

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Шығыс Қазақстан облысы білім басқармасының
«Абай ақсауы» КММ

КЕЛІСЕМДІ:

«Абай ақсауы» КММ-нің
директорының оқу жұмысы жөніндегі
орынбасары А.К.Төрабаев



КЕЛІСЕМДІ:

«Абай ақсауы» КММ-нің
директоры Р.А.Жұманов

Орта білімнен кейінгі, техникалық және кәсіптік білім беру ұйымдарына арналған
оқу жұмыс бағдарламасы
2022-2023 оқу жылы

ЖБП-00 Жалпы білім беру пәндері /ЖБП Ақаланың тілі/
(модуль 1-ші)

Мәтіндік: 07161600 «Ауыл шаруашылығын механикаландыру»

Біліктілік: 3W07161603 «Ауыл шаруашылығы өндірісіндегі тракторист-машинист»

Мамандық: 07150500 «Дәнекерлеу ісі»

Біліктілік: 3W07150501 «Электр қалыптастырғыш»

Оқу жұмысы күнделікті орта білім бағдарламасы

Жалпы оқу сағаты 96/4

Теориялық сағат

Практикалық сағат

Өлшеуші:

(Қолы)

Салғандығы А.С.
аты-жөні (тек.)

Жалпы Білім Беру пәндері бірлестігінің №1 отырысында қаралған жиналманың

Хатшы №3 «31» 08. 2022ж.

Жетекшісі:

(қолы)

Мамырова Ж.М.

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. 508 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 programmes' 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 'hypothesise' 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 focus 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:

- a) choose different teaching technologies, forms, methods of organization and types of control of the educational process;
- b) 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);
- c) 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 Training results Түпкү нәтижеси/ Окуучу нәтижелери	Lesson topics Тема/ темалары/ Баракы аспекттери	In it Окуучулар			Type of the Lesson Класкы түрү	Barakany tancaparytapary
			Total Баракы	in төмөнкү	Practical Тыякчы		
1	I Unit. Science and scientific phenomena Түдөнүмдүү аспекттери маалыматтар жана феномендер 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 Түдөнүмдүү маалыматтар жана феномендердин негизги пункттары. Түдөнүмдүү маалыматтар жана феномендердин негизги пункттары. Түдөнүмдүү маалыматтар жана феномендердин негизги пункттары. Түдөнүмдүү маалыматтар жана феномендердин негизги пункттары.	Lesson topic-1. Interesting facts about genetics, DNA. Organizing and presenting information clearly to others. Identify specific information and the main points in topic. Critique on the views of others in a growing variety of talk contexts on topic. Lesson topic -2. Myth hunters (Physics, Chemistry, Biology) Presenting, vocabulary, which is appropriate to topic and genre and which it isn't according to. Apply comparative degree adverb structures with regular and irregular adverbs. The talk in writing as a means of reflecting on and exploring a range of perspectives on the world. Lesson topic - 3. Writing an article Employ speaking and listening skills to provide constructive feedback to peers. Define the detail of an argument in unsupported extended talk topic.	10	6	4	New lesson	Analyze talk and modify language through paragraph and correction in talk on topic. Construct talk or writing as a means of reflecting on and exploring a range of perspectives on the world. Practice confidently at test level using a variety of contexts on topic. Apply a variety of question forms for suitable and inappropriate means and a variety of mean phrases on topic.
2	II Unit, Natural Disasters 1) The imagination as expert thought,	Lesson topic —4. Causes and consequences of natural disasters	10	4	6	New	Exposed to news and feelings in correspondence through a variety of Russian on topic;

	<p>Ideas, experiences and feelings.</p> <p>2) Use appropriate subject-specific vocabulary and attempt to talk about a range of general and curricular topics.</p> <p>3) Communicate and respond to news and feelings in correspondence through a variety of functions on a range of general and curricular topics.</p>	<p>(atmosphere, lithosphere, hydrosphere)</p> <p>Develop imagination to express thoughts, ideas, experiences and feelings.</p> <p>Discuss with peers to make hypothesis about topic.</p> <p>Lesson topic-5. Focus on Kazakhstan: reporting on the causes and consequences of natural disasters</p> <p>Discuss with peers to make hypothesis about topic.</p> <p>Show answers from previous to extended lesson on topic.</p> <p>Show appropriate subject-specific vocabulary and syntax to talk about topic.</p> <p>Lesson topic -- 6. Prediction and prevention of natural disasters</p> <p>Identify sources of development in lengthy texts [inter-paragraph level] topic.</p>	2	2	2	Lesson	Apply perfect continuous form and a variety of simple present active and passive forms including time adverbials ... at last, finally, all my life, on topic.
3	<p>III Unit. Virtual reality.</p> <p>1) Use spelling and listening skills to</p>		8	4	4	New	Developing and extending a consistent argument when reporting on writing.

	<p>solve problems creatively and cooperatively in groups.</p> <p>2) Understood 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.</p> <p>3) Develop and sustain a consistent argument when speaking or writing.</p> <p>4) Recognize inconsistencies in argument in extended talk on a range of general and curricular subjects.</p>	<p>Lesson topic-7. Developing and evaluating multiple applications</p> <p>Employ speaking and listening skills to solve problems creatively and cooperatively in groups.</p> <p>Identify specific information and the main points in topic.</p> <p>Lesson topic - 8. Expressing and justifying opinions about 2D games</p> <p>Identify appropriate subject-specific vocabulary and syntax to talk about topic.</p> <p>Demonstrate style and register to achieve appropriate degree of formality in a growing variety of written genres on topic.</p>	2	2	2	2	<p>Recognize inconsistencies in argument in extended talk on 7 subjects.</p> <p>Engage in written work at least level on topic with a good degree of accuracy.</p> <p>Apply a variety of questions for content and accountable results and a variety of main points on topic.</p> <p>Identify patterns of development in lengthy texts [inter-paragraph level] on topics.</p>	known	<p>Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics.</p>
4	<p>IV. Organic and non-organic worlds</p> <p>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.</p> <p>2) Explain and justify own and others' point of view on a wide range of general and curricular topics.</p>	<p>Lesson topic -9. Discussing the difference between organic and non-organic food</p> <p>Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic. Show own and others' point of view topic.</p> <p>Lesson topic – 10. Analyzing the advantages and disadvantages of befools</p> <p>Unit revision</p> <p>Report main points in extended text on topic.</p> <p>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.</p> <p>Use imagination to express thoughts, ideas, experiences and feelings.</p>	8	4	4	4	<p>2</p> <p>2</p> <p>2</p>	New lesson	

5	<p>V Unit. Reading for pleasure</p> <p>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 matching their reading on a range of general and curricular topics. Writing. A learner plans and makes a brief outline of a written text, adds and develops texts of a range of genres and styles.</p>	<p>Lesson topic -11. Learners read a non-fiction text</p> <p>Practice speaking and listening skills to provide sensitive feedback to peers.</p> <p>Reading speaker viewpoints and extent of explicit agreement between speakers on topic.</p> <p>Display appropriate subject-specific vocabulary and syntax to talk about topic.</p>	2	0	2	2	<p>Present main points in extended texts on topic.</p> <p>Use a growing range of vocabulary, which is appropriate to topic and genre, and which is used accurately.</p> <p>Apply a variety of explicit contextualisation and compares main phrases on topic.</p>	<p>Realise main points in extended texts on topic.</p> <p>Write as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>Show increasing focus context in unsupported extended talk on topic.</p> <p>Respond to complex questions to get information on topic.</p> <p>Read a wide range of extended fiction and non-fiction texts on topic.</p> <p>Apply if / if only in third conditional structures on a variety of relative clauses including with which (whole previous clause referred) on topic. Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic.</p> <p>Communicate with peers to make hypotheses about topic.</p> <p>Realise main points in extended texts on topic.</p> <p>Employ independently appropriate layout at text level on topic.</p>
6	<p>VI Unit. Capabilities of human brain</p> <p>1) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>2) Use a wide range of familiar and unfamiliar paper and digital reference resources to check recurring and extend understanding.</p> <p>3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>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.</p> <p>5) Recognise the attitude or opinion of the speaker(s) in unsupported extended</p>	<p>Lesson topic - 12. Investigate and report on the functions of the brain</p> <p>Practice writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>Show specific information in unsupported extended talk on topic.</p> <p>Lesson topic - 13. Multiple intelligences self-study project</p> <p>Ask to compare questions to get information topic.</p> <p>Choose paper and digital reference resources to check meaning and extend understanding.</p> <p>Lesson topic - 14. Describing the symptoms of stress and giving advice on how to reduce stress</p> <p>Communicate in news and feelings in correspondence through a variety of functions on</p>	8	4	4	4	<p>Use a wide variety of question types on topic.</p> <p>Writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>Show increasing focus context in unsupported extended talk on topic.</p> <p>Respond to complex questions to get information on topic.</p> <p>Read a wide range of extended fiction and non-fiction texts on topic.</p> <p>Apply if / if only in third conditional structures on a variety of relative clauses including with which (whole previous clause referred) on topic. Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic.</p> <p>Communicate with peers to make hypotheses about topic.</p> <p>Realise main points in extended texts on topic.</p> <p>Employ independently appropriate layout at text level on topic.</p>	<p>Use a wide variety of question types on topic.</p> <p>Writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>Show increasing focus context in unsupported extended talk on topic.</p> <p>Respond to complex questions to get information on topic.</p> <p>Read a wide range of extended fiction and non-fiction texts on topic.</p> <p>Apply if / if only in third conditional structures on a variety of relative clauses including with which (whole previous clause referred) on topic. Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic.</p> <p>Communicate with peers to make hypotheses about topic.</p> <p>Realise main points in extended texts on topic.</p> <p>Employ independently appropriate layout at text level on topic.</p>

	talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics. 6) Interact with peers to make hypotheses about a wide range of general and curricular topics.	topic. Apply a wide variety of question types on topic.					Apply infinitive forms after an invariant 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	VII Unit, Breakthrough technologies 1) Recognize inconsistencies in argument in extended talk on a range of general and curricular subjects. 2) Ask and respond to complex questions to get information about a wide range of general and curricular topics. 3) Use speaking and listening skills to provide sensitive feedback to peers. 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; interact with peers to make hypotheses about a wide range of general and curricular topics.	Lesson topic – 15, Nanotechnology Identify inconsistencies in argument in extended talk on subject. Ask to complete questions to get information topic. Identify the attitude or opinion of the writer in extended texts on topic. Lesson topic – 16, Robotics Nanotechnology work at text level on topic with a good degree of accuracy. Apply a variety of prepositional phrases before nouns and adjectives use a number of dependent preposition following nouns and adjectives and a variety of prepositions following verbs on topic.	6	2	4	New lesson	Practise speaking and listening skills to provide sensitive feedback to peers; Read as the detail of an argument in unsupported extended talk on topic. Communicate with peers to make hypotheses about topic. Identify inconsistencies in argument in extended texts on topic; Interact with support coherent arguments supported when it) (Demonstrate imagination to express thoughts, ideas, experiences and feelings. Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic. Employ appropriate subject specific vocabulary and syntax to talk topic. Interact meaning from context in extended texts on topic. Write coherently at text level using a variety of connectors on topic. Apply infinitive forms after an invariant number of verbs and adjectives use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb topic. Talk as a means of reflecting on and exploring a range of perspectives on the world. Talk as a means of reflecting on and exploring a range of perspectives on the world.
8	VIII Unit, Space X		6		6	New	

	<p>1) Use imagination to express thoughts, ideas, experiences and feelings.</p> <p>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.</p> <p>3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>4) Explain and justify own and others' point of view on a wide range of general and curricular topics.</p>	<p>Lesson topic – 17. Things you did not know about space</p> <p>Devise an imagination to express thoughts, ideas, experiences and feelings.</p> <p>Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic.</p> <p>Employ appropriate subject-specific vocabulary and syntax to talk topic.</p> <p>Lesson topic – 18. Analysis of sci-fi film from different perspectives (physics, biology, economics)</p> <p>Show meaning from context in extended text on topic.</p> <p>Write coherently at test level using a variety of connectors on topic.</p> <p>Lesson topic – 19. Independent project</p> <p>Apply initiative forms after an increased number of verbs and adjectives use general forms after a variety of verbs and prepositions on a variety of prepositional and plural verb topic.</p>	<p>2</p> <p>2</p> <p>2</p>	<p>Lesson</p>	<p>Practice speaker viewpoints and extent of explicit agreement between speakers on topic.</p> <p>Explain own and others' point of view on topic.</p> <p>Choose paper and digital reference resources to check meaning and extend understanding.</p> <p>Apply a wide variety of conjunctions topic.</p>
9	<p>IX Unit, Making connections in biology</p> <p>1) Use speaking and listening skills to solve problems creatively and cooperatively in groups.</p> <p>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.</p>	<p>Lesson topic – 20. Introductory lessons</p> <p>Practice speaking and listening skills to solve problems creatively and cooperatively in groups.</p> <p>Show the detail of an argument in unsupported extended talk on topic.</p> <p>Lesson topic – 21. Journey biological understanding</p> <p>Employ appropriate subject-specific vocabulary and syntax to talk topic.</p> <p>Read a wide range of extended fiction and non-fiction texts on topic.</p> <p>Lesson topic – 22. Formal and</p>	<p>6</p> <p>6</p> <p>2</p>	<p>New lesson</p>	<p>Contribute to news and feelings in correspondence through a variety of functions on topic.</p> <p>Apply a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on topic.</p>

11	<p>XI Unit. Human brain</p> <p>1) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>2) Use speaking and listening skills to provide sensitive feedback to peers.</p> <p>3) Recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curriculum topics, including talk on a growing range of unfamiliar topics.</p> <p>Communicate with peers to make hypotheses and evaluate alternative proposals on a range of familiar and more unfamiliar general and curriculum topics.</p> <p>4) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>5) Use a growing variety of impersonal and cliché structures on a wide range of general and curriculum topics.</p>	<p>Lesson topic -26. Amazing human brain facts (based on the latest science)</p> <p>Talk or writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>Present. Initial and informal language registers in talk on a range of general and curriculum topics, including more unfamiliar topics.</p> <p>Realize specific information and detail in extended texts on topic.</p> <p>Lesson topic -27. Giving and following instructions (How to use a device)</p> <p>Practice speaking and listening skills to provide sensitive feedback to peers.</p> <p>Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic.</p> <p>Communicate with peers to make hypotheses and evaluate alternative proposals topic.</p> <p>Use style and register to achieve an appropriate degree of formality in topic.</p> <p>Lesson topic -28. Using memory techniques</p> <p>Apply a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on topic.</p> <p>Talk or writing as a means of reflecting on and exploring a range of perspectives on the world.</p>	6	6	New lesson	<p>Apply a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on topic.</p> <p>Talk or writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>Identify inconsistencies in argument in extended talk on a range of general and curriculum subjects, including more unfamiliar topics.</p> <p>Communicate with peers to make hypotheses and evaluate alternative proposals on topic.</p> <p>Apply a growing variety of impersonal and cliché structures on topic.</p>	Use style and register to achieve an appropriate
12	XII Unit. Investigate and		6	6	New		

	<p>report on timekeeping devices/Science video</p> <p>1) Evaluate and respond constructively to feedback from others</p> <p>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.</p> <p>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.</p> <p>4) Read a wide range of extended fiction and non-fiction texts on a variety of main themes and abstract general and curricular topics.</p>	<p>Lesson topic -29, Introduction to the topic</p> <p>Read the main points in unsupported extended talk on topic.</p> <p>Ask with appropriate syntax and vocabulary to open-ended higher-order thinking questions on topic.</p> <p>Employ independently appropriate layout at scan level on topic</p> <p>Lesson topic -30, The history of time keeping devices</p> <p>Apply of effects with appropriate sounding and correct spelling on topic.</p> <p>Ask with appropriate syntax and vocabulary to open-ended higher-order thinking questions on topic.</p> <p>Read specific information and detail in extended texts on topic.</p> <p>Lesson topic -31, Presenting the information through the PPT</p> <p>Reply to news and feelings in correspondence through a variety of functions on topic.</p> <p>Apply a range of effects with appropriate meaning and correct spelling on topic.</p>			2		<p>degree of formality in topic.</p> <p>Explain a wide range of extended fiction and non-fiction texts on topic.</p>
13	<p>XIII Unit, Work and invention</p> <p>1) Use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p>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.</p> <p>3) Organize and present information clearly to others.</p> <p>4) Understand the detail of an argument in unsupported extended talk on a wide</p>	<p>Lesson topic -32, Investigating the world of work</p> <p>Apply speaking and listening skills to solve problems creatively and cooperatively in groups.</p> <p>Report the detail of an argument in unsupported extended talk on topic.</p> <p>Lesson topic -33, Considering success in business</p> <p>Cooperate with peers to make hypotheses and</p>	4		4		<p>Read independently on topic.</p> <p>Apply a wide variety of single perfect active and passive forms and a variety of perfect continuous forms on topic.</p> <p>Employ speaking and listening skills to provide sensitive feedback to peers.</p> <p>Identify inconsistencies in argument in extended talk on topic.</p> <p>Show appropriate subject-specific vocabulary and syntax in talk about topic.</p> <p>Apply a growing variety of linguistic and clitic</p>

	<p>range of general and curricular topics, including talk on a growing range of unfamiliar topics.</p> <p>5) Use speaking and listening skills to provide evaluative feedback to peers</p> <p>6) Recognize inconsistencies in argument in extended talk on a range of general and curricular subjects, including some unfamiliar topics.</p>	<p>evaluates alternative positions on topic; follows specific information and detail in extended texts on topic.</p> <p>Organizing and presenting information clearly to others.</p> <p>Lesson topic -34, Comparing analyzing and ranking inventions, Design your own invention</p> <p>Requires the detail of an argument in unsupported extended talk on topic;</p> <p>Infers own and others' point of view on topic.</p> <p>Follow specific information and detail in extended texts on topic.</p>					<p>structures on topic.</p>
14	<p>IV SEM</p> <p>1) Develop intertextual awareness through reading and discussion.</p> <p>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.</p> <p>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.</p> <p>4) Use speaking and listening skills to solve problems creatively and cooperatively in groups.</p> <p>5) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics.</p>	<p>Lesson topic -35, Intelligent energy storage</p> <p>Involve intertextual awareness through reading and discussion.</p> <p>Require specific information in unsupported extended talk on topic.</p> <p>Talk and modify language through perception and extension in talk on topic.</p> <p>Lesson topic -36, Discussing controversial issues</p> <p>Analyzing academic language</p> <p>Talk and modify language through perception and extension in talk on topic.</p> <p>Read a range of lengthy texts with goal to identify content meaning. Closer reading on a range of more complex and abstract topics.</p>	<p>2</p>	<p>2</p>	<p>2</p>	<p>2</p>	<p>Writes coherently at test level using a variety of examination on topic.</p> <p>Apply a range of transitive and intransitive verb complementation pattern topics.</p> <p>Employ imagination to express thoughts, ideas, experiences and feelings.</p> <p>Realize implied meaning in unsupported extended talk on topic/inform complex and abstract main points in extended texts on topics.</p> <p>Report to news and feelings in correspondence.</p> <p>Infuse variety of functions on topic.</p> <p>Employ speaking and listening skills to solve problems creatively and cooperatively in groups.</p> <p>Report speaker viewpoints and extent of explicit agreement between speakers on topic/inform own and others' point of view on topic.</p> <p>Choose place and digital reference resources to check meaning and extend understanding.</p> <p>Organize write, edit and proofread work at test level independently on topic.</p> <p>Apply a growing variety of more complex propositional phrases including those relating to extension and contrast use a variety of multi-word verbs of different semantic types on topic.</p>
15	<p>XV Unit, Reading for Pleasure</p>	<p>2</p>	<p>2</p>	<p>2</p>	<p>2</p>	<p>2</p>	<p>Writes coherently at test level using a variety of</p>

	<p>1) Use imagination to express thoughts, ideas, experiences and feelings.</p> <p>2) Understand speaker's viewpoint and values of explicit agreement between speakers on a range of general and curricular topics, including some unfamiliar topics.</p> <p>3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>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.</p>	<p>Lesson topic –37. Learners read non-fiction</p> <p>Writing. A learner plans and makes a brief outline of a written text, edits and proofreads texts of a range of genres and styles, observes spelling and grammar rules, provides arguments in a written text based on media information, writes business letters and other documents, writes discursive texts expressing an opinion of an issue on a range of topics, including those related to social studies and humanities.</p>			2		<p>Lesson</p> <p>2</p>	<p>companion on topic, Practice writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>Integrate the main points in unsupported extended talk topic.</p> <p>Employ formal and informal language registers in talk topic.</p> <p>Identify the attitude, opinion or tone of the writer in extended texts on topic.</p> <p>Organize write, edit and proofread work at text level independently on topic.</p> <p>Apply a range of tentative and tentative verb complementation patterns on topic.</p>
16	<p>XVI Unit, Recent advances in technology</p> <p>1) Develop organizational awareness through reading and discussion.</p> <p>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.</p>	<p>Lesson topic – 38. A variety of technological, mobile and application tools for personal, educational and professional use</p> <p>professional use</p> <p>Involve interrelated awareness through reading and discussion.</p> <p>Realize implied meaning in unsupported extended talk on topic.</p> <p>Examine on the views of others in a growing variety of talk contexts on topics.</p> <p>Lesson topic – 39. Options for future careers. Producing information leaflets</p> <p>a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract topics.</p> <p>Explain with sufficient support coherent arguments supported when necessary by examples and reasons for topics.</p>	<p>2</p>		2		<p>New lesson</p> <p>2</p>	<p>Apply a wide variety of present and past forms, including a growing number of more unusual contrasts (past and perfective aspect/ simple and progressive aspect) topic.</p>

17	<p>XVII Unit. Independent project</p> <p>1) Do talk or writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>2) Understand specific information in unsupported extended talk on a wide range of general and curricular topics.</p> <p>3) Develop intercultural awareness through reading and discussion.</p> <p>4) Explain and justify own and others' point of view on a range of general and curricular topics, including some unfamiliar topics.</p>	<p>Lesson topic – 41. Options for future careers</p> <p>Producing information leaflets</p> <p>Practice writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>Report specific information in unsupported extended talk on topic.</p> <p>Talk and usually language through paragraphs and connectives as talk on topic.</p> <p>Include specific information and detail in unstuffed texts on topic.</p> <p>Employ independently appropriate lexical at text level on topic.</p> <p>Apply a variety of dependent prepositions with less common nouns, adjectives and verbs on topic.</p> <p>Explore intercultural awareness through reading and discussion.</p>	<p>2</p>	<p>1</p>	<p>New format</p>	<p>Report and justify own and others' point of view on topic.</p> <p>Identify patterns of development in lengthy texts (mini-paragraph level) on topic.</p> <p>Evaluate with minimal support coherent arguments supported where necessary by examples and reasons for a wide range of written genres topic.</p> <p>Apply a growing variety of more complex prepositional phrases including those relating to connection and aspects use a variety of multi-word verbs of different syntactic types on topic.</p>
18	<p>XVIII Unit. The clothes of chemistry</p>	<p>Lesson topic – 42. Introduction to the</p>	<p>3</p>	<p>1</p>	<p>New</p>	<p>Identify characteristics in argument in extended texts on a range of more complex and abstract</p>

	<p>1) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.</p> <p>2) Paraphrase 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.</p> <p>3) Develop intercultural awareness through reading and discussion.</p> <p>4) Ask and respond with appropriate syntax and vocabulary in open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics.</p> <p>5) Use speaking and listening skills to provide sensitive feedback to peers.</p>				<p>Topic: Practice writing as a means of reflecting on and exploring a range of perspectives on the world. Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic. Modify language through paraphrase and correction to fit as topic. Lesson topic – 43. Investigating the resources and processes involved in manufacturing clothes Modify language through paraphrase and correction to fit on topic. Read a wide range of extended fiction and non-fiction texts on a variety of more complex and distinct topic. Evaluate intercultural awareness through reading and discussion. 2. Respond with appropriate syntax and vocabulary in open-ended higher-order thinking questions on topic.</p>		<p>Session:</p>	<p>Topics: Assess writers work at least based on topic with a good degree of accuracy. Apply a wide variety of pre-extended, post-extended and position adverbial/verbal phrases on topic. Involve speaking and listening skills to provide sensitive feedback to peers. Employ appropriate subject-specific vocabulary and syntax to talk about topic. Apply a growing variety of impersonal and clausal structures on topic.</p>
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