

ӘБ ОТЫРЫСЫНДА ҚАРАЛДЫ:

ӘБ жетекшісі:

Самарбаева Б.М

*Б.М. Самарбаева*

Хаттама №

« 28 » 08 2024 жыл

КЕЛІСЕМІН:

Оқу ісінің меңгерушісі:

Шакен Ғ. С.

*Шакен Ғ. С.*

« 28 » 08 2024 жыл

БЕКІТЕМІН:

Мектеп директоры: м.а

Өтегенов А.Е.

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« 28 » 08 2024 жыл



## КҮНТІЗБЕЛІК-ТАҚЫРЫПТЫҚ ЖОСПАР

МҰҒАЛІМ	Шакен Гүлжян Сибегатқызы
ОБЛЫС, ҚАЛА, АУДАН, АУЫЛ	Ақтөбе облысы, Байғанин ауданы, Баршақұм ауылы
МЕКТЕП, ГИМНАЗИЯ, ЛИЦЕЙ	Баршақұм орта мектебі КММ
ПӘН	Ағылшын тілі
СЫНЫП	3, 4, 5, 6, 7, 8, 9

## Түсінік хат

### 9 – сынып

- 2024-2025 оқу жылында Қазақстан Республикасының жалпы орта білім беретін ұйымдарында оқу процесін ұйымдастырудың ерекшеліктері туралы» әдістемелік нұсқау хат, Астана 2024 жыл;
- ҚР Үкіметінің 31.10.2023 жылғы №328 қаулысымен бекітілген Негізгі орта білім берудің мемлекеттік жалпыға міндетті стандарты;
- Қазақстан Республикасы Білім және ғылым министрінің 2022 жылғы 16 қыркүйек № 399 бұйрығымен бекітілген жалпы білім беретін пәндерінің үлгілік оқу бағдарламалары;

Оқыту қазақ және орыс тілдерінде жүргізілетін сыныптар үшін "Ағылшын тілі" оқу пәні бойынша оқу жүктемесінің жоғары шекті көлемі:

9-сыныпта аптасына 3 сағат, оқу жылында 102 сағат;

Негізгі орта білім беру деңгейінде шетел тілін оқытудың *мақсаты* – оқушылардың тілді меңгерудің жалпыеуропалық (A2+) қалыптасу алдындағы деңгейіне сәйкес білім алушылардың тіл тасымалдаушылармен мәдениаралық қарым-қатынас жасау қабілеттерін, коммуникативтік біліктерін дамыту, оқушылардың функционалдық сауаттылықтарын қалыптастыру.

Бұл кезеңде келесі кезеңдердегідей танымдық процесс шоғырландырыла ұйымдастырылады: берілген кезеңде әуелгі кезеңнің тақырыптары мен сөйлеу аясы кеңейіп, оларға жаңа сөйлеу тақырыптары қосылады. Қатысымдық-сөйлеу әрекеті бір кезеңнен екінші кезеңге өтіп, репродуктивті әрекеттен репродуктивті өнімді әрекетке, кейіннен өнімді әрекетке қарай дамиды.

9-сыныптарда (A2+оқу деңгейі бойынша) қатысымдық-мәдениаралық құзыреттердің барлық компоненттерін дамыту жалғаса береді: грамматикалық және лексикалық минимум кеңейтіледі, тілдік және сөйлеу дағдылары нығайтылады, дискурсивті және әлеуметтік-мәдени біліктері дамиды. Бұл оқу деңгейінде өзіндік өмірлік тәжірибесі мен оқушылар білімін ескере отырып, үлгіге қарамай, вербальдық тірексіз байланысқан сөйлем құрау қабілеттерін қалыптастыру қажет.

Көптілді білім беруді енгізу жағдайында ағылшын тіліне ерекше назар аударылады.

9-сыныптарда лексикалық сөздік қоры кеңейеді, тілдік емес пәндер бойынша терминологиялық түсініктерінің көлемі ұлғаяды.

Шетел тілі сабақтарында білім алушылардың тұлғалық қасиетін қалыптастырудың маңызды аспектісі «Мәңгілік Ел» ұлттық идеясын және «Рухани жаңғыру» бағдарламасын іске асыру болып табылады:

- білім алушылар бойында шетел тілінің қазіргі адам өмірінде және көп мәдениетті әлемдегі рөлі мен маңыздылығы туралы түсінік қалыптастыру, Шетел тілін қолдануда мәдениаралық қарым-қатынаста басқа халықтар мәдениетімен дүниені тану құралы ретінде жаңа тәжірибе жинақтау;

- азаматтық бірегейлікті, өз халқы, туған өлкесі, өз елі үшін патриоттық және мақтаныш сезімін, өз этникалық және ұлтқа қатыстылығын сезіну, тілдерді және мәдениетті меңгеру арқылы жалпы қабылданған адамзаттық және базалық ұлттық құндылықтарды дамыту;

- коммуникативтік құзыреттіліктері мен мәдениетін қалыптастыру, яғни өзінің сөйлесу мүмкіндігі мен қажеттілік деңгейінде ауызша (айтылым және тыңдалым) және жазбаша (оқылым және жазылым) әртүрлі үлгіде тілді тасымалдаушымен қарым-қатынасқа дайын болуы және коммуникативтік міндеттер мен әңгімелесу әдебіне сәйкес сөйлесу және сөйлесуден басқа құралдарды барынша кең көлемде пайдалану;



- басқа елдердің мәдениетімен танысу арқылы өзге (бөгде) мәдениетке құрметпен қарау қарым-қатынасын қалыптастыру;
- ауызша және жазбаша қарым-қатынаста шетел тілінде өзінің төл мәдениетін таныстыру қабілетін одан әрі дамыту.

Ауызша және жазбаша сөйлеу мәдениетін қалыптастыру мақсатында шетел тілі пәні мұғалімдеріне:

- оқыту материалдарының түпнұсқасын пайдалану (аудио-, бейнежазбалар, фильмдер, әндер, ғылыми және ойын-сауық журналдарынан мақалалар);
- шетел тілінде сипаттама беру, мінездеме беру, салыстыру, талдау, диалог жүргізу, пікірталас, қажетті дәлелдемелер келтіру, жинақтау және қорытынды жасау дағдыларын қалыптастыру үшін БАҚ материалдарымен жұмыс жасау;
- оқушылардың сөздік қорын байыту мақсатында өз бетінше анықтамалармен және энциклопедиялық әдебиеттермен, электронды ресурстармен жұмыс істеу дағдыларын қалыптастыру;
- білім алушылардың қауіпсіз мәдениетті тәртібін қалыптастыру үшін қауіп-қатер жағдайындағы және түрлі жағдаяттардағы мінез-құлықтары туралы мәтіндерді жұмыс үшін қолдану ұсынылады.

*Шетел тілі бойынша апталық оқу жүктемесінің көлемі:*

9-сыныпта аптасына 3 сағаттан, оқу жылында 102 сағатты құрайды.

*Білім алушы дәптерлерінің саны мен түрлері, білім алушы дәптерін жүргізуге қойылатын негізгі талаптар, дәптерлерді тексеруге қойылатын негізгі талаптар өзгеріссіз қалады. Нормативтер мен талаптар 2024-2025 оқу жылындағы Әдістемелік – нұсқау хатта көрсетілген.*

#### **Ұсынылатын бақылау жұмыстарының нормалары**

Алған білімдерінің динамикасы мен мониторингін анықтау үшін оқу жылына 7 бақылау жұмысын жүргізу ұсынылады. Бақылау жұмыстарындағы тапсырмалар саны мен бағалау келесідей болады: лексика және грамматика бойынша 15 тапсырма, тыңдалым - 5 тапсырма, оқылым – 5 тапсырма. «5» деген баға – 21- 25 балл, «4» деген баға -14-20 балл, «3» деген баға – 1-13 балл.

№ 1 кіріспе тест. Бұл жұмыс түрі өткен оқу жылында алған білімдердің диагностикасы мен бақылауын қарастырады, тек лексикалық-грамматикалық аспектілерін қамтиды. Тест тапсырмаларының саны - 25, жауаптар нұсқаларының саны-5. «2» деген бағаны қою ұсынылмайды, өйткені оқу жылының бірінші күндерінен бастап оқушының пәнге деген қызығушылығы мен ынтасын төмендетуі мүмкін.

№ 2 бақылау жұмысы 1-тоқсан қорытындысы. Бұл бақылау жұмысы тіл дамытудың барлық бағыттарын есепке ала отырып, 1-ші тоқсанда меңгерген барлық материалдарды қамтиды.

№ 3 бақылау жұмысы – 2-тоқсанның қорытындысы. Бұл бақылау жұмысы тіл дамытудың барлық бағыттарын есепке ала отырып, 2-тоқсанда меңгерген материалды қамтиды.

№ 4 диагностикалық тест (бақылау жұмысы). Бұл алдыңғы екі оқу тоқсанында алған білімдердің бақылау мен динамикасын қарастырады, тек лексикалық-грамматикалық аспектісін қамтиды. Тест тапсырмаларының саны - 25, жауаптар нұсқаларының саны-5. «2» деген бағаны қою ұсынылмайды.

№ 5 бақылау жұмысы –3-тоқсан қорытындысы. Бұл бақылау жұмысы тіл дамытудың барлық бағыттарын есепке ала отырып, 3-тоқсанда меңгерген материалды қамтиды.

№ 6 бақылау жұмысы – 4-тоқсан қорытындысы. Бұл бақылау жұмысы тіл дамытудың барлық бағыттарын есепке ала отырып, 4-тоқсанда меңгерген материалды қамтиды.

№ 7 бақылау жұмысы – жылдық қорытындысы. Бұл бақылау жұмысы жыл бойына өтілген барлық тақырыптық материалдарды

қамтиды.

**Ұсынылатын жазба жұмыстарының нормалары**

Оқушылардың функционалдық сауаттылығын дамыту үшін жазба жұмыстарын, соның ішінде эссе жазу ұсынылады. Жұмыстың бұл түрі оқушылардың сын тұрғысынан ойлауын және жазылым дағдыларын дамытуға мүмкіндік береді. Мысалы, 9-сынып білім алушысына бейнематериал көрсетіп осы бейнематериал бойынша өз пікірін білдіруді ұсынуға болады. Жұмыстың бұл түрін жұмыс дәптерлеріне ресімдеп, жылына 4 рет ұйымдастыру ұсынылады.

Эссе жазуда келесі сөздердің нормаларын ұсынамыз (барлық артикль сөздерді, есімдіктер мен қосымшаларды ескере отырып):

- 9-сыныпта - 100-130 сөз.



**Календарно-тематическое планирование по английскому языку  
для 9 класса по обновленной программе  
(на основе УМК EnglishPlus)  
2024 - 2025 учебный год  
Book: "English plus" Ben Wetz, Diana Pye.**

№	Changeable themes Ауыспалы тақырыптар	Theme Сабақтың тақырыбы	Learning objectives Оқудың мақсаттары	Hours Сағат саны	Мерзімі Date	Ескерту
I term –(24 hours)						
Hobbies and qualities Unit 1						
1	Hobbies and qualities	Attributes and personality p.8	9.1.6.1 organize and present information clearly to others 9.3.3.1 explain and justify their own point of view on a range of general and curricular topics 9.6.3.1 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics	1	02.09.2024 жыл	
2		Comparing adjectives and adverbs p.9	9.6.12.1 use an increased variety of comparative degree adverb structures with regular and irregular adverbs use a variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics 9.6.12.1 use an increased variety of comparative degree adverb structures with regular and irregular adverbs use a variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics	1	04.09	
3		Comparing generations p.10	9.6.14.1 use an increased variety of prepositions before nouns and adjectives use a growing number of dependent prepositions following nouns and adjectives and an increased variety of dependent prepositions following verbs on a range of familiar general and curricular topics 9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts	1	06.09	

4		Past perfect and past simple p.11	<p>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 reported speech on a range of familiar general and curricular topics</p> <p>9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p>9.4.9.1 recognize inconsistencies in argument in extended texts on a range of general and curricular topics</p>	1	09.09	
5		Uses of get p.12 Diagnostic test	<p>9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p>9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics</p> <p>9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics</p> <p>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 reported speech on a range of familiar general and curricular topics</p>	1	11.09	
6		Past simple and continuous p.13	<p>9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics</p> <p>9.6.10.1 use present continuous forms and past continuous, including a growing variety of passive forms, on a range of familiar general and curricular topics</p> <p>9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p>	1	13.09	
7		Talking about past events p.14	<p>9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics</p> <p>9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics</p> <p>9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics</p> <p>9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics</p>	1	16.09	



8		Describing a decade p.15	9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.4.9.1 recognise inconsistencies in argument in extended texts on a range of general and curricular topics 9.6.3.1 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics	1	18.09	
9		My country: Comparing generations p.16	9.1.8.1 develop intercultural awareness through reading and discussion 9.3.3.1 explain and justify their own point of view on a range of general and curricular topics 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts	1	20.09	

10		CLIL. The British sense of humour p.17	9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.3.3.3 explain and justify their own point of view on a range of general and curricular topics 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics	1	23.09	
11		Review. Unit 1.  <b>Summative Assessment for the unit «Hobbies and Qualities»</b>	9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.6.3.1 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular 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 reported speech on a range of familiar general and curricular topics	1	25.09	
12		Project. An interview	9.3.3.1 explain and justify their own point of view on a range of general and	1	27.09	



		summary: teenage years p.19	curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics			
13	<b>II.Exercise and sport</b>	Medical science p.20	9.2.8.1 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.3.3.1 explain and justify their own point of view on a range of general and curricular topics 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics	1	30.09	
14		Benefits of doing sport. P.21	9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn't have to express regret and criticism on range of familiar general and curricular topics	1	02.10	
15		Alternative therapy	9.3.3.1 explain and justify their own point of view on a range of general and curricular topics 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics	1	04.10	
16		May, might, could, must, can't p.23	9.1.6.1 organise and present information clearly to others 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.6.13.1 use a variety of modal forms for different functions and a	1	07.10	

			limited number of past modal forms including should/ shouldn't have to express regret and criticism on range of familiar general and curricular topics			
17		Phrasal verbs p.24	9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.3.3.1 explain and justify their own point of view on a range of general and curricular topics 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics	1	09.10	
18		Past modals p.25	9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.2.4.1 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn't have to express regret and criticism on range of familiar general and curricular topics	1	11.10	
19		Exchanging opinions p.26	9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.3.5.1 interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn't have to express regret and criticism on range of familiar general and curricular topics	1	14.10	







Unit 3. Our planet						
25		<b>Geography and the environment p.32</b>	9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn't have to express regret and criticism on range of familiar general and curricular topics 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics	1	04.11.	
26		<b>Our responsibility to planet Earth p.34</b>	9.3.3.1 explain and justify their own point of view on a range of general and curricular topics 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics 9.4.9.1 recognise inconsistencies in argument in extended texts on a range of general and curricular topics	1	.06.11	
27		First conditional p.35	9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.6.10.1 use present continuous forms and past continuous, including a growing variety of passive forms, on a range of familiar general and curricular topics	1	08.11	
28		Government policies p.36	9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	11.11	

29		<b>Second conditionals p. 37</b>	<p>9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p>9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics</p> <p>9.6.17.1 use if only /wish [that] clauses [past reference]; use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics</p>	1	13.11	
30		<b>Apologizing p.38</b>	<p>9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics</p> <p>9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p>9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics</p> <p>9.6.17.1 use if only /wish [that] clauses [past reference]; use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics</p>	1	15.11	
31		<b>An opinion essay p.39</b>	<p>9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics.</p> <p>9.4.1.1. Understand the main points in extended texts on a range of unfamiliar general and curricular topics.</p> <p>9.5.2.1. Write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics.</p> <p>9.6.6.1. use relative demonstrative, indefinite, quantative pronouns and variety of reflexive pronoun structures on a range of familiar general and curricular topics.</p>	1	18.11	

32		<b>My country: Our planet. P.40</b>	9.1.9.1.use imagination to express thoughts,ideas,experiences and feeling 9.4.2.1. understand specific information and detail in texts on a range of familiar general and curricular topics. 9.6.12.1use an increased variety of comparative degree adverb structures with regular and irregular adverbs use a variety of pre-verbal and end-position adverbs.	1	20.11	
33		<b>CLIL. Solving an ecology problem.p.41</b>	9.1.9.1Use imagination to express thoughts,ideas,experiences and feelings. 9.4.2.1. understand specific information and detail in texts on a range of familiar general and curricular topics 9.4.4.1 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics	1	22.11	
34		<b>Review. Unit 3 p.42</b> Summative assessment for the unit «Earth and our place in it»	9.1.9.1.Use imagination to express thoughts,ideas,experiences and feelings. 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics. 9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects	1	25.11	
35		<b>Project. A community project p.43</b>	9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics	1	27.11 29.11	

**Charities and conflict (Unit 4 )**



36		<b>Morals p.44</b>	<p>9.3.3.1 explain and justify their own point of view on a range of general and curricular topics</p> <p>9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics</p> <p>9.6.11.1 use an increased variety of reported speech forms for statements, questions and commands: including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics</p>	1	02.12	
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37		<b>Charities p.46</b>	<p>9.3.3.1 explain and justify their own point of view on a range of general and curricular topics</p> <p>9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics</p> <p>9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts</p>	1	04.12	
38		<b>Reported speech: tense changes p.47</b>	<p>9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p>9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics</p> <p>9.6.11.1 use an increased variety of reported speech forms for statements, questions and commands: including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics</p>	1	06.12	
39		<b>Reporting verbs p.48</b>	<p>9.1.6.1 organize and present information clearly to others</p> <p>9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics</p> <p>9.2.8.1 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects</p> <p>9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics</p>	1	09.12	

40		<b>Reported and indirect</b>	<p>9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics</p> <p>9.6.11.1 use an increased variety of reported speech forms for statements, questions and commands: including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics</p>	1	11.12	
41		<b>Reported and indirect questions p.49</b>	<p>9.3.5.1 interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks</p> <p>9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics</p> <p>9.6.5.1 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics</p> <p>9.6.11.1 use an increased variety of reported speech forms for statements, questions and commands: including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics</p>	1	13.12	
42		<b>Explaining and clarifying situations p.50</b>	<p>9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics</p> <p>9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p>9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics</p>	1	16.12	кірікті рілді
43			<p>9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics</p> <p>9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics</p> <p>9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics</p> <p>9.5.9.1 punctuate written work at text level on a range of familiar general and curricular topics with a good degree of accuracy</p>			

44		<b>My country: Charities and conflict p.52</b> Summative assessment for the unit «Charities and Conflict»	9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.2.5.1 recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics	1	18.12	
45		<b>CLIL: The Berlin Wall p.53</b>	9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics	1	20.12	
46		<b>Summative assessment for the 2nd term</b>	<b>9.2.2.1</b> understand most specific information in unsupported extended talk on a wide range of general and curricular topics <b>9.4.2.1</b> understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts <b>9.5.4.1</b> use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics <b>9.3.3.1</b> explain and justify their own point of view on a range of general and curricular topics	1	23.12	
47		<b>Review. Unit 4</b>	9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.6.11.1 use an increased variety of reported speech forms for statements, questions and commands: including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics	1	25.12	



48		<b>Review. Unit 4</b>		1	27.12	
<p align="center"><b>III term (30 hours)</b> <b>Reading for pleasure (Unit 5)</b></p>						
49		<b>Vocabulary and language Focus. Literary genres. p.56 – p.57</b>	<p><b>9.1.9.1</b> use imagination to express thoughts, ideas, experiences and feelings</p> <p><b>9.2.1.1</b> understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p><b>9.3.1.1</b> use formal and informal language registers in their talk on a range of general and curricular topics</p> <p><b>9.3.6.1</b> communicate meaning clearly at sentence level during, pair, group and whole class exchanges</p>	1	9.01.2024	
50		<b>Reading. Fiction. p.58</b>	<p><b>9.4.4.1</b> read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics</p> <p><b>9.2.4.1</b> understand the main points of supported extended talk on a range of general and curricular topics</p> <p><b>9.5.1.1</b> plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics</p>	1	10.01.2024	
51		<b>Language Focus. Past Simple or Past Continuous p.59</b>	<p><b>9.C1.1.1</b> use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p><b>9.3.7.1</b> use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics</p> <p><b>9.6.5.1</b> use a wide variety of question types on a wide range of familiar general and curricular topics</p>	1	13.01.2024	

			on a limited range of general and curricular topics			
56		<p><b>My Country.</b>  <b>Abay Qunanbayuli.</b>  <b>Talking about a famous Kazakh writer. p.64</b></p>	<p><b>9.2.7.1</b> recognize typical features at word, sentence and text level of a range of spoken genres</p> <p><b>9.1.8.1</b> develop intercultural awareness through reading and discussion</p> <p><b>9.3.7.1</b> use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics</p> <p><b>9.6.3.1</b> use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics</p> <p><b>9.4.5.1</b> deduce meaning from context in short texts on a limited range of familiar general and curricular topics</p>	1	24.01.2024	
57		<p><b>CLIL. Language and literature: The realist novel. p.651</b></p>	<p><b>9.1.1.1</b> use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p><b>9.2.4.1</b> understand the main points of supported extended talk on a range of general and curricular topics</p> <p><b>9.4.5.1</b> deduce meaning from context in short texts on a limited range of familiar general and curricular topics</p> <p><b>9.5.1.1</b> plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics</p> <p><b>9.3.1.1</b> provide basic information about themselves and others at sentence level on an increasing range of general topics</p>	1	27.01.2024	
58		<p><b>Review of Unit 5 p.66</b></p>	<p><b>9.2.2.1</b> understand most specific information in unsupported extended talk on a wide range of general and curricular topics</p> <p><b>9.3.5.1</b> interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p><b>9.5.2.1</b> write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics</p> <p><b>9.6.8.1</b> use a variety of future active and passive and future continuous forms on a wide range</p>	1	29.01.2024	

			of familiar general and curricular topics			
59		<b>Project: A poem</b> p.67	<p>9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p>9.3.2.1 ask complex questions to get information about a wide range of general and curricular topics</p> <p>9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics</p>	1	31.01.2024	
<b>Tradition and language. Unit 6 p.p. 68 - 79 (10 hours)</b>						
60		<b>Relationships.</b> <b>Talking about</b> <b>traditional stories.</b> p.p. 68 - 69	<p>9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers</p> <p>9.5.8.1 spell most high-frequency words accurately for a limited range of general topics of familiar general topic</p> <p>9.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics</p>	1	3.02	
61		<b>Reading: Marriage.</b> p.70	<p>9.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics</p> <p>9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics</p> <p>9.5.8.1 spell most high-frequency words accurately for a limited range of general topics of familiar general topic</p> <p>9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics</p>	1	5.02.	
62		<b>Language Focus:</b> <b>Present Perfect + for</b> <b>and since. p.71</b>	<p>9.1.8.1 develop intercultural awareness through reading and discussion</p> <p>9.3.3.1 explain and justify their own and others' point of view on a range of general and curricular topics</p> <p>9.6.9.1 use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics</p> <p>9.4.8.1 use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding</p>	1	7.02	



63		<b>Extreme adjectives.</b> p.72	<p>9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings</p> <p>9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p>9.4.2.1 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics</p> <p>9.6.3.1 use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics.</p>	1	10.02	
64		<b>Language Focus:</b> <b>Present Perfect and Past Simple. Present Perfect Simple and Continuous.</b> p.73	<p>9.3.6.1 link comments with flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p> <p>9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics</p> <p>9.1.8.1 develop intercultural awareness through reading and discussion</p> <p>9.5.3.1 write with grammatical accuracy on a range of familiar general and curricular topics</p>	1	12.02	
65		<b>Invitations.</b> p.74	<p>9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings</p> <p>9.2.2.1 understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p>9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics</p> <p>9.5.2.1 write independently about factual and imaginary past and future events, activities and experiences on a wide range of familiar general and curricular topics</p>	1	14.02	
66		<b>An email to a friend.</b> p.75	<p>9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics</p> <p>9.5.2.1 write independently about factual and imaginary past and</p>	1	17.02	

			future events, activities and experiences on a wide range of familiar general and curricular topics			
67		<b>My Country. Traditions and language.. p.76</b>	<p>9.1.8.1 develop intercultural awareness through reading and discussion</p> <p>9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p>9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics</p> <p>9.4.2.1 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics</p>	1	19.02	
68		<b>CLIL. Language and literature: Word building: adjectives.p.77</b>	<p>9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p>9.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics</p> <p>9.3.2.1 ask complex questions to get information about a wide range of general and curricular topics</p>	1	21.02	
69		<b>Review. Unit 6</b> Summative assessment for the units «Reading for Pleasure» and «Traditions and Language»	<p>9.6.3.1 use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics</p> <p>9.3.3.1 explain and justify their own point of view on a range of general and curricular topics</p> <p>9.5.3.1 write with grammatical accuracy on a range of familiar general and curricular topics</p>	1	24.02	
<b>Music and films. Unit 7 p.p. 80 - 91 (10 hours)</b>						
70		<b>Music and film images. p.80 - p.81</b>	<p>9.1.6.1 organize and present information clearly to others</p> <p>9.3.2.1 ask complex questions to get information about a wide range of general and curricular topics</p> <p>9.3.1.1 explain and justify their own and others' point of view on a range of general and curricular topics</p>	1	26.02	



			9.6.6.1 use a wide variety of relative, demonstrative, indefinite, quantitative]of pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics			
71		Reading. Galymzhan Moldanazar. p.82	<p>9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics</p> <p>9.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics</p> <p>9.5.4.1 use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics</p> <p>9.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics</p>	1	28.02	
72		Language Focus. Present Perfect + for and since. P.83	<p>9.4.6.1 recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics</p> <p>9.6.7.1 use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials ... so far, lately, all my life , on a wide; use a variety of relative clauses including with which [whole previous clause reference]</p>	1	3.03	
73		Discussing music. Talking about how music is recorded. p.84	<p>9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p>9.3.3.1 explain and justify their own and others' point of view on a range of general and curricular topics</p> <p>9.4.4.1 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics</p> <p>9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics</p>	1	5.03	
74		Language Focus. Passive: past, present and future. Passive: questions. p.85 Summative	<p>9.1.6.1 organize and present information clearly to others</p> <p>9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics</p> <p>9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics</p>	1	7.03	



		assessment for the unit «Music and Film»	<p><b>9.5.3.1</b> write with grammatical accuracy on a range of familiar general and curricular topics</p> <p><b>9.6.1.1</b> use a variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics, and some unfamiliar general and curricular topics</p>			
75		<b>Changing something in a shop. p. 86</b>	<p><b>9.1.6.1</b> organize and present information clearly to others</p> <p><b>9.4.5.1</b> deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics</p> <p><b>9.2.1.1</b> understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p>	1	10.03	
76		<b>Giving feedback on a product.</b> p. 87	<p><b>9.4.7.1</b> recognize typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics</p> <p><b>9.3.5.1</b> keep interaction going in basic exchanges on a growing range of general and curricular topics</p> <p><b>9.5.6.1</b> write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics</p>	1	12.03	
77		Summative assessment for the 3rd term	<p><b>9.2.5.1</b> 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 limited range of unfamiliar topics</p> <p><b>9.4.3.1</b> understand the detail of an argument- both explicitly stated and implied - in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics</p> <p><b>9.5.6.1</b> write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics</p> <p><b>9.3.7.1</b> use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics</p>	1	14.03	
78		<b>CLIL. Culture:</b>	<b>9.4.5.1</b> deduce meaning from context in extended texts on a range			

		Britain in the 1960s. p.89	of familiar general and curricular topics <b>9.5.2.1</b> write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics <b>9.5.6.1</b> write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics <b>9.6.7.1</b> use a variety of simple perfect forms including some passive forms including time adverbials on a range of familiar general and curricular topics	1	17.03  19.03	
		Review				

**IV term 24 hours**  
**Travel and tourism. Unit 8**

79		<b>Travel: nouns.</b> <b>Talking about holiday plan.</b> p.p.92	<b>9.1.4.1</b> evaluate and respond constructively to feedback from others <b>9.2.4.1</b> understand the main points of supported extended talk on a range of general and curricular topics <b>9.3.3.1</b> explain and justify their own and others' point of view on a range of general and curricular topics	1	2.04	
80		To be going to p.93	<b>9.3.4.1</b> respond with flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics <b>9.5.1.1</b> plan, write, edit and proofread work at text level independently on a range of general and curricular topics <b>9.5.3.1</b> write with grammatical accuracy on a range of familiar general and curricular topics	1	4.04	
81		<b>Holiday advice</b> <b>Talking about travelling. p.94</b>	<b>9.1.1.1</b> use speaking and listening skills to solve problems creatively and cooperatively in groups <b>9.2.5.1</b> 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 limited range of unfamiliar topics	1	7.04	

			<p>9.3.2.1 ask complex questions to get information about a wide range of general and curricular topics</p> <p>9.4.8.1 use a wide range of familiar and unfamiliar paper and digital reference resources to</p> <p>9.5.1.1 plan, write, edit and proofread work at text level independently on a range of general and curricular topics</p>			
82		<p><b>Language Focus:</b> <b>Will / to be going</b> <b>to.p.95</b></p>	<p>9.1.7.1 develop and sustain a consistent argument when speaking or writing</p> <p>9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p>9.3.4.1 respond with flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics</p> <p>9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics</p> <p>9.5.3.1 write with grammatical accuracy on a range of familiar general and curricular topics</p>	1	09.04	
83		<p><b>Travel: verbs</b></p>	<p>9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p>9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p>9.3.3.1 explain and justify their own and others' point of view on a range of general and curricular topics</p> <p>9.5.3.1 write with support factual descriptions at text level which describe people, places and objects</p> <p>9.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics</p>	1	11.04	



84		<b>Present Simple and Continuous for future</b>	<p>9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers</p> <p>9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics general and curricular topics</p> <p>9.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics</p> <p>9.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics</p>	1	14 .04	
85		<b>Asking for and giving information.</b>	<p>9.3.2.1 ask complex questions to get information about a wide range of general and curricular topics</p> <p>9.3.3.1 explain and justify their own and others' point of view on a range of general and curricular topics</p> <p>9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p>9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics</p>	1	16.04	
86		<b>An email about a visit. p.99</b>	<p>9.1.4.1 evaluate and respond constructively to feedback from others</p> <p>9.2.5.1 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 limited range of unfamiliar topics</p> <p>9.4.7.1 recognize typical features at word, sentence and text level in a limited range of written genres</p> <p>9.5.1.1 plan, write, edit and proofread work at text level independently on a range of general and curricular topics</p> <p>9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics and curricular topics</p>	1	18.04	
87		<b>My Country. Travel and tourism. p.100</b>	<p>9.1.4.1 evaluate and respond constructively to feedback from others</p> <p>9.4.7.1 recognize typical features at word, sentence and text level in a limited range of written genres</p> <p>9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics and curricular topics</p>	1	21.04	

			<p><b>9.4.5.1</b> deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics</p> <p><b>9.5.3.1</b> write with grammatical accuracy on a range of familiar general and curricular topics</p>			
88		<b>CLIL. Community service. Volunteer holidays.</b> p.101	<p><b>9.4.5.1</b> deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics</p> <p><b>9.4.6.1</b> recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics</p> <p><b>9.1.4.1</b> evaluate and respond constructively to feedback from others</p> <p><b>9.3.5.1</b> keep interaction going in basic exchanges on a growing range of general and curricular topics</p>	1	23.04	
89		<b>Review. Unit 8</b> «Travel and Tourism»	<p><b>9.3.3.1</b> give an opinion at sentence level on a limited range of general and curricular topics</p> <p><b>9.4.5.1</b> deduce meaning from context in short texts on a limited range of familiar general and curricular topics</p> <p><b>9.5.1.1</b> plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics</p> <p><b>9.5.5.1</b> link without support sentences using basic coordinating connectors</p>	1	25.04	
90		<b>Skills Round – up.</b> Welcome – Unit 8	<p><b>9.1.7.1</b> develop and sustain a consistent argument when speaking or writing</p> <p><b>9.2.4.1</b> understand the main points of supported extended talk on a range of general and curricular topics</p> <p><b>9.4.5.1</b> deduce meaning from context in short texts on a limited range of familiar general and curricular topics</p> <p><b>9.6.17.1</b> use if / if only in third conditional structures</p>	1	28.04	
			<b>Science and technology. Unit 9)</b>			
91		<b>A day in cyberspace.</b>	<b>9.3.1.1</b> provide basic information about themselves and others at sentence level on an increasing range of general topics	1	30.04	

			<p>9.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics</p> <p>9.1.3.1 respect differing points of view</p> <p>9.1.7.1 develop and sustain a consistent argument when speaking or writing</p>			
92		<b>Verbs and prepositions.</b>	<p>9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings</p> <p>9.2.2.1 understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p>9.2.3.1 understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p>9.6.8.1 use a variety of future active and passive and future continuous forms range of familiar general and curricular topics</p>	1	02.05	
93		<b>The psychology of "Yes". p.106</b>	<p>9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p>9.2.3.1 understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p>9.6.8.1 use a variety of future active and passive and future continuous forms range of familiar general and curricular topics</p>	1	05.05	
94		<b>Language Focus. Third conditional. p.107</b>	<p>9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p>9.1.7.1 develop and sustain a consistent argument when speaking or writing</p> <p>9.2.2.1 understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p>9.6.17.1 use if / if only in third conditional structures</p>	1	07.05	8.05



95		<b>Language Focus.</b> <b>Third conditional.</b> <b>p.107</b>	<b>9.2.8.1</b> recognize inconsistencies in argument in extended talk on a range of general and curricular subjects <b>9.1.7.1</b> develop and sustain a consistent argument when speaking or writing <b>9.2.2.1</b> understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics <b>9.2.3.1</b> understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics <b>9.6.17.1</b> use if / if only in third conditional structures	1	09.05	кіріктірілді
96		<b>Phobias.</b> <b>Discussion about phobias. p.108</b> <b>The science of sleep WB p74</b>	<b>9.2.1.1</b> understand a sequence of supported classroom instructions <b>9.1.2.1</b> use speaking and listening skills to provide sensitive feedback to peers <b>9.3.7.1</b> use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics <b>9.4.7.1</b> recognize typical features at word, sentence and text level in a limited range of written genres <b>9.5.1.1</b> plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	12.05	
97		<b>Language Focus.</b> <b>Non-defining relative clauses. p.109</b> <b>«Science and Technology»</b>	<b>9.1.1.1</b> use speaking and listening skills to solve problems creatively and cooperatively in groups <b>9.2.4.1</b> understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics <b>9.3.8.1</b> recount extended stories and events on a wide range of general and curricular topics <b>9.4.3.1</b> understand the detail of an argument- both explicitly stated and implied - in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics	1	14.05	
98		<b>Reacting to news and sympathizing</b> <b>p.110</b>	<b>9.1.1.1</b> use speaking and listening skills to solve problems creatively and cooperatively in groups <b>9.2.4.1</b> understand implied meaning in unsupported extended talk on	1	16.05	

			<p>a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p><b>9.2.5.1</b> 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 limited range of unfamiliar topics</p> <p><b>9.3.8.1</b> recount extended stories and events on a wide range of general and curricular topics</p> <p><b>9.4.3.1</b> understand the detail of an argument- both explicitly stated and implied - in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics</p>			
99		<p><b>Writing: An experience.</b> p.111</p>	<p><b>9.1.7.1</b> develop and sustain a consistent argument when speaking or writing</p> <p><b>9.2.3.1</b> understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p><b>9.6.17.1</b> use if / if only in third conditional structures</p>	1	19.05	
100		<p><b>CLIL. Physics and chemistry: Satellites and spacecraft.</b> p.113</p>	<p><b>9.2.4.1</b> understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p><b>9.4.5.1</b> deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics</p> <p><b>9.5.1.1</b> plan, write, edit and proofread work at text level with minimal teacher support on a range of general and curricular topics</p>	1	21.05	
101 102		<p><b>My Country. Science and technology.</b> p.112</p> <p>Review</p>	<p><b>9.1.7.1</b> develop and sustain a consistent argument when speaking or writing</p> <p><b>9.4.3.1</b> understand the detail of an argument in extended texts on a range of familiar general and curricular topics,</p> <p><b>9.5.6.1</b> write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics.</p> <p><b>9.6.15.1</b> use infinitive forms after a growing number of adjectives and verbs; use gerund forms after a growing variety of verbs and</p>	1	23.05	

			<p>prepositions; use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics.</p> <p><b>9.2.1.1</b> understand a sequence of supported classroom instructions</p> <p><b>9.1.2.1</b> use speaking and listening skills to provide sensitive feedback to peers</p> <p><b>9.3.1.1</b> provide basic information about themselves and others at sentence level on an increasing range of general topics</p> <p><b>9.4.7.1</b> recognise typical features at word, sentence and text level in a limited range of written genres</p> <p><b>9.5.1.1</b> plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics</p>			
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