



«Келісемін»
Оқу ісінін меңгерушісі:
С. Досымбетов
06.01.2025 ж.

Ә.Б. отырысында қаралды
Ә.Б. жетекшісі: А. Оспанова
Хаттама №1 06.01.2025 ж.

«Тілектес» жалпы білім беретін мектеп

Ағылшын тілі пәнінен

2024-2025 оқу жылында

3- сыныпқа арналған күнтізбелік-тақырыптық

ЖОСПАР



«Көңісемін»
Оқу ісін меңгерушісі: С. Досымбетов
19.08.2024

Ә.Б. отырысында қаралды.
Ә.Б. жетекшісі: М. А. Оспанова
Хаттама №1
19.08.2024

«Тілектес» жалпы білім беретін мектеп

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2024-2025 оқу жылында

3-сыныпқа арналған күнтізбелік-тақырыптық

ЖОСПАР

3rd grade 2024-2025 academic year
 "TOP STARS" for Kazakhstan by: H. Q. Mitchell - Marileni Malkogianni - Konstantina Vasileiou
 1- TERM

Nr	Unit	Theme	Learning objectives	Hours	Date	Notes
1st term -16 hours						
1	Hello English!	Hello English! Alphabet	3.3.1.1 recognise sounds and name the letters of the alphabet; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts.	1	03.09	
2		Greetings and names: What's Your Name?	3.1.2.1 recognise familiar words with visual support; 3.2.2.1 use isolated words and basic expressions to provide personal information; 3.5.1.8 use personal subject and object pronouns in a limited range of familiar topics	1	5	
3		Best friends: Greetings and names	3.1.3.1 understand a range of short classroom instructions; 3.2.3.1 respond to basic questions with single words or short responses; 3.5.1.2 use the verb to be for presenting personal information and describe people and things	1	10	
4		Comic: About me.	3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics; 3.5.1.3 use cardinal numbers 1-10; 11 -20; 21 – 100;	1	12	
5		Play and Write: About me.	3.1.1.1 recognise the sounds of phonemes and phoneme blends in words; 3.2.1.1 pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm, and intonation; 3.1.2.1 recognise familiar words with visual support;	1	17	
6		CLIL Summative Assessment for the unit 11: Flags.	3.1.2.1 recognise familiar words with visual support; 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;	1	19	
7		Culture page1.	3.1.3.1 understand a range of short classroom instructions; 3.5.3.1 understand short, simple instructions used in familiar everyday contexts.	1	24	
8		Unit revision 1	3.1.4.1 understand basic personal questions; 3.4.1.1 spell accurately a few high-frequency words; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level.	1	26	
9	My school	My school: My classroom and classroom activities	3.1.2.1 recognise familiar words with visual support; 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics; 3.5.1.9 use imperative forms to give short instructions on a limited range of familiar topics;	1	01.10	
10		Best Friends: My schoolbag.	3.5.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations; 3.3.3.2 find out the main points in short simple descriptions with visual support. 3.5.1.11 use has got/ have got: there is/are in a limited range of familiar topics;	1	3	

11	Our World: A Strange School.	3.1.2.1 recognise familiar words with visual support; 3.2.3.1 respond to basic questions with single words or short responses; 3.5.1.7 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support;	1	8	
12	Play and Write: My Classroom	3.1.2.1 recognise familiar words with visual support 3.5.1.3 use cardinal numbers 1-10; 11-20; 21-100 to count 3.5.1.14 use basic prepositions of place. 3.5.1.11 use has got/ have got; there is/are in a limited range of familiar topics;	1	10	
13	CLIL: Calculations. Summative Assessment for the unit 2	3.1.2.1 recognise familiar words with visual support 3.3.2.1 identify some familiar words and signs on illustrations (pictures in common everyday situations);	1	13	
14	Unit revision 2	3.1.4.1 understand basic personal questions. 3.4.1.1 spell accurately a few high-frequency words 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;	1	17	
15	Summative Assessment for the 1 st term	3.1.3.1 understand a range of short classroom instructions 3.2.3.1 respond to basic questions with single words or short responses. 3.3.3.1 understand short, simple instructions used in familiar everyday contexts. 3.4.1.1 spell accurately a few high-frequency words;	1	22	
16	Story1:(Modules1-2) The New Student	3.3.2.1 identify some familiar words and signs on illustrations (pictures in common everyday situations); 3.1.2.1 recognise familiar words with visual support	1	24	

II-term

Nº	Unit	Theme	Learning objectives	Hours	Date	Notes
2nd term - 15 hours						
17	PEOPLE I LOVE	People I Love: My Family	3.1.2.1 recognise familiar words with visual support; 3.2.3.5 make introductions and requests in basic interaction with others 3.5.1.2 use the verb to be for presenting personal information and describe people and things on a limited range of familiar topics; 3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support	1	25.11	
18		Best Friends: My Friends	3.1.2.1 recognise familiar words with visual support; 3.2.3.1 respond to basic questions with single words or short responses; 3.5.1.11 use has got/ have got; there is/are in a limited range of familiar topics.	1	26.11	
19		Our World: My Friends	3.1.2.1 recognise familiar words with visual support; 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;	1	27.11	

			3.5.1.11 use has got/ have got; there is/are in a limited range of familiar topics.		
10		Play and Write; What do they do on Monday?	3.1.3.1 understand a range of short classroom instructions; 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts. 3.5.1.10 use common present simple forms and contractions on a limited range of familiar topics;	1	14.11
11		CLIL3: My Family	3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics; 3.4.2.1 follow word order rules in short statements;	1	19.11
12		Unit Revision3 Summative Assessment for the unit 3	3.4.1.1 spell accurately a few high-frequency words; 3.4.2.1 follow word order rules in short statements; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level.	1	21.11
13		Culture page 2: Famous people from Kazakhstan	3.1.2.1 recognise familiar words with visual support; 3.2.3.3 make introductions and requests in basic interaction with others. 3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary.	1	26.11
14	WEATHER	Weather: Seasons	3.1.2.1 recognise familiar words with visual support; 3.2.3.1 respond to basic questions with single words or short responses 3.5.1.10 use common present simple forms and contractions on a limited range of familiar topics; 3.5.1.15 use basic prepositions of time	1	28.11
15		Best Friends: Seasons and Weather?	3.1.4.2 understand simple descriptions of people, actions, and objects with visual support.	1	03.12

		3.2.3.1 respond to basic questions with single words or short responses; 3.5.1.8 use personal subject and object pronouns in a limited range of familiar topics;		
16	Comic: Clothes I wear, The King's Clothes.	3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.5.1.5 use with considerable support basic determiners a, an, the to identify things;	1	05.12
17	Play and Write: Clothes I wear.	3.2.3.2 make basic requests related to immediate personal needs; 3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations; 3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support;	1	10.12
18	Unit Revision and Summative Assessment for the unit 4	3.4.1.1 spell accurately a few high-frequency words; 3.4.2.1 follow word order rules in short statements; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level.	1	12.12
19	CLIL 4: Traditional Costumes	3.1.2.1 recognise familiar words with visual support; 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;	1	17.12
20	Summative Assessment for the 2nd term	3.1.3.1 understand a range of short classroom instructions; 3.1.4.1 understand basic personal questions; 3.2.3.1 respond to basic questions with single words or short responses; 3.4.1.1 spell accurately a few high-frequency words;	1	19.12
21	STORY 2 (MODULES) 3-4: The Snowman.	3.2.3.1 respond to basic questions with single words or short responses; 3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations;	1	24.12
23	STORY 2 (MODULES) 3-4: The Snowman.	3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary.	1	26.12



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Ағылшын тілі пәнінен

2024-2025 оқу жылында

6-«А,Ә» сыныптарға арналған күнтізбелік-тақырыптық
ЖОСПАР

Әлемдік білім кеңестігінің қазақстандағы іс-шаралары
 Қазақстан Республикасының Білім және Ғылым Министрлігі
 Calendar Thematic Plan for the 6th grade within the framework of updating the secondary education content
 2024-2025 оқу жылы (сентябрь) / 2024-2025 academic year (September) / ME (English Plus KZ)

№	Cross-curricular unit	Theme	1 TERM 24 hours Learning objectives	Hour	Dates		Notes
1	Unit 1: Our class	Acquaintance	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 6.3.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics	1	06 02.09	03 03.09	
2			6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.3.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	1	3	3	
3		Basic adjectives Entry test	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	1	5	6	
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 6.3.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics	1	9	9	
5		Free time	6.2.3.1 understand most specific information and detail of supported, extended talk on a range of general and curricular topics 6.3.2.1 ask simple questions to get information about a growing range of general topics 6.3.3.1 write with support factual descriptions at text level which describe people, places and objects	1	10	10	
6		Reading: What are you am?	6.3.2.1 ask simple questions to get information about a limited range of general topics 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	12	13	
7		Language focus: have got has got prepositions	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.3.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	1	16	16	

8		Hobbies and interests	6.2.5.1 understand most specific information and detail in short, supported talk on a wide range of familiar topics 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general 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	17	17	
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 6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics	1	18	20	
10		Speaking: Meeting people	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 6.3.7.1 ask simple questions to get information about a limited range of general topics 6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics	1	23	23	
11		Writing: An email	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 6.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	24	34	
12		Daily routines	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general 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 6.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	26	27	
13		CLIL: Visual arts: Colour	6.2.5.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 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	30	30	
14		Review: Unit 1 Summative assessment for the unit 1	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics	1	01.10	01.10	
15		Project: Poster about your class	6.4.3.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 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	3	4	
16	Helping and heroes (Unit 2 p.20- p.31)	Countries, nationalities and languages	6.2.1.1 understand a sequence of supported classroom instructions 6.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 6.5.2.1 write with some support about real and imaginary past events, 16 activities and	1	7	7	

17		Reading. A comprehension city	experiences on a limited range of familiar general topics and some curricular topics; 6.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics 6.4.2.1 understand with little support specific information and detail in short, simple texts on a	7	8	8	
18		Language Focus: Present Simple; affirmative and negative	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.5.3.1 write with support factual descriptions at text level which describe people, places and objects 6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics	9	10	11	
19		Daily lives Summative assessment for the unit 2	6.2.6.1 deduce meaning from context in short, supported talk on an increasing 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 6.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics	1	14	14	
20		Language Focus: Present Simple; Questions	6.5.3.1 write with support factual descriptions at text level which describe people, places and objects 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	1	15	15	
21		Helping with homework	6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics 6.5.3.1 write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics	1	17	18	
22		Summative assessment for the term 1	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited 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	21	21	
23		Country and language report	6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 6.3.2.1 ask simple questions to get information about a limited range of general 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 6.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	22	22	

24		CLIL: Language and Literature	6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	24	25
II-Term: 24 hours						
25	Our Countryside (Unit 1 p.32)	Animals	6.2.3.1 understand with specific information and detail of short, supported talk on a wide range of familiar topics 6.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics 6.3.8.1 spell most high-frequency words accurately for a limited range of general 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 6.5.3.1 give an opinion at sentence level on a limited range of general and curricular topics	1	24.11	25.11
26		Reading: The red list	6.3.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 6.5.3.1 give an opinion at sentence level on a limited range of general and curricular topics	1	25.11	26.11
27		Language Focus: Present Continuous	6.5.2.1 ask simple questions to get information about a limited range of general topics 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 6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms in a growing range of familiar general and curricular topics	1	26.11	27.11
28		Animal behaviour	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 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	27.11	28.11
29		Present Continuous Questions	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 6.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics	1	28.11	29.11
30		Phoning a friend	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 6.5.3.1 give an opinion at sentence and discourse level in an increasing range of general and curricular topics	1	29.11	30.11
31		A description of a wildlife phone	6.4.4.1 read independently a limited range of short simple fiction and non-fiction 6.5.8.1 link independently sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics	1	30.11	31.11
32		My country: National parks	6.3.2.1 ask simple questions to get information about a growing range of general topics 6.4.5.1 understand with little or no support on a limited range of familiar general and curricular topics, including some extended texts	1	31.11	32.11
33		CLIL: Natural science: Animals	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 6.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	1	32.11	33.11

35		Review 1	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 6.5.8.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics	1	25.11	25.11
36		Skills Round - up	6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts	1	26.11	26.11
37	Drama and comedy (Unit 4 p.44)	Films and theatre	6.2.5.1 understand most specific information and detail of supported, extended talk on a range 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	28.11	29.11
38		Reading: Video Games on!	6.2.5.1 understand most specific information and detail of supported, extended talk on a range 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	02.12	02.12
39		Language Focus: Past Simple	6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.5.3.1 write with some support about personal feelings and opinions 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	1	03.12	03.12
40		Describing People	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 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	05.12	06.12
41		Past Simple: questions	6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics 6.6.9.1 use simple past question forms to describe past events on a limited range of familiar general and curricular topics	1	09.12	09.12

42		Speaking: Talking about past events	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	10.12	10.12
43		Writing: A profile.	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 6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics	1	12.12	13.12
44		My country: Kazakh films.	6.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts 6.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics	1	16.12	16.12
45		CLIL: Technology	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 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	1	17.12	17.12
46		Creativity and skills Summative assessment for the unit: Drama and comedy	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	20.12
47		Review unit 4	6.3.4.1 respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular 6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics	1	23.12	23.12
48		Summative assessment for the term 2	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	24.12	24.12
49		Unit revision	6.4.3.1 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 some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics	1	26.12	27.12



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29.08.2024

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Хаттама №1
29.08.2024

«Тілектес» жалпы білім беретін мектеп

Ағылшын тілі пәнінен

2024-2025 оқу жылында

8- сыныпқа арналған күнтізбелік-тақырыптық
ЖОСПАР

8 сыныптың арнайы күнтізбелік – тақырыптық жоспар
 Календарно-тематический план для 8^{го} класса в рамках обновления содержания среднего образования
 Calendar Thematic Plan for the 8th grade within the framework of updating the secondary education content
 2024-2025 оқу жылы / учебный год / academic year (на основе УМК English Plus KZ)

№	Cross-curricular unit	Theme	Learning objectives	Hours	Date	Notes
			Term -1 24 hours			
1		Welcome: Adjectives	8.1.5.1 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 8.5.2.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics	1	08.09	
2	Unit 1: Our World - 8	Everyday objects	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 8.4.2.1 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	5.09	
3		Grammar: much, many, a lot of Entry test	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	9.09	
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	12.09	
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	1	13.09	

			8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics			
7		Language focus: too, too much, too many, enough, not enough	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 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 6.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	16.09	
8		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	19.09	
9		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	20.09	
10		My country: 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	23.09	
11		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	26.09	
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	27.09	
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	1	30.09	

			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			
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	3	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	4	
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 8.3.6.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	7	
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 8.6.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics	1	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 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	1	11	
19	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	14	
20	My country: "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	1	14	

			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			
21		CLIL Technology: The internet - wikis Summative Assessment	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	18	
22		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	21	
23		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	24	
24		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	25	
			Term II 24 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	04.11	

26	Entertainment and media (Unit 1 p.32)	Television: <i>Comique, was, were, there was, there were</i>	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 clarity of quantifiers for countable and uncountable nouns including several phrases, a hypothetical number sentence on a range of familiar general and curricular topics 8.1.6.1 use imagination to express thoughts, ideas, experiences and feelings	1	07.11	
27		Radio: TV	8.4.8.1 use familiar and some unfamiliar paper and digital reference resources 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 8.1.2.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	08.11	
28		Language focus: Past simple	8.5.2.1 work with external support does read and interpret past events, activities and experiences on a range of familiar general topics and some curricular topics 8.1.6.1 link comments with ideas flexibly 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	11.11	
29		On TV: Past tense	8.1.3.1 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	14.11	
30	My class	My class	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	15.11	
31		A newspaper	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 / had / clause (present reference); use a growing range of relative clauses including who clauses on a range of familiar general and curricular topics	1	18.11	
32	My country: Entertainment and media	My country: Entertainment and media	8.1.2.1 respect differing points of view 8.4.6.1 recognise the attitude or opinion of the writer in a growing range of unfamiliar general and curricular topics including some extended texts 8.6.14.1 use some prepositions before nouns and adjectives and 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	21.11	
33		ICT: Technology	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the World	1	22.11	

		describing people	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 8.2.2.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics			
37		At the start of the year	8.2.2.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.2.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.2.3.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including <i>more... than</i>, <i>less... than</i> to achieve degree on a range of familiar general and curricular topics	1	13.12	
38		My country, sport, health and exercise	8.2.1.1 develop intertextual awareness through reading and discussion 8.2.2.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including <i>more... than</i>, <i>less... than</i> to achieve degree on a range of familiar general and curricular topics 8.2.2.1 use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics	1	16.12	
39		Class: Language and literature: Newspapers: Summative Assessment: "Sport, health and exercise"	8.1.1.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.2.2.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.2.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	1	18.12	
40		Unit Review 4	8.1.3.1 use feedback to set personal learning objectives 8.2.2.1 use a variety of simple perfect forms to express recent, definite and unfinished past in a range of familiar general and curricular topics 8.2.2.1 use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics	1	20.12	
41		SAT	8.2.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.2.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.2.2.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	23.12	
42		Skills training: Welcome - Unit 4	8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.2.2.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.2.3.1 give an opinion at the course 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	26.12	
43		Unit Review 4	8.2.2.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.2.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 8.2.3.1 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	



«Келісемін»
Оқу ісінін менеджері:
С. Досымбетов
29.08.2024 ж.

Ә.Б. отырғасынға қаралды
Ә.Б. жетекшісі: А. Оспанова
Хаттама №1
29.08.2024 ж.

«Тілектес» жалпы білім беретін мектеп

Ағылшын тілі пәнінен

2024-2025 оқу жылында

9 - сыныпқа арналған күнтізбелік-тақырыптық

ЖОСПАР

Календарно-тематический план для 9 класса
Calendar Thematic Plan for grade 9
2024-2025 учебный год / academic year
Strands/Learning objectives

No	Theme	Hours	Strands/Learning objectives	Date	Notes
1 term					
Unit 1. Hobbies and Qualities (12 hours)					
1	Hobbies and expressing preferences	1	9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 9.1.4.1 evaluate and respond constructively to feedback from others 9.1.5.1 use feedback to set personal learning objectives 9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings	3.09	
2	Shark attack	1	9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.2.2.1 understand specific information in unsupported extended talk on a wide range of general and curricular topics	4.09	
3	Hobbies and equipment Entry test	1	9.2.3.1 recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts	6.09	
4	Use of English: present tense forms and past tense forms	1	9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics	10.09	
5	Use of English: the passive	1	9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics 9.3.3.1 explain and justify their own point of view on a range of general and curricular topics 9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics	11.09	
6	Turning your hobby into business	1	9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and	13.09	

			curricular topics		
9	Everyday English: Discussing career option	1	9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics 9.6.5.1 use questions including prepositions at what time, in which direction, from whom on a range of familiar general and curricular topics 9.6.7.1 use a variety of simple perfect forms including some passive forms, including time adverbials on a range of familiar general and curricular topics	17	
10	Across cultures: Let's have fun	1	9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics 9.6.9.1 use appropriately an increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics 9.6.10.1 use present continuous forms and past continuous, including a growing variety of passive forms, on a range of familiar general and curricular topics 9.6.11.1 use an increased variety of reported speech forms for statements, questions and commands, including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics	18	
11	Across curriculum: What did Victorians do for fun?	1	9.6.12.1 use an increased variety of comparative degree adverb structures with regular and irregular adverbs use a wide variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics 9.6.15.1 use infinitive forms after a growing number of verbs and adjectives use gerund forms after a growing variety of verbs and prepositions use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics	20	
12	A blog entry about your favourite hobby	1	9.6.1.1 use a variety of conjunctions including so that, in order to to indicate purpose although, while, whereas to contrast on a range of familiar general and curricular topics	24	
13	Baru!! (song)	1		25	
14	SAU1. Unit revision.	1		27	
Unit 2, Exercise and Sport (12 hours)					
15	National games	1	9.1.3.1 respect differing points of view 9.1.6.1 organize and present information clearly to others 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.2.3.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics	1.10	
16	Fun races	1	9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.2.7.1 recognize typical features at word, sentence and text level of a range of spoken genres	2	
17	Causes and types of sports injuries	1	9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular	4	

				topics		
18		Use of English: Reported speech (statements)	1	9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics	8	
19				9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics		
				9.4.6.1 recognize the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics		
20		Use of English: Reported speech (questions)	1	9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres	9	
				9.4.9.1 recognize inconsistencies in argument in extended texts on a range of general and curricular topics		
				9.3.2.1 ask complex questions to get information on a range of general and curricular topics		
				9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole-class exchanges		
21		Taking the racing world by storm	1	9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics	11	
				9.3.8.1 recount extended stories and events on a range of general and curricular topics		
22		Everyday English: talking about injuries	1	9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics	15	
				9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics		
				9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics		
23		Across cultures: Amazing stadiums	1	9.5.5.1 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	16	
		S.U.T.T Unit revision		9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics		
				9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics		
24		Across curriculum: First aid	1	9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics	18	
				9.6.3.1 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics		
				9.6.4.1 use a wide variety of determiners and pre-determiner structures on a range of familiar general and curricular topics		
25		Summative Assessment for the 1 st Term	1	9.6.7.1 use a variety of simple perfect forms including some passive forms, including time adverbials on a range of familiar general and curricular topics	22	
				9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics		
				9.6.12.1 use a variety of modal forms for different functions and a limited number of past modal forms (including should/shouldn't have to express regret and criticism on range of familiar general and curricular topics		
26		A survey report	1		23	
					25	
27		Revision	1			

Term 2 – 24 hours						
Unit 3, Our planet						
25		Vocabulary: city life – country life	9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.3.5.1 interact with peers to negotiate, agree and disagree positions and plans for completing classroom tasks 9.6.1.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/shouldn't have to express regret and criticism on a range of familiar general and curricular topics	1	05.11	
26		Reading: Let through Saman	9.2.1.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics 9.4.4.1 recognise main ideas/ideas in argument in extended texts on a range of general and curricular topics 9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics	1	06.11	
27		Vocabulary: locations	9.3.5.1 interact with peers to negotiate, agree and disagree positions and plans for completing classroom tasks 9.6.1.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/shouldn't have to express regret and criticism on a range of familiar general and curricular topics	1	08.11	
28		Use of English: modals	9.5.1.1 develop with support coherent arguments supported when necessary by examples and reasons on a range of action genres in familiar general and curricular topics 9.6.1.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/shouldn't have to express regret and criticism on a range of familiar general and curricular topics	1	12.11	
29		Use of English: modals of deduction	9.5.1.1 develop with support coherent arguments supported when necessary by examples and reasons on a range of action genres in familiar general and curricular topics 9.6.1.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/shouldn't have to express regret and criticism on a range of familiar general and curricular topics	1	13.11	
30		Reading: What a strange place to live?	9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.3.5.1 interact with peers to negotiate, agree and disagree positions and plans for completing classroom tasks 9.4.1.1 Understand the main points in extended texts on a range of unfamiliar general and curricular topics	1	15.11	
31		Listening: home	9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.3.7.3 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.6.1.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/shouldn't have to express regret and criticism on a range of familiar general and curricular topics	1	16.11	

32		Everyday English: talking about plans	9.2.1 understand and use the form of an argument in supported extended talk on a wide range of general and curricular topics 9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics	1	20.11	
33		Across cultures: Rivers of the world	9.2.1 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.4.4.1 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics/curricular topics	1	22.11	
34		Across the curriculum: Types of mountains Summative assessment for the unit «Earth and our place in it»	9.2.1 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.4.5.1 demonstrate the use of extended texts on a range of familiar general and curricular topics	1	24.11	
35		Writing: An article about the place where you live	9.1.1 incorporate and bring together ideas from a variety of texts to develop a response 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics 9.5.1.1 (know the skills and produce a text to develop an idea or support a range of general/curricular topics)	1	27.11	
Charities and conflict (Unit 4)						
36		Vocabulary: Social problems	9.2.1 (arguing the case for the quality) in supported extended talk on a wide range of general and curricular topics 9.6.1.1 use an increased variety of reported speech forms for statements, questions and commands, including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics	1	29.11	

37		Reading: Going the extra mile to help	9.2.1 recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.3.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts	1	09.12	
38		Personal writing: book	9.3.5.1 interact with peers to negotiate, agree and disagree politely and plan for completing classroom tasks 9.4.1 recognise the main points in texts on a wide range of familiar general and curricular topics 9.5.1 use a growing range of tenses and noun and verb forms in texts on a range of familiar general and curricular topics	5	04.10	
39		Use of English: conditional	9.5.2.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.6.9.1 use appropriately an increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics	1	05.10	
40		Use of English: verbs	9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.6.1.1 use <i>to do / have / has / has been / have been</i> in a variety of tenses including (negative) questions, to when managing difficulties in extended topics	1	10.10	1
41		Vocabulary: The foreign project	9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.3.5.1 interact with peers to negotiate, agree and disagree politely and plan for completing classroom tasks 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics	1	11.12	
42		Writing: opinion	9.2.5.1 recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics	1	11.12	
43		Everyday English: calling emergency services	9.2.5.1 recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.3.5.1 interact with peers to negotiate, agree and disagree politely and plan for completing classroom tasks 9.6.1.1 use present continuous forms and past continuous including a growing variety of passive forms on a range of familiar general and curricular topics	1	17.12	
44		Across cultures: Volunteering	9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics	1	18.12	
45		Across the curriculum	9.2.2.1 understand text-specific information in unsupported extended talk on a wide range of	1	20.12	

		UNESCO Summative assessment for the unit «Charities and Conflicts»	general and curricular topics 9.3.1.1 explain and justify their own point of view on a range of general and curricular topics 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts			
46		Writing A blog entry	9.4.4.1 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.5.1.1 plan, write, edit and produce work at best level with support on a limited range of general and curricular topics	1	26.12	
47		Summative assessment for the 2nd term	9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.3.2.1 explain and justify their own point of view on a range of general and curricular topics 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.5.1 understand most specific information in supported extended talk on a range of general and curricular topics	1	25.12	
48		Bibliotainment	9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.5.1 understand most specific information in supported extended talk on a range of general and curricular topics 9.3.2.1 explain and justify their own point of view on a range of general and curricular topics	1	27.12	



«Келісемін»
Оқу ісін мөңгерушісі:
С. Досымбетов
29.08.2024

Ә.Б. отырысында қаралды
Ә.Б. жетекшісі: А. Оспанова
Хаттама №1
29.08.2024

«Тілектес» жалпы білім беретін мектеп

Ағылшын тілі пәнінен

2024-2025 оқу жылында

10- сыныпқа арналған күнтізбелік-тақырыптық

ЖОСПАР

10 сыныптарға арналған күнделістік-темалық жоспар
Calendar Thematic Plan for the 10th grade
2024-2025 оқу жылы/academic year
«Action 10 for Kazakhstan». Authors: Jenny Donley, Bob Oller. 2018.

Пәні: Ағылшын тілі

сыныбы: 10 **жаратылыстану-математикалық бағытындағы 10 - сынып**

Аптағы сағат: 3 сағат, барлығы: 108 сағат

№	Ауыспалы тақырыптар/бөлім/Changeable themes/Unit	Тақырып/Topics	Key universal/Learning objectives	Course/Hours	Meeting/Date	Excerpt/Notes
1	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	02.09	
2		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 semi-general and curricular topics; 10.4.3 - skim a range of lengthy texts with speed to identify content requiring 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/1.1;	1	04.09	
3		Genetics. p. 8-9	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	06.09	
4		Back to life. p. 10	10.6.11 - use a variety of reported statements and question forms on a wide range of familiar general and curricular topics;	1	08.09	
5		Grammar. Past modal: speculation deduction. p. 11	10.6.12 - use a variety of comparative degree adverb structures with regular and irregular adverbs; use a wide variety of pre-verbal, post-verbal and mid-position adverbs on a wide range of familiar general and curricular topics	1	11.09	
6		Myth makers. p. 12-13	10.6.13 - use a growing variety of past modal forms including might 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	13.09	
7		Word formation. Negative verbs. p. 13	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;	1	16.09	
8		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; 10.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of	1	18.09	

9		Culture section: The man who invented the net. p.16	general and curricular topics, including talk on a limited range of unfamiliar 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; 10.4.7 - recognise patterns of development in lengthy texts (nine-paragraph level) on a 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; 10.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world; 10.3.4 - 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 reported speech 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; 10.6.12 - use a variety of comparative degree adverb structures with regular and irregular adverb; use a wide variety of pre-verbal, post-verbal and end-position adverbs 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; 10.1.9 - use imagination to express thoughts, ideas, experiences and feelings; 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; 10.3.2 - 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; 10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular 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; 10.5.3 - write with grammatical accuracy on a range of familiar 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; 10.6.4 - use a wide variety of determiners and pre-determiner structures on a wide range of familiar general and curricular topics;	1	26.09	
10		Curricular: Biology Where did you go from? p.17		1	23.09	
11		Language in Use Grammar exercises p.18		1	25.09	
12		Unit revision: E-19-20 Summative Assessment for the unit Net.		1	27.09	
13	2 Natural Disasters	Introductory Lesson: Natural Disasters. Causes and consequences of natural disasters. p.21		1	30.09	
14		Disasters. The Day The Night moved. p.22-23 Grammar: Compound adjectives p.23		1	02.10	
15		Water, Water Everywhere. Prepositions and prepositional phrases. p.24-25		1	04.10	
17		Safety. Focus on Kazakhstan: reporting on the causes and consequences of natural disasters. p.26-27		1	07.10	
18		Writing a story. Planning. p.28		1	09.10	

19		Writing a story p. 28	10.6.13 - 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 plural verbs on a wide range of familiar general and curricular topics	1	11.10	
20		Culture Corner Hurricane Katrina: The Tragedy of New Orleans. p. 10	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; 10.2.1 - use formal and informal language registers in talk on a wide range of general and curricular topics; 10.2.7 - 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 matching closer reading on a range of general and curricular topics; 10.4.7 - recognise patterns of development in lengthy texts [utter-paragraph level] on a range of general and curricular topics;	1	14.10	
21		Prediction and prevention of natural disasters. Tsunami: a wave of disaster. p. 21	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	1	16.10	
22		Language in Use Grammar exercises. p. 32 Summative Assessment for the unit No2	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;	1	18.10	
23		Reading In the Heat of the moment. p. 32	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	1	21.10	
24		Summative Assessment for the term 1.	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;	1	23.10	
25		Unit revision. p. 33-34	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	25.10	

2 term 24 hour

24	Unit 2 Virtual reality	Virtual reality; Application of virtual reality p.35	10.2.1.1 – understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.7.1 – use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.2.1 – understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics.	1	04.11	
25		Products of the future; Tomorrow's world p.36	10.2.8.1 – recognise inconsistencies in argument in extended talk on a range of general and curricular subjects; 10.4.2.1 – understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.6.8.1 – use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics;	1	06.11	
26		Apps on the go; App attack p.38	10.3.7.1 – use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.1.1 – understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics; 10.5.4.1 – use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics;	1	08.11	
27		Grammar: Determiners and Pre-determiners p.38	10.2.8.1 – recognise inconsistencies in argument in extended talk on a range of general and curricular subjects; 10.5.4.1 – use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics; 10.6.4.1 – use a wide variety of determiners and pre-determiner structures on a wide range of familiar general and curricular topics	1	11.11	
28		Games; Computer accessories and gadgets p.40	10.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics; 10.4.1.1 – understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics; 10.5.4.1 – use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics;	1	13.11	
29		Writing: An opinion essay p.42	10.4.1.1 – understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics; 10.5.4.1 – use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics;	1	15.11	
30		Culture corner: Create Noms p.44	10.3.3.1 – explain and justify own and others' point of view on a wide range of general and curricular topics; 10.4.3.1 – skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics; 10.5.7.1 – use independently appropriate layout at text level on a range of general and	1	18.11	

			curricular topics;			
32		Curricular: FI From VR works p.45	10.3.3.1 - explain and justify own and others' point of view on a wide range of general and curricular topics; 10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.3.1 - write with grammatical accuracy on a range of familiar general and curricular topics;	1	20.11	
33		Language in Use p.46 Summative assessment for the unit «Virtual reality»	10.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately 10.6.15.1 - 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 plural verb on a wide range of familiar general and curricular topics	1	22.11	
34		Progress check Smartphones, P.47	10.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.7.1 - recognise patterns of development in lengthy texts (inter-paragraph level) on a range of general and curricular topics; 10.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately	1	25.11	1
4 Unit Organic and non-organic food						
35		Organic and non-organic food p.49	10.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics 10.4.2.1 - understand specific information and detail in extended texts on a range of 10.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately	1	27.11	
36		Organic food: Save the environment and eat organic p.50	10.4.1.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics; 10.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately	1	29.11	
37		Grammar: Pronounce - Quantifiers p.51	10.2.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.3.1 - explain and justify own and others' point of view on a wide range of general and curricular topics; 10.6.6.1 - use a wide variety of relative, demonstrative, indefinite, quantitative pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics;	1	02.12	

38.	Skyscraper firms. Growing up p.52	10.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.2.1 - understand specific information and detail in extended texts on a range of 10.5.7.1 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics;	1	04.12	
39.	Grammar: Future Perfect p.53	10.3.8.1 - 'navigate' talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spell accurately; 10.6.8.1 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics;	1	06.12	
40.	Renewable energy sources p.54	10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spell accurately;	1	09.12	
41.	Speaking - and Listening p.55	10.3.4.1 - 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; 10.3.4.1 - 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	11.12	
42.	Writing: For and against essay p.56	10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.5.6.1 - punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy;	1	13.12	
43.	Culture corner: The organic industry in the UK p.58	10.3.8.1 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spell accurately;	1	16.12	
44.	Curricular: Citizenship: How to be a responsible shopper p.59	10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spell accurately;	1	18.12	

43		Language in use p.60 Summative assessment for the unit «Organic and non-organic worlds»	10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spell accurately; 10.6.14.1 - 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	20.12	
46		Progress check: I'll never Buy cheap Fashions again p.61	10.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.6.1 - recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics	1	23.12	
47		Summative control work for the 2nd term	10.2.7.1 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics; 7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics; 10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 7.5.7.1 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics	1	25.12	
48		Progress Check p.62	10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spell accurately; 10.3.4.1 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.6.1 - recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics	1	27.12	



«Келісім»
Оқу ісін меңгерушісі:
[Signature] С. Носымбетов
29.08.2024 ж.

Ә.Б. отырысында қаралды
Ә.Б. жетекшісі: *[Signature]* А. Оспанова
Хаттама №1
29.08.2024 ж.

«Тілектес» жалпы білім беретін мектеп

Ағылшын тілі пәнінен

2024-2025 оқу жылында

II - сыныпқа арналған күнтізбелік-тақырыптық
ЖОСПАР

Calendar Thematic Plan for grade 11
within the framework of updating the secondary education content
2024-2025 academic year Action

No	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
1st term 24 hours						
1	Unit 1: Making connections in biology	Time line of biology	11.1.5.1 - organise and present information clearly to others;	1	2.09	
2		Modern genetics	11.1.8.1 - develop intercultural awareness through reading and discussion;	1	3	
3		Grammar: Adjective complements	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;	1	5	
4		Taxonomy	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	9	
5		Grammar: Pre- and Post - modifying noun structures	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;	1	10	
6		Blood types	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	12	
7-8		Grammar: determiners: Articles – Generic use	11.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	16	
8		Writing: formal / informal writing	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;	1	17	
9		Culture corner	11.5.3.1 - use a variety of adjectives complemented by that, infinitive and wh-clauses on a wide range of general and curricular topics;	1	18	
10		Curricular: biology	11.1.2.1 - use speaking and listening skills to provide sensitive feedback to peers;	1	23	
11		Language in use: phrasal verbs / prepositions Summative assessment for the unit «Making connections in biology	11.1.4.1 - evaluate and respond constructively to feedback from others; 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; 11.3.2.1 - 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; 11.3.4.1 - 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;	1	24	

			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; 11.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar 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; 11.5.3.1 - write with grammatical accuracy on a wide range of general and curricular topics; 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; 11.8.1.1 - use a variety of pre- and post-modifying noun structures on a wide range of general and curricular topics; 11.6.2.1 - use a variety of determiners relating to nouns for generic uses, some appositional uses and textual reference on a wide range of general and curricular topics; 11.6.3.1 - use a variety of dependant prepositions with less common nouns, adjectives and verbs on a wide range of general and curricular topics;			
12	Unit 2: The animal world	Our natural world	11.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups;	1	20	
13		Golden eagle	11.1.3.1 - respect differing points of view;	1	30	
14		Grammar: Present/past perfect	11.3.1.1 - use formal and informal language registers in talk on a range of general and curricular topics, including some unfamiliar topics;	1	10	
15		Bats	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	3	
16		Grammar: Impersonal sentences	11.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics;	1	7	
17		Dolphins	11.4.8.1 - select and evaluate paper and digital reference resources to check meaning and extend understanding;	1	8	
18		Grammar: present/past tenses	11.6.6.1 - use a growing variety of impersonal and cleft structures on a wide range of general and curricular topics;	1	10	
19		Writing: An opinion essay	11.1.3.1 - respect differing points of view;	1	14	
20		Expressing opinion	11.1.7.1 - develop and sustain a consistent argument when speaking or writing;	1	15	
			11.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of 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;			

21		Culture corner Summative assessment for the unit «Investigate and report on animal world: bats, eagles, bees and dolphins»	topics; 11.5.1.1 - plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics; 11.5.4.1 - use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics; 11.6.7.1 - use a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on a wide range of general and curricular topics;	1	17	
22		Summative control work for the 1 st term.	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	1	21	
23		Curricular: biology	11.1.4.1 - evaluate and respond constructively to feedback from others; 11.1.5.1 - use feedback to set personal learning objectives	1	22	
24		Language in use	11.1.7.1 - develop and sustain a consistent argument when speaking or writing; 11.2.3.1 understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;	1	24	
			11.2.8.1 - recognise inconsistencies in argument in extended talk on a range of general and curricular subjects, including some 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; 11.3.4.1 - 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; 11.3.6.1 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics; 11.6.10.1 - use a wide variety of reported statement, command and question forms on a wide range of general and curricular topics			
2 nd term 24 hours						
25	Unit 3: Human brain (12 hours)	Parts of the brain – human brain facts	11.6.4.1 - use a range of affixes with appropriate meaning and correct spelling on a wide range of general and curricular topics; 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	04.11	
26		Brain technology	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	1	05.11	
27		Grammar: Prepositional phrases	11.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;	1	07.11	
28		Neurons	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	11.11	
29		Grammar: Past modals	11.3.2.1 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general	1	12.11	

30		Memory	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; 11.4.2.1 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics; 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;	1	14.11	
31		Grammar: Affixes and suffixes	11.6.4.1 - use a range of affixes with appropriate meaning and correct spelling on a wide range of general and curricular topics 11.6.12.1 - use a wide variety of past modal forms to express appropriate functions; use a variety of near modal structures, including supposed to, bound to, due, willing to on a wide range of general and curricular topics;	1	18.11	
32		Writing: Analysing a model	11.6.15.1 - use a growing variety of more complex conjunctions to express condition, concession, and contrast on a wide range of general and curricular topics	1	19.11	
33		Grammar: Clauses of Concession	11.1.7.1 - develop and sustain a consistent argument when speaking or writing; 11.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings; 11.3.4.1 - 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; 11.2.7.1 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics; 11.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics; 11.4.4.1 - read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics; 11.5.8.1 - communicate and respond to news and feelings in correspondence through a variety of functions on a wide range of 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 11.6.12.1 - use a wide variety of past modal forms to express appropriate functions; use a variety of near modal structures, including supposed to, bound to, due, willing to on a wide range of general and curricular topics	1	21.11	
34		Culture corner		1	25.11	
35		Culture: biology		1	26.11	
36		Language in use		1	28.11	
37		Progress check: Summative assessment for the unit «Human brain»		1	02.12	
38	Unit 4: Investigate and report on timekeeping devices/Science video	The history of timekeeping devices	11.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 11.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a 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;	1	03.12	
39		Timekeeping in Ancient Egypt		1	05.12	

40	Grammar Present/past perfect	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;	1	09.12	
41	The calendar	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	10.12	
42	Grammar: Idioms with time	11.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups;	1	12.12	
43	Slideshow presentations	11.1.3.1 - respect differing points of view; 11.1.6.1 - organise and present information clearly to others;	1	16.12	
44	Grammar Impersonal/ cleft sentences	11.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;	1	17.12	
45	Writing: For and against essay Summative assessment for the unit «Investigate and report on timekeeping devices/Science video»	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; 11.4.7.1 - 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; 11.5.1.1 - plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics; 11.6.7.1 - use a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on a wide range of general and curricular topics	1	19.12	
46	Culture corner	11.1.2.1 - use speaking and listening skills to provide sensitive feedback to peers;	1	23.12	
47	Summative control work for the 2 nd term	11.1.4.1 - evaluate and respond constructively to feedback from others; 11.1.7.1 - develop and sustain a consistent argument when speaking or writing; 11.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics; 11.2.8.1 - recognise inconsistencies in argument in extended talk on a range of general and curricular subjects, 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;	1	24.12	
48	Edutainment	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; 11.5.6.1 - use a growing variety of impersonal and cleft structures on a wide range of general and curricular topics; 11.6.7.1 - use a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on a wide range of general and curricular topics	1	26.12	

III- term						
No	Unit	Theme	Learning objectives	Hours	Date	Notes
3 rd term -21 hours						
33	MY FREE TIME	MY FREE TIME: I Can Do This!	3.1.4.2 understand simple descriptions of people, actions, and objects with visual support; 3.2.3.1 respond to basic questions with single words or short responses; 3.5.1.13 use can/ can't to describe ability;	1	09.01	
34		Reading: Amazing Animals	3.1.4.2 understand simple descriptions of people, actions, and objects with visual support; 3.3.3.2 find out the main points in short simple descriptions with visual support; 3.4.1.1 spell accurately a few high-frequency words;	1	14.01	
35		BEST FRIENDS: My toys and sports. I like.	3.2.2.1 use isolated words and basic expressions to provide personal information; 3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary; 3.5.1.16 use let's + verb, verbs go like + verb + ing.	1	16.01	
36		OUR WORLD: Toys and Sports Around the World	3.1.4.1 understand basic personal questions; 3.2.3.2 make basic requests related to immediate personal needs; 3.5.1.5 use with confidence common basic determiners a, an, the to identify things;	1	21.01	
37		PLAY AND WRITE: My toys and sports. I like,	3.1.2.1 recognise familiar words with visual support; 3.5.1.10 use common present simple forms contractions on a limited range of familiar topics; 3.5.1.13 use can/ can't to describe ability;	1	25.01	
38		PROJECT WORK: What can I do?	3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter; 3.4.3.1 create a poster or write a postcard, using words and simple phrases; 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks); 3.5.1.13 use can/ can't to describe ability;	1	28.01	
39		CLIL 5: Kite Flying	3.1.2.1 recognise familiar words with visual support; 3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary	1	30.01	
40		Unit revision 5 Summative Assessment for the unit 5	3.4.1.1 spell accurately a few high-frequency words; 3.4.3.1 apply basic rules of punctuation (use capital letters, full stops, and question marks)	1	04.02	
40		CULTURE PAGE 3: ASYK a traditional game from Kazakhstan!	3.1.2.1 recognise familiar words with visual support; 3.3.2.1 understand short, simple instructions used in familiar everyday contexts; 3.3.3.2 find out the main points in short simple descriptions with visual support;	1	06.02	

41	HEALTH	HEALTH: Body parts	3.1.2.1 recognise familiar words with visual support; 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support; 3.2.3.1 respond to basic questions with single words or short responses;	1	11.02	
42		Reading: What I have Yeh Goh?	3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary; 3.5.1.11 use has got/ have got, there is/are in a limited range of familiar topics;	1	13.02	
43		BEST FRIENDS: Healthy food?	3.2.3.1 respond to basic questions with single words or short responses; 3.3.3.2 find out the main points in short simple descriptions with visual support; 3.5.1.7 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support;	1	18.02	
44		OUR WORLD: What's your favourite food	3.1.2.1 recognise familiar words with visual support; 3.2.3.1 respond to basic questions with single words or short responses; 3.5.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency uncountable nouns;	1	20.02	
45		PLAY AND WRITE: My Favourite Food	3.2.4.1 provide simple descriptions of people, and objects; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;	1	25.02	
46		PROJECT WORK: What's in my fridge?	3.2.4.1 provide simple descriptions of people, and objects; 3.3.1.2 identify and read separate sounds (phonemes), within words, which may be represented by more than one letter; 3.4.4.1 link ideas with and, but;	1	27.02	
47		Unit revision 6 Summative Assessment for the unit 6	3.4.1.1 spell accurately a few high-frequency words; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level; 3.4.4.1 link ideas with and, but; 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks);	1	04.03	
48		CLIL 6: My plate	3.2.4.1 provide simple descriptions of people, and objects; 3.4.3.1 create a poster or a postcard, using words and simple phrases	1	06.03	
49		Food Pyramid	3.1.4.1 understand basic personal questions; 3.2.3.1 respond to basic questions with single words or short responses; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts;	1	11.03	
50		Summative Assessment for the 3 rd term	3.1.4.1 understand basic personal questions; 3.2.3.1 respond to basic questions with single words or short responses; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.4.1.1 spell accurately a few high-frequency words;	1	13.03	
51		STORY 3 (MODULES 5-6): A Day Out	3.1.2.1 recognise familiar words with visual support; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts;	1	18.03	

			3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary			
52		Unit revision! MODULES 5-6	3.4.1.1 spell accurately a few high-frequency words; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level; 3.4.4.1 link ideas with and, but; 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks).	1	10.03	
IV- term						
No	Unit	Theme	Learning objectives	Hours	Date	Notes
4 th term -16 hours						
53	BUILDINGS	BUILDINGS: Cool Home	3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.5.1.12 use basic adverbs of place here/there to say where things are; 3.5.1.14 use basic prepositions of place.	1	01.04	
54		BEST FRIENDS: My house, my room and objects	3.1.2.1 recognise familiar words with visual support; 3.2.3.1 respond to basic questions with single words or short responses; 3.5.1.5 use with considerable support basic determiners a, an, the to identify things; 3.5.1.14 use basic prepositions of place	1	03.04	
55		OUR WORLD: My Bedroom	3.1.4.2 understand simple descriptions of people, actions, and objects with visual support; 3.2.2.1 use isolated words and basic expressions to provide personal information; 3.5.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency uncountable nouns	1	05.04	
56		PLAY AND WRITE: The Funny Town	3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices); 3.5.1.3 use cardinal numbers 1-10; 11-20; 21-100,	1	10.04	
57		PROJECT WORK: My Town	3.2.1.1 pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm, and intonation; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level; 3.4.3.1 create a poster or write a postcard, using words and simple phrases;	1	15.04	
58		CHU 7: Wonderful Cities	3.1.2.1 recognise familiar words with visual support; 3.3.3.2 find out the main points in short simple descriptions with visual support;	1	17.04	
59		Unit revision? Summative Assessment for the unit?	3.2.3.2 make basic requests related to immediate personal needs; 3.4.1.1 spell accurately a few high-frequency words; 3.4.2.1, follow word order rules in short statements; 3.4.5.1 write basic rules of punctuation (use capital letters, full stops, and question marks).	1	23.04	

60		CULTURE PAGE 4: Day and Night in Astoria	3.1.2.1 recognise familiar words with visual support; 3.2.3.2 find out the main points in short simple descriptions with visual support; 3.3.3.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary.	1	24.04	
61		MY HOLIDAYS: Family holidays	3.1.2.1 recognise familiar words with visual support; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.5.1.6 use interrogative pronouns who, what, where, how, and when to ask basic questions	1	29.04	
62		BEST FRIENDS: Where are the children?	3.2.3.1 respond to basic questions with single words or short responses 3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary; 3.5.1.14 use basic prepositions of place;	1	01.05	
63		OUR WORLD: Summer in Australia	3.1.4.2 understand simple descriptions of people, actions, and objects with visual support; 3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices; places, time, and prices); 3.5.1.15 use basic prepositions of time	1	06.05	
64		PROJECT WORK: My Holiday	3.2.3.1 respond to basic questions with single words or short responses; 3.4.3.1 create a poster or write a postcard, using words and simple phrases; 3.5.1.6 use interrogative pronouns who, what, where, how, and when to ask basic questions;	1	08.05	
65	MY HOLIDAYS	Unit revision8 Summative Assessment for the unit 8	3.4.1.1 spell accurately a few high-frequency words; 3.4.2.1 follow word order rules in short statements 3.4.4.1 link ideas with and, but; 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks).	1	13.05	
66		CLIL 8: Let's go shopping!	3.1.2.1 recognise familiar words with visual support 3.2.3.1 respond to basic questions with single words or short responses 3.3.3.1 understand short, simple instructions used in familiar everyday contexts;	1	15.05	
67		Summative Assessment for the 4 th term	3.1.4.1 understand basic personal questions; 3.2.3.1 respond to basic questions with single words or short responses; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.4.1.1 spell accurately a few high-frequency words;	1	20.05	
68		STORY 4 (MODULES 7-8) At The Beach	3.1.5.1 use contextual clues to predict content in short, supported talk on a limited range of familiar topics; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts;	1	22.05	



«Келісімі»
Оқу ісін басқарушысы:
С. Досымбетов
06.01.2025 ж.

Ә.Б. отырысында қаралды
Ә.Б. жетекшісі: А. Оспанова
Хаттама №1 06.01.2025

«Тілектес» жалпы білім беретін мектеп

Ағылшын тілі пәнінен

2024-2025 оқу жылында

6"а", 6"б" - сыныптарға арналған күнтізбелік-тақырыптық
ЖОСПАР

			III - Term 30 hours		60	6A	
49	Our Health Unit 5, p.p. 56 – 67	Activities in and out of school	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 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics.	1	09.01	10.01	
50		Reading: School life.	6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	13.01	13.01	
51		Language Focus: Can for ability and permission.	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 6.5.8.1 spell most high-frequency words accurately for a limited range of general topics 6.6.13.1 use modal forms including: mustn't (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular	1	14.01	14.01	
52		Food and drink.	6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.5.5.1 link without support sentences using basic coordinating connectors	1	16.01	17.01	
53		Language Focus: Countable and uncountable nouns.	6.3.2.1 ask simple questions to get information about a limited range of general topics 6.5.7.1 use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular	1	20.01	20.01	
54		Speaking: Making, accepting and refusing invitations	6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	21.01	21.01	

55		Writing: An email about school	6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	23.01	24.01	
56		My Country, Almaty Marathon	6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	27.01	27.01	
57		CLIL: Physical Education: Rules of a game	6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	28.01	28.01	
58		Review 5 Summative assessment for the unit 5	6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics 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	30.01	31.01	
59		My dream school	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts	1	03.02	03.02	
60	Travel and holidays Unit 6 p.p. 68 – 79	Travel equipment	6.2.5.1 understand most specific information and detail of supported extended talk on a range general and curricular topics; 6.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics 6.5.8.1 spell most high-frequency words accurately for a limited range of general topics of familiar general topic	1	04.02	04.02	
61		Reading: An adventure story	6.1.3.1 give an opinion at sentence level on a limited range of general and curricular topics 6.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres	1	06.02	07.02	
62		Language Focus to be going to will / won't	6.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topic 6.6.8.1 use future forms <i>will</i> for predictions and <i>be going to</i> to talk about	1	10.02	10.02	

			already decided plans on a limited range of familiar general and curricular topics				
63		Weather conditions	6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	11.02	11.02	
64		Language Focus: <i>will / won't</i>	6.3.2.1 ask simple questions to get information about a limited range of general topics 6.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 6.6.8.1 use future forms <i>will</i> for predictions and <i>be going to</i> to talk about already decided plans on a limited range of familiar general and curricular topics	1	13.02	14.02	
65		Speaking: How was your weekend?	6.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	17.02	17.02	
66		Writing: A blog	6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics 6.5.6.1 link, with some support, sentences into a coherent paragraph using basic connectors on a limited range	1	18.02	18.02	
67		My Country: An adventure holiday	6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics 6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	20.02	21.02	
68		CLIL: Natural science: Weather and climate	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics	1	24.02	24.02	
69		Review 6: Summative Control work 6 for Unit 6	6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics 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	25.02	25.02	
70		Skills Round-up	6.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.4.5.1 deduce meaning from context in short texts on a limited range of	1	27.02	28.02	

71	Reading for pleasure Unit 7: p.p. 86 – 91	Talking about books	familiar general and curricular topics 6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics	I	03.03	03.03	
72		Young writers	6.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general 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	I	04.03	04.03	
73		Language Focus: Present Perfect	6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.5.4.1 write with some support topics with some paragraphs to give basic personal information	I	06.03	07.03	
74		Language Focus: Present Perfect	6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.4.8.1 use with some support familiar paper and digital reference resources to check meaning	I	10.03	10.03	
75		Books and writers	6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts	I	11.03	11.03	
76		Language Focus: Present Perfect: Questions	6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics	I	13.03	14.03	
77		Summative assessment for the term 5	6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	I	17.03	17.03	

78		Speaking: Asking for and giving opinions.	6.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.5.4.1 write with some support topics with some paragraphs to give basic personal information	1	18.03	18.03	
79		Review	6.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 6.3.5.1 keep interaction going in basic exchanges on a growing range of general 6.5.8.1 spell most high-frequency words accurately for a limited range of general topics of familiar general topics general and curricular topics	1	20.03		
IV – term 24 hours							
81	Our neighbourhood Unit 8 p.p.92 – 103	Places in a town.	6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics curricular topics 6.3.2.1 ask simple questions to get information about a growing range of general topics	1	01.04	01.04	
82		Reading: A description of a modern city	6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics	1	03.04	04.04	
83		Language focus: <i>Is there / Are there</i>	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics general and curricular topics 6.6.14.1 use an increased variety of prepositions of time, location and direction, use by and with to denote agent and instrument, use prepositions before nouns and adjectives in common prepositional	1	07.04	07.04	
84		Describing places.	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	1	08.04	08.04	
85		Language focus: Comparative adjectives	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics general and curricular topics 6.5.3.1 write with some support about personal feelings and opinions on	1	10.04	11.04	

			a limited range of familiar general and curricular topics; 6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics;				
86		Speaking: Asking for travel information	6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	14.04	14.04	
87		Writing: A description of a town	6.3.2.1 ask simple questions to get information about a limited range of general topics 6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;	1	15.04	15.04	
88		My Country: A city park, p.100	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres 6.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	17.04	18.04	
89		CUH: Geography: Reading a map:	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 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	21.04	21.04	
90		Unit review 8 Summative Continu work 7 for Unit 8	6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics; 6.5.1.1 link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics	1	22.04	22.04	
91		Review 8	6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics; 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	24.04	25.04	
92		Project: City profile	6.3.2.1 ask simple questions to get information about a limited range of general topics 6.4.5.1 deduce meaning from context in short texts on a limited range of	1	28.04	28.04	

93	Transport, Unit 9 p.p. 104-115	Jobs	familiar general and curricular topics 6.3.3.1 understand more complex supported questions on a growing range of general and curricular topics 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	29.04	29.04	
94		Reading: The history of the Mean engine	6.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics 6.3.2.1 ask simple questions to get information about a limited range of general and curricular topics 6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts understanding of general topics	1	01.05	02.05	
95		Language Focus: was/ were, there was/ there were	6.3.2.1 ask simple questions to get information about a limited range of general and curricular topics 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general	1	05.05	05.05	
96		Language Focus: was/ were, there was/ there were	6.3.2.1 ask simple questions to get information about a limited range of general and curricular topics 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general	1	06.05	06.05	
97		Strange Towns USA, p.108	6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.3.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	08.05	09.05	
98		Language Focus: Past Simple of regular verbs	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar 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 topic	1	12.05	12.05	
99		Speaking: Making and responding to suggestions	6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	13.05	13.05	
100		An article about...	6.4.2.1 understand independently specific information and detail in short...	1			

		town. Summative Control work 8 for unit 9.	simple texts on a limited range of general and curricular topics; 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general		15.05	16.05	
101		My Country. Public transport. p. 12	6.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics; 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 6.4.7.1 recognize typical features of word, sentence and text level in a limited range of written genres; 6.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics.	1	19.05	19.05	
102		Summative Control work for the 4th term.	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, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general	1	20.05	20.05	
103		CLIL: History: Famous explorers. p. 13	6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics; 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.5.5.1 link without support sentences using basic coordinating connectors	1	22.05	23.05	
	Total hours 102			102			



«Келісім»
Оқу ісін үйлестірушісі;
[Signature] С. Досымбек
06.01.2025

Ә.Б. отырысында жаралды
Ә.Б. жетекшісі: *[Signature]* А. Оспанова
Хаттама №1 06.01.2025

«Тілектес» жалпы білім беретін мектеп

Ағылшын тілі пәнінен

2024-2025 оқу жылында

8 - сыныпқа арналған күнтізбелік-тақырыптық

ЖОСПАР

Term 1 (III) 21 hours					
48	Unit 5: Reading for pleasure	Book and film genre	8.1.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some particular topics 8.1.7.2 use different tenses about a limited number of verbs and adverbs on one point and form after a limited variety of verbs and prepositions 8.2.1.1 use some prepositional verbs and locals to use common (familiar) verbs on a growing range of familiar general and particular topics 8.2.1.2 plan, write, edit and proofread work at text level with little support on a range of general and particular topics	1	19.01
49		After technology Covid-19 will be able to	8.1.7.1 use an opinion on a discourse level on a wide range of general and particular topics 8.1.7.2 understand and use different variations and details in texts on a growing range of general and particular topics including some complex texts 8.2.1.1 understand with little or no support the main points in extended texts on a wide range of general and particular topics	1	19.02
50		Books and film features	8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.2.1.1 understand with little or no support more specific information in extended texts on a wide range of general and particular topics 8.2.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some particular topics	1	19.03
51		Language focus: Second conditional	8.1.7.1 use if clauses in second conditional clauses and when (but) a future problem (imagining) on a growing range of familiar topics including very complex on a range of familiar general and particular topics 8.2.1.2 write with moderate grammatical accuracy on a growing range of familiar general and particular topics	1	19.03
52		Expressing problems and solutions online	8.1.7.1 use speaking and listening skills to solve problems in class and cooperatively in groups 8.2.1.1 strengthen the coherence of the spoken text with little or no support in extended talk on a wide range of general and particular topics 8.2.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some particular topics 8.1.7.2 use suggestions to express thoughts, ideas, experiences and feelings	1	19.04
53		A review of a book or a film	8.1.10.1 use talking as a means of reflecting on and exploring a range of perspectives on the world 8.1.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some particular topics 8.2.1.1 plan, write, edit and proofread work at text level with little support on a range of general and particular topics 8.2.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and particular topics	1	19.05
54	Unit 6: Reading for pleasure		8.1.7.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.1.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some particular topics 8.2.1.1 plan, write, edit and proofread work at text level with little support on a range of general and particular topics	1	20.01
55	Unit 7: Reading for pleasure	Unit 8: Language and Learning Word-building	8.1.7.1 use a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and particular topics 8.1.12.1 use comparison to describe current situations on a growing range of familiar and unfamiliar subjects 8.2.1.1 use an extended text and extended general and specific information on a range of familiar general and particular topics 8.2.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some particular 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	20.05

56		Unit Review 3	8.1.5.1 use feedback to set personal learning objectives 8.1.5.2 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.1.7.1 use AT to take notes in social conditions (classes and clubs (that) classes (present activities)) and a growing variety of clubbing (clubs) including way classes etc a range of familiar general and curricular topics	7	27.0%	
57		Project A like power	8.1.5.1 use feedback to set personal learning objectives 8.1.5.2 use longitudes to express thoughts, ideas, experiences and feelings 8.1.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	20.0%	
58	The natural world (Unit 6) (6.6)	Section 30	8.1.5.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.1.5.2 use appropriate 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 8.2.2.1 spell most high-frequency vocabulary accurately, for a growing range of familiar general and curricular topics	1	31.0%	
59		The last World: Part 2 (Unit 6)	8.1.7.2 develop and sustain a discussion argument when speaking or writing 8.1.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.2.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	1	63.0%	
60		Adjectives describing	8.1.5.1 negotiate 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 8.1.2.1 use a growing variety of modal forms for different functions: comparison, frequency, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1	68.0%	
61		Language focus: Present and past passive affirmative negative and questions	8.2.2.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.1.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.1.5.1 negotiate and present information clearly to others 8.2.2.1 write with moderate grammatical accuracy for a limited range of familiar general and curricular topics	1	67.0%	
62		Explaining tasks	8.1.5.1 negotiate and present information clearly to others 8.1.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.1.5.1 use appropriate 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	10.0%	
63		A description of a place of interest	8.1.5.1 develop sustained discourse through listening and discussion 8.1.7.1 give short, with and proofread with the teacher with little support on a range of general and curricular topics 8.1.2.1 use to request and some infinitive forms and object clauses to express intention meaning and effort understanding	1	11.0%	
64		My country: I am proud to be British	8.1.2.1 use short and simple sentences to express ideas and exploring a range of perceptions on the world 8.1.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.2.2.1 plan with and proofread with the teacher with little support on a range of general and curricular topics 8.2.2.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of	1	44.0%	

66		CIIL Natural environment: Tropical rainforest	general and curricular topics 8.1.8.1 develop conversational strategies through reading and discussion 8.3.1 plan, write, edit and proofread work at text level with teacher support on a range of general and curricular topics 8.4.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding	1	13.05	
68		Unit Review & Summative Assessment: The natural world	8.3.2 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.4.1 understand the main points in texts on a growing range of familiar general and curricular topics including some extended texts 8.5.1 plan, write, edit and proofread work at text level with teacher support on a range of general and curricular topics	1	20.05	
67		Skills month up: Welcome - Part A	8.1.5 use the checklist to set personal learning objectives 8.2.5.1 enough for the acquisition of the speaking skills to be supported in extended texts on a wide range of general and curricular topics 8.6.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms to narrate and reported speech on a range of familiar general and curricular topics	1	23.07	
68	Travel and Transport (Unit 7 p.80)	Transport means	8.1.8 develop unscripted interactions through reading and discussion 8.3.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.6.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics	1	24.07	
69		Young people: Reported speech: some changes	8.3.2 give an opinion at discourse level on a wide range of general and curricular topics 8.4.2 understand specific information and detail in texts on a growing range of familiar general and curricular topics including some extended texts 8.6.1 use some impersonal forms before action and objectives 8.6.2 use impersonal forms as the subject to indicate intention 8.6.3 use impersonal forms to indicate intention on a range of familiar general and curricular topics	1	27.08	
70		The future of transport: Reported speech: commands and requests	8.1.6.1 organise and present information clearly in speech 8.6.1.2 use some reported speech forms for statements, questions and commands eg ask, ask including reported requests on a range of familiar general and curricular topics	1	28.07	
71		Highlighting and explaining	8.1.7 follow up and develop a conversational argument when speaking or writing 8.2.5.1 understand with little or no support some specific information in extended texts on a wide range of general and curricular topics 8.3.2 understand some parts of experience, agree and organise objectives and plans for completed classroom tasks	1	03.08	
72		Unavoidable issues	8.1.6.1 organise and present information clearly in speech 8.6.1.1 use some reported speech forms for statements, questions and commands eg ask, ask including reported requests on a range of familiar general and curricular topics 8.6.2 use the with modal verb grammatical structure on a limited range of familiar general and curricular topics	1	06.08	
73		My country: MYHQS: Static: Using (background)	8.2.1 understand with little or no support the main content of extended texts on a wide range of general and curricular topics 8.3.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.6.1 organise and present information clearly in speech	1	07.08	

74		CE1: Language and Literacy: Advisory series	8.1.8.1 develop imaginative 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 8.6.1.1 use some prepositions before, behind, below, above, and adjectives are, dependent prepositions following adjectives on a range of familiar general and curricular topics	1	11.00	
75		Review unit 2 Summary: Assessment 'Travel and transport'	8.1.8.1 develop imaginative awareness through reading and discussion 8.5.2.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.6.1.1 use prepositions before, behind, below, above, and adjectives are, dependent prepositions following adjectives on a range of familiar general and curricular topics	1	11.00	
76		Project: A travel brochure	8.1.2.1 use feedback to set personal learning objectives 8.5.8.1 research some extended topics and extend on a range of general and curricular topics 8.6.1.1 use a growing range of extended forms and punctuation (into, on, before, and) some familiar general and curricular topics 8.2.1.1 underlined with little or no support the main points in extended talk on a wide range of general and curricular topics	1	14.00	
77		Summative: Control work for the term	8.5.8.1 research some extended topics and extend on a range of general and curricular topics 8.6.1.1 use a growing range of extended forms and punctuation (into, on, before, and) some familiar general and curricular topics 8.6.1.1 use some prepositions before, behind, below, above, and adjectives are, dependent prepositions following adjectives on a range of familiar general and curricular topics 8.5.2.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics	1	11.00	
78		Article and poster	8.1.8.1 use imagination to express thoughts, ideas, experiences and feelings 8.5.2.1 underlined with little or no support main specific information in extended talk on a wide range of general and curricular topics 8.2.1.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	20.00	
79	Food and drink (on 8 p.92)	The food waste scandal	8.1.8.1 develop imaginative awareness through reading and discussion 8.5.2.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.6.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics including some extended texts	1	03.00	
80		Language Focus: First conditional review	8.1.8.1 imagine and present situations clearly in writing 8.6.2.1 use a range of verbs in second conditional (if... then) and wish (that) clauses (present tense) on a growing range of relative clauses including wish clauses on a range of familiar general and curricular topics 8.5.2.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	08.00	
81		Planned writing: a campaign	8.1.8.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.2.1.1 underlined with little or no support main specific information in extended talk on a wide range of general and curricular topics	1	10.00	

			8.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics			
82		Language focus: He going to talk with	8.1.5.1 organize and present information clearly to others 8.2.6.1 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 8.3.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	10.04	
83		Plan and presentation	8.1.6.1 organize and present information clearly to others 8.2.5.1 regulate 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	11.04	
84		A formal letter	8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.2.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics 8.3.1.1 plan, write, edit and proofread work at least level with little support on a range of general and curricular topics	1	14.04	
85		My country Food and drink Researching 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 8.6.1.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as much...as to indicate degree on a range of familiar general and curricular topics	1	17.04	
86		CEC 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 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	18.04	
87		Unit Review 8 Communication Assessment: Food and drink	8.1.5.1 use feedback to set personal learning objectives 8.2.1.1 regulate the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.3.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	21.04	
88	The world of work (Unit 9 p.104)	School life verbs	8.1.6.1 organize 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 8.3.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	24.04	
89		Country	8.1.8.1 develop intercultural awareness through reading and discussion 8.2.2.1 understand with little or no support from 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	25.04	
90		Language focus: Have to and don't have to	8.1.6.1 organize and present information clearly to others 8.3.1.1 plan, write, edit and proofread work at least on a wide range of general and curricular topics 8.2.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 8.6.1.1 use a growing variety of modal forms of English: functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1	28.04	
91		School life: more	8.1.8.1 develop intercultural awareness through reading and discussion	1	01.05	

			8.2.2.1 understand with little or no support the main points in extended talk on a wide range of general and particular topics 8.2.2.2 give an opinion at discourse level on a wide range of general and particular topics			
92		Language focus: Should, must and have to	8.1.1.1 develop and sustain a line of argument when speaking or writing 8.2.2.2 give an opinion at discourse level on a wide range of general and particular topics 8.2.2.3 write with moderate grammatical accuracy on a limited range of familiar general and particular topics 8.6.1.1 use a growing variety of lexical items for different functions: obligation, necessity, possibility, permission, refusal, suggestion, prohibition on a range of familiar general and particular topics	1	03.08	
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 particular topics 8.2.2.1 write with moderate grammatical accuracy on a limited range of familiar general and particular topics 8.2.2.2 use appropriate subject-specific vocabulary and grammar to talk about a range of general topics and some particular topics	1	08.07	
94		For/with/without	8.1.7.1 develop and sustain a line of argument when speaking or writing 8.2.2.1 use appropriate subject-specific vocabulary and grammar to talk about a range of general topics and some particular topics 8.4.1.1 understand the main points in texts on a growing range of familiar general and particular topics including some extended texts 8.5.1.1 plan, write, edit and present work at text level with little support on a range of general and particular topics	1	04.05	
95		My family, the world and what is important	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.2.2.1 use appropriate subject-specific vocabulary and grammar to talk about a range of general topics and some particular topics 8.2.2.1 plan, write, edit and present work at text level with little support on a range of general and particular topics 8.6.1.1 use a growing range of relative clauses (including why clauses) on a range of familiar general and particular topics	1	04.05	
96		Child labour in Vietnam	8.1.8.1 develop international awareness through reading and discussion 8.2.2.1 use appropriate subject-specific vocabulary and grammar to talk about a range of general topics and some particular topics 8.4.1.1 understand the main points in texts on a growing range of familiar general and particular topics including some extended texts 8.5.1.1 plan, write, edit and present work at text level with little support on a range of general and particular topics	1	12.01	
97		Protest, violence, war, child labour, child slavery, terrorism, the world of war	8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and particular topics 8.2.2.1 use appropriate subject-specific vocabulary and grammar to talk about a range of general topics and some particular topics 8.4.1.1 understand the main points in texts on a growing range of familiar general and particular topics including some extended texts 8.5.1.1 plan, write, edit and present work at text level with little support on a range of general and particular topics	1	11.05	
98		Vegetarian food, a complaint, some work	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 particular topics	1	19.07	

		Proficient and willines only	R5.3.1 use with moderate grammatical accuracy on a limited range of familiar general and curricular topics R6.3.1 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			
94		SAT for the word	R2.1.1 participate with little or no support the main points in extended talk on a wide range of general and curricular topics R3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics R4.1.1 understand the main points in texts on a growing range of curricular general and curricular topics including some extended texts R5.1.1 plan, write and present work at test level with little support on a range of general and curricular topics	1	10.00	
100		Extend your vocabulary skills	R1.7.1 develop and sustain a consistent argument when speaking or writing R2.2.2 present opinion in dialogue level on a wide range of general and curricular topics R3.5.1 use with moderate grammatical accuracy on a limited range of familiar general and curricular topics R6.3.1 use a growing variety of modal forms for different functions: obligation, necessity, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1	22.00	
101		The assessment	R1.6.1 organize and present information clearly in talks R2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics R3.3.1 use with moderate grammatical accuracy on a limited range of familiar general and curricular topics R3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics and some curricular topics	1	22.00	
Total				102 Hours		



«Келісемін»
Оқу ісінің меңгерушісі:
 С. Досымбетов
06.01.2025 ж.

О.Б. отырысында қаралды
О.Б. жетекшісі:  А. Оспанова
Хаттама № | 06.01.2025

«Тілектес» жалпы білім беретін мектеп

Ағылшын тілі пәнінен

2024-2025 оқу жылында

9-сыныққа арналған күнтізбелік-тақырыптық

ЖОСПАР

III term (30 hours)
Reading for pleasure (Unit 5)

49	Types of fiction	9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics 9.4.4.1 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics	1	10.01	
50	The Canterville Ghost	9.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 9.4.4.1 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics	1	14.01	
51	Journey to the Centre of the Earth	9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics	1	15.01	
52	The Worth of Wealth	9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	17.01	
53	Speaking and writing	9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	21.01	
54	The promised land	9.2.7.1 recognize typical features at word, sentence and text level of a	1	22.01	

			range of spoken genres 9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics			
55		Edutainment: the values of storytelling	9.1.5.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics	1	24.01	
			Tradition and language, Unit 6			
56		Vocabulary: Adjectives	9.2.7.1 recognize typical features at word, sentence and text level of a range of spoken genres 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics	1	28.01	
57		Reading: festivals blog	9.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 9.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	29.01	
58		Vocabulary: celebrations	9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.6.8.1 use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics	1	31.01	
59		Use of English: countable and uncountable nouns	9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.6.1 use a variety of quantifiers for countable and uncountable nouns and some noun phrases on a range of familiar general and curricular topics	1	04.02	

60	Use of English: Comparative/ superlative	9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 9.5.8.1 spell most high-frequency words accurately for a limited range of general topics of familiar general topic 9.6.3.1 use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics	1	05.02	
61	Reading: Nauryz	9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	07.02	
62	Phrasal verbs: keep	9.3.3.1 explain and justify their own and others' point of view on a range of general and curricular topics 9.4.8.1 use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding 9.6.9.1 use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics	1	11.02	
63	Everyday English: Buying a gift	9.3.6.1 link comments with flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 9.4.2.1 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics and some unfamiliar topics 9.6.3.1 use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics	1	12.02	
64	Across cultures: Eco-Festivals	9.4.2.1 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics and some		14.02	

		Summative assessment for the unit 6	unfamiliar topics 9.5.3.1 write with grammatical accuracy on a range of familiar general and curricular topics	1		
65		Across the curriculum: Remembrance Day	9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics 9.4.2.1 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics	1	18.02	
66		Writing: Quebec winter carnival	9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.5.2.1 write independently about factual and imaginary past and future events, activities and experiences on a wide range of familiar general and curricular topics	1	19.02	
			Music and Arts: Unit 7			
67		Vocabulary: types of films	9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.4.2.1 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics	1	21.02	
68		Reading: The Eagle Huntress	9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.3.2.1 ask complex questions to get information about a wide range of general and curricular topics	1	25.02	
69		Vocabulary: films	9.3.3.1 explain and justify their own point of view on a range of general and curricular topics 9.5.3.1 write with grammatical accuracy on a range of familiar general and curricular topics 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics	1	26.02	

70		Use of English: relatives	9.5.4.1 use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics 9.6.6.1 use a wide variety of relative, demonstrative, indefinite, quantitative of pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics	2	28.02	
71		Use of English: Demonstratives	9.5.4.1 use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics 9.6.6.1 use a wide variety of relative, demonstrative, indefinite, quantitative of pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics	1	04.05	
72		Reading: Dates/times	9.3.3.1 explain and justify their own and others' point of view on a range of general and curricular topics 9.4.6.1 recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics	1	05.03	
73		Phrasal verbs: carry	9.2.4.1 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics 9.3.3.1 explain and justify their own and others' point of view on a range of general and curricular topics	1	07.03	
74		Everyday English: Inviting, Accepting, Refusing	9.2.4.1 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.6.7.1 use a variety of simple perfect forms including some passive forms including time adverbials on a range of familiar general and curricular topics	1	11.03	
75		Across cultures: Dancing around the world Summative assessment for	9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics	1	12.03	

		the unit 7	9.5.3.1 write with moderate grammatical accuracy on a wide range of similar general and curricular topics			
76		Across the curriculum: the four elements of music	9.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics	1	14.03	
77		Summative assessment for the 3rd term	9.2.5.1 recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.4.3.1 understand the detail of an argument – both explicitly stated and implied – in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics	1	18.03	
78		Writing: you can't save the world alone	9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.6.7.1 use a variety of simple perfect forms including some passive forms including time adverbials on a range of familiar general and curricular topics	1	19.03	

IV term: 24 hours
Travel and tourism: Unit 8

79		Vocabulary: means of transport	9.3.3.1 explain and justify their own and others' point of view on a range of general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics	1	01/01	
80		Reading: Destination	9.2.5.1 recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics	1	02/04	
81		Phrasal verb: take	9.2.5.1 recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.3.2.1 ask complex questions to get information about a wide range of general and curricular topics 9.4.8.1 use a wide range of familiar and unfamiliar paper and digital reference resources to	1	04/04	
82		Use of English: Adverbs – order of adverbs	9.5.3.1 write with grammatical accuracy on a range of familiar general and curricular topics 9.6.12.1 use an increased variety of comparative degree adverb structures with regular and irregular adverbs, use a variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics	1	08/04	
83		Use of English: Determiners / pre-determiners	9.5.3.1 write with support factual descriptions at text level which describe people, places and objects 9.6.4.1 use a wide variety of determiner and pre-determiner structures on a range of familiar general and curricular topics	1	09/04	

84		Reading: The legend of the lake	9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics	1	11.04	
85		Word formation	9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.3.2.1 ask complex questions to get information about a wide range of general and curricular topics 9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics	1	15.04	
86		Everyday English: Apologising - Accepting an apology	9.2.5.1 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 limited range of unfamiliar topics 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics and curricular topics	1	16.04	
87		Across cultures: Man-made Masterpieces	9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	18.04	
88		Across the curriculum: Linking East and West	9.2.5.1 recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	22.04	

89		Writing: a story Summative assessment for the unit 8	9.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 9.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	23.04	
90		Edutainment: Love for one's country	9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	25.04	
Science and technology: Unit 9)						
91		Vocabulary: Gadgets	9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	29.04	
92		Reading: The age of cybernetics	9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics	1	30.04	

93		Word formation	9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and curricular general and curricular topics 9.5.6.1 write coherently at test level using a variety of connectives on a growing range of familiar general and curricular topics 9.6.8.1 use a variety of future active and passive and future continuous forms range of familiar general and curricular topics	1	12.05	
94		Use of English: Infinitive – ing	9.5.6.1 write coherently at test level using a variety of connectors on a growing range of familiar general and curricular topics 9.6.15.1 use infinitive forms after a growing number of adjectives and verbs, use gerund forms after a growing variety of verbs and prepositions, use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics	1	06.05	
95		Use of English: Abstracts / Compound nouns	9.5.1.1 plan, write, edit and proofread work at test level with support on a limited range of general and curricular topics 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics	1	07.05	
96		Reading: Square-eyed Teens	9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 9.4.7.1 recognize typical features at word, sentence and text level in a limited range of written genres	1	18.05	
97		Phrasal verb: come	9.2.4.1 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 9.4.3.1 understand the detail of an argument - both explicitly stated and implied - in extended texts on a wide range of familiar general and		13.05	

			curricular topics, and some unfamiliar topics 9.2.3.1 use infinitive forms after a growing number of adjectives and verbs, use gerund forms after a growing variety of verbs and prepositions, use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics	1		
98	Everyday English: Complaining about a faulty product Summative assessment for the unit «Science and Technology»		9.2.4.1 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 9.3.8.1 recount extended stories and events on a wide range of general and curricular topics 9.4.3.1 understand the detail of an argument- both explicitly stated and implied - in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics	1	14.05	
99	Across cultures: The world of science		9.2.3.1 understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics	2	16.05	
100	Across the curriculum: What is in a computer?		9.2.4.1 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 9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.5.1.1 plan, write, edit and proofread work at text level with minimal teacher support on a range of general and curricular topics	1	20.05	
101	Summative assessment for the term 4		9.2.4.1 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 9.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics		21.05	

			9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics, 9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics.	1		
102		Writing: Mobile phones at school	9.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres 9.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics.	1	23/05	

Total 102

1*

Annotation: Summative control work for the Unit - 20 minutes

Annotation: Summative control work for the Unit - 10 minutes



«Білім»
Мектеп директоры:
Д. Азизтаев

«Келісімін»
Оқу ісін менеджері:
С. Досымбетов
06.01.2025

Ә.Б. отырысында қаралды
Ә.Б. жетекшісі: А. Ошанова
Хаттама №1 06.01.2025

«Тілектес» жалпы білім беретін мектеп

Ағылшын тілі пәнінен

2024-2025 оқу жылында

10 - сыныпқа арналған күнтізбелік-тақырыптық

ЖОСПАР

5 Unit Reading for pleasure

49.	Types of literature: The war of the world	10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.4.8.1 - use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding.	1	10.01
50.	The ruined house	10.3.4.1 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics.	1	13.01
51.	Character analyses	10.2.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics.	1	15.01
52.	Elements of fiction	10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics.	1	17.01
53.	Listeners: Panic During The Myth of the War	10.6.5.1 - use a wide variety of question types on a wide range of familiar general and curricular topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics.	1	20.01
6 Unit Capabilities of Human Brain				
54.	Capabilities of Human Brain	10.3.3.1 - explain and justify own and others' point of view on a wide range of general and curricular topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately.	1	22.01
55.	Grammar: Question types	10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics.	1	24.01

56			10.6.5.1 - use a wide variety of question types on a wide range of familiar general and curricular topics;			
57		Intelligences: The theory of Multiple Intelligences	10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.4.7.1 - recognise patterns of development in lengthy texts (inter-paragraph level) on a range of general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	27.01	
58		Grammar: Relative clause	10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.6.17.1 - 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	1	29.01	
59		Stress: Who says stress is bad for you?	10.2.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.2.1 - understand specific information and detail in extended texts on a range of 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	31.01	
60		Grammar: The Passive	10.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.9.1 - use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics	1	03.02	
61		Writing: An email giving advice	10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.5.5.1 - (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	1	05.02	
			10.2.3.1 - understand the detail of an argument in unsupported extended talk on	1	07.02	

62.	Culture corner: The Joker of Edinburgh's Award	a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;			
63.	Curricular: PSHE Train your Brain	10.4.2.1 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	10.02	
64.	Language in focus Summative assessment for the unit «Capabilities of Human Brain»	10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.15.1 - 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	12.02	
65.	Progress check, in Pursuit of Happiness	10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.4.1 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.1.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics;	1	14.02	
65.	Progress check	10.4.2.1 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.5.1.1 - plan, write, edit and proofread work at text level independently on a range of general and curricular topics; 10.6.17.1 - 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	1	17.02	
66.	Breakthrough technologies: Nanotechnology	7 Unit Breakthrough technologies 10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and	1	19.02	

			genre, and which is spelt accurately;			
67.		Grammar: Reported speech	10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.1.1 - 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	20.02	12.05
68.		Robotics: Pepper the Emotional Robot.	10.2.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.5.5.1 - 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;	1	21.02	
69.		The road to success.	10.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 10.4.7.1 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topic 10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics;	1	24.02	
70.		Grammar: Quantifiers / Countable/ Uncountable	10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.2.1 - 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	26.02	
71.		Writing: A for – against – essay: The robots pros and cons.	10.4.1.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics; 10.5.5.1 - 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	1	27.02	14.05
72.		Your turn	10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.7.1 - recognize patterns of development in lengthy texts [inter-paragraph	1	28.02	

			level] on a range of general and curricular topics 10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics;			
73.		Culture corner. The science Museum. London Summative assessment for the unit «Breakthrough technologies»	10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	03.03	
74.		Curricular: Science and Technology	10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.16.1 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics	1	05.03	
75.		Language in use	10.2.3.1- understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics;	1	07.03	
76.		Progress check. Insect farming	10.2.3.1- understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.4.7.1 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics 10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics;	1	10.03	
77.		Summative control work for the 3rd term	10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics;	1	12.03	

			10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics;			
78.		Progress check	10.5.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics 10.5.5.1 - 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	1	14.03	
79.	4 term 8 Unit Space	Amazing facts about space	10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.7.1 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics 10.5.7.1 - use independently	1	17.03	
			4 term 8 Unit Space			
80.		Grammar: The passive	10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics; 10.6.9.1 - 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		19.03	
81.		Moving out: Space colonization Future or Fantasy	10.2.5.1 - recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.6.1 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics	1	02.04	
82.		Grammar: Conditionals types	10.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.6.17.1 - use if / if only in third conditional structures use a variety of relative clauses including with which [whole previous clause reference] on a	1	04.04	

			wide range of familiar general and curricular topics			
83.		Sci-Fi-Films. A new dimension of Art	10.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.6.1 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics	1	07.04	
84.		Grammar: Reported speech	10.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.2.1 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.6.1.1 - 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	09.04	
85.		Writing: A film review	10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics	1	11.04	
86.		Grammar: The passive	10.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.3.1 - explain and justify own and others' point of view on a wide range of general and curricular topics; 10.6.9.1 - 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	1	14.04	
87.		Culture corner. Reaching for the stars.	10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.3.1 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics; 10.5.6.1 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics	1	16.04	
88.		Curricular: Literature	10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.5.1 - develop with support coherent arguments supported when necessary	1	18.04	

			by examples and reasons for a wide range of written genres in familiar general and curricular topics			
89.		Language in Use	10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics 10.6.16.1 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics	1	21.04	
90.		Progress check. A bucketful of worlds	10.3.3.1- explain and justify own and others' point of view on a wide range of general and curricular topics; 10.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	1	23.04	
91.		Progress check Summative assessment for the unit « Spaces »	10.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 10.4.5.1- deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.6.1 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics	1	25.04	
9 Unit Independent project						
92.		Vocabulary: Scientific breakthrough	10.3.3.1- explain and justify own and others' point of view on a wide range of general and curricular topics 10.4.5.1- deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics;	1	28.04	
93.		The universe. How did it all begin?	10.2.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.5.1- deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	29.04	16.05
94.		Grammar: Identifying pronoun references	10.2.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.1.1 - understand main points in extended texts on a wide range of unfamiliar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and	1	30.04	

			genre, and which is spelt accurately;			
95.		Human biology	10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.4.3.1 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics;	1	02.05	
96.		Grammar: Conditionals	10.4.1.1 - understand main points in extended texts on a wide range of unfamiliar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.17.1 - 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	1	05.05	
97.		Reading: Elements	10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.2.1 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics;	1	07.05	
98.		Writing: an opinion essay Summative assessment for the unit «Independent project»	10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.5.5.1 - 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;	1	09.05	
99.		Culture corner. British science week	10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.9.1 - recognize inconsistencies in argument in extended texts on a wide range of general and curricular topics; 10.5.5.1 - 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;	1	19.05	
100.		Summative control	10.3.5.1 - interact with peers to make hypotheses about a wide range of general	1	21.05	

		work for the 4 th term	and curricular topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics			
101		Curricular science Body talk Language in Use	10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.1.1 - understand main points in extended texts on a wide range of unfamiliar general and curricular topics; 10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics	1	23,05	
Total :101						



«Келісемін»
Оқу ісін меңгерушісі:
 С. Досымбетов
06.01.2025

Ә.Б. отарысында қаралды.
Ә.Б. жетекшісі:  А. Шанова
Хаттама №1 *06.01.2025*

«Тілектес» жалпы білім беретін мектеп

Ағылшын тілі пәнінен

2024-2025 оқу жылында

II - сыныпқа арналған күнтізбелік-тақырыптық
ЖОСПАР

III term – 30 hours

Unit 5: Work and inventions

49	Investigating the world of work	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 11.3.2.1 – 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	7	09.01	
50	Considering success in business	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 11.4.6.1 – negotiate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics	7	13.01	
51	Grammar: Verb complementation*	11.5.6.1 – negotiate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular 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	7	14.01	
52	Special talents and inventions	11.2.3.1 – use appropriate subject-specific vocabulary and syntax in talk about a range of familiar and some unfamiliar general and curricular topics 11.6.1.14 – use a growing variety of more complex prepositional phrases including those relating to concession and respect; use a variety of multi-word verbs of different syntactic types on a wide range of general and curricular topics	8	16.01	
53	Grammar: Clauses of concession	11.5.2.1 – use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately 11.6.5.1 – use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics	8	20.01	
54	Big ideas	11.2.3.1 – use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar 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	8	24.01	
55	Grammar: Adjective complementation	11.5.6.1 – negotiate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics 11.4.1.1 – understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics 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	8	23.01	
56	Writing: Letters to the editor	11.2.1.2 – 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	8	27.01	
57	Culture corner	11.5.6.1 – write coherently at set level using a variety of connectors on a wide range of familiar general and curricular topics 11.6.1.14 – use a growing variety of more complex prepositional phrases including those relating to concession and respect; use a variety of multi-word verbs of different syntactic types on a wide range of general and curricular topics	8	28.01	
58	Curricular: PSHE	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	8	30.01	

			11.3.4.1 - use a growing variety of more complex prepositional phrases including those relating to conjunction and respect use a variety of multi-word verbs of different syntactic types on a wide range of general and curricular topics			
59		Language focus	11.3.1.1 - 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 11.4.2.1 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics 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	1	03.02	
60		Progress check: Reading Summative assessment for the unit «Work and inventiveness»	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 11.4.7.1 - recognise patterns of development in lengthy texts (letter - paragraph level) on a range of more complex and abstract general and curricular topics	1	04.02	
61		Progress check	11.3.4.1 - understand implicit meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately	1	06.02	
62		Vocabulary: STEM	Unit 6: STEM			
			11.3.7.1 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics 11.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately	1	10.02	
63		Intelligent Expressions	11.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 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 11.7.4.1 - 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	1	11.02	
64		Grammar: Verb complementation	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 11.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately	1	13.02	
65		Energy storage solutions	11.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately 11.6.17.1 use if, if only, in third conditional structures use a variety of relative clauses including who, which [whose previous clause reference] on a wide range of familiar general and curricular topics	1	17.02	
66		Grammar: Future tenses	11.3.6.1 - write coherently at A2 level using a variety of connectors on a wide range of familiar general and curricular topics 11.6.9.1 - use a wide variety of present and past forms, including a growing number of more complex contrasts (past and perfective aspect/simply and progressive aspect) on a wide range of general and curricular topics	1	18.02	
67		Analyzing academic language	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	20.02	

68		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			
69	Grammar affairs and authors	11.4.3.1 - skim a range of lengthy texts with speed to identify content, noting close reading 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	1	24.02	
	Writing: Public speaking	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 11.2.4.3 - 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 11.5.1.1 - plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics	1	25.02	
70	Culture canon	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 11.2.4.3 - 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 11.4.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately	1	27.02	
71	Curricular: Physics	11.2.4.1 - 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 11.4.4.1 - read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics	1	03.03	
72	Language in use	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 11.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.5.2.1 - write with grammatical accuracy on a wide range of general and curricular topics	1	04.03	
73	Progress check: Reading Summative assessment for the unit: STEM	11.1.10.1 - use talk as well 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 11.4.2.1 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics	1	06.03	
74	Progress check	11.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.6.3.1 - use a wide variety of future forms, including future perfect forms on a wide range of general and curricular topics	1	10.03	
75	Vocabulary: Genres of literature	Unit 7: Reading for pleasure			
		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 11.4.2.1 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics	1	11.03	

76		Frankensteins	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 11.2.4.1 - 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 11.4.2.1 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics	1	13.05	
77		Victor Frankenstein	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 11.4.2.1 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics	1	17.05	
78		Summative Assessment for the 3rd term	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 11.4.1.1 - understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics	1	18.05	
79		First revision	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 11.6.8.1 - use a wide variety of future forms, including future perfect forms on a wide range of general and curricular topics	1	29.05	

IV term - 24 hours

Unit 8: Recent advances in technology

79		Vocabulary: Technological advances	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 11.4.8.1 - select and evaluate paper and digital reference resources to check meaning and extend understanding	1	01.04	
80		Apps in education	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	1	02.04	
81		Grammar: Reported speech	11.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately 11.6.11.1 - use a variety of determiners, prepositions with less common nouns, adjectives and verbs on a wide range of general and curricular topics	1	07.04	
82		Apps for personal and professional	11.3.6.1 - negotiate, talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar 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	1	08.04	
83		Grammar: Verb complementation	11.5.2.1 - write with grammatical accuracy on a wide range of general and curricular topics 11.6.17.1 - use it/clefts 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	1	10.04	
84		Technology	11.5.3.1 - write with grammatical accuracy on a wide range of general and curricular topics 11.6.2.1 - use perfect continuous forms and a variety of other perfect active and passive forms	1	14.04	

			Including time adverbials so far, lately, all day, etc. on a wide range of general and curricular topics			
85		Grammatical prepositions	11.2.3.1 - 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 - recognise patterns of development in lengthy texts (inter-paragraph level) on a range of more complex and abstract general and curricular topics	1	15.04	
86		Writing an informative leaflet	11.2.2.1 - understand specific information in an 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 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics	1	17.04	
87		Formal and informal language	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 requiring closer reading on a range of more complex and abstract general and curricular topics	1	21.04	
88		Culture corner	11.2.2.1 - understand specific information in an 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	1	22.04	
89		Curriculum: Design and 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 11.4.4.1 - read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics	1	24.04	
90		Language in use	11.2.2.1 - understand specific information in an unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar 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	1	28.04	
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 11.4.7.1 - recognise patterns of development in lengthy texts (inter-paragraph level) on a range of more complex and abstract general and curricular topics	1	30.04	
92						
93		Introduction to the lesson: Vocabulary	Unit 9: The clothes of chemistry 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 11.3.2.1 - 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	01.05	
94		Modern fashion	11.4.3.1 - skim a range of lengthy texts with speed to identify content requiring closer reading on a range of more complex and abstract general and curricular topics 11.5.1.1 - write with grammatical accuracy on a wide range of general and curricular topics	1	05.05	
95		Grammatical: Adjective complements	11.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelled accurately 11.6.8.1 - use a wide variety of future forms, including future perfect forms on a wide range of general and curricular topics	1	06.05	
96		Psychometrics	11.1.2.1 - use speaking and listening skills to provide constructive feedback to peers	1	08.05	

			11.3.3.1 - explain and justify their 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 11.4.6.1 - recognise the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics			
96		Grammar: Adverbs	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	12.05	
97		Listening in Kazakhstan Summative assessment for the unit -The clothes of chemistry-	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 11.5.5.1 - 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 11.6.1.1 - use a wide variety of pre-verbal, post-verbal and mid-position adverbs/adverbial phrases in a wide range of general and curricular topics	1	13.05	
98		Grammar: Apposition/Textual	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 11.6.6.1 - use a growing variety of impersonal and cleft structures on a wide range of general and curricular topics	1	15.05	
99		Writing: A report				
100		Culture owner	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 11.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics 11.7.5.1 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics	1	19.05 20.05	
101		Summative control work for the 4 th term	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 11.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics		20.05	
102		Curriculum: Design and Technology	11.5.6.1 - write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics 11.6.2.1 - use a variety of determiners relating to nouns for generic uses; some appositional uses and textual reference on a wide range of general and curricular topics	1	22.05	