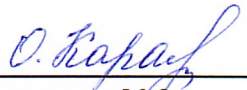
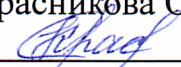


Ә /Б ОТЫРЫСЫНДА
ҚАРАЛДЫ:
РАССМОТРЕНО:
на заседании ША
Каралькевич О.А.


Протокол №3
от 07.11.22

КЕЛІСЕМІН:
СОГЛАСОВАНО:
ПСИХОЛОГ:
Красникова О.В.

07.11.22

БЕКІТЕМІН
УТВЕРЖДАЮ:
ДИРЕКТОР:
Кизкенова Г.А.

07.11.22

ҚҰНТІЗБЕЛІК –ТАҚЫРЫПТЫҚ ЖОСПАРЛАУ

КАЛЕНДАРНО –ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ
по программе ЗПР
учащегося 8 класса «Б»
Сигаури Рамзан

по предмету «Английский язык»
на 2022 - 2023 учебный год

КГУ «Общеобразовательная школа №5 города Атбасар отдела образования по
Атбасарскому району управления образования Акмолинской области»

МУҒАЛІМ:
УЧИТЕЛЬ: Рыбалкина Татьяна Николаевна

г. Атбасар

Календарно-тематическое планирование по предмету «Английский язык» 8 класс 2022-2023 учебный год учащегося с

ООП

Пояснительная записка

Данное КТП разработано в соответствии с Государственным общеобязательным стандартом среднего образования (начальное, основное среднее, общее среднее образование), утвержденным постановлением Правительства Республики Казахстан от 23 августа 2012 года №1080 и на основании заключения и рекомендаций ПМПК. Курс «Английский язык» является интегрированным и дает учащимся с задержкой психического развития (ЗПР) первичные сведения о языке как целостной системе, проявляющейся в речевой деятельности. Эти сведения являются базовыми для освоения программы «Английский язык» и предполагает развитие всех видов речевой деятельности (слушание, говорение, чтение, письмо). Целью обучения предмету «Английский язык» учащихся с ЗПР является формирование основ функционально-грамотной личности, обеспечения языкового и речевого развития ребёнка, создание условий для осознания им себя носителем языка. Задачи обучения английскому языку учащегося с ЗПР:

- 1) развитие всех видов речевой деятельности (слушание, говорение, чтение, письмо);
- 2) формирование фонематического восприятия, звукового анализа и синтеза; 3) уточнение и обогащение словарного запаса путем расширения и уточнения непосредственных впечатлений и представлений об окружающем мире;
- 4) развитие связной речи;
- 5) формирование коммуникативных умений в устной и письменной форме;
- 6) усвоение приемов умственной деятельности, необходимых для овладения начальным курсом английского языка (наблюдения, сравнения и обобщения явлений языка). Определить количество часов на эти периоды учитель может самостоятельно, ориентируясь на объективные возможности учеников своего класса и уровень их готовности к овладению английскому языку. Коррекционная работа с обучающимися с ЗПР направлена на углубление и обобщение их социокультурного опыта на основе содержания предметных областей, на развитие навыков самостоятельной учебной деятельности с учетом интеллектуальных возможностей обучающихся. Изучение предмета «английский язык» способствует:

- 1) формированию позитивного отношения к правильной устной и письменной речи;
- 2) овладению учебными действиями с языковыми единицами и формирование умения использовать знания для решения познавательных, практических и коммуникативных задач;
- 3) овладению умением работать в паре, в группе, выполнять различные роли (лидера, исполнителя);
- 4) овладению первоначальными представлениями о нормах английского языка;
- 5) принятию и освоению социальной роли обучающегося, развитие мотивов учебной деятельности и формирование личностного смысла учения;

Calendar Thematic Plan for grade 8
within the framework of updating the secondary education content
2022-2023 academic year

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date Class A/B	Notes
1st term 26 hours						
1	Unit 1: Our World (12 hours)	Our World	Content 8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1- respect differing points of view; Listening 8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres; Speaking 8.3.1.1-use formal and informal registers in their talk on a growing range of general and curricular topics; Reading 8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding Writing 8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.7.1- use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics;	1	6.09	
2		Global issues		1	7.09	
3		Entering Test		1	8.09	
4		Habitats		1	13.09	
5		Infinitive/ -ing forms		1	14.09	
6		Word Formation		1	15.09	
7		Clauses of reason/ result		1	20.09	
8		Natural disasters		1	21.09	
9		Applying to an environmental organisation		1	22.09	
10		Unique structures		1	27.09	
11		Global citizenship		1	28.09	
12		A letter to the editor suggesting solutions to a problem		1	29.09	
	Be the change Shelf - check					
	Summative assessment for the unit «Our World»					
	Unit revision					
13	Unit 2: Daily Life and Shopping (14 hours)	Organizing a tour of our area to help a fictitious family move to the area using maps (this relates to geography)	Content 8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1- respect differing points of view; Listening 8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres; Speaking 8.3.1.1-use formal and informal registers in their talk on a growing range of general and curricular topics;	1	4.10	
14		Comparing our daily life with that of a Japanese student		1	5.10	

15		Focusing on Kazakhstan fashion week and clothes	<p>Reading</p> <p>8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding</p> <p>Writing</p> <p>8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.7.1- use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics;</p>	1	6.10	
16		Focusing on Kazakhstan fashion week and clothes		1	11.10	
17		Organizing and filming a fashion show (this relates to art and design)		1	12.10	
18		Organizing and filming a fashion show (this relates to art and design)		1	13.10	
19		Writing a review of a fashion show		1	18.10	
20		Writing a review of a fashion show		1	19.10	
21		Discussion about the nature of happiness and what we commit to in the future		1	20.10	
22		Discussion about the nature of happiness and what we commit to in the future		1	25.10	
		Summative assessment for the unit «Daily Life and Shopping»				
23		Summative control work for the 1st term		1	26.10	

24		Keeping a personal and a class diary		1	27.10
25		Keeping a personal and a class diary		1	8.11
26		Unit revision		1	9.11

2nd term 22 hours

27	Unit 3: Entertainment and Media (10 hours)	Looking at and writing a storyboard, then acting out the storyboard	<p>Content 8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1- respect differing points of view;</p> <p>Listening 8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres;</p> <p>Speaking 8.3.1.1-use formal and informal registers in their talk on a growing range of general and curricular topics;</p> <p>Reading 8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding</p> <p>Writing 8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.7.1- use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics;</p>	1	10.11	
28		Describing and writing reviews on films and computer games		1	15.11	
29		Describing and writing reviews on films and computer games		1	16.11	
30		Creating our own newspaper or magazine article in two-column format		1	17.11	
31		Creating our own newspaper or magazine article in two-column format		1	22.11	
32		Focusing on CGI (computer generated animation)		1	23.11	
33		Learning about Minecraft		1	24.11	
34		Creating and playing the quiz game: Who		1	29.11	

		wants to be a millionaire?			
35		Social media (this relates to computer science) Summative assessment for the unit «Entertainment and Media»		1	30.11
36		Unit revision		1	1.12
37	Unit 4: Sport, Health and Exercise (12 hours)	Learning about keeping fit apps	Content 8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1- respect differing points of view; Listening 8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres; Speaking 8.3.1.1-use formal and informal registers in their talk on a growing range of general and curricular topics; Reading 8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding Writing 8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.7.1- use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics;	1	6.12
38		Learning about healthy food and lifestyle		1	7.12
39		Learning about healthy food and lifestyle			8.12
40		Learners create a healthy-eating pyramid based on food from Kazakhstan		1	13.12
41		Learners create a healthy-eating pyramid based on food from Kazakhstan		1	14.12
42		Learning about illness and injuries (this relates to biology)		1	15.12
43		Learning about illness and injuries (this relates to biology)			20.12
44		Role-playing a visit to the doctor's surgery		1	21.12

		Summative assessment for the unit «Sport, Health and Exercise»			
45		Teens and Exercise		1	22.12
46		Summative control work for the 2nd term		1	27.12
47		Sporting legends		1	28.12
48		Unit revision		1	29.12
3^d term 30 hours					
49	Unit 5: Reading for Pleasure (10 hours)	Learners read non-fiction books in Kazakh, English, Russian languages	Content 8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1- respect differing points of view; Listening 8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres; Speaking 8.3.1.1- use formal and informal registers in their talk on a growing range of general and curricular topics; Reading 8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding Writing 8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.7.1- use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics;	1	10.01
50		Characters		1	11.01
51		Twenty Thousand Leagues Under The Sea		1	12.01
52		Moby – Dick “To the Sea”		1	17.01
53		Kyz – Zhibek		1	18.01
54		The Mausoleum of Aisha Bibi		1	19.01
55		Summarizing the chosen books		1	24.01
56		Different activities, based on the content of the books		1	25.01
57		Different activities, based on the content of the books		1	26.01
58		Benefits of reading		1	31.01

59	Unit 6: The Natural World (10 hours)	Learning about geographical features of Kazakhstan	<p>Content 8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1- respect differing points of view;</p> <p>Listening 8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres;</p> <p>Speaking 8.3.1.1-use formal and informal registers in their talk on a growing range of general and curricular topics;</p> <p>Reading 8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding</p> <p>Writing 8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics;</p> <p>8.5.7.1- use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics;</p>	1	1.02	
60		Learning about geographical features of Kazakhstan		1	2.02	
61		Learning about world heritage sites around the world		1	7.02	
62		Learning about world heritage sites around the world (this relates to geography and biology)		1	8.02	
63		Learning about a world heritage site in Kazakhstan		1	9.02	
64		Learning about a world heritage site in Kazakhstan		1	14.02	
65		Reading a newsletter on Our Endangered Planet		1	15.02	
66		Learning how to write a campaign letter		1	16.02	
67		Learning about the environment through learning about the saiga (this relates to geography and biology) Summative assessment for the unit «The Natural World»		1	21.02	
68		Unit revision		1	22.02	
69	Unit 7: Travel and Transport	Looking at modes of transport	<p>Content 8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1- respect differing points of view;</p>	1	23.02	
70		Learning about signs		1	28.02	

	(10 hours)	and the language of signs	<p>Listening 8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres;</p> <p>Speaking 8.3.1.1-use formal and informal registers in their talk on a growing range of general and curricular topics;</p> <p>Reading 8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding</p> <p>Writing 8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics;</p> <p>8.5.7.1- use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics;</p>			
71		Learning about signs and the language of signs		1	1.03	
72		Creating a survey about commuting to school, either for the class or the whole school (this relates to geography and computer science)		1	2.03	
73		Creating a survey about commuting to school, either for the class or the whole school (this relates to geography and computer science)		1	7.03	
74		Discussion on travelling in and around Kazakhstan Summative assessment for the unit «Travel and Transport»		1	9.03	
75		Writing an account of a journey in or across Kazakhstan Reading about mysterious places around the world		1	14.03	
76		Writing an account of a journey in or across Kazakhstan Reading about mysterious places around the world		1	14.03	
77		Summative control work for the 3^d term		1	15.03	

78		Unit revision		1	16.03
4th term (30 hours)					
79	Unit 8: Food and Drink (14 hours)	Food and Drink	Content 8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1- respect differing points of view; Listening 8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres; Speaking 8.3.1.1-use formal and informal registers in their talk on a growing range of general and curricular topics; Reading 8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding Writing 8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.7.1- use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics;	1	28.03
80		Focusing on food in Kazakhstan		1	29.03
81		Focusing on food in Kazakhstan		1	30.03
82		Making a class chart and looking at break-fasts around the world		1	4.04
83		Making a class chart and looking at break-fasts around the world		1	5.04
84		Healthy food (this relates to maths and biology)		1	6.04
85		Healthy food (this relates to maths and biology)		1	11.04
86		Drama: role-playing a fictitious family meal and/or a scene in a restaurant		1	12.04
87		Looking at “Food for thought” and the role of Oxfam		1	13.04
88		Learning how to make a leaflet using a word processor, digital camera, desktop or other hardware etc		1	18.04
89	Learning how to make a leaflet using a word processor, digital camera, desktop or other hardware etc (this relates to computer science)	1	19.04		

90		Planning a birthday or celebration party		1	20.04	
91		Planning a birthday or celebration party Summative assessment for the unit «Food and Drink»		1	25.04	
92		Unit revision		1	26.04	
93	Unit 9: The World of Work (16 hours)	The World of Work	Content 8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1- respect differing points of view; Listening 8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres; Speaking 8.3.1.1-use formal and informal registers in their talk on a growing range of general and curricular topics; Reading 8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding Writing 8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.7.1- use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics;	1	27.04	
94		The World of Work		1	2.05	
95		Learning about different jobs and careers; attending talks on careers by visitors to the school		1	3.05	
96		Learning about different jobs and careers		1	4.05	
97		Discussing the advantages and disadvantages of taking a gap year		1	9.05	
98		Discussing the advantages and disadvantages of taking a gap year		1	10.05	
99		Discussing the advantages and disadvantages of taking a gap year		1	11.05	
100		Looking at part-time jobs for young people		1	16.05	
101		Looking at part-time jobs for young people		1	17.05	
102		Looking at part-time jobs for young people		1	18.05	
103	Listening to an	1	23.05			

	interview, role-playing an interview then reporting back on it			
104	Listening to an interview, role-playing an interview then reporting back on it Summative assessment for the unit «The World of Work»		1	24.05
105	Summative control work for the 4th term		1	25.05
106	Revisiting our dreams for the future Project		1	30.05
107	Optional Secret Agents!		1	31.05
108	Unit revision		1	31.05
Total: 108				