

БЕКТЕМИН
УТВЕРЖДАЮ:
Мөдиректор
Косалеев Т.Н.
«31» августа 2022

КЕЛЕСИМИН
СОГЛАСОВАНО:
Оқу ісінін метод. ерүшісі
зам. директора УДР
Косалеев Т.Н.
«31» августа 2022

Ә/6 ОТЫРЫСЫНДА
ҚАРАЛДЫ,
РАССМОТРЕНО
НА ЗАСЕДАНИИ МО
Хаттама № _____
Протокол № _____
«31» августа 2022

ТАҚЫРЫПТЫҚ КҮНТІЗБЕ ЖОСИАРЫ
КАЛЕНДАРНО-ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

САБАҚТАР
УРОКОВ: АНГЛИЙСКОМУ ЯЗЫКУ

СЫНЫП
КЛАСС 9

МУҒАЛИМ
УЧИТЕЛЬ: Заһирова В. А.

САҒАТ САНЫ
КОЛИЧЕСТВО ЧАСОВ: 108

АЙТАСЫНА
В НЕДЕЛЮ: 3

ДІНІА С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ: Күбрак Евгений Александрович

Календарно-тематическое планирование по английскому языку 9 класс

Пояснительная записка
Индивидуальный план сопровождения учащихся: Кубрака Евгения Александровича, испытывающего трудности в освоении основной образовательной программы

Настоящее планирование составлено на основе Государственного стандарта среднего общего образования Республики Казахстан по предмету «Английский язык» и представляет собой целостный курс, направленный на изучение английского языка и построенный на основе принципов развивающего и воспитывающего обучения, систематичности, преемственности.

Учебной программой предусмотрен тематический контроль. В 9 классе – 108 часов (3 ч. в неделю).

Список использованной литературы

№	Литература	Автор	Издательство, год издания
1	Think for Kazakhstan	Herbert Puchta, Jeff Shanks, Peter Lewis- Jones	Cambridge University Press
2			
3			

Распределение общего числа часов

по разделам, темам:		
№	Разделы долгосрочного планирования	Общее число часов
1	Unit 1: Hobbies and qualities	12
2	Unit 2: Exercise and sport	14
3	Unit 3: Earth and our place in it	10
4	Unit 4: Charities and Conflict	10
5	Unit 5: Reading for pleasure	6
6	Unit 6: Traditions and language	12
7	Unit 7: Music and film	12

8	Unit 8: Travel and tourism	14
9	Unit 9: Science and Technology	16
Итого часов:		108

Характеристика особых образовательных потребностей

Особые образовательные потребности у детей с нарушениями опорно-двигательного аппарата задаются спецификой двигательных нарушений, а также спецификой нарушения психического развития, и определяют особую логику построения учебного процесса, находят свое отражение в структуре и содержании образования.

Безусловно в клинической картине являются двигательные расстройства (задержка формирования, незоразвитие или утрата двигательных функций), которые могут иметь разную степень выраженности: навыки самообслуживания развиты не полностью из-за нарушений манипулятивных функций рук; ходит самостоятельно, уверенно. Они полностью себя обслуживают, достаточно развиты манипулятивная деятельность. Однако у них могут наблюдаться неадекватные двигательные навыки и положения, нарушения походки; движения недостаточно ловкие, замедленные. Снижена мышечная сила, имеются недостатки мелкой моторики. Активные движения у не в полном объеме, замедлены, напряжены, фрейметарны, недостаточно дифференцированы. Большие трудности дети испытывают при проведении прямых, горизонтальных и вертикальных линий.

Для ОПП

упрощается содержание учебного задания
уменьшается количество заданий, предлагаемых ученику
уменьшается объем учебного задания
к заданиям формулируются конкретные инструкции, задаются конкретные вопросы
учебное задание предлагается ученику по частям с постоянным контролем учителя
уменьшается количество информации, которую надо выучить наизусть
для объяснения задания либо нового материала используются иллюстрации, конкретные предметы, специальные дидактические материалы

дополнительно объясняются схемы, графические рисунки, формулы
используются специально подготовленные учеником задания
отмечаются места, где ученик может допустить ошибку (чтобы ученик был внимательнее)

ВО ВСЕХ УРОКАХ РАЗРЕШАЕТСЯ ИСПОЛЬЗОВАТЬ:

картинки, образцы, памятку
ДЛЯ КОНЦЕНТРАЦИИ ВНИМАНИЯ
периодически обращаться внимание на цель выполняемого задания периодически обращаться внимание на этапы выполнения задания
отмечаются успехи

используются разные методы восприятия

КОНТРОЛЬНУЮ РАБОТУ ПИШЕТ

с минимальной помощью;

разрешается использовать любые вспомогательные дополнительные материалы

Контрольными заданиями являются задания и упражнения с помощью которых формировались умения и навыки, соответствующие учебным
целям.
Формативная работа
Суммативная работа за раздел
Суммативная работа за четверть

№ п/п	Раздел/сквозные темы	Тема урока	Цель обучения	Количество часов	Сроки	примечание
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Calendar Thematic Plan for grade 9
within the framework of updating the secondary education content
2022-2023 academic year

No	Units/ Changing lessons	Theme	Learning objectives		Hours	Date	Notes
1 st term 25 hours							
1	Unit 1: Hobbies and qualities (12 hours)	Hobbies and qualities	9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 9.1.4.1 evaluate and respond constructively to feedback from others 9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.2.2.1 understand specific information in unsupported extended talk on a wide range of general and curricular topics 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.6.1 recognize the author's opinion of the writer in extended texts on a range of familiar general and curricular topics 9.5.1.1 use formal and informal language registers in their talk on a range of general and curricular topics 9.5.3.1 evaluate and justify their own point of view on a range of general and curricular topics 9.5.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 9.5.7.1 use appropriate subject specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.5.8.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics 9.5.8.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics 9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics 9.6.3.1 use questions including prepositions at what time, in which direction, from whom on a range of familiar general and curricular topics 9.6.7.1 use a variety of simple perfect forms including some passive forms, including time adverbials on a range of familiar general and curricular topics 9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics 9.6.10.1 use present continuous forms and past continuous, including a growing variety of passive forms, on a range of familiar general and curricular topics 9.6.11.1 use an increased variety of reported speech forms for statements, questions and commands, including indirect and embedded questions with how, whether on a range of familiar general and curricular topics 9.6.12.1 use an increased variety of comparative degree adverb structures with regular and irregular adverbs use a wide variety of pre-verbal, pre-nominal and end-position adverbs on a range of familiar general and curricular topics	1	02.09.22		
2		What are popular hobbies in Kazakhstan? Entering Test	1	01.09.22			
3		What are popular hobbies in Kazakhstan?	1	01.09.22			
4		Have hobbies changed over the years?	1	09.09.22			
5		Looking at qualities in people	1	13.09.22			
6		Looking at qualities in people	1	17.09.22			
7		Appearance and character	1	19.09.22			
8		Appearance and character	1	20.09.22			
9		The role of hobbies in people's lives	1	21.09.22			
10		The role of hobbies in people's lives	1	21.09.22			
11		Case study: Jane Goodall	1	23.09.22			
12		Summative assessment for the unit «Hobbies and qualities» Unit Revision	1	24.09.22			

13	Unit 2: Exercise and sport (14 hours)	Exercise and sport	9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 9.1.3.1 respect differing points of view 9.1.4.1 evaluate and respond constructively to feedback from others 9.1.5.1 use feedback to set personal learning objectives 9.1.6.1 organize and present information clearly to others 9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.2.7.1 recognize typical features in word, sentence and text level of a range of spoken genres 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.4.6.1 recognize the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics 9.4.9.1 recognize inconsistencies in argument in extended texts on a range of general and curricular topics 9.5.2.1 ask complex questions to get information on a range of general and curricular topics 9.5.3.1 explain and justify their own point of view on a range of general and curricular topics 9.5.7.1 use appropriate subject-specific vocabulary and syntax in talk about an increased range of general and curricular topics 9.5.8.1 research, extend stories and events on a range of general and curricular topics 9.5.11 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics 9.5.2.2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.5.3.1 write with grammatical accuracy on a wide range of familiar general and curricular topics 9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics 9.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics 9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics 9.6.5.1 use questions including prepositions at what time, in which direction, from where on a range of familiar general and curricular topics 9.6.9.1 use appropriately an increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics	1	28.10.22	
14		Causes and types of sport injuries			04.10.22	
15		Causes and types of sport injuries			04.10.22	
16		Causes and types of sport injuries			05.10.22	
17		Describing an exercise			11.10.22	
18		Describing an exercise			11.10.22	
19		Describing an exercise			12.10.22	
20		Critical analysis of World Sports Summative assessment for the unit of Exercise and sports			13.10.22	
21		Critical analysis of World Sports			13.10.22	
22		Critical analysis of World Sports			19.10.22	
23	Unit Revision	What advantages and disadvantages does involvement in international events bring to Kazakhstan?			25.10.22	
24		Summative control work for the 1st term			25.10.22	
25	Unit Revision				26.10.22	

2nd term 23 hours

26	Unit 3: Earth and our place in it (10 hours)	Earth and our place in it			
27	Earth and our place in it (10 hours)	Earth and our place in it	9.1.1.1 respect differing points of view 9.1.6.1 organize and present information clearly to others 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.2.3.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics 9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.2.7.1 recognize typical features at word, sentence and text level of a range of spoken genres 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.9.1 recognize inconsistencies in argument in extended texts on a range of general and curricular topics 9.3.2.1 ask complex questions to get information on a range of general and curricular topics 9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 9.3.8.1 recount extended stories and events on a range of general and curricular topics 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics 9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics 9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics 9.6.7.1 use a variety of simple perfect forms including some passive forms.	1	08.11.22
28		Mind mapping software programme for English topics	1	08.11.22	
29		Mind mapping software programme for English topics	1	08.11.22	
30		Interpreting data	1	08.11.22	
31	Interpreting data	1	08.11.22		

			including time adverbials on a range of familiar general and curricular topics 9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics 9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/shouldn't have to express regret and criticism on range of familiar general and curricular topics		12-11-22	
32	Climate change		9.1.3.1 respect differing points of view 9.1.6.1 organize and present information clearly to others 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.2.3.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics 9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.2.7.1 recognize typical features at word, sentence and text level of a range of spoken genres 9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.4.6.1 recognize the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics 9.4.9.1 recognize inconsistencies in argument in extended texts on a range of general and curricular topics 9.3.2.1 ask complex questions to get information on a range of general and curricular topics 9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.3.8.1 recount extended stories and events on a range of general and curricular topics 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics 9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics 9.6.4.1 use a wide variety of determiners and pre-determiner structures on a range of familiar general and curricular topics	1	22.11.22	
33	Climate change			1	22.11.22	
34	Environmental problems			1	22.11.22	
35	Environmental problems			1	22.11.22	
36	Academic language			1	22.11.22	
37	Academic language			1	22.11.22	
	Summative assessment for the unit «Earth and our place in it»			1	22.11.22	
38	Unit revision			1	22.11.22	

39	Unit 4: Charities and Conflict (10 hours)	Charities and Conflict	9.6.7.1 use a variety of simple perfect forms including some passive forms, including time adverbials on a range of familiar general and curricular topics 9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics 9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/shouldn't have to express regret and criticism on range of familiar general and curricular topics			
40		Charitable organisations around the world and what they do?	9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 9.1.3.1 respect differing points of view 9.1.4.1 evaluate and respond constructively to feedback from others 9.1.5.1 use feedback to set personal learning objectives 9.1.6.1 organize and present information clearly to others 9.1.8.1 develop intercultural awareness through reading and discussion 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.1.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.2.3.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics 9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.2.7.1 recognize typical features at word, sentence and text level of a range of spoken genres 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.6.1 recognize the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres 9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding 9.5.1.1 use formal and informal registers in their talk on a range of general and curricular topics 9.5.3.1 interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks 9.5.6.1 that comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 9.5.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics 9.5.4.1 use with minimal or no support role and register appropriate to a growing variety of written genres on general and curricular topics 9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics 9.5.9.1 participate written work at text level on a wide range of familiar general and curricular topics with a good degree of accuracy 9.6.3.1 use a growing variety of distinct compound nouns and complex noun phrases on a range of familiar general and curricular topics	1	CP, PE, LL	
41		Charities that work in areas of conflict		1	PS, PE, LL	
42		Academic language: Interpreting data		1	PE, PE, LL	
43		Fundraising		1	PE, PE, LL	
44		Fundraising		1	PE, PE, LL	
45		Summative assessment for the unit of Charities and Conflict: Nobel Peace Prize		1	LL, PE, LL	
46		Nobel Peace Prize		1	EP, PE, LL	
47		Summative control work for the 2nd term		1	EP, PE, LL	
48		Unit revision		1	EP, PE, LL	

			9.6.7.1 use a variety of simple perfect forms including some passive forms, including time adverbials on a range of familiar general and curricular topics 9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics 9.6.17.1 use if only with third clauses (past reference), use a variety of relative clauses including propositions from where, in whom on a range of familiar general and curricular topics		
3 rd term 30 hours					
49	Unit 5: Reading for pleasure (6 hours)	Learners read non-fiction books in Kazakh, English, Russian languages	9.1.3.1 respect differing points of view 9.1.4.1 evaluate and respond constructively to feedback from others 9.1.6.1 organize and present information clearly to others 9.2.6.1 deduce meaning from context in re-arranged extended talk on a wide range of general and curricular topics 9.2.7.1 recognize typical features at word, sentence and text level of a wide range of spoken genres 9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular topics 9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics 9.3.5.1 interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.3.8.1 recount extended stories and events on a range of general and curricular topics 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics, including some extended texts 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres 9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding 9.4.9.1 recognize inconsistencies in argument in extended texts on a range of general and curricular topics 9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics 9.5.7.1 use independently appropriate layout at text level on a growing range of general and curricular topics 9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics 9.5.9.1 produce written work at text level on a range of familiar general and curricular topics with a good degree of accuracy 9.6.7.1 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics 9.6.10.1 use present continuous forms and past continuous, including a growing variety of passive forms, on a range of familiar general and curricular topics 9.6.11.1 use an increased variety of reported speech forms for statements, questions and commands, including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics 9.6.15.1 use infinitive forms after a growing number of adjectives and verbs, use gerund forms after a	1	16.04.25
50		Learners read non-fiction books in Kazakh, English, Russian languages		1	16.04.25
51		Learners read non-fiction books in Kazakh, English, Russian languages		1	16.04.25
52		Learners read non-fiction books in Kazakh, English, Russian languages		1	16.04.25
53		Summarizing the chosen books Different activities, based on the content of the books		1	16.04.25
54		Summarizing the chosen books Different activities, based on the content of the books		1	16.04.25

			growing variety of verbs and prepositions, use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics 9.6.16.1 use a variety of conjunctions including so that (in order) to indicate purpose; although, while, whereas to contrast on a range of familiar general and curricular topics			
55	Unit 6: Traditions and language (12 hours)	Why are some traditions and languages disappearing?	9.1.3.1 respect differing points of view; 9.1.8.1 develop intercultural awareness through reading and discussion; 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings; 9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	24.04.25	
56		Why are some traditions and languages disappearing?	9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics; 9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics; 9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics; 9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics; 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts; 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics; 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres; 9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	1	25.04.25	
57		How can Kazakhstan retain a cultural identity while still exploring ideas from other countries?	9.3.1.1 use formal and informal registers in their talk on a range of general and curricular topics; 9.3.2.1 ask complex questions to get information on a range of general and curricular topics; 9.3.3.1 explain and justify their own point of view on a range of general and curricular topics; 9.3.6.1 link comments with growing flexibility to what others say in sentence and discourse level in pair, group and whole class	1	26.04.25	
58		Culture and traditions. Which are powerful force for identity		1	27.04.25	
59		Culture and traditions, Which are powerful		1	28.04.25	
60		Traditional dress		1	29.04.25	
61		Traditional dress		1	30.04.25	
62		Traditional artefacts		1	01.05.25	
63		Traditional artefacts		1	02.05.25	
64		Writing an article for English speaking tourists		1	03.05.25	
65		Writing an article for English speaking tourists		1	04.05.25	
		Summative assessment				

66		for the unit «Traditions and languages»			
		Unit revision		1	13.04.23
67	Unit 7: Music and film (12 hours)	Films in Kazakhstan	9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.1.6.1 organize and present information clearly to others 9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.2.7.1 recognize typical features at word, sentence and text level of a range of spoken genres 9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.4.1.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.4.6.1 recognize the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres 9.5.2.1 ask complex questions to get information on a range of general and curricular topics 9.5.3.1 explain and justify their own point of view on a range of general and curricular topics 9.5.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics 9.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics 9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics	1	14.04.23
68		Film genres around the world	1	14.02.23	
69		Film genres around the world	1	14.02.23	
70		Arts films and blockbusters	1	14.04.23	
71		Music	1	14.02.23	
72		Music	1	14.04.23	
73		Synopsis of a film	1	14.04.23	
74		Synopsis of a film	1	14.04.23	
75		Summative assessment for the unit «Music and film»			
76	Review of a film	1	15.05.23		
77	Summative control	1			

78		work for the 3rd term			
		Unit revision	1	16.03.23	

4th term (30 hours)

		4 th term (30 hours)				
79	Unit 8: Travel and tourism (14 hours)	Travel and tourism	9.1.4.1 evaluate and respond constructively to feedback from others 9.1.5.1 use feedback to set personal learning objectives 9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 9.2.3.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics; 9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics; 9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics; 9.2.7.1 recognize typical features at word, sentence and text level of a wide range of spoken genres; 9.3.2.1 ask complex questions to get information on a range of general and curricular topics; 9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics; 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics; 9.3.8.1 recount extended stories and events on a range of general and curricular topics; 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics; 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres; 9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding; 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics; 9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics; 9.5.7.1 use independently appropriate layout at text level on a growing range of general and curricular topics; 9.6.2.1 use a variety of quantifiers for countable and uncountable nouns and some noun phrases on a range of familiar general and curricular topics including majority of, minority of, a great deal of, a great number of, 9.6.4.1 use a wide variety of determiners and pre-determiner structures on a range of familiar general and curricular topics; 9.6.12.1 use an increased variety of comparative degree adverb structures with regular and irregular adverbs, use a variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics; 9.6.14.1 use an increased variety of prepositions before nouns and adjectives, use a growing number of dependent prepositions following nouns, adjectives and verbs on a range of	1	18.06.25	
80		Travel: Does travel broaden the mind?	1	18.03.23		
81		Travel: Does travel broaden the mind?	1	18.03.23		
82		Travel and transport (London)	1	04.04.23		
83		Travel and transport (London)	1	04.04.23		
84		Natural wonders	1	05.04.23		
85		Natural wonders	1	14.04.23		
86		Travel and transport	1	14.04.23		
87		Travel and transport	1	14.04.23		
88		Tourism and economics	1	18.04.23		
89		Tourism and economics	1	18.04.23		
90		Tourism in Kazakhstan: advantages and disadvantages of increasing tourism in Kazakhstan	1	19.04.23		
91		Tourism in Kazakhstan: advantages and disadvantages of increasing tourism in Kazakhstan	1	25.04.23		

92		Summative assessment for the unit «Travel and tourism»	familiar general and curricular topics	1	25.04.23	
93	Unit 9: Science and Technology (16 hours)	Unit revision	9.6.17.1 use if only /with (their) clauses (past reference), use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics			
94		Science and Technology	9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups	1	26.04.23	
95		Space and the NASA website	9.1.1.1 respect differing points of view 9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings	1	02.05.23	
96		Space and the NASA website	9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.2.3.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics 9.2.4.1 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics 9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects	1	03.05.23	
97		Focus on Kazakhstan: space exploration in Kazakhstan	9.3.3.1 explain and justify their own point of view on a range of general and curricular topics 9.3.4.1 respond with growing fluency at both sentence and discourse level to unexpected comments on a range of general and curricular topics 9.3.5.1 interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks	1	05.05.23	
98		Focus on Kazakhstan: space exploration in Kazakhstan	9.3.6.1 link comments with growing fluency to what others say at sentence and discourse level in pair, group and whole class exchanges	1	07.05.23	
99		Medicine	9.3.8.1 recount extended stories and events on a range of general and curricular topics	1	08.05.23	
100		Medicine	9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics	1	09.05.23	
101		Academic language: Text types (academic writing skills)	9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics	1	10.05.23	
102		Academic language: Text types (academic writing skills)	9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics	1	11.05.23	
103		Air and space travel	9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres 9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	1	12.05.23	
104		Air and space travel	9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics	1	14.05.23	
105		Summative assessment for the unit «Science and Technology»	9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics	1	15.05.23	
106		Air and space travel	9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics	1	16.05.23	
107		Technology Case Study: Linux	9.6.1.1 use a growing variety of derived compound nouns and complex noun phrases on a range of familiar general and curricular topics	1	17.05.23	
		Summative control work for the 4 th term	9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should, shouldn't have to express regret and criticism on range of familiar general and curricular topics	1	18.05.23	
			9.6.15.1 use infinitive forms after a growing number of adjectives and verbs, use gerund forms after a growing variety of verbs and prepositions, use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics	1	19.05.23	

108

Unit revision

Total: 108

Annotation: Summative control work for the Unit -20 minutes

Summative control work for the Term - 45 minutes