



«Бекетекди»  
Мектеп директорынын м.у.а  
Н.Біліл  
«09» 09 2023 ж.

«Келісем»  
Директорлық оқу ісі  
жөнілдігі орынбасары  
Ж.Алшапов  
«09» 09 2023 ж.

«Каралып»  
Хаттама № 1 «09» 09 2023 ж.  
Бірлестік жегекшісі  
К.Исмайлова

«Ағылшын тілі» пәнінен

## КҮНТІЗБЕЛК-ТАҚЫРЫПТЫҚ ЖОСНАР

2023/2024 оқу жылы

Пән:Шегіні  
Пән мұғалімі Капашова Динара  
Сынып: 9<sup>н</sup>, Ә,Б

1. «Мектепке дейнігі тарбие мен оқытулын, бастауыш, негізгі орта және жалпы орта, техникалық және кәсіптік орта білімнен кейінгі белім берудің мемлекеттік жалыға міндетті стандарттарын бекіту туралы» (КР Оқу-ағарту министрінің 2022 жылғы 3 тамыздағы № 348 бұйрығы, 23.09.2022 ж. № 406 бұйрығымен енгізілген өзгерістерімен)
2. «Казахстан Республикасында бастауыш, негізгі орта, жалпы орта білім берудің үлгілік оқу жоспарларын бекіту туралы» (КР БФМ 8.11.2012 ж. № 500 бұйрығы, 18.08.2023 ж. № 264 бұйрығымен енгізілген өзгерістерімен)
3. «Жалпы белім беру үймларына арналған жалпы белімберетін пәндер, тандау курстары мен факультеттер бойынша үлгілік оқу бағдарламаларын бекіту туралы» КР Оқу-ағарту министрінің 16.09.2022 ж. № 399 бұйрығы 21.11.2022 ж. № 467, 05.07.2023 ж. № 199 бұйрығымененгілген өзгерістерімен

2023-2024 оқу 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		
			Hour rs	Date	Notes
<b>1<sup>st</sup> term 24 hours</b>					
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 analyse 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,	1 409 06.06.	5.09
2		Shark attack	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 analyse 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,	1 06 07.	06.
3		Present & Past	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 analyse 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,	1 07 07.	07.
4		Present Perfect – Past Perfect	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 analyse 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,	1 14 12.	12.
5		Turning your hobby into a business	9.1.2.1 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	1 13 13.	13.
6		Discussing career options	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 analyse 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,	1 14 19.	19.
7		Let's have fun around the world	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 analyse 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,	1 18 19.	19.
8		What did Victorians do for fun?	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 analyse 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,	1 20 20.	20.
9		My favourite hobby	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 analyse 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,	1 21 21.	21.
10		My favourite hobby	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 analyse 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,	1 25 26.	26.
11		Project work	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 analyse 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,	1 27 27.	27.
12		Unit revision	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 analyse 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,	1 28 28.	28.

		of verbs and prepositions, use prepositional verbs and start using phrasal verbs on familiar general and educational topics, 9.6.16 I use the conjunctions so, if, when, where, before, after to link parts of sentences in a limited range of familiar general and educational topics	240	3,10
13	<b>Unit 2: Exercise</b>	National games	1	4/10
14	<b>and sport (12 hours)</b>	Fun races	5/10	5,10
		Reported speech	1	11/10
		Reporting verbs	1	13/10
		Taking the racing world by storm	1	14/10
		Taking the racing world by storm SA2	1	13/10
		Talking about injuries	1	13/10
		Amazing stadium	1	13/10
		First aid	1	13/10
		A survey report	1	13/10
		SAT1	1	13/10
		Correction work and Unit revision	1	13/10
		9.3.1 explain and justify his point of view on general and educational topics, 9.3.1.1 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, 9.3.1.2 identify characteristic features at the level of words, sentences and text of most oral genres	1	13/10
		9.3.2.1 ask difficult questions to get information within the framework of general and educational topics, 9.3.2.2 understand without support the most specific information in an extended conversation on a wide range of general and educational topics,	1	13/10
		9.3.3.1 ask difficult questions to get information within the framework of general and educational topics, 9.3.3.2 identify characteristic features at the level of words, sentences and text of most oral genres	1	13/10
		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, 9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics	1	13/10
		9.3.8.1 retell longer stories and events on most general and educational topics	1	13/10
		9.4.2.1 understand specific information and details in texts within familiar general and educational topics, including some long texts, 9.4.6.1 determine the author's attitude or opinion in long texts within the framework of most general and educational topics,	1	13/10
		9.4.9.1 identify inconsistencies in the arguments given in long texts on various general and educational topics	1	13/10
		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, 9.5.4.1 with minimal support, the appropriate style and register in a variety of written genres on general and educational topics, 9.5.5.1 supporting arguments, supporting examples and justification on unlimited familiar general and educational topics, 9.5.8.1 correctly frequently used words on unlimited familiar general and educational topics	1	13/10
		9.6.5.1 use different types of questions on 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, 9.6.11.1 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;	1	13/10
		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	13/10

**2<sup>nd</sup> term 24 hours**

25	<b>Unit 3: Earth and our place</b>	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;	1	6.12	6.12
26		Silk through Sauran	9.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings	1	10.12	10.12
27		Modals	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	5.12	5.12
28		Modals of deduction	9.2.5.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics;	1	13.12	14.12
29		(13 hours)	9.2.8.1 begin to identify inconsistencies in the arguments given in a lengthy conversation on some general and educational topics	1	16.12	15.12
30		What strange place to live	9.2.6.1 determine the meaning from the context of a long conversation on various general and educational topics;	1	16.12	16.12
31		Talking about places	9.2.7.1 identify characteristic features at the level of words, sentences and text of most oral genres;	1	20.12	21.12
32		Rivers of the world	9.2.8.1 begin to identify inconsistencies in the arguments given in a lengthy conversation on some general and educational topics	1	22.12	22.12
33		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	23.12	23.12
34		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;	1	24.12	25.12
35		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;	1	26.12	26.12
36		Entertainment and Media	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	27.12	28.12
37		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	29.12	30.12
		Unit revision	9.4.7.1 determine the characteristic properties of a word, sentence and text within any written genres;	1	30.12	30.12
		Social problems	9.4.9.1 identify inconsistencies in the arguments given in long texts on various general and educational topics;	1	31.12	31.12
			9.5.1.1 plan, write, edit and proofread works without text-level support on general and academic topics;	1	31.12	31.12
			9.5.2.1 write independently about real, fictional events, actions or experiences from the past on familiar general and educational topics;	1	31.12	31.12
			9.5.3.1 write with moderate grammatical literacy on familiar general and educational topics;	1	31.12	31.12
			9.5.5.1 use arguments with support, supporting examples and justification on unlimited familiar general and educational topics;	1	31.12	31.12
			9.5.6.1 write coherent texts on common familiar and educational topics using various copula words;	1	31.12	31.12
			9.5.8.1 write correctly frequently used words on unlimited familiar general and educational topics	1	31.12	31.12
			9.6.1.1 use different abstract compound nouns and complex noun groups on familiar general and academic topics, as well as unfamiliar topics;	1	31.12	31.12
			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;	1	31.12	31.12
			9.6.4.1 use defining words and predetermining on familiar general and educational topics;	1	31.12	31.12
			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	31.12	31.12
			9.6.8.1 use various forms of the future tense, including some passives, for a number of familiar general and educational topics;	1	31.12	31.12
			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	31.12	31.12
38	<b>Unit 4: Charities and Conflict</b>	Going the extra mile to help	9.1.1.1 use speaking and listening skills for creative joint problem solving in groups;	1	6.12	6.12
39		Conditionals	9.1.2.1 use speaking and listening skills to provide feedback to classmates;	1	8.12	8.12
40		wishes	9.1.3.1 respect different points of view;	1	11.12	11.12
41		The Borgen Project	9.1.5.1 evaluate and respond constructively to feedback from other students;	1	13.12	13.12
42			9.1.6.1 organize and clearly present information in a form understandable to others;	1	14.12	14.12
			9.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings;	1	14.12	14.12

4	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 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;	1	20.42	19.12
44	volunteering	9.2.3.1 write with moderate grammatical literacy on familiar general and educational topics;	1	21.12	21.12
45	UNESCO Everyone has the right to an education	9.2.5.1 use arguments with support, supporting examples and justification on unlimited familiar general and educational topics;	1	25.42	24.12
46	John's blog	9.2.6.1 coherent texts on common familiar and educational topics, using various words of the 'bundle'.	1	25.42	24.12
47	SAT2	9.2.7.1 independently appropriate format at the level of the text of unlimited written genres on general and educational topics	1	25.42	24.12
48	Unit revision	9.3.1.1 use formal and informal registers in conversation on 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; 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	1	25.42	24.12
		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; 9.4.6.1 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	25.42	24.12
		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-level support on general and academic 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;			
		9.5.6.1 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;			
		9.6.1.1 various abstract compound nouns and complex nominal groups on familiar general and educational topics, as well as unfamiliar topics;			
		9.6.5.1 use different types of questions 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;			
		9.6.8.1 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;			
		9.6.17.1 use <i>if/iff</i> only in the third logical structure, use relative subordinate clauses, including with the word <i>which</i>			

**3<sup>rd</sup> term 30 hours**

49	<b>Unit 5: Reading for pleasure</b>	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	03.01
50	<b>for pleasure</b>	Introduction	9.1.6.1 organize and clearly present information in a form understandable to others	1	10.01	10.01
51		Types of fiction	9.2.6.1 determine the meaning from the context of a lengthy conversation on various general and educational topics;	1	14.01	11.01
52		The Canterville Ghost	9.2.7.1 identify characteristic features at the level of words, sentences and text of most oral genres,	1	15.01	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	17.01	14.01
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;	1	19.01	15.01
		Clauses of concession	9.3.5.1 interact with classmates for cooperation, discussion, coordination, planning, and prioritization in order to complete educational tasks;			
		<i>Tasks Unit 4 Revision</i>	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			
			9.1.3.1 respect different points of view,			
55	<b>Unit 6:</b>	The worth of wealth	1	22.01	23.01	

56	<b>Tradition and language</b>	The promises land The promises land SA 5	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 1 1	24.01 25.01 30.01	24.01 25.01 30.01
57		Unit revision	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	25.01	25.01
58		Language	9.2.5.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics;	1	31.01	31.01
59		(12 hours)	9.2.6.1 determine the meaning from the context of a long conversation on various general and educational topics.	1	1.02.	1.02.
60		Festival blog	9.3.1.1 use formal and informal registers in conversation on general and educational topics.	1	5.02	6.02
61		Countable/uncountable nouns	9.3.2.1 ask difficult questions to get information within the framework of general and educational topics.	1	7.02	7.02
62		Comparative/superlative	9.3.3.1 explains and justifies his point of view on general and educational topics.	1	3.02	3.02
63		Nauryz	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	4.02	13.02
64		Buying a gift	9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics.	1	19.02	19.02
65		Eco-festivals	9.3.8.1 retell longer stories and events on most general and educational topics	1	65.02	15.02
66		Remembrance day in Australia	9.4.2.1 understand specific information and details in texts within familiar general and educational topics, including some long texts,	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;			
			9.4.5.1 determine the meaning from the context in long texts within the framework of most familiar 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			
67	<b>Unit 7: Music and film</b>	Quebec winter carnival SA 5 Unit revision	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	1 1	19.02 2.02 2.02	20.02 31.01 21.02

69	(12 hours)	Types of films	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	22.02	22.02	-
70		The eagle hunters	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	24.02	24.02	-
71		Relatives	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	28.02	28.02	-
72		Pronouns (all types)	9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics	1	4.03	5.03	-
73		Dalatunes	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	6.03	6.03	-
74		Dancing around the world SA 6	9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics	1	7.03	7.03	-
75		Dancing around the world project work	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;	1	11.03	12.03	-
76		The 4 elements of music	9.3.7.1 determine the characteristic properties of a word, sentence and text within any written genres	1	15.03	13.03	-
77		SAT3	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;	1	14.03	14.03	-
78		Correction work	9.4.5.1 use arguments with support, supporting examples and justification on unlimited familiar general and educational topics;	1	14.03	19.03	-
		Unit revision	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	20.03	20.03	-
			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				
<b>4<sup>th</sup> term 24 hours</b>							
79	Unit 8:	Means of transport	9.1.4.1 evaluate and respond constructively to feedback from other students.	1	29.04	29.04	-

80	Travel and tourism (12 hours)	Ethical animal tourism	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 03.04 05.04
81		Adverbs	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 04.04 04.04
82		Determiners / pre-determiners	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 04.04 03.04
83		The legend of the lake	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, 9.3.3.1 explains and justifies his point of view on general and educational topics;	1 05.04 10.04
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, 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	1 07.04 11.04
85		Man-made masterpieces	9.4.5.1 determine the meaning from the context in long texts within the framework of most familiar general and educational topics;	1 08.04 16.04
86		Man-made masterpieces project	9.4.6.1 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, 9.5.1.1 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 09.04 17.04
87		Linking East and West	9.4.7.1 determine the meaning from the context in long texts within the framework of most familiar general and educational topics;	1 13.04 18.04
88		A story	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 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 14.04 13.04
89		A story SA 7	9.4.9.1 determine the meaning from the context in long texts within the framework of most familiar general and educational topics;	1 24.04 24.04
90		Unit revision	9.4.10.1 determine the meaning from the context in long texts within the framework of most familiar general and educational topics;	1 25.04 25.04
91	Unit 9: Science and Technology (12 hours)	Gadgets	9.1.1.1 use speaking and listening skills for creative joint problem solving in groups, 9.1.3.1 respect different points of view, 9.1.7.1 develop and reinforce a consistent argument in oral and written speech, 9.1.8.1 intercultural understanding through reading and discussion, 9.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings 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 29.04 30.04
92		The age of cybernetics	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 02.05 02.05
93		Infinitive—ing forms	9.2.4.1 understand without support most of the implied meaning in a long conversation on general and educational topics,	1 06.05 28.05
94		Abstract / compound nouns	9.2.5.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics;	1 08.05 19.05
95		Square-eyed teens	9.2.6.1 determine the meaning from the context of a long conversation on a wide range of general and educational topics,	1 13.03 13.05
96		Complaining about a faulty product	9.2.7.1 understand without support most of the implied meaning in a long conversation on general and educational topics,	1 15.05 15.05
97		Complaining about a faulty product	9.2.8.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics;	1 19.05 16.05

98	The world of science	9.2.6.1 determine the meaning from the context of a long conversation on various general and educational topics;	1	16.05	16.05
99	What's in a computer?	9.2.8.1 begin to identify inconsistencies in the arguments given in a lengthy conversation on some general and educational topics	1	40.05	40.05
100	Mobile phones at school	9.3.3.1 explains and justifies his point of view on general and educational topics;	1	40.05	40.05
101	SAT4	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	22.05
102	Unit revision	9.3.5.1 interact with classmates for cooperation, discussion, coordination, planning, and prioritization in order to complete educational tasks;	1	23.05	23.05
		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;			
<b>Total: 102</b>					