

# **Календарно-тематическое планирование к УМК “Семья и друзья 3” (“Family and Friends 3”) ( Julie Penn)**

УМК издательства РЕЛОД “Семья и друзья 3”(“ Family &Friends 3”) рассчитан на 94 урока и 5 уроков проверочных работ (Review).  
Общее количество учебных часов составляет 99 уроков в год или 3 урока в неделю.

Каждый раздел состоит из 6 уроков: 1-4 уроки каждого раздела являются обязательными, 5-6 уроки даны на закрепление усвоенного материала.

Календарно-тематическое планирование составлено из расчета 2-ух часов английского языка в неделю, куда в обязательном порядке войдут 1-4 уроки каждого раздела учебника, и 2 дополнительных часа, в которые можно включать материал из 5-6 уроков каждого раздела.

Lesson	Unit	Key language	Additional language	Lesson objectives	Materials	iTools	Grammar	Phonics	Skills	Further practice
Starter Lesson 1 (1)	My family.		<i>Family, name, too.</i>	To learn the names of the story characters; To remind children of family words.	CD #01-02; My family flashcards 1-10; pre-cut shapes on card (for name labels) and sticky tack.	Starter-Words	<b>Present simple with <i>be</i> and <i>got</i>.</b> <i>I'm seven.</i> <i>We've got two cousins.</i> <b>Past simple with <i>be</i>.</b> <i>It was sunny.</i> <i>The children were happy.</i> <b>Comparatives.</b> <i>The red car is bigger than the blue car.</i>		<b>Reading:</b> identifying people and objects from descriptions <b>Listening:</b> identifying numbers; <b>Speaking:</b> asking and answering about birthdays; <b>Writing:</b> writing the answers to sums.	WB p.4; Student MultiROM/ Starter Unit, Words.
Lesson 2 (2)			<i>Sunny, children, girl, boy.</i>	To revise comparative adjectives; To revise the past simple of <i>be</i> .	My family flashcards 1-10; Level 1 flashcards 7, 26, 106-108 (goat, zebra, elephant, giraffe, monkey) and Level 2 flashcards 129, 131, 136 (horse, donkey, cow).	Starter/Grammar.				WB p.5; Student MultiROM/ Starter Unit, Grammar.
Lesson 3 (3)		<i>The months of the year.</i>	<i>Months, year, When's your birthday? How old are</i>	To identify the months of the year.	CD# 03; paper and coloured pencils.	Starter/ Words and Song.				WB p.6; Student MultiROM/ Starter Unit, Words 2.

			<i>you?</i>							
Lesson 4 (4)				To revise the numbers 10-100.	CD #03-05;	Starter-Words.				WB p.7; Student MultiROM/ Student Unit, Words 3. My family test< Testin Evaluation Book, p.6; Student MultiROM/ Student Unit/Words 3/Listen at Track 1(Words ) Track Song),
Unit 1 Lesson 1 (5)	<b>They're from Australia!</b>	<i>Egypt, the UK, Russia, Spain, Thailand, Australia, the USA, Brazil.</i>	<i>Our, know, photo, from, Hi!, Really! old.</i>	To identify different countries; To understand a short story.	CD # 06-07; My family flashcards 1-10; Countries flashcards 11-18; PMB p. 36 ( Cut and make 1) ; TB p.136.	Unit 1- Words/Story	<b>Present simple.</b>  <i>Where are you from? I'm from Egypt. Where is he from? He's from Brazil.</i>	<b>Consonant blends:</b> cr: <i>crayon</i> dr: <i>draw, drink</i> sp: <i>spoon</i> sn: <i>snake</i> pl: <i>play</i>	<b>Reading:</b> reading and understanding a story, reading for the main idea; understanding the sequence of events in a story; <b>Listening:</b> understanding specific information to identify the correct picture; <b>Speaking:</b> asking and answering questions about age, country, and favourite season; <b>Writing:</b> capitalizing proper nouns and sentences beginnings; writing about myself.	WB p.8; Cut and make 1, PMB Student MultiROM/Unit 1/Words.
Lesson 2 (6)		<i>I'm from Egypt. Where are you from? He is from Brazil. Where is he from? They're from Russia. Where</i>	<i>Friend.</i>	To revise and use the short form of <i>be</i> in affirmative sentences and questions; To revise personal	CD # 07; Countries flashcards 11-18; flashcards 9-10.	Unit 1- Grammar.				WB p.9; Grammar time, WB p. Student MultiROM/Unit1/Gran

		<i>are they from?</i>		pronouns; To act out a story.						
Lesson 3 (7)			<i>It's nice to meet you, How are you?, today.</i>	To ask and answer simple questions with <i>be</i> ; To write sentences with <i>be</i> ; To use <i>be</i> and countries in the context of a song.	CD # 08;	Unit 1- Grammar and Song.				WB p.10.
Lesson 4 (8)		<i>Crayon, draw, spoon, snake, drink, play.</i>	<i>Cut, eat.</i>	To revise pronunciation of the consonant blends <i>cr, dr, sp, sn,</i> and <i>pl</i> ; To differentiate between the sounds; To use these sounds in the context of a chant.	CD # 08, 09-11; Phonics cards 1-3 (draw, spoon, snake); Level 2 Phonics cards 11- 12 ( frog, drum), 14, 16, and 18 ( crayon, plum, cloud).	Unit 1- Phonics				WB p.11 Student MultiROM/Unit 1/Pho
Lesson 5 (9) optional		<i>Spring, summer, autumn, winter, garden, season.</i>	<i>Selfish, giant, lovely, want, but, build, wall, around, bird, one day, find, hole, hear, go in, because,</i>		CD # 12-13; Seasons/Home flashcards 19-24.	Unit 1- Skills Time!			<b>Reading:</b> read and understand a story; read for the main idea; understand a sequence of events in a story.	WBp.12; Extra writing worksheet, PMB p. 2; Playscript 1: the Selfish Giant PMB pp.32-33; Student MultiROM/Unit 1/Wor

			<i>again, now.</i>							
Lesson 6 (10) optional			<i>Favourite.</i>		CD # 03, 14; Season flashcards 19-22;.	Unit 1- Skills Time!			<p><b>Listening:</b> understanding specific information to identify the correct picture;</p> <p><b>Speaking:</b> ask and answer questions about you and your favourite season;</p> <p><b>Writing:</b> identify and use capital letters in sentences; write about yourself.</p>	WB p.13; Unit 1 test, Testing and Evaluation Book p.7; Student MultiROM/ unit 1/List home/Track 3 ( Words phrases), 4(Song), 5 (Phonics).
Unit 2 Lesson 1 (11)	<b>My weekend</b>	<i>Read comics, skateboard, do gymnastics, play chess, fish, play basketball, take photos, play volleyball.</i>	<i>Lots of, fish (n), like (v), you, can, Wow!, Help!, great, for, lunch, time, go home, let's..., stay.</i>	To identify different hobbies; To understand a short story.	CD # 08, 15-16; Countries flashcards 11-18; Hobbies flashcards 25-32.	Unit 2- Words/Story	<p><b>Like + verb + ing</b></p> <p><i>I like reading.</i> <i>I don't like fishing.</i> <i>Does he like playing chess?</i> <i>Yes, he does./</i> <i>No, he doesn't.</i></p>	<p><b>Magic e:</b> a_e: <i>face, space</i> i_e: <i>kite, bike</i> o_e: <i>rope, stone</i> u_e: <i>June, cube</i></p>	<p><b>Reading:</b> reading and understanding a webpage; reading for specific details;</p> <p><b>Listening:</b> matching people and their hobbies;</p> <p><b>Speaking:</b> asking and answering questions about hobbies;</p> <p><b>Writing:</b> Full forms and short forms of <i>be</i> and <i>have</i>; writing an email about my hobbies.</p>	WB p.14; Student MultiROM/Unit 2/Wor
Lesson 2 (12)		<i>I like reading. I don't like fishing. Do you like playing chess?</i>		To identify affirmative, negative, and question form of the	CD # 16; Hobbies flashcards 25-32.	Unit 2- Grammar				WB p.15 Grammar Time, WB p. Student MultiROM/Unit2/Gran

		<i>Yes, I do/ No, I don't. He doesn't like skateboarding. Does he like playing chess? Yes, he does/ No, he doesn't.</i>		present simple: <i>like</i> + <i>-ing</i> ; To identify the third person singular form of <i>like</i> + verb + <i>-ing</i> ; To complete sentences with the third person singular and plural form of <i>like</i> ; To act out a story.						
Lesson 3 (13)			<i>Happy, play tennis, like + best, weekend, Hip, hooray!, picture, have fun, all day, lots of to do.</i>	To ask and answer questions with <i>does</i> + <i>like</i> + <i>-ing</i> ; To write sentences with <i>likes/ doesn't like</i> + <i>-ing</i> ; To use <i>like</i> + <i>-ing</i> and hobbies words in context of a song.	CD # 17; Hobbies flashcards 25-32.	Unit 2- Grammar and Song.				WB p.16.
Lesson 4 (14)		<i>Face, space, kite, bike, rope, stone, June, cube.</i>	<i>Together, me, skipping rope, doll.</i>	To revise the long vowels + consonant + <i>e</i> and remind	CD # 10, 18-20; Phonics cards 4-7 (space, kite, rope, cube).	Unit 2- Phonics				WB p.17 Student MultiROM/Unit 2/Phonics

				children of the magic e; To associate these sounds with the letters <i>a_e</i> , <i>i_e</i> , <i>o_e</i> , and <i>u_e</i> in words; To identify these words and sounds in a chant.						
Lesson 5 (15) optional		<i>Play the guitar, shop, cook, paint, play the piano, visit family.</i>	<i>Penfriend, pet, hate, boring, what, love (v), email (v), email (n), email address, write, Egyptian, play football, with, send an email.</i>		CD # 21-22; Hobbies flashcards 25-32; Hobbies flashcards 33-38; paper and coloured pencils.	Unit 2- Skills Time!			<b>Reading:</b> read and understand a webpage about penfriends; read for specific details.	WB p.18; Extra writing worksheet PMB p. 3; Student MultiROM/Unit 2/Words 2
Lesson 6 (16) optional			<i>Website, number, Who...?, Good!</i>		CD # 17, 23; Hobbies flashcards 25-38.	Unit 2- Skills Time!			<b>Listening:</b> Understand specific information to match people and their hobbies; <b>Speaking:</b> ask and answer questions about things you like doing; suggest penfriends for a partner based on their preferences; <b>Writing:</b> use the apostrophe in	WB p.19; Unit 2 test, Testing and Evaluation Book p.8; Student MultiROM Unit 2/List home/Track 6 .( Words phrases), 7 (Song), 8 (Phonics).

									contraction; write an email to a penfriend.	
Unit 3 Lesson 1 (17)	<b>My things.</b>	<i>Computer, TV, DVD player, CD player, MP3 player, camera, turn on, turn off.</i>	<i>Thing, please, watch (v), my, boring, use (v), school, project, about, space, think, broken, Well...</i>	To identify different possessions and verbs to do with using them; To understand a short story.	CD # 24-25; My things flashcards 39-44; Phrasal verbs flashcards 45-46; an empty box.	Unit 3- Words/Story	<b>Your/ our/ their</b> <i>That's their CD player.</i>  <b>Can for permission/ requests</b> <i>Can I use your computer?</i> <i>Yes, you can./</i> <i>No, you can't.</i> <i>Can you turn off the DVD player, please?</i>	<b>Words with ar:</b> <i>Car, park, shark, star, scarf.</i>	<b>Reading:</b> reading and understanding school projects about collections; finding specific details about people in a text; <b>Listening:</b> matching people and the things they collect; <b>Speaking:</b> asking and answering questions based on information in the listening text; <b>Writing:</b> punctuation marks; question marks, commas and full stops; writing about a child's collections.	WB p.20; Student MultiROM Unit 3/Words.
Lesson 2 (18)		<i>This is your CD. That's our computer. That's their CD player. Can I use your computer?</i> <i>Yes, you can./</i> <i>No, you can't.</i> <i>Can you turn off the DVD player, please?</i>	<i>Television, dinner, listen to.</i>	To understand and use the possessive adjectives <i>your, our, and their</i> ; To understand <i>can</i> for permission in sentences, and write short answers for questions	CD # 25; My things flashcards 39-44; Values 1 poster and PMB pp. 6-7 (Values 1 worksheets).	Unit 3- Grammar.				WB p.21 Grammar Time, WB p Values 1 worksheets, P pp.6-7; Student MultiROM/Unit3/Gran

				with <i>can</i> ; To understand <i>can</i> for requests; To act out a story.						
Lesson 3 (19)			<i>Open (v), window, close, door, put on, rainy, play a CD, new, show (n), out in the sun, run.</i>	To make requests with <i>can</i> ; To use <i>can</i> for permission and the My things words in the context of a song.	CD # 26; My things flashcards 39-44;	Unit 3- Grammar and Song.				WB p.22.
Lesson 4 (20)		<i>Car, park, shark, star, scarf.</i>	<i>After, start, art, arm, farm.</i>	To pronounce the sound; To associate the sound; To identify the sound in a chant; to match rhyming words.	CD # 27-28; Phonics cards 4-7 (space, kite, rope, cube); Phonics cards 8-9 (shark, scarf).	Unit 3- Phonics				WB p.23 Student MultiROM/Unit 3/Phonics
Lesson 5 (21) optional		<i>Stickers, posters, comics, postcards, badges, shells.</i>	<i>Collections, collect, special, give, some of, on, bedroom, wear, jacket, bag, hat, cool, very, funny, buy.</i>		CD # 26,29-30; Collections flashcards 47-52.	Unit 3- Skills Time!			<b>Reading:</b> read and understand school projects about collections; find specific details about people in a text.	WB p.24; Extra writing worksheets PMB p. 4; Student MultiROM/Unit 3/Words 2
Lesson 6 (22) optional					CD # 31; Collections flashcards 47-	Unit 3- Writing			<b>Listening:</b> identify outdoor toys from their description;	WB p.25; Writing skills worksheets PMB p.5;

					52.				<p><b>Writing:</b> identify vowels at the start of words; write <i>a</i> or <i>an</i> before nouns and adjectives; write about what you can and can't do.</p> <p><b>Speaking:</b> ask and answer questions about things are.</p>	<p>Values worksheet, PMB p.7; Testing and Evaluation Book Unit 3 test,p.9 ; Summative test1,p.10; test1,p.12; Student MultiROM unit 3/Listen home/Track 9 ( Words and phrases), Song),11(Phonics).</p>
<p><b>Review 1: CB pages 26-27; review answers key, TB page 121.</b></p>										
<p><b>Unit 4</b> Lesson 1 (23)</p>	<p><b>We're having fun at the beach!</b></p>	<p><i>Swim, sail, dive, surf, kayak, windsurf, snorkel, waterski.</i></p>	<p><i>Beach, sea, stand on your hands, fall.</i></p>	<p>To identify different water sports; To understand a short story.</p>	<p>CD # 32-33; Water sports flashcards 53-60; a piece of A4 paper with 7 cm diameter hole cut in it; PMB p.37 ( Cut and make 2) TB p.136.</p>	<p>Unit 4- Words/Story</p>	<p><b>Present continuous: affirmative and negative</b></p> <p><i>I'm swimming. We're sailing. She isn't snorkeling. They aren't waterskiing.</i></p>	<p><b>all endings:</b> <i>ball, mall, wall, tall, small.</i></p>	<p><b>Reading:</b> reading about dolphin encounter holiday; understanding and using descriptive adjectives; <b>Listening:</b> listening and numbering pictures; <b>Speaking:</b> asking and answering questions; <b>Writing:</b> spelling rules the gerund form;</p>	<p>WB p.28; Cut and make 2, PMB Student MultiROM/Unit 4/Words</p>

									writing a postcard about my trip.	
Lesson 2 (24)		<i>I'm swimming. I'm not swimming. He's surfing. He isn't snorkeling. We're sailing. They aren't waterskiing.</i>		To identify the present continuous affirmative and negative; To understand how the spelling of some verbs changes in the <i>-ing</i> form; To complete present continuous sentences with the correct form of the verb <i>be</i> ; To act out a story.	CD # 33; Water sports flashcards 53-60; pieces of paper with letters <i>m, n, e, l, n,</i> and <i>g</i> written on them.	Unit 4- Grammar.				WB p.29 Grammar Time, WB p. Student MultiROM/Unit4/Gran
Lesson 3 (25)			<i>Sunglasses, look at, sit, sun, little, boat.</i>	To use present continuous affirmative and negative to describe and find actions in pictures; To write present continuous sentences	CD # 34; Water sports flashcards 53-60.	Unit 4 - Grammar and Song.				WB p.30.

				about a picture; To use present continuous and activities words in the context of a song.					
Lesson 4 (26)		<i>Ball, mall, wall, tall, small.</i>	<i>People, I don't know, which.</i>	To pronounce the sound; To associate the sound with the letters; To identify and repeat the ending in a chant	CD # 28, 35-36; Phonics cards 10 -11 (ball, wall).	Unit 4- Phonics			WB p.31 Student MultiROM/Unit 4/Pho
Lesson 5 (27) optional		<i>Polluted, clean, dangerous, safe, beautiful, ugly.</i>	<i>Dolphin, dream, look (for), perfect, holiday, take, friendly, breathe, under, water, minute(n), live (v), sound (n), call (v), make, place, book (v).</i>		CD # 37-38; Adjectives to describe places flashcards 61-66; Internet picture of dolphin and a 3 metre piece of string.	Unit 4- Skills Time!		<b>Reading:</b> read and understand a holiday brochure; understand and use descriptive adjectives.	WB p.32; Extra writing worksheet PMB p. 8; Student MultiROM/Unit 4/Words 2
Lesson 6 (28) optional					CD # 34, 39; Adjectives to describe places flashcards 61-66; paper and	Unit 4- Skills Time!		<b>Listening:</b> Listen for information and put pictures in the correct order; <b>Writing:</b> Use the gerund (-ing);	WB p.33; Unit 4 test, Testing and Evaluation Book p.14 ; Student MultiROM unit 4/Listening home/.

					coloured pencils.				write about things you like doing; <b>Speaking:</b> ask and answer questions about what you like doing at the beach.	Track 12 ( Words and phrases), 13 (Song), 14(Phonics).
<b>Unit 5</b> Lesson 1 (29)	<b>A naughty monkey!</b>	<i>Penguin, zebra, monkey, kangaroo, camel, lizard, flamingo, crocodile.</i>	<i>Naughty, zoo, wait, see, come (here).</i>	To identify different animals; To understand a short story.	CD # 40-41; Zoo animals flashcards 67-74, Level 1 flashcards 12, 105, 106, 112, 113 ( lion, elephant, giraffe, snake, parrot); A4 card or paper with 7 cm diameter circle cut in it; Values 2 poster and PMB pp.12-13 ( Values 2 worksheets).	Unit 5- Words/Story	<b>Present continuous: questions and short answers</b>  <i>Is the crocodile eating the sandwich? Yes, it is./ No, it isn't. Are they eating? Yes, they are./No, they aren't.</i>	<b>or and aw spellings:</b>  <i>or: fork, horse, corn aw: straw, paw, yawn</i>	<b>Reading:</b> reading and understanding a story; reading and matching specific actions/ descriptions with story characters; <b>Listening:</b> understanding descriptions using the present continuous; <b>Speaking:</b> asking and answering questions; <b>Writing:</b> using speech marks; writing about animals.	WB p.34; Values 2 worksheets, P pp. 12-13; Student MultiROM/Unit 5/Words
Lesson 2 (30)		<i>Are you reading/ Yes, I am./ No, I'm not. Is the monkey eating the sandwich? Yes, it is./ No, it isn't. Are they eating? Yes, they are./ No, they aren't.</i>		To identify present continuous questions and short answers; To respond to present continuous questions by giving short answers; To act out a	CD # 41; Zoo animals flashcards 64-74.	Unit 5- Grammar.				WB p.35 Grammar Time, WB p. Student MultiROM/Unit5/Gran

				story.					
Lesson 3 (31)			<i>Notebook, lion, tiger, parrot, climb, talk.</i>	To ask and answer present continuous questions: third person singular; To use present continuous questions (third person plural) and short answers in the context of a song.	CD # 42.	Unit 5- Grammar and Song.			WB p.36
Lesson 4 (32)		<i>Fork, horse, corn, straw, paw, yawn.</i>	<i>Hold, front, farmer, sport.</i>	To pronounce the sound; To associate the sound with the letters; To identify the sound in a chant.	CD # 36, 43-44; Phonics cards 12-13 (fork, paw); Phonics cards 10-11 (ball, wall);	Unit 5- Phonics			WB p.37 Student MultiROM/Unit 5/Pho
Lesson 5 (33) optional		<i>Angry, scared, free, sorry, funny, kind.</i>	<i>Mouse, run (over), wake up, laugh, run away, later, jungle, net, over, mouth, roar (v), hear, move, chew.</i>		CD #42, 45-46; Adjectives to describe emotions and things flashcards 75-80.	Unit 5- Skills Time!		<b>Reading:</b> read and understand a story; read and match specific actions/ descriptions with story characters.	WB p.38; Extra writing worksheet PMB p. 9; Student MultiROM/Unit 5/Words 2
Lesson 6 (34) optional			<i>Water, teacher, sit down, desk.</i>		CD # 47; Adjectives to describe emotions and	Unit 5- Skills Time!		<b>Listening:</b> understanding descriptions of things happening in pictures	WB p.39; Unit 5 test, Testing and Evaluation Book p.15 Student

					things flashcards 75-80.				using the present continuous; <b>Writing:</b> Recognize and use marks;; write about animals; <b>Speaking:</b> ask and answer questions about pictures.	MultiROM/Listen at h Track 15 ( Words and phrases), 16(Song), 17 (Phonics).
Unit 6 Lesson 1 (35)	Jim's day.	<i>Have a shower, brush my teeth, get dressed, have breakfast, brush my hair, get up, catch the bus, walk to school.</i>	<i>Jackaroo, work (v), job, early, morning, ride (v), look after, sheep, lucky.</i>	To identify different daily routines; To understand a short story.	CD # 48-49; Daily routine flashcards 81-88; paper and coloured pencils.	Unit 6- Words/Story	<b>Present simple: affirmative, negative, and questions</b>  <i>I have breakfast at eight o'clock. He doesn't get up early. Do they live in a big house? Yes, they do./ No, they, don't. What time does he start work?</i>	<b>oy and oi spellings:</b>  <i>oy: boy, toy, oyster oi: coin, oil, soil</i>	<b>Reading:</b> reading and understanding a webpage; reading for specific information; <b>Listening:</b> listening and numbering pictures; <b>Speaking:</b> asking and answering questions; <b>Writing:</b> proper nouns; writing information about me.	WB p.40; Student MultiROM/Unit 6/Words.
Lesson 2 (36)		<i>I have breakfast at eight o'clock. I don't have breakfast at seven o'clock. He gets up early. He doesn't get up late. Does he live in a big house? Yes, he does./ No, he</i>	<i>Late, start, work, at night.</i>	To identify present simple affirmative, negative, and questions forms, and short answers; To use third person singular present	CD # 49; Daily routine flashcards 81-88.	Unit 6- Grammar.				WB p.41 Grammar Time, WB p. Student MultiROM/Unit6/Gran

		<i>doesn't. What time does he start work? We catch the bus. They don't catch the train. Do you walk to school? Yes, I do./No, I don't. What time do you go to school?</i>		simple forms to complete sentences; To act out a story.						
Lesson 3 (37)			<i>Busy, all day, lesson, homework, outside.</i>	To ask and answer questions about times and routines in the present simple (third person singular); To use the present simple and daily routines in the context or a song.	CD # 50; Daily routine flashcards 81-88; paper and coloured pencils.	Unit 6- Grammar and Song.				WB p.42.
Lesson 4 (38)		<i>Boy, toy, oyster, coin, oil, soil.</i>		To pronounce the diphthong; To associate the sound with the letters; To identify the sound in a chant.	CD # 44, 51-52; Phonics cards 14-17 (boy, oyster, coin, soil) .	Unit 6- Phonics				WB p.43 Student MultiROM/Unit 6/Pho

Lesson 5 (39) optional		<i>First, then, next, finally, every day, at the weekend.</i>	<i>Cyber school, a long way from, city, at home, Internet, student, hour, kilometer, sports day, together, close to.</i>		CD #50, 53-54; Daily routine flashcards 81, 83, 86 and 88 (get up, have a shower, get dressed, walk to school).	Unit 6- Skills Time!			<b>Reading:</b> read and understand a website about cyber schools; read for specific information;	WB p.44; Extra writing worksheets PMB p. 10; Student MultiROM/Unit 6/Words 2
Lesson 6 (40) optional			<i>Feed, chicken, start school, finish school, film (n).</i>		CD # 55.	Unit 6- Skills Time!			<b>Listening:</b> understand a sequence of events in a person's daily routine; <b>Writing:</b> understand the difference between nouns and proper nouns and recognize them in sentences; write information about yourself. <b>Speaking:</b> ask and answer about daily routines and times.	WB p.45; Writing skills worksheets PMB p.11; Unit 6 test, Testing and Evaluation p.16 ; Summative test2,p.17;Skills test2,p.19; Values 2 worksheet, PL p.12-13; Student MultiROM/Listen at home/Track 18 ( Word phrases), 219(Song), 2 (Phonics).
<b>Review 2: CB pages 48-49; review answers key, TB page 121.</b>										
<b>Unit 7</b>	<b>Places to</b>	<i>Café, library,</i>	<i>Place,</i>	To identify	CD # 50, 56-	Unit 7-	<b>Present simple</b>	<b>low and ou</b>	<b>Reading:</b> reading and	WB p.48;

Lesson 1 (41)	go!	<i>museum, playground, shopping mail, sports centre, swimming pool, cinema.</i>	<i>always, surprise, ticket, ( the) same ( thing).</i>	places in a town;; To understand a short story.	57; Places in a town flashcards 89-96.	Words/Story	<b>and adverbs of frequency</b>  <i>always, sometimes, never, I sometimes go to the library</i>  <b>Prepositions of time: on, at, in</b>  <i>My birthday is in May.</i>	<b>spelling:</b>  <i>ow: cow, clown, flower</i> <i>ou: house, trousers, mouse</i>	understanding a film review; reading for specific information; <b>Listening:</b> listening for specific words; <b>Speaking:</b> asking and answering about what activities you do, and how often you do them; <b>Writing:</b> verbs, adjectives and preposition; writing an email to invite a friend to the cinema.	Student MultiROM/Unit 7/Words.
Lesson 2 (42)		<i>Do you ever go to the library? We always go to the sports centre, I sometimes go to the library. She never goes to the shopping mail. My birthday is in Ma. He plays football on Friday. We get up at eight o'clock.</i>		To understand questions with <i>Do you ever</i> + infinitive; To identify the adverbs of frequency <i>always, sometimes, and never;</i> To identify and use the preposition of time <i>in, on, and at;</i> To act out a story.	CD # 57; Places in a town flashcards 89-96.	Unit 7-Grammar.				WB p.49 Grammar Time, WB p. Student MultiROM/Unit7/Gran
Lesson 3 (43)			<i>Computer game, fly a kite, come,</i>	To talk about activities using adverbs	CD # 58; Places in a town	Unit 7-Grammar and Song.				WB p.50;

			<i>surf the Internet.</i>	of frequency; To use adverbs of frequency and activities in the context or a song.	flashcards 89-96.					
Lesson 4 (44)		<i>Cow, clown, flower, house, trousers, mouse..</i>	<i>Only, shoe, behind, out, down, shout, cloud.</i>	To pronounce the sound; To associate the sound with the letters; To identify the sound in a chant.	CD # 52,59-60; Phonics cards 14-17 (boy, oyster, coin, soil); Phonics cards 18-19 (cow, trousers); paper and coloured pencils.	Unit 7- Phonics.				WB p.51 Student MultiROM/Unit 7/Pho
Lesson 5 (45) optional		<i>Play, theatre, concert, actor, film, singer.</i>	<i>Wonderful, castle, go into, room, princess, ago, try, hide, difficult, adventure, sing, story, exiting.</i>		CD # 58, 61-62; Performances flashcards 97-102.	Unit 7- Skills time!			<b>Reading:</b> read and understand a film review; read for specific information.	WB p.52; Extra writing worksheet PMB p. 14; Student MultiROM/Unit 7/Wor
Lesson 6 (46) optional					CD # 63; Places in a town flashcards 90 and 93-94; Performances flashcards 99-100; red, green, and blue coloured	Unit 7- Skills Time!			<b>Listening:</b> listen for specific words; <b>Writing:</b> identify verbs, adjectives and preposition in sentences; write an email to invite a friend to the cinema.	WB p.53; Unit 7 test, Testing and Evaluation Book p.21 ; Student MultiROM/Listen at home Track 21( Words and phrases), 22 (Song), 23 (Phonics).

					pencils; verbs, adjectives, and prepositions on pieces of paper.				<b>Speaking:</b> ask and answer about what activities you do, and how often you do them;	
<b>Unit 8</b> Lesson 1 (47)	<b>I'd like a melon!</b>	<i>Pasta, bread, cereal, meat, melon, cucumber, onion, lemon.</i>	<i>Supermarket, week, need, sure, over there, get, the top.</i>	To identify different food items; To understand a short story.	CD # 64-65; Food flashcards 103-110; Values 3 poster and PMB pp.18-19 ( Values 3 worksheets).	Unit 8- Words/Story.	<b>Countable and uncountable nouns</b>  <i>a/ an/ some</i> <i>I'd like? Would you like...?</i>	<b>Id and It endings:</b>  <i>ld: child, shield, field</i> <i>lt: belt, quiet, adult</i>	<b>Reading:</b> reading and understanding a recipe; reading for specific information; <b>Listening:</b> listening for specific words; <b>Speaking:</b> a role play: at the market; <b>Writing:</b> adjective order; writing a recipe.	WB p.54; Values 3 worksheets, P pp. 18-19; Student MultiROM/Unit 8/Words
Lesson 2 (48)		<i>Some melons/ bread, I'd like a melon. We'd like some pasta. Would you like some cereal? Yes, please./ No. thanks.</i>	<i>Apple, salad, biscuit, egg, fries, milkshake, rice, pasties.</i>	To identify countable and uncountable nouns; To understand <i>would + like</i> in affirmative sentences and questions; To act out a story; To use <i>a/an</i> and <i>some</i> with countable and uncountable nouns.	CD # 65; Food flashcards 103-110.	Unit 8- Grammar.				WB p.55; Grammar Time, WB p. Student MultiROM/Unit8/Gran
Lesson			<i>Fresh, sweet</i>	To describe	CD # 66;	Unit 8-				WB p.56.

3 (49)			( <i>adj</i> ), <i>healthy</i> .	people's shopping using <i>would like</i> and countable and uncountable nouns; To write sentences with <i>would like</i> and countable and uncountable nouns; To use <i>would like</i> and countable and uncountable nouns in the context or a song.	Food flashcards 103-110; pieces of paper.	Grammar and Song.				
Lesson 4 (50)		<i>Child, shied, field, quilt, adult, belt.</i>	<i>Grey, sit down.</i>	To pronounce the ending; To identify the sound with the words; To differentiate between these sounds..	CD # 60, 67-68; Phonics cards 20-21 (field, belt); paper and coloured pencils.	Unit 8- Phonics				WB p.57 Student MultiROM/Unit 8/Pho
Lesson 5 (51) optional		<i>Potato, butter, cheese, salt, pepper, peas.</i>	<i>Dish (crockery), tell, a piece</i>		CD # 69-70; Food flashcards	Unit 8- Skills Time!			<b>Reading:</b> read and understand a recipe; read for	WB p.58; Extra writing worksheets PMB p. 15;

			<i>of, milk, a lot of, mash (v), pot, hot, put, mix, mashed potatoes, on top, oven.</i>		111-116; several plastic shopping bags with holes cut in them.				specific information about ingredients and instructions.	Student MultiROM/Unit 8/Wor
Lesson 6 (52) optional					CD # 71; Food flashcards 111-116; paper and coloured pencils.	Unit 8- Skills Time!			<b>Listening:</b> listen for and understand specific words; <b>Writing:</b> identify and order adjectives for size and colour; write instructions for making a sandwich. <b>Speaking:</b> perform a shopping dialogue.	WB p.59; Unit 8 test, Testing and Evaluation Book p.22 ; Student MultiROM unit 8/Listen home/ Track 24 ( Words phrases), 25 (Song), 26 (Phonics).
Unit 9 Lesson 1 (53)	<b>What's the fastest animal in the world?</b>	<i>Lake, mountain, waterfall, ocean, wide, big, deep, high.</i>	<i>Animal, quiz, ( in the ) world, That's right!, cheetah.</i>	To identify different places; To understand a short story.	CD # 66,72-73; Describing places flashcards 117- 124.	Unit 9- Words/Story	<b>Comparatives</b> <i>Russia is bigger than the UK.</i>  <b>Superlatives</b> <i>The highest mountain in the world is Mount Everest.</i>	<b>nd, nt and mp endings:</b> nd: <i>sand, pond</i> nt: <i>plant, tent</i> mp: <i>lamp, camp</i>	<b>Reading:</b> reading and understanding a website about word records; reading for specific information; <b>Listening:</b> listening for specific words; <b>Speaking:</b> using information in a table; <b>Writing:</b> placement of adverbs of frequency; writing about things I do.	WB p.60; Student MultiROM/Unit 9/Wor
Lesson 2 (54)		<i>The Nile is longer than the Volga. The Pacific Ocean is wider than the Atlantic</i>	<i>Sandcastle, grape, mice.</i>	To identify comparatives and superlatives forms of short	CD # 73; Describing places flashcards 117-124.	Unit 9- Grammar.				WB p.61; Grammar Time, WB p. Student MultiROM/Unit9/Gran

		<i>Ocean. Russia is bigger than the UK. What's the fastest animal in the world? The fastest animal in the world is the cheetah. The Pacific Ocean is the widest ocean in the world. Russia is the biggest country in the world.</i>		adjectives; To notice changes to spelling in the information of comparative and superlative adjectives; To act out a story.						
Lesson 3 (55)			<i>Answer ( n).</i>	To ask and answer questions using short superlative adjective; To write sentences with superlative adjectives; To use superlative adjectives and places in the context or a song.	CD # 74; Describing places flashcards 117-124.	Unit 9-Grammar and Song.				WB p.62.
Lesson 4 (56)		<i>Sand, pond, plant, tent, lamp, camp.</i>	<i>Put up, wind (n), light (v), just.</i>	To pronounce the sounds and associate	CD # 68, 75-76; Phonics cards 20-21 ( field, belt);	Unit 9- Phonics				WB p.63; Student MultiROM/Unit 9/Pho



Review 3: CB pages 70-71; review answers key, TB page 121.										
Unit 10 Lesson 1 (59)	In the park!	Path, grass, flower, bin, trees, playground, fountain, litter.	Pick, catch.	To identify different things in a park; To understand a short story.	CD # 80-81; In the park flashcards 131-138; paper and coloured pencils; Values 4 poster and PMB pp. 24-25 ( Values 4 worksheets).	Unit 10- Words/Story	<b>must/ mustn't for rules and obligations</b>  <i>You must turn off your mobile phone.</i> <i>You mustn't shout.</i>	<b>Long vowel sound /ei/:</b> <i>rain, train, Monday, tray, case, race</i>	<b>Reading:</b> reading and understanding a classic children's story; reading and understanding key information about the story; <b>Listening:</b> numbering pictures in order; <b>Speaking:</b> describing library rules; <b>Writing:</b> using and/ or in sentences; writing about school rules.	WB p.68; Values 4 worksheets, PMB pp. Student MultiROM/Unit 10/W
Lesson 2 (60)		We must do our homework. They mustn't talk in class. You must turn off your mobile phone. You mustn't on the grass.	Mobile phone, in front of, walk ( a dog), be quiet, wash your hands.	To understand and use <i>must</i> and <i>mustn't</i> ; To act out a story.	CD # 81; In the park flashcards 131-138.	Unit 10- Grammar				WB p.69; Grammar Time, WB p. Student MultiROM/Unit10/Gra
Lesson 3 (61)			Keep clean, be good, hours and hours.	To say and write phrases with <i>must</i> and <i>mustn't</i> ; To use <i>must</i>	CD # 82; In the park flashcards 131-138.	Unit 10- Grammar and Song.				WB p.70.

				and <i>mustn't</i> in the context or a song.						
Lesson 4 (62)		<i>Rain, train, Monday, tray, case, race.</i>		To pronounce the long vowel sound; To associate sound with the letters in words; To practice the sound in the context of a chant.	CD # 76, 83-84; Phonics cards 22-24 (pond, tent, lamp); Phonics cards 25-26 (train, race).	Unit 10- Phonics.				WB p.71; Student MultiROM/Unit10/Pho
Lesson 5 (63) optional		<i>Shout, chase, catch, meet, cross, laugh.</i>	<i>Gingerbread (man), ready, fox, near, start to, head.</i>		CD # 82,85-86; Verb flashcards 139-144.	Unit 10- Skills Time!			<b>Reading:</b> read and understand a classic children's story; read and understand key information about the story;	WB p.72; Extra writing worksheet PMB p. 20; Playscript Gingerbread Man, PMD 34-35; Student MultiROM/Unit10/Wo
Lesson 6 (64) optional			<i>Shelf.</i>		CD # 87; Verb flashcards 139-144; PMB p.39 ( Cut and make 4), TB p.137.	Unit 10- Skills Time!			<b>Listening:</b> Listen to and understand descriptions of actions; <b>Writing:</b> use <i>and</i> and <i>or</i> ; write a school rules poster; <b>Speaking:</b> talk about rules and identify pictures.	WB p.73; Unit 10 test, Testing and Evaluation Book p.28 and make 4, PMD p.39; Student MultiROM/Listen at h Track 30 ( Words and phrases), 31 (Song), 32(Phonics).
Unit 11 Lesson 1 (65)	<b>In the museum.</b>	<i>Ferry ,bus, helicopter, motorbike,</i>	<i>Horse bus, hundred, skateboard</i>	To identify different types of	CD # 82, 88-89; Transport flashcards	Unit 11- Words/Story.	<b>Past simple with be:</b>	<b>Long vowel sound / i:/</b>	<b>Reading:</b> reading and understanding a factual text about the	WB p.74; Student MultiROM/Unit11/Wo

		<i>plane, taxi, train, tram.</i>	<i>(n), cool.</i>	transport; To understand a short story.	145-152; a piece of A4 paper with a 7 cm hole cut in it.		<i>There was/ wasn't/ were/ weren't... lots of, some, any.</i>  <b>Time phrases:</b> <i>yesterday, last week/ year/Monday, (fifty years) ago, then.</i>	<i>Ice cream, dream, queen, green jelly, happy.</i>	Viking people; reading for specific information; <b>Listening:</b> understanding a conversation; <b>Speaking:</b> making statements about the past with <i>there/ was/ were</i> ; <b>Writing:</b> using paragraphs in writing; writing about my town now/ in the past.	
Lesson 2 (66)		<i>There was/ wasn't a... in our town fifty years ago. There were/ weren't any...two hundred years ago. Yesterday, last week/ year/ Monday, (fifty years) ago, then, there were + lots of/ some, there weren't +any.</i>	<i>Hotel, party.</i>	To ask an answer questions about what people are wearing; To act out a story.	CD # 89; Transport flashcards 145-152.	Unit 11- Grammar				WB p.75; Grammar Time, WB p. Student MultiROM/Unit11/Gr
Lesson 3 (67)			<i>History, shop, market.</i>	To describe pictures using <i>there was</i> and <i>there wasn't + lots of, some, and any</i> ; To use <i>there was/</i>	CD # 90; an old photo of your town from the Internet, printed or photocopied for groups of	Unit 11- Grammar and Song.				WB p.76;

				<i>wasn't</i> and <i>there were/weren't</i> in the context of a song.	four; paper and coloured pencils.					
Lesson 4 (68)		<i>Ice cream, dream, queen, green, jelly, happy.</i>	<i>Ear, lolly.</i>	To pronounce the sound; To associate sound with the letters in words; To identify and repeat the sound in a chant.	CD # 84, 91-92; Transport flashcards 149 and 151 (train, plane); Phonics cards 27-28 (ice cream, jelly)	Unit 11- Phonics.				WB p.77 Student MultiROM/Unit11/Pho
Lesson 5 (69) optional		<i>Along, through, in the middle of, at the top of, between, inside.</i>	<i>Viking, centre, came, one thousand, room, fire, heating, smoke, full, north, England, learn, life, move (along), street.</i>		CD #90, 93-94; Preposition flashcards 153-158.	Unit 11- Skills Time!			<b>Reading:</b> read and understand a factual text about the Viking people; read for specific information .	WB p.78; Extra writing worksheet PMB p. 21; Student MultiROM/Unit11/Wo
Lesson 6 (70) optional			<i>Food, kitchen, most.</i>		CD # 95 Preposition flashcards 153-158.	Unit 11- Writing			<b>Listening:</b> understand a conversation about the Vikings; <b>Speaking:</b> make statements about the past with <i>there were/was</i> <b>Writing:</b> Understand how text are organized into	WB p.79; Unit 11 test, Testing and Evaluation Book p.29; Student MultiROM/Listen at home Track 33 ( Words and phrases), 34 (Song), 35 (Phonics).

									paragraphs; write a description of your town now and in the past .	
<b>Unit 12</b> Lesson 1 (71)	<b>A clever baby!</b>	<i>Old, young, handsome, pretty, short, tall, shy, friendly.</i>	<i>Clever, still (adv), baby, different, (not) at all.</i>	To identify different adjectives to describe people; To understand a short story.	CD # 90, 96-97; Transport flashcards 145-152; Adjectives to describe people flashcards 159-166; photographs of you and several family members of the same sex as children.	Unit 12- Words/Story	<b>Past simple with <i>be</i> and <i>have</i>: affirmative and negative</b>  <i>I wasn't tall when I was five. He had black hair when he was young.</i>	<b>Long vowel sound /ai/:</b>  <i>night, light, sky, dry, smile, shine.</i>	<b>Reading:</b> reading and understanding a poem about a member of the family; reading for specific information; <b>Listening:</b> listening for specific details; <b>Speaking:</b> making true/ false statements about a grandfather; <b>Writing:</b> using <i>and</i> and <i>but</i> in sentences; writing about my family.	WB p.80; Student MultiROM/Unit12/Wo
Lesson 2 (72)		<i>He was handsome then. I wasn't tall when I was five. We were happy on holiday. You weren't shy when you were six. He had black hair when he was young. You didn't have a book when you were a baby.</i>	<i>On holiday, pizza, picnic.</i>	To identify affirmative and negative past simple forms of <i>be</i> ; To identify affirmative and negative past simple forms of <i>have</i> ; To act out a story.	CD # 97; Adjectives to describe people flashcards 159-166.	Unit 12- Grammar.				WB p.81; Grammar Time, WB p. Student MultiROM/Unit12/Gra
Lesson 3 (73)			<i>Like (adj). game.</i>	To talk about a person in	CD # 98; Adjectives to	Unit 12- Grammar and				WB p.82;

				the past using <i>was</i> and <i>had</i> ; To use <i>was</i> and <i>had</i> in the context of a song.	describe people flashcards 159-166; paper and coloured pencils.	Song.				
Lesson 4 (74)		<i>Night, light, sky, dry, smile, shine.</i>		To pronounce the sound; To associate sound with the letters in words; To identify and repeat the sound in a chant.	CD # 92, 99-100; Phonics cards 29-30 (night, shine).	Unit 12- Phonics.				WB p.83; Student MultiROM/Unit12/Pho
Lesson 5 (75) optional		<i>Cheerful, miserable, relaxed, worried, mean, generous.</i>	<i>Eyes, bright, be like, be like someone, wedding day.</i>		CD #98, 101-102; Adjectives to describe people flashcards 167-172.	Unit 12- Skills Time!			<b>Reading:</b> read and understand a poem about a member of the family; read for specific information;	WB p.84; Extra writing worksheet PMB p. 22; Student MultiROM/Unit11/Wo
Lesson 6 (76) optional			<i>Good-looking, blond.</i>		CD # 103; Adjectives to describe people flashcards 167-172.	Unit 12- Writing			<b>Listening:</b> identify people from their descriptions <b>Speaking:</b> talk about what people are doing; <b>Writing:</b> I identify and write <i>ing</i> at the end of present continuous verbs; write about a party.	WB p.85; Writing skills worksheet, PMB p.23; Unit 12 test, Testing and Evaluation Book p.30; Summative test4, p.31; test4, p.31; Values 4 worksheets, pp.24-25 Student MultiROM/Listen at home Track 36 ( Words and

										phrases), 37 (Song), 38(Phonics).
<b>Review 4: CB pages 92-93; review answers key, TB page 121.</b>										
<b>Unit 13</b> Lesson 1 (77)	<b>The Ancient Egyptians.</b>	<i>Start, finish, love, hate, want, use, laugh, live.</i>	<i>Ancient Egyptian, look, writing (n), secret message, word, alphabet, bring, dish (meal).</i>	To understand new and recycled verbs; To understand a short story.	CD # 104-105; Verbs flashcards 173-180; PMB p.40 (Cut and make 5); TB p.137.	Unit 13- Words/Story	<b>Past simple regular verbs: affirmative and negative</b>  <i>They live 5,000 years ago.</i> <i>They didn't cook pizza.</i>	<b>Long vowel sound /əu/:</b>  <i>Snow, elbow coat, soap nose, stone</i>	<b>Reading:</b> reading and understanding a factual text about papyrus; reading and understanding descriptions of things in a text; <b>Listening:</b> understanding a sequence of events; <b>Speaking:</b> asking and answering questions about events shown in pictures; <b>Writing:</b> Using topic headings in paragraphs; writing about Ancient Egypt.	WB p.88; Cut and make 5, PMB Student MultiROM/Unit12/Wo
Lesson 2 (78)		<i>They lived 5,000 years ago. They didn't live in flats.</i>	<i>Pie, cake, a long time ago, men (pl), women (pl).</i>	To understand the past simple of regular verbs (affirmative and	CD # 105; Verbs flashcards 173-180;	Unit 13- Grammar				WB p.89; Grammar Time, WB p. Student MultiROM/Unit13/Gra

				negative); To act out a story.					
Lesson 3 (79)			( <i>Birthday card, come round, tea ( meal), Hooray! Sang (sing), dance.</i>	To use past simple regular verbs to talk and write about things you did and didn't do; To use the past simple in the context or a song.	CD # 106; Verbs flashcards 173-180; paper and coloured pencils.	Unit 13- Grammar and Song.			WB p.90.
Lesson 4 (80)		<i>Snow, elbow, coat, soap, nose, stone.</i>	<i>Go out, bone, those.</i>	To pronounce the sound; To associate sound with the letters in words; To identify and repeat the sound in a chant.	CD # 100, 107-108; Phonics cards 31-32 (soap, nose); Level 2 Phonics cards 35-38 (rope, stone, bone, home).	Unit 13- Phonics			WB p.91 Student MultiROM/Unit 13/ PH
Lesson 5 (81) optional		<i>Heavy, light, hard, soft, easy, difficult.</i>	<i>Papyrus, thousand, paper, clay tablet, reed, wet, dry (v), break, a kind of, expensive, rich.</i>		CD #106, 109-110; Adjectives to describe things flashcards 181-186.	Unit 13- Skills Time!		<b>Reading:</b> read and understand a factual text about papyrus; read and understand descriptions of things in a text;	WB p.92; Extra worksheet,PMB Student MultiROM/Unit13/Wo
Lesson 6 (82) optional			<i>Terrible, Oh dear, yesterday,</i>		CD # 111; Adjectives to describe	Unit 13- Skills Time!		<b>Listening:</b> understanding a sequence of events;	WB p.93; Unit 13 test, Testing an Evaluation Book p.35 :

			<i>math, question, poor, So..., artist, writer, living room, parent.</i>		things flashcards 181-186; paper and coloured pencils.				<b>Speaking:</b> ask and answer questions about the events in pictures; <b>Writing:</b> Match paragraphs with their topics; write about children in Ancient Egypt and today.	Student MultiROM/Lis home/ Track 39( Word phrases), 40(Song), 41(Phonics).
Unit 14 Lesson 1 (83)	<b>Did you have a good day at school?</b>	<i>Paint, paintbrush, calculator, lunch box, dictionary, PE kit, backpack, apron.</i>	<i>Drop, went (go) onto, clothes, believe, I don't believe it!</i>	To identify different things used at school; To understand a short story.	CD # 106, 112-113; School things flashcards 187-194; Values 5 poster and PMB pp.30-31.	Unit 14- Words/Story	<b>Past simple questions</b>  <i>Did you have a good day? Yes, I did/ no, I didn't.</i>  <b>Wh-questions:</b> <i>what/ when/where</i>  <i>What did you watch last night? A film.</i>	<b>Long vowel sound /u:/</b>  <i>moon, boot, blue, glue, tune, tube.</i>	<b>Reading:</b> reading and understanding a school magazine article about camping trip;; reading for specific information; <b>Listening:</b> understanding a sequence of events; <b>Speaking:</b> asking and answering questions about past events: a boy's week. <b>Writing:</b> writing about my school day. ;	WB p.94; Values 5 worksheets, P pp.30-31; Student MultiROM/Unit14/Wo
Lesson 2 (84)		<i>Did you have a good day? Yes, I did./ No, I didn't. What did you watch last night? Where did you watch the film? When did the film finish?</i>		To understand past simple questions and short answers; To revise the question words <i>what, when, and where</i> ; To write short answers to	CD # 113; School things flashcards 187-194.	Unit 14- Grammar.				WB p.95; Grammar Time, WB p. Student MultiROM/Unit14/Gra

				past simple <i>Yes/No</i> questions; To act out a story.						
Lesson 3 (85)				To ask and answer past simple <i>Wh</i> questions; To write and answer past simple <i>Wh</i> questions; To see past simple questions in the context of a song.	CD # 114; School things flashcards 187-194; paper and coloured pencils.	Unit 14- Grammar and Song.				WB p.96.
Lesson 4 (86)		<i>Moon, boot, blue, glue, tune, tube.</i>	<i>Flute.</i>	To pronounce the sound; To associate sound with the letters in words; To identify and repeat the sound in a chant.	CD # 108, 114-116; Phonics cards 33-34 (moon blue).	Unit 14- Phonics.				WB p.97 Student MultiROM/Unit14/Pho
Lesson 5 (87) optional		<i>Tent, sleeping bag, frying pan, matches, rope, torch.</i>	<i>Year 8, camping, trip, wood, warm, dark, noise, stick.</i>		CD #114, 117-118; Camping things flashcards 195-200.	Unit 14- Reading			<b>Reading:</b> read and understand a school newspaper article; read for specific details .	WB p.98; Extra worksheet,PMB
Lesson 6 (88) optional			<i>Campsite.</i>		CD #119; Camping things	Unit 14- Skills Time!			<b>Listening:</b> understand a sequence of events; <b>Speaking:</b> ask and	WB p.99; Unit 14 test, Testing ar Evaluation Book p.36 .

					flashcards 195-200.				answer questions about past events: a boy's week. <b>Writing:</b> Understand time words and order sentences with time words in; write about your school day;	Student MultiROM/Listen at h Track 42( Words and phrases), 43 (Song), 44 (Phonics).
<b>Unit 15</b> Lesson 1 (89)	<b>Our holiday!</b>	<i>Suitcase, sun cream, towel, soap, shampoo, hair brush, toothbrush, toothpaste.</i>	<i>I can't wait!</i>	To use singular and plural forms of <i>man</i> , <i>woman</i> , and <i>child</i> ; To understand a short story.	CD # 120- 121; Holiday things flashcards 201-208.	Unit 15- Words/Story.	<b>going to + verb</b>  <i>He's going to play basketball tomorrow.</i> <i>Are you going to swim in the see?</i>	<b>Words with oo:</b>  <i>book, wool, wood, hood, cook.</i>	<b>Reading:</b> reading and understanding a holiday postcard; reading for information about a person's plans; <b>Listening:</b> understanding a conversation about a boy's holiday plans and listening for specific information; <b>Speaking:</b> asking and answering questions about plans for next week; <b>Writing:</b> opening and closing remarks in an email, postcard or letter; writing an email to a friend about what I'm going to do this week.	WB p.100; Student MultiROM/Unit15/Wo
Lesson 2 (90)		<i>I'm going to skateboard every day. Are you going to swim in the sea? Yes, I am./ No, I 'm</i>		To understand the form and use of <i>be going to</i> affirmative, questions,	CD # 121; Holiday things flashcards 201-208.	Unit 15- Grammar.				WB p.101; Grammar Time, WB p. Student MultiROM/Unit15/Gra

		<i>not. He's going to play basketball tomorrow. Is she going to visit her cousins tomorrow? Yea, she is./No, she isn't. We're going to have a great holiday. Are they going to swim in the sea? Yes, they are./No, they aren't.</i>		and short answers to talk about future plans and intentions; To act out a story.						
Lesson 3 (91)			<i>Pack (v), go away, have a great time, swimsuit.</i>	To identify ordinal numbers; To use ordinal numbers in the context or a song.	CD # 122; Holiday things flashcards 201-208; paper.	Unit 15- Grammar and Song.				WB p.102.
Lesson 4 (92)		<i>Book, wool, wood, hood, cook.</i>	<i>Feel.</i>	To pronounce the sound; To associate sound with the letters in words; To identify and repeat the sound in a chant.	CD # 116, 123-124; Phonics cards 35- 36 (book, cook).	Unit 15- Phonics.				WB p.103; Student MultiROM/Unit15/Pho
Lesson		<i>Tomorrow,</i>	<i>Weather,</i>		CD #122,;	Unit 15- Skills			<b>Reading:</b> read and	WB p.104;

