**Пояснительная записка**

**Описание дисциплины/модуля:**. типовая учебная программа разработана в соответствии сГОСО всех уровней утвержденнымиприказом Министра образования и науки РК №604 от 31 октября 2018 года и типовыми учебными программами для начального основного среднего ,общего среднего образования Республики Казахстан ,утвержденных приказом Министра образования и науки Республики Казахстан от 17 мая 2019 года № 217 «Об утверждении перечня учебников учебно методических комплексов ,учебных пособий и других дополнительных литературы , в том числе на электронных носителях».

**Формируемые компетенции:** формирование полиязычной, поликультурной личности; на совершенствование коммуникативной компетенции посредством обогащения словарного запаса через содержание аутентичных текстов разных стилей, что позволяет осуществить социокультурное обогащение мировосприятия и мировоззрения в процессе развития иноязычной коммуникативной компетенции; на развитие навыков исследовательской работы и творческого подхода к решению различных учебных задач.

**Пререквизиты:**английский язык уровня midB1

**Постреквизиты:**достижение языкового уровня high В1 по учебному предмету «Английский язык»,

**Необходимые средства обучения, оборудование:** книга «Student’sbookPackGatewayforKazakhstan 10thgradeScience», интерактивная доска, компьютер, книга, словарь, дидактические материалы, видео и аудио материалы

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**Распределение часов по семестрам**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Дисциплина/ код и наименование модуля** | **Всего часов в модуле** | **В том числе** | | | | | | | |
| **1 курс** | | **2 курс** | | **3 курс** | | **4 курс** | |
| **1 семестр** | **2 семестр** | **3 семестр** | **4 семестр** | **5 семестр** | **6 семестр** | **7 семестр** | **8 семестр** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Иностранный язык | 42 | 21 | 21 |  |  |  |  |  |  |
| **Всего:** | 96 |  |  |  |  |  |  |  |  |
| **Итого на обучение по дисциплине/модулю** | 96 |  |  |  |  |  |  |  |  |

**Содержание рабочей учебной программы**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **№** | **Разделы/результаты обучения** | **Критерииоценки и/или темы занятий** | **Всегочасов** | **Изних** | | | **Самостоятельнаяработастудентаспедагогом** | **Самостоятель- наяработастудента** | **Типзанятия** |
| **Теоретические** | **Лабораторно-практические** | **Производственное обучение/производственная практика** |
| 1 | **Unit 1**  **Legend or Truth**  1) Organize and present information clearly to others.  2) Understand specific information and the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics.  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.  5) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world. | **Interesting facts about genetics. DNA**  **Assessment criteria**   1. Organizing and presenting information clearly to others; 2. Identify specific information and the main points in topic;   3)Criticize on the views of others in a growing variety of talk contexts on topic. | 2-2 | 2 |  |  | * - Presenting a new vocabulary; * - Reading the text; * - Transating the text in oral form; * - Answering the questions | * - Transating the text in written form; * - Making the question on a text; * - Doing tasks after the text | Learning new material lesson(урок изучения нового материала) |
| 2 | **Myth busters (Physics, Chemistry, Biology)**  **Assessment criteria**   1. Identify the main points of a text on topics in speed reading; 2. Present topical vocabulary, which is appropriate to topic and genre and which is spelt accurately; 3. Apply comparative degree adverb structures with regular and irregular adverbs. | 2-4 | 2 |  |  | * - Oral speech “small talk”; * - Reading the text; * - Making a dialogue. | * - Solving the rebus on theme; * - Translating the text; * - Doing tasks after the text | generalization and systematization lesson(урок обощения и систематизации) |
| 3 | **Writing an article**  **Assessment criteria**   1. Employ speaking and listening skills to provide sensitive feedback to peers;   2) Define the detail of an argument in unsupported extended talk topic. | 2-6 | 2 |  |  | * -Working in pairs; * -Watching the video; * -Discussing the topic in oral form | * -Filling the gaps on video; * -Work with a new vocabulary; * -Talking about the main meaning of the video; | Combined lesson(комбинированный урок) |
| 4 | **Summary for the Unit I**  Analyze talk and modify language through paraphrase and correction in talk on topic;  2) Demonstrate paper and digital reference resources to check meaning and extend understanding. | 2-8 |  | 2 |  |  | * -Doing the task before the text; * -Doing the task after the text | complex application of knowledgelesson(урок комплексного применения знаний) |
| 5 | **Unit 2**  **NaturalDisastersTraining results**  1) Use imagination to express thoughts, ideas, experiences and feelings.  2) Use formal and informal language registers in talk on a wide range of general and curricular topics.  3) Skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics. | **Causes and consequences of natural disasters (atmosphere, lithosphere, hydrosphere**  **Assessment criteria**   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. | 2-10 | 2 |  |  | * -Presenting a new vocabulary; * -Reading the text; * -Translating the text in oral form; * -Answering the questions | * -Translating the text in written form; * -Making the question on a text; * -Doing tasks after the text | Learning new material lesson(урок изучения нового материала) |
| 6 | **Focus on Kazakhstan: reporting on the causes and consequences of natural disasters**  **Assessment criteria**  1) Explain formal and informal language registers in talk topic;  2) Identify the main points of a text on topics in speed reading ; | 2-12 | 2 |  |  | * Wordsearch; * - Learning a new vocabulary; * - Working with the text | * - Retelling the text; * - Work in pairs; * - Making a situation dialogue | generalization and systematization lesson(урок обощения и систематизации) |
| 7 | **Prediction and prevention of natural disasters**  **Assessment criteria**  1) Explain formal and informal language registers in talk topic;  2) Identify the main points of a text on topics in speed reading ; | 2-14 | 2 |  |  | * Mind Map * -Situational position; * - Working with a text | * Speaking; * - Doing the tasks after the text | Combined lesson(комбинированный урок) |
| 8 | **Unit 3**  **Virtual Reality**  **Training results**  1) Use speaking and listeningskills to solve problems creatively and cooperatively in groups.  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.  3) Develop and sustain a consistent argument when speaking or writing.  4) Recognize inconsistencies in argument in extended talk on a range of general and curricular subjects. | **Summary for the Unit II**  **Assessment criteria**   1. Employ speaking and listening skills to solve problems creatively and cooperatively in groups; 2. Identify specific information and the main points in topic;   Modify appropriate subject-specific vocabulary and syntax to talk about topic. | 2-16 |  | 2 |  |  | Making the sentences;  Making the question;  Improving oral speech due to answering the questions | complex application of knowledgelesson(урок комплексного применения знаний) |
| 9 | **Developing and evaluating mobile applications**  **Assessment criteria**  1)Demonstrate style and register to achieve appropriate degree of formality in a growing variety of written genres on topic;  2)Apply infinitive forms after an increased number of verbs and adjectives use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb on topic. | 2-18 | 2 |  |  | -Making a cluster;  -Presenting new vocabulary;  -Introducing the theme | -Work in small groups;  -Discussing the situation;  Making a conclusion |  |
| 10 | 1) Use imagination to express thoughts, ideas, experiences and feelings.  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.  3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.  4) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics. | **Expressing and justifying opinions about 2D games**  1)Modify imagination to express thoughts, ideas, experiences and feelings;  2) Identify the attitude or opinion of the speaker(s) in unsupported extended talk topic. | 2-20 | 2 |  |  | * -Presenting a new vocabulary; * -Reading the text; * -Translating the text in oral form; * -Answering the questions | * -Translating the text in written form; * -Making the question on a text; * -Doing tasks after the text | Learning new material lesson(урок изучения нового материала) |
| 11 | **Summary for the Unit III**  1) Reply to complex questions to get information about a wide range of general and curricular topics;  2) Recognize specific information and detail in extended texts on topic;  3) Apply perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials … so far, lately, all my life, on topic. | **2-22** |  | 2 |  |  | * -Translating the text in written form; * -Making the question on a text;   -Doing tasks after the text | generalization and systematization lesson(урок обощения и систематизации) |
| 12 | **Unit 4**  **Organic and non-organic worlds**  1) Use imagination to express thoughts, ideas, experiences and feelings.  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.  3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.  4) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics. | **Discussing the difference between organic and non-organic food**  **Assessment criteria**   1. Demonstrate feedback to set personal learning objectives; 2. Recognize specific information in unsupported extended talk on topic. | **2-24** | **2** |  |  | * - Crossword on theme; * - Introduce new vocabulary; * - Presenting the theme; * Asking and answering the question on the theme | * - Making their own crosswords for each other; * - Doing exercise before the text; * - Doing exercise after the text | Combined lesson(комбинированный урок) |
| 13 | **Analyzing the advantages and disadvantages of befouls Unit revision**  **Assessment criteria**   1. Apply appropriate subject-specific vocabulary and syntax to talk about topic;Imagine main points in extended texts on topic; 2. Modify a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 3. Practice a variety of abstract compound nouns and complex noun phrases on topic. | 2-26 | 2 |  |  | -Rebus on theme;  - Watching the presentation;  - discussing;  - speaking | * - Making their own rebuses; * Learning the presentation; * listening | complex application of knowledgelesson(урок комплексного применения знаний) |
| 14 | **Summary for the Unit IV**  **Assessment criteria**   1. React constructively to feedback from others; 2. Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic;   3) nterconnectwith peers to make hypotheses about topic. | 2-28 |  | 2 |  |  | * - Work small groups; * - Work with the text; * - Small talk; * - Speaking | Learning new material lesson(урок изучения нового материала) |
| 15 | **Unit 5**  **Reading for pleasure**  1) Develop intercultural awareness through reading and discussion.  2) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics.  3) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.  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. | **Learners read a non-fiction text**  **Assessment criteria**   1. Expand intercultural awareness through reading and discussion; 2. Realize speaker viewpoints and extent of explicit agreement between speakers on topic; 3. Explain a wide range of extended fiction and non-fiction texts on topic. | **2-30** | **2** |  |  | * - Presenting a new vocabulary; * - Reading the text; * - Translating the text in oral form; * - Answering the questions | * - Translating the text in written form; * - Making the question on a text; * - Doing tasks after the text | generalization and systematization lesson(урок обощения и систематизации) |
| 16 | **Summary for the Unit V**  **Assessment criteria**   1. Organize write, edit and proofread work at text level independently on topic; 2. Employ a wide variety of question types on topic; 3. Apply a variety of reported statements and question forms on topic. | **2-32** |  | **2** |  |  | * - Solving the rebus on theme; * - Translate the text;   - Doing tasks after the text | Combined lesson(комбинированный урок) |
| 17 | **Unit 6**  **Capabilities of human brainTraining results**  Speaking and listening skills to solve problems creatively and cooperatively in groups; Provide sensitive feedback to peers. Respect differing points of view. Evaluate and respond constructively to feedback from others; use feedback to set personal learning objectives. | **Investigate and report on the functions of the brainAssessment criteria**   1. Employ a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 2. Apply a wide variety of conjunctions on topic. | **2-34** | **2** |  |  | * - Working in pairs; * - Watching the video; * - Discussing the topic in oral form | * - Filling the gaps on video; * - Work with a new vocabulary; * - Talking about the main meaning of the video; | complex application of knowledgelesson(урок комплексного применения знаний) |
| 18 | **Multiple intelligences self study project**  **Assessment criteria**   1. Employ a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 2. Apply a wide variety of conjunctions on topic. | **2-36** | **2** |  |  | * - Kahoot with words from previous lesson; * - Presenting a new vocabulary; * - Working with the text | * - Doing the task before the text; * - Doing the task after the text | Learning new material lesson(урок изучения нового материала) |
| 19 | 1) Use feedback to set personal learning objectives.  2) Understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics.  3) Use imagination to express thoughts, ideas, experiences and feelings  4) Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics.  5) Respect differing points of view.  6) Interact with peers to make hypotheses about a wide range of general and curricular topics. | **Describing the symptoms of stress and giving advice on how to reduce stress**  **Assessment criteria**   1. Solving own and others’ point of view on topic; 2. Explain main points in extended texts on topic; 3. Practice a growing variety of past modal forms including must have, can’t have, might have to express speculation and deduction about the past on topic. | **2-38** | **2** |  |  | * Wordsearch; * - Learning a new vocabulary;   - Working with the text | * - Retelling the text; * - Work in pairs;   - Making a situation dialogue | generalization and systematization lesson(урок обощения и систематизации)  Combined lesson(комбинированный урок) |
| 20 | **Summary for the Unit VIAssessment criteria**   1. Read a range of lengthy texts with speed to identify content meriting closer reading on topic; 2. Expand with support coherent arguments supported when necessary by examples and reasons for topic;   Apply a variety of future active and passive and future continuous forms on topic. | **2-40** | **2** |  | * Speaking; * - Doing the tasks after the text |
| 21 | **Unit 7**  **Breakthrough technologies**  **Training results**  1) Respect differing points of view  2) Recognize inconsistencies in argument in extended talk on a range of general and curricular subjects. | **Nanotechnology**  **Assessment criteria**   1. Esteem differing points of view;Identify inconsistencies in argument in extended talk on subject; 2. Reply to complex questions to get information about topic; 3. Identify the attitude or opinion of the writer in extended texts on topic. | **2-42** | **2** |  |  | * - Presenting a new vocabulary; * - Reading the text; * - Translating the text in oral form; * - Answering the questions | * - Translating the text in written form; * - Making the question on a text; * - Doing tasks after the text | complex application of knowledgelesson(урок комплексного применения знаний) |
|  | **Курсовойпроект/работа(если запланировано)** | |  | **-** | **-** |  |  |  | **-** |
|  | **Итогочасов** | | **42** | **32** | **10** |  |  |  |  |