

«Бекітімін»
Мектеп директорының мұда

Н.Біліл
06.06.2023 ж.

«Келісемін»
Директордың оку ісі
жомірдегі орынбасары
Ж.Алдашов
09.06.2023 ж.

«Қаралды»
Хаттама № 1 «16 08 2023 ж.
Бірлестік жетекші
К.Исмайлов

«Ағылшын тілі» пәнінен
КҮНТІЗБЕЛІК-ТАҚЫРЫПТЫҚ ЖОСНАР
2023/2024 оку жылы

Пән: Ағылшын тілі
Пән мұғалімі: Жора Тогжан Досжанкызы
Сыныптар: 9 «А»

- «Мектепке дейінгі тәрбие мен оқытудың, бастауыш, негізгі орта және жалпы орта, техникалық және көсіптік, орта білімнен кейнгі білім берудің мемлекеттік жалпыға міндетті стандарттарын бекіту туралы» (ҚРОқу-ағарту министрінің 2022 жылғы 3 тамыздағы № 348 бұйрығы, 23.09.2022 ж. № 406 бұйрығымен енгізілген өзгерістерімен)
- «Қазақстан Республикасында бастауыш, негізгі орта, жалпы орта білім берудің үлгілік оку жоспарларын бекіту туралы» (ҚР БФМ 8.11.2012 ж. № 500 бұйрығы, ҚР Оқу-ағарту министрінің 12.08.2022 ж. № 365; 30.09.2022 ж. № 412 бұйрығымен енгізілген өзгерістерімен)
- «Жалпы білім беру ұйымдарына арналған жалпы білімберетін пәндер, тандау курстары мен факультативтер бойынша үлгілік оку бағдарламаларын бекіту туралы» ҚР Оқу-ағарту министрінің 16.09.2022 ж. № 399 бұйрығы 21.11.2022 ж. № 467, 05.07.2023 ж. № 199 бұйрығымененгізілген өзгерістерімен

2023-2024 оку жылы

Calendar Thematic Plan for grade 9
within the framework of updating the secondary education content
2023-2024 academic year

Nº	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
1st term 24 hours						
1	Unit 1: Hobbies and qualities (12 hours)	Hobbies	9.1.2.1 use speaking and listening skills to provide feedback to classmates; 9.1.4.1 evaluate and respond constructively to feedback from other students; 9.1.5.1 use feedback to set personal learning goals; 9.1.7.1 develop and reinforce a consistent argument in oral and written speech; 9.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings; 9.1.10.1 use oral or written speech to analyze and study a wide range of opinions and views on the world 9.2.1.1 understand the main points without support in a long conversation on general and educational topics; 9.2.2.1 understand without support the most specific information in an extended conversation on a wide range of general and educational topics; 9.2.5.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics 9.3.1.1 use formal and informal registers in conversation on general and educational topics; 9.3.3.1 explains and justifies his point of view on general and educational topics; 9.3.6.1 comment with a certain degree of flexibility on what others have said at the level of a sentence or reasoning during the pair, group and work of the whole class; 9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics 9.4.1.1 understand the main points in long texts of most unfamiliar general and educational topics; 9.4.2.1 understand specific information and details in texts within familiar general and educational topics, including some long texts; 9.4.4.1 read long texts of fiction and non-fiction literature within the framework of familiar and some unfamiliar general and educational topics; 9.4.6.1 determine the author's attitude or opinion in long texts within the framework of most general and educational topics 9.5.1.1 plan, write, edit and proofread works without text support on general and educational topics; 9.5.2.1 write independently about real, fictional events, actions or experiences from the past on familiar general and educational topics; 9.5.3.1 write with moderate grammatical literacy on familiar general and educational topics; 9.5.6.1 write coherent texts on common familiar and educational topics using various copula words; 9.5.8.1 write correctly frequently used words on unlimited familiar general and educational topics 9.6.5.1 use different types of questions on familiar general and educational topics; 9.6.7.1 use a variety of simple perfect forms, including some passive forms, including the circumstance of time on a number of familiar general and educational topics; 9.6.8.1 use various forms of the future tense, including some passives, for a number of familiar general and educational 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 indirect speech on a number of familiar general and educational topics; 9.6.10.1 use the forms of present continuous tense and past continuous forms, including a continuous growing variety of passive forms, for a number of familiar general and educational topics; 9.6.11.1 use an increased variety of presented speech forms for statements, questions and commands: including indirect and embedded questions with know, wonder on a number of familiar general and educational topics; 9.6.12.1 use an increased variety of the structure of adverbs of a comparative degree with correct and incorrect adverbs, various pre-verbal, post-verbal adverbs and adverbs of final positions for a number of familiar general and educational topics; 9.6.15.1 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited	1	4. 09	
2		Shark attack		1	5. 09	
3		Present & Past		1	6. 09	
4		Present Perfect – Past Perfect		1	11. 09	
5		Turning your hobby into a business		1	12. 09	
6		Discussing career options		1	13. 09	
7		Let's have fun around the world		1	18. 09	
8		What did Victorians do for fun?		1	19. 09	
9		My favourite hobby		1	20. 09	
10		My favourite hobby Project work		1	25. 09	
11		Our World SA1		1	26. 09	
12		Unit revision		1	27. 09	

			number of verbs and prepositions, use prepositional verbs and start using phrasal verbs on familiar general and educational topics; 9.6.16.1 use the conjunctions so, if, when, where, before, after to link parts of sentences in a limited range of familiar general and educational topics		
13	Unit 2: Exercise and sport (12 hours)	National games	9.1.2.1 use speaking and listening skills to provide feedback to classmates; 9.1.3.1 respect different points of view; 9.1.4.1 evaluate and respond constructively to feedback from other students; 9.1.5.1 use feedback to set personal learning goals; 9.1.6.1 organize and clearly present information in a form understandable to others; 9.1.7.1 develop and reinforce a consistent argument in oral and written speech 9.2.1.1 understand the main points without support in a long conversation on general and educational topics; 9.2.2.1 understand without support the most specific information in an extended conversation on a wide range of general and educational topics; 9.2.7.1 identify characteristic features at the level of words, sentences and text of most oral genres 9.3.2.1 ask difficult questions to get information within the framework of general and educational topics; 9.3.3.1 explains and justifies his point of view on general and educational topics; 9.3.6.1 with a certain degree of flexibility, what others have said at the level of a sentence or reasoning during the pair, group and whole class work;	1	2.10
14		Fun races	9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics; 9.3.8.1 retell longer stories and events on most general and educational topics 9.4.2.1 understand specific information and details in texts within familiar general and educational topics, including some long texts;		
15		Reported speech	9.4.6.1 determine the author's attitude or opinion in long texts within the framework of most general and educational topics;	1	3.10
16		Reporting verbs	10.4.9.1 identify inconsistencies in the arguments given in long texts on various general and educational topics 9.5.1.1 plan, write, edit and proofread works without text-level support on general and academic topics;	1	4.10
17		Taking the racing world by storm	9.5.2.1 write independently about real, fictional events, actions or experiences from the past on familiar general and educational topics;	1	9.10
18		Taking the racing world by storm SA2	9.5.3.1 write with moderate grammatical literacy on familiar general and educational topics; 9.5.4.1 with minimal support, the appropriate style and register in a variety of written genres on general and educational topics;	1	10.10
19		Talking about injuries	9.5.5.1 supporting arguments, supporting examples and justification on unlimited familiar general and educational topics;	1	11.10
20		Amazing stadium	9.5.8.1 correctly frequently used words on unlimited familiar general and educational topics 9.6.5.1 use different types of questions on familiar general and educational topics;	1	16.10
21		First aid	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 indirect speech on a number of familiar general and educational topics;	1	17.10
22		A survey report	9.6.11.1 use an increased variety of presented speech forms for statements, questions and commands including indirect and embedded questions with know, wonder on a number of familiar general and educational topics;	1	18.10
23		SAT1	9.6.12.1 use an increased variety of the structure of adverbs of a comparative degree with correct and incorrect adverbs, various pre-verbal, post-verbal adverbs and adverbs of final positions for a number of familiar general and educational topics;	1	24.10
24		Correction work and Unit revision	9.6.13.1 use various modal forms for various functions and a limited number of modal forms of the past tense, including should/shouldn't have to express regret and criticism on familiar and common learning topics; 9.6.14.1 use an increased variety of prepositions before nouns and adjectives, an increasing number of dependent prepositions following nouns and adjectives and an increase in the variety of dependent prepositions following verbs on a number of familiar general and educational topics; 9.6.15.1 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited number of verbs and prepositions, use prepositional verbs and start using phrasal verbs on familiar general and educational topics; 9.6.16.1 use the conjunctions so, if, when, where, before, after to link parts of sentences in a limited range of familiar general and educational topics; 9.6.17.1 use if/only in the third logical structure, use relative subordinate clauses, including with the word which	1	29.10

2 nd term 24 hours						
25	Unit 3: Earth and our place in it (13 hours)	City life-country life	9.1.3.1 respect different points of view; 9.1.6.1 organize and clearly present information in a form understandable to others; 9.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings	1	6.11	
26		Silk through Sauran	9.2.3.1 without support, most of the details of arguments in a lengthy conversation on a wide range of general and educational topics;	1	7.11	
27		Modals	9.2.5.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics;	1	8.11	
28		Modals of deduction	9.2.6.1 determine the meaning from the context of a long conversation on various general and educational topics;	1	13.11	
29		What strange place to live	9.2.7.1 identify characteristic features at the level of words, sentences and text of most oral genres;	1	14.11	
30		Talking about places	9.2.8.1 begin to identify inconsistencies in the arguments given in a lengthy conversation on some general and educational topics	1	15.11	
31		Rivers of the world	9.3.2.1 ask difficult questions to get information within the framework of general and educational topics;	1	20.11	
32		Types of mountains	9.3.6.1 comment with a certain degree of flexibility on what others have said at the level of a sentence or reasoning during the pair, group and work of the whole class;	1	21.11	
33		Do you like living in the city or in the country?	9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics; 9.3.8.1 retell longer stories and events on most general and educational topics	1	22.11	
34		Do you like living in the city or in the country? project work	9.4.3.1 understand the details of the argument in long texts within the framework of various familiar general and educational topics; 9.4.4.1 read long texts of fiction and non-fiction literature within the framework of familiar and some unfamiliar general and educational topics;	1	27.11	
35		Entertainment and Media SA 3	9.4.5.1 determine the meaning from the context in long texts within the framework of most familiar general and educational topics;	1	28.11	
36		Unit revision	9.4.6.1 determine the author's attitude or opinion in long texts within the framework of most general and educational topics;	1	29.11	
37		Social problems	9.4.7.1 determine the characteristic properties of a word, sentence and text within any written genres; 9.4.9.1 identify inconsistencies in the arguments given in long texts on various general and educational topics 9.5.1.1 plan, write, edit and proofread works without text-level support on general and academic topics; 9.5.2.1 write independently about real, fictional events, actions or experiences from the past on familiar general and educational topics; 9.5.3.1 write with moderate grammatical literacy on familiar general and educational topics; 9.5.5.1 use arguments with support, supporting examples and justification on unlimited familiar general and educational topics; 9.5.6.1 write coherent texts on common familiar and educational topics using various copula words; 9.5.8.1 write correctly frequently used words on unlimited familiar general and educational topics 9.6.1.1 use different abstract compound nouns and complex noun groups on familiar general and academic topics, as well as unfamiliar topics; 9.6.3.1 use various compound adjectives and ordinary adjectives as participles, comparative structures with which to indicate the level, and amplifying adjectives on familiar general and educational topics; 9.6.4.1 use defining words and predestining on familiar general and educational topics; 9.6.7.1 use a variety of simple perfect forms, including some passive forms, including the circumstance of time on a number of familiar general and educational topics; 9.6.8.1 use various forms of the future tense, including some passives, for a number of familiar general and educational topics; 9.6.13.1 use various modal forms for various functions and a limited number of modal forms of the past tense, including should/shouldn't have to express regret and criticism on familiar and common learning topics	1	4.12	
38	Unit 4: Charities and Conflict (11 hours)	Going the extra mile to help	9.1.1.1 use speaking and listening skills for creative joint problem solving in groups; 9.1.2.1 use speaking and listening skills to provide feedback to classmates;	1	5.12	
39		Conditionals	9.1.3.1 respect different points of view;	1	6.12	
40		wishes	9.1.4.1 evaluate and respond constructively to feedback from other students;	1	11.12	
41		The Borgen Project	9.1.5.1 use feedback to set personal learning goals;	1	12.12	
42		The Borgen Project SA	9.1.6.1 organize and clearly present information in a form understandable to others; 9.1.8.1 develop intercultural understanding through reading and discussion; 9.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings;	1		

	4	9.1.10.1 use oral or written speech to analyze and study a wide range of opinions and views on the world 9.2.1.1 plan, write, edit and proofread works without text-level support on general and academic topics; 9.2.2.1 write independently about real, fictional events, actions or experiences from the past on familiar general and educational topics; 9.2.3.1 write with moderate grammatical literacy on familiar general and educational topics; 9.2.5.1 use arguments with support, supporting examples and justification on unlimited familiar general and educational topics; 9.2.6.1 coherent texts on common familiar and educational topics, using various words of the bundle; 9.2.7.1 independently appropriate format at the level of the text of unlimited written genres on general and educational topics		
43	Calling the emergency services	9.2.8.1 use formal and informal registers in conversation on general and educational topics; 9.3.1.1 ask difficult questions to get information within the framework of general and educational topics; 9.3.3.1 explains and justifies his point of view on general and educational topics; 8.3.5.1 interact with classmates for cooperation, discussion, coordination, planning, and prioritization in order to complete educational tasks;	1	13.12
44	volunteering	9.3.6.1 comment with a certain degree of flexibility on what others have said at the level of a sentence or reasoning during the pair, group and work of the whole class;	1	19.12
45	UNESCO Everyone has the right to an education	9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics	1	20.12
46	John's blog	9.4.1.1 understand the main points in long texts of most unfamiliar general and educational topics;	1	25.12
47	SAT2	9.4.2.1 understand specific information and details in texts within familiar general and educational topics, including some long texts;	1	27.12
48	Unit revision	9.4.3.1 understand the details of the argument in long texts within the framework of various familiar general and educational topics; 9.4.4.1 read long texts of fiction and non-fiction literature within the framework of familiar and some unfamiliar general and educational topics; 9.4.6.1 determine the author's attitude or opinion in long texts within the framework of most general and educational topics; 9.4.7.1 determine the characteristic properties of a word, sentence and text within any written genres; 9.4.8.1 use most of the familiar and unfamiliar paper and digital resources to verify the meaning and expand understanding 9.5.7.1 use independently the appropriate format at the level of the text of unlimited written genres on general and educational topics;	1	27.12

3 rd term 30 hours						
49	Unit 5: Reading for pleasure (6 hours)	Reading for pleasure	9.1.3.1 respect different points of view;	1	8.01	
50		Introduction	9.1.4.1 evaluate and respond constructively to feedback from other students;			
51		Types of fiction	9.1.6.1 organize and clearly present information in a form understandable to others			
52		The Canterville Ghost	9.2.6.1 determine the meaning from the context of a lengthy conversation on various general and educational topics;			
53		Clauses of purpose	9.2.7.1 identify characteristic features at the level of words, sentences and text of most oral genres;			
54		Journey to the center of the Earth	9.2.8.1 begin to identify inconsistencies in the arguments given in a lengthy conversation on some general and educational topics			
		Clauses of concession	9.3.4.1 respond with a certain degree of flexibility at the level of suggestion and reasoning to unexpected comments within the framework of general and educational topics;			
			9.3.5.1 interact with classmates for cooperation, discussion, coordination, planning, and prioritization in order to complete educational tasks;			
			9.3.7.1 specific vocabulary and syntax within the framework of unlimited general and educational topics;			
			9.3.8.1 retell longer stories and events on most general and educational topics			
			9.4.1.1 understand the main points in long texts of most unfamiliar general and educational topics;			
			9.4.2.1 understand specific information and details in texts within familiar general and educational topics, including some long texts;			
			9.4.3.1 understand the details of the argument in long texts within the framework of various familiar general and educational topics;			
			9.4.4.1 read long texts of fiction and non-fiction literature within the framework of familiar and some unfamiliar general and educational topics;			
			9.4.5.1 determine the meaning from the context in long texts within the framework of most familiar general and educational topics;			
			9.4.7.1 determine the characteristic properties of a word, sentence and text within any written genres;			
			9.4.8.1 use most of the familiar and unfamiliar paper and digital resources to verify the meaning and expand understanding;			
			9.4.9.1 identify inconsistencies in the arguments given in long texts on various general and educational topics			
			9.5.4.1 use with minimal support the appropriate style and register in a variety of written genres on general and educational topics;			
			9.5.7.1 use independently the appropriate format at the level of the text of unlimited written genres on general and educational topics;			
			9.5.8.1 write correctly frequently used words on unlimited familiar general and educational topics;			
			9.5.9.1 use punctuation marks in written works at the text level competently on familiar general and educational topics			
			9.6.5.1 use different types of questions on familiar general and educational topics;			
			9.6.10.1 use the forms of present continuous tense and past continuous forms, including a continuous growing variety of passive forms, for a number of familiar general and educational topics;			
			9.6.11.1 use an increased variety of presented speech forms for statements, questions and commands, including indirect and embedded questions with know, wonder on a number of familiar general and educational topics;			
			9.6.15.1 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited number of verbs and prepositions, use prepositional verbs and start using phrasal verbs on familiar general and educational topics			
			9.6.16.1 use the conjunctions so, if, when, where, before, after to link parts of sentences in a limited range of familiar general and educational topics			

55	Unit 6: Traditions and language (12 hours)	The worth of wealth	9.1.3.1 respect different points of view; 9.1.8.1 develop intercultural understanding through reading and discussion; 9.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings; 9.1.10.1 use oral or written speech to analyze and study a wide range of opinions and views on the world	1	22.01
56		The promises land		1	23.01
57		The promises land SA 5		1	24.01
58		Unit revision		1	29.01
59		Language		1	30.01
60		Festival blog		1	31.01
61		Countable/uncountable nouns		1	5.02
62		Comparative/superlatives	9.2.1.1 understand the main points without support in a long conversation on general and educational topics; 9.2.2.1 understand without support the most specific information in an extended conversation on a wide range of general and educational topics;	1	6.02
63		Nauryz	9.2.5.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics; 9.2.6.1 determine the meaning from the context of a long conversation on various general and educational topics	1	7.02
64		Buying a gift	9.3.1.1 use formal and informal registers in conversation on general and educational topics;	1	12.02
65		Eco-festivals	9.3.2.1 ask difficult questions to get information within the framework of general and educational topics;	1	13.02
66		Remembrance day in Australia	9.3.3.1 explains and justifies his point of view on general and educational topics; 9.3.6.1 comment with a certain degree of flexibility on what others have said at the level of a sentence or reasoning during the pair, group and work of the whole class; 9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics; 9.3.8.1 retell longer stories and events on most general and educational topics 9.4.2.1 understand specific information and details in texts within familiar general and educational topics, including some long texts; 9.4.4.1 read long texts of fiction and non-fiction literature within the framework of familiar and some unfamiliar general and educational topics; 9.4.5.1 determine the meaning from the context in long texts within the framework of most familiar general and educational topics; 9.4.7.1 determine the characteristic properties of a word, sentence and text within any written genres; 9.4.8.1 use most of the familiar and unfamiliar paper and digital resources to verify the meaning and expand understanding 9.5.2.1 write independently about real, fictional events, actions or experiences from the past on familiar general and educational topics; 9.5.3.1 write with moderate grammatical literacy on familiar general and educational topics; 9.5.6.1 write coherent texts on common familiar and educational topics using various copula words; 9.5.8.1 write correctly frequently used words on unlimited familiar general and educational topics; 9.5.9.1 use punctuation marks in written works at the text level competently on familiar general and educational topics 9.6.2.1 use quantitative for calculable and uncountable nouns and nominal groups on familiar general and educational topics; 9.6.3.1 use various compound adjectives and ordinary adjectives as participles, comparative structures with which to indicate the level, and amplifying adjectives on familiar general and educational topics; 9.6.6.1 use relative, demonstrative, indefinite and quantitative pronouns and a large number of reflexive pronouns for many familiar general and educational 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 indirect speech on a number of familiar general and educational topics; 9.6.13.1 use various modal forms for various functions and a limited number of modal forms of the past tense, including should/shouldn't have to express regret and criticism on familiar and common learning topics	1	14.02

67	Unit 7: Music and film (12 hours)	Quebec winter carnival SA 5	9.1.1.1 use speaking and listening skills for creative joint problem solving in groups; 9.1.6.1 organize and clearly present information in a form understandable to others; 9.1.8.1 develop intercultural understanding through reading and discussion 9.2.1.1 understand the main points without support in a long conversation on general and educational topics; 9.2.4.1 understand without support most of the implied meaning in a long conversation on general and educational topics; 9.2.6.1 determine the meaning from the context of a long conversation on various general and educational topics; 9.2.7.1 identify characteristic features at the level of words, sentences and text of most oral genres; 9.2.8.1 begin to identify inconsistencies in the arguments given in a lengthy conversation on some general and educational topics 9.3.2.1 ask difficult questions to get information within the framework of general and educational topics; 9.3.3.1 explains and justifies his point of view on general and educational topics; 9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics	1	19.02
68		Unit revision		1	20.02
69		Types of films		1	21.02
70		The eagle hunters		1	22.02
71		Relatives		1	23.02
72		Pronouns (all types)		1	24.02
73		Dalatunes		1	25.02
74		Dancing around the world SA 6		1	4.03
75		Dancing around the world project work		1	5.03
76		The 4 elements of music		1	6.03
77		SAT3		1	11.03
78		Correction work and Unit revision	9.3.4.1 read long texts of fiction and non-fiction literature within the framework of familiar and some unfamiliar general and educational topics; 9.3.5.1 determine the meaning from the context in long texts within the framework of most familiar general and educational topics, 9.3.6.1 determine the author's attitude or opinion in long texts within the framework of most general and educational topics; 9.3.7.1 determine the characteristic properties of a word, sentence and text within any written genres 9.4.2.1 write independently about real, fictional events, actions or experiences from the past on familiar general and educational topics, 9.4.3.1 write with moderate grammatical literacy on familiar general and educational topics; 9.4.4.1 use with minimal support the appropriate style and register in a variety of written genres on general and educational topics; 9.4.5.1 use arguments with support, supporting examples and justification on unlimited familiar general and educational topics; 9.4.6.1 write coherent texts on common familiar and educational topics using various copula words; 9.4.7.1 use independently the appropriate format at the level of the text of unlimited written genres on general and educational topics; 9.4.8.1 write correctly frequently used words on unlimited familiar general and educational topics; 9.4.9.1 use punctuation marks in written works at the text level competently on familiar general and educational topics 9.6.1.1 use different abstract compound nouns and complex noun groups on familiar general and academic topics, as well as unfamiliar topics; 9.6.2.1 use quantitative for calculable and uncountable nouns and nominal groups on familiar general and educational topics; 9.6.3.1 use various compound adjectives and ordinary adjectives as participles, comparative structures with which to indicate the level, and amplifying adjectives on familiar general and educational topics; 9.6.4.1 use defining words and predestining on familiar general and educational topics; 9.6.6.1 use relative, demonstrative, indefinite and quantitative pronouns and a large number of reflexive pronouns for many familiar general and educational topics; 9.6.7.1 use a variety of simple perfect forms, including some passive forms, including the circumstance of time on a number of familiar general and educational topics; 9.6.14.1 use an increased variety of prepositions before nouns and adjectives, an increasing number of dependent prepositions following nouns and adjectives and an increase in the variety of dependent prepositions following verbs on a number of familiar general and educational topics; 9.6.17.1 use if/if only in the third logical structure, use relative subordinate clauses, including with the word which	1	12.03
				1	13.03
				1	19.03
					20.03

4th term 24 hours

79	Unit 8: Travel and tourism (12 hours)	Means of transport	9.1.4.1 evaluate and respond constructively to feedback from other students; 9.1.5.1 use feedback to set personal learning goals; 9.1.7.1 develop and reinforce a consistent argument in oral and written speech; 9.1.10.1 use oral or written speech to analyze and study a wide range of opinions and views on the world	1	01.04
80		Ethical animal tourism	9.2.2.1 understand without support the most specific information in an extended conversation on a wide range of general and educational topics;	1	2.04
81		Adverbs	9.2.4.1 understand without support most of the implied meaning in a long conversation on general and educational topics; 9.2.5.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics;	1	3.04
82		Determiners / pre-determiners	9.2.6.1 determine the meaning from the context of a long conversation on various general and educational topics; 9.2.7.1 identify characteristic features at the level of words, sentences and text of most oral genres; 9.3.2.1 ask difficult questions to get information within the framework of general and educational topics;	1	8.04
83		The legend of the lake	9.3.3.1 explains and justifies his point of view on general and educational topics;	1	9.04
84		Apologizing/ accepting an apology	9.3.4.1 respond with a certain degree of flexibility at the level of suggestion and reasoning to unexpected comments within the framework of general and educational topics;	1	10.04
85		Man-made masterpieces	9.3.7.1 specific vocabulary and syntax within the framework of unlimited general and educational topics;	1	15.04
86		Man-made masterpieces project	9.3.8.1 retell longer stories and events on most general and educational topics	1	16.04
87		Linking East and West	9.4.5.1 determine the meaning from the context in long texts within the framework of most familiar general and educational topics;	1	17.04
88		A story	9.4.7.1 determine the characteristic properties of a word, sentence and text within any written genres;	1	22.04
89		A story SA 7	9.4.8.1 use most of the familiar and unfamiliar paper and digital resources to verify the meaning and expand understanding	1	23.04
90		Unit revision	9.5.1.1 plan, write, edit and proofread works without text-level support on general and academic topics; 9.5.3.1 write with moderate grammatical literacy on familiar general and educational topics; 9.5.7.1 use independently the appropriate format at the level of the text of unlimited written genres on general and educational topics	1	24.04
91	Unit 9: Science and Technology (12 hours)	Gadgets	9.6.2.1 use quantitative for calculable and uncountable nouns and nominal groups on familiar general and educational topics;	1	29.04
92		The age of cybernetics	9.6.4.1 use defining words and predestining on familiar general and educational topics;	1	30.04
93		Infinitive—ing forms	9.6.12.1 use an increased variety of the structure of adverbs of a comparative degree with correct and incorrect adverbs, various pre-verbal, post-verbal adverbs and adverbs of final positions for a number of familiar general and educational topics;	1	6.05
94		Abstract / compound nouns	9.6.14.1 use an increased variety of prepositions before nouns and adjectives, an increasing number of dependent prepositions following nouns and adjectives and an increase in the variety of dependent prepositions following verbs on a number of familiar general and educational topics;	1	6.05
95		Square-eyed teens	9.6.17.1 use if/only in the third logical structure, use relative subordinate clauses, including with the word which	1	8.05

96	Complaining about a faulty product SA 8	9.2.3.1 understand without support most of the details of arguments in a long conversation on a wide range of general and educational topics; 9.2.4.1 understand without support most of the implied meaning in a long conversation on general and educational topics; 9.2.5.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics; 9.2.6.1 determine the meaning from the context of a long conversation on various general and educational topics; 9.2.8.1 begin to identify inconsistencies in the arguments given in a lengthy conversation on some general and educational topics	1	8. 05
97	Complaining about a faulty product	9.2.4.1 understand without support most of the implied meaning in a long conversation on general and educational topics;	1	13. 05
98	The world of science	9.2.5.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics;	1	14. 05
99	What's in a computer?	9.2.6.1 determine the meaning from the context of a long conversation on various general and educational topics;	1	15. 05
100	Mobile phones at school	9.2.8.1 begin to identify inconsistencies in the arguments given in a lengthy conversation on some general and educational topics	1	20. 05
101	SAT4	9.3.3.1 explains and justifies his point of view on general and educational topics;	1	21. 05
102	Unit revision	9.3.4.1 respond with a certain degree of flexibility at the level of suggestion and reasoning to unexpected comments within the framework of general and educational topics; 8.3.5.1 interact with classmates for cooperation, discussion, coordination, planning, and prioritization in order to complete educational tasks; 9.3.6.1 comment with a certain degree of flexibility on what others have said at the level of a sentence or reasoning during the pair, group and work of the whole class; 9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics; 9.3.8.1 retell longer stories and events on most general and educational topics 9.4.2.1 specific information and details in texts within familiar general and educational topics, including some long texts; 9.4.3.1 understand the details of the argument in long texts within the framework of various familiar general and educational topics; 9.4.4.1 read long texts of fiction and non-fiction literature within the framework of familiar and some unfamiliar general and educational topics; 9.4.5.1 determine the meaning from the context in long texts within the framework of most familiar general and educational topics; 9.4.7.1 characteristic properties of a word, sentence and text within any written genres, 9.4.8.1 use most of the familiar and unfamiliar paper and digital resources to verify the meaning and expand understanding 9.5.1.1, write, edit and proofread works without text-level support on general and academic topics; 9.5.6.1 write coherent texts on common familiar and educational topics using various copula words; 9.5.8.1 write correctly frequently used words on unlimited familiar general and educational topics 9.6.1.1 use different abstract compound nouns and complex noun groups on familiar general and academic topics, as well as unfamiliar topics; 9.6.8.1 use various forms of the future tense, including some passives, for a number of familiar general and educational topics; 9.6.13.1 use various modal forms for various functions and a limited number of modal forms of the past tense, including should/shouldn't have to express regret and criticism on familiar and common learning topics; 9.6.15.1 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited number of verbs and prepositions, use prepositional verbs and start using phrasal verbs on familiar general and educational topics	1	22. 05

Total: 102

Annotation: Summative control work for the Unit -20 minutes

Summative control work for the Term – 45 minutes