

Бекітемін:

Мектеп директоры:

А. Юсупова

«31»

08

2021ж



Келісемін:

Оқу ісінің меңгерушісі:

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«31»

08

2021ж

ӘБ отырысында қаралды:

Бірлестік жетекшісі:

Б.Дауылбаева

Протокол № 1

«31»

08

2021ж

**Түркістан облысының білім басқармасының  
«№11 санаторий типтес арнаулы мектеп – интернаты» КММ  
ағылшын тілі пәнінің мұғалімі:**

**Буркитбаева Динара**

**Күнтізбелік-тақырыптық жоспар  
2021-2022 оқу жылы**



**Орта білім мазмұнын жаңарту аясында 5-ші сыныпқа арналған күнтізбелік-тақырыптық жоспар**  
**Calendar Thematic Plan for the 5<sup>th</sup> grade within the framework of updating the secondary education content**  
**2021-2022 оқу жылы/ academic year**

**Eyes Open 1 for Kazakhstan кітабы бойынша. Барлығы: 102 сағат**

| №   | Theme   | Lesson Objectives   | Hours | Date       | Notes   |                |
|-----|---|---|-------|------------|---|----------------|
|     |   |   |       |            | Aspect  | Home task      |
|     | <b>1<sup>st</sup> term 25 hours</b>                               | <b>1.Home and away</b>  |       |            |   |                |
| 1.  | <b>Home and away<br/>/Diagnostic test</b>                         | 5.C9 use imagination to express thoughts, ideas, experiences and feelings<br>5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  | 1     | 02.09.2021 | Vocabulary and speaking:<br>Class audio CD 1.02   | W/b Ex 1-3 p 3 |
| 2.  | <b>Numbers/Time</b>   | 5.C2 use speaking and listening skills to provide sensitive feedback to peers<br>5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  | 1     | 06.09.2021 | Vocabulary<br>Listening:<br>Class audio CD 1.04   | W/b Ex 3-5 p 3 |
| 3.  | <b>Prepositions/Classroom objects/this, that, these and those</b> | 5.L1 understand a sequence of supported classroom instructions<br>5.U14 use prepositions to talk about time and location; use prepositions <i>like</i> to describe things and <i>about</i> to denote topic; use prepositions of direction <i>to, into, out of, from, towards</i> on a limited range of familiar general and curricular topics | 1     | 08.09.2021 | Vocabulary:<br>Ex 1 p 5                           | W/b Ex 6 p 3   |
| 4.  | <b>Language focus<br/>Possessive pronouns and adjectives</b>      | 5.U1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics   | 1     | 09.09.2021 | Grammar references p 108                          | W/b Ex 3-4 p 4 |
| 5.  | <b>The verb to be: affirmative, negative and questions</b>        | 5.U1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics   | 1     | 13.09.2021 | Grammar references p 108                          | W/b Ex 3-4 p 5 |
| 6.  | <b>Days of the week<br/>Months and dates</b>                      | 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics<br>5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  | 1     | 15.09.2021 | Listening:<br>Class audio CD 1.06                 | W/b Ex 1-4 p 6 |
| 7.  | <b>Countries and capitals</b>                                     | 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics<br>5.S2 ask simple questions to get information about a limited range of general topics<br>5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics                  | 1     | 16.09.2021 | Speaking:<br>Vocabulary bank p 116                | W/b Ex 5 p 6   |
| 8.  | <b>Nationalities and languages</b>                                | 5.S6 take turns when speaking with others in a growing range of short, basic exchanges<br>5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  | 1     | 20.09.2021 | Speaking:<br>Class audio CD 1.1                   | W/b Ex 7 p 6   |
| 9.  | <b>Asking for clarification.<br/>Real talk: What's your name?</b> | 5.L1 understand a sequence of supported classroom instructions<br>5.L3 understand an increasing range of unsupported basic questions on general and curricular topics   | 1     | 22.09.2021 | Video watching<br>Listening:<br>Discovery DVD 1.2 | W/b Ex 8 p 6   |
| 10. | <b>Climate and Food</b>   | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges<br>5.U3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics  | 1     | 23.09.2021 | Reading:<br>Class audio CD 1.12                   | S/b Ex 5 p 10  |

|     |  |  |   |            |   |                         |
|-----|--|--|---|------------|---|-------------------------|
| 11. | <b>Mountains of rice</b>                                 | 5.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world<br>5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics   | 1 | 27.09.2021 | Speaking and listening<br>video<br>Discovery<br>education         | W/b Ex<br>6 p 6         |
| 12. | <b>Fun in Almaty</b>                                     | 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics   | 1 | 29.09.2021 | Reading:<br>Ex 1 p 11   | S/b Ex<br>1 p 11        |
|     |  | <b>2.Living things</b>   |   |            |   |                         |
| 13. | <b>Animals.<br/>SAU1</b>                                 | 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics<br>5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics | 1 | 30.09.2021 | Vocabulary Reading<br>Speaking: Ex 1 p 13                         | W/b Ex<br>1-3 p 7       |
| 14. | <b>Animal Facts</b>                                      | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics<br>5.R4 read with some support a limited range of short fiction and non-fiction texts  | 1 | 04.10.2021 | Listening Reading:<br>Explore <i>adverbs of movement</i>          | W/b Ex<br>5-7 p 8       |
| 15. | <b>Language focus 1<br/>Present Simple</b>               | 5.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   | 1 | 06.10.2021 | Listening Reading:<br>Grammar ref-s p 109                         | W/b Ex<br>1-2 p 8       |
| 16. | <b>A conversations.<br/>Zoo animals.Plants</b>           | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  | 1 | 07.10.2021 | Listening and<br>vocabulary:<br>Vocabulary bank p 117             | W/b Ex<br>1-2 p 9       |
| 17. | <b>Language focus: 2 Was<br/>/ Were, there was/were.</b> | 5.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   | 1 | 11.10.2021 | Grammar references p<br>109                                       | W/b Ex<br>1 p 10        |
| 18. | <b>Discovery culture.<br/>Animals in the city</b>        | 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics<br>5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics                                    | 1 | 13.10.2021 | Watching<br>Video:<br>Discovery education<br>DVD 2.2              | S/b Ex<br>8 p 18        |
| 19. | <b>Huskies The Unit's<br/>helper</b>                     | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges<br>5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  | 1 | 14.10.2021 | Speaking Listening<br>Reading:<br>Explore <i>the suffixes -er</i> | W/b..E<br>x 1-2 p<br>11 |
| 20. | <b>Real talk: Do you like<br/>going to museum</b>        | 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  | 1 | 18.10.2021 | Speaking:<br>Class audio CD 1.21                                  | W/b Ex<br>4-6 p 7       |
| 21. | <b>A description of an<br/>animal<br/>SAU2</b>           | 5.W3 write with support factual descriptions at text level which describe people, places and objects<br>5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics                          | 1 | 20.10.2021 | Writing:<br>Position of adjectives                                | W/b Ex<br>3-4 p 8       |
| 22. | <b>CLIL. Animals with<br/>backbones<br/>Chameleons</b>   | 5.C4 evaluate and respond constructively to feedback from others<br>5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  | 1 | 21.10.2021 | Writing<br>Use of English<br>Speaking                             | W/b Ex<br>2-4 p<br>11   |
| 23. | <b>Which animal?</b>                                     | 5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  | 1 | 25.10.2021 | Reading   | W/b Ex<br>5 p 11        |

|     |   |  |   |            |  |                       |
|-----|---|--|---|------------|--|-----------------------|
| 24. | <b>Project work</b>   | Vocabulary, reflection task, check point<br>Review of the unit p 24-25 Sb/b  | 1 | 27.10.2021 | Vocabulary Reading:<br>Class audio CD 1.2              | Review                |
| 25. | <b>Summative Assessment for the I term</b>                                | 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics<br>5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics | 1 | 28.10.2021 | To review  | Review                |
|     | <b>2<sup>nd</sup> term 21 hours</b>                                       | <b>3 .Values</b>   |   |            |  |                       |
| 26. | <b>Family and Friends</b>   | 5.C6 organise and present information clearly to others<br>5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics  | 1 | 08.11.2021 | Vocabulary Reading:<br>Vocabulary bank p 118           | W/b Ex<br>1-3 p<br>17 |
| 27. | <b>A very big Family!</b>   | 5.L2 understand an increasing range of unsupported basic questions which ask for personal information<br>5.R1 understand the main points in a limited range of short simple texts on general and curricular topics   | 1 | 10.11.2021 | Listening Reading:<br>Explore <i>adjectives</i>        | W/b Ex<br>6-7 p<br>18 |
| 28. | <b>Language focus 1<br/>Have got</b>                                      | 5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  | 1 | 11.11.2021 | Grammar references p<br>29                             | W/b Ex<br>1 p 18      |
| 29. | <b>A conversation<br/>Describing people</b>                               | 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics<br>5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics                              | 1 | 15.11.2021 | Vocabulary:<br>Vocabulary bank p 118                   | W/b Ex<br>1-3 p<br>19 |
| 30. | <b>Language Focus 2<br/>Comparative adjectives</b>                        | 5.U3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics   | 1 | 17.11.2021 | Grammar references p<br>110                            | W/b Ex<br>1 p 20      |
| 31. | <b>Discovery culture<br/>My Family, by Boris<br/>Moldanov</b>             | 5.S3 give an opinion at sentence level on a limited range of general and curricular topics<br>5.L2 understand an increasing range of unsupported basic questions which ask for personal information  | 1 | 18.11.2021 | Watching video:<br>Discovery education<br>DVD 3.2      | Ex 1-3<br>p 21        |
| 32. | <b>Diwali. A family<br/>festival</b>                                      | 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics<br>5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics          | 1 | 22.11.2021 | Reading:<br>Explore <i>adjective<br/>suffixes -ful</i> | W/b Ex<br>3-4 p<br>20 |
| 33. | <b>On the phone<br/>Real talk: What's your<br/>phone number?<br/>SAU1</b> | 5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics<br>5.W3 write with support factual descriptions at text level which describe people, places and objects   | 1 | 24.11.2021 | Speaking:<br>Class audio CD 1.27                       | W/b Ex<br>5 p 20      |
| 34. | <b>A description of a<br/>person<br/>My best friend</b>                   | 5.W3 write with support factual descriptions at text level which describe people, places and objects   | 1 | 25.11.2021 | Writing:<br>Ex 1 p 35                                  | W/b Ex<br>4-5 p<br>19 |
| 35. | <b>Math. Fractions</b>  | 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics<br>5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics                                 | 1 | 29.11.2021 | Reading:<br>Ex 1 p 36                                  | W/b Ex<br>4-5 p<br>18 |

|     |   |   |   |            |   |                       |
|-----|---|---|---|------------|---|-----------------------|
| 36. | <b>What we value?<br/>Goodwill Ambassadors</b>        | 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics<br>5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics   | 1 | 02.12.2021 | Reading :<br>Ex 1 p 37  | W/b 6-<br>7 p 18      |
|     |   | <b>4 . The world of work</b>  |   |            |   |                       |
| 37. | <b>Jobs</b>   | 5.L1 understand a sequence of supported classroom instructions<br>5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics   | 1 | 06.12.2021 | Vocabulary Listening:<br>Ex 1 p 39                            | W/b Ex<br>1-4 p<br>27 |
| 38. | <b>An online forum<br/>Times around the world</b>     | 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics<br>5.R7 recognise typical features at word, sentence and text level in a limited range of written genres  | 1 | 08.12.2021 | Reading:<br>Explore <i>prepositions of time</i>               | W/b Ex<br>4-6 p<br>28 |
| 39. | <b>Language focus 1<br/>Present Continuous</b>        | 5.L5 understand most specific information and detail of short, supported talk on a wide range of familiar topics<br>5.U10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics   | 1 | 09.12.2021 | Listening:<br>Grammar references p<br>111                     | W/b Ex<br>1-3 p<br>28 |
| 40. | <b>A Conversation<br/>Outdoor and Service job</b>     | 5.C2 use speaking and listening skills to provide sensitive feedback to peers<br>5.C8 develop intercultural awareness through reading and discussion  | 1 | 13.12.2021 | Vocabulary:<br>Ex 1 p 42                                      | W/b Ex<br>1-4 p<br>29 |
| 41. | <b>Language focus 2<br/>Past Simple regular verbs</b> | 5.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  | 1 | 15.12.2021 | Grammar references p<br>111                                   | W/b Ex<br>1-3 p<br>30 |
| 42. | <b>Discovery culture<br/>Chinese gymnast</b>          | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  | 1 | 20.12.2021 | Watching video:<br>Discovery DVD 4.2                          | W/b 4-<br>5 p 30      |
| 43. | <b>A blog<br/>Hello from Bogota!<br/>SAU2</b>         | 5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics<br>5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  | 1 | 22.12.2021 | Explore <i>expressions with have</i>                          | W/b Ex<br>1-3 p<br>31 |
| 44. | <b>Jobs in KZ</b>                                     | 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics   | 2 | 23.12.2021 | Speaking:<br>Ex 1 p 49  | W/b Ex<br>4 p 32      |
| 45. | <b>Summative Assessment<br/>for the II term</b>       | 5.C5 use feedback to set personal learning objectives<br>5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics<br>5.S2 ask simple questions to get information about a limited range of general topics<br>5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics | 1 | 27.12.2021 | Listening<br>Reading<br>Writing<br>Use of English<br>Speaking | Review                |
| 46. | <b>Unit revision.Mars<br/>The Earth movements.</b>    | 5.C4 evaluate and respond constructively to feedback from others  | 1 | 29.12.2021 | Watching video<br>Discovery DVD 4.3                           | W/b Ex<br>3 p 32      |
|     | <b>3<sup>rd</sup> term 31 hours</b>                   | <b>5. Creativity</b>  |   |            |   |                       |

|     |  |  |   |            |  |                    |
|-----|--|--|---|------------|--|--------------------|
| 47. | <b>Arts</b>  | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges   | 1 | 17.01.2022 | Vocabulary:<br>Ex 1 p 53                       | W/b Ex<br>1 p 37   |
| 48. | <b>Kung - fu school</b>  | 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics   | 1 | 19.01.2022 | Explore <i>nouns and verbs</i>                 | W/b Ex<br>4 p 37   |
| 49. | <b>Language focus 1<br/>can for ability and permission</b>           | 5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information   | 1 | 20.01.2022 | Writing:<br>Grammar references p 112           | W/b Ex<br>1-3 p 38 |
| 50. | <b>A podcast</b>   | 5.L1 understand a sequence of supported classroom instructions   | 1 | 24.01.2022 | Listening:<br>Class audio CD 2.04              | W/b Ex<br>1 p 39   |
| 51. | <b>Language focus 2<br/>Object pronouns</b>                          | 5.U6 use basic personal and demonstrative pronouns and quantitative pronouns <i>some, any, something, nothing anything</i> on a limited range of familiar general and curricular topics  | 1 | 26.01.2022 | Grammar references p 112                       | W/b Ex<br>1-3 p 40 |
| 52. | <b>Discovery culture<br/>South African Schoolgirl</b>                | 5.C9 use imagination to express thoughts, ideas, experiences and feelings<br>5.L1 understand a sequence of supported classroom instructions  | 1 | 27.01.2022 | Watching video:<br>Discovery education DVD 5.2 | W/b Ex<br>4-5 p 38 |
| 53. | <b>A Welsh School</b>  | 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  | 1 | 31.01.2022 | Reading:<br>Explore <i>adjectives</i>          | W/b Ex<br>6-7 p 40 |
| 54. | <b>Asking and giving permission</b>                                  | 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics<br>5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges | 1 | 02.02.2022 | Speaking:<br>Class audio CD 5.3                | W/b Ex<br>4-5 p 40 |
| 55. | <b>Writing an e-mail</b>   | 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics<br>5.W3 write with support factual descriptions at text level which describe people, places and objects           | 1 | 03.02.2022 | Writing:<br>Informal language                  | W/b Ex<br>1-3 p 42 |
| 56. | <b>CLIL.<br/>Images around us<br/>Design and Technology<br/>SAU1</b> | 5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics   | 1 | 07.02.2022 | Reading:<br>Ex 3 p 62                          | W/b Ex<br>4-6 p 43 |
| 57. | <b>Making music</b>  | 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics<br>5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics       | 1 | 09.02.2022 | Reading:<br>Ex 1 p 63                          | W/b Ex<br>7-9 p 43 |
|     |  | <b>6 . Reading for Pleasure</b>  |   |            |  |                    |
| 58. | <b>Arthur Conan Doyle's biography</b>                                | All Reading learning objectives for Grade 5  | 1 | 10.02.2022 | Reading:<br>Ex 1 p 65                          | W/b Ex<br>10 p 43  |
| 59. | <b>The Hound of the Baskervilles Part 1</b>                          | All Reading learning objectives for Grade 5  | 1 | 14.02.2022 | Reading:<br>A story                            | W/b Ex<br>11 p 43  |
| 60. | <b>The Hound of the Baskervilles Part 2</b>                          | All Reading learning objectives for Grade 5  | 1 | 16.02.2022 | Reading:<br>A story                            | W/b Ex<br>12 p 43  |

|     |  |   |   |            |   |                       |
|-----|--|---|---|------------|---|-----------------------|
| 61. | <b>A description of the scene</b>                            | 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics<br>5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  | 1 | 17.02.2022 | Speaking Writing:<br>A story                                  | W/b Ex<br>1-2 p<br>44 |
| 62. | <b>My favourite writer's biography</b>                       | 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics<br>5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  | 1 | 21.02.2022 | Reading:<br>Presentations                                     | W/b Ex<br>3-4 p<br>44 |
| 63. | <b>My favourite book</b>                                     | All Reading learning objectives for Grade 5<br>5.W3 write with support factual descriptions at text level which describe people, places and objects   | 1 | 23.02.2022 | Reading:<br>Work in team                                      | W/b Ex<br>5 p 45      |
| 64. | <b>My favourite Character</b>                                | 5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  | 1 | 24.02.2022 | Speaking.Writing:<br>An essay                                 | W/b Ex<br>7 p 45      |
|     |  | <b>7. Fantasy world</b>   |   |            |   |                       |
| 65. | <b>Places in a town 1</b>                                    | 5.L1 understand a sequence of supported classroom instructions<br>5.L4 understand the main points of supported extended talk on a range of general and curricular topics  | 1 | 28.02.2022 | Vocabulary Listening:<br>Ex 1 p 69                            | W/b Ex<br>1-3 p<br>49 |
| 66. | <b>Fantasy or reality?</b>                                   | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics   | 1 | 02.03.2022 | VL:Explore <i>extreme adjectives</i>                          | W/b Ex<br>1 p 53      |
| 67. | <b>Language focus 1<br/>Past simple irregular verbs</b>      | 5.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  | 2 | 03.03.2022 | Reading:<br>Grammar refer-s p 127                             | W/b Ex<br>3 p 50      |
| 68. | <b>Rome: ancient and modern</b>                              | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics   | 1 | 07.03.2022 | Vocabulary Listening:<br>Class audio CD 2.13                  | W/b Ex<br>4 p 51      |
| 69. | <b>Home and garden</b>                                       | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics<br>5.C8 develop intercultural awareness through reading and discussion  | 1 | 09.03.2022 | Vocabulary:<br>Ex 1 p 72                                      | W/b Ex<br>1-3 p<br>51 |
| 70. | <b>Language focus 2<br/>Preposition of location<br/>SAU2</b> | 5.U14 use prepositions to talk about time and location<br>use prepositions <i>like</i> to describe things and <i>about</i> to denote topic<br>use prepositions of direction <i>to, into, out of, from, towards</i><br>on a limited range of familiar general and curricular topics  | 1 | 10.03.2022 | Writing:<br>Grammar references p<br>113                       | W/b Ex<br>1-2 p<br>52 |
| 71. | <b>Summative Assessment<br/>for the III term</b>             | 5.C5 use feedback to set personal learning objectives<br>5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics<br>5.S2 ask simple questions to get information about a limited range of general topics<br>5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics | 1 | 14.03.2022 | Listening<br>Reading<br>Writing<br>Use of English<br>Speaking | To<br>review          |
| 72. | <b>Discovery culture<br/>Crossing cities</b>                 | 5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics<br>5.U8 use future forms <i>will</i> for predictions and <i>be going to</i> to talk about already decided plans on a limited range of familiar general and curricular topics   | 1 | 16.03.2022 | Watching video:<br>Discover education<br>DVD 7.2              | W/b Ex<br>4 p 49      |

|     |   |  |   |            |   |                       |
|-----|---|--|---|------------|---|-----------------------|
| 73. | <b>Getting around in Hong Kong</b>                                    | 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics<br>5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics   | 1 | 17.03.2022 | Reading:<br>Explore <i>collocations</i>           | W/b Ex<br>6 p 52      |
|     | <b>4<sup>th</sup> term 24 hours</b>                                   | <b>8. Sports</b>   |   |            |   |                       |
| 74. | <b>1.Sports for all<br/>2.Sequencing</b>                              | 5.R4 read with some support a limited range of short fiction and non-fiction texts   | 2 | 31.03.2022 | Vocabulary Listening:<br>Ex 1 p 80                | W/b Ex<br>3 p 59      |
| 75. | <b>1.A paralympic champion<br/>2.CLIL. Drawing Tools</b>              | 5.U3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics<br>5.U4 use determiners including <i>any, no each, every</i> on a limited range of familiar general and curricular topics   | 2 | 04.04.2022 | Reading:<br>Explore <i>adverbs</i>                | W/b Ex<br>4-5 p<br>59 |
| 76. | <b>1.Language focus 1<br/>yes/no questions<br/>2.I live in Astana</b> | 5.L1 understand a sequence of supported classroom instructions<br>5.L2 understand an increasing range of unsupported basic questions which ask for personal information  | 2 | 06.04.2022 | Grammar references p<br>114                       | W/b Ex<br>1-3 p<br>60 |
| 77. | <b>A conversations<br/>Skateboarding<br/>competition. Clothes</b>     | 5.U12 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time : <i>last week, yesterday</i> on a limited range of familiar general and curricular topics   | 1 | 07.04.2022 | Listening:<br>Vocabulary bank p 122               | W/b Ex<br>1-3 p<br>61 |
| 78. | <b>Language focus 2 Past<br/>Simple : Wh – questions</b>              | 5.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   | 1 | 11.04.2022 | Grammar references p<br>114                       | W/b Ex<br>3 p 62      |
| 79. | <b>Discovery culture<br/>The bowler</b>                               | 5.L1 understand a sequence of supported classroom instructions<br>5.L2 understand an increasing range of unsupported basic questions which ask for personal information  | 1 | 13.04.2022 | Watching video:<br>Discovery education<br>DVD 8.2 | W/b Ex<br>4-5 p<br>60 |
| 80. | <b>The Highland games</b>   | 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics<br>5.R4 read with some support a limited range of short fiction and non-fiction texts<br>5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics | 1 | 14.04.2022 | Reading:<br>Explore <i>irregular<br/>plurals</i>  | W/b Ex<br>4 p 62      |
| 81. | <b>Expressing interest</b>  | 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics<br>5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  | 1 | 18.04.2022 | Speaking:<br>Class audio CD 8.3                   | Ex 3-5<br>p 63        |
| 82. | <b>A teen athlete</b>   | 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics<br>5.R4 read with some support a limited range of short fiction and non-fiction texts<br>5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics | 1 | 20.04.2022 | Writing:<br>Ex 1 p 91                             | W/b Ex<br>1-3 p<br>64 |
| 83. | <b>CLIL. PE. Outdoor<br/>sports and activities</b>                    | 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  | 1 | 21.04.2022 | Reading:<br>Class audio CD 2.25                   | W/b Ex<br>5 p 64      |
| 84. | <b>Kazakhstan's sporting<br/>success<br/>SAU1</b>                     | 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics<br>5.R4 read with some support a limited range of short fiction and non-fiction texts   | 1 | 25.04.2022 | Reading:<br>Ex 1 p 93                             | W/b Ex<br>6-7 p<br>64 |



|     |   |   |   |            |   |                       |
|-----|---|---|---|------------|---|-----------------------|
|     |   | <b>9 .Holidays</b>  |   |            |   |                       |
| 85. | <b>Holidays .Seasons and weather</b>  | 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics<br>5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  | 1 | 27.04.2022 | Speaking:<br>Class audio CD 2.27                              | W/b Ex<br>1-3 p<br>69 |
| 86. | <b>Adventure</b>  | 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics<br>5.R4 read with some support a limited range of short fiction and non-fiction texts  | 1 | 28.04.2022 | Reading:<br>Vocabulary bank p<br>123                          | W/b Ex<br>4 p 70      |
| 87. | <b>1.Language focus 1<br/>to be going to<br/>2.A conversations<br/>City of water<br/>Landscapes</b> | 5.U10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics<br>5.L3 understand an increasing range of unsupported basic questions on general and curricular topics<br>5.S3 give an opinion at sentence level on a limited range of general and curricular topics  | 2 | 04.05.2022 | Vocabulary:<br>Grammar ref-s p 115                            | W/b Ex<br>1 p 70      |
| 88. | <b>Language focus 2<br/>Future with will/won't</b>  | 5.U8 use future forms <i>will</i> for predictions and <i>be going to</i> to talk about already decided plans on a limited range of familiar general and curricular topics   | 1 | 05.05.2022 | Grammar references p<br>115                                   | W/b Ex<br>3 p 72      |
| 89. | <b>1.Discovery culture<br/>2.Alaska A holiday<br/>brochure.<br/>Summer camp</b>                     | 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics<br>5.W3 write with support factual descriptions at text level which describe people, places and objects<br>5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics | 2 | 11.05.2022 | Reading:<br>Explore <i>adjectives</i>                         | W/b Ex<br>5 p 72      |
| 90. | <b>Real talk: Where do<br/>you like going on<br/>holidays?</b>                                      | 5.U14 use prepositions to talk about time and location; use prepositions <i>like</i> to describe things and <i>about</i> to denote topic<br>use prepositions of direction to, into, out of, from, towards<br>5.S2 ask simple questions to get information about a limited range of general topics<br>5.S3 give an opinion at sentence level on a limited range of general and curricular topics | 1 | 12.05.2022 | Speaking:<br>Class audio CD 9.3                               | W/b Ex<br>6 p 72      |
| 91. | <b>Writing an e - mail<br/>SAU2</b>   | 5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  | 1 | 18.05.2022 | Writing:<br>Ex 1 p 103  | W/b Ex<br>2 p 74      |
| 92. | <b>Discovery culture<br/>Holiday in Australia</b>   | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics   | 1 | 16.05.2022 | Watching video<br>DVD 9.4                                     | W/b Ex<br>1 p 74      |
| 93. | <b>Summative Assessment<br/>for the IV term</b>   | 5.C4 evaluate and respond constructively to feedback from others<br>5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics<br>5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  | 1 | 19.05.2022 | Listening<br>Reading<br>Writing<br>Use of English<br>Speaking | Review                |
| 94. | <b>CLIL. MATHS.<br/>Frequency tables and<br/>bar charts</b>   | 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics<br>5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics   | 1 | 23.05.2022 | Reading:<br>Discovery education<br>DVD 9.4                    | W/b Ex<br>4-7 p<br>74 |
| 95. | <b>Amazing adventures</b>   | 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  | 1 | 25.05.2022 | Reading:<br>Ex 1 p 105  | W/b Ex<br>8-11 p      |

|  |  |   |     |  |  |    |
|--|--|---|-----|--|--|----|
|  |  | 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics |     |  |  | 75 |
|  |  |   | 102 |  |  |    |

**Тақырыптық - күнтізбелік жоспар құрастыруға пайдаланылған әдебиет:**

**"Eyes Open 1" оқу - әдістемелік кешені**

**Авторлары: Ben Goldstein and Ceri Jones with David Me Keegan**

**Баспасы: Cambridge University Press**

**Жылдық сағат саны: 102 сағат**

|                    |                   |
|--------------------|-------------------|
| <b>I - тоқсан</b>  | <b>25 - сағат</b> |
| <b>II - тоқсан</b> | <b>22 - сағат</b> |
| <b>III -тоқсан</b> | <b>31 - сағат</b> |
| <b>IV - тоқсан</b> | <b>24 - сағат</b> |

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**I тоқсан ағылшын тілі пәні бойынша**

**Сынып: 5 А**

**Оқушылар саны: 11**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау 2021-2022 оқу жылы**

| <i>Пән</i>                   | <i>Орында-ған</i>  | <i>Макс балл</i> | <i>ЖБ балдарының пайыздық мазмұны</i> |               |   |                | <i>Сапа%</i> | <i>Үлгерімі %</i> |
|------------------------------|--|------------------|---------------------------------------|---------------|---|----------------|--------------|-------------------|
|                              |  |                  | <i>Төмен</i>                          | <i>Орта</i>   |   | <i>Жоғары</i>  |              |                   |
|                              |  |                  | <i>0-39%</i>                          | <i>40-64%</i> | <i>65-84%</i>   | <i>85-100%</i> |              |                   |
| <i>Ағылшын тілі</i>          |  |                  | <b>Оқушылар саны -10</b>              |               |   |                |              |                   |
| <b>БЖБ 1</b>                 | <b>11</b>  | <b>11</b>        | -                                     | 7             | 2   | 2              | <b>34,4</b>  | <b>100</b>        |
| <b>БЖБ 2</b>                 | <b>11</b>  | <b>11</b>        | -                                     | 6             | 5   | -              | <b>45,5</b>  | <b>100</b>        |
| <b>ТЖБ</b>                   | <b>11</b>  | <b>20</b>        | -                                     | 6             | 3   | 2              | <b>45,5</b>  | <b>100</b>        |
| <b>Мақсатты меңгергендер</b> |  |                  |                                       |               | <b>Қиындық тудырған мақсаттар</b>   |                |              |                   |
| БЖБ 1                        | 5.L3 Understand an increasing range of unsupported basic questions on general and curricular topics  |                  |                                       |               | 5.S1 Provide basic information about themselves and others at sentence level on an increasing range of general topics<br>5.S2 Ask simple questions to get information about a limited range of general topics   |                |              |                   |
| БЖБ 2                        | 5.R1 Understand the main points in a limited range of short simple texts on general and curricular topics<br>5.R4 Read with some support a limited range of short fiction and non-fiction texts  |                  |                                       |               | 5.W2 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  |                |              |                   |
| ТЖБ                          | 5.L1 Understand a sequence of supported classroom instructions.<br>5.R1 Understand the main points in a limited range of short simple texts on general and curricular topics.<br>5.W1 Plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics. |                  |                                       |               | 5.W7 Use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics<br>5.S1 Provide basic information about themselves and others at sentence level on an increasing range of general topics. |                |              |                   |

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті:  
 Жоғары (В) 85-100% : Орал Ш, Рысқұлова А,  
 Орта (С) 65-84% : Каскаев Н, Шынтас Г, Орал А  
 40-64% : Әмірбек Д, Есболова М, Исабай Н, Кулбай Н, Тастан О, Тагаев А

Төмен (Н) 0-39% :

- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: айтылым тапсырмалары
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақтан қалуы
- Жоспарланған түзету ж жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 01.11.2021

Педагогтың аты – жөні: Буркитбаева Д.А

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**I тоқсан ағылшын тілі пәні бойынша**

**Сынып: 5 Б**

**Оқушылар саны: 10**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау 2021-2022 оқу жылы**

| <i>Пән</i>          | <i>Орында-ған</i>  | <i>Макс балл</i> | <i>ЖБ балдарының пайыздық мазмұны</i> |               |               |   | <i>Сапа%</i> | <i>Үлгерімі %</i> |
|---------------------|--|------------------|---------------------------------------|---------------|---------------|---|--------------|-------------------|
|                     |  |                  | <i>Төмен</i>                          | <i>Орта</i>   |               | <i>Жоғары</i>   |              |                   |
|                     |  |                  | <i>0-39%</i>                          | <i>40-64%</i> | <i>65-84%</i> | <i>85-100%</i>  |              |                   |
| <i>Ағылшын тілі</i> |  |                  | <b>Оқушылар саны -10</b>              |               |               |   |              |                   |
| <b>БЖБ 1</b>        | <b>10</b>  | <b>11</b>        | -                                     | <b>4</b>      | <b>3</b>      | <b>3</b>  | <b>60</b>    | <b>100</b>        |
| <b>БЖБ 2</b>        | <b>10</b>  | <b>11</b>        | -                                     | <b>4</b>      | <b>6</b>      | -   | <b>60</b>    | <b>100</b>        |
| <b>ТЖБ</b>          | <b>10</b>  | <b>20</b>        | -                                     | <b>4</b>      | <b>3</b>      | <b>3</b>  | <b>60</b>    | <b>100</b>        |
|                     | <b>Мақсатты меңгергендер</b>   |                  |                                       |               |               | <b>Қиындық тудырған мақсаттар</b>   |              |                   |
| БЖБ 1               | 5.L3 Understand an increasing range of unsupported basic questions on general and curricular topics  |                  |                                       |               |               | 5.S1 Provide basic information about themselves and others at sentence level on an increasing range of general topics<br>5.S2 Ask simple questions to get information about a limited range of general topics   |              |                   |
| БЖБ 2               | 5.R1 Understand the main points in a limited range of short simple texts on general and curricular topics<br>5.R4 Read with some support a limited range of short fiction and non-fiction texts  |                  |                                       |               |               | 5.W2 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  |              |                   |
| ТЖБ                 | 5.L1 Understand a sequence of supported classroom instructions.<br>5.R1 Understand the main points in a limited range of short simple texts on general and curricular topics.<br>5.W1 Plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics. |                  |                                       |               |               | 5.W7 Use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics<br>5.S1 Provide basic information about themselves and others at sentence level on an increasing range of general topics. |              |                   |

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті:  
 Жоғары (В) 85-100% : Датқабек Н,Жарқынбай П,Избасаров Н, Салметова А  
 Орта (С) 65-84% : Жақсынбет Д,Өнербай Р,  
 40-64% : Жүсіпбай Б, Ордабек Б, Сарыева Б, Сман Н  
 Төмен (Н) 0-39% :

- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі:  
айтылым тапсырмалары
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақтан қалуы
- Жоспарланған түзету ж жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 01.11.2021

Педагогтың аты – жөні: Буркитбаева Д.А

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**2 тоқсан ағылшын тілі пәні бойынша**

**Сынып: 5 А**

**Оқушылар саны: 10**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау 2021-2022 оқу жылы**

| <i>Пән</i>          | <i>Орында-ған</i>  | <i>Макс балл</i> | <i>ЖБ балдарының пайыздық мазмұны</i> |               |               |   | <i>Сапа%</i> | <i>Үлгерімі %</i> |
|---------------------|--|------------------|---------------------------------------|---------------|---------------|---|--------------|-------------------|
|                     |  |                  | <i>Төмен</i>                          | <i>Орта</i>   |               | <i>Жоғары</i>   |              |                   |
|                     |  |                  | <i>0-39%</i>                          | <i>40-64%</i> | <i>65-84%</i> | <i>85-100%</i>  |              |                   |
| <i>Ағылшын тілі</i> |  |                  | <b>Оқушылар саны -10</b>              |               |               |   |              |                   |
| <b>БЖБ 1</b>        | <b>10</b>  | <b>10</b>        | -                                     | 5             | 1             | 4   | <b>50</b>    | <b>100</b>        |
| <b>БЖБ 2</b>        | <b>10</b>  | <b>10</b>        | -                                     | 4             | 4             | 2   | <b>60</b>    | <b>100</b>        |
| <b>ТЖБ</b>          | <b>10</b>  | <b>20</b>        | -                                     | 4             | 3             | 3   | <b>60</b>    | <b>100</b>        |
|                     | <b>Мақсатты меңгергендер</b>   |                  |                                       |               |               | <b>Қиындық тудырған мақсаттар</b>   |              |                   |
| БЖБ 1               | 5.L8 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  |                  |                                       |               |               | 5.S3 Give an opinion at sentence level on a limited range of general and curricular topics  |              |                   |
| БЖБ 2               | 5.R5 Deduce meaning from context in short texts on a limited range of familiar general and curricular topics   |                  |                                       |               |               | 5.W8 Spell most high-frequency words accurately for a limited range of general topics   |              |                   |
| ТЖБ                 | 5.L8 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics<br>5.R2 Understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. |                  |                                       |               |               | 5.W5 Link without support sentences using basic coordinating connectors<br>5.S7 Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics. |              |                   |

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті:  
 Жоғары (В) 85-100% : Орал Ш, Рысқұлова А, Каскаев Н  
 Орта (С) 65-84% : Шынтас Г, Орал А, Тастан О  
 40-64% : Есболова М, Исабай Н, Кулбай Н, Тагаев А

Төмен (Н) 0-39% :

2. Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: айтылым тапсырмалары
3. Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақтан қалуы
4. Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 31.12.2021

Педагогтың аты – жөні: Буркитбаева Д.А

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**2 тоқсан ағылшын тілі пәні бойынша**

**Сынып: 5 Б**

**Оқушылар саны: 11**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау 2021-2022 оқу жылы**

| <i>Пән</i>          | <i>Орында-ған</i>  | <i>Макс балл</i> | <i>ЖБ балдарының пайыздық мазмұны</i> |               |               |   | <i>Сапа%</i> | <i>Үлгерімі %</i> |
|---------------------|--|------------------|---------------------------------------|---------------|---------------|---|--------------|-------------------|
|                     |  |                  | <i>Төмен</i>                          | <i>Орта</i>   |               | <i>Жоғары</i>   |              |                   |
|                     |  |                  | <i>0-39%</i>                          | <i>40-64%</i> | <i>65-84%</i> | <i>85-100%</i>  |              |                   |
| <i>Ағылшын тілі</i> |  |                  | <b>Оқушылар саны -11</b>              |               |               |   |              |                   |
| <b>БЖБ 1</b>        | <b>11</b>  | <b>10</b>        | -                                     | <b>6</b>      | <b>2</b>      | <b>3</b>  | <b>45,5</b>  | <b>100</b>        |
| <b>БЖБ 2</b>        | <b>11</b>  | <b>10</b>        | -                                     | <b>5</b>      | <b>4</b>      | <b>2</b>  | <b>54,5</b>  | <b>100</b>        |
| <b>ТЖБ</b>          | <b>11</b>  | <b>20</b>        | -                                     | <b>5</b>      | <b>2</b>      | <b>4</b>  | <b>54,5</b>  | <b>100</b>        |
|                     | <b>Мақсатты меңгергендер</b>   |                  |                                       |               |               | <b>Қиындық тудырған мақсаттар</b>   |              |                   |
| БЖБ 1               | 5.L8 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  |                  |                                       |               |               | 5.S3 Give an opinion at sentence level on a limited range of general and curricular topics  |              |                   |
| БЖБ 2               | 5.R5 Deduce meaning from context in short texts on a limited range of familiar general and curricular topics   |                  |                                       |               |               | 5.W8 Spell most high-frequency words accurately for a limited range of general topics   |              |                   |
| ТЖБ                 | 5.L8 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics<br>5.R2 Understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. |                  |                                       |               |               | 5.W5 Link without support sentences using basic coordinating connectors<br>5.S7 Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics. |              |                   |

- БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті:  
Жоғары (В) 85-100% : Датқабек Н,Жарқынбай П,Кулмахамбет А, Салметова А  
Орта (С) 65-84% : Өнербай Р, Избасаров Н,  
40-64% : Жақсынбет Д,Жүсіпбай Б, Ордабек Б, Сарыева Б, Сман Н  
Төмен (Н) 0-39% :
- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі:  
айтылым тапсырмалары
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың  
себептері: жаңа сөздерді жаттамау, сабақтан қалуы
- Жоспарланған түзету ж жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау  
сабақтары өтіліп, олқылықтар жойылады.

Күні: 31.12.2021

Педагогтың аты – жөні: Буркитбаева Д.А

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**3 тоқсан ағылшын тілі пәні бойынша**

**Сынып: 5 А**

**Оқушылар саны: 10**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау 2021-2022 оқу жылы**

| <i>Пән</i>          | <i>Орында-ған</i>  | <i>Макс балл</i> | <i>ЖБ балдарының пайыздық мазмұны</i> |               |               |  | <i>Сапа%</i> | <i>Үлгерімі %</i> |
|---------------------|--|------------------|---------------------------------------|---------------|---------------|--|--------------|-------------------|
|                     |  |                  | <i>Төмен</i>                          | <i>Орта</i>   |               | <i>Жоғары</i>  |              |                   |
|                     |  |                  | <i>0-39%</i>                          | <i>40-64%</i> | <i>65-84%</i> | <i>85-100%</i>   |              |                   |
| <i>Ағылшын тілі</i> |  |                  | <b>Оқушылар саны -10</b>              |               |               |  |              |                   |
| <b>БЖБ 1</b>        | <b>10</b>  | <b>15</b>        | -                                     | 5             | 2             | 3  | <b>50</b>    | <b>100</b>        |
| <b>БЖБ 2</b>        | <b>10</b>  | <b>15</b>        | -                                     | 4             | 4             | 2  | <b>60</b>    | <b>100</b>        |
| <b>ТЖБ</b>          | <b>10</b>  | <b>20</b>        | -                                     | 4             | 3             | 3  | <b>60</b>    | <b>100</b>        |
|                     | <b>Мақсатты меңгергендер</b>   |                  |                                       |               |               | <b>Қиындық тудырған мақсаттар</b>  |              |                   |
| БЖБ 1               | 5.L5 Understand most specific information and detail of short, supported talk on a wide range of familiar topics   |                  |                                       |               |               | 5.S8 Recount basic stories and events on a range of general and curricular topics  |              |                   |
| БЖБ 2               | 5.R6 Recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  |                  |                                       |               |               | 5.W2 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics   |              |                   |
| ТЖБ                 | 5.L4 Understand the main points of supported extended talk on a range of general and curricular topics.<br>5.R2 Understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics. |                  |                                       |               |               | 5.W8 Spell most high-frequency words accurately for a limited range of general topics.<br>5.S1 Provide basic information about themselves and others at sentence level on an increasing range of general topics. |              |                   |

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті:  
 Жоғары (В) 85-100% : Орал Ш, Рысқұлова А

Орта (С) 65-84% : Орал А , Тастан О, Каскаев Н, Қамбар А  
 40-64% : Есболова М, Исабай Н, Кулбай Н, Тогаев А

Төмен (Н) 0-39% :

- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: айтылым тапсырмалары
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақтан қалуы
- Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 23.03.2022

Педагогтың аты – жөні: Буркитбаева Д.А

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**4 тоқсан ағылшын тілі пәні бойынша**

**Сынып: 5 А**

**Оқушылар саны: 10**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау 2021-2022 оқу жылы**

| <i>Пән</i>          | <i>Орында-ған</i>  | <i>Макс балл</i> | <i>ЖБ балдарының пайыздық мазмұны</i> |               |   |                | <i>Сапа%</i> | <i>Үлгерімі %</i> |
|---------------------|--|------------------|---------------------------------------|---------------|---|----------------|--------------|-------------------|
|                     |  |                  | <i>Төмен</i>                          | <i>Орта</i>   |   | <i>Жоғары</i>  |              |                   |
|                     |  |                  | <i>0-39%</i>                          | <i>40-64%</i> | <i>65-84%</i>   | <i>85-100%</i> |              |                   |
| <i>Ағылшын тілі</i> |  |                  | <b>Оқушылар саны -10</b>              |               |   |                |              |                   |
| <b>БЖБ 1</b>        | <b>10</b>  | <b>13</b>        | -                                     | <b>4</b>      | <b>5</b>  | <b>1</b>       | <b>60</b>    | <b>100</b>        |
| <b>БЖБ 2</b>        | <b>10</b>  | <b>9</b>         | -                                     | <b>3</b>      | <b>5</b>  | <b>2</b>       | <b>70</b>    | <b>100</b>        |
| <b>ТЖБ</b>          | <b>10</b>  | <b>20</b>        | -                                     | <b>4</b>      | <b>4</b>  | <b>2</b>       | <b>60</b>    | <b>100</b>        |
|                     | <b>Мақсатты меңгергендер</b>   |                  |                                       |               | <b>Қиындық тудырған мақсаттар</b>   |                |              |                   |
| БЖБ 1               | 5.S1 Provide basic information about themselves and others at sentence level on an increasing range of general topics  |                  |                                       |               | 5.L4 Understand the main points of supported extended talk on a range of general and curricular topics  |                |              |                   |
| БЖБ 2               | 5.R1 Understand the main points in a limited range of short simple texts on general and curricular topics  |                  |                                       |               | 5.W3 Write with support factual descriptions at text level which describe people, places and objects  |                |              |                   |
| ТЖБ                 | 5.L8 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics.<br>5.R3 Understand the detail of an argument on a limited range of familiar general and curricular topics |                  |                                       |               | 5.W4 Write with support a sequence of extended sentences in a paragraph to give basic personal information.<br>5.S2 Ask simple questions to get information about a limited range of general topics |                |              |                   |

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті:  
 Жоғары (В) 85-100% : Орал Ш, Рысқұлова А

Орта (С) 65-84% : Орал А ,Тастан О ,Каскаев Н, Қамбар А Тогаев А  
 40-64% :Есболова М, Исабай Н, Кулбай Н

Төмен (Н) 0-39% :

2. Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: айтылым тапсырмалары
3. Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақтан қалуы
4. Жоспарланған түзету ж жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 26.05.2022

Педагогтың аты – жөні: Буркитбаева Д.А



**Орта білім мазмұнын жаңарту аясында 8-ші сыныпқа арналған күнтізбелік-тақырыптық жоспар**  
**Calendar Thematic Plan for the 8<sup>th</sup> grade within the framework of updating the secondary education content**  
**2021-2022 оқу жылы/ academic year**

**Eyes Open 4 for Kazakhstan кітабы бойынша. Барлығы: 102 сағат**

| №   | Theme  | Learning objectives  | Hours | Date            | Notes |
|-----|--|--|-------|-----------------|-------|
|     | <i>1<sup>st</sup> term 25 hours</i>                  | <b>Unit 1. Our World (12 hours)</b>  |       |                 |       |
| 1.  | <b>Celebrations</b>                                  | <b>Content</b><br>8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;<br>8.1.3.1- respect differing points of view;<br>8.1.4.1- evaluate and respond constructively to feedback from others;<br>8.1.5.1- use feedback to set personal learning objectives;<br>8.1.7.1- develop and sustain a consistent argument when speaking or writing;<br>8.1.8.1- develop intercultural awareness through reading and discussion;<br>8.1.9.1- use imagination to express thoughts, ideas, experiences and feelings;<br>8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world<br><b>Listening</b><br>8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics;<br>8.2.3.1- understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular t-s;<br>8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres;<br><b>Speaking</b><br>8.3.1.1-use formal and informal registers in their talk on a growing range of general and curricular topics;<br>8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics;<br>8.3.5.1- interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;<br>8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;<br>8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics<br><b>Reading</b><br>8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;<br>8.4.2.1- understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;<br>8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;<br>8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding<br><b>Writing</b><br>8.5.1.1- plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics;<br>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;<br>8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;<br>8.5.4.1- use with some support style and register appropriate to a variety of written genres on general and curricular topics;<br>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;<br>8.5.8.1- spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics<br><b>Use of English</b><br>8.6.5.1- use questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics;<br>8.6.9.1- use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics;<br>8.6.15.1- use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and | 1     | <b>01.09.21</b> |       |
| 2.  | <b>Prom or Morp?</b>                                 |  | 1     | 06.09.21        |       |
| 3.  | <b>Language focus 1 –ing forms</b>                   |  | 1     | 07.09.21        |       |
| 4.  | <b>A travel programme</b>                            |  | 1     | 08.09.21        |       |
| 5.  | <b>Language focus 2 Infinitives</b>                  |  | 1     | 13.09.21        |       |
| 6.  | <b>Discovery culture</b>                             |  | 1     | 14.09.21        |       |
| 7.  | <b>Coming of age Korean Style</b>                    |  | 1     | 15.09.21        |       |
| 8.  | <b>Offers and requests</b>                           |  | 1     | 20.09.21        |       |
| 9.  | <b>A description</b>                                 |  | 1     | 21.09.21        |       |
| 10. | <b>History- 4<sup>th</sup> July celebration, USA</b> |  | 1     | 22.09.21        |       |
| 11. | <b>Extra reading «The holiday of Nauryz»</b>         |  | 1     | 27.09.21        |       |

|     |   |  |   |                 |  |
|-----|---|--|---|-----------------|--|
| 12. | <b>Extra reading.<br/>SAU 1</b>                               | prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular t-s;<br>8.6.16.1- use a growing variety of conjunctions including since, as to explain reasons and the structures so ... that, such a... that in giving explanations on a range of familiar general and curricular topics   | 1 | 28.09.21        |  |
|     |   | <b><i>Unit 2.Daily Life and Shopping (13 hours)</i></b>  |   |                 |  |
| 13. | <b>Everyday objects</b>                                       | <b>Content</b><br>8.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;<br>8.1.3.1- respect differing points of view;<br>8.1.4.1- evaluate and respond constructively to feedback from others;<br>8.1.5.1- use feedback to set personal learning objectives;<br>8.1.8.1- develop intercultural awareness through reading and discussion<br><b>Listening</b><br>8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics;<br>8.2.2.1- understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;<br>8.2.3.1- understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics;<br>8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres<br><b>Speaking</b><br>8.3.5.1- interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;<br>8.3.6.1- link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;<br>8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics;<br>8.3.8.1- recount some extended stories and events on a range of general and curricular topics<br><b>Reading</b><br>8.4.2.1- understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;<br>8.4.3.1- understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts;<br>8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;<br>8.4.6.1- recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts<br><b>Writing</b><br>8.5.1.1- plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics;<br>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;<br>8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;<br>8.5.6.1- link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;<br>8.5.9.1- punctuate written work at text level on a range of familiar general and curricular topics with growing accuracy<br><b>Use of English</b><br>8.6.10.1- use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics;<br>8.6.11.1- use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics;<br>8.6.12.1- use comparative degree adverb structures not as quickly as / far less quickly with regular and irregular adverbs; use an increased variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics;<br>8.6.15.1- use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics; | 1 | <b>29.09.21</b> |  |
| 14. | <b>Short online texts</b>                                     |  | 1 | 04.10.21        |  |
| 15. | <b>Language focus 1<br/>used to and would</b>                 |  | 1 | 05.10.21        |  |
| 16. | <b>Modifiers</b>  |  | 1 | 06.10.21        |  |
| 17. | <b>Language focus 2<br/>Relative pronouns<br/>and clauses</b> |  | 1 | 11.10.21        |  |
| 18. | <b>Discovery culture</b>                                      |  | 1 | 12.10.21        |  |
| 19. | <b>Retro Britain</b>  |  | 1 | 13.10.21        |  |
| 20. | <b>Buying clothes</b>   |  | 1 | 18.10.21        |  |
| 21. | <b>An online review</b>                                       |  | 1 | 19.10.21        |  |
| 22. | <b>The history of<br/>jeans.<br/>SAU 2</b>                    |  | 1 | 20.10.21        |  |
| 23. | <b>Summative<br/>Assessment for the<br/>term 1</b>            |  | 1 | 25.10.21        |  |

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| 24. | <b>Extra reading</b><br><b>«City life, country life»</b> | 8.6.16.1- use a growing variety of conjunctions including since, as to explain reasons and the structures so ... that, such a ... that in giving explanations on a range of familiar general and curricular topics  | 1 | 26.10.21        |  |
| 25. | <b>Unit revision</b>                                     |   | 1 | 27.10.21        |  |
|     | <b>2<sup>nd</sup> term 24 hours</b>                      | <b>Unit 3. Entertainment and Media (10 hours)</b>   |   |                 |  |
| 26. | <b>Entertainment and Media</b>                           | <b>Content</b><br>8.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;<br>8.1.3.1- respect differing points of view;<br>8.1.4.1- evaluate and respond constructively to feedback from others;<br>8.1.8.1- develop intercultural awareness through reading and discussion;<br>8.1.9.1- use imagination to express thoughts, ideas, experiences and feelings;<br>8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world<br><b>Listening</b><br>8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics;<br>8.2.2.1- understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;<br>8.2.5.1- recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics;<br>8.2.6.1- deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics<br><b>Speaking</b><br>8.3.1.1- use formal and informal registers in their talk on a growing range of general and curricular topics;<br>8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics;<br>8.3.6.1- link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;<br>8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics<br><b>Reading</b><br>8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;<br>8.4.2.1- understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;<br>8.4.5.1- deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics;<br>8.4.6.1- recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts;<br>8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding<br><b>Writing</b><br>8.5.1.1- plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics;<br>8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;<br>8.5.4.1- use with some support style and register appropriate to a variety of written genres on general and curricular topics;<br>8.5.5.1- develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics;<br>8.5.6.1- link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;<br>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;<br>8.5.8.1- spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics | 1 | <b>08.11.21</b> |  |
| 27. | <b>A news article</b>                                    |   | 1 | 09.11.21        |  |
| 28. | <b>Language focus 2</b><br><b>Present perfect simple</b> |   | 1 | 10.11.21        |  |
| 29. | <b>An interview</b>                                      |   | 1 | 15.11.21        |  |
| 30. | <b>Language focus 2</b><br><b>Past perfect.</b>          |   | 1 | 16.11.21        |  |
| 31. | <b>Discover culture</b>                                  |   | 1 | 17.11.21        |  |
| 32. | <b>Is Facebook uncool?</b>                               |   | 1 | 22.11.21        |  |
| 33. | <b>Buying a gadget. SAU 1</b>                            |   | 1 | 23.11.21        |  |
| 34. | <b>A biography</b>                                       |   | 1 | 24.11.21        |  |
| 35. | <b>Extra reading</b><br><b>«Kurmangazy Sadymbayuly»</b>  |   | 1 | 29.11.21        |  |
|     |  | <b>Unit 4. Sport, Health and Exercise (14 hours)</b>  |   |                 |  |
| 36. | <b>Sports qualities</b>                                  | <b>Content</b><br>8.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;<br>8.1.3.1 - respect differing points of view;   | 1 | <b>30.11.21</b> |  |

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| 37. | <b>1. A natural born climber</b><br><b>2.Sport qualities 2</b>        | <p>8.1.7.1- develop and sustain a consistent argument when speaking or writing</p> <p><b>Listening</b></p> <p>8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics</p> <p>8.2.2.1- understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;</p> <p>8.2.4.1- understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics;</p> <p>8.2.5.1- recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics</p> <p><b>Speaking</b></p> <p>8.3.5.1- interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;</p> <p>8.3.6.1- link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;</p> <p>8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p><b>Reading</b></p> <p>8.4.2.1 - understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;</p> <p>8.4.3.1- understand the detail of an argument on a growing range of familiar general and curricular topics;</p> <p>8.4.6.1- recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts</p> <p><b>Writing</b></p> <p>8.5.1.1- plan, write, edit and proofread work at text level with little support on a range of general and curricular topics;</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;</p> <p>8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;</p> <p>8.5.5.1- develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics;</p> <p>8.5.6.1- link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics</p> <p><b>Use of English</b></p> <p>8.6.8.1- use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics;</p> <p>8.6.1.10- use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics;</p> <p>8.6.12.1 - use comparative degree adverb structures not as quickly as / far less quickly with regular and irregular adverbs; use an increased variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics;</p> <p>8.6.13.1 - use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics;</p> <p>8.6.15.1- use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics;</p> <p>8.6.17.1- use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference]; use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics</p> | 2 | 06.12.21 | №56<br>бұйрық<br>б-ша<br>кірікті-<br>рілген |
| 38. | <b>Language focus 1</b><br><b>«Reflexive pronouns and each other»</b> |  | 1 | 07.12.21 |   |
| 39. | <b>Language focus 2</b><br><b>«Comparative adverbs»</b>               |  | 1 | 08.12.21 |   |
| 40. | <b>Language focus 2</b><br><b>«Comparative adverbs»</b>               |  | 1 | 13.12.21 |   |
| 41. | <b>Discover culture</b>   |  | 1 | 14.12.21 |   |
| 42. | <b>Singapore.</b><br><b>A success story</b>                           |  | 1 | 15.12.21 |   |
| 43. | <b>Showing concern.</b>   |  | 1 | 20.12.21 |   |
| 44. | <b>A personal email.</b><br><b>SAU 2</b>                              |  | 1 | 21.12.21 |   |
| 45. | <b>The changing classroom</b>   |  | 1 | 22.12.21 |   |
| 46. | <b>Extra reading</b><br><b>«Team Astana»</b>                          |  | 1 | 27.12.21 |   |
| 47. | <b>Summative Assessment for the term 2</b>                            |  | 1 | 28.12.21 |   |
| 48. | <b>Unit revision</b>  |  | 1 | 29.12.21 |   |

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|     | <i>3<sup>rd</sup> term 27 hours</i>                 | <b>Unit 5. Reading for Pleasure (3 hours)</b>  |   |                 |  |
| 49. | <b>Story elements</b>                               | <b>Content</b><br>8.1.3.1- respect differing points of view;<br>8.1.7.1- develop and sustain a consistent argument when speaking or writing;<br>8.1.8.1- develop intercultural awareness through reading and discussion<br><b>Listening</b><br>8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics;<br>8.2.2.1- understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;<br><b>Speaking</b><br>8.3.2.1- ask more complex questions to get information about a growing range of general topics and some curricular topics;<br>8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics;<br><b>Reading</b><br>8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;<br>8.4.2.1- understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;  | 1 | <b>17.01.22</b> |  |
| 50. | <b>A sound of the Thunder</b>                       |  | 1 | 18.01.22        |  |
| 51. | <b>War horse</b>                                    |  | 1 | 19.01.22        |  |
|     |   | <b>Unit 6. The Natural World (12 hours)</b>  |   |                 |  |
| 52. | <b>The Natural World</b>                            | <b>Content</b><br>8.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;<br>8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;<br>8.1.3.1- respect differing points of view;<br>8.1.7.1- develop and sustain a consistent argument when speaking or writing;<br>8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world<br><b>Listening</b><br>8.2.1.1 - understand with little or no support the main points in extended talk on a wide range of general and curricular topics;<br>8.2.2.1 - understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;<br>8.2.6.1 - deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics;<br>8.2.7.1 - recognize typical features at word, sentence and text level of a growing range of spoken genres;<br>8.2.8.1 - understand extended narratives on a wide range of general and curricular topics<br><b>Speaking</b><br>8.3.1.1 - use formal and informal registers in their talk on a growing range of general and curricular topics;<br>8.3.2.1 - ask more complex questions to get information about a growing range of general topics and some curricular topics;<br>8.3.3.1 - give an opinion at discourse level on a wide range of general and curricular topics;<br>8.3.4.1 - respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;<br>8.3.5.1 - interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;<br>8.3.8.1 - recount some extended stories and events on a range of general and curricular topics<br><b>Reading</b><br>8.4.2.1 - understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;<br>8.4.5.1 - deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics;<br>8.4.6.1 - recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts;<br>8.4.7.1 - recognise typical features at word, sentence and text level in a range of written genres;<br>8.4.8.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding<br><b>Writing</b><br>8.5.3.1 - write with moderate grammatical accuracy on a growing range of familiar general and curricular topics; | 1 | 24.01.22        |  |
| 53. | <b>A blog. Tom`s travel blog</b>                    |  | 1 | 25.01.22        |  |
| 54. | <b>Language focus 1 &lt;Reported statements&gt;</b> |  | 1 | 26.01.22        |  |
| 55. | <b>A radio interview</b>                            |  | 1 | 31.01.22        |  |
| 56. | <b>Language focus 2 &lt;Reported questions&gt;</b>  |  | 1 | 01.02.22        |  |
| 57. | <b>Reported requests and commands</b>               |  | 1 | 02.02.22        |  |
| 58. | <b>Discovery culture</b>                            |  | 1 | 07.02.22        |  |
| 59. | <b>The Pueblo people of the four corners</b>        |  | 1 | 08.02.22        |  |
| 60. | <b>Clarifying</b>                                   |  | 1 | 09.02.22        |  |

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|     |   | 8.5.5.1-develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics;   |   |          |                    |
| 61. | <b>Wildlife crisis</b>  | 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 | 14.02.22 |                    |
| 62. | <b>Extinction. SAU 1</b>  | 8.5.8.1 - spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics;  | 1 | 15.02.22 |                    |
| 63. | <b>Extra reading<br/>«Tulips through<br/>time»</b>  | 8.5.9.1 - punctuate written work at text level on a range of familiar general and curricular topics with growing accuracy<br><b>Use of English</b><br>8.6.1.1- use some abstract nouns and complex noun phrases on a range of familiar general and curricular topics;                                       | 1 | 16.02.22 |                    |
|     |   | 8.6.3.1 - use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as...as, much ...than to indicate degree on a range of familiar general and curricular topics;   |   |          |                    |
|     |   | 8.6.4.1 - use an increased variety of determiners including all, half, both [of] in pre-determiner function on a range of familiar general and curricular topics;   |   |          |                    |
|     |   | 8.6.7.1 - use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics  |   |          |                    |
|     |   | <b>Unit 7. Travel and Transport (12 hours)</b>  |   |          |                    |
| 64. | <b>Travel and<br/>Transport</b>   | <b>Content</b><br>8.1.2.1 - use speaking and listening skills to provide sensitive feedback to peers;   | 1 | 21.02.22 |                    |
| 65. | <b>An online article</b>  | 8.1.3.1 - respect differing points of view;   | 1 | 22.02.22 |                    |
| 66. | <b>Language focus 1<br/>«The passive:<br/>present simple,<br/>past simple and<br/>will»</b> | 8.1.5.1 - use feedback to set personal learning objectives;   | 1 | 23.02.22 |                    |
| 67. | <b>A radio interview</b>  | 8.1.7.1 - develop and sustain a consistent argument when speaking or writing;   | 1 | 28.02.22 |                    |
| 68. | <b>Language focus 2<br/>«The passive:<br/>present perfect»</b>                              | 8.1.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world<br><b>Listening</b><br>8.2.2.1 - understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;                            | 1 | 01.03.22 |                    |
| 69. | <b>The passive:<br/>present continuous</b>  | 8.2.4.1 - understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics;  | 1 | 02.03.22 |                    |
| 70. | <b>Discovery culture</b>  | 8.2.8.1 - understand extended narratives on a wide range of general and curricular topics<br><b>Speaking</b><br>8.3.3.1 - give an opinion at discourse level on a wide range of general and curricular topics;  | 1 | 07.03.22 |                    |
| 71. | <b>1.The law of the<br/>land.<br/>2. Getting more<br/>information.</b>                      | 8.3.5.1- interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;  | 2 | 09.03.22 | кірікті-<br>рілген |
| 72. | <b>Telling a story.<br/>SAU 2</b>   | 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics<br><b>Reading</b><br>8.4.1.1 - understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;       | 1 | 14.03.22 |                    |
|     |   | 8.4.2.1 - understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;  |   |          |                    |
|     |   | 8.4.4.1 - read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;   |   |          |                    |
|     |   | 8.4.5.1 - deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics;  |   |          |                    |
|     |   | 8.4.8.1 - use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding<br><b>Writing</b><br>8.5.1.1 - plan, write, edit and proofread work at text level with little - support on a growing range of general and curricular topics; |   |          |                    |
|     |   | 8.5.3.1 - write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;  |   |          |                    |
|     |   | 8.5.4.1 - use with some support style and register appropriate to a variety of written genres on general and curricular topics;   |   |          |                    |
|     |   | 8.5.6.1 - link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;   |   |          |                    |
|     |   | 8.5.8.1 - spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics;  |   |          |                    |
|     |   | 8.5.9.1 - punctuate written work at text level on a range of familiar general and curricular topics with growing accuracy<br><b>Use of English</b><br>8.6.5.1 - use questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics;              |   |          |                    |
|     |   | 8.6.7.1 - use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular   |   |          |                    |

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| 73. | <b>Summative Assessment for the term 3</b>   | topics;<br>8.6.9.1 - use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics;  | 1 | 15.03.22        |               |
| 74. | <b>Passive houses</b>  | 8.6.13.1 - use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics;<br>8.6.14.1 - use some prepositions before nouns and adjectives; use prepositions as, like to indicate manner; use dependent prepositions following adjectives on a range of familiar general and curricular topics  | 1 | 16.03.22        |               |
|     | <b>4<sup>th</sup> term 26 hours</b>  | <b>Unit 8.Food and Drink (15 hours)</b>  |   |                 |               |
| 75. | <b>1.Cooking verbs.<br/>2. Extra reading «Destination Kazakhstan»</b>                | <b>Content</b><br>8.1.2.1 - use speaking and listening skills to provide sensitive feedback to peers;<br>8.1.3.1 - respect differing points of view;<br>8.1.4.1 - evaluate and respond constructively to feedback from others;   | 2 | <b>04.04.22</b> | кіріктірілген |
| 76. | <b>1.Dangerous foods?<br/>2. Unit revision 6</b>                                     | 8.1.5.1 - use feedback to set personal learning objectives;<br>8.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world   | 2 | 05.04.22        | кіріктірілген |
| 77. | <b>Language focus 1<br/>First conditional with <i>if, when</i> and <i>unless</i></b> | <b>Listening</b><br>8.2.3.1 - understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics;<br>8.2.4.1 - understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics;<br>8.2.5.1 - recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics;<br>8.2.6.1 - deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics  | 1 | 06.04.22        |               |
| 78. | <b>Language focus 1<br/>First conditional with <i>if, when</i> and <i>unless</i></b> | <b>Speaking</b><br>8.3.2.1 - ask more complex questions to get information about a growing range of general topics and some curricular topics;<br>8.3.5.1 - interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;<br>8.3.6.1 - link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;<br>8.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics;<br>8.3.8.1 - recount some extended stories and events on a range of general and curricular topics | 1 | 11.04.22        |               |
| 79. | <b>1.Adjectives describing food and drink<br/>2. Unit revision 7</b>                 | <b>Reading</b><br>8.4.2.1 - understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;   | 2 | 12.04.22        | кіріктірілген |
| 80. | <b>Language focus 2<br/>Second conditional with <i>could</i> and <i>might</i></b>    | 8.4.3.1 - understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts;<br>8.4.4.1 - read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;<br>8.4.5.1 - deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics;<br>8.4.6.1 - recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts;   | 1 | 13.04.22        |               |
| 81. | <b>Discover culture</b>  | 8.4.7.1 - recognise typical features at word, sentence and text level in a range of written genres   | 1 | 18.04.22        |               |
| 82. | <b>What influences the food on your plate?</b>                                       | <b>Writing</b><br>8.5.1.1 - plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics;<br>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;   | 1 | 19.04.22        |               |
| 83. | <b>Giving instructions</b>   | 8.5.3.1 - write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;<br>8.5.4.1 - use with some support style and register appropriate to a variety of written genres on general and curricular topics   | 1 | 20.04.22        |               |
| 84. | <b>Describing a local dish</b>   | <b>Use of English</b><br>8.5.2.1 - use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics;<br>8.6.3.1 - use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as...as, much ...than to indicate degree on a range of familiar general and curricular topics;  | 1 | 25.04.22        |               |
| 85. | <b>Vertical farming.</b>   | 8.6.4.1 - use an increased variety of determiners including all, half, both [of] in pre-determiner function on a range of familiar general and   | 1 | 26.04.22        |               |

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|     | <b>SAU 1</b>   | curricular topics;  |     |          |                    |
| 86. | <b>Extra reading<br/>«Visiting a home<br/>in Kazakhstan»</b>                               | 8.6.10.1 - use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics;<br>8.6.13.1 - use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics;  | 1   | 27.04.22 |                    |
|     |  | <b>Unit 9.The World of Work (11 hours)</b>  |     |          |                    |
| 87. | <b>1.Training and<br/>qualifications.<br/>2. A profile</b>                                 | <b>Content</b><br>8.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups;<br>8.1.3.1 respect differing points of view;<br>8.1.6.1 - organise and present information clearly to others;<br>8.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings;<br>8.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world   | 2   | 03.05.22 | кірікті-<br>рілген |
| 88. | <b>Language focus 1<br/>be going to</b>  | <b>Listening</b><br>8.2.2.1 - understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;   | 1   | 04.05.22 |                    |
| 89. | <b>A discussion</b>  | 8.2.7.1 - recognize typical features at word, sentence and text level of a growing range of spoken genres;<br>8.2.8.1 - understand extended narratives on a wide range of general and curricular topics   | 1   | 10.05.22 |                    |
| 90. | <b>Language focus 2<br/>Prediction with <i>be<br/>going to, will and<br/>may/might</i></b> | <b>Speaking</b><br>8.3.2.1 - ask more complex questions to get information about a growing range of general topics and some curricular topics;<br>8.3.3.1 - give an opinion at discourse level on a wide range of general and curricular topics;<br>8.3.5.1 - interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;<br>8.3.6.1 - link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; | 1   | 11.05.22 |                    |
| 91. | <b>Young Australian<br/>of the year award</b>  | 8.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics;<br>8.3.8.1 - recount some extended stories and events on a range of general and curricular topics   | 1   | 16.05.22 |                    |
| 92. | <b>Making decisions</b>  | <b>Reading</b><br>8.4.2.1 - understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;  | 1   | 17.05.22 |                    |
| 93. | <b>An opinion essay.<br/>SAU 2</b>   | 8.4.6.1 - recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts;<br>8.4.9.1 - recognise inconsistencies in argument in short texts on a limited range of general and curricular subjects  | 1   | 18.05.22 |                    |
| 94. | <b>Summative<br/>Assessment for the<br/>term 4</b>   | <b>Writing</b><br>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;<br>8.5.3.2 - write with moderate grammatical accuracy on a growing range of familiar general and curricular topics  | 1   | 23.05.22 |                    |
| 95. | <b>Extra reading<br/>«Plans for career»</b>  | <b>Use of English</b><br>8.6.5.1 - use questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics;<br>8.6.7.1 - use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics;  | 1   | 24.05.22 |                    |
| 96. | <b>Unit revision</b>   | 8.6.8.1 - use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics;<br>8.6.10.1 - use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics;  | 1   | 25.05.22 |                    |
|     |  |   | 102 |          |                    |



**Тақырыптық - күнтізбелік жоспар құрастыруға пайдаланылған әдебиет:**

**"Eyes Open 4" оқу - әдістемелік кешені**

**Авторлары: Ben Goldstein and Ceri Jones with David Me Keegan**

**Баспасы: Cambridge University Press**

**Жылдық сағат саны: 102 сағат**

|                    |                   |
|--------------------|-------------------|
| <b>I - тоқсан</b>  | <b>25 - сағат</b> |
| <b>II - тоқсан</b> | <b>24 - сағат</b> |
| <b>III -тоқсан</b> | <b>27 - сағат</b> |
| <b>IV - тоқсан</b> | <b>26 - сағат</b> |

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**I тоқсан ағылшын тілі пәні бойынша**

**Сынып: 8 А**

**Оқушылар саны: 9**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау 2021-2022 оқу жылы**

| Пән                 | Орында-<br>ған  | Макс<br>балл | ЖБ балдарының пайыздық мазмұны |          |  |          | Сапа%       | Үлгерімі%  |
|---------------------|---|--------------|--------------------------------|----------|--|----------|-------------|------------|
|                     |   |              | Төмен                          | Орта     |  | Жоғары   |             |            |
|                     |   |              | 0-39%                          | 40-64%   | 65-84%   | 85-100%  |             |            |
| <b>Ағылшын тілі</b> |   |              | <b>Оқушылар саны -9</b>        |          |  |          |             |            |
| <b>БЖБ 1</b>        | <b>9</b>  | <b>14</b>    | <b>-</b>                       | <b>4</b> | <b>2</b>   | <b>3</b> | <b>55,6</b> | <b>100</b> |
| <b>БЖБ 2</b>        | <b>9</b>  | <b>18</b>    | <b>-</b>                       | <b>5</b> | <b>1</b>   | <b>3</b> | <b>44,4</b> | <b>100</b> |
| <b>ТЖБ</b>          | <b>9</b>  | <b>24</b>    | <b>-</b>                       | <b>4</b> | <b>2</b>   | <b>3</b> | <b>55,6</b> | <b>100</b> |
|                     | <b>Мақсатты меңгергендер</b>  |              |                                |          | <b>Қиындық тудырған мақсаттар</b>  |          |             |            |
| БЖБ 1               | (8.S5) Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks<br>(8.L1) Understand with little or no support the main points in extended talk on a wide range of general and curricular topics                                    |              |                                |          | (8.S7) Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  |          |             |            |
| БЖБ 2               | (8.R2) Understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts<br>(8.W1) Plan, write, edit and proofread work at text level with little support on a range of general and curricular topics |              |                                |          | (8.W6) Link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics  |          |             |            |
| ТЖБ                 | (8.L3) Understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics<br>(8.R3) Understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts  |              |                                |          | (8.W3) Write with moderate grammatical accuracy on a growing range of familiar general and curricular topics.<br>(8.S3) Give an opinion at discourse level on a wide range of general and curricular topics. |          |             |            |

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті

Жоғары (В) 85-100% : Рахматулла О, Смайл Д, Юсупова І

Орта (С) 65-84% : Құлжабай Ж, Мирзахмет Б,

40-64% : Аманбай Б, Байдұлла Д, Бимбетов Ж, Сайрамбай Н

Төмен (Н) 0-39% :0

- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1БЖБ-да айтылым тапсырмасында өз ойын толық жеткізе алмауы, 2 БЖБ-да жазылым тапсырмасында граматика бойынша қателіктер көп болды, ТЖБ-да жазылым тапсырмасында сөздіктерді дұрыс пайдаланбауы, грамматикалық қателіктердің болуы
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақта мұқият болмау, сабақтан қалуы
- Жоспарланған түзету ж жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 01.11.2021

Педагогтың аты – жөні: Буркитбаева Д.А

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**I тоқсан ағылшын тілі пәні бойынша**

**Сынып: 8 Б**

**Оқушылар саны: 9**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау 2021-2022 оқу жылы**

| Пән                 | Орында-<br>ған  | Макс<br>балл | ЖБ балдарының пайыздық мазмұны |          |  |          | Сана%       | Үлгерімі%  |
|---------------------|---|--------------|--------------------------------|----------|--|----------|-------------|------------|
|                     |   |              | Төмен                          | Орта     |  | Жоғары   |             |            |
|                     |   |              | 0-39%                          | 40-64%   | 65-84%   | 85-100%  |             |            |
| <b>Ағылшын тілі</b> |   |              | <b>Оқушылар саны -9</b>        |          |  |          |             |            |
| <b>БЖБ 1</b>        | <b>9</b>  | <b>14</b>    | <b>-</b>                       | <b>3</b> | <b>2</b>   | <b>4</b> | <b>66,7</b> | <b>100</b> |
| <b>БЖБ 2</b>        | <b>9</b>  | <b>18</b>    | <b>-</b>                       | <b>3</b> | <b>2</b>   | <b>4</b> | <b>66,7</b> | <b>100</b> |
| <b>ТЖБ</b>          | <b>9</b>  | <b>24</b>    | <b>-</b>                       | <b>4</b> | <b>1</b>   | <b>4</b> | <b>55,6</b> | <b>100</b> |
|                     | <b>Мақсатты меңгергендер</b>  |              |                                |          | <b>Қиындық тудырған мақсаттар</b>  |          |             |            |
| БЖБ 1               | (8.S5) Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks<br>(8.L1) Understand with little or no support the main points in extended talk on a wide range of general and curricular topics                                    |              |                                |          | (8.S7) Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  |          |             |            |
| БЖБ 2               | (8.R2) Understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts<br>(8.W1) Plan, write, edit and proofread work at text level with little support on a range of general and curricular topics |              |                                |          | (8.W6) Link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics  |          |             |            |
| ТЖБ                 | (8.L3) Understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics<br>(8.R3) Understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts  |              |                                |          | (8.W3) Write with moderate grammatical accuracy on a growing range of familiar general and curricular topics.<br>(8.S3) Give an opinion at discourse level on a wide range of general and curricular topics. |          |             |            |

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті  
 Жоғары (В) 85-100% : Құрманбай Н, Нұрғалиқызы А, Оразбекова Ж, Орақбаев Н

Орта (С) 65-84% : Байменова Ж,

40-64% : Егенбай Н, Оразбай Е, Үсен Н, Сайдазимханова К

Төмен (Н) 0-39% :0

- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1БЖБ-да айтылым тапсырмасында өз ойын толық жеткізе алмауы, 2 БЖБ-да жазылым тапсырмасында граматика бойынша қателіктер көп болды, ТЖБ-да жазылым тапсырмасында сөздіктерді дұрыс пайдаланбауы, грамматикалық қателіктердің болуы
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақта мұқият болмау, сабақтан қалуы
- Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 01.11.2021

Педагогтың аты – жөні: Буркитбаева Д.А

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**2 тоқсан ағылшын тілі пәні бойынша**

**Сынып: 8 А**

**Оқушылар саны: 10**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау 2021-2022 оқу жылы**

| Пән                 | Орында-<br>ған   | Макс<br>балл | ЖБ балдарының пайыздық мазмұны |        |  |         | Сапа%     | Үлгерімі%  |
|---------------------|--|--------------|--------------------------------|--------|--|---------|-----------|------------|
|                     |  |              | Төмен                          | Орта   |  | Жоғары  |           |            |
|                     |  |              | 0-39%                          | 40-64% | 65-84%   | 85-100% |           |            |
| <b>Ағылшын тілі</b> |  |              | <b>Оқушылар саны -10</b>       |        |  |         |           |            |
| <b>БЖБ 1</b>        | <b>10</b>  | <b>9</b>     | -                              | 5      | 2  | 3       | <b>50</b> | <b>100</b> |
| <b>БЖБ 2</b>        | <b>10</b>  | <b>15</b>    | -                              | 5      | 2  | 3       | <b>50</b> | <b>100</b> |
| <b>ТЖБ</b>          | <b>10</b>  | <b>24</b>    | -                              | 5      | 2  | 3       | <b>50</b> | <b>100</b> |
|                     | <b>Мақсатты меңгергендер</b>   |              |                                |        | <b>Қиындық тудырған мақсаттар</b>  |         |           |            |
| БЖБ 1               | (8.S1) Use formal and informal registers in their talk on a growing range of general and curricular topics<br>(8.S6) Link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges   |              |                                |        | (8.L2) Understand with little or no support most specific information in extended talk on a wide range of general and curricular topics  |         |           |            |
| БЖБ 2               | (8.R6) Recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended text<br>(8.W2) Write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics |              |                                |        | (8.W5) Develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics  |         |           |            |
| ТЖБ                 | (8.R5) Deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics.<br>(8.W3) Write with moderate grammatical accuracy on a growing range of familiar general and curricular topics  |              |                                |        | (8.L6) Deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics.<br>(8.S5) Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks. |         |           |            |

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті  
 Жоғары (В) 85-100% : Рахматулла О, Смайл Д, Юсупова І  
 Орта (С) 65-84% : Құлжабай Ж, Мирзахмет Б,  
 40-64% : Аманбай Б, Байдұлла Д, Бимбетов Ж, Сайрамбай Н, Калменова Б  
 Төмен (Н) 0-39% : 0

- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1БЖБ-да айтылым тапсырмасында өз ойын толық жеткізе алмауы, 2 БЖБ-да жазылым тапсырмасында грамматика бойынша қателіктер көп болды, ТЖБ-да жазылым тапсырмасында сөздіктерді дұрыс пайдаланбауы, грамматикалық қателіктердің болуы
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақта мұқият болмау, сабақтан қалуы
- Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 31.12.2021

Педагогтың аты – жөні: Буркитбаева Д.А

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**2 тоқсан ағылшын тілі пәні бойынша**

**Сынып: 8 Б**

**Оқушылар саны: 10**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау 2021-2022 оқу жылы**

| Пән                 | Орында-<br>ған   | Макс<br>балл | ЖБ балдарының пайыздық мазмұны |          |          |  | Сапа%     | Үлгерімі%  |
|---------------------|--|--------------|--------------------------------|----------|----------|--|-----------|------------|
|                     |  |              | Төмен                          | Орта     |          | Жоғары   |           |            |
|                     |  |              | 0-39%                          | 40-64%   | 65-84%   | 85-100%  |           |            |
| <b>Ағылшын тілі</b> |  |              | <b>Оқушылар саны -10</b>       |          |          |  |           |            |
| <b>БЖБ 1</b>        | <b>10</b>  | <b>9</b>     | -                              | <b>4</b> | <b>2</b> | <b>4</b>   | <b>60</b> | <b>100</b> |
| <b>БЖБ 2</b>        | <b>10</b>  | <b>15</b>    | -                              | <b>4</b> | <b>2</b> | <b>4</b>   | <b>60</b> | <b>100</b> |
| <b>ТЖБ</b>          | <b>10</b>  | <b>24</b>    | -                              | <b>4</b> | <b>2</b> | <b>4</b>   | <b>60</b> | <b>100</b> |
|                     | <b>Мақсатты меңгергендер</b>   |              |                                |          |          | <b>Қиындық тудырған мақсаттар</b>  |           |            |
| БЖБ 1               | (8.S1) Use formal and informal registers in their talk on a growing range of general and curricular topics<br>(8.S6) Link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges   |              |                                |          |          | (8.L2) Understand with little or no support most specific information in extended talk on a wide range of general and curricular topics  |           |            |
| БЖБ 2               | (8.R6) Recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended text<br>(8.W2) Write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics |              |                                |          |          | (8.W5) Develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics  |           |            |
| ТЖБ                 | (8.R5) Deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics.<br>(8.W3) Write with moderate grammatical accuracy on a growing range of familiar general and curricular topics  |              |                                |          |          | (8.L6) Deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics.<br>(8.S5) Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks. |           |            |

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті  
 Жоғары (В) 85-100% : Құрманбай Н, Нұрғалиқызы А, Оразбекова Ж, Орақбаев Н  
 Орта (С) 65-84% : Байменова Ж,  
 40-64% : Егенбай Н, Оразбай Е, Үсен Н, Сайдазимханова К, Кулмаханбет Ж  
 Төмен (Н) 0-39% : 0

- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1БЖБ-да айтылым тапсырмасында өз ойын толық жеткізе алмауы, 2 БЖБ-да жазылым тапсырмасында грамматика бойынша қателіктер көп болды, ТЖБ-да жазылым тапсырмасында сөздіктерді дұрыс пайдаланбауы, грамматикалық қателіктердің болуы
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақта мұқият болмау, сабақтан қалуы
- Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 31.12.2021

Педагогтың аты – жөні: Буркитбаева Д.А

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**3 тоқсан ағылшын тілі пәні бойынша**

**Сынып: 8 А**

**Оқушылар саны: 9**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау 2021-2022 оқу жылы**

| Пән                 | Орында-<br>ған   | Макс<br>балл | ЖБ балдарының пайыздық мазмұны |          |  |          | Сана%       | Үлгерімі%  |
|---------------------|--|--------------|--------------------------------|----------|--|----------|-------------|------------|
|                     |  |              | Төмен                          | Орта     |  | Жоғары   |             |            |
|                     |  |              | 0-39%                          | 40-64%   | 65-84%   | 85-100%  |             |            |
| <b>Ағылшын тілі</b> |  |              | <b>Оқушылар саны -9</b>        |          |  |          |             |            |
| <b>БЖБ 1</b>        | <b>9</b>   | <b>13</b>    | <b>-</b>                       | <b>3</b> | <b>5</b>   | <b>1</b> | <b>66,7</b> | <b>100</b> |
| <b>БЖБ 2</b>        | <b>9</b>   | <b>9</b>     | <b>-</b>                       | <b>3</b> | <b>1</b>   | <b>5</b> | <b>66,7</b> | <b>100</b> |
| <b>ТЖБ</b>          | <b>9</b>   | <b>24</b>    | <b>-</b>                       | <b>4</b> | <b>-</b>   | <b>5</b> | <b>55,6</b> | <b>100</b> |
|                     | <b>Мақсатты меңгергендер</b>   |              |                                |          | <b>Қиындық тудырған мақсаттар</b>  |          |             |            |
| БЖБ 1               | (8.L1) Understand with little or no support the main points in extended talk on a wide range of general and curricular topics<br>(8.S5) Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks   |              |                                |          | (8.L7) Recognise typical features at word, sentence and text level of a growing range of spoken genres<br>(8.S3) Give an opinion at discourse level on a wide range of general and curricular topics   |          |             |            |
| БЖБ 2               | (8.R4) Read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics<br>(8.U7) Use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics |              |                                |          | (8.W8) Spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics<br>(8.W9) Punctuate written work at text level on a range of familiar general and curricular topics with growing  |          |             |            |
| ТЖБ                 | 8.4.5.1(8.R5) Deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics.<br>8.5.4.1(8.W4) Use with some support style and register appropriate to a variety of written genres on general and curricular topics.      |              |                                |          | 8.2.2.1(8.L2) Understand with little or no support most specific information in extended talk on a wide range of general and curricular topics<br>8.3.7.1 (8.S7) Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics. |          |             |            |

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті

Жоғары (В) 85-100% : Рахматулла О, Смайл Д, Юсупова І

Орта (С) 65-84% : Құлжабай Ж, Мирзахмет Б,

40-64% : Аманбай Б, Байдұлла Д, Бимбетов Ж, Сайрамбай Н

Төмен (Н) 0-39% :0

2. Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1БЖБ-да айтылым тапсырмасында өз ойын толық жеткізе алмауы, 2 БЖБ-да жазылым тапсырмасында грамматика бойынша қателіктер көп болды, ТЖБ-да жазылым тапсырмасында сөздіктерді дұрыс пайдаланбауы, грамматикалық қателіктердің болуы

3. Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақта мұқият болмау, сабақтан қалуы

4. Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өгіліп, олқылықтар жойылады.

Күні: 23.03.2022

Педагогтың аты – жөні: Буркитбаева Д.А

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**3 тоқсан ағылшын тілі пәні бойынша**

**Сынып: 8 Б**

**Оқушылар саны: 8**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау 2021-2022 оқу жылы**

| Пән                 | Орында-<br>ған  | Макс<br>балл | ЖБ балдарының пайыздық мазмұны |          |  |          | Сапа%       | Үлгерімі%  |
|---------------------|---|--------------|--------------------------------|----------|--|----------|-------------|------------|
|                     |   |              | Төмен                          | Орта     |  | Жоғары   |             |            |
|                     |   |              | 0-39%                          | 40-64%   | 65-84%   | 85-100%  |             |            |
| <b>Ағылшын тілі</b> |   |              | <b>Оқушылар саны -8</b>        |          |  |          |             |            |
| <b>БЖБ 1</b>        | <b>8</b>  | <b>13</b>    | <b>-</b>                       | <b>2</b> | <b>2</b>   | <b>4</b> | <b>75,0</b> | <b>100</b> |
| <b>БЖБ 2</b>        | <b>8</b>  | <b>9</b>     | <b>-</b>                       | <b>3</b> | <b>3</b>   | <b>2</b> | <b>62,5</b> | <b>100</b> |
| <b>ТЖБ</b>          | <b>8</b>  | <b>24</b>    | <b>-</b>                       | <b>3</b> | <b>2</b>   | <b>3</b> | <b>62,5</b> | <b>100</b> |
|                     | <b>Мақсатты меңгергендер</b>  |              |                                |          | <b>Қиындық тудырған мақсаттар</b>  |          |             |            |
| БЖБ 1               | (8.L1) Understand with little or no support the main points in extended talk on a wide range of general and curricular topics<br>(8.S5) Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks  |              |                                |          | (8.L7) Recognise typical features at word, sentence and text level of a growing range of spoken genres<br>(8.S3) Give an opinion at discourse level on a wide range of general and curricular topics   |          |             |            |
| БЖБ 2               | (8.R4) Read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics<br>(8.UE7) Use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics |              |                                |          | (8.W8) Spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics<br>(8.W9) Punctuate written work at text level on a range of familiar general and curricular topics with growing  |          |             |            |
| ТЖБ                 | 8.4.5.1(8.R5) Deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics.<br>8.5.4.1(8.W4) Use with some support style and register appropriate to a variety of written genres on general and curricular topics.       |              |                                |          | 8.2.2.1(8.L2) Understand with little or no support most specific information in extended talk on a wide range of general and curricular topics<br>8.3.7.1 (8.S7) Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics. |          |             |            |

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті

Жоғары (В) 85-100% : Құрманбай Н, Нұрғалиқызы А, Оразбекова Ж

Орта (С) 65-84% : Байменова Ж, Кулмаханбет Ж

40-64% : Егенбай Н, Үсен Н, Сайдазимханова К,

Төмен (Н) 0-39% :0

2. Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1БЖБ-да айтылым тапсырмасында өз ойын толық жеткізе алмауы, 2 БЖБ-да жазылым тапсырмасында грамматика бойынша қателіктер көп болды, ТЖБ-да жазылым тапсырмасында сөздіктерді дұрыс пайдаланбауы, грамматикалық катекліктердің болуы

3. Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақта мұқият болмау, сабақтан қалуы

4. Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өгіліп, олқылықтар жойылады.

Күні: 23.03.2022

Педагогтың аты – жөні: Буркитбаева Д.А



**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**4 тоқсан ағылшын тілі пәні бойынша**

**Сынып: 8 А**

**Оқушылар саны: 8**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау 2021-2022 оқу жылы**

| Пән                 | Орында-<br>ған   | Макс<br>балл | ЖБ балдарының пайыздық мазмұны |          |   |          | Сапа%     | Үлгерімі%  |
|---------------------|--|--------------|--------------------------------|----------|---|----------|-----------|------------|
|                     |  |              | Төмен                          | Орта     |   | Жоғары   |           |            |
|                     |  |              | 0-39%                          | 40-64%   | 65-84%  | 85-100%  |           |            |
| <b>Ағылшын тілі</b> |  |              | <b>Оқушылар саны -8</b>        |          |   |          |           |            |
| <b>БЖБ 1</b>        | <b>8</b>   | <b>12</b>    | <b>-</b>                       | <b>4</b> | <b>3</b>  | <b>1</b> | <b>50</b> | <b>100</b> |
| <b>БЖБ 2</b>        | <b>8</b>   | <b>13</b>    | <b>-</b>                       | <b>4</b> | <b>4</b>  | <b>-</b> | <b>50</b> | <b>100</b> |
| <b>ТЖБ</b>          | <b>8</b>   | <b>24</b>    | <b>-</b>                       | <b>4</b> | <b>2</b>  | <b>2</b> | <b>50</b> | <b>100</b> |
|                     | <b>Мақсатты меңгергендер</b>   |              |                                |          | <b>Қиындық тудырған мақсаттар</b>   |          |           |            |
| БЖБ 1               | (8.R5) Deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics<br>(8.S2) Ask more complex questions to get information about a growing range of general topics and some curricular topics  |              |                                |          | (8.S4) Respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics                        |          |           |            |
| БЖБ 2               | (8.L8) Understand extended narratives on a wide range of general and curricular topics<br>(8.U10) Use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics  |              |                                |          | (8.W2) Write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics |          |           |            |
| ТЖБ                 | 8.2.4.1 (8.L5) Recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics.<br>8.4.6.1(8.R6) Recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts.<br>8.5.1.1(8.W1) Plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics. |              |                                |          | 8.3.5.1(8.S5) Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks  |          |           |            |

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті

Жоғары (В) 85-100% : Рахматулла О, Юсупова І

Орта (С) 65-84% : Құлжабай Ж,Мирзахмет Б,

40-64% : Аманбай Б, Байдұлла Д, Бимбетов Ж, Сайрамбай Н

Төмен (Н) 0-39% :0

- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1БЖБ-да айтылым тапсырмасында өз ойын толық жеткізе алмауы, 2 БЖБ-да жазылым тапсырмасында грамматика бойынша қателіктер көп болды, ТЖБ-да жазылым тапсырмасында сөздіктерді дұрыс пайдаланбауы, грамматикалық қателіктердің болуы
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақта мұқият болмау,сабақтан қалуы
- Жоспарланған түзету ж жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 26.05.2022

Педагогтың аты – жөні: Буркитбаева Д.А



**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**4 тоқсан ағылшын тілі пәні бойынша**

**Сынып: 8 А**

**Оқушылар саны: 8**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау 2021-2022 оқу жылы**

| Пән                 | Орында-<br>ған   | Макс<br>балл | ЖБ балдарының пайыздық мазмұны |        |   |         | Сана% | Үлгерімі% |
|---------------------|--|--------------|--------------------------------|--------|---|---------|-------|-----------|
|                     |  |              | Төмен                          | Орта   |   | Жоғары  |       |           |
|                     |  |              | 0-39%                          | 40-64% | 65-84%  | 85-100% |       |           |
| <b>Ағылшын тілі</b> |  |              | <b>Оқушылар саны -8</b>        |        |   |         |       |           |
| <b>БЖБ 1</b>        | 8  | 12           | -                              | 4      | 2   | 2       | 50,0  | 100       |
| <b>БЖБ 2</b>        | 8  | 13           | -                              | 3      | 2   | 3       | 62,5  | 100       |
| <b>ТЖБ</b>          | 8  | 24           | -                              | 3      | 3   | 2       | 62,5  | 100       |
|                     | <b>Мақсатты меңгергендер</b>   |              |                                |        | <b>Қиындық тудырған мақсаттар</b>   |         |       |           |
| БЖБ 1               | (8.R5) Deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics<br>(8.S2) Ask more complex questions to get information about a growing range of general topics and some curricular topics  |              |                                |        | (8.S4) Respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics                        |         |       |           |
| БЖБ 2               | (8.L8) Understand extended narratives on a wide range of general and curricular topics<br>(8.U10) Use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics  |              |                                |        | (8.W2) Write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics |         |       |           |
| ТЖБ                 | 8.2.4.1 (8.L5) Recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics.<br>8.4.6.1(8.R6) Recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts.<br>8.5.1.1(8.W1) Plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics. |              |                                |        | 8.3.5.1(8.S5) Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks  |         |       |           |

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті

Жоғары (В) 85-100% : Құрманбай Н, Оразбекова Ж

Орта (С) 65-84% : Байменова Ж, Кулмаханбет Ж, Нұрғалиқызы А

40-64% : Егенбай Н, Үсен Н, Сайдазимханова К

Төмен (Н) 0-39% :0

- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1БЖБ-да айтылым тапсырмасында өз ойын толық жеткізе алмауы, 2 БЖБ-да жазылым тапсырмасында грамматика бойынша қателіктер көп болды, ТЖБ-да жазылым тапсырмасында сөздіктерді дұрыс пайдаланбауы, грамматикалық қателіктердің болуы
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақта мұқият болмау, сабақтан қалуы
- Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 26.05.2022

Педагогтың аты – жөні: Буркитбаева Д.А

**9 сыныптарға арналған күнтізбелік-тақырыптық жоспар**  
**Календарно-тематический план для 9 класса**  
**Calendar Thematic Plan for grade 9**  
**2021-2022 оқу жылы/учебный год/academic year**  
**Excel grade 9 кітабы бойынша**

| №  | Theme                                      | Learning objectives   | Hours | Date       | Notes |
|----|--|---|-------|------------|-------|
|    | <b><i>1<sup>st</sup> term 25 hours</i></b> | <b><i>1 Hobbies &amp; qualities (12 hours)</i></b>  |       |            |       |
| 1. | <b>Hobbies</b>                             | 9.C2 use speaking and listening skills to provide sensitive feedback to peers<br>9.C4 evaluate and respond constructively to feedback from others<br>9.C5 use feedback to set personal learning objectives  | 1     | 03.09.2021 |       |
| 2. | <b>Shark attack</b>                        | 9.C7 develop and sustain a consistent argument when speaking or writing<br>9.C8 develop intercultural awareness through reading and discussion<br>9.C9 use imagination to express thoughts, ideas, experiences and feelings   | 1     | 06.09.2021 |       |
| 3. | <b>Present &amp; Past simple</b>           | 9.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world<br>9.L1 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<br>9.L2 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 | 1     | 07.09.2021 |       |
| 4. | <b>Present Perfect – Past Perfect</b>      | 9.L5 recognise 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<br>9.S1 use formal and informal language registers in their talk on a range of general and curricular topics<br>9.S3 explain and justify their own and others' point of view on a range of general and curricular topics   | 1     | 10.09.2021 |       |
| 5. | <b>Turning your hobby into a business</b>  | 9.S6 link comments with flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges<br>9.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics  | 1     | 13.09.2021 |       |
| 6. | <b>Discussing career options</b>           | 9.R1 understand the main points in extended texts on a range of unfamiliar general and curricular topics<br>9.R2 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics<br>9.R4 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics   | 1     | 14.09.2021 |       |
| 7. | <b>Let's have fun around the world</b>     | 9.R6 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics<br>9.W1 plan, write, edit and proofread work at text level independently on a range of general and curricular topics<br>9.W2 write independently about factual and imaginary past and future events, activities and experiences on a wide range of familiar general and curricular topics                                      | 1     | 17.09.2021 |       |
| 8. | <b>What did Victorians do for fun?</b>     | 9.W3 write with grammatical accuracy on a range of familiar general and curricular topics<br>9.W6 write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics  | 1     | 21.09.2021 |       |

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| 9.  | <b>My favourite hobby</b>                  | 9.W8 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics on a wide range of familiar general and curricular topics<br>9.U5 use a wide variety of question types on a wide range of familiar general and curricular topics   | 1 | 23.09.2021 |  |
| 10. | <b>My favourite hobby<br/>Project work</b> | 9.U7 use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials ... so far, lately, all my life, on a wide range of familiar general and curricular topics<br>9.U8 use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics   | 1 | 24.09.2021 |  |
| 11. | <b>Edutainment</b>                         | 9.U9 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<br>9.U10 use present continuous and past continuous active and passive forms on a wide range of general and familiar curricular topics  | 1 | 28.09.2021 |  |
| 12. | <b>Unit revision<br/>SAU</b>               | 9.U11 use a variety of reported statements and question forms on a wide range of familiar general and curricular topics<br>9.U12 use a variety of comparative degree adverb structures with regular and irregular adverbs use a wide variety of pre-verbal, post-verbal and end-position adverbs on a wide range of familiar general and curricular topics | 1 | 30.09.2021 |  |
|     |  | <b>2. Exercise and sport (13 hours)</b>  |   |            |  |
| 13. | <b>National games</b>                      | 9.C2 use speaking and listening skills to provide sensitive feedback to peers<br>9.C3 respect differing points of view   | 1 | 01.10.2021 |  |
| 14. | <b>Fun races</b>                           | 9.C4 evaluate and respond constructively to feedback from others<br>9.C5 use feedback to set personal learning objectives  | 1 | 05.10.2021 |  |
| 15. | <b>Reported speech</b>                     | 9.C6 organise and present information clearly to others<br>9.C7 develop and sustain a consistent argument when speaking or writing   | 1 | 07.10.2021 |  |
| 16. | <b>Reporting verbs</b>                     | 9.L7 recognise typical features at word, sentence and text level of a range of spoken genres<br>9.S2 ask complex questions to get information about a wide range of general and curricular topics<br>9.S3 explain and justify their own and others' point of view on a range of general and curricular topics  | 1 | 08.10.2021 |  |
| 17. | <b>Taking the racing world by storm</b>    | 9.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics<br>9.S6 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges   | 1 | 12.10.2021 |  |
| 18. | <b>Taking the racing world by storm</b>    | 9.S8 recount extended stories and events on a wide range of general and curricular topics<br>9.R2 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics  | 1 | 14.10.2021 |  |
| 19. | <b>Talking about injuries</b>              | 9.R6 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics<br>9.R9 recognise inconsistencies in argument in extended texts on a range of general and curricular topics   | 1 | 15.10.2021 |  |
| 20. | <b>Amazing stadium</b>                     | 9.W1 plan, write, edit and proofread work at text level independently on a range of general and curricular topics<br>9.W2 write independently about factual and imaginary past and future events, activities and experiences on a wide range of familiar general and curricular topics   | 1 | 19.10.2021 |  |
| 21. | <b>First aid<br/>SAU</b>                   | 9.W3 write with grammatical accuracy on a range of familiar general and curricular topics 9.W4 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 | 21.10.2021 |  |

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| 22. | <b>A survey report</b>                                   | 9.W5 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 | 22.10.2021 |  |
| 23. | <b>Edutainment</b>                                       | 9.W8 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics  | 1 | 26.10.2021 |  |
| 24. | <b>Summative Assessment of the term 1</b>                | 9.U5 use a wide variety of question types on a wide range of familiar general and curricular topics<br>9.U9 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<br>9.U11 use a variety of reported statements and question forms on a wide range of familiar general and curricular topics | 1 | 28.10.2021 |  |
| 25. | <b>Unit revision</b>                                     | 9.U12 use a variety of comparative degree adverb structures with regular and irregular   | 1 | 29.10.2021 |  |
|     | <b>2<sup>nd</sup> term 21 hours</b>                      | <b>3. Earth and our place on it (10 hours)</b>   |   |            |  |
| 26. | <b>City life-country life</b>                            | 9.C3 respect differing points of view<br>9.C9 use imagination to express thoughts, ideas, experiences and feelings   | 1 | 09.11.2021 |  |
| 27. | <b>Silk through Sauran</b>                               | 9.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world<br>9.L3 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  | 1 | 11.11.2021 |  |
| 28. | <b>Modals</b>  | 9.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world<br>9.L3 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  | 2 | 12.11.2021 |  |
| 29. | <b>Modals of deduction</b>                               | 9.L6 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<br>9.L7 recognise typical features at word, sentence and text level of a range of spoken genres 9.L8 recognise inconsistencies in argument in extended talk on a range of general and curricular subjects   | 1 | 16.11.2021 |  |
| 30. | <b>What strange place to live</b>                        | 9.S2 ask complex questions to get information about a wide range of general and curricular topics<br>9.S6 link comments with flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges   | 1 | 18.11.2021 |  |
| 31. | <b>Talking about places</b>                              | 9.R5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics<br>9.R6 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics   | 1 | 19.11.2021 |  |
| 32. | <b>Rivers of the world</b>                               | 9.R7 recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics<br>9.W1 plan, write, edit and proofread work at text level independently on a range of general and curricular topics   | 1 | 23.11.2021 |  |
| 33. | <b>Types of mountains. SAU</b>                           | 9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics<br>orted when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics   | 1 | 25.11.2021 |  |
| 34. | <b>Do you like living in the city or in the country?</b> | 9.W6 write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics  | 1 | 26.11.2021 |  |

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|     |  | <b>4. Charities and conflict (11 hours)</b>   |   |            |  |
| 35. | <b>Social problems</b>                                   | 9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups<br>9.C2 use speaking and listening skills to provide sensitive feedback to peers<br>9.C3 respect differing points of view   | 1 | 30.11.2021 |  |
| 36. | <b>Going the extra mile to help</b>                      | 9.C4 evaluate and respond constructively to feedback from others<br>9.C5 use feedback to set personal learning objectives<br>9.C6 organise and present information clearly to others  | 1 | 02.12.2021 |  |
| 37. | <b>Conditionals</b>                                      | 9.C8 develop intercultural awareness through reading and discussion<br>9.C9 use imagination to express thoughts, ideas, experiences and feelings  | 1 | 03.12.2021 |  |
| 38. | <b>Wishes</b>  | 9.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world<br>9.L1 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<br>9.L2 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 | 1 | 07.12.2021 |  |
| 39. | <b>The Borgen Project</b>                                | 9.L3 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<br>9.L5 recognise 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   | 1 | 09.12.2021 |  |
| 40. | <b>Calling the emergency services</b>                    | 9.L6 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 | 10.12.2021 |  |
| 41. | <b>Volunteering</b>                                      | 9.L7 recognise typical features at word, sentence and text level of a range of spoken genres<br>9.S1 use formal and informal language registers in their talk on a range of general and curricular topics<br>9.S2 ask complex questions to get information about a wide range of general and curricular topics  | 1 | 14.12.2021 |  |
| 42. | <b>UNESCO Everyone has the right to an education.SAU</b> | 9.S3 explain and justify their own and others' point of view on a range of general and curricular topics<br>9.S5 interact with peers to make hypotheses about a wide range of general and curricular topics<br>9.S6 link comments with flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges  | 1 | 21.12.2021 |  |
| 43. | <b>John's blog</b>                                       | 9.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world<br>9.L3 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   | 1 | 23.12.2021 |  |
| 44. | <b>Summative Assessment of the term 2.</b>               | 9.R1 understand main points in extended texts on a range of unfamiliar general and curricular topics unfamiliar topics  | 1 | 24.12.2021 |  |
| 45. | <b>Unit revision</b>                                     | 9.R2 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics  | 1 | 28.12.2021 |  |
|     | <b>3<sup>rd</sup> term 30 hours</b>                      | <b>5. Reading for pleasure (9 hours)</b>  |   |            |  |
| 46. | <b>Types of fiction</b>                                  | 9.C3 respect differing points of view<br>9.C4 evaluate and respond constructively to feedback from others<br>9.C6 organise and present information clearly to others  | 1 | 11.01.2022 |  |

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| 47. | <b>The Canterville Ghost</b>              | 9.L6 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 | 13.01.2022 |  |
| 48. | <b>Clauses of purpose</b>                 | 9.L7 recognise typical features at word, sentence and text level of a range of spoken genres<br>9.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics  | 1 | 14.01.2022 |  |
| 49. | <b>Journey to the center of the Earth</b> | 9.S8 recount extended stories and events on a wide range of general and curricular topics<br>9.R1 understand main points in extended texts on a range of unfamiliar general and curricular topics  | 1 | 18.01.2022 |  |
| 50. | <b>Clauses of concession</b>              | 9.R2 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics<br>9.R3 understand the detail of an argument- both explicitly stated and implied - in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics                                    | 1 | 20.01.2022 |  |
| 51. | <b>The worth of wealth</b>                | 9.R4 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics<br>9.R5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics  | 1 | 21.01.2022 |  |
| 52. | <b>The worth of wealth2</b>               | 9.R7 recognise typical features at word, sentence and text level in a wide range of written genres<br>9.R8 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding  | 1 | 25.01.2022 |  |
| 53. | <b>The promises land</b>                  | 9.W4 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 | 27.01.2022 |  |
| 54. | <b>The promises land2</b>                 | 9.W7 use independently appropriate layout at text level on a range of general and curricular topics<br>9.W8 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics<br>9.W9 punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy                                      | 1 | 28.01.2022 |  |
|     |   | <b>6. Traditions and language (9 hours)</b>  |   |            |  |
| 55. | <b>Adjectives</b>                         | 9.C3 respect differing points of view<br>9.C8 develop intercultural awareness through reading and discussion<br>9.C9 use imagination to express thoughts, ideas, experiences and feelings  | 1 | 01.02.2022 |  |
| 56. | <b>Festivals blog</b>                     | 9.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world<br>9.L1 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  | 1 | 03.02.2022 |  |
| 57. | <b>Countable/uncountable nouns</b>        | 9.L2 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<br>9.L5 recognise 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             | 1 | 04.02.2022 |  |
| 58. | <b>Comparative/superlatives</b>           | 9.L6 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<br>9.S1 use formal and informal language registers in their talk on a range of general and curricular topics<br>9.S2 ask complex questions to get information about a wide range of general and curricular topics | 1 | 08.02.2022 |  |
| 59. | <b>Nauryz</b>                             | 9.S3 explain and justify their own and others' point of view on a range of general and curricular topics<br>9.S6 link comments with flexibility to what others say at sentence and discourse level in pair, group and whole class  | 1 | 10.02.2022 |  |

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| 60. | <b>Buying a gift</b>                         | exchanges<br>9.S8 recount extended stories and events on a wide range of general and curricular topics 9.R2 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics  | 1 | 11.02.2022 |  |
| 61. | <b>Eco-festivals</b>                         | 9.R4 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics<br>9.R5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics  | 1 | 15.02.2022 |  |
| 62. | <b>Remembrance day in Australia</b>          | 9.R8 use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding   | 1 | 17.02.2022 |  |
| 63. | <b>Quebec winter carnival</b>                | 9.W2 write independently about factual and imaginary past and future events, activities and experiences on a wide range of familiar general and curricular topics<br>9.W3 write with grammatical accuracy on a range of familiar general and curricular topics 9.W6 write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics | 1 | 18.02.2022 |  |
|     |  | <b>7. Music and films (12 hours)</b>   |   |            |  |
| 64. | <b>Types of films</b>                        | 9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups<br>9.C6 organise and present information clearly to others<br>9.L1 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  | 1 | 22.02.2022 |  |
| 65. | <b>The eagle hunters</b>                     | 9.L6 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 | 24.02.2022 |  |
| 66. | <b>Relatives</b>                             | 9.L7 recognise typical features at word, sentence and text level of a range of spoken genres<br>9.L8 recognise inconsistencies in argument in extended talk on a range of general and curricular subjects  | 1 | 25.02.2022 |  |
| 67. | <b>Pronouns (all types)</b>                  | 9.S2 ask complex questions to get information about a wide range of general and curricular topics<br>9.S3 explain and justify their own and others' point of view on a range of general and curricular topics  | 2 | 01.03.2022 |  |
| 68. | <b>Dalatunes</b>                             | 9.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics<br>9.R4 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics   | 1 | 03.03.2022 |  |
| 69. | <b>Inviting/Accepting/Refusing</b>           | 9.R5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics   | 1 | 04.03.2022 |  |
| 70. | <b>Dancing around the world</b>              | 9.R6 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics<br>9.R7 recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics  | 1 | 10.03.2022 |  |
| 71. | <b>Dancing around the world project work</b> | 9.W2 write independently about factual and imaginary past and future events, activities and experiences on a wide range of familiar general and curricular topics<br>9.W3 write with grammatical accuracy on a range of familiar general and curricular topics   | 1 | 11.03.2022 |  |
| 72. | <b>The 4 elements of music.</b>              | 9.W4 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 | 15.03.2022 |  |

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| 73. | <b>Summative Assessment of the term 3</b> | 9.W5 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<br>9.W6 write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics<br>9.W8 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics | 1 | 17.03.2022 |  |
| 74. | <b>Unit revision</b>                      | 9.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world<br>9.L3 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  | 1 | 18.03.2022 |  |
|     | <b>4<sup>th</sup> term 26 hours</b>       | <b>8. Travel and tourism (12 hours)</b>  |   |            |  |
| 75. | <b>Means of transport</b>                 | 9.C4 evaluate and respond constructively to feedback from others<br>9.C5 use feedback to set personal learning objectives<br>9.C7 develop and sustain a consistent argument when speaking or writing<br>9.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world   | 1 | 31.03.2022 |  |
| 76. | <b>Destination</b>                        | 9.L3 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<br>9.L5 recognise 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  | 1 | 01.04.2022 |  |
| 77. | <b>Adverbs</b>                            | 9.L6 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   | 2 | 5.04.2022  |  |
| 78. | <b>Determiners / pre-determiners</b>      | 9.L7 recognise typical features at word, sentence and text level of a range of spoken genres<br>9.S2 ask complex questions to get information about a wide range of general and curricular topics<br>9.S3 explain and justify their own and others' point of view on a range of general and curricular topics  | 1 | 7.04.2022  |  |
| 79. | <b>The legend of the lake</b>             | 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics<br>9.S8 recount extended stories and events on a wide range of general and curricular topics<br>9.R5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics  | 1 | 8.04.2022  |  |
| 80. | <b>Apologizing/ accepting an apology</b>  | 9.R7 recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics<br>9.R8 use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding  | 1 | 12.04.2022 |  |
| 81. | <b>Man-made masterpieces</b>              | 9.W1 plan, write, edit and proofread work at text level independently on a range of general and curricular topics<br>9.W3 write with grammatical accuracy on a range of familiar general and curricular topics<br>9.U17 use if / if only in third conditional structures   | 1 | 14.04.2022 |  |
| 82. | <b>Man-made masterpieces</b>              | 9.R3 understand the detail of an argument- both explicitly stated and implied - in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics<br>9.R4 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics   | 1 | 15.04.2022 |  |
| 83. | <b>Linking East and West</b>              | 9.R6 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics<br>9.R7 recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics  | 1 | 19.04.2022 |  |
| 84. | <b>A story</b>                            | 9.R8 use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend   | 1 | 21.04.2022 |  |



|     |   |  |   |            |  |
|-----|---|--|---|------------|--|
| 85. | <b>A story2</b>                           | understanding<br>9.W1 plan, write, edit and proofread work at text level independently on a range of general and curricular topics   | 1 | 22.04.2022 |  |
|     |   | <b>9. Science and technology (14 hours)</b>  |   |            |  |
| 86. | <b>Gadgets</b>                            | 9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups<br>9.C3 respect differing points of view   | 1 | 26.04.2022 |  |
| 87. | <b>The age of cybernetics</b>             | 9.C7 develop and sustain a consistent argument when speaking or writing<br>9.C9 use imagination to express thoughts, ideas, experiences and feelings<br>9.L2 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                       | 1 | 28.04.2022 |  |
| 88. | <b>Infinite –ing forms</b>                | 9.L3 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  | 1 | 29.04.2022 |  |
| 89. | <b>Infinite –ing forms</b>                | 9.L4 understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics  | 1 | 03.05.2022 |  |
| 90. | <b>Abstract/compound nouns</b>            | 9.L6 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   | 2 | 05.05.2022 |  |
| 91. | <b>Square-eyed teens</b>                  | 9.L8 recognise inconsistencies in argument in extended talk on a range of general and curricular subjects<br>9.S3 explain and justify their own and others' point of view on a range of general and curricular topics<br>9.S6 link comments with flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges | 1 | 06.05.2022 |  |
| 92. | <b>Complaining about a faulty product</b> | 9.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics  | 1 | 10.05.2022 |  |
| 93. | <b>The World of science</b>               | 9.S8 recount extended stories and events on a wide range of general and curricular topics<br>9.R3 understand the detail of an argument- both explicitly stated and implied - in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics   | 1 | 12.05.2022 |  |
| 94. | <b>What's in a computer? SAU</b>          | 9.R4 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics<br>9.R5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics  | 1 | 13.05.2022 |  |
| 95. | <b>Summative Assessment of the term 4</b> | 9.R7 recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics<br>9.R8 use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding  | 1 | 17.05.2022 |  |
| 96. | <b>Mobile phones at school</b>            | 9.W1 plan, write, edit and proofread work at text level with minimal teacher support on a range of general and curricular topics<br>9.W8 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics  | 1 | 19.05.2022 |  |
| 97. | <b>Mobile phones at school</b>            | 9.U1 use a variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics, and some unfamiliar general and curricular topics<br>9.U8 use a variety of future active and passive and future continuous forms range of familiar general and curricular topics  | 1 | 20.05.2022 |  |
| 98. | <b>Unit revision</b>                      | 9.U13 use a growing variety of past modal forms including must have, can't have, might have to express speculation and deduction about the past on a wide range of familiar general and curricular topics  | 1 | 24.05.2022 |  |

**Тақырыптық - күнтізбелік жоспар құрастыруға пайдаланылған әдебиет:**

**"Eyes Open 4" оқу - әдістемелік кешені**

**Авторлары: Ben Goldstein and Ceri Jones with David Me Keegan**

**Баспасы: Cambridge University Press**

**Жылдық сағат саны: 102 сағат**

|                    |                   |
|--------------------|-------------------|
| <b>I - тоқсан</b>  | <b>25 - сағат</b> |
| <b>II - тоқсан</b> | <b>21 - сағат</b> |
| <b>III -тоқсан</b> | <b>30 - сағат</b> |
| <b>IV - тоқсан</b> | <b>26 - сағат</b> |

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**I тоқсан ағылшын тілі пәні бойынша**

**Сынып: 9 А**

**Оқушылар саны: 8**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау 2021-2022 оқу жылы**

| <i>Пән</i>              | <i>Орында-<br/>ған</i>   | <i>Макс<br/>балл</i> | <i>ЖБ балдарының пайыздық мазмұны</i> |               |   |                | <i>Сапа%</i> | <i>Үлгерімі%</i> |
|-------------------------|--|----------------------|---------------------------------------|---------------|---|----------------|--------------|------------------|
|                         |  |                      | <i>Төмен</i>                          | <i>Орта</i>   |   | <i>Жоғары</i>  |              |                  |
|                         |  |                      | <i>0-39%</i>                          | <i>40-64%</i> | <i>65-84%</i>   | <i>85-100%</i> |              |                  |
| <i>Ағылшын<br/>тілі</i> |  |                      | <i>Оқушылар саны -8</i>               |               |   |                |              |                  |
| <i>БЖБ 1</i>            | <i>8</i>   | <i>15</i>            | <i>-</i>                              | <i>3</i>      | <i>1</i>  | <i>4</i>       | <i>62,5</i>  | <i>100</i>       |
| <i>БЖБ 2</i>            | <i>8</i>   | <i>15</i>            | <i>-</i>                              | <i>3</i>      | <i>3</i>  | <i>2</i>       | <i>62,5</i>  | <i>100</i>       |
| <i>ТЖБ</i>              | <i>8</i>   | <i>24</i>            | <i>-</i>                              | <i>3</i>      | <i>2</i>  | <i>3</i>       | <i>62,5</i>  | <i>100</i>       |
|                         | <i>Мақсатты меңгергендер</i>   |                      |                                       |               | <i>Қиындық тудырған мақсаттар</i>   |                |              |                  |
| БЖБ 1                   | (9.L2) Understand most specific information in unsupported extended talk on a wide range of general and curricular topics  |                      |                                       |               | (9.S3) Explain and justify their own point of view on a range of general and curricular topics  |                |              |                  |
| БЖБ 2                   | (9.R6) Recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics<br>(9.R9) Recognise inconsistencies in argument in extended texts on a range of familiar general and curricular topics |                      |                                       |               | (9.W5) 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                                    |                |              |                  |
| ТЖБ                     | (9.L2) Understand the main points in unsupported extended talk on a wide range of general and curricular topics<br>(9.R1) Understand the main points in extended texts on a range of unfamiliar general and curricular topics                        |                      |                                       |               | (9.W3) Write with moderate grammatical accuracy on a wide range of familiar general and curricular topics<br>(9.S1) Use formal and informal registers in their talk on a range of general and curricular topics |                |              |                  |

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті

Жоғары (В) 85-100% : Абубакирова А, Әбжаппарова А, Қонаш Б

Орта (С) 65-84% : Ашірбек Е, Шайтова Д

40-64% : Айтбаев Н, Тогаев М, Тынысбек Б

Төмен (Н) 0-39% : 0

- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1БЖБ-да айтылым тапсырмасында өз ойын толық жеткізе алмауы, 2 БЖБ-да жазылым тапсырмасында грамматика бойынша қателіктер көп болды, ТЖБ-да жазылым тапсырмасында сөздіктерді дұрыс пайдаланбауы, грамматикалық қателіктердің болуы
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақта мұқият болмау, сабақтан қалуы
- Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 01.11.2021

Педагогтың аты – жөні: Буркитбаева Д.А

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**I тоқсан ағылшын тілі пәні бойынша**

**Сынып: 9 Б**

**Оқушылар саны: 14**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау 2021-2022 оқу жылы**

| <i>Пән</i>              | <i>Орында-<br/>ған</i>   | <i>Макс<br/>балл</i> | <i>ЖБ балдарының пайыздық мазмұны</i> |               |   |                | <i>Сана%</i> | <i>Үлгерімі%</i> |
|-------------------------|--|----------------------|---------------------------------------|---------------|---|----------------|--------------|------------------|
|                         |  |                      | <i>Төмен</i>                          | <i>Орта</i>   |   | <i>Жоғары</i>  |              |                  |
|                         |  |                      | <i>0-39%</i>                          | <i>40-64%</i> | <i>65-84%</i>   | <i>85-100%</i> |              |                  |
| <i>Ағылшын<br/>тілі</i> |  |                      | <i>Оқушылар саны -14</i>              |               |   |                |              |                  |
| <i>БЖБ 1</i>            | <i>14</i>  | <i>15</i>            | <i>-</i>                              | <i>4</i>      | <i>6</i>  | <i>4</i>       | <i>71,4</i>  | <i>100</i>       |
| <i>БЖБ 2</i>            | <i>14</i>  | <i>15</i>            | <i>-</i>                              | <i>5</i>      | <i>5</i>  | <i>4</i>       | <i>64,3</i>  | <i>100</i>       |
| <i>ТЖБ</i>              | <i>14</i>  | <i>24</i>            | <i>-</i>                              | <i>5</i>      | <i>6</i>  | <i>4</i>       | <i>64,3</i>  | <i>100</i>       |
|                         | <i>Мақсатты меңгергендер</i>   |                      |                                       |               | <i>Қиындық тудырған мақсаттар</i>   |                |              |                  |
| БЖБ 1                   | (9.L2) Understand most specific information in unsupported extended talk on a wide range of general and curricular topics  |                      |                                       |               | (9.S3) Explain and justify their own point of view on a range of general and curricular topics  |                |              |                  |
| БЖБ 2                   | (9.R6) Recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics<br>(9.R9) Recognise inconsistencies in argument in extended texts on a range of familiar general and curricular topics |                      |                                       |               | (9.W5) 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                                    |                |              |                  |
| ТЖБ                     | (9.L2) Understand the main points in unsupported extended talk on a wide range of general and curricular topics<br>(9.R1) Understand the main points in extended texts on a range of unfamiliar general and curricular topics                        |                      |                                       |               | (9.W3) Write with moderate grammatical accuracy on a wide range of familiar general and curricular topics<br>(9.S1) Use formal and informal registers in their talk on a range of general and curricular topics |                |              |                  |

- БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті  
 Жоғары (В) 85-100% : Балтабай А, Жаппарберген Н, Муталхан Б,  
 Орта (С) 65-84% : Абдурахманова Ж, Ахмет Ж, Калкоз М, Кулбай А, Сарыбай А, Шиназбаев Б  
 40-64% : Асильбеков Б, Бағдатұлы Д, Оразбай Д, Садық Б, Сайдұлла Ұ  
 Төмен (Н) 0-39% : 0

- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1БЖБ-да айтылым тапсырмасында өз ойын толық жеткізе алмауы, 2 БЖБ-да жазылым тапсырмасында грамматика бойынша қателіктер көп болды, ТЖБ-да жазылым тапсырмасында сөздіктерді дұрыс пайдаланбауы, грамматикалық қателіктердің болуы
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақта мұқият болмау, сабақтан қалуы
- Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 01.11.2021

Педагогтың аты – жөні: Буркитбаева Д.А

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**2 тоқсан ағылшын тілі пәні бойынша**

**Сынып: 9 А**

**Оқушылар саны: 8**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау**

| <i>Пән</i>              | <i>Орында-<br/>ған</i>   | <i>Макс<br/>балл</i> | <i>ЖБ балдарының пайыздық мазмұны</i> |               |               |   | <i>Сапа%</i> | <i>Үлгерімі<br/>%</i> |
|-------------------------|--|----------------------|---------------------------------------|---------------|---------------|---|--------------|-----------------------|
|                         |  |                      | <i>Төмен</i>                          | <i>Орта</i>   |               | <i>Жоғары</i>   |              |                       |
|                         |  |                      | <i>0-39%</i>                          | <i>40-64%</i> | <i>65-84%</i> | <i>85-100%</i>  |              |                       |
| <i>Ағылшын<br/>тілі</i> |  |                      | <i>Оқушылар саны -8</i>               |               |               |   |              |                       |
| <b>БЖБ 1</b>            | <b>8</b>   | <b>15</b>            | -                                     | 3             | 2             | 3   | <b>62,5</b>  | <b>100</b>            |
| <b>БЖБ 2</b>            | <b>8</b>   | <b>15</b>            | -                                     | 2             | 3             | 3   | <b>75,0</b>  | <b>100</b>            |
| <b>ТЖБ</b>              | <b>8</b>   | <b>24</b>            | -                                     | 3             | 2             | 3   | <b>62,5</b>  | <b>100</b>            |
|                         | <b>Мақсатты меңгергендер</b>   |                      |                                       |               |               | <b>Қиындық тудырған мақсаттар</b>   |              |                       |
| БЖБ 1                   | 9.2.5.1 Recognise the opinion of the speaker`s in unsupported extended talk on a wide range of general and curricular topics<br>9.2.7.1 Recognise typical features at word, sentence and text level of a range of spoken genres  |                      |                                       |               |               | 9.3.8.1 Recount extended stories and events on a range of general and curricular topics   |              |                       |
| БЖБ 2                   | 9.4.1.1 Understand the main points in extended texts on a range of unfamiliar general and curricular topics  |                      |                                       |               |               | 9.5.6.1 Write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics   |              |                       |
| ТЖБ                     | 9.2.1.1 Understand the main points in unsupported extended talk on a wide range of general and curricular topics<br>9.4.1.1 Understand the main points in extended texts on a range of unfamiliar general and curricular topics<br>9.5.4.1 Use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics |                      |                                       |               |               | 9.5.5.1 Develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics<br>9.3.3.1 Explain and justify their own point of view on a range of general and curricular topics |              |                       |

- БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті  
 Жоғары (В) 85-100% : Абубакирова А, Әбжаппарова А, Қонаш Б  
 Орта (С) 65-84% : Ашірбек Е, Шайтова Д  
 40-64% : Айтбаев Н, Тогаев М, Тынысбек Б  
 Төмен (Н) 0-39% : 0
- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1БЖБ-да айтылым тапсырмасында өз ойын толық жеткізе алмауы, 2 БЖБ-да жазылым тапсырмасында грамматика бойынша қателіктер көп болды, ТЖБ-да жазылым тапсырмасында сөздіктерді дұрыс пайдаланбауы, грамматикалық қателіктердің болуы
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақтан қалуы сөздік қорын дәл жазбау, сөз тіркестерін пайдаланбау
- Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады. Осы мақсаттарға арналған тапсырмалар орындау, жазу жұмыстары жүргізіледі

Күні: 31.12.2021

Педагогтың аты – жөні: Буркитбаева Д.А

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**2 тоқсан ағылшын тілі пәні бойынша**

**Сынып: 9 Б**

**Оқушылар саны: 14**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау**

| Пән                 | Орында-<br>ған   | Макс<br>балл | ЖБ балдарының пайыздық мазмұны |        |   |         | Сапа%       | Үлгерімі<br>% |
|---------------------|--|--------------|--------------------------------|--------|---|---------|-------------|---------------|
|                     |  |              | Төмен                          | Орта   | Жақсы   | Жоғары  |             |               |
|                     |  |              | 0-39%                          | 40-64% | 65-84%  | 85-100% |             |               |
| <b>Ағылшын тілі</b> |  |              | <b>Оқушылар саны -14</b>       |        |   |         |             |               |
| <b>БЖБ 1</b>        | <b>14</b>  | <b>15</b>    | -                              | 5      | 3   | 6       | <b>64,3</b> | <b>100</b>    |
| <b>БЖБ 2</b>        | <b>14</b>  | <b>15</b>    | -                              | 4      | 6   | 4       | <b>71,4</b> | <b>100</b>    |
| <b>ТЖБ</b>          | <b>14</b>  | <b>24</b>    | -                              | 4      | 7   | 3       | <b>71,4</b> | <b>100</b>    |
|                     | <b>Мақсатты меңгергендер</b>   |              |                                |        | <b>Қиындық тудырған мақсаттар</b>   |         |             |               |
| БЖБ 1               | 9.2.5.1 Recognise the opinion of the speaker`s in unsupported extended talk on a wide range of general and curricular topics<br>9.2.7.1 Recognise typical features at word, sentence and text level of a range of spoken genres  |              |                                |        | 9.3.8.1 Recount extended stories and events on a range of general and curricular topics   |         |             |               |
| БЖБ 2               | 9.4.1.1 Understand the main points in extended texts on a range of unfamiliar general and curricular topics  |              |                                |        | 9.5.6.1 Write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics   |         |             |               |
| ТЖБ                 | 9.2.1.1 Understand the main points in unsupported extended talk on a wide range of general and curricular topics<br>9.4.1.1 Understand the main points in extended texts on a range of unfamiliar general and curricular topics<br>9.5.4.1 Use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics |              |                                |        | 9.5.5.1 Develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics<br>9.3.3.1 Explain and justify their own point of view on a range of general and curricular topics |         |             |               |

- БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті  
 Жоғары (В) 85-100% : Балтабай А, Жаппарберген Н, Муталхан Б,  
 Орта (С) 65-84% : Абдурахманова Ж, Ахмет Ж, Калкоз М, Кулбай А, Сарыбай А, Шиназбаев Б  
 40-64% : Асильбеков Б, Бағдатұлы Д, Оразбай Д, Садық Б, Сайдұлла Ұ  
 Төмен (Н) 0-39% :0
- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1БЖБ-да айтылым тапсырмасында өз ойын толық жеткізе алмауы, 2 БЖБ-да жазылым тапсырмасында грамматика бойынша қателіктер көп болды, ТЖБ-да жазылым тапсырмасында сөздіктерді дұрыс пайдаланбауы, грамматикалық қателіктердің болуы
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақтан қалуы сөздік қорын дәл жазбау, сөз тіркестерін пайдаланбау
- Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады. Осы мақсаттарға арналған тапсырмалар орындау, жазу жұмыстары жүргізіледі

Күні: 31.12.2021

Педагогтың аты – жөні: Буркитбаева Д.А

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**3 тоқсан ағылшын тілі пәні бойынша**

**Сынып: 9 А**

**Оқушылар саны: 7**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау**

| <i>Пән</i>              | <i>Орында-<br/>ған</i>   | <i>Макс<br/>балл</i> | <i>ЖБ балдарының пайыздық мазмұны</i> |               |   |                | <i>Сана%</i> | <i>Үлгерімі%</i> |
|-------------------------|--|----------------------|---------------------------------------|---------------|---|----------------|--------------|------------------|
|                         |  |                      | <i>Төмен</i>                          | <i>Орта</i>   |   | <i>Жоғары</i>  |              |                  |
|                         |  |                      | <i>0-39%</i>                          | <i>40-64%</i> | <i>65-84%</i>   | <i>85-100%</i> |              |                  |
| <i>Ағылшын<br/>тілі</i> |  |                      | <i>Оқушылар саны -7</i>               |               |   |                |              |                  |
| <i>БЖБ 1</i>            | <i>7</i>   | <i>15</i>            | <i>-</i>                              | <i>4</i>      | <i>-</i>  | <i>3</i>       | <i>42,9</i>  | <i>100</i>       |
| <i>БЖБ 2</i>            | <i>7</i>   | <i>14</i>            | <i>-</i>                              | <i>3</i>      | <i>-</i>  | <i>4</i>       | <i>57,1</i>  | <i>100</i>       |
| <i>ТЖБ</i>              | <i>7</i>   | <i>24</i>            | <i>-</i>                              | <i>3</i>      | <i>1</i>  | <i>3</i>       | <i>57,1</i>  | <i>100</i>       |
|                         | <i>Мақсатты меңгергендер</i>   |                      |                                       |               | <i>Қиындық тудырған мақсаттар</i>   |                |              |                  |
| БЖБ 1                   | 9.4.5.1 Deduce meaning from context in extended texts on a range of familiar general and curricular topics<br>9.3.4.1 Respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics     |                      |                                       |               | 9.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics;   |                |              |                  |
| БЖБ 2                   | 9.2.4.1 Understand most of the implied meaning in unsupported extended talks on a wide range of general and curricular topics<br>9.5.6.1 Write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics |                      |                                       |               | 9.5.3.1 Write with moderate grammatical accuracy on a wide range of familiar general and curricular topics  |                |              |                  |
| ТЖБ                     | 9.2.5.1 Recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics<br>9.4.3.1 Understand the detail of an argument in extended texts on a range of familiar general and curricular topics               |                      |                                       |               | 9.5.6.1 Write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics<br>9.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics |                |              |                  |

- БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті  
 Жоғары (В) 85-100% : Абубакирова А, Әбжаппарова А, Қонаш Б  
 Орта (С) 65-84% : Ашірбек Е,  
 40-64% : Айтбаев Н, Тогаев М, Тынысбек Б  
 Төмен (Н) 0-39% : 0
- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1БЖБ-да айтылым тапсырмасында өз ойын толық жеткізе алмауы, 2 БЖБ-да жазылым тапсырмасында грамматика бойынша қателіктер көп болды, ТЖБ-да жазылым тапсырмасында сөздіктерді дұрыс пайдаланбауы, грамматикалық қателіктердің болуы
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақтан қалуы сөздік қорын дәл жазбау, сөз тіркестерін пайдаланбау
- Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады. Осы мақсаттарға арналған тапсырмалар орындау, жазу жұмыстары жүргізіледі

Күні: 23.03.2022

Педагогтың аты – жөні: Буркитбаева Д.А



**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**3 тоқсан ағылшын тілі пәні бойынша**

**Сынып: 9 Б**

**Оқушылар саны: 13**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау**

| Пән                 | Орында-<br>ған   | Макс<br>балл | ЖБ балдарының пайыздық мазмұны |          |   |          | Сапа%       | Үлгерімі%  |
|---------------------|--|--------------|--------------------------------|----------|---|----------|-------------|------------|
|                     |  |              | Төмен                          | Орта     |   | Жоғары   |             |            |
|                     |  |              | 0-39%                          | 40-64%   | 65-84%  | 85-100%  |             |            |
| <b>Ағылшын тілі</b> |  |              | <b>Оқушылар саны -13</b>       |          |   |          |             |            |
| <b>БЖБ 1</b>        | <b>15</b>  | <b>9</b>     | -                              | <b>6</b> | <b>4</b>  | <b>3</b> | <b>53,8</b> | <b>100</b> |
| <b>БЖБ 2</b>        | <b>14</b>  | <b>9</b>     | -                              | <b>4</b> | <b>3</b>  | <b>6</b> | <b>69,2</b> | <b>100</b> |
| <b>ТЖБ</b>          | <b>24</b>  | <b>24</b>    | -                              | <b>5</b> | <b>3</b>  | <b>5</b> | <b>61,5</b> | <b>100</b> |
|                     | <b>Мақсатты меңгергендер</b>   |              |                                |          | <b>Қиындық тудырған мақсаттар</b>   |          |             |            |
| БЖБ 1               | 9.4.5.1 Deduce meaning from context in extended texts on a range of familiar general and curricular topics<br>9.3.4.1 Respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics     |              |                                |          | 9.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics;   |          |             |            |
| БЖБ 2               | 9.2.4.1 Understand most of the implied meaning in unsupported extended talks on a wide range of general and curricular topics<br>9.5.6.1 Write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics |              |                                |          | 9.5.3.1 Write with moderate grammatical accuracy on a wide range of familiar general and curricular topics  |          |             |            |
| ТЖБ                 | 9.2.5.1 Recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics<br>9.4.3.1 Understand the detail of an argument in extended texts on a range of familiar general and curricular topics               |              |                                |          | 9.5.6.1 Write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics<br>9.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics |          |             |            |

- БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті  
 Жоғары (В) 85-100% : Балтабай А, Жаппарберген Н, Муталхан Б,  
 Орта (С) 65-84% : Абдурахманова Ж, Ахмет Ж, Калкоз М, Кулбай А, Сарыбай А, Шиназбаев Б  
 40-64% : Асильбеков Б, Бағдатұлы Д, Садық Б, Сайдұлла Ұ  
 Төмен (Н) 0-39% : 0
- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1БЖБ-да айтылым тапсырмасында өз ойын толық жеткізе алмауы, 2 БЖБ-да жазылым тапсырмасында грамматика бойынша қателіктер көп болды, ТЖБ-да жазылым тапсырмасында сөздіктерді дұрыс пайдаланбауы, грамматикалық қателіктердің болуы
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақтан қалуы сөздік қорын дәл жазбау, сөз тіркестерін пайдаланбау
- Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады. Осы мақсаттарға арналған тапсырмалар орындау, жазу жұмыстары жүргізіледі

Күні: 23.03.2022

Педагогтың аты – жөні: Буркитбаева Д.А



**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**4 тоқсан ағылшын тілі пәні бойынша**

**Сынып: 9 А**

**Оқушылар саны: 7**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау**

| <i>Пән</i>              | <i>Орында-<br/>ған</i>   | <i>Макс<br/>балл</i> | <i>ЖБ балдарының пайыздық мазмұны</i> |               |               |   | <i>Сапа%</i> | <i>Үлгерімі%</i> |
|-------------------------|--|----------------------|---------------------------------------|---------------|---------------|---|--------------|------------------|
|                         |  |                      | <i>Төмен</i>                          | <i>Орта</i>   |               | <i>Жоғары</i>   |              |                  |
|                         |  |                      | <i>0-39%</i>                          | <i>40-64%</i> | <i>65-84%</i> | <i>85-100%</i>  |              |                  |
| <i>Ағылшын<br/>тілі</i> |  |                      | <i>Оқушылар саны -7</i>               |               |               |   |              |                  |
| <i>БЖБ 1</i>            | <i>7</i>   | <i>8</i>             | <i>-</i>                              | <i>3</i>      | <i>1</i>      | <i>3</i>  | <i>57,1</i>  | <i>100</i>       |
| <i>БЖБ 2</i>            | <i>7</i>   | <i>12</i>            | <i>-</i>                              | <i>3</i>      | <i>-</i>      | <i>4</i>  | <i>57,1</i>  | <i>100</i>       |
| <i>ТЖБ</i>              | <i>7</i>   | <i>24</i>            | <i>-</i>                              | <i>3</i>      | <i>1</i>      | <i>3</i>  | <i>57,1</i>  | <i>100</i>       |
|                         | <i>Мақсатты меңгергендер</i>   |                      |                                       |               |               | <i>Қиындық тудырған мақсаттар</i>   |              |                  |
| БЖБ 1                   | 9.2.2.1 Understand most specific information in unsupported extended talk on a wide range of general and curricular topics   |                      |                                       |               |               | 9.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics  |              |                  |
| БЖБ 2                   | 9.4.5.1 Deduce meaning from context in extended texts on a range of familiar general and curricular topics<br>9.5.6.1 Write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics  |                      |                                       |               |               | 9.5.7.1 Use independently appropriate layout at text level on a growing range of general and curricular topics  |              |                  |
| ТЖБ                     | 9.2.3.1 Understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics<br>9.4.5.1 Deduce meaning from context in extended texts on a range of familiar general and curricular topics<br>9.5.7.1 Use independently appropriate layout at text level on a growing range of general and curricular topics |                      |                                       |               |               | 9.5.8.1 Spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics<br>9.3.8.1 Recount extended stories and events on a range of general and curricular topics<br>9.6.8.1 Use a variety of future forms, including some passives, on a range of familiar general and curricular topics |              |                  |

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті

Жоғары (В) 85-100% : Абубакирова А, Әбжаппарова А, Қонаш Б

Орта (С) 65-84% : Ашірбек Е,

40-64% : Айтбаев Н, Тогаев М, Тынысбек Б

Төмен (Н) 0-39% : 0

- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1 БЖБ-да айтылым тапсырмасында өз ойын толық жеткізе алмауы, 2 БЖБ-да жазылым тапсырмасында грамматика бойынша қателіктер көп болды, ТЖБ-да жазылым тапсырмасында сөздіктерді дұрыс пайдаланбауы, грамматикалық қателіктердің болуы
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақтан қалуы сөздік қорын дәл жазбау, сөз тіркестерін пайдаланбау
- Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өгіліп, оққылықтар жойылады. Осы мақсаттарға арналған тапсырмалар орындау, жазу жұмыстары жүргізіледі

Күні: 26.05.2022

Педагогтың аты – жөні: Буркитбаева Д.А

**«№11 санаторий типтес арнаулы мектеп- интернаты» КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**4 тоқсан ағылшын тілі пәні бойынша**

**Сынып: 9 Б**

**Оқушылар саны: 14**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау**

| <i>Пән</i>              | <i>Орында-<br/>ған</i>   | <i>Макс<br/>балл</i> | <i>ЖБ балдарының пайыздық мазмұны</i> |               |               |   | <i>Сапа%</i> | <i>Үлгерімі%</i> |
|-------------------------|--|----------------------|---------------------------------------|---------------|---------------|---|--------------|------------------|
|                         |  |                      | <i>Төмен</i>                          | <i>Орта</i>   |               | <i>Жоғары</i>   |              |                  |
|                         |  |                      | <i>0-39%</i>                          | <i>40-64%</i> | <i>65-84%</i> | <i>85-100%</i>  |              |                  |
| <i>Ағылшын<br/>тілі</i> |  |                      | <i>Оқушылар саны -14</i>              |               |               |   |              |                  |
| <i>БЖБ 1</i>            | <i>14</i>  | <i>8</i>             | <i>-</i>                              | <i>6</i>      | <i>2</i>      | <i>6</i>  | <i>57,1</i>  | <i>100</i>       |
| <i>БЖБ 2</i>            | <i>14</i>  | <i>12</i>            | <i>-</i>                              | <i>4</i>      | <i>6</i>      | <i>4</i>  | <i>71,4</i>  | <i>100</i>       |
| <i>ТЖБ</i>              | <i>14</i>  | <i>24</i>            | <i>-</i>                              | <i>5</i>      | <i>5</i>      | <i>4</i>  | <i>64,3</i>  | <i>100</i>       |
|                         | <i>Мақсатты меңгергендер</i>   |                      |                                       |               |               | <i>Қиындық тудырған мақсаттар</i>   |              |                  |
| БЖБ 1                   | 9.2.2.1 Understand most specific information in unsupported extended talk on a wide range of general and curricular topics   |                      |                                       |               |               | 9.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics  |              |                  |
| БЖБ 2                   | 9.4.5.1 Deduce meaning from context in extended texts on a range of familiar general and curricular topics<br>9.5.6.1 Write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics  |                      |                                       |               |               | 9.5.7.1 Use independently appropriate layout at text level on a growing range of general and curricular topics  |              |                  |
| ТЖБ                     | 9.2.3.1 Understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics<br>9.4.5.1 Deduce meaning from context in extended texts on a range of familiar general and curricular topics<br>9.5.7.1 Use independently appropriate layout at text level on a growing range of general and curricular topics |                      |                                       |               |               | 9.5.8.1 Spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics<br>9.3.8.1 Recount extended stories and events on a range of general and curricular topics<br>9.6.8.1 Use a variety of future forms, including some passives, on a range of familiar general and curricular topics |              |                  |

- БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті  
 Жоғары (В) 85-100% : Балтабай А, Жаппарберген Н, Муталхан Б, Балтабай Ф  
 Орта (С) 65-84% : Абдурахманова Ж, Ахмет Ж, Калкоз М, Кулбай А, Сарыбай А,  
 40-64% : Асильбеков Б, Бағдатұлы Д, Садық Б, Сайдұлла Ұ, Шиназбаев Б  
 Төмен (Н) 0-39% : 0
- Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1 БЖБ-да айтылым тапсырмасында өз ойын толық жеткізе алмауы, 2 БЖБ-да жазылым тапсырмасында грамматика бойынша қателіктер көп болды, ТЖБ-да жазылым тапсырмасында сөздіктерді дұрыс пайдаланбауы, грамматикалық қателіктердің болуы
- Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақтан қалуы сөздік қорын дәл жазбау, сөз тіркестерін пайдаланбау
- Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады. Осы мақсаттарға арналған тапсырмалар орындау, жазу жұмыстары жүргізіледі

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