



Ж. Ажигалиев

«Келісемін»

Оқу ісінің меңгерушісі:

С. Досымбетов
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«Тілектес» жалпы білім беретін мектеп
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Ағылшын тілі пәнінен

2023-2024 оқу жылында

10 - сыныпқа арналған күнтізбелік-тақырыптық

ЖОСПАР

10 сыныптарға арналған күнтізбелік-тақырыптық жоспар
Calendar Thematic Plan for the 10th grade
2023-2024 оқу жылы/ academic year
«Action 10 for Kazakhstan». Authors: Jenny Dooley, Bob Obee.

Пәні: Ағылшын тілі **сыныбы:** жаратылыстану-математикалық бағытындағы 10 - сыныптар
Аптасына: 3 сағат, **барлығы:** 108 сағат

№	Ауыспалы тақырыптар/бөлім/Changeable themes/Unit	Тақырып/Topics	Оқу мақсаты/ Learning objectives	Сағат сана/ Hours	Мерзімі/ Date	Ескерту/Notes
	1 Science and scientific phenomena	Introductory lesson. Starter. p.5-6	10.1.6 - organize and present information clearly to others; 10.2.1 - 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;	1	21.09	
		Interesting facts about genetics: DNA. Famous scientist. p.7	10.2.2 - 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; 10.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.1 - understand main points in extended texts on a wide range of familiar and some general and curricular topics;	1	06.09	
			10.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics; 10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; I y; 10.6.7 - 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 range of familiar general and curricular topics; 10.6.11 - use a variety of reported statements and question forms on a wide range of familiar general and curricular topics; 10.6.12 - use a variety of comparative degree adverb structures with			

		Genetics. p. 8-9	regular and irregular a09.09-13.09dverbs;	1	c7-c9	
		Back to life. p. 10	use a wide variety of pre-verbal, post-verbal and end-position adverbs on a wide range of familiar general and curricular topics	1	c8-c9	
		Grammar. Past modals of speculation and deduction. p. 11	10.6.13 - use a growing variety of past modal forms including must have, can't have, might have to express speculation and deduction about the past on a wide range of familiar general and curricular topics	1		
		Myth busters. p. 12-13	10.1.2 - use speaking and listening skills to provide sensitive feedback to peers;		12-c9	
		Word formation: Negative verbs.	10.1.4 - evaluate and respond constructively to feedback from others;	1	14-c9	
		Writing an article about famous people. p. 14-15	10.2.2 - 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;	1	15-c9	
		Culture corner. The man who invented the net. p.16	10.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	1	19-c9	
0		Curricular: Biology. Where did you get from? p. 17	10.3.6 - navigate talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics;	1	21-c9	
1		Summative Assessment for the unit №1. Language in Use. Grammar exercises. p.18.	10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;	1	22-c9	
2		Unit revision. p. 19-20	10.4.7 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics;	1	26-c9	
3	2 Natural Disasters	Introductory Lesson. Natural Disasters. Causes and	10.4.8 - use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	1	28-c9	
			10.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;	1	29-c9	
			10.5.4 - 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;			
			10.5.6 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics;			
			10.5.7 - use independently appropriate layout at text level on a range of general and curricular topics ;			
			10.6.2 - use a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on a wide range of familiar general and curricular topics;			
			10.6.9 - use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and			

		consequences of natural disasters. p. 21	reported speech on a wide range of familiar general and curricular topics ;			
4		Disasters. The Day The Night moved. p. 22-23	10.6.10 - use present continuous and past continuous active and passive forms on a wide range of general and familiar curricular topics;	1		
5		Grammar. Compound adjectives. p.23	10.6.12 - use a variety of comparative degree adverb structures with regular and irregular adverb		03.10	
			use a wide variety of pre-verbal, post-verbal and end-position adverbs on a wide range of familiar general and curricular topics;	1		
6		Water. Everywhere. Prepositions and prepositional phrases. p. 24-25	10.6.16 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics		05.10	
			10.1.9 - use imagination to express thoughts, ideas, experiences and feelings;	1		
7		Safety. Focus on Kazakhstan: reporting on the causes and consequences of natural disasters. p. 26-27.	10.2.1 - 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;		06.10	
			10.2.2 - 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;	1		
8		Writing a story. Planning. p. 28.	10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics ;		10.10	
			10.4.5 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics;	1		
9		Writing a story. p. 28.	10.5.3 - write with grammatical accuracy on a range of familiar general and curricular topics;		12.10	
			10.6.3 - 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;	1		
10		Culture Corner. Hurricane Katrina: The Tragedy of New Orleans. p. 30	10.6.4 - use a wide variety of determiners and pre-determiner structures on a wide range of familiar general and curricular topics;		13.10	
			10.6.15 - use infinitive forms after an increased number of verbs and adjectives. use gerund forms after a variety of verbs and prepositions. use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics	1		
					14.10	

1	Prediction and prevention of natural disasters. Tsunami: a wave of disaster. p. 31	10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 10.1.5 - use feedback to set personal learning objectives; 10.3.1 - use formal and informal language registers in talk on a wide range of general and curricular topics; 10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics; 10.4.7 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics; 10.5.1 - plan, write, edit and proofread work at text level independently on a range of general and curricular topics; 10.5.3 - write with grammatical accuracy on a range of familiar general and curricular topics; 10.5.8 - communicate and respond to news and feelings in correspondence through a variety of functions on a range of general and curricular topics 10.6.7 - 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 range of familiar general and curricular topics; 10.6.14 - use a variety of prepositional phrases before nouns and adjectives; use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics; 10.6.17 - use if / if only in third conditional structures use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics 10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 10.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics; 10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics; 10.5.5 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics; 10.6.3 - use a variety of compound adjectives, adjectives as participles, 55comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics	1		
2	Language in Use. Grammar exercises. p. 32 SA		1	19.10	
3	Reading. In the Heat of the moment. p. 33		1	20.10	
4	Summative Assessment for the term I.		1	24.10	
			1	26.10	
5	Unit revision. p. 33-34		1	27.10	

			use dependent prepositions following adjectives on a range of familiar general and curricular topics			
72		The future of transport	6.1.6.1 organise and present information clearly to others 8.6.11.1 use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics	1	01.03	
73		Reported questions, commands and requests	8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	04.03	
74		Apologizing and explaining	8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	06.03	
75		A memorable journey	6.1.6.1 organise and present information clearly to others 8.6.11.1 use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	08.03	
76		My country: Almaty Metro: Going underground Summative Assessment "Travel and transport"	8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 6.1.6.1 organise and present information clearly to others	1	11.03	
77		CLIL: Language and literature: Adventure stories	8.1.8.1 develop intercultural awareness through reading and discussion 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.6.14.1 use some prepositions before nouns and adjectives: use prepositions as, like to indicate manner use dependent prepositions following adjectives on a range of familiar general and curricular topics	1	13.03	08.03
78		Summative Assessment for the term 3	8.1.8.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.6.14.1 use some prepositions before nouns and adjectives: use prepositions as, like to indicate manner use dependent prepositions following adjectives on a range of familiar general and curricular topics	1	16.03	
79		Review unit 7	8.1.5.1 use feedback to set personal learning objectives 8.3.8.1 recount some extended stories and events on a range of general and curricular topics 8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics	1	18.03	
80		Project: A travel brochure	8.3.8.1 recount some extended stories and events on a range of general and curricular topics 8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 8.6.14.1 use some prepositions before nouns and adjectives: use prepositions as, like to indicate manner use dependent prepositions following adjectives on a range of familiar general and curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	20.03	

		II term				
7	3 Virtual reality	Introductory Lesson. Vocabulary: Applications of virtual reality. p. 35	10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 10.1.4 - evaluate and respond constructively to feedback from others; 10.1.5 - use feedback to set personal learning objectives; 10.2.1 - 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; 10.2.8 - recognize inconsistencies in argument in extended talk on a range of general and curricular subjects; 10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics; 10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics; 10.4.2 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.5.4 - 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; 10.6.1 - 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; 10.6.4 - use a wide variety of determiners and pre-determiner structures on a wide range of familiar general and curricular topics; 10.6.15 - use infinitive forms after an increased number of verbs and adjectives; use gerund forms after a variety of verbs and prepositions; use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics; 10.1.7 - develop and sustain a consistent argument when speaking or writing;	1		
8		Language in Use. Phrasal verbs/Prepositions.		1	07.11	
9		Developing and evaluating mobile applications. Products of the future. p. 36-37		1	09.11	
10		Grammar: Future Tenses. p. 37		1	10.11	
11		Apps on the go. p. 38-39		1		
12		The World of 2D Gaming. p. 40-41		1	14.11	
13		Grammar: Quantifiers. p. 41.		1	16.11	
14		Writing an opinion essay. p. 42		1	17.11	
15		Writing Supporting sentences. Planning. p. 43		1	21.11	
16		Cultural Corner.		1	23.11	
				1	24.11	
				1	28.11	

		VR - Art: Create Nouna. p. 44	10.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;			
7		Curricular IT. How VR works. p. 45	10.2.8 - recognize inconsistencies in argument in extended talk on a range of general and curricular subjects;	1		
8		Summative Assessment for the unit. №2 Language in Use. Grammar exercises. p.46. Unit revision. p. 47-48.	10.3.3 - explain and justify own and others' point of view on a wide range of general and curricular topics;		30	
			10.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics;	1	01.12	
			10.4.5 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics;			
9	4 Organic and non-organic worlds	Introductory lesson. Organic and non-organic worlds. p.49 Discussing the difference between organic and non-organic food. p. 50-51	10.4.7 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics;			
			10.5.1 - plan, write, edit and proofread work at text level independently on a range of general and curricular topics;	1	05.12	
			10.5.3 - write with grammatical accuracy on a range of familiar general and curricular topics;			
			10.5.6 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics;			
0		Grammar: Pronouns - Quantifiers. p.51	10.5.7 - use independently appropriate layout at text level on a range of general and curricular topics;	1	07.12	
			10.5.8 - communicate and respond to news and feelings in correspondence through a variety of functions on a range of general and curricular topics;			
1		Skyscraper Farms. p. 52-53.	10.5.9 - punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy;	1	08.12	
2		Grammar: Future perfect, Future Perfect Continuous. p.53.	10.6.2 - use a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on a wide range of familiar general and curricular topics;	1	12.12	
			10.6.9 - 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			
3		Analyzing the advantages and disadvantages of biofuels.	10.1.5 - use feedback to set personal learning objectives;	1	14.12	
			10.2.2 - 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. 54-55	10.2.4 - 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;			
4		Writing. For and against essay. p.56	10.2.5 - 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 limited range of unfamiliar topics;	1	16.12.	
5		Writing. For and against essay. Linkers and planning. p.57	10.3.3 - explain and justify own and others' point of view on a wide range of general and curricular topics;	1	19.12.	
6		Cultural Corner. The Organic Industry in the UK. p.58 Summative Assessment for the unit. №3	10.3.6 - navigate talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics;	1	21.12.	
7		Curricular: Citizenship, How to be a responsible shopper. p. 59	10.4.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics;	1	22.12.	
8		Summative Assessment for the term 2	10.4.5 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics;	1	26.12.	
9		Unit revision. Language in Use. Grammar exercises. p. 60-61	10.6.2 - use a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on a wide range of familiar general and curricular topics;	2	28.12. 29.12.	
			10.6.6 - use a wide variety of relative, demonstrative, indefinite, quantitative pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics;			
			10.6.8 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics;			
			10.6.13 - use a growing variety of past modal forms including must have, can't have, might have to express speculation and deduction about the past on a wide range of familiar general and curricular topics			
			10.1.9 - use imagination to express thoughts, ideas, experiences and feelings;			
			10.2.4 - 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;			
			10.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics;			
			10.3.4 - evaluate and comment on the views of others in a growing			

III term – 31 hours

51	5 Reading for pleasure	Introductory lesson. Reading for pleasure. p. 63	10.1.1 – use speaking and listening skills to solve problems creatively and cooperatively in groups; 10.1.8 – develop intercultural awareness through reading and discussion; 10.1.10 – use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;	1	09.01	
52		Learners read a non-fiction text. The War of the Worlds. p. 64	10.1.10 – use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;	1	11	
53		The War of the Worlds. p. 65	10.2.2 – 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;	1	12	
54		The War of the Worlds. p. 66	10.2.3 – understand the 10.02-14.02 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;	1	16	
55		The War of the Worlds. p. 67	10.2.7 – understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics;	1	18	
56		Elements in fiction. p. 67	10.3.2 – ask and respond to complex questions to get information about a wide range of general and curricular topics;	1	19	
57		The myth of the War of the Worlds. p. 68	10.4.2 – understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics;	1	23	
58		The myth of The War of the Worlds. p. 68	10.4.8 – use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding;	1	25	
59		Reading for pleasure	10.5.8 – communicate and respond to news and feelings in correspondence through a variety of functions on a range of general and curricular topics;	1	26	
60		Unit revision	10.6.5 – use a wide variety of question types on a wide range of familiar general and curricular topics	1	30	
61	6 Capabilities of human brain	Introductory lesson. Capabilities of human brain. p. 69	10.1.2 – use speaking and listening skills to provide sensitive feedback to peers; 10.1.4 – evaluate and respond constructively to feedback from others; 10.1.6 – organize and present information clearly to others;	1	01.02	
62		Investigate and report on the functions of the brain. p. 70	10.1.10 – use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;	1	2	
		Physical structure of the human brain. p. 71	10.2.6 – 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;	1	6	
63		Grammar: Question types. p. 71	10.3.2 – ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.3.7 – use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.4 – read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.4.7 – recognize patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics; 10.5.1 – plan, write, edit and proofread work at text level independently on a range of general and curricular topics; 10.5.5 – develop with support coherent arguments supported when necessary by	1	8	

64		Project Work.	examples and reasons for a wide range of written genres in familiar general and curricular topics;	1	9	
65		Multiple intelligences (self-study project) p. 72-73	10.6.5 - use a wide variety of question types on a wide range of familiar general and curricular topics; 10.6.17 - use if/ if only in third conditional structures	1	13	
66		Grammar: Relative clauses. p. 73	use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics 10.1.5 - use feedback to set personal learning objectives;	1	15	
67		Who says Stress is bad for you? P.74 Describing the symptoms of stress and giving advice on how to reduce stress. p. 75.	10.2.2 - 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; 10.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.2.5 - 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 limited range of unfamiliar topics; 10.3.3 - explain and justify own and others' point of view on a wide range of general and curricular topics;	1	16	
68		Grammar: The Passive. p. 75	10.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics;	1	20	
69		Writing an email giving an advise. p.76	10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics; 10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;	1	22	
70		Unit revision: p. 80-82 Summative Assessment for the unit 6	10.4.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics;	1	23	
71	7 Breakthrough technologies	Introductory lesson: Breakthrough technologies. p. 83	10.4.2 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.4.5 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics;	1	26	
72		Nanotechnology. p. 84-85	10.5.1 - plan, write, edit and proofread work at text level independently on a range of general and curricular topics;	1	27	
73		Grammar: Reported speech. p. 85	10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	01.03	
74		Robotics. p.86-87	10.5.3 - write with grammatical accuracy on a range of familiar general and curricular topics;	1	01.03	
75		The road to success. p.88-89	10.5.7 - use independently appropriate layout at text level on a range of general and curricular topics;	1	2	
76		Grammar: Quantifiers and countable/ uncountable nouns. p. 89.	10.6.1 - 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;	1	5	
77		Writing: For and against essay. p. 90	10.6.2 - use a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on a wide range of familiar general and curricular topics;	1	7	

78		Cultural corner: The Science Museum, London, p.92	10.6.4 - use a wide variety of determiners and pre-determiner structures on a wide range of familiar general and curricular topics; 10.6.9 - 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; 10.6.15 - use infinitive forms after an increased number of verbs and adjectives use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verbs on a wide range of familiar general and curricular topics; 10.6.16 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics	1	8	
79		Unit revision Summative Assessment for the unit 7	10.1.3 - respect differing points of view; 10.1.8 - develop intercultural awareness through reading and discussion; 10.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.2.8 - recognize inconsistencies in argument in extended talk on a range of general and curricular subjects; 10.3.2 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.4.6 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.4.7 - recognize patterns of development in lengthy texts (inter-paragraph level) on a range of general and curricular topics; 10.5.5 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics; 10.5.7 - use independently appropriate layout at text level on a range of general and curricular topics; 10.5.9 - punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy; 10.6.1 - 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; 10.6.3 - 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; 10.6.8 - use a variety of future active and passive and future-continuous forms on a wide range of familiar general and curricular topics; 10.6.11 - use a variety of reported statements and question forms on a wide range of familiar general and curricular topics; 10.6.14 - use a variety of prepositional phrases before nouns and adjectives use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics; 10.6.17 - use if/ if only in third conditional structures	1	12	
80		Summative Assessment for the term 3		1	14	

			use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics 10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 10.1.2 - use speaking and listening skills to provide sensitive feedback to peers; 10.1.8 - develop intercultural awareness through reading and discussion; 10.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.2 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics; 10.3.6 - navigate talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics ; 10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.6 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.4.9 - recognize inconsistencies in argument in extended texts on a wide range of general and curricular topics; 10.5.5 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics; 10.6.8 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics			
81	8 Space X	Introductory Lesson, Space X, p. 97	10.11.9 - use imagination to express thoughts, ideas, experiences and feelings; 10.2.5 - 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 limited range of unfamiliar topics; 10.2.6 - 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;	1	15.03	
82		Things you did not know about space, UFO tour, p. 98-99	10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.2 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.4.5 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.6 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics; 10.6.2 - use a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on a wide range of familiar general and curricular topics ; 10.6.7 - 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 range of familiar general and curricular topics ;	1	19.03	

			IV term			
81	8 Space X	Introductory Lesson. Space X. p. 97	10.11.9 - use imagination to express thoughts, ideas, experiences and feelings; 10.2.5 - 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 limited range of unfamiliar topics;	1	02.04	
82		Things you did not know about space. UFO tour. Grammar: The Passive. p. 98-99	10.2.6 - 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; 10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;	1	04.04	
84		Space Colonization: Future or Fantasy? p.100-101	10.4.2 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics;	1	05.04	
85		Grammar: Conditionals: Types of conditionals. p.101	10.4.5- deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.6 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics	1	09.04	
87		Sci-fi films. p.102-103	10.6.2 - use a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on a wide range of familiar general and curricular topics ;	1	11.04	
88		Grammar: Reported speech. p. 103	10.6.7 - 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 range of familiar general and curricular topics ;	1	12.04	
89		Writing a film review. p. 104-105	10.6. 8 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics;	1	16.04	
90		Cultural Corner: NASA. p. 106	10.6.15 - use infinitive forms after an increased number of verbs and adjectives use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics	1	18.04	
91		Curricular: Literature The day of the Triffids. p. 107	10.1.6 - organize and present information clearly to others; 10.1.7 - develop and sustain a consistent argument when speaking or writing; 10.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;	1	19.04	
92		Language in Use. p. 108.	10.2.1 - understand the main points in unsupported extended talk on a	1	23.04	

93		Summative Assessment for the unit. №4 Unit revision	wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics;	1	25.04	
94	9 Independent project	Introductory lesson Independent Project. p. 111	10.3.3- explain and justify own and others' point of view on a wide range of general and curricular topics; 10.4.8 - use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding;	1	26.04	
95		The Universe. How did it all begin? Grammar: Identifying pronoun reference. p.112-113	10.5.1- plan, write, edit and proofread work at text level independently on a range of general and curricular topics; 10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.5.6 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics;	1	30.04	
97		Human Biology. p. 114-115	10.5.7 - use independently appropriate layout at text level on a range of general and curricular topics;	1	02.05	
98		Grammar: Conditionals: type 3 (Revision) p. 115	10.6.8 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics ; 10.6.10 - use present continuous and past continuous active and passive forms on a wide range of general and familiar curricular topics;	1	03.05	
99		Elements. Take a deep breath. 116	10.6.11 - use a variety of reported statements and question forms on a wide range of familiar general and curricular topics;	1	07.05	
100		Take a deep breath. 117	10.6.14 - use a variety of prepositional phrases before nouns and adjectives; use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics;	1	09.05	
101		Writing an opinion essay. Rubric analysis. p. 118	10.6.16 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics	1	10.05	
102		Expressing opinion 119	Independent project 10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups;	1	14.05	
103		Cultural Corner: British Science week. p. 120-121	10.1.2 - use speaking and listening skills to provide sensitive feedback to peers; 10.1.3 - respect differing points of view;	1	16.05	
104		Language in Use. Grammar exercises. p. 122	10.1.8 - develop intercultural awareness through reading and discussion; 10.2.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited	1	17.05	

		Summative Assessment for the unit. №4	range of unfamiliar topics; 10.2.2 - 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;			
105		Progress check, p.123-124	10.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	1	21.05	
106		Summative Assessment for the term 4	10.2.8 - recognize inconsistencies in argument in extended talk on a range of general and curricular subjects; 10.3.2 - ask and respond to complex questions to get information about a wide range of general and curricular topics;	1	23.05	
107		Unit revision	10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics ; 10.3.6 - navigate talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics; 10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.1 - understand main points in extended texts on a wide range of unfamiliar general and curricular topics; 10.4.2 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics; 10.4.4 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.4.6 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.4.7 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics; 10.4.9 - recognize inconsistencies in argument in extended texts on a wide range of general and curricular topics; 10.5.5 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics; 10.5.7 - use independently appropriate layout at text level on a range	1	24.05	

			of general and curricular topics ; 10.5.8 - communicate and respond to news and feelings in correspondence through a variety of functions on a range of general and curricular topics; 10.5.9 - punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy; 10.6.1 - 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 ; 10.6.3 - 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; 10.6.8 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics; 10.6.11 - use a variety of reported statements and question forms on a wide range of familiar general and curricular topics; 10.6.14 - use a variety of prepositional phrases before nouns and adjectives use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics; 10.6.17 - use if/ if only in third conditional structures: use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics.			
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«Келісемін»
Оқу ісінің меңгерушісі:
С. Досымбетов
28.08.2023

Ә.Б. отырысында қарады
Ә.Б. жетекшісі: А. Ошанова
Хаттама №1
28.08.2023

«Тілектес» жалпы білім беретін мектеп
коммуналдық мемлекеттік мекемесі
Ағылшын тілі пәнінен
2023-2024 оқу жылында
II - сыныпқа арналған күнтізбелік-тақырыптық
ЖОСПАР

Calendar Thematic Plan for the 11th grade
2023-2024 оқу жылы/учебный год/academic year
«Action 11 for Kazakhstan». Authors: Jenny Donley, Bob Obee, 2020

Direction	Date	Hours	Lesson	Theme	Lesson Objectives	Use of English	Home task
I term – 24 hours							
Unit 1 “Making Connections in Biology”							
I	08.09		1	Starter p.5-6	11.5.2, 11.4.3, 11.1.9, 11.3.7	VC: Space, Human Anatomy, Chemical Elements S&F: Filling in and telling New Year's Resolution	SH Page 6 ex.4b (at Teacher's discretion)
	09.09		2	Timeline of Biology p.7	11.4.3, 11.5.2, 11.1.6, 11.1.7, 11.1.8, 11.2.5, 11.3.7, 11.5.5	R&L: Completing the Timeline ex.1 p.7 VC: Biology	SH Page 7 Prepare a presentation about discoveries in the field of Biology (at Teacher's discretion)
	09.09		3	Modern Genetics pp.8-9	11.5.2, 11.4.1, 11.4.2, 11.4.3, 11.4.5, 11.1.4, 11.1.6, 11.3.2, 11.3.7, 11.6.3, 11.2.5, 11.3.5, 11.5.1, 11.5.5	VC: Mendel's Experiment ex.1 p.8 R&L: T/F/DS ex.3 p.8 Filling in words ex.4 p.8 Choosing the correct items ex.5 p.9 S&F: Presenting information ex.6 p.9 GR: Adjective complements ex. 7-8 p.9 WR: Collecting information about Gregor Mendel ex.9 p.9	W&GB Page 4 ex.1-5 (at Teacher's discretion)
II	11.09		4	Taxonomy pp.10-11	11.2.1, 11.2.2, 11.4.1, 11.4.2, 11.4.3, 11.1.8, 11.2.5, 11.3.2, 11.3.5, 11.5.2, 11.5.5, 11.6.1, 11.1.4, 11.2.3, 11.1.2, 11.1.4, 11.1.6, 11.1.8, 11.4.8, 11.5.1, 11.5.7, 11.5.9	VC: Taxonomy ex.1 p.10 R&L: Answering questions ex.2 p.10 Completing the summary ex.3 p.10 Choosing the correct answer ex.5 p.11 GR: Pre- and Post-modifying structures ex.4 p.11 S&F: Discussing and presenting information in groups ex.6-7 p.11	W&GB Page 5 ex.1-5 (at Teacher's discretion)
	12.09		5	Blood Types pp.12-13	11.4.3, 11.5.2, 11.2.5, 11.3.2, 11.3.4, 11.3.5, 11.6.2, 11.2.1, 11.2.2, 11.1.6, 11.1.8, 11.4.8, 11.5.1, 11.5.2, 11.5.5	VC: Blood Groups ex.1 p.12 R&L: Answering questions ex.2 p.12 Completing and filling in the sentences ex.3-4 p.13 T/F ex.9 p.13 S&F: Discussing information in groups ex.5 p.13 GR: Determiners ex.6 p.13 Apposition/ Textual referencing ex.7-8 p.13 WR: A short paragraph about recent discoveries in Blood Groups ex.10 p.13	W&GB Page 6 ex.1-5 (at Teacher's discretion)
	14.09		6	Formal/ Informal Writing	11.5.3, 11.5.4	R&L: Answering questions ex.1-2a p.14	W&GB

				p.14-15		Matching Informal Phrases to Formal Equivalents 2b p.15	Page 7 ex.1-5 (at Teacher's discretion)
III	18.09		7	Formal/ Informal Writing p.15	11.4.1, 11.4.5, 11.5.3, 11.5.4, 11.2.1, 11.2.2, 11.3.2, 11.3.4, 11.1.1, 11.1.4, 11.6.1, 11.6.2, 11.6.3	<u>R&L</u> : Answering questions ex.3-4 p.15 <u>WR</u> : An Email using the plan ex.5 p.15	<u>W&GB</u> Page 8 ex.6-9 (at Teacher's discretion)
	19.09		8	The Scientist behind a New Domain of Life p.16	11.1.8, 11.3.5, 11.4.3, 11.2.5, 11.3.2, 11.3.4, 11.4.2, 11.4.5, 11.1.6, 11.4.8, 11.5.2, 11.5.5, 11.5.6, 11.6.3	<u>R&L</u> : Answering questions ex.1, 4 p.16 Filling in gaps ex.2 p.16 Matching the words to definition ex.3 p.16 <u>WR</u> : Collecting information about a Scientist ex.5 p.16	<u>W&GB</u> Page 9 Reading Task (at Teacher's discretion)
	21.09		9	Cloning p.17	11.1.6, 11.4.3, 11.5.3, 11.2.1, 11.4.1, 11.4.2, 11.1.2, 11.1.4, 11.3.2, 11.3.5, 11.5.2, 11.1.8, 11.4.8, 11.5.1, 11.5.5	<u>S&F</u> : Matching the headings to the gaps ex.2 p.17 Answering questions ex.3 p.17 Giving a short summary ex.4 p.17 Collecting and presenting information about Cloning ex.5 p.17	<u>SB</u> Page GR1 <u>W&GB</u> Pages 54-55 (at Teacher's discretion)
IV	23.09		10	Language in Use p.18	11.5.2, 11.6.13, 11.6.4	<u>GR</u> : Completing and filling the sentences ex. 1,3,4 p.18 Choosing the correct items ex. 2, 5 p.18	Revise the material Unit 1
	26.09		11	Summative Assessment for Unit 1 "Making Connections in Biology" Kazakhstan in Action p.18. Nature VS Nurture p.19	11.4.2, 11.4.1	<u>R&L</u> : Filling in words "Kazakhstan in Action" p.18 Choosing the correct answer ex. 1 p.19	Prepare for correction
	28.09		12	Progress Check pp.19-20	11.2.2, 11.5.2, 11.6.1, 11.6.2, 11.6.2, 11.5.1, 11.5.3, 11.5.4, 11.5.5	<u>R&L</u> : Completing and filling in the sentences ex. 2 p.19 <u>S&F</u> : Filling in gaps ex. 3 p.20 Matching ex.4,5 p.20 <u>GR</u> : Apposition/ Textual Referencing ex.6 p.20 <u>WR</u> : An Email ex.7 p.20	Do corrections
Unit 2 "The Animal World"							
V	02.10		13	Our Natural World p.21	11.3.5, 11.4.2, 11.4.3, 11.4.5, 11.3.1, 11.1.1, 11.1.3, 11.1.10, 11.4.8, 11.3.3, 11.3.7, 11.5.2	<u>VC</u> : Natural World <u>R&L</u> : Filling in words and matching ex.2 p.21 Answering questions ex.3 p.21	<u>SB</u> Page 21 Prepare a presenta about nature in the country (at Teacher's discre
	03.10		14	Golden Eagles pp.22-23	11.3.7, 11.5.2, 11.2.8, 11.4.3, 11.4.2, 11.4.5, 11.5.2, 11.6.7, 11.6.9, 11.1.1, 11.3.3, 11.1.7,	<u>VC</u> : Eagles <u>R&L</u> : Matching the words to description ex.1 p.22 Answering questions ex.2 p.22	<u>W&GB</u> Page 10 ex.1-5 (at Teacher's discre

						S&F: Discussing the information ex.5. 9 p.53 Collecting and presenting information about Ancient Calendars ex.10 p.53	
VI		40	Effective Slideshow Presentation pp.54-55	11.5.2, 11.5.5, 11.4.3, 11.5.4, 11.5.3, 11.3.3, 11.3.5, 11.3.7, 11.2.3, 11.2.4, 11.5.1, 11.5.2, 11.5.6	VC: Slideshow Presentation R&L: Answering questions ex.2,3 p.54-55 Matching the words to the meanings ex.4 p.55 Completing the sentences ex.7 p.55 GB: Impersonal and Cleft Sentences ex.6 p.55 S&F: Discussing things about Presentation ex.5 p. 55 Asking for/ Giving/ Responding to Advice ex.8 p. 55 WR: Collecting and presenting information about Slideshow Presentations ex.9 p.55	W&GB Page 24 ex.1-5 (at Teacher's discretion)	
	11.10						
	12.10	41	A for-and-against Essay p.56	11.1.8, 11.3.5, 11.4.1, 11.4.3, 11.4.2, 11.4.5, 11.3.6, 11.3.7, 11.1.6, 11.1.8, 11.1.10, 11.4.8, 11.5.1	R&L: Answering questions ex. 1 p.56 Choosing the appropriate linkers ex.2,3 p.56	W&GB Page 25 ex.1-6 (at Teacher's discretion)	
	14.10	42	A for-and-against Essay p.57	11.4.2, 11.4.7, 11.2.1, 11.3.6, 11.3.7, 11.1.1, 11.1.6, 11.1.10, 11.3.5, 11.4.8, 11.5.1	R&L: Expanding prompts into sentences ex.4 p.57 Using Useful Language ex.5 p.57 S&F: Discussing the information ex.6 p.57 WR: An Essay using the plan ex.7 p.57	W&GB Page 25 ex.7-10 (at Teacher's discretion)	
VII		43	The Royal Observatory p.58	11.1.8, 11.3.5, 11.4.1, 11.4.3, 11.4.2, 11.4.5, 11.3.6, 11.3.7, 11.1.6, 11.1.8, 11.1.10, 11.4.8, 11.5.1	R&L: Answering questions ex.1-2 p.58 Matching the words to definition ex.3 p.58 Choosing the antonyms ex.4 p.58 S&F: telling 3 things about The Royal Observatory ex.5 p.58 WR: A short paragraph about Observatory/ Science Museum ex.6 p.58	Revise the material of Un SB Page GR14 (at Teacher's discretion)	
	18.10						
	19.10	44	Time Zones p.59 "Timekeeping Devices"	11.4.2, 11.4.7, 11.2.1, 11.3.6, 11.3.7, 11.1.1, 11.1.8, 11.1.10, 11.3.5, 11.4.8, 11.5.1	R&L: Answering questions ex.1 p.59 Matching the sentences to gaps ex.2 p.59 S&F: telling 3 things about Time Zones ex.3 p.59 Discussing information in groups ex.4 p.59	W&GB Page 27 Reading Task (at Teacher's discretion)	
	21.10	45	Language in Use p.60 Summative Assessment for the Unit 4	11.5.2, 11.6.13, 11.6.4	GR: Completing and filling the sentences ex. 1,3,4 p.60 Choosing the correct items ex. 2, 5 p.60 R&L: Filling in words Kazakhstan in Action p.60	SB W&GB Page 83 (at Teacher's discretion)	
VIII		46	The Dawn of Horology p.61	11.4.2, 11.2.2, 11.2.3, 11.2.4, 11.2.6	R&L: T/F/DS ex.1 p.61 Matching ex.2 p.61	Revise the material of Un 4.	
	25.10						
	26.10	47	Summative Assessment for term 2		VC and GR of Modules 3,4	Prepare for corrections	
	22.10	48	Progress Check pp.61-62	11.5.2, 11.6.6, 11.6.7, 11.5.1, 11.5.2, 11.5.5	S&F: Filling in ex. 3 p.62 GR: Cleft Sentences ex.4 p.62 Present and Past Perfect ex.5 p.62 WR: An Essay using the plan ex.6 p.62	Do corrections	

II term – 24 hours

Unit 3 “The Human Brain”

I	06/11	25	Parts of the Brain p.35	11.2.6, 11.4.1, 11.4.3, 11.5.2, 11.2.1, 11.3.2, 11.1.2, 11.1.4, 11.3.7, 11.5.7, 11.6.4, 11.6.13, 11.6.14	VC: Brain R&L: Using words to label the pictures ex.1 p.35 S&F: Asking and answering questions ex.2 p.35	SR: Page 35 Prepare a presentation abt the model of the brain (at Teacher's discretion)
	07/11	26	Brain Technology pp.36-37	11.4.5, 11.5.2, 11.2.1, 11.2.6, 11.4.3, 11.4.5, 11.6.14, 11.3.2, 11.3.3, 11.4.1, 11.3.7, 11.1.6, 11.1.10, 11.3.4, 11.3.6, 11.1.2, 11.1.4, 11.4.8, 11.5.7, 11.6.4	VC: Brain R&L: Answering questions ex.2, 4 p.36-37 Choosing the correct answer ex.3 p.36 Matching the words to the meanings ex.1, 5 p.36-37 GR: Prepositional Phrase- Clauses of Concession- Multi-word Verbs ex.6 p.37 S&F: Discussing the text information ex.7 p.37 WR: Collecting and presenting information about brain technologies ex.8 p.37	W&GB Page 16 ex.1-5 (at Teacher's discretion)
	09/11	27	Neurones pp. 38-39	11.5.2, 11.4.1, 11.4.3, 11.6.12, 11.1.2, 11.1.4, 11.1.10, 11.3.2, 11.3.3, 11.3.4, 11.3.7, 11.5.8, 11.4.4, 11.4.8, 11.5.1, 11.5.2, 11.5.7, 11.6.4, 11.6.13, 11.6.14	VC: Scientific Discoveries R&L: Matching the words to definition ex.1 p.38 Answering questions ex.2 p.38 T/F/DS ex.3 p.39 Filling in words ex.4 p.39 Choosing the correct answer ex.5 p.39 GR: Past Modals ex.6 p.39 S&F: Doing a Survey ex.7 p.39 WR: Collecting and presenting information about the Types of Neurones ex.8 p.39	W&GB Page 17 ex.1-4 (at Teacher's discretion)
II	13/11	28	Memory p.40	11.4.1, 11.3.7, 11.4.7, 11.1.9, 11.4.1, 11.4.3, 11.4.5	VC: Memory R&L: Filling in words ex.1 p.40 Answering questions ex.2 p.40 Matching the sentences to the gaps ex.3 p.40	W&GB Page 18 ex.1-2 (at Teacher's discretion)
	14/11	29	Memory p.41	11.6.4, 11.2.4, 11.2.7, 11.2.6, 11.1.7, 11.1.9, 11.3.3, 11.3.7, 11.4.4, 11.4.8, 11.5.7, 11.5.8, 11.6.12	GR: Affixes (Prefixes and Suffixes) ex.5 p.41 R&L: Choosing the correct answer ex.6 p.41 Answering questions ex.7 p.41 S&F: Giving and asking opinions ex.8 p.41 WR: Collecting and presenting information about Memory Technique ex.9 p.41	W&GB Page 18 ex.3-5 (at Teacher's discretion)
	16/11	30	Giving and Following Instructions p.42	11.5.7, 11.4.1, 11.4.2, 11.4.6, 11.4.7	R&L: Answering questions ex.1-2 p.42 Putting the instructions in the correct order ex.3 p.42	W&GB Page 19 ex.1-3 (at Teacher's discretion)
III	20/11	31	Giving and Following Instructions p.43	11.5.2, 11.6.15, 11.5.1, 11.5.3, 11.5.4, 11.5.7, 11.1.10, 11.4.8, 11.5.1, 11.5.3, 11.5.4, 11.5.7	S&F: Filling in gaps ex.4 p.43 Using the Useful Language ex.5 p.43 GR: Clauses of Concession – Conditional Clauses ex.6-7 p.43 WR: Instructions for using Smart TV ex.8 p.43	W&GB Page 20 ex.4-7 (at Teacher's discretion)
	21/11	32	The Method of Loci p.44	11.1.9, 11.3.7, 11.5.2, 11.1.7, 11.4.1	VC: Memory Techniques	W&GB

IV				11.4.2, 11.4.3, 11.2.4, 11.2.7, 11.4.4, 11.4.8, 11.5.1, 11.5.8, 11.6.4	R&L: Discussing the definition ex.1 p.44 Answering questions ex.2 p.44 Putting the steps in the correct order ex.3 p.44 WR: A short paragraph about Mnemonic Devices ex.4 p.44	Page 21 Reading Task (at Teacher's discretion)
	25.11	33	How Memories Are Formed p.45	11.1.9, 11.3.2, 11.5.2, 11.3.6, 11.3.7, 11.4.4, 11.4.8, 11.5.6, 11.5.8	VC: Hippocampus R&L: Answering questions ex.1 p.45 Filling in words ex.2 p.45 S&F: Discussing the information ex.3 p.45 WR: Collecting and presenting information about Human Memory ex.4 p.45	SB Pages GR10-14 W&GB Pages 77-82 (at Teacher's discretion)
	27.11	34	Language in Use Kazakhstan in Action p.46	11.5.2, 11.6.13, 11.6.4	GR: Completing and filling the sentences ex. 1,3,4 p.46 Choosing the correct items ex. 2, 5 p.46 R&L: Choosing the correct opinion Kazakhstan in Action p.46	Revise the material of U1
	28.11	35	Summative Assessment for Unit 3 "The Human Brain" Mind over Memory p.47	11.4.7, 11.2.2, 11.2.6	R&L: Matching the sentences to the gaps ex.1 p.47 Choosing the correct answer ex.2 p.47	Prepare for corrections
	30.11	36	Progress Check pp.47-48	11.5.2, 11.5.4, 11.5.7, 11.6.12, 11.6.14, 11.6.15	S&F: Filling in gaps ex. 3 p.48 GR: Completing and filling in the sentences ex.4 p.48 Choosing the correct items ex.5 p.48 Matching the exchanges ex.6 p.48 WR: An Instructional Test ex.7 p.48	Do corrections
	Unit 4 "Timekeeping Devices"					
	04.12	37	The History of Timekeeping Devices p.49	11.4.2, 11.2.3, 11.3.3, 11.3.7	VC: Timekeeping History R&L: Completing the text ex.1 p.49 Answering questions ex.2 p.49 WR: Sentences about Timekeeping Devices p.49	SB Page 49 Prepare a presentation ab- Timekeeping device (at Teacher's discretion)
V	05.12	38	Timekeeping in Ancient Egypt pp.50-51	11.5.2, 11.2.1, 11.2.2, 11.2.3, 11.2.4, 11.4.2, 11.4.3, 11.4.5, 11.6.7, 11.1.1, 11.1.3, 11.1.10, 11.3.2, 11.3.3, 11.3.5, 11.1.6, 11.4.8, 11.3.1	VC: Merkhhet R&L: Answering questions ex.2 p.50 Choosing the correct answer ex.3 p.51 Matching the words to synonyms ex.4 p.51 GR: Present and Past Perfect (Active & Passive Voice) ex. 5 p.51 S&F: Discussing the information ex.6 p.51 WR: Collecting and presenting information about Timekeeping Devices ex.7 p.51	W&GB Page 22 ex.1-5 (at Teacher's discretion)
	07.12	39	The Calendar p.52-53	11.5.2, 11.4.1, 11.4.2, 11.4.3, 11.4.5, 11.4.7, 11.3.7, 11.3.3, 11.2.3, 11.2.4, 11.1.1, 11.1.3, 11.3.3, 11.3.5, 11.1.6, 11.1.10, 11.4.8, 11.5.1	VC: Calendar R&L: Matching the words to definition ex.1 p.52 Choosing the correct sentences for the gaps ex.3 p.53 Matching the words to the meanings ex.4 p.53 Choosing the correct items ex.7 p.53 Choosing the correct answer ex.8 p.53 GR: Idioms with Time - Collocations ex. 6-7 p.53	W&GB Page 23 ex.1-4 (at Teacher's discretion)

					11.1.10, 11.2.3, 11.2.5, 11.3.1, 11.3.4, 11.3.5, 11.3.6, 11.1.2, 11.1.4, 11.1.5, 11.1.6, 11.4.8, 11.5.1, 11.5.4	Choosing the correct answer ex.3 p.23 Completing the summary ex.4 p.23 GR: Present and Past Perfect ex.5 p.23 The Passive ex.6 p.23 WR: sentences about endangered species ex.6 p.23 Collecting and presenting a poster ex.8 p.23	
	05.10		15	Bats pp.24-25	11.5.2, 11.1.2, 11.1.3, 11.1.7, 11.2.3, 11.2.5, 11.5.1, 11.3.4, 11.3.5, 11.3.6, 11.4.2, 11.4.7, 11.6.6, 11.6.10, 11.1.4, 11.1.5, 11.1.6, 11.1.10, 11.4.8, 11.5.1, 11.5.4, 11.6.7, 11.6.9	VC: Bats R&L: Choosing the correct answer ex.2 p.24 Filling in gaps ex.3 p.25 GR: Impersonal Sentences ex.5 p.25 Reported Speech ex.6-8 p.25 WR: 3 questions about bats ex.9 p.25 Collecting and presenting information about Bats ex.10 p.25	W&GB Page 11 ex.1-5 (at Teacher's discretion)
VI	09.10		16	Dolphins pp.26-27	11.5.2, 11.2.2, 11.4.2, 11.4.5, 11.1.6, 11.1.7, 11.1.10, 11.3.1, 11.3.4, 11.3.5, 11.3.6, 11.5.1, 11.5.4, 11.2.3, 11.6.9, 11.2.5, 11.2.8, 11.1.1, 11.1.2, 11.1.3, 11.1.4, 11.1.5, 11.4.8, 11.6.7	VC: Dolphins R&L: Answering questions ex.2 p.26 T/F/DS ex.3 p.26 T/F ex.7 p.27 GR: Present and Past Tenses ex.6 p.27 S&F: Giving and asking opinions ex.8 p.27 WR: Collecting and presenting information about Orca ex.9 p.27	W&GB Page 12 ex.1-4 (at Teacher's discretion)
	10.10		17	An Opinion Essay p.28	11.5.5, 11.5.4, 11.5.7, 11.6.15, 11.3.1	R&L: Answering questions ex.1-2 p.28 Replacing the topic sentences ex.3 p.28 Choosing the correct items ex.5 p.28 WR: The topic sentences using linkers ex.6 p.28	W&GB Page 13 ex.1-5 (at Teacher's discretion)
	12.10		18	An Opinion Essay p.29	11.1.2, 11.1.3, 11.1.4, 11.2.3, 11.2.8, 11.3.1, 11.5.4, 11.3.5, 11.3.6, 11.6.6, 11.5.5, 11.5.2, 11.1.5, 11.1.6, 11.1.7, 11.1.10, 11.5.1, 11.5.4, 11.5.7, 11.6.9	S&F: Expressing opinions ex.7 p.29 GR: Cleft sentences ex.8-9 p.29 WR: An Essay using the plan ex.10 p.29	W&GB Page 14 ex.7-9 (at Teacher's discretion)
VII	16.10		19	Olympic National Park p.30	11.1.10, 11.4.2, 11.4.1, 11.5.2, 11.3.6, 11.1.4, 11.1.5, 11.1.6, 11.1.7, 11.3.1, 11.3.4, 11.4.8, 11.5.1, 11.5.4, 11.6.7, 11.6.9	R&L: Answering questions ex.1 p.30 Matching the headings to the paragraphs ex.2 p.30 Filling in words ex.3a p.30 S&F: Using completed phrases ex.3b p.30 WR: Collecting and presenting information about a National Park ex.4 p.30	Revise the material of Unit 2 SB Pages GR1-10 (at Teacher's discretion)
	17.10		20	Summative Assessment for	11.4.3, 11.4.2, 11.4.5, 11.1.6,	R&L: Answering questions ex.1 p.31	W&GB

				Unit 2 “The Animal World” Bees and Their World p.31	11.3.1, 11.3.6, 11.3.4, 11.3.7, 11.1.2, 11.1.3, 11.1.4, 11.1.5, 11.1.10, 11.4.8, 11.5.1, 11.5.4, 11.6.7, 11.6.9	Completing the sentences ex.2 p.31 <u>S&F</u> : Describing the Life Cycle of Bees ex.3 p.31 Using numbers ex.4 p.31 <u>WR</u> : Collecting and presenting information about bees ex.5 p.31	Page 15 Reading Task (at Teacher's discretion)
	19.10		21	Language in Use p.32	11.5.2, 11.6.4, 11.6.13	<u>GR</u> : Completing and filling the sentences ex. 1,3,4 p.32 Choosing the correct items ex. 2, 5 p.32	<u>W&GB</u> Pages 56-77 (at Teacher's discretion)
VIII	23.10		22	Shark Whisper p.33	11.4.2, 11.2.5	<u>R&L</u> : Choosing the correct items ex.1 p.33 Matching ex.2 p.33	Revise the material of Units 1-2
	24.10		23	Summative Assessment for term 1		<u>VC</u> and <u>GR</u> of Modules 1,2	Prepare for corrections
	26.10		24	Progress Check pp.34	11.5.2, 11.6.9, 11.6.6, 11.6.7, 11.5.1, 11.5.4, 11.5.7, 11.6.10	<u>S&F</u> : Filling in gaps ex. 3 p.34 <u>GR</u> : The Passive ex.4 p.34 Reported Speech ex.5 p.34 Present and Past Perfect ex.6 p.34 Cleft sentences ex.7 p. 34 <u>WR</u> : An Essay ex.8 p.34	Do corrections

3rd term 32 hours

49	Unit 5: Work and inventions (10 hours)	Investigating the world of work	11.1.8.1 - organise and present information clearly to others; 11.1.8.1 - develop intercultural awareness through reading and discussion; 11.1.5.1 - use feedback to set personal learning objectives; 11.2.2.1 - 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; 11.3.3.1 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics; 11.3.6.1 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics; 11.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics; 11.4.1.1 - understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics; 11.4.3.1 - 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; 11.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 11.5.3.1 - write with grammatical accuracy on a wide range of general and curricular topics; 11.5.6.1 - write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics; 11.6.1.1 - use a variety of pre- and post-modifying noun structures on a wide range of general and curricular topics; 11.6.5.1 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics; 11.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings; 11.2.4.1 - 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;	1	08.01	
50		Considering success in business		1	09.01	
51		Grammar: Verb complementation		1	11.01	
52		Special talents and inventions		1	16.01	
53		Grammar: Clauses of concession		1	16.01	
54		Big ideas		1	18.01	
55		Grammar: Adjective complements		1	21.01	
56		Writing: Letters to the editor		1	23.01	
57		Culture corner		1	25.01	
58		Curricular: PSHE		1	29.01	
59	Unit 6: STEM (10 hours)	Language in use		1	30.01	
60		Progress check Summative assessment for the unit "Work and inventions"		1	01.02	
61		Vocabulary: STEM		1	05.02	
62		Intelligent Energy storage		1	06.02	
63		Grammar: Verb complementation		1	08.02	
64		Energy storage solutions		1	11.02	
65		Grammar: Future tenses		1	13.02	

66	Analyzing academic language	11.6.5.1 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics	1	15.02	
67	Grammar affixes and suffixes	11.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 11.1.7.1 - develop and sustain a consistent argument when speaking or writing;	1	18.02	
68	Writing: Public speaking	11.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings; 11.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world; 11.2.7.1 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics; 11.3.3.1 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics; 11.3.4.1 - 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; 11.3.5.1 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics; 11.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics; 11.4.8.1 - select and evaluate paper and digital reference resources to check meaning and extend understanding; 11.5.4.1 - use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics; 11.6.3.1 - use a variety of adjectives complemented by that, infinitive and wh-clauses on a wide range of general and curricular topics; 11.6.5.1 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics; 11.6.14.1 - 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 11.1.2.1 - use speaking and listening skills to provide sensitive feedback to peers; 11.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings; 11.2.1.1 - 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; 11.2.7.1 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics; 11.2.8.1 - recognise inconsistencies in argument in extended talk on a range of general and curricular subjects, including some unfamiliar topics.	1	20.02	

			11.6.5.1 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics			
69	Unit 7: Reading for Pleasure (10 hours)	Culture carrier	11.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 11.1.8.1 - develop intercultural awareness through reading and discussion; 11.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings; 11.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world topics, including talk on a growing range of unfamiliar topics; 11.2.4.1 - 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; 11.3.3.1 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics; 11.3.4.1 - 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; 11.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics; 11.4.1.1 - understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics; 11.4.2.1 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics; 11.4.4.1 - read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics; 11.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics; 11.4.6.1 - recognise the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics; 11.4.7.1 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics; 11.4.8.1 - select and evaluate paper and digital reference resources to check meaning and extend understanding;	1	22.02	
70		Curricular: Physics		1	26.02	
71		Language in use		1	27.02	
72		Progress check		1	29.02	
73		Review Unit 6 Summative assessment for the unit «STEM»		1	4.03	
74		Vocabulary: Genres of literature		1	5.03	
75	Unit 7: Reading for Pleasure (10 hours)	Frankenstein	11.3.3.1 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics; 11.3.4.1 - 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; 11.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics; 11.4.1.1 - understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics; 11.4.2.1 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics; 11.4.4.1 - read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics; 11.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics; 11.4.6.1 - recognise the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics; 11.4.7.1 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics; 11.4.8.1 - select and evaluate paper and digital reference resources to check meaning and extend understanding;	1	7.03	
76		Backgrounds analysis		1	11.03	
77		Victor Prometheus ex 10 -14		1	12.03	
78		Summative Assessment for the 3 rd term		1	14.03	
79		Elements in fiction		1	18.03	
80		Review Unit 7		1	19.03	

			11.3.2.1 - 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; 11.3.3.1 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics; 11.3.4.1 - 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; 11.3.5.1 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics; 11.4.3.1 - 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; 11.4.7.1 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics; 11.5.1.1 - plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics 11.5.6.1 - write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics ; 11.6.8.1 - use a wide variety of future forms, including future perfect forms on a wide range of general and curricular topics; 11.6.9.1 - 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 11.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world; 11.2.1.1 - 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; 11.2.2.1 - 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; 11.3.1.1 - use formal and informal language registers in talk on a range of general and curricular topics, including some unfamiliar topics; 11.3.6.1 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics; 11.4.6.1 - recognise the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics; 11.6.4.1 - use a range of affixes with appropriate meaning and correct spelling on a wide range of general and curricular topics;		
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4th term 24 hours

79	Unit 8: Recent advances in technology (14 hours)	Vocabulary: Technological advances	11.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world; 11.2.2.1 - 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;	1	01.04	
80		Apps in education	11.3.2.1 - 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;	1	02.04	
81		Grammar: Reported speech	11.3.6.1 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics	1	04.04	
82		Apps for personal and professional	11.4.2.1 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics;	1	08.04	
83		Grammar: Verb complementation	11.4.3.1 - 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;	1	09.04	
84		Technology	11.5.7.1 - use independently appropriate layout at text level on a wide range of general and curricular topics;	1	11.04	
85		Grammar: prepositions	11.6.5.1 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics;	1	15.04	
86		Writing: an information leaflet	11.6.10.1 - use a wide variety of reported statement, command and question forms on a wide range of general and curricular topics.	1	16.04	
87		Formal and informal language	11.6.13.1 - use a variety of dependent prepositions with less common nouns, adjectives and verbs on a wide range of general and curricular topics	1	18.04	
88		Culture corner	11.1.8.1 - develop intercultural awareness through reading and discussion;	1	22.04	
89		Curricular: Design and Technology	11.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;	1	23.04	
90		Language in use	11.2.2.1 - 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;	1	25.04	
91		Progress check Summative assessment for the unit «Recent advances in technology»	11.3.2.1 - 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; 11.3.3.1 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics; 11.4.3.1 - skim a range of lengthy texts with speed to identify content	1	29.04	

			meriting closer reading on a range of more complex and abstract, general and curricular topics; 11.4.4.1 - read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics; 11.4.7.1 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics; 11.5.3.1 - write with grammatical accuracy on a wide range of general and curricular topics;			
92	Unit 9: The clothes of chemistry (16 hours)	Introduction to the lesson: Vocabulary	11.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world; 11.2.5.1 - recognise 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; 11.3.6.1 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics;	1	30.04	
93		Modern fashion	11.4.3.1 - 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; 11.4.4.1 - read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics; 11.1.8.1 - organise and present information clearly to others; 11.1.8.1 - develop intercultural awareness through reading and discussion; 11.3.2.1 - 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; 11.3.3.1 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics; 11.3.5.1 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics; 11.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics;	1	02.05	
94		Grammar: Adjective complements		1	06.05	
95		Psychotextiles		1	07.05	
96		Grammar: Adverbs		1	09.05	
97		Clothing in Kazakhstan Summative assessment for the unit «The clothes of chemistry»		1	13.05	
98		Grammar: Apposition/Textual		1	14.05	
99		Writing: A report		1	16.05	
100		Summative control work for the 4 th term		1	20.04	
101		Culture corner		1	21.04	
102		Curricular: Design				

		and Technology	11.4.6.1 - recognise the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics; 11.4.9.1 - recognise inconsistencies in argument in extended texts on a range of more complex and abstract general and curricular topics; 11.5.3.1 - write with grammatical accuracy on a wide range of general and curricular topics; 11.5.5.1 - 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; 11.5.6.1 - write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics; 11.5.9.1 - punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy; 11.6.3.1 - use a variety of adjectives complemented by that, infinitive and wh- clauses on a wide range of general and curricular topics; 1.6.11.1 - use a wide variety of pre-verbal, post-verbal and end-position adverbs/adverbial phrases on a wide range of general and curricular topics	1	23.04
Total: 102 Annotation: Summative control work for the Unit -20 minutes Summative control work for the Term – 45 minutes					



«Келісемін»
Оқу ісінң меңгерушісі:
[Signature] С. Досымбетов
23.08.2023

Ә.Б. отырысында қаралды
Ә.Б. жетекшісі: *[Signature]* А. Ошанова
Хаттама №1
23.08.2023

«Тілектес» жалпы білім беретін мектеп
коммуналдық мемлекеттік мекемесі
Ағылшын тілі пәнінен
2023-2024 оқу жылында
8 - сыныпқа арналған күнтізбелік-тақырыптық
ЖОСПАР

Календарно – тематический план для 8- класса в рамках обновления содержания среднего образования
Calendar Thematic Plan for the 8th grade within the framework of updating the secondary education content
2023-2024 оқу жылы /учебный год/ academic year (наименование English Plus KZ)

No	Cross curricular unit	Theme	Learning objectives	Hours	Date	Notes
Term -1 25 hours						
1	Unit 1. Our World p 8	Welcome; Adjectives	8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 8.2.7.1 recognise typical features at word, sentence and text level of a growing range of spoken genres 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics	1	01.09	
2		Everyday objects	8.2.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics 8.3.1.1 use formal and informal registers in their talk on a growing range of general and curricular topics	1	04.09	
3		Grammar: much, many, a lot of	8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics 8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics	1	6.09	
4		The "no impact" family	8.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics 8.2.3.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics 8.3.3.1 give an opinion at discourse level on a range of general and curricular range of unfamiliar general and curricular topics, including some extended texts	1	8.09	
5		Language focus: Relative pronouns	8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	11.09	
6		Pollution and the environment	8.1.6.1 organise and present information clearly to others 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics	1	13.09	

7		Language focus: too, too much, too many, enough, not enough	8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	16.09	
8		Language focus: too, too much, too many, enough, not enough	8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	18.09	
9		Offering and asking for help	8.2.4.1 understand with little or no support most of the implied meaning in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics	1	20.09	
10		An environmental problem	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics	1	22.09	
11		My county: Our world	8.2.7.1 recognise typical features at word, sentence and text level of a growing range of spoken genres 8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	25.09	
12		CLIL: Geography: Sustainable development	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	1	27.09	

			and curricular topics, including some extended texts			
12		Review Unit 1 Summative Assessment "Our World"	8.1.5.1 use feedback to set personal learning objectives 8.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics 8.2.7.1 recognise typical features at word, sentence and text level of a growing range of spoken genres	1	29.09	
13	Daily life and shopping	The internet	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topic	1	02.10	
14		Internet addiction	8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics 8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics	1	04.10	
15		Language focus: Present perfect: regular and irregular verbs	8.1.6.1 organise and present information clearly to others 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.2.3.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics	1	06.10	
16		Cybercrime	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	9.10	
17		Language focus: Present perfect: questions	8.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics	1	11.10	
18		Online shopping	8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of	1	13.10	

			general topics, and some curricular topics 8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics			
20		A comment on a website 1	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended text 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	16/10	
21		My country: Daily life and shopping Summative Assessment "Daily life and shopping"	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.6.1 link independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended text	1	18/10	
22		CLIL Technology: The internet - wikis	8.1.8.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.6.1 use a variety of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, more, less, a few on a range of familiar general and curricular topics	1	20/10	
23		Review unit 2	8.1.8.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.6.1 use a variety of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, more, less, a few on a range of familiar general and curricular topics	1	23/10	
24		Tasks for the Summative Assessment for the term 1	8.1.5.1 use feedback to set personal learning objectives 8.5.1.1 plan, write, edit text level with little support on a range of general and curricular topics 8.2.3.1 understand or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics	1	25/10	
25		Skills round-up 2	8.2.3.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics 8.5.6.1 link independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics 8.6.6.1 use a variety of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, more, less, a few on a range of familiar general and curricular topics	1	27/10	

			Term II 23 hours			
25		Television	8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics 8.2.7.1 recognise typical features at word, sentence and text level of a growing range of spoken genre	1	08.11	
26	Entertainment and media (Unit 3 p.32)	Television Grammar: was, were, there was, there were	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics 8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings	1	08.11	
27		Reality TV	8.4.8.1 use familiar and some unfamiliar paper and digital reference 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics resources to check meaning and extend understanding 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	10.11	
28		Language focus: Past simple	8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics 8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings	1	13.11	

29		On TV: Past tenses	8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics	1	15.11	
30		My news	8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.8.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding	1	17.11	
31		A news article	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.6.1 link independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics 8.4.8.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding 8.6.17.1 use if / unless / if only in second conditional clauses and wish [that] clauses [present reference]; use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics	1	20.11	
32		My country: Entertainment and media	8.1.3.1 respect differing points of view 8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts 8.6.14.1 use some prepositions before nouns and adjectives use prepositions as, like to indicate manner use dependent prepositions following adjectives on a range of familiar general and curricular topics 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics	1	22.11	
33		CLIL: Technology; Television	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	29.11	

			8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts			
34		Unit Review 3 Summative Assessment "Entertainment and media"	8.1.5.1 use feedback to set personal learning objectives 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics	1	27.11	
35		Project: A TV programme	8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics	1	29.11	
36	Sport, health and exercise (Unit 4 p.44)	Adjectives: personality	8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.12.1 use comparative degree adverb structures not as quickly as / far less quickly with regular and irregular adverbs use an increased variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics	1	01.12	
37		Sports superstars	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics	1	04.12	
38		Language focus: Present perfect + still, yet, just and already	8.1.6.1 organise and present information clearly to others 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a growing range of	1	06.12	

	Language focus: Present perfect and past simple	familiar general and curricular topics 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics			
39	Nouns and adjectives: personal qualities	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts	1	08.12	
40	Identifying and describing people	8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	11.12	
41	A biography	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.6.3.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as...as, much...than to indicate degree on a range of familiar general and curricular topics	1	13.12	
42	My country; Sport, health and exercise Summative Assessment 'Sport, health and exercise'	8.1.8.1 develop intercultural awareness through reading and discussion 8.6.3.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as...as, much...than to indicate degree on a range of familiar general and curricular topics 8.5.7.1 use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics	1	15.12	
43	CLIL: Language and literature: Newspapers	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	1	18.12	
44	Unit Review 4:	8.1.5.1 use feedback to set personal learning objectives 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and	1	20.12	

			unfinished past on a range of familiar general and curricular topics 8.5.7.1 use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics			
45		SAT	8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	22.12	
46		Skills round-up: Welcome - Unit 4	8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics	1	25.12	
47		Unit Revision	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 8.6.15.1 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics	1	27.12	

Term – III 32 hours						
49	Unit 5: Reading for pleasure	Books and films; genres	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.15.1 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	18.01	
50		Movie technology Could, can, will be able to	8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics 8.4.2.1 understand specific information and detail in texts on a growing range of general and curricular topics, including some extended texts 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics	1	10.01	
51		Books and films: features	8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	12.01	
52		Language focus: Second conditional	8.6.17.1 use if / unless / if only in second conditional clauses and wish [that] clauses (present reference); use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics	1	15.01	
53		Expressing preferences and recommending	8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings	1	17.01	
54		A review of a book or a film	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics	1	19.01	
55		My country: Reading for pleasure	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	22.01	

56		CLIL: Language and literature. Word building: nouns	8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 8.6.12.1 use comparative degree adverb structures: not as quickly as / far less quickly with regular and irregular adverbs use an increased variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	24.01	
57		Unit Review 5	8.1.5.1 use feedback to set personal learning objectives 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.6.17.1 use if / unless / if only in second conditional clauses and wish (that) clauses (present reference) use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics	1	26.01	
58		Project: A film poster	8.1.5.1 use feedback to set personal learning objectives 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	29.01	
59	The natural world (Unit 6 p.68)	Nouns: art	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.9.1 use appropriately a 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 8.5.8.1 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics	1	31.01	
60		The lost world;	8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	02.02	
61		Past passive: affirmative and negative	8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	1	5.02	
62		Adjectives describing art;	8.1.8.1 organise and present information clearly to others 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1	07.02	
63		Language Focus: Present and past passive affirmative, negative and questions	8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	09.02	

			8.1.6.1 organise and present information clearly to others 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics			
64	-	Expressing doubt	8.1.6.1 organise and present information clearly to others 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.9.1 use appropriately a 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	12.02	
65		A description of a piece of art	8.1.5.1 develop intercultural awareness through reading and discussion 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.4.6.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding	1	14.02	
66		My country: Tangaly petroglyphs: Rock art	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics	1	15.02	
67		CLIL: Natural environments: Tropical rainforests	8.1.5.1 develop intercultural awareness through reading and discussion 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.4.6.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding	1	19.02	
68		Unit Review 6 Summative Assessment 'The natural world'	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	21.02	
69		Skills round-up: Welcome – Unit 6	8.1.5.1 use feedback to set personal learning objectives 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.6.9.1 use appropriately a 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	23.02	
70	Travel and transport (Unit 7 p.80)	Transport: nouns	8.1.6.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics	1	26.02	
71	-	Youth travel Reported speech: tense changes	8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 8.5.14.1 use some prepositions before nouns and adjectives use prepositions as, like to indicate manner	1	28.02	

			Term IV 24 hours			
79	Food and drink (Unit 8 p.92)	The food waste scandal	8.1.6.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	1	01.04	
80		Language focus: First conditional review	8.1.6.1 organise and present information clearly to others 8.6.17.1 use if / unless if only in second conditional clauses and wish [that] clauses [present reference], use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	03.04	
81		Phrasal verbs: a campaign	8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	05.04	
82		Language focus: Be going to and will	8.1.6.1 organize and present information clearly to others 8.6.8.1 use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	08.04	
83		Plans and arrangements	8.1.6.1 organise and present information clearly to others 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	10.04	
84		A formal letter	8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	12.04	
85		My country: Food and drink: Record-breaking food	8.1.6.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.3.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as ... as, much ... than to indicate degree on a range of familiar general and curricular topics	1	15.04	
86		CLIL Science: The future of food	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	17.04	

			Term IV 24 hours			
79	Food and drink (Unit 8 p.92)	The food waste scandal	8.1.8.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	1	01.04	
80		Language focus: First conditional review	8.1.6.1 organise and present information clearly to others 8.6.17.1 use if / unless / if only in second conditional clauses and wish (that) clauses (present reference); use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	03.04	
81		Phrasal verbs: a campaign	8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	05.04	
82		Language focus: Be going to and will	8.1.6.1 organize and present information clearly to others 8.6.8.1 use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	08.04	
83		Plans and arrangements	8.1.6.1 organise and present information clearly to others 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	10.04	
84		A formal letter	8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	12.04	
85		My country: Food and drink: Record-breaking food	8.1.8.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.3.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as ... as, much ... than to indicate degree on a range of familiar general and curricular topics	1	15.04	
86		CLIL Science: The future of food	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	17.04	

87	Unit Review 8 Summative Assessment "Food and drink"	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.1.5.1 use feedback to set personal learning objectives 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	19.04	
88	The world of work (Unit 9 p.104)	School life: verbs 8.1.6.1 organise and present information clearly to others 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	22.04	
89	Cheating	8.1.8.1 develop intercultural awareness through reading and discussion 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	24.04	
90	Language focus: Have to and don't have to	8.1.6.1 organise and present information clearly to others 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1*	26.04	
91	School life: nouns	8.1.8.1 develop intercultural awareness through reading and discussion 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics	1	29.04	
92	Language focus: Should, must and have to	8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1	01.05	
93	Asking for and giving advice	8.1.6.1 organise and present information clearly to others 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	03.05	

94	An opinion essay	8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	06.05	
95	My country: The world of work: What is your dream job? Summative Assessment "The world of work"	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.6.17.1 use if / unless / if only in second conditional clauses and wish [that] clauses [present reference]; use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics	1	08.05	09.05
96	CLIL: History: Child labour in Victorian Britain	8.1.8.1 develop intercultural awareness through reading and discussion 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	10.05	
97	Project: A survey. A survey about career choices	8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	13.05	
98	Vocabulary Bank/ Compound Nouns/ Waste	8.1.5.1 use feedback to set personal learning objectives 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1	15.05	
99	Prefixes and suffixes	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and	1	17.05	

			curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics			
100	4	Summative Assessment for the term4	8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	20.05	
101		Extend your vocabulary: Music	8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1	22.05	
102		The environment	8.1.6.1 organise and present information clearly to others 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	24.05	
Total:		102 Hours				



«Бекітілді»
Мектеп директоры
Ж. Ажитаев

«Келісемін»
Оқу ісін меңгерушісі:
 С. Досымбетов
12.08.2023 ж.

Ә.Б. отырысында қаралды
Ә.Б. жетекшісі:  А. Ошанова
Хаттама №1
18.08.2023

«Тілектес» жалпы білім беретін мектеп
коммуналдық мемлекеттік мекемесі
Ағылшын тілі пәнінен
2023-2024 оқу жылында
6 - сыныпқа арналған күнтізбелік-тақырыптық
ЖОСПАР

6 сыныптарға арналған күнтізбелік – тақырыптық жоспар

Календарно - тематический план для 6 класса в рамках обновления содержания среднего образования

Calendar Thematic Plan for the 6th grade within the framework of updating the secondary education content

2023-2024 оқу жылы /учебный год/ academic year: (на основеУМК English Plus KZ)

№	Cross curricular unit	Theme	Learning objectives	Hour	Dates	Notes
1	Unit 1: Our class	A classroom.	6.2.1.1 understand a sequence of supported classroom instructions 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics (Ex.1 p.4,describe a classroom, revise a verb " to be")	1	04.09	
2		Possessive's and subject and object pronouns	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics (Ex.1 - 2. p.10). 6.4.2.1 understand with little support specific information and detail in short, simple texts on a (Ex.3.p. 10) 6.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics (Ex.5 p.10)	1	06.09	
3		Basic adjectives	6.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information 6.3.3.1 write with support factual descriptions at text level which describe people, places and objects (Category of hobbies - topic discussion) p.12 6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics (Ex.4 p.12)	1	07.09	
4		Language focus: be affirmative, negative and questions	6.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 6.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics(Ex.2 - 3 p.14) 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	11.09	
5		Free time	6.1.5.1 use feedback to set personal learning objectives 6.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	13.09	
6		Reading: What are you into?	6.1.6.1 organise and present information clearly to others 6.3.2.1 ask simple questions to get information about a limited range of general topics 6.6.3.1 use a growing variety of demonstrative pronouns: this/that, these/ those on a limited range of familiar general and curricular topics	1	14.09	
7		Language focus: have got has got prepositions	6.2.6.1 deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics (p.15) 6.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	17.09	

8		Hobbies and interests	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics (Ex.1 p.16) 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics 6.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	20.09	
9		Language Focus: Interrogative pronouns	6.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.6.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics	1	21.09	
10		Speaking: Meeting people	6.1.6.1 organise and present information clearly to others 6.3.2.1 ask simple questions to get information about a limited range of general topics 6.6.3.1 use a growing variety of demonstrative pronouns: this/that, these/ those on a limited range of familiar general and curricular topics	1	25.09	
11		Writing: An email	6.2.6.1 deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics (p.15) 6.3.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.3.2.1 ask simple questions to get information about a limited range of general topics 6.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	27.09	
12		Daily routines	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics (Ex.1 p.16) 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics 6.6.16.1 use conjunctions so, if, when, where, before, after to link parts of sentences on a limited range of familiar general and curricular topics	1	28.09	
13		CLIL: Visual arts: Colour	6.1.8.1 develop intercultural awareness through reading and discussion 6.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 6.5.3.1 write with support factual descriptions at text level which describe	1	02.10	

			people, places and objects (Ex.3 – 4 p.17) 6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics			
14		Review, Unit 1 p.18 Summative assessment for the unit 1	6.1.1.10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world. 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 6.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics	1	04.10	
15	Helping and heroes (Unit 2 p.20 – p.31)	Countries, nationalities and languages	6.2.1.1 understand a sequence of supported classroom instructions 6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 6.1.8.1 develop intercultural awareness through reading and discussion p.21 6.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	05.10	
16		Reading, A cosmopolitan city	6.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics (Ex.1 p.22) 6.4.2.1 understand with little support specific information and detail in short, simple texts on a (Ex.3 p.22) 6.5.6.1 link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics	1	9.10	
17		Language Focus, Present Simple; affirmative and negative	6.2.1.1 understand a sequence of supported classroom instructions 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics (p.23 Mind map) 6.5.3.1 write with support factual descriptions at text level which describe people, places and objects (Facts and routine) p.23 6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups (Ex.3.5 p.23)	1	11.10	
18		Daily lives	6.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics (My Day p.24) 6.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics (p.24)	1	12.10	
19		Language Focus, Present Simple; Questions, p.25	6.6.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 6.6.12.1 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency on a limited range of familiar general and curricular topics	1	16.10	
20		Helping with	6.1.1.1 use speaking and listening skills to solve problems creatively and	1	18.10	

		housework. Summative assessment for the unit 2	cooperatively in groups. 6.5.3.1 write with support factual descriptions at text level which describe people, places and objects 6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics			
21		Country and language report.	6.1.6.1 organise and present information clearly to others 6.3.2.1 ask simple questions to get information about a limited range of general topics 6.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 6.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	19.10	
22		Summative assessment for the term 1	6.1.6.1 organise and present information clearly to others 6.3.2.1 ask simple questions to get information about a limited range of general topics 6.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	23.10	
23		My Country, National heroes.	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics. 6.1.6.1 organize and present information clearly to others 6.1.8.1 develop intercultural awareness through reading and discussion 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	1	25.10	
24		CI, II. Language and literature. Non-verbal language. p.29. Review: Unit 2	6.1.8.1 develop intercultural awareness through reading and discussion 6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 6.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 6.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	28.10	
II - Term						
25	Our Countryside (Unit 3 p.32)	Animals.	6.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics 6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics 6.5.8.1 spell most high-frequency words accurately for a limited range of general topics	1	06.11	
26	Reading: The red list p.34		6.1.7.1 develop and sustain a consistent argument when speaking or writing 6.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	1	08.11	

			6.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics (Ex.3-4 p.34)			
28		Language Focus: Present Continuous	6.1.6.1 organise and present information clearly to others (Ex.1 p.33) 6.5.2.1 write with minimal support about real and imaginary present events, activities and experiences happening now on a range of familiar general topics and some curricular topics (Ex.2,3,5 p.35) 6.3.2.1 ask simple questions to get information about a limited range of general topics (Ex.6)	1	9.11	
29		Animal behaviour p.36	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups (Ex.1,2 p.36) 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics (Ex.3 p.36) 6.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics (Ex.4 p.36)	1	13.11	
30		Present Continuous: Questions, p.37	6.1.6.1 organise and present information clearly to others (ex1-5 p.37) 6.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics (Ex.6,7 p.37)	1	15.11	
31		Phoning a friend.	6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 6.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics (Key phrases p.38)	1	16.11	
32		A description of a wildlife photo. p.39	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.5.6.1 link independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics	1	20.11	
33		My country: National parks. p.40	6.1.3.1 respect differing points of view 6.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts 6.6.14.1 use prepositions to talk about time and location; use prepositions like to describe things and about to denote topic; use prepositions of direction to, into, out of, from, towards on a limited range of familiar general and curricular topics familiar general and curricular topics 6.1.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	22.11	
34		CIIL: Natural science: Animals. p.41 Summative/Control	6.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world (Ex.1-3 p.41) 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	23.11	

		work 3 for Unit 3.	6.3.8.1 recount basic stories and events on a range of general and curricular topics (describe vertebrates) 6.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts			
35		Review 3 p.42	6.1.5.1 use feedback to set personal learning objectives 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	27.11	
36		Skills Round-up, p.43	6.1.5.1 use feedback to set personal learning objectives 6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 6.6.10.1 use present continuous forms with present meaning on a limited range of familiar general and curricular topics	1	29.11	
37	Drama and comedy (Unit 4 p.44)	Film and theatre p.44	6.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	30.11	
38		The action game	6.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings p.45 (the acting game)	1	04.12	
39		Reading: Video Games on! p.46	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 6.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	1	06.12	
40		Language Focus: Past Simple p.47	6.1.6.1 organise and present information clearly to others plans on a limited range of familiar general and curricular topics 6.6.9.1 use simple past regular and irregular forms to describe past events on a limited range of familiar general and curricular topics 6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	07.12	
41		Describing People, p.48	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	1	11.12	
42		Past Simple questions	6.1.6.1 organise and present information clearly to others plans on a limited range of familiar general and curricular topics	1	13.12	

43			6.6.9.1 use simple past question forms to describe past events on a limited range of familiar general and curricular topics 6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics			
44		Speaking: Talking about past events p.50	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	19.12	
45		Writing: A profile p.51	6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	1	18.12	
46		My country: Kazakh films p.52	6.1.6.1 organise and present information clearly to others 6.1.8.1 develop intercultural awareness through reading and discussion 6.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 6.6.15.1 use common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics	1	20.12	
47		Review p.54 Summative assessment for the unit 4	6.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	1	21.12	
48		CLIL: Technology	6.1.5.1 use feedback to set personal learning objectives 6.6.1.1 organize and present information clearly to others 6.1.8.1 develop intercultural awareness through reading and discussion 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	1	25.12	
49		Summative assessment for the term 2	6.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 6.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	27.12	
50		Project: Trump card game p.55	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	1	28.12	