

## Календарно-тематический план для 6 класса

| Contens               |    | Lessons | Units & Topics                           | 102 hours<br>(3 hours a week) | Grammar  | Vocabulary  | Reading / Listening  | Speaking / Writing   | Workbook Part 1 |
|-----------------------|----|---------|--|-------------------------------|--|---|--|--|-----------------|
| Unit 1 – Starting off | 1A | 1–3     | Welcome                                  | 3 hours                       | Tense review: Present Simple, Present Continuous, Present Perfect, Past Simple | Introducing yourself  | <b>L:</b> A new student<br><b>R:</b> Tom's web page  | <b>S:</b> Social networking  | p. 3-4          |
|                       | 1B | 4–6     | Nice to meet you                         | 1 hour                        |  | Greetings<br>Personal information<br>Saying phone numbers                                       | <b>L:</b> Nice to meet you<br><b>R:</b> Tips when making a contact with an unfamiliar person | <b>S:</b> Giving personal information  | p. 5-6          |
|                       | 1C | 7–8     | Classroom language                       | 2 hours                       |  | Classroom language phrases  | <b>L:</b> "Do as I say, not as I do"   | <b>W:</b> Creating classroom language dialogue.<br><b>W:</b> "Creating Flashcards" project   | p. 6-8          |
| Unit 2 – School life  | 2A | 9–11    | School subjects                          | 3 hours                       | Present Simple<br>Object pronouns  | School subjects<br>Pronunciation: Word stress: School subjects<br>Expressing likes and dislikes | <b>R:</b> Schools around the world   | <b>S:</b> Finding out something in common  | p. 9-11         |
|                       | 2B | 12–14   | Types of schools                         | elective                      | Present Simple   | Collocations with <i>school</i><br>Pronunciation [ʌ] or [ju:]                                   | <b>R:</b> Schools in the U.S.  | <b>S:</b> Comparison between the education system of the USA and Kyrgyzstan<br><b>W:</b> Making a lapbook about the education in Kyrgyzstan or any other country | p. 11-12        |
|                       | 2C | 15–17   | School objects                           | 3 hours                       | have/ have got   | School objects  | <b>R:</b> History of some school objects   | <b>S:</b> Have you got a book with you?  | p. 12-16        |
|                       | 2D | 18–19   | Are you successful in language learning? | elective                      | so/ such   | Words related to language learning  | <b>R:</b> Are you successful in language learning?   | <b>S:</b> Discussing quotations about language learning<br><b>W:</b> Make up a poster "Tips for a successful language learner"                                   | p. 16-18        |
|                       |    | 20–21   |  | 1 hour                        | Progress Check 1: Units 1–2  |   |  |  | p. 19-21        |

| Contents                    |    | Lessons | Units & Topics                          | 102 hours<br>(3 hours a week) | Grammar  | Vocabulary   | Reading / Listening  | Speaking / Writing  | Workbook Part 1 |
|-----------------------------|----|---------|---|-------------------------------|--|--|--|---|-----------------|
| Unit 3 – My network         | 3A | 22–24   | My family                               | 3 hours                       | Possessive case 's<br>Possessive adjectives<br>Possessive pronouns                             | Words related to family values<br>Pronunciation: [ʌ] sound   | <b>R:</b> Family values  | <b>S:</b> Talking about your family and family values<br><b>W:</b> Writing about your family values   | p. 22-24        |
|                             | 3B | 25–26   | My friends                              | 2 hours                       | Present Simple (+) (–)<br>Pronunciation: third person -s<br>Spelling rules                     | Describing a friend<br>Phrases of relationship   | <b>R:</b> My best friend   | <b>S:</b> Talking about your best friend<br><b>W:</b> Writing about your best friend  | p. 25-27        |
|                             | 3C | 27–29   | Spending time with a family or friends? | 2 hours                       | Present Simple (?)   | Free time activities   | <b>R:</b> Do you spend more time with your family or your friends? | <b>S:</b> Finding out who you spend more time, with your family or your friends   | p. 27-29        |
| Unit 3                      | 3D | 30–31   | Spending Time                           | elective                      | Revision of the Present Simple Tense.  | Every day activities<br>Collocations with <i>wash, play, brush, take</i> and <i>wait for</i><br>Pronunciation of words |  | <b>W:</b> Describing the pictures.<br><b>S:</b> Speculating about a partner's every day activities  | p. 29-31        |
| Unit 4 – Likes and Dislikes | 4A | 32–33   | Yes, I love it!                         | 1 hour                        | Love, like, hate, don't mind + plural or verb <i>-ing</i><br>Spelling rules                    | Phrases of likes and dislikes<br>Types of activities   | <b>R/L:</b> What do Aigul's friends like?                          | <b>S:</b> Interviewing a partner about likes and dislikes<br><b>W:</b> Describing the pictures  | p. 32-33        |
|                             | 4B | 34–35   | It's a big, big world                   | 2 hours                       | Adverbs of frequency   | Words related to different traditions  | <b>R:</b> Different types of behavior in different countries       | <b>S:</b> Talking about traditions in different countries<br><b>S/W:</b> Guessing the partner's habits.<br><b>W:</b> "My family traditions" project | p. 34-35        |
|                             | 4C | 36–37   | Guinness Book                           | 2 hours                       | Question words<br>Word order in questions<br>Pronunciation:<br>Intonation in special questions | Question words   | <b>R:</b> Aigul's book of class records                            | <b>S:</b> Discussing Aigul's friends' habits.<br><b>S:</b> "What is the question?" board game   | p. 35-37        |
|                             | 4D | 38–39   | When in Rome, do as the Romans do       | elective                      | Direct/Indirect object<br>Verb patterns: verbs with two objects                                | Words related to customs and etiquette   | <b>R:</b> Some common etiquette and customs in different countries | <b>S:</b> Discussing customs and etiquette rules of different countries   | p. 37-39        |
|                             |    | 40–41   |   | 1 hour                        | Progress Check 2: Units 3–4  |  |  |   | p. 40-43        |
|                             |    | 42      |   | 1 hour                        | Test 1 for the first quarter   |  |  |   |                 |

| Contens                      | Lessons | Units & Topics | 102 hours<br>(3 hours a week)                                    | Grammar                     | Vocabulary   | Reading / Listening                                 | Speaking / Writing   | Workbook Part 1   |          |
|------------------------------|---------|----------------|--|-----------------------------|--|---|--|---|----------|
| Unit 5 – Geography           | 5A      | 43–44          | Geographical features  | 2 hours                     | Definite article <i>the</i> and <i>zero article</i> with geographical features   | Geographical features<br>Pronunciation: word stress | <b>R:</b> Dialogue between Aigul and Tom about geography                   | <b>W:</b> Gap filling   | p. 44-45 |
|                              | 5B      | 45–46          | Our Motherland   | 2 hours                     | Definite article <i>the</i> and <i>zero article</i> with the names of countries, cities and people                                       | Names of continent, countries and cities            | <b>R:</b> Kyrgyzstan   | <b>S:</b> Describing pictures.<br><b>W:</b> Paragraph about any country                                 | p. 45-46 |
|                              | 5C      | 47–48          | World's largest walnut forest                                    | 2 hours                     | Articles <i>a/an</i> and <i>the</i><br>Generalization  | Names of geographical features, berries and nuts    | <b>R:</b> Arslanbob  | <b>S:</b> Answering the questions about the text  | p. 46-48 |
|                              | 5D      | 49–51          | Trip to the United Kingdom of Great Britain and Northern Ireland | elective                    | Articles <i>a/an</i> , <i>the</i> and <i>zero article</i> (–) with superlative adjectives, meals, nationalities and description of nouns | Words connected with geography                      | <b>R:</b> Trip to the United Kingdom of Great Britain and Northern Ireland | <b>S:</b> Answering the questions about the text  | p. 48-49 |
| Unit 6 – Legends in our life | 6A      | 52–53          | What's in a name?  | 2 hours                     | Past simple (+) with regular and irregular verbs<br>Pronunciation: regular verbs endings   | Regular and irregular verbs                         | <b>R:</b> What's in a name?<br><b>R:</b> Legend about Aigul                | <b>S:</b> Talking about names<br><b>W:</b> Spelling rules.<br><b>S:</b> Talking about your last weekend | p. 50-51 |
|                              | 6B      | 54–55          | Our strength is in our unity                                     | 2 hours                     | Past Simple (–) regular and irregular verbs  | Words related to the text                           | <b>R:</b> Fairy tale   | <b>S:</b> Chain story   | p. 51-53 |
|                              | 6C      | 56–57          | A legend about Kochkor   | 2 hours                     | Past Simple: general and special questions<br>Intonation in questions and answers  | Words related to the text                           | <b>R:</b> A legend about Kochkor   | <b>S:</b> Legends about the places in Kyrgyzstan  | p. 53-56 |
|                              | 6D      | 58–60          | A legend about Issyk-Kul Lake                                    | elective                    | Adjectives ending in <i>-ed</i> or <i>-ing</i>   | Words related to the text                           | <b>R:</b> A legend about Issyk-Kul Lake                                    | <b>S:</b> Asking a partner how s/he is feeling; describing things                                       | p. 56-57 |
|                              | 61–62   |                | 1 hour   | Progress Check 3: Units 5–6 |  |   |  | p.59-61   |          |

| Contens                            | Lessons | Units & Topics | 102 hours<br>(3 hours a week)     | Grammar  | Vocabulary   | Reading / Listening  | Speaking / Writing               | Workbook Part 1  |          |
|------------------------------------|---------|----------------|-----------------------------------|----------|--|--|----------------------------------|--|----------|
| Unit 7 – Question of Fashion       | 7A      | 63–64          | Clothes make the man              | elective | Very + adjective and too + adjective<br>Word order of adjectives     | Items of clothing<br>Design and materials                                  | R: Interview with a Scottish boy | S: Answering the questions from the text<br>W: What are Tom and Aigul wearing?                               | p. 62-63 |
|                                    | 7B      | 65–66          | Ak kalpak                         | 2 hours  | Revision of irregular verbs<br>Pronunciation of some irregular verbs | Vocabulary from the text   | R: Ak kalpak                     | S: History of Kyrgyz traditional hat<br>S: Sayings about Ak kalpak<br>W: “Traditional clothes” project       | p. 63-65 |
|                                    | 7C      | 67–68          | Jeans or dress?                   | 2 hours  | Comparative form of adjectives                                       | Revision of items of clothing  | R: Dialogue “Jeans or dress?”    | S: Answering the questions about clothes<br>W: Comparing things<br>S/W: My family<br>W: adjectives crossword | p. 65-67 |
|                                    | 7D      | 69–70          | The most Unusual                  | 2 hours  | Superlative degree of adjectives                                     | Revision of adjectives   | R: The most unusual clothes      | S: Speculating about the pictures<br>S: “Superlatives” board game<br>W: grammar dictation                    | p. 68-70 |
| Unit 8 – Holidays around the World | 8A      | 71–72          | Thanksgiving                      | elective |  | Vocabulary connected to the reading text                                   | R: The history of Thanksgiving   | S: How much do you know about Thanksgiving?<br>W: “Traditional holiday in KG” project work                   | p. 71-73 |
|                                    | 8B      | 73–74          | New Year around the World         | elective |  | Collocations connected to celebration                                      | R: Traditions around the world   | S: New Year celebration in Kyrgyzstan<br>S: Describing the pictures  | p. 73-74 |
| Unit 8 – Holidays around the World | 8C      | 75–76          | Make or do?                       | elective | Collocations with <i>make</i> and <i>do</i>                          | Collocations with <i>make</i> and <i>do</i><br>Pronunciation: collocations |                                  | S: Talking about traditions at home<br>W: Changing the sentences<br>S: “Make or Do?” board game              | p. 74-76 |
|                                    | 8D      | 77–79          | What were you doing at 5 o'clock? | elective | Past Continuous (+), (-), (?)  | Everyday activities  | R: “One day from the past”       | S: What were you doing at... ?   | p. 76-77 |
|                                    |         | 80–81          |                                   | 1 hour   | Progress Check 4: Units 7–8  |  |                                  |  | p. 79-81 |
|                                    |         | 82             |                                   | 1 hour   | Test 2 for the second quarter  |  |                                  |  |          |

| Contens           | Lessons | Units & Topics | 102 hours<br>(3 hours a week) | Grammar                      | Vocabulary   | Reading / Listening   | Speaking / Writing  | Workbook Part 2   |          |
|-------------------|---------|----------------|-------------------------------|------------------------------|--|---|---|---|----------|
| Unit 9 – Gadget   | 9A      | 83–84          | Computing                     | elective                     |  | Parts of a computer<br>Defining the words                         | <b>R:</b> Reading and matching the words with the definitions | <b>W:</b> Gap filling   | p. 3-5   |
|                   | 9B      | 85–86          | Gadgets                       | 2 hours                      | <i>Can</i> for possibility<br>Pronunciation: strong and weak forms of <i>can</i> | Names of gadgets  | <b>R:</b> Gadgets   | <b>S:</b> Talking about gadgets<br><b>S:</b> Making a presentation on “My dream school”<br><b>S/W:</b> Unusual use of objects | p. 4-5   |
|                   | 9C      | 87–88          | Internet Safety               | 2 hours                      | Imperative sentences (+) and (-)   | Vocabulary connected to the Internet safety                       | <b>R:</b> How to be safe online                               | <b>S:</b> What do you know about the Internet safety?   | p. 5-7   |
|                   | 9D      | 89–90          | One day without my gadget     | 2 hours                      | Zero conditional   |   | <b>R:</b> My favourite gadget                                 | <b>W:</b> “Sentence halves”   | p. 8-9   |
| Unit 10 – Ecology | 10A     | 91–92          | Ecology                       | elective                     | Word formation: suffixation  | Ecological problems   | <b>R:</b> Ecology lesson                                      | <b>S:</b> Talking about ecology<br><b>W:</b> How to save ecology in your city   | p. 10-12 |
|                   | 10B     | 93–94          | Three R’s Rule                | 2 hours                      | <i>Will</i> for unplanned actions in future                                      | Vocabulary related to ecology                                     | <b>R:</b> Reduce, reuse, recycle                              | <b>S:</b> Talking about ecology<br><b>W:</b> Describing the possible results for the ecological situations                    | p. 12-15 |
|                   | 10C     | 95–96          | Weather                       | elective                     | Word formation: noun – adjective   | Seasons, months, weather<br>Pronunciation: [p], [əʊ]              | <b>R:</b> Weather in Kyrgyzstan                               | <b>W:</b> Describing weather in different parts of Kyrgyzstan   | p. 15-17 |
|                   | 10D     | 97–98          | What Will Our Future Be Like? | 2 hours                      | May, might, will, definitely /probably, etc., for making predictions             | May, might, will, definitely / probably<br>Pronunciation [əʊ]/[ɔ] | <b>R:</b> Ecological situation at Issyk-Kul                   | <b>S/W:</b> “In the next 50 years... ” project  | p. 18-19 |
|                   | 99–100  |                | 1 hour                        | Progress Check 5: Units 9–10 |  |   |   | p.20-22   |          |

| Contens                  | Lessons | Units & Topics                         | 102 hours<br>(3 hours a week) | Grammar  | Vocabulary  | Reading / Listening   | Speaking / Writing   | Workbook Part 2 |
|--------------------------|---------|--|-------------------------------|--|---|---|--|-----------------|
| Unit 11 – Agriculture    | 11A     | 101–102<br>What is agriculture?        | 2 hours                       | Infinitive of purpose  | Pronunciation: [eɪ], [a:], [ʊ], [ɒ], [ʌ].   | <b>R:</b> What is agriculture?  | <b>S:</b> Talking about agriculture and farming                        | p. 23-25        |
|                          | 11B     | 103–104<br>From the farm to your table | 2 hours                       | Linkers: first, second, next, finally  | Vegetables<br>Pronunciation: consonant sounds. Parts of plants                              | <b>R:</b> Biology homework  | <b>S:</b> Describing pictures  | p. 25- 26       |
|                          | 11C     | 105–106<br>Farm Animals                | 2 hours                       | Plural forms of nouns  | Farm animals and their babies<br>Pronunciation: [i], [əʊ], [ɒ]                              | <b>R:</b> Animal facts  | <b>S:</b> Talking about farm animals                                   | p. 27-28        |
|                          | 11D     | 107–108<br>My future hopes and plans   | 2 hours                       | <i>Going to, want, hope, would like to</i> for future planning and hopes<br>Pronunciation: <i>going to</i> | Vocabulary connected to the text  | <b>R:</b> Future hopes and plans  | <b>S:</b> Talking about teenagers' hopes and plans                     | p. 28-30        |
| Unit 12 – Going Shopping | 12A     | 109–111<br>Containers                  | 2 hours                       | <i>How much/how many? A lot (of), quite a lot (of), much/many, any, not much/ many, none</i>               | Names of containers<br>Pronunciation: [əʊ], [i:], [ɒ], [aɪ], [ʌ], [a:]                      | <b>R:</b> Animal facts  | <b>S:</b> Talking about farm animals                                   | p. 31-33        |
|                          | 12B     | 112–114<br>At the market               | elective                      | <i>Like vs would like</i><br>Pronunciation: would you ['wʊdʒə]   | Useful phrases for going shopping<br>Making invitations<br>Accepting/Refusal of invitations | <b>R:</b> Future hopes and plans  | <b>S:</b> Talking about teenagers' hopes and plans                     | p. 33-36        |
|                          | 12C     | 115–117<br>At the Clothes Shop         | elective                      | <i>Will</i> for spontaneous decisions  | Useful phrases for shopping for clothes   | <b>L:</b> Dialogue in the clothes shop<br><b>R:</b> Street markets around the world       | <b>S:</b> Role playing the dialogue<br><b>S:</b> Talking about markets | p. 36-37        |
|                          | 12D     | 118–120<br>A little more shopping      | 3 hours                       | Determiners: few, a few, little, a little, much, many  | Collocations for shopping<br>Pronunciation: [ju:], [t]                                      | <b>R:</b> Dialogues: planning to go to the souvenir shops and shopping in the supermarket | <b>S:</b> Quantifier race  | p. 37-39        |

| Contens                     |     | Lessons | Units & Topics              | 102 hours<br>(3 hours a week) | Grammar   | Vocabulary   | Reading / Listening   | Speaking / Writing   | Workbook Part 2 |
|-----------------------------|-----|---------|-----------------------------|-------------------------------|---|--|---|--|-----------------|
| Unit 13 – Know about Future | 13A | 121–122 | Weather Omens               | 2 hours                       | <i>If-clause</i> to talk about future predictions (1st Conditional)   | Vocabulary related to the text   | <b>R:</b> What will the weather be like tomorrow?             | <b>S:</b> Talking about weather omens  | p. 40-41        |
|                             | 13B | 123–124 | Safety tips for teens       | elective                      | <i>If-clause + imperatives</i> to talk about future recommendations and advice  | Vocabulary related to bullying and safety  | <b>R:</b> Safety with strangers<br><b>R:</b> Safety at school | <b>S:</b> Giving advice to teens<br><b>W:</b> Tips for safety at home  | p. 41-43        |
|                             | 13C | 125–126 | I can do it myself!         | 2 hours                       | Subject/object pronouns: revision<br>Reflexive pronouns<br><i>Each other</i>  | Sport: martial arts<br>Reflexive pronouns:<br><i>myself, yourself, etc. Each other</i> | <b>R:</b> “Going for sport” dialogue                          | <b>S:</b> “Every girl must defend herself” opinion gap   | p. 44-45        |
|                             | 13D | 127–128 | Take Care                   | elective                      | First conditional: revision   | Accidents: cut yourself, bruise, burn yourself, twist an ankle, etc.                   | <b>R:</b> “First aid” <b>L/R:</b> “Doctor’s recommendations”  | <b>S:</b> “Giving advice”  | p. 46-47        |
|                             |     | 129–130 |                             | 1 hour                        | Progress Check 6: Units 11–13   |  |   |  | p. 48-51        |
|                             |     | 131     |                             | 1 hour                        | Test 3 for the third quarter  |  |   |  |                 |
| Unit 14 – Chores            | 14A | 132–134 | Household Chores            | 3 hours                       | Present Continuous (+), (-), (?) Pronunciation: [ɪ]   | Revision of the household activities   | <b>R:</b> What season is it?                                  | <b>S:</b> Interviewing a partner<br><b>W:</b> <i>-ing</i> forms spelling rules<br><b>W:</b> Describing the picture   | p. 52-54        |
|                             | 14B | 135–137 | Family Chores and Holidays  | 3 hours                       | Present Simple vs Present Continuous<br>Time phrases<br>Indefinite pronouns: somebody/ someone, something, somewhere, anybody/anyone, anything and anywhere | Verb-noun collocations<br>Pronunciation: [eɪ], [e], [əʊ], [ɔ:]                         | <b>R:</b> Tom and his family<br><b>R:</b> Who is it?          | <b>S:</b> Interviewing a partner<br><b>S:</b> Describing the pictures<br><b>W:</b> Writing a paragraph about what you usually do and what you’re doing now     | p. 54-56        |
|                             | 14C | 138–140 | Being away from chores      | 3 hours                       | Present Simple vs Present Continuous<br>Stative verbs<br>Indefinite pronouns: everybody/ everyone, everything, everywhere, nobody/ no one, nothing, nowhere | Stative verbs<br>Vocabulary related to holiday   | <b>R:</b> Holiday in Turkey<br><b>R:</b> Holiday in Osh       | <b>S:</b> Interviewing a partner<br><b>S:</b> talking about family members’ un/ usual habits<br><b>W:</b> writing a story/fairy tale using indefinite pronouns | p. 57-58        |
|                             | 14D | 141–142 | Let’s keep our school clean | 2 hours                       | Present Continuous for future arrangement   | Time expressions for future arrangement  | <b>R:</b> Dialogue between Aigul and her friend               | <b>S:</b> Asking and answering about your classmate<br><b>S:</b> Arranging a meeting   | p. 58-60        |

| Contens              | Lessons | Units & Topics | 102 hours<br>(3 hours a week)  | Grammar  | Vocabulary  | Reading / Listening   | Speaking / Writing   | Workbook<br>Part 2   |          |
|----------------------|---------|----------------|--------------------------------|----------|---|---|--|--|----------|
| Unit 15 – Experience | 15A     | 143–144        | Types of Holiday               | elective |   | Different types of holiday Adjectives describing holidays Giving definitions Useful phrases: discussing, asking and telling people about holidays | <b>R:</b> Asking and telling about holidays<br><b>S:</b> Talking about holiday experience<br><b>S:</b> Planning your dream holiday | p. 61-62   |          |
|                      | 15B     | 145–146        | Travel Experiences             | 2 hours  | <i>Present Perfect (+), (?) and (-) with I/you/we/they and the verb “to be”</i><br><i>Pronunciation: sentence stress</i>              | Types of holidays: revision<br><i>Been vs gone</i>  | <b>L/R:</b> Nicolas and Kelly’s travel experiences<br><b>W:</b> Sentences with contractions<br><b>W:</b> Making up sentences       | p. 63-64   |          |
|                      | 15C     | 147–148        | Life Experiences               | 2 hours  | Present Perfect with irregular verbs<br>Present Perfect and Past Simple with <i>for</i><br>Pronunciation: contractions and weak forms | Past Participles of irregular verbs<br>Pronunciation: irregular verbs chants  | <b>S:</b> Interviewing a partner about the experiences<br><b>W:</b> Writing about your experiences                                 | p. 64-65   |          |
|                      | 15D     | 149–150        | He has done it!                | 2 hours  | Present Perfect (+), (-) and (?) with regular and irregular verbs for the 3rd person singular   | Past participles of regular and irregular verbs   | <b>R:</b> Reading the postcard<br><b>W:</b> Making up (+), (-) and (?) forms in the Present Perfect                                | p. 66-67   |          |
|                      |         | 151–152        |                                | 1 hour   | Progress Check 7: Units 14–15   |   |  |  | p. 68-70 |
| Rules rule the world | 16A     | 153–154        | School Rules                   | 2 hours  | <i>Must and mustn’t</i><br>Pronunciation: silent <i>t</i>   | Revision of the instructional language  |  | <b>S:</b> Describing a picture<br><b>W:</b> Making up the rules for your English class | p. 71-72 |
|                      | 16B     | 155-156        | Cultural Rules                 | 2 hours  | <i>Have to / has to</i>   | Vocabulary related to customs.  | <b>L:</b> Dialogue about customs.  | <b>S:</b> Things you have to do over a week.   | p. 72-74 |
|                      | 16C     | 157-158        | Kyrgyz tradition: Beshik toi   | elective | Present Simple Passive  | Vocabulary related to traditions  | <b>R:</b> Beshik toi   | <b>S:</b> Discussing traditions and customs<br><b>W:</b> Writing riddles               | p. 74-76 |
|                      | 16D     | 159-161        | Kyrgyz tradition: Tushoo kesuu | elective | Defining relative clause  | Vocabulary related to traditions  | <b>R:</b> Tushoo kesuu   | <b>W:</b> Writing definitions  | p. 76-78 |



| Contens  | Lessons | Units & Topics | 102 hours<br>(3 hours a<br>week) | Grammar  | Vocabulary  | Reading / Listening  | Speaking / Writing  | Workbook<br>Part 2 |
|----------|---------|----------------|----------------------------------|----------|---|--|---|--------------------|
| Revision | 17A     | 162–163        | Fables                           | elective | Past Simple: revision<br>Verbs + prepositions   | Vocabulary related to the<br>fable<br>Verbs + prepositions | <b>R:</b> The fox and the<br>Goat<br><br><b>W:</b> The Lion and the<br>Mouse;<br><b>S:</b> Moral of the<br>fable;<br><b>S:</b> Retelling the<br>fable<br><b>W:</b> Writing a<br>paragraph about a<br>partner. | p. 79-80           |
|          | 17B     | 164–165        | Let's Talk!                      | elective | First and zero<br>conditional:<br>revision<br>Present Perfect: revision<br>Degrees of adjectives:<br>revision | Revision of the adjectives<br>Activating vocabulary        | <b>S:</b> Board game on<br>conditional<br>sentences<br><b>W / S:</b> Degrees of<br>adjectives   | p. 80-82           |
|          | 17C     | 166–167        | Do you remember?                 | elective | Revision of all grammar<br>from the book  | Vocabulary from the<br>student's book                      | <b>W / S:</b> Alphabet<br>Race<br><b>S:</b> "All the language<br>in the student book"<br>board game   | p. 82-83           |
|          | 168–169 |                |                                  | 1 hour   | Progress Check 8: Units 16–17   |  |   | p.84               |
|          | 170     |                |                                  | 1 hour   | Test 4 for the fourth quarter   |  |   |                    |