



«Бекітемін»

Мектеп директорының м.у.а

Н.Білял

«09» 09 2023 ж.

«Келісемін»

Директордың оқу ісі

жөніндегі орынбасары

Ж.Алдиянов

«01» 09 2023 ж.

«Қаралды»

Хаттама №1 «08» 08 2023 ж.

Бірлестік жетекшісі

К.Исмайлов

«Ағылшын тілі» пәнінен

КҮНТІЗБЕЛІК- ТАҚЫРЫПТЫҚ ЖОСПАР

2023/2024 оқу жылы

Пәні: Ағылшын тілі

Пән мұғалімі: Сайлыбаева Нағима Жанабаевна

Сынып: 9^ә 9^б

1. «Мектепке дейінгі тәрбие мен оқытудың, бастауыш, негізгі орта және жалпы орта, техникалық және кәсіптік, орта білімнен кейінгі білім берудің мемлекеттік жалпыға міндетті стандарттарын бекіту туралы» (ҚРОқу-ағарту министрінің 2022 жылғы 3 тамыздағы № 3486ұйрығы, 23.09.2022 ж. № 406 бұйрығымен енгізілген өзгерістерімен)
2. «Қазақстан Республикасында бастауыш, негізгі орта, жалпы орта білім берудің үлгілік оқу жоспарларын бекіту туралы» (ҚР БҒМ 8.11.2012 ж. № 500 бұйрығы, ҚР Оқу-ағарту министрінің 12.08.2022 ж. № 365; 30.09.2022 ж. №412 бұйрығымен енгізілген өзгерістерімен)
3. «Жалпы білім беру ұйымдарына арналған жалпы білім беретін пәндер, таңдау курстары мен факультативтер бойынша үлгілік оқу бағдарламаларын бекіту туралы» ҚР Оқу-ағарту министрінің 16.09.2022ж. №399 бұйрығы21.11.2022 ж. № 467, 05.07.2023 ж. № 199 бұйрығымененгізілген 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				
			1 st term 24 hours				
				Hou rs	Date	Notes	
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 number	1	4.09	5.09	
2		Shark attack	1	06	08.		
3		Present & Past	1	07	07.		
4		Present Perfect – Past Perfect	1	11	12		
5		Turning your hobby into a business	1	13	13		
6		Discussing career options	1	14	14.		
7		Let's have fun around the world	1	18	19		
8		What did Victorians do for fun?	1	20	20		
9		My favourite hobby	1	21	21		
10		My favourite hobby Project work	1	25	26		
11		Our World SA1	1	27	27		
12		Unit revision	1	28	28		

			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; 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; 9.4.6.1 determine the author's attitude or opinion in long texts within the framework of most general and educational topics; 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; 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 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; 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 <i>if/it</i> only in the third logical structure, use relative subordinate clauses, including with the word which	1	4.10	4.10	3.10
14		Fun races					
15		Reported speech					
16		Reporting verbs					
17		Taking the racing world by storm					
18		Taking the racing world by storm SA2					
19		Talking about injuries					
20		Amazing stadium					
21		First aid					
22		A survey report					
23		SAT1					
24		Correction work and Unit revision					

25	Unit 3: Earth and our place in it (13 hours)	City life-country life	9.1.3.1 respect different points of view;	1	5.11	8.11	
26		Silk through Sauan	9.1.6.1 organize and clearly present information in a form understandable to others;	1	11.11	8.11	
27		Modals	9.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings	1	8.11	9.11	
28		Modals of deduction	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	13.11	14.11	
29		What strange place to live	9.2.5.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics;	1	15.11	15.11	
30		Talking about places	9.2.6.1 determine the meaning from the context of a long conversation on various general and educational topics;	1	16.11	16.11	
31		Rivers of the world	9.2.7.1 identify characteristic features at the level of words, sentences and text of most oral genres;	1	20.11	21.11	
32		Types of mountains	9.2.8.1 begin to identify inconsistencies in the arguments given in a lengthy conversation on some general and educational topics	1	21.11	22.11	
33		Do you like living in the city or in the country?	9.3.2.1 ask difficult questions to get information within the framework of general and educational topics;	1	23.11	25.11	
34		Do you like living in the city or in the country? project work	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	24.11	28.11	
35		Entertainment and Media SA 3	9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics;	1	29.11	30.11	
36		Unit revision	9.3.8.1 retell longer stories and events on most general and educational topics	1	4.12	08.12	
37		Social problems	9.4.3.1 understand the details of the argument in long texts within the framework of various familiar general and educational topics;				
38	Unit 4: Charities and Conflict (11 hours)	Going the extra mile to help	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	6.12	08.12	
39		Conditionals	9.4.5.1 determine the meaning from the context in long texts within the framework of most familiar general and educational topics;	1	11.12	12.12	
40		wishes	9.4.6.1 determine the author's attitude or opinion in long texts within the framework of most general and educational topics;	1	13.12	14.12	
41		The Borgen Project	9.4.7.1 determine the characteristic properties of a word, sentence and text within any written genres;	1	14.12	15.12	
42		The Borgen Project SA	9.4.9.1 identify inconsistencies in the arguments given in long texts on various general and educational topics	1	15.12	16.12	
			9.5.1.1 plan, write, edit and proofread works without text-level support on general and academic topics;	1	16.12	17.12	
			9.5.2.1 write independently about real, fictional events, actions or experiences from the past on familiar general and educational topics;	1	17.12	18.12	
			9.5.3.1 write with moderate grammatical literacy on familiar general and educational topics;	1	18.12	19.12	
			9.5.5.1 use arguments with support, supporting examples and justification on unlimited familiar general and educational topics;	1	19.12	20.12	
			9.5.6.1 write coherent texts on common familiar and educational topics using various copula words;	1	20.12	21.12	
			9.5.8.1 write correctly frequently used words on unlimited familiar general and educational topics	1	21.12	22.12	
			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	22.12	23.12	
			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	23.12	24.12	
			9.6.4.1 use defining words and predestining on familiar general and educational topics;	1	24.12	25.12	
			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	25.12	26.12	
			9.6.8.1 use various forms of the future tense, including some passives, for a number of familiar general and educational topics;	1	26.12	27.12	
			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	27.12	28.12	
			9.1.1.1 use speaking and listening skills for creative joint problem solving in groups;	1	28.12	29.12	
			9.1.2.1 use speaking and listening skills to provide feedback to classmates;	1	29.12	30.12	
			9.1.3.1 respect different points of view;	1	30.12	31.12	
			9.1.4.1 evaluate and respond constructively to feedback from other students;	1	31.12	01.01	
			9.1.5.1 use feedback to set personal learning goals;	1	01.01	02.01	
			9.1.6.1 organize and clearly present information in a form understandable to others;	1	02.01	03.01	
			9.1.8.1 develop intercultural understanding through reading and discussion;	1	03.01	04.01	
			9.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings;	1	04.01	05.01	

43	4	9.1.10.1 use oral or written speech to analyze and study a wide range of opinions and views on the world			
	Calling the emergency services	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	APL	19.12
44	volunteering	9.2.3.1 write with moderate grammatical literacy on familiar general and educational topics;	1	20.12	20.12
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; 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	1	21.12	21.12
46	John's blog	9.3.1.1 use formal and informal registers in conversation on general and educational topics;	1	25.12	22.12
47	SAT2	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;	1	18.12	22.12
48	Unit revision	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; 9.4.3.1 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; 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 if/it only in the third logical structure, use relative subordinate clauses, including with the word which	1	26.12	22.12

49	Unit 5: Reading for pleasure (6 hours)	Reading for pleasure Introduction	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	09.01	
50		Types of fiction	9.1.6.1 organize and clearly present information in a form understandable to others	1	10.01	10.01	
51		The Canterbury Ghost	9.2.6.1 determine the meaning from the context of a lengthy conversation on various general and educational topics;	1	11.01	11.01	
52		Clauses of purpose	9.2.7.1 identify characteristic features at the level of words, sentences and text of most oral genres;	1	15.01	15.01	
53		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	1	17.01	17.01	
54	Tasks Unit Revision	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;	1	19.01	19.01	
			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:	The worth of wealth	9.1.3.1 respect different points of view;	1	22.01	23.01	

56	Tradition s and language (12 hours)	The promises land	9.1.8.1 develop intercultural understanding through reading and discussion;	1	24.01	24.04
57		The promises land SA 5	9.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings;	1	25.01	25.04
58		Unit revision	9.1.10.1 use oral or written speech to analyze and study a wide range of opinions and views on the world	1	26.01	30.01
59		Language	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	31.04	31.01
60		Festival blog	9.2.5.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics;	1	1.02	1.02
61		Countable/uncountable nouns	9.2.6.1 determine the meaning from the context of a long conversation on various general and educational topics	1	5.02	6.02
62		Comparative/superlatives	9.3.1.1 use formal and informal registers in conversation on general and educational topics;	1	7.02	7.02
63		Nauryz	9.3.2.1 ask difficult questions to get information within the framework of general and educational topics;	1	3.02	6.02
64		Buying a gift	9.3.3.1 explains and justifies his point of view on general and educational topics;	1	12.02	13.02
65		Eco-festivals	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	14.02	14.02
66		Remembrance day in Australia	9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics;	1	15.02	15.02
67	Unit 7: Music and film	Quebec winter carnival SA 5 Unit revision	9.3.8.1 retell longer stories and events on most general and educational topics			
68			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			
			9.1.1.1 use speaking and listening skills for creative joint problem solving in groups;	1	19.02	20.02
			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	21.02	21.02

69	(12 hours)	Types of films	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;	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;	1	26.02	27.02
71		Relatives	9.2.8.1 begin to identify inconsistencies in the arguments given in a lengthy conversation on some general and educational topics	1	28.02	28.02
72		Pronouns (all types)	9.3.2.1 ask difficult questions to get information within the framework of general and educational topics;	1	4.03	5.03
73		Dalatunes	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	2.03	3.03
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;	1	11.03	12.03
76		The 4 elements of music	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	13.03	13.03
77		SAT3	9.3.7.1 determine the characteristic properties of a word, sentence and text within any written genres	1	14.03	14.03
78		Correction work	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	18.03	19.03
		Unit revision	9.4.5.1 use arguments with support, supporting examples and justification on unlimited familiar general and educational topics;		20.03	20.03
			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 verbs on a number of familiar general and educational topics;			
			9.6.17.1 use iFif only in the third logical structure, use relative subordinate clauses, including with the word which			
4 th term 24 hours						
79	Unit 8:	Means of transport	9.1.4.1 evaluate and respond constructively to feedback from other students;	1	01.04	02.04

80	Travel and tourism (12 hours)	Ethical animal tourism	9.1.5.1 use feedback to set personal learning goals;	1	03.04	03.04	
81		Adverbs	9.1.7.1 develop and reinforce a consistent argument in oral and written speech;	1	04.04	04.04	
82		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 range of general and educational topics;	1	08.04	09.04	
83		The legend of the lake	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	10.04	10.04	
84		Apologizing/ accepting an apology		1	11.04	11.04	
85		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;	1	15.04	16.04	
86		Man-made masterpieces project	9.3.2.1 ask difficult questions to get information within the framework of general and educational topics;	1	17.04	17.04	
87		Linking East and West	9.3.3.1 explains and justifies his point of view on general and educational topics;				
88		A story	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	18.04	18.04	
89		A story SA 7	9.3.7.1 specific vocabulary and syntax within the framework of unlimited general and educational topics;	1	22.04	23.04	
90	Unit revision	A story SA 7	9.3.8.1 retell longer stories and events on most general and educational topics	1	24.04	24.04	
		Unit revision	9.4.5.1 determine the meaning from the context in long texts within the framework of most familiar general and educational topics;	1	25.04	28.04	
			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				
			9.5.1.1 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				
			9.6.2.1 use quantitative for calculable and uncountable nouns and nominal groups on familiar general and educational topics;				
			9.6.4.1 use defining words and predetermining on 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;				
	Unit 9: Science and Technology (12 hours)		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 only</i> in the third logical structure, use relative subordinate clauses, including with the word <i>which</i>				
91		Gadgets	9.1.1.1 use speaking and listening skills for creative joint problem solving in groups;	1	28.04	30.04	
92		The age of cybernetics	9.1.3.1 respect different points of view;	1	01.05	02.05	
93		Infinitive—ing forms	9.1.7.1 develop and reinforce a consistent argument in oral and written speech;	1	06.05	08.05	
94		Abstract / compound nouns	9.1.8.1 intercultural understanding through reading and discussion;	1	08.05	11.05	
95		Square-eyed teens	9.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings				
96		Complaining about a faulty product SA 8	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	13.05	18.05	
		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;	1	15.05	15.05	
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	18.05	18.05	
			9.2.5.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics;				

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	20.05	21.05
100	Mobile phones at school	9.3.3.1 explains and justifies his point of view on general and educational topics;	1	20.05	21.05
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	23.05
102	Unit revision	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	23.05	23.05

Total: 102

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