unit 5. Reading for pleasure | <p>8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>8.6.15.1 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics</p> <p>8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics</p> | 1 | 23/12 23/12 |

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| 56 | Reading: The red panda | support on a range of general and curricular topics 8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 8.6.12.1 use comparative degree adverb structures not as quickly as / far less quickly with regular and irregular adverbs. | 24. w/ 24. w/ 1 | 24. w/ 24. w/ |
| 57 | Vocabulary: Endangered animals | use an increased variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.1.5.1 use feedback to set personal learning objectives 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.6.17.1 use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference] use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics 8.1.5.1 use feedback to set personal learning objectives 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings | 29. w/ 30. w/ 1 | 29. w/ 30. w/ |
| 58 | Use of English: The passive | 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics | 1 | 1. o/2 2. o/2 |
| 59 | Use of English: some, any, no, every | 8.5.8.1 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics 8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.2.1 understand specific information and detail in texts on a | 1 | 3. o/2 6. o/2 |
| 60 | Reading: places of nature beauty | | 1 | |

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| | | growing range of familiar general and curricular topics, including some extended texts | | | |
| 61 | Phrasal verbs (hang) | 8.1.6.1 organise and present information clearly to others 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics | 1 | 2, *2 | 2, *2 |
| 62 | Everyday English: Suggesting - Agreeing / disagreeing | 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.1.6.1 organise and present information clearly to others 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics | 1 | 2, *2 | 2, *2 |
| 63 | Across culture: Nature reserves | 8.1.6.1 organise and present information clearly to others 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics 8.1.8.1 develop intercultural awareness through reading and discussion | 1 | 2, *2 | 2, *2 |
| 64 | Across curriculum: Tree parts and functions | 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.4.8.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding | 1 | 2, *2 | 2, *2 |
| 65 | Writing: An article about a place of natural beauty Summative assessment for the unit 6 | 8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics | 1 | 2, *2 | 2, *2 |

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| 66 | Travel and transport (Unit 7 p.80) | Signs relating to travel | 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.1.8.1 develop intercultural awareness through reading and discussion 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.4.8.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts | 1 | 15.02 | 15.02 |
| 67 | Reading: Become an Urban Explorer | Vocabulary p. 77 | 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.1.5.1 use feedback to set personal learning objectives 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics | 1 | 24.02 | 24.02 |
| 68 | Use of English: modals | 8.1.8.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics | 1 | 24.02 | 24.02 | |
| 69 | Use of English: word formation | 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 8.6.14.1 use some prepositions before nouns and adjectives | 1 | 25.02 | 25.02 | |

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| | | use prepositions as, like to indicate manner use dependent prepositions following adjectives on a range of familiar general and curricular topics | | |
| 71 | Reading : Island destinations with a difference | 8.6.11.1 organise and present information clearly to others 8.6.11.1 use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics 8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks | 1 | 26.02 26.02 |
| 72 | Phrasal verbs (make) | 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks | 1 | 26.02 26.02 |
| 73 | Everyday English: Going through passport control | 8.1.6.1 organise and present information clearly to others 8.6.11.1 use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics | 1 | 4.03 5.03 |
| 74 | Across culture: Airport terminals | 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.1.6.1 organise and present information clearly to others | 1 | 2.03 2.03 1.03 1.03 |
| 75 | Across curriculum: Illegal souvenirs Summative assessment for the unit 7 | 8.1.8.1 develop intercultural awareness through reading and discussion 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.6.14.1 use some prepositions before nouns and adjectives use prepositions as, like to indicate manner use dependent prepositions following adjectives on a range of | 1 | 4.03 4.03 3.03 3.03 |

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|----|--|--|---|-------|-------|
| | | familiar general and curricular topics | | | |
| 76 | Writing: An email about a trip | 8.1.8.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.14.1 use some prepositions before nouns and adjectives use prepositions as, like to indicate manner use dependent prepositions following adjectives on a range of familiar general and curricular topics | 1 | 14.03 | 14.03 |
| 77 | Summative assessment term 3 | 8.1.5.1 use feedback to set personal learning objectives 8.3.8.1 recount some extended stories and events on a range of general and curricular topics 8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics | 1 | 13.03 | 13.03 |
| 78 | Edutainment: Be a responsible tourist | 8.3.8.1 recount some extended stories and events on a range of general and curricular topics 8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 8.6.14.1 use some prepositions before nouns and adjectives use prepositions as, like to indicate manner use dependent prepositions following adjectives on a range of familiar general and curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics | 1 | 20.03 | 20.03 |
| | | IV Term 24 hours | | | |
| 79 | Food and drink(Unit 8 p.92) | 8.1.8.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts | 1 | 1.04 | 2.04 |
| 80 | Reading: Festive food calendar | 8.1.6.1 organise and present information clearly to others 8.6.17.1 use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference]; use a growing variety of | 1 | 3.04 | 3.04 |

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|---------|---|--|---|-----------|
| | | relative clauses including why clauses on a range of familiar general and curricular topics | | |
| 8.5.3.1 | write with moderate grammatical accuracy on a limited range of familiar general and curricular topics | | | |
| 81 | Vocabulary: foods | <p>8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p>8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics</p> <p>8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p> | 1 | 4.04 4.04 |
| 82 | Use of English: Countable and uncountable nouns | <p>8.1.6.1 organize and present information clearly to others</p> <p>8.6.8.1 use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics</p> <p>8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p> | 1 | 3.04 3.04 |
| 83 | Use of English: word formation | <p>8.1.6.1 organise and present information clearly to others</p> <p>8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics</p> <p>8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> | 1 | 3.04 3.04 |
| 84 | Reading: food for thought | <p>8.1.7.1 develop and sustain a consistent argument when speaking or writing</p> <p>8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics</p> | 1 | 3.04 3.04 |
| 85 | Phrasal verbs (break) | <p>8.1.8.1 develop intercultural awareness through reading and discussion</p> <p>8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>8.6.3.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including</p> | 1 | 3.04 3.04 |

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|----|---|---|---|---|-------|-------|--|
| | | not as...as, much ... than | to indicate degree on a range of familiar general and curricular topics | | | | |
| 86 | Everyday English: Ordering breakfast | 8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world | 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics | 1 | 22.04 | 22.04 | |
| 87 | Across culture: The best way to start the day | 8.1.5.1 use feedback to set personal learning objectives | 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics | 1 | 22.04 | 22.04 | |
| 88 | Across the curriculum: food labeling | 8.1.5.1 use feedback to set personal learning objectives | 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics | 1 | 22.04 | 22.04 | |
| 89 | Writing: An email describing how to make your favorite food | 8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups | 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics | 1 | 24.04 | 24.04 | |
| | Summative assessment for the unit 8 | 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics | 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics | | | | |
| 90 | The world of work(Unit 9 p.104) | 8.1.6.1 organise and present information clearly to others | 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics | 1 | 24.04 | 25.04 | |
| 91 | Reading: strange jobs | 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics | 8.1.8.1 develop intercultural awareness through reading and discussion | 1 | 24.04 | 24.04 | |
| | | 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and | | | | | |

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|----|---|--|---|-------|-------|
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| 96 | Listening | 8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics | 1 | 15.05 | 15.05 |
| 97 | Everyday English: A job interview | 8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.6.17.1 use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference]; use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics | 1 | 15.05 | 15.05 |
| 98 | Across cultures: Off work! Public holidays Summative assessment for the unit 9 | 8.1.8.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics | 1 | 15.05 | 15.05 |
| 99 | Across curriculum: A Christmas carol | 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics | 1 | 15.05 | 21.05 |

| | <p>Writing: A letter of application</p> <p>8.1.5.1 use feedback to set personal learning objectives</p> <p>8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics</p> <p>8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p> <p>8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics</p> | 1 | 24.05 | 21.05 |
|---|--|---|-------|-------|
| 2 | <p>Summative assessment term 4</p> <p>8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p> <p>8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts</p> <p>8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics</p> <p>8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics</p> <p>8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts</p> <p>8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics</p> | 1 | 24.05 | 23.05 |