



English Language Study Programme

IMPORTANT: This English Language Study Programme only reflects the English Department and its curriculum as of the 2021-22 school year. This is a “living document” and will change over time (e.g., textbooks may change, the form of the placement tests may change, etc.). Furthermore, please note, that due to a variety of reasons (especially the effects of the Covid-19 pandemic) certain smaller matters may be impossible to carry out.

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Coordinator of the English Language Department

The coordinator of the English Department:

- manages communication between members of the Department and parents as well as between the school administration and the Department
- organizes and manages the work of the Department with regard to the English Language Study Programme.
- aids new teachers, and especially non-Czechs, in navigating school and state bureaucracy
- shares and provides all necessary information on the content of each course for all teachers.
- checks whether teachers follow the instructions of the English Language Study Programme.
- communicates the content and organization of each course to parents.
- organizes in-service training for current English teachers.
- is involved in the introductory training of new English teachers (along with the all of the other members of the Department).
- organizes placement testing at the end of a school year (in the final weeks of May).
- prepares new sets of placement tests in cooperation with the senior English teacher as well as with other English teachers.
- diagnoses the level of proficiency (see placement tests) of new pupils in cooperation with the English and form teacher within two weeks after a new pupil enrolls in a class of English.
- deals with long-term serious disciplinary issues in cooperation with parents upon request by an English teacher.
- if necessary, composes a Behaviour Support Plan in cooperation with the form teacher, the English teacher, the pupil and his/her parents.
- approves teachers' Codes of Conduct and Consequence Ladders.
- instructs teachers and provides ideas for assigning pupils' projects.
- coordinates teachers to involve their pupils in project days.
- coordinates and organizes project days.
- cooperates with the senior English teacher to define and delimit the content of English courses.
- monitors to what extent the content of regular English courses is integrated in the optional English classes

Senior English Teacher

The senior English teacher:

- is responsible for the content of all English courses of this programme.
- checks the content validity of placement tests.
- chooses relevant textbooks and other teaching aids and materials for the English courses
- checks to what extent the content of regular English courses is integrated in the optional English courses.
- observes other teachers' classes on a regular basis.
- provides feedback for teachers from observations in their classes.

Teachers of Optional Courses

The teacher of an optional course:

- regularly checks the weekly teaching plans of teachers of regular English courses
- integrates the content of the the weekly teaching plans in his or her optional classes (vocabulary, topics, grammar, etc.)

English teacher's duties - Communication with parents and pupils

It is one of a teacher's duties to communicate with parents effectively on a regular basis. In addition, teachers:

- share their Weekly report (see Appendices) with parents on Friday at the latest (by e-mail, through edookit).
- Give a presentation on what respect means at the beginning of the year and when necessary.

Here are a few examples:

- Teacher is talking = pupils are not talking
- "Signal" of your own choice (e.g., Bell is ringing) = pupils are sitting quietly on their seats
- Pupils ready for every class = markers, pencils, erasers, HW, tablet, books, scissors...
- Questions = raising a hand and waiting quietly
- All the above points = RESPECT

- prepare their Code of Conduct (including a consequence ladder) that they present and explain to pupils within the first two weeks of each semester.

Here is an example of a code of conduct with a consequence ladder:

- If a pupil is disrespectful:
 - 1st step: VERBAL REDIRECTION of a pupil/GENERAL WARNING to the whole class
 - 2nd step: WRITTEN REDIRECTION -> PUPIL'S NAME ON THE BOARD
 - 3rd step: YOUR NAME TICKED -> NOTE or PHONE CALL to the pupil's parents

Scheme of the English Language Study Programme

Pupils are grouped in levels across two grades as follows:

Grade	Level 1	Level 2
Ninth	B2	B2
Eighth		
Seventh	B1	B1
Sixth		
Fifth	A2	A2
Fourth	A2	A1
Third	A1	A1
Second		
First	Some knowledge	Almost no knowledge

The placement process

Placement tests

- The level of the pupils is assessed at the end of every school year (the last two weeks of May). Then, the pupils are placed into two groups per grade (L1, L2) for the next year of study.
- The placement tests are based on the Cambridge textbooks used by the Department. For Grades 1 through 8 (future Grades 2 through 9) the tests are based on Reading and Writing tasks at the level the pupil will be studying the next academic year. Grade 1 (future Grade 2) is tested orally (with language and pictures from the *Fun for Starters* book).
- New pupils are tested by the coordinator within two weeks after his/her enrolling in a class of English in cooperation with the English teacher.
- Pupils can apply for an Individual Placement Procedure at the end of the first semester (January). This procedure is commenced based on the parents' or the English teacher's request. The Individual Placement Procedure is organized by the coordinator. It consists of a written test at the level of the textbook being used.
- The coordinator and/or the English teacher assigns a placement test. The coordinator divides pupils into L1, L2 groups per grade in the following way:
 - The coordinator orders pupils according to their scores, from the least to the greatest, and divides the pupils into 2 groups evenly. The L1 group is comprised of pupils with the higher scores; the L2 group is comprised of pupils with the lower scores.

The incoming first grade class will be tested orally in September of each year.

When pupils are sitting the placement tests the teacher/coordinator needs to stress the importance of the tests. Also, for Grades 1-5 there needs to be an activity prepared for fast finishers or they will disrupt the ones still writing the tests.

Placement of a pupil is based on two factors – A. the result of the placement test. B. Feedback from the teachers experienced in teaching the particular pupil – how will the pupil fit in the assigned group. Point A is more important but Point B is a factor in some borderline decisions.

Curriculum

General Description:

- The Victoria School English Language Study Programme has been designed to construct all aspects of communicative competence in the English language.
- Pupils are expected to

- comprehend and interpret written and spoken English texts.
- interact in a conversation effectively in common situations of everyday life.
- compose written texts of essential genres using correct spelling rules.
- manage their own learning in an effective way of studying foreign languages
- have knowledge of essential facts about English-speaking countries
- understand cultural differences between his native and the target (English) culture.

By the end of the programme, pupils are expected to have acquired the objectives indicated below:

- In terms of productive and receptive skills, pupils can:
 - comprehend the speech of an English teacher and any native speaker producing shorter as well as longer stretches of English at a natural rate.
 - comprehend spoken English reproduced from smart devices (cell phones), tape recorders, and so forth.
 - infer the meaning of words derived from words they already know
 - read and comprehend simple and simplified English texts from various domains of everyday life (advertisements, manuals, etc.)
 - read and comprehend short authentic texts including artistic and educational texts
 - infer the general and specific meaning even though they do not understand all expressions and lexical units in the text.
 - reformulate and paraphrase the content of a spoken or written English text
 - describe, contrast, and compare pictures and photographs
 - use English dictionaries (English-Czech well as English-English).
 - formulate their thoughts in letters, congratulations, invitations, leaflets, greetings, notices and other genres.

- In terms of areas of the language system, pupils can:
 - pronounce all English phonemes satisfactorily.
 - they can recognize intonation structures (declarative, imperative, interrogative).
 - produce correct word stress.
 - understand connected speech and use it satisfactorily.
 - acquire a lexical minimum of 2,000 – 2,500 words in basic thematic areas of their everyday life.
 - spell the acquired lexical units correctly.
 - produce correct morphological forms of basic categories of English grammar.

- combine clauses in sentences of various semantic relations (namely temporal, conditional, reason/cause, and result/effect).
- commence and complete dialogical exchanges effectively (phone calls, e-mails, letters, small talk, etc.)

- In terms of topics and situations, pupils can:
 - greet and say goodbye in a formal and informal way
 - express agreement, disagreement, regrets, apologies, wishes, requests, invitations, refusals, and congratulations
 - express existential, spatial and temporal relations and references
 - express various degrees of quantity and quality
 - talk and write about:
 - house, home, apartment
 - family
 - school
 - health conditions, illnesses, and injuries
 - food and drinks
 - living in a town and in the country
 - clothes and ways of dressing
 - weather and climate
 - nature, animals and plants
 - human personality and characteristics
 - society and social issues
 - travelling and tourism
 - Czech culture, the Czech Republic
 - English-speaking countries
 - education and culture

1st grade – L1

Topics, situations, and contexts

Pupils can express simple ideas on:

- body
- colours
- home
- school
- objects around them

	Objectives
Grammar	Pupils can: -count 1 through 20 -conjugate the verb <i>to be</i> -conjugate the verb <i>to have</i> -conjugate the verb <i>to do</i> -ask simple wh- questions -prepositions of place and time -use the phrase <i>There is/are ...</i> (as a lexical unit)
Lexis	Pupils can: -name letters of the English alphabet -spell some words, however, mistakes are frequent -name essential colours -name objects that they use at school -name objects that they use at home -name family members -name body parts -name pets and animals -name rooms -name their senses -name basic shapes -name colours
Functions	Pupils can: -spell their name -greet -say good bye

	-make suggestions (Let's) -describe an object (shape and colour) -ask personal questions (age, personal interests)
Pronunciation:	Pupils can -pronounce all English phonemes -distinguish difficult English consonants (different from Czech): -th (fricative sounds) -all vowels -pronounce aspirations (p, t, c + vowel) -voiced final consonant final (-d, -g,)

Types of assessment

Pupils' progress is assessed and evaluated on a continuous basis. At the end of each semester, a written, verbal evaluation only will be made.

Coursebook

Nixon, Caroline and Michael Tomlinson (2017) *Kid's Box Starter*. Cambridge University Press.

Nixon, Caroline and Michael Tomlinson (2017). *Kid's Box Activity Book*. Cambridge University Press.

Year	Units/Lessons
1 st semester + 2 nd semester	[1 st semester] Units (selectively) (roughly first half of book) [2 nd semester] Units (selectively) (book will be finished)

Other Materials

Carol, Read (2007). *500 Activities for the Primary Classroom*. Macmillan.

1st grade – L2

Topics, situations, and contexts

Pupils can express simple ideas on:

- body
- colours
- home

- school
- objects around them

	Objectives
Grammar	Pupils can: -count 1 through 20 -conjugate the verb <i>to be</i> -conjugate the verb <i>to have</i> -answer questions in short replies (e.g., <i>Yes, I am.</i>)
Lexis	Pupils can: -name letters of the English alphabet -spell some words, however, mistakes are frequent -name essential colours -name family members -name essential animals -name body parts
Functions	Pupils can: -greet -say goodbye -describe the colour and shape of essential objects
Pronunciation:	Pupils can: -pronounce all English phonemes -distinguish difficult English consonants (different from Czech): -th (fricative sounds) -pronounce all vowels -pronounce aspirations (p, t, c + vowel) -voiced consonant finals (-d, -g)

Types of assessment

Pupils' progress is assessed and evaluated on a continuous basis. At the end of each semester, a written, verbal evaluation only will be made.

Coursebook

Nixon, Caroline and Michael Tomlinson (2017) *Kid's Box Starter*. Cambridge University Press.

Nixon, Caroline and Michael Tomlinson (2017). *Kid's Box Activity Book*. Cambridge University Press.

Year	Units/Lessons
1 st semester + 2 nd semester	[1 st semester] Units (selectively) (roughly first half of book) [2 nd semester] Units (selectively) (book will be finished)

Other Materials

Carol, Read (2007). *500 Activities for the Primary Classroom*. Macmillan.

2nd grade – L1

Topics, situations, and contexts

Pupils can express simple ideas on:

- colours
- body
- animals
- foodstuff, fruit, and vegetables
- family
- vehicles and means of transport
- school and academic subjects
- animals and their lives

	Objectives
Grammar	Pupils can: -spell words correctly -count to 100 -invert word order to ask questions -give short answers -contract auxiliary verb forms -use the gerund (ing-form) to name activities -form and use the present simple tense (affirmative, negative, interrogative) -form and use the present progressive tense (affirmative, negative, interrogative) -place words in their correct order in a sentence -use possessive adjectives

	<ul style="list-style-type: none"> -use possessive pronouns -use quantifiers (<i>many</i> and <i>much</i>) -form and use irregular plurals (<i>men</i> and <i>women</i>, <i>fish</i>, <i>sheep</i>, <i>mice</i>, <i>people</i>, <i>children</i>) -use the verb <i>can</i> -use <i>there</i> to express existence in a place -use interrogative pronouns and adverbs -use demonstrative pronouns (<i>this</i> and <i>these</i>) -form and use the possessive case (Saxon genitive) -use prepositions of place -use the –ing verb form as a gerund and deverbial noun -form and use numerals (up to 1,000) -form and use the present simple tense -form and use the present progressive tense -use essential interrogative pronouns and adverbs -use the past simple (regular verbs and the verb <i>to be</i>) -form and use the past of essential irregular verbs -form and use adjectives (comparative and superlative forms)
Lexis:	<p>Pupils can:</p> <ul style="list-style-type: none"> -spell words correctly -name animals (domestic, wild and exotic) -name colours -name body parts -name body activities -name family members -name pets and animals -name adjectives to describe a person -name fruit -name vegetables -name essential foodstuff -name vehicles and means of transport

	<ul style="list-style-type: none"> -name school objects and aids -name essential clothes -name verbs of motions -name hobbies and sports -name daily activities -name objects in the street or park -name adjectives of size -name their daily activities and hobbies -name animals -name shapes -name colours -name items of clothes -name essential weather conditions -name family members -name essential drinks and items of foodstuff -name container and basic kitchen utensils
<p>Functions:</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> -greet and say goodbye -ask questions (about time, place, actions, personal interests) -describe objects and people (colours, activities) -order from a menu -describe a room, a flat and a house -describe a schoolbag and its content -describe a classroom -describe their favourite food (ingredients) and meal (breakfast, lunch, dinner) -describe their daily activities -describe their likes and dislikes -greet -say goodbye -express gratitude -describe what people look like (hair and clothes) -describe objects (shape and size) -describe family members and their relationships

	-describe what they eat -ask about quantity -make suggestions -talk about their hobbies -describe places (e.g., stores)
Pronunciation:	Pupils can: -pronounce all English phonemes well (both vowels and consonants) -pronounce aspiration where appropriate -use correct primary word stress -pronounce suprasegmental aspects (linking)

Types of assessment

Pupils' progress is assessed and evaluated in the form of a test (written or otherwise) at least once every two weeks.

Coursebook

Robinson, Anne and Karen Saxby (2016). *Cambridge English Fun for Starters*. Cambridge University Press.

Year	Units/Lessons
1 st semester	Units 1 – 25
2 nd semester	Units 26 – 50

Other Materials

Carol, Read (2007). *500 Activities for the Primary Classroom*. Macmillan.

2nd grade – L2

Topics, situations, and contexts

Pupils can express simple ideas on:

- colours
- body

- family
- fruit and vegetables
- clothes and ways of dressing
- hobbies and everyday activities

	Objectives
Grammar	<p>Pupils can:</p> <ul style="list-style-type: none"> -spell words correctly -count to 100 -invert word order to ask questions -give short answers -contract auxiliary verb forms -use the gerund (ing-form) to name activities -form and use the present simple tense (affirmative, negative, interrogative) -form and use the present progressive tense (affirmative, negative, interrogative) -place words in their correct order in a sentence -use possessive adjectives -use possessive pronouns -use quantifiers (<i>many</i> and <i>much</i>) -form and use irregular plurals (<i>men</i> and <i>women</i>, <i>fish</i>, <i>sheep</i>, <i>mice</i>, <i>people</i>, <i>children</i>) -use the verb <i>can</i> -use <i>there</i> to express existence in a place -use interrogative pronouns and adverbs -use demonstrative pronouns (<i>this</i> and <i>these</i>) -form and use the possessive case (Saxon genitive) -use prepositions of place -use the -ing verb form as a gerund and deverbial noun -form and use numerals (up to 1,000) -form and use the present simple tense -form and use the present progressive tense -use essential interrogative pronouns and adverbs

	<ul style="list-style-type: none"> -use the past simple (regular verbs and the verb <i>to be</i>) -form and use the past of essential irregular verbs -form and use adjectives (comparative and superlative forms)
Lexis:	<p>Pupils can:</p> <ul style="list-style-type: none"> -spell words correctly -name animals (domestic, wild and exotic) -name colours -name body parts -name body activities -name family members -name pets and animals -name adjectives to describe a person -name fruit -name vegetables -name essential foodstuff -name vehicles and means of transport -name school objects and aids -name essential clothes -name verbs of motions -name hobbies and sports -name daily activities -name objects in the street or park -name adjectives of size
Functions:	<p>Pupils can:</p> <ul style="list-style-type: none"> -greet and say goodbye -ask questions (about time, place, actions, personal interests) -describe objects and people (colours, activities) -order from a menu -describe a room, a flat and a house -describe a schoolbag and its content -describe a classroom -describe their favourite food (ingredients) and meal (breakfast, lunch, dinner) -describe their daily activities

	-describe their likes and dislikes
Pronunciation:	Pupils can: -pronounce all English phonemes well (both vowels and consonants) -pronounce aspiration where appropriate -use correct primary word stress -pronounce suprasegmental aspects (linking)

Types of assessment

Pupils' progress is assessed and evaluated in the form of a test (written or otherwise) at least once every two weeks.

Coursebook

Robinson A., et al. (2016). *Cambridge English Fun for Starters*. Cambridge University Press.

Year	Units/Lessons
1 st semester	Units 1 – 22
2 nd semester	Units 23 - 45

Other Materials

Carol, Read (2007). *500 Activities for the Primary Classroom*. Macmillan.

3rd grade – L1

Topics, situations, and contexts

Pupils can express simple ideas on:

- colours
- body
- family
- pets, animals
- fruit and vegetables
- vehicles, transport
- school and academic subjects
- clothes
- hobbies and pastime activities

- sports and games

	Objectives
Grammar	Pupils can: <ul style="list-style-type: none"> -spell words correctly -count to 100 -invert word order to ask questions -give short answers -contract auxiliary verb forms -use the gerund (ing-form) to name activities -form and use the present simple tense (affirmative, negative, interrogative) -form and use the present progressive tense (affirmative, negative, interrogative) -place words in their correct order in a sentence -use possessive adjectives -use possessive pronouns -use quantifiers (<i>many</i> and <i>much</i>) -form and use irregular plurals (<i>men</i> and <i>women</i>, <i>fish</i>, <i>sheep</i>, <i>mice</i>, <i>people</i>, <i>children</i>) -use the verb <i>can</i> -use <i>there</i> to express existence in a place -use interrogative pronouns and adverbs -use demonstrative pronouns (<i>this</i> and <i>these</i>) -form and use the possessive case (Saxon genitive) -use prepositions of place
Lexis:	Pupils can: <ul style="list-style-type: none"> -spell words correctly -name animals (domestic, wild and exotic) -name colours -name body parts -name body activities -name family members -name pets and animals -name adjectives to describe a person -name fruit -name vegetables

	<ul style="list-style-type: none"> -name essential foodstuff -name vehicles and means of transport -name school objects and aids -name essential clothes -name verbs of motions -name hobbies and sports -name daily activities -name objects in the street or park -name adjectives of size
Functions:	<p>Pupils can:</p> <ul style="list-style-type: none"> -greet and say goodbye -ask questions (about time, place, actions, personal interests) -describe objects and people (colours, activities) -order from a menu -describe a room, a flat and a house -describe a schoolbag and its content -describe a classroom -describe their favourite food (ingredients) and meal (breakfast, lunch, dinner) -describe their daily activities -describe their likes and dislikes
Pronunciation:	<p>Pupils can:</p> <ul style="list-style-type: none"> -pronounce all English phonemes well (both vowels and consonants) -pronounce aspiration where appropriate -use correct primary word stress -pronounce suprasegmental aspects (linking)

Types of assessment

Pupils' progress is assessed and evaluated in the form of a test (written or otherwise) at least once every two weeks.

Coursebook

Robinson, Anne and Karen Saxby (2016). *Cambridge English Fun for Movers*. Cambridge University Press.

Year	Units/Lessons
1 st semester	[I] Units 1 – 30
2 nd semester	[I] Units 31 – 45, [II] 1 – 20

Other Materials

Carol, Read (2007). *500 Activities for the Primary Classroom*. Macmillan.

3rd grade – L2

Topics, situations, and contexts

Pupils can express simple ideas on:

- colours
- body
- animals
- foodstuff, fruit, and vegetables
- family
- vehicles and means of transport
- school and academic subjects
- animals and their lives

	Objectives
Grammar	Pupils can: <ul style="list-style-type: none">-spell words correctly-count to 100-invert word order to ask questions-give short answers-contract auxiliary verb forms-use the gerund (ing-form) to name activities-form and use the present simple tense (affirmative, negative, interrogative)-form and use the present progressive tense (affirmative, negative, interrogative)-place words in their correct order in a sentence

	<ul style="list-style-type: none"> -use possessive adjectives -use possessive pronouns -use quantifiers (<i>many</i> and <i>much</i>) -form and use irregular plurals (<i>men</i> and <i>women</i>, <i>fish</i>, <i>sheep</i>, <i>mice</i>, <i>people</i>, <i>children</i>) -use the verb <i>can</i> -use <i>there</i> to express existence in a place -use interrogative pronouns and adverbs -use demonstrative pronouns (<i>this</i> and <i>these</i>) -form and use the possessive case (Saxon genitive) -use prepositions of place -use the –ing verb form as a gerund and deverbial noun -form and use numerals (up to 1,000) -form and use the present simple tense -form and use the present progressive tense -use essential interrogative pronouns and adverbs -use the past simple (regular verbs and the verb <i>to be</i>) -form and use the past of essential irregular verbs -form and use adjectives (comparative and superlative forms)
Lexis:	<p>Pupils can:</p> <ul style="list-style-type: none"> -spell words correctly -name animals (domestic, wild and exotic) -name colours -name body parts -name body activities -name family members -name pets and animals -name adjectives to describe a person -name fruit -name vegetables -name essential foodstuff

	<ul style="list-style-type: none"> -name vehicles and means of transport -name school objects and aids -name essential clothes -name verbs of motions -name hobbies and sports -name daily activities -name objects in the street or park -name adjectives of size -name their daily activities and hobbies -name animals -name shapes -name colours -name items of clothes -name essential weather conditions -name family members -name essential drinks and items of foodstuff -name container and basic kitchen utensils
<p>Functions:</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> -greet and say goodbye -ask questions (about time, place, actions, personal interests) -describe objects and people (colours, activities) -order from a menu -describe a room, a flat and a house -describe a schoolbag and its content -describe a classroom -describe their favourite food (ingredients) and meal (breakfast, lunch, dinner) -describe their daily activities -describe their likes and dislikes -greet -say goodbye -express gratitude -describe what people look like (hair and clothes) -describe objects (shape and size)

	-describe family members and their relationships -describe what they eat -ask about quantity -make suggestions -talk about their hobbies -describe places (e.g., stores)
Pronunciation:	Pupils can: -pronounce all English phonemes well (both vowels and consonants) -pronounce aspiration where appropriate -use correct primary word stress -pronounce suprasegmental aspects (linking)

Types of assessment

Pupils' progress is assessed and evaluated in the form of a test (written or otherwise) at least once every two weeks.

Coursebook

Robinson, Anne and Karen Saxby (2016). *Cambridge English Fun for Movers*. Cambridge University Press.

Year	Units/Lessons
1 st semester	[I] Units 1 – 30
2 nd semester	[I] Units 31 – 45, [II] 1 – 20

Other Materials

Carol Read (2007). *500 Activities for the Primary Classroom*. Macmillan.

4th grade – L1

Topics, situations, and contexts

Pupils can express simple ideas on:

- house, home, apartment

- travelling and means of transport
- jobs and occupations
- living in a town and in the country
- clothes and ways of dressing
- music and musical instruments
- games and sports
- school and academic subjects
- weather and climate

	Objectives
Grammar	<p>Pupils can:</p> <ul style="list-style-type: none"> -use quantifiers (<i>How much, How many, a lot of, lots of</i>) -ask questions (<i>using do/does, is/are, have got, did</i>) -use <i>Let's</i> construction to express suggestions -use some modal verbs (<i>can, must, have to</i>) -use some prepositions with adjectives and verbs (e.g., <i>be good at</i>) -form and use adverbs -use indefinite pronouns (<i>some and any</i>) -use adverbs of frequency (e.g., <i>often, never, sometimes, always</i>) -form and use time clauses (<i>When I was ...</i>) -refer to the present (present simple, present continuous) -use existential phrases (<i>there is/are</i>) -use prepositions of place, time and directions -refer to the past (past simple tense) -form and use regular past forms and past forms of essential irregular verbs -use interrogative pronouns and adverbs -use adjectives and their forms (comparative) -form numerals (up to a million) use numbers and time phrases (time on the clock, years, days of a month)

	-refer to the future (<i>will, be going to</i> , pupils understand the meaning of <i>shall</i>)
Lexis	<p>Pupils can:</p> <ul style="list-style-type: none"> -name parts of a house and objects around a house -name means of transport -name jobs and occupations -name places and institutions in a town and in the country -name accessories that they need when making their holidays -name objects in their classroom -name items of clothes -name shapes -name colours -name domestic and exotic animals -name verbs of motion -name school subjects and classroom accessories -name musical instruments -name sports -name objects on the sky (e.g., essential planets) -name meals, dishes, drinks and ingredients -name verbs of cooking -name drinks and foodstuff -name jobs and occupations -name conditions of weather and seasons -name means of traffic and relevant verbs -name holiday (camping) accessories
Functions	<p>Pupils can:</p> <ul style="list-style-type: none"> -make a simple phone call -write a simple text message -talk about their holidays -talk about themselves, their school, home and things they like -talk about what they did in the past (<i>last week, last weekend</i>)

	<ul style="list-style-type: none"> -talk about events (e.g., birthday) -describe their daily routine -describe a picture -talk about holidays -talk about their everyday activities, hobbies and family life -greet and say goodbye in a formal and informal way -describe the clothing of a person -talk about (their) pets -talk about their friends and family members -write a short e-mail -write a short text message -write a picture postcard -answer questions about their school day and about their class -describe how to cook something (steps of a recipe) -describe a picture and a photograph -talk about duties of various jobs -give time -make a short phone call -say dates -talk about weather -ask about age and answer -talk about their holidays
Pronunciation:	<p>Pupils can:</p> <ul style="list-style-type: none"> -pronounce all segmental aspects (vowels, consonants) -produce weak forms of vowels properly -produce connected speech with all appropriate qualities (linking, contracting, voiced and voiceless affixes)

Types of assessment

Pupils' progress is assessed and evaluated in the form of a test (written or otherwise) at least once every two weeks.

Robinson, Anne and Karen Saxby (2015). *Cambridge English Fun for Flyers*. Cambridge University Press.

Year	Units/Lessons
1 st semester	Units 1 – 28
2 nd semester	Units 29 – 56

Other Materials

Carol, Read (2007). *500 Activities for the Primary Classroom*. Macmillan.

4th grade – L2

Topics, situations, and contexts

Pupils can express simple ideas on:

- hobbies and everyday activities
- animals
- clothes and ways of dressing
- family
- foodstuff, drinks, fruit, and vegetables
- jobs and occupations
- holidays and travelling

	Objectives
Grammar	Pupils can: -use the –ing verb form as a gerund and deverbial noun -form and use numerals (up to 1,000) -form and use the present simple tense -form and use the present progressive tense -use essential interrogative pronouns and adverbs -use the past simple (regular verbs and the verb <i>to be</i>) -form and use the past of essential irregular verbs -form and use adjectives (comparative and superlative forms)

	<ul style="list-style-type: none"> -use quantifiers (<i>How much, How many, a lot of, lots of</i>) -ask questions (<i>using do/does, is/are, have got, did</i>) -use <i>Let's</i> construction to express suggestions -use some modal verbs (<i>can, must, have to</i>) -use some prepositions with adjectives and verbs (e.g., <i>be good at</i>) -form and use adverbs -use indefinite pronouns (<i>some and any</i>) -use adverbs of frequency (e.g., <i>often, never, sometimes, always</i>) -form and use time clauses (<i>When I was ...</i>)
Lexis	<p>Pupils can:</p> <ul style="list-style-type: none"> -name their daily activities and hobbies -name animals -name shapes -name colours -name items of clothes -name essential weather conditions -name family members -name essential drinks and items of foodstuff -name container and basic kitchen utensils -name parts of a house and objects around a house -name means of transport -name jobs and occupations -name places and institutions in a town and in the country -name accessories that they need when making their holidays
Functions	<p>Pupils can:</p> <ul style="list-style-type: none"> -greet -say goodbye -express gratitude -describe what people look like (hair and clothes) -describe objects (shape and size)

	<ul style="list-style-type: none"> -describe family members and their relationships -describe what they eat -ask about quantity -make suggestions -talk about their hobbies -describe places (e.g., stores) -make a simple phone call -write a simple text message -talk about their holidays -talk about themselves, their school, home and things they like -talk about what they did in the past (<i>last week, last weekend</i>) -talk about events (e.g., birthday) -describe their daily routine -describe a picture -talk about holidays
Pronunciation:	Pupils can: <ul style="list-style-type: none"> -pronounce all segmental aspects (vowels, consonants) -produce weak forms of vowels properly -produce connected speech with all appropriate qualities (linking, contracting, voiced and voiceless affixes)

Types of assessment

Pupils' progress is assessed and evaluated in the form of a test (written or otherwise) at least once every two weeks.

Coursebook

Nixon, Caroline and Michael Tomlinson (2017). *Kid's Box Level 3*. Cambridge University Press.

Year	Units/Lessons
1 st semester	Units – selectively
2 nd semester	Units – selectively – finish the book. Start <i>Kid's Box Level 4</i> if necessary.

Other Materials

Carol, Read. *500 Activities for the Primary Classroom*. Macmillan.

5th grade – L1

Topics, situations, and contexts

Pupils can express simple ideas on:

- clothes and ways of dressing
- school and academic subjects
- games and sports
- animals
- music and musical instruments
- jobs and occupations
- weather and climate
- living in a town and in the country
- health, injuries, and illnesses
- travelling, means of transport

	Objectives
Grammar:	<p>Pupils can:</p> <ul style="list-style-type: none">-refer to the present (present simple, present continuous)-use existential phrases (<i>there is/are</i>)-use prepositions of place, time and directions-refer to the past (past simple tense)-form and use regular past forms and past forms of essential irregular verbs-use interrogative pronouns and adverbs-use adjectives and their forms (comparative)-form numerals (up to a million) use numbers and time phrases (time on the clock, years, days of a month)-refer to the future (<i>will, be going to</i>, pupils understand the meaning of <i>shall</i>)-use relative pronouns-use simple conjunctions (<i>and, because, or, but</i>)-use some modal verbs and modal constructions (<i>must, have to, can, be able to, may, might</i>)

	<ul style="list-style-type: none"> -form the past participle form of regular and essential irregular verbs -form and use the passive -form and use the present perfect -use deictic expressions (time, place, person: <i>here, there, now, then, one, generic they, other, another</i>) -use the infinitive to express purpose -use the imperative -use the <i>Let's</i> construction -conditional clauses (zero and first conditional)
Lexis:	<p>Pupils can:</p> <ul style="list-style-type: none"> -name objects in their classroom -name items of clothes -name shapes -name colours -name domestic and exotic animals -name verbs of motion -name school subjects and classroom accessories -name musical instruments -name sports -name objects on the sky (e.g., essential planets) -name meals, dishes, drinks and ingredients -name verbs of cooking -name drinks and foodstuff -name jobs and occupations -name conditions of weather and seasons -name means of traffic and relevant verbs -name holiday (camping) accessories -name places in the country, in a town or a city -name simple illnesses and injuries -name simple materials -name expressions of probability (<i>perhaps, probably, maybe, ...</i>) -name essential media and their programmes

<p>Functions:</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> -talk about their everyday activities, hobbies and family life -greet and say goodbye in a formal and informal way -describe the clothing of a person -talk about (their) pets -talk about their friends and family members -write a short e-mail -write a short text message -write a picture postcard -answer questions about their school day and about their class -describe how to cook something (steps of a recipe) -describe a picture and a photograph -talk about duties of various jobs -give time -make a short phone call -say dates -talk about weather -ask about age and answer -talk about their holidays -talk about their village, town, city -describe (their) health condition -talk about recent actuality (using the present perfect tense) -talk about probability -talk about (their) purposes -describe a (TV) programme -give directions (using a map) -make suggestions
<p>Pronunciation:</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> -pronounce all segmental aspects (vowels, consonants) -produce weak forms of vowels properly -produce connected speech with all appropriate qualities (linking, contracting, voiced and voiceless affixes)

Types of assessment

Pupils' progress is assessed and evaluated in the form of a test (written or otherwise) at least once every two weeks.

Coursebook

McKeegan, David (2013). *Complete Key for Schools*. Cambridge University Press

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 14

Other Materials

Carol, Read. *500 Activities for the Primary Classroom*. Macmillan.

5th grade – L2

Topics, situations, and contexts

Pupils can express simple ideas on:

- house, home, apartment
- travelling and means of transport
- jobs and occupations
- living in a town and in the country
- clothes and ways of dressing
- music and musical instruments
- games and sports
- school and academic subjects
- weather and climate

	Objectives
Grammar	Pupils can: -use quantifiers (<i>How much, How many, a lot of, lots of</i>) -ask questions (<i>using do/does, is/are, have got, did</i>) -use <i>Let's</i> construction to express suggestions -use some modal verbs (<i>can, must, have to</i>) -use some prepositions with adjectives and verbs (e.g., <i>be good at</i>)

	<ul style="list-style-type: none"> -form and use adverbs -use indefinite pronouns (<i>some</i> and <i>any</i>) -use adverbs of frequency (e.g., <i>often, never, sometimes, always</i>) -form and use time clauses (<i>When I was ...</i>) -refer to the present (present simple, present continuous) -use existential phrases (<i>there is/are</i>) -use prepositions of place, time and directions -refer to the past (past simple tense) -form and use regular past forms and past forms of essential irregular verbs -use interrogative pronouns and adverbs -use adjectives and their forms (comparative) -form numerals (up to a million) use numbers and time phrases (time on the clock, years, days of a month) -refer to the future (<i>will, be going to</i>, pupils understand the meaning of <i>shall</i>)
Lexis	<p>Pupils can:</p> <ul style="list-style-type: none"> -name parts of a house and objects around a house -name means of transport -name jobs and occupations -name places and institutions in a town and in the country -name accessories that they need when making their holidays -name objects in their classroom -name items of clothes -name shapes -name colours -name domestic and exotic animals -name verbs of motion -name school subjects and classroom accessories -name musical instruments

	<ul style="list-style-type: none"> -name sports -name objects on the sky (e.g., essential planets) -name meals, dishes, drinks and ingredients -name verbs of cooking -name drinks and foodstuff -name jobs and occupations -name conditions of weather and seasons -name means of traffic and relevant verbs -name holiday (camping) accessories
Functions	<p>Pupils can:</p> <ul style="list-style-type: none"> -make a simple phone call -write a simple text message -talk about their holidays -talk about themselves, their school, home and things they like -talk about what they did in the past (<i>last week, last weekend</i>) -talk about events (e.g., birthday) -describe their daily routine -describe a picture -talk about holidays -talk about their everyday activities, hobbies and family life -greet and say goodbye in a formal and informal way -describe the clothing of a person -talk about (their) pets -talk about their friends and family members -write a short e-mail -write a short text message -write a picture postcard -answer questions about their school day and about their class -describe how to cook something (steps of a recipe) -describe a picture and a photograph

	<ul style="list-style-type: none"> -talk about duties of various jobs -give time -make a short phone call -say dates -talk about weather -ask about age and answer -talk about their holidays
Pronunciation:	Pupils can: <ul style="list-style-type: none"> -pronounce all segmental aspects (vowels, consonants) -produce weak forms of vowels properly -produce connected speech with all appropriate qualities (linking, contracting, voiced and voiceless affixes)

Types of assessment

Pupils' progress is assessed and evaluated in the form of a test (written or otherwise) at least once every two weeks.

Coursebook

McKeegan, David (2013). *Complete Key for Schools*. Cambridge University Press

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 14

Other Materials

Carol, Read. *500 Activities for the Primary Classroom*. Macmillan.

6th grade – L1

Topics, situations, and contexts

Pupils can express simple ideas on:

- sports and games
- weather and climate conditions
- travelling, means of transport
- media

	Objectives
Grammar	<p>Pupils can:</p> <ul style="list-style-type: none"> -refer to the present (present simple and progressive tense) -differentiate countable and uncountable nouns -use quantifiers (few, little, many, much, a lot of, lots of) -refer to the past (past simple and progressive tense, present perfect simple tense) -refer to the future (<i>will, shall, be going to, present progressive, present simple</i>) -refer to habitual past (<i>used to</i>) -form and use questions (adverbial pronouns and adverbs; indirect word order) -form and use verb patterns (V + to infinitive/gerund) -form and use adjectives, adverbs and comparative clauses (comparative and superlative forms of adjectives and adverbs; gradable and non-gradable adjectives) -use modal verbs (<i>can, may</i>) -use the conditional mood (<i>would, could, might</i>) -form and use time clauses (subordinate future) -form and use conditional clauses (zero, first and second conditionals) -use inversion in short replies (<i>So do I./Neither do I.</i>) -use the grammar of phrasal verbs
Lexis	<p>Pupils can:</p> <ul style="list-style-type: none"> -spell words using the alphabet

	<ul style="list-style-type: none"> -name sports -name weather conditions -name hobbies, games, pastime activities -name vehicles and means of transport -name media and TV programmes -name and use essential phrasal verbs -use various prefixes and suffixes to form new words
Functions	<p>Pupils can:</p> <ul style="list-style-type: none"> -express commands -describe a place (room, flat, house) -talk about days (school days, holidays) -talk about school, classmates and school staff -talk about their family members and life -talk about people (famous people) and themselves -describe photos and pictures -make suggestions -describe a person -talk about clothes -talk about weather -name sports and talk about their sports activities -talk about food -talk about animals -talk about body and health states and conditions -talk about the natural world and the environment -give examples
Pronunciation:	<p>Pupils can:</p> <ul style="list-style-type: none"> -pronounce all phonemes and letters of the alphabet -pronounce weak forms of verbs -pronounce word stress where appropriate (e.g., to differentiate homographic verbs and nouns) -pronounce words with suffixes (observing various stress shifts)

	-pronounce allomorphs (especially suffixes with respect to their position: -s, -es, -ed, etc.)
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Types of assessment

Pupils' progress is assessed and evaluated in the form of a test (written or otherwise) at least once every two weeks.

Coursebook

McKeegan, David (2013). *Complete Key for Schools*. Cambridge University Press.

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 14

Other Materials

Seymour, David and Maria Popova (2005). *700 Classroom Activities*. Macmillan.

6th grade – L2

Topics, situations, and contexts

Pupils can express simple ideas on:

- hobbies and everyday activities
- family and family members
- house and apartment
- music
- body
- transport

	Objectives
Grammar:	Pupils can: -refer to the present (present simple and progressive tense; present perfect tense)

	<ul style="list-style-type: none"> -refer to the past (past simple tense of regular and essential irregular verbs; past progressive tense) -form the past form and the past participle form of regular and essential irregular verbs -refer to the future (will future, <i>be going to</i> phrase) -use the adverbs of frequency -differentiate countable and uncountable nouns -use quantifiers with countable and uncountable nouns (<i>much, many, little, few</i>) -form and use adjectives (comparative and superlative forms) -use prepositions of time and place -use modal verbs and modal constructions (must – have to, can - could, may) -use various pronouns (personal and possessive) -form and use the imperative -form and use various verb patterns -form and use conditional clauses (zero and first conditional) -form and use indefinite pronouns -form and use the conditional mood (<i>would, could, should</i>) -form and use the passive -form numerals (up to 100,000; ordinal numerals) and use number expressions (clock, day, month, year) -form and use –ed and –ing adjectives
Lexis:	<p>Pupils can:</p> <ul style="list-style-type: none"> -spell words and pronounce the alphabet -name family members -name academic subjects, objects in the classroom and school

	<ul style="list-style-type: none"> -name items of furniture, name objects in their room and accessories used at home -name sports and use verbs relating to sports -name kinds of music and musical instruments -name parts of the body -name means of transport
Functions:	<p>Pupils can:</p> <ul style="list-style-type: none"> -name and talk about their hobbies -describe and characterize family members and other people -talk about holidays and other events -talk about a movie and a book -describe home, room, flat, house, and other buildings -describe classroom and school with their accessories -talk about music -describe the way and give directions (using a map) -accept, suggest, and refuse offers -describe weather conditions -write an e-mail -write an informal letter -write a short message and a picture postcard
Pronunciation:	<p>Pupils can:</p> <ul style="list-style-type: none"> -pronounce all phonemes and letters of the alphabet -pronounce word stress where appropriate of the most frequent words -pronounce allomorphs (especially suffixes with respect to their position: -s, -es, -ed, etc.)

Types of assessment

Pupils' progress is assessed and evaluated in the form of a test (written or otherwise) at least once every two weeks.

Coursebook

McKeegan, David (2013). *Complete Key for Schools*. Cambridge University Press.

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 14

Other Materials

Seymour, David and Maria Popova (2005). *700 Classroom Activities*. Macmillan.

7th grade – L1

Topics, situations, and contexts

Pupils can express simple ideas on:

- sports and games
- everyday life and pastime activities
- weather and climate conditions
- travelling and means of transport
- media
- nature, plants, and animals

	Objectives
Grammar:	Pupils can: -refer to the present (present simple and progressive tense) -differentiate countable and uncountable nouns -use quantifiers (few, little, many, much, a lot of, lots of) -refer to the past (past simple and progressive tense, present perfect simple tense) -refer to the future (<i>will, shall, be going to, present progressive, present simple</i>) -refer to habitual past (<i>used to</i>)

	<ul style="list-style-type: none"> -form and use questions (adverbial pronouns and adverbs; indirect word order) -form and use verb patterns (V + to infinitive/gerund) -form and use adjectives, adverbs and comparative clauses (comparative and superlative forms of adjectives and adverbs; gradable and non-gradable adjectives) -use modal verbs (<i>can, may</i>) -use the conditional mood (<i>would, could, might</i>) -form and use time clauses (subordinate future) -form and use conditional clauses (zero, first and second conditionals) -use inversion in short replies (<i>So do I./Neither do I.</i>) -form and use relative clauses -form and use the passive -form and use indirect questions -report speech (statements, questions, imperatives) -adverbs of degree -use <i>too</i> and <i>enough</i> with the infinitive-differentiate and use -ed and -ing adjectives -use various prepositions of time, place and direction -use the grammar of phrasal verbs
Lexis:	<p>Pupils can:</p> <ul style="list-style-type: none"> -spell words using the alphabet -name sports -name weather conditions -name hobbies, games, pastime activities -name vehicles and means of transport -name media and TV programmes -name and use essential phrasal verbs -use various prefixes and suffixes to form new words -name illnesses and injuries -name plants and animals -name global climatic issues

	-use some simple slang words
Functions:	<p>Pupils can:</p> <ul style="list-style-type: none"> -express commands -describe a place (room, flat, house) -talk about days (school days, holidays) -talk about school, classmates and school staff -talk about their family members and life -talk about people (famous people) and themselves -describe photos and pictures -make suggestions -describe a person -talk about clothes -talk about weather -name sports and talk about their sports activities -talk about food -talk about animals -talk about body and health states and conditions -talk about the natural world and the environment -give examples
Pronunciation:	<p>Pupils can:</p> <ul style="list-style-type: none"> -pronounce all phonemes and letters of the alphabet -pronounce weak forms of verbs -pronounce word stress where appropriate (e.g., to differentiate homographic verbs and nouns) -pronounce words with suffixes (observing various stress shifts) -pronounce allomorphs (especially suffixes with respect to their position: -s, -es, -ed, etc.)

Types of assessment

Pupils' progress is assessed and evaluated in the form of a test (written or otherwise) at least once every two weeks.

Coursebook

Heyderman Emma and Peter May (2019). *Complete Preliminary for Schools*. Cambridge University Press.

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 12

Other Materials

Seymour, David and Maria Popova (2005). *700 Classroom Activities*. Macmillan.

7th grade – L2

Topics, situations, and contexts

Pupils can express simple ideas on:

- sports and games
- weather and climate conditions
- travelling, means of transport
- media

	Objectives
Grammar	Pupils can: -refer to the present (present simple and progressive tense) -differentiate countable and uncountable nouns -use quantifiers (few, little, many, much, a lot of, lots of) -refer to the past (past simple and progressive tense, present perfect simple tense) -refer to the future (<i>will, shall, be going to, present progressive, present simple</i>) -refer to habitual past (<i>used to</i>)

	<ul style="list-style-type: none"> -form and use questions (adverbial pronouns and adverbs; indirect word order) -form and use verb patterns (V + to infinitive/gerund) -form and use adjectives, adverbs and comparative clauses (comparative and superlative forms of adjectives and adverbs; gradable and non-gradable adjectives) -use modal verbs (<i>can, may</i>) -use the conditional mood (<i>would, could, might</i>) -form and use time clauses (subordinate future) -form and use conditional clauses (zero, first and second conditionals) -use inversion in short replies (<i>So do I./Neither do I.</i>) -use the grammar of phrasal verbs
Lexis	<p>Pupils can:</p> <ul style="list-style-type: none"> -spell words using the alphabet -name sports -name weather conditions -name hobbies, games, pastime activities -name vehicles and means of transport -name media and TV programmes -name and use essential phrasal verbs -use various prefixes and suffixes to form new words
Functions	<p>Pupils can:</p> <ul style="list-style-type: none"> -express commands -describe a place (room, flat, house) -talk about days (school days, holidays) -talk about school, classmates and school staff -talk about their family members and life -talk about people (famous people) and themselves -describe photos and pictures

	<ul style="list-style-type: none"> -make suggestions -describe a person -talk about clothes -talk about weather -name sports and talk about their sports activities -talk about food -talk about animals -talk about body and health states and conditions -talk about the natural world and the environment -give examples
Pronunciation:	Pupils can: <ul style="list-style-type: none"> -pronounce all phonemes and letters of the alphabet -pronounce weak forms of verbs -pronounce word stress where appropriate (e.g., to differentiate homographic verbs and nouns) -pronounce words with suffixes (observing various stress shifts) -pronounce allomorphs (especially suffixes with respect to their position: -s, -es, -ed, etc.)

Types of assessment

Pupils' progress is assessed and evaluated in the form of a test (written or otherwise) at least once every two weeks.

Coursebook

Heyderman Emma and Peter May (2019). *Complete Preliminary for Schools*. Cambridge University Press.

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 12

Other Materials

Seymour, David and Maria Popova (2005). *700 Classroom Activities*. Macmillan.

8th grade – L1

NOTE: For the 2021-22 school year, the entire Grade 8 class is studying together as the class size does not warrant two groups.

Topics, situations, and contexts

Pupils can express simple ideas on:

- food and drinks
- nature
- health
- personality
- weather and climate conditions
- travelling
- work and occupations

	Objectives
Grammar	Pupils can: <ul style="list-style-type: none">-form and use relative clauses-form and use the passive-form and use indirect questions-report speech (statements, questions, imperatives)-adverbs of degree-use <i>too</i> and <i>enough</i> with the infinitive-differentiate and use –ed and –ing adjectives-use various prepositions of time, place and direction-form and use the present perfect simple and progressive-use phrasal verbs and their grammar (prepositional versus phrasal verbs and their syntax)-use prefixes and suffixes and their spelling rules-form and use the passive-form and use adjectives and adverbs (comparative and superlative forms)-use comparative clauses-refer to the past using various forms (past simple, past

	<p>progressive, past perfect simple, past perfect continuous, <i>used to</i>) -use prepositions of time, place and directions -differentiate <i>so</i> and <i>such</i> -form and use clauses of effect (including the use of <i>too</i> and <i>enough</i> with the infinitive) -form and use conditional clauses (zero, first, second, third and mixed conditionals)</p>
Lexis	<p>Pupils can: -name illnesses and injuries -name plants and animals -name global climatic issues -use some simple slang words -name and use various phrasal verbs -recognize and use collocations -recognize and use idioms -form new words using various prefixes and suffixes -differentiate nuances in the meaning of similar words and false friends -use various phrasal verbs -use lexical items to describe festivals and celebrations</p>
Functions	<p>Pupils can: -talk about food -talk about animals -talk about body and health states and conditions -talk about the natural world and the environment -give examples -talk about themselves and other people (work, hobbies, ways of living) -describe and characterize a person and their personality -discuss advantages and disadvantages (products, services, etc.) -talk about their school, studies, and school subjects</p>
Pronunciation:	<p>Pupils can: -pronounce all phonemes and letters of the alphabet</p>

	<p>-pronounce weak forms of verbs</p> <p>-pronounce word stress where appropriate (e.g., to differentiate homographic verbs and nouns)</p> <p>-pronounce words with suffixes (observing various stress shifts)</p> <p>-pronounce sentences and longer stretches of text with proper intonation</p>
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Types of assessment

Pupils' progress is assessed and evaluated in the form of a test (written or otherwise) at least once every two weeks.

Coursebook

Heyderman Emma and Peter May (2019). *Complete Preliminary for Schools*. Cambridge University Press.

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 12

Other Materials

Seymour, David and Maria Popova (2005). *700 Classroom Activities*. Macmillan.

8th grade – L2

Topics, situations, and contexts

Pupils can express simple ideas on:

- sports

- weather and climate conditions
- hobbies and pastime activities
- media
- traffic and transport
- nature
- health conditions

	Objectives
Grammar:	<p>Pupils can:</p> <ul style="list-style-type: none"> -refer to the present (present simple and progressive tense) -differentiate countable and uncountable nouns -use quantifiers (few, little, many, much, a lot of, lots of) -refer to the past (past simple and progressive tense, present perfect simple tense) -refer to the future (<i>will, shall, be going to, present progressive, present simple</i>) -refer to habitual past (<i>used to</i>) -form and use questions (adverbial pronouns and adverbs; indirect word order) -form and use verb patterns (V + to infinitive/gerund) -form and use adjectives, adverbs and comparative clauses (comparative and superlative forms of adjectives and adverbs; gradable and non-gradable adjectives) -use modal verbs (<i>can, may</i>) -use the conditional mood (<i>would, could, might</i>) -form and use time clauses (subordinate future) -form and use conditional clauses (zero, first and second conditionals) -use inversion in short replies (<i>So do I./Neither do I.</i>) -form and use relative clauses -form and use the passive -form and use indirect questions

	<ul style="list-style-type: none"> -report speech (statements, questions, imperatives) -adverbs of degree -use <i>too</i> and <i>enough</i> with the infinitive-differentiate and use –ed and –ing adjectives -use various prepositions of time, place and direction -use the grammar of phrasal verbs
Lexis:	<p>Pupils can:</p> <ul style="list-style-type: none"> -spell words using the alphabet -name sports -name weather conditions -name hobbies, games, pastime activities -name vehicles and means of transport -name media and TV programmes -name and use essential phrasal verbs -use various prefixes and suffixes to form new words -name illnesses and injuries -name plants and animals -name global climatic issues -use some simple slang words
Functions:	<p>Pupils can:</p> <ul style="list-style-type: none"> -express commands -describe a place (room, flat, house) -talk about days (school days, holidays) -talk about school, classmates and school staff -talk about their family members and life -talk about people (famous people) and themselves -describe photos and pictures -make suggestions -describe a person -talk about clothes -talk about weather -name sport and talk about their sports activities -talk about food -talk about animals

	<ul style="list-style-type: none"> -talk about body and health states and conditions -talk about the natural world and the environment -give examples
Pronunciation:	Pupils can: <ul style="list-style-type: none"> -pronounce all phonemes and letters of the alphabet -pronounce weak forms of verbs -pronounce word stress where appropriate (e.g., to differentiate homographic verbs and nouns) -pronounce fairly fluent sentences with appropriate linking and other aspects of connected speech

Types of assessment

Pupils' progress is assessed and evaluated in the form of a test (written or otherwise) at least once every two weeks.

Coursebook

Heyderman Emma and Peter May (2019). *Complete Preliminary for Schools*. Cambridge University Press.

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 12

Other Materials

Seymour, David and Maria Popova (2005). *700 Classroom Activities*. Macmillan.

9th grade – L1

Topics, situations, and contexts

Pupils can express complex ideas on:

- occupations and duties
- sports
- (fine) arts
- media
- travelling
- cuisine
- studies
- science and technology

	Objectives
Grammar:	<p>Pupils can:</p> <ul style="list-style-type: none"> -form and use the present perfect simple and progressive -use phrasal verbs and their grammar (prepositional versus phrasal verbs and their syntax) -use prefixes and suffixes and their spelling rules -form and use the passive -form and use adjectives and adverbs (comparative and superlative forms) -use comparative clauses -refer to the past using various forms (past simple, past progressive, past perfect simple, past perfect continuous, <i>used to</i>) -use prepositions of time, place and directions -differentiate <i>so</i> and <i>such</i> -form and use clauses of effect (including the use of <i>too</i> and <i>enough</i> with the infinitive) -form and use conditional clauses (zero, first, second, third and mixed conditionals) -differentiate countable and uncountable nouns and their countable and uncountable meanings -use quantifiers with regard to countability -use zero, indefinite, definitive articles -report statements, questions, imperatives

	<p>-express both epistemic and deontic modality (<i>may, must, might</i> and <i>should</i> expressing various degrees of certainty; <i>must, can, may</i> to express volition; modal phrases: <i>be able to, be allowed to, have to, be capable of</i>)</p> <p>-form and use wish clauses</p> <p>-form and use relative clauses</p> <p>-differentiate <i>as</i> and <i>like</i></p> <p>-use causative verbs (<i>have</i> and <i>get</i>)</p> <p>-use copular verbs (<i>be, look, seem, taste, feel, etc.</i>)</p> <p>-form and use concessive clauses (<i>although, though, despite, in spite of, etc.</i>)</p>
Lexis:	<p>Pupils can:</p> <p>-name and use various phrasal verbs</p> <p>-recognize and use collocations</p> <p>-recognize and use idioms</p> <p>-form new words using various prefixes and suffixes</p> <p>-differentiate nuances in the meaning of similar words and false friends</p> <p>-use various phrasal verbs</p> <p>-name jobs and describe various duties</p> <p>-name sports and use sports collocations</p> <p>-name arts and use arts collocations</p> <p>-name media and use media collocations</p> <p>-differentiate the level of formality (slangish and elevated expressions)</p>
Functions:	<p>Pupils can:</p> <p>-talk about themselves and other people (work, hobbies, ways of living)</p> <p>-describe and characterize a person and their personality</p> <p>-discuss advantages and disadvantages (products, services, etc.)</p>

	<ul style="list-style-type: none"> -talk about their school, studies, and school subjects -describe, compare and contrast photos and pictures -talk about health conditions (injuries, illnesses) -make suggestions -express opinions -express agreements and disagreements -provide reasons -offer possibilities -express other people's opinions -write an opinion essay -write an article -write a story -write a review (book, film) -write a description and a characteristic -write a letter (formal, informal)
Pronunciation:	<p>Pupils can:</p> <ul style="list-style-type: none"> -pronounce all phonemes and letters of the alphabet -pronounce weak forms of verbs -pronounce word stress where appropriate (e.g., to differentiate homographic verbs and nouns) -pronounce words with suffixes (observing various stress shifts) -produce proper intonation -produce sentence stress where appropriate -produce fluent sentences -pronounce all aspects of fluent speech properly (including connected speech – linking and assimilation) -use sentence stress to express emphasis

Pupils' progress is assessed and evaluated in the form of a test (written or otherwise) at least once every two weeks.

Coursebook

Brook-Hart, Guy et al. (2019). *Complete First for Schools*. Cambridge University Press.

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 12

Other Materials

Seymour, David and Maria Popova (2005). *700 Classroom Activities*. Macmillan.

9th grade – L2

Topics, situations, and contexts

Pupils can express simple ideas on:

- food and drinks
- nature
- health
- personality
- weather and climate conditions
- travelling
- work and occupations

	Objectives
Grammar	Pupils can: -form and use relative clauses -form and use the passive -form and use indirect questions -report speech (statements, questions, imperatives) -adverbs of degree -use <i>too</i> and <i>enough</i> with the infinitive-differentiate and use -ed and -ing adjectives -use various prepositions of time, place and direction

	<ul style="list-style-type: none"> -form and use the present perfect simple and progressive -use phrasal verbs and their grammar (prepositional versus phrasal verbs and their syntax) -use prefixes and suffixes and their spelling rules -form and use the passive -form and use adjectives and adverbs (comparative and superlative forms) -use comparative clauses -refer to the past using various forms (past simple, past progressive, past perfect simple, past perfect continuous, <i>used to</i>) -use prepositions of time, place and directions -differentiate <i>so</i> and <i>such</i> -form and use clauses of effect (including the use of <i>too</i> and <i>enough</i> with the infinitive) -form and use conditional clauses (zero, first, second, third and mixed conditionals)
Lexis	<p>Pupils can:</p> <ul style="list-style-type: none"> -name illnesses and injuries -name plants and animals -name global climatic issues -use some simple slang words -name and use various phrasal verbs -recognize and use collocations -recognize and use idioms -form new words using various prefixes and suffixes -differentiate nuances in the meaning of similar words and false friends -use various phrasal verbs -use lexical items to describe festivals and celebrations
Functions	<p>Pupils can:</p> <ul style="list-style-type: none"> -talk about food -talk about animals -talk about body and health states and conditions -talk about the natural world and the environment

	<ul style="list-style-type: none"> -give examples -talk about themselves and other people (work, hobbies, ways of living) -describe and characterize a person and their personality -discuss advantages and disadvantages (products, services, etc.) -talk about their school, studies, and school subjects
Pronunciation:	Pupils can: <ul style="list-style-type: none"> -pronounce all phonemes and letters of the alphabet -pronounce weak forms of verbs -pronounce word stress where appropriate (e.g., to differentiate homographic verbs and nouns) -pronounce words with suffixes (observing various stress shifts) -pronounce sentences and longer stretches of text with proper intonation

Types of assessment

Pupils' progress is assessed and evaluated in the form of a test (written or otherwise) at least once every two weeks.

Coursebook

Brook-Hart, Guy et al. (2019). *Complete First for Schools*. Cambridge University Press.

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 12

Other Materials

Seymour, David and Maria Popova (2005). *700 Classroom Activities*. Macmillan.

OPTIONAL COURSES

In addition to their three hours of regular, academic English each week, the pupils at Victoria School receive seven hours of English instruction in optional courses.

From Grades 1 through 5, as is the case with regular, academic English, the grades are split in half, offering the pupils much more room to grow and express themselves.

Note: The pupils are not given marks for optional courses. They may (but may not be) assessed in a short, written form at the end of each semester.

Cambridge Preparation Classes:

During these lessons, pupils will be prepared for the Cambridge exams.

Cambridge exams:

- Internationally respected and recognized (for work; for university entrance)
- All Communication Skills developed and tested (Speaking, Reading, Writing, Listening)
- Structure (each Cambridge Exam is focused on one language-learning level – allowing for step-by-step progress)
- Motivation (preparing for Cambridge Exams gives English-language learning a real goal)
- No expiration date (Cambridge Exams are valid forever!)

Critical Thinking

We will look at how to think about difficult or unusual circumstances. The circumstances could cover a range of areas such as intellectual/logical to social/political.

The approaches we will take will include:

analysis – comparing/contrasting situations

flexibility – considering many points of view

out of the box- innovation

We will also attempt to summarize our thoughts as opinions and explanations, which helps with language skills. Generally, this course will not be about right or wrong answers, but a type of training in thinking. As such, it is an introduction to philosophy.

This club can be run on a simplified or more complicated basis according to grade and class ability.

Drama:

In drama class, pupils do a variety of activities suitable for their age and level of English. These activities include games, acting out scenes and improvising. The aim of the course is for our pupils to:

- improve their overall level of English
- expand their English vocabulary
- create social and emotional awareness
- increase confidence in public speaking
- develop gesture and vocal expression
- work in teams

Throughout the entire school year, each class will be working on a final project (e.g., an end of the school year performance, etc.). The drama classes will be a combination of final play rehearsals and drama activities such as mimes, charades, reading stories, recognizing and expressing feelings, etc.

English Club

The idea of the English Club is to make it a pleasure to speak the language; to learn something new, watch videos, sing songs, play, write, read and draw.

Games and Communication:

Games are about learning with fun. As you have no concept of time while having fun, you also naturally use languages. Communication is a key factor in playing games. Pupils don't even realize how many sentences they have created while fighting for 1st place.

Although the improvement of language skills is the main aim of this subject, learning different team roles and life skills is a huge benefit for real life. For example, problem-solving, learning how to take responsibility, and leading a team (but also how to listen to others). We will not only play games but will also train our minds to think freely and outside the box. We will discuss various subjects, solve mind puzzles and practice our communication skills.

Global Studies:

Global Studies is about exploring the world – countries, people, languages and culture, as well as animals. We will look at how all of these interact together and affect each other.

Pupils will learn and practice (in English): logic, communication, creativity, problem solving, critical thinking and presentation skills

This is a very broad topic with many opportunities for learning. The goal of the class is for pupils to get a taste of the world, grow the skills and knowledge to engage with it and see how English can open more doors as the current major lingua franca.

The depth of these topics will depend on the class level, the interests of the pupils and be age specific.

Science and Robotics:

We will explore our world through science, with a focus on STEM with the help of Lego® Education. Pupils will work together, build models, and be challenged to solve problems creatively with their imaginations, previous knowledge and trial and error.

APPENDICES

Textbooks

1st grade – L1

Nixon, Caroline and Michael Tomlinson (2017) *Kid's Box Starter*. Cambridge University Press.

Nixon, Caroline and Michael Tomlinson (2017). *Kid's Box Activity Book*. Cambridge University Press

Year	Units/Lessons
1 st semester + 2 nd semester	[1 st semester] Units (selectively) (roughly first half of book) [2 nd semester] Units (selectively) (book will be finished)

1st grade – L2

Nixon, Caroline and Michael Tomlinson (2017) *Kid's Box Starter*. Cambridge University Press.

Nixon, Caroline and Michael Tomlinson (2017). *Kid's Box Activity Book*. Cambridge University Press

Year	Units/Lessons
1 st semester + 2 nd semester	[1 st semester] Units (selectively) (roughly first half of book) [2 nd semester] Units (selectively) (book will be finished)

2nd grade – L1

Robinson, Anne and Karen Saxby (2016). *Cambridge English Fun for Starters*. Cambridge University Press

Year	Units/Lessons
1 st semester	Units 1 – 25
2 nd semester	Units 26 – 50

2nd grade – L2

Robinson, Anne and Karen Saxby (2016). *Cambridge English Fun for Starters*. Cambridge University Press

Year	Units/Lessons
1 st semester	Units 1 – 25
2 nd semester	Units 26 – 50

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3rd grade – L1

Robinson, Anne and Karen Saxby (2016). *Cambridge English Fun for Movers*. Cambridge University Press

Year	Units/Lessons
1 st semester	[I] Units 1 – 30
2 nd semester	[I] Units 31 – 45, [II] 1 – 20

3rd grade – L2

Robinson, Anne and Karen Saxby (2016). *Cambridge English Fun for Movers*. Cambridge University Press

Year	Units/Lessons
1 st semester	[I] Units 1 – 30
2 nd semester	[I] Units 31 – 45, [II] 1 – 20

4th grade – L1

Robinson, Anne and Karen Saxby (2015). *Cambridge English Fun for Flyers*. Cambridge University Press

Year	Units/Lessons
1 st semester	Units 1 – 28
2 nd semester	Units 29 – 56

4th grade – L2

Nixon, Caroline and Michael Tomlinson (2017). *Kid's Box Level 3*. Cambridge University Press

Year	Units/Lessons
1 st semester	Units – selectively
2 nd semester	Units – selectively – finish the book. Start <i>Kid's Box Level 4</i> if necessary.

5th grade – L1

McKeegan, David (2013). *Complete Key for Schools*. Cambridge University Press

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 14

5th grade – L2

McKeegan, David (2013). *Complete Key for Schools*. Cambridge University Press

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 14

6th grade – L1

McKeegan, David (2013). *Complete Key for Schools*. Cambridge University Press

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 14

6th grade – L2

McKeegan D. (2013). *Complete Key for Schools*. Cambridge University Press

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 14

7th grade – L1

Heyderman Emma and Peter May (2019). *Complete Preliminary for Schools*. Cambridge University Press

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 12

7th grade – L2

Heyderman Emma and Peter May (2019). *Complete Preliminary for Schools*. Cambridge University Press

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 12

8th grade – L1

Heyderman Emma and Peter May (2019). *Complete Preliminary for Schools*. Cambridge University Press

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 12

8th grade – L2

Heyderman Emma and Peter May (2019). *Complete Preliminary for Schools*. Cambridge University Press

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 12

NOTE: Only one group of pupils for Grade 8 for 2021-22 academic school year.

9th grade – L1

Brook-Hart, Guy et al. (2019). *Complete First for Schools*. Cambridge University Press.

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 12

9th grade – L2

Brook-Hart, Guy et al. (2019). *Complete First for Schools*. Cambridge University Press.

Year	Units/Lessons
1 st semester	Units 1 – 6
2 nd semester	Units 7 – 12

Weekly Report -- Template

WEEKLY REPORT

Teacher:	Subject:	Class/Group:	Week:
Day	Content (topics, vocabulary, structures, functions)	Source (T = textbook, C = copy)	Homework (T = textbook, C = copy, P = page, E = exercise)
____ / ____ 2021			

____ / ____ 2021			
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Observation Sheet

Classroom Observation Checklist

Class: _____ Grade: _____ Subject: _____

Name of teacher: _____

Name of observer: _____

The indicators are fulfilled: 2 = strongly, 1 = somewhat, 0 = not displayed at all.

Indicators	2	1	0
The lesson is structured and organized.			
The objectives of the lesson are communicated clearly.			
Instructional material is appropriate for the lesson.			
Instructions and explanations are clear and specific.			
The lesson is linked to previous lessons or to regular English courses in the case of optional courses.			
The lesson is coherent and variable in procedures (techniques), interaction patterns, and materials used.			
The teacher involves all the pupils, listens to them, and responds appropriately.			
The lesson is disciplined.			
Prompt action is taken to address poor behaviour.			
Mistakes, errors, and misconceptions are recognized and treated in a constructive way to facilitate learning.			
The lesson integrates all skills (listening, speaking, reading, writing).			
The content is made interesting for pupils (e.g., by applying additional communicative tasks and activities)			
Pupils are praised for their effort and achievement regularly.			
Homework is assigned and it is appropriate and relevant with regard to the lesson content.			

Other observations:

If the score of evaluation is less than 70% (i.e., less than 19 points), the observer and the teacher set the date of another observation:

Date: _____

Recommendations:

Observer's signature:

Teacher's signature:

CHECKLIST of the coordinator's duties

Checklist:

- There has been introductory training for a new English teacher (typically this is done day-to-day, on the job, with the help of all experienced members of the Department).
- I have distributed English teacher's duties – Communication with parents and pupils with the CHECKLIST to all English teachers.
- I have distributed the template of the Weekly Report to all English teachers (see Appendices).
- I have approved all teachers' Codes of Conduct and Consequence Ladders.
- It is early May, therefore, I have a set of new placement tests prepared for all classes of English (except 9th graders).
- It is late May, therefore, I have organized placement testing for all classes of English (but 9th graders).
- There is a new pupil, therefore, I have tested his/her level of proficiency by using a placement test within two weeks he/she enrolled in an English class.
- I have received an application of the Individual placement procedure, therefore, I have prepared a placement test, tested the pupil, and notified his/her parents.
- I notified parents of new pupils of the proficiency level of their child.
- There is a pupil with long-term serious disciplinary issues, therefore, I have communicated the issues with parents and I have prepared a Behaviour Support Plan for him/her.
- Shares the curriculum for a particular group and level with each teacher of the group and level.

CHECKLIST of a teacher's duties

Checklist:

- I have prepared a Code of Conduct and Consequence Ladder.
- I have sent the Code of Conduct and Consequence Ladder to the coordinator for approval.
- I have given a Code of Conduct to pupils within the first two weeks of the semester.
- I have a template of the Weekly Report prepared for each class.

- I send a filled-in Weekly Report to parents on Friday at the latest.
- If I notice long-term serious disciplinary issues of a pupil, I communicate this immediately to the coordinator.
- When I leave a classroom, it is neat and tidy for the next teacher (this also includes the last class of the day).
- I attend any scheduled English Department meetings/Teambuilding/Training events.
- I test the pupils a minimum of ten times per semester (more is always better).
- I agree to being observed by my colleagues and I listen carefully to their feedback.
- I will observe one of my colleagues lessons (at least once per semester)
- I teach strictly according to the textbooks for the course in question if there is one (but also add my own support material).