



**БОЛОВСРОЛЫН  
ХҮРЭЭЛЭН**

# **ЕРӨНХИЙ БОЛОВСРОЛЫН СУРГУУЛИЙН XI АНГИЙН АНГЛИ ХЭЛНИЙ СУРАЛЦАХУЙН УДИРДАМЖ**

**(Заавал судлах ба сонгон судлах хөтөлбөр)**

Улаанбаатар  
2017

**Багийн ахлагч:**

Цоодолын Бурмаа, Ph.D., дэд профессор, МУБИС-ийн Хөтөлбөрийн нэгдсэн албаны дарга

**Багийн гишүүд:**

Батсуурийн Болормаа, магистр, МУБИС-ийн англи, герман хэлний тэнхимийн эрхлэгч  
Равдангийн Ариунаа, магистр, нийслэлийн 84-р дунд сургуулийн англи хэлний багш  
Бат-Өлзийгийн Батчимэг, магистр, Боловсролын хүрээлэнгийн ЭША  
Батсуурийн Болормаа, магистр, МУБИС-ийн англи, герман хэлний тэнхимийн багш  
Одонгийн Буд, магистр, МУБИС-ийн англи, герман хэлний тэнхимийн багш  
Намсрайн Мира, Ph.D, дэд профессор, МАХБХ-ны тэргүүн  
Индрээгийн Сайнгэрэл, магистр, Шинэ эрин лаборатори сургуулийн сургалтын менежер  
Даржаагийн Сарнай, магистр, нийслэлийн 24-р дунд сургуулийн багш  
Шунхайн Цэнтүяа, бакалавр, нийслэлийн 23-р дунд сургуулийн багш

**Эксперт:**

Пүрэвсүрэнгийн Баянжаргал, МУБИС-ийн Англи-Герман хэлний тэнхимийн ахлах багш  
Пунцагийн Энхцэцэг, Нийслэлийн 14-р сургуулийн англи хэлний багш

## GRADE 11

### 1. LEARNING OBJECTIVES

Syllabus codes	Compulsory	Elective
	<i>Listening /High A2/</i>	
L1	Understand with limited support the main points in extended talk on a wide range of general and curricular topics	
L2	Understand with limited support specific information in extended talk on wide range of general and curricular topics	
L3	Understand some of the detail of an argument in extended talk on a wide range of general and curricular topics	
L4	Understand some of the implied meaning in extended talk on a wide range of general and curricular topics	
L5	Recognize the opinion of the speaker(s) with support in extended talk on a range of general and curricular topics	
L6	Deduce meaning from context with support in extended talk on a increasing range of general and curricular topics	
L7	Recognise typical features at word, sentence and text level of a growing range of spoken genre	
L8	Understand extended narratives on a range of general and curricular topics	
	<i>Speaking / High A2/</i>	<i>Speaking / Low B1/</i>
S1	Use formal and informal registers in their talk on an increasing range of general and curricular topics	Use formal and informal language registers in their talk on a growing range of general and curricular topics
S2	Ask questions to clarify meaning on an increasing range of general and curricular topics	Ask questions to clarify meaning on a growing range of general and curricular topics
S3	Give an opinion at discourse level on an increasing range of general and curricular topics	Give an opinion at discourse level on a growing range of general and curricular topics
S4	Respond with increasing flexibility at both sentence and text level to unexpected comments on a range of general and curricular topics	Respond with growing flexibility at both sentence and text level to unexpected comments on a range of general and curricular topics
S5	Summarise what others have said on an increasing range of general and curricular topics	Summarise what others have said on a growing range of genera; and curricular topics
S6	Link comments with increasing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	Link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges
S7	Interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks	Interact with peers to make hypotheses about an increasing range of general and curricular topics

S8	Use appropriate subject-specific vocabulary and syntax to talk about an increasing range of curricular topics	Use appropriate subject-specific vocabulary and syntax to talk about a growing range of curricular topics
	<i>Reading /High A2/</i>	<i>Reading / Low B1/</i>
R1	Understand the main points in texts on a range of unfamiliar general and curricular topics, including some extended text types	Understand the main points in extended text types on a growing range of unfamiliar general and curricular topics
R2	Understand specific information in texts on a range of unfamiliar general and curricular topics, including some extended text types	Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended text types
R3	Read a increasing range of fiction and non-fiction texts on unfamiliar general and curricular topics with confidence and enjoyment	Read a growing range of fiction and non-fiction texts on unfamiliar general and curricular topics with confidence and enjoyment
R4	Understand implied meaning on an increasing range of unfamiliar general and curricular topics, including some text types	Understand implied meaning on a growing range of unfamiliar general and curricular topics, including some text types
R5	Recognise typical features at word, sentence and text level in an increasing range of written genres	Recognise the devices a writer uses to express intentions in expended text types on a growing range of unfamiliar general and curricular topics
R6	Deduce meaning from context on an increasing range of unfamiliar general and curricular topics, including some text types	Deduce meaning from context on a growing range of unfamiliar general and curricular topics, including some text types
R7	Recognise the attitude or opinion of the writer on an increasing range of unfamiliar general and curricular topics, including some text types	Recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some text types
R8	Use a range familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	Use an increasing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding
R9	Understand the detail of an argument on an increasing range of unfamiliar general and curricular topics, including some text types	Understand the detail of an argument on a growing range of unfamiliar general and curricular topics, including some text types
R10	Recognise inconsistencies in argument in short texts on an increasing range of general and curricular subjects	Recognise inconsistencies in argument in texts on a growing range of general and curricular subjects
	<i>Writing / High A2/</i>	
W1	Brainstorm, plan, write, edit and proofread written work at text level with limited support on an increasing range of general and curricular topics	
W2	Write with limited support about factual and imaginary past events, activities and experiences on an increasing range of general and curricular topics	

W3	Write with support about personal feelings and opinions on an increasing range of general and curricular topics
W4	Develop coherent arguments supported when necessary by reasons, examples and evidence for a range of written genres on general and curricular topics
W5	Use with some support style and register appropriate to an increasing range of written genres on general and curricular topics
W6	Use appropriate layout for a range of written genres on an increasing range of general and curricular topics
W7	Spell an increasing range of high-frequency vocabulary accurately on an increasing range of general and curricular topics
W8	Punctuate an increasing range of written work with accuracy on an increasing range of general and curricular topics
<i>Use of English /High A2/</i>	
UE1	Use a range of abstract nouns, compound nouns and a limited range of complex noun phrases on a growing range of general and curricular topics. Use a range of uncountable and plural countable nouns after phrases of quantity such as <i>a bottle/a piece/a cup/a slice +of...</i> on a range of general and curricular topics. Use a growing range of gerunds as subjects on a growing range of general and curricular topics
UE2	Use a range of quantifiers for countable and uncountable nouns and a range of noun structures qualifying uncountable nouns: <i>a piece of, a bar of...</i> etc on a range of general and curricular topics.
UE3	Use a growing range of comparative structures of adjectives including <i>(not) as...as, so...as, like, less/more/much...than</i> , on a range of general and curricular topics.
UE4	Use a range of determiners for countable and uncountable nouns including <i>all (of), both (of), neither (of), either (of), none (of)</i> on a range of general and curricular topics.
UE5	Use a range of subject and object questions Use a range of questions including questions involving prepositions <i>at what time, in which direction, from whose</i> on a range of general and curricular topics.
UE6	Use a range of indefinite pronouns and quantitative pronouns including <i>more, less, a few</i> ; Use possessive adjectives ( <i>my, your</i> etc.) in contrast with possessive pronouns ( <i>mine, yours</i> etc.) on a range of general and curricular topics.
UE7	Use a range of simple perfect forms with time adverbials <i>so far, lately, all my life</i> Use a range of past perfect forms on a range of general and curricular topics.
UE8	Use <i>will you...?</i> for request and <i>Shall we...</i> for suggestion. Use a range of future perfect forms on a range of general and curricular topics.
UE 9	Use a growing range of active and passive forms for perfect tenses (present, past and future) on a range of general and curricular topics.
UE10	Use a growing range of present continuous forms to express gradual changes on a range of general and curricular topics.
UE 11	Use a wide range of direct and indirect speech forms for statements, questions, commands, requests and suggestions; and some introductory words: <i>say, ask, tell, suggest, and recommend</i> on a range of general and curricular topics
UE12	Use a limited range of comparative degree adverb structures <i>(not) as quickly as, more/less quickly as</i> with regular and

	irregular adverbs on a range of general and curricular topics
UE13	Use a range of modal forms for a range of functions: <i>to be supposed to</i> for obligation, <i>to be allowed to</i> for permission, and <i>mustn't</i> and <i>not to be allowed to</i> for prohibition on a range of general and curricular topics
UE14	Use a range of prepositions preceding nouns and adjectives in prepositional phrases Use a growing range of dependent prepositions following nouns and adjectives Begin to use dependent prepositions following verbs on a range of general and curricular topics
UE15	Use infinitive forms after a limited range of verbs and adjectives Use gerund forms after growing range of verbs and prepositions Use a limited range of prepositional verbs on a range of general and curricular topics.
UE16	Use a growing range of conjunctions of contrast ( <i>although, even though, whereas</i> ) and purpose ( <i>so that, to</i> ) on a growing range of general and curricular topics.
UE17	Use wish [that] clauses (present preference) Use if only/wish [that] clauses (past preferences) on a limited range of general and curricular topics.

## 2. SCHEME OF WORK /compulsory course/

Term 1	Term 2	Term 3	Term 4
Module 1. Human Voices	Module 2. Living with Nature	Module 3. Free Time	Module 4. Discovering Land and Sea
Unit 1. Welcome to Learning! Unit 2. People and Their Jobs Unit 3. Life Stories	Unit 4. Buildings and Design Unit 5 Natural Disasters Unit 6. . Habitat Interactions	Unit 7. Sports and Entertainment Unit 8. Possessions and Personal Space	Unit 9. Great Expeditions Unit 10. The Wonders of Mongolia

### TERM 1

### MODULE 1. HUMAN VOICES

### UNIT 1. WELCOME TO LEARNING

SC	Learning Objectives	Activities	Resources
S8	Use appropriate subject-specific vocabulary and syntax to talk about <b>an</b> increasing range of curricular topics	Ss: Talking about which languages are spoken where. T: preparing worksheet	worksheet: which language is spoken in these places.
	Spell an increasing range of high-frequency vocabulary accurately on an	Ss: Completing a table of countries and	with flags / country silhouettes

W7	increasing range of general and curricular topics	national language. T: using some posters with flags	table with blanks mainly in language column but also some in country column.
R9	Understand the detail of an argument on an increasing range of unfamiliar general and curricular topics, including some text types	Ss: Reading about the multi-lingual nature of the internet and which languages are used for what.	multiple-choice and true / false tasks
L1	Understand with limited support the main points in extended talk on a wide range of general and curricular topics	Ss: Listening about different <i>language</i> aids and gadgets.	multiple-matching task
S7	Interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks	Ss: prepare and give a short presentation on a 'language aid, website, and app. Gadget ... etc..	worksheet: 'look at the information about this language aid below'
S8	Use appropriate subject-specific vocabulary and syntax to talk about <b>an</b> increasing range of curricular topics	Ss: to present to the class.	Think of least 2 ways <b>that</b> would help classmates with their English this year.
R1	Understand the main points in texts on a range of unfamiliar general and curricular topics, including some extended text types	Ss: Reading about countries where a <b>number of</b> languages are used.	multiple –matching task
UE4	<b>Use a range of determiners for countable and uncountable nouns including <i>all (of), both (of), neither (of), either (of), none (of)</i> on a range of general and curricular topics.</b>	Focusing on determiners /predeterminers neither / each / all / both .. both of ... etc..	worksheet : match the names of the countries / languages to these statements.  Both of these languages are spoken in Canada.
UE16	Use a <b>growing</b> range of conjunctions of contrast ( <i>although, even though, whereas</i> ) and purpose ( <i>so that, to</i> ) on a growing range of general and curricular topics.	Focusing on conjunctions and sentence adverbs to express addition and contrast  Ss: completing a text on the use of English around the word with missing adverbs/conjunctions	Each of the following languages is spoken by more than 200 million people. worksheet: rewrite / link each pair of sentences e.g. French is an official language in Canada. It is only widely spoken in the Quebec region.

W1	Brainstorm, plan, write, edit and proofread written work at text level with limited support on an increasing range of general and curricular topics		worksheet: complete a table before writing
W4	Develop coherent arguments supported when necessary by reasons, examples and evidence for a range of written genres on general and curricular topics	Writing: A short article for a school magazine entitled: 'It's good to learn languages.'	Advantage Example
L2	Understand with limited support specific information in extended talk on a wide range of general and curricular topics	Listening about the 'original' representational idea in some Chinese characters.	multiple –matching ; characters to meaning.
S3	Give an opinion at discourse level on an increasing range of general and curricular topics	Talking about what English abbreviations and acronyms might mean	worksheet e.g. etc.. approx
R6	Deduce meaning from context on an increasing range of unfamiliar general and curricular topics, including some text types	Reading clues about abbreviations and acronyms to deduce what they mean	worksheet: This is typically found at the bottom of a page. PTO
W7	Spell an increasing range of high-frequency vocabulary accurately on an increasing range of general and curricular topics	Listening and writing down the correct spelling of punctuation marks next to the symbol in a dictation.	worksheet ; including images of <i>comma</i> , <i>dash</i> , <i>speech marks</i> <i>apostrophe</i> etc..
W8	Punctuate an increasing range of written work with accuracy on an increasing range of general and curricular topics		
UE9	Use a growing range of active and passive forms for perfect tenses (present, past and future) on a range of general and curricular topics.	Focus on the use of the passive structures in the context of describing language rules.	worksheet: decide whether the verb in brackets should be in the <b>passive</b> or active form.. worksheet: complete with an English rule e.g.
L2	Understand with limited support specific information in extended talk on a wide range of general and curricular topics	Listening to a quiz on world languages, abbreviations, punctuation marks	



**Grade 11 /elective course/**

Term 1	Term 2	Term 3	Term 4
Module 1. The world we live in	Module 2. Planet Earth	Module 3. Changing Lives / Food and Health	Module 4. What an Adventure!
Unit 1. Lifelong Learner Unit 2. Career Moves Unit 3. A Different Way of Life	Unit 4. Urbanization Unit 5. Alternative Sources of Energy Unit 6. Future of the Earth	Unit 7. Food for Thought Unit 8. Keep Fit	Unit 9. A Life of Adventure Unit 10. Tourism in Mongolia

**MODULE 1. THE WORLD WE LIVE IN**

**UNIT 1. LIFELONG LEARNER**

SC	Learning Objective	Activities	Resources
S8	Use appropriate subject-specific vocabulary and syntax to talk about a growing range of curricular topics	Ss: Talking about own first teacher and schooling.	<b>Worksheet:</b> Who was your first teacher in your life? Who do you think so? What was your first school? <b>Do</b> you agree with that child's first school is home and first teachers are parents?
W1	Brainstorm, plan, write, edit and proofread written work at text level with <b>limited</b> support on an increasing range of general and curricular topics	Ss: making lists of reasons why people need education	Suggested lists  - To prepare for work - To open our mind - To live better
S3	Give an opinion at discourse level on a growing range of general and curricular topics	Ss: Talking about education stages	Worksheet: Early childhood education - Preschool - Kindergarten Primary education - Primary school - Middle school Secondary education - High school

			<ul style="list-style-type: none"> <li>• Junior high school</li> <li>• Senior high school</li> </ul> <p>Tertiary education</p> <ul style="list-style-type: none"> <li>- Higher education <ul style="list-style-type: none"> <li>• Undergraduate</li> <li>• Post graduate</li> </ul> </li> <li>- Vocational education</li> <li>- Further continuing</li> </ul>
R8	Use an increasing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	<p>Ss: Matching exercise differences between:</p> <p>Undergraduate, graduate, postgraduate programs</p>	<p>Worksheet:</p> <ul style="list-style-type: none"> <li>- An undergraduate student is a student who is studying for his/her first degree</li> <li>- Graduate Once the student has a first degree, he/she is called a graduate</li> <li>- Postgraduate a student who has obtained a degree from a university, etc, and is pursuing studies for a more advanced qualification</li> </ul>
L5	Recognize the opinion of the speaker(s) with support in extended talk on a range of general and curricular topics	Ss: Listening to the importance of lifelong learning	<a href="https://www.youtube.com/watch?v=fZmt2EmBqBU">https://www.youtube.com/watch?v=fZmt2EmBqBU</a>
UE1	Use a <b>growing</b> range of gerunds as subjects on a growing range of general and curricular topics	Ss: Focusing on the gerund as a subject from the listening material	
R3	Read a growing range of fiction and non-fiction texts on unfamiliar general and curricular topics with confidence and enjoyment	Ss: Reading about different people's story who are learning successfully	<a href="https://www.uwosh.edu/llce/ansr/student-stories">https://www.uwosh.edu/llce/ansr/student-stories</a>
R7	Recognise the attitude or	Ss: reading and writing a summary	<a href="http://www.itslearning.eu/Websites/itslear">http://www.itslearning.eu/Websites/itslear</a>

	opinion of the writer on a growing range of unfamiliar general and curricular topics, including some text types	about how to create individual learning plan.	<a href="#">ninguk/Images/Documents/whitepaper_ilp.pdf</a>												
L5	Recognize the opinion of the speaker(s) with support in extended talk on a range of general and curricular topics	Ss: Listening and understanding about self-directed learning	<a href="https://www.youtube.com/watch?v=i8mwMIMoTkc">https://www.youtube.com/watch?v=i8mwMIMoTkc</a>												
S4	Respond with growing flexibility at both sentence and text level to unexpected comments on a range of general and curricular topics	Ss: asking and answering questions about self-directed learning.	Questions :  Have you ever had an individual learning plan?  Who will the ILP benefit?												
W6	Use appropriate layout for a range of written genres on an increasing range of general and curricular topics	Ss: Writing individual long and short term learning plan	<table border="1"> <thead> <tr> <th>Competence</th> <th>Goals</th> <th>Reflection</th> <th>Task</th> </tr> </thead> <tbody> <tr> <td>The ability to express oneself orally</td> <td>Speak more clearly so my classmates understand what I am saying.  Speak clearly and not mumble when I speak to the class.</td> <td>I got feedback from my classmates .....</td> <td>Be active in class and participate in dicussions.  + Task</td> </tr> <tr> <td>The ability to read</td> <td>Read more books.</td> <td>My little borther did not like the books I found. Maybe I should let</td> <td>✓ 1) Read stories for my little brother. ✓ 2) Find three books I should read next year + Task</td> </tr> </tbody> </table>	Competence	Goals	Reflection	Task	The ability to express oneself orally	Speak more clearly so my classmates understand what I am saying.  Speak clearly and not mumble when I speak to the class.	I got feedback from my classmates .....	Be active in class and participate in dicussions.  + Task	The ability to read	Read more books.	My little borther did not like the books I found. Maybe I should let	✓ 1) Read stories for my little brother. ✓ 2) Find three books I should read next year + Task
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