

**Министерство образования и науки Республики Казахстан
Техническое и профессиональное образование**

Регистрационный № ____
«____» _____ 20__ г.

ТИПОВАЯ УЧЕБНАЯ ПРОГРАММА

АНГЛИЙСКИЙ ЯЗЫК
(наименование дисциплины)

(общественно-гуманитарное направление)

На базе основного среднего образования

Семей 2020

Программа рассмотрена и рекомендована учебно-методическим объединением по общеобразовательным дисциплинам общественно-гуманитарного направления

Протокол № 2 от «03» июля 2020 г.

Программа рассмотрена и одобрена Республиканским учебно-методическим советом технического и профессионального, послесреднего образования Министерства образования и науки Республики Казахстан

Протокол № 1 от «15» июля 2020 г.

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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 that 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 that 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

№	Name of units and lesson topics	Number of hours		
		Total	Lessons	
			Theoretical	Practical
I Unit. Legend or Truth		*	*	*
1.	Lesson topic - 1. Introductory lessons			
2.	Lesson topic - 2. Legend or truth (analysing and telling urban legends) (optional focus on Kazakhstan)			
3.	Lesson topic – 3. Myth busters (History, Geography)			
4.	Lesson topic - 4.Writing an article			
II Unit. Controversial Issues		*	*	*
5.	Lesson topic – 5. Discussing pros and cons of immigration			
6.	Lesson topic – 6. Expressing opinions about gender equality issues			
III Unit. Virtual reality		*	*	*
7.	Lesson topic – 7. Creating and explaining a fantasy country (geography, laws, economy, industry)			
8.	Lesson topic – 8. Expressing and justifying opinion about fantasy books and films (essay)			
IV Unit. Out of this World		*	*	*
9.	Lesson topic – 9. Things you didn’t know about space			
10.	Lesson topic – 10. A sci-fi film review			
V Unit. Stress and Fear		*	*	*
11.	Lesson topic -11. Describing the symptoms of stress			
12.	Lesson topic -12. Giving advice on how to reduce stress (psychology)			
13.	Lesson topic -13. Analysing and describing phobias and frightening situations			
VI Unit. Imagination and Creativity		*	*	*
14.	Lesson topic – 14. Explain what inspiration is and where it comes from			
15.	Lesson topic – 15. Creative people (Art Literature Music)			
VII Unit. Reading for Pleasure		*	*	*
16.	Lesson topic -16. Learners read a classical fiction book			
VIII Unit. Different Ways of Living		*	*	*
17.	Lesson topic -17. Discussing whether money brings happiness			
18.	Lesson topic -18. Evaluating the benefits of living without money			
IX Unit. Independent Project		*	*	*
19.	Lesson topic -19. Independent project Guide			
20.	Lesson topic -20. Planning a sustainable city of the future (economic focus) (optional focus on Kazakhstan)			
X Unit. Making contact		*	*	*

21.	Lesson topic -21. Introductory lessons A new Academic Year Resolution			
22.	Lesson topic -22. Describing countries and cities (Architecture) History and traditions (Architectural Value of Yurts			
23.	Lesson topic -23. Dealing with culture shock			
24.	Lesson topic -24. Formal and informal writing			
XI Unit. Investigate and report on animal world: bats, eagles, bees and dolphins		*	*	*
25.	Lesson topic -25. Introduction topics			
26.	Lesson topic -26. Analyzing the specific features of animals			
27.	Lesson topic – 27. Presentation of the animals’ specific features			
XII Unit. Interviews and instructions		*	*	*
28.	Lesson topic -28. How to be successful in an interview			
29.	Lesson topic -29. Analysis of an interview			
XIII Unit. Investigate and report on timekeeping devices/Science video		*	*	*
30.	Lesson topic -30. Introduction to the lesson			
31.	Lesson topic -31. The history of timekeeping devices			
XIV Unit. Work and inventions		*	*	*
32.	Lesson topic -32. Investigating the world of work			
33.	Lesson topic -33. Considering success in business			
XV Unit. Social change and further study		*	*	*
34.	Lesson topic -34. Analyzing the ingredients of a successful speech			
35.	Lesson topic – 35. Discussing controversial issues. Analysing academic language			
XVI Unit. Reading for pleasure		*	*	*
36.	Lesson topic – 36. Learners read non-fiction			
XVII Unit. Making statements and providing information		*	*	*
37.	Lesson topic – 37. Different ways of self -expression			
38.	Lesson topic – 38. Options for future careers			
XVIII Unit. Clothes journeys		*	*	*
39.	Lesson topic -39. Introduction to the lesson			
40.	Lesson topic – 40. Investigating the resources and processes involved in manufacturing clothes Researching an issue related to the fashion industry			
	Discipline hours	120	47	73

Training results and assessment criteria

№	Unit name	Unit content	Training results	Assessment criteria
1.	Legend or Truth	Introductory lessons	1) Organize and present information clearly to others.	1) Organizing and presenting information clearly to others; 2) Identify specific information and the main points in topic; 3) Criticize on the views of others in a growing variety of talk contexts on topic.
		Legend or truth (analysing and telling urban legends) (optional focus on Kazakhstan)		
		Myth busters (History, Geography)	2) 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.	1) Identify the main points of a text on topics in speed reading; 2) Present topical vocabulary, which is appropriate to topic and genre and which is spelt accurately; 3) Apply comparative degree adverb structures with regular and irregular adverbs.
		Writing an article	3) Use speaking and listening skills to provide sensitive feedback to peers.	1) Employ speaking and listening skills to provide sensitive feedback to peers; 2) Define the detail of an argument in unsupported extended talk 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.	1) Analyze talk and modify language through paraphrase and correction in talk on topic; 2) Demonstrate paper and digital reference resources to check meaning and extend understanding.
			5) 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 reflecting on and exploring a range of perspectives on the world; 2) Practice coherently at text level using a variety of connectors on topic; 3) Apply a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on topic.
2.	Controversial Issues	Discussing pros and cons of immigration	1) Use imagination to express thoughts, ideas, experiences and	1) Develop imagination to express thoughts, ideas, experiences and feelings;

		Expressing opinions about gender equality issues	feelings.	2) Discuss with peers to make hypotheses about topic; 3) Show meaning from context in extended texts on topic.
			2) Use formal and informal language registers in talk on a wide range of general and curricular topics.	1) Explain formal and informal language registers in talk topic; 2) Identify the main points of a text on topics in speed reading ;
			3) Skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics.	1) Make a clear plan of writing; write a text; check the written draft 2) Apply a range of adjective forms such as compound adjectives, comparative and superlative adjectives accurately.
3.	Virtual Reality	Creating and explaining a fantasy country (geography, laws, economy, industry) Expressing and justifying opinion about fantasy books and films (essay)	1) Use speaking and listening skills to solve problems creatively and cooperatively in groups.	1) Employ speaking and listening skills to solve problems creatively and cooperatively in groups; 2) Identify specific information and the main points in topic; 3) Modify appropriate subject-specific vocabulary and syntax to talk about topic.
			2) 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) Demonstrate style and register to achieve appropriate degree of formality in a growing variety of written genres on topic; 2) 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 on topic.
			3) Develop and sustain a consistent argument when speaking or writing.	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.	1) Solving own and others' point of view on topic; 2) Show meaning from context in extended texts on topic; 3) Emphasize written work at text level on topic with a good degree of accuracy; 4) Apply a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on topic.
4.	Out of this World	Things you didn't know about space A sci-fi film review	1) Use imagination to express thoughts, ideas, experiences and feelings.	1) Modify imagination to express thoughts, ideas, experiences and feelings; 2) Identify the attitude or opinion of the speaker(s) in unsupported extended 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.	1) Reply to complex questions to get information about a wide range of general and curricular topics; 2) Recognize specific information and detail in extended texts on topic; 3) 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.
			3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	1) Modify talk or writing as a means of reflecting on and exploring a range of perspectives on the world; 2) Recognize understand speaker viewpoints and extent of explicit agreement between speakers on topic.
			4) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics.	1) Solving own and others' point of view topic; 2) Employ paper and digital reference resources to check meaning and extend understanding; 3) Modify independently

				<p>appropriate layout at text level on topic;</p> <p>4) Practice 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.</p>
5.	Stress and Fear	Describing the symptoms of stress	1) Use feedback to set personal learning objectives.	<p>1) Demonstrate feedback to set personal learning objectives;</p> <p>2) Recognize specific information in unsupported extended talk on topic.</p>
		Giving advice on how to reduce stress (psychology)	2) Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topic.	<p>1) Apply appropriate subject-specific vocabulary and syntax to talk about topic; Imagine main points in extended texts on topic;</p> <p>2) Modify a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;</p> <p>3) Practice a variety of abstract compound nouns and complex noun phrases on topic.</p>
		Analysing and describing phobias and frightening situations	3) Evaluate and respond constructively to feedback from others.	<p>1) React constructively to feedback from others;</p> <p>2) Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic;</p> <p>2) Interconnect with peers to make hypotheses about topic.</p>

			4) 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.	1) Show meaning from context in extended texts on topic; 2) Employ independently appropriate layout at text level on topic; 3) 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 on topic.
			5) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	1) Practice talk as a means of reflecting on and exploring a range of perspectives on the world; 2) Realize implied meaning in unsupported extended talk on topic.
			6) 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) Define formal and informal language registers in talk on topic; 2) Imagine specific information and detail in extended texts on topic; 3) Identify patterns of development in lengthy texts [inter-paragraph level] on topic; 4) Show coherently at text level using a variety of connectors on topic.
6.	Imagination and Creativity	Explain what inspiration is and where it comes from Creative people (Art Literature Music)	1) Develop intercultural awareness through reading and discussion.	1) Expand intercultural awareness through reading and discussion; 2) Realize speaker viewpoints and extent of explicit agreement between speakers on topic; 3) Explain a wide range of extended fiction and non-fiction texts on topic.

			2) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics.	1) Organize write, edit and proofread work at text level independently on topic; 2) Employ a wide variety of question types on topic; 3) Apply a variety of reported statements and question forms on topic.
			3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	1) Practice writing as a means of reflecting on and exploring a range of perspectives on the world; 2) Show meaning from context in unsupported extended talk on topic; 3) React to complex questions to get information about topic.
			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.	1) Explain a wide range of extended fiction and non-fiction texts on topic; 2) Expand with support coherent arguments supported when necessary by examples and reasons for topic; 3) Apply if / if only in third conditional structures use a variety of relative clauses including with which [whole previous clause reference] on topic.
7.	Reading for Pleasure	Learners read a classical fiction book Speaking and listening skills to solve problems creatively and cooperatively in groups; Provide sensitive feedback to peers. Respect differing points of view. Evaluate and respond constructively to feedback from others; use feedback to set personal learning objectives.	1) Respect differing points of view.	1) Employ a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 2) Apply a wide variety of conjunctions on topic.
8.	Different	Discussing whether	1) Use feedback to set	1) Demonstrate feedback to

Ways of Living	money brings happiness	personal learning objectives.	set personal learning objectives; 2) Identify inconsistencies in argument in extended talk on subject.
	Evaluating the benefits of living without money	2) Understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics.	1) Solving own and others' point of view on topic; 2) Explain main points in extended texts on topic; 3) Practice 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.
		3) Use imagination to express thoughts, ideas, experiences and feelings	1) Show imagination to express thoughts, ideas, experiences and feelings; 2) Realize speaker viewpoints and extent of explicit agreement between speakers on topic; 3) Comment on the views of others in a growing variety of talk contexts on topic.
		4) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics.	1) Identify inconsistencies in argument in extended texts on topic; 2) Punctuate written work at text level on topic with a good degree of accuracy; 3) Apply a wide variety of determiners and pre-determiner structures on topic.
		5) Respect differing points of view.	1) Esteem differing points of view; 2) Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic; 3) Cooperate with peers to make hypotheses about topic.
		6) Interact with peers to make hypotheses about a wide range of general and curricular topics.	1) Read a range of lengthy texts with speed to identify content meriting closer reading on topic; 2) Expand with support coherent arguments supported when necessary by examples and reasons for topic;

				3) Apply a variety of future active and passive and future continuous forms on topic.
9.	Independent Project	Independent project Guide Planning a sustainable city of the future (economic focus) (optional focus on Kazakhstan)	1) Respect differing points of view.	1) Esteem differing points of view; Identify inconsistencies in argument in extended talk on subject; 2) Reply to complex questions to get information about topic; 3) Identify the attitude or opinion of the writer in extended texts on topic.
			2) Recognize inconsistencies in argument in extended talk on a range of general and curricular subjects.	1) Report to news and feelings in correspondence through a variety of functions on topic; 2) Apply a variety of prepositional phrases before nouns and adjectives; 3) 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 solve problems creatively and cooperatively in groups.	1) Employ speaking and listening skills to solve problems creatively and cooperatively in groups; 2) Show the detail of an argument in unsupported extended talk on topic; 3) Cooperate with peers to make hypotheses about 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.	1) Explain a wide range of extended fiction and non-fiction texts on topic; 2) Evolve with support coherent arguments supported when necessary by examples and reasons for topic; 3) Apply a variety of future active and passive and future continuous forms on topic.
10.	Making contact	Introductory lessons A new Academic Year Resolution Describing countries and cities (Architecture)	1) Use speaking and listening skills to solve problems creatively and cooperatively in groups.	1) Employ speaking and listening skills to solve problems creatively and cooperatively in groups; 2) Show meaning from context in unsupported extended talk on topic

		<p>History and traditions (Architectural Value of Yurts Dealing with culture shock</p> <p>Formal and informal writing</p>		3) React with appropriate syntax and vocabulary to open-ended higher-order thinking questions on topic.
			2) Deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics.	1) Apply vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 2) Practice a wide variety of future forms, including future perfect forms on topic.
			3) Organize and present information clearly to others.	1) Organize and present information clearly to others; 2) Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic.
			4) 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.	1) Cooperate with peers to make hypotheses and evaluate alternative proposals on topic; 2) Read a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, topic; 3) Expand with minimal support coherent arguments supported when necessary by examples and reasons for topic; 4) Apply a variety of adjectives complemented by that, infinitive and wh- clauses on topic.
			5) 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.	1) Determine the main points in unsupported extended talk on topic; 2) Express own and others' point of view on topic; 3) Show complex and main abstract points in extended texts on topic.
			6) And others' point of view on a range of general and curricular topics, including some unfamiliar topics.	1) Write with grammatical accuracy on topic; 2) Apply a variety of determiners relating to nouns for generic uses, some appositional uses and textual reference on topic.
			7) Evaluate and	1) Analyze constructively to

			respond constructively to feedback from others.	feedback from others; Inform specific information in unsupported extended talk on topic; 2) Comment on the views of others in a growing variety of talk contexts on topic.
			8) Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics.	1) Develop consistent argument when speaking or writing; 2) Realize the detail of an argument in unsupported extended talk on topic; 3) Cooperate with peers to make hypotheses and evaluate alternative proposals on topic.
			9) Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics.	1) Determine style and register to achieve an appropriate degree of formality in topic; 2) Apply a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on topic.
			10) Recognize inconsistencies in argument in extended talk on a range of general and curricular subjects, including some unfamiliar topics.	1) Identify inconsistencies in argument in extended talk on topic; 2) Use formal and informal language registers in talk on topic; 3) Apply a wide variety of reported statement, command and question forms on topic.
11.	Investigate and report on animal world: bats, eagles, bees and dolphins	Introduction topics. Analyzing the specific features of animals. Presentation of the animals' specific features	1) 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.	1) Determine the main points in unsupported extended talk on topic; 2) Express own and others' point of view on topic; 3) Show complex and main abstract points in extended texts on topic.

12.	Interviews and instructions	How to be successful in an interview Analysis of an interview	1) Evaluate and respond constructively to feedback from others.	1) Analyze constructively to feedback from others; Inform specific information in unsupported extended talk on topic; 2) Comment on the views of others in a growing variety of talk contexts on topic.
			2) 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.	1) Read a range of lengthy texts with speed to identify content meriting closer reading on topic; 2) Employ independently appropriate layout at text level on topic; 3) Apply a range of affixes with appropriate meaning and correct spelling on topic.
			3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	1) Practice talk as a means of reflecting on and exploring a range of perspectives on the world; 2) Report specific information in unsupported extended talk on topic; 3) Realize specific information and detail in extended texts on topic.
			4) Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics.	1) Use style and register to achieve an appropriate degree of formality in topic; 2) Apply a wide variety of past modal forms to express appropriate functions use a variety of near modal structures including supposed to, bound to, due, willing to on topic.
			5) Use imagination to express thoughts, ideas, experiences and feelings.	1) Employ imagination to express thoughts, ideas, experiences and feelings; 2) Report implied meaning in unsupported extended talk on topic; 3) Explain a wide range of extended fiction and non-fiction texts on topic.
			6) Understand implied meaning in	1) Reply to news and feelings in correspondence through a

			unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics.	variety of functions on topic; 2) Apply a range of affixes with appropriate meaning and correct spelling on topic.
13.	Investigate and report on timekeeping devices/Science video	Introduction to the lesson The history of timekeeping devices	1) Use speaking and listening skills to solve problems creatively and cooperatively in groups.	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, including talk on a growing range of unfamiliar topics.	1) Cooperate with peers to make hypotheses and evaluate alternative proposals on topic; 2) Inform specific information and detail in extended texts on topic.
			3) Organize and present information clearly to others.	1) Organizing and presenting information clearly to others; 2) Report the detail of an argument in unsupported extended talk on topic; Inform own and others' point of view on topic; Identify patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract 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 growing range of unfamiliar topics.	1) Organize write, edit and proofread work at text level independently on topic; 2) Apply a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on topic.
			5) Use speaking and listening skills to provide sensitive feedback to peers.	1) Employ speaking and listening skills to provide sensitive feedback to peers; 2) Identify inconsistencies in argument in extended talk on topic.
			6) Recognize inconsistencies in argument in extended talk on a range of	1) Show appropriate subject-specific vocabulary and syntax to talk about topic; 2) Apply a growing variety of

			general and curricular subjects, including some unfamiliar topics.	impersonal and cleft structures on topic.
14.	Work and inventions	Investigating the world of work Considering success in business	1) Develop intercultural awareness through reading and discussion.	1) Evolve intercultural awareness through reading and discussion; 2) Realize specific information in unsupported extended talk on topic; 3) Talk and modify language through paraphrase and correction in talk on topic.
			2) Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics.	1) Read a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, topic; 2) Write coherently at text level using a variety of connectors on topic; 3) Apply a variety of pre- and post- modifying noun structures on topic.
			3) Use imagination to express thoughts, ideas, experiences and feelings.	1) Employ imagination to express thoughts, ideas, experiences and feelings; 2) Realize implied meaning in unsupported extended talk on topic; 3) Inform complex and abstract main points in extended texts on topic.
			4) 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.	1) Report to news and feelings in correspondence through a variety of functions on topic; 2) Apply a range of transitive and intransitive verb complementation patterns on topic.
			5) Use speaking and listening skills to solve problems creatively and cooperatively in groups.	1) Employ speaking and listening skills to solve problems 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;

				3) Choose paper and digital reference resources to check meaning and extend understanding.
			6) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including.	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.
15.	Social change and further study	Analyzing the ingredients of a successful speech Discussing controversial issues. Analysing academic language	1) Use imagination to express thoughts, ideas, experiences and feelings.	1) Employ imagination to express thoughts, ideas, experiences and feelings; 2) Realize speaker viewpoints and extent of explicit agreement between speakers topic; 3) Comment on the views of others in a growing variety of talk contexts topic.
			2) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics.	1) Report specific information and detail in extended texts on topic; 2) Write coherently at text level using a variety of connectors on topic; 3) Apply a range of affixes with appropriate meaning and correct spelling on topic.
			3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	1) Practice writing as a means of reflecting on and exploring a range of perspectives on the world; 2) Imagine the main points in unsupported extended talk topic; 3) Employ formal and informal language registers in talk 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	1) Identify the attitude, opinion or tone of the writer in extended texts on topic; 2) Organize write, edit and proofread work at text level independently on topic; 3) Apply a range of transitive

			unfamiliar topics.	and intransitive verb complementation patterns on topic.
16.	Reading for pleasure	Learners read non-fiction. Speaking. A learner participates in a conversation, in situations of formal and informal everyday communication correctly, formulates utterances using the lexical and grammatical resources of the language, expresses an emotional and evaluative attitude to the reality using a previously suggested strategy of oral communication, analyses and compares texts providing arguments to support their points of view.	1) Develop intercultural awareness through reading and discussion.	1) Evolve intercultural awareness through reading and discussion; 2) Realize implied meaning in unsupported extended talk on topic; 3) Estimate on the views of others in a growing variety of talk contexts on topic.
			2) 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.	1) Read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract topic; 2) 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.
17.	Making statements and providing information	Different ways of self-expression Options for future careers	1) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	1) Practice writing as a means of reflecting on and exploring a range of perspectives on the world; 2) Report specific information in unsupported extended talk on topic; 3) Talk and modify language through paraphrase and correction in talk on topic; Inform specific information and detail in extended texts on topic.
			2) Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of	1) Employ independently appropriate layout at text level on topic; 2) Apply a variety of dependent prepositions with less common nouns, adjectives and verbs on topic.

			unfamiliar topics.	
			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 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; 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.
18.	Clothes journeys	Introduction to the lesson Investigating the resources and processes involved in manufacturing clothes Researching an issue related to the fashion industry	1) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	1) Practice writing as a means of reflecting on and exploring a range of perspectives on the world; 2) Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic; 3) Modify language through paraphrase and correction in talk on topic; 4) Read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract topic.
			2) Develop intercultural awareness through reading and discussion.	1) Evolve intercultural awareness through reading and discussion; 2) React with appropriate syntax and vocabulary to open-ended higher-order thinking questions on topic.
			3) Ask and respond with appropriate syntax and vocabulary to open-ended higher-	1) Identify inconsistencies in argument in extended texts on a range of more complex and abstract topics;

			<p>order thinking</p> <p>questions on a range of general and curricular topics, including some unfamiliar topics.</p>	<p>2) Accent written work at text level on topic with a good degree of accuracy;</p> <p>3) Apply a wide variety of pre-verbal, post-verbal and end-position adverbs/adverbial phrases on topic.</p>
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List of literature and teaching aids

Base literature:

1. Jenny Dooley, Bob Obee. Aspect for Kazakhstan Grade 10 (Grammar Schools) Student`s book. -Express Publishing, 2019
2. Jenny Dooley, Bob Obee. Aspect for Kazakhstan Grade 10 (Grammar Schools) Workbook & Grammar book. -Express Publishing, 2019
3. Jenny Dooley, Bob Obee. Aspect for Kazakhstan Grade 10 (Grammar Schools) Teacher`s book. -Express Publishing, 2019
4. Jenny Dooley, Bob Obee. Aspect for Kazakhstan Grade 10 (Grammar Schools) DVD Activity Book. -Express Publishing, 2019
5. Jenny Dooley, Bob Obee. Aspect for Kazakhstan Grade 10 (Grammar Schools) DVD Activity Book KEY. - Express Publishing, 2019
6. Jenny Dooley, Bob Obee. Aspect for Kazakhstan Grade 10 (Grammar Schools) Class CDs. -Express Publishing, 2019
7. Jenny Dooley, Bob Obee. Aspect for Kazakhstan Grade 10 (Grammar Schools) Interactive Whiteboard Software. - Express Publishing, 2019
8. Jenny Dooley, Bob Obee. Aspect for Kazakhstan Grade 10 (Grammar Schools) Teacher`s Resource Pack & Test. - Express Publishing, 2019
9. Jenny Dooley, Bob Obee. Aspect for Kazakhstan Grade 10 (Grammar Schools) DVD Video. -Express Publishing, 2019
10. Jenny Dooley, Bob Obee. Aspect for Kazakhstan Grade 10 (Grammar Schools) e-Book.- Express Publishing, 2019
11. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Aspect for Kazakhstan Grade 11 (Grammar Schools) Student`s book. Express Publishing, 2020
12. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Aspect for Kazakhstan Grade 11 (Grammar Schools) Workbook& Grammar book . Express Publishing, 2020
13. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Aspect for Kazakhstan Grade 11 (Grammar Schools) Teacher`s book. -Express Publishing, 2020
14. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Aspect for Kazakhstan Grade 11 (Grammar Schools) Class CDs. - Express Publishing, 2020
15. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Aspect for Kazakhstan Grade 11 (Grammar Schools) eBook. - Express Publishing, 2020
16. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Aspect for Kazakhstan Grade 11 (Grammar Schools) DVD Video (PAL). -Express Publishing, 2020
17. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Aspect for Kazakhstan Grade 11 (Grammar Schools) DVD Activity Book. - Express Publishing, 2020
18. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Aspect for Kazakhstan Grade 11 (Grammar Schools) DVD Activity Book KEY. -Express Publishing, 2020
19. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Aspect for Kazakhstan Grade 11 (Grammar Schools) Interactive Whiteboard Software. -Express Publishing, 2020

20. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Aspect for Kazakhstan Grade11 (Grammar Schools) Teacher`s Resource Pack & Tests CD-ROM. -Express Publishing, 2020
21. Iren Glad. English-Russian Smart Dictionary. -Pilgrim education ltd, 2017
22. Аяпова Т.Т. English Kazakh Thematic Dictionary. - Алматы: Білім, 2012
23. Бексултанова Л.А. Использование обучающих игр на уроках английского языка в средних классах общеобразовательной школы. - Алматы, 2014
24. Бонк Н.А., Левина И.И., Бонк И.А. Английский шаг за шагом. Часть 1.- М: Эксмо, 2015
25. Бонк Н.А., Левина И.И., Бонк И.А. Английский шаг за шагом. Часть 2. –М: Эксмо, 2014
26. Голицынский Ю.Б. Грамматика: Сборник упражнений. 7-е изд. – М., 2012
27. Израилевич Е.Е., Качалова К.Н. Практическая грамматика английского языка с упражнениями и ключами. – М.: Юнвес Ладком, 2011
28. Израилевич Е.Е., Качалова К.Н. English: практическая грамматика английского языка с упражнениями и ключами. – М.: Каро БАЗИС, 2014
29. Қақжанова Ф.А. Ағылшын тілінің практикалық курсы. –Алматы, 2011
30. Мейрамова С., Кемпбелл-Томсон О. Английский язык (практический курс) – Астана, 2017
31. Мюлер В.К. Полный англо-русский, русско-английский словарь. 300 000 слов и выражений. – М.: Эксмо, 2013

Additional literature:

1. David Spencer .Gateway for Kazakhstan Grade 10 (Humanities schools) Digital Student`s Book Premium Pack. -Macmillan Publishers, 2019
2. Annie Cornford, Frances Watkins .Gateway for Kazakhstan Grade 10 (Humanities schools) Workbook. -Macmillan Publishers, 2019
3. Anna Cole, Ursula Mallows. Gateway for Kazakhstan Grade 10 (Humanities schools) Teacher`s Book Premium Pack. -Macmillan Publishers, 2019
4. Anna Cole, Ursula Mallows. Gateway for Kazakhstan Grade10 (Humanities schools) Class CDs (1,2) . -Macmillan Publishers, 2019
5. Malcolm Mann, Steve Taylore-Knowles. Laser B2 for Kazakhstan (Humanities) Student`s Book with CD-ROM. -Macmillan Education, 2020
6. Malcolm Mann, Steve Taylore-Knowles. Laser B2 for Kazakhstan (Humanities) Workbook Audio CD. -Macmillan Education, 2020
7. Malcolm Mann, Steve Taylore-Knowles. Laser B2 for Kazakhstan (Humanities) Teacher`s Book with DVD-ROM and Digibook. -Macmillan Education, 2020
8. Malcolm Mann, Steve Taylor e-Knowles. Laser B2 for Kazakhstan (Humanities) Class Audio CDs. -Macmillan Education, 2020

9. Аракин В.Д. Практический курс английского языка. – М.: Владос, 2015
10. Бонк Н.А., Левина И.И., Бонк И.А. Английский шаг за шагом. Полный курс. – М.: Эксмо, 2014
11. Драгункин А.Н. Универсальный учебник английского языка. – М.: Рипол Касси, 2012
12. Oxford Essential Dictionary 2nd ed for elementary and pre-intermediate students. Толковый словарь английского языка для уровней elementary & pre-intermediate. -Interpress Distribution, 2015
13. Oxford Wordpower Dictionary 4th ed for Intermediate Students. Толковый словарь английского языка для уровня Intermediate. -Interpress Distribution, 2015
14. Кузнецова Т. Козлов П. Английский язык. - Алматы, 2008
15. Кулсон Д. Oxford Russian Dictionary. -Москва, 2000
16. Миловидов В.А. 10 консультаций по английскому языку. – Москва, 2010
17. Pauline Cullen. Common Mistakes at IELTS intermediate. -Cambridge University Press, 2016
18. Авторская группа издательства Кембридж. Official Top Tips for IELTS general training. -Cambridge University Press, 2016
19. Авторская группа издательства Кембридж. Cambridge Learner's Dictionary English- Russian+ CD. - Cambridge University Press, 2015

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