

БЕКІТЕМІН:  
УТВЕРЖДАЮ:  
Директор школы

КЕЛІСЕМІН:  
СОГЛАСОВАНО:  
Оқу ісін мекенгерушісі  
Зам. директора УВП  
Д.Қарбағалибетова

Ә/Б ОТЫРЫСЫНДА:  
ҚАРАЛДЫ:  
РАССМОТРЕНО  
НА ЗАСЕДАНИИ МО:  
Хаттама №\_1  
Протокол №\_1

Б. Шипилов

«31» август 2022 – 2023 уч.год

« 31» август 2022 – 2023 уч.год

« 29 » август 2022 -23 уч.год

## ТАҚЫРЫШТЫҚ КҮНТІЗБЕЛІК ЖОСПАРЫ

### КАЛЕНДАРНО – ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

ПӘН: \_\_\_\_\_  
ПРЕДМЕТ: английский язык

СЫНЫП: \_\_\_\_\_  
КЛАСС: 9,10,11

МУҒАЛІМ: \_\_\_\_\_  
УЧИТЕЛЬ: Карбаева В.К.

МЕКТЕП: \_\_\_\_\_  
ШКОЛА: КГУ «Общеобразовательная школа № 1 села Мариновка отдела образования по Атбасарскому району управления образования Акмолинской области»

**Calendar Thematic Plan for grade 9**  
**within the framework of updating the secondary education content**  
**2022-2023 academic year**  
**Excel for Kazakhstan Authors : Jenny Dooley Bob Obee 2019**

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
<b>1<sup>st</sup> term 26 hours</b>						
1	<b>Unit 1: Hobbies and qualities</b> (12 hours)	What are popular hobbies in Kazakhstan? <b>Entering Test</b>	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 9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics	1	6.09	
2		What are popular hobbies in Kazakhstan?	9.2.2.1 understand specific information in unsupported extended talk on a wide range of general and curricular topics	1	8.09	
3		What are popular hobbies in Kazakhstan?	9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics	1	12.09	
4		Have hobbies changed over the years	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 recognize the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics	1	13.09	
5		Looking at qualities in people	9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics	1	15.09	
6		Looking at qualities in people	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	1	19.09	
7		Appearance and character	9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics	1	20.09	
8		Appearance and character	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 9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics	1	22.09	
9		The role of hobbies in people lives	9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics	1	26.09	
10		The role of hobbies in people lives	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	1	27.09	
11		<b>Case study: Jane Goodall</b> <b>Summative assessment</b>	9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and	1	29.09	

		<b>for the unit «Hobbies and qualities»</b>	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			
12		Unit Revision	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 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	1	3.10	
				1	3.10	
13	<b>Unit 2: Exercise and sport (14 hours)</b>	Exercise and sport	9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 9.1.3.1 respect differing points of view 9.1.4.1 evaluate and respond constructively to feedback from others	1	4.10	
14		Causes and types of sport injuries	9.1.5.1 use feedback to set personal learning objectives 9.1.6.1 organize and present information clearly to others 9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.2.7.1 recognize typical features at word, sentence and text level of a range of spoken genres	1	6.10	
15		Causes and types of sport injuries	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	10.10	
16		Causes and types of sport injuries	9.4.6.1 recognize the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics 9.4.9.1 recognize inconsistencies in argument in extended texts on a range of general and curricular topics	1	11.10	
17		<b>Describing an exercise Summative assessment for the unit «Exercise and sport»</b>	9.3.2.1 ask complex questions to get information 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 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.3.8.1 recount extended stories and events on a range of general and curricular topics 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics	1	13.10	
18		Describing an exercise	9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics	1	17.10	
19		Describing an exercise	9.5.3.1 write with grammatical accuracy on a wide range of familiar general and curricular topics 9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics;topics	1	18.10	
20		<b>Summative control work for the 1<sup>st</sup> term</b>	9.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics 9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics	1	20.10	
21		Critical analysis of World Sports	9.6.5.1 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics	1	24.10	

22		What advantages and disadvantages does involvement in international events bring to Kazakhstan?	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 9.6.11.1 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 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	25.10	
23		What advantages and disadvantages does involvement in international events bring to Kazakhstan? Unit revision	9.6.14.1 use an increased variety of prepositions before nouns and adjectives, use a growing number of dependent prepositions following nouns, adjectives and verbs on a range of familiar general and curricular topics 9.6.16.1 use a variety of conjunctions including so that, (in order) to indicate purpose although, while, whereas to contrast on a range of familiar general and curricular topics 9.6.17.1 use if only /wish [that] clauses [past reference], use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics	1	27.10	
<b>2<sup>nd</sup> term 22 hours</b>						
24	<b>Unit 3: Earth and our place in it (10 hours)</b>	Earth and our place in it	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	7.11	
25		Mind mapping software programme for English topics	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	1	8.11	
26		Mind mapping software programme for English topics	9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics	1	10.11	
27		Interpreting data	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	1	14,11	

28		Interpreting data	<p>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</p> <p>9.3.8.1 recount extended stories and events on a range of general and curricular topics</p> <p>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</p> <p>9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics</p> <p>9.5.5.1 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</p> <p>9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics</p> <p>9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics</p> <p>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</p> <p>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</p> <p>9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics</p> <p>9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn't have to express regret and criticism on range of familiar general and curricular topics</p>	1	15.11	
29		Climate change	<p>9.1.3.1 respect differing points of view</p> <p>9.1.6.1 organize and present information clearly to others</p> <p>9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings</p>	1	17.11	
30		Climate change	<p>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</p> <p>9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics</p>	1	21.11	
31		Environmental problems	<p>9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics</p> <p>9.2.7.1 recognize typical features at word, sentence and text level of a range of spoken genres</p>	1	22.11	
32		Environmental problems	<p>9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects</p> <p>9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general</p>	1	24.11	

			and curricular topics			
33		Academic language	9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics	1	28.11	
34		Academic language	9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics	1	29.11	
		<b>Summative assessment for the unit «Earth and our place in it»</b>	9.4.6.1 recognize the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics			
			9.4.9.1 recognize inconsistencies in argument in extended texts on a range of general and curricular topics			
35		Unit revision	9.3.2.1 ask complex questions to get information on a range of general and curricular topics	1	5.12	
			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 a wide increased range of general and curricular topics			
			9.3.8.1 recount extended stories and events on a range of general and curricular topics			
			9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics			
			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 curricular topics			
			9.5.8.1 spell most high-frequency vocabulary accurately for a wide 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			
			9.6.4.1 use a wide variety of determiners and pre-determiner structures 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			
			9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics			
			9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn't have to express regret and criticism on range of familiar general and curricular topics			
36	<b>Unit 4: Charities and Conflict</b>	Charities and Conflict	9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups	1	6.12	
			9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers			
			9.1.3.1 respect differing points of view			
37	<b>Charities and Conflict (10 hours)</b>	Charitable organisations around the world and	9.1.4.1 evaluate and respond constructively to feedback from others	1	8.12	
			9.1.5.1 use feedback to set personal learning objectives			

		what they do?	9.1.6.1 organize and present information clearly to others 9.1.8.1 develop intercultural awareness through reading and discussion 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings			
38		Charities that work in areas of conflict	9.1.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics	1	12.12	
39		Academic language: Interpreting data	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 9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics	1	13.12	
40		<b>Fundraising Summative assessment for the unit «Charities and Conflict»</b>	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 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics	1	15.12	
41		Fundraising	9.4.6.1 recognize the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres 9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	1	19.12	
42		Fundraising	9.3.1.1 use formal and informal registers in their talk on a range of general and curricular topics 9.3.5.1 interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks 9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	1	20.12	
43		<b>Summative control work for the 2<sup>nd</sup> term</b>	9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics 9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics	1	22.12	
44		Nobel Peace Prize	9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics 9.5.9.1 punctuate written work at text level on a wide range of familiar general and curricular topics with a good degree of accuracy	1	26.12	
45		Nobel Peace Prize	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 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	27.12	

46		Unit revision	9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics 9.6.17.1 use if only /wish [that] clauses [past reference], use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics	1	29.12	
<b>3<sup>d</sup> term 30 hours</b>						
47	<b>Unit 5: Reading for pleasure (6 hours)</b>	Learners read non-fiction books in Kazakh, English, Russian languages	9.1.3.1 respect differing points of view 9.1.4.1 evaluate and respond constructively to feedback from others 9.1.6.1 organize and present information clearly to others 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 wide range of spoken genres 9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects	1	9.01	
48		Learners read non-fiction books in Kazakh, English, Russian languages	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 9.3.5.1 interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics	1	10.01	
49		Learners read non-fiction books in Kazakh, English, Russian languages	9.3.8.1 recount extended stories and events on a 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 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics, including some extended texts	1	12.01	
50		Learners read non-fiction books in Kazakh, English, Russian languages	9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres 9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	1	16.01	
51		Summarizing the chosen books Different activities, based on the content of the books	9.4.9.1 recognize inconsistencies in argument in extended texts on a range of general and curricular topics 9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics 9.5.7.1 use independently appropriate layout at text level on a growing range of 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	17.01	
52		Summarizing the chosen	9.5.9.1 punctuate written work at text level on a range of familiar general and curricular topics with a	1	19.01	



		books Different activities, based on the content of the books	good degree of accuracy 9.6.5.1 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics 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 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 9.6.16.1 use a variety of conjunctions including so that, (in order) to indicate purpose although, while, whereas to contrast on a range of familiar general and curricular topics			
53	<b>Unit 6: Traditions and language (12 hours)</b>	Why are some traditions and languages disappearing?	9.1.3.1 respect differing points of view; 9.1.8.1 develop intercultural awareness through reading and discussion; 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings; 9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	23.01	
54		Why are some traditions and languages disappearing?	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 most specific information in unsupported extended talk on a wide range of general and curricular topics; 9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics;	1	24.01	
55		How can Kazakhstan retain a cultural identity while still exploring ideas from other countries?	9.2.6.1 deduce meaning from context in unsupported extended talk on a wide 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; 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics;	1	26.01	
56		Culture and traditions, Which are powerful force for identity	9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics; 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres; 9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	1	30.01	
57		Culture and traditions, Which are powerful	9.3.1.1 use formal and informal registers in their talk 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;	1	31.01	
58		Traditional dress	9.3.3.1 explain and justify their own point of view on a range of general and curricular topics;	1	2.02	

59		Traditional dress	9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class	1	6.02	
60		Traditional artefacts		1	7.02	
61		Traditional artefacts		1	9.02	
62		Writing an article for English speaking tourists		1	13.02	
63		Writing an article for English speaking tourists <b>Summative assessment for the unit «Traditions and language»</b>		1	14.02	
64		Unit revision		1	16.02	
65	<b>Unit 7: Music and film (12 hours)</b>	Films in Kazakhstan	9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.1.6.1 organize and present information clearly to others 9.2.1.1 understand the main points 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 9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar 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 9.4.7.1 recognise typical features at word, sentence and text level in a wide range of written genres 9.3.2.1 ask complex questions to get information 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 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.5.2.1 write independently about factual and imaginary past events, activities and	1	20.02	
66		Film genres around the world		1	21.02	
67		Film genres around the world		1	23.02	
68		Arts films and blockbusters		1	27.02	
69		Music		1	28.02	
70		<b>Music Summative assessment for the unit «Music and film»</b>		1	2.03	

			experiences on a range of familiar general and curricular topics			
71		Synopsis of a film	9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics	1	6.03	
72		Synopsis of a film	9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics	1	7.03	
73		<b>Summative control work for the 3<sup>d</sup> term</b>	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	1	9.03	
74		Review of a film	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	13.03	
75		Review of a film		1	14.03	
76		Unit revision		1	16.03	
<b>4<sup>th</sup> term (30 hours)</b>						
77	<b>Unit 8: Travel and tourism (14 hours)</b>	Travel and tourism	9.1.4.1 evaluate and respond constructively to feedback from others	1	27.03	
78		Travel: Does travel broaden the mind?	9.1.5.1 use feedback to set personal learning objectives	1	28.03	
79		Travel: Does travel broaden the mind?	9.1.7.1 develop and sustain a consistent argument when speaking or writing	1	30.03	
80		Travel and transport (London)	9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	3.04	
81		Travel and transport (London)	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	4.04	

82		Natural wonders	9.3.2.1 ask complex questions to get information on a range of general and curricular topics;	1	6.04	
83		Natural wonders	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;	1	10.04	
84		Travel and transport	9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics;	1	11.04	
85		Travel and transport	9.3.8.1 recount extended stories and events on a range of general and curricular topics;	1	13.04	
86		Tourism and economics	9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics;	1	17.04	
87		Tourism and economics	9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres;	1	18.04	
88		Tourism in Kazakhstan: advantages and disadvantages of increasing tourism in Kazakhstan	9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding;	1	20.04	
89		Tourism in Kazakhstan: advantages and disadvantages of increasing tourism in Kazakhstan	9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics;	1	24.04	
90		Unit revision	9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics;	1	25.04	
91	<b>Unit 9: Science and Technology (16 hours)</b>	Science and Technology	9.5.7.1 use independently appropriate layout at text level on a growing range of general and curricular topics;	1	27.04	
92		Science and Technology	9.6.2.1 use a variety of quantifiers for countable and uncountable nouns and some noun phrases on a range of familiar general and curricular topics including majority of, minority of, a great deal of, a great number of;	1	2.05	
93		Space and the NASA website	9.6.4.1 use a wide variety of determiners and pre-determiner structures on a range of familiar general and curricular topics;	1	3.05	
94		Space and the NASA	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	4.05	

		website	on a wide range of general and curricular topics 9.2.4.1 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics 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 9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects			
95		Focus on Kazakhstan: space exploration in Kazakhstan	9.3.3.1 explain and justify their own point of view on a range of general and curricular 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 9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 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 9.3.8.1 recount extended stories and events 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 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres 9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	1	08.05	10.0
96		Medicine		1	11.05	
97		Medicine		1	15.05	
98		Academic language: Text types (academic writing skills) <b>Summative assessment for the unit «Science and Technology»</b>			16.05	
99		Air and space travel	9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres 9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	1	18.05	
100		Air and space travel		1	22.05	
101		<b>Summative control work for the 4<sup>th</sup> term</b>	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 9.5.6.1 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 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 9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics 9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn't have to express regret and criticism on range of familiar general and curricular topics 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	23.05	
102		Technology Case Study: Linux			25.05	
103		Air and space travel		1	29.05	
104		Unit revision		1	30.05	

**Total: 104**

**Annotation: Summative control work for the Unit -20 minutes**

**Summative control work for the Term – 45 minutes**

**10 сыныптарға арналған күнтізбелік-тақырыптық жоспар**  
**Calendar Thematic Plan for the 10<sup>th</sup> grade within the framework of updating the secondary education content**  
**2022-2023 оқу жылы /academic year . Aspect . Authors : Jenny Dooley Bob Obee 2019**

№	Theme	Hours	date	corrected	Learning objectives
<b>I term – 24 hours</b>					
<b>1 Legend or Truth?</b>					
1	Introductory Lessons	1	5.09.		10.1.6 - organise and present information clearly to others;
2	Legend or truth The Wildest dream (SB p6-7)	1	6.09		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;
3	A Multiple choice A girl's best friend (WB p4-5)	1	9.09		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;
4	Vocabulary Verbs/Prepositions of movement (SB p8-9)	1	12.09		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 unfamiliar general and curricular topics;
					10.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics;
					10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;
					10.6.7 - use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials ... so far, lately, all my life , on a wide range of familiar general and curricular topics;
					10.6.11 - use a variety of reported statements and question forms on a wide range of familiar general and curricular topics;
					10.6.12 - use a variety of comparative degree adverb structures with regular and irregular adverbs

					use a wide variety of pre-verbal, post-verbal and end-position adverbs on a wide range of familiar general and curricular topics; 10.6.13 - use a growing variety of past modal forms including must have, can't have, might have to express speculation and deduction about the past on a wide range of familiar general and curricular topics
5	Phrasal Verbs: Give Word formation (-ing/-ed adjectives) (SB p9/ WB p6)	1	13.0 9		10.1.2 - use speaking and listening skills to provide sensitive feedback to peers; 10.1.4 - evaluate and respond constructively to feedback from others; 10.1.8 - develop intercultural awareness through reading and discussion; 10.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;
6	The Black Climber Past Tenses (SB p-10)	1	16.0 9		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;
7	Present Perfect-Present Perfect Continuous/ Past modals of deduction	1	19.0 9		10.4.7 - recognise patterns of development in lengthy texts [inter-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
8	Reading Home is where the yurt is ...	1	20.0 9		10.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world; 10.5.4 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics;
9	Writing an article (Rubric analysis)	1	23.0 9		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; 10.5.9 - punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy;
10	Writing an article (Modal analysis)	1	26.0 9		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;
11	Writing an article <b>SA1\COP 1p\</b>	1	27.0 9		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 adverbs 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
12	Progress Check	1	30.0 9		
<b>2 Controversial Issues</b>					
13	Introductory Lesson	1	3.10		
14	Discussing pros and cons of immigration	1	4.10		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; 10.2.2 - 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; 10.3.5 - 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
15	Reading comprehension Jessica's Travel Blog	1	7.10		10.4.9 - recognise inconsistencies in argument in extended texts on a wide range of general and curricular topics;
16	Vocabulary  International organizations/ Prepositions	1	10.10		10.6.3 - use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics; 10.6.4 - use a wide variety of determiners and pre-determiner structures on a wide range of familiar general and curricular topics; 10.6.15 - use infinitive forms after an increased number of verbs and adjectives use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics
17	Word formation Phrasal verbs: Turn	1	11.10		10.1.5 - use feedback to set personal learning objectives; 10.2.6 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;
18	Conditionals Infinitive/- ing forms SA2	1	14.10		10.3.1 - use formal and informal language registers in talk on a wide range of general and curricular topics; 10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics;
19	Conditionals	1	17.10		



					10.4.7 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics;
20	Comparison of adjectives	1	18.10		10.5.1 - plan, write, edit and proofread work at text level independently on a range of general and curricular topics 10.W3 write with grammatical accuracy on a range of familiar general and curricular topics;
21	<b>SAT 1 \CO4 1\</b>	1	21.10		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;
22	Women in the Workplace	1	24.10		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;
23	Writing an opinion essay	1	25.10		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 end-position adverbs on a wide range of familiar general and curricular topics;
24	Progress Check	1	28.10		10.6.14 - use a variety of prepositional phrases before nouns and adjectives use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics;
					10.6.17 - use if / if only in third conditional structures; use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics;
					10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups
					10.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics;
					10.4.6 - recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics;
					10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics;

## II term – 24 hours

### 3 Virtual Reality

25	Introductory Lesson	1	7.11		10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups
					10.1.4 - evaluate and respond constructively to feedback from others;
27	Creating and explaining a fantasy country (geography, laws, economy, industry)		8.11		10.1.5 - use feedback to set personal learning objectives;
					10.2.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;
					10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics;

28	Comprehension questions Hyperloop One The future of transport	1	11.1 1		10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics;
29	Vocabulary Food/Drinks	1	14.1 1		10.4.2 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.5.4 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics;
30	Word formation (forming adjectives from nouns)/ Prepositions	1	15.1 1		10.6.1 - use a variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics, and some unfamiliar general and curricular topics; 10.6.4 - use a wide variety of determiners and pre-determiner structures on a wide range of familiar general and curricular topics; 10.6.15 - use infinitive forms after an increased number of verbs and adjectives use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics
31	Future tenses Time clauses	1	18.1 1		10.1.7 - develop and sustain a consistent argument when speaking or writing; 10.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;
32	Future Simple Passive/ Sentence Transformations	1	21.1 1		10.2.8 - recognise inconsistencies in argument in extended talk on a range of general and curricular subjects; 10.3.3 - explain and justify own and others' point of view on a wide range of general and curricular topics;
33	Reading Hobbit Idioms	1	22.1 1		10.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics; 10.4.5 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics
34	Listening and speaking	1	25.1 1		10.5.1 - plan, write, edit and proofread work at text level independently on a range of general and curricular topics;
35	Writing a book review	1	28.1 1		10.5.3 write with grammatical accuracy on a range of familiar general and curricular topics; 10.5.6 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics;
36	Writing a book review	1	29.1 1		10.5.7 - use independently appropriate layout at text level on a range of general and curricular topics; 10.5.8 - communicate and respond to news and feelings in correspondence through a variety of functions

	<b>SA 3\COP3p\</b>				on a range of general and curricular topics; 10.5.9 - punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy;
37	Progress check	1	2.12		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
<b>4 Out of this World</b>					
38	Introductory Lesson	1	5.12		10.1.9 - use imagination to express thoughts, ideas, experiences and feelings; 10.2.5 - 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;
39	Houston, we've had a problem here!	1	6.12		10.2.6 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.2 - ask and respond to complex questions to get information about a wide range of general and curricular topics;
40	Locked out... in space!	1	9.12		10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.2 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics;
41	Vocabulary The Solar system Phrasal verbs: go	1	12.12		10.4.5 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 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;
42	Prepositions/Word formation (forming nouns from verbs) <b>SA 4</b>	1	13.121		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	13.01		10.6.8 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics; 10.6.15 - use infinitive forms after an increased number of verbs and adjectives use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics
43	Prepositions/Word	1	16.12	19.12	

	formation (forming nouns from verbs)				
44	Things you didn't know about space. Reported speech/Quantifiers	1	19.12		<p>10.1.6 - organise and present information clearly to others;  10.1.7 - develop and sustain a consistent argument when speaking or writing;  10.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;</p> <p>10.2.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;  10.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics;  10.3.3 - explain and justify own and others' point of view on a wide range of general and curricular topics;  10.4.8 - use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding;  10.5.1 - plan, write, edit and proofread work at text level independently on a range of general and curricular topics;  10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;  10.5.6 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics;  10.5.7 - use independently appropriate layout at text level on a range of general and curricular topics;  10.6.8 - use a variety of future active and passive and future continuous forms; on a wide range of familiar general and curricular topics;  10.6.10 - use present continuous and past continuous active and passive forms on a wide range of general and familiar curricular topics;  10.6.11 - use a variety of reported statements and question forms on a wide range of familiar general and curricular topics;  10.6.14 - use a variety of prepositional phrases before nouns and adjectives;  use a number of dependent prepositions following nouns and adjectives and a variety of prepositions</p>
45	<b>SAT2\CO4 2 ч\</b>	1	20.12		
46	Reading Aiming for the Stars Intonation: Word Stress and Weak vowels	1	23.12		
47	Writing a film review	1	26.12		
48	Listening and speaking	1	27.12		
49	Progress check	1	30.12		

**III term – 30 hours**

**5 Stress and Fear**

50	Introductory Lesson	1	9.01.		<p>10.1.5 - use feedback to set personal learning objectives;            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;            10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;            10.4.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics;            10.4.2 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics;            10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;            10.5.3 - write with grammatical accuracy on a range of familiar general and curricular topics;            10.6.1 - use a variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics, and some unfamiliar general and curricular topics;            10.6.4 - use a wide variety of determiners and pre-determiner structures on a wide range of familiar general and curricular topics;            10.6.9 - 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</p>
51	Arachnophobia	1	10.01		
52	Describing the symptoms of stress	1	13.01		
53	Horrifying Bugs	1	16.01		
54	Giving advice on how to reduce stress (psychology)	1	17.01		
55	Vocabulary Fears and Phobias	1	20.01		<p>10.1.4 - evaluate and respond constructively to feedback from others;            10.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;            10.2.5 - 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;            10.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing</p>

56	Idioms (fear)			<p>range of general and curricular topics;  10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics;  10.4.5 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics  10.5.1 - plan, write, edit and proofread work at text level independently on a range of general and curricular topics;</p>
		1	23.01	<p>10.5.3 - write with grammatical accuracy on a range of familiar general and curricular topic;  10.5.7 - use independently appropriate layout at text level on a range of general and curricular topics;  10.6.15 - use infinitive forms after an increased number of verbs and adjectives use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics;  10.6.16 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics</p>
57	Prepositions/ Word formation (forming negative adjectives)	1	24.01	<p>10.1.7 - develop and sustain a consistent argument when speaking or writing;  10.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;  10.2.4 - understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;</p>
58	Prepositions/ Word formation (forming negative adjectives SA 5\COP5p\		27.01	<p>10.3.1 - use formal and informal language registers in talk on a wide range of general and curricular topics;  10.3.3 - explain and justify own and others' point of view on a wide range of general and curricular topics;  10.4.2 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics;</p>
59	Unit revision	1	30.01	<p>10.5.7 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics;  10.6.6 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics;  10.6.2 - use a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on a wide range of familiar general and curricular topics;  10.6.7 - use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials ... so far, lately, all my life , on a wide range of familiar general and curricular topics;  10.6.9 - use appropriately a wide variety of active and passive simple present and past forms and past</p>

					perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics; 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 end-position adverbs on a wide range of familiar general and curricular topics
<b>6 Imagination and Creativity</b>					
60	Introductory Lesson	1	31.01		10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups 10.1.9 - use imagination to express thoughts, ideas, experiences and feelings; 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;
61	Explain what inspiration is and where it comes from	1	3.02		10.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics;
62	Reading A feast for the Eyes	1	6.02		10.3.6 - navigate talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics; 10.4.2 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics;
63	Vocabulary Art and Crafts	1	7.02		10.4.5 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.1 - use a variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics, and some unfamiliar general and curricular topics; 10.6.5 - use a wide variety of question types on a wide range of familiar general and curricular topics; 10.6.6 - use a wide variety of relative, demonstrative, indefinite, quantitative pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics; 10.6.14 - use a variety of prepositional phrases before nouns and adjectives use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics; 10.6.16 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics
64	Prepositions/ Word		10.0		10.1.8 - develop intercultural awareness through reading and discussion;

	formation (compound nouns)		2		10.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics;
65	Zenith Relative Clauses	1	13.0 2		10.2.8 - recognise inconsistencies in argument in extended talk on a range of general and curricular subjects; 10.1.2 - ask and respond to complex questions to get information about a wide range of general and curricular topics;
66	Determiners/Pronoun and Quantifiers	1	14.0 2		10.4.4 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar 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; 10.5.1 - plan, write, edit and proofread work at text level independently on a range of 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; 10.6.5 - use a wide variety of question types on a wide range of familiar general and curricular topics; 10.6.11 - use a variety of reported statements and question forms on a wide range of familiar general and curricular topics; 10.6.13 - use a growing variety of past modal forms including must have, can't have, might have to express speculation and deduction about the past on a wide range of familiar general and curricular topics
67	Reading Multiple intelligences theory	1	17.0 2		10.1.2 - use speaking and listening skills to provide sensitive feedback to peers; 10.1.6 - organise and present information clearly to others; 10.1.7 - develop and sustain a consistent argument when speaking or writing; 10.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;
68	Listening and speaking SA 6COPV	1	20.0 2		10.2.6 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;
69	Unit revision	1	21.0 2		10.3.2 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.3.3 - explain and justify own and others' point of view on a wide range of general and curricular topics; 10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;



					<p>10.4.4 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics;</p> <p>10.4.7 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics;</p> <p>10.5.1 - plan, write, edit and proofread work at text level independently on a range of general and curricular topics;</p> <p>10.5.3 - write with grammatical accuracy on a range of familiar general and curricular topics;</p> <p>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;</p> <p>10.6.5 - use a wide variety of question types on a wide range of familiar general and curricular topics;</p> <p>10.6.17 - use if / if only in third conditional structures</p> <p>use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics</p>
<b>7 Reading for Pleasure</b>					
70	Introductory Lesson	1	24.0 2		<p>10.1.2 - use speaking and listening skills to provide sensitive feedback to peers;</p> <p>10.1.3 - respect differing points of view;</p> <p>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;</p>
71	Robinson Crusoe Background analyses	1	27.0 2		<p>10.4.4 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics;</p> <p>10.4.9 - recognise inconsistencies in argument in extended texts on a wide range of general and curricular topics;</p>
72	Title analyses Character analyses	1	28.0 2		<p>10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;</p> <p>10.5.4 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics;</p> <p>10.6.5 - use a wide variety of question types on a wide range of familiar general and curricular topics;</p> <p>10.6.16 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics</p>
73	Elements in fiction	1	3.03		<p>10.1.2 - use speaking and listening skills to provide sensitive feedback to peers;</p> <p>10.1.3 - respect differing points of view;</p> <p>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;</p>
74	<b>SAT3 \CO4 3ч\</b>	1	6.03		<p>10.4.4 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general</p>

					and curricular topics; 10.4.9 - recognise inconsistencies in argument in extended texts on a wide range of general and curricular topics; 10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.5.4 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics; 10.6.5 - use a wide variety of question types 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
75	Figurative language Conjunctions	1	7.03		
76	Figurative language Conjunctions	1	10.0 3		
77	Learners read a classical fiction book	1	13.0 3		
78	Correction work	1	14.0 3		
79	Unit revision		17.0 3		

#### IV term – 24 hour

#### 8 Different Ways of Living

80	Introductory Lesson	1	27.0 3		10.1.5 - use feedback to set personal learning objectives; 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;
81	The Hadza the last of the first	1	28.0 3		10.2.5 - 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; 10.2.8 - recognise inconsistencies in argument in extended talk on a range of general and curricular subjects;
83	Reading The Wodaabe Tribe	1	31.0 3		10.3.3 - explain and justify own and others' point of view on a wide range of general and curricular topics; 10.3.6 - navigate talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics;
84	Vocabulary Stages of life	1	3.04		10.4.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar

				<p>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  10.6.2 - 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;  10.6.6 - use a wide variety of relative, demonstrative, indefinite, quantitative pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics;  10.6.8 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics;  10.6.13 - use a growing variety of past modal forms including must have, can't have, might have to express speculation and deduction about the past on a wide range of familiar general and curricular topics</p>
85	Phrasal verb: Break Word formation (-ing/-ed participles)	1	4.04	<p>10.1.9 - use imagination to express thoughts, ideas, experiences and feelings;  10.2.4 - understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;  10.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics;  10.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics;</p>
86	Living the dream Wishes	1	7.04	<p>10.4.6 - recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics;  10.4.9 - recognise inconsistencies in argument in extended texts on a wide range of general and curricular topics;  10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;  10.5.9 - punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy;</p>
87	Pre-determiners	1	10.04	<p>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;  10.6.4 - use a wide variety of determiners and pre-determiner structures on a wide range of familiar general and curricular topics;  10.6.8 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics;</p>

					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
88	Determiners/ Quantifiers Revision	1	11.0 4		10.1.3 - respect differing points of view; 10.1.6 - organise and present information clearly to others; 10.1.8 - develop intercultural awareness through reading and discussion;
89	Reading Less is More	1	14.0 4		10.2.5 - 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; 10.2.6 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;
90	Listening and speaking	1	17.0 4		10.3.3 - explain and justify own and others' point of view on a wide range of general and curricular topics;
91	Writing an essay SA 7COP\	1	18.0 4		10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics; 10.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics 10.4.6 - recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics;
92	Unit revision	1	21.0 4		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; 10.5.4 - 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; 10.5.5 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics; 10.6.8 - use a variety of future active and passive and future continuous forms; on a wide range of familiar general and curricular topics; 10.6.10 - use present continuous and past continuous active and passive forms on a wide range of general and familiar curricular topics
<b>9 Independent Project</b>					
93	Introductory Lesson	1	24.04		10.1.3 - respect differing points of view; 10.1.8 - develop intercultural awareness through reading and discussion; 10.2.8 - recognise inconsistencies in argument in extended talk on a range of general and curricular subjects;
94	Amazing places	1	25.04		10.2.4 - understand implied meaning in unsupported extended talk on a wide range of general and

	Simply Unforgettable				curricular topics, including talk on a limited range of unfamiliar topics; 10.3.2 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.4.6 - recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.4.7 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics; 10.5.5 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics; 10.5.7 - use independently appropriate layout at text level on a range of general and curricular topics;
93	Reading Holiday Destination	1	28.04		
94	Vocabulary Holiday activities	1	2.05		
95	Phrasal verbs: check Word formation (verbs from adjectives and nouns)	1	4.05		
96	Planning a sustainable city of the future (economic focus) (optional focus on Kazakhstan) <b>SA 8</b>	1	5.05		10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups  10.1.2 - use speaking and listening skills to provide sensitive feedback to peers; 1
97	Clauses Clauses of purpose	1	11.05		0.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics;
98	Clauses of result	1	12.05		10.3.6 - navigate talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics;
99	<b>SAT4 \CO4 4ч\</b>	1	15.05		10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;
100	Clauses of result	1	17.05		10.4.4 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics;
101	Reading Into the future	1	19.05		10.4.9 - recognize inconsistencies in argument in extended texts on a wide range of general and curricular topics;
102	Reading into the future	1	22.05		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;
103	Subject/Object questions	1	24.05		

104	Subject/Object questions	1	26.05		10.6.8 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics
105	Subject \object questions	1	29.05		
106	Subject \object questions Unit revision	1	31.05		

Total : 106      Annotation : Summative control work for the Unit – 20 minutes  
Summative control work for the Term – 45 minutes

**11 сыныптарға арналған күнтізбелік-тақырыптық жоспар**  
**Календарно-тематический план для 11 класса**  
**Calendar Thematic Plan for the 11<sup>th</sup> grade**  
**2022-2023 оқу жылы/учебный год/academic year**  
**«Aspect 11 for Kazakhstan». Authors: Jenny Dooley, Bob Obee. 2019**

Corrected	Date	Lesson	Theme	Lesson Objectives	Use of English	Home task
<b>I term – 24 hours</b>						
<b>Unit 1 “Making Contact”</b>						
	5.09.	1	Introductory Lesson p.5-6	11.5.2, 11.6.9, 11.3.7	<u>VC</u> : Environment, Solar System, Entertainment, Appearance & Character, Holidays <u>GR</u> : Present & Past Tenses <u>S&amp;F</u> : Everyday English	<u>SB</u> Page 6 ex.5-9 (at Teacher’s discretion)
	7.09	2	New Academic Year Resolution p.7	11.5.2, 11.3.7, 11.6.8, 11.1.1, 11.1.5, 11.2.6, 11.3.2	<u>R&amp;L</u> : Completing the gaps ex.1 p.7 Answering questions. Telling & comparing ex.2 p.7	<u>SB</u> Page 7 Prepare a presentation about Resolution (at Teacher’s discretion)
	9.09	3	Countries & Cities pp.8-9	11.4.8, 11.5.2, 11.4.3, 11.2.5, 11.1.8, 11.4.2, 11.3.2, 11.3.5, 11.4.5, 11.6.1,11.1.6, 11.1.8, 11.1.10, 11.5.5,	<u>VC</u> : Architecture <u>R&amp;L</u> : Completing the sentences ex.2 p8	<u>W&amp;GB</u> Pages 4-5 ex.1-4 (at Teacher’s discretion)

				11.6.3	Choosing the correct person ex.3 p.8 Answering questions ex.4 p.9 Matching ex.5-6 p.9 <u>S&amp;F</u> : Telling information about buildings p.9 <u>WR</u> : Collecting information about Architecture p. 9	
	12.09	4	Types of Buildings pp.10-11	11.5.2, 11.6.14, 11.4.8, 11.6.13, 11.1.6, 11.1.8	<u>VC</u> : Types of Buildings ex.1 p.10 <u>S&amp;F</u> : Filling in words ex.1,3,5,6 p.10 <u>GR</u> : Phrasal Verbs ex.8 p.11 Prepositions ex.9 p.11 Word Formation ex.10 p.11	<u>W&amp;GB</u> Page 6 ex.1-5 (at Teacher's discretion)
	14.09	5	My Dream Job in the Eternal City pp.12-13	11.6.8, 11.6.9, 11.6.3, 11.6.2, 11.1.6, 11.1.10	<u>GR</u> : Tenses ex.1-3 p. 12 Future Tenses ex.3 p. 12 Degrees of Certainty ex.4 p. 13 Adjective Complements ex.5 p. 13 Determiners ex.6 p. 13	<u>W&amp;GB</u> Page 7 ex.1-5 (at Teacher's discretion))
	16.09	6	Dealing with Culture Shock p.14	11.1.8, 11.4.6, 11.4.8, 11.2.1, 11.4.1, 11.4.2, 11.1.3, 11.1.10, 11.3.2	<u>VC</u> : Culture Shock <u>R&amp;L</u> : T/F ex.3,6 p.14-15 Filling in gaps ex.5 p.15	<u>W&amp;GB</u> Page 8 ex.1-3 (at Teacher's discretion)
	19.09	7	Culture Shock p.15	11.6.5, 11.2.1, 11.2.2, 11.2.4, 11.2.5, 11.2.7, 11.1.1, 11.3.3, 11.3.4, 11.3.6, 11.3.1, 11.3.7, 11.1.6, 11.5.1, 11.5.2, 11.5.3, 11.5.7, 11.6.2, 11.6.3	<u>S&amp;F</u> : Acting out a dialogue ex.7-8 p.15 <u>WR</u> : Collecting and presenting information about Culture Shock ex.9 p.15	<u>W&amp;GB</u> Page 8 ex.4-5 (at Teacher's discretion)
	21.09	8	Formal/ Informal Emails p.16 <b>Summative Assessment for Unit 1 "Making Contact"</b>	11.3.4, 11.5.4, 11.4.2, 11.4.5, 11.5.7	<u>R&amp;L</u> : Rubric Analysis Answering questions ex.1 p.16 Characteristics ex.2 p.16 Model Analysis Matching the words to equivalents ex.4 p.16	<u>W&amp;GB</u> Page 9 ex.1-4 (at Teacher's discretion)
	23.09	9	Formal/ Informal Emails p.17	11.5.4, 11.1.4, 11.2.1, 11.5.1, 11.2.2, 11.5.2, 11.5.3, 11.6.1, 11.6.2, 11.6.5, 11.6.13	<u>R&amp;L</u> : Beginnings/ Endings Matching ex.5 p.17 Answering questions ex.6 p.17 <u>WR</u> : An Email using the plan ex.7 p.17	<u>W&amp;GB</u> Pages 54-67 (at Teacher's discretion)
	26.09	10	Out into the World p.18	11.1.9, 11.4.1, 11.1.1, 11.1.2, 11.1.10, 11.4.2, 11.4.4, 11.5.1, 11.1.8	<u>R&amp;L</u> : Answering questions ex.1 p.18 Completing and filling the sentences ex. 2 p.18	Revise the material of Unit 1

				<u>WR</u> : A short paragraph about Life Lessons ex.3 p.18	
<b>28.09</b>	<b>11</b>	Meet with Brits p.18	11.1.8, 11.1.9	<u>R&amp;L</u> : Answering questions ex.1 p.18 (Culture Spot) <u>WR</u> : Collecting and presenting information about Greeting Etiquette ex.2 p.18	Prepare for corrections
<b>30.09</b>	<b>12</b>	Progress Check pp.19-20	11.4.1, 11.4.2, 11.4.3, 11.4.6, 11.3.1, 11.3.7, 11.6.8, 11.1.5, 11.2.1, 11.2.2, 11.2.3, 11.2.6, 11.2.7, 11.5.1, 11.5.2, 11.5.3, 11.5.4, 11.5.6, 11.5.9	<u>R&amp;L</u> : Choosing the correct items ex.1-5 p.19-20 <u>WR</u> : An Email ex.6 p.20	Do corrections
<b>Unit 2 “The Animal World”</b>					
<b>3.10</b>	<b>13</b>	Ecosystem p.21	11.5.2, 11.4.3, 11.4.5, 11.1.1, 11.1.8, 11.3.7, 11.1.3, 11.1.7, 11.1.10, 11.3.1, 11.4.8, 11.6.6	<u>VC</u> : Ecosystem <u>R&amp;L</u> : Answering questions ex.1 p.21 Filling in words and matching ex.2 p.21 <u>WR</u> : sentences about Ecosystem ex.3 p.21	<u>SB</u> Page 21 Prepare a presentation about nature in the country (at Teacher’s discretion)
<b>5.10</b>	<b>14</b>	Magnificent Eagles pp.22-23	11.1.3, 11.3.5, 11.3.7, 11.4.8, 11.4.1, 11.4.3, 11.4.2, 11.4.4, 11.4.5, 11.2.3, 11.3.1, 11.3.2, 11.3.7, 11.3.4, 11.3.6, 11.1.7, 11.5.1, 11.5.6, 11.5.7, 11.1.6, 11.1.10, 11.5.4, 11.6.7, 11.6.9	<u>VC</u> : Eagles <u>R&amp;L</u> : Answering questions ex.2,4 p.22-23 Choosing the correct answer ex.3 p.22 Matching the words to definition ex.5-6 p.23 Completing the summary ex.7 p.23 <u>S&amp;F</u> : Discussing and presenting information from the text p.23 <u>WR</u> : Collecting and presenting information about the Steppe Eagle p.23	<u>W&amp;GB</u> Pages 10-11 ex.1-5 (at Teacher’s discretion))
<b>7.10</b>	<b>15</b>	Specific Features of Animals pp.24-25	11.5.2, 11.6.9, 11.6.13, 11.1.1, 11.1.10, 11.3.2	<u>VC</u> : Bats, Bees, Dolphins <u>R&amp;L</u> : Replacing and filling in words ex.1-3 p.24 Matching the words to definition ex.4,6-7 p.24-25 <u>GR</u> : Phrasal Verbs ex.8 p.25 Prepositions ex.9 p.25 Word Formation ex.10 p.25	<u>W&amp;GB</u> Page 12 ex.1-5 (at Teacher’s discretion)
<b>10.10</b>	<b>16</b>	The Real Bat-Man pp.26-27	11.6.10, 11.6.6, 11.3.1, 11.3.6	<u>VC</u> : Dolphins <u>R&amp;L</u> : Answering questions ex.1 p.26 Matching the verbs ex.5 p.27 Completing and filling in the sentences ex.7 p.27 <u>GR</u> : Reported Speech p.26-27	<u>W&amp;GB</u> Page 13 ex.1-5 (at Teacher’s discretion)



					Cleft Sentences p.27 <u>S&amp;F</u> : Reporting partner's questions and answers ex.8 p.27	
12.10	17	Dark Side of Dolphins p.28	11.1.4, 11.1.5, 11.1.7,11.1.9, 11.4.1, 11.4.2, 11.4.4, 11.4.7, 11.6.14, 11.6.13		<u>R&amp;L</u> : Answering questions ex.1 p.28 Filling in gaps ex.2 p.28 Completing the sentences ex.3 p.28 <u>GR</u> : Prepositions ex.4 p.28	<u>W&amp;GB</u> Page 14 ex.1-2 (at Teacher's discretion)
14.10	18	Dolphins p.29 <b>Summative Assessment for Unit 2 "The Animal World"</b>	11.6.7, 11.6.9, 11.2.1, 11.2.2, 11.2.3, 11.2.4, 11.2.5, 11.2.7, 11.2.8, 11.1.6, 11.3.6, 11.3.7, 11.3.1, 11.3.2, 11.3.3, 11.3.4, 1.3.5, 11.1.6, 11.1.10, 11.5.1, 11.5.6, 11.6.10		<u>GR</u> : Passive Forms ex.5 p.29 <u>R&amp;L</u> : T/F ex.6 p.29 Presenting information ex.7 p.29 <u>S&amp;F</u> : Completing the dialogue ex.8-9 p.29 <u>WR</u> : Collecting and presenting information about Dolphins ex.10 p.29	<u>W&amp;GB</u> Page 14 ex.3-5 (at Teacher's discretion)
17.10	19	An Opinion Essay p.30	11.5.7, 11.5.6		<u>R&amp;L</u> : Rubric Analysis Answering questions ex.1-2 p.30 Model Analysis Filling the table ex.4 p.30 Choosing the correct items ex.5 p.30	Revise the material of Unit 2 <u>W&amp;GB</u> Page 15 ex.1-2 (at Teacher's discretion)
19.10	20	An Opinion Essay p.31	11.5.5, 11.5.1, 11.5.6, 11.5.2, 11.5.3, 11.5.4, 11.5.9, 11.6.7, 11.6.9		<u>R&amp;L</u> : Expressing opinion Matching ex.8 p.31 <u>WR</u> : An Essay using the plan ex.9 p.31	<u>W&amp;GB</u> Page 15 ex.3-4 (at Teacher's discretion) (at Teacher's discretion)
21.10	21	<b>Summative Assessment for term 1</b>	11.4.4, 11.4.5, 11.4.1, 11.4.2, 11.3.5, 11.3.6, 11.3.7, 11.1.1, 11.1.3, 11.1.6, 11.1.10, 11.5.1, 11.5.7, 11.1.8, 11.1.9		<u>R&amp;L</u> : Completing and filling the sentences ex. 2 p.32 <u>S&amp;F</u> : Asking and answering questions ex.3 p.32 <u>WR</u> : Collecting and presenting information about Bees ex.4 p.32	<u>W&amp;GB</u> Pages 68-75 (at Teacher's discretion)
24.10	22	National Animals of the USA Culture Spot p.32	11.1.8, 11.1.9, 11.1.1, 11.1.3, 11.1.6, 11.1.10, 11.5.1, 11.5.7		Culture Spot <u>R&amp;L</u> : Answering questions ex.1 p.32 <u>S&amp;F</u> : Collecting and presenting information about National Animal/ Bird ex.2 p.32	Revise the material of Units 1-2
26.10	23	Unbelievable Bees p.32			<u>VC</u> and <u>GR</u> of Modules 1,2	Prepare for corrections

28.10	24	Progress Check pp.33-34	11.4.2, 11.4.3, 11.4.4., 11.4.5, 11.4.6, 11.3.1, 11.3.7, 11.2.2, 11.2.3, 11.2.4, 11.2.6, 11.6.10, 11.5.1, 11.5.2, 11.5.3, 11.5.5, 11.5.7, 11.5.9, 11.1.5, 11.6.6,	<u>R&amp;L</u> : Choosing the correct items ex.1-2 p.33 T/F ex.3 p.34 <u>GR</u> : Reported Speech p.34 <u>VC</u> : Filling in words ex.6 p.34 <u>WR</u> : An Essay ex.7 p.34	Do corrections
<b>II term – 24 hours</b>					
<b>Unit 3 “Interviews and Instructions”</b>					
7.11	25	Communication Style p.35	11.1.1, 11.3.4, 11.3.5, 11.1.2, 11.1.4	<u>VC</u> : Communication Style <u>S&amp;F</u> : Asking and answering questions ex.1 p.35 Discussing and presenting information ex.3 p.35 <u>R&amp;L</u> : Matching quotes ex.2 p.35	<u>SB</u> Page 35 Prepare a presentation about Communication Style (at Teacher’s discretion)
9.11	26	On the Road to Success pp.36-37	11.1.9, 11.4.8, 11.4.5, 11.5.2, 11.4.3, 11.2.1, 11.2.6, 11.4.1, 11.4.2, 11.4.6, 11.3.2, 11.6.13	<u>VC</u> : Success <u>R&amp;L</u> : Completing the sentences ex.2 p.36 Answering questions ex.3, 5 p.36 Choosing the correct answer ex.4 p.36 Matching the words to the synonyms ex.6 p.37 <u>GR</u> : Prepositions ex.7 p.37	<u>W&amp;GB</u> Pages 16-17 ex.1-4 (at Teacher’s discretion)
11.11	27	Non-verbal Communications pp. 38-39	11.5.2, 11.6.13, 11.6.14, 11.6.4	<u>VC</u> : Non-verbal Communications, Personal Qualities <u>R&amp;L</u> : Filling in words ex.1,3,4,5 p.38 Choosing the correct word ex.2,7 p.38-39 <u>GR</u> : Idioms ex.8 p.39 Phrasal Verbs ex.9 p.39 Prepositions ex.10 p.39 Word Formation ex.11 p.39	<u>W&amp;GB</u> Page 18 ex.1-5 (at Teacher’s discretion)
14.11	28	The Forum about Kim’s Interview p.40	11.6.12	<u>R&amp;L</u> : Answering questions ex.1 p.40 Matching to the synonyms ex.2 p.40 Comparing ex.3 p.40 <u>GR</u> : Modals	<u>W&amp;GB</u> Page 19 ex.1-2 (at Teacher’s discretion)
16.11	29	Interview p.41	11.6.12, 11.6.14, 11.6.15	<u>GR</u> : Modality Complex Prepositional Phrases Filling in words ex.4,5,8 p.41 Joining sentences ex.7 p.41 <u>WR</u> : Sentences relating to Employment ex.9 p.41	<u>W&amp;GB</u> Page 19 ex.3-4 (at Teacher’s discretion))

18.11	30	Interview Analysis p.42	11.4.3, 11.4.2, 11.4.7, 11.3.2, 11.3.3, 11.3.4., 11.3.6, 11.3.7, 11.6.4, 11.6.13, 11.6.14	<u>R&amp;L</u> : Filling in words ex.2 p.42 Choosing the correct antonyms ex.3 p.42 <u>S&amp;F</u> : Discussing information in pairs ex.4 p.42	<u>W&amp;GB</u> Page 20 ex.1-3 (at Teacher's discretion)
21.11	31	Job Interview p.43	11.1.9, 11.2.1, 11.2.2, 11.2.3, 11.2.4, 11.2.6, 11.2.7, 11.3.6, 11.1.2, 11.1.4, 11.1.1, 11.1.3, 11.1.6, 11.5.7, 11.1.10	<u>S&amp;F</u> : Choosing the correct answer ex.5 p.42 <u>S&amp;F</u> : Completing the dialogue and acting it out ex.6-7 p.43 <u>WR</u> : Interviewer's questionnaire ex.8 p.43	<u>W&amp;GB</u> Page 20 ex.4-5 (at Teacher's discretion)
23.11	32	Pairing Smartwatch with Phone p.44	11.1.10, 11.4.2, 11.4.7, 11.5.2	<u>R&amp;L</u> : Rubric Analysis Answering questions ex.1 p.44 Model Analysis Putting in the correct order ex.3 p.44 Filling in the gaps ex.4 p.44	<u>W&amp;GB</u> Page 21 ex.1-3 (at Teacher's discretion)
25.11	33	Instructional Text p.45	11.3.6, 11.5.1, 11.6.15, 11.2.2, 11.5.2, 11.5.3, 11.5.4, 11.5.6, 11.5.7, 11.5.9	<u>GR</u> : Condition ex.6 p.45 <u>R&amp;L</u> : Answering questions ex.7 p.45 <u>WR</u> : An Instructional Text using prompts and Useful Language ex.8 p.45	<u>W&amp;GB</u> Page 21 ex.4-7 (at Teacher's discretion)
28.11	34	Mnemonic Devices p.46	11.1.9, 11.2.1, 11.4.1, 11.4.2, 11.4.4, 11.4.5, 11.3.2, 11.1.6, 11.5.8, 11.6.4, 11.6.12	<u>R&amp;L</u> : Answering questions ex.1,3 p.46 T/F/DS ex.2 p.46 <u>S&amp;F</u> : Collecting and presenting information about Mnemonic Devices ex.4 p.46	Revise the material of Unit 3 <u>W&amp;GB</u> Pages 76-83 (at Teacher's discretion)
30.11	35	<b>Summative</b> <b>\COP\Assessment for</b> <b>Unit 3 "Interviews</b> <b>and Instructions"</b> Sherlock Holmes and the Mind Palace p.46	11.4.1, 11.1.6, 11.6.4, 11.6.12	Culture Spot <u>R&amp;L</u> : Answering questions ex.1 p.46 <u>S&amp;F</u> : Collecting and presenting information about Memory Technique ex.2 p.46	Prepare for corrections
2.12	36	Progress Check pp.47-48	11.4.1, 11.4.2, 11.4.5, 11.4.6, 11.3.1, 11.2.2, 11.2.3, 11.6.12, 11.6.15, 11.1.5, 11.5.1, 11.5.2, 11.5.3, 11.5.4, 11.5.6, 11.5.9	<u>R&amp;L</u> : Choosing the correct items ex.1-2 p.47 T/F ex.3 p.48 <u>VC</u> : Choosing the correct items ex.4 p.48 <u>GR</u> : Modals ex.5 p.48 Linkers ex.6 p.48 <u>WR</u> : An Instructional Text ex.7 p.48	Do corrections

**Unit 4 “Timekeeping Devices”**

	<b>5.12</b>	<b>37</b>	The History of Timekeeping Devices p.49	11.4.2, 11.5.2, 11.1.1, 11.2.3, 11.3.5, 11.1.6	<u>VC</u> : Timekeeping History <u>R&amp;L</u> : Completing the text ex.1 p.49 Answering questions ex.2 p.49 <u>WR</u> : A short paragraph about Timekeeping Devices ex.3 p.49	<u>SB</u> Page 49 Prepare a presentation about a Timekeeping device (at Teacher’s discretion)
	<b>7.12</b>	<b>38</b>	The Star Clock of Ancient Egypt pp.50-51	11.4.8, 11.3.5, 11.4.7, 11.2.3, 11.6.7, 11.3.3.	<u>VC</u> : Ancient Clock <u>S&amp;F</u> : Discussing the information p.51 <u>WR</u> : Collecting and presenting information about Timekeeping Devices p.51	<u>W&amp;GB</u> Pages 22-23 ex.1-6 (at Teacher’s discretion)
	<b>9.12</b>	<b>39</b>	Units of Time p.52-53	11.6.13, 11.5.2, 11.6.14, 11.1.3, 11.1.9, 11.3.2	Choosing the correct items for the gaps ex.7-8 p.53 <u>GR</u> : Idioms ex.10 p.53 Phrasal Verbs ex.11 p.53 Prepositions ex.12 p.53 Word Formation ex.13 p.53	<u>W&amp;GB</u> Page 24 ex.1-5 (at Teacher’s discretion)
<b>19.12</b>	<b>12.12</b>	<b>40</b>	Flow Clocks pp.54-55	11.6.7, 11.6.6	<u>R&amp;L</u> : Answering questions ex.1 p.54 Filling in words ex.2-3 p.54 <u>GR</u> : Passive Voice ex.4-7 p.54-55 Word Transformations ex.8 p.55 <u>S&amp;F</u> : Collecting and presenting information about Timekeeping Devices in Passive ex.9 p.55	<u>W&amp;GB</u> Page 25 ex.1-6 (at Teacher’s discretion)
	<b>14.12</b>	<b>41</b>	Flow Clocks pp.54-55 <b>SA 2</b>	11.1.1, 11.1.2, 11.1.4, 11.4.5, 11.4.2, 11.4.4, 11.2.3, 11.1.7, 11.2.6, 11.2.8, 11.4.3	<u>R&amp;L</u> : Discussing characteristics ex. 1 p.56 T/F/DS ex.2 p.56 <u>S&amp;F</u> : Discussing information in pairs ex.3 p.56	<u>W&amp;GB</u> Page 26 ex.1-2 (at Teacher’s discretion)
	<b>16.12</b>	<b>42</b>	Flow Clocks pp.54-55	11.4.8, 11.1.9, 11.2.3, 11.2.6, 11.6.6, 11.3.6, 11.3.7, 11.1.6, 11.5.1, 11.5.2, 11.5.6, 11.6.7	<u>R&amp;L</u> : Completing the gaps ex.4 p.57 <u>GR</u> : Cleft Sentences/ Impersonal Constructions ex.5 p.57 <u>S&amp;F</u> : Acting out a dialogue ex.6 p.57 <u>WR</u> : Collecting and presenting information about a Successful Presentation ex.7 p.57	<u>W&amp;GB</u> Page 26 ex.3-4 (at Teacher’s discretion)
	<b>21.12</b>	<b>43</b>	PowerPoint Presentation p.	11.5.7, 11.5.6, 11.5.3, 11.4.6	<u>R&amp;L</u> : Rubric Analysis Model Analysis	Revise the material of Unit 3

		PowerPoint Presentation p.57		Answering questions ex.1,2 p.58 Replacing words with phrases ex.3 p.58 Choosing the correct words ex.4 p.58	<u>W&amp;GB</u> Page 27 ex.1 (at Teacher's discretion)
23.12	44	<b>SAT 2 \COY 2\</b>	11.5.1, 11.5.2, 11.5.3, 11.5.4, 11.5.5, 11.5.6, 11.5.7, 11.5.9, 11.1.2, 11.1.4, 11.1.5, 11.5.8	<u>R&amp;L</u> : Expanding prompts ex.5 p.59 Choosing the correct words and matching ex.6 p.59 <u>Using Useful Language</u> ex.7 p.59 <u>WR</u> : An Essay using the plan ex.8 p.59	<u>W&amp;GB</u> Page 27 ex.2-3 (at Teacher's discretion)
26.12	45	A For-and-Against Essay p.58			
28.12	46	London's Timekeeper			
30.12	47	Progress Check pp.61-62			

**III term – 30 hours**

**Unit 5 “Work and Inventions”**

9.01.22	48	Investigating in the World of Work p.63	11.1.8, 11.4.3, 11.2.2, 11.2.4, 11.3.6, 11.5.2, 11.1.5, 11.1.7, 11.3.2, 11.3.7, 11.5.3, 11.5.6, 11.6.1	<u>VC</u> : the World of Work <u>R&amp;L</u> : Matching people to the office ex.1 p.63 <u>S&amp;F</u> : Discussing information job offers ex.2 p.63	<u>SB</u> Page 49 Prepare a presentation about Factors for Career (at Teacher's discretion)
11.01	49	Success in Business pp.64-65	11.1.9, 11.4.1, 11.4.3, 11.2.4, 11.4.8, 11.6.5, 11.6.3	<u>VC</u> : Success in Business <u>R&amp;L</u> : Answering questions ex.1 p.64 Choosing the correct answer ex.2 p.64 Choosing antonyms from the text ex.3 p.64 <u>S&amp;F</u> : Discussing the text information ex.4 p.65 Choosing the correct verbs ex.5-6 p.65 <u>WR</u> : Collecting and presenting information about a Successful Young Entrepreneur p.64	<u>W&amp;GB</u> Pages 28-29 ex.1-6 (at Teacher's discretion)

13.01	50	Jobs and Qualities pp.66-67	11.5.2, 11.6.14, 11.3.3, 11.3.5, 11.3.7, 11.3.2, 11.3.4, 11.6.13	<u>VC</u> : Working Qualities <u>R&amp;L</u> : Filling in words ex.1, 2,3,6 p.66 Matching ex.4 p.66 Completing the spidergrams ex.5 p.66 <u>GR</u> : Idioms ex.7 p.67 Phrasal Verbs ex.10 p.67 Prepositions ex.11 p.67 Word Formation ex.12 p.67 <u>S&amp;F</u> : Vocational Training ex.8-9 p.67	<u>W&amp;GB</u> Page 30 ex.1-5 (at Teacher's discretion)
16.01	51	Virtual Learning in a Virtual World p.68	11.3.7, 11.6.1	<u>R&amp;L</u> : Completing and filling in the sentences ex.1-2 p.68 <u>GR</u> : Infinitive/ -ing Forms	<u>W&amp;GB</u> Page 31 ex.1-2 (at Teacher's discretion)
18.01	52	Virtual Learning in a Virtual World p.69	11.3.7, 11.6.1	<u>R&amp;L</u> : Correcting the sentences ex.5 p.69 <u>GR</u> : Intensifiers ex.6 p. 69 Pre- and Post-modifying Noun Structures ex.7 p.69	<u>W&amp;GB</u> Page 31 ex.3-4 (at Teacher's discretion))
20.01	53	Virtual Learning in a Virtual World p.69	11.3.7, 11.6.1	<u>R&amp;L</u> : Correcting the sentences ex.5 p.69 <u>GR</u> : Intensifiers ex.6 p. 69 Pre- and Post-modifying Noun Structures ex.7 p.69	<u>W&amp;GB</u> Page 31 ex.3-4 (at Teacher's discretion))
23.01	54	Pushing Boundaries p.70	11.1.1, 11.2.1, 11.4.1, 11.4.8, 11.3.6, 11.3.3, 11.3.4, 11.3.7, 11.5.1, 11.5.4	<u>R&amp;L</u> : Answering questions ex.1-3 p.70 <u>S&amp;F</u> : Discussing information in pairs ex.4 p.70 <u>WR</u> : Collecting and presenting information about a Technological Development in Education ex.5 p.70	<u>W&amp;GB</u> Page 32 ex.1 (at Teacher's discretion)
25.01	55	Important Inventions p.71	11.1.1, 11.1.7, 11.1.9, 11.1.6, 11.1.4, 11.1.2, 11.5.1, 11.5.4, 11.5.5, 11.6.3, 11.6.14, 11.3.4, 11.3.5, 11.3.7, 11.3.3, 11.2.2, 11.2.3, 11.3.5, 11.2.7	<u>R&amp;L</u> : Choosing the correct answer ex.6 p.71 <u>S&amp;F</u> : Discussing information ex.7 p.71 Comparing/ Analysing/ Ranking ex.8-9 p.71 <u>WR</u> : Designing and presenting an Invention ex.10 p.71	<u>W&amp;GB</u> Page 32 ex.2-3 (at Teacher's discretion)
27.01	56	A Letter to the Editor p.72	11.5.6, 11.6.14	<u>R&amp;L</u> : Rubric Analysis Answering questions ex.1 p.72 Model Analysis Matching paragraphs ex.2 p.72 Replacing words with synonyms ex.3 p.72 Completing the sentences ex.4 p.72	<u>W&amp;GB</u> Page 33 ex.1-3 (at Teacher's discretion)
30.01	57	A Letter to the Editor p.73	11.5.1, 11.5.3, 11.5.2, 11.5.4, 11.5.5, 11.5.6, 11.5.8	<u>R&amp;L</u> : Formal/ Informal Style Answering questions and matching ex.6 p.73 <u>WR</u> : A Letter using the plan and Useful Language ex.7	<u>W&amp;GB</u> Page 33 ex.4-6 (at Teacher's discretion)

					p.73	
1.02	58	How to Stand Out from the Crowd p.74	11.1.9, 11.2.1, 11.4.1, 11.4.2, 11.4.3, 11.4.4, 11.4.5, 11.5.8		<u>R&amp;L</u> : Answering questions ex.1 p.74 <u>S&amp;F</u> : Discussing information ex.2 p.74 <u>WR</u> : An Email using notes ex.3 p.74	Revise the material of Unit 5 <u>W&amp;GB</u> Pages 86-91 (at Teacher's discretion)
3.02	59	Tim Berners-Lee p.74 <b>Summative</b> COP\Assessment for the Unit 5 "Work and Inventions"	11.1.8, 11.1.9, 11.2.1, 11.1.3, 11.1.6, 11.1.10, 11.5.1, 11.5.7		<u>R&amp;L</u> : Answering questions ex.1 p.74 <u>WR</u> : Collecting and presenting information about a Person of Technology p.74	Prepare for corrections
6.02	60	Progress Check pp.75-76	11.4.2, 11.4.3, 11.3.7, 11.2.1, 11.2.2, 11.2.5, 11.5.1, 11.5.2, 11.5.3, 11.5.4, 11.5.5, 11.5.9		<u>S&amp;F</u> : Choosing the correct items ex.1.2,3 p.75-76 <u>GR</u> : Infinitive/ -ing Forms ex.4 p.76 <u>VC</u> : Choosing the correct word ex.5 p.76 <u>WR</u> : A Letter ex.6 p.76	Do corrections
<b>Unit 6 "Social Change and Further Study"</b>						
8.02	61	Our Changing World p.77	11.2.1, 11.2.2, 11.1.2, 11.1.10, 11.3.6, 11.5.2		<u>VC</u> : Changing World <u>R&amp;L</u> : Filling in words ex.1 p.77 Answering questions ex.2 p.77 <u>S&amp;F</u> : Discussing information ex.3 p.77	<u>SB</u> Page 77 Ideas for Changing World (at Teacher's discretion)
10.02	62	Game, Set and Match... pp.78-79	11.1.1, 11.3.2, 11.3.4, 11.1.7, 11.1.9, 11.1.10, 11.3.6, 11.4.1, 11.3.5, 11.4.3, 11.4.5, 11.2.1, 11.2.2, 11.4.2, 11.4.6, 11.3.1, 11.3.3, 11.3.5, 11.3.7		<u>VC</u> : Controversial Issues <u>S&amp;F</u> : Discussing Controversial Issues ex.2-4 p.78 <u>R&amp;L</u> : Filling in words ex.5 p.79 Answering questions ex.6 p.79 <u>WR</u> : Collecting and presenting information about Gamifying p.79	<u>W&amp;GB</u> Pages 34-35 ex.1-5 (at Teacher's discretion)
13.02	63	Technological Change pp.80-81	11.5.2, 11.3.2, 11.3.7, 11.1.3, 11.1.7, 11.6.13, 11.6.14, 11.6.4		<u>VC</u> : Technological Change <u>R&amp;L</u> : Choosing the correct verb ex.1 p.80 Filling in gaps ex.2,4 p.80 Completing and filling in the sentences ex.3 p.80 <u>S&amp;F</u> : Discussing information ex.5 p.81 <u>GR</u> : Idioms ex.6 p.81 Phrasal Verbs ex.7 p.81 Prepositions ex.8 p.81	<u>W&amp;GB</u> Page 36 ex.1-5 (at Teacher's discretion)

				Word Formation ex.9 p.81	
15.02	64	Vibrant Vocabulary p.82	11.6.15, 11.6.8, 11.6.9	<u>R&amp;L</u> : Answering the question ex.1-3 p.82 <u>GR</u> : Conditionals	<u>W&amp;GB</u> Page 37 ex.1-2 (at Teacher's discretion)
17.02	65	Analysing Academic Language p.83	11.6.15, 11.6.8, 11.6.9	<u>GR</u> : Conditionals. Joining sentences ex.4 p.83 Wishes/Preference ex.5-6 p.83 Unreal Past ex.7-8 p.83 <u>WR</u> : Sentences about World Changes using Conditionals ex.9 p.83	<u>W&amp;GB</u> Page 37 ex.3-5 (at Teacher's discretion))
20.02	66	Have You Got the Gift of the Gab? p.84	11.1.2, 11.1.9, 11.4.3, 11.4.2, 11.4.6	<u>R&amp;L</u> : Answering questions and skimming the text ex.1-2 p.84 T/F ex.3 p.84	<u>W&amp;GB</u> Page 38 ex.1 (at Teacher's discretion)
22.02	67	Have You Got the Gift of the Gab? p.85	11.4.8, 11.2.1, 11.2.7, 11.2.8, 11.6.5, 11.1.1, 11.1.4, 11.3.2, 11.3.4, 11.3.6, 11.5.1, 11.5.2, 11.5.3, 11.5.4, 11.5.6, 11.5.8, 11.6.4, 11.6.8, 11.6.9	<u>R&amp;L</u> : Choosing the correct answer ex.5 p.85 Completing and filling in the sentences ex.6 p.85 <u>S&amp;F</u> : Acting out a dialogue ex.7 p.85 <u>WR</u> : A short paragraph about with advice ex.8 p.85	<u>W&amp;GB</u> Page 38 ex.2-3 (at Teacher's discretion)
24.02	68	A Speech p.86	11.5.6, 11.3.1, 11.3.6	<u>R&amp;L</u> : Rubric Analysis Answering questions ex.1 p.86 Model Analysis ex.2 p.86 Opening/ Closing Techniques ex.3 p.86	<u>W&amp;GB</u> Page 39 ex.1-2 (at Teacher's discretion)
27.02	69	A Speech p.87	11.5.6, 11.3.1, 11.3.6, 11.1.10, 11.2.1, 11.5.1, 11.5.2, 11.5.3, 11.5.4, 11.5.5, 11.5.6, 11.5.9	<u>R&amp;L</u> : Features of Academic Language ex.6 p.87 <u>S&amp;F</u> : Discussing ideas ex.7 p.87 <u>WR</u> : A Speech using the plan and Useful Language ex.8 p.87	<u>W&amp;GB</u> Page 39 ex.3-5 (at Teacher's discretion)
1.03	70	Success in a Rapidly Changing World p.88 <b>Summative</b> <b>\COP\Assessment for the Unit 6 "Social Change and Further</b>	11.1.9, 11.4.1, 11.4.3, 11.4.4, 11.2.1, 11.4.2, 11.4.5, 11.4.10, 11.5.6	<u>R&amp;L</u> : Discussing and justifying true statements ex.1-2 p.88 <u>S&amp;F</u> : Collecting and presenting information about Success ex.3 p.88	Revise the material of Unit 6 <u>W&amp;GB</u> Pages 92-97 (at Teacher's discretion)



			<b>Study”</b>			
	<b>3.03</b>	<b>71</b>	Give Me Tap p.88	11.1.8, 11.1.9, 11.1.10, 11.2.1, 11.4.1, 11.1.6, 11.1.8, 11.5.1, 11.5.6, 11.5.7	Culture Spot <u>R&amp;L</u> : Answering questions ex.1 p.88 <u>WR</u> : Collecting and presenting information about a Company ex.2 p.88	Prepare for corrections
	<b>6.03</b>	<b>72</b>	Genres of Fiction p.91 Jack London p. 92	11.4.2, 11.4.3, 11.4.5, 11.4.6, 11.3.5, 11.2.7, 11.2.8, 11.5.2, 11.5.1, 11.5.3, 11.5.4, 11.5.5, 11.5.6, 11.5.7, 11.5.9	<u>R&amp;L</u> : Choosing the correct answer ex.1 p.89 Matching Speakers ex.2 p.90 <u>VC</u> : Choosing the correct items ex.3 p.90 <u>GR</u> : Conditionals ex.4 p.90 <u>S&amp;F</u> : Choosing the correct response ex.5 p.90 <u>WR</u> : A Speech ex.6 p.90	Do corrections
<b>Unit 7 “Reading for Pleasure”</b>						
<b>10.03</b>	<b>08.03</b>	<b>73</b>	<b>Summative Assessment for the 3 t \COЧ 3ч\</b>	11.1.8, 11.1.10, 11.4.8	<u>VC</u> : Genres of Literature <u>R&amp;L</u> : Matching the extracts to the Genres ex.1 p.91 <u>S&amp;F</u> : Discussing information ex.2 p.91	<u>&amp;GB</u> Page 40 ex.1-2 (at Teacher’s discretion)
	<b>13.03</b>	<b>74</b>	Genres of Fiction p. Jack London	11.4.2, 11.4.4, 11.6.9	Biography <u>R&amp;L</u> : Answering questions ex.1 p.92 T/F ex.2 p.92	<u>&amp;GB</u> Page 40 ex.3-4 (at Teacher’s discretion)
	<b>15.03</b>	<b>75</b>	The Sea Wolf pp.93			
	<b>17.03</b>	<b>76</b>	Progress check			
<b>IV term – 24 hours</b>						
<b>Unit 8 “Making Statements and Providing Information”</b>						

27.03	77	Ways of Self-Expression p.97	11.1.10., 11.4.8, 11.3.6, 11.1.1, 11.1.3, 11.1.7, 11.3.3, 11.3.4	<u>VC</u> : Self- Expression <u>S&amp;F</u> : Discussing posters ex.1 p.97 Matching the words to definition ex.2 p.97 Discussing information ex.3,4 p.97	<u>SB</u> Page 97 Prepare a presentation about Self-Expression (at Teacher's discretion)
29.03	78	Who's in a Smile pp.98-99	11.1.3, 11.1.8, 11.1.9, 11.1.10, 11.4.1, 11.4.2, 11.4.8, 11.3.8, 11.1.6, 11.1.5, 11.1.10	<u>S&amp;F</u> : Discussing the painting ex.1,2 p.98 <u>R&amp;L</u> : T/F/DS ex.3 p.98 Matching the words to synonyms ex.5 p.99 <u>WR</u> : A short Summary of the Text p.99	<u>&amp;GB</u> Pages 42-43 ex.1-6 (at Teacher's discretion)
31.03	79	Radio/ TV/ Film/ Theatre pp.100-101	11.6.13, 11.1.1, 11.5.2, 11.1.9, 11.3.6, 11.3.7, 11.6.14, 11.6.4	<u>VC</u> : Radio/ TV/ Film/ Theatre Filling in words ex.1-3 p.100 <u>R&amp;L</u> : Putting extracts under the headings ex.4 p.100	<u>W&amp;GB</u> Page 44 ex.1-5 (at Teacher's discretion)
3.04	80	Aladdin the Musical p.102	11.6.15, 11.6.7	<u>GR</u> : Relative Clauses ex.1-3 p.102 Time Clauses ex.4-6 p.102-103	<u>W&amp;GB</u> Page 45 ex.1-3 (at Teacher's discretion)
5.04	81	Aladdin the Musical p.103	11.6.15, 11.6.7	Cleft Sentences ex.7 p.103 Key Words Transformations ex.9 p.103	<u>W&amp;GB</u> Page 45 ex.4-7 (at Teacher's discretion))
7.04	82	Passion or Profit p.104	11.4.3, 11.4.2, 11.4.4, 11.4.7, 11.4.5, 11.4.8, 11.6.5, 11.1.1, 11.1.3, 11.1.8, 11.1.10, 11.3.3, 11.3.4	<u>R&amp;L</u> : Skimming the text ex.1 p.104 Filling in gaps ex. p.2 p.104 Answering questions ex.1-2 p.104 Matching the words to the meanings ex.3 p.104	<u>W&amp;GB</u> Page 46 ex.1 (at Teacher's discretion)
10.04	83	Passion or Profit p.105	11.2.1, 11.2.2, 11.2.6, 11.6.10, 11.4.1, 11.3.7, 11.5.1, 11.5.2, 11.5.3, 11.5.5, 11.5.7, 11.6.5, 11.6.14	<u>S&amp;F</u> : Matching the speakers with the expressions ex.6 p.105 <u>S&amp;F</u> : Discussing self-expression ex.8-10 p.105 <u>WR</u> : An Email ex.11 p.105	<u>W&amp;GB</u> Page 46 ex.2-3 (at Teacher's discretion)
12.04	84	An Informal Leaflet p.106	11.3.3, 11.4.2, 11.4.4, 11.4.7, 11.6.14	<u>R&amp;L</u> : Rubric Analysis Answering questions ex.1 p.106 Model Analysis Filling in gaps ex.2-3 p.106	<u>W&amp;GB</u> Page 47 ex.1 (at Teacher's discretion)
14.04	85	An Informal Leaflet p. 107	11.5.1, 11.5.2, 11.5.3, 11.5.4, 11.5.6, 11.5.7, 11.1.4, 11.1.5, 11.1.8, 11.6.5	<u>R&amp;L</u> : Completing and filling in the sentences ex.4 p.107 Answering questions ex.5 p.107 <u>WR</u> : An Informal Leaflet using the plan and Useful	<u>W&amp;GB</u> Page 47 ex.2-4 (at Teacher's discretion)

				Language ex.7 p.107	
17.04	86	After the Impressionists p.108	11.1.9, 11.1.10, 11.1.6, 11.3.7, 11.4.2, 11.4.3, 11.4.4, 11.4.8, 11.5.7	<u>R&amp;L</u> : Discussing and justifying true statements ex.1-2 p.108 <u>S&amp;F</u> : Collecting and presenting information about Impressionism ex.4 p.108	Revise the material of Unit 8 <u>W&amp;GB</u> Page 98-105 (at Teacher's discretion)
19.04	87	The Cutty Sark Studio Theatre p.108 <b>Summative Assessment for the Unit 8 "Making Statements and Providing Information" COPA</b>	11.1.9, 11.2.1, 11.4.1, 11.1.6, 11.1.8, 11.5.1, 11.5.7	Culture Spot <u>R&amp;L</u> : Answering questions ex.1 p.108 <u>WR</u> : Collecting and presenting information about a Theatre ex.2 p.108	Prepare for corrections
21.04	88	Progress Check pp.109-110	11.4.1, 11.4.2, 11.4.4, 11.4.5, 11.4.6, 11.4.9, 11.2.1, 11.2.3, 11.2.4, 11.4.5, 11.5.1, 11.5.2, 11.5.3, 11.5.5, 11.5.6, 11.5.7, 11.5.9	<u>R&amp;L</u> : Choosing the correct answer ex.1 p.109 Matching ex.2 p.109 <u>S&amp;F</u> : Choosing the correct response ex.3 p.110 <u>VC</u> : Choosing the correct item ex.4 p.110	Do corrections
24.04	89	Progress Check		<u>GR</u> : Relative Clauses ex.5 p.110 <u>WR</u> : An Informal Leaflet ex.6 p.110	
<b>Unit 9 "Clothes' Journeys"</b>					
26.04	90	Traditional Clothes p.111	11.4.4, 11.1.1, 11.1.6, 11.1.8, 11.1.10, 11.3.5, 11.3.6, 11.2	<u>VC</u> : Traditional Clothes <u>R&amp;L</u> : Filling in gaps ex.1 p.111 Collecting and presenting information about Clothing ex.3 p.111 <u>S&amp;F</u> : Discussing information ex.2 p.111	<u>SB</u> Page 111 Prepare a presentation about Traditional Clothes (at Teacher's discretion)
28.04	91	Traditional Clothes	11.4.8, 11.5.2, 11.3.2, 11.3.3, 11.3.5, 11.3.6, 11.6.3, 11.4.1, 11.4.2, 11.4.3, 11.4.5, 11.4.7, 11.4.9		<u>W&amp;GB</u> Pages 48-49 ex.1-6 (at Teacher's discretion)
28.04	92	Traditional Clothes			
2.05	93	The Journeys of Clothes pp.112-113 Quality Control in the	11.5.2, 11.6.13, 11.4.5, 11.3.14, 11.6.13, 11.1.6, 11.5.1, 11.5.7, 11.6.4	<u>VC</u> : Parts of Clothes <u>VC</u> : Manufacturing Clothes <u>R&amp;L</u> : Filling in gaps ex.1 p.112 Choosing the correct answer ex.2 p.112	<u>W&amp;GB</u> Page 50 ex.1-6 (at Teacher's discretion)

			Fashion Industry pp.116-117		Putting in the correct order ex.3 p.113 Answering questions ex.4 p.113 <u>WR</u> : A short text about Clothing Production p.113	
10.05	3.05	94	The Journeys of Clothes pp.112-113	11.6.11, 11.6.6		<u>W&amp;GB</u> Page 51 ex.1-6 (at Teacher's discretion)
	5.05	95	Parts of Clothes pp.114-	11.3.5, 11.3.6, 11.4.5, 11.4.6, 11.4.9, 11.4.4, 11.4.7, 11.4.8		<u>W&amp;GB</u> Page 52 ex.1 (at Teacher's discretion)
	08.05	96	Parts of Clothes pp.114-115	11.2.2, 11.2.3, 11.2.5, 11.2.7, 11.1.1, 11.1.6, 11.1.9, 11.1.10, 11.6.11, 11.6.6, 11.5.7, 11.5.8, 11.5.9	<u>R&amp;L</u> : Filling in words ex.1,3 p.114 Choosing the correct item ex.2 p.114 Labeling pictures ex.4,6 p.114 Matching ex.8 p.115 <u>GR</u> : Idioms ex.9 p.115 Phrasal Verbs ex.10 p.115 Prepositions ex.11 p.115 Word Formation ex.12 p.115	<u>W&amp;GB</u> Page 52 ex.2-3 (at Teacher's discretion)
	11.05	97	Quality Control in the Fashion Industry			
	12.05	98	Quality Control in the Fashion Industry pp.116-117	11.5.7, 11.3.7, 11.5.2, 11.5.3, 11.6.11	<u>GR</u> : Adjective/ Adverbs ex.1-4 p.116 Comparison/ like/ as ex.5-8 p.117 Nominalisation ex.9 p.117 Cleft Sentences/ Impersonal Structures ex.10 p.117	Revise the material of Unit 9 <u>W&amp;GB</u> Page 53 ex.1-3 (at Teacher's discretion)
	15.05	99	Quality Control in the Fashion Industry pp.116-117	11.5.6, 11.5.1		<u>W&amp;GB</u> Page 53 ex.4-5 (at Teacher's discretion)
	17.05	100	Fashion Power p.118 <b>Summative</b> <b>\COP\Assessment for</b> <b>the Unit 9 "Clothes'</b> <b>Journeys"</b>	11.1.9, 11.1.10, 11.2.1, 11.4.1, 11.4.2, 11.4.4, 11.4.6, 11.3.2, 11.3.3, 11.3.7	<u>R&amp;L</u> : Answering questions ex.1 p.118 Choosing the correct answer ex.2 p.118 Matching ex.3 p.118	

19.05	101	Fashion Power p.119			
22.05	102	Fashion Power p.119	11.4.4, 11.4.6, 11.3.2, 11.3.3, 11.3.7	<u>S&amp;F</u> : Choosing the correct answer ex.6 p.119 Acting out the dialogue ex. 8 p.119 Expanding prompts into sentences ex.4 p. 119 <u>WR</u> : Collecting and presenting information about a Fashion Designer ex.9 p.119	
24.05	103	<b>Summative Assessment for term 4</b>  <b>\COY 4Y \</b>			
26.05	104	Fashion Power p.120	11.2.2, 11.2.3, 11.2.5, 11.2.7, 11.1.1, 11.1.6, 11.1.9, 11.1.10,	<u>R&amp;L</u> : Rubric Analysis Answering questions ex.1 p.120 Model Analysis Filling in gaps ex.2 p.120 Choosing the correct words ex.3 p.120	
29.05	105	The Silk Road p.121	11.2.2, 11.2.3, 11.2.5, 11.2.7, 11.1.1, 11.1.6, 11.1.9, 11.1.10,	<u>R&amp;L</u> : Choosing the correct linking words ex.4 p.121 Answering questions ex.5 p.121 <u>WR</u> : A Report using the plan and Useful Language ex.6 p.121	
31.05	106	The Silk Road p.122 Progress check	11.2.2, 11.2.3, 11.2.5, 11.2.7, 11.1.1, 11.1.6, 11.1.9, 11.1.10,	Choosing the correct answer ex. 2, 5 p.122 <u>S&amp;F</u> : Discussing information ex.3 p.122	

Total : 106

Annotation : Summative assessment for the unit – 20 minutes

## Summative assessment for the term - 45 minutes

GR – Grammar

VC – Vocabulary

WR – Writing

S&F – Speaking and Functions

R&L – Reading and Listening

T/F/DS – True/ False/ Doesn't say

T/F – True/ False

SB – Student's Book

W&GB – Work & Grammar Book