

«Бекітеш»

«Мектеп жаректорының мұға

Н.Балқаш

«07» 09 2023 ж.



«Көлісем»

Директорлық оку ісі

жөннегі орынбасары

«07» 09 2023 ж.

Ж.Аллашов

«07» 09 2023 ж.

«Каралы»
Хаттаса № 1 «07» 09 2023 ж.
Бірлестік жетекшісі
К.Нешайлов

«Ағылышы тілі» пәннен

КҮНТЗЕЛІК-ТАҚЫРЫПТЫҚ ЖОСТАР

2023/2024 оку жылы

Пәні: Шет тілі

Пән мұғалімі: Капашова Динара

Сынып: 9 «А»

1. «Мектепке дейінгі тарбие мен оқытудан, бастауыш, негізгі ора және жалпы ора, техникалық және кәсіптік ора білімнен кейінгі білім берудің мемлекеттік жалпы міндетті стандарттарын бекіту туралы» (КР Оқу-ағарту министрінің 2022 жылғы 3 тамыздағы № 348 бұйрығы, 23.09.2022 ж. № 406 бұйрығымен енгізілген өзгерістермен)
2. «Казахстан Республикасында бастауды, негізгі орта, жалпы ора білім берудің үлгілік оку жоспарларын бекіту туралы» (КР БЕМ 8.11.2012 ж. № 500 бұйрығы, КР Оқу-ағарту министрінің 12.08.2022 ж. № 365; 30.09.2022 ж. № 412 бұйрығымен енгізілген өзгерістермен)
3. «Жасының білім беру үйімларына арналған жалпы білімберетін пәндер, тандау курстары мен факультеттер бойынша үлгілік оку бағдарламаларын бекіту туралы» КР Оқу-ағарту министрінің 16.09.2022 ж. № 399 бұйрығы 21.11.2022 ж. № 467, 05.07.2023 ж. № 199 бұйрығымен енгізілген өзгерістермен

2023-2024 оку жылы

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

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
1	Unit 1: Hobbies and qualities (12 hours)	Hobbies	Ist term 24 hours 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; 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; 9.5.3.1 write with moderate grammatical literacy on familiar 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; 9.5.6.1 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	
1		Shark attack		1	5. 09	
1		Present & Past		1	6. 09	
1		Present Perfect – Past Perfect		1	11. 09	
1		Turning your hobby into a business		1	12. 09	
1		Discussing career options		1	13. 09	
1		Let's have fun around the world		1	18. 09	
1		What did Victorians do for fun?		1	26. 09	
1		My favourite hobby		1	27. 09	
1		My favourite hobby Project work		1	27. 09	
1		Our World SA1		1	27. 09	
1		Unit revision	 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; 9.5.4.1 determine the author's attitude or opinion in long texts within the framework of most general and educational topics; 9.5.5.1 use different types of questions 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	25. 09	
1		1		26. 09		
1		1		27. 09		

		number of verbs and prepositions, use prepositional verbs and start using phrasal verbs on familiar general and educational topics;		
13	Unit 2: Exercise and sport (12 hours)	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	1	2.10
14		9.1.2.1 use speaking and listening skills to provide feedback to classmates;	1	2.10
15		9.1.3.1 respect different points of view;	1	2.10
16		9.1.4.1 evaluate and respond constructively to feedback from other students;	1	2.10
17		9.1.5.1 use feedback to set personal learning goals;	1	2.10
18		9.1.6.1 organize and clearly present information in a form understandable to others;	1	2.10
19		9.2.1.1 understand the main points without support in a long conversation on general and educational topics;	1	2.10
20		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	2.10
21		9.2.7.1 identify characteristic features at the level of words, sentences and text of most oral genres	1	2.10
22		9.3.2.1 ask difficult questions to get information within the framework of general and educational topics;	1	2.10
23		9.3.3.1 explains and justifies his point of view on general and educational topics;	1	2.10
24		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
	Unit revision	9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics;	1	2.10
	Correction work and	9.3.8.1 retell longer stories and events on most general and educational topics;	1	2.10
	SATI	9.4.2.1 understand specific information and details in texts within familiar general and educational topics,	1	2.10
	First aid	9.4.6.1 determine the author's attitude or opinion in long texts within the framework of most general and educational topics;	1	2.10
	A survey report	10.4.9.1 identify inconsistencies in the arguments given in long texts on various general and educational topics;	1	2.10
	Unit revision	9.5.1.1 plan, write, edit and proofread works without text-level support on general and academic topics;	1	2.10
	Correction work and	9.5.2.1 write independently about real, fictional events, actions or experiences from the past on familiar general and educational topics;	1	2.10
	SATI	9.5.4.1 write with minimal support, the appropriate style and register in a variety of written genres on general and educational topics;	1	2.10
	First aid	9.5.5.1 supporting arguments, supporting examples and justification on unlimited familiar general and educational topics;	1	2.10
	A survey report	9.5.8.1 correctly frequently used words on unlimited familiar general and educational topics;	1	2.10
	Unit revision	9.6.5.1 use different types of questions on familiar general and educational topics;	1	2.10
	Correction work and	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	2.10
	SATI	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	2.10
	First aid	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	2.10
	A survey report	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	2.10
	Unit revision	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	1	2.10
	Correction work and	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	2.10
	SATI	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;	1	2.10
	First aid	9.6.17.1 use if/if only in the third logical structure, use relative subordinate clauses, including with the word which	1	2.10

2nd term 24 hours	
25	Unit 3: Earth and our place in it (13 hours)
26	City life-country life
27	Silk through Sauran
28	Modals
29	Modals of deduction
30	What strange place to live
31	Talking about places
32	Rivers of the world
33	Types of mountains
34	Do you like living in the city or in the country?
35	Do you like living in the city or in the country? project work
36	Entertainment and Media SA 3
37	Unit revision
	Social problems
38	Unit 4: Charities and Conflict (11 hours)
	Going the extra mile to help
	Conditionals
	Wishes
	The Borgen Project
	The Borgen Project SA
	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 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; 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; 9.2.7.1 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; 9.3.6.1 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; 9.3.8.1 retell longer stories and events on most general and educational topics; 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; 9.4.6.1 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; 9.4.9.1 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 predetermining 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	6. 11
1	2. 11
1	8. 11
1	13. 11
1	14. 11
1	15. 11
1	20. 11
1	21. 11
1	22. 11
1	27. 11
1	29. 11
1	4. 12

43	Calling the emergency services	9.1.10.1 use oral or written speech to analyse and study a wide range of opinions and views on the world and educational topics;	1	13.12
44	volunteering	9.2.1.1 write independently about real, fictional events, actions or experiences from the past on familiar general and educational topics;	1	19.12
45	UNESCO Everyone has the right to an education	9.2.3.1 write with moderate grammatical literacy on familiar general and educational topics;	1	20.12
46	John's blog	9.2.5.1 use arguments with support, supporting examples and justification on unlimited familiar general and educational topics;	1	—
47	SAT2	9.2.6.1 coherent texts on common familiar and educational topics, using various words of the bundle;	1	—
48	Unit revision	9.2.7.1 independently appropriate format at the level of the text of unlimited written genres on general and educational topics;	1	—
		9.3.1.1 use formal and informal registers in conversation on general and educational topics;	1	23.12
		9.3.2.1 ask difficult questions to get information within the framework of general and educational topics;	1	27.12
		9.3.3.1 explains and justifies his point of view on general and educational topics;	1	27.12
		8.3.5.1 interact with classmates for cooperation, discussion, coordination, planning, and prioritization in order to complete educational tasks;	1	—
		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	—
		9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics	1	—
		9.4.1.1 understand the main points in long texts of most unfamiliar general and educational topics;	1	—
		9.4.2.1 understand specific information and details in texts within familiar general and educational topics;	1	—
		9.4.3.1 understand the details of the argument in long texts within the framework of various familiar general and educational topics;	1	—
		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	—
		9.4.6.1 determine the author's attitude or opinion in long texts within the framework of most general and educational topics;	1	—
		9.4.7.1 determine the characteristic properties of a word, sentence and text within any written genres;	1	—
		9.4.8.1 use most of the familiar and unfamiliar paper and digital resources to verify the meaning and expand understanding	1	—
		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	—
		9.5.3.1 write with moderate grammatical literacy on familiar general and educational topics;	1	—
		9.5.1.1 plan, write, edit and proofread works without text-level support on general and academic topics;	1	—
		9.5.4.1 use with minimal support the appropriate style and register in a variety of written genres on general and educational topics;	1	—
		9.5.6.1 write coherent texts on common familiar and educational topics using various copula words;	1	—
		9.5.8.1 write correctly frequently used words on unlimited familiar general and educational topics;	1	—
		9.5.9.1 use punctuation marks in written works at the text level competently on familiar general and educational topics	1	—
		9.6.1.1 various abstract compound nouns and complex nominal groups on familiar general and educational topics, as well as unfamiliar topics;	1	—
		9.6.5.1 use different types of questions on familiar general and educational topics;	1	—
		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;	1	—
		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;	1	—
		9.6.8.1 use various forms of the future tense, including some passives, for a number of familiar general and educational topics;	1	—
		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	—
		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;	1	—
		9.6.17.1 use if/only in the third logical structure, use relative subordinate clauses, including with the word which	1	—

3rd term 30 hours

49	Unit 5: Reading for pleasure	Reading for pleasure	9.1.3.1 respect different points of view, 9.1.4.1 evaluate and respond constructively to feedback from other students,	1	8.01
50	pleasure	Introduction	9.1.6.1 organize and clearly present information in a form understandable to others	1	9.01
51	(6 hours)	Types of fiction	9.2.6.1 determine the meaning from the context of a lengthy conversation on various general and educational topics,	1	10.01
52		The Canterville Ghost	9.2.7.1 identify characteristic features at the level of words, sentences and text of most oral genres,	1	12.01
53		Clauses of purpose	9.2.8.1 begin to identify inconsistencies in the arguments given in a lengthy conversation on some general and educational topics	1	16.01
54		Journey to the center of the Earth	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;	1	12.01
		Clauses of concession	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; 9.4.6.1 identify inconsistencies in the arguments given in long texts on various 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		

56	Traditions	Unit 6)
57	and	
58	language	(12 hours)
59	The provinces land S.A.S	
60	Unit revision	
61	Language	
62	Festival shop	
63	Countable/uncountable	
64	Comparative/superlative	
65	Nouns	
66	Buying a gift	0.1.1 I respect different points of view.
67	Free tickets	0.1.8 I develop intercultural understanding through reading and discussion.
68	Remembrance day in	0.1.9 I use imagination to express your thoughts, ideas, experiences and feelings.
69	Australia	0.1.10 I use oral or written speech to analyse and study a wide range of opinions and views on the world.
70		0.2.1 I understand the main points without support in a long conversation on general and educational topics.
71		0.2.2 I understand and without support the most specific information in an extended conversation on a wide range of general and educational topics.
72		0.2.3 I determine the meaning from the context of a long conversation on various general and educational topics.
73		0.3.1 I use formal and informal registers in conversation on general and educational topics.
74		0.3.2 I ask difficult questions to get information within the framework of general and educational topics.
75		0.3.3 I determine the meaning from the context of a long conversation on various general and educational topics.
76		0.3.4 I comment with a certain degree of flexibility on what others have said at the level of a specific or ongoing during the past, group and work of the whole class.
77		0.3.5 I use specific vocabulary and syntax within the framework of unlimited general and educational topics.
78		0.4.1 I recall longer stories and events on most general and educational topics.
79		0.4.2 I understand specific information and details in texts within familiar general and educational topics, including some long texts.
80		0.4.3 I read long texts of fiction and non-fiction literature within the framework of familiar and some unfamiliar general and educational topics.
81		0.4.4 I determine the meaning from the context in long texts within the framework of most familiar general and educational topics.
82		0.4.5 I determine the characteristics properties of a word, sentence and text within any written genres.
83		0.4.6 I use most of the familiar and unfamiliar paper and digital resources to verify the meaning and expand understanding.
84		0.5.1 I write independently about real, fictional events, actions or experiences from the past on familiar general and educational topics.
85		0.5.2 I write independently about real, fictional events, actions or experiences from the past on familiar general and educational topics.
86		0.5.3 I write with moderate grammatical literacy on familiar general and educational topics.
87		0.5.4 I write coherent texts on common familiar and educational topics using various copula words.
88		0.5.5 I write correctly frequently used words on unlimited familiar genres of and educational topics.
89		0.5.6 I use punctuation marks in written works at the test level competently on familiar general and educational topics.
90		0.6.1 use quantitative for countable and uncountable nouns and nominal groups on familiar general and educational topics.
91		0.6.2 I use various compound adjectives and ordinary adjectives as participles, comparative structures with which to indicate the level, and superlative adjectives on familiar general and educational topics.
92		0.6.3 I use relative, demonstrative, indefinite and quantitative pronouns and a large number of reflexive pronouns for many familiar general and educational topics.
93		0.6.4 I 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.
94		0.6.5 I use various modal forms for various functions and a limited number of modal forms of the past tense, including shouldn't/hadn't have to express regret and criticism on familiar and common learning topics.

67	Unit 7: Music and film (12 hours)	Quebec winter carnival SA 5	9.1.1 use speaking and listening skills for creative joint problem solving in groups. 9.1.1 organize and clearly present information in a form understandable to others. 9.1.8.1 develop intercultural understanding through reading and discussion	1	19.02	—
68	Unit revision		9.2.1 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.	1	20.02	—
69	Types of films		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.	1	21.02	—
70	The eagle hunters		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.	1	26.02	—
71	Relatives		9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics	1	27.02	—
72	Pronouns (all types)		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;	1	28.02	—
73	Dalatunes		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;	1	4.03	—
74	Dancing around the world SA 6		9.3.7.1 determine the characteristic properties of a word, sentence and text within any written genres 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.	1	5.03	—
75	Dancing around the world project work		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.	1	6.03	—
76	The 4 elements of music		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.	1	11.03	—
77	SAT3		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.	1	12.03	—
78	Correction work and Unit revision		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 <i>if/if</i> only in the third logical structure, use relative subordinate clauses, including with the word which	1	13.03	18.03
				1	19.03	22.03

4 th 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, Ethical animal tourism	1 1	24.04 2.04
80		Adverbs	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,	1 1	3.04 3.04
81		Determiners / pre-determiners	9.1.10.1 use oral or written speech to analyze and study a wide range of opinions and views on the world	1 1	8.04 8.04
82		The legend of the lake	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 1	9.04 9.04
83		Apologizing/ accepting an apology	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 1	10.04 10.04
84		Man-made masterpieces	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 1	15.04 15.04
85		Man-made masterpieces project	9.3.3.1 explains and justifies his point of view on general and educational topics;	1 1	16.04 16.04
86		Linking East and West	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 1	17.04 17.04
87		A story	9.3.7.1 specific vocabulary and syntax within the framework of unlimited general and educational topics;	1 1	22.04 22.04
88		A story SA 7	9.4.5.1 determine the meaning from the context in long texts within the framework of most familiar general and educational topics,	1 1	23.04 23.04
89		Unit revision	9.4.8.1 retell longer stories and events on most general and educational topics	1 1	24.04 24.04
90			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	1 1	24.04 24.04
91	Unit 9: Science and Technology (12 hours)	Gadgets	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 1	24.04 24.04
92		The age of cybernetics	9.6.2.1 use quantitative for calculable and uncountable nouns and nominal groups on familiar general and educational topics;	1 1	29.04 29.04
93		Infinitive—ing forms	9.6.4.1 use defining words and predestining on familiar general and educational topics;	1 1	30.04 30.04
94		Abstract / compound nouns	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 1	6.05 6.05
95		Square-eyed teens	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 1	8.05 8.05

96	Complaining about a faulty product	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;	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;	1	22.05
8.3.5. I interact with classmates for cooperation, discussion, coordination, planning, and prioritization in order to complete educational tasks;				
9.3.6. I 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. I use specific vocabulary and syntax within the framework of unlimited general and educational topics;				
9.3.8. I retell longer stories and events on most general and educational topics				
9.4.2. I specific information and details in texts within familiar general and educational topics including some long texts;				
9.4.3. I understand the details of the argument in long texts within the framework of various familiar general and educational topics;				
9.4.4. I read long texts of fiction and non-fiction literature within the framework of familiar and some unfamiliar general and educational topics;				
9.4.5. I 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				

Total: 102

Annotation: Summative control work for the Unit -20 minutes
Summative control work for the Term – 45 minutes