**Календарно-тематическое планирование по английскому языку**

**для 9 класса по обновленной программе**

**(на основе УМК English Plus)**

**2019 - 2020 учебный год**

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| **№** | **Theme** | **Hours** | **Date** | **Learning objectives** | **Home task** |
| **I term**  |
| **Hobbies and qualities** **(Unit 1 p.8) (12 hours)** |
| 1 | Attributes and personality p.8 | 1 |  | 9.C6 organise and present information clearly to others 9.S3 explain and justify their own point of view on a range of general and curricular topics9.UE3 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics9.UE12 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 | WB p.6, ex.1-3 p.7 |
| 2 | Comparing generations p.10 | 1 |  | 9.C7 develop and sustain a consistent argument when speaking or writing9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts9.R9 recognise inconsistencies in argument in extended texts on a range of general and curricular topics9.UE14 use an increased variety of prepositions before nouns and adjectives use a growing number of dependent prepositions following nouns and adjectives and an increased variety of dependent prepositions following verbs on a range of familiar general and curricular topics | WB p.10 |
| 3 | Past perfect and past simple p.11 | 1 |  | 9.W3 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.UE9 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 | WB ex.4-5 p.7 |
| 4 | Uses of get p.12 | 1 |  | 9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks9.UE1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics | WB p.8 |
| **№** | **Theme** | **Hours** | **Date** | **Learning objectives** | **Home task** |
| 5 | Past simple and continuous p.13 | 1 |  | 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics9.UE9 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 | WB p.9 |
| 6 | Talking about past events p.14 | 1 |  | 9.L1 understand the main points in unsupported extended talk on a wide range of general and curricular topics9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics | SB ex.6 p.14 |
| 7 | Describing a decade p.15 | 1 |  | 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.R5 deduce meaning from context in extended texts on a range of familiar general and curricular topics9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics | WB p.11 |
| 8 | My country: Comparing generations p.16 | 1 |  | 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks9.R9 recognise inconsistencies in argument in extended texts on a range of general and curricular topics9.UE3 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics9.UE9 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 | SB ex.7 p.16 (a dialogue) |

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| 9 | CLIL. The British sense of humour p.17 | 1 |  | 9.C8 develop intercultural awareness through reading and discussion9.S3 explain and justify their own point of view on a range of general and curricular topics9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts | WB p.12 |
| 10 | Summative assessment for the 1st unit | 1 |  | 9.L5 recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics9.S3 explain and justify their own point of view on a range of general and curricular topics9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics | Review. Unit 1 |
| 11 | Review. Unit 1 p.18 | 1 |  | 9.L8 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.UE3 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics9.UE9 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 | SB p.19 |
| 12 | Project. An interview summary: teenage years p.19 | 1 |  | 9.S3 explain and justify their own point of view on a range of general and curricular topics9.R5 deduce meaning from context in extended texts on a range of familiar general and curricular topics9.W5 develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics | WB p.13 |
| **Exercise and sport (Unit 2 p.20) (12 hours)** |
| 13 | Medical science p.20 | 1 |  | 9.L8 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects9.S3 explain and justify their own point of view on a range of general and curricular topics9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.UE13 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 | WB p.14 |

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| **№** | **Theme** | **Hours** | **Date** | **Learning objectives** | **Home task** |
| 14 | Alternative therapyp.22 | 1 |  | 9.S3 explain and justify their own point of view on a range of general and curricular topics9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts9.UE1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics | WB p.18 |
| 15 | May, might, could, must, can't p.23 | 1 |  | 9.C6 organise and present information clearly to others9.C9 use imagination to express thoughts, ideas, experiences and feelings9.W3 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics9.UE13 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 | WB p.15 |
| 16 | Phrasal verbs p.24 | 1 |  | 9.L6 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics9.L8 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects9.S3 explain and justify their own point of view on a range of general and curricular topics9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics | WB p.16 |
| 17 | Past modals p.25 | 1 |  | 9.C9 use imagination to express thoughts, ideas, experiences and feelings9.L4 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics9.UE13 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 | WB p.17 |

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| **№** | **Theme** | **Hours** | **Date** | **Learning objectives** | **Home task** |
| 18 | Exchanging opinions p.26 | 1 |  | 9.L5 recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.UE13 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 | A poster "Healthy lifestyle" |
| 19 | A discussion essay p.27 | 1 |  | 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.R6 recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics9.W5 develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics9.W6 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics | WB p.19 |
| 20 | Summative assessment for the 2nd unit | 1 |  | 9.C6 organise and present information clearly to others9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics9.UE13 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 | Review. Unit 2 |
| 21 | My country. Exercise and sport p.28 | 1 |  | 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.R1 understand the main points in extended texts on a range of unfamiliar general and curricular topics9.W1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics9.UE13 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 | SB p.28 ex.6 |
| **№** | **Theme** | **Hours** | **Date** | **Learning objectives** | **Home task** |
| 22 | Summative assessment for the 1st term |  |  | 9.L5 recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics9.S3 explain and justify their own point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.R9 recognise inconsistencies in argument in extended texts on a range of general and curricular topics9.W5 develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics | Review. Units 1-2 |
| 23 | CLIL. Healthy eating p.29 | 1 |  | 9.S3 explain and justify their own point of view on a range of general and curricular topics9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts | WB p.20 |
| 24 | Review. Unit 2. Skills round-up p.30 | 1 |  | 9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.UE13 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 topics9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics | WB p.21 |
| **II term**  |
| **Our planet (Unit 3 p.32) (12 hours)** |
| 25 | Geography and the environment p.32 | 1 |  | 9.L8 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.UE10 use present continuous forms and past continuous, including a growing variety of passive forms, on a range of familiar general and curricular topics | WB p.22 |
| **№** | **Theme** | **Hours** | **Date** | **Learning objectives** | **Home task** |
| 26 | Our responsibility to planet Earth p.34 | 1 |  | 9.S3 explain and justify their own point of view on a range of general and curricular topics9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.R1 understand the main points in extended texts on a range of unfamiliar general and curricular topics9.R9 recognise inconsistencies in argument in extended texts on a range of general and curricular topics | WB p.26 |
| 27 | First conditional p.35 | 1 |  | 9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups9.S2 ask complex questions to get information on a range of general and curricular topics9.UE17 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 | WB p.23 |
| 28 | Government policies p.36 | 1 |  | 9.C7 develop and sustain a consistent argument when speaking or writing9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics | WB p.24 |
| 29 | First and second conditionals p.37 | 1 |  | 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.W3 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics9.UE17 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 | WB p.25 |
| 30 | Apologizing p.38 | 1 |  | 9.L6 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.UE17 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 | SB ex.6 p.38 |

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| **№** | **Theme** | **Hours** | **Date** | **Learning objectives** | **Home task** |
| 31 | An opinion essay p.39 | 1 |  | 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.R1 understand the main points in extended texts on a range of unfamiliar general and curricular topics9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics9.UE6 use relative, demonstrative, indefinite, quantitative pronouns and a variety of reflexive pronoun structures on a range of familiar general and curricular topics | WB p.27 |
| 32 | My country: Our planet p.40 | 1 |  | 9.C9 use imagination to express thoughts, ideas, experiences and feelings9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts9.UE12 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 | SB p.40 ex.6 |
| 33 | CLIL. Solving an ecology problem p.41 | 1 |  | 9.C9 use imagination to express thoughts, ideas, experiences and feelings9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts9.R4 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics | WB p.28 |
| 34 | Summative assessment for the 3rd unit | 1 |  | 9.C9 use imagination to express thoughts, ideas, experiences and feelings9.L8 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.UE13 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 | Review. Unit 3 |

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| **№** | **Theme** | **Hours** | **Date** | **Learning objectives** | **Home task** |
| 35 | Review. Unit 3 p.42 | 1 |  | 9.L8 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.UE17 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 | SB p.43 |
| 36 | Project. A community project p.43 | 1 |  | 9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups9.R1 understand the main points in extended texts on a range of unfamiliar general and curricular topics9.W1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics | WB p.29 |
| **Charities and conflict (Unit 4 p.44) (12 hours)** |
| 37 | Morals p.44 | 1 |  | 9.S3 explain and justify their own point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.UE5 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics9.UE11 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 | WB p.30 |
| 38 | Charities p.46 | 1 |  | 9.S3 explain and justify their own point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts | WB p.34 |
| 39 | Reported speech: tense changes p.47 | 1 |  | 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks9.W3 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics9.UE11 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 | WB p.31 |
| **№** | **Theme** | **Hours** | **Date** | **Learning objectives** | **Home task** |
| 40 | Reporting verbs p.48 | 1 |  | 9.C6 organise and present information clearly to others9.L1 understand the main points in unsupported extended talk on a wide range of general and curricular topics9.L8 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics | WB p.32 |
| 41 | Reported and indirect questions p.49 | 1 |  | 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks9.W3 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.UE5 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics9.UE11 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 | WB p.33 |
| 42 | Explaining and clarifying situations p.50 | 1 |  | 9.L1 understand the main points in unsupported extended talk on a wide range of general and curricular topics9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics | SB p.50 ex.5 |
| 43 | A narrative p.51 | 1 |  | 9.R1 understand the main points in extended texts on a range of unfamiliar general and curricular topics9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics9.W9 punctuate written work at text level on a range of familiar general and curricular topics with a good degree of accuracy | WB p.35 |
| 44 | Summative assessment for the 4th unit | 1 |  | 9.C9 use imagination to express thoughts, ideas, experiences and feelings9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts9.W4 use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics | Review. Unit 4 |
| **№** | **Theme** | **Hours** | **Date** | **Learning objectives** | **Home task** |
| 45 | My country: Charities and conflict p.52 | 1 |  | 9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.UE15 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 | SB p.52 ex.6 |
| 46 | Summative assessment for the 2nd term | 1 |  | 9.L5 recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics9.L6 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.R5 deduce meaning from context in extended texts on a range of familiar general and curricular topics9.W6 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics | Review. Units 3-4 |
| 47 | CLIL: The Berlin Wall p.53 | 1 |  | 9.L6 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.S3 explain and justify their own point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics | WB p.36 |

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| **№** | **Theme** | **Hours** | **Date** | **Learning objectives** | **Home task** |
| 48 | Review. Unit 4. Skills round-up p.54  | 1 |  | 9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics9.UE11 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 | WB p.37 |
| **III term**  |
| **Reading for pleasure (Unit 5 p.56) (10 hours)** |
| 49 | Vocabulary and language Focus. Literary genres. p.56 – p.57 | 1 |  | **9.C9** use imagination to express thoughts, ideas, experiences and feelings**9.L1** understand the main points in unsupported extended talk on a wide range of general andcurricular topics, including talk on a limited range of unfamiliar topics**9.S1** use formal and informal language registers in their talk on a range of general and curricular topics**9.S6** communicate meaning clearly at sentence level during, pair, group and whole class exchanges **9.C10** use talk or writing as a means of reflecting on and exploring a range of perspectives on the world**9.S7** use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics | WB p.38 |
| 50 | Reading. Fiction.Discussing a text about the benefits of reading. p.58 | 1 |  | **9.S1** use formal and informal language registers in their talk on a range of general and curricular topics**9.S2** ask complex questions to get information about a wide range of general and curricular topics**9.S3** explain and justify their own and others’ point of view on a range of general and curricular topics**9.R3** understand the detail of an argument- both explicitly stated and implied in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics**9.R4** read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics**9.L4** understand the main points of supported extended talk on a range of general and curricular topics**9.W1** plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics | Ex.5p.58 (w).The story “The Fun they had”(I. Asimov) |
| 51 | Language Focus.***Past Simple or Past Continuous*** p.59 | 1 |  | **9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.C9** use imagination to express thoughts, ideas, experiences and feelings**9.S7** use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics**9.S8** recount extended stories and events on a wide range of general and curricular topics**9.UE5** use a wide variety of question types on a wide range of familiar general and curricular topics**9.W8** spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics | W.B. p.39 |
| 52 | **Writing.**Talking about writing a story.  p. 60 | 1 |  | **9.L6** deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.S7** use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics**9.S8** recount extended stories and events on a wide range of general and curricular topics**9.R5** deduce meaning from context in short texts on a limited range of familiar general and curricular topics**9.W1** plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics**9.W5** link without support sentences using basic coordinating connectors | W.B. p.40Ex.5.p.60 orally |
| 53 | Language Focus.**Future Continuous.**p.61 | 1 |  | **9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.C9** use imagination to express thoughts, ideas, experiences and feelings**9.UE7** use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials … so far, lately, all my life , on a wide; use a variety of relative clauses including with which [whole previous clause reference]**9.S7** use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics**9.S8** recount extended stories and events on a wide range of general and curricular topics | W.B. p.41 |
| 54 | **Planning a project.** Talking about how to plan an event.**p. 62****A book blurb. p.63** | 1 |  | **9.S1** provide basic information about themselves and others at sentence level on an increasing range of general topics**9.C6** organise and present information clearly to others**9.R5** deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics**9.W1** plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics**9.W5** link without support sentences using basic coordinating connectors | Ex.4 p.63 (project).W.B. p.43 Ex. 1 -2 |
| 55 | **My Country.****Abai Qunanbaiuli.**Talking about a famous Kazakh writer. p.64 | 1 |  | **9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.L7** recognise typical features at word, sentence and text level of a range of spoken genres**9.C8** develop intercultural awareness through reading and discussion**9.S7** use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics**9.UE3** 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**9.R5** deduce meaning from context in short texts on a limited range of familiar general and curricular topics | W.B. p.42Kazakh writers(a report) |
| 56 | **CLIL. Language and literature: The realist novel.** p.65 | 1 |  | **9.C8** develop intercultural awareness through reading and discussion**9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.L4** understand the main points of supported extended talk on a range of general and curricular topics**9.R5** deduce meaning from context in short texts on a limited range of familiar general and curricular topics**9.W1** plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics**9.S1** provide basic information about themselves and others at sentence level on an increasing range of general topics**9.S3** explain and justify their own and others’ point of view on a range of general and curricular topics**9.S6** link comments with flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges | W.B. p.43. Ex.3Ex.4.p.65 retell |
| 57 | **Review of Unit 5****p.66** | 1 |  | 9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics**9.S5**interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks9**.S7** use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics**9.W2** write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics**9.UE8** use a variety of future active and passive and future continuous forms on a wide rangeof familiar general and curricular topics**9.UE9** 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 | W.B. p.44,A sonnet of W. Shakespeare |
| 58 | **Project: A poem****p.67** | 1 |  | **9.C8** develop intercultural awareness through reading and discussion**9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.S1** use formal and informal language registers in their talk on a range of general and curricular topics**9.S2** ask complex questions to get information about a wide range of general and curricular topics**9.S3** explain and justify their own and others’ point of view on a range of general and curricular topics**9.R5** deduce meaning from context in short texts on a limited range of familiar general and curricular topics | W.B. p.45A project: a poem |
| **Tradition and language. Unit 6 p.p. 68 - 79 (10 hours)** |
| 59 | **Relationships.**Talking about traditional stories. p.p. 68 - 69 | 1 |  | **9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.C2** use speaking and listening skills to provide sensitive feedback to peers**9.C3** respect differing points of view**9.C5** use feedback to set personal learning objectives**9.W8** spell most high-frequency words accurately for a limited range of general topics of familiar general topic**9.S3** give an opinion at sentence level on a limited range of general and curricular topics**9.S7** use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics | W.B. p.46Ex.5 – 6 p.69 St.B. |
| 60 | **Reading: Marriage.**  p.70 | 1 |  | **9.S3** give an opinion at sentence level on a limited range of general and curricular topics**9.R5** deduce meaning from context in short texts on a limited range of familiar general and curricular topics**9.R6** recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics**9.R7** recognise typical features at word, sentence and text level in a limited range of written genres**9.W8** spell most high-frequency words accurately for a limited range of general topics of familiar general topic**9.S7** use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics | W.B. p.50 |
| 61 | **Language Focus: Present Perfect + for and since.**Talking about how long people have done things. p.71 | 1 |  | **9.C8** develop intercultural awareness through reading and discussion**9.S2** ask complex questions to get information about a wide range of general and curricular topics**9.S3** explain and justify their own and others’ point of view on a range of general and curricular topics**9.UE9** 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**9.R8** use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding | W.B. p.47Ex.5 p.71 St. B. |
| 62 | **Extreme adjectives.**Describing experiences using extreme adjectives. p.72 | 1 |  | **9.C9** use imagination to express thoughts, ideas, experiences and feelings**9.C10** use talk or writing as a means of reflecting on and exploring a range of perspectives on the world**9.L1** understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.L2** 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**9.R2** understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics**9.R4** read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics**9.UE3**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. | W.B. p.48 |
| 63 | **Language Focus: Present Perfect and Past Simple. Present Perfect Simple and Continuous.** p.73 | 1 |  | **9.S2** ask complex questions to get information about a wide range of general and curricular topics**9.S3** explain and justify their own and others’ point of view on a range of general and curricular topics**9.S6** link comments with flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges**9.S7** use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics**9.C8** develop intercultural awareness through reading and discussion**9.W3** write with grammatical accuracy on a range of familiar general and curricular topics | W.B. p.49 |
| 64 | **Invitations.****An email to a friend.** p.74 - p.75 | 1 |  | **9.C9** use imagination to express thoughts, ideas, experiences and feelings**9.C10** use talk or writing as a means of reflecting on and exploring a range of perspectives on the world**9.L2** 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**9.L5** recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.S1** use formal and informal language registers in their talk on a range of general and curricular topics**9.W2** write independently about factual and imaginary past and future events, activities and experiences on a wide range of familiar general and curricular topics | W.B. p.51An invitation (w). |
| 65 | **My Country. Traditions and language.**Talking about wedding traditions in Kazakhstan. p.76 | 1 |  | **9.C8** develop intercultural awareness through reading and discussion**9.C9** use imagination to express thoughts, ideas, experiences and feelings**9.L1** understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.**L**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**9.S1** use formal and informal language registers in their talk on a range of general and curricular topics**9.S8** recount extended stories and events on a wide range of general and curricular topics**9.R2** understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics | W.B. p.52 Ex.1"Wedding traditions in Kazakhstan"(topic or a presentation). |
| 66 | **CLIL. Language and literature: Word building: adjectives.**p.77 | 1 |  | **9.C3** respect differing points of view**9.C5** use feedback to set personal learning objectives**9.**L**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**9.W1** plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics**9.S2** ask complex questions to get information about a wide range of general and curricular topics**9.UE3** 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 | W.B. p.52 Ex.3 -5. |
| 67 | **Summative assessment for the 6th unit****Review** | 1 |  | 9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics9.S3 explain and justify their own point of view on a range of general and curricular topics9.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics9.UE3 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics | Review. Units 5 - 6 |
| 68 | **Skills Round - up. p.79** | 1 |  | **9.S2** ask complex questions to get information about a wide range of general and curricular topics**9.S3** explain and justify their own and others’ point of view on a range of general and curricular topics**9.S6** link comments with flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges**9.S8** recount extended stories and events on a wide range of general and curricular topics**9.W3** write with grammatical accuracy on a range of familiar general and curricular topics**9.W6** write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics | W.B. p.53St.B. p.78 Ex. 4 |
| **Music and films. Unit 7 p.p. 80 - 91 (10 hours)** |
| 69 | **Music and film images.** p.80 - p.81 | 1 |  | **9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.C6** organise and present information clearly to others**9.S2** ask complex questions to get information about a wide range of general and curricular topics**9.S3** explain and justify their own and others’ point of view on a range of general and curricular topics**9.S7** use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics**9.UE6** use a wide variety of relative, demonstrative, indefinite, quantitative]of pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics | W.B. p.54 |
| 70 | Reading. **Galymzhan Moldanazar**. p.82 | 1 |  | **9.R5** deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics**9.R6** recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics**9.L8** understand supported narratives, including some extended talk, on an increasing range of general and curricular topics**9.W4** 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.W5** 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**9.S1** provide basic information about themselves and others at sentence level on an increasing range of general topics | W.B. p.56 |
| 71 | **Language Focus.**Active or Passive: Introduction.p.83 | 1 |  | **9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.C6** organise and present information clearly to others**9.L1** understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.R5** deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics**9.R6** recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics**9.UE7** use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials … so far, lately, all my life , on a wide; use a variety of relative clauses including with which [whole previous clause reference] | W.B. p.55 |
| 72 | **Discussing music.**Talking about how music is recorded. p.84 | 1 |  | **9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.C6** organise and present information clearly to others**9.S3** explain and justify their own and others’ point of view on a range of general and curricular topics**9.R4** read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics**9.R5** deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics**9.R6** recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics**9.W8** spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics | Ex.5.p.84 wW.B. p.56 |
| 73 | Language Focus. **Passive: past, present and future. Passive: questions.** p.85 | 1 |  | **9.C6** organise and present information clearly to others**9.S7** use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics**9.R5** deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics**9.R6** recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics**9.W3** write with grammatical accuracy on a range of familiar general and curricular topics**9.UE1** 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 | W.B. p.57A mind - map |
| 74 | **Changing something in a shop.** **Giving feedback on a product.**p.p.86 - 87 | 1 |  | **9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.C6** organise and present information clearly to others**9.R5** deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics**9.R6** recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics**9.R7** recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics**9.S5** keep interaction going in basic exchanges on a growing range of general and curricular topics**9.W6** write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics**9.W8** spell most high-frequency words accurately for a limited range of familiar general and curricular topics**9.W6** write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics | W.B. p.59Ex.4 p.87 St. B. |
| 75 | **Summative assessment for the 7th unit** | 1 |  | **9.C6** organise and present information clearly to others**9.R4** read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics**9.R5** deduce meaning from context in extended texts on a range of familiar general and curricular topics **9.W2** write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics**9.W6** write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics **9.UE7** use a variety of simple perfect forms including some passive forms including time adverbials on a range of familiar general and curricular topics | An interview with a famous Kazakh actor. (W). |
| 76 | My Country. **Music and film.** p.88**CLIL.Culture:** Britain in the 1960s.p.89 | 1 |  | **9.R5** deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics**9.R6** recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics**9.R7** recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics**9.C4** evaluate and respond constructively to feedback from others**9.C7** develop and sustain a consistent argument when speaking or writing**9.S5** keep interaction going in basic exchanges on a growing range of general and curricular topics**9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.C6** organise and present information clearly to others | W.B. p.58Ex.5 p.89 St. B.(group work) |
| 77 | **Summative assessment for the 3rd term** | 1 |  | 9.L4 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics9.R5 deduce meaning from context in extended texts on a range of familiar general and curricular topics9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics9.S3 explain and justify their own point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics | Review. Units 6 - 7 |
| 78 | Review. p.90**Project.** A webpage: a film director. | 1 |  | **9.S2** ask complex questions to get information about a wide range of general and curricular topics**9.S3** explain and justify their own and others’ point of view on a range of general and curricular topics**9.S7** use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics**9.W1** plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics**9.W5** link without support sentences using basic coordinating connectors | W.B. p.60 – p.61 |
| **IV term**  |
|  **Travel and tourism. Unit 8 p.p.92 – 103 (12 hours)** |
| 79 | **Travel: nouns.**Talking about holiday plan.p.p.92 - 93 | 1 |  | **9.C4** evaluate and respond constructively to feedback from others**9.C5** use feedback to set personal learning objectives**9.L4** understand the main points of supported extended talk on a range of general and curricular topics**9.L5** understand most specific information and detail of short, supported talk on a wide range of familiar topics curricular topics**.****9.C8** develop intercultural awareness through reading and discussion**9.S3** explain and justify their own and others’ point of view on a range of general and curricular topics**9.S4** respond with flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics**9.W1** plan, write, edit and proofread work at text level independently on a range of general and curricular topics**9.W3** write with grammatical accuracy on a range of familiar general and curricular topics | W.B. p.62 |
| 80 | **Holiday advice**Talking about travelling. p.94 | 1 |  | **9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.C2** use speaking and listening skills to provide sensitive feedback to peers**9.L5** recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.S2** ask complex questions to get information about a wide range of general and curricular topics**9.S3** explain and justify their own and others’ point of view on a range of general and curricular topics**9.R8** use a wide range of familiar and unfamiliar paper and digital reference resources to **9.W1** plan, write, edit and proofread work at text level independently on a range of general and curricular topics | Ex.5p.94 (w)My trip (composition) |
| 81 | **Language Focus: Will / to be going to.**p.95 | 1 |  | **9.C5** use feedback to set personal learning objectives**9.C7** develop and sustain a consistent argument when speaking or writing**9.**L**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**9.S4** respond with flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics**9.S7** use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics**9.S8** recount extended stories and events on a wide range of general and curricular topics**9.R7** recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics9.W3 write with grammatical accuracy on a range of familiar general and curricular topics | W.B. p.63 |
| 82 | **Travel: verbs** | 1 |  | **9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.C6** organise and present information clearly to others**9.L1** understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.S3** explain and justify their own and others’ point of view on a range of general and curricular topics**9.W3** write with support factual descriptions at text level which describe people, places and objects**9.UE3** use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics | W.B. p.64 |
| 83 | **Present Simple and Continuous for future** | 1 |  | **9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.C2** use speaking and listening skills to provide sensitive feedback to peers**9.S7** use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics general and curricular topics**9.W2** write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics**9.W3** write with support factual descriptions at text level which describe people, places and objects**9.UE3** use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics | W.B. p.65 |
| 84 | **Asking for and giving information**. | 1 |  | **9.S2** ask complex questions to get information about a wide range of general and curricular topics**9.S3** explain and justify their own and others’ point of view on a range of general and curricular topics**9.S4** respond with flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics**9.S7** use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics**9.**L**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 topics9.R6 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics | Ex 6(w). p.98 St.B. W.B. p.65 (one ex.) |
| 85 | **An email about a visit.**Practicing writing about plans for a visit. p.99 | 1 |  | **9.C4** evaluate and respond constructively to feedback from others**9.C5** use feedback to set personal learning objectives**9.C7** develop and sustain a consistent argument when speaking or writing**9.L5** recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.R7** recognise typical features at word, sentence and text level in a limited range of written genres**9.W1** plan, write, edit and proofread work at text level independently on a range of general and curricular topics**9.S7** use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics and curricular topics | W.B. p.67 |
| 86 | **My Country. Travel and tourism.** p.100 | 1 |  | **9.C4** evaluate and respond constructively to feedback from others**9.R7** recognise typical features at word, sentence and text level in a limited range of written genres**9.S7** use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics and curricular topics**9.R5** deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics**9.W3** write with grammatical accuracy on a range of familiar general and curricular topics | W.B. p.66Travel and tourism(topic) |
| 87 | **CLIL. Community service. Volunteer holidays.** p.101 | 1 |  | **9.R5** deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics**9.R6** recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics**9.R7** recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics**9.C4** evaluate and respond constructively to feedback from others**9.C7** develop and sustain a consistent argument when speaking or writing**9.S5** keep interaction going in basic exchanges on a growing range of general and curricular topics**9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.C6** organise and present information clearly to others | **Volunteer holidays.**(Presentation or retelling p.101).W.B. p.68 |
| 88 | **Summative assessment for the 8th unit** | 1 |  | **9.L3** understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics**9.L7** recognise typical features at word, sentence and text level of a wide range of spoken genres**9.S3** explain and justify their own point of view on a range of general and curricular topics**9.S4** respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics**9.S7** use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics | Review of Unit 8 |
| 89 | **Unit 8. Review** | 1 |  | **9.S1** provide basic information about themselves and others at sentence level on an increasing range of general topics**9.S3** give an opinion at sentence level on a limited range of general and curricular topics**9.L4** understand the main points of supported extended talk on a range of general and curricular topics**9.R5** deduce meaning from context in short texts on a limited range of familiar general and curricular topics**9.W1** plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics**9.W5** link without support sentences using basic coordinating connectors | W.B. p.69 |
| 90 | **Skills Round – up.**Welcome – Unit 8 | 1 |  | **9.C7** develop and sustain a consistent argument when speaking or writing**9.C10** use talk or writing as a means of reflecting on and exploring a range of perspectives on the world**9.L4** understand the main points of supported extended talk on a range of general and curricular topics**9.R5** deduce meaning from context in short texts on a limited range of familiar general and curricular topics**9.UE17** use if / if only in third conditional structures | Ex.6.p.103 St. B.(w) |
| **Science and technology. Unit 9 p.p. 104 - 115 (12 hours)** |
| 91 | **A day in cyberspace.**Verbs and prepositions. p.104 - p.105 | 1 |  | **9.S1** provide basic information about themselves and others at sentence level on an increasing range of general topics**9.S3** give an opinion at sentence level on a limited range of general and curricular topics**9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.C3** respect differing points of view**9.C7** develop and sustain a consistent argument when speaking or writing**9.C9** use imagination to express thoughts, ideas, experiences and feelings | W.B. p.70 – p.71 |
| 92 | **The psychology of "Yes".** p.106 | 1 |  | **9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.C9** use imagination to express thoughts, ideas, experiences and feelings**9.L2** 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**9.L3** understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.UE8** use a variety of future active and passive and future continuous forms range of familiar general and curricular topics | W.B. p.72Ex.6 p.106 retell |
| 93 | **Language Focus.****Third conditional.**Talking about theimaginary situation in the past. p.107 | 1 |  | **9.L6** deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.L8** recognise inconsistencies in argument in extended talk on a range of general and curricular subjects**9.C7** develop and sustain a consistent argument when speaking or writing**9.C9** use imagination to express thoughts, ideas, experiences and feelings**9.L2** 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**9.L3** understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.UE17** use if / if only in third conditional structures | W.B. p.73Ex.4 p.107 write |
| 94 | **Phobias.**Discussion about phobias. p.108 | 1 |  | **9.L1** understand a sequence of supported classroom instructions**9.C2** use speaking and listening skills to provide sensitive feedback to peers**9.S1** provide basic information about themselves and others at sentence level on an increasing range of general topics**9.S7** use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics**9.R7** recognise typical features at word, sentence and text level in a limited range of written genres**9.W1** plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics | W.B. p.74(a table) |
| 95 | **Language Focus.**Defining and non - defining relative clauses. p.109 | 1 |  | **9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.C3** respect differing points of view**9.L4** understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.L5** recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.S8** recount extended stories and events on a wide range of general and curricular topics**9.R3** understand the detail of an argument- both explicitly stated and implied - in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics | W.B. p.77 Ex.5 -7 |
| 96 | **Reacting to news and sympathizing**p.110 | 1 |  | **9.L6** deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.L8** recognise inconsistencies in argument in extended talk on a range of general and curricular subjects**9.C7** develop and sustain a consistent argument when speaking or writing**9.C9** use imagination to express thoughts, ideas, experiences and feelings**9.L2** 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**9.L3** understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.UE17** use if / if only in third conditional structures | St.B. Ex.6p.110(w) |
| 97 | **Writing: An experience.** Practicing writing about a personal experience.  p.111 | 1 |  | **9.C7** develop and sustain a consistent argument when speaking or writing**9.C9** use imagination to express thoughts, ideas, experiences and feelings**9.L3** understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.L**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**9.R5** deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics**9.R7** recognise typical features at word, sentence and text level in a wide range of writtengenres, including some which focus on unfamiliar topics**9.W1** plan, write, edit and proofread work at text level with minimal teacher support on a range of general and curricular topics | W.B. p.75, A composition ”A happy ending”.  |
| 98 | **Review 9** p.114**Summative assessment for the 9th unit** | 1 |  | **9.C7** develop and sustain a consistent argument when speaking or writing**9.R3** understand the detail of an argument in extended texts on a range of familiar general and curricular topics,**9. R5** deduce meaning from context in extended texts on a range of familiar general and curricular topics. **9. W1** plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics.**9. W6** write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics. **9. UE15** 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. | St.B. p.114 revision |
| 99 | **My Country.****Science and technology.** p.112 | 1 |  | **9.L1** understand a sequence of supported classroom instructions**9.C2** use speaking and listening skills to provide sensitive feedback to peers**9.S1** provide basic information about themselves and others at sentence level on an increasing range of general topics**9.S7** use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics**9.R7** recognise typical features at word, sentence and text level in a limited range of written genres**9.W1** plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics | St.B. p.112 Ex.5A Kazakh Scientist (topic)W.B. p.76 |
| 100 | **Summative Control work for the fourth term.** | 1 |  | 9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics9.R5 deduce meaning from context in extended texts on a range of familiar general and curricular topics9.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics9.S3 explain and justify their own point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics | presentation |
| 101 | **CLIL. Physics and chemistry: Satellites and spacecraft.** p.113 | 1 |  | **9.C3** respect differing points of view**9.C7** develop and sustain a consistent argument when speaking or writing**9.C9** use imagination to express thoughts, ideas, experiences and feelings**9.L6** deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics**9.L8** recognise inconsistencies in argument in extended talk on a range of general and curricular subjects**9.S3** explain and justify their own and others’ point of view on a range of general and curricular topics**9.S6** link comments with flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges**9.R7** recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics | W.B. p.77 |
| 102 | **Project. Robots**  | 1 |  | **9.S1** provide basic information about themselves and others at sentence level on an increasing range of general topics**9.S3** give an opinion at sentence level on a limited range of general and curricular topics**9.L4** understand the main points of supported extended talk on a range of general and curricular topics**9.R5** deduce meaning from context in short texts on a limited range of familiar general and curricular topics**9.W1** plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics**9.W5** link without support sentences using basic coordinating connectors | A text of I. Asimov about the future(read) |