# Пояснительная записка

**Описание дисциплины/модуля:** типовая учебная программа разработана в соответствии с Государственными общеобязательными стандартами образования всех уровней, утвержденными приказом Министра образования и науки РК от 8 ноября 2012 года № 500 «Об утверждении типовых учебных планов начального, основного среднего, общего среднего образования Республики Казахстан» (с изменениями и дополнениями, внесенными приказом Министерства образования и науки Республики Казахстан от 22 января 2022г. № 25.

**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:** Профессиональный английский язык уровня mid B1

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

**Необходимые средства обучения, оборудование:** книга «Student’s book Pack Gateway for Kazakhstan 10th grade Science», интерактивная доска, компьютер, книга, словарь, дидактические материалы, видео и аудио материалы

# Контактная информация преподавателя (ей):

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**Распределение часов по семестрам**

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| **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 |
| Профессиональный иностранный язык | 30 |  |  |  |  | 15 | 15 |  |  |
| **Всего:** | 30 |  |  |  |  |  |  |  |  |
| **Итого на обучение по дисциплине/модулю** |  |  |  |  |  |  |  |  |  |

**Содержание рабочей учебной программы**

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| **№** | **Разделы / результаты обучения** | **Критерии оценки и / или темы занятий** | **Всего часов** | **Из них** | **Самостоятельна я работа студента с педагогом** | **Самостоятель- ная работа студента** | **Тип занятия** |
| **Теоре тичес кие** | **Лабор аторн о- практ ическ****ие** |  |
| 1 | **Unit 1 « Job discription and farmin education»****Раздел 1 «Должностные обязанности и обучение фермерскому делу** 1) Organize and present information clearly to others.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.
2. Use speaking and listening skills to provide sensitive
 | 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 новогоматериала) |
| 2 | 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; |  | 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 systematizatio n lesson(урок обощения и систематизац ии) |

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|  | feedback to peers.1. 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.
2. Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.
 | 3) Apply comparative degree adverb structures with regular and irregular adverbs. |  |  |  |  |  |  |  |
| 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.
 |  |  |  |  | -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(комби нированный 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 extendunderstanding. | 2-4 | 2 |  |  |  | -Doing the task before the text;-Doing the task after the text | complex application of knowledge lesson(урок комплексног оприменения знаний) |
| 5 | Theme 1 Alphabet repetition. Readings а vowel in a root.Повторение алфавита. Чтение гласной в корне*.* | **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.
 | 2-6 | 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 новогоматериала) |
| 6 | **Focus on Kazakhstan: reporting on the causes and consequences of natural disasters****Assessment criteria**1) Explain formal and | 2-8 | 2 |  |  | - Wordsearch;- Learning a new vocabulary;- Working with the text | * Retelling the text;

- Work in pairs;* Making a situation dialogue
 | generalization and systematizatio n lesson(урок обощения исистематизац ии) |

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|  |  | informal language registers in talk topic;2) Identify the main points of a text on topics in speed reading ; |  |  |  |  |  |  |  |
| 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 ;
 | 2-10 | 2 |  |  | * Mind Map
* -Situational position;
* Working with a text
 | * Speaking;
* Doing the tasks after the text
 | Combined lesson(комби нированный урок) |
| 8 | Theme 3 Alphabet repetition. Readings а vowel in a root.Повторение алфавита. Чтение гласной в корне. Название месяцев, дней недели, времен года. | **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. | 2-12 | 2 |  |  | - | Making the sentences; Making the question; Improving oral speech due to answering the questions | complex application of knowledge lesson(урок комплексног оприменения знаний) |

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| 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 phrasalverb on topic. | 2-14 | 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. | 2-16 | 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 новогоматериала) |
| 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 | **2-18** | 2 |  |  |  | -Translating the text in written form;-Making the question on a text;-Doing tasks after the text | generalization and systematizatio n lesson(урок обощения и систематизац ии) |

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|  |  | my life, on topic. |  |  |  |  |  |  |  |
| 12 | 1 Theme 4. What is farming. To be in Present Simple.Что такое фермерство) Use imagination to express thoughts, ideas, experiences and feelings.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.
2. Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.
3. 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.
 | **2-20** | **2** |  |  | * Crossword on theme;
* Introduce new vocabulary;
* Presenting the theme;

- Asking and answering the question on thetheme | * Making their own crosswords for each other;
	+ Doing exercise before the text;
	+ Doing exercise after the text
 | Combined lesson(комб инированн ый 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
 | 2-22 | 2 |  |  | -Rebus on theme;* Watching the presentation;
* discussing;
* speaking
 | * Making their own rebuses;
* Learning the presentation;

- listening | complex application of knowledge lesson(урок комплексно гоприменения знаний) |

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|  |  | complex noun phrases on topic. |  |  |  |  |  |  |  |
| 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. nterconnect with peers to make hypotheses about topic.
 | 2-24 | 2 |  |  | - | * Work small groups;
* Work with the text;
* Small talk;
* Speaking
 | Learning new material lesson(урок изучения новогоматериала) |
| 15 | Theme 5 WHAT IS FARMING AND WHAT DO FARMER DOPresent SimpleЧто является фермерским делом и что делают фермеры1. 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 | **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.
 | **2-26** | **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 | generalizatio n and systematizat ion lesson(урок обощения и систематиз ации) |

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| 16 | 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. | 1. Organize write, edit and proofread work at text level

independently on topic;1. Employ a wide variety of question types on topic;
2. Apply a variety of reported statements

and question forms on topic. | **2-28** | **2** |  |  |  | * Solving the rebus on theme;
* Translate the text;

- Doing tasks after the text | Combined lesson(комб инированн ый урок) |
| 17 | Theme 6 FARMING SKILLSto be in Past Simple | Theme 7 Drawing up summary.*Составление резюме.*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.
 | **2-30** | **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 knowledge lesson(урок комплексно гоприменения знаний) |
| 18 |  |  |  |  |  | - | - |  |
|  | **Курсовой проект/работа (если запланировано)** |  | **-** | **-** |  |  |  | **-** |
|  | **Итого часов** | **30** | **30** |  |  |  |  |  |