ЦЕНТР РАЗВИТИЯ ОБРАЗОВАНИЯ УПРАВЛЕНИЯ ОБРАЗОВАНИЯ ЗАПАДНО-КАЗАХСТАНСКОЙ ОБЛАСТИ

Календарно – тематический план английского языка

(Пособие углубленного изучения английского языка
7-8-9 классы, 68 часов)

из опыта работы Сагиновой Г.Ж, Дюсенгалиевой Г.А учителей английского языка Западно-Казахстанской специализированной школы-интернат-лицея информационных технологий для одаренных детей

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Актуальность выбора темы работы диктуется потребностью общества в людях, обладающих нестандартным мышлением, вносящих новое содержание в сферы образования., умеющих ставить и решать новые задачи. Данный опыт показывает, что образовательные технологии применяемые в урочное и внеурочное время, могут сделать учебный процесс успешным Необходимость расширения плана преподавания английского языка грамматическими явлениями и устными темами вызвана количеством часов выделенных на предмет школой, где введено углубленное изучение предмета.

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Пояснительная записка к практику
Календарно - тематический план английского языка
(пособие углубленного изучения английского языка
7-8-9 классы, 68 часов)

В своем послании Президент страны К. Токаев отмечал, система образования должна готовить достойных граждан, обладающих суммой необходимых знаний, которые будут использованы на благо Отечества. Очевидно, что дорожная карта развития всех трех языков, представленная в Послании Президента, будет способствовать снятию некоторой напряженности, которая все еще имеется в языковой сфере, а конкретные качественные преобразования в реализации стратегии трехъязычия будут способствовать более активному вхождению страны в глобальный мир и служить укреплению стабильности в казахстанском обществе. Для подъема нашей экономики и конкурентоспособности надо, чтобы наша система образования и профессиональная подготовка специалистов отвечала требованиям XXI века.

Календарно-тематический план, представленный педагогами, реализуется через систему совершенствования языковой подготовки, которая ориентирована на развитие у школьников способности к иноязычному общению, позволяющему осваивать школьную программу согласна Стандарта образования, готовиться к сдаче ЕНТ с привлечением учебников TOEFL, IELT, участвовать в различных ситуациях межкультурной коммуникации. План расширен с учетом углубленного изучения предмета в 7-8-9 классах. Данный план закладывает фундамент для развития учебно- познавательных способностей учащихся, необходимых для дальнейшего изучения английского языка и для самообразования.

План рассчитан на учащихся 7-8-9 классов лицеев, гимназий, а также учащихся общеобразовательных школ в урочное время и на факультативах. Количество часов:68

7 grade

№	Theme	hour	Learning objectives
	Unit 1 Hobbies and leisure		
1	Cardinal and ordinal numeral	1	7.UE1 begin to use basic cardinal and ordinal numbers describing date, fractions and others
2	Participle: I,II	1	7.UE3 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics
3	Writing an email describing a hobby	1	7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world
4	Future Simple: predictions	1	7.UE16 use making predictions and practice making them on a growing range of familiar general and curricular topics
5	Speaking: working with dialogue	1	7.S5 keep interaction going in longer exchanges on a range of general and curricular topics, develop students' own creativity and express their opinions
6	Singular and plural noun	1	7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics
7	Questions with whose, need;	1	7.UE5 use questions including questions with whose, how often , how long and a growing range of tag questions on a growing range of familiar general and curricular topics 7.S6 communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges 7.S1 provide basic information about themselves and others at discourse level on a range of general topics
8	Too and enough	1	7.UE6 use a variety of adjectives and adverbs including too and enough on a

			growing range of familiar general and curricular topics
Unit 2 Communication and technology			
9	Means of communication	1	7.L4 understand with limited support the main points of extended talk on a range of general and curricular topics 7.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.W3 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics
10	Types of questions	1	7.UE2 write questions using the present simple including who, what, where, why, when on a growing range of familiar general and curricular topics
11	Adverbs of frequency	1	7.UE12 use an increased variety of adverbs, including adverbs of degree too, not enough, quite , rather on a growing range of familiar general and curricular topics
12	How internet changed life?	1	7.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.S5 keep interaction going in longer exchanges on a range of general and curricular topics
13	Adverbs: much, many, few, little	1	7.UE2 use quantifiers including more, little, few less, fewer not as many , not as much on a growing range of familiar general and curricular topics
14	Writing: An internet profile	1	7.UE6 study a model internet profile, use capital letters and punctuation

15	Early written communication	1	7.C9 use present simple affirmative sentences and adverbs of frequency to express ideas, experiences and feelings 7.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics
16	Reading: A different life	1	7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics
Unit 3 Holidays and travel			
17	Describing the position of objects	1	7.UE1 begin to use vocabulary for furniture and prepositions of place describing objects on a growing range of familiar general and curricular topics
18	Amazing travels in Kazakhstan	1	7.R2 read an advert and postcard about the celebrity home Talk about houses
19	Linking words: and, but, because	1	7.UE1 begin to use linking words describing the place where students live 7.UE14 use an increased variety of prepositions of time, location and direction use by and with to denote agent and instrument; use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics
20	Watching a video "The age of discovery"	1	7.L5 understand the expressions for housework, do a questionnaire on being helpful at home
21	Structure of informal letter	1	7.UE17 use subordinate clauses following think know believe hope,

			say, tell use subordinate clauses following sure, certain; use defining relative clauses with which who that where on a growing range of familiar general and curricular topics
22	Travelling	1	7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics
23	Indirect speech	1	7.UE10 use indirect speech on a limited range of familiar general and curricular topics
24	Vocabulary: space and earth	1	7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics
	Unit 4 Space and Earth		
25	Places in the World	1	7.L4 understand with limited support the main points of extended talk on a range of general and curricular topics 7.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics
26	Past tenses	1	7.UE9 use appropriately an increased variety of past and some passive forms on a growing range of familiar general and curricular topics
27	Energy issues	1	7.UE14 use an increased variety past time expression on a growing range of familiar general and curricular topics

28	Linking events; when, while, as soon as)	1	7.UE14 learn about when, while, as soon as on a growing range of familiar general and curricular topics
29	Passive Voice	1	7.UE10 use passive voice forms with present meaning and past forms on a limited range of familiar general and curricular topics
30	Writing about a rescue and space stations	1	7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics
31	Caring about our planet	1	7.W1 practise using reference materials with some support on a growing range of general and curricular topics
32	Writing an essay stating a problem and offering solutions	1	7.C10 use talk or writing as a means of reflecting on and exploring a range of school 7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics
	Unit 5 Reading for pleasure		
33	Robinson Crusoe	1	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.R4 read independently a limited range of short simple fiction and non-fiction texts
35	Native Americans	1	7.C2 use speaking and listening skills to provide sensitive feedback to peers 7.S3 give an opinion at sentence and discourse level on an increasing range of general and curricular topics
36	How to write the summary of the book	1	7.C2 use speaking and listening skills to provide sensitive feedback to peers

	Unit 6 Entertainment and media		
37	Adjective and adverb comparisons	1	7.C6 organise and present information clearly to others 7.UE3 use common adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics 7.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics
38	TV programmes	1	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics
39	Watching a video 'the art of storytelling'	1	7.C8 develop intercultural awareness through reading and discussion 7.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 7.C5 use feedback to set personal learning objectives
40	Project: Celebrity	1	7.C8 develop intercultural awareness through reading and discussion 7.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 7.C5 use feedback to set personal learning objectives
41	Pronouns: quantifiers	1	7.UE3 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics

			7.UE17 use subordinate clauses following think know believe hope, say , tell use subordinate clauses following sure, certain, use defining relative clauses with which who that where on a growing range of familiar general and curricular topics 7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics
	Unit 7 Natural disasters		
42	Extreme weather	1	7.C6 organise and present information clearly to others 7.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics
43	Reading: Feel the fear	1	7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 7.S5 keep interaction going in longer exchanges on a range of general and curricular topics
44	Prepositional phrases	1	7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics
45	Watching video "People of Mangrove jungle"	1	7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics

			7.S5 keep interaction going in longer exchanges on a range of general and curricular topics
46	Disasters in Kazakhstan	1	7.C8 develop intercultural awareness through reading and discussion 7.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 7.C5 use feedback to set personal learning objectives
47	Perfect tenses	1	7.C8 develop intercultural awareness through reading and discussion 7.C5 use feedback to set personal learning objectives
48	Global warming	1	7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 7.S5 keep interaction going in longer exchanges on a range of general and curricular topics
49	Word order	1	7.UE13 use word order including the standard word order in English : Subject + Verb + Object. on a range of familiar general and curricular topics 7.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.S5 keep interaction going in longer exchanges on a range of general and curricular topics
50	So/because	1	7.UE13 use subordinating conjunctions: so and because on a range of familiar general and curricular topics

			7.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.S5 keep interaction going in longer exchanges on a range of general and curricular topics
51	Reading: The modern novel	1	7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 7.S5 keep interaction going in longer exchanges on a range of general and curricular topics
52	First Aid	1	7.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.S5 keep interaction going in longer exchanges on a range of general and curricular topics
	Unit 8 Healthy habits		
53	Gender	1	7.UE12 use an increased variety of gender, including masculine, female, neutral on a growing range of familiar general and curricular topics 7.S8 recount some extended stories and events on a limited range of general and curricular topics
54	Prepositions of place	1	7.UE12 use imperative sentences on a growing range of familiar general and curricular topics
55	Singular and plural noun	1	7.UE12 use an increased variety of noun, including singular and plural on a growing range of familiar general and curricular topics

			7.S8 recount some extended stories and events on a limited range of general and curricular topics
56	Continuous tenses	1	7.UE8 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics
57	Healthy lifestyles	1	7.UE12 use an increased variety of pronoun , including indefinite and relative on a growing range of familiar general and curricular topics 7.S8 recount some extended stories and events on a limited range of general and curricular topics
58	Writing a formal letter	1	7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics
59	Avoiding sport injures	1	7.C8 develop intercultural awareness through reading and discussion 7.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 7.C5 use feedback to set personal learning objectives
60	Watching video "A life on Broadway"	1	7.C8 develop intercultural awareness through creating and discussion
	Unit 9 Clothes and fashion		
61	Accessories for clothes	1	7.S5 keep interaction going in longer exchanges on a range of general and curricular topics
62	Conditional sentences	1	7.UE12 use an increased variety of verb , including regular and irregular on a growing range of familiar general and curricular topics 7.S8 recount some extended stories and events on a limited range of

			general and curricular topics
63	Modern Proverbs	1	7.UE12 use an increased variety of proverb , including old and modern on a growing range of familiar general and curricular topics 7.S8 recount some extended stories and events on a limited range of general and curricular topics
64	National Kazakh costumes	1	7.UE9 use appropriately an increased variety of past and some passive forms and their time expression words on a growing range of familiar general and curricular topics
65	It and there	1	7.UE1 begin to use structures there is and there are location on a growing range of familiar general and curricular topics 7.L4 understand with limited support the main points of extended talk on a range of general and curricular topics 7.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics
66	Arts and stem	1	7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics
67	Writing a short paragraph	1	7.C8 develop intercultural awareness through creating and discussion 7.C6 organise and present information clearly to others
68	Uniforms of the world	1	7.C8 develop intercultural awareness through creating and discussion 7.C6 organise and present information clearly to others

8 grade

№	Theme	Hour	Learning objectives
	Unit "Our world"		
1	Celebrations	1	8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range o general topics, and some curricular topics 8.UE2 use a growing variety of quantifiers fo countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics
2	Ing forms	1	8.C6 organise and present information clearly to others 8.UE6 use a variety of ing-forms including gerund and present participle on a range of familiar general and curricular topics
3	Travel programme	1	8.L1 understand with little or no support the main points in extended talk on a wide range general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range o general topics, and some curricular topics 8.S5 interact with peers to negotiate, agree a organise priorities and plans for completing classroom tasks
4	Infinitive	1	8.C6 organise and present information clearly to others 8.UE6 use infinitive including bare infinitive on a range of familiar general and curricular topics
5	Infinitives and vs –ing forms	1	8.C6 organise and present information clearly to others 8.UE6 use infinitive including bare infinitive on a range of familiar general and curricular topics
6	Pollution and environment	1	8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range general topics, and some curricular topics

			8.W6 link independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics 8.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics
	Used to/would	1	8.C6 organise and present information clearly to others 8.UE6 use a variety of past time forms including used to and would on a range of familiar general and curricular topics
	Helping hands	1	8.C8 develop intercultural awareness through reading and discussion 8.UE2 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics 8.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks
	Daily routines		8.L1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.UE13 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics
	Leisure activities and chores		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.UE7 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics

			8.W2 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics
11	Modal perfect		8.L1 understand with little or no support the main points in extended talk on a wide range general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range general topics, and some curricular topics 8.UE13 use a growing variety of modal form for different functions: obligation, necessity, possibility, permission, requests, suggestions prohibition on a range of familiar general and curricular topics
12	Phrasal verbs with "up"		8.S3 give an opinion at discourse level on a wide range of general and curricular topics 8.R2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts
13	Explore verbs and prepositions		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range general topics, and some curricular topics 8.R1 understand the main points in texts on growing range of unfamiliar general and curricular topics, including some extended texts 8.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics
14	An invention that changed everything		8.C1 use speaking and listening skills to solv problems creatively and cooperatively in groups 8.W5 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics

Participles		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.S2 ask more complex questions to get information about a growing range of general topics and some curricular topics
Extra reading "Swallows in migration'		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.R1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts
Unit 3 Entertainment and media		
Kazakhstani celebrities		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.W6 link independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics 8.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics
Compound nouns and adjectives		8.C6 organise and present information clearly to others 8.UE12 use an increased variety of descriptive, quantative and demonstrative adjectives on a range of familiar general and curricular topics
Music players		8.C9 use imagination to express thoughts, ideas, experiences and feelings 8.L1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics
TV programmes		8.C6 organise and present information clearly to others

			8.W2 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics
21	Phrasal verb "to keep"		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topic 8.W6 link independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics 8.W1 plan, write, edit and proofread work a text level with little support on a range of general and curricular topics
22	Unusual musical instruments		8.C6 organise and present information clear to others 8.UE12 use an increased variety of descriptive, quantative and demonstrative adjectives on a range of familiar general an curricular topics
23	Writing an informal letter		8.C3 respect differing points of view 8.R6 recognise the attitude or opinion of th writer on a growing range of unfamiliar general and curricular topics, including som extended texts
24	Extra reading 'History of pop'		8.C3 respect differing points of view 8.R6 recognise the attitude or opinion of th writer on a growing range of unfamiliar general and curricular topics, including som extended texts
Unit 4	**Sport, health and exercise**		
25	Physical activities		8.C8 develop intercultural awareness throu reading and discussion 8.W1 plan, write, edit and proofread work text level with little support on a range of general and curricular topics
26	Comparative adverbs Much/far/a		8.C2 use speaking and listening skills to provide sensitive feedback to peers

	lot/ a bit/ a little		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.UE12 use adverbs much/far/a lot/ a bit/ a little with regular and irregular adverbs.
7	Phrasal verb "to put"		8.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.UE3 use a growing variety of adverbs on a range of familiar general and curricular topics
	Famous sports people in Kazakhstan		8.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.L1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics
	Word building		8.C6 organise and present information clearly to others 8.UE8 use a growing variety of word-building structures on a range of familiar general and curricular topics
	Watching video "The young and the brave"		8.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.C6 organise and present information clearly to others
	Extra reading "Prime time rules"		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.R1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts
Unit 5	**Reading for pleasure**		
	Movie technology		8.C7 develop and sustain a consistent argument when speaking or writing

			8.L2 understand with little or no support m specific information in extended talk on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topic
33	Jane Austen		8.R4 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topi 8.UE1 use some abstract nouns and comple noun phrases on a range of familiar general and curricular topics
34	Writing: An online article		8.C1 use speaking and listening skills to so problems creatively and cooperatively in groups 8.W1 plan, write, edit and proofread work a text level with little support on a range of general and curricular topics
Unit 6 The natural world			
35	The passive forms		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a rang of general topics, and some curricular topi 8.UE9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative a reported speech on a range of familiar gene and curricular topics
36	Reported statements		8.C6 organise and present information clea to others 8.UE11 use some reported speech forms f statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular top
37	Reporting verbs		8.UE1 use subordinate clauses following think know believe hope, say, tell use subordinate clauses following sure, certain use defining relative clauses with which w that where on a growing range of familiar general and curricular topics
38	Endangered animals		8.L2 understand with little or no support m specific information in extended talk on a

		wide range of general and curricular topics 8.C6 organise and present information clearly to others
Reported questions, commands and requests p.55		8.C6 organise and present information clearly to others 8.UE11 use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics
Writing an article "A place of natural beauty"		8.L5 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics
Watching video "Pueblo people"		8.R1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics
Rubbish disposal		8.L5 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.C8 develop intercultural awareness through reading and discussion
Conditional sentences		8.C6 organise and present information clearly to others 8.UE7 use adjectives which ending in ed and ing on a range of familiar general and curricular topics
How to travel on the Silk route by rail?		8.S3 give an opinion at discourse level on a wide range of general and curricular topics 8.R2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts

			8.UE14 use some prepositions before noun and adjectives use prepositions as, like to indicate manner use dependent prepositions following adjectives on a range of familiar general ar curricular topics
45	Phrasal verb "hang"		8.C6 organise and present information clea to others 8.UE9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative a reported speech on a range of familiar gene and curricular topics
46	Project: A travel brochure		8.C8 develop intercultural awareness throu reading and discussion 8.W1 plan, write, edit and proofread work text level with little support on a range of general and curricular topics
47	Plant parts and functions		8.L5 recognise the opinion of the speaker(with little or no support in extended talk o wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a rang of general topics, and some curricular top 8.C8 develop intercultural awareness thro reading and discussion
48	Adverbs: linking ideas		8.C8 develop intercultural awareness thro reading and discussion 8.W1 plan, write, edit and proofread work text level with little support on a range of general and curricular topics 8.UE14 use adverbs linking ideas togethe and make the story dramatically
Unit 7 Travel and transport			
49	Sightseeing of London		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a rang of general topics, and some curricular top 8.W1 plan, write, edit and proofread work text level with little support on a range of general and curricular topics

Phrasal verb "to make"			8.R1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including so ne extended texts 8.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics
Trends in youth travel			8.C8 develop intercultural awareness through reading and discussion 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics
Unit 8 Food and drink			
Cooking methods			8.C8 develop intercultural awareness through reading and discussion 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics
Phrasal verb "to break"			8.C8 develop intercultural awareness through reading and discussion 8.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics
Adjectives describing food and drink			8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.UE3 use a growing variety of compound adjectives and adjectives as participles and some comparative structures on a range of familiar general and curricular topics
I wish, if only			8.C6 organise and present information clearly to others 8.UE17 use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference]; use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics
National Turkish food			8.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups

			8.L2 understand with little or no support m specific information in extended talk on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a ran of general topics, and some curricular top
57	Food waste		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a ran of general topics, and some curricular top 8.R2 understand specific information and detail in texts on a growing range of famil general and curricular topics, including so extended texts
58	Describing a local dish		8.C8 develop intercultural awareness thro reading and discussion 8.W1 plan, write, edit and proofread work text level with little support on a range of general and curricular topics
59	The future of food		8.L5 recognise the opinion of the speaker with little or no support in extended talk wide range of general and curricular topi 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a ra of general topics, and some curricular to 8.C8 develop intercultural awareness thr reading and discussion
60	Visiting a home in Kazakhstan		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a ra of general topics, and some curricular to 8.R1 understand the main points in texts growing range of unfamiliar general and curricular topics, including some extend texts 8.W1 plan, write, edit and proofread wo text level with little support on a range o general and curricular topics
Unit 9 The world of Work			
61	Training and qualification		8.C6 organise and present information to others

		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.UE13 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics
Phrasal verbs: have		8.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics
		8.C6 organise and present information clearly to others 8.UE9 use future time expressions on a range of familiar general and curricular topics
		8.C6 organise and present information clearly to others 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.UE13 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics
		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.UE3 use conjunctions as, because, since, so on a range of familiar general and curricular topics
		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.R1 understand the main points in texts on a

			growing range of unfamiliar general and curricular topics, including some extended texts 8.W1 plan, write, edit and proofread work text level with little support on a range of general and curricular topics
67	Working as a team		8.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a ran of general topics, and some curricular top 8.UE17 use if / unless/ if only in second conditional clauses and wish [that] clause [present reference]; use a growing variety relative clauses including why clauses on range of familiar general and curricular to
68	Opinion essay structure		8.C8 develop intercultural awareness thro reading and discussion 8.W1 plan, write, edit and proofread work text level with little support on a range of general and curricular topics

9 grade

Theme	Hours	Learning objectives
Unit 1: Hobbies and qualities		
Hobbies Past and Present	1	9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 9.1.4.1 evaluate and respond constructively to feedback from others 9.1.5.1 use feedback to set personal learning objectives 9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.2.2.1 understand specific information in unsupported extended talk on a wide range of general and curricular topics 9.2.5.1 recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics
Hobbies and equipment	1	
Free time activities (phrases: about to, off to, on the point of)	1	
Future tenses	1	
Grammar Present Perfect Tense	1	
Encouriging someone	1	
Comparing generations	1	
Turn your hobby into business	1	
Great place for hobbies	1	

Unit 2: Exercise and sport			
12	Your chance to make waves!	1	9.1.2.1 use speaking and listen skills to provide sensitive feedback
13	National games	1	peers 9.1.3.1 respect d ffering points
14	Kazakhstani sport stars	1	view 9.1.4.1 evaluate and resp
15	Health and exercise	1	constructively to feedback fi others
16	A dangerous sport	1	9.1.5.1 use feedback to set perso learning objectives
17	A healthy lifestyle	1	9.1.6.1 organise and pre information clearly to others
18	Verbs followed by gerunds and infinitives	1	9.1.7.1 develop and sustain consistent argument when speak or writing
19	Reported speech	1	9.2.7.1 recognise typical feature word, sentence and text level range of spoken genres
20	Writing: A discussion essay	1	9.4.2.1 understand spe information and detail in texts range of familiar general curricular topics, including extended texts
21	The Paralympics	1	
22	Phrasal verb "to run"	1	9.4.6.1 recognise the attitud opinion of the writer in extended on a range of familiar general curricular topics
23	Reporting verbs	1	9.4.9.1 recognise inconsistencie
24	To/in order to/so as to	1	argument in extended texts on a of general and curricular topics 9.3.2.1 ask complex questions information on a range of genera curricular topics 9.3.3.1 explain and justify their point of view on a range of g and curricular topics 9.3.7.1 use appropriate a specific vocabulary and syntax

		about an increased range of general and curricular topics 9.3.8.1 recount extended stories and events on a range of general and curricular topics 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics 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 grammatical accuracy on a wide range of familiar general and curricular topics 9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics;topics 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 9.6.5.1 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics 9.6.9.1 use appropriately an increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics

		9.6.11.1 use an increased variety reported speech forms for stateme questions and commands, inclu indirect and embedded questions know, wonder on a range of fam general and curricular 9.6.12.1 use an increased variet comparative degree adverb struct with regular and irregular adverb a variety of pre-verbal, post-ve and end-position adverbs on a r of familiar general and curric topics 9.6.13.1 use a variety of modal f for different functions and a lim number of past modal f including should/ shouldn't hav express regret and criticism on r of familiar general and curricular 9.6.14.1 use an increased variet prepositions before nouns adjectives, use a growing numb dependent prepositions follo nouns, adjectives and verbs range of familiar general curricular topics 9.6.16.1 use a variety of conjun including so that, (in order indicate purpose although, w whereas to contrast on a rang familiar general and curricular t 9.6.17.1 use if only /wish [that] clauses [past reference], use a v of relative clauses including prepositions from where, to wh on a range of familiar general a curricular topics

Unit 4: Charities and Conflict		
Phrasal verb: to look	1	9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 9.1.3.1 respect differing points of view 9.1.4.1 evaluate and respond constructively to feedback from others 9.1.5.1 use feedback to set personal learning objectives 9.1.6.1 organize and present information clearly to others 9.1.8.1 develop intercultural awareness through reading and discussion 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.1.1.1understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.2.3.1understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics 9.2.5.1recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.2.6.1 deduce meaning from context in unsupported extended talk on a
Morals	1	
Explaining and clarifying situations	1	
Reading: Why I became a charity worker	1	
Doing good	1	
Linkers of contrast	1	
Working for charity	1	
Word formation	1	
Conditionals	1	
Fundraising	1	

			wide range of general and curric topics 9.2.7.1recognize typical feature word, sentence and text level range of spoken genres 9.4.1.1 understand the main poin extended texts on a range unfamiliar general and curric topics 9.4.2.1 understand spe information and detail in texts range of familiar general curricular topics, including s extended texts 9.4.3.1 understand the detail o argument in extended texts range of familiar general curricular topics 9.4.4.1 read a range of exte fiction and non-fiction texts familiar and unfamiliar general curricular topics
Unit 5: Reading for pleasure			
35	Literature genres	1	9.1.3.1 respect differing poin view 9.1.4.1 evaluate and re constructively to feedback others 9.1.6.1 organise and pr information clearly to others 9.2.6.1 deduce meaning from co in unsupported extended talk wide range of general and curri topics 9.2.7.1 recognize typical featur word, sentence and text level wide range of spoken genres
36	Types of films	1	
37	Everybody loves stories	1	
38	Phrasal verb: to set	1	
39	Adjectives / Adverbs / Comparisons (Too / Enough / Quite / Fairly / Rather / Pretty)	1	
40	The worth of Wealth	1	
41	The promised land	1	

Hollywood fairy tales	1	9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics 9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.3.8.1 recount extended stories and events on a range of general and curricular topics 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics, including some extended texts 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics
Project: Abai Kunanbayev	1	

			9.4.7.1 recognise typical feature word, sentence and text level wide range of written genres 9.4.8.1 use a range of familiar unfamiliar paper and di reference resources to c meaning and extend understandi
Unit 6: Traditions and language			
44	A new family tradition	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 talk about a wide increased ran general and curricular topics 9.5.2.1 write independently abo factual and imaginary past even activities and experiences on a range of familiar general and curricular topics 9.5.3.1 write with moderate grammatical accuracy on a wid range of familiar general and curricular topics 9.5.4.1 use with minimal or no support style and register appropriate to a growing variet written genres on general and curricular topics 9.5.5.1 develop with support coherent arguments supported necessary by examples and rea for a wide range of written gen n familiar general and curricula topics 9.1.6.1 organize and present nformation clearly to others 9.2.1.1 understand the main poi n unsupported extended talk o
45	Nauryz		
46	Clauses / Linking Words (Clauses of Time, Clauses of Purpose, Clauses of Result, Clauses of Reason, Clauses of Contrast, Clauses of Manner, Exclamations, Relative Clauses)	1	
47	Wedding traditions of Kazakhstan	1	
48	Invitations	1	
49	Phrasal verb "to keep"	1	
50	Eco-festivals	1	
51	Conditionals / Wishes / Unreal Past	1	

		wide range of general and curricular topics 9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.2.7.1 recognize typical features at word, sentence and text level of a range of spoken genres 9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics 9.4.7.1 recognise typical features at word, sentence and text level in a wide range of written genres 9.3.2.1 ask complex questions to get information on a range of general and curricular topics 9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics
Unit 7: Music and film		
[illegible]	1	
[illegible]	1	

54	Dancing around the world	1	9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.1.6.1 organize and present information clearly to others 9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.2.7.1 recognize typical features at word, sentence and text level of a range of spoken genres 9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics 9.4.7.1 recognise typical features at word, sentence and text level in a wide range of written genres 9.3.2.1 ask complex questions to get information on a range of general and curricular topics 9.5.6.1 write coherently at text level using a variety of connectors on

		growing range of familiar general and curricular topics
Unit 8: Travel and tourism		
Travelling in the Past	1	9.1.4.1 evaluate and respond constructively to feedback from others 9.1.5.1 use feedback to set personal learning objectives 9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding; 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics; 9.5.3.1 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; 9.6.2.1 use a variety of quantifiers for countable and uncountable nouns and some noun phrases on a range of familiar general and curricular topics including majority of, minority of, a great deal of, a great number of; 9.6.4.1 use a wide variety of determiners and pre-determiner structures on a range of familiar general and curricular topics; 9.6.12.1 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; 9.6.14.1 use an increased variety of prepositions before nouns and adjectives, use a growing number of
Phrasal verb: to take	1	
Plans for holiday	1	
Means of transport	1	
Ten reasons to visit Kazakhstan	1	
Ethical Animal Tourism	1	
Nouns / Word Formation / Articles (Compound Nouns - Plural of Nouns, NAn - UnC)	1	
Rights of Nur-Sultan	1	
Writing a story	1	
Phrasal verb "to take"	1	

			dependent prepositions following no adjectives and verbs on a range of familiar general and curricular topics 9.6.17.1 use if only /wish [that] clau [past reference], use a variety of rela clauses including prepositions from where, to whom on a range of famili general and curricular topics
Unit 9: Science and Technology			
65	Phrasal verb: to come	1	9.1.1.1 use speaking and listening sk to solve problems creatively and cooperatively in groups 9.1.3.1 respect differing points of vi 9.1.7.1 develop and sustain a consist argument when speaking or writing 9.1.9.1 use imagination to express thoughts, ideas, experiences and feel 9.2.2.1 understand most specific information in unsupported extende talk on a wide range of general and curricular topics 9.2.3.1 understand of the detail of an argument in unsupported extended talk on a wid range of general and curricular topi 9.2.4.1 understand most of the impli meaning in unsupported extended ta on a wide range of general and curricular topics 9.2.5.1 recognize t opinion of the speaker(s) in unsupp extended talk on a wide range of ge and curricular topics 9.2.6.1 deduce meaning from context in unsupporte extended talk on a wide range of ge and curricular topics 9.2.8.1 begin t recognize inconsistencies in argume extended talk on a growing range of general and curricular subjects
66	Social media sites	1	
67	Writing an opinion essay	1	
68	Abstract /compound nouns	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 9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 9.3.8.1 recount extended stories and events on a range of general and curricular topics 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and

Short- term plan
Lesson plan

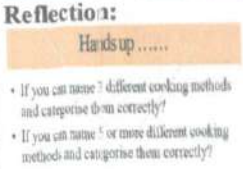
Long-term plan: Unit 6 Hobby and leisure	**School : IT lyceum**	
Date:	**Teacher name: Duysengaliyeva**	
Grade:	**Number present:**	**absent**
Lesson title: Milestone		
Learning objectives	**Aim:** 7.UE3 use common participles as adjectives a order adjectives correctly in front of nouns on a grow range of familiar general and curricular topics 7.L4 understand with limited support the main point extended talk on a range of general and curricular to 7.L5 understand most specific information and detail supported, extended talk on a range general and cur topics 7.C5 organise and present information clearly to oth 7.UE9 use appropriately an increased variety Futur tenses	
Lesson objectives	**All learners will be able to: pronounce words on t** **Most learners will be able to: use Future tenses i their speech** **Some learners will be able to: express own ideas**	
Assessment criteria	Students understand the details of topics Give an opinion about topics Discuss some points through dialogues	
Value links	Helping each other Listening each other Encourage each other	
Cross curricular links	Geography	
ICT skills	Video films	
Previous learning	Grammar tenses	

Plan		
Planned timings	**Planned activities**	**Resi**

Start	**Lead up** using a wide variety of numbers and times **Task 1 Listening 2.02.** Listen to the quiz and check the answers	Blackboard
	Task 2 Match pictures with prepositions  	Cards with pictures
	Task 3 Working with pairs. Describe the pictures Use the words climb, cycle, fall, jump, run, swim, walk	Worksheets
	Task 4 Geography features. Label the photos Read the definitions. Complete the words. WB. p. 40 1. This is a lot of water in one place _____ 2. This I a place at the top and bottom of the world _____ 3. These are very little high hills ____ 4. This is a long line of water that goes down to the sea _____ 5. This is a very dry place with a lot of sand and rocks _____	Recording Dialogues
	Assessment. Students assess themselves during the lesson. **Reflection A basket, a case, a meat grinder**	On a board

ADDITIONAL INFORMATION

	Assessment – how are you planning to check learners' learning?	**Health and safety check**

5 min. 10 min. 5 min.	Answers: (numbers refer to the line in the method where words are missing) 2. cook 3. heat / fry 4. add 5. drain / pour / mix 6. sprinkle 7. cook You may have to mime some of the actions to help get the meaning across. If you have access to some kitchen equipment you could bring it along to the class and extend the vocabulary to cooking implements. The items can help you to teach the vocab. (e.g. a potato peeler to explain peel etc. Alternatively, print out some pictures. **Task 2** **Complete the table using new words**  **Reflection:**  Hands up..... • If you can name 3 different cooking methods and categorise them correctly! • If you can name 5 or more different cooking methods and categorise them correctly! Teacher moves back to the lesson's objectives and recaps the lesson's results.	pictur

Summary evaluation

What two things went really well (consider both teaching and learning)

1:

2:

What two things would have improved the lesson (consider both teach and learning)?

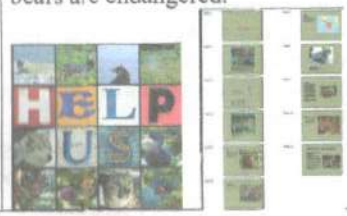
1:

2:

What have I learned from the lesson about this class or individuals th inform my next lesson?

e natural world rm 3 Unit 6	**School: IT lyceum**
	Teacher's name: Saginova G.Zh
ade 8	**Number present:** **Number absent:**
me of the lesson:	Endangered animals
rning ectives(s) t this lesson ntributing	8.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.C6 organise and present information clearly to others 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics
ives	**All learners will be able to:** • Hear key words when watching the video. • Talk about their own roles using present simple passive.
	Most learners will be able to: • express their opinions about value of saving endangered animals
	Some learners will be able to: • Identify how markers can be used to signal chronological order. • Hear unstressed words and use natural stress and rhythm when speaking.
	Some basic structures about word combinations and improving speaking
	Cooperation, respect to each other, functional literacy.
	Biology Studies, History Studies.
	Previously learned vocabulary on topic *animals.*
	Projector or Smart board to show a presentation.
ural	Accept the diversity of endangered species among the students of the group as well as all over the world.
	Accept the diversity of endangered animals that live in Kazakhstan among the students of the group as well as all over the world;
	Student centered teaching: respect, support and scaffolding. To create a friendly atmosphere for

	collaborative work. To promote a sense of self-esteem, self-respect and respect for others among all the lear
Health and Safety	Everyday classroom precautions will ensure that saf measures are provided to prevent the exposure of electrical power cords.

Planned timings	Planned activities	Resour
5 min.	**1.Leading-in stage** Teacher gives copies of the Make-a-Prediction Graphic Organizer and instruct students to write the following words in the "Word" column: endangered, species, extinct, and habitat. Then teacher invite students to predict what each word means using prior knowledge, and write it in the "What Do You Think it Means?" column. Finally, as students watch the movie Endangered Animals have them pay close attention to each time one of the words is used. Pause when a definition is given, and have them fill in the "Definition from the Movie" column	Whiteb sheets https://w youtube /watch? 8CcAU
5 minutes	**Pre-learning** **Close Viewing.** During a repeated viewing of the movie, teacher uses the Close-Viewing Questions Learning Strategy as students listen and watch carefully to find answers to questions about endangered species. Following are some suggested questions: a. Where are penguins found? b. When is a species extinct? c. Why are harp seals endangered? d. What can be done to help save endangered animals? e. Explain why penguins / harp seals / panda bears are endangered. 	paper-worksh video

in part	**Research.** Students should research an endangered species that is not mentioned in the movie. Students have to prepare at least five sentences about the animal to present to the class along with pictures that they find online or in books or magazines. **Each other assessment:** Learner should prepare at least five sentences about the animal Learner should use the words: extinct, endangered, save Learner should give an idea how to save it **Vocabulary Word Map.** Have students choose one of the following words from this lesson to create a Word Map: extinct, endangered, habitat, species, law. E.g Word: **Election** Examples: Election for president, school election, class president election, George Washington Non-examples: Teacher says who it is. King, queen Characteristics: We vote. We decide. Definition: When people vote and decide who wins Teacher summarizes the student's work and gives some praises or advice for future improvement. Teacher moves back to the lesson's objectives and recaps the lesson's results.	Text sheets

valuation

things went really well (consider both teaching and learning)?

things would have improved the lesson (consider both ing and learning)?

learned from the lesson about this class or individuals that my next lesson?

Daily life and shopping Term 1 Unit 2	**School: IT lyceum**		
Date:	**Teacher's name: Saginova G.Zh**		
Grade 8	**Number present:**	**Number absent:**	
Theme of the lesson:	Leisure activities and chores		
Learning objectives(s) that this lesson is contributing to	8.S7 use appropriate subject-specific vocabulary and s to talk about a range of general topics, and some curr topics 8.UE7 use a variety of simple perfect forms to ex recent, indefinite and unfinished past on a range of fa general and curricular topics 8.W2 write with minimal support about real and imagi past events, activities and experiences on a range of familiar general topics and some curricular topics		
Lesson objectives	**All learners will be able to:** • Hear key words when guessing new words. • Talk about their own roles using modal verbs. **Most learners will be able to:** • express their opinions about value of leisure acti **Some learners will be able to:** • Identify how markers can be used to signal chronological order. • Hear unstressed words and use natural stress and rhythm when speaking.		
Language objectives	Some basic structures about word combinations and improving speaking		
Value links	Cooperation, respect to each other, functional literacy.		
Crosscurricular links	Art Studies, social Studies.		
Previous learning	Previously learned vocabulary on topic *leisure activiti*		
Use of ICT	Projector or Smart board to show a presentation.		
Intercultural awareness	Accept the diversity of leisure activities among the stu of the group as well as all over the world.		

alth ure	Accept the diversity of leisure activities in Kazakhstan among the students of the group as well as all over the world;
oral e	Student centered teaching: respect, support and scaffolding. To create a friendly atmosphere for collaborative work. To promote a sense of self-esteem and self-respect and respect for others among all the learners.
ith Safety	Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords.

	Planned activities	**Resources**
	I.Leading-in stage 1. Teacher starts the lesson with a wonderful poem of William Henry Davis, a Welsh poet. You can follow this poem and try to answer such questions: - What is the author's message? Do you agree with the author? Why or why not? Students find out the theme of the lesson.	Whiteboard marker https://www.youtube.com/watch?v=w1O1o-0UtK0
	Pre-learning • Teacher introduces the idea of chores and allowance by recounting your own experience with chores and allowance. • Students should read the short introduction to chores. • Teacher asks students if they had to (or have to) to do chores. • Teacher brainstorms chores as a class, writing various chores on the board. • Teacher asks students to review the list of common chores and ask any questions they may have.	
	Group work Have students break up into small groups of three to four.	

10 min. 5 min. 10 min. 5 min.	Ask students to choose the best five chores and the worst five chores as a group. • clean your room • make your bed • pick up / put away / hang up your clothes • wash the dishes • wash the car • mow the lawn / cut the grass • pick up your toys • pull weeds • do the vacuuming • repair the computer • plan a meal • prepare/cook dinner • set the table • clear the table • wash the dishe • clean out the f or freezer • clean the show tub • disinfect the t • do the laundry • wash the cloth • dry the clothes • put away the c • mob the floors • vacuum the carpets/rugs • rake the leave • shovel snow i winter Have students to discuss the chore/allowance questions in their groups. **Chore Questions** How many of these chores have you done in your life? Do / Did your parents ask you to do chores? Do / Did your parents give you an allowance? How much was it? Do / Will you ask your children to do chores? Do / Will you give your children an allowance? Which chores are the worst? Which chores do you prefer? Read the example role-play about chores with a student from the class. **Chores Dialogue** **Mom:** Tom, Have you done your chores yet? **Tom:** No Mom. I'm too busy. **Mom:** If you don't do your chores, you won't get your allowance.	handou

	Tom: Mom! That's not fair, I'm going out with friends tonight. **Mom:** You'll have to ask your friends for money because you haven't done your chores. **Tom:** Come on. I'll do them tomorrow. **Mom:** If you want your allowance, you'll do your chores today. They won't take more than an hour. **Tom:** Why do I have to do chores anyway? None of my friends have to do chores. **Mom:** You don't live with them do you? In this house we do chores, and that means you have to mow the lawn, pull the weeds and clean up your room. **Tom:** OK, OK. I'll do my chores. Ask students to pair up and write their own chores dialogue. **Group work criteria:** - Learners should choose the best five chores and the worst five chores as a group - Learners answer at least 6 questions - Learners say one plus and one minus to the group role play dialogue. Teacher moves back to the lesson's objectives and recaps the lesson's results.	

evaluation

things went really well (consider both teaching and learning)?

things would have improved the lesson (consider both teaching learning)?

I learned from the lesson about this class or individuals that inform my next lesson?

Short- term plan **Lesson plan**

Long-term plan: Unit 6 Hobby and leisure	**School : IT lyceum**	
Date:	**Teacher name: Daysengaliyev**	
Grade:	**Number present:**	**absen**
Lesson title: Milestone		
Learning objectives	**Aim:** 7.UE3 use common participles as adjectives order adjectives correctly in front of nouns on a gro range of familiar general and curricular topics 7.L4 understand with limited support the m points of extended talk on a range of general and curricular topics 7.L5 understand most specific information detail of supported, extended talk on a range gener curricular topics 7.C6 organise and present information clear others 7.UE9 use appropriately an increased variet Future tenses	
Lesson objectives	**All learners will be able to: pronounce words on Most learners will be able to: use Future tenses their speech** **Some learners will be able to: express own idea**	
Assessment criteria	Students understand the details of topics Give an opinion about topics Discuss some points through dialogues	
Value links	Helping each other Listening each other Encourage each other	
Cross curricular links	Geography	
ICT skills	Video films	
Previous learning	Grammar tenses	

Plan		
Planned timings	**Planned activities**	**Reso**
Start	**Lead up** using a wide variety of numbers and times **Task 1 Listening 2.02.** Listen to the quiz and check the answers **Task 2 Match pictures with prepositions**   **Task 3 Working with pairs. Describe the pictures** Use the words climb, cycle, fall, jump, run, swim, walk	Blackboard Cards with pictures Worksheets
Middle	**Task 4** Geography features. Label the photos Read the definitions. Complete the words. WB. P.40 6. This is a lot of water in one place_____ 7. This I a place at the top and bottom of the world_____ 8. These are very little high hills____ 9. This is a long line of water that goes down to the sea_____ 10. This is a very dry place with a lo of sand and rocks____	Recording Dialogues
End	**Assessment. Students assess themselves during the lesson.** **Reflexion. A basket, a case, a meat grinder**	On a board

ADDITIONAL INFORMATION

Differentiation – how are you plan to give more support? How do	**Assessment – how are you planning to check learners' learning?**	**Health and safety check**

	create a statement to go at the top of the map. Take two minutes to discuss with a partner how you would categorize or label what a natural disaster is. Write responses on chart paper. Have a discussion on which category should be added to the chart. A sample category might say: something bad that happens to the Earth. Say: Now that we know examples of natural disasters, as well as what they have in common, let's think about how we can put that information together and make a definition for this concept. Take a minute to think about how you would put this information together. Use the information on the map as a guide. Take several responses and write them on the chart paper. A typical response might be: something that happens to the Earth or is created by the Earth that can harm the land as well as people, animals, and plants. Review the steps you took to fill out the map and post them on the board. 1. List examples of the concept and talk about each one. 2. Put three examples on the map. 3. Talk about the similarities among the examples. 4. As a group, create a category for the concept.	
End	**Assessment. Students assess themselves during the lesson.** **Reflection. A basket, a case, a meat grinder**	On a board

ADDITIONAL INFORMATION

Differentiation – how do you plan to give more support? How do	**Assessment – how are you planning to check learners' learning?**	**Health and safety check**

Использованная литература

7 grade

Eyes Open 3 for Kazakhstan Grade 7 Student's book	Ben Goldstein, Ceri Jones, David McKeegan, Vicki Anderson, Eoin Higgins	2017	Cambridge University Press
Eyes Open 3 for Kazakhstan Grade 7 Workbook	Vicki Anderson, Eoin Higgins	2017	
Eyes Open 3 for Kazakhstan Grade 7 Teacher's book	Garan Holcombe	2017	
Eyes Open 3 for Kazakhstan Grade 7 Course plan	Ben Goldstein, Ceri Jones, David McKeegan, Vicki Anderson, Eoin Higgins	2017	
Eyes Open 3 Class Audio CD (3)		2017	
Eyes Open 3 Video DVD		2017	
Excel for Kazakhstan (Grade 7) Student's book	Virginia Evans, Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjianova	2017	Express Publishing
Excel for Kazakhstan (Grade 7) Workbook & Grammar Book	Virginia Evans, Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjianova	2017	
Excel for Kazakhstan (Grade 7) Teacher's Book	Virginia Evans, Jenny Dooley, Bob Obee. Translations by:	2017	

	Natalya Mukhamedjianova		
Excel for Kazakhstan (Grade 7) DVD Activity Book	Virginia Evans, Jenny Dooley, Bob Obee	2017	
Excel for Kazakhstan (Grade 7) DVD Activity Book Key	Virginia Evans, Jenny Dooley, Bob Obee	2017	
Excel for Kazakhstan (Grade 7) Class CD (1,2,3,4)	Virginia Evans, Jenny Dooley,Bob Obee. Translations by: Natalya Mukhamedjianova	2017	
Excel for Kazakhstan (Grade 7) Interactive Whiteboard Software	Virginia Evans, Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjianova	2017	
Excel for Kazakhstan (Grade 7) Teacher's Resource Pack & Tests (CD-RCM)	Virginia Evans, Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjianova	2017	
Excel for Kazakhstan (Grade 7) e-Book	Virginia Evans, Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjianova	2017	
Excel for Kazakhstan (Grade 7) PAL Express DVD Video	Virginia Evans, Jenny Dooley, Bob Obee	2017	
English Plus Оқушы кітабы	Ben Wetz, James Styring, Nicholas Tims	2017	Oxford University Press

English Plus Жұмыс дәптері	Janet Hardy-Gould, Kate Mellersh	2017	
English Plus Мұғалім кітабы	Sheila Dignen, Emma Watkins, Peter Redpath	2017	
English Plus Аудио CD (1,2,3)		2017	
English Plus Тест дискісі	Bess Bradfield, Sheila Dignen	2017	
Laser A2 for Kazakhstan Student's Book	Malcolm Mann, Steve Taylore-Knowles	2017	Macmillan Publishers
Laser A2 for Kazakhstan Work Book	Malcolm Mann, Steve Taylore-Knowles	2017	
Laser A2 for Kazakhstan Teacher's Book	Malcolm Mann, Steve Taylore-Knowles	2017	
Laser A2 Digibook	Malcolm Mann, Steve Taylore-Knowles	2017	
Laser A2 Teacher's DVD-ROM	Malcolm Mann, Steve Taylore-Knowles	2017	
Laser A2 Class Audio CD	Malcolm Mann, Steve Taylore-Knowles	2017	
Alice's Adventures in Wonderland» (retold by Virginia Evans, Jenny Dooley)	Lewis Carroll		
Beauty and Beast	Jenny Dooley		
Journey to the Centre of the Earth (retold by Elizabeth Gray)	Jules Verne		
Robinson Crusoe (retold by Elizabeth Gray)	Daniel Defoe		

Vocabulary in practice 2	Glennis Pye	2015	Cambridge University Press
Vocabulary in practice 3	Glennis Pye	2015	Cambridge University Press
Longman Photo Dictionary	Авторская группа издательства Pearson	2015	Pearson Education limited
Cambridge Preparation for the TOEFL® Test Fourth edition+ CD	Jolene Gear and Robert Gear	2015	Cambridge University Press

8-grade

1	Eyes Open 4 for Kazakhstan (Grade 8) Student`s book	Ben Goldstein, Ceri Jones, Vicki Anderson, Laura McKenzie, Liz Kilbey	2018	Cambridge University Press
	Eyes Open 4 for Kazakhstan (Grade 8) Class Audio CD (1, 2, 3)	Ben Goldstein, Ceri Jones, Vicki Anderson, Laura McKenzie, Liz Kilbey	2018	
	Eyes Open 4 for Kazakhstan (Grade 8) Workbook	Vicki Anderson, Eoin Higgins	2018	
	Eyes Open 4 for Kazakhstan (Grade 8) Teacher`s book)	Garan Holcombe	2018	
	Eyes Open 4 for Kazakhstan (Grade 8) Video DVD)	Garan Holcombe	2018	
	Eyes Open 4 for Kazakhstan (Grade 8) Supplementary Materials for teachers)	Ben Goldstein, Ceri Jones, Vicki Anderson, Eoin Higgins)	2018	

	Materials for teachers)			
2	Excel for Kazakhstan (Grade 8) Student`s book	Virginia Evans, Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjanova	2018	Express Publishing
	Excel for Kazakhstan (Grade 8) Workbook & Grammar Book	Virginia Evans, Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjanova	2018	
	Excel for Kazakhstan (Grade 8) Teacher`s Book	Virginia Evans, Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjanova	2018	
	Excel for Kazakhstan (Grade 8) Class CD (1,2,3)	Virginia Evans, Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjanova)	2018	
	Excel for Kazakhstan (Grade 8) e-Book	Virginia Evans, Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjanova	2018	
	Excel for Kazakhstan (Grade 8) Teacher`s Resource Pack & Tests (CD-ROM)	Virginia Evans, Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjanova	2018	
	Excel for Kazakhstan (Grade 8)	Virginia Evans, Jenny Dooley, Bob Obee.	2018	

	Interactive Whiteboard Software	Translations by: Natalya Mukhamedjanova		
	Excel for Kazakhstan (Grade 8) DVD Video (PAL)	Virginia Evans, Jenny Dooley, Bob Obee Translations by: Natalya Mukhamedjanova	2018	
	Excel for Kazakhstan (Grade 8) DVD Activity Book	Virginia Evans, Jenny Dooley, Bob Obee	2018	
	Excel for Kazakhstan (Grade 8) DVD Activity Book Key	Virginia Evans, Jenny Dooley, Bob Obee	2018	
3	English Plus for Kazakhstan (Grade 8) Student`s Book	Ben Wetz, Diana Pye	2018	Oxford University Press
	English Plus for Kazakhstan (Grade 8) Workbook	Janet Hardy-Gould, James Styring	2018	
	English Plus for Kazakhstan (Grade 8) Teacher`s Book	Sheila Dignen, Emma Watkins, Peter Redpath	2018	
	English Plus for Kazakhstan (Grade 8) Class Audio CDs (1, 2, 3)	Ben Wetz, Diana Pye	2018	
	English Plus for Kazakhstan (Grade 8) Test CDs	Шэйла Дигнэн, Питер Редпат, Эмма Уоткинс (Sheila Dignen, Peter Redpath, Emma Watkins	2018	
4	Laser B1 for Kazakhstan Student`s Book	Maclolm Mann, Steve Tay ore-Knowles	2018	Macmillan Publishers

	Laser B1 for Kazakhstan Workbook	Maclolm Mann, Steve Taylore-Knowles	2018	
	Laser B1 for Kazakhstan Teacher`s Book (Digibook, Teacher`s DVD-ROM)	Maclolm Mann, Steve Taylore-Knowles	2018	
	Laser B1 for Kazakhstan Class Audio CD)	Maclolm Mann, Steve Taylore-Knowles)	2018	
5	Vocabulary in practice 4	Glennis Pye	2015	Cambridge University Press
6	Improve your Listening and Speaking Skills for IELTS 4.5.6 Student book	Barry Cusack, Sam McCarter	2015	Macmillan Publishers
7	New Challenges 4 Students` Book, Workbook + Audio CD, Teacher's Handbook, Class CD (, 2, 3)	Michael Harris, David Mower, Anna Sikorzynska, Lindsay White	2018	Pearson Education limited
8	Festivals Around the World	R. Northcott	2015	Oxford University Press
9	Snow White 2	Kathryn Harper	2015	Pearson Education limited
1	The Jungle Book 2	Nicola Schofield	2015	Pearson Education limited
1	The Little Mermaid 2	Kathryn Harper	2015	Pearson Education limited

	Butterflies and Frogs	Rachel Wilson	2015	Pearson Education limited
	Sport with Trainer Tim	Maria Luisa Iturain	2015	Pearson Education limited
	Up in the Air	Marie Crook	2015	Pearson Education limited

9-grade

Excel for Kazakhstan (Grade 9) Student's book	Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjianova	2019	ExpressPublishing
Excel for Kazakhstan (Grade 9) Workbook & Grammar Book	Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjianova	2019	
Excel for Kazakhstan (Grade 9) Teacher's Book	Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjianova	2019	
Excel for Kazakhstan (Grade 9) DVD Activity Book	Jenny Dooley, Bob Obee.	2019	
Excel for Kazakhstan (Grade 9) DVD Activity Book Key	Jenny Dooley, Bob Obee.	2019	
Excel for Kazakhstan (Grade 9) Interactive Whiteboard Software	Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjianova	2019	

Excel for Kazakhstan (Grade 9) Class CD(1, 2, 3, 4)	Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjianova	2019	
Excel for Kazakhstan (Grade 9) Teacher's Resource Pack & Tests	Jenny Dooley, Bob Obee. Translations by: Natalya Mukhamedjianova	2019	
Excel for Kazakhstan (Grade 9) DVD Video	Jenny Dooley, Bob Obee.	2019	
Excel for Kazakhstan (Grade 9) e-Book	Jenny Dooley, Bob Obee.	2019	
Full Blast for Kazakhstan Grade 9 Student's book	H. Q. Mitchel, Marileni Malkogianni	2019	MM Publications
Full Blast for Kazakhstan Grade 9 Workbook (Term 1, 2, 3, 4) (includes free CD-ROM)	H. Q. Mitchel, Marileni Malkogianni	2019	
Full Blast for Kazakhstan Grade 9 Teacher's book	H. Q. Mitchel, Marileni Malkogianni	2019	
Full Blast for Kazakhstan Grade 9 Class CDs (1,2)	H. Q. Mitchel, Marileni Malkogianni	2019	
Full Blast for Kazakhstan Grade 9 Teacher's Resourse CD-ROM	H. Q. Mitchel, Marileni Malkogianni	2019	
Full Blast for Kazakhstan Grade 9 Interactive Whiteboard Material DVD	H. Q. Mitchel, Marileni Malkogianni	2019	

Full Blast for Kazakhstan Grade 9 Student's Online Material	H. Q. Mitchel, Marileni Malkogianni	2019	
Think for Kazakhstan Grade 9 Student`s book	Herbert Puchta, Jeff Stranks, Peter Lewis-Jones	2019	Cambridge University Press
Think for Kazakhstan Grade 9 Workbook	Herbert Puchta, Jeff Stranks, Peter Lewis-Jones	2019	
Think for Kazakhstan Grade 9 Teacher`s book	Brian Hart, Herbert Puchta, Jeff Stranks, Peter Lewis-Jones	2019	
Think for Kazakhstan Grade 9 Supplementary Materials forTeachers	R. Akysheva N. Tutbayeva	2019	
Think for Kazakhstan Grade 9 Class Audio CD (1,2)	Herbert Puchta, Jeff Stranks, Peter Lewis-Jones	2019	
Think for Kazakhstan Grade 9 Video DVD	Herbert Puchta, Jeff Stranks, Peter Lewis-Jones	2019	
English Plus Grade 9 Student`s book (Kazakhstan Edition)	Ben Wetz , Diana Pye	2019	Oxford University Press
English Plus Grade 9 Workbook (Kazakhstan Edition)	Janet Hardy-Gould James Styring	2019	
English Plus Grade 9 Teacher`s book (Kazakhstan Edition)	Sheila Dignen Helen Casey and de la Mare	2019	
English Plus Grade 9 Class Audio CDs (1,2,3) (Kazakhstan Edition)		2019	
English Plus Grade 9 CDs (Kazakhstan Edition)		2019	
Laser B1+ for Kazakhstan Grade 9 Student`s Book	Malcolm Mann, Steve Taylore-Knowles	2019	Macmillan Publishers

Laser B1+ for Kazakhstan Grade 9 Workbook+ Workbook Audio CD	Malcolm Mann, Steve Taylore-Knowles	2019	
Laser B1+ for Kazakhstan Grade 9 Teacher`s Book	Malcolm Mann, Steve Taylore-Knowles	2019	
Laser B1+ for Kazakhstan Grade 9 Class Audio CD	Malcolm Mann, Steve Taylore-Knowles	2019	
Vocabulary in practice 5	Glennis Pye and Liz Driscoll	2015	Cambridge University Press
Vocabulary in practice 6		2015	Cambridge University Press
New Round-Up 5. Students' Book + CD-Rom Teacher's Book + Audio CD	Virginia Evans, Jenny Dooley	2017	Альраминь/ Pearson Education limited
Improve your Writing Skills for IELTS 6-7.5 Student book	Stephanie Diamond-Bayir	2015	Macmillan Publishers
Improve your Reading Skills for IELTS 6-7.5 Student book	Jane Short	2015	Macmillan Publishers
Chemical Secret	Tim Vicary	2018	Oxford University Press
The Big Sleep	Raymond Chandler	2018	Oxford University Press
Nelson Mandela	Rowena Akinyeme	2018	Oxford University Press
The Hound of the Baskervilles	Sir Arthur Conan Doyle	2018	Oxford University Press
The Scarlet Letter	Nathaniel Hawthorn	2018	Oxford University Press