

«Бекітім»

Мектеп директорының м.у.д.

Н.БЫЛДАЕВА
“01.09.2023 ж.”

«Келісемнің

Директорлық оқу ісі

Ж.Алдашов

«Карандіс»
Хаттама № 1 04, 08 2023 ж.
Бірлескіт жетекшіci
Дархан К.Немайлов

«Ағылшын тілі» пәнінен

КУНГАЗЕЛК-ТАКЫРЫПТЫК ЖОСПАР

2023/2024 оку жылы

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Пән мұғалімі: Сайлыбаева Натима Жанабаевна

Сыны:

1. «Мектепке дейнігі тәрбие мен оқытулын, бастауыш, негізгі орта және жалпы орта, техникалық және кәсіпкүй орта білімнен кейінгі білім берудің мемлекеттік жалпыға міндетті стандарттарын бекіту туралы» (КР Оқу-ағарту министрінің 2022 жылғы 3 тамыздығы № 348 бұйрығы, 23.09.2022 ж. № 406 бұйрығымен енгізілген езгерістермен)
2. «Қазақстан Республикасында бастауыш, негізгі орта, жалпы орта білім берудің үлгілік оқу жоспарларын бекіту туралы» (КР БФМ 8.11.2012 ж. № 500 бұйрығы, КР Оқу-ағарту министрінің 12.08.2022 ж. № 365; 30.09.2022 ж. № 412 бұйрығымен енгізілген езгерістермен)
3. «Жалпы білім беру үйымдарына арналған жалпы білімберетін пәндер, таңдау 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 бұйрығымен енгізілген езгерістермен

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	Hou rs	Date	Notes
1st term 24 hours						
1	Unit 1: Hobbies	Hobbies	9.1.2.1 use speaking and listening skills to provide feedback to classmates;	1	<i>40</i>	<i>5.09</i>
2	and qualities	Shark attack	9.1.4.1 evaluate and respond constructively to feedback from other students;	1	<i>06</i>	<i>08.</i>
3	(12 hours)	Present & Past	9.1.5.1 use feedback to set personal learning goals;	1	<i>07</i>	<i>07.</i>
4	Present Perfect – Past	Perfect	9.1.7.1 develop and reinforce a consistent argument in oral and written speech;	1	<i>14</i>	<i>07.</i>
5	Turning your hobby	into a business	9.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings;	1	<i>14</i>	<i>12</i>
6	Discussing career	options	9.2.1.1 understand the main points without support in a long conversation on general and educational topics;	1	<i>13</i>	<i>13</i>
7	Let's have fun around	the world	9.2.5.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics;	1	<i>14</i>	<i>14.</i>
8	What did Victorians do	for fun?	9.3.1.1 use formal and informal registers in conversation on general and educational topics;	1	<i>18</i>	<i>19.</i>
9	My favourite hobby		9.3.3.1 explains and justifies his point of view on general and educational topics;	1	<i>20</i>	<i>20</i>
10	My favourite hobby		9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics;	1	<i>21</i>	<i>21</i>
11	Project work		9.4.1.1 understand the main points in long texts of most unfamiliar general and educational topics;	1	<i>25</i>	<i>26</i>
12	Our World SA1		9.4.6.1 determine the author's attitude or opinion in long texts within the framework of most general and educational topics;	1	<i>27</i>	<i>24</i>
	Unit revision		9.5.1.1 plan, write, edit and proofread works without text support on general and educational topics, including some long texts;	1	<i>28</i>	<i>26</i>
			9.5.2.1 write independently about real, fictional events, actions or experiences from the past on familiar general and educational topics;	1	<i>29</i>	<i>24</i>
			9.5.3.1 write with moderate grammatical literacy on familiar general and educational topics;	1	<i>30</i>	<i>26</i>
			9.5.6.1 write coherent texts on common familiar and educational topics using various copula words;	1	<i>31</i>	<i>24</i>
			9.5.8.1 write correctly frequently used words on unlimited familiar general and educational topics;	1	<i>32</i>	<i>24</i>
			9.6.5.1 use different types of questions on familiar general and educational topics;	1	<i>33</i>	<i>26</i>
			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	<i>34</i>	<i>24</i>
			9.6.9.1 use 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	<i>35</i>	<i>26</i>
			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	<i>36</i>	<i>24</i>
			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	<i>37</i>	<i>24</i>
			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	<i>38</i>	<i>24</i>
			9.6.15.1 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited number	1	<i>39</i>	<i>26</i>

13	Unit 2: Exercise and sport (12 hours)	National games	9.1.2. I use speaking and listening skills to provide feedback to classmates;	1 4/10 4/10
14		Fun races	9.1.3.1 respect different points of view;	5/10 5/10
15		Reported speech	9.1.4.1 evaluate and respond constructively to feedback from other students;	1 4/10 4/10
16		Reporting verbs	9.1.5.1 use feedback to set personal learning goals;	1 3/10 3/10
17		Taking the racing world by storm	9.1.6.1 organize and clearly present information in a form understandable to others;	1 4/10 4/10
18		Taking the racing world by storm SA2	9.1.7.1 develop and reinforce a consistent argument in oral and written speech	1 4/10 4/10
19		Talking about injuries	9.2.1 understand the main points without support in a long conversation on general and educational topics;	1 4/10 4/10
20		Amazing stadium	9.2.7.1 identify characteristic features at the level of words, sentences and text of most oral genres	1 3/10 3/10
21		First aid	9.3.2.1 ask difficult questions to get information within the framework of general and educational topics;	1 4/10 4/10
22		A survey report	9.3.3.1 explain and justifies his point of view on general and educational topics;	1 4/10 4/10
23		SAT1	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 4/10 4/10
24		Correction work and Unit revision	9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics;	1 4/10 4/10
			9.4.2.1 understand specific information and details in texts within familiar general and educational topics, including some long texts;	1 4/10 4/10
			9.4.6.1 determine the author's attitude or opinion in long texts within the framework of most general and educational topics;	1 4/10 4/10
			10.4.9.1 identify inconsistencies in the arguments given in long texts on various general and educational topics	1 4/10 4/10
			9.5.3.1 write with moderate grammatical literacy on familiar general and educational topics;	1 4/10 4/10
			9.5.4.1 with minimal support, the appropriate style and register in a variety of written genres on general and educational topics;	1 4/10 4/10
			9.5.5.1 supporting arguments, supporting examples and justification on unlimited familiar general and educational topics;	1 4/10 4/10
			9.5.8.1 correctly frequently used words on unlimited familiar general and educational topics	1 4/10 4/10
			9.6.5.1 use different types of questions on familiar general and educational topics;	1 4/10 4/10
			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 4/10 4/10
			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 4/10 4/10
			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 4/10 4/10
			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;	1 4/10 4/10
			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 4/10 4/10
			9.6.15.1 use infinitive forms after a limited number of verbs and prepositions, use prepositional verbs and start using phrasal verbs on familiar general and educational topics;	1 4/10 4/10
			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 4/10 4/10
			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

2nd term 24 hours

25	Unit 3: City life-country life	9.1.3.1 respect different points of view;	1	6.11	8.11	
26	Earth and Silk through Sauran	9.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings	1	11.11	11.11	
27	our place	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	3.11	3.11	
28	Modals	9.2.5.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics;	1	13.11	14.11	
29	in it (13 hours)	9.2.5.1 determine the meaning from the context of a long conversation on various general and educational topics;	1	15.11	15.11	
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	16.11	16.11	
31	Talking about places	9.2.7.1 identify characteristic features at the level of words, sentences and text of most oral genres;	1	20.11	21.11	
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	21.11	22.11	
33	Types of mountains	9.3.1.1 determine the meaning from the context of a long conversation on various general and educational topics;	1	23.11	25.11	
34	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	26.11	27.11	
35	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	28.11	29.11	
36	Entertainment and Media SA 3	9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics;	1	30.11	31.11	
37	Unit revision	9.3.8.1 recall longer stories and events on most general and educational topics	1	31.11	32.11	
	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;	1	32.11	33.11	
		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	34.11	35.11	
		9.4.5.1 determine the meaning from the context in long texts within the framework of most familiar general and educational topics;	1	35.11	36.11	
		9.4.6.1 determine the author's attitude or opinion in long texts within the framework of most general and educational topics;	1	37.11	38.11	
		9.4.7.1 determine the characteristic properties of a word, sentence and text within any written genres;	1	39.11	39.11	
		9.4.9.1 identify inconsistencies in the arguments given in long texts on various general and educational topics	1	40.11	30.11	
		9.5.1.1 plan, write, edit and proofread works without text-level support on general and academic topics;	1	41.12	09.12	
		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 predefining 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				
38	Unit 4: Charities and Conflict (11 hours)	9.1.1.1 use speaking and listening skills for creative joint problem solving in groups;	1	6.12	08.12	
	Going the extra mile to help	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;				
		9.1.8.1 develop intercultural understanding through reading and discussion;				
		9.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings;				

43	Calling the emergency services	9.1.10.1 use oral or written speech to analyze and study a wide range of opinions and views on the world	1	ASL 19.12
44	volunteering	9.2.1.1 plan, write, edit and proofread works without text-level support on general and academic topics;	1	ASL 10.12
45	UNESCO Everyone has the right to an education	9.2.2.1 write independently about real, fictional events, actions or experiences from the past on familiar general and educational topics;	1	ASL 11.12
46	John's blog	9.2.5.1 use arguments with support, supporting examples and justification on unlimited familiar general and educational topics;	1	ASL 12.12
47	SAT2	9.2.6.1 coherent texts on common familiar and educational topics, using various words of the bundle;	1	ASL 13.12
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	ASL 14.12
		9.3.1.1 use formal and informal registers in conversation on general and educational topics;	1	ASL 15.12
		9.3.1.1 ask difficult questions to get information within the framework of general and educational topics;	1	ASL 16.12
		9.3.3.1 explains and justifies his point of view on general and educational topics;	1	ASL 17.12
		8.3.5.1 interact with classmates for cooperation, discussion, coordination, planning, and prioritization in order to complete educational tasks;	1	ASL 18.12
		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	ASL 19.12
		9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics	1	ASL 20.12
		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;		
		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/if only</i> in the third logical structure, use relative subordinate clauses, including with the word <i>which</i>		

3rd term 30 hours

49	Unit 5: Reading for pleasure	Reading for pleasure	9.1.3.1 respect different points of view;	1	8.01	09.01
50	Types of fiction	9.1.4.1 evaluate and respond constructively to feedback from other students;		1	10.01	10.11
51	The Canterville 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	16.01
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	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
	Tasks	9.3.5.1 interact with classmates for cooperation, discussion, coordination, planning, and prioritization in order to complete educational tasks;				
	Unit 6: Revision	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	Unit 6: The worth of wealth	1	22.01	23.01		

56	Tradition	The promises land	9.1.8.1 develop intercultural understanding through reading and discussion;	1	24.01	24.01
57	s and language	The promises land SA 5	9.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings;	1	45.01	45.01
58	language	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	49.01	50.01
59	Language	(12 hours)	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	37.01	31.01.
60	Festival blog	Countable/uncountable nouns	9.2.5.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics; 9.2.6.1 determine the meaning from the context of a long conversation on various general and educational topics	1	1.02	1.02.
61	Comparative/superlative	Comparative/superlativ es	9.3.1.1 use formal and informal registers in conversation on general and educational topics;	1	5.02	6.02
62	Nauzyz	Nauzyz	9.3.2.1 ask difficult questions to get information within the framework of general and educational topics;	1	3.02	3.02
63	Buying a gift	Buying a gift	9.3.3.1 explains and justifies his point of view on general and educational topics;	1	6.02	13.02
64	Eco-festivals	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
65	Remembrance day in Australia	Remembrance day in Australia	9.3.7.1 use specific vocabulary and syntax within the framework of unlimited general and educational topics;	1	45.02	15.02
66			9.3.8.1 retell longer stories and events on most general and educational topics	1	4.02	4.02
			9.4.2.1 understand specific information and details in texts within familiar general and educational topics, including some long texts;			
			9.4.5.1 determine the meaning from the context in long texts within the framework of most familiar unfamiliar 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			
67	Unit 7: Music and film	Quebec winter carnival SA 5	9.1.1.1 use speaking and listening skills for creative joint problem solving in groups;	1	19.02	20.02
		Unit revision	9.1.6.1 organize and clearly present information in a form understandable to others;	1	42.02	41.02
68			9.1.8.1 develop intercultural understanding through reading and discussion			

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	20.02
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	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;	1	7.03	7.03
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	11.03	12.03
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	14.03	19.03
		Unit revision	9.4.5.1 use arguments with support, supporting examples and justification on unlimited familiar general and educational topics;	1	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;	1	13.03	13.03
			9.6.2.1 use quantitative for calculable and uncountable nouns and nominal groups on familiar general and educational topics;	1	14.03	14.03
			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	14.03	19.03
			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>iff</i> only in the third logical structure, use relative subordinate clauses, including with the word which			
4th term 24 hours						
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	Ethical animal tourism	9.1.5.1 use feedback to set personal learning goals;	1	03.04	03.04
81	and	Adverbs	9.1.7.1 develop and reinforce a consistent argument in oral and written speech;	1	04.04	04.04
82	tourism	Determiners / pre-	9.1.10.1 use oral or written speech to analyze and study a wide range of opinions and views on the world	1	08.04	08.04
(12 hours)	determiners		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	10.04	10.04
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	11.04	11.04
84	Apologizing/ accepting	an apology	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	15.04	15.04
85	Man-made	masterpieces	9.3.3.1 explains and justifies his point of view on general and educational topics;	1	16.04	16.04
86	Man-made	masterpieces project	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	17.04	17.04
87	Linking East and West		9.3.7.1 specific vocabulary and syntax within the framework of unlimited general and educational topics;	1	18.04	18.04
88	A story		9.3.8.1 retell longer stories and events on most general and educational topics	1	22.04	22.04
89	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	24.04	24.04
90	Unit revision		9.4.7.1 determine the characteristic properties of a word, sentence and text within any written genres, expand understanding	1	25.04	25.04
			9.5.1.1 plain, write, edit and proofread works without text-level support on general and academic topics;	1	26.04	26.04
			9.5.3.1 write with moderate grammatical literacy on familiar general and educational topics;	1	27.04	27.04
			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	28.04	28.04
			9.6.2.1 use quantitative for calculable and uncountable nouns and nominal groups on familiar general and educational topics;	1	29.04	29.04
			9.6.4.1 use defining words and predestining on familiar general and educational topics;	1	30.04	30.04
			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	31.04	31.04
			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	32.04	32.04
			9.6.17.1 use if/only in the third logical structure, use relative subordinate clauses, including with the word which	1	33.04	33.04
91	Unit 9: Gadgets		9.1.1.1 use speaking and listening skills for creative joint problem solving in groups;	1	19.04	19.04
92	Science	The age of cybernetics	9.1.3.1 respect different points of view;	1	20.05	20.05
93	and	Infinitive—ing forms	9.1.7.1 develop and reinforce a consistent argument in oral and written speech;	1	26.05	26.05
94	Technolo	Abstract / compound	9.1.8.1 intercultural understanding through reading and discussion;	1	28.05	28.05
95	gy	nouns (12 hours)	9.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings	1	08.05	14.05
96	Square-eyed teens		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	15.05
97	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
	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	19.05	16.05
			9.2.5.1 determine the opinion of the speaker(s) in a long conversation on general and educational topics;	1		

98				
99	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
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	
100	Mobile phones at school	9.3.3.1 explains and justifies his point of view on general and educational topics;	1	10.05
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
102	Unit revision	8.3.5.1 interact with classmates for cooperation, discussion, coordination, planning, and prioritization in order to complete educational tasks;	1	21.05
		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		
	Total: 102			

Annotation: Summative control work for the Unit -20 minutes

Summative control work for the Term – 45 minutes