Акмола облысы білім басқармасының жаңындағы «Есіл қаласы, агротехникалық қолледжі» мемлекеттік коммуналдық қазыналық қасілорны

Оку - одіотеменік бірнестік о парысытля каралды және макулданды Рассмотрена и одобрена на заседании учебно-метпляческого совета № хаттама/ протокол № 5 от «М » № 2020г. ӨБ төрайымы/Продеодатель МС Мешерийо

Бекітемін деректорлың оқу жүмисі, жәніндегі орынбасары Уперхнаю Заместитель директори по учебной работе urad » Care S 52020i Materielle Millynura

Оку жұмыс бағдарламасы Рабочая учебная программа

Пән /Дисциплина	Английский язык
Мамандығы Специальность	1201000 «Автомобиль көлігіне қызмет көрсету, жөндеу және пайдалану» «Техническое обслуживание, ремонт и эксплуатация автомобильного транспорта»
Біліктілігі Квалификация	120107 2«Автомобильдерді жондейтін дэнекерлерлеуші» «Слесарь по ремонту автомобиля»
Оку түрі Форма обучення	кундізгі очная
Базасында На базе	негізгі орта білім беру основного среднего образовання
Жалны сагат саны Общее количество часов	120
Әзірлеуші/ Разработчик	Санникова Ольга Анатольевна
Қолы/ Подпись	caufs

Содержание

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Explanatory note

The standard curriculum is developed in accordance with the State Compulsory Education Standards at all levels, approved by order of the Minister of Education and Science of the Republic of Kazakhstan No. 604 dated October 31, 2018 and standard curricula for primary, basic secondary, general secondary education of the Republic of Kazakhstan, approved by order of the Minister of Education and Science Of the Republic of Kazakhstan No. 500 dated November 8, 2012.

The list of recommended literature was compiled on the basis of the Order of the Minister of Education and Science of the Republic of Kazakhstan dated May 17, 2019 № 217 "On approval of the list of textbooks, educational and methodological complexes, manuals and other additional literature, including on electronic media"

The distinctive feature of the subject programmers' is that they are focused on forming not only subject knowledge, but also a wide range of skills. The system of learning objectives is based on the following core values: Kazakhstani patriotism and civil responsibility respect cooperation work and creativity transparency lifelong learning. The English curriculum aims to provide opportunities for learners to communicate effectively with different audiences. It will achieve this aim through frequent opportunities in the school environment for interaction with peers, teachers and visitors, and through interactive tasks which involve informal and formal spoken and written presentations. There will also be a focus on out-of-school interaction with learners communicating online and face-to face with speakers of English from other cultures.

Through the study of English learners will understand:

1) how English works and rules related to language learning.

2) how to deal with a wide range of global and curricular topics both receptively and productively.

3) both gist and detailed information in unsupported, extended written texts, talks and narratives.

4) how to use a wide range of subject specific vocabulary when developing an argument.

5) learners will be able to:

6) understand a wide range of fiction of unfamiliar vocabulary from the context.

7) speak with an appropriate level of fluency, accuracy, word stress, intonation and formality.

8)interact with peers to hypothesis' and give opinions, comments and answers useful for learners hoping to use English at university and beyond:

- read a wide range of fiction and non-fiction with confidence and enjoyment.

- successfully communicate with native English and non-native English speakers. The English curriculum aims to develop learners who gain the high B2 level of language skills through the following:

1) varied tasks which foster analysis, evaluation and creative thinking;

2) exposure to a wide variety of spoken and written sources;

3) stimulating and challenging subject matter.

When creating working curricula, the organization of technical and vocational education has the right:

- choose different teaching technologies, forms, methods of organization and types of control of the educational process;
- to distribute the total amount of hours of study time into sections and topics (from the amount of hours allocated for the study of the discipline);
- change the sequence of sections and topics of the discipline, based on specific arguments and facts.

Depending on the requirements of employers and local conditions, it can be changed in order to deepen and expand the list of sections and topics by introducing a regional component.

The systematization of the units has an interdisciplinary connection with professional educational programs of the specialty: Russian language, Kazakh language, geography, world history, cultural studies, the foundations of political science and sociology

Subject plan of the discipline

		Nur	urs	
N⁰			Less	ons
	Name of units and lesson topics	Total	Theor etical	Pra ctic al
Ι	Unit. Science and scientific phenomena	6		
1.	Lesson topic-1. Studying at university. Unusual degrees	2	2	
2.	Lesson topic -2. Gateway to life skills: Organisation	2	2	
3.	Lesson topic - 3. Interesting facts about genetics	2		2
II	Unit. Natural Disasters	6		
4.	Lesson topic – 4. Working life	2	2	
5.	Lesson topic–5. Focus on Kazakhstan: reporting on the causes	2		2
	and consequences of natural disasters			
6.	Lesson topic – 6. Evaluating jobs	2		2
	III Unit. Virtual reality	6		
7.	Lesson topic-7. A journey into the future	2		2
8.	Lesson topic - 8. The future off drones: Food miles	2	2	
9.	Lesson topic – 9. Britain's youngest app developer	2		2
IV. C	Organic and non-organic worlds	6		
10.	Lesson topic –10. Discussing the difference between organic and non-organic food	2	2	
11.	Lesson topic – 11. Analyzing the advantages and	2		2
	disadvantages of befouls Unit revision			
12.	Lesson topic – 12. What makes a genius?	2		2
V Un	it. Reading for pleasure	2		
	Lesson topic -13. Learners read a non-fiction text	2		2
	nit. Capabilities of human brain	6		
14.	Lesson topic – 14. Investigate and report on the functions of the brain	2	2	
15.	Lesson topic – 15. Physical well-being: Understanding nutrition	2		2
16.	Lesson topic – 16. Describing the symptoms of stress and giving advice on how to reduce stress	2	1	1
VII U	Jnit. Breakthrough technologies	6		1
17.	Lesson topic – 17. Music and film. Media habits	2	2	1
18.	Lesson topic – 18. The digital London blog	2		2
VIII	Unit. Space X	6		1
19.	Lesson topic – 19. Things you did not know about space	2	2	1
20.	Lesson topic – 20. KZ Culture spot. The observatory	2	2	
21.	Lesson topic – 21 How we treat Ebola	2		2
IX U	nit. Digital world	4		
22.	Lesson topic – 22. Independent project	2	2	

23. Lesson topic - 23. A generation of 'screenagers' 2 2 24. Lesson topic - 24. University zoos spark debate 2 2 24. Lesson topic - 25. Analysing news stories 2 2 25. Lesson topic - 26. Teen in London cab chase 2 2 26. Lesson topic - 7. Troduction to the topic 2 2 28. Lesson topic - 27. Formal and informal writing 2 2 29. Lesson topic - 27. Formal and informal writing 2 2 30. Control work 2 2 2 31. Lesson topic - 30. Introduction to the topic 2 2 2 32. Lesson topic - 31. Analyzing the specific features of animals 2 2 2 33. Lesson topic - 31. Analyzing the specific features of animals 2 2 2 34. Control work 2 2 2 2 2 35. Lesson topic -33. Amazing human brain facts(based on the 2 2 2 2 2 36. Lesson topic -36. Introduction to the topic 2 2 2 2 2 <		Everyday technology			
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47.Lesson topic -42. Intelligent energy storage22		Work and invention			
	XVI	Unit. STEM	6		
48.Lesson topic -43. Discussing controversial issues22	47.	Lesson topic -42. Intelligent energy storage	2		2
	48.	Lesson topic -43. Discussing controversial issues	2		2

	Analyzing academic language			
49.	Control work	2		2
	STEM			
XVI	Unit. Reading for Pleasure	4		
50.	Lesson topic -44. Learns read non-fiction	2		2
51.	Control work	2		2
	Reading for Pleasure			
XVI	II Unit. Recent advances in technology	6		
52.	Lesson topic – 45. A variety of technological, mobile and	2		2
	application tools for personal, educational and professional use			
	educational and professional use			
53.	Lesson topic – 46. Options for future carees. Producing	2		2
	information leaflets			
54.	Control work	2		2
	Recent advances in technology			
XIX	Unit. Independent project	4		
55.	Lesson topic – 47. Options for future careers	2	2	
	Producing information leaflets			
56.	Control work	2		2
	Independent project			
XX I	Unit. The clothes of chemistry	8		
57.	Lesson topic – 48. Introduction to the topic	2	2	
58.	Lesson topic – 49. Investigating the resources and processes	2		2
	involved in manufacturing clothes			
59.	Control work	2		2
	The clothes of chemistry			
60.	Lexical-grammatical test.	2		2
	Revision grammar			
	Discipline hours	120	47	73

Training results and assessment criteria

№	Units	Unit content	Training results	Assessment criteria
1.	Science and scientific phenomena	and scientific phenomenagenetics. DNA Myth Chemistry, Biology)informat points extended range curricula talk on	1) Understand specific information and 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.	 Organizing and presenting information clearly to others; Identify specific information and the main points in topic; Criticise on the views of others in a growing variety of talk contexts on topic.
			2) Evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics.	 Presenting vocabulary, which is appropriate to topic and genre and which is spelt accurately; Apply comparative degree adverb structures with regular and irregular adverbs. Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.
			3) Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics.	 Employ speaking and listening skills to provide sensitive feedback to peers; Define the detail of an argument in unsupported extended talk topic; Analyze talk and modify language through paraphrase and correction in talk on topic.
			4) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	1) Construct talk or writing as a means of

2.	Natural Disasters	Causes and consequences of natural disasters (atmosphere, lithosphere, hydrosphere Focus on Kazakhstan: reporting on the causes and consequences of natural disasters	1) Use imagination to express thoughts, ideas, experiences and feelings.	 3) Apply a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on topic. 1) Develop imagination to express thoughts, ideas, experiences and feelings; 2) Discuss with peers to make hypotheses about topic; 3) Show meaning from context in
		Prediction and prevention of natural disasters	 2) Use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics. 3) Communicate and 	extended texts on topic. 1) Show appropriate subject-specific vocabulary and syntax to talk about topic; 2) Identify patterns of development in lengthy texts [inter-paragraph level] topic. 1) Respond to news
			s) Communicate and respond to news and feelings in correspondence through a variety of functions on a range of general and curricular topics.	and feelings in correspondence through a variety of functions on topic;
3.	Virtual Reality	Developing and evaluating mobile applications Expressing and justifying opinions about 2D games	1) Use speaking and listening skills to solve problems creatively and cooperatively in groups.	 Employ speaking and listening skills to solve problems creatively and cooperatively in groups; Identify specific information and the main points in topic.
			2) Understand the main points in unsupported extended talk on a wide	1) Modify appropriate subject- specific vocabulary and

			 range of general and curricular topics, including talk on a limited range of unfamiliar topics. 3) Develop and sustain a consistent argument when speaking or writing. 	 syntax to talk about topic; 2) Demonstrate style and register to achieve appropriate degree of formality in a growing variety of written genres on topic. 1) Developing and sustaining a consistent argument when speaking or writing; 2) Recognize inconsistencies in argument in extended talk on r subjects.
			4) Recognize inconsistencies in argument in extended talk on a range of general and curricular subjects.	 Emphasize written work at text level on topic with a good degree of accuracy; Apply a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on topic; Identify patterns of development in lengthy texts [inter- paragraph level] on topics.
4.	Organic and non- organic worlds	Discussing the difference between organic and non- organic food Analyzing the advantages and disadvantages of befouls Unit revision	 Recognize 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. Explain and justify own and others' point of view on a wide range of general and curricular topics. 	 Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic; Show own and others' point of view topic; Report main points in extended texts on topic. Apply a growing variety of past modal forms including must have, can't have, might have to express speculation and deduction about the past on topic. Use imagination to express thoughts, ideas, experiences and

5.	Reading for pleasure	Learners read a non-fiction text. Reading. Understanding the main points in extended texts; specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics. Skimming a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics Writing. A learner plans and makes a brief outline of a written text, edits and	 Use speaking and listening skills to provide sensitive feedback to peers. 2) Understand main points in extended texts on a wide range of familiar and 	feelings; 3) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics. 1) Practice speaking and listening skills to provide sensitive feedback to peers; 2) Realize speaker viewpoints and extent of explicit agreement between speakers on topic; 3) Employ appropriate subject- specific vocabulary and syntax to talk about topic. 1) Present main points in extended texts on topic;
		proofreads texts of a range of genres and styles.	wide range of familiar and some unfamiliar general and curricular topics.	 texts on topic; 2) Use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 3) Apply a variety of abstract compound nouns and complex noun phrases on topic.
6.	Capabilitie s of human brain	Investigate and report on the functions of the brain Multiple intelligences self*study project Describing the symptoms of stress and giving advice on how to reduce stress	1) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	 Practice writing as a means of reflecting on and exploring a range of perspectives on the world; Show specific information in unsupported extended talk on topic; Ask to complex questions to get information topic; Choose paper and digital reference resources to check meaning and extend understanding.

		increased number of verbs and adjectives use gerund forms after
	6) Interact with peers to make hypotheses about a wide range of general and curricular topics.	 Employ independently appropriate layout at text level on topic; Apply infinitive forms after an increased mumber of
	6) Internet with pages to	3) Realize main points in extended texts on topic.
	speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics.	 the speaker(s) in unsupported extended talk on topic; 2) Communicate with peers to make hypotheses about topic;
	5) Recognize the attitude or opinion of the	with which [wholepreviousclausereference] on topic.1) Identifytheattitude or opinion of
	4) 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.	 Read a wide range of extended fiction and non- fiction texts on topic; Apply if / if only in third conditional structures use a variety of relative clauses including
	world.	world; 2) Show meaning from context in unsupported extended talk on topic; 3) Respond to complex questions to get information topic.
	3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the	types on topic. 1) Writing as a means of reflecting on and exploring a range of perspectives on the
	familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding.	news and feelings in correspondence through a variety of functions on topic; 2) Apply a wide variety of question
	2) Use a wide range of	1) Communicate to

7.	Breakthrou	Nanotechnology	1) Recognize	 a variety of verbs and prepositions use a variety of prepositional and phrasal verb on topic. 1) Identify
	gh technologie s	Robotics	inconsistencies in argument in extended talk on a range of general and curricular subjects.	 inconsistencies in argument in extended talk on subject; 2) Ask to complex questions to get information topic; 3) Identify the attitude or opinion of the writer in extended texts on topic.
			2) Ask and respond to complex questions to get information about a wide range of general and curricular topics.	 Punctuate written work at text level on topic with a good degree of accuracy; Apply a variety of prepositional phrases before nouns and adjectives use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on topic.
			3) Use speaking and listening skills to provide sensitive feedback to peers.	 Practice speaking and listening skills to provide sensitive feedback to peers; Realize the detail of an argument in unsupported extended talk on topic.
			4) 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;	 Communicate With peers to make hypotheses about topic; Identify inconsistencies in argument in extended

			interact with peers to make	texts on topic;
			hypotheses about a wide range of general and curricular topics.	3) Evolve with support coherent arguments supported when necessary by examples and reasons
8.	Space X	Things you did not know about space Analysis of sci-fi film from different perspectives (physics, biology, economics) Independent project	 Use imagination to express thoughts, ideas, experiences and feelings. 2) Becoming the ettitude 	for topic. 1) Demonstrate imagination to express thoughts, ideas, experiences and feelings; 2) Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic; 3) Employ appropriate subject- specific vocabulary and syntax to talk topic.
			2) Recognize 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.	 Show meaning from context in extended texts on topic; Write coherently at text level using a variety of connectors on topic; Apply infinitive forms after an increased number of verbs and adjectives use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb topic.
			3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	 Talk as a means of reflecting on and exploring a range of perspectives on the world; Realize speaker viewpoints and extent of explicit agreement between speakers on topic.

			4) Explain and justify own and others' point of view on a wide range of general and curricular topics.	 Explain own and others' point of view on topic; Choose paper and digital reference resources to check meaning and extend understanding; Apply a wide variety of conjunctions topic.
9.	Digital world	Independent project Everyday technology A generation of 'screenagers'	 Use imagination to express thoughts, ideas, experiences and feelings. Use appropriate subject- specific vocabulary and syntax to talk about a range of general and curricular topics. 	 Develop imagination to express thoughts, ideas, experiences and feelings; Discuss with peers to make hypotheses about topic; Show meaning from context in extended texts on topic. Show appropriate subject-specific vocabulary and syntax to talk about topic; Identify patterns of development in lengthy texts [inter- paragraph level] topic.
			3) Communicate and respond to news and feelings in correspondence through a variety of functions on a range of general and curricular topics.	 Respond to news and feelings in correspondence through a variety of functions on topic; Apply perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials so far, lately, all my life, on topic.

10.	News feed	University zoos spark	1) Recognize the attitude	1) Practice writing as
10.	110115 1000	debate	or opinion of the	a means of reflecting
			speaker(s) in	on and exploring a
		Analysing news stories	unsupported extended	range of perspectives
		Teen in London cab chase	talk on a wide range of general and curricular	on the world; 2) Show specific
		Teen in London cab chase	topics, including talk on	information in
			a limited range of	unsupported extended
			unfamiliar topics.	talk on topic;
			2) Use a wide range of	3) Ask to complex
			familiar and unfamiliar	questions to get
			paper and digital	information topic;
			reference resources to	Choose paper and
			check meaning and	digital reference
			extend understanding.	resources to check meaning and extend
				understanding.
11.	Making	Introductory lessons	1) Use speaking and	1) Practice speaking
	connections	T 1.1.1.1	listening skills to solve	and listening skills to
	in biology	Journey biological	problems creatively and cooperatively in groups.	solve problems
		understanding	cooperatively in groups.	creatively and cooperatively in
		Formal and informal writing		groups;
		8		2) Show the detail of
				an argument in
				unsupported extended
				talk on topic;
				3) Employ
				appropriate subject- specific vocabulary
				and syntax to talk
				topic.
			2) Understand the detail of	1) Read a wide range
			an argument in	of extended fiction and
			unsupported extended talk	non-fiction texts on
			on a wide range of general	topic;
			and curricular topics,	2) Communicate to
			including talk on a limited	news and feelings in
			range of unfamiliar topics;	correspondence
			curricular topics.	through a variety of functions on topic;
				3) Apply a variety of
				compound adjectives,
				adjectives as
				participles,
				comparative structures
				indicating degree, and
				intensifying adjectives on topic.
				on topic.

10	T 4• 4	T (1 () ()	1) 0 1	1) 0 · · · 1
12.	Investigate	Introduction to the topic	1) Organize and present	1) Organizing and
	and report		information clearly to	presenting information
	on animal	Analyzing the specific	others, recognize the	clearly to others;
	world bats	features of animals	attitude or opinion of the	2) Identify the
	eagles bees		speaker(s) in unsupported	attitude or opinion of
	and dolphins	Presentation of the animals specific features	extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topic.	 the speaker(s) in unsupported extended talk on topic; 3) Ask with appropriate syntax and vocabulary to openended higher-order thinking questions on topic.
			2) Ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics.	 Read a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, topic; Expand with minimal support coherent arguments supported when necessary by examples and reasons for topic; Apply a variety of adjectives complemented by that, infinitive and wh- clauses on topic.

			3) Use speaking and listening skills to provide sensitive feedback to peers.	 Practice speaking and listening skills to provide sensitive feedback to peers; Show the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics; Respond with appropriate syntax and vocabulary to open- ended higher-order thinking questions on topic.
			4) Understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics.	 Employ complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics; Write with grammatical accuracy on a wide range of general and curricular topics; Apply a variety of dependent prepositions with less common nouns, adjectives and verbs on topic.
13.	Human brain	Amazing human brain facts (based on the latest science) Giving and following instructions (How to use a device) Using memory techniques	perspectives on the world.	a means of reflecting on and exploring a range of perspectives on the world; 2) Present formal and informal language registers in talk on a range of general and curricular topics, including some unfamiliar topics; 3) Realize specific information and detail in extended texts on topic.

			listening skills to provide sensitive feedback to peers. 3) Recognize 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 growing range of unfamiliar topics; Interact with peers to make	and listening skills to provide sensitive feedback to peers; 2) Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic. 1) Communicate with peers to make hypotheses and evaluate alternative proposals topic; 2) Use style and register to achieve an appropriate degree of formality in topic;
			 A) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world. 	 3) Apply a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on topic. 1) Talk or writing as a means of reflecting on and exploring a range of perspectives on the world; 2) Identify inconsistencies in argument in extended talk on a range of general and curricular subjects, including
			5) Use a growing variety of impersonal and cleft structures on a wide range of general and curricular topics.	some unfamiliar topics. 1) Communicate with peers to make hypotheses and evaluate alternative proposals on topic; 2) Apply a growing variety of impersonal and cleft structures on topic.
14.	Investigate and report on timekeeping devices/Scien ce video	Introduction to the topic The history of time keeping devices Presenting the information through the PPT	1) Evaluate and respond constructively to feedback from others.	 Realize the main points in unsupported extended talk on topic; Ask with appropriate syntax and vocabulary to open- ended higher-order thinking questions

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				tonia
			 2) Ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics. 3) Ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics. 	independently appropriate layout at text level on topic;
			4) Read a wide range of extended fiction and non- fiction texts on a variety of more complex and abstract general and curricular topics.	 Explain a wide range of extended fiction and non-fiction texts on topic; Reply to news and feelings in correspondence through a variety of functions on topic; Apply a range of affixes with appropriate meaning and correct spelling on topic.
15.	Work and inventions	Investigating the world of work Considering success in business Comparing analyzing and ranking inventions. Design your own invention	1) Use speaking and listening skills to solve problems creatively and cooperatively in groups.	spelling on topic.1) Apply speaking and listening skills to solve problems creatively and cooperatively in groups;2) Report the detail of an argument in unsupported extended talk on topic.
			2) Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics,	peers to make hypotheses and evaluate alternative

		language		information in
16.	STEM	Intelligent energy storage Discussing controversial issues Analyzing academic	1) Develop intercultural awareness through reading and discussion.	 Evolve Evolve intercultural awareness through reading and discussion; Realize specific
			6) Recognize inconsistencies in argument in extended talk on a range of general and curricular subjects, including some unfamiliar topics.	 Show appropriate subject-specific vocabulary and syntax to talk about topic; Apply a growing variety of impersonal and cleft structures on topic.
			5) Use speaking and listening skills to provide sensitive feedback to peers.	
			growing range of unfamiliar topics.	work at text level independently on topic; 3) Apply a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on topic.
			4) Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a	 Show specific information and detail in extended texts on topic; Organize write, edit and proofread
			information clearly to others.	 presenting information clearly to others; 2) Report the detail of an argument in unsupported extended talk on topic; 3) Inform own and others' point of view on topic.
			including talk on a growing range of unfamiliar topics. 3) Organize and present	 2) Inform specific information and detail in extended texts on topic. 1) Organizing and

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	unsupported extended
	talk on topic;
	3) Talk and modify
	language through
	paraphrase and
	correction in talk on
	topic.
2) Understand specific	1) Read a range of
information in	lengthy texts with
unsupported extended talk	speed to identify
on a wide range of general	content meriting closer
and curricular topics,	reading on a range of
including talk on a	more complex and
growing range of	abstract, topic;
unfamiliar topics.	2) Write coherently
I.	at text level using a
	variety of connectors
	on topic;
	3) Apply a range of
	transitive and
	intransitive verb
	complementation
	patterns topic.
3) Understand implied	1) Employ
meaning in unsupported	imagination to express
extended talk on a wide	thoughts, ideas,
range of general and	experiences and
curricular topics, including	feelings;
talk on a growing range of	2) Realize implied
unfamiliar topics.	meaning in
	unsupported extended
	talk on topic;Inform
	complex and abstract
	main points in extended
	texts on topic;
	3) Report to news
	and feelings in
	correspondence
	through a variety of
	functions on topic.
4) Use speaking and	1) Employ speaking
listening skills to solve	and listening skills to
problems creatively and	solve problems
cooperatively in groups.	creatively and
	cooperatively in
	groups;
	2) Report speaker
	viewpoints and extent
	of explicit agreement
	between speakers on
	topic;Inform own and
	others' point of view
	on topic;

17.	Reading for	Learns read non-fiction.	 5) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics. 1) Use imagination to magination to magination to speakers in the second s	 3) Choose paper and digital reference resources to check meaning and extend understanding. 1) Organize write, edit and proofread work at text level independently on topic; 2) Apply a growing variety of more complex prepositional phrases including those relating to concession and respect use a variety of multi-word verbs of different syntactic types on topic. 1) Employ intervent of the syntactic type o
	Pleasure	Writing. A learner plans and makes a brief outline of a written text, edits and proofreads texts of a range of genres and styles; observes spelling and grammar rules; provides arguments in a written text based on media	express thoughts, ideas, experiences and feelings.	 imagination to express thoughts, ideas, experiences and feelings; 2) Realize speaker viewpoints and extent of explicit agreement between speakers topic.
		information; writes business letters and other documents; writes discursive texts expressing an opinion of an issueon a range of topics, including those related to social studies and humanities.	2) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics; ular topics.	 Comment on the views of others in a growing variety of talk contexts topic. Report specific information and detail in extended texts on topic; Write coherently at text level using a variety of connectors on topic.
			 3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world. 4) Understand the main 	 Practice writing as a means of reflecting on and exploring a range of perspectives on the world; Imagine the main points in unsupported extended talk topic. Employ formal and

19	Pagart	A variety of technologies	points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics.	informal language registers in talk topic; 2) Identify the attitude, opinion or tone of the writer in extended texts on topic; 3) Organize write, edit and proofread work at text level independently on topic; 4) Apply a range of transitive and intransitive verb complementation patterns on topic.
18.	Recent advances in technology	A variety of technological, mobile and application tools for personal, educational and professional use educational and professional use Options for future carees. Producing information leaflets	 Develop intercultural awareness through reading and discussion. Understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics. 	variety of more complex and abstract topic; 2) Evolve with minimal support coherent arguments supported when necessary by examples and reasons for topic; 3) Apply a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] topic.
19.	Independent project	Options for future careers Producing information leaflets	1) Use talk or writing as a means of reflecting on and exploring a range of	 Practice writing as a means of reflecting on and exploring a

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a)on the world; 2) Report specific information in unsupported extended talk on a wide range of general and curricular topics.on the world; 2) Report specific information in unsupported extended talk on a wide range of general and curricular topics.on talk and modify language through paraphrase and correction in talk on topic; 2) Inform specific information and detail in extended texts on topic; 3) Employ independently appropriate layout at text level on topic; 4) Apply a variety of dependent prepositions with less common nouns, adjectives and verbs on topic; 3) Develop intercultural awareness through reading and discussion.3) Develop intercultural awareness through reading and discussion.awareness through reading awareness through reading awareness through reading and discussion.4) Explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics.1) Evolve with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres topic;		
3) Develop intercultural awareness through reading and discussion. 1) Evolve mith and justify own and others' point of view on topic; 3) Develop intercultural awareness through reading and discussion. 1) Evolve mith arrong and generad and circultural awareness through reading and discussion. 4) Explain and justify own and others' point of view on topic; 1) Evolve mith arrong and and the support of t	perspectives on the world.	,
2) Understand specific information in unsupported extended talk on topic. 2.) Understand specific information in unsupported extended talk on a wide range of general and curricular topics. and curricular topics. 2) 1) Talk and modify language through paraphrase and correction in talk on topic; 2.) 1) 1) Termeded texts on topic; 3) Employ independently appropriate layout at text level on topic; 3) Develop intercultural awareness through reading and discussion. 3) Develop intercultural awareness through reading and discussion. 4) Explain and justify own and others' point of view on topic. 4) Explain and justify own and others' point of view on a range of general and curricular topies, including some unfamiliar topies.		/ I I
2)Understand specific information unsupported extended talk on a wide range of general and curricular topics.1)Talk and modify language through paraphraseand curricular topics.2)Inform specific information and detail in extended texts on topic; 3)Employ independently appropriate layout at text level on topic; 4)Apply a variety of dependently appropriate layout at text level on topic; 4)3)Develop intercultural awareness through reading and discussion.1)Evolve intercultural awareness through reading and discussion.3)Develop intercultural awareness through reading and discussion.1)Evolve intercultural awareness through reading and discussion; 2)4)Explain and justify own and others' point of verts on a range of general and curricular topies, including some unfamiliar topies.1)Evolve with niminal supported when necessary by examples and reasons for a wide range of written genres topic;		
2) Understand specific information in unsupported extended talk on a wide range of general and curricular topics.1) Talk and modify language through paraphrase correction in talk on topic; 2) Inform specific information and detail in extended texts on topic; 3) Employ independently appropriate layout at text level on topic.3) Develop intercultural awareness through reading and discussion.1) Talk and modify language torrection in talk on topic; 2) Inform specific information and detail in extended texts on topic; 4) Apply a variety of dependent prepositions with less common nouns, adjectives and verbs on topic.3) Develop intercultural awareness through reading and discussion.1) Evolve intercultural awareness through reading and discussion; 2) Explain and justify own and others' point of view on topic; 3) Identify patterns of development in lengthy texts [inter-paragraph level] on topic.4) Explain and justify own and others' point of view on a range of general and some unfamiliar topics.1) Evolve with minimal support event arguments supported when ncessary by examples and reasons for a wide range of written genres topic;		
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on a wide range of general and curricular topics.correction in talk on topic; 2) Inform specific information and detail in extended texts on topic; 3) Employ independently appropriate layout at text level on topic; 4) Apply a variety of dependent prepositions with less common nouns, adjectives and verbs on topic.3) Develop intercultural awareness through reading and discussion.1) Evolve intercultural awareness through reading own and others' point of view on topic.3) Identify patterns of development in lengthy texts [inter-paragraph level] on topic.4) Explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics.4) Explain and justify own and cothers' point of view on a range of general and curricular topics, including some unfamiliar topics.4) Explain and justify own and cothers' point of view or on a range of general and curricular topics, including some unfamiliar topics.4) Explain and justify own and cothers' point of view or on a range of written geners topic;		-
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20.	The clothes of chemistry	Introduction to the topic Investigating the resources and processes involved in manufacturing clothes	1) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	 Practice writing as a means of reflecting on and exploring a range of perspectives on the world; Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic.
			2) Recognize 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 growing range of unfamiliar topics.	 Modify language through paraphrase and correction in talk on topic; Read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract topic.
			3) Develop intercultural awareness through reading and discussion.	 Evolve intercultural awareness through reading and discussion; 2.React with appropriate syntax and vocabulary to open-ended higher- order thinking questions on topic; 2) Identify inconsistencies in argument in extended texts on a range of more complex and abstract topics.
			4) Ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics.	 Accent written work at text level on topic with a good degree of accuracy; Apply a wide variety of pre-verbal, post-verbal and end- position adverbs/adverbial phrases on topic.
			5) Use speaking and listening skills to provide sensitive feedback to peers.	1) Involve speaking and listening skills to provide sensitive feedback to peers;

		 2) Employ appropriate subject-specific vocabulary and syntax to talk about topic; 3) Apply a growing variety of impersonal
		and cleft structures on topic.

Base literature:

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2. Jenny Dooley, Bob Obee. Action for Kazakhstan Grade 10 (Science Schools) Workbook & Grammar book. -Express publishing, 2019

3. Jenny Dooley, Bob Obee. Action for Kazakhstan Grade 10 (Science Schools) Teacher's book. -Express publishing, 2019

4. Jenny Dooley, Bob Obee .Action for Kazakhstan Grade 10 (Science Schools) DVD Activity Book. -Express publishing, 2019

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7. Jenny Dooley, Bob Obee. Action for Kazakhstan Grade 10 (Science Schools) Interactive Whiteboard Software. - Express publishing, 2019

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11. Jenny Dooley, Bob Obee, N. Mukhamedjanova. Action for Kazakhstan Grade 11 (Science Schools) Student's book. -Express publishing, 2020

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14. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Action for KazakhstanGrade 11 CDs (Science Schools) Class -Express publishing, 2020 15. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Action for Kazakhstan Grade 11 Schools) publishing, (Science eBook. -Express 2020 16. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Action for Kazakhstan Grade 11 Express (Science Schools) DVD Video (PAL). publishing, 2020 17. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Action for Kazakhstan Grade 11(Science Schools) DVD Activity Book -Express publishing. . 2020 18. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Action for KazakhstanGrade 11 (Science Schools) DVD Activity Book KEY. -Express publishing. 2020 19. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Action for Kazakhstan Grade 11(Science Schools) Interactive Whiteboard Software . - Express publishing, 2020 20. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Action for Kazakhstan Grade 11 (Science Schools) Teacher's Resource Pack & Tests CD-ROM. -Express publishing, 2020

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24.Бексултанова Л.А. Использование обучающих игр на уроках английского языка в средних классах общеобразовательной школы. - Алматы, 2014

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26.Бонк Н.А., Левина И.И., Бонк И.А. Английский шаг за шагом. Часть 2. – М: Эксмо, 2014

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Additional literature:

1. Jessica Williams, Chris Sowton, Lewis Lansford. English Grade 10 (Sciences) -Study Inn-Cambridge University Press, 2019 Student's book. 2. Jessica Williams, Chris Sowton, Lewis Lansford. English Grade 10 (Sciences) Inn-Cambridge Workbook.-Study University Press. 2019 3. Jessica Williams, Chris Sowton, Lewis Lansford. English Grade 10 (Sciences) Teacher's book. -Study Inn-Cambridge University Press ,2019 4.N. Tutbayeva, R. Akysheva .English Grade 10 (Sciences) Suplementary Materials for Teachers. -Study Inn-Cambridge University Press. 2019 5. Jessica Williams, Chris Sowton, Lewis Lansford. Chris Sowton. English Grade 10 (Sciences) Disc with Class Audio and Video materials. -Study Inn Cambridge University Press, 2019 6. David Spencer .Gateway for Kazakhstan Grade 10 (Science Schools) Digital Premium 2019 Publishers, Student's Book Pack.-Macmillan 7. Frances Treloar, Gill Holley .Gateway for Kazakhstan Grade 10(Science Schools) -Macmillan Publishers, Workbook. 2019 8. Anna Cole .Gateway for Kazakhstan Grade 10 (Science Schools) Teacher's Book Pack -Macmillan Publishers, 2019 Premium 9. Anna Cole .Gateway for Kazakhstan Grade 10 (Science Schools) Class CDs (1,2) -Macmillan Publishers,2019 10.Tim Falla, Paul A Davies, Paul Kelly, Helen Wendholt, Sylvia Wheeldon .Solutions Kazakhstan Edition Grade 11 (Science Schools) Student's Book.- Oxford University Press,2020 11.Tim Falla, Paul A Davies, Paul Kelly, Helen Wendholt, Sylvia Wheeldon .Solutions Kazakhstan Edition Grade 11 (Science Schools) Workbook.-Oxford University Press,2020 12.Helen Halliwell, Katherine Stannett Jeremy Bowell. Solutions Kazakhstan Edition Grade 11 (Science Schools) Teacher's Book. -Oxford University Press, 2020

13.Paul A Davies, Tim Falla. Solutions Kazakhstan Edition Grade 11 (Science Schools)ClassAudioCDs.-OxfordUniversityPress,202014.Paul A Davies, Tim Falla. Solutions Kazakhstan Edition Grade 11 (Science Schools)Teacher's Resource Disk. -Oxford University Press,2020

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Teaching aids:

- 1. CD, CD-RW, DVD disks, Flash USB Drive, HDD-External
- 2. Electronic library
- 3. Interactive board
- 4. Multifunction printer scanner
- 5. Multimedia computer
- 6. Radio and telecommunication

Technical textbooks: audio equipment, video equipment, photo- equipment, projectors.

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