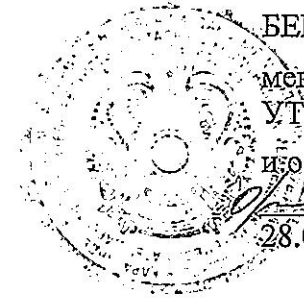


Б.Момышұлы атындағы тірек мектебі (ресурстық орталық) КММ
КГУ Опорная школа (ресурсный центр) имени Б.Момышұлы

ӘБ отырысында
ҚАРАЛДЫ № 1 хаттама

РАССМОТРЕНО
на заседании ШМО
протокол № 1
28.08.2023

Директордың оқу
жөніндегі орынбасары
КЕЛІСІЛДІ
СОГЛАСОВАНО
зам. директора по УР
Попова Попова И.И.



БЕКІТЕМІН
мектеп директорының м.а.
УТВЕРЖДАЮ
изо. директора школы
Орумбаев Орумбаев К.Б..
28.08.2023г

Индивидуальная учебная программа
по английскому языку
2023-2024 учебный год
8А класс Киясова Шайза

Составитель: учитель английского языка
Мильчакова М.Е.

Индивидуальная адаптированная программа для ученицы 8 А класса КГУ ОШ(РЦ) им. Б. Момышулы Киясовой Шайзы по учебному предмету «Английский язык» на 2023-2024 учебный год составлена на основе:

«Об утверждении государственных общеобязательных стандартов образования всех уровней образования» (далее – ГОСО) (приказ МОН РК от 31 октября 2018 года № 604 (с изм. и допол. на 28 августа 2020 года № 372) <https://adilet.zan.kz/rus/docs/V1800017669>;

– «Об утверждении типовых учебных программ по общеобразовательным предметам, курсам по выбору и факультативам для общеобразовательных организаций» (приказ МОН РК от 3 апреля 2013 года № 115 (с изм. и допол. на 27 ноября 2020г. №496) <https://adilet.zan.kz/rus/docs/V1300008424>;

- Типовые учебные планы утверждены приказом МОН РК от 8 ноября 2012 года № 500 (с изменениями и дополнениями, внесенными приказом от 26 марта 2021 года № 125)

- О внесении изменений в приказ Министра образования и науки Республики Казахстан от 8 ноября 2012 года № 500 "Об утверждении типовых учебных планов начального, основного среднего, общего среднего образования Республики Казахстан" Приказ Министра образования и науки Республики Казахстан от 20 августа 2021 года № 415. Зарегистрирован в Министерстве юстиции Республики Казахстан 23 августа 2021 года № 24075

– «Об утверждении перечня учебников, учебно-методических комплексов, пособий и другой дополнительной литературы, в том числе на электронных носителях» (приказ МОН РК от 10 июня 2021 года № 286);

– «Об утверждении Типовых правил деятельности организаций образования соответствующих типов» (приказ МОН РК № 595 от 30 октября 2018 года);

– «Об утверждении Методических рекомендаций по организации учебного процесса в организациях среднего образования в традиционном (штатном) формате в 2021-2022 учебном году в период ограничительных мер, связанных с распространением коронавирусной инфекции». от 31 августа 2021 года № 444

- Приказа Министра образования и науки Республики Казахстан от 27 июля 2021 года № 368 «Об определении начала, продолжительности и каникулярных периодов 2021- 2022 учебного года в организациях среднего образования»;

– «О внесении изменения в приказ МОН РК от 20 марта 2015 года № 137 «Об утверждении Правил организации учебного процесса по дистанционным образовательным технологиям» (приказ МОН РК от 28 августа 2020 года № 374);

– Санитарные правила «Санитарно-эпидемиологические требования к объектам образования», утвержденные приказом МЗ РК № ҚР ДСМ-76 от 5 августа 2021 года (зарегистрирован в МЮ РК за №23890 от 6.08. 2021 года)

Calendar Thematic Plan for grade 8
within the framework of updating the secondary education content
2023-2024 academic year

№	Units/ Changing lessons	Theme	Learning objectives	Obj ects that the stud ent can mast er	Re sul ts + -	Date	Comments
1st term 25 hours							
1	Unit 1: Our World (11 hours)	Our World. Global issues.	Content 8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;	+	+	01.09	Produces basic sentence forms and some correct simple sentences. Experiences challenges in identifying the main idea in extended talk and marking sentences for True and False statements. Испытывает трудности при выявлении главной идеи в определенных предложениях
2		The Steppe: A Golden Treasure	8.1.3.1- respect differing points of view; 8.1.4.1- evaluate and respond constructively to feedback from others;			05.09	
3		Habitats. Entry test.	8.1.5.1- use feedback to set personal learning objectives;			07.09	
4		Eco Living	8.1.7.1- develop and sustain a consistent argument when speaking or writing; 8.1.8.1- develop intercultural awareness through reading and discussion;	+	+	08.09	
5		Natural Disasters	8.1.9.1- use imagination to express thoughts, ideas, experiences and feelings; 8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world			12.09	
6		Applying to an environmental organization.	Listening 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;	+	+	14.09	
7		Unique Structures.	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; 8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres;	+	+	15.09	
8		Global citizenship	Speaking 8.3.1.1-use formal and informal registers in their talk on a growing range of general and curricular topics;			19.09	
9		A letter suggesting solutions to a problem of the Natural Disasters	8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics; 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;	+	+	21.09	
10		Unit Revision	8.3.5.1- interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;			22.09	
11		Summative assessment for the unit «Our World»	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; 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	+	+	26.09	
		Reading 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;	+	+			
		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>8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;</p> <p>8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding</p> <p>Writing</p> <p>8.5.1.1- plan, write, edit and proofread work at text level with little support on a growing 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>8.5.4.1- use with some support style and register appropriate to a variety of written genres on general and curricular topics;</p> <p>8.5.7.1- use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics;</p> <p>8.5.8.1- spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics</p> <p>Use of English</p> <p>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;</p> <p>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;</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>8.6.16.1- 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</p>	+	+		<p>Errors are frequent and may lead to misunderstanding.</p> <p>Makes mistakes in giving full answers in using linking words and basic connectors, and in spelling topic related vocabulary. Writes coherent paragraphs with grammar mistakes.</p> <p>Допускает ошибки в при полных ответах, при использовании соединительных слов, а также в правописании терминов. Пишет последовательные абзацы с грамматическими ошибками.</p>
12	Unit 2: Daily Life and Shopping (14 hours)	Daily routines and free time activities	Content	+	+	28.09	Experiences difficulties in identifying the main idea in extended talk.
13		Being 16	<p>8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;</p> <p>8.1.3.1- respect differing points of view;</p> <p>8.1.4.1- evaluate and respond constructively to feedback from others;</p> <p>8.1.5.1- use feedback to set personal learning objectives;</p> <p>8.1.7.1- develop and sustain a consistent argument when speaking or writing;</p>			29.09	

14	Leisure activities and chores	8.1.8.1- develop intercultural awareness through reading and discussion; 8.1.9.1- use imagination to express thoughts, ideas, experiences and feelings; 8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	+	+	03.10	Makes mistakes in marking sentences for True and False statements while listening.
15	British Teen Scenes	Listening 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; 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;	+	+	05.10	
16	Buying a present for a friend	8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres;	+	+	06.10	
17	I love weekends.	Speaking 8.3.1.1-use formal and informal registers in their talk on a growing range of general and curricular topics;			10.10	
18	Penny Wise	8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics;	+	+	12.10	Испытывает трудности в определении основной идеи в разговоре. Делает ошибки в определении предложений во время прослушивания.
19	Online shopping	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;			13.10	
20	Be a wise shopper	8.3.5.1- interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;			17.10	
21	Summative assessment for the unit «Daily Life and Shopping»	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;	+	+	19.10	
22	Unit Revision	8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics Reading 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;	+	+	20.10	Uses a limited range of appropriate vocabulary to talk about a limited range of general topics.
23	Summative control work for the 1st term	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;	+	+	24.10	
24	CLIL	8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding Writing 8.5.1.1- plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics;	+	+	26.10	Makes mistakes in identifying facts and parts in matching exercise 1-c/ 2-a/ 3-b.
25	Revision	8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.3.1- 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; 8.5.7.1- use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics; Use of English 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;	+	+	27.10	Допускает ошибки в выявлении фактов и частей, в сопоставлении предложений

2nd term 23 hours

26	Unit 3: Entertainment and Media (11 hours)	Entertainment.	<p>Content</p> <p>8.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;</p> <p>8.1.3.1- respect differing points of view;</p> <p>8.1.4.1- evaluate and respond constructively to feedback from others;</p> <p>8.1.8.1- develop intercultural awareness through reading and discussion;</p> <p>Listening</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>Speaking</p> <p>8.3.1.1- use formal and informal registers in their talk on a growing range of general and curricular topics;</p> <p>8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics;</p> <p>Reading</p> <p>8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;</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>Writing</p> <p>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;</p> <p>8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;</p> <p>8.5.4.1- use with some support style and register appropriate to a variety of written genres on 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>Use of English</p> <p>8.6.1.1- use some abstract nouns and complex noun phrases on a range of familiar general and curricular topics;</p> <p>8.6.2.1 - 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;</p> <p>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;</p> <p>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;</p> <p>8.6.1.14- 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;</p> <p>gerund</p>	+	+	07.11	<p><i>Produces basic sentence forms and some correct simple sentences</i></p>
27		Travel blog		09.11			
28		Water experiences		10.11			
29		Past habits		14.11			
30		TV programmes		16.11			
31		Expressing opinions		17.11			
32		Festivals around the world		21.11			
33		Sound and hearing		23.11			
34		An email reviewing a concert		24.11			
35		Unit revision		28.11			
36		Summative assessment for the unit «Entertainment and Media»		30.11	<p><i>Experiences challenges in identifying the main idea in extended talk and making sentences for T or I statements</i></p>		

37.	Unit 4: Sport, Health and Exercise (12hours)	Physical activities	Content 8.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;	+	+	01.12	<i>Errors are frequent and may lead to misunderstanding</i>
38		Jane's sport blog	8.1.3.1 - respect differing points of view;			05.12	
39		Feel the fitness	8.1.7.1- develop and sustain a consistent argument when speaking or writing			07.12	
40		Teens and exercise	Listening 8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics4	+	+	08.12	
41		Sporting legends	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;	+	+	12.12	
42		Is exercising in groups the right choice?	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;			14.12	
43		Muscles	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	+	+	15.12	
44		Craft project "My favourite sport"	Speaking 8.3.5.1- interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks;			19.12	
45		Summative assessment for the unit «Sport, Health and Exercise»	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;	+	+	21.12	
46		Unit Revision	8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics			22.12	
47		Summative control work for the 2nd term	Reading 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;	+	+	26.12	
48		Revision	8.4.3.1- understand the detail of an argument on a growing range of familiar general and curricular topics;			28.12	
		8.4.6.1- recognize the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts	+	+			
		Writing 8.5.1.1- plan, write, edit and proofread work at text level with little support on a range of general and curricular topics;					
		8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics;					
		8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;					
		Use of English 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;	+	+			
		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;					
		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;					

3^d term 31 hours

49	Unit 5: Reading for Pleasure (10 hours)	Characters	Content 8.1.3.1- respect differing points of view; 8.1.7.1- develop and sustain a consistent argument when speaking or writing; 8.1.8.1- develop intercultural awareness through reading and discussion Listening 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; 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; 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 Speaking 8.3.2.1- ask more complex questions to get information about a growing range of general topics and some curricular topics; 8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics; Reading 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts; 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; Writing 8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and curricular topics; 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; Use of English 8.5.8.1- 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; 8.5.9.1 -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; 8.5.1.11- 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;			09.01			
50		Twenty thousand leagues under the sea			+	+	11.01		
51		The Lost City					12.01		
52		To the Sea			+	+	16.01		
53		Vocabulary Bank					18.01		
54		Kyz-Zhibek					19.01		
55		The Mausoleum of Aisha Bibi					23.01		
56		Craft project "My favourite book"			+	+	25.01		
57		Benefits of Reading					26.01		
58		Unit Revision					30.01	Makes mistakes in giving full answers in using linker words and basic connectors	
59	Unit 6: The Natural World (10 hours)	The Natural World	Content 8.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1- respect differing points of view; 8.1.7.1- develop and sustain a consistent argument when speaking or writing; 8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world Listening 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;			01.02			
60		Endangered Animals. The Red Panda			+	+	02.02		
61		Save the Environment Fair. Use of English			+	+	06.02		

62		Places of Natural Beauty	<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>Speaking</p> <p>8.3.1.1 - use formal and informal registers in their talk on a growing range of general and curricular topics;</p> <p>8.3.2.1 - ask more complex questions to get information about a growing range of general topics and some curricular topics;</p> <p>8.3.3.1 - give an opinion at discourse level on a wide range of general and curricular topics;</p> <p>Reading</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>8.4.6.1 - recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts;</p> <p>8.4.7.1 - recognise typical features at word, sentence and text level in a range of written genres;</p> <p>Writing</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>Use of English</p> <p>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;</p>	+	+	08.02	
63		Volunteering Programme				09.02	
64		Nature Reserves around the World		+		13.02	
65		Tree parts and functions				15.02	
66		A Carpet of Colour				16.02	
67		Summative assessment for the unit «The Natural World»		+	+	20.02	
68		Unit revision		+	+	22.02	<i>Makes mistakes in spelling topic related vocabulary</i>
69	Unit 7: Travel and Transport (11 hours)	Travel and Transport. Signs to travel.	<p>Content</p> <p>8.1.2.1 - use speaking and listening skills to provide sensitive feedback to peers;</p> <p>8.1.3.1 - respect differing points of view;</p> <p>8.1.5.1 - use feedback to set personal learning objectives; as a means of reflecting on and exploring a range of perspectives on the world</p> <p>Listening</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>Speaking</p> <p>8.3.3.1 - give an opinion at discourse level on a wide range of general and curricular topics;</p> <p>8.3.5.1 - interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;</p> <p>Reading</p> <p>8.4.1.1 - understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;</p> <p>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;</p> <p>8.4.8.1 - use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding</p>	+	+	23.02	
70		Become an Urban Explorer				27.02	
71		Use of English				29.02	
72		Island Destinations with a Difference		+	+	01.03	
73		Going through Passport Control		+		05.03	
74		Airport Terminals around the World		+		07.03	
75		Illegal Souvenirs				08.03	
76		Summative Assessment 6 for the unit "Travel and Transport"		+	+	12.03	
77		Unit Revision				14.03	
78		Summative control work for the 3^d term				15.03	

79		Revision	<p>Writing 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; Use of English 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 topics;</p>	+	+	19.03	<i>writes coherent paragraphs with grammar mistakes.</i>
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4th term (23 hours)

80	Unit 8: Food and Drink (10 hours)	Foods and Drink s	<p>Content 8.1.2.1 - use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1 - respect differing points of view; 8.1.5.1 - use feedback to set personal learning objectives; Listening 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; 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; Speaking 8.3.2.1 - ask more complex questions to get information about a growing range of general topics and some curricular topics; 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; 8.3.5.1 - interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks; Reading 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; 8.4.3.1 - understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts; Writing 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; Use of English 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; 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; 8.6.9.1 - 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;</p>			02.04	
81		Festive Food Calendar				04.04	
82		Cooking Methods				05.04	
83		Food for Thought				09.04	
84		Ordering Breakfast				11.04	
85		The Best Way to Start the Day				12.04	
86		Food Labelling				16.04	
87		Craft project "How to cook your favourite food"				18.04	
88		Healthy eating habits. Summative Assessment 7				19.04	
89		Unit Revision				23.04	

90	Unit 9: The World of Work (13hours)	Work and jobs.	Content 8.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups;		25.04
91		Strange jobs	8.1.3.1 respect differing points of view;		26.04
92		Unusual looks	8.1.6.1 - organize and present information clearly to others;		30.04
93		Dream jobs	8.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings;		02.05
94		A job interview	8.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world		
95		Use of English	Listening 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;		03.05
96		Off Work!	8.2.7.1 - recognize typical features at word, sentence and text level of a growing range of spoken genres;		07.05
97		A Christmas Carol	8.2.7.1 - recognize typical features at word, sentence and text level of a growing range of spoken genres;		10.05
98		Craft project "My future job"	8.2.8.1 - understand extended narratives on a wide range of general and curricular topics		14.05
99		Working as a team. Summative Assessment 8.	Speaking 8.3.2.1 - ask more complex questions to get information about a growing range of general topics and some curricular topics;		16.05
100		Unit Revision	8.3.3.1 - give an opinion at discourse level on a wide range of general and curricular topics;		17.05
101		Summative control work for the 4th term	8.3.3.1 - give an opinion at discourse level on a wide range of general and curricular topics;		21.05
102		Revision	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; 8.3.5.1 - interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks; 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; 8.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics; 8.3.8.1 - recount some extended stories and events on a range of general and curricular topics		23.05
Total: 102					24.05

Total: 102

**Annotation: Summative control work for the Unit -20 minutes
Summative control work for the Term – 45 minutes**

**Общеобразовательная адаптированная программа ученицы 8 А класса Киясовой Шайзы
на 1 четверть 2023-2024 учебного года**

**Общеобразовательная адаптированная программа по предмету «Иностранный язык»
программу составил учитель: Мильчакова М.Е.**

№	Подразделы	Учебные цели - ожидаемые результаты	Отметка достижений (+, -), комментарии
			Реальные результаты за 1 четверть
	Content	8.1.2.1- use speaking and listening skills	+
		8.1.9.1- use imagination to express thoughts, ideas, experiences and feelings;	+
	Listening	8.2.1.1- understand with support the main points in extended talk on topics;	+
		8.2.3.1- understand with support an argument in extended talk	+
	Speaking	8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about topics.	+
		8.3.3.1- give an opinion at discourse level on curricular topics;	+
	Reading	8.4.1.1- understand the main points in texts on curricular topics	+
		8.4.2.1- understand specific information and detail in texts on a curricular topics, including some extended texts;	+
	Writing	8.5.1.1- edit and proofread work at text level with support on a curricular topics;	+
		8.5.2.1- write support about real and imaginary past events, activities and experiences on a curricular topics;	+
	Use of English	8.6.5.1- understand questions which include a variety of different tense and curricular topics;	+
		8.6.15.1- use infinitive forms after a limited number of verbs and adjectives;	+

Результаты стартовой диагностики

Карта достижения по предмету «Иностранный язык»

Разделы, учебные цели – ожидаемые результаты	Отметки достижения целей(+,-,комментарии)
Content	
8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;	-
8.1.9.1- use imagination to express thoughts, ideas, experiences and feelings;	+
Listening	
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;	-
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;	-
Speaking	
8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics;	+
8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	-
Reading	
8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;	+
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;	-
Writing	
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;	+
8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics;	-
Use of English	
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;	+
8.6.15.1- 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;	-

Виды (причины) трудностей обучения

Княсова Шайза (ученица 8 класса ОШ (РЦ) имени Б.Момышулы)
Мильчакова М.Е. (учитель английского языка)

низкая работоспособность	трудности произвольной регуляции, планирования и контроля	трудности переработки зрительной информации	трудности переработки зрительно-пространственной информации	трудности переработки слухо-речевой информации
<p>1.замедленное включение в работу. Быстрое истощение или колебания работоспособности в течение урока или дня.</p> <p>2.при утомлении: -замедляется темп деятельности, нарастает вялость, пассивность (лежит на парте, сползает с нее); -появляется двигательное беспокойство: не может усидеть на стуле, вертится, отвлекается на побочные раздражители; - появляются ошибки на письме, при чтении и счетных операциях; -меняется почерк: величина букв, нажим, наклон. письменные работы часто оказываются не завершенными. -появление ошибок зависит от состояния работоспособности. - может быть раздражительным и капризным.</p>	<p>1.повышенная отвлекземость, двигательное беспокойство и импульсивность.</p> <p>2.трудности включения в задание. ориентировки в его условиях и удержания цели (ее утеря, переключение на другую, не доведение начатого до конца);</p> <p>3.трудности самоконтроля: не сличает работу с образцом, не замечает ошибок;</p> <p>4.обилие ошибок: - пропуски, привнесения букв, слогов, слов, - слитное и раздельное написание слов, отсутствие граници предложения и др. - угадывающее чтение с многочисленными ошибками; - ошибки в счетных операциях, решении задач. - при пересказе: пропуски, перестановки, привнесения смысловых частей текста.</p> <p><u>Может быть низкая учебная мотивация, незаинтересованность в учебных достижениях.</u></p>	<p>1.трудности узнавания изображений предметов, букв, цифр. подолгу рассматривает изображения предметов, не может сразу узнать.</p> <p>2.плохая зрительная память; с трудом запоминает и усваивает графический образ букв и цифр.</p> <p>3.замедленное, угадывающее чтение.</p>	<p>1.трудности ориентировки в пространстве и понимания слов, выражающих пространственные отношения: правоево, перед-за, над-под и др.</p> <p>2. трудности ориентировки на листе бумаги, в нахождении начала строки, соблюдении строки.</p> <p>3. зеркальное письмо букв, шифр, зеркальное чтение примеров.</p> <p>4.трудности усвоения разрядного строения числа; ошибки в записи многозначных чисел, решения примеров с переходом через разряд.</p> <p>5.трудности понимания логикограмматических конструкций (в текстах математических задач).</p>	<p>1.замедленное восприятие развернутой и быстрой речи. требуется время для понимания вопроса. Часто переспрашивает учителя.</p> <p>2.истощаемость при слуховой нагрузке – снижение слухового внимания – трудности понимания речи.</p> <p>3.плохая слухоречевая память.</p> <p>4. трудности понимания значения слов, различения грамматических форм и смысла предложений.</p> <p>5.на письме: пропуски, замены букв по близким по звучанию, пропуски слов, части фраз в диктантах.</p> <p>6.бедность словаря, аграмматизмы, трудности пересказа.</p> <p>7.психологические особенности: производит впечатление тормозного и несообразительного ребенка.</p>

Характеристика учащегося на первое полугодие 2020-2021 уч года
Княсова Шайза (ученица 8 класса ОШ (РЦ) им. Б. Момышулы)
Мильчакова М.Е. (учитель английского языка)

Предмет <u>Английский язык</u>	сильные стороны/актуальный уровень (описываются имеющиеся навыки в соответствии с программой, указывается какому классу, четверти соответствуют)	Сложности
учебная деятельность: мотивация, самоорганизация, планирование, выполнение и контроль учебных действий.	Не усидчива, учебно-познавательная мотивация не развита. Читает с ошибками, пишет безграмотно, старается заучивать слова, но не получается. Понимает с особой поддержкой некоторую детальную информацию в продолжительной беседе / разговоре по ограниченному кругу общих и учебных тем	Испытывает трудности при организации самостоятельной работы с учебником
работоспособность и темп деятельности	Работоспособность низкая, темп деятельности не высокий, не может переключаться с одного вида деятельности на другой	
речь: собственная и понимание	Речь не внятная, понимание не полное	Небольшие дефекты речи
восприятие, внимание, память, мышление.	Навыки пространственной ориентировки сформированы, ориентируется в основных понятиях времени. У Нади преобладает наглядно-образное мышление. Память не сохранна.	
Эмоции и поведение (на уроке и вне)	Самооценка адекватная, старается соблюдать принятые правила и нормы.	
общение и взаимодействие с учителем и одноклассниками	Не общительная. Молчаливая. К конфликтам не склонна, добродушная	
Двигательные навыки (мелкая моторика, общая моторика)	Движения скоординированы, двигательные функции сформированы соответственно возрасту, координация не нарушена, ловкость движений в норме	
навыки самообслуживания социально-бытовая ориентировка	Навыками самообслуживания владеет. Следит за своим внешним видом. На замечания реагирует адекватно.	
любимые занятия, увлечения, привычки		
предполагаемые причины трудностей обучения		
обобщение наблюдаемых фактов	Не способна к волевому усилию. Низкий уровень самостоятельной работы, планомерность учебной деятельности нарушена, самоконтроль присутствует, Мотивация к обучению не сформирована	
рекомендации к организации учебного процесса (как можно конкретнее)	<ul style="list-style-type: none"> - учителям осуществлять постоянный контроль над выполнением задания, оказывая психологическую поддержку обучающемуся; - учить работать самостоятельно, начиная с уменьшенного объема заданий; - включать упражнения на формирование усидчивости; - шире использовать наглядный и раздаточный материал. 	