



«Келісілді»
Директордың ОІЖ орынбасары
Шакен Г.С Шакен Г.С

« 29 » 08 2024ж

«Қаралды»
ӘБ отырысы
Самарбаева Б.М Самарбаева Б.М

Хаттама №
« 29 » 08 2024ж

ТАҚЫРЫШТЫҚ – КҮНТІЗБЕЛІК ЖОСПАР

Мектебі: Баршақұм орта мектебі

Пәні: Ағылшын

Сыныбы: 10-11

Сағат саны: 102

Сынып жетекшісі: Сыраж Жаннұр Қанатқызы

2024-2025 оқу жылы

Calendar Thematic Plan for grade 10
within the framework of updating the secondary education content
2024-2025 academic year Action

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| No | Unit / Changing lessons | Theme | Learning objectives | Hours | Date | Notes |
|---|-------------------------|--|---|-------|------------|-------|
| 1st term 24 hours | | | | | | |
| Unit 1: Science and scientific phenomena | | | | | | |
| 1. | | Science and scientific phenomena: Famous scientists | 10.3.4.1 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.1.1 - understand main points <u>in extended</u> texts on a wide range of familiar and some general and curricular topics; 10.5.2.1 - <u>use</u> a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 2.09.2024 | |
| 2. | | Interesting facts about genetics. DNA: A world without disease | 10.3.4.1 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.1.1 - understand main points <u>in extended</u> texts on a wide range of familiar and some general and curricular topics; 10.5.2.1 - <u>use</u> a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 4.09.2024 | |
| 3. | | Interesting facts about genetics. DNA: Grammar comparison of adverb | 10.5.2.1 - <u>use</u> a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.12.1 - use a wide variety of past modal forms to express appropriate functions; use a variety of near modal structures including supposed to, bound to, due, willing to on a wide range of general and curricular topics | 1 | 6.09.2024 | |
| 4. | | Interesting facts about genetics. DNA Back to life | 10.4.1.1 - understand main points <u>in extended</u> texts on a wide range of familiar and some general and curricular topics; 10.5.2.1 - <u>use</u> a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 9.09.2024 | |
| 5. | | Interesting facts about genetics. DNA: Grammar Past modals of speculations | 10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.6.13.1 - use a growing variety of past modal forms including must have, can't have, might have to express speculation and deduction about the <u>past</u> on a wide range of familiar general and curricular topics | 1 | 11.09.2024 | |
| 6. | | Myth busters: Jobs related to science | 10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a | 1 | 13.09.2024 | |

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| | | limited range of unfamiliar topics; 10.4.2.1 - understand specific <u>information and</u> detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1 - <u>use</u> a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | | | |
| 7. | Myth busters: Word formation. Negative verbs | 10.3.7.1 - use appropriate subject-specific vocabulary and <u>syntax</u> to talk about a range of general and curricular topics; 10.5.2.1 - <u>use</u> a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 16.09.2024 | |
| 8. | Writing an article: An article about a famous person. Albert Einstein | 10.3.2.1 - ask and respond to complex questions to get <u>information about</u> a wide range of general and curricular topics; 10.5.7.1 - <u>use</u> independently appropriate layout at text level on a range of general and curricular topics | 1 | 18.09.2024 | |
| 9. | Writing an article: Active /Passive: Present/Past simple | 10.5.2.1 - <u>use</u> a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.9.1 - <u>use</u> appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topic | 1 | 20.09.2024 | |
| 10. | Culture corner. The man who invented the net. | 10.3.6.1 - <u>navigate</u> talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics; 10.4.3.1 - skim a range of lengthy texts with speed to identify content meriting closer <u>reading</u> on a range of general and curricular topics; 10.5.2.1 - <u>use</u> a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 23.09.2024 | |
| 11. | Curricular: Biology Where did you get that from? | 10.3.2.1 - ask and respond to complex questions to get <u>information about</u> a wide range of general and curricular topics; 10.4.2.1 - understand specific <u>information and</u> detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1 - <u>use</u> a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 25.09.2024 | |
| 12. | Language in use Summative assessment for the unit «Science and scientific phenomena» | 10.5.4.1 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics; 10.6.15.1 - use infinitive forms after an increased number of verbs and <u>adjectives</u> use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics | 1 | 27.09.2024 | |

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| 13. | Progress check | 10.2.1.1 - <u>understand</u> the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.5.1 - <u>interact</u> with peers to make hypotheses about a wide range of general and curricular topics ; 10.5.2.1 - <u>use</u> a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 30.09.2024 | |
| | | 2 Unit Natural disasters | | | |
| 14. | Natural Disasters Disasters. The day the earth moved | 10.3.5.1 - <u>interact</u> with peers to make hypotheses about a wide range of general and curricular topics ; 10.5.3.1 - <u>write</u> with grammatical accuracy on a range of familiar general and curricular topics; 10.6.15.1 - use infinitive forms after an increased number of verbs and <u>adjectives</u> use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics | 1 | 2.10.2024 | |
| 15. | Grammar: Compound adjectives | 10.5.3.1 - <u>write</u> with grammatical accuracy on a range of familiar general and curricular topics; 10.6.15.1 - use infinitive forms after an increased number of verbs and <u>adjectives</u> use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics | 1 | 4.10.2024 | |
| 16. | Natural disasters. Causes and consequences | 10.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.3.1- explain and justify own and others' point of view on a wide range of general and curricular topics; 10.4.3.1 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics; | 1 | 7.10.2024 | |
| 17. | Grammar reference: Prepositions / Prepositional phrases | 10.2.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.5.5.1 - <u>develop</u> with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics 10.6.14.1 - use a variety of prepositional phrases <u>before nouns</u> and adjectives; use a number of dependent prepositions following; nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics; | 1 | 9.10.2024 | |
| 18. | Safety. Prediction and | 10.2.2.1 - understand specific information in unsupported extended talk on a wide | 1 | 11.10.2024 | |

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| | prevention | range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.7.1 - <u>recognise</u> patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics; | | | |
| 19. | A story. The Runway Train | 10.2.7.1 - <u>understand</u> speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics; 10.3.7.1 - <u>use</u> appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.3.1 - <u>skim</u> a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics; | 1 | 14.10.2024 | |
| 20. | Culture corner: Hurricane Katrina | 10.4.7.1 - <u>recognise</u> patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics; 10.5.3.1 - <u>write</u> with grammatical accuracy on a range of familiar general and curricular topics; | 1 | 16.10.2024 | |
| 21. | Curricular: Geography Summative assessment for the unit «Natural Disasters» | 10.3.5.1 - <u>interact</u> with peers to make hypotheses about a wide range of general and curricular topics; 10.5.8.1 - <u>communicate</u> and respond to news and feelings in correspondence through a variety of functions on a range of general and curricular topics 10.6.14.1 - use a variety of prepositional phrases <u>before nouns</u> and adjectives use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics; | 1 | 18.10.2024 | |
| 22. | Language in use | 10.4.3.1 - <u>skim</u> a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics; 10.6.3.1 - <u>use</u> a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics | 1 | 21.10.2024 | |
| 23. | Summative control work for the 1 st term | 10.2.2.1 - <u>understand</u> specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.5.1 - <u>interact</u> with peers to make hypotheses about a wide range of general and curricular topics; 10.4.3.1 - <u>skim</u> a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics; 10.5.5.1 - <u>develop</u> with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics; | 1 | 23.10.2024 | |

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| 24. | | Progress check | 10.3.7.1 - <u>use</u> appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.3.1 - <u>skim</u> a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics; | 1 | 25.10.2024 | |
| 2 term 24 hour | | | | | | |
| 25. | Unit 2 Virtual reality | Virtual reality; Application of virtual reality | 10.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.7.1 - <u>use</u> appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.2.1 - understand specific <u>information and</u> detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; | 1 | 4.11.2024 | |
| 26. | | Products of the future. Tomorrow's world | 10.2.8.1 - <u>recognize</u> inconsistencies in argument in extended talk on a range of general and curricular subjects; 10.4.2.1 - understand specific <u>information and</u> detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.6.8.1 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics; | 1 | 6.11.2024 | |
| 27. | | Apps on the go. App attack | 10.3.7.1 - <u>use</u> appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.1.1 - understand main points <u>in extended</u> texts on a wide range of familiar and some unfamiliar general and curricular topics; 10.5.4.1 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics; | 1 | 8.11.2024 | |
| 28. | | Grammar: Determines and Pre – determiners | 10.2.8.1 - <u>recognize</u> inconsistencies in argument in extended talk on a range of general and curricular subjects; 10.5.4.1 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics; 10.6.4.1 - use a wide variety of determiners and pre-determiner structures on a wide range of <u>familiar</u> general and curricular topics | 1 | 11.11.2024 | |
| 29. | | Games: Computer accessories and gadgets | 10.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics; 10.4.1.1 - understand main points <u>in extended</u> texts on a wide range of familiar and some unfamiliar general and curricular topics 10.5.4.1 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics; | 1 | 13.11.2024 | |
| 30. | | Writing: An opinion essay | 10.4.1.1 - understand main points <u>in extended</u> texts on a wide range of familiar and some unfamiliar general and curricular topics; 10.5.4.1 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics; | 1 | 15.11.2024 | |

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| 31. | Culture corner. Create Noosa. | 10.3.3.1 - explain and justify own and others' point of view on a wide range of general and curricular topics; 10.4.3.1 - skim a range of lengthy texts with speed to identify content meriting closer <u>reading on</u> a range of general and curricular topics; 10.5.7.1 - <u>use independently</u> appropriate layout at text level on a range of general and curricular topics; | 1 | 18.11.2024 | |
| 32. | Curricular: IT How VR works | 10.3.3.1 - explain and justify own and others' point of view on a wide range of general and curricular topics; 10.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.3.1 - write with grammatical accuracy on a range of familiar general and curricular topics; | 1 | 20.11.2024 | |
| 33. | Language in Use Summative assessment for the unit «Virtual reality» | 10.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately 10.6.15.1 - use infinitive forms after an increased number of verbs and <u>adjectives</u> use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics | 1 | 22.11.2024 | |
| 34. | Progress check. Smartphones. | 10.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.7.1 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics; 10.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately | 1 | 25.11.2024 | |
| 4 Unit Organic and non-organic food | | | | | |
| 35. | Organic and non-organic food | 10.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics 10.4.2.1 - understand specific <u>information and</u> detail in extended texts on a range of 10.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately | 1 | 27.11.2024 | |
| 36. | Organic food. Save the environment and eat organic. | 10.4.1.1 - understand main points <u>in extended</u> texts on a wide range of familiar and some unfamiliar general and curricular topics; 10.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately | 1 | 29.11.2024 | |
| 37. | Grammar: Pronounce – Quantifiers | 10.2.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.3.1 - explain and justify own and others' point of view on a wide range of | 1 | 2.12.2024 | |

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| | | general and curricular topics; 10.6.6.1- <u>use</u> a wide variety of relative, demonstrative, indefinite, quantitative pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics; | | | |
| 38. | Skyscraper farms. Growing up | 10.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics 10.4.2.1 - understand specific <u>information and</u> detail in extended texts on a range of 7.5.7.1 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics; | 1 | 4.12.2024 | |
| 39. | Grammar: Future Perfect | 10.3.6.1 - navigate talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.8.1 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics; | 1 | 6.12.2024 | |
| 40. | Renewable energy sources Summative assessment for the unit «Organic and non-organic worlds» | 10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 9.12.2024 | |
| 41. | <u>Speaking</u> - and Listening | 10.2.4.1 - <u>understand</u> implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.4.1 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; | 1 | 11.12.2024 | |
| 42. | Writing: For –and – against essay | 10.4.6.1 - <u>recognize</u> the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.5.9.1 - <u>punctuate</u> written work at text level on a wide range of general and curricular topics with a good degree of accuracy; | 1 | 13.12.2024 | |
| 43. | Culture corner. The organic industry in the UK | 10.3.4.1 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.6.1 - <u>recognize</u> the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.5.2.1 - <u>use</u> a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 16.12.2024 | |
| 44. | Curricular: Citizenship. How to be a responsible shopper. | 10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1 - <u>use</u> a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 18.12.2024 | |

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| 45. | | Language in use | 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.14.1 - use a variety of prepositional phrases <u>before nouns</u> and adjectives; use a number of dependent prepositions following; nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics; | 1 | 20.12.2024 | |
| 46. | | Progress check. I'll never Buy cheap Fashion again | 10.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.6.1 - <u>recognize</u> the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; | 1 | 23.12.2024 | |
| 47. | | Summative control work for the 2 nd term | 10.2.7.1 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics; 7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics 10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 7.5.7.1 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics; | 1 | 25.12.2024 | |
| 48. | | Progress check | 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.3.4.1 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.6.1 - <u>recognize</u> the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; | 1 | 27.12.2024 | |
| 5 Unit Reading for pleasure | | | | | | |
| 49. | | Types of literature. The war of the world | 10.3.2.1 - ask and respond to complex questions to get information <u>about</u> a wide range of general and curricular topics; 10.4.8.1 - use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding; | 1 | 10.01.25 | |
| 50. | | The ruined house | 10.3.4.1 - <u>evaluate</u> and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.4.1 - <u>read</u> a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; | 1 | 13.01.25 | |
| 51. | | Character analyses | 10.2.2.1 - <u>understand</u> specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.2.1 - ask and respond to complex questions to get information <u>about</u> a wide range of general and curricular topics; | 1 | 15.01.25 | |

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| | | | 10.4.4.1 - <u>read</u> a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; | | | |
| 52. | | Elements of fiction | 10.5.2.1 - <u>use</u> a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.4.4.1 - <u>read</u> a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; | 1 | 17.01.25 | |
| 53. | | Listeners Panic During The Myth of the War | 10.6.5.1 - use a wide variety of question types on a wide range of familiar general and curricular topics; 10.4.4.1 - <u>read</u> a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; | 1 | 20.01.25 | |
| | | | 6 Unit Capabilities of Human Brain | | | |
| 54. | | Capabilities of Human Brain | 10.3.3.1- explain and justify own and others' point of view on a wide range of general and curricular topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 22.01.25 | |
| 55. | | Grammar: Question types | 10.2.3.1 - <u>understand</u> the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.2.1 - ask and respond to complex questions to get information <u>about</u> a wide range of general and curricular topics; 10.6.5.1 - <u>use</u> a wide variety of question types on a wide range of familiar general and curricular topics; | 1 | 24.01.25 | |
| 56. | | Intelligences. The theory of Multiple Intelligences | 10.3.2.1 - ask and respond to complex questions to get information <u>about</u> a wide range of general and curricular topics; 10.4.7.1 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 27.01.25 | |
| 57. | | Grammar: Relative clause | 10.3.7.1 - <u>use</u> appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics 10.6.17.1 - use if / if only in third conditional <u>structures</u> use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics | 1 | 29.01.25 | |
| 58. | | Stress. Who says stress is bad for you? | 10.2.2.1 - <u>understand</u> specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.2.1 - understand specific <u>information</u> and detail in extended texts on a range of | 1 | 31.01.25 | |

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| | | | 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | | | |
| 59. | | Grammar: The Passive | 10.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.9.1 - use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics | 1 | 3.02.25 | |
| 60. | | Writing: An email giving advice | 10.3.7.1 - use appropriate subject-specific vocabulary and <u>syntax</u> to talk about a range of general and curricular topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.5.5.1 - develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics | 1 | 5.02.25 | |
| 61. | | Culture corner. The Duke of Edinburgh's Award | 10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 7.02.25 | |
| 62. | | Curricular. PSHE Train your Brain | 10.4.2.1 - understand specific <u>information</u> and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 10.02.25 | |
| 63. | | Language in focus Summative assessment for the unit «Capabilities of Human Brain» | 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.15.1 - use infinitive forms after an increased number of verbs and <u>adjectives</u> use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics | 1 | 12.02.25 | |

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| 64. | | Progress check. in Pursuit of Happiness | 10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.4.1 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.1.1 - <u>understand</u> main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics; | 1 | 14.02.25 | |
| 65. | | Progress check | 10.4.2.1 - understand specific <u>information and</u> detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.5.1.1 - plan, write, edit and proofread work at text level <u>independently</u> on a range of general and curricular topics; <u>10.6.17.1</u> - use if / if only in third conditional structures use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics | 1 | 17.02.25 | |
| 7 Unit Breakthrough technologies | | | | | | |
| 66. | | Breakthrough technologies: Nanotechnology | 10.3.2.1 - ask and respond to complex questions to get information <u>about</u> a wide range of general and curricular topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 19.02.25 | |
| 67. | | Grammar: Reported speech | 10.3.2.1 - ask and respond to complex questions to get information <u>about</u> a wide range of general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.11.1 - use a wide variety of pre-verbal, post-verbal and end-position adverbs/adverbial phrases on a wide range of general and curricular topics | 1 | 21.02.25 | |
| 68. | | Robotics. Pepper the Emotional Robot. | 10.2.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.5.5.1 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics; | 1 | 24.02.25 | |
| 69. | | The road to success. | 10.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 10.4.7.1 - <u>recognize</u> patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topic 10.5.7.1 - use <u>independently appropriate</u> layout at text level on a range of general and curricular topics; | 1 | 26.02.25 | |

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| 70. | Grammar: Quantifiers / Countable/ Uncountable | 10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.2.1 - use a variety of quantifiers for <u>countable</u> and <u>uncountable</u> nouns and a variety of <u>noun phrases</u> on a wide range of familiar general and curricular topics; | 1 | 28.02.25 | |
| 71. | Writing: A for – against – essay. The <u>robots</u> pros and cons. | 10.4.1.1 - <u>understand</u> main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics; 10.5.5.1 - <u>develop</u> with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics | 1 | 3.03.25 | |
| 72. | Your turn | 10.3.7.1 - use appropriate subject-specific vocabulary and <u>syntax</u> to talk about a range of general and curricular topics; 10.4.7.1 - <u>recognize</u> patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics 10.5.7.1 - use <u>independently appropriate</u> layout at text level on a range of general and curricular topics; | 1 | 5.03.25 | |
| 73. | Culture corner. The science Museum. London Summative assessment for the unit «Breakthrough technologies» | 10.3.2.1 - ask and respond to complex questions to get information <u>about</u> a wide range of general and curricular topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 7.03.25 | |
| 74. | Curricular: Science and Technology | 10.3.7.1 - use appropriate subject-specific vocabulary and <u>syntax</u> to talk about a range of general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.16.1 - <u>use</u> a wide variety of conjunctions on a wide range of familiar general and curricular topics | 1 | 10.03.25 | |
| 75. | Language in use | 10.2.3.1- <u>understand</u> the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.7.1 - use appropriate subject-specific vocabulary and <u>syntax</u> to talk about a range of general and curricular topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; | 1 | 12.03.25 | |
| 76. | Language in use | 10.2.3.1- <u>understand</u> the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.2.1 - ask and respond to complex questions to get information <u>about</u> a wide range of general and curricular topics; | 1 | 14.03.25 | |

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| | | | 10.4.7.1 - <u>recognize</u> patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics 10.5.7.1 - use <u>independently appropriate</u> layout at text level on a range of general and curricular topics; | | | |
| 77. | | Summative control work for the 3 ^d term | 10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.5.7.1 - use <u>independently appropriate</u> layout at text level on a range of general and curricular topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; | 1 | 17.03.25 | |
| 78. | | Progress check | 10.3.7.1 - use appropriate subject-specific vocabulary and <u>syntax</u> to talk about a range of general and curricular topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics 10.5.5.1 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics | 1 | 19.03.25 | |
| | | | 4 term 8 Unit Space | | | |
| 79. | | Amazing facts about space | 10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.7.1 - <u>recognize</u> patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics 10.5.7.1 - use <u>independently</u> | 1 | 2.04.25 | |
| 80. | | Grammar: The passive | 10.5.7.1 - use <u>independently appropriate</u> layout at text level on a range of general and curricular topics; 10.6.9.1 - use a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] on a wide range of general and curricular topics | | 4.04.25 | |
| 81. | | Moving out. Space colonization Future or Fantasy | 10.2.5.1 - recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.5.1- deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.6.1 - <u>write</u> coherently at text level using a variety of connectors on a range of familiar general and curricular topics | 1 | 7.04.25 | |
| 82. | | | 10.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of | 1 | 9.04.25 | |

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| | Grammar: Conditionals types | unfamiliar topics; 10.3.7.1 - use appropriate subject-specific vocabulary and <u>syntax</u> to talk about a range of general and curricular topics; <u>10.6.17.1</u> - use if / if only in third conditional structures use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics | | | |
| 83. | Sci - Fi - Films. A new dimension of Art | 10.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.5.1- deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.6.1 - <u>write</u> coherently at text level using a variety of connectors on a range of familiar general and curricular topics | 1 | 11.04.25 | I ≡ |
| 84. | Grammar: Reported speech | 10.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.2.1 - understand specific <u>information</u> and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.6.11.1 - use a wide variety of pre-verbal, post-verbal and end-position adverbs/adverbial phrases on a wide range of general and curricular topics | 1 | 14.04.25 | |
| 85. | Writing: A film review | 10.4.5.1- deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.7.1 - use <u>independently appropriate</u> layout at text level on a range of general and curricular topics; | 1 | 16.04.25 | |
| 86. | Grammar: The passive | 10.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.3.1- explain and justify own and others' point of view on a wide range of general and curricular topics; 10.6.9.1 - use a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] on a wide range of general and curricular topics | 1 | 18.04.25 | |
| 87. | Culture corner. Reaching for the stars. | 10.3.7.1 - <u>use</u> appropriate subject-specific vocabulary and <u>syntax</u> to talk about a range of general and curricular topics; 10.4.3.1 - <u>skim</u> a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics; 10.5.6.1 - <u>write</u> coherently at text level using a variety of connectors on a range of familiar general and curricular topics | 1 | 21.04.25 | |
| 88. | Curricular: Literature | 10.4.5.1- deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.5.1 - <u>develop</u> with support coherent arguments supported when necessary by | 1 | 23.04.25 | |

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| | | examples and reasons for a wide range of written genres in familiar general and curricular topics | | | |
| 89. | Language in Use | 10.5.7.1 - use <u>independently appropriate</u> layout at text level on a range of general and curricular topics 10.6.16.1 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics | 1 | 25.04.25 | |
| 90. | Progress check. A bucketful of worlds | 10.3.3.1- explain and justify own and others' point of view on a wide range of general and curricular topics; 10.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; | 1 | 28.04.25 | |
| 91. | Progress check Summative assessment for the unit « Space» | 10.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 10.4.5.1- deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.6.1 - <u>write</u> coherently at text level using a variety of connectors on a range of familiar general and curricular topics | 1 | 30.04.25 | |
| 9 Unit Independent project | | | | | |
| 92. | Vocabulary: Scientific breakthrough | 10.3.3.1- explain and justify own and others' point of view on a wide range of general and curricular topics 10.4.5.1- deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; | 1 | 2.04.25 | |
| 93. | The universe. How did it all begin? | 10.2.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.5.1- deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1- use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt <u>accurately</u> ; | 1 | 2.05.25 | |
| 94. | Grammar: Identifying pronounce references | 10.2.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.1.1 - understand main points <u>in extended</u> texts on a wide range of unfamiliar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | 1 | 5.05.25 | |
| 95. | Human biology | 10.3.2.1 - ask and respond to complex questions to get information <u>about</u> a wide range of general and curricular topics 10.4.3.1 - skim a range of lengthy texts with speed to identify content meriting <u>closer reading</u> on a range of general and curricular topics; | 1 | 12.05.25 | |

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| 96. | Grammar: Conditionals Summative assessment for the unit «Independent project» | 10.4.1.1 - understand main points <u>in extended</u> texts on a wide range of unfamiliar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.17.1 - use if / if only in third conditional <u>structures</u> use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics | 1 | 14.05.25 | |
| 97. | Reading: Elements. | 10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.7.1 - use appropriate subject-specific vocabulary and <u>syntax</u> to talk about a range of general and curricular topics; 10.4.2.1 - understand specific <u>information and</u> detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; | 1 | 16.05.25 | |
| 98. | Writing: an opinion essay | 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.5.5.1 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics; | 1 | 16.05.25 | |
| 99. | Summative control work for the 4 th term | 10.3.7.1 - use appropriate subject-specific vocabulary and <u>syntax</u> to talk about a range of general and curricular topics; 10.4.9.1 - recognize inconsistencies in argument in extended texts on a wide range of general and curricular topics; 10.5.5.1 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics; | 1 | 19.05.25 | |
| 100. | Culture corner. British science week | 10.3.5.1 - <u>interact</u> with peers to make hypotheses about a wide range of general and curricular topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.5.7.1 - <u>use independently</u> appropriate layout at text level on a range of general and curricular topics | 1 | 21.05.25 | |
| 101. | Curricular science. Body talk | 10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.7.1 - use appropriate subject-specific vocabulary and <u>syntax</u> to talk about a range of general and curricular topics; 10.4.1.1 - understand main points <u>in extended</u> texts on a wide range of unfamiliar general and curricular topics; 10.5.7.1 - <u>use independently</u> appropriate layout at text level on a range of | 1 | 21.05.25 | |

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| | | general and curricular topics | | | |
| 102. | Language in Use | 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.14.1 - use a variety of prepositional phrases <u>before nouns</u> and adjectives use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics; | 1 | 23.05.25z | |
| Total | | | | | |

11- сыныптарға арналған күнтізбелік-тақырыптық жоспар
Calendar Thematic Plan for the 11th grade
2025-2026 оқу жылы/academic year

| № | Ауыспал тақырып / Cross curricula units | Тақырып/ Topics | Оқу мақсаттары / Learning Objectives | Сағат саны/ Hours | Мерзімі/ Dates | Ескерту /Note |
|---|---|-----------------|---|-------------------|----------------|---------------|
| 1 | Unit 1. Making connections in biology - p.4 | Food science | 11.C8 - develop intercultural awareness through reading and discussion 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and <u>curricular topics</u> | 1 | 2.09.24 | |
| 2 | | The passive | 11.S5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics 11.R3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics 11.UE7 - use a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on a wide range of general and curricular topics | 1 | 4.09.24 | |
| 3 | | Keeping fit | 11.L5 - recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.L8 - recognize inconsistencies in argument in extended talk on a range of general and curricular subjects, including some unfamiliar topics 11.S3 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and <u>curricular topics</u> | 1 | 6.09.24 | |

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| 4 | The passive: advanced structures | 11.S4 - evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics 11.S6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics 11.R3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics 11.UE12 - use a wide variety of past modal forms to express appropriate functions; use a variety of near modal structures including supposed to, bound to, due, willing to on a wide range of general and curricular topics | 1 | 11.09.24 | |
| 5 | Compound adjectives | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics 11.R3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics 11.UE3 - use a variety of adjectives complemented by that, infinitive and wh-clauses on a wide range of general and curricular topics | 1 | 13.09.24 | |
| 6 | Junk food | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including unfamiliar topics | 1 | 16.09.24 | |
| 7 | Junk food | 11.C6 - organize and present information clearly to others 11.C7 - develop and sustain a consistent argument when speaking or writing 11.S3 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics | 1 | 18.09.24 | |
| 8 | Role-play | 11.C1 - use speaking and listening skills to solve problems creatively and cooperatively in groups 11.L1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some | 1 | 20.09.24 | |

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| | | | unfamiliar general and <u>curricular topics</u> | | | |
| 9 | | An article | 11.C6 - organize and present information clearly to others 11.C7 - develop and sustain a consistent argument when speaking or writing 11.R7 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics 11.W6 - write coherently at text level using a variety of connectors on a wide range of familiar general and <u>curricular topics</u> 11.UE11 - use a wide variety of pre-verbal, post-verbal and end-position adverbs/adverbial phrases on a wide range of general and curricular topics | 1 | 23.09.24 | |
| 10 | | Unit revision | 11.2.5 - <u>recognise</u> the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics. 11.3.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics. | 1 | 25.09.24 | |
| 11 | | The animal world | 11.C6 - organize and present information clearly to others 11.L1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics | 1 | 27.09.24 | |
| 12 | | Investigate and report on the animal world | 11.L2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and <u>curricular topics</u> 11.W8 - communicate and respond to news and feelings in correspondence through a variety of functions on a wide range of general and curricular topics 11.UE12 - use a wide variety of past modal forms to express appropriate functions; use a variety of <u>near modal structures</u> including supposed to, bound to, due, willing to on a wide range of general and <u>curricular topics</u> | 1 | 30.09.24 | |
| 13 | Module 2 <u>Controversial issues</u> | Negative structures | 11.C9 - use imagination to express thoughts, ideas, experiences and feelings 11.S4 - evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics 11.UE6 - use a growing variety of impersonal and cleft structures on a wide range of general and curricular topics 11.UE11 - use a wide variety of pre-verbal, post-verbal and end-position adverbs/adverbial phrases on a wide range of general and curricular topics | 1 | 2.10.24 | |
| 14 | | Beekeeping in KZ | 11.C10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 11.L2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.L4 - implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics | 1 | 4.10.24 | |

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| | | 11.L6 - deduce meaning from context in unsupported extended talk on a <u>widerange</u> of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics | | | |
| 15 | Articles & quantifiers | 11.C9 - use imagination to express thoughts, ideas, experiences and feelings 11.R1 - understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.UE2 - use a variety of determiners relating to nouns for generic uses, some appositional uses and textual reference on a wide range of general and curricular topics | 1 | 7.10.24 | |
| 16 | Phrasal verbs | 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and <u>curriculartopics</u> <u>11.R5</u> - deduce <u>meaningfromcontext</u> in extended texts on a wide range of familiar and unfamiliar general and <u>curriculartopics</u> 11.UE5 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics | 1 | 9.10.24 | |
| 17 | Endangered animals in KZ | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.R2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics <u>11.R5</u> - deduce <u>meaningfromcontext</u> in extended <u>texts</u> on a wide range of familiar and unfamiliar general and <u>curriculartopics</u> 11.R7 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics | 1 | 10.10.24 | |
| 18 | Reading strategy | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and <u>curriculartopics</u> 11.R8 - select and evaluate paper and digital reference resources to check meaning and extend understanding | 1 | 11.10.24 | |
| 19 | Photo description & comparison | 11.C6 - organize and present information clearly to others 11.L5 - recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and <u>curriculartopics</u> 11.UE12 - use a wide variety of past modal forms to express appropriate functions; use a variety of near modal structures including supposed to, bound to, due, willing to on a wide range of general and <u>curriculartopics</u> | 1 | 14.10.24 | |
| 20 | | 11.R7 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics | 1 | 16.10.24 | |

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| | | An opinion essay | 11.W1 - plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics 11.W5 - develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics 11.W6 - write coherently at text level using a variety of connectors on a wide range of familiar general and <u>curricular topics</u> 11.UE7 - use a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on a wide range of general and curricular topics. | | | |
| 2 1 | | Learn this might/ must/can't have | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and <u>curricular topics</u> | 1 | 18.10.24 | |
| 2 2 | | Writing <u>strategy</u> | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and <u>curricular topics</u> | 1 | 21.10.24 | |
| 2 3 | | Unit assessment 2. Correction work | 11.4.2 - understand specific information and detail in extended texts on a wide range of familiar and unfl 1.5.1 - plan, write, edit and proofread work at text level independently on a wide range of general and <u>curricular topics</u> amiliar general and curricular topics. | 1 | 23.10.24 | |
| 2 4 | | Summative assessment for term | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and <u>curricular topics</u> 11.R8 - select and evaluate paper and digital reference resources to check meaning and extend understanding | 1 | 25.10.24 | |
| II тоқсан/term 24 сағат/hours | | | | | | |
| 2 5 | Unit 3. The human brain - p.24 (12 hours) | The human brain | 11.L1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.L4 - implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and <u>curricular topics</u> | 1 | 4.11.24 | |
| 2 6 | | Amazing brain facts | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and <u>curricular topics</u> 11.R8 - select and evaluate paper and digital reference resources to check meaning and extend understanding | 1 | 5.11.24 | |

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| | | | 11.UE7 - use a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on a wide range of general and curricular topics | | | |
| 2 7 | | Comparison | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S3 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics 11.S6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics 11.UE3 - use a variety of adjectives complemented by <u>that</u> , infinitive and <u>wh</u> - clauses on a wide range of general and curricular topics | 1 | 6.11.24 | |
| 2 8 | | Keep calm! | 11.L1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S3 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics 11.R8 - select and evaluate paper and digital reference resources to check meaning and extend understanding | 1 | 8.11.24 | |
| 2 9 | | Infinitives & <u>-ing</u> forms | 11.S6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics 11.R8 - select and evaluate paper and digital reference resources to check meaning and extend understanding 11.UE6 - use a growing variety of impersonal and cleft structures on a wide range of general and curricular topics | 1 | 11.11.24 | |
| 3 0 | | Infinitives & <u>-ing</u> forms | 11.C6 - organize and present information clearly to others 11.S6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics 11.UE6 - use a growing variety of impersonal and cleft structures on a wide range of general and curricular topics | 1 | 13.11.24 | |
| 3 1 | | Preposition + noun phrases | 11.S3 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics 11.R1 - understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.UE1 - use a variety of pre- and post- modifying noun structures on a wide range of general and curricular topics 11.UE13 - use a variety of dependent prepositions with less common nouns, adjectives and verbs on a wide range of general and curricular topics | 1 | 15.11.24 | |
| 3 2 | | Mental arithmetic in KZ | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and <u>curricular topics</u> 11.R2 - understand specific information and detail in extended texts on a wide range of familiar and | 1 | 18.11.24 | |

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| | | | unfamiliar general and curricular topics 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended | | | |
| 3 3 | | Mental arithmetic in KZ | higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S3 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics 11.S6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics 11.R8 - select and evaluate paper and digital reference resources to check meaning and extend understanding | 1 | 20.11.24 | |
| 3 4 | | Role-play | 11.L2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S1 - use formal and informal language registers in talk on a range of general and curricular topics, including some <u>unfamiliartopics</u> 11.S5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and <u>curriculartopics</u> 11.UE14 - use a growing variety of more complex prepositional phrases including those relating to concession and respect, use a variety of multi-word verbs of different syntactic types on a wide range of general and curricular topics | 1 | 22.11.24 | |
| 3 5 | | A for & against essay | 11.S5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics 11.R7 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics 11.W2 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is <u>speltaccurately</u> 11.W5 - develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and <u>curriculartopics</u> 11.W6 - write coherently at text level using a variety of connectors on a wide range of familiar general and <u>curriculartopics</u> | 1 | 25.11.24 | |
| 3 6 | | Unit assessment 3. | 11.2.6 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics. 11.3.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics. | 1 | 27.11.24 | |
| 3 7 | Unit 4. Investigate and report on timekeeping | Keeping time | 11.L4 - implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.L8 - recognize inconsistencies in argument in extended talk on a range of general and curricular subjects, including some unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and <u>curriculartopics</u> 11.R5 - deduce meaning from context in extended texts <u>ona</u> wide range of familiar and | 1 | 29.11.24 | |

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| | devices - p.34 (12 hours) | | unfamiliar general and <u>curricular topics</u> | | | |
| 3 8 | | Keeping time | <p>11.L1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topic</p> <p>11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics</p> <p>11.R8 - select and evaluate paper and digital reference resources to check meaning and extend understanding</p> <p>11.UE12 - use a wide variety of past modal forms to express appropriate functions; use a variety of near modal structures including supposed to, bound to, due, willing to on a wide range of general and <u>curricular topics</u></p> | 1 | 2.12.24 | |
| 3 9 | | Modals: present & future | <p>11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics</p> <p>11.S5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics</p> <p>11.S6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics</p> <p>11.R3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics</p> <p>11.UE12 - use a wide variety of past modal forms to express appropriate functions; use a variety of near modal structures including supposed to, bound to, due, willing to on a wide range of general and <u>curricular topics</u></p> | 1 | 4.12.24 | |
| 4 0 | | When in Rome... | <p>11.C8 - develop intercultural awareness through reading and discussion.</p> <p>11.L1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topic</p> <p>11.L2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics</p> <p>11.S1 - use formal and informal language registers in talk on a range of general and curricular topics, including some <u>unfamiliar topics</u></p> | 1 | 6.12.24 | |
| 4 1 | | Modals in the past | <p>11.L4 - implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics</p> <p>11.S6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics</p> <p>11.UE12 - use a wide variety of past modal forms to express appropriate functions; use a variety of near modal structures including supposed to, bound to, due, willing to on a wide range of general and curricular topics</p> | 1 | 9.12.24 | |
| 4 2 | | American English | <p>11.C8 - develop intercultural awareness through reading and discussion</p> <p>11.L6 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of <u>unfamiliar topics</u></p> <p>11.S6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics</p> <p>11.R8 - select and evaluate paper and digital</p> | 1 | 11.12.24 | |

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| | | | reference resources to check meaning and extend understanding | | | |
| 4 3 | | The Longitude prize | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics 11.R2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.S5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics 11.R8 - select and evaluate paper and digital reference resources to check meaning and extend understanding | 1 | 13.12.24 | |
| 4 4 | | Unit assessment 4. | 11.4.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics. 11.5.1 - plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics. | 1 | 16.12.24 | |
| 4 5 | | Term assessment 2. | 11.2.6 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics. 11.4.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics. 11.5.7 - use independently appropriate layout at text level on a wide range of general and curricular topics. 11.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics. | 1 | 18.12.24 | |
| 4 6 | | Topic-based presentation | 11.C8 - develop intercultural awareness through reading and discussion 11.L4 - implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics | 1 | 20.12.24 | |
| 4 7 | | A blog post | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics 11.R7 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics 11.W1 - plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics 11.W5 - develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics. | 1 | 23.12.24 | |
| 4 | | | 11.L2 - understand specific information in unsupported extended talk on a wide range of general and | 1 | 25.12.24 | |

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| 8 | Unit revision | curricular topics, including talk on a growing range of unfamiliar topics 11.S1 - use formal and informal language registers in talk on a range of general and curricular topics, including some <u>unfamiliartopics</u> | | | |
| III тоқсан/term 30-сағат/hours | | | | | |
| 4 9 | Unit 5. Work and inventio ns - p.44 (10 hours) | The world of work | 11.L.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some <u>unfamiliargeneral and curriculartopics</u> 11.R.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some <u>unfamiliargeneral and curriculartopics</u> | 1 | 10.01.20 25 |
| 5 0 | | Reported speech | 11.R.1 - understand complex and abstract main points in extended <u>texts</u> on a wide range of familiar and unfamiliar general and curricular topics 11.UE.5 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics 11.S.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics 11.W.3 - write with grammatical accuracy on a wide range of general and curricular topics | 1 | 13.01.25 |
| 5 1 | | | | 1 | 15.01.25 |
| 5 2 | | Urban legends | 11.C.9 - use imagination to express thoughts, ideas, experiences and feelings 11.S.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics 11.L.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.L.4 - understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics | 1 | 17.01.25 |
| 5 3 | | Reporting verbs | 11.C.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups 11.L.4 - understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.R.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics 11.W.8 - communicate and respond to news and feelings in correspondence through a variety of functions on a wide range of general and curricular topics 11.UE.5 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics | 1 | 20.01.25 |
| 5 4 | | Nouns and | 11.C.9 - use imagination to express thoughts, ideas, experiences and feelings 11.S.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics | 1 | 22.01.25 |

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| | | dependent prepositions | 11.R.1 - understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.UE.1 - use a variety of pre- and post- modifying noun structures on a wide range of general and curricular topics | | | |
| 5 5 | | Media wars | 11.C.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups 11.C.7 - develop and sustain a consistent argument when speaking or writing 11.R.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics 11.S.3 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics 11.S.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics | 1 | 22.01.25 | |
| 5 6 | | Presentation | 11.C.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups 11.L.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics 11.S.4 - explain and justify own and others' point of view on a <u>range of</u> general and curricular topics, including some <u>unfamiliar topics</u> - evaluate and comment on the views of others in a growing <u>variety of</u> talk contexts on a wide range of general and curricular topics, including some <u>unfamiliar topics</u> | 1 | 24.01.25 | |
| 5 7 | | Unit assessment 5. Unit <u>5.Review</u> | 11.L.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S.3 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics 11.S.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics 11.UE.14 - use a growing variety of more complex prepositional phrases including those relating to concession and respect use a variety of multi-word verbs of different syntactic types on a wide range of general and curricular topics | 1 | 27.01.25 | |
| 5 8 | | A story | 11.C.7 - develop and sustain a consistent argument when speaking or writing 11.R.2 - understand specific information and detail in extended texts <u>ona</u> wide range of familiar and unfamiliar general and <u>curriculartopics</u> 11.W.4 - use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and <u>curriculartopics</u> 11.S.5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics 11.S.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics | 1 | 29.01.25 | |
| 5 9 | Unit 6 Stem | Intelligent energy storage | 11.C.9 - use imagination to express thoughts, ideas, experiences and feelings 11.L.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking | 1 | 31.01.25 | |

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| | | <p>questions on a range of general and curricular topics, including some unfamiliar topics</p> <p>11.S.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics</p> <p>11.R.7 - <u>recognise</u> patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics</p> | | | |
| 6 0 | Second and third conditional | <p>11.C.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p> <p>11.R.6 - <u>recognise</u> the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics</p> <p>11.S.4 - evaluate and comment on the views of others in a growing <u>variety of</u> talk contexts on a wide range of general and curricular topics, including some <u>unfamiliartopics</u></p> <p>11.UE.6 - use a growing variety of impersonal and cleft structures on a wide range of general and curricular topics</p> | 1 | 3.02.25 | |
| 6 1 | Hashtag activism | <p>11.C.9 - use imagination to express thoughts, ideas, experiences and feelings</p> <p>11.L.1- understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics</p> <p>11.L.8 - <u>recognise</u> inconsistencies in argument in extended talk on a range of general and curricular subjects, including some unfamiliar topics</p> <p>11.S.4 - evaluate and comment on the views of others in a growing <u>variety of</u> talk contexts on a wide range of general and curricular topics, including some <u>unfamiliartopics</u></p> <p>11.S.2 - ask and respond with appropriate syntax and vocabulary to open- ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics</p> <p>11.R.7 - <u>recognise</u> patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and <u>curriculartopics</u>.</p> | 1 | 5.02.25 | |
| 6 2 | Mixed conditionals | <p>11.C.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p> <p>11.R.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics</p> <p>11.S.1 - use formal and informal language registers in talk on a range of general and curricular topics, including some unfamiliar topics</p> <p>11.S.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics</p> <p>11.UE.5 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics</p> | 1 | 7.02.25 | |
| 6 3 | Verb patterns | <p>11.C.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p> <p>11.R.6 - <u>recognise</u> the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics</p> <p>11.S.1 - use formal and informal language registers in talk on a range of general and curricular topics, including some unfamiliar topics;</p> <p>11.S.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of</p> | 1 | 10.02.25 | |

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| | | | familiar and some unfamiliar general and curricular topics 11.UE.5 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics | | | |
| 6 4 | | Making a difference | 11.S.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics 11.R.7 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics 11.UE.13 - use a variety of dependent prepositions with less common nouns, adjectives and verbs on a wide range of general and curricular topics | 1 | 12.02.25 | |
| 6 5 | | Collaborative task | 11.C.9 - use imagination to express thoughts, ideas, experiences and feelings 11.L.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics; 11.S.5 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics 11.S.6 - evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics | 1 | 14.02.25 | |
| 6 6 | | A report | 11.C.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 11.S.5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics 11.R.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics 11.W.1 - plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics 11.W.6 - write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics | 1 | 17.02.25 | |
| 6 7 | | Unit assessment 6. Unit 6. Review (Workbook p.62 - p.63) | 11.R.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.W.1 - plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics 11.W.6 - write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics 11.UE.9 - use a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] on a wide range of general and curricular topics | 1 | 19.02.25 | |
| 6 8 | | Non - fiction in | 11.C.8 - develop intercultural awareness through reading and discussion 11.L.4 - understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a wide range | 1 | 21.02.25 | |

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| | | Kazakhstan | of general and curricular topics, including some <u>unfamiliar topics</u> 11.S.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics 11.R.4 - read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topic | | | |
| 6 9 | | Future Continuous, Future Perfect and Future Perfect Continuous | 11.C.11 - use imagination to express thoughts, ideas, experiences <u>and feelings</u> 11.C.12 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world topics, including talk on a <u>growing range of unfamiliar topics</u> 11.R.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.R.5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.UE.8 - use a wide variety of future forms, including future perfect forms on a wide range of general and curricular topics 11.W.3 - write with grammatical accuracy on a wide range of general and curricular topics; | 1 | 24.02.25 | |
| 7 0 | | Trip of a lifetime | 11.C.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world topics, including talk on a growing range of unfamiliar topics 11.L.4 - understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S.3 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics 11.S.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics | 1 | 26.02.25 | |
| 7 1 | | Future time clauses | 11.C.8 - develop intercultural awareness through reading and discussion 11.S.4 - evaluate and comment on the views of others in a <u>growing variety of</u> talk contexts on a wide range of general and curricular topics, including some <u>unfamiliar topics</u> 11.R.5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.W.4 - use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics 11.UE.8 - use a wide variety of future forms, including future perfect forms on a wide range of general and curricular topics | 1 | 28.02.25 | |
| 7 2 | Unit 7. Reading for pleasure p.64 (10 hours) | Adverbs and adverbial phrases | 11.C.8 - develop intercultural awareness through reading and discussion 11.4.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.3.4 - evaluate and comment on the views of others in a <u>growing variety of</u> talk contexts on a wide range of general and curricular topics, including some <u>unfamiliar topics</u> 11.S.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics 1.UE.11 - use a wide variety of pre-verbal, post-verbal and end-position adverbs/adverbial phrases on a wide range of general and curricular topics | 1 | 3.03.25 | |
| 7 | | | 11.R.2 | 1 | 5.03.25 | |

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| 3 | | Globetrotters | 11.S.4 - evaluate and comment on the views of others in a growing <u>varietyof</u> talk contexts on a wide range of general and curricular topics, including some <u>unfamiliartopics</u> 11.S.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics | | | |
| 7 4 | | Travelling' online | 11.C.8 - develop intercultural awareness through reading and discussion 11.R.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.R.5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics; 11.S.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics | 1 | 7.03.25 | |
| 7 5 | | Unit assessment 7 | 11.C.8 - develop intercultural awareness through reading and discussion 11.S.4 - evaluate and comment on the views of others in a growing <u>varietyof</u> talk contexts on a wide range of general and curricular topics, including some <u>unfamiliartopics</u> | 1 | 10.03.25 | |
| 7 6 | | A letter of complaint | 11.S. 3 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics 11.S.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics 11.R. 8 - select and evaluate paper and digital reference resources to check meaning and extend understanding 11.W.4 - use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics | 1 | 12.03.25 | |
| 7 7 | | The subjunctive Term Assessment 3. | 11.L.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.R.1 - understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.R.5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.S.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics 11.W.4 - use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics; | 1 | 14.03.25 | |
| 7 8 | | Revision | 11.3.4 - evaluate and comment on the views of others in a growing <u>varietyof</u> talk contexts on a wide range of general and curricular topics, including some <u>unfamiliartopics</u> | 1 | 17.03.25 | |
| IVТОҚСАН/term 24-сағат/hours | | | | | | |
| 7 9 | Module 8 Recent advances | | 11.C.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 11.L.2 - understand specific information in unsupported extended talk on a wide range of general and | 1 | 30.03.25 | |

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| | in technology | Living with technology | curricular topics, including talk on a growing range of unfamiliar topics 11.S.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.R.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics; | | | |
| 80 | | Transforming the world | 11.R.5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.S.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics 11.W.4 - use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics; | 1 | 2.04.25 | |
| 81 | | A variety of technological, mobile and application tools for personal, educational and professional use | 11.C.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 11.L.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics 11.R.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract general and curricular topics 11.UE.9 - use a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] on a wide range of general and curricular topics | 1 | 4.04.25 | |
| 82 | | Past Perfect Simple and Past Perfect Continuous | 11.C.8 - develop intercultural awareness through reading and discussion 11.C.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 11.S.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.UE.9 - use a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] on a wide range of general and curricular topics | 1 | 7.04.25 | |
| 83 | | Press intrusion | 11.C.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 11.L.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.R.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics | 1 | 9.04.25 | |

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| 8 4 | Used to and would | <p>11.C.8 - develop intercultural awareness through reading and discussion</p> <p>11.S.4 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics</p> <p>11.S.5 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics</p> <p>11.R.7 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics</p> <p>11.UE.5 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics</p> | 1 | 11.04.25 |
| 8 5 | Verb patterns | <p>11.C.8 - develop intercultural awareness through reading and discussion</p> <p>11.S.3 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics</p> <p>11.R.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics</p> <p>11.W.3 - write with grammatical accuracy on a wide range of general and curricular topics</p> <p>11.UE.3 - use a variety of adjectives complemented by that, infinitive and why- clauses on a wide range of general and curricular topics ;</p> | 1 | 14.04.25 |
| 8 6 | Vloggers | <p>11.C.8 - develop intercultural awareness through reading and discussion</p> <p>11.S.3 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics</p> <p>11.R.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics</p> <p>11.UE.13 - use a variety of dependent prepositions with less common nouns, adjectives and verbs on a wide range of general and curricular topics</p> | 1 | 16.04.25 |
| 8 7 | Options for future careers | <p>11.C.8 - develop intercultural awareness through reading and discussion</p> <p>11.L.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics</p> <p>11.S.3 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics</p> <p>11.S.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics</p> <p>11.R.4 - read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics</p> | 1 | 18.04.25 |
| 8 8 | Photo comparison | <p>11.C.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p> <p>11.L.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics</p> <p>11.S.4 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics</p> <p>11.S.5 - explain and justify own and others' point of view on a range of general and curricular topics,</p> | 1 | 21.04.25 |

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| | | | including some <u>unfamiliar topics</u> 11.W.5 - develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics | | | |
| 8 9 | | A formal letter | 11.C.8 - develop intercultural awareness through reading and discussion 11.S.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.R.4 - read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics 11.R.7 - <u>recognise</u> patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics 11.W.3 - write with grammatical accuracy on a wide range of general and curricular topics | 1 | 23.04.25 | |
| 9 0 | | Unit assessment 8. | 11.L.2 - understand specific information in unsupported extended talk on a | 1 | 25.04.25 | |
| 9 1 | | Producing information leaflets | 11.C.8 - develop intercultural awareness through reading and discussion 11.S.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.R.7 - <u>recognise</u> patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics; 11.W.3 - write with grammatical accuracy on a wide range of general and curricular topics 11.W.5 - develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics 11.UE14 - use a growing variety of more complex prepositional phrases including those relating to concession and respect; use a variety of multi-word verbs of different syntactic types on a wide range of general and curricular topics | 1 | 28.04.25 | |
| 9 2 | Unit 9 The chemistry of clothes | We are what we wear | 11.C.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 11.L.5 - <u>recognise</u> the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics 11.R.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics | 1 | 30.04.25 | |
| 9 3 | | We are what we wear | 11.C.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 11.L.5 - <u>recognise</u> the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics | | 2.05.25 | |
| 9 4 | | | 11.C.8 - develop intercultural awareness through reading and discussion 11.S.5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar | 1 | 5.05.25 | |

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| | | Emphasis | and some unfamiliar general and curricular topics 11.R.5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.W.3 - write with grammatical accuracy on a wide range of <u>general and curricular topics</u> 11.UE.2 - use a variety of determiners relating to nouns for generic uses, some appositional uses and textual reference on a wide range of <u>general and curricular topics</u> | | |
| 9 5 | | Moneyless living | 11.C.2 - use speaking and listening skills to provide sensitive feedback to peers 11.S.3 - explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics 11.S.5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics 11.R.6 - <u>recognise</u> the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics | 1 | 12.05.25 |
| 9 6 | | Participle clauses | 11.C.8 - develop intercultural awareness through reading and discussion 11.S.7 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general <u>and curricular topics</u> 11.S.8 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and <u>curricular topics</u> 11.R.7 - deduce meaning from context in extended texts on a wide <u>range of</u> familiar and unfamiliar general and <u>curricular topics</u> 11.R.8 - <u>recognise</u> the attitude, opinion or tone of the writer in <u>extended texts</u> on a range of more complex and abstract general and <u>curricular topics</u> 11.W.9 - punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy 11.UE.3 - use a variety of adjectives complemented by that, infinitive and why- clauses on a wide range of general and curricular topics | 1 | 14.05.25 |
| 9 7 | | Money idioms | 11.C.4 - use speaking and listening skills to provide sensitive <u>feedback to</u> peers 11.C.5 - respect differing points <u>of view</u> 11.L.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics 11.UE.11 - use a wide variety of pre-verbal, post-verbal and end-position adverbs/adverbial phrases on a wide range of <u>general and curricular topics</u> | | 16.05.25 |
| 9 8 | | Researching an issue related to the industry | 11.C.4 - use speaking and listening skills to provide sensitive <u>feedback to</u> peers 11.C.5 - respect differing points <u>of view</u> 11.L.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.S.5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics | 1 | 16.05.26 |
| 9 9 | | Playing with | 11.C.2 - use speaking and listening skills to provide sensitive feedback to peers 11.L.2 - understand specific information in unsupported extended talk on a wide range of general and | 1 | 19.05.25 |

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| | | our emotions Reading strategy | curricular topics, including talk on a growing range of unfamiliar topics 11.S.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.R.5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.W.6 - write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics | | |
| 1 0 0 | | Unit assessment 9 | 11.R.5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics; 11.W.7 - develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics; 11.W.8 - write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics; 11.W.9 - punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy; 11.UE.11 - use a wide variety of pre-verbal, post-verbal and end-position adverbs/adverbial phrases on a wide range of general and curricular topics. | | 21.05.25 |
| 1 0 1 | | Term Assessment 4. | 11.L.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 11.R.1 - understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.R.5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.S.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics 11.W.4 - use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics. | 1 | 21.05.25 |
| 1 0 2 | | Reading strategy | 11.S.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.R.5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics 11.W.6 - write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics | 1 | 23.05.25 |