РАССМОТРЕНО

Педагогическим советом
АНОО «Областной технолицей
им. В.И. Долгих»
Протокол от «15» января 2026 г. № 4

УТВЕРЖДЕНО

приказом директора автономной
некоммерческой общеобразовательной
организации «Областной технолицей
им. В.И. Долгих»
от «15» января 2026 г. № 215/1-О

РАБОЧАЯ ПРОГРАММА
учебного курса внеурочной деятельности
автономной некоммерческой общеобразовательной организации
«Областной технолицей им. В. И. Долгих»

«РАЗГОВОРНЫЙ АНГЛИЙСКИЙ»

для обучающихся 1-4 классов
начального общего образования
на 2026-2027 учебный год

Московская область,
м.о. Истра,
с. Павловская Слобода,
2026 г.

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

В настоящей программе представлены личностные, метапредметные и предметные результаты обучения разговорному английскому языку на уровне начального общего образования с учётом подхода, применяемого в российских школах и в программе Macmillan.

Программа составлена на основе Федерального государственного образовательного стандарта начального общего образования (ФГОС НОО), Примерной основной образовательной программы начального общего образования и Универсального кодификатора проверяемых требований, распределённых по классам, к результатам освоения основной образовательной программы начального общего образования и элементов содержания по английскому языку.

МЕСТО КУРСА «РАЗГОВОРНЫЙ АНГЛИЙСКИЙ» В УЧЕБНОЙ ПРОГРАММЕ

Содержание по курсу внеурочной деятельности «Разговорный английский» структурировано как система тематических модулей и включено в учебную программу 1-4 классов. На изучение курса внеурочной деятельности «Разговорный английский» в 1-4 классах отводится 2 академических часа в неделю.

Изучение содержания всех модулей в 1-4 классах является обязательным. Это способствует повышению качества образования и достижению более высокого уровня как предметных, так и личностных и метапредметных результатов обучения.

ОБЩАЯ ХАРАКТЕРИСТИКА КУРСА

В начальной школе закладывается фундамент для всего последующего иноязычного образования школьников, формируются основы функциональной грамотности, что придает особую ответственность данному этапу общего образования.

Построение программы нелинейно и основано на концентрическом принципе. На каждом занятии вводятся новые содержательные элементы и новые требования. В процессе обучения грамматические формы и структуры, освоенные на определенном этапе, повторяются и закрепляются на новом лексическом материале и расширяющемся тематическом содержании речи.

ЦЕЛИ ИЗУЧЕНИЯ ПРЕДМЕТА

Цели и задачи преподавания курса можно разделить на три основные области:

- Образовательная;
- Развивающая
- Воспитательная

В начальной школе закладывается фундамент всего последующего иноязычного образования школьников, формируются основы функциональной грамотности, что придает особую ответственность данному этапу общего образования.

Более конкретно образовательные цели и задачи в начальной школе включают:

- расширение лингвистического кругозора учащихся посредством освоения новых языковых норм (фонетических, орфографических, лексических, грамматических) в соответствии с выбранными темами общения;
- овладение знаниями о языковых явлениях изучаемого иностранного языка, о различных способах выражения мыслей на родном и иностранном языках;
- использование интеллектуальных операций (сравнение, анализ, обобщение и т. д.) для решения учебных задач;
- развитие умения работать с информацией, представленной в текстах различного типа (описание, повествование, рассуждение), и при необходимости пользоваться словарями иностранных языков;
- формирование предпосылок социокультурной/межкультурной компетенции, позволяющей знакомиться с культурой, традициями, реалиями стран/стран изучаемого языка, готовность представлять свою страну и ее культуру в условиях межкультурного общения, соблюдая речевой этикет и адекватно используя доступные речевые и неречевые средства общения;
- осознание младшими школьниками роли языков как средства межличностного и межкультурного взаимодействия в поликультурном, многоязычном мире и инструмента познания мира и культуры других народов;
- развитие компенсаторных способностей адаптации к ситуациям общения при получении и передаче информации в условиях дефицита языковых ресурсов;
- формирование регулятивных действий: планирование последовательных «шагов» решения учебной задачи; контроль процесса и результатов своей деятельности; выявление причины затруднения и/или ошибки, корректировка деятельности;
- развитие способности оценивать свои достижения в изучении иностранного языка, мотивации к совершенствованию своих коммуникативных навыков на иностранном языке;
- влияние параллельного изучения родного языка и языков других стран и народов позволяет заложить основу для формирования гражданской идентичности, чувства патриотизма и гордости за свой народ, свой регион, свою страну, помогает глубже понять свою этническую и национальную идентичность и проявить интерес к языкам и культурам других народов, осознать наличие и значимость общечеловеческих и базовых национальных ценностей;

- понимание необходимости овладения иностранным языком как средством лучшего общения и взаимодействия между разными странами и народами;
- формирование предпосылок социокультурной/межкультурной компетенции, позволяющей знакомиться с культурой, традициями, реалиями стран/стран изучаемого языка, готовность представлять свою страну и ее культуру в условиях межкультурного общения, соблюдая речевой этикет и адекватно используя доступные речевые и неречевые средства общения;
- воспитание уважительного отношения к другой культуре через знакомство детей с культурой стран изучаемого языка и более глубокое понимание особенностей культуры своего народа;
- воспитание эмоционально-познавательного интереса к художественной культуре других народов;
- формирование положительной мотивации и устойчивого учебно-познавательного интереса к курсу «Разговорный Английский».

ПЛАНИРУЕМЫЕ ОБРАЗОВАТЕЛЬНЫЕ РЕЗУЛЬТАТЫ

В результате изучения английского языка в 1-4 классах у учащегося формируются личностные, метапредметные и предметные результаты, обеспечивающие реализацию ФГОС НОУ и его успешное дальнейшее обучение.

ЛИЧНОСТНЫЕ РЕЗУЛЬТАТЫ

Личностные результаты освоения программы достигаются в единстве образовательной и воспитательной деятельности. Организации в соответствии с традиционными российскими социокультурными и духовно-нравственными ценностями, правилами и нормами поведения, принятыми в обществе, и способствуют процессам самопознания, самообразования и саморазвития, формированию внутренней позиции личности. Личностные результаты освоения программы должны отражать готовность обучающихся руководствоваться ценностями и приобретение первоначального опыта деятельности на их основе, в том числе в плане:

Гражданско-патриотическое воспитание

- формирование ценностного отношения к своей Родине – России;
- осознание своей этнокультурной и российской гражданской идентичности;
- уважение к своему и другим народам;
- начальные представления о человеке как члене общества, о правах и обязанностях, уважении и достоинстве личности, о морально-этических нормах поведения и правилах межличностных отношений.

Духовно-нравственное воспитание

- признание индивидуальности каждого человека;
- проявление сочувствия, уважения и доброжелательности;
- неприятие любых форм поведения, направленных на причинение физического и морального вреда другим людям.

Эстетическое воспитание

- уважительное отношение и интерес к художественной культуре, чуткость к разным видам искусства, традициям и творчеству своего и других народов;
- стремление к самовыражению в различных видах художественной деятельности.

СОДЕРЖАНИЕ ПРЕДМЕТА

Навыки общения

Разговорная речь

- коммуникативные навыки диалогической речи: ведение с опорой на речевые ситуации, ключевые слова и/или иллюстрации с соблюдением норм речевого этикета, принятых в изучаемой стране/странах;
- диалог этикетного характера: приветствие, начало и завершение разговора, знакомство с собеседником; поздравление с праздником; выражение благодарности за поздравление; извинение;
- диалог-вопрос: запрос интересующей информации; сообщение фактической информации, ответы на вопросы собеседника.

Коммуникативные навыки монологической речи: создание устных монологических высказываний с опорой на ключевые слова, вопросы и/или иллюстрации: описание предмета, реального человека или литературного персонажа; рассказ о себе, члене семьи, друге и т.д.

Восприятие на слух

- аудирование речи учителя и одноклассников и вербальная/невербальная реакция на услышанное (при прямом общении);
- восприятие и аудирование учебных текстов на основе изученного языкового материала, в соответствии с поставленной коммуникативной задачей: с пониманием основного содержания, с пониманием запрашиваемой информации (при косвенном общении);
- аудирование с пониманием основного содержания текста предполагает выделение в воспринимаемом на слух тексте основной темы и основных фактов/событий, с опорой на иллюстрации и с использованием языковой догадки;
- аудирование с пониманием запрашиваемой информации предполагает извлечение из аудируемого текста и понимание фактической информации

(например, имя, возраст, любимое занятие, цвет и т. д.) с опорой на иллюстрации и с использованием языковой догадки.

Чтение

- чтение вслух учебных текстов на изученном языковом материале с соблюдением правил чтения и соответствующей интонации; понимание прочитанного;
- тексты для чтения вслух: диалог, рассказ, сказка;
- чтение про себя учебных текстов, построенных на изученном языковом материале, с различной глубиной проникновения в их содержание в зависимости от коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации;
- чтение с пониманием основного содержания текста предполагает выделение в прочитанном тексте основной темы и основных фактов/событий с опорой на иллюстрации и с использованием языковой догадки;
- чтение с пониманием запрашиваемой информации предполагает нахождение в прочитанном тексте и понимание запрашиваемой фактической информации с опорой на иллюстрации и с использованием языковой догадки.

МЕСТО ПРЕДМЕТА В УЧЕБНОЙ ПРОГРАММЕ

Курс «Разговорный английский» — обязательный предмет, изучаемый на всех уровнях НОО школы с 1-го класса.

На изучение курса в 1-м классе отводится 66 часов. На изучение курса во 2-4 классе отводится 68 часов.

Grade 1

№	Theme	Topic, Activity & Focus (including suggested activity)
1	Introductions & Alphabet	**Vocabulary/Communication:** The alphabet, simple introductions, names and surnames. **Activity:** "Name Chain." Students introduce themselves and spell their names. **Focus:** Alphabet recognition, pronunciation and basic speaking confidence.
2	Numbers & Colours	**Vocabulary Introduction:** Numbers 0–100 and basic colours. **Activity:** "Colour and Number Hunt." Students identify colours and numbers around the classroom. **Focus:** Vocabulary recall and pronunciation.
3	School Objects	**Vocabulary/Grammar:** Things in a school bag, classroom objects, *a/an* and plural nouns. **Activity:** "What's in My Bag?" Students name and count classroom objects. **Focus:** Vocabulary accuracy and singular/plural forms.
4	Classroom Communication	**Communication:** Classroom instructions and useful classroom expressions, e.g. *Open your books, Can you help me?, Can you repeat that?* **Activity:** "Be the Teacher." Students give simple instructions to classmates. **Focus:** Listening comprehension and functional classroom English.
5	Family	**Vocabulary Introduction:** Family members and relationships. **Activity:** "My Family Tree." Students create and describe a simple family tree. **Focus:** Family vocabulary and speaking fluency.
6	Family & Possessives	**Grammar Focus:** Possessive *'s*, affirmative forms of *to be*, and possessive adjectives *my, your, his,*

		her. **Activity:** "Whose Family?" Students describe relationships using pictures or family trees. **Focus:** Grammar accuracy.
7	Countries & Nationalities	**Vocabulary/Grammar:** Countries and nationalities; negative forms of *to be*. **Activity:** "Where Are They From?" Students match flags, countries and nationalities and make affirmative/negative sentences. **Focus:** Vocabulary and grammatical accuracy.
8	Introductions	**Communication:** Introducing friends and family members; *Nice to meet you*. **Activity:** "Meet My Friend." Students role-play introducing two people to one another. **Focus:** Functional language and fluency.
9	Family Album & Places	**Reading/Vocabulary:** *My Family Album*; places such as *at home, at school, in the park, on holiday*. **Activity:** "Photo Album." Students describe imaginary family photos and say where people are. **Focus:** Reading comprehension and vocabulary.
10	Best Friends	**Listening/Writing:** Talking and writing about a best friend; capital letters for names, countries, nationalities and sentences. **Activity:** "My Best Friend Profile." Students prepare a short written profile. **Focus:** Listening comprehension and basic writing accuracy.
11	Language Revision	**Revision:** Family, countries, nationalities, places, *to be*, possessives and introductions. **Pronunciation:** /v/ and /b/. **Activity:** Team revision quiz. **Focus:** Consolidation and pronunciation accuracy.

12	Get Culture!	**Culture:** English around the world / The UK. **Project:** Presentation about an English-speaking country. **Activity:** Students prepare a simple poster or digital presentation with a flag, capital city and basic facts. **Focus:** Cultural awareness, collaboration and presentation fluency.
13	Clothes	**Vocabulary Introduction:** Clothes including *boots, coat, dress, hoodie, jeans, trainers,* etc. **Activity:** "Fashion Detective." Students describe what classmates or pictured characters are wearing. **Focus:** Vocabulary recall and speaking fluency.
14	Describing Things	**Grammar/Vocabulary:** *this, that, these, those*; adjectives such as *big, small, new, old, long, short*; *too big/too small*. **Activity:** "Which One?" Students point to and describe objects at different distances. **Focus:** Demonstratives and adjective accuracy.
15	Questions with *to be*	**Grammar Focus:** Questions and short answers with *to be*. **Activity:** "Guess the Object." Students ask yes/no questions to identify an object or person. **Focus:** Question formation and short answers.
16	Personal Information	**Communication:** Asking for and giving personal information: name, age, country, favourite music, sport or film. **Activity:** "Class Interview." Students interview partners and report their answers. **Focus:** Functional questions and speaking fluency.
17	My Things	**Reading/Vocabulary:** *Super Backpack!*; personal objects such as backpack, games console, laptop,

		mobile phone, mountain bike and skateboard. **Activity:** "Design a Super Backpack." Students choose useful objects and describe their invention. **Focus:** Reading comprehension and vocabulary.
18	Favourite Things	**Listening/Writing:** Describing favourite possessions; punctuation. **Activity:** "My Top Three." Students write and present their three favourite things. **Focus:** Listening comprehension, punctuation and descriptive writing.
19	Language Revision	**Revision:** Clothes, adjectives, personal belongings, demonstratives and *to be* questions. **Pronunciation:** /ð/ and /d/. **Activity:** Vocabulary and grammar stations. **Focus:** Consolidation and pronunciation.
20	Skills Revision 1&2	**Assessment/Exam Practice:** Reading, writing, listening and communication based on Units 1–2. **Activity:** Mini skills assessment and pair speaking task. **Focus:** Applying language independently and familiarisation with exam-style tasks.
21	In the House	**Vocabulary Introduction:** Rooms and objects in the house. **Activity:** "House Tour." Students label a house picture and describe different rooms. **Focus:** Vocabulary recognition and fluency.
22	Where Things Are	**Grammar/Vocabulary:** *there is / there are* affirmative; prepositions of place. **Activity:** "Spot the Difference." Students describe two rooms and identify differences. **Focus:** Sentence formation and prepositions.
23	Is There…? / Are There…?	**Grammar Focus:** Negative and question forms of *there is / there are*;

		a/an and *any*. **Activity:** "Mystery Room." Students ask questions to discover what is in an imaginary room. **Focus:** Question formation and accuracy.
24	My Bedroom	**Listening/Writing:** Describing a bedroom; apostrophes. **Activity:** "My Room." Students draw or imagine their bedroom and write a short description. **Focus:** Listening comprehension and writing accuracy.
25	Language Revision	**Revision:** House vocabulary, prepositions and *there is / there are*. **Pronunciation:** /ɪ/ and /iː/. **Activity:** Room-description challenge and revision quiz. **Focus:** Consolidation and pronunciation.
26	Get Culture!	**Culture:** Houses in the UK / Hampton Court Palace. **Project:** Houses in my area. **Activity:** Students prepare a short presentation about a local house or type of home. **Focus:** Cultural awareness and presentation skills.
27	Face & Hair	**Vocabulary Introduction:** Face and hair. **Activity:** "Draw the Face." One student describes a face while another draws it. **Focus:** Vocabulary recall and listening accuracy.
28	Parts of the Body	**Vocabulary/Grammar:** Parts of the body; *have got* affirmative and negative; regular and irregular plurals. **Activity:** "Monster Creator." Students design and describe a monster using *has got/hasn't got*. **Focus:** Vocabulary and grammar accuracy.
29	Have You Got…?	**Grammar Focus:** *have got* questions and short answers; possessive adjectives *its, our, your, their*. **Activity:** "Find Someone Who." Students ask classmates questions using *Have you got…?* **Focus:**

		Question formation and spoken interaction.
30	Apologising	**Communication:** Apologising and responding to apologies. **Activity:** "Oops!" Students role-play simple situations requiring an apology. **Focus:** Functional language and appropriate responses.
31	Personality	**Reading/Vocabulary:** Personality adjectives and personality quiz. **Activity:** "What Are You Like?" Students complete and discuss a simple personality quiz. **Focus:** Reading comprehension and descriptive vocabulary.
32	Favourite Characters	**Listening/Writing:** Cartoon characters; describing a favourite character; paragraph organisation. **Activity:** "Character Profile." Students write and present a description of a favourite character. **Focus:** Listening, paragraph writing and fluency.
33	Language Revision	**Revision:** Appearance, body, personality, *have got* and possessive adjectives. **Pronunciation:** /h/. **Activity:** "Guess Who?" revision game. **Focus:** Consolidation and pronunciation.
34	Skills Revision 3&4	**Assessment/Exam Practice:** Reading, writing, listening and communication based on Units 3–4. **Activity:** Mini skills assessment and speaking task. **Focus:** Language consolidation and exam-task confidence.
35	Action Verbs	**Vocabulary Introduction:** Action verbs. **Activity:** "Action Charades." Students mime actions for classmates to identify. **Focus:** Vocabulary recall and speaking fluency.

36	Abilities	**Grammar/Vocabulary:** *can* affirmative and negative; collocations with *make, play* and *ride*. **Activity:** "I Can / I Can't." Students discuss things they can and cannot do. **Focus:** Grammar accuracy and vocabulary building.
37	Can You…?	**Grammar Focus:** Questions and short answers with *can*. **Activity:** "Class Talent Survey." Students ask classmates about their abilities. **Focus:** Question formation and conversational fluency.
38	Suggestions	**Communication:** Making and responding to suggestions. **Activity:** "What Shall We Do?" Students choose activities for an afternoon with friends. **Focus:** Functional language and interaction.
39	Sign Language	**Reading:** Text about sign language. **Activity:** Students learn several simple signs and discuss different ways people communicate. **Focus:** Reading comprehension and communication awareness.
40	After-school Clubs	**Listening/Writing:** After-school clubs; writing a club advertisement; conjunctions *and* and *but*. **Activity:** "Create a Club." Students invent a club and make a short advertisement. **Focus:** Listening and basic persuasive writing.
41	Language Revision	**Revision:** Action verbs, *can/can't*, questions and suggestions. **Pronunciation:** /ɑː/ and /æ/. **Activity:** Team challenge combining actions, grammar and communication. **Focus:** Consolidation and pronunciation.
42	Get Culture!	**Culture:** Kids' London / Free-time activities. **Project:** Fun things to do in your town. **Activity:** Students create a

		leaflet suggesting local activities. **Focus:** Cultural comparison, writing and collaboration.
43	Daily Activities	**Vocabulary Introduction:** Everyday routines and activities. **Activity:** "My Day Timeline." Students arrange routine cards and describe their typical day. **Focus:** Vocabulary and sequencing.
44	Present Simple	**Grammar Focus:** Present Simple affirmative, including third-person forms. **Activity:** "Me vs. My Friend." Students compare their daily routines. **Focus:** Accuracy with verb forms.
45	How Often?	**Grammar/Vocabulary:** Adverbs of frequency and days of the week. **Activity:** "Weekly Routine Survey." Students ask classmates how often they do different activities. **Focus:** Frequency expressions and speaking fluency.
46	Telling the Time	**Communication:** Asking for and telling the time. **Activity:** "Human Clock." Students practise different times and match them to daily activities. **Focus:** Functional language and accuracy.
47	A Day with Dreamtime Traveler	**Reading/Vocabulary:** Daily routines and months. **Activity:** "Calendar Challenge." Students connect events and activities to days and months. **Focus:** Reading comprehension and time vocabulary.
48	My Typical Weekend	**Listening/Writing:** Weekend routines; sequencing with *before* and *after*. **Activity:** "Weekend Diary." Students write and compare a simple weekend schedule. **Focus:** Listening comprehension and sequencing in writing.

49	Language Revision	**Revision:** Daily activities, Present Simple, frequency expressions and time. **Pronunciation:** /s/, /z/ and /ɪz/. **Activity:** Daily routine board game. **Focus:** Consolidation and pronunciation of third-person endings.
50	Skills Revision 5&6	**Assessment/Exam Practice:** Skills work based on Units 5–6. **Activity:** Reading/listening tasks followed by a short speaking assessment. **Focus:** Integrated skills and exam-task confidence.
51	Wild Animals	**Vocabulary Introduction:** Wild animals. **Activity:** "Animal Guessing Game." Students describe an animal without saying its name. **Focus:** Vocabulary recall and speaking fluency.
52	Present Simple Negative	**Grammar/Vocabulary:** Present Simple negative; talking about animals and pets. **Activity:** "True or False Animals." Students correct false statements about animals using *don't/doesn't*. **Focus:** Grammar accuracy.
53	Questions about Animals	**Grammar Focus:** Present Simple questions and short answers. **Activity:** "Animal Detective." Students ask questions to identify a mystery animal or pet. **Focus:** Question formation and short answers.
54	Buying a Ticket	**Communication/Vocabulary:** Buying a ticket and money. **Activity:** "Zoo Ticket Office." Students role-play buying tickets for a zoo or attraction. **Focus:** Functional transactional language.
55	Amazing Animals	**Reading/Vocabulary:** *Amazing Animals!* and descriptive adjectives. **Activity:** "Amazing Animal Facts." Students read and prepare three facts

		about an animal. **Focus:** Reading comprehension and descriptive vocabulary.
56	Pets	**Listening/Writing:** Talking about pets; writing an email to a friend; starting and ending an email correctly. **Activity:** "Pet-Sitting Email." Students write instructions for a friend looking after their pet. **Focus:** Listening comprehension and functional writing.
57	Language Revision	**Revision:** Wild animals, pets, adjectives, Present Simple negative/questions and buying tickets. **Pronunciation:** /s/. **Activity:** Animal-themed revision quiz. **Focus:** Consolidation and pronunciation.
58	Get Culture!	**Culture:** Pets in the UK / London Zoo. **Project:** Digital photo album about pets. **Activity:** Students create and present a class pet album. **Focus:** Cultural awareness, collaboration and presentation fluency.
59	Sports	**Vocabulary Introduction:** Sports. **Activity:** "Sports Survey." Students discuss sports they do and their favourite sports. **Focus:** Vocabulary and spoken fluency.
60	Likes & Dislikes	**Grammar Focus:** *love/like/don't like/hate* + *-ing*. **Activity:** "Sports Opinion Line." Students say which activities they love, like, dislike or hate and explain their choices. **Focus:** Grammar accuracy and personal expression.
61	Talking About People & Things	**Grammar Focus:** Object pronouns and question words. **Activity:** "Question Challenge." Students create and answer questions beginning with *Who, What, Where, When,* and *How*.

		Focus: Detailed question formation and accurate use of pronouns.
62	Seasons & Weather	**Communication/Vocabulary:** Seasons, weather and talking about the weather. **Activity:** "Weather Report." Students present a simple weather forecast. **Focus:** Functional language and fluency.
63	Healthy Lifestyle	**Reading/Vocabulary:** *Teen Health* and healthy lifestyle expressions. **Activity:** "Healthy or Unhealthy?" Students sort habits and discuss healthy choices. **Focus:** Reading comprehension and lifestyle vocabulary.
64	My Lifestyle	**Listening/Writing:** Describing personal lifestyle and routines; checking writing for grammar mistakes. **Activity:** "Healthy Week." Students write a short text about their own lifestyle and check a partner's work. **Focus:** Listening, writing accuracy and self-correction.
65	Language Revision	**Revision:** Sports, preferences, object pronouns, question words, weather and healthy lifestyle. **Pronunciation:** /r/. **Activity:** Final unit team quiz and speaking challenge. **Focus:** Consolidation and spoken confidence.
66	Skills Revision 7&8	**Assessment/Exam Practice:** Reading, listening, writing and communication based on Units 7–8. **Activity:** End-of-course skills task and speaking assessment. **Focus:** Consolidation of the course and assessment of overall progress.

Grade 2

№	Theme	Topic, Activity & Focus (including suggested activity)
1	Introductions, Countries & Months	**Vocabulary/Grammar Review:** Countries and nationalities, months of the year, *to be* and *have got*. **Activity:** "Class Passport." Students introduce themselves, give their nationality and birthday month, and ask classmates simple personal questions. **Focus:** Revision of personal information, vocabulary and basic grammar.
2	Abilities & Action Verbs	**Vocabulary/Grammar Review:** Action verbs and *can/can't* for abilities. **Activity:** "Class Talent Survey." Students ask classmates *Can you…?* questions and report their answers. **Focus:** Action vocabulary, question formation and speaking fluency.
3	My Room & Prepositions	**Grammar/Vocabulary Review:** Objects in the house, *there is/there are* and prepositions of place. **Activity:** "Design My Room." Students draw an ideal bedroom and describe where objects are. **Focus:** Descriptive language and accurate use of prepositions.
4	Clothes & Describing People	**Vocabulary/Grammar Review:** Clothes, adjectives, *this/that/these/those*, possessive adjectives and possessive *'s*. **Activity:** "Guess Who." Students describe a person's clothes and appearance for classmates to identify. **Focus:** Vocabulary revision and grammatical accuracy.
5	School Subjects & Items	**Vocabulary Introduction:** School subjects and school items. **Activity:** "School Bag Challenge." Students

		identify school items and match them to appropriate subjects. **Focus:** Vocabulary recognition, recall and speaking fluency.
6	Daily Routines	**Grammar Focus:** Present Simple affirmative and adverbs of frequency. **Activity:** "My School Day." Students describe their school-day routines using *always, usually, often, sometimes,* and *never*. **Focus:** Present Simple accuracy and frequency expressions.
7	Hobbies	**Grammar/Vocabulary:** Present Simple negative, questions and short answers; collocations with *do* and *play*. **Activity:** "Hobby Interview." Students ask classmates about hobbies and sports. **Focus:** Question formation, negatives and hobby vocabulary.
8	Personal Information	**Communication:** Asking for and giving names, addresses, email addresses and phone numbers. **Activity:** "Join the Club." Students role-play registering for an after-school club. **Focus:** Functional language and accurate exchange of personal information.
9	Boarding School	**Reading/Vocabulary:** *Boarding School – What's it really like?*; places in a school. **Activity:** "School Tour." Students compare the boarding school in the text with their own school. **Focus:** Reading comprehension and school vocabulary.
10	My Favourite Weekday	**Listening/Writing:** Favourite weekdays and school routines; time expressions with *at, in,* and *on*. **Activity:** "Favourite Day Blog." Students write a short description of their favourite weekday. **Focus:**

		Listening comprehension, sequencing and accurate time expressions.
11	Language Revision	**Revision:** School subjects, hobbies, Present Simple, adverbs of frequency and personal information. **Pronunciation:** /s/, /z/ and /ɪz/. **Activity:** Team revision quiz. **Focus:** Consolidation and pronunciation accuracy.
12	Get Culture! Schools in the UK	**Culture:** Secondary schools and school uniforms in the UK. **Project:** Design an ideal school uniform. **Activity:** Students create and present a digital or paper design for an ideal uniform. **Focus:** Cultural awareness, collaboration and presentation skills.
13	Food & Drink	**Vocabulary Introduction:** Food, drinks and meals. **Activity:** "My Food Diary." Students record and compare what they normally eat for breakfast, lunch and dinner. **Focus:** Food vocabulary and speaking fluency.
14	Countable & Uncountable Nouns	**Grammar Focus:** Countable and uncountable nouns, *a/an*, *some* and *any*. **Activity:** "Birthday Shopping Basket." Students choose food for a party and describe what they have and do not have. **Focus:** Quantity language and grammatical accuracy.
15	How Much? / How Many?	**Grammar/Vocabulary:** *How much*, *How many, a lot of* and containers such as *a bottle of, a packet of,* and *a carton of.* **Activity:** "Supermarket Challenge." Students ask and answer questions about quantities in a shopping picture. **Focus:** Countable/uncountable distinctions and quantity questions.

16	Ordering Food	**Communication:** Ordering food and drinks in a café or restaurant. **Activity:** "Class Café." Students role-play customers and waiters using a simple menu. **Focus:** Functional transactional language and speaking confidence.
17	Pancake Day	**Reading:** *The Pancake*; food traditions and Pancake Day. **Activity:** "Perfect Pancake." Students design a pancake using different ingredients and describe it to the class. **Focus:** Reading comprehension, food vocabulary and cultural awareness.
18	Breakfasts Around the World	**Listening/Writing:** Breakfasts in different countries; conjunctions *so* and *because*. **Activity:** "My Breakfast Blog." Students describe their weekday and weekend breakfasts and give reasons for their choices. **Focus:** Listening comprehension and connected writing.
19	Language Revision	**Revision:** Food and drink, containers, countable and uncountable nouns, quantities and ordering food. **Pronunciation:** /dʒ/ and /g/. **Activity:** Food-themed grammar and vocabulary quiz. **Focus:** Consolidation and pronunciation.
20	Skills Revision 1&2	**Assessment/Exam Practice:** Reading, listening, writing and communication based on Units 1–2. **Activity:** Mini exam tasks followed by pair speaking practice. **Focus:** Integrated skills and confidence with exam-style activities.
21	Technology	**Vocabulary Introduction:** Technology and using technology, including computers, tablets, phones, headphones and common digital activities. **Activity:** "Tech Survey." Students discuss which devices they use and what they use them for. **Focus:**

		Technology vocabulary and speaking fluency.
22	Present Continuous	**Grammar Focus:** Present Continuous affirmative and negative. **Activity:** "What's Happening?" Students describe actions in pictures and identify differences between two scenes. **Focus:** Accurate formation and use of the Present Continuous.
23	Actions & Feelings	**Grammar/Vocabulary:** Present Continuous questions and short answers; feelings such as *angry, bored, happy, sad, scared, tired,* and *worried*. **Activity:** "Mime and Guess." Students mime an action and emotion while classmates ask questions to identify both. **Focus:** Question formation and feelings vocabulary.
24	Talking on the Phone	**Communication:** Making and receiving telephone calls and asking to speak to someone. **Activity:** "Phone a Friend." Students role-play short telephone conversations. **Focus:** Functional telephone language and conversational fluency.
25	Space Adventure	**Reading/Vocabulary:** *Space Adventure USA*; adjectives with prepositions such as *interested in, good at, scared of,* and *excited about*. **Activity:** "Space Camp Interview." Students discuss which space-camp activities they would like to try. **Focus:** Reading comprehension and adjective-preposition combinations.
26	Technology I Use	**Listening/Writing:** Favourite technology items and describing technology use; *too* and *also*. **Activity:** "My Top Technology." Students write

		and present a short description of the technology they use most. **Focus:** Listening, descriptive writing and linking ideas.
27	Language Revision	**Revision:** Technology, Present Continuous, feelings and adjectives with prepositions. **Pronunciation:** /ŋ/. **Activity:** Technology-themed team challenge. **Focus:** Consolidation and pronunciation accuracy.
28	Get Culture! Space and the USA	**Culture:** Space exploration, the USA and the International Space Station. **Project:** A day in the life of an astronaut. **Activity:** Groups create a short video or presentation about an astronaut's daily routine. **Focus:** Cultural knowledge, collaboration and presentation fluency.
29	Geographical Features	**Vocabulary Introduction:** Mountains, lakes, islands, rivers, waterfalls, deserts and other geographical features. **Activity:** "World Map Challenge." Students identify geographical features and describe places they know. **Focus:** Geography vocabulary and descriptive speaking.
30	Comparing Places & Things	**Grammar Focus:** Comparative adjectives. **Activity:** "Compare the World." Students compare animals, countries, cities or geographical features using comparative forms. **Focus:** Comparative structures and adjective accuracy.
31	Superlatives	**Grammar/Vocabulary:** Superlative adjectives and descriptive adjectives such as *beautiful, fast, friendly, intelligent,* and *strong*. **Activity:** "Class World Records." Students create humorous records using

		superlatives. **Focus:** Superlative forms and descriptive language.
32	Giving Opinions	**Communication:** Asking for and giving opinions using expressions such as *What do you think?*, *In my opinion* and *I'm not sure*. **Activity:** "Which Is Best?" Students compare two or more choices and defend their opinion. **Focus:** Functional language and speaking fluency.
33	World Records	**Reading:** Texts about world records and geographical facts. **Activity:** "Amazing Record Cards." Students read, match and present interesting world records. **Focus:** Reading comprehension and factual vocabulary.
34	Animal Friendships	**Listening/Writing:** Animal friendships and describing a best friend; paragraph organisation. **Activity:** "My Best Friend." Students prepare a short paragraph describing a friend's personality and qualities. **Focus:** Listening comprehension, adjectives and paragraph writing.
35	Language Revision	**Revision:** Geographical features, adjectives, comparatives, superlatives and opinions. **Pronunciation:** /ə/. **Activity:** World-record revision quiz. **Focus:** Consolidation and pronunciation.
36	Skills Revision 3&4	**Assessment/Exam Practice:** Integrated reading, listening, writing and speaking based on Units 3–4. **Activity:** Mini exam and pair communication task. **Focus:** Applying grammar and vocabulary independently.

37	Places in Town	**Vocabulary Introduction:** Places in town and prepositions including *behind, between, in front of, next to,* and *opposite*. **Activity:** "Town Map." Students describe the location of buildings on a map. **Focus:** Town vocabulary and spatial language.
38	Past Simple: *to be*	**Grammar Focus:** Past Simple of *to be* in affirmative and negative forms. **Activity:** "Then and Now." Students compare a place or person in the present and in the past using *was, were, wasn't,* and *weren't*. **Focus:** Past-time descriptions and grammatical accuracy.
39	Questions About the Past	**Grammar Focus:** Past Simple *to be* questions and short answers. **Activity:** "Where Were You?" Students interview one another about places and activities at different times yesterday. **Focus:** Question formation and past-time expressions.
40	Directions	**Communication:** Asking for and giving directions around town. **Activity:** "Find the Destination." Students guide partners around a simple town map. **Focus:** Functional language, prepositions and spoken accuracy.
41	Hollywood – Then and Now	**Reading:** Comparing Hollywood in the past and present. **Activity:** "Past vs. Present." Students identify changes and make sentences describing what places were like before. **Focus:** Reading comprehension and Past Simple *to be*.
42	My Town	**Listening/Writing:** A town in the past; describing a town using adjectives. **Activity:** "My Town: Then and Now." Students write a short description of their town or an

		imaginary town. **Focus:** Listening comprehension and descriptive writing.
43	Language Revision	**Revision:** Places in town, prepositions, Past Simple *to be*, directions and adjectives. **Pronunciation:** /eə/ and /ɪə/. **Activity:** Town-map revision game. **Focus:** Consolidation and pronunciation.
44	Get Culture! Oxford	**Culture:** Places in the UK and Oxford. **Project:** A journey around my country. **Activity:** Students plan and present a journey visiting several interesting places in their country. **Focus:** Cultural awareness, research and presentation skills.
45	Jobs & Housework	**Vocabulary Introduction:** Jobs and jobs or chores at home. **Activity:** "Job Charades." Students mime jobs and household tasks for classmates to identify. **Focus:** Vocabulary recall and speaking fluency.
46	Past Simple: Regular Verbs	**Grammar Focus:** Past Simple affirmative with regular verbs and time expressions such as *ago*. **Activity:** "Yesterday's Story." Students create a sequence of sentences describing what they did yesterday. **Focus:** Regular past forms and sequencing.
47	Past Simple: Irregular Verbs	**Grammar Focus:** Past Simple affirmative with common irregular verbs. **Activity:** "Past Tense Match." Students match present and past verb forms and use them to create a short story. **Focus:** Irregular verb recall and grammatical accuracy.
48	Asking for Permission	**Communication:** Asking for and giving permission using *Can I…?* and *Is it OK if I…?* **Activity:** "Permission Cards." Students role-play situations

		involving borrowing things or asking to do something. **Focus:** Functional language and appropriate responses.
49	Pocket Money	**Reading:** *Pocket Money*; jobs and household responsibilities. **Activity:** "Earn Your Pocket Money." Students discuss chores and decide how much different household jobs are worth. **Focus:** Reading comprehension and vocabulary development.
50	A Great Day Out	**Listening/Writing:** Talking about a memorable past day; sequencing with *first, then,* and *after that*. **Activity:** "A Great Day I Had." Students write and tell a short story about a past experience. **Focus:** Listening, Past Simple and narrative sequencing.
51	Language Revision	**Revision:** Jobs, housework, regular and irregular Past Simple verbs and permission language. **Pronunciation:** /d/, /t/ and /ɪd/ endings. **Activity:** Past-tense team quiz. **Focus:** Consolidation and pronunciation accuracy.
52	Skills Revision 5&6	**Assessment/Exam Practice:** Reading, listening, writing and speaking based on Units 5–6. **Activity:** Mini skills assessment with a short past-event speaking task. **Focus:** Integrated skills and exam preparation.
53	Transport	**Vocabulary Introduction:** Transport nouns and verbs. **Activity:** "How Do You Travel?" Students survey classmates about the transport they use and compare results. **Focus:** Transport vocabulary and speaking fluency.
54	Past Simple Negative	**Grammar Focus:** Past Simple negative with *didn't*. **Activity:** "Holiday Truth or Lie." Students make statements about a past journey and classmates correct false information.

		Focus: Negative past forms and travel vocabulary.
55	Past Simple Questions	**Grammar Focus:** Past Simple questions and short answers; travel equipment and holiday activities. **Activity:** "Holiday Detective." Students interview partners about a fictional or real holiday using *Did you…?* questions. **Focus:** Question formation and spoken interaction.
56	Buying a Ticket	**Communication:** Buying tickets and asking about travel information. **Activity:** "Ticket Office." Students role-play customers and ticket sellers. **Focus:** Functional transactional language and fluency.
57	Antarctic Adventure	**Reading:** *Antarctic Adventure* and travel experiences. **Activity:** "Adventure Checklist." Students read the text and decide what equipment and preparation are needed for an Antarctic trip. **Focus:** Reading comprehension and travel vocabulary.
58	Holiday Essentials	**Listening/Writing:** Things people take on holiday and writing a postcard to a friend. **Activity:** "Postcard from Holiday." Students write a postcard describing where they went and what they did. **Focus:** Listening comprehension, Past Simple and functional writing.
59	Language Revision	**Revision:** Transport, travel vocabulary, Past Simple negative and questions, and buying tickets. **Pronunciation:** /ɑː/, /æ/ and /ʌ/. **Activity:** Travel-themed revision challenge. **Focus:** Consolidation and pronunciation.

60	Get Culture! Transport in London	**Culture:** The London Tube and London buses. **Project:** How we get to school. **Activity:** Students interview classmates and create a short video or presentation about transport to school. **Focus:** Cultural awareness, interviewing and presentation skills.
61	Events & Dates	**Vocabulary Introduction:** Events, ordinal numbers and dates; introduction to types of music. **Activity:** "What's On?" Students read event posters and discuss which events they would like to attend. **Focus:** Event vocabulary, dates and speaking fluency.
62	Future Plans	**Grammar Focus:** *be going to* for future plans, including affirmative, negative and question forms. **Activity:** "Perfect Weekend." Students plan a weekend and tell a partner what they are and are not going to do. **Focus:** Future forms and speaking confidence.
63	Asking Questions	**Grammar Review:** Revision of question forms across familiar tenses and structures. **Activity:** "Question Master." Students create questions about people, events, hobbies and future plans and interview classmates. **Focus:** Accurate question formation.
64	Making Arrangements	**Communication:** Making arrangements for social events. **Activity:** "Let's Meet." Students role-play arranging a time, place and activity with a friend. **Focus:** Functional language and conversational interaction.
65	Sleepovers	**Reading:** *Sleepovers with a Difference* and unusual events. **Activity:** "Dream Sleepover." Students read about different sleepovers and design their own unusual sleepover experience.

		Focus: Reading comprehension and event vocabulary.
66	Birthday Celebrations	**Listening/Writing:** Different ways of celebrating birthdays and writing an invitation. **Activity:** "Party Planner." Students plan a birthday event and write an invitation including date, time, place and activities. **Focus:** Listening comprehension and functional writing.
67	Language Revision	**Revision:** Events, ordinal numbers, music, *be going to*, question forms and arrangements. **Pronunciation:** /ð/ and /θ/. **Activity:** End-of-unit team quiz and arrangement role-play. **Focus:** Consolidation, pronunciation and communication.
68	Skills Revision 7&8	**Assessment/Exam Practice:** Final reading, listening, writing and communication tasks based on Units 7–8. **Activity:** End-of-course skills assessment with a short speaking task about travel or future plans. **Focus:** Consolidation and assessment of overall progress.

Grade 3

Lesson №	Theme	Topic, Activity & Focus (including suggested activity)
GET STARTED! UNIT 0		
1	Places & Transport	**Vocabulary Introduction:** Places in town and means of transport. **Activity:** "Around My Town." Students describe their journey to school, mentioning places they pass and transport they use. **Focus:** Fluency and vocabulary building.
2	School & Food	**Vocabulary Introduction:** School subjects, food and drink, and containers. **Activity:** "My Lunchbox." Students describe what they have in their lunchbox and what subjects they study. **Focus:** Fluency and vocabulary recall.
3	Grammar Review	**Grammar Focus:** Present Simple, adverbs of frequency, and question words. **Activity:** "Daily Routine Interview." Students interview each other about their daily routines using question words and adverbs of frequency. **Focus:** Accuracy in forming questions and using adverbs.
4	Communication	**Theme:** Asking for and offering help. **Activity:** "Help Desk." Students role-play situations where they ask for help in different places (e.g., shop, school, street). **Focus:** Functional language for offering and requesting help.
UNIT 1: Life at home		
5	Household Chores	**Vocabulary Introduction:** Household chores (e.g., *wash the dishes, make the bed, tidy up*). **Activity:** "Chore Chart." Students describe their household chores and who does them at home. **Focus:** Fluency.
6	Personality Adjectives	**Vocabulary Focus:** Personality adjectives (e.g., *kind, hardworking, lazy, helpful*). **Activity:** "My Family." Students describe their family members using personality adjectives. **Focus:** Vocabulary accuracy.

7	Grammar Review	**Grammar Focus:** Present Simple and adverbs of frequency. **Activity:** "How Often?" Students discuss how often they do chores and other activities at home. **Focus:** Accuracy in using adverbs of frequency.
8	Comparatives	**Grammar Focus:** Comparative and superlative adjectives. **Activity:** "Home Comparison." Students compare their homes to their friends' homes. **Focus:** Accuracy in comparative forms.
9	too / not ... enough / (not) as ... as	**Grammar Focus:** *too, not ... enough, (not) as ... as*. **Activity:** "My Ideal Home." Students describe their ideal home using these structures. **Focus:** Accuracy.
10	Get Culture!	**Theme:** Unusual places to live. **Activity:** Project planning. Students brainstorm and plan a tourist guide for an invented unusual place to live. **Focus:** Collaborative speaking and planning.
11	Project Work	**Theme:** "An invented unusual place to live." **Activity:** Project completion and presentation. Students present their tourist guides to the class. **Focus:** Fluency in presenting.
12	Review & Assessment	**Activity:** Unit review game and a speaking assessment. **Focus:** Reviewing vocabulary and grammar from Unit 1.
UNIT 2: Shopping		
13	Shops & Shopping	**Vocabulary Introduction:** Shops and shopping vocabulary. **Activity:** "Shop Role-play." Students role-play buying and selling items in different shops. **Focus:** Fluency and vocabulary recall.
14	Containers	**Vocabulary Focus:** Containers (e.g., *a box of, a bottle of, a packet of*). **Activity:** "Shopping List." Students describe what they need to buy using containers. **Focus:** Vocabulary accuracy.
15	Countable/Uncountable Nouns	**Grammar Focus:** Countable and uncountable nouns, *some* and *any*. **Activity:** "What's in the

		Fridge?" Students describe what is in their fridge using *some* and *any*. **Focus:** Accuracy.
16	Shopping for Clothes	**Communication Focus:** Shopping for clothes. **Activity:** "Clothes Shop." Students role-play buying clothes, using functional language. **Focus:** Functional language for shopping.
17	Opinions & Comparisons	**Theme:** Opinions and comparisons. **Activity:** "My Favourite Shop." Students describe and compare their favourite shops. **Focus:** Fluency and using comparative language.
18	Pronunciation Focus	**Theme:** /ɒ/ and /ʌ/ sounds. **Activity:** "Vowel Sound Sort." Students listen to words and sort them into two groups based on the vowel sound. **Focus:** Pronunciation accuracy.
19	Skills Practice	**Activity:** Shopping scenarios. Students practice ordering arguments using *First of all, What's more, Finally*. **Focus:** Structuring opinions.
20	Review & Assessment	**Activity:** Unit 2 review and a speaking assessment. **Focus:** Reviewing vocabulary and grammar from Unit 2.
UNIT 3: Going on holiday		
21	Going on Holiday	**Vocabulary Introduction:** Holiday vocabulary (e.g., *pack a suitcase, book a hotel*). **Activity:** "Dream Holiday." Students describe their dream holiday and what they would do. **Focus:** Fluency.
22	Phrasal Verbs with get	**Vocabulary Focus:** Phrasal verbs with *get* (e.g., *get on, get off, get to*). **Activity:** "Travel Stories." Students describe a journey using phrasal verbs with *get*. **Focus:** Vocabulary accuracy.
23	Past Simple Affirmative	**Grammar Focus:** Past Simple affirmative. **Activity:** "My Last Holiday." Students describe their last holiday using the past simple. **Focus:** Accuracy in past simple forms.

24	Past Simple Negative	**Grammar Focus:** Past Simple negative. **Activity:** "Holiday Mistakes." Students describe things that went wrong on holiday using the negative form. **Focus:** Accuracy.
25	Past Simple Questions	**Grammar Focus:** Past Simple questions and short answers. **Activity:** "Holiday Interview." Students interview each other about their holidays using past simple questions. **Focus:** Accuracy in question formation.
26	Get Culture!	**Theme:** Yellowstone and the Grand Canyon. **Activity:** Project planning. Students research and plan a digital presentation on a famous national park. **Focus:** Collaborative speaking and research.
27	Project Work	**Theme:** "A famous national park." **Activity:** Project presentation. Students present their digital presentations to the class. **Focus:** Fluency in presenting.
28	Review & Assessment	**Activity:** Unit 3 review game and a speaking assessment. **Focus:** Reviewing vocabulary and grammar from Unit 3.
UNIT 4: Useful things		
29	Useful Things	**Vocabulary Introduction:** Useful things and gadgets. **Activity:** "My Favourite Gadget." Students describe their favourite gadget and why it's useful. **Focus:** Fluency.
30	Using Technology	**Vocabulary Focus:** Technology verbs (e.g., *download, upload, charge, turn on/off*). **Activity:** "Tech Instructions." Students give instructions on how to use a piece of technology. **Focus:** Vocabulary accuracy.
31	Smartphones	**Vocabulary Focus:** Smartphones (e.g., *screen, app, charger*). **Activity:** "My Phone." Students describe what they do on their phone. **Focus:** Fluency.
32	Communication: Requests	**Communication Focus:** Requests. **Activity:** "Polite Requests." Students practice making polite

		requests in different situations. **Focus:** Functional language.
33	Communication: Sympathising	**Communication Focus:** Sympathising. **Activity:** "Bad Day." Students share a problem and classmates practise sympathising. **Focus:** Functional language for showing empathy.
34	Storytelling	**Theme:** Telling a story using past tenses. **Activity:** "Chain Story." Students build a story together using past tenses. **Focus:** Fluency and accuracy in storytelling.
35	Pronunciation Focus	**Theme:** /ɔ/ and /d/ sounds. **Activity:** "Sound Identification." Students practise identifying and pronouncing these sounds. **Focus:** Pronunciation accuracy.
36	Review & Assessment	**Activity:** Unit 4 review and a speaking assessment. **Focus:** Reviewing vocabulary and grammar from Unit 4.
UNIT 5: Health matters		
37	Health Problems	**Vocabulary Introduction:** Health problems and injuries. **Activity:** "What's Wrong?" Students describe symptoms and others guess the health problem. **Focus:** Vocabulary accuracy.
38	The Body	**Vocabulary Focus:** Parts of the body. **Activity:** "Body Bingo." Students play bingo to reinforce body parts vocabulary. **Focus:** Vocabulary recall.
39	have to	**Grammar Focus:** *have to*. **Activity:** "School Rules." Students discuss what they have to do at school and at home. **Focus:** Accuracy in using *have to*.
40	should	**Grammar Focus:** *should*. **Activity:** "Health Advice." Students give health advice to each other using *should*. **Focus:** Accuracy.
41	Communication: Giving Health Advice	**Communication Focus:** Giving health advice. **Activity:** "Doctor Role-play." Students role-play a doctor and patient giving and receiving health advice. **Focus:** Functional language and fluency.

42	Get Culture!	**Theme:** British TV. **Activity:** Project planning. Students plan a survey and digital presentation on favourite TV programmes. **Focus:** Collaborative speaking.
43	Project Work	**Theme:** "Favourite TV programmes." **Activity:** Project completion and presentation. Students present their survey results. **Focus:** Fluency in presenting.
44	Review & Assessment	**Activity:** Unit 5 review and a speaking assessment. **Focus:** Reviewing vocabulary and grammar from Unit 5.
UNIT 6: Cooking and eating		
45	Cooking Verbs & Nouns	**Vocabulary Introduction:** Cooking verbs and nouns. **Activity:** "Recipe Instructions." Students describe how to cook a simple dish. **Focus:** Vocabulary accuracy.
46	Serving & Describing Food	**Vocabulary Focus:** Serving and eating food, describing food. **Activity:** "Food Tasting." Students describe food using adjectives. **Focus:** Vocabulary building and fluency.
47	Present Perfect Affirmative	**Grammar Focus:** Present Perfect affirmative. **Activity:** "Food Experiences." Students talk about food they have tried or cooked. **Focus:** Accuracy in present perfect forms.
48	Present Perfect Negative	**Grammar Focus:** Present Perfect negative. **Activity:** "Never Have I Ever." Students play a game using present perfect negative. **Focus:** Accuracy.
49	Present Perfect Questions	**Grammar Focus:** Present Perfect questions with *ever* and *never*. **Activity:** "Have You Ever...?" Students interview each other about their experiences. **Focus:** Accuracy in question formation.
50	Communication: Preferences	**Communication Focus:** Preferences. **Activity:** "Food Preferences." Students discuss their food

		preferences and why. **Focus:** Fluency and functional language.
51	Pronunciation Focus	**Theme:** /uː/ sound. **Activity:** "Sound Hunt." Students identify words with the /uː/ sound. **Focus:** Pronunciation accuracy.
52	Review & Assessment	**Activity:** Unit 6 review and a speaking assessment. **Focus:** Reviewing vocabulary and grammar from Unit 6.
UNIT 7: Where I live		
53	Places to Live	**Vocabulary Introduction:** Places to live (e.g., *city, village, suburbs*). **Activity:** "My Dream Home." Students describe where they would like to live. **Focus:** Fluency.
54	Parts of the House	**Vocabulary Focus:** Parts of the house and rooms. **Activity:** "House Tour." Students give a tour of their house or dream house. **Focus:** Vocabulary accuracy.
55	In the House	**Vocabulary Focus:** Furniture and items in the house. **Activity:** "What's in the Room?" Students describe items in different rooms. **Focus:** Vocabulary recall.
56	Phrasal Verbs	**Vocabulary Focus:** Phrasal verbs (e.g., *get on with, look after, tidy up*). **Activity:** "Phrasal Verb Stories." Students create stories using phrasal verbs. **Focus:** Vocabulary accuracy.
57	Communication: Invitations	**Communication Focus:** Making, accepting, and declining invitations. **Activity:** "Party Invitations." Students practise making and responding to invitations. **Focus:** Functional language.
58	Get Culture!	**Theme:** Food to try in the UK. **Activity:** Project planning. Students plan a page of a food guide on popular dishes in their country. **Focus:** Collaborative speaking.
59	Project Work	**Theme:** "Popular dishes in my country." **Activity:** Project completion and presentation. Students

		present their food guide pages. **Focus:** Fluency in presenting.
60	Review & Assessment	**Activity:** Unit 7 review and a speaking assessment. **Focus:** Reviewing vocabulary and grammar from Unit 7.
UNIT 8: A happy life		
61	Life Ambitions	**Vocabulary Introduction:** Life ambitions and goals. **Activity:** "My Future." Students discuss what they want to be and do in the future. **Focus:** Fluency.
62	Being with People	**Vocabulary Focus:** Social interactions and good manners. **Activity:** "Polite or Rude?" Students discuss polite and impolite behaviours. **Focus:** Vocabulary accuracy.
63	Communication: Agreeing & Disagreeing	**Communication Focus:** Agreeing and disagreeing. **Activity:** "Debate Corner." Students practise agreeing and disagreeing in a friendly debate. **Focus:** Functional language.
64	Making Predictions	**Grammar Focus:** Making predictions using *I think*, *I don't think*, *I'm sure*, *I hope*, *Maybe*. **Activity:** "Future Predictions." Students make predictions about their lives and the world. **Focus:** Accuracy and fluency.
65	Pronunciation Focus	**Theme:** Silent consonants. **Activity:** "Silent Letter Hunt." Students identify silent letters in words. **Focus:** Pronunciation accuracy.
66	Communication: Sympathising	**Communication Focus:** Sympathising (p. 94). **Activity:** "Problem Page." Students act as problem page writers and responders, offering sympathy. **Focus:** Functional language.
67	Skills Revision	**Activity:** "Speaking Stations." Students rotate through stations covering themes from Units 5-8 (health, cooking, housing, life goals). **Focus:** Review and fluency.

68	Final Review & Assessment	**Activity:** End of year speaking marathon and final assessment. **Focus:** Reviewing all main topics and assessing overall speaking progress.

Grade 4

Lesson №	Theme	Topic, Activity & Focus (including suggested activity)
GET STARTED! UNIT 0 (p. 4)		
1	Free-time & Weather	**Vocabulary Introduction:** Free-time activities, weather, and adjectives. **Activity:** "My Perfect Day." Students describe their perfect day, including the weather and what they do. **Focus:** Fluency and vocabulary building.
2	Grammar Review	**Grammar Focus:** Present Simple vs. Present Continuous. **Activity:** "What's Happening?" Students describe a picture, differentiating between habitual actions and what is happening now. **Focus:** Accuracy in tense use.
3	Grammar Review	**Grammar Focus:** Comparative and superlative adjectives. **Activity:** "Classroom Champions." Students compare things in the classroom (e.g., size, color, height) using a **fluency** and **accuracy** focus.
4	Communication	**Theme:** Introducing oneself, talking about arrangements, and opinions. **Activity:** "New Friend." Students role-play meeting someone new and making a plan for the weekend. **Focus:** Functional language for introductions and future arrangements.
UNIT 1: Who we are (p. 10)		
5	Introduction & Appearance	**Vocabulary Introduction:** Clothes, accessories, and hairstyles. **Activity:** "Fashion Show." Students describe what they and their classmates are wearing using a **fluency focus** to build confidence.
6	Describing People	**Describing Clothes & Hairstyles:** Practice using adjectives (e.g., *long*, *short*, *curly*, *straight*). **Activity:** "Guess Who." Students describe a classmate's appearance and clothes for others to identify using an **accuracy focus** on adjective order.

7	What are you like?	**Vocabulary Focus:** Personality and negative adjectives (e.g., *friendly*, *shy*, *lazy*, *mean*). **Activity:** "Character Traits." Students describe their friends and family members, using a **fluency focus** to practice the new vocabulary.
8	Comparing People	**Grammar Focus:** Using comparatives. **Activity:** "Compare and Contrast." Students compare two people (e.g., celebrities or classmates), e.g., *"He is taller than him,"* with an **accuracy focus** on the comparative forms.
9	Get Culture!	**Theme:** Clothes for special occasions. **Activity:** Project work. Students brainstorm and plan their project (a video or poster) on clothes for a special occasion. **Focus:** Collaborative speaking and planning.
10	Project Work	**Theme:** "Clothes for a special occasion." **Activity:** Project completion and presentation. Students present their posters or videos, using a **fluency focus** to describe the clothes and the occasion.
11	Communication	**Theme:** Telling a story and reacting (p. 58). **Activity:** Storytelling circle. Students use pictures to tell a simple story about a person, reacting to each other's stories. **Focus:** Functional language for telling stories.
12	Review & Assessment	**Activity:** Unit review game (e.g., Jeopardy) and a speaking assessment. **Focus:** Reviewing vocabulary and grammar from Unit 1 through a **fluency** and **accuracy** activity.
UNIT 2: Working hard (p. 24)		
13	Jobs	**Vocabulary Introduction:** Jobs (e.g., *artist*, *teacher*, *pilot*). **Activity:** "Job Charades." Students mime jobs for others to guess, with a **fluency focus** on asking and answering questions.
14	Describing Jobs	**Vocabulary Focus:** Describing jobs (e.g., *dangerous*, *boring*, *well-paid*). **Activity:** "My Dream Job." Students discuss their dream job and why, with a **fluency focus** on giving reasons.

15	make and do	**Vocabulary Focus:** Collocations with *make* and *do*. **Activity:** "Collocation Pairs." Students play a memory game matching verbs to nouns (e.g., *make a cake, do homework*), using an **accuracy focus**.
16	Learning & Exams	**Theme:** Learning and exams, expressions with *take* (e.g., *take an exam, take notes*). **Activity:** "Advice Line." Students give each other advice on how to prepare for a test or learn a new skill. **Focus:** Fluency and functional language for giving advice.
17	Skills Revision 1&2	**Communication Focus:** Asking for and giving advice (p. 60). **Activity:** Role-play scenarios where students ask for and give advice about school or work-related problems. **Focus:** Functional language.
18	Exam Practice	**Exam Preparation:** Speaking part of the exam. **Activity:** Simulated exam speaking tasks (e.g., picture description, simple interview). **Focus:** Accuracy and building confidence for exam formats.
19	Pronunciation Focus	**Theme:** /ɪ/ and /iː/ sounds. **Activity:** "Minimal Pairs Race." Students identify and pronounce words like *ship/sheep*, *bin/bean* in a game. **Focus:** Pronunciation accuracy.
20	Review & Assessment	**Activity:** Unit 2 quiz and a speaking activity. **Focus:** Reviewing vocabulary and grammar from Unit 2 through a **fluency** and **accuracy** task.
UNIT 3: That's exciting! (p. 38)		
21	Experiences	**Vocabulary Introduction:** Experiences (e.g., *go to a theme park, see a film*). **Activity:** "Life Stories." Students talk about exciting things they have done, using a **fluency focus**.
22	Sports Verbs	**Vocabulary Focus:** Sports verbs (e.g., *go, play, do*). **Activity:** "Sports Quiz." Students work in teams to classify sports with *go/play/do*. **Focus:** Accuracy.

23	Sports Equipment	**Vocabulary Focus:** Sports equipment (e.g., *ball*, *racket*). **Activity:** "What's in my bag?" Students talk about equipment needed for different sports. **Focus:** Vocabulary recall (fluency).
24	Compound Nouns	**Grammar/Vocabulary Focus:** Compound nouns (e.g., *football*, *tennis racket*). **Activity:** "Compound Noun Bingo." Students listen to definitions and match them to compound nouns, using an **accuracy focus**.
25	Get Culture!	**Theme:** Extreme sports. **Activity:** Project planning. Students research and plan a digital presentation on a popular or extreme sport (p. 44). **Focus:** Collaborative speaking and research.
26	Project Work	**Theme:** "A popular or extreme sport." **Activity:** Project presentation. Students present their digital presentations to the class. **Focus:** Fluency in presenting information.
27	Communication	**Theme:** Instructions (p. 62). **Activity:** "Alien Challenge." Students give each other simple instructions (e.g., how to play a game) using a **fluency focus** on clarity.
28	Review & Assessment	**Activity:** Unit 3 review game and a speaking assessment. **Focus:** Reviewing vocabulary and grammar from Unit 3.
UNIT 4: A good story (p. 52)		
29	Types of Films & Books	**Vocabulary Introduction:** Genres (e.g., *adventure*, *comedy*, *detective story*). **Activity:** "Film Recommendations." Students describe a film or book they like and recommend it to others, focusing on **fluency**.
30	Life Stages	**Vocabulary Focus:** Life stages (e.g., *child*, *teenager*, *adult*). **Activity:** "Time of My Life." Students discuss what they were like at different ages, using a **fluency focus**.

31	Film Jobs	**Vocabulary Focus:** Film jobs (e.g., *director, actor, scriptwriter*). **Activity:** "Job Fair." Students act as a film professional and describe their job in simple terms. **Focus:** Vocabulary accuracy.
32	Verbs + Prepositions	**Grammar Focus:** Verbs followed by a preposition (e.g., *wait for, listen to*). **Activity:** "Sentence Guessing." Students complete sentences and their classmates guess the missing preposition. **Focus:** Accuracy.
33	Storytelling	**Grammar Focus:** Past Simple. **Activity:** "Chain Story." Students build a story together, each adding a sentence in the past tense. **Focus:** Fluency and using past tenses.
34	Communication	**Theme:** Telling a story and reacting (p. 58). **Activity:** "Reaction Game." Students tell a short story from a picture prompt, and the listeners practice reacting with surprise, interest, etc. **Focus:** Functional language.
35	Pronunciation Focus	**Theme:** /əʊ/ and /ʌ/ sounds. **Activity:** "Vowel Sound Sort." Students listen to words and sort them into two groups based on the vowel sound (e.g., *soap/up*). **Focus:** Pronunciation accuracy.
36	Review & Assessment	**Activity:** Unit 4 review game and a speaking assessment. **Focus:** Reviewing vocabulary and grammar from Unit 4.
UNIT 5: Don't stop the music! (p. 66)		
37	Music Styles	**Vocabulary Introduction:** Music styles and instruments. **Activity:** "Music Taste Poll." Students discuss their favorite music and instruments, using a **fluency focus**.
38	Music Collocations	**Vocabulary Focus:** Music collocations (e.g., *play the guitar, listen to music*). **Activity:** "Verb-Noun Match." A matching game to reinforce collocations. **Focus:** Accuracy.

39	Crime & Personal Qualities	**Vocabulary Focus:** Crime-related words and personal qualities (e.g., *brave*, *honest*). **Activity:** "Crime Scene Story." Students discuss a simple crime, describing people's qualities. **Focus:** Vocabulary building and fluency.
40	Adjectives from Nouns	**Grammar Focus:** Forming adjectives from nouns (e.g., *danger* - *dangerous*). **Activity:** "Word Transformation." Students play a game transforming nouns to adjectives and using them in sentences. **Focus:** Accuracy.
41	Communication	**Theme:** Talking about plans (p. 70). **Activity:** "Weekend Plans." Students discuss their future plans using the present continuous, with a **fluency focus**.
42	Exam Preparation	**Activity:** Exam practice. Students simulate the speaking part of the exam with a partner. **Focus:** Accuracy and fluency in a test-like situation.
43	Skills Practice	**Activity:** Describing a popular product (p. 103). **Focus:** Using adjectives and language from the unit to describe a popular gadget or product. **Focus:** Descriptive fluency.
44	Review & Assessment	**Activity:** Unit 5 review and a speaking assessment. **Focus:** Reviewing vocabulary and grammar from Unit 5.
UNIT 6: Protect the planet (p. 80)		
45	Wild Animals	**Vocabulary Introduction:** Wild animals. **Activity:** "Animal Encyclopedia." Students describe different wild animals, focusing on **fluency** and vocabulary.
46	Environment Verbs	**Vocabulary Focus:** Environment verbs (e.g., *recycle*, *pollute*, *protect*). **Activity:** "Eco-Warriors." Students discuss what they can do to help the planet, focusing on **fluency** in giving advice.
47	Natural Events	**Vocabulary Focus:** Natural events (e.g., *flood*, *drought*, *earthquake*). **Activity:** "News Flash." Students report on a natural event. **Focus:** Vocabulary accuracy.

48	First Conditional	**Grammar Focus:** First conditional (e.g., *If we recycle, we will help the planet*). **Activity:** "Prediction Chain." Students make predictions about the future of the planet using the first conditional. **Focus:** Accuracy.
49	Festivals	**Theme:** Festivals. **Activity:** "School Festival" project planning. Students plan a video invitation for a school festival (p. 86). **Focus:** Collaborative speaking and planning.
50	Project Work	**Theme:** "A school festival" project. **Activity:** Presentation. Students present their video invitations to the class. **Focus:** Fluency in presenting.
51	Communication	**Theme:** Persuading (p. 86). **Activity:** "Persuasion Game." Students try to persuade each other to change one thing about their school, using a **fluency focus**.
52	Review & Assessment	**Activity:** Unit 6 review and a speaking assessment. **Focus:** Reviewing vocabulary and grammar from Unit 6.
UNIT 7: Material world (p. 94)		
53	Materials	**Vocabulary Introduction:** Materials (e.g., *wood, metal, plastic*). **Activity:** "Material Detective." Students describe objects by their material and their classmates guess the object. **Focus:** Vocabulary accuracy.
54	Describing Objects	**Vocabulary Focus:** Adjectives to describe objects (e.g., *light, heavy, modern*). **Activity:** "Object Showcase." Students bring an object and describe it in detail. **Focus:** Descriptive fluency.
55	Verbs of Discovery & Creativity	**Vocabulary Focus:** Verbs (e.g., *invent, discover, create*). **Activity:** "Famous Inventions." Students discuss a famous invention. **Focus:** Fluency and vocabulary recall.

56	Phrasal Verbs with up/down	**Grammar/Vocabulary Focus:** Phrasal verbs (e.g., *pick up, put down, break up*). **Activity:** "Action Charades." Students mime the phrasal verb for others to guess. **Focus:** Accuracy.
57	Present Simple Passive	**Grammar Focus:** Present Simple Passive (e.g., *It is made of wood*). **Activity:** "What is it made of?" Students describe how things are made in a chain activity. **Focus:** Accuracy.
58	Communication	**Theme:** Asking for clarification (p. 100). **Activity:** "The Baffled Student." Students practice asking for clarification and checking understanding in a role-play. **Focus:** Functional language.
59	Skills Practice	**Activity:** Describing a popular product. **Focus:** Using the passive and descriptive vocabulary from the unit. **Focus:** Speaking about a product's features.
60	Review & Assessment	**Activity:** Unit 7 review and a speaking assessment. **Focus:** Reviewing vocabulary and grammar from Unit 7.
UNIT 8: That's life (p. 108)		
61	Relationships	**Vocabulary Introduction:** Relationships and conflicts (e.g., *friend, brother, argue*). **Activity:** "Family Tree." Students describe their family and relationships. **Focus:** Fluency.
62	Feelings	**Vocabulary Focus:** Feelings (e.g., *worried, excited, upset*). **Activity:** "Feelings Poster." Students talk about different situations and how they feel. **Focus:** Vocabulary accuracy.
63	Extreme Adjectives	**Vocabulary Focus:** Extreme adjectives (e.g., *freezing, boiling, terrified*). **Activity:** "Over the Top." Students exaggerate situations using extreme adjectives for a humorous effect. **Focus:** Vocabulary accuracy.
64	be allowed to & let	**Grammar Focus:** *be allowed to* and *let*. **Activity:** "House Rules." Students discuss what they are allowed to do at home and what their parents let them do. **Focus:** Accuracy and fluency.

65	Get Culture!	**Theme:** American cities / New York City. **Activity:** Project planning. Students plan a digital presentation on a famous landmark. **Focus:** Collaborative speaking.
66	Project Work	**Theme:** "A famous landmark." **Activity:** Presentation. Students present their digital presentations. **Focus:** Fluency in presenting.
67	Communication	**Theme:** Sympathising and encouraging (p. 113). **Activity:** "Problem Page." Students act as problem page writers and responders, offering sympathy and encouragement. **Focus:** Functional language.
68	Review & Assessment	Activity: Unit 8 review and a final speaking assessment. Focus: Reviewing all main topics and assessing overall speaking progress and achievements.

УЧЕБНО-МЕТОДИЧЕСКОЕ И МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ

УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ

Основной учебно-методический комплекс:

- Go Getter 1. Student’s Book. — Pearson.
- Go Getter 1. Teacher’s Book. — Pearson.
- Go Getter 1. Audio CD / Video / Flashcards / Posters / Tests. — Pearson.
- Go Getter 2. Student’s Book. — Pearson.
- Go Getter 2. Teacher’s Book. — Pearson.
- Go Getter 2. Audio CD / Video / Flashcards / Posters / Tests. — Pearson.
- Go Getter 3. Student’s Book. — Pearson.
- Go Getter 3. Teacher’s Book. — Pearson.
- Go Getter 3. Audio CD / Video / Flashcards / Posters / Tests. — Pearson.
- Go Getter 4. Student’s Book. — Pearson.
- Go Getter 4. Teacher’s Book. — Pearson.
- Go Getter 4. Audio CD / Video / Flashcards / Posters / Tests. — Pearson.

Электронные образовательные ресурсы:

- Официальный сайт Pearson Go Getter: https://www.pearson.com/english/go-getter.html
- Интерактивная платформа Pearson English Portal: https://english-dashboard.pearson.com
- Обучающие онлайн-тренажёры: Quizlet, Wordwall, Kahoot!, LearningApps, Genially, Baamboozle.
- Ресурсы для аудирования: BBC Learning English (Kids), British Council LearnEnglish Kids.
- Официальный видеоканал Go Getter на YouTube (видео, песни, анимации к учебнику).
- Электронные словари: Cambridge Dictionary, Longman Dictionary of Contemporary English.

Для учителя:

- Методические рекомендации к УМК Go Getter 1–4.
- Поурочное планирование, аудиоскрипты, ключи к заданиям.
- Наборы flashcards, posters, раздаточных материалов.

МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ

Оборудование:

- Компьютер / ноутбук.
- Мультимедийный проектор.
- Интерактивная доска.
- Аудиоколонки.
- Доступ к сети Интернет.
- МФУ / принтер.
- Ламинатор (для подготовки карточек и раздаточных материалов).

Учебные и демонстрационные материалы:

- Наборы тематических карточек (алфавит, числа, цвета, семья, одежда, дом, животные, еда, спорт и т. д.).
- Плакаты по темам курса.
- Игрушки, куклы, мяч, мягкие кубики — для игровых заданий и ролевых ситуаций.
- Цветные карандаши, фломастеры, бумага, ножницы, клей — для проектной работы.
- Рабочие листы, тесты, прописи, раздаточный материал.

Технические средства обучения:

- CD / MP3-плеер или аудиосистема для прослушивания аудиоприложений.
- Микрофон (по возможности) для записи устных ответов и развития произношения.