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БЕКІТЕМІН
Басшының оқу жұмысы
бойынша орынбасары
УТВЕРЖДАЮ
Заместитель
руководителя
по учебной работе
_____ Г.Омарова
«__» _____ 2020г

Жұмыс оқу бағдарламасы
Рабочая учебная программа

Пәннің атауы ағылшын тілі

Наименование дисциплин английский язык

Мамандық 071613300 «Автомобиль көлігіне техникалық қызмет көрсету, жөндеу және пайдалану»

Специальность 071613300 «Техническое обслуживание, ремонт и эксплуатация автомобильного транспорта»

Оқу түрі: негізгі орта білім негізде күндізгі

Форма обучения очная на базе основного среднего образования

Сағаттардың жалпы саны/Общее количество часов 120, кредитов / кредиттер 5

Әзірлеуші/ Разработчик(-и) _____ Ковалёва Р.И.

Оқу-әдістемелік кеңестің отырысында қаралып бекітілді.

Рассмотрена и одобрена на заседании учебно-методического совета

2021 ж. « 31» 08 № 1 хаттама

Протокол № 1 от " 31" 08 2021 г.

Төраға /Председатель _____ Р. Каппасова

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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

№	Name of units and lesson topics	Number of hours		
		Total	Lessons	
			Theoretical	Practical
I Unit. Legend or Truth		**8**	**4**	**4**
1.	**Lesson topic-1.** Interesting facts about genetics. DNA	2	2	0
2.	**Lesson topic -2.** Myth busters (Physics, Chemistry, Biology)	2	2	0
3.	**Lesson topic - 3.**Writing an article	2	0	2
4.	**Summary for the unit I**	2	0	2
II Unit. Natural Disasters		**8**	**4**	**4**
5.	**Lesson topic – 4.** Causes and consequences of natural disasters (atmosphere, lithosphere, hydrosphere	2	2	0
6.	**Lesson topic–5.** Focus on Kazakhstan: reporting on the causes and consequences of natural disasters	2	2	0
7.	**Lesson topic – 6.** Prediction and prevention of natural disasters	2	0	2
8.	**Summary for the unit II**	2	0	2
III Unit. Virtual reality		**6**	**2**	**4**
9.	**Lesson topic-7.** Developing and evaluating mobile applications	2	2	0
10.	**Lesson topic - 8.** Expressing and justifying opinions about 2D games	2	0	2
11.	**Summary for the unit III**	2	0	2
IV. Organic and non-organic worlds		**6**	**2**	**4**
12.	**Lesson topic –9.** Discussing the difference between organic and non-organic food	2	2	0
13.	**Lesson topic – 10.** Analyzing the advantages and disadvantages of befouls Unit revision	2	0	2
14.	**Summary for the unit IV**	2	0	2
V Unit. Reading for pleasure		**4**	**0**	**4**
15.	**Lesson topic -11.** Learners read a non-fiction text	2	0	2
16.	**Summary for the unit IV**	2	0	2
VI Unit. Capabilities of human brain		**8**	**4**	**4**
17.	**Lesson topic – 12.** Investigate and report on the functions of the brain	2	2	0
18.	**Lesson topic – 13.** Multiple intelligences self*study project	2	2	0
19.	**Lesson topic – 14.** Describing the symptoms of stress and giving advice on how to reduce stress	2	0	2
20.	**Summary for the unit VI**	2	0	2
VII Unit. Breakthrough technologies		**6**	**2**	**4**
21.	**Lesson topic – 15.** Nanotechnology	2	2	0
22.	**Lesson topic – 16.** Robotics	2	0	2
23.	**Summary for the unit VII**	2	0	2
VIII Unit. Space X		**8**	**4**	**4**
24.	**Lesson topic – 17.** Things you did not know about space	2	2	0

25.	**Lesson topic – 18.** Analysis of sci-fi film from different perspectives (physics, biology, economics)	2	2	0
26.	**Lesson topic – 19.** Independent project	2	0	2
27.	**Summary for the unit VIII**	2	0	2
IX Unit. Making connections in biology		**8**	**4**	**4**
28.	**Lesson topic – 20.** Introductory lessons	2	2	0
29.	**Lesson topic – 21.** Journey biological understanding	2	2	0
30.	**Lesson topic – 22.** Formal and informal writing	2	0	2
31.	**Summary for the unit IX**	2	0	2
X Unit. Investigate and report on animal world bats eagles bees and dolphins		**8**	**4**	**4**
32.	**Lesson topic -23.** Introduction to the topic	2	2	0
33.	**Lesson topic -24.** Analyzing the specific features of animals	2	2	0
34.	**Lesson topic -25.** Presentation of the animals specific features	2	0	2
35.	**Summary for the unit X**	2	0	2
XI Unit. Human brain		**8**	**4**	**4**
36.	**Lesson topic -26.** Amazing human brain facts (based on the latest science)	2	2	0
37.	**Lesson topic -27.** Giving and following instructions (How to use a device)	2	2	0
38.	**Lesson topic -28.** Using memory techniques	2	0	2
39.	**Summary for the unit XI**	2	0	2
XII Unit. Investigate and report on timekeeping devices/Science video		**8**	**4**	**4**
40.	**Lesson topic -29.** Introduction to the topic	2	2	0
41.	**Lesson topic -30.** The history of time keeping devices	2	2	0
42.	**Lesson topic -31.** Presenting the information through the PPT	2	0	2
43.	**Summary for the unit XII**	2	0	2
XIII Unit. Work and inventions		**8**	**4**	**4**
44.	**Lesson topic -32.** Investigating the world of work	2	2	0
45.	**Lesson topic -33.** Considering success in business	2	2	0
46.	**Lesson topic -34.** Comparing analyzing and ranking inventions. Design your own invention	2	0	2
47.	**Summary for the unit XIII**	2	0	2
XIV Unit. STEM		**6**	**2**	**4**
48.	**Lesson topic -35.** Intelligent energy storage	2	2	0
49.	**Lesson topic -36.** Discussing controversial issues Analyzing academic language	2	0	2
50.	**Summary for the unit XIV**	2	0	2
XV Unit. Reading for Pleasure		**4**	**0**	**4**
51.	**Lesson topic -37.** Learns read non-fiction	2	0	2
52.	**Summary for the unit XV**	2	0	2
XVI Unit. Recent advances in technology		**6**	**2**	**4**
53.	**Lesson topic – 38.** A variety of technological, mobile and application tools for personal, educational and professional use educational and professional use	2	2	0
54.	**Lesson topic – 39.** Options for future carees. Producing information leaflets	2	0	2

55.	**Summary for the unit XVI**	2	0	2
XVII Unit. Independent project		**4**	**0**	**4**
56.	**Lesson topic – 40.** Options for future careers Producing information leaflets	2	0	2
57.	**Summary for the unit XVII**	2	0	2
XVIII Unit. The clothes of chemistry		**6**	**2**	**4**
58.	**Lesson topic – 41.** Introduction to the topic	2	2	0
59.	**Lesson topic – 42.** Investigating the resources and processes involved in manufacturing clothes	2	0	2
60.	**Summary for the unit XVIII**	2	0	2
	Discipline hours	**120**	**48**	**72**

Training results and assessment criteria

№	Units	Unit content	Training results	Assessment criteria
1.	**Science and scientific phenomena**	Interesting facts about genetics. DNA Myth busters (Physics, Chemistry, Biology) Writing an article	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.	1) Organizing and presenting information clearly to others; 2) Identify specific information and the main points in topic; 3) 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.	1) Presenting vocabulary, which is appropriate to topic and genre and which is spelt accurately; 2) Apply comparative degree adverb structures with regular and irregular adverbs. 3) 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	1) Employ speaking and listening skills to provide sensitive

			on a wide range of general and curricular topics.	feedback to peers; 2) Define the detail of an argument in unsupported extended talk topic; 3) 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 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.	**Natural Disasters**	Causes and consequences of natural disasters (atmosphere, lithosphere, hydrosphere Focus on Kazakhstan: reporting on the causes and consequences of natural disasters Prediction and prevention of natural disasters	1) Use imagination to express thoughts, ideas, experiences and feelings.	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 extended texts on topic.
			2) Use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics.	1) Show appropriate subject-specific vocabulary and syntax to talk about topic; 2) 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.	1) Respond to news and feelings in correspondence through a variety of functions on topic; 2) 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.	**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.	1) Employ speaking and listening skills to solve problems creatively and cooperatively in groups; 2) Identify specific information and the main points in 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) Modify appropriate subject-specific vocabulary and 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.
			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) Emphasize written work at text level on topic with a good degree of accuracy; 2) Apply a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on topic; 3) 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	1) 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) Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic; Show own and others' point of view topic; 2) Report main points in extended texts on topic.
			2) Explain and justify own and others' point of view on a wide range of general and curricular topics.	1) 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. 2) Use imagination to express thoughts, ideas, experiences and feelings; 3) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics.

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 proofreads texts of a range of genres and styles.	1) Use speaking and listening skills to provide sensitive feedback to peers.	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.
			2) Understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics.	1) Present main points in extended 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.	**Capabilities 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.	1) Practice writing as a means of reflecting on and exploring a range of perspectives on the world; 2) Show specific information in unsupported extended talk on topic; 3) Ask to complex questions to get information topic; 4) Choose paper and digital reference resources to check meaning and extend understanding.
			2) Use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend	1) Communicate to news and feelings in correspondence through a variety of functions on topic;

			understanding.	2) Apply a wide variety of question types on topic.
			3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	1) 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) Respond to complex questions to get information 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) Read a wide range of extended fiction and non-fiction texts on topic; 2) Apply if / if only in third conditional structures use a variety of relative clauses including with which [whole previous clause reference] on topic.
			5) 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) Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic; 2) Communicate with peers to make hypotheses about topic; 3) Realize main points in extended texts on topic.
			6) Interact with peers to make hypotheses about a wide range of general and curricular topics.	1) Employ independently appropriate layout at text level 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.
7.	**Breakthrough technologies**	Nanotechnology Robotics	1) Recognize inconsistencies in argument in extended talk on a range of general and curricular subjects.	1) Identify 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.	1) Punctuate written work at text level on topic with a good degree of accuracy; 2) 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.	1) Practice speaking and listening skills to provide sensitive feedback to peers; 2) 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;	1) Communicate with peers to make hypotheses about topic; 2) Identify inconsistencies in argument in extended

			interact with peers to make hypotheses about a wide range of general and curricular topics.	texts on topic; 3) Evolve with support coherent arguments supported when necessary by examples and reasons for topic.
8.	**Space X**	Things you did not know about space Analysis of sci-fi film from different perspectives (physics, biology, economics) Independent project	1) Use imagination to express thoughts, ideas, experiences and feelings.	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.	1) Show meaning from context in extended texts on topic; 2) Write coherently at text level using a variety of connectors 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 topic.
			3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	1) Talk as a means of reflecting on and exploring a range of perspectives on the world; 2) 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.	1) Explain own and others' point of view on topic; 2) Choose paper and digital reference resources to check meaning and extend understanding; 3) Apply a wide variety of conjunctions topic.
9.	**Making connections in biology**	Introductory lessons Journey biological understanding Formal and informal writing	1) Use speaking and listening skills to solve problems creatively and cooperatively in groups.	1) Practice 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) Employ appropriate subject-specific vocabulary and syntax to talk 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 limited range of unfamiliar topics; curricular topics.	1) Read a wide range of extended fiction and non-fiction texts on topic; 2) Communicate to news and feelings in correspondence 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.

10.	**Investigate and report on animal world bats eagles bees and dolphins**	Introduction to the topic Analyzing the specific features of animals Presentation of the animals specific features	1) Organize and present information clearly to others, 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 topic.	1) Organizing and presenting information clearly to others; 2) Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic; 3) Ask with appropriate syntax and vocabulary to open-ended 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.	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) Expand with minimal support coherent arguments supported when necessary by examples and reasons for topic; 3) 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.	1) Practice speaking and listening skills to provide sensitive feedback to peers; 2) 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; 3) 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.	1) Employ complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics; 2) Write with grammatical accuracy on a wide range of general and curricular topics; 3) Apply a variety of dependent prepositions with less common nouns, adjectives and verbs on topic.
11.	**Human brain**	Amazing human brain facts (based on the latest science) Giving and following instructions (How to use a device) Using memory techniques	1) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	1) Talk or writing as 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.
			2) Use speaking and listening skills to provide sensitive feedback to peers.	1) Practice speaking 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.
			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 hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics.	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; 3) Apply a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on topic.
			4) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.	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 some unfamiliar topics.
			5) Use a growing variety of impersonal and cleft structures on a wide range of general and curricular 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.
12.	**Investigate and report on**	Introduction to the topic	1) Evaluate and respond constructively to feedback	1) Realize the main points in unsupported

	timekeeping devices/Science video	The history of time keeping devices Presenting the information through the PPT	from others.	extended talk on topic; 2) Ask with appropriate syntax and vocabulary to open-ended higher-order thinking questions 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.	1) Employ independently appropriate layout at text level on topic; 2) Apply of affixes with appropriate meaning and correct spelling on topic.
			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.	1) Ask with appropriate syntax and vocabulary to open-ended higher-order thinking questions on topic; 2) Realize specific information and detail in extended texts on topic; 3) Use style and register to achieve an appropriate degree of formality in 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.	1) Explain a wide range of extended fiction and non-fiction texts on topic; 2) Reply to news and feelings in correspondence through a variety of functions on topic; 3) Apply a range of affixes with appropriate meaning and correct spelling on topic.
13.	**Work and inventions**	Investigating the world of work Considering success in business Comparing analyzing	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

		and ranking inventions. Design your own invention		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; 3) Inform own and others' point of view 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 growing range of unfamiliar topics.	1) Show specific information and detail in extended texts on topic; 2) Organize write, edit and proofread 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.
			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	1) Show appropriate subject-specific

			argument in extended talk on a range of general and curricular subjects, including some unfamiliar topics.	vocabulary and syntax to talk about topic; 2) Apply a growing variety of impersonal and cleft structures on topic.
14.	**STEM**	Intelligent energy storage Discussing controversial issues Analyzing academic language	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 range of transitive and intransitive verb complementation patterns topic.
			3) 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) Employ imagination to express thoughts, ideas, experiences and feelings; 2) Realize implied 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 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.
			5) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics.	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.	**Reading for Pleasure**	Learns read non-fiction**.** 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;	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.

		provides arguments in a written text based on media 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.	1) Comment on the views of others in a growing variety of talk contexts topic. 2) Report specific information and detail in extended texts on topic; 3) 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.	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.
			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.	1) Employ formal and 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.
16.	**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	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

		information leaflets		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) 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.
17.	**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 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.
			2) Understand specific information in unsupported extended talk on a wide range of general and curricular topics.	1) 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	1) Evolve intercultural

			awareness through reading and discussion.	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.	**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.	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.
			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.	1) Modify language through paraphrase and correction in talk on topic; 2) Read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract topic.
			3) Develop intercultural	1) Evolve

			awareness through reading and discussion.	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.	1) Accent written work at text level on topic with a good degree of accuracy; 2) 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.

List of literature and teaching aids

Base literature:

1.Jenny Dooley, Bob Obee. Action for Kazakhstan Grade 10 (Science Schools) Student`s book. -Express publishing, 2019
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
5. Jenny Dooley, Bob Obee. Action for Kazakhstan Grade 10 (Science Schools) DVD Activity Book KEY. -Express publishing, 2019
6. Jenny Dooley, Bob Obee. Action for Kazakhstan Grade 10 (Science Schools) Class CDs. -Express publishing, 2019
7. Jenny Dooley, Bob Obee. Action for Kazakhstan Grade 10 (Science Schools) Interactive Whiteboard Software. - Express publishing, 2019
8. Jenny Dooley, Bob Obee. Action for Kazakhstan Grade 10 (Science Schools) Teacher`s Resource Pack & Test. -Express publishing, 2019
9. Jenny Dooley, Bob Obee. Action for Kazakhstan Grade 10 (Science Schools) e-Book. -Express publishing, 2019
10. Jenny Dooley, Bob Obee. Action for Kazakhstan Grade 10 (Science Schools) DVD Video -Express publishing, 2019
11. Jenny Dooley, Bob Obee, N. Mukhamedjanova. Action for Kazakhstan Grade 11 (Science Schools) Student`s book. -Express publishing, 2020
12. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Action for Kazakhstan Grade 11 (Science Schools) Workbook & Grammar book. -Express publishing, 2020
13. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Action for KazakhstanGrade 11 (Science Schools) Teacher`s book. -Express publishing, 2020
14. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Action for KazakhstanGrade 11 (Science Schools) Class CDs . -Express publishing, 2020
15. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Action for Kazakhstan Grade 11 (Science Schools) eBook. -Express publishing, 2020
16. Jenny Dooley, Bob Obee, N.Mukhamedjanova. Action for Kazakhstan Grade 11 (Science Schools) DVD Video (PAL). Express 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
21. Iren Glad. English-Russian Smart Dictionary. -Pilgrim education ltd, 2017
22.Агабекян И.П. Английский язык для ССУЗов.- Москва, 2012
23.АяповаТ.Т. English Kazakh Thematic Dictionary. - Алматы: Білім, 2012
24.Бексултанова Л.А. Использование обучающих игр на уроках английского языка в средних классах общеобразовательной школы. - Алматы, 2014
25.Бонк Н.А., Левина И.И., Бонк И.А. Английский шаг за шагом. Часть 1.- М: Эксмо, 2015
26.Бонк Н.А., Левина И.И. , Бонк И.А. Английский шаг за шагом. Часть 2. – М: Эксмо, 2014
27.Голицынский Ю.Б., Грамматика: Сборник упражнений.7-е изд. – М., 2012
28.Израилевич Е.Е., Качалова К.Н. Практическая грамматика английского языка с упражнениями и ключами. – М .: Юнвес Ладком, 2011
29.Израилевич Е.Е., Качалова К.Н. English: практическая грамматика английского языка с упражнениями и ключами. – М .: Каро БАЗИС, 2014
30.Қақжанова Ф.А. Ағылшын тілінің практикалық курсы. –Алматы, 2011
31.Мейрамова С., Кемпбелл-Томсон О. Английский язык (практический курс) – Астана, 2017
32.Мюлер В.К. Полный англо-русский, русско-английский словарь. 300 000 слов и выражений. – М .:Эксмо, 2013

Additional literature:

1. Jessica Williams, Chris Sowton, Lewis Lansford. English Grade 10 (Sciences) Student`s book. -Study Inn-Cambridge University Press, 2019
2. Jessica Williams, Chris Sowton, Lewis Lansford. English Grade 10 (Sciences) Workbook.-Study Inn-Cambridge 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 Student`s Book Premium Pack.- Macmillan Publishers, 2019
7. Frances Treloar, Gill Holley .Gateway for Kazakhstan Grade 10(Science Schools) Workbook. -Macmillan Publishers, 2019
8. Anna Cole .Gateway for Kazakhstan Grade 10 (Science Schools) Teacher`s Book Premium Pack -Macmillan Publishers, 2019
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) Class Audio CDs. -Oxford University Press, 2020
14.Paul A Davies, Tim Falla. Solutions Kazakhstan Edition Grade 11 (Science Schools) Teacher`s Resource Disk. -Oxford University Press, 2020
15.Аракин В.Д. Практический курс английского языка. – М .: Владос, 2015
16.Бонк Н.А., Левина И.И, Бонк И.А. Английский шаг за шагом. Полный курс . – М .: Эксмо, 2014
17.Драгункин А.Н. Универсальный учебник английского языка. – М.: Рипол Касси, 2012
18. Oxford Essential Dictionary 2nd ed for elementary and pre-intermediate students. Толковый словарь английского языка для уровней elementary & pre-intermediate.- Interpress Distribution,2015
19. Oxford Wordpower Dictionary 4th ed for Intermediate Students. Толковый словарь английского языка для уровня Intermediate. -Interpress Distribution, 2015
20.Кузнецова Т. Козлов П. Английский язык. - Алматы, 2008
21.Кулсон Д. Oxford Russian Dictionary. -Москва, 2000
22.Миловидов В.А. 10 консультаций по английскому языку. – Москва, 2010
23. Pauline Cullen.Common Mistakes at IRLTS intermediate.-Cambridge University Press, 2016
24. Авторская группа издательства Кембридж.Offical Top Tips for IELTS general training. -Cambridge University Press, 2016
25.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.