**Тематическое планирование**

**для 6-го класса**

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| **Contens** | |  | Lessons | Units **&** Topics | **Grammar** | Vocabulary | **Reading / Listening** | **Speaking / Writing** |  |
|  | 1А |  | 1-3 | Welcome | Tense review: Present Simple, Present Continuous, Present Perfect, Past Simple | Introducing yourself | L: A new student R: Tom's web page | S: Social networking |  |
| 1В |  | 4-6 | Nice to meet you |  | Greetings  Personal information Saying phone numbers | L: Nice to meet you R: Tips when making a contact with an unfamiliar person | S: Giving personal information |  |
| 1C |  | 7-8 | Classroom  language |  | Classroom language phrases | L: “Do as I say, not as I do" | W: Creating classroom language dialogue.  W: “Creating Flashcards” project |  |
|  | 2А |  | 9-11 | School subjects | Present Simple Object pronouns | School subjects Pronunciation: Word stress: School subjects Expressing likes and dislikes | R: Schools'around the world | S: Finding out something in common |  |
| 2В |  | 12-14 | Types of schools | Present Simple | Collocations with school Pronunciation [Л] or [ju:] | R: Schools in the U.S. | S: Comparison between the education system of the USA and Kyrgyzstan  W: Making a lapbook about the education in Kyrgyzstan or any other country |  |
| 2С |  | 15-17 | School objects | have/have got | School objects | R: History of some school objects | S: Have you got a book with you? |  |
| 2D |  | 18-19 | Are you successful in language learning? | so/such | Words related to language learning | R: Are you successful in language learning? | S: Discussing quotations about language learning W: Make up a poster “Tips for a successful language learner” |  |
|  |  |  | 20-21 ^  \* | Progress Check 1: Units 1-2 |  |  |  |  |  |
|  | ЗА |  | 22-24 | My family | Possessive case‘s Possessive adjectives Possessive pronouns | Words related to family values Pronunciation: [A] sound | R: Family values | S: Talking about your family and family values  W: Writing about your family values |  |
| ЗВ |  | 25-26 | My friends | Present Simple (+) (-) Pronunciation: third person -s Spelling rules | Describing a friend Phrases of relationship | R: My best friend | S: Talking about your best friend W: Writing about your best friend |  |
|  | ЗС |  | 27-29 | Spending time with a family or friends? | Present Simple (?) | Free time activities | R: Do you spend more time with your family or your friends? | S: Finding out who you spend more time, with your family or your friends |  |
|  | 3D |  | 30-31 | Spending Time | Revision of the Present Simple Tense. | Every day activities Collocations with wash, play, brush, take and wait for Pronunciation of words |  | W: Describing the pictures.  S: Speculating about a partner's every day activities |  |
|  | 4А |  | 32-33 | Yes, I love it! | Love, like, hate, don't mind + plural or verb -ing Spelling rules | Phrases of likes and dislikes Types of activities | R/L: What do Aigul’s friends like? | S: Interviewing a partner about likes and dislikes W: Describing the 'pictures |  |
|  | 4В |  | 34-35 | It's a big, big world | Adverbs of frequency | Words related to different traditions | R: Different types of behavior in different countries | S: Talking about traditions in different countries S/W: Guessing the partner's habits.  W: “My family traditions” project |  |
|  | 4С |  | 36-37 | Guinness Book | Question words Word order in questions Pronunciation: Intonation in special questions | Question words | R: Aigul’s book of class records | S: Discussing Aigul’s friends’ habits.  S: “What is the question?” board game |  |
|  | 4D |  | 38-39 | When in Rome, do as the Romans do | Direct/Indirect object  Verb patterns: verbs with two  objects | Words related to customs and etiquette | R: Some common etiquette and customs in different countries | S: Discussing customs and etiquette rules of different countries |  |
|  |  |  | 40-41 | Progress Check 2: Units 3-4 | |  |  |  |  |
|  |  |  | 42 | Test 1 for the first quarter | |  |  |  |  |
|  | 5A |  | 43-44  « | Geographical > features | Definite article the and zero article with geographical features | Geographical features Pronunciation: word stress | R: Dialogue between Aigul and Tom about geography | W: Gap filling |  |
|  | 5B |  | 45-46 | Our Motherland | Definite article the and zero article with the names of countries, cities and people | Names of continent, countries and cities | R: Kyrgyzstan | S: Describing pictures.  W: Paragraph about any country |  |
|  | 5C |  | 47-48 | World’s largest walnut forest | Articles a/an and the Generalization | Names of geographical features, berries and nuts | R: Arslanbob | S: Answering the questions about the text |  |
|  | 5D |  | 4&-51 | Trip to the United Kingdom of Great Britain and Northern Ireland | Articles a/an, the and zero article (-) with superlative adjectives, meals, nationalities and description of nouns | Words connected with geography | R: Trip to the United Kingdom of Great Britain and Northern Ireland | S: Answering the questions about the text |  |
|  | 6A |  | 52-53 | What’s in a name? | Past simple (+) with regular and irregular verbs Pronunciation: regular verbs endings | Regular and irregular verbs | R: What’s in a name? R: Legend about Aigul | S: Talking about names W: Spelling rules.  S: Talking about your last weekend |  |
|  | 6B |  | 54-55 | Our strength is in our unity | Past Simple (-) regular and irregular verbs | Words related to the text | R: Fairy tale | S: Chain story |  |
|  | 6C |  | 56-57 | A legend about Kochkor | Past Simple: general and special questions  Intonation in questions and answers | Words related to the text | R: A legend about Kochkor | S: Legends about the places in Kyrgyzstan |  |
|  | 6D |  | 58-60 | A legend about Issyk-Kul Lake | Adjectives ending in -ed or -ing | Words related to the text | R: A legend about Issyk-Kul Lake" | S: Asking a partner how s/he is feeling; describing things |  |
|  |  |  | 61-62 | Progress Check 3: Units 5-6 | |  |  |  |  |
|  | 7A |  | 63-64 | Clothes make the man | Very + adjective and too + adjective  Word order of adjectives | Items of clothing Design and materials | R: Interview with a Scottish boy | S: Answering the questions from the text  W: What are Tom and Aigul wearing? |  |
|  | 7B |  | 65-66 | Ak kalpak | Revision of irregular verbs Pronunciation of some irregular verbs | Vocabulary from the text | R: Ak kalpak | S: History of Kyrgyz traditional hat  S: Sayings about Ak kalpak W: “Traditional clothes” project |  |
|  | 7C |  | 67-68 | Jeans or dress? | Comparative form of adjectives | Revision of items of clothing | R: Dialogue “Jeans or dress?” | S: Answering the questions about clothes W: Comparing things S/W: My family W: adjectives crossword |  |
|  | 7D |  | 69-70 | The most Unusual | Superlative degree of adjectives | Revision of adjectives | R: The most unusual clothes | S: Speculating about the pictures S: “Superlatives” board game W: grammar dictation |  |
|  | 8A |  | ,71-72 | Thanksgiving | \* | Vocabulary connected to the reading text | R: The history of Thanksgiving | S: How much do you know about Thanksgiving?  W: “Traditional holiday in KG” project work |  |
|  | 8B |  | 73-74 | New Year around the World |  | Collocations connected to celebration | R: Traditions around the world | S: New Year celebration in Kyrgyzstan  S: Describing the pictures |  |
|  | 8C |  | .75-76 | Make or do? | Collocations with make and do | Collocations with make and do Pronunciation: collocations |  | S: Talking about traditions at home  W: Changing the sentences S: “Make or Do?” board game |  |
|  | 8D |  | .77-79 | What were you doing at 5 o'clock? | Past Continuous (+), (-), (?) | Everyday activities | R: “One day from the past” | S: What were you doing at... ? |  |
|  |  |  | 80-81 | Progress Check 4: Units 7-8 | |  |  |  |  |
|  |  |  |  | Test 2 for the second quarter | |  |  |  |  |
|  | 9A |  | 83-84 | Computing |  | Parts of a computer Defining the words - | R: Reading and matching the words with the definitions | W: Gap filling \* |  |
|  | 9B |  | 85-86 | Gadgets | Can for possibility ' Pronunciation: strong and weak forms of can | Names of gadgets | R: Gadgets | S: Talking about gadgets S: Making a presentation on ‘My dream school”  S/W: Unusual use of objects |  |
|  | 9C |  | 87-88 | Internet Safety | Imperative sentences (+) and (-) | Vocabulary connected to the Internet safety | R: How to be safe online | S: What do you know about the Internet safety? |  |
|  | 9D |  | 89-90 | One day without my gadget | Zero conditional |  | R: My favourite gadget | W: “Sentence halves” |  |
|  | 10A |  | 91-92 | Ecology | Word formation: suffixation | Ecological problems | R: Ecology lesson | S: Talking about ecology W: How to save ecology in your city |  |
|  | 10B |  | 93-94 | Three R's Rule | Will for unplanned actions in future | Vocabulary related to ecology | R: Reduce, reuse, recycle | S: Talking about ecology W: Describing the possible results for the ecological situations |  |
|  | 10C |  | 95-96 | Weather | Word formation: noun - adjective | Seasons, months, weather Pronunciation: [d], [эи] | R: Weather in Kyrgyzstan | W: Describing weather in different parts of Kyrgyzstan |  |
|  | 10D |  | 97-98 | What Will Our Future Be Like? | May, might, will, definitely/probably, etc., for making predictions | May, might, will, definitely/ probably Pronunciation [эи]/[э] | R: Ecological situation at Issyk-Kul | S/W: “In the next 50 years... ” project |  |
|  |  |  | 99-100' | Progress Check 5: Units 9-10 . | |  |  |  |  |
|  | 11A |  | 101-102 | What is agriculture? | Infinitive of purpose | Pronunciation: [ei], [а:], [о], [d], [a]. | R: What is agriculture? | S: Talking about agriculture and  farming |  |
|  | 11B |  | 103-104 | From the farm to your table | Linkers: first, second, next, finally | Vegetables  Pronunciation: consonant sounds. Parts of plants | R: Biology homework | S: Describing pictures |  |
|  | 11C |  | 105-106 | Farm Animals | Plural forms of nouns | Farm animals and their babies Pronunciation: [i], [эо], [d] | R: Animal facts | S: Talking about farm animals |  |
|  | 11D |  | Ю7-Ю8 | My future hopes and plans | Going to, want, hope, would like to for future planning and hopes Pronunciation: going to | Vocabulary connected to the text | R: Future hopes and plans | S: Talking about teenagers’ hopes and plans |  |
|  | 12A |  | ,109-111 | Containers | How much/how many?  A lot (of), quite a lot (of), much/many, any, not much/ many, none | Names of containers Pronunciation: [эи], [i:], [x>], [ai], [a], [a:] | R: Animal facts | S: Talking about farm animals |  |
|  | 12B |  | 112-114 | At the market | Like vs would like Pronunciation: would you [‘wiufes] | Useful phrases for going shopping Making invitations Accepting/Refusal of invitations | R: Future hopes and plans | S: Talking about teenagers’ hopes and plans |  |
|  | 12C |  | 115-117 | . At the Clothes Shop | Will lor spontaneous decisions | Useful phrases for shopping for clothes | L: Dialogue in the clothes shop R: Street markets around the world | S: Role playing the dialogue S: Talking about markets |  |
|  | 12D |  | 118-120 | A little more shopping | Determiners: few, a few, little, a little, much, many | Collocations for shopping Pronunciation: [ju:], [t] | R: Dialogues: planning to go to the souvenir shops and shopping in the supermarket | S: Quantifier race |  |
|  | 13A |  | 121-122 | Weather Omens | If-clause to talk about future predictions (1st Conditional) | Vocabulary related to the text | R: What will the weather be like tomorrow? | S: Talking about weather omens |  |
|  | 13B |  | 123-124 | Safety tips for teens | If-clause + imperatives to talk about future recommendations and advice | Vocabulary related to bullying and safety | R: Safety with strangers  R: Safety at school | S: Giving advice to teens W: Tips for safety at home |  |
|  | 13C |  | 125-126 | I can do it myself! | Subject/object pronouns: revision Reflexive pronouns Each other | Sport: martial arts Reflexive pronouns: myself, yourself, etc.  Each other | R: “Going for sport” dialogue | S: “Every girl must defend herself opinion gap |  |
|  | 13D |  | 127-128 | Take Care | First conditional: revision | Accidents: cut yourself, bruise, bunt yourself, twist an ankle, etc. | R: “First aid"  L/R: “Doctor’s recommendations” | S: “Giving advice” |  |
|  |  |  | 12&-130; | Progress Check 6: Units 11-13 | |  |  |  |  |
|  |  |  | 131 | Test 3 for the thitd quarter | |  |  |  |  |
|  | 14A |  | 132-134 | Household  Chores | Resent Continuous (+), (-), (?) Pronunciation: [rj] | Revision of the household activities | R: What season is it? | S: Interviewing a partner W: -ing forms spelling rules W: Describing the picture |  |
|  | 14B |  | 135-137 | Family Chores and Holidays | Present Simple vs Present  Continuous  Time phrases  Indefinite pronouns: somebody/ someone, something, somewhere, anybody/anyone, anything and anywhere | Verb-noun collocations Pronunciation: [ei], [e], [эи], [э:] | R: Tom and his family R: Who is it? | S: Interviewing a partner S: Describing the pictures W: Writing a paragraph about what you usually do and what you’re doing now |  |
|  | 14C |  | 138-140 | Being away from chores | Present Simple vs Present  Continuous  Stative verbs  Indefinite pronouns: everybody/ everyone, everything, everywhere, nobody/no one, nothing, nowhere | Stative verbs  Vocabulary related to holiday | R: Holiday in Turkey R: Holiday in Osh | S: Interviewing a partner S: talking about family members’ un/usual habits  W: writing a story /fairy tale using indefinite pronouns |  |
|  | 14D |  | 141-142 | Let’s keep our school clean | Present Continuous for future arrangement | Time expressions for future arrangement | R: Dialogue between Aigul and her friend | S: Asking and answering about your classmate S: Arranging a meeting |  |
|  | 15A |  | 143-144 | Types of Holiday |  | Different types of holiday Adjectives describing holidays Giving definitions Useful phrases: discussing, asking and telling people about holidays | R: Asking and telling about holidays | S: Talking about holiday experience  S: Planning your dream holiday |  |
|  | 15B |  | 145-146 | Travel  Experiences | Present Perfect (+), (?) and (-) with l/you/we/they and the verb “to be”  Pronunciation: sentence stress | Types of holidays: revision Been vs gone | L/R: Nicolas and Kelly's travel experiences | W: Sentences with contractions W: Making up sentences |  |
|  | 15C |  | 147-148 | Life Experiences | Present Perfect with irregular verbs  Present Perfect and Past Simple with for  Pronunciation: contractions and weak forms | Past Participles of irregular verbs Pronunciation: irregular verbs chants |  | S: Interviewing a partner about the experiences W: Writing about your experiences |  |
|  | 15D |  | 149-150 | He has done it! | Present Perfect (+), (-) and (?) with regular and irregular verbs for the 3rd person singular | Past participles of regular and irregular verbs | R: Reading the postcard | W: Making up (+), (-) and (?) forms in the Present Perfect |  |
|  |  |  | 151-152 | Progress Check 7: Unite 14-15 | |  |  |  |  |
|  | 16A |  | 153-154 | School Rules | Must and mustn’t Pronunciation: silent t | Revision of the instructional language |  | S: Describing a picture W: Making up the rules for your English class |  |
|  | 16B |  | 155-156 | Cultural Rules | Have to / has to | Vocabulary related to customs. | L: Dialogue about customs. | S: Things you have to do over a week. |  |
|  | 16C |  | 157-158 | Kyrgyz tradition: Beshik toi | Present Simple Passive | Vocabulary related to traditions | R: Beshik toi | S: Discussing traditions and customs  W: Writing riddles |  |
|  | 16D |  | 159-161 | Kyrgyz tradition: Tushoo kesuu | Defining relative clause | Vocabulary related to traditions | R: Tushoo kesuu | W: Writing definitions |  |
|  | 17А |  | 162-163 | Fables | Past Simple: revision Verbs + prepositions | Vocabulary related,to the fable Verbs + prepositions | R: The fox and the Goat | W: The Lion and the Mouse;  S: Moral of the fable;  S: Retelling the fable  W: Writing a paragraph about a  partner. |  |
|  | 17В |  | 164-165 | Let’s Talk! | First and zero conditional: revision  Present Perfect: revision Degrees of adjectives: revision | Revision of the adjectives Activating vocabulary |  | S: Board game on conditional sentences  W1S: Degrees of adjectives |  |
|  | 17С |  | 166-167 | Do you remember? | Revision of all grammar from the book | Vocabulary from the student’s book |  | W1S: Alphabet Race S: “All the language in the student book” board game |  |
|  |  |  | 168-169 | Progress Check 8: Units 16-17 | |  |  |  |  |
|  |  |  | 170 t | Test 4 for the fourth quarter | |  |  |  |  |