**Муниципальное казённое общеобразовательное учреждение**

**средняя общеобразовательная школа с. Карман Дигорский район РСО - Алания**

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| --- | --- | --- | --- |
| СОГЛАСОВАНО  Заместитель директора по УВР  Царакова А.А.  «\_\_\_» \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2017г. |  |  | УТВЕРЖДАЮ  Директор ОУ  Созаева Э.Ю.  «\_\_\_»\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2017г. |

**РАБОЧАЯ ПРОГРАММА**

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| --- | --- |
| Предмет | Английский язык |
| Учебный год | 2017-2018 |
| Класс | 9 |
| Количество часов в год | 102 |
| Количество часов в неделю | 3 |

Учитель: Дегтярева М.С.

**Пояснительная записка**

Настоящая рабочая программа по английскому языку для средней общеобразовательной школы 9 класса составлена на основе:

1. Федерального компонента государственного стандартного образования, утвержденного приказом Минобразования России от 5 марта 2004 года № 1089 «Об утверждении федерального компонента государственных стандартов начального общего, основного и среднего (полного) общего образования»;

2. Программы по изучению английского языка для получения основного общего и полного образования (письмо Департамента государственной политики и образования Министерства образования и науки Российской Федерации от 07.06.2005 г. № 03-1263);

3. Приказа Министерства образования и науки Российской Федерации от 27.12.2011 № 2885 «Об утверждении федеральных перечней учебников, рекомендованных (допущенных) к использованию в образовательном процессе в образовательных учреждениях, реализующих образовательные программы общего образования и имеющих государственную аккредитацию на 2014-2015 учебный год»;

5. Рабочая программа английскому языку в 9 классе подготовлена на основании примерной программы по иностранному языку, опубликованной в Сборнике нормативных документов МО РФ «Иностранный язык» Федеральный компонент Государственного стандарта, издательство Дрофа, 2008 год издания, образовательной Программы школы.   
При составлении рабочей программы была использована авторская программа О.В. Афанасьевой, И.В. Михеевой   
по курсу английского языка, 5-9й годы обучения,   
издательство Дрофа, год издания 2009.

**Требования к уровню подготовки учащихся на третьем этапе (9 класс )**

   В результате изучения английского языка в 9 классе в соответствии с государственным стандартом основного общего образования ученик должен **знать /** **понимать:**

* основные  значения изученных лексических единиц (слов, словосочетаний)
* основные способы словообразования( аффиксация, словосложение, конверсия);
* особенности структуры простых и сложных предложений английского языка; интонацию различных коммуникативных типов предложения;
* признаки изученных грамматических явлений ( видовременных форм глаголов и их эквивалентов, артиклей, существительных, степеней сравнения прилагательных и наречий, местоимений, числительных., предлогов);
* основные нормы речевого этикета (реплики-клише, наиболее распространённая оценочная лексика) , принятые в стране изучаемого языка;
* роль владения иностранным языком в современном мире;
* особенности образа жизни, быта, культуры стран изучаемого языка, сходства и различия в традициях своей страны и стран изучаемого языка.

**Помимо этого учащиеся должны уметь:**

**В области говорения**

* начинать, вести /продолжать и заканчивать беседу в стандартных  ситуациях общения, соблюдая нормы речевого этикета, при необходимости переспрашивая., уточняя;
* расспрашивать собеседника и отвечать на его вопросы, высказывая своё мнение, просьбу, отвечать на предложения собеседника согласием, отказом, опираясь на изученную тематику и усвоенный лексико- грамматический материал;
* рассказывать о себе , своей семье, друзьях. Своих интересах и планах на будущее, сообщать краткие сведения о своём городе/селе, своей стране и стране изучаемого язык;.

**в области аудирования**

* понимать основное содержание коротких ,несложных аутентичных прагматических тестов;
* понимать основное содержание несложных аутентичных текстов, относящихся к разным коммуникативным типам речи, уметь определять тему текста. выделять главную мысль;
* использовать переспрос, просьбу повторить;

**в области чтения**

* ориентироваться в иноязычном тексте; прогнозировать его содержание по заголовку;
* читать аутентичные тексты разных жанров с пониманием основного содержания;
* читать несложные аутентичные тексты разных стилей с полным и точным пониманием;
* читать текст с выборочным пониманием нужной информации или интересующей информацией;

**в области письма и письменной речи**

* заполнять анкеты и формуляры;
* писать поздравления, личные письма с опорой на образец; расспрашивать адресата о его жизни и делах, сообщать то же о себе, выражать благодарность, просьбу, употребляя формулы речевого этикета, принятые в странах изучаемого языка.

**Учащиеся должны быть в состоянии использовать приобретённые знания и умения в практической деятельности и повседневной жизни для:**

* социальной адаптации; достижения взаимопонимания в процессе устного и письменного общения с носителями иностранного языка, установления в доступных пределах межличностных  и межкультурных контактов;
* создание целостной картины полиязычного, поликультурного мира, осознания места и роли родного языка и изучаемого иностранного языка в этом мире;
* ознакомления представителей других стран с культурой своего народа; осознания себя гражданином своей страны
* мира

**Распределение учебного времени в течение учебного года**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Четверть | Количество недель в четверти | Количество часов в неделю | Количество часов в четверти | Количество контрольных работ | Виды контрольных работ |
| I четверть | 9 | 3 | 27 | 2 | 1.Quick Test  2. Test |
| II четверть | 7 | 3 | 21 | 3 | 1. Quick Test 2. Test 3. Quick Test |
| III четверть | 10 | 3 | 30 | 3 | 1. Test 2. Final Test 3. Quick Test |
| IV четверть | 8 | 3 | 24 | 4 | 1. Test 2. Quick Test 3. Test 4. Final Test |
| **Итого в год** | **34** | **3** | **102** | **12** |  |

**Учебно-методический комплекс**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Программа, автор** | **Класс** | **Учебник, издательство, год издания, уровень** | **Пособие для учителя, издательство, год издания** | **Пособие для учащихся, издательство, год издания** |
| **Афанасьева О.В., Михеева И.В., Программа к УМК «Новый курс английского языка для российских школ», Москва, «Дрофа», 2010** | **9** | **1. Учебник « Новый курс английского языка для российских школ», О.В. Афанасьева, И.В. Михеева, Москва, «Дрофа», 2010** | **Афанасьева О.В., Михеева И.В., Книга для учителя к учебнику 9 класса, Москва, «Дрофа», 2010** | **Рабочая тетрадь №1 О.В. Афанасьева, И.В. Михеева, Москва, «Дрофа», 2010** |

**Электронные образовательные ресурсы**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № п/п | Название электронного образовательного ресурса | Вид электронного образовательного ресурса | Издательство (для электронных образовательных ресурсов на твердых носителях) | Ресурсы сети Интернет |
| 1. | CD-ROM | Аудиозапись к УМК | О.В.Афанасьева, И.В.Михеева - Москва, Просвещение,2010 | www.titul.ru  http://www.it-n.ru/  http://www.tolearnenglish.com/  http://pedsovet.su/  http://www.english-easy.info/  http://www.englishteachers.ru/  http://interaktiveboard.ru  http://tea4er.ru/ |

**Литература для учителя**

1. Афанасьева О.В., Михеева И.В., Программа к УМК «Новый курс английского языка для российских школ», Москва, «Дрофа», 2010
2. Афанасьева О.В., Михеева И.В., Книга для учителя к учебнику 9 класса, Москва, «Дрофа», 2010
3. Балк Е.А., Леменев М.М., Занимательный урок (сборник дополнительных материалов для 7 класса), Москва, «НЦ ЭНАС», 2004
4. Барашкова Е.А., Проверочные работы к УМК О.В. Афанасьевой, И.В.Михеевой «Новый курс английского языка для российских школ», Москва, «Экзамен», 2009
5. Васильев М.В., Достопримечательности Лондона, Москва, «Айрис Пресс», 2008
6. Гарагуля С.И., Контрольно-измерительные материалы для 8 класса, Волгоград, «Учитель», 2010
7. Данилова Г.В., Обучающие игры на уроках (5-9 классы), Волгоград, «Учитель», 2008
8. Ермаченко И.П., Криушина Н.В., Карточки для индивидуального контроля знаний 5-11 класс, Волгоград, «Учитель», 2009
9. Захарьина О.В., Современные образовательные технологии (конспекты уроков), Волгоград, «Учитель», 2009
10. Логинов В.В., Тесты по английскому языку для 5-11 класса, Москва, «АСТ», 2005
11. Николенко Т.Г., Тесты по грамматике английского языка, Москва, «Айрис Пресс», 2003
12. Пукина Т.В., Занимательный английский (обобщающие уроки, 5-11 классы), Волгоград, «Учитель», 2009
13. Пучкова Ю.Я., Игры на уроках английского языка, Москва, «Астрель», 2003
14. Фурсенко С.В., Грамматика в стихах, Санкт-Петербург, «Каро», 2009

**Календарно-тематическое планирование**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **№** | **Theme** | | **FORM9**  **Teaching Language Aspects** | | | | | | | | **Teaching Speech Aspects** | | | | | | | | | | | | | **Socio-cultural**  **information** | | | | | | **H/W** | | | | |
| **Vocabulary** | | | | | | | **Grammar** | **Speaking** | | | **Reading** | | **Listening** | | | | | **Writing** | | |
| **UNIT Mass Media: Television(20h) Term I (27h)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | |
| Lesson1  Unit1  (1) | Section1  Do it together | |  | | | | | | | **am/is/are being**  **was/were being** | Ex.2p.4 | | | Ex.1p.3 | | Ex.1p.3  Ex.3p.4  Ex.4p6 | | | | |  | |  | | | | | | | Ex.5p.6  Focus on Grammar  p.8 | | | | |
| Lesson2  Unit1  (2) | Section1  Do it together | |  | | | | | | | am/is/are being  was/were being | Ex.7p.9  Ex.8p.9 | | |  | |  | | | | | Ex.6p.7 | |  | | | | | | | Focus on Grammar  p.8  Describing of a picture | | | | |
| Lesson3  Unit1  (3) | Section1  Do it together | |  | | | | | | | am/is/are being  was/were being | Ex.9p.10 | | | Ex.10  p.11 | |  | | | | |  | |  | | | | | | | Ex.11,12,  13p.12 | | | | |
| Lesson4  Unit1  (4) | Section2  Do it together | | **Light, enlighten, serve, service, major, equal, broadcast, current, offer, novel, right, present, stand for** | | | | | | |  | Ex.2p.14  Ex.3p.15 | | | Ex.1p.13  Ex.4  p.15 | | Ex.1p.13  Ex.4p.15 | | | | |  | |  | | | | | | | Ex.5p.16 | | | | |
| Lesson5  Unit1  (5) | Section2  Do it together | | Light, enlighten, serve, service, major, equal, broadcast, current, offer, novel, right, present, stand for  **Serial/series** | | | | | | |  | Ex.7p.18 | | | Ex.5p.16  Ex.6p.18 | |  | | | | |  | |  | | | | | | | Ex.7p.18  (reading aloud)  Making up 10 sentences with new wordsp.5-6 | | | | |
| Lesson6  Unit1  (6) | Section2  Do it together | | Major/minor | | | | | | |  |  | | | Ex.8p.20  Ex.10  p.21  Ex.9p  20 | |  | | | | | Ex.11p.22 | |  | | | | | | | Ex.12,13  p.22 | | | | |
| Lesson7  Unit1  (7) | Section3  Do it together | | **British English/American English**  **our/or**  **tre/ter**  **ll/l** | | | | | | | **have been +v3** | Ex.3p.25 | | | Ex.2p.23 | | Ex.1p.23 | | | | |  | |  | | | | | | | Focus on grammar  Ex.4p.25 | | | | |
| Lesson8  Unit1  (8) | Section3  Do it together | | **turn into**  **turn on**  **turn off**  **turn over**  **turn up**  **turn down** | | | | | | | **have been +V3** | Ex.6p.27 | | |  | |  | | | | | Ex.5p.26  Ex.7p.29 | |  | | | | | | | Ex.8p.29 | | | | |
| Lesson9  Unit1  (9) | Section3  Do it together  **Quick test** | | **asleep addicted, cartoon, cater, fail, depress, serious, spread, kid, quiz, imagine, be on, break down**  **child/kid** | | | | | | |  | Ex.9p.30  Ex.11p.33 | | | Ex.8p.29  Ex.10  p.31 | |  | | | | | Ex.14p.34 | |  | | | | | | | Ex.12,13  p.33 | | | | |
| Lesson10  Unit1  (10) | Section4  Do it together | |  | | | | | | |  | Ex.2p.35  Ex.3p.36 | | |  | | Ex.1p.34 | | | | |  | |  | | | | | | | Ex.4p.36 | | | | |
| Lesson11  Unit1  (11) | Section4  Do it together | |  | | | | | | | **had been +V3** | Ex.6p.38 | | | Ex.5p.37 | |  | | | | |  | |  | | | | | | | Ex.7p.39 | | | | |
| Lesson12  Unit1  (12) | | Section4  Do it together |  | | | | | | | Ex.8p.40  Ex.9p.41  Ex.11p.42 |  | | |  | | Ex.10  p.41 | | | | |  | |  | | | | | | | Ex.12,13  p.43 | | | | |
| Lesson13  Unit1  (13) | | Section5  Do it together | **threat, society, violence, cruelty, rude, forget, instead, shame, spy, humiliate, spoil, interrupt** | | | | | | |  |  | | | Ex.5A  p.45 | | Ex.1p.44  Ex.4p.45 | | | | | Ex.2p.44  Ex.3p.45 | |  | | | | | | | Ex.5B  p.46 | | | | |
| Lesson14  Unit1  (14) | | Section5  Do it together | threat, society, violence, cruelty, rude, forget, instead, shame, spy,humiliate, spoil, interrupt | | | | | | | **police are** | Ex.6p.46  Ex.8p.47  Ex.49 | | | Ex.9p.48 | |  | | | | | Ex.7p.47 | |  | | | | | | Ex.12,13  p.50 | | | | | |
| Lesson15  Unit1  (15) | | Section6  Do it together |  | | | | | | |  | | Ex.3p.52  Ex.4p.53  Ex.5p.54 | |  | | Ex.1p.51  Ex.2p.51 | | | | |  | | | | | |  | | Ex.6p.55  Ex.7p.56 | | | | | |
| Lesson16  Unit1  (16) | | Section6  Do it together | I’m afraid you’re mistaken.  I’m afraid you’re on the wrong track.  No, I sure you are wrong  You are quite wrong, you know.  Sorry to correct you but …  Not exactly.  I beg to differ.  Instead of … you could… | | | | | | |  | Ex.8p.56  Ex.9p.56  Ex.10p.57 | | |  | |  | | | | | Ex.11p.57 | |  | | | | | | Ex.12,13  p.58 | | | | | |
| Lesson 17  Unit1  (17) | | Section7  Do it together |  | | | | | | |  |  | | | Ex.1p.59  Ex.2p.60  Ex.3p.60 | |  | | | | |  | |  | | | | | | Ex.4p.60 | | | | | |
| Lesson18  Unit1  (18) | | Section7  Do it together |  | | | | | | |  |  | | | Ex.5p.60  Ex.6A  p.61  Ex.7p.61 | |  | | | | | Ex.6Bp.61  Ex.7p.61 | |  | | | | | | Ex.8.9  p.62 | | | | | |
| Lesson19  Init1  (19)  **Project**  **My Favorite TV Programme** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lesson20  Unit1  (20)  **Test** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit2 The Printed Page:**  **Books, Magazines, Newspapers (20h.)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lesson1  Unit2  (21) | Section1  Do it together | | **cheerful, feel, peaceful, whisper, lonely, alone, strange, treasure, wise, wisdom, enter, fascinating, enjoy yourself, feel at home** | | | | | | |  | Ex.2p.64 | | | Ex.3  p.65  Ex.5p.66 | | Ex.1p.63  Ex.4p.66 | | | | |  | |  | | | | | | | Ex.5p.66  (learning  Ex.6p.67 | | | | |
| Lesson2  Unit2  (22) | Section1  Do it together | | cheerful, feel, peaceful, whisper, lonely, alone, strange, treasure, wise, wisdom, enter, fascinating, enjoy yourself, feel at home  **alone/lonely** | | | | | | |  | Ex.7Bp.68  Ex.8p.68 | | |  | | Ex.7Ap.67 | | | | | Ex.9p.69 | |  | | | | | | | Ex.10A  p.69 | | | | |
| Lesson3  Unit2  (23) | Section1  Do it together | | alone/lonely | | | | | | |  |  | | | Ex.11  p.70 | | Ex.10Bp.70 | | | | | Ex.12p.71 | |  | | | | | | | Ex.12B  p.71 | | | | |
| Lesson4  Unit2  (24) | Section2  Do it together | |  | | | | | | | **hood/dom/ness**  **playing/played** | Ex.2p.72 | | | Ex.3p.74 | | Ex.1p.72 | | | | |  | |  | | | | | | | Ex.4p.75  Ex.5p.76 | | | | |
| Lesson5  Unit2  (25) | Section2  Do it together | | **novels, plays, poems, short stories, fairy-tales, legends, fables** | | | | | | | hood/dom/ness  playing/played |  | | | Ex.6p.76 | | Ex.7p.77 | | | | | Ex.10A  p.79 | |  | | | | | | | Ex.7p.77  (learning)  Ex.9p.79 | | | | |
| Lesson6  Unit2  (26) | Section2  Do it together | | novels, plays, poems, short stories, fairy-tales, legends, fables | | | | | | |  | Ex.8p.78 | | |  | |  | | | | | Ex.10B  p.79 | |  | | | | | | | Ex.7p.77  (learning)  Ex.10C  p.79 | | | | |
| Lesson7  Unit2  **(27)** | Section3  Do it together | |  | | | | | | | **Closing the window –**  **Reading the newspaper-**  **Skiing in the mountains**  **ly/al** | Ex.3p.81 | | | Ex.2p.81 | | Ex.1p.80 | | | | |  | |  | | | | | | | Ex.4p.82  Making up 10 sentences(ing/ed) | | | | |
| **The End of the study( I)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Form9 Term II (21h)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lesson8  Unit2  (1) | Section3  Do it together | | **push, through, earn, sell, publish, private, general, article, type, print, cheap** | | | | | |  | | | Ex.6p.84  Ex.7p.84 | | Ex.5p.83 | |  | | | | |  |  | | | | | | | | | Ex.8p.84 | | | | |
| Lesson9  Unit2  (2) | Section3  Do it together    **Quick test** | | **print/publish/type**  push, through, earn, sell, publish, private, general, article, type, print, cheap | | | | |  | | |  | | | Ex.9p.86 | |  | | | | | Ex.10p.88  Ex.12B  p.88 | |  | | | | | | | | Ex.11,12Ap.88 | | | | |
| Lesson10  Unit2  (3) | Section4  Do it together | |  | | | | | **Participle I in phrases:**  **to have fun playing**  **to have difficulty reading**  **to have trouble typing**  **to have a good time swimming**  **to have a hard time working** | | | Ex.2p.90 | | |  | | Ex.1p.89 | | | | | Ex.3A p.91 | |  | | | | | | | | Ex.4 p.92 | | | | |
| Lesson11  Unit2  (4) | Section4  Do it together | |  | | | | | Participle I in phrases:  to have fun playing  to have difficulty reading  to have trouble typing  to have a good time swimming  to have a hard time working  **go + Ving**  **Verb + Ving: start, begin, finish, hate, keep, enjoy, mind** | | | Ex.6p.94 | | | Ex.5  p.94 | |  | | | | | Ex.3B p.92 | |  | | | | | | | | Focus on Grammar  p.93  (learning the verbs)  Making up 10 sentences | | | | |
| Lesson12  Unit2  (5) | Section4  Do it together | | **Focus on vocabulary**  **Headlines of the Articles** | | | | | **I don’t mind opening the door.**  **I don’t mind you/your/John’s**  **opening the door.** | | | Ex.7p.95  Ex.8 p.96 | | | Ex.9 p.98 | |  | | | | |  | |  | | | | | | | | Ex.10,11  p.99 | | | | |
| Lesson13  Unit2  (6) | Section5  Do it together | | **to look at**  **to look through**  **to look after**  **to look for**  **to look forward to smth./to doing smth** | | | | |  | | | Ex.2.p.101 | | | Ex.4  p.102 | | Ex.1 p.100 | | | | | Ex.3p.102 | |  | | | | | | | | Ex.4B  102p.  Ex.5p.103 | | | | |
| Lesson14  Unit2  (7) | Section5  Do it together | | **reach, invent, duty, fair, suppose, hold, investigate, evidence, courage, rewarding, event**  **call/call out** | | | | | **till/until** | | | Ex.9p.106  Ex.10p.106 | | | Ex.7  p.104 | |  | | | | | Ex.8p.105 | |  | | | | | | | | Ex.11,12  p.107 | | | | |
| Lesson15  Unit2  (8) | Section6  Do it together | |  | | | | |  | | |  | | | Ex.2  p.108  Ex.3  p.109 | |  | | | | | Ex.1p.108 | |  | | | | | | | | Ex.5p.111  Ex.6p.111 | | | | |
| Lesson16  Unit2  (9) | Section6  Do it together | | **Social English p.113** | | | | |  | | | Ex.8,9 p.112  Ex.10p.113  Ex,1p.114 | | | Ex.7  p.112 | |  | | | | |  | |  | | | | | | | | Ex.12,13  p.114-115 | | | | |
| Lesson17  Unit2  (10) | Section7  Do it together | |  | | | | |  | | |  | | | Ex1,2  p.115  Ex.3  p.116 | |  | | | | |  | |  | | | | | | | | Ex.4,5,6  p.117 | | | | |
| Lesson18  Unit2  (11) | Section7  Do it together | |  | | | | |  | | |  | | | Ex.7  p.118  Ex.8  p.118  Ex.9  p.119 | |  | | | | | Ex.9p.119  Ex.10A  p.119 | |  | | | | | | | | Ex.11,12  p.120 | | | | |
| Lesson19  Unit2  (12)  **Project: My Favourite Book/Magazine/Newspaper** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lesson20  Unit2  (13)  **Test** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit3 Science and Technology (20h.)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lesson1  Unit3  (14) | Section1 | |  | |  | | | | | | Ex.2p.123 | |  | | | Ex.1  p.121 | |  | | | | | | | |  | | Ex.3(A)  p.124 | | | | | | | |
| Lesson2  Unit3  (15) | Section1 | | **technology/technique** | |  | | | | | | Ex.4p.125 | | Ex.5  125p. | | | Ex.3B  p.124 | |  | | | | | | | |  | | Focus on Grammar  p.126  Ex.6p.126 | | | | | | | |
| Lesson3  Unit3  (16) | Section1 | |  | | | **to complain of/about**  **to dream of/about**  **to talk of/about**  **to think of/about**  **to apologize for**  **to blame smb. for + Ving**  **to forgive smb.for**  **to thank smb. for**  **to keep smb from**  **to privent smb. from**  **to stop smb. from** | | | | | Ex.8p.128 | |  | | |  | | Ex.7p.127 | | | | | | | |  | | Ex.9,10  p.129 | | | | | | | |
| Lesson4  Unit3  (17) | Section2  Do it together | |  | | | **to succeed in**  **to participate in**  **to be interested in**  **to be capable of**  **to be guilty of +V ing**  **to be tired of**  **to look forward to**  **to object to**  **to be used to** | | | | | Ex.2p.130 | |  | | | Ex.1  p.130 | | Ex.3p.132 | | | | | | | |  | | Ex.4p.132 | | | | | | | |
| Lesson5  Unit3  (18) | Section2 | | to use - use | | |  | | | | | Ex.6p.133 | | Ex.8  p.134 | | | Ex.5p.132 | | Ex.7p.134 | | | | | | | | The Stone Age  The Iron Age | | Ex.9p.135 | | | | | | | |
| Lesson6  Unit3  (19) | Section2 | |  | | |  | | | | |  | | Ex.9,10  p.135 | | |  | | Ex.11p.138  Ex.12A p.139 | | | | | | | |  | | Ex.12B  139p. | | | | | | | |
| Lesson7  Unit3  (20) | Section3  Do it together  **Quick test** | |  | | | **the/a/an** | | | | | Ex.3p.141 | | Ex.4  p.142 | | | Ex.1p.140 | | Ex.2p.141 | | | | | | | |  | | Ex.5p.143 | | | | | | | |
| Lesson8  Unit3  **(21)** | Section3 | | Enable, explore, iron, need, train, achievement, knowledge, argue, opportunity, create, engine, give a rise to smth., on the one hand/on the other hand | |  | | | | | |  | | Ex.7p.  145 | | |  | |  | | | | | | | |  | | Focus on vocabulary p.145  Ex.8p.145 | | | | | | | |
| **The End of the Study II** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Form9 Term III (30h)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lesson9  Unit3  (1) | Science and Technology  Section3 | |  | | |  | | | | | Ex.11p.148  Ex.12p.148 | | Ex.9p.146 | | | Ex.9p.147 | | Ex.10 p.147 | | | | | | | The Middle  Ages  The Renaissance | | | | | | Ex.13,14  p.149 | | | | |
| Lesson10  Unit3  (2) | Science and Technology  Section4 | | **discoverer, exploration, trainer, achieve, argument, creative, creator, creation** | | | The Infinitive  1.V+Vto  2.N+Vto  3.Adj.+Vto | | | | |  | | Ex.1p.150  Ex.2p.151  Ex.3p.151 | | | Ex.1p.150 | | | |  | | | | |  | | | | | | Ex.4p.153  Ex.Ex.5p.  154 | | | | |
| Lesson11  Unit3  (3) | Science and  Technology  Section4 | | **agree, forget, manage, refuse, learn, afford, promise, hope, offer** | | | The Infinitive  1.V+Vto  2.N+Vto  3.Adj.+Vto | | | | | Ex.7p.155  Ex.8p.156  Ex.9p.157 | |  | | |  | | | | Ex.6p.155 | | | | |  | | | | | | Ex.10,11,12  p.158 | | | | |
| Lesson12  Unit3  (4) | Science and Technology  Section5 | | **space**  **to break down, to break into, to break out, to break through** | | | enough  too + Infinitive  ***He is too young to drive a car.***  ***He has enough money to go abroad.*** | | | | | Ex.5p.162 | | Ex.4p.162 | | | Ex.1p.159 | | | | Ex.2p.160  Ex.3p.161 | | | | |  | | | | | | Ex.6p.163  Ex.7p.164 | | | | |
| Lesson13  Unit3  (5) | Science and Technology  Section5 | | team/crew  **learnenglish.teens.britishcouncil/org/grammar-vocabulary/vocabulary-exercises-technology** | | |  | | | | | Ex.11p.169 | | Ex.10p.166 | | | Ex.9p.166 | | | |  | | | | |  | | | | | | | Ex.12,13  p.169  **learnenglish.teens.britishcouncil/org/grammar-vocabulary/vocabulary-exercises-technology** | | | |
| Lesson14  Unit3  (6) | Science and Technology  ***Mobile Phones***  Section6 | | **equip, memory, memories, satisfaction, satisfactory, launch, wholly** | | |  | | | | | Ex.2p.171  Ex.4p.172 | |  | | | | Ex.1p.170 | | |  | | | | |  | | | | | | | Ex.4p.173 | | | |
| Lesson15  Unit3  (7) | Science and Technology  Section6 | |  | | |  | | | | | Ex.5p.174  Ex.7p.176 | | Ex.6p.175 | | | | Ex.8p.176 | | |  | | | | | Vostok  Apollo  Soyuz  Voskhod2 | | | | | | | Expressions-  Doubt/Certainty(learning)  p.177 | | | |
| Lesson16  Unit3  (8) | Science and Technology  Section6 | | **I’m not quite sure but…**  **I have a feeling that…**  **It must be…**  **It may be …**  **It could be…**  **It might be …**  **It is possible that …**  **It is probable that…/**  **I’m sure that…**  **I’m certain that…**  **I have no doubt about that…**  **There is no doubt about it.**  **I’m positive …**  **I know I’m right.** | | |  | | | | | Ex.9p.178  Ex.10p.178  Ex.11p.179 | |  | | | |  | | |  | | | | | Yetis  The Loch Ness Monster | | | | | | | Ex.12,13p.  179 | | | |
| Lesson17  Unit3  (9) | Science and Technology  **Creative writing**  Section7 | | Developing a paragraph by using details  Developing a paragraph by using an example | | |  | | | | | Ex.1p.180  Ex.3p.181 | |  | | |  | | | | Ex.2p.180 | | | | |  | | | | | | | Ex.4p.181(1,2,3) | | | |
| Lesson18  Unit3  (10) | Science and Technology  **Creative writing**  Section7 | | Developing a paragraph by using details  Developing a paragraph by using an example | | |  | | | | |  | |  | | |  | | | | Ex.6p.181  Ex.5p.181 | | | | |  | | | | | | | | Ex.7p.181 | | |
| Lesson19  Unit3  (11)  **Project: Mobile phone in my life** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lesson20  Unit3  (12)  **Test** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit 4 Teenagers: Their Life and Problems (20h.)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lesson1  Unit4  (13) | Teenagers: Their Life and Problems  Section1 | |  | | | begin, start + Vto/Ving  stop, remember, forget+Vto/Ving | | | | | Ex.2p.183 | | Ex.3p.184 | | | Ex.1p.182 | | | Ex.4p.185 | | | | | |  | | | | | Ex.5p.185 | | | | | |
| Lesson2  Unit4  (14) | Teenagers: Their Life and Problems  Section1 | | **author, rebel, rebellion, anyway, quite, notice, pretty, irritate, shake, seat, couple, mad, I got bored.., You can’t help.**  **couple/pair** | | |  | | | | | Ex.7p.187  EX.9p.189 | | Ex.6p.187 | | | Ex.9p.189 | | | Ex.8p.189 | | | | | |  | | | | | Ex.11, 12p.  192 | | | | | |
| Lesson3  Unit4  (15) | Teenagers: Their Life and Problems  Section2 | | **a rebel, rebellious, irritation, a notice, prettily, boredom, madness, madly** | | | **Complex Object**  ***I want Ann to come with me.***  ***I want them to come with me.***  **to want, to expect, would like, would love** | | | | | Ex.5p.195 | | Ex.2p.193 | | | Ex.1p.193 | | | Ex.3p.194  Ex.4p.195 | | | | | |  | | | | | Ex.6p.196 | | | | | |
| Lesson4  Unit4  (16) | Teenagers: Their Life and Problems  Section2 | | **top, pile, extremely, reason, various, wrap, riddle, challenge, although, respect, note, bottom** | | |  | | | | | Ex.9p.199 | | Ex.7p.197  Ex.8Ap.197 | | |  | | | Ex.8B p.198 | | | | | |  | | | | | Ex/10,11 p.199 | | | | | |
| Lesson5  Unit4  (17) | Teenagers: Their Life and Problems  Section3 | | to pile, extreme, reasonable, variety, challenging, respectable, respectful, to note | | | **Complex Object**  **to feel, to hear, to see, to watch, to notice** | | | | | Ex.3p.201 | | Ex.2p.200 | | | Ex.1p.200 | | |  | | | | | |  | | | | | Ex.5p.202(finding complex objects) | | | | | |
| Lesson6  Unit4  (18) | Teenagers: Their Life and Problems  Section3  **Quick Test** | |  | | | **Complex Object**  **to feel, to hear, to see, to watch, to notice** | | | | |  | |  | | |  | | | Ex.6p.203  Ex.7p.203 | | | | | |  | | | | | Focus on Grammar p.201  Ex.8p.204 | | | | | |
| Lesson7  Unit4  (19) | Teenagers: Their Life and Problems  Section3 | |  | | | **Complex Object**  **to feel, to hear, to see, to watch, to notice/ to want, to expect, would like, would love** | | | | | Ex.10p.205 | | Ex.9p.205 | | |  | | |  | | | | | |  | | | | | Focus on Grammar p.201  Ex.11,12 pp.205-206 | | | | | |
| Lesson8  Unit4  (20) | Teenagers: Their Life and Problems  Section4 | |  | | | **Complex Object**  **to feel, to hear, to see, to watch, to notice/ to want, to expect, would like, would love** | | | | | Ex.2p.207 | | Ex.3p.208 | | | Ex.1p.206 | | |  | | | | | |  | | | | | Ex.4p.208 | | | | | |
| Lesson9  Unit4  (21) | Teenagers: Their Life and Problems  Section4 | | **preserve, deed, claim, likely, unemployed, tear, date, stupid, worry, citizen, exist, alloy** | **Adj –N**  **Old-the old**  **Young-the young**  **Rich-the rich** | | | | | | | | Ex.6p.210 | Ex.7p.211 | | |  | | | Ex.5p.209 | | | | | |  | | | | | Ex.8p.211 | | | | | |
| Lesson10  Unit4  (22) | Teenagers: Their Life and Problems  Section4 | |  | **used to do smth.** | | | | | | | | Esx.11p.214 | Ex.9p.213  Ex.10p.213 | | |  | | |  | | | | | | African-American | | | | | Ex.12,13 p.215 | | | | | |
| Lesson11  Unit4  (23) | Teenagers: Their Life and Problems  Section5 | |  | **Complex Object**  to let, to make  I let her go out  I make her do housework.  I am made to do housework.  I am allowed to watch film on TV. | | | | | | | | Ex.4p.217 | Ex.2p.217  Ex.3p.217 | | | Ex.1p.215 | | |  | | | | | |  | | | | | Ex.5p.218 | | | | | |
| Lesson12  Unit4  (24) | Teenagers: Their Life and Problems  Section5 | | to get along/on  to get away  to get on  to get off  to get into  to get out of  to get over | **Complex Object**  to let, to make  I let her go out  I make her do housework.  I am made to do housework.  I am allowed to watch film on TV. | | | | | | | |  | Ex.8A p.219 | | |  | | | Ex.6p.218  Ex.7p.219 | | | | | |  | | | | | Ex.8B p.221 | | | | | |
| Lesson13  Unit4  (25) | Teenagers: Their Life and Problems  Section5 | | to get along/on  to get away  to get on  to get off  to get into  to get out of  to get over | used to do smth/to be used to doing smth. | | | | | | | | Ex.9p.222  Ex.10p.222 |  | | |  | | | Ex.11p.223 | | | | | |  | | | | | Ex.12,13 p.p.223-224  Focus on Vocabulary p.223 | | | | | |
| Lesson14  Unit4  (26) | Teenagers: Their Life and Problems  Section6 | |  |  | | | | | | | | Ex.4p.227 | Ex.2p.225 | | | Ex.1p.224 | | |  | | | | | |  | | | | | Ex.3p.226 | | | | | |
| Lesson15  Unit4  (27) | Teenagers: Their Life and Problems  Section6 | |  |  | | | | | | | |  | Ex.5p.228  Ex.6p.229 | | |  | | |  | | | | | |  | | | | | Ex.8p.231 | | | | | |
| Lesson16  Unit4  (28) | Teenagers: Their Life and Problems  Section6  **Quick Test** | | **Prohibitions**  Don’t do it.  Whatever you do, don’t go there.  Stop doing it.  You can’t do it.  Don’t you dare do it.  This must not continue. That’s my last word.  Make sure it doesn’t happen again.  Warnings  I warn you …/ I am warning you  Remember that it’s easy to (fall down).  Remember not to come home late.  You can do it, but you may not like it. Mind you that may not like it.  Look out/Watch out!  Watch out for the train!  I wouldn’t do it. |  | | | | | | | | Ex.9p.232  Ex.10p.232 |  | | |  | | | Ex.11p.233 | | | | | |  | | | | | Ex.12p.233 | | | | | |
| Lesson17  Unit4  (29) | Teenagers: Their Life and Problems  Section7 | | Writing a letter  Dear Mr Snow  Hi, Boris,  Hello, Sue  Love, Betsy  Your friend, Tom  Always yours, Olga  Sincerely yours  Lovingly, Sarah |  | | | | | | | |  | Ex.1p.235 | | |  | | | Ex.2p.236  Ex.3p.236 | | | | | |  | | | | | Ex.4p.237 | | | | | |
| Lesson18  Unit4  **(30)** | Teenagers: Their Life and Problems  Section7 | | Writing a letter  Dear Mr Snow  Hi, Boris,  Hello, Sue  Love, Betsy  Your friend, Tom  Always yours, Olga  Sincerely yours  Lovingly, Sarah |  | | | | | | | |  | Ex.7p.238 | | |  | | | Ex.5p.237  Ex.6p.237 | | | | | |  | | | | | Writing the letter to the English teacher | | | | | |
| **The End of the study III** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Term IV (24h)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lesson19  Unit4  (1)**Project – My likes and dislikes about being a teenager.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lesson20  Unit4 **Test**(2) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **UNIT 5** **Your Future Life and Career (22h)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lesson1  Unit5  (3) | Your Future Life and Career  Section1 | | have smth. Done | | | |  | | | | | Ex.2p.241 | | | Ex.4p.  242 | Ex.1p.239 | | | Ex.3p.241 | | | | | |  | | | | | | | | | Ex.5p.243 | |
| Lesson2  Unit5  (4) | Your Future Life and Career  Section1 | | **rely, within, decision, admiration, occur, chore, eventually, choice, discourage, find out, give up, change one’s mind** | | | |  | | | | |  | | | Ex.7p.  245 | Ex.6p.243 | | |  | | | | | |  | | | | | | | | | Ex.8p.245  Words p.244  (learning) | |
| Lesson3  Unit5  (5) | Your Future Life and Career  Section1 | | **rely, within, decision, admiration, occur, chore, eventually, choice, discourage, find out, give up, change one’s mind** | | | |  | | | | | Ex.10p.248  Ex.11 p.248 | | | Ex.9p.  246 |  | | |  | | | | | |  | | | | | | | | | Ex.12, 13 pp.  248-249 | |
| Lesson4  Unit5  (6) |  | | **reliable, decisive, brainy, brainless, admire, wasteful, encourage**  **neither/either** | | | |  | | | | |  | | |  | Ex.1p.249 | | | Ex.2p.250 | | | | | |  | | | | | | | | | Ex.30.251 | |
| Lesson5  Unit5  (7) | Your Future Life and Career  Section2 | | **neither/either**  **maybe/may be**  **certain, main, clear, require, care, suit, though, patient, calm, experience, cope, quality, be worth doing, do well in a subject** | | | |  | | | | |  | | | Ex.6p.  253  Ex.7p.  254 | Ex.4p.251  Ex.5p.252 | | |  | | | | | |  | | | | | | | | | Ex.8p.254 | |
| Lesson6  Unit5  (8) | Your Future Life and Career  Section2  **Quick Test** | | **neither/either**  **maybe/may be**  **certain, main, clear, require, care, suit, though, patient, calm, experience, cope, quality, be worth doing, do well in a subject** | | | |  | | | | | Ex.11p.257 | | | Ex.9  p.255  Ex.10  p.256 |  | | |  | | | | | |  | | | | | | | | | Ex.12, 13p.  257 | |
| Lesson7  Unit5  (9) | Your Future Life and Career  Section3 | | certainly, mainly, clearly, requirement, careful, carefully, suitable, patiently, calmly, experiences | | | | World-building  **er**  **or**  **ist** | | | | |  | | | Ex.2  p.258 | Ex.1p.258 | | | Ex.3A, 3B p.260 | | | | | | Ernest Shakleton | | | | | | | | | Ex.4p.260 | |
| Lesson8  Unit5  (10) | Your Future Life and Career  Section3 | |  | | | | So/ Neither am I.  So/ Neither have I.  So/ Neither do I.  So/ Neither was I.  So/ Neither can I.  So /Neither should I.  So/ Neither will I. | | | | | Ex.5p.262  Ex.6p.262 | | | Ex.8p.  264  Ex.9p.  264 |  | | | Ex.7p.263 | | | | | |  | | | | | | | | | Ex.10, 11p.265 | |
| Lesson9  Unit5  (11) | Your Future Life and Career  Section4 | | Job, profession, occupation, career  any/either/both/none/all/neither  [www.britishcouncillearnenglishkids-jobs](http://www.britishcouncillearnenglishkids-jobs) games | | | |  | | | | |  | | | Ex.2p.  266 | Ex.1p.266 | | | Ex.3p.268  Ex.4p.268 | | | | | |  | | | | | | | | | Ex.5p.269  Ex.7p.270 | |
| Lesson10  Unit5  (12) | Your Future Life and Career  Section4 | | fulfil, continue, grade, degree, acquaint, owe, debt, mortgage, retire, exactly, attract | | | |  | | | | |  | | | Ex.6p.  270  Ex.8p.  271 |  | | |  | | | | | |  | | | | | | | | | Ex.7p.270  Ex.5p.269(learning) | |
| Lesson11  Unit5  (13) | Your Future Life and Career  Section4 | | fulfil, continue, grade, degree, acquaint, owe, debt, mortgage, retire, exactly, attract | | | |  | | | | | Ex.9p.272 | | | Ex.10p.  273 |  | | |  | | | | | | GCSE exams | | | | | | | | | Ex.11, 12pp.273-274 | |
| Lesson12  Unit5  (14) | Your Future Life and Career  Section5 | | Violin, viola, cello  debtor, acquaintance, attractive, exact, retied, fulfilment | | | | had better/would rather | | | | | Ex.4p.276 | | | Ex.2p.  275 | Ex.1p.274 | | | Ex.3p.276 | | | | | |  | | | | | | | | | Ex.5p.277 | |
| Lesson13  Unit5  (15) | Your Future Life and Career  Section5 | | Secure, security, guard, life guard, bodyguard, fortune, refuse, proper, rescue, employer, expectation, gap, follow in sb’s footsteps, get down to smth  **to come across**  **to come down with**  **to come off**  **to come around** | | | |  | | | | | Ex.10 p.281 | | | Ex.5p.  277  Ex.6p.  278 |  | | | Ex.7p.279 | | | | | |  | | | | | | | | | Ex.8A p.279 | |
| Lesson14  Unit5  (16) | Your Future Life and Career  Section5 | | **to come across**  **to come down with**  **to come off**  **to come around** | | | |  | | | | |  | | | Ex.9p.  280 | Ex.8B p.  280 | | | Ex.11p.281 | | | | | |  | | | | | | | | | Ex.12, 13 pp.  281-282 | |
| Lesson15  Unit5  (17) | Your Future Life and Career  Section6 | |  | | | |  | | | | |  | | | Ex.2p.  283 | Ex.1p.282 | | |  | | | | | | R.L.Stevenson | | | | | | | | | Ex.3p.284 | |
| Lesson16  Unit5  (18) | Your Future Life and Career  Section6 | | www.britishcouncillearnenglishteens-vocabulary exercises | | | |  | | | | | Ex.4p.284  Ex.5p.286  Ex.6p.286 | | | Ex.7p.  286 |  | | |  | | | | | |  | | | | | | | | | Ex.8p.287 | |
| Lesson17  Unit5  (19) | Your Future Life and Career  Section6 | | So, as, because, that’s why, however/anyhow, nevertheless, although, on the contrary, actually/in fact, eventually | | | |  | | | | |  | | | Ex.9p.  288  Ex.10p.  289 |  | | | Ex.11p.289 | | | | | |  | | | | | | | | | Ex.12  p.289 | |
| Lesson18  Unit5  (20) | Your Future Life and Career  Section7 | | Thank-you-notes  Invitations  Answering an invitation  Internet | | | |  | | | | |  | | | Ex.1,2  p.292 |  | | |  | | | | | |  | | | | | | | | | Ex.3p.292 | |
| Lesson19  Unit5  (21) | Your Future Life and Career  Section7 | | Thank-you-notes  Invitations  Answering an invitation  Internet | | | |  | | | | |  | | | Ex.4p.  293 |  | | | Ex.5p.293 | | | | | |  | | | | | | | | | Ex.7  p.294 | |
| Lesson20  Unit5  (22) | Your Future Life and Career  Section7 | | Thank-you-notes  Invitations  Answering an invitation  Internet | | | |  | | | | |  | | | Ex.6p.  293 |  | | | Ex.7p.294 | | | | | |  | | | | | | | | | Ex.8p.294 | |
| Lesson20  Unit5  (23)**Project- My Dream Job** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lesson21  Unit5  (24) **Test** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |