**Календарное планирование**

**Английский язык 9 класс**

**Издательство:** «Cambridge University Press», 2019 г.

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**Course schedule**

**(102 hours)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **№****(year)** | **№****(terms)** | **Theme2** | **Aspect** | **Hours** | **Learning objectives** | **Date** | **For homework3** | **Corrections and comments4** |
|  |  | Term I (24 HOURS) |
|  |  | UNIT 1 HOBBIES AND QUALITIES |
| 1 | 1 | Welcome back. Behind the camera. | Content | 1 | 9.1.7.1 - develop and sustain a consistent argument when speaking or writing;9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics9.4.6.1 - recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics |  | WB p. 3-5 |  |
| 2 | 2 | Why all these awards  | Speaking  | 1 | 9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics9.5.3.1 - write with moderate grammatical accuracy on a wide range of familiar general and curricular topics;  |  | WB p. 6-7 |  |
| 3 | 3 | Reported speech | Use of English | 1 | 9.2.2.1 - understand most specific information in unsupported extended talk on a wide range of general and curricular topics9.5.3.1 - write with moderate grammatical accuracy on a wide range of familiar general and curricular topics;  |  | WB p. 8 |  |
| 4 | 4 | Me and my view of the world  | Reading  | 1 | 9.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;9.6.11.1 - 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; |  | WB p. 9-10 |  |
| 5 | 5 | Referring to the future | Listening | 1 | 9.5.2.1 - write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics;9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics |  | WB p. 11-12 |  |
| 6 | 6 | Future continuous  | Use of English | 1 | 9.5.3.1 - write with moderate grammatical accuracy on a wide 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;9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics |  | WB p. 13 |  |
| 7 | 7 | Billy Elliot. Bend it like Beckham | Reading  | 1 | 9.4.6.1 - recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics9.6.15.1 - 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; |  | WB p. 14 |  |
| 8 | 8 | Encouraging someone | ListeningSpeaking | 1 | 9.2.2.1 - understand most specific information in unsupported extended talk on a wide range of general and curricular topics9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics |  | WB p. 15 |  |
| 9 | 9 | Culture. Birdwatching. | Reading | 1 | 9.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;9.3.3.1 explain and justify their own point of view on a range of general and curricular topics; |  | WB p. 16 |  |
| 10 | 10 | My life in the future | Writing  | 1 | 9.6.8.1 - use a variety of future forms, including some passives, on a range of familiar 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; |  | WB p. 18 |  |
| 11 | 11 | Tobets of Kazakhstan. Project. A legend from Kazakhstan | Reading Writing | 1 | 9.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;9.6.7.1 - use a variety of simple perfect forms including some passive forms, including time adverbials on a range of familiar general and curricular topics; |  | WB p. 19-20 |  |
| 12 | 12 | Get it right! Unit 1Photostory: episode 1a | ListeningSpeaking | 1 | 9.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics; 9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics |  | WB p. 22 |  |
|  |  | UNIT 2 EXERCISE AND SPORT |
| 13 | 13 | A dangerous sport  | Reading | 1 | 9.2.1.1 - understand the main points 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; |  | WB p. 23-24 |  |
| 14 | 14 | Infinitive or gerund | Use of English | 1 | 9.5.3.1 - write with moderate grammatical accuracy on a wide range of familiar general and curricular topics; 9.1.4.1 - evaluate and respond constructively to feedback from others; 9.1.5.1 - use feedback to set personal learning objectives;  |  | WB p. 25 |  |
| 15 | 15 | GrammarVerbs which take gerund and infinitive |  Listening | 1 | 9.2.2.1 - understand most specific information in unsupported extended talk on a wide 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; |  | WB p. 26 |  |
| 16 | 16 | Sport and exercise | Speaking | 1 | 9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics;9.1.6.1 - organise and present information clearly to others;9.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts; |  | WB p. 27 |  |
| 17 | 17 | An active life: Bear Grylls | ReadingSpeaking  | 1 | 9.4.6.1 - recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics;9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics; |  | WB p. 28-29 |  |
| 18 | 18 | Culture. Sport events. | Reading | 1 | 9.4.9.1 - recognise inconsistencies in argument in extended texts on a range of general and curricular topics9.3.8.1 - recount extended stories and events on a range of general and curricular topics |  | WB p. 30 |  |
| 19 | 19 | Writing. A story | Writing | 1 | 9.1.6.1 - organise and present information clearly to others; 9.1.7.1 - develop and sustain a consistent argument when speaking or writing9.5.5.1 - develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics; |  | WB p. 31 |  |
| 20 | 20 | A stronger sports community.  | Reading  | 1 | 9.4.9.1 - recognise inconsistencies in argument in extended texts on a range of general and curricular topics9.5.3.1 - write with moderate grammatical accuracy on a wide range of familiar general and curricular topics;  |  | WB p. 32 |  |
| 21 | 21 | Project. Unusual sport in Kazakhstan  | Writing | 1 | 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;9.1.7.1 - develop and sustain a consistent argument when speaking or writing |  | WB p. 33-34 |  |
| 22 | 22 | Test yourself 1-2 | Use of English | 1 | 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 |  | WB p. 35 |  |
| 23 | 23 | End-of-term testConsolidation Units 1,2 | Use of English | 1 | 9.1.6.1 - organise and present information clearly to others; 9.1.7.1 - develop and sustain a consistent argument when speaking or writing |  | WB p.36-37 |  |
| 24 | 24 | Get it right! 2Photostory: episode 1b | ListeningSpeaking | 1 | 9.2.7.1 - recognize typical features at word, sentence and text level of a wide growing range of spoken genres9.3.8.1 - recount extended stories and events on a range of general and curricular topics |  | WB p.38-39 |  |
|  |  | Term II (24 HOURS)  |
|  |  | UNIT 3 EARTH AND OUR PLACE IN IT |
| 25 | 1 | A friend to native people | Reading | 1 | 9.3.2.1 - ask complex questions to get information 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; |  | WB p. 40 |  |
| 26 | 2 | The passive (review):Past Cont. Passive | Use of English | 1 | 9.6.1.1 - use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics;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; |  | WB p. 41 |  |
| 27 | 3 | Migration in nature  | Listening | 1 | 9.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics;9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics; |  | WB p. 42 |  |
| 28 | 4 | Our undiscovered world | Reading | 1 | 9.4.6.1 - recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics; |  | WB p. 43 |  |
| 29 | 5 | Passive: future, present perfect | Use of English | 1 | 9.6.8.1 - use a variety of future forms, including some passives, on a range of familiar general and curricular topics;9.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings |  | WB p. 44 |  |
| 30 | 6 | Geographical features |  |  | 9.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics;9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics; |  |  |  |
| 31 | 7 | Culture. Stop! Before it’s too late | ReadingSpeaking | 1 | 9.4.6.1 - recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics;9.3.8.1 - recount extended stories and events on a range of general and curricular topics |  | WB p. 45 |  |
| 32 | 8 | An article for the school magazine | Writing  | 1 | 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;9.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings |  | WB p. 46-47 |  |
| 33 | 9 | Tigers return to Kazakhstan.First conditional | Reading  | 1 | 9.4.6.1 - recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics; |  | WB p. 48-49 |  |
| 34 | 10 | Project. Endangered animals in Kazakhstan | Writing | 1 | 9.1.6.1 - organise and present information clearly to others; 9.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings9.5.5.1 - develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics; |  | WB p. 50 |  |
| 35 | 11 | Get it right! Unit 3 | Use of English | 1 | 9.6.8.1 - use a variety of future forms, including some passives, on a range of familiar general and curricular topics;9.6.1.13 - 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. 51 |  |
| 36 | 12 | Photostories: episode 1c | ListeningSpeaking | 1 | 9.2.8.1 - begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects9.3.8.1 - recount extended stories and events on a range of general and curricular topics |  | WB p. 52 |  |
|  |  | UNIT 4 CHARITIES AND CONFLICT |
| 37 | 1 | Refugees bring new life to a village | Reading | 1 |  9.3.1.1 - use formal and informal registers in their talk 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; |  | WB p. 53-55 |  |
| 38 | 2 | Relative clauses (review) | Use of English | 1 | 9.6.6.1 - use relative, demonstrative, indefinite, quantitative pronouns and a variety of reflexive pronoun structures on a range of familiar general and curricular topics;9.3.3.1 - explain and justify their own point of view on a range of general and curricular topics; |  | WB p. 56 |  |
| 39 | 3 | Groups of people | Listening | 1 | 9.2.2.1 - understand most specific information in unsupported extended talk on a wide 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; |  | WB p. 57 |  |
| 40 | 4 |  Charity | Reading Writing | 1 | 9.4.6.1 - recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics;9.3.5.1 - interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks; |  | WB p. 58-59 |  |
| 41 | 5 | Linkers of contrast | Use of English | 1 | 9.1.4.1 - evaluate and respond constructively to feedback from others; 9.1.5.1 - use feedback to set personal learning objectives; 9.3.3.1 - explain and justify their own point of view on a range of general and curricular topics; |  | WB p. 60  |  |
| 42 | 6 | Culture. The day life changed forever. | ReadingSpeaking  | 1 | 9.4.6.1 - recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics;9.3.6.1 - link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |  | WB p. 61 |  |
| 43 | 7 | Writing. An essay | Writing  | 1 | 9.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings;9.5.6.1 - write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics;  |  | WB p. 62 |  |
| 44 | 8 | The best experience ever | Reading  | 1 | 9.4.7.1 - recognise typical features at word, sentence and text level in a wide range of written genres;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 |  | WB p. 63 |  |
| 45 | 9 | Project. Volunteering programs in Kazakhstan | Writing | 1 | 9.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings9.5.5.1 - develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics; |  | WB p. 64 |  |
| 46 | 10 | Test yourself 3-4 | Use of English | 1 |  |  | WB p. 65 |  |
| 47 | 11 | End-of-term testConsolidation Units 3,4 | Use of English | 1 |  |  | WB p. 66 |  |
| 48 | 12 | Photostories: episode 1d  | ListeningSpeaking | 1 | 9.2.7.1 - recognize typical features at word, sentence and text level of a wide range of spoken genres9.3.6.1 - link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |  | --- |  |
|  |  | Term III (30 HOURS) |
|  |  | UNIT 5 READING FOR PLEASURE |
| 49 | 1 | Elements of a story | Vocabulary Speaking | 1 | 9.4.1.1 - understand the main points in extended texts on a range of unfamiliar 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; |  | WB p. 68-69 |  |
| 50 | 2 | Everybody loves stories  | Reading  | 1 | 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; |  | WB p. 70-71 |  |
| 51 | 3 | Hollywood fairy tales | VocabularyListening  | 1 | 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;9.4.4.1 - read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; |  | WB p. 72-73 |  |
| 52 | 4 | Gulliver’s travels | Writing  | 1 | 9.4.5.1 - deduce meaning from context 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; |  | WB p. 74-75 |  |
| 53 | 5 | A nation of storytellers | ReadingWriting | 1 | 9.4.8.1 - use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding;9.4.9.1 - recognise inconsistencies in argument in extended texts on a range of general and curricular topics |  | WB p. 76-77 |  |
| 54 | 6 | Telling a story | ReadingSpeaking | 1 | 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; |  | WB p. 78-79 |  |
| 55 | 7 | Zheke-Batyr’s search of happiness;Project. A biography of a Kazakhstani author | ReadingWriting | 1 | 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;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; |  | WB p. 80-81 |  |
| 56 | 8 | Get it right! Unit5Photostory: episode 2a | ListeningSpeaking |  | 9.2.8.1 - begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics; |  | WB p. 82 |  |
|  |  | UNIT 6 TRADITIONS AND LANGUAGE |
| 57 | 9 | A new family tradition | Reading | 1 | 9.1.3.1 - respect differing points of view;9.1.8.1 - develop intercultural awareness through reading and discussion; |  | WB p. 83-84 |  |
| 58 | 10 | Quantifiers  | Use of English | 1 | 9.5.8.1 - spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics; 9.3.1.1 - use formal and informal registers in their talk on a range of general and curricular topics; |  | WB p. 85 |  |
| 59 | 11 | Costumes | ListeningSpeaking | 1 | 9.3.2.1 - ask complex questions to get information on a 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; |  | WB p. 86-87 |  |
| 60 | 12 | Learning another language | Reading | 1 | 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;9.3.3.1 - explain and justify their own point of view on a range of general and curricular topics; |  | WB p. 88-89 |  |
| 61 | 13 | So and such | Use of English | 1 | 9.6.3.1 - use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics;9.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings; |  | WB p. 90-91 |  |
| 62 | 14 | Nomadic people | Reading Speaking | 1 | 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;9.3.8.1 - recount extended stories and events on a range of general and curricular topics |  | WB p. 92 |  |
| 63 | 15 | An informal email | Writing  | 1 | 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;  |  | WB p. 93 |  |
| 64 | 16 | Celebrating languages | Reading | 1 | 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 |  | WB p. 94 |  |
| 65 | 17 | Project. Languages in Kazakhstan | SpeakingWriting | 1 | 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 |  | WB p. 95 |  |
| 66 | 18 | Get it right! Unit 6Photostory: episode 2b  | Use of EnglishSpeaking | 1 | 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; |  | WB p. 96 |  |
|  |  | UNIT 7 MUSIC AND FILM |
| 67 | 19 | Singer songwriter: any advice? | Reading | 1 | 9.2.1.1 - understand the main points in unsupported extended talk 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;9.4.5.1 - deduce meaning from context in extended texts on a range of familiar general and curricular topics;  |  | WB p. 97-98 |  |
| 68 | 20 | Present perfect continuous | Use of English | 1 | 9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics |  | WB p. 99 |  |
| 69 | 21 | Making music  | Listening | 1 | 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; |  | WB p. 100 |  |
| 70 | 22 | Music and me | ReadingSpeaking | 1 | 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; |  | WB p. 101 |  |
| 71 | 23 | Cause and effect linkers | Use of English | 1 | 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 |  | WB p.102-103 |  |
| 72 | 24 | Culture. The history of film | ReadingSpeaking | 1 | 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 |  | WB p. 104 |  |
| 73 | 25 | A film review | Writing | 1 | 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 |  | WB p. 105 |  |
| 74 | 26 | Kazakh movie action hero | Reading | 1 | 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 |  | WB p. 106-107 |  |
| 75 | 27 | Second conditional (Review) | Use of English | 1 | 9.5.17.1 - 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 topics9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics |  | WB p. 108 |  |
| 76 | 28 | End-of-term testConsolidation Units 5-7 | Use of English | 1 | 9.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups;9.1.6.1 organise and present information clearly to others; 9.1.8.1 develop intercultural awareness through reading and discussion; |  | WB p.109-110 |  |
| 77 | 29 | Project. A Kazakhstani film | SpeakingWriting | 1 | 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; |  | WBp. 111-112 |  |
| 78 | 30 | Test yourself 5-7 | Use of English | 1 | 9.5.3.1 - use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics; |  | --- |  |
|  |  | Term IV (24 HOURS) |
|  |  | UNIT 8 TRAVEL AND TOURISM |
| 79 | 1 | The day people started talking | Reading | 1 | 9.3.2.1 - ask complex questions to get information 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;9.4.5.1 - deduce meaning from context in extended texts on a range of familiar general and curricular topics;  |  | WB p. 114-115 |  |
| 80 | 2 | Exaggeration | Use of English | 1 | 9.6.12.1 - use an increased variety of comparative degree adverb structures with regular and irregular adverbs; use a variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics;9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased 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; |  | WB p. 116 |  |
| 81 | 3 | Using intensifying comparatives | ListeningSpeaking  | 1 | 9.3.2.1 - ask complex questions to get information 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;9.4.5.1 - deduce meaning from context in extended texts on a range of familiar general and curricular topics;  |  | WB p. 117 |  |
| 82 | 4 | From London to Lyon | Reading | 1 | 9.4.7.1 - recognise 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 |  | WB p. 118 |  |
| 83 | 5 | Phrasal verbs | Use of English | 1 | 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 |  | WB p. 119 |  |
| 84 | 6 | Learning from other cultures | Reading Speaking | 1 | 9.4.8.1 - use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding9.4.8.1 - use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding |  | WB p.120-121 |  |
| 85 | 7 | The new seven wonders of the world  | Writing | 1 | 9.4.8.1 - use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding9.5.3.1 - write with moderate grammatical accuracy on a wide range of familiar general and curricular topics; 9.5.7.1 - use independently appropriate layout at text level on a growing range of general and curricular topics |  | WB p. 122 |  |
| 86 | 8 | Essay | Reading | 1 | 9.4.8.1 - use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding9.6.17.1 - 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 |  | WB p. 123 |  |
| 87 | 9 | Bektau – Ata | Writing | 1 | 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 |  | WB p. 124 |  |
| 88 | 10 | Project. Transport in Kazakhstan | Speaking | 1 | 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 |  | WB p. 125 |  |
| 89 | 11 | Photostory: episode 2c | Use of English | 1 | 9.1.7.1 - develop and sustain a consistent argument when speaking or writing;9.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |  | WB p. 126 |  |
|  |  | UNIT 9 SCIENCE AND TECHNOLOGY |  |  | Use of English |
| 90 | 12 | Smart screens? | Reading | 1 | 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; |  | WB p. 127-129 |  |
| 91 | 13 | Obligation, permission and prohibition | Use of English | 1 | 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 |  | WB p. 130 |  |
| 92 | 14 | Technology  | Vocabulary | 1 | 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 |  | WB p. 131 |  |
| 93 | 15 | Necessity | Use of English | 1 | 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 |  | WB p. 132 |  |
| 94 | 16 | Great success for teenage teachers | ReadingSpeaking | 1 | 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; |  | WB p. 133 |  |
| 95 | 17 | Ability in the past | Use of English | 1 | 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;9.6.13.1 - 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; |  | WB p.134-135 |  |
| 96 | 18 | Culture. Great scientists | Reading | 1 | 9.4.5.1 - deduce meaning from context 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; |  | WB p. 136 |  |
| 97 | 19 | Instructions | Writing | 1 | 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;9.5.8.1 - spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics |  | WB p. 137 |  |
| 98 | 20 | Water in Kazakhstan.Test yourself 8-9 | Reading | 1 | 9.4.8.1 - use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding9.6.13.1 - 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; |  | WB p.138-140 |  |
| 99 | 21 | Water in KazakhtanEnd-of term test  | Use of English | 1 | 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 |  | WB p. 141 |  |
| 100 | 22 | Project. An interview with a Kazakhstani inventor | Writing | 1 | 9.5.1.1 - plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics;9.3.8.1 - recount extended stories and events on a range of general and curricular topics |  | WB p. 142 |  |
| 101 | 23 | End-of-year test | Consolidation Units 1,2 | 1 | 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 |  | --- |  |
| 102 | 24 | Photostory: episode 2d.  | Speaking | 1 | 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 subjects9.3.8.1 - recount extended stories and events on a range of general and curricular topics |  | -- |  |