

Calendar Thematic Plan for grade 8
within the framework of updating the secondary education content
2021-2022 academic year

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
1st term 27 hours						
1	Unit 1: Our World (14 hours)	Our World Entering Test	Content 8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1- respect differing points of view; 8.1.4.1- evaluate and respond constructively to feedback from others; 8.1.5.1- use feedback to set personal learning objectives; 8.1.7.1- develop and sustain a consistent argument when speaking or writing; 8.1.8.1- develop intercultural awareness through reading and discussion; 8.1.9.1- use imagination to express thoughts, ideas, experiences and feelings; 8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	01.09.	
2		Family, relations with other people, personal identification; personal feelings, experiences and opinions		1	03.09.	
3		Family, relations with other people, personal identification; personal feelings, experiences and opinions	Listening 8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics; 8.2.3.1- 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; 8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres;	1	06.09.	
4		House and homes		1	08.09.	
5		House and homes	Speaking 8.3.1.1-use formal and informal registers in their talk on a growing range of general and curricular topics; 8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics; 8.3.4.1-respond with some flexibility at both sentence and discourse level to unexpected comments on a 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; 8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	10.09.	
6		Creating a personal profile		1	13.09.	
7		Creating a personal profile		1	15.09.	
8		Discussion on the role of social media		1	17.09.	
9		Discussion on the role of social media (this relates to computer science)	Reading 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.4.2.1- understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts; 8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;	1	20.09.	
10		Critical analysis of the role of social media and the internet on		1	22.09.	

		deep slow thought	8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding			
11		Critical analysis of the role of social media and the internet on deep slow thought	Writing 8.5.1.1- plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics; 8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and curricular topics; 8.5.4.1- use with some support style and register appropriate to a variety of written genres on 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; 8.5.8.1- spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics	1	24.09.	
12		Creating a survey on social media use and collating the results	8.5.4.1- use with some support style and register appropriate to a variety of written genres on 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; 8.5.8.1- spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics	1	27.09.	
13		Creating a survey on social media use and collating the results (this relates to maths and computer science)	Use of English 8.6.5.1- use questions which include a variety of different tense and modal forms on a range of familiar 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; 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; 8.6.16.1- use a growing variety of conjunctions including since, as to explain reasons and the structures so ... that, such a... that in giving explanations on a range of familiar general and curricular topics	1	29.09.	
14		Summative assessment for the unit «Our World» Unit revision		1	01.10.	
15	Unit 2: Daily Life and Shopping (14 hours)	Organizing a tour of our area to help a fictitious family move to the area using maps (this relates to geography)	Content 8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1- respect differing points of view; 8.1.4.1- evaluate and respond constructively to feedback from others; 8.1.5.1- use feedback to set personal learning objectives; 8.1.7.1- develop and sustain a consistent argument when speaking or writing; 8.1.8.1- develop intercultural awareness through reading and discussion; 8.1.9.1- use imagination to express thoughts, ideas, experiences and feelings; 8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	04.10.	
16		Comparing our daily life with that of a Japanese student	Listening 8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics; 8.2.3.1- 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; 8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres;	1	06.10.	
17		Focusing on Kazakhstan fashion week and clothes	Speaking 8.3.1.1-use formal and informal registers in their talk on a growing range of general and curricular topics;	1	08.10.	
18		Focusing on Kazakhstan fashion week and clothes		1	11.10.	

			8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics;			
19		Organizing and filming a fashion show (this relates to art and design)	8.3.4.1-respond with some flexibility at both sentence and discourse level to unexpected comments on a 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	13.10.	
20		Organizing and filming a fashion show (this relates to art and design)	8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	15.10.	
21		Writing a review of a fashion show	Reading 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.4.2.1- understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;	1	18.10	
22		Writing a review of a fashion show	8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding	1	20.10.	
23		Discussion about the nature of happiness and what we commit to in the future	Writing 8.5.1.1- plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics; 8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;	1	22.10.	
24		Discussion about the nature of happiness and what we commit to in the future Summative assessment for the unit «Daily Life and Shopping»	8.5.4.1- use with some support style and register appropriate to a variety of written genres on 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; 8.5.8.1- spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics	1	25.10.	
25		Keeping a personal and a class diary	Use of English 8.6.5.1- use questions which include a variety of different tense and modal forms on a range of familiar 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	27.10.	
26		Summative control work for the 1st term	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;	1	29.10.	
27		Unit revision	8.6.16.1- use a growing variety of conjunctions including since, as to explain reasons and the structures so ... that, such a... that in giving explanations on a range of familiar general and curricular topics	1	08.11.	

2nd term 20 hours						
28	Unit 3: Entertainment and Media (10 hours)	Looking at and writing a storyboard, then acting out the storyboard	Content 8.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 8.1.3.1- respect differing points of view; 8.1.4.1- evaluate and respond constructively to feedback from others; 8.1.8.1- develop intercultural awareness through reading and discussion; 8.1.9.1- use imagination to express thoughts, ideas, experiences and feelings; 8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world Listening 8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics; 8.2.2.1- understand with little or no support most specific information in extended talk on a wide range of general and curricular topics; 8.2.5.1- recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics; 8.2.6.1- deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics Speaking 8.3.1.1- use formal and informal registers in their talk on a growing range of general and curricular topics; 8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics; 8.3.6.1- link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics Reading 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.4.2.1- understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts; 8.4.5.1- deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics; 8.4.6.1- recognize the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding Writing 8.5.1.1- plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics; 8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and curricular topics; 8.5.4.1- use with some support style and register appropriate to a variety of written genres on general and curricular topics;	1	10.11.	
29		Describing and writing reviews on films and computer games		1	12.11.	
30		Describing and writing reviews on films and computer games		1	15.11.	
31		Creating our own newspaper or magazine article in two-column format		1	17.11.	
32		Creating our own newspaper or magazine article in two-column format		1	19.11.	
33		Focusing on CGI (computer generated animation)		1	22.11.	
34		Learning about Minecraft		1	24.11.	
35		Creating and playing the quiz game: Who wants to be a millionaire?		1	26.11.	
36		Social media (this relates to computer science)		1	29.11.	
		Summative assessment for the unit «Entertainment and Media»				

37		Unit revision	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; 8.5.6.1- link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics; 8.5.7.1- use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics; 8.5.8.1- spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics Use of English 8.6.1.1- use some abstract nouns and complex noun phrases on a range of familiar 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; 8.6.3.1- 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; 8.6.5.1- use questions which include a variety of different tense and modal forms on a range of familiar general and 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; 8.6.1.13- 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; 8.6.1.14- 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; 8.6.15.1- 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; 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	03.12.	
38	Unit 4: Sport, Health and Exercise (10 hours)	Learning about keeping fit apps	Content 8.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 8.1.3.1 - respect differing points of view; 8.1.7.1- develop and sustain a consistent argument when speaking or writing Listening 8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics4 8.2.2.1- understand with little or no support most specific information in extended talk on a wide range of general and curricular topics; 8.2.4.1- understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics; 8.2.5.1- recognize the opinion of the speaker(s) with little or no support in extended	1	06.12.	
39		Learning about healthy food and lifestyle		1	08.12.	
40		Learners create a healthy-eating pyramid based on food from Kazakhstan		1	10.12.	
41		Learners create a		1	13.12.	

		healthy-eating pyramid based on food from Kazakhstan	talk on a wide range of general and curricular topics Speaking 8.3.5.1- interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks; 8.3.6.1- link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics			
42		Learning about illness and injuries (this relates to biology)	Reading 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; 8.4.3.1- understand the detail of an argument on a growing range of familiar general and curricular topics; 8.4.6.1- recognize the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts	1	15.12.	
43		Role-playing a visit to the doctor's surgery Summative assessment for the unit «Sport, Health and Exercise»	Writing 8.5.1.1- plan, write, edit and proofread work at text level with little support on a range of general and curricular topics; 8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and 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; 8.5.6.1- link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics	1	20.12.	
44		Continuing the discussion about happiness in the context of living for a long time or winning a large amount of money	Use of English 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; 8.6.1.10- use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics; 8.6.12.1 - use comparative degree adverb structures not as quickly as / far less quickly with regular and irregular adverbs; use an increased variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics; 8.6.13.1 - 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; 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; 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	22.12.	
45		Continuing the discussion about happiness in the context of living for a long time or winning a large amount of money		1	24.12.	
46		Summative control work for the 2nd term		1	27.12.	
47		Unit revision		1	29.12.	
48		Unit revision		1	17.01.	

3^d term 30 hours						
49	Unit 5: Reading for Pleasure (10 hours)	Learners read non-fiction books in Kazakh, English, Russian languages	Content 8.1.3.1- respect differing points of view; 8.1.7.1- develop and sustain a consistent argument when speaking or writing; 8.1.8.1- develop intercultural awareness through reading and discussion Listening 8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics; 8.2.2.1-understand with little or no support most specific information in extended talk on a wide range of general and curricular topics; 8.2.5.1- recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics Speaking 8.3.2.1- ask more complex questions to get information about a growing range of general topics and some curricular topics; 8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics; 8.3.4.1 - respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics; Reading 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.4.2.1- understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts; 8.4.3.1- understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts; 8.4.4.1-read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 8.4.9.1- recognize inconsistencies in argument in short texts on a limited range of general and curricular subjects Writing 8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and 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; 8.5.6.1- link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics Use of English 8.5.8.1- 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; 8.5.9.1 -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	19.01.	
50		Learners read non-fiction books in Kazakh, English, Russian languages		1	21.01.	
51		Learners read non-fiction books in Kazakh, English, Russian languages		1	24.01.	
52		Learners read non-fiction books in Kazakh, English, Russian languages		1	26.01.	
53		Summarizing the chosen books		1	28.01.	
54		Summarizing the chosen books		1	31.01.	
55		Summarizing the chosen books		1	02.02.	
56		Different activities, based on the content of the books		1	04.02.	
57		Different activities, based on the content of the books		1	07.02.	
58		Different activities, based on the content of the books		1	09.02.	

			8.5.1.11- 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; 8.5.16.1- use a growing variety of conjunctions including since, as to explain reasons and the structures so ... that, such a...that in giving explanations on a range of familiar general and curricular topics			
59	Unit 6: The Natural World (10 hours)	Learning about geographical features of Kazakhstan	Content 8.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1- respect differing points of view; 8.1.7.1- develop and sustain a consistent argument when speaking or writing; 8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world Listening 8.2.1.1 - understand with little or no support the main points in extended talk on a wide range of general and curricular topics; 8.2.2.1 - understand with little or no support most specific information in extended talk on a wide range of general and curricular topics; 8.2.6.1 - deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics; 8.2.7.1 - recognize typical features at word, sentence and text level of a growing range of spoken genres; 8.2.8.1 - understand extended narratives on a wide range of general and curricular topics Speaking 8.3.1.1 - use formal and informal registers in their talk on a growing range of general and curricular topics; 8.3.2.1 - ask more complex questions to get information about a growing range of general topics and some curricular topics; 8.3.3.1 - give an opinion at discourse level on a wide range of general and curricular topics; 8.3.4.1 - respond with some flexibility at both sentence and discourse level to unexpected comments on a 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; 8.3.8.1 - recount some extended stories and events on a range of general and curricular topics Reading 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; 8.4.6.1 - recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.4.7.1 - recognise typical features at word, sentence and text level in a range of written genres; Writing 8.5.3.1 - write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;	1	11.02.	
60		Learning about geographical features of Kazakhstan		1	14.02.	
61		Learning about world heritage sites around the world		1	16.02.	
62		Learning about world heritage sites around the world (this relates to geography and biology)		1	18.02.	
63		Learning about a world heritage site in Kazakhstan		1	21.02.	
64		Learning about a world heritage site in Kazakhstan		1	23.02.	
65		Reading a newsletter on Our Endangered Planet		1	25.02.	
66		Learning how to write a campaign letter		1	28.02.	
67		Learning about the environment through learning about the saiga (this relates to geography and biology)		1	02.03.	
		Summative assessment for the unit «The				

		Natural World»	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; 8.5.6.1 - link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics; 8.5.7.1 - use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics; 8.5.8.1 - spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics;			
68		Unit revision	Use of English 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; 8.6.4.1 - use an increased variety of determiners including all, half, both [of] in pre-determiner function on a range of familiar general and curricular topics; 8.6.7.1 - use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics	1	04.03.	
69	Unit 7: Travel and Transport (10 hours)	Looking at modes of transport	Content 8.1.2.1 - use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1 - respect differing points of view; 8.1.5.1 - use feedback to set personal learning objectives; 8.1.7.1 - develop and sustain a consistent argument when speaking or writing; 8.1.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world Listening 8.2.2.1 - understand with little or no support most specific information in extended talk on a wide range of general and curricular topics; 8.2.4.1 - understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics; 8.2.8.1 - understand extended narratives on a wide range of general and curricular topics Speaking 8.3.3.1 - give an opinion at discourse level 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; 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics Reading 8.4.1.1 - understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.4.2.1 - understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts; 8.4.4.1 - read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 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; 8.4.8.1 - use familiar and some unfamiliar paper and digital reference resources with	1	07.03.	
70		Learning about signs and the language of signs		1	09.03.	
71		Learning about signs and the language of signs		1	11.03.	
72		Creating a survey about commuting to school, either for the class or the whole school (this relates to geography and computer science)		1	14.03.	
73		Creating a survey about commuting to school, either for the class or the whole school (this relates to geography and computer science)		1	16.03.	
74		Discussion on travelling in and around Kazakhstan Summative assessment		1	18.03.	

		for the unit «Travel and Transport»	little support to check meaning and extend understanding Writing			
75		1. Writing an account of a journey in or across Kazakhstan Reading about mysterious places around the world 2. Summative control work for the 3^d term	8.5.1.1 - plan, write, edit and proofread work at text level with little - support on a growing range of general and curricular topics; 8.5.3.1 - write with moderate grammatical accuracy on a growing range of familiar general and curricular topics; 8.5.4.1 - use with some support style and register appropriate to a variety of written genres on 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; 8.5.8.1 - spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics;	1	01.04.	
76		Writing an account of a journey in or across Kazakhstan Reading about mysterious places around the world	8.5.9.1 - punctuate written work at text level on a range of familiar general and curricular topics with growing accuracy Use of English 8.6.5.1 - use questions which include a variety of different tense and modal forms on a range of familiar general and 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; 8.6.9.1 - 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; 8.6.13.1 - 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; 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	04.04.	
77		Unit revision		1	06.04.	
4th term (24 hours)						
78	Unit 8: Food and Drink (12 hours)	Focusing on food in Kazakhstan	Content 8.1.2.1 - use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1 - respect differing points of view; 8.1.5.1 - use feedback to set personal learning objectives; 8.1.8.1 - develop intercultural awareness through reading and discussion; 8.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world Listening 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; 8.2.4.1 - understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics; 8.2.5.1 - recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics; Speaking 8.3.2.1 - ask more complex questions to get information about a growing range of	1	08.04.	

			general topics and some curricular topics; 8.3.4.1 - respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics; 8.3.5.1 - interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks; 8.3.6.1 - link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 8.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics; 8.3.8.1 - recount some extended stories and events on a range of general and curricular topics Reading 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; 8.4.3.1 - understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts; 8.4.4.1 - read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 8.4.6.1 - recognize the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts; Writing 8.5.1.1 - plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics; 8.5.2.1 - write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.3.1 - write with moderate grammatical accuracy on a growing range of familiar general and curricular topics; 8.5.4.1 - use with some support style and register appropriate to a variety of written genres on general and curricular topics Use of English 8.5.2.1 - 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; 8.6.4.1 - use an increased variety of determiners including all, half, both [of] in pre-determiner function on a range of familiar 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; 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			
79	Making a class chart and looking at break-fasts around the world			1	11.04.	
80	Making a class chart and looking at break-			1	13.04.	

		fasts around the world				
81		Healthy food (this relates to maths and biology)		1	15.04.	
82		Healthy food (this relates to maths and biology)		1	18.04.	
83		Drama: role-playing a fictitious family meal and/or a scene in a restaurant		1	20.04.	
84		Looking at “Food for thought” and the role of Oxfam		1	22.04.	
85		Learning how to make a leaflet using a word processor, digital camera, desktop or other hardware etc		1	25.04.	
86		Learning how to make a leaflet using a word processor, digital camera, desktop or other hardware etc (this relates to computer science)		1	27.04.	
87		1.Planning a birthday or celebration party Summative assessment for the unit «Food and Drink 2.Unit revision		1	29.04.	
88	Unit 9: The World of Work (12 hours)	Learning about different jobs and careers; attending talks on careers by visitors to the school	Content 8.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 8.1.3.1 respect differing points of view; 8.1.6.1 - organize and present information clearly to others; 8.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings; 8.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	04.05.	
89		Learning about different jobs and careers		1	06.05.	

90		Discussing the advantages and disadvantages of taking a gap year	Listening 8.2.2.1 - understand with little or no support most specific information in extended talk on a wide range of general and curricular topics; 8.2.7.1 - recognize typical features at word, sentence and text level of a growing range of spoken genres; 8.2.8.1 - understand extended narratives on a wide range of general and curricular topics Speaking 8.3.2.1 - ask more complex questions to get information about a growing range of general topics and some curricular topics; 8.3.3.1 - give an opinion at discourse level on a wide range of general and curricular topics; 8.3.4.1 - respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics; 8.3.5.1 - interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks; 8.3.6.1 - link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 8.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics; 8.3.8.1 - recount some extended stories and events on a range of general and curricular topics Reading 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; 8.4.6.1 - recognize the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.4.9.1 - recognize inconsistencies in argument in short texts on a limited range of general and curricular subjects Writing 8.5.2.1 - write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.3.2 - write with moderate grammatical accuracy on a growing range of familiar general and curricular topics Use of English 8.6.5.1 - use questions which include a variety of different tense and modal forms on a range of familiar general and 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; 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; 8.6.8.1 - 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; 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	11.05.	
91		Looking at part-time jobs		1	13.05.	

		for young people				
92		Listening to an interview, role-playing an interview then reporting back on it		1	16.05.	
93		Listening to an interview, role-playing an interview then reporting back on it Summative assessment for the unit «The World of Work»		1	18.05.	
94		Revisiting our dreams for the future		1	20.05.	
95		Optional Secret Agents! Project		1	23.05.	
96		1. Summative control work for the 4th term 2. Unit revision		1	25.05.	
Total: 96						
Annotation: Summative control work for the Unit -20 minutes Summative control work for the Term – 40 minutes						