# 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 нового  материала) |
| 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 extend  understanding. | 2-4 | 2 |  |  |  | -Doing the task before the text;  -Doing the task after the text | complex application of knowledge lesson(урок комплексног о  применения 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 нового  материала) |
| 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 и  систематизац 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 о  применения 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 phrasal  verb 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 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 | **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 the  theme | * 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 го  применения 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 нового  материала) |
| 15 | Theme 5 WHAT IS FARMING AND WHAT DO FARMER DO  Present Simple  Что является фермерским делом и что делают фермеры   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 | **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 SKILLS  to 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 го  применения знаний) |
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|  | **Курсовой проект/работа (если запланировано)** | |  | **-** | **-** |  |  |  | **-** |
|  | **Итого часов** | | **30** | **30** |  |  |  |  |  |