


6 сыныптарға арналған күнтізбелік-тақырыптық жоспар
Календарно-тематический план для 6 класса
Calendar Thematic Plan for the 6th grade
2021--2022 оқу жылы/учебный год/academic year


№р/c	The theme	Learning objectives	hours	date	Notes
Autumn vocational school					
1	Past Simple p.20	6.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics	1		
Winter vocational school					
2	Past Continuous p.44 Past Simple	6.UE15 use common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics	1		
Spring vocational school					
3	Can't/ could/ may/ might/ should/shouldn't/ ought to / oughtn't to p.57	6.UE13 use might may could to express possibility on a limited range of familiar general and curricular topics	1		
Summer vocational school					
4	Will/ won't / to be going to p. 68	6.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics	1		
5	The passive Present simple and Past simple p. 90	6.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics	1		
6	Question tags/ Relating pronouns/ defining relative clauses p.103	6.UE17 use if clauses (in zero conditionals) use where clauses; use before/after clauses (with past reference); use defining relative clauses with which who that where to give details on a limited range of familiar general and curricular topic	1		

Unit:				
Teacher name:				
Date:				
Grade: 6	Number present:	absent:		
Theme of the	Past Simple p.20			
Learning objectives	6.U9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics			
Lesson objectives	<p>All learners will be able to: use and pronounce some target language accurately in response to prompts and in controlled tasks with support</p> <p>Most learners will be able to: use and pronounce most target structures accurately in response to prompts and in controlled tasks with support</p> <p>Some learners will be able to: use and pronounce most target structures accurately in response to prompts and in controlled tasks with little support</p>			
Lesson structure				
Planned timings	Teacher activities	Student activities	Assessment	Resources
Beginning the lesson 5min	I. Organization moment 1)Greeting T: Good morning boys and girls. T: How are you? T: Very good! Thanks. -Who is on duty today? T: Who is absent today? T: OK! What day is it today? And what date is it today?	Students's warm/s answers		ppp
Main Activities 20 min	Find the page numbers Explain/ the form of past simple and. Ask questions to check pupils' understanding. We use the past simple to talk about: something that happened once in the past: <i>The film started at seven thirty.</i> <i>We arrived home before dark.</i> something that was true for some time in the past: <i>Everybody worked hard through the winter.</i> <i>We stayed with our friends in London.</i>	After understanding the theme pupils make examples to the grammar		SB
15 min	Read the sentences find verbs and turn it into past simple Is it regular or irregular verbs I work in London. She works in London. I'm nineteen years old. ... I play football every weekend. I sometimes go to the cinema	After doing tasks the teacher ask the mean's of grammer again to check students's understanding		


	The school term starts next week			
Last 5min	<p>Giving home work Using the grammar to make short sentences (least 5-6 sentences)</p> <p>Reflection Teacher asks student's answers and compare if they have the same or different answers. If other pairs disagree they raise hands and explain their own answers. Teacher monitors and moderates the process.</p> <p>Saying good bye</p>	Watch the ppp	oral	<p>Bilimland</p> 

Unit:				
Teacher name:				
Date:				
Grade: 6	Number present:	absent:		
Theme of the	Past continuous			
Learning objectives	6.UE15 use common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics			
Lesson objectives	<p>All learners will be able to: use and pronounce some target language accurately in response to prompts and in controlled tasks with support</p> <p>Most learners will be able to: use and pronounce most target structures accurately in response to prompts and in controlled tasks with support</p> <p>Some learners will be able to: use and pronounce most target structures accurately in response to prompts and in controlled tasks with little support</p>			
Lesson structure				
Planned timings	Teacher activities	Student activities	Assessment	Resources
Beginning the lesson 5min	<p>I. Organization moment</p> <p>1)Greeting T: Good morning boys and girls. T: How are you? T: Very good! Thanks. -Who is on duty today? T: Who is absent today? T: OK! What day is it today? And what date is it today?</p>	Students's warm/s answers		ppp
Main Activities 20 min	<p>Explain/ the form of past simple and. Ask questions to check pupils' understanding.</p> <p>Past Continuous:</p>	<p>After understanding the theme translate the sentences</p> <p>The sun was</p>		SB


	<p>was + Present Participle</p> <ul style="list-style-type: none"> - I was writing; - He was doing; <p>were + Present Participle, -</p> <ul style="list-style-type: none"> We were walking; - The guests were sitting. 	<p>shining every day that summer.</p> <p>As I spoke, the children were laughing at my cleverness.</p> <p>The audience was applauding until he fell off the stage.</p> <p>I was making dinner when she arrived.</p> <p>At 6 o'clock, I was eating dinner.</p> <p>She was talking constantly in class</p>		
15 min	The teacher gives to students to complete the texts with the correct form of the verbs in brackets	<p>Students</p> <p>Complete the texts with the correct form of the verbs in brackets:</p> <p>I <input type="text"/> (hear) a terrible explosion while</p> <p>I <input type="text"/> (walk) into my office on the 24th floor of the north tower, so</p> <p>I <input type="text"/> (look) out of the window. Lots of paper</p> <p><input type="text"/> (fall) from the sky.</p> <p>There was an announcement to evacuate the building, so we <input type="text"/> (start) walking down the stairs.</p> <p>As</p>		

		we [] (go) down, we [] (see) some fire-fighters who [] (run) up the stairs.		
Last 5min	<p>Giving home work Using the grammar to make short sentences (least 5-6 sentences)</p> <p>Reflection Teacher asks student's answers and compare if they have the same or different answers. If other pairs disagree they raise hands and explain their own answers. Teacher monitors and moderates the process.</p> <p>Saying good bye</p>	Watch the ppp	oral	<p>Bilimland</p> 

Unit:				
Teacher name:				
Date:				
Grade: 6	Number present:	absent:		
Theme of the	Can't/ could/ may/ might/ should/shouldn't/ ought to / oughtn't to p.57			
Learning objectives	6.UE13 use might may could to express possibility on a limited range of familiar general and curricular topics			
Lesson objectives	<p>All learners will be able to: use and pronounce some target language accurately in response to prompts and in controlled tasks with support</p> <p>Most learners will be able to: use and pronounce most target structures accurately in response to prompts and in controlled tasks with support</p> <p>Some learners will be able to: use and pronounce most target structures accurately in response to prompts and in controlled tasks with little support</p>			
Lesson structure				
Planned timings	Teacher activities	Student activities	Assess ment	Resources
Beginning the lesson 5min	<p>I. Organization moment 1)Greeting T: Good morning boys and girls. T: How are you? T: Very good! Thanks. -Who is on duty today?</p>	Students's warm/s answers		ppp


	T: Who is absent today? T: OK! What day is it today? And what date is it today?			
Main Activities 20 min	Explain the modal verbs. Giving examples We use modals to show if we believe something is <u>certain, possible or impossible</u> : <i>My keys must be in the car.</i> <i>It might rain tomorrow.</i> <i>That can't be Peter's coat. It's too small.</i> We also use them to do things like talk about <u>ability, ask permission, and make requests and offers</u> : <i>I can't swim.</i> <i>May I ask a question?</i> <i>Could I have some tea, please?</i> <i>Would you like some help?</i>	After understanding the theme make up examples to modal verbs		SB
15 min	Listen the dialogue from internet then make your own dialogue	After understanding the theme make a dialogue using modal verbs Work in pairs		https://www.youtube.com/watch?v=2oumWdjA9hM
Last 5min	Giving home work <i>Using the grammar to make short sentences (least 5-6 sentences)</i> Reflection Teacher asks student's answers and compare if they have the same or different answers. If other pairs disagree they raise hands and explain their own answers. Teacher monitors and moderates the process. Saying good bye		oral	Bilimland 

Unit:		
Teacher name:		
Date:		
Grade: 6	Number present:	absent:
Theme of the	Will/ won't / to be going to p. 68	
Learning objectives	6.U10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics	

Lesson objectives	<p>All learners will be able to: use and pronounce some target language accurately in response to prompts and in controlled tasks with support</p> <p>Most learners will be able to: use and pronounce most target structures accurately in response to prompts and in controlled tasks with support</p> <p>Some learners will be able to: use and pronounce most target structures accurately in response to prompts and in controlled tasks with little support</p>			
Lesson structure				
Planned timings	Teacher activities	Student activities	Assessment	Resources
Beginning the lesson 5min	<p>I. Organization moment 1)Greeting T: Good morning boys and girls. T: How are you? T: Very good! Thanks. -Who is on duty today? T: Who is absent today? T: OK! What day is it today? And what date is it today?</p>	Students's warm/s answers		ppp
Main Activities 20 min	To be going to I am going to go to Astana He is going to do his homework We are going to go to swim	Students make 5-6 examples for to be going to		SB
15 min	Listen the dialogue from internet then make your own dialogue maxim: Look at this, Vera! There's a dance competition. vera: I'm going to enter it! maxim: Are you going to dance with me? vera: No, I'm not... Nikita will be my partner. You were late for the competition last time. maxim: I won't be late this time. We're going to win!	After understanding the theme make a dialogue using to be going to Work in pairs		
Last 5min	<p>Giving home work <i>Using the grammer to make short sentences (least 5-6 sentences)</i></p> <p>Reflection Teacher asks student's answers and and compare if they have the same or different answers. If other pairs disagree they raise hands and explain their own answers. Teacher monitors and moderates the process.</p>		oral	<p>Bilimland</p> 

	<i>Saying good bye</i>			
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Unit:				
Teacher name:				
Date:				
Grade: 6	Number present:	absent:		
Theme of the	The passive Present simple and Past simple			
Learning objectives	6.U9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics			
Lesson objectives	<p>All learners will be able to: use and pronounce some target language accurately in response to prompts and in controlled tasks with support</p> <p>Most learners will be able to: use and pronounce most target structures accurately in response to prompts and in controlled tasks with support</p> <p>Some learners will be able to: use and pronounce most target structures accurately in response to prompts and in controlled tasks with little support</p>			
Lesson structure				
Planned timings	Teacher activities	Student activities	Assess ment	Resources
Beginning the lesson 5min	<i>I. Organization moment</i> 1)Greeting T: Good morning boys and girls. T: How are you? T: Very good! Thanks. -Who is on duty today? T: Who is absent today? T: OK! What day is it today? And what date is it today?	Students's warm/s answers		ppp
Main Activities 20 min	We form the passive with be + past participle (3rd form of the verb). In the present simple, the passive is: am / is / are + past participle (3rd form of the verb). ... The past participle always stays the same.	Students make up 3-4 sentences to the grammar		SB
15 min	How many newspapers <input type="text"/> (print) in Britain every day? Who <input type="text"/> (this play / write) by? German <input type="text"/> (speak) in Germany, Austria, and part of Switzerland.	Students find the verbs in the brackets		

	The royal wedding [] (watch) by millions of people in 2011. Nowadays, a lot of computers [] (make) in Korea.			
Last 5min	<p>Giving home work <i>Using the grammar to make short sentences (least 5-6 sentences)</i></p> <p>Reflection Teacher asks student's answers and compare if they have the same or different answers. If other pairs disagree they raise hands and explain their own answers. Teacher monitors and moderates the process.</p> <p>Saying good bye</p>		oral	<p>Bilimland</p> 

Unit:				
Teacher name:				
Date:				
Grade: 6	Number present:	absent:		
Theme of the	Question tags/ Relating pronouns/ defining relative clauses			
Learning objectives	6.UE17 use if clauses (in zero conditionals) use where clauses; use before/after clauses (with past reference); use defining relative clauses with which who that where to give details on a limited range of familiar general and curricular topic			
Lesson objectives	<p>All learners will be able to: use and pronounce some target language accurately in response to prompts and in controlled tasks with support</p> <p>Most learners will be able to: use and pronounce most target structures accurately in response to prompts and in controlled tasks with support</p> <p>Some learners will be able to: use and pronounce most target structures accurately in response to prompts and in controlled tasks with little support</p>			
Lesson structure				
Planned timings	Teacher activities	Student activities	Assessment	Resources
Beginning the lesson 5min	<p>I. Organization moment 1)Greeting T: Good morning boys and girls. T: How are you? T: Very good! Thanks.</p>	Students's warm/s answers		ppp

	<p>-Who is on duty today? T: Who is absent today? T: OK! What day is it today? And what date is it today?</p>			
Main Activities 20 min	<p>Question tags/ Relating pronouns/ defining relative clauses</p> <p><i>The guy whose laptop had been stolen called the police. – Парень, у которого украли ноутбук, позвонил в полицию.</i></p> <p><i>Every summer John goes to the town where his parents were born. – Каждое лето Джон ездит в город, где (в котором) родились его родители.</i></p> <p><i>There were 2 reasons why she mentioned it. – Существовало 2 причины, по которым она упомянула об этом</i></p>	Students make up 4-5 sentences to the grammar		SB
15 min	<p>The people who / that live on the island are very friendly. The man who / that phoned is my brother. The camera which / that costs £100 is over there. The house which / that belongs to Julie is in London.</p>	Students underline relative clauses		
Last 5min	<p>Giving home work</p> <p><i>Using the grammar to make short sentences (least 5-6 sentences)</i></p> <p>Reflection</p> <p>Teacher asks student's answers and compare if they have the same or different answers. If other pairs disagree they raise hands and explain their own answers. Teacher monitors and moderates the process.</p> <p>Saying good bye</p>		oral	<p>Bilimland</p> 