Приложение 7

к приказу Министра образования

и науки Республики Казахстан

от « » \_\_\_\_\_\_\_\_ 2016 года №\_\_\_\_

Приложение 198

к приказу Министра образования

и науки Республики Казахстан

от 3 апреля 2013 года № 115

**Типовая учебная программа по учебному предмету «Английский язык»**

**для 5-9 классов уровня основного среднего образования**

**(с русским языком обучения) по обновленному содержанию**

**Chapter 1. General provisions**

1. The Study program is developed in accordance with the State compulsory standard of secondary-level education (elementary, basic secondary and general secondary education) approved by decision of the Government Resolution of the Republic of Kazakhstan dated 23 August, 2012 № 1080.
2. The importance of the subject is determined by the fact that it is the language of communication, science, business, tourism and sport. A knowledge of English can:

1) increase learners’ confidence in communicating in different situations;

2) give learners access to higher education in Kazakhstan and abroad;

3) allows students to continue professional education in Kazakhstan and abroad;

4) broaden learners’ access to news and information currently distributed in English;

5) allow learners to access English language literary works in their original form;

6) enable learners to represent Kazakhstan in both Kazakhstan and overseas;

7) become lifelong learners, building on skills, learning strategies and knowledge learned in school.

1. The English curriculum aims to develop learners who gain the low-mid B1 level of language skills through the following:

1) varied tasks which foster analysis, evaluation and creative thinking;

2) exposure to a wide variety of spoken and written sources;

**Chapter 2. Organization of the content of the subject of "The English language"**

4. In the study of the subject "The English language"

1. in the 5th grade have 3 hours a week, 102 hours a year;
2. in the 6th grade - 3 hours a week, 102 hours a year;
3. in the 7th grade - 3 hours a week, 102 hours a year;
4. in the 8th grade - 3 hours a week, 102 hours a year;
5. in the 9th grade - 3 hours a week, 102 hours a year.

5. The content of the subject. This is the substantive knowledge of the programme and comprises what we know in the subject and how we gain that knowledge. Knowledge in the subject is organised into strands of learning. Strands are further broken down into sub-strands, which will be at the level of a skill or topic, knowledge or understanding. Sub-strands, when expressed as grade-related expectations, form the learning objectives for a subject.

6. The learning objectives demonstrate the progression within each sub-strand allowing teachers to plan and assess, sharing with learners the next steps they should take.

7. Strand 1: Content. Learners develop skills needed for success in a range of academic subjects such as using speaking and listening skills to solve problems, organizing information clearly for others and developing intercultural awareness through reading and discussion.

8. Strand 2: Listening. Learners learn to understand and respond to a wider range of short and extended text types on curricular and familiar topics. Learners develop the ability to understand, with some support, the main idea in extended talks spoken distinctly at a moderate pace on a range of general and curricular topics.

9. Strand 3: Speaking. Learners develop the ability to ask general and more complex questions to clarify meaning and acquire, compare or evaluate knowledge. Learners develop the ability to communicate meaning clearly at sentence and discourse level when speaking in pairs, groups or whole class interaction on a range or general and curricular topics.

10. Strand 4: Reading. Learners develop the ability to understand the gist and details in a wide variety of fiction and non-fiction text types of a medium length. Learners develop the ability to deduce meaning from context in texts on a range of general familiar and curricular topics.

1. Strand 5: Writing. Learners develop the ability to plan, draft, and layout and edit texts using a wider range of high-frequency vocabulary, with an appropriate level of grammatical and lexical accuracy and correct punctuation.
2. Strand 6: Use of English. Learners learn to express themselves using a good lexical range and variety of language with a generally high degree of accuracy. Learners develop the ability to use a range of past, present and future forms and a wider range of modals.

**Chapter 3. Learning objectives system**

1. Education aims in the programme are presented by the codes. The first number in the code is a grade, the second one is the number of the aim.
2. 1) strand 1 «content»:

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| --- | --- | --- | --- | --- |
| Grade 5 | Grade | Grade 7 | Grade 8 | Grade 9 |
| Mid-high A1 | High A1 | Low-mid A2 | Mid-high A2 | Low-mid B1 |
| 5.1  use speaking and listening skills to solve problems creatively and cooperatively in groups | 6.1  use speaking and listening skills to solve problems creatively and cooperatively in groups | 7.1  use speaking and listening skills to solve problems creatively and cooperatively in groups | 8.1  use speaking and listening skills to solve problems creatively and cooperatively in groups | 9.1  use speaking and listening skills to solve problems creatively and cooperatively in groups |
| 5.2  use speaking and listening skills to provide sensitive feedback to peers | 6.2  use speaking and listening skills to provide sensitive feedback to peers | 7.2  use speaking and listening skills to provide sensitive feedback to peers | 8.2  use speaking and listening skills to provide sensitive feedback to peers | 9.2  use speaking and listening skills to provide sensitive feedback to peers |
| 5.3  respect differing points of view | 6.3  respect differing points of view | 7.3  respect differing points of view | 8.3  respect differing points of view | 9.3  respect differing points of view |
| 5.4  evaluate and respond constructively to feedback from others | 6.4  evaluate and respond constructively to feedback from others | 7.4  evaluate and respond constructively to feedback from others | 8.4  evaluate and respond constructively to feedback from others | 9.4  evaluate and respond constructively to feedback from others |
| 5.5  use feedback to set personal learning objectives | 6.5  use feedback to set personal learning objectives | 7.5  use feedback to set personal learning objectives | 8.5  use feedback to set personal learning objectives | 9.5  use feedback to set personal learning objectives |
| 5.6  organise and present information clearly to others | 6.6  organise and present information clearly to others | 7.6  organise and present information clearly to others | 8.6  organise and present information clearly to others | 9.6  organise and present information clearly to others |
| 5.7  develop and sustain a consistent argument when speaking or writing | 6.7  develop and sustain a consistent argument when speaking or writing | 7.7  develop and sustain a consistent argument when speaking or writing | 8.7  develop and sustain a consistent argument when speaking or writing | 9.7  develop and sustain a consistent argument when speaking or writing |
| 5.8  develop intercultural awareness through reading and discussion | 6.8  develop intercultural awareness through reading and discussion | 7.8  develop intercultural awareness through reading and discussion | 8.8  develop intercultural awareness through reading and discussion | 9.8  develop intercultural awareness through reading and discussion |
| 5.9  use imagination to express thoughts, ideas, experiences and feelings | 6.9  use imagination to express thoughts, ideas, experiences and feelings | 7.9  use imagination to express thoughts, ideas, experiences and feelings | 8.9  use imagination to express thoughts, ideas, experiences and feelings | 9.9  use imagination to express thoughts, ideas, experiences and feelings |
| 5.10  use talk or writing as a means of reflecting on and exploring a range of perspectives on the world | 6.10  use talk or writing as a means of reflecting on and exploring a range of perspectives on the world | 7.10  use talk or writing as a means of reflecting on and exploring a range of perspectives on the world | 8.10  use talk or writing as a means of reflecting on and exploring a range of perspectives on the world | 9.10  use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |

2) strand 2 «listening»:

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| --- | --- | --- | --- | --- |
| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| Mid-high A1 | High A1 | Low-mid A2 | Mid-high A2 | Low-mid B1 |
| 5.1  understand an increasing range of classroom instructions | 6.1  understand a sequence of supported classroom instructions | 7.1  understand with limited support the main points of extended talk on a range of general and curricular topics | 8.1  understand with little or no support the main points in extended talk on a wide range of general and curricular topics | 9.1  understand  the main points in unsupported extended talk on a wide range of general and curricular topics |
| 5.2  understand simple questions which ask for personal information | 6.2  understand an increasing range of supported basic questions which ask for personal information | 7.2  understand with some support the detail information in extended talk on a limited range of general and curricular topics | 8.2  understand with little or no support most specific information in extended talk on a wide range of general and curricular topics | 9.2understand specific information in unsupported extended talk on a wide range of general and curricular topics |
| 5.3  understand without any support simple questions on an increasing range of general and some curricular topics | 6.3  understand an increasing range of supported basic questions on general and curricular topics | 7.3  understand more complex supported questions on a growing range of general and curricular topics | 8.3  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 | 9.3  understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics |
| 5.4  understand the main points of supported extended talk on a range of general and curricular topics | 6.4  understand the main points of supported extended talk on a range of general and curricular topics | 7.4  understand with limited support some of the implied meaning in extended talk on a range of general and curricular topics | 8.4  understand with little or no support most of the implied meaning in extended talk on a wide range of general and curricular topics | 9.4  understand implied meaning in unsupported extended talk on a wide range of general and curricular topics |
| 5.5  understand most specific information and detail of short, supported talk on a wide range of familiar topics | 6.5  understand most specific information and detail of short, supported talk on a wide range of general and curricular topics | 7.5  recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics | 8.5  recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics | 9.5  recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics |
| 5.6  deduce meaning from context in short, supported talk on an increasing range of general and curricular topics | 6.6  deduce meaning from context in short, supported talk on an increasing range of general and curricular topics | 7.6  deduce meaning from context in supported extended talk on a range of general and curricular topics | 8.6  deduce meaning from context with little or no support in extended talk on a wide range of general and curricular topics | 9.6  deduce meaning from context in  unsupported extended talk on a  wide range of general and curricular topics |
| 5.7  recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics | 6.7  recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics | 7.7  begin to recognise typical features at word, sentence and text level of a limited range of spoken genres | 8.7  begin to recognise typical features at word, sentence and text level of a limited range of spoken genres | 9.7  recognise typical features at word, sentence and text level of a range of spoken genres |
| 5.8  understand short, supported narratives on an increasing range of general and some curricular topics | 6.8  understand supported narratives, including some extended talk, on an increasing range of general and curricular topics | 7.8  understand supported narratives including some extended talk, on a range of general and curricular topics | 8.8  understand extended narratives on a range of general and curricular topics | 9.8  recognise inconsistencies in argument in extended talk on a range of general and curricular subjects |

3) strand 3 «speaking»:

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| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| Mid-high A1 | High A1 | Low-mid A2 | Mid-high A2 | Low-mid B1 |
| 5.1  make basic statements which provide information on an increasing range of general and some curricular topics | 6.1  provide basic information about themselves and others at sentence level on an increasing range of general topics | 7.1  provide basic information about themselves and others at discourse level on a range of general topics | 8.1  use formal and informal registers in their talk on a limited range of general and curricular topics | 9.1  use formal and informal  language registers in their talk on a range of general and curricular topics |
| 5.2  ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics | 6.2  ask simple questions to get information about a limited range of general topics | 7.2  ask simple questions to get information about a growing range of general topics | 8.2  ask more complex questions to get information about a range of general topics and some curricular topics | 9.2  ask complex questions to get information about a wide range of general and curricular topics |
| 5.3  begin to describe past experiences on an increasing range of general and some curricular topics | 6.3  give an opinion at sentence level on a limited range of general and curricular topics | 7.3  give an opinion at sentence and discourse level on an increasing range of general and curricular topics | 8.3  give an opinion at discourse level on a range of general and curricular topics | 9.3  explain and justify their own and others’ point of view on a range of general and curricular topics |
| 5.4  respond to questions on an increasing range of general and some curricular topics | 6.4  respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics | 7.4  respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics | 8.4  respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics | 9.4  respond with  growing flexibility at both sentence and  discourse level to unexpected comments on a range of general  and curricular topics |
| 5.5  pronounce an increasing range of words, short phrases and simple sentences intelligibly | 6.5  keep interaction going in basic exchanges on a growing range of general and curricular topics | 7.5  keep interaction going in longer exchanges on a range of general and curricular topics | 8.5  interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks | 9.5  interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks |
| 5.6  take turns when speaking with others in a growing range of short, basic exchanges | 6.6  communicate meaning clearly at sentence level during, pair, group and whole class exchanges | 7.6  communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges | 8.6  link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges | 9.6  link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |
| 5.7  contribute a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges | 6.7  use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics | 7.7  use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics | 8.7  use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics | 9.7  use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics |
| 5.8  recount short, basic stories and events on a limited range of general and some curricular topics | 6.8  recount basic stories and events on a range of general and curricular topics | 7.8  recount some extended stories and events on a limited range of general and curricular topics | 8.8  recount some extended stories and events on a growing range of general and curricular topics | 9.8  recount extended stories and events on a wide range of general and curricular topics |

4) strand 4 «reading»:

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| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| Mid-high A1 | High A1 | Low-mid A2 | Mid-high A2 | Low-mid B1 |
| 5.1  understand the main points in a limited range of short simple texts on general and curricular topics | 6.1  understand the main points in a limited range of short simple texts on general and curricular topics | 7.1  understand the main points in texts on a limited range of unfamiliar | 8.1  understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts | 9.1  understand the main points in extended texts on a range of unfamiliar general and curricular topics |
| 5.2  understand with some support short simple fiction and non-fiction texts | 6.2  understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics | 7.2  understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics | 8.2  understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts | 9.2  understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics |
| 5.3  understand the detail of an argument in short, simple texts on an increasing range of general range of general and some curricular topics | 6.3  understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts | 7.3  understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts | 8.3  understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts | 9.3  understand  the detail of an argument- both explicitly stated and implied - in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics |
| 5.4  read with support books, worksheets and other print materials in a class or school library according to classification | 6.4  read and understand with some support a limited range of short fiction and non-fiction texts | 7.4  read independently a limited range of short simple fiction and non-fiction texts | 8.4  read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics | 9.4  read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics |
| 5.5  deduce meaning from context in short texts on a limited range of familiar general and curricular topics | 6.5  deduce meaning from context in short texts on a limited range of familiar general and curricular topics including some extended texts | 7.5  deduce meaning from context on a limited range of familiar general and curricular topics | 8.5  deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics | 9.5  deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics |
| 5.6  recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics | 6.6  recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics | 7.6  recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics | 8.6  recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended text | 9.6  recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics |
| 5.7  recognise typical features at word, sentence and text level in a limited range of written genres | 6.7  recognise typical features at word, sentence and text level in a growing range of written genres | 7.7  recognise typical features at word, sentence and text level in a growing range of written genres | 8.7  recognise typical features at word, sentence and text level in a range of written genres | 9.7  recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics |
| 5.8  use with support familiar paper and digital reference resources to check meaning and extend understanding | 6.8  use independently familiar paper and digital reference resources to check meaning and extend understanding | 7.8  use with some support familiar paper and digital reference resources to check meaning and extend understanding | 8.8  use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding | 9.8  use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding |
| 5.9  recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics | 6.9  recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics | 7.9  recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics | 8.9  begin to recognise inconsistencies in argument in short texts on a limited range of general and curricular subjects | 9.9  recognise inconsistencies in argument in extended texts on a range of general and curricular topics |

5) strand 5«writing»:

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| --- | --- | --- | --- | --- |
| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| Mid-high A1 | High A1 | Low-mid A2 | Mid-high A2 | Low-mid B1 |
| 5.1  plan, write and check sentences with support on a range of basic personal, general and some curricular topics | 6.1  plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics | 7.1  plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | 8.1  plan, write, edit and proofread work at text level with minimal support on a range of general and curricular topics | 9.1  plan, write, edit and proofread work at text level independently on a range of general and curricular topics |
| 5.2  write with support sequence of sentences in a paragraph on some general and curricular topics | 6.2  write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics | 7.2  write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics | 8.2  write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics | 9.2  write independently about factual and imaginary past and future events, activities and experiences on a wide range of familiar general and curricular topics |
| 5.3  write with support short sentences which describe people, places and objects | 6.3  write with support factual descriptions at text level which describe people, places and objects | 7.3  write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics | 8.3  write with moderate grammatical accuracy on a limited range of familiar general and curricular topics | 9.3  write with grammatical accuracy on a range of familiar general and curricular topics |
| 5.4  write with support a sequence of short sentences in a paragraph to give basic personal information | 6.4  write with support a sequence of extended sentences in a paragraph  to give basic personal information | 7.4  write with some support topics with some paragraphs to give basic personal information | 8.4  use with some support style and register appropriate to a limited variety of written genres on general and curricular topics | 9.4  use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics |
| 5.5  link without support sentences using basic coordinating connectors | 6.5  develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics | 7.5  develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics | 8.5  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 | 9.5  develop with support coherent arguments supported when necessary  by examples and reasons for a wide range of written genres in familiar  general and curricular topics |
| 5.6  link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics | 6.6  link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics | 7.6  link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics | 8.6  link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics | 9.6  write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics |
| 5.7  use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics | 6.7  use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics | 7.7  use with minimal support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics | 8.7  use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics | 9.7  use independently appropriate layout at text level on a range of general and curricular topics |
| 5.8  spell most high-frequency words accurately for a limited range of general topics | 6.8  spell most high-frequency words accurately for a limited range of general topics | 7.8  spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics | 8.8  spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics | 9.8  spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics |
| 5.9  punctuate written work at text level on a limited range of familiar general with some accuracy | 6.9  punctuate written work at text level on a limited range of familiar general with some accuracy | 7.9  punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy | 8.9  punctuate written work at text level on a growing range of familiar general and curricular topics with growing accuracy | 9.9  punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy |

6) strand 6 «use of English»:

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| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| Mid-high A1 | High A1 | Low-mid A2 | Mid-high A2 | Low-mid B1 |
| 5.1  use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things | 6.1  use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics | 7.1  begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics | 8.1  use some abstract nouns and complex noun phrases on a range of familiar general and curricular topics | 9.1  use a variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics, and some unfamiliar general and curricular topics |
| 5.2  use quantifiers many , much , a lot of ,a few on a limited range of familiar general and curricular topics | 6.2  use quantifiers including more, little, few less, fewer not as many , not as much on a growing range of familiar general and curricular topics | 7.2  use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough, on a range of familiar general and curricular topics | 8.2  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 | 9.2  use a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on a wide range of familiar general and curricular topics |
| 5.3  use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things  use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons | 6.3  use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics | 7.3  use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics | 8.3  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 | 9.3  use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics |
| 5.4  use determiners including any, no each, every on a limited range of familiar general and curricular topics | 6.4  use a variety of determiners including all, other on a growing range of familiar general and curricular topics | 7.4  use a variety of determiners including neither, either, on a growing range of familiar general and curricular topics | 8.4  use an increased variety of determiners including all, half, both [of] in pre-determiner function on a range of familiar general and curricular topics | 9.4  use a wide variety of determiners and pre-determiner structures on a wide range of familiar general and curricular topics |
| 5.5  use questions including questions with whose, how often , how long and a growing range of tag questions  on a growing range of familiar general and curricular topics | 6.5  use questions which include a variety of different tense on a range of familiar general and curricular topics | 7.5  use questions which include a variety of different tense on a range of familiar general and curricular topics | 8.5  use questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics | 9.5  use a wide variety of question types on a wide range of familiar general and curricular topics |
| 5.6  use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics | 6.6  use a variety of personal, demonstrative and quantitative pronouns including someone somebody, everybody , no-one on a growing range of familiar general and curricular topics | 7.6  use a variety of personal, demonstrative and quantitative pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves, no-one on a growing range of familiar general and curricular topics | 8.6  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 | 9.6  use a wide variety of relative, demonstrative, indefinite, quantitative of pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics |
| 5.7  use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics | 6.7  use simple perfect forms to express indefinite and unfinished past with for and since on a growing range of familiar general and curricular topics | 7.7  use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics | 8.7  use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics | 9.7  use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials so far, lately, all my life , on a wide range of familiar general and curricular topics |
| 5.8  use future forms “will” for predictions and “be going to” to talk about already decided plans on a limited range of familiar general and curricular topics | 6.8  use future form “will” to make offers, promises, and predictions on a growing range of familiar general and curricular topics | 7.8  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 | 8.8  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 | 9.8  use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics |
| 5.9  use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics | 6.9  use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics | 7.9  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 | 8.9  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 | 9.9  use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics |
| 5.10  use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics | 6.10  use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics | 7.10  use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics | 8.10  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 | 9.10  use present continuous and past continuous active and passive forms on a wide range of general and familiar curricular topics |
| 5.11  use be/look/sound/feel/taste/smell like and use on a limited range of familiar general and curricular topics | 6.11  use common impersonal structures with: it, there on a growing range of familiar general and curricular topics | 7.11  use some reported speech forms for statements on a range of familiar general and curricular topics | 8.11  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 | 9.11  use a variety of reported statements and question forms on a wide range of familiar general and curricular topics |
| 5.12  use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time: last week, yesterday on a limited range of familiar general and curricular topics | 6. 12  use an increased variety of adverbs, including adverbs of degree too, not enough, quite , rather on a growing range of familiar general and curricular topics | 7.12  use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics | 8.12  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 | 9.12  use a variety of comparative degree adverb structures with regular and irregular adverbs use a wide variety of pre-verbal, post-verbal and end-position adverbs on a wide range of familiar general and curricular topics |
| 5.13  use might may could to express possibility on a limited range of familiar general and curricular topics | 6.13  use modal forms including mustn’t (prohibition)  need (necessity) should (for advice)  on a range of familiar general and curricular topics | 7.13  use modal forms including mustn’t (prohibition)  need (necessity) should (for advice)  on a range of familiar general and curricular topics | 8.13  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 | 9.13  use a growing variety of past modal forms including should/ shouldn’t have express speculation and deduction about the past on a wide range of familiar general and curricular topics |
| 5.14  use prepositions to talk about time and location  use prepositions like to describe things and about to denote topic  use prepositions of direction to, into, out of, from, towards on a limited range of familiar general and curricular topics | 6.14  use an increased variety of prepositions of time, location and direction  use by and with to denote agent and instrument  use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics | 7.14  use an increased variety of prepositions of time, location and direction  use by and with to denote agent and instrument  use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics | 8.14  use a 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 | 9.14  use a variety of prepositional phrases before nouns and adjectives  use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics |
| 5.15  use common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics | 6.15  use common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics | 7.15  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 | 8.15  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 | 9.15  use infinitive forms after an increased number of verbs and adjectives; use gerund forms after a variety of verbs and prepositions;  use a variety of prepositional and phrasal verbs on a wide range of familiar general and curricular topics |
| 5.16  use conjunctions so , if, when , where, before, after to link parts of sentences on a limited range of familiar general and curricular topics | 6.16  use conjunctions if , when, where, so, and, or, but, because , before, after to link parts of sentences in short texts on a growing range of familiar general and curricular topics | 7.16  use a variety of conjunctions  on a range of familiar general and curricular topics | 8.16  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 | 9.16  use a wide variety of conjunctions on a wide range of familiar general and curricular topics  use conjunctions so , if, when , where, before, after to link parts of sentences on a limited range of familiar general and curricular topics |
| 5.17  use when clauses to describe simple present and past actions on personal and familiar topics | 6.17  use if clauses (in zero conditionals)  use where clauses; use before/after clauses (with past reference);  use defining relative clauses with which who that where to give details on a limited range of familiar general and curricular topics | 7.17  use subordinate clauses following think know believe hope, say , tell; use subordinate clauses following sure, certain; use defining relative clauses with which who that where on a growing range of familiar general and curricular topics | 8.17  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 | 9.17  use if / if only in third conditional structures; use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics |

15. Настоящая учебная программа реализуется в соответствии с Долгосрочным планом к Типовой учебной программе по учебному предмету «Английский язык» для 5-9 классов уровня основного среднего образования по обновленному содержанию. (Согласно приложению)

Приложение

к Типовой учебной программе

по учебному предмету «Английский язык»

для 5-9 классов уровня основного

среднего образования по

обновленному содержанию

# Долгосрочный план

**по реализации Типовой учебной программы**

**по учебному предмету «Английский язык»**

**для 5-9 классов уровня основного среднего образования**

**по обновленному содержанию**

1) grade 5:

|  |  |  |  |
| --- | --- | --- | --- |
| Units | Topics | Types of speech activity | Learning objectives |
| Term 1 | | | |
| 1 | Home and away | Content  Listening  Speaking  Reading  Writing  Use of English | 5.1, 5.6, 5.8, 5.9  5.1, 5.3, 5.6, 5.7, 5.9  5.1, 5.2, 5.4, 5.6, 5.7  5.1, 5.2  5.1, 5.2, 5.3, 5.6, 5.7  5.1, 5.3, 5.4, 5.6, 5.8, 5.11, 5.14 |
| 2 | Living things | Content  Listening  Speaking  Reading  Writing  Use of English | 5.4, 5.6, 5.7  5.1, 5.3, 5.6, 5.10  5.1, 5.4, 5.6, 5.7  5.1, 5.2, 5.4, 5.6  5.3, 5.7, 5.8  5.1, 5.3, 5.9, 5.13, 5.15 |
| Term 2 | | | |
| 3 | Values | Content  Listening  Speaking  Reading  Writing  Use of English | 5.2, 5.5, 5.9  5.1, 5.2, 5.6, 5.8  5.3, 5.4, 5.5, 5.6, 5.7  5.2, 5.3, 5.6  5.1, 5.3, 5.4, 5.5, 5.7, 5.8  5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.13, 5.16, 5.17 |
| 4 | The world of work | Content  Listening  Speaking  Reading  Writing  Use of English | 5.2, 5.4, 5.7  5.1, 5.6, 5.7, 5.9, 5.10  5.2, 5.4, 5.6, 5.7  5.4, 5.5, 5.6  5.3, 5.6, 5.7, 5.8  5.1, 5.2, 5.6, 5.9, 5.10, 5.14, 5.16, 5.17 |
| Term 3 | | | |
| 5 | Creativity | Content  Listening  Speaking  Reading  Writing  Use of English | 5.3, 5.4, 5.5, 5.9  5.1, 5.4, 5.5, 5.6, 5.8, 5.10  5.1, 5.3, 5.4, 5.6, 5.7, 5.8  5.1, 5.2, 5.3, 5.6  5.1, 5.3, 5.4, 5.6, 5.7  5.1, 5.3, 5.6, 5.10, 5.16 |
| 6 | Reading for pleasure | Content  Reading | 5.4, 5.5, 5.7, 5.8, 5.9  5.1, 5.2, 5.3, 5.4, 5.5, 5.6 |
| 7 | Fantasy world | Content  Listening  Speaking  Reading  Writing  Use of English | 5.4, 5.7, 5.8  5.1, 5.4, 5.6, 5.7, 5.10  5.5, 5.6, 5.7  5.1, 5.2, 5.3, 5.6  5.2, 5.3, 5.6, 5.8  5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.14, 5.16, 5.17 |
| Term 4 | | | |
| 8 | Sports | Content  Listening  Speaking  Reading  Writing  Use of English | 5.2, 5.3, 5.6  5.1, 5.2, 5.3, 5.4, 5.8, 5.10  5.1, 5.2, 5.4, 5.6, 5.7  5.1, 5.4, 5.6  5.1, 5.4, 5.6  5.1, 5.2, 5.3, 5.4, 5.6, 5.8, 5.10, 5.12, 5.13, 5.14, 5.15, 5.16 |
| 9 | Holidays | Content  Listening  Speaking  Reading  Writing  Use of English | 5.1, 5.3, 5.8  5.1, 5.2, 5.3, 5.8, 5.10  5.2, 5.3, 5.4, 5.5, 5.6  5.1, 5.2, 5.4, 5.6  5.3, 5.4 5.65.7  5.9, 5.10, 5.14, 5.16, 5.17 |

2) grade 6:

|  |  |  |  |
| --- | --- | --- | --- |
| Units | Topic | Types of speech activity | Learning objectives |
| Term 1 | | | |
| 6.1A | Our Class | Content  Listening  Speaking  Reading  Writing  Use of English | 6.1, 6.5, 6.8, 6.9, 6.10  6.1, 6.2, 6.5, 6.7  6.1, 6.2, 6.3, 6.7, 6.8  6.1, 6.2, 6.4, 6.8, 6.9  6.1, 6.2, 6.3, 6.6, 6.8, 6.9  6.1, 6.3, 6.9, 6.13, 6.15, 6.16 |
| 6.1B | Helping and Heroes | Content  Listening  Speaking  Reading  Writing  Use of English | 6.1, 6.8  6.1, 6.6, 6.7, 6.8  6.3, 6.6, 6.7, 6.8  6.1, 6.2, 6.4, 6.6  6.1, 6.2, 6.3, 6.8  6.1, 6.3, 6.5, 6.6, 6.15 |
| Term 2 | | | |
| 6.2A | Our Countryside | Content  Listening  Speaking  Reading  Writing  Use of English | 6.1 6.2 6.4 6.10  6.1, 6.5, 6.6  6.2, 6.3, 6.7, 6.8  6.2, 6.4, 6.5, 6.8  6.1, 6.2, 6.3, 6.6, 6.8  6.3, 6.9, 6.11, 6.14, 6.16, 6.17 |
| 6.2B | Drama and Comedy | Content  Listening  Speaking  Reading  Writing  Use of English | 6.3, 6.6, 6.9, 6.10  6.1, 6.5  6.2, 6.4, 6.5, 6.6, 6.8, 6.7  6.2, 6.3  6.2, 6.3, 6.8  6.7, 6.12, 6.15 |
| Term 3 | | | |
| 6.3A | Our Health | Content  Listening  Speaking  Reading  Writing  Use of English | 6.1, 6.8, 6.9, 6.10  6.4, 6.5, 6.7  6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7  6.4, 6.5, 6.6, 6.8, 6.9  6.1, 6.5, 6.6, 6.7, 6.8, 6.9  6.1, 6.2, 6.3, 6.8, 6.9, 6.10, 6.13, 6.15 |
| 6.3B | Travel and Holidays | Content  Listening  Speaking  Reading  Writing  Use of English | 6.1, 6.2, 6.3, 6.5, 6.6  6.1, 6.5, 6.6, 6.7, 6.8  6.2, 6.3, 6.7  6.2, 6.5, 6.6, 6.7, 6.9  6.1, 6.2, 6.3, 6.6, 6.7, 6.8  6.1, 6.2, 6.3, 6.7, 6.8, 6.10 |
| 6.3C | Reading for pleasure | Content  Speaking  Reading  Writing | 6.4, 6.7  6.5  6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9  6.W4 |
| Term 4 | | | |
| 6.4A | Our Neighborhood | Content  Listening  Speaking  Reading  Writing  Use of English | 6.1, 6.2, 6.3, 6.7  6.1, 6.5  6.1, 6.2, 6.3, 6.7  6.6, 6.7  6.1, 6.2, 6.3, 6.6, 6.8, 6.9  6.1, 6.6, 6.9, 6.10, 6.13, 6.14, 6.15, 6.16 |
| 6.4B | Transport | Content  Listening  Speaking  Reading  Writing  Use of English | 6.3, 6.8, 6.9, 6.10  6.1, 6.3, 6.6  6.2, 6.7, 6.8  6.2, 6.4, 6.5, 6.6, 6.7, 6.8  6.1, 6.3, 6.6, 6.8, 6.9  6.2, 6.3, 6.4, 6.5, 6.8, 6.15, 6.17 |

3) grade 7:

|  |  |  |  |
| --- | --- | --- | --- |
| Units | Topics | Types of speech activity | Learning objectives |
| Term 1 | | | |
| 7.1A | Hobbies and Leisure | Content  Listening  Speaking  Reading  Writing  Use of English | 7.3, 7.4, 7.7, 7.8  7.1, 7.2, 7.4  7.1, 7.2, 7.3, 7.6, 7.7  7.R1, 7.R2  7.1, 7.2, 7.3, 7.6, 7.8, 7.9  7.1, 7.2, 7.5, 7.6, 7.12, 7.15, 7.17 |
| 7.1B | Communication and Technology | Content  Listening  Speaking  Reading  Writing  Use of English | 7.3, 7.4, 7.7, 7.10  7.3, 7.5, 7.6, 7.7, 7.8  7.2, 7.3, 7.5, 7.7  7.R1, 7.R2  7.1, 7.3, 7.5, 7.6, 7.8  7.4, 7.6, 7.7, 7.17 |
| Term 2 | | | |
| 7.2A | Holidays and Travel | Content  Listening  Speaking  Reading  Writing  Use of English | 7.4, 7.8, 7.9  7.1, 7.3, 7.4, 7.5  7.3, 7.4, 7.7  7.1, 7.2  7.2, 7.3, 7.9  7.3, 7.11, 7.14, 7.17 |
| 7.2B | Space and Earth | Content  Listening  Speaking  Reading  Writing  Use of English | 7.4, 7.9, 7.2, 7.5, 7.10  7.5, 7.8  7.3, 7.6  7.1, 7.4, 7.7  7.W1, 7.W6  7.6, 7.1, 7.4, 7.8, 7.10, 7.11, 7.12 |
| Term 3 | | | |
| 7.3A | Reading for pleasure | Content  Listening  Speaking  Reading  Use of English | 7.3, 7.4, 7.6  7.5  7.3, 7.6, 7.8  7.1, 7.2, 7.3, 7.9  7.15 |
| 7.3B | Entertainment and Media | Content  Listening  Speaking  Reading  Writing  Use of English | 7.1, 7.2, 7.3, 7.4, 7.5, 7.7  7.L3, 7.L5  7.3, 7.6  7.2, 7.5, 7.6, 7.9  7.1, 7.3, 7.7  7.5, 7.7 |
| 7.3C | Natural disasters | Content  Listening  Speaking  Reading  Writing  Use of English | 7.1, 7.2, 7.4, 7.6, 7.4, 7.6, 7.9  7.4, 7.5, 7.6  7.7, 7.8  7.1, 7.2  7.1, 7.6  7.13, 7.16 |
| Term 4 | | | |
| 7.4A | Healthy Habits | Content  Listening  Speaking  Reading  Writing  Use of English | 7.1, 7.4, 7.5, 7.7, 7.10  7.4, 7.5, 7.6  7.6, 7.7  7.1, 7.3, 7.5, 7.8  7.5, 7.6, 7.7, 7.8  7.8, 7.9, 7.16 |
| 7.4B | Clothes and Fashion | Content  Listening  Speaking  Reading  Writing  Use of English | 7.1, 7.4, 7.5, 7.9  7.3, 7.4, 7.5, 7.6, 7.7  7.5, 7.6, 7.7  7.1, 7.2, 7.5, 7.6  7.1, 7.6, 7.8, 7.9  7.3, 7.9, 7.10, 7.14 |

4) grade 8:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Units | | Topics | Types of speech activity | Learning objectives |
| Term 1 | | | | |
| 8.1A | Our World | | Content  Listening  Speaking  Reading  Writing  Use of English | 8.2, 8.3, 8.4, 8.5, 8.7, 8.8, 8.9, 8.10  8.1, 8.7  8.1, 8.3, 8.4, 8.5, 8.6, 8.7  8.1, 8.2, 8.4, 8.6, 8.8  8.1, 8.2, 8.3, 8.4, 8.7, 8.8  8.9, 8.15 |
| 8.1B | Daily life and Shopping | | Content  Listening  Speaking  Reading  Writing  Use of English | 8.1, 8.3, 8.4, 8.5, 8.8  8.1, 8.2  8.8, 8.5, 8.6, 8.7  8.2, 8.4, 8.6  8.1, 8.2, 8.3, 8.6, 8.9  8.10, 8.15, 8.16 |
| Term 2 | | | | |
| 8.2A | | Entertainment and Media | Content  Listening  Speaking  Reading  Writing  Use of English | 8.1, 8.3, 8.4, 8.8, 8.9, 8.10  8.1, 8.2, 8.5, 8.6  8.1, 8.3, 8.6, 8.7  8.1, 8.2, 8.5, 8.6, 8.8  8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8  8.1, 8.5, 8.3, 8.7, 8.13, 8.14, 8.15 |
| 8.2B | | Sport, Health and Exercise | Content  Listening  Speaking  Reading  Writing  Use of English | 8.1, 8.3, 8.7  8.1, 8.2  8.5, 8.6, 8.7  8.2, 8.3, 8.6  8.1, 8.2, 8.3, 8.5, 8.6  8.8, 8.10, 8.12, 8.13, 8.12, 8.15, 8.17 |
| Term 3 | | | | |
| 8.3A | | Reading for pleasure | Content  Listening  Speaking  Reading  Use of English | 8.3, 8.9  8.1, 8.5  8.2, 8.3, 8.9  8.6, 8.7  8.9 |
| 8.3B | | The Natural World | Listening  Speaking  Reading  Writing  Use of English | 8.1, 8.2, 8.6, 8.7, 8.8  8.2, 8.5, 8.8  8.2, 8.5, 8.6, 8.7, 8.8  8.3, 8.5, 8.6, 8.7, 8.8, 8.9  8.3, 8.4, 8.7 |
| 8.3C | | Travel and Transport | Content  Listening  Speaking  Reading  Writing  Use of English | 8.2, 8.7, 8.10  8.8  8.1, 8.3, 8.7  8.4, 8.8  8.1, 8.2, 8.3, 8.4, 8.9, 8.6, 8.8  8.5, 8.7, 8.9, 8.13, 8.14 |
| Term 4 | | | | |
| 8.4A | | Food and Drink | Content  Listening  Speaking  Reading  Writing  Use of English | 8.2, 8.8, 8.9, 8.10  8.1, 8.2, 8.3, 8.4, 8.5, 8.6  8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8  8.3, 8.4, 8.6  8.1, 8.2, 8.3, 8.4  8.2, 8.3, 8.4, 8.5, 8.8, 8.9, 8.10, 8.13, 8.15 |
| 8.4B | | The World of Work | Content  Listening  Speaking  Reading  Writing  Use of English | 8.1, 8.3, 8.6, 8.9, 8.10  8.1, 8.2, 8.7, 8.8  8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8  8.6, 8.9  8.1, 8.2, 8.3  8.5, 8.6, 8.7, 8.8, 8.10, 8.11, 8.13, 8.17 |

5) grade 9:

|  |  |  |  |
| --- | --- | --- | --- |
| Units | Topics | Types of speech activity | Learning objectives |
| Term 1 | | | |
| 9.1A | Hobbies and Qualities | Content  Listening  Speaking  Reading  Writing  Use of English | 9.2, 9.4, 9.5, 9.7, 9.8, 9.9, 9.10  9.1, 9.2, 9.5  9.1, 9.3, 9.6, 9.7  9.1, 9.2, 9.4, 9.6  9.1, 9.2, 9.3, 9.6, 9.8  9.5, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.15, 9.16 |
| 9.1B | Exercise and Sport | Content  Listening  Speaking  Reading  Writing  Use of English | 9.2, 9.3, 9.4, 9.5, 9.6, 9.7  9.7  9.2, 9.3, 9.7, 9.6, 9.8  9.2, 9.6, 9.9  9.1, 9.2, 9.3, 9.4, 9.5, 9.8  9.5, 9.9, 9.11, 9.12, 9.13, 9.14, 9.16, 9.17 |
| Term 2 | | | |
| 9.2A | Earth and our place in it | Content  Listening  Speaking  Reading  Writing  Use of English | 9.3, 9.6, 9.9, 9.10  9.3, 9.5, 9.6, 9.7, 9.8  9.2, 9.6, 9.7, 9.8  9.3, 9.4, 9.5, 9.6, 9.7, 9.9  9.1, 9.2, 9.3, 9.5, 9.6, 9.8  9.1, 9.3, 9.4, 9.7, 9.8, 9.13 |
| 9.2B | Charities and Conflict | Content  Listening  Speaking  Reading  Writing  Use of English | 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.8, 9.9, 9.10  9.1, 9.2, 9.3, 9.5, 9.6, 9.7  9.1, 9.2, 9.3, 9.5, 9.6, 9.7  9.1, 9.2, 9.3, 9.4, 9.6, 9.7, 9.8  9.1, 9.3, 9.4, 9.6, 9.7, 9.8, 9.9  9.1, 9.5, 9.6, 9.7, 9.9, 9.10, 9.17 |
| Term 3 | | | |
| 9.3A | Reading for Pleasure | Content  Listening  Speaking  Reading  Writing  Use of English | 9.3, 9.4, 9.6  9.6, 9.7  9.7, 9.8  9.1, 9.2, 9.3, 9.4, 9.5, 9.7, 9.8  9.4, 9.7, 9.8, 9.9  9.5 |
| 9.3B | Traditions and Language | Content  Listening  Speaking  Reading  Writing  Use of English | 9.3, 9.8, 9.9, 9.10  9.1, 9.2, 9.5, 9.6  9.1, 9.2, 9.3, 9.6, 9.7, 9.8  9.2, 9.4, 9.5, 9.7, 9.8  9.2, 9.3, 9.6, 9.8, 9.9  9.2, 9.3, 9.6, 9.9, 9.13 |
| 9.3C | Music and Film | Content  Listening  Speaking  Reading  Writing  Use of English | 9.1, 9.6  9.1, 9.6, 9.7, 9.8  9.2, 9.3, 9.7  9.4, 9.5, 9.6, 9.7  9.2, 9.3, 9.4, 9.5, 9.6, 9.8, 9.9  9.1, 9.2, 9.3, 9.7, 9.14, 9.17 |
| Term 4 | | | |
| 9.4A | Travel and Tourism | Content  Listening  Speaking  Reading  Writing  Use of English | 9.4, 9.5, 9.7, 9.10  9.3, 9.5, 9.6, 9.7  9.2, 9.3, 9.4, 9.7, 9.8  9.5, 9.7, 9.8  9.1, 9.3  9.17 |
| 9.4B | Science and Technology | Content  Listening  Speaking  Reading  Writing  Use of English | 9.1, 9.3, 9.7, 9.9  9.2, 9.3, 9.4, 9.5, 9.6, 9.8  9.3, 9.6, 9.7, 9.8  9.3, 9.4, 9.5, 9.7, 9.8  9.1, 9.8  9.1, 9.8, 9.13 |