

«Бекітімін»

Меккеге директорының мұда


Н.Біттал
«01» 09 2023 ж.



«Келісемін»

Директорлық оқу ісі

жөнінде орынбасары


Ж.Алашов
«01» 09 2023 ж.

«Каралды»

Хаттама № 1 «24» 08 2023 ж.

Бірлестік жетекшісі


К.Исмайлұов

«Ағылшын тілі» пәнінен

КҮНТІЗБЕЛК-ТАҚЫРЫПТЫҚ ЖОСПАР

2023/2024 оқу жылы

Пән: Ағылшын тілі
Пән мұгалымы: Сайлыбаева Нагима Жанабаевна
Сынып: 11^А

1. «Мектепке дейінгі тәрбие мен оқытулың, бастауыш, негізгі орта және жалпы орта, техникалық және қасіткік орта білімнен кейінгі білім берудің мемлекеттік жаһыға міндетті стандарттарын бекіту туралы» (КР Оқу-ағарту министрінің 2022 жылғы 3 тамыздағы № 3486 бұйрығы, 23.09.2022 ж. № 406 бұйрығымен енгізілген өзгерістермен)
2. «Казахстан Республикасында бастауыш, негізгі орта және жалпы орта білім берудің үлгілік оқу жоспарларын бекіту туралы» (КР БЕМ 8.11.2012 ж. № 500 бұйрығы, КР Оқу-ағарту министрінің 12.08.2022 ж. № 365; 30.09.2022 ж. № 412 бұйрығымен енгізілген өзгерістермен)
3. «Жалпы білім беру үймаларына арналған жалпы білімберетін пәндер, тандау курстары мен факультативтер 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 бұйрығымененгізілген өзгерістермен

Календарно-тематическое планирование по английскому языку
для 11 класса по обновленной программе

2023 - 2024 учебный год

«Aspect 11 for Kazakhstan». Authors: Jenny Dooley, Bob Obee. 2019

№	Тема урока Сабак тақырыбы	Сроки Сар ат	Сроки Мерзімі	Оқу мақсаты/Цели урока/Learning objectives	Notes Корректировка
I term – 26 hours					
1 Making contact					
1	Introductory lesson	1	5. 09.		
2	Making contact	1	6. 09		
3	Describing countries and cities (Architecture)	1	4. 09.	11.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 11.1.5 - use feedback to set personal learning objectives; 11.2.6 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics; 11.3.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.5.2 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 11.6.8 - use a wide variety of future forms, including future perfect forms on a wide range of general and curricular topics	
4	History and traditions (Architectural Value of Yurts)	1	12. 09	11.1.6;11.1.8;11.2.5 ;11.3.5;11.4.3;11.5.2;11.5.5;11.6.3 11.1.3;11.1.4;11.2.1 ;11.3.3 ;11.3.4;11.4.1;11.5.3;11.6.2;11.6.3; 11.6.15 11.1.4;11.2.1; 11.2.2 ;11.3.4;11.4.2 11.4.5; 11.5.1;11.5.3; 11.5.4;11.6.1 ;11.6.2 ; 11.6.5 ; 11.6.13	
5	Dealing with culture shock	1	13. 09		
6	Dealing with culture shock	1	14. 09.		
7	Dealing with culture shock	1	19. 09.		
8	Formal and informal writing	1	20. 09.		
9	Formal and informal writing	1	21. 09.		
10	Unit revision	1	26. 09.		
11	Skills Progress Check	1	24. 09.		
Unit 2 “The Animal World”					
12	Introduction to the topic	1	26. 09.	11.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 11.1.3- respect differing points of view;	
13	Magnificent Eagles	1	3. 10.	11.3.1- use formal and informal language registers in talk on a range of general and curricular topics, including some unfamiliar topics;	
14	Specific features of animals	1	4. 10.		

15	Specific features of animals	1	5. 10.	11.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics;
16	Environmental problems	1	10. 10.	11.4.5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics;
17	The Real Bat- Man (Reported speech)	1	11. 10.	11.4.8 - select and evaluate paper and digital reference resources to check meaning and extend understanding;
18	The Real Bat- Man (Reported speech)	1	12. 10.	11.6.6 - use a growing variety of impersonal and cleft structures on a wide range of general and curricular topics
19	Dark Side of Dolphins	1	14. 10.	11.1.3 - respect differing points of view;
20	Dark Side of Dolphins	1	16. 10.	11.1.7 - develop and sustain a consistent argument when speaking or writing;
21	Writing an opinion essay	1	19. 10.	11.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics;
22	Unbelievable bees	1	24. 10.	11.3.5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics;
23	Self 2. Unit revision	1	25. 10.	11.5.1 - plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics
24	An Opinion Essay	1	26. 10.	11.5.4 - use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics;
25	Self 1. Unit revision	1	27. 10.	11.6.7 - use a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on a wide range of general and curricular topics;
26	Correction work	1	28. 10.	11.6.9 - use a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] on a wide range of general and curricular topics
				11.1.4 - evaluate and respond constructively to feedback from others;
				11.1.5 - use feedback to set personal learning objectives;
				11.1.7 - develop and sustain a consistent argument when speaking or writing;
				11.2.3; 11.2.8; 11.3.1; 11.3.4; 11.3.6; 11.6.10
				II term – 24 hours
				3 Interviews and instructions
27	Introductory Lesson	1	04. 11	11.1.2 - use speaking and listening skills to provide sensitive feedback to peers;
28	How to be successful in an interview	1	03. 11.	11.1.4 - evaluate and respond constructively to feedback from others;
29	How to be successful in an interview	1	09. 11	11.2.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;
30	Non – verbal communication	1	14. 11	11.2.6 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;
31	Personal qualities	1	15. 11	11.3.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics
32	Modals	1	16. 11	11.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics;
				11.5.7 - use independently appropriate layout at text level on a wide range of general and

33	Interview Analysis	1	21.11	
34	An instructional text	1	28.11	
35	Mnemonic devices for excellent memory	1	23.11	
36	Unit revision	1	23.11	11.2.4 - 11.4.4 - 11.5.8 , 11.6.4.11.6.12 ,
37	SUM 3	1	29.11	
38	The history of timekeeping devices	1	30.11	
39	The history of timekeeping devices	1	05.12	11.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups;
40	Units of time	1	06.12	11.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;
41	Amazing Time – Flow Clocks (The Passive)	1	07.12	11.3.5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics;
42	Presenting Information through PPT presentation	1	12.12.	11.4.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics
43	Presenting the information through the PPT	1	13.12	11.1.3 - respect differing points of view;
44	A for and against essay	1	14.12	11.1.6 - organize and present information clearly to others;
45	Timekeeping in ancient Rome	1	19.12	11.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics;
46	SUM 4	1	20.12.	11.3.3 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics;
47	Collecting and presenting information about Ancient Greece	1	21.12	11.3.5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics;
48	Unit revision	1	26.12	11.4.7 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics;
49	SUM 2	1	27.12	11.4.8 - select and evaluate paper and digital reference resources to check meaning and extend understanding;
				11.5.1 - plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics;
				11.6.7 - use a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on a wide range of general and curricular topics
				11.1.2 - use speaking and listening skills to provide sensitive feedback to peers;
				11.1.4 - evaluate and respond constructively to feedback from others;
				11.1.7 - develop and sustain a consistent argument when speaking or writing;
				11.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;
				11.2.6 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;
				11.2.8 - recognise inconsistencies in argument in extended talk on a range of general and curricular subjects, including some unfamiliar topics;
				11.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar curricular topics;

50	Correction work	28 - 12	and some unfamiliar general and curricular topics; 11.6.6 - use a growing variety of impersonal and cleft structures on a wide range of general and curricular topics; 11.6.7 - use a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on a wide range of general and curricular topics
III term - 30 hours			
51	Investigating the world of work	1	09.01
52	Considering success in business	1	10.01
53	Considering success in business	1	11.01
54	Jobs and Qualities	1	16.01
55	Virtual Learning in a Virtual World	1	17.01
56	Comparing, analyzing and ranking inventions	1	18.01
57	A letter to the editor 'authorities'		23.01
58	Unit revision		W.C.
59	S.A. 5 Progress Check		25.01
5 Work and inventions			
51	Investigating the world of work	1	09.01
52	Considering success in business	1	10.01
53	Considering success in business	1	11.01
54	Jobs and Qualities	1	16.01
55	Virtual Learning in a Virtual World	1	17.01
56	Comparing, analyzing and ranking inventions	1	18.01
57	A letter to the editor 'authorities'		23.01
58	Unit revision		W.C.
59	S.A. 5 Progress Check		25.01

			to concession and respect, use a variety of multi-word verbs of different syntactic types on a wide range of general and curricular topics
			6 Social change and further study
60	Our Changing World	1	50.01.
61	Controversial issues	1	31.01
62	Controversial issues	1	01.02
63	Changing World	1	06.02
64	Vibrant Vocabulary (Conditions)	1	02.02
65	Vibrant Vocabulary (Conditions)	1	08.02
66	The ingredients of a successful Reading	1	13.02
67	The ingredients of a successful Reading	1	14.02
68	Analysing academic language	1	15.02
69	Analysing academic language	1	20.02
70	Success in a Rapidly Changing World	1	21.02
71	Success in a Rapidly Changing World	1	22.02
72	S 11.6. Unit revision	1	24.02
			<p>11.1.2 - use speaking and listening skills to provide sensitive feedback to peers;</p> <p>11.1.9 - use imagination to express thoughts, ideas, experiences and feelings;</p> <p>11.2.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;</p> <p>11.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics;</p> <p>11.2.8 - recognize inconsistencies in argument in extended talk on a range of general and curricular subjects, including some unfamiliar topics;</p> <p>11.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics;</p> <p>11.4.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics;</p> <p>11.5.6 - write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics;</p> <p>11.6.4 - use a range of affixes with appropriate meaning and correct spelling on a wide range of general and curricular topics;</p> <p>11.6.8 - use a wide variety of future forms, including future perfect forms on a wide range of general and curricular topics;</p> <p>11.6.9 - use a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] on a wide range of general and curricular topics</p> <p>11.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;</p> <p>11.2.1- understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;</p> <p>11.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;</p> <p>11.3.1 - use formal and informal language registers in talk on a range of general and curricular topics, including some unfamiliar topics;</p> <p>11.3.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics;</p> <p>11.4.6 - recognize the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics</p> <p>11.5.1 - plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics;</p> <p>11.6.4 - use a range of affixes with appropriate meaning and correct spelling on a wide range of general and curricular topics;</p>

			11.6.5 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics
7 Reading for Pleasure			
73	Genres of fiction	1	28.02
74	Reading the summary of the novel	1	28.02
75	Reading the summary of the novel	1	08.03
76	Analysis of the novel	1	02.03
77	Unit revision	1	08.03
78	SA1	1	14.03
79	Correction work	1	19.03
80	Quiz	1	20.03
<p>11.1.8 - develop intercultural awareness through reading and discussion;</p> <p>11.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;</p> <p>11.2.4 - understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;</p> <p>11.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics;</p> <p>11.4.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics;</p> <p>11.4.4 - read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics;</p> <p>11.4.5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics;</p> <p>11.4.6 - recognize the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics</p> <p>11.4.8 - select and evaluate paper and digital reference resources to check meaning and extend understanding;</p> <p>11.4.9 - recognise inconsistencies in argument in extended texts on a range of more complex and abstract general and curricular topics;</p> <p>11.5.4 - use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics;</p> <p>11.5.5 - develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics;</p> <p>11.6.9 - use a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] on a wide range of general and curricular topics</p>			
IV term – 28 hours			
8 Making statements and providing information			
81	Different ways of self-expression	1	02.04
82	Self-expression	1	04.04
83	Self-expression	1	04.04
84	Radio\TV\Film\Theatre	1	03.04
85	Aladin (Relative clauses)	1	10.04
86	Options for future careers	1	11.04
<p>11.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;</p> <p>11.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;</p> <p>11.3.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics;</p> <p>11.4.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics;</p> <p>11.5.1 - plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics;</p>			

87	Options for future careers	1	48.04	11.5.7 - use independently appropriate layout at text level on a wide range of general and curricular topics;
88	Producing information leaflets	1	14.04	11.6.10 - use a wide variety of reported statement, command and question forms on a wide range of general and curricular topics;
89	Producing information leaflets	1	18.04	11.6.13 - use a variety of dependent prepositions with less common nouns, adjectives and verbs on a wide range of general and curricular topics
90	After the impressionists	1	25.04	11.1.8 - develop intercultural awareness through reading and discussion;
91	Unit revision	1	24.04	11.3.3 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics;
92	SAU 7. Progress Check	1	26.04	11.4.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics;
				11.4.4 - read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics;
				11.4.7 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics;
				11.5.3 - write with grammatical accuracy on a wide range of general and curricular topics;
				11.5.5 - develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics;
				11.5.7 - use independently appropriate layout at text level on a wide range of general and curricular topics;
				11.6.5 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics;
				11.6.14 - use a growing variety of more complex prepositional phrases including those relating to concession and respect, use a variety of multi-word verbs of different syntactic types on a wide range of general and curricular topics
				9 Clothes' journeys
93	Traditional clothes around the world	1	30.04	11.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;
94	Clothes' journeys	1	04.05	11.2.5 - recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;
95	Parts of clothes Quality Control in the Fashion Industry	1	08.05	11.3.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics;
96	Fashion Power Writing reports	1	14.05	11.4.4 - read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics
97	The Silk Road Unit revision	1	16.05	11.1.8 - develop intercultural awareness through reading and discussion;
98	SAU 7. Progress Check	1	16.05	11.3.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics
99	Collecting and presenting	1	16.05	11.3.5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics;
				11.4.5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics;

information about a National Costume		11.4.6 - recognize the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics
100 Use of English	1	11.4.7; 11.4.9; 11.5.3; 11.5.; 11.5.6; 11.5.9; 11.6.3; 11.6.11 11.1.2; 11.1.3; 11.1.5; 11.1.6;
Quiz	1	11.3.7; 11.6.11; 11.6.2; 11.6.6
101 SAT 4	1	
102 Correction work	1	11.2.5
Unit revision	1	11.3.6
Total 102		23.05.