

58

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РЕСПУБЛИКИ КАЗАХСТАН
УПРАВЛЕНИЕ ОБРАЗОВАНИЯ ГОРОДА ШЫМКЕНТ
Колледж искусств и дизайна им.А.Кастеева



Рабочая учебная программа

Модуль: ООП 06 Английский язык
Специальность: 02130100 Живопись,скульптура и графика(по видам)
02140100 Декоративно-прикладное искусство и народные промыслы (по профилям)
Квалификация: 4S02130101 Художник
4S02130102 Художник-иллюстратор
4S02140104 Художник декоративно-прикладного искусства

Форма обучения дневное на базе основного среднего образования
Общее количество кредитов 4,5 (108)

Разработчик (-и) [подпись] Сайтова Р.С.
(подпись) Ф.И.О.

Рассмотрена и одобрена на заседании учебно-методического совета

Протокол № 1 от «31» 08 2022 г.
Методист [подпись] Хабибуллаева С.К.
(подпись) Ф.И.О.

Рассмотрена и одобрена на заседании кафедрой

Протокол № 1 от «31» 08 2022 г.
Зав.кафедры: [подпись] Сабден У.Ш.
(подпись) Ф.И.О.

Пояснительная записка

Описание дисциплины/модуля 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. 500 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 programmers' 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 that 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 hypothesis' 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 that foster 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:

- choose different teaching technologies, forms, methods of organization and types of control of the educational process;
- 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);
- 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.

Формируемая компетенция

Пререквизиттер: In the 1st course– Aspect 10 for Kazakhstan-3 hours a week, 108 hours a year

Необходимые средства обучения, оборудование: laptop, books, active board, working papers, posters.

Контактная информация преподавателя (ей):

Ф.И.О. Сайтова Р.С
Елшенова Г.Б

тел.: 87778860290
87763293595

e-mail: saitova_rashida@mail.ru elshenova1982@mail.ru

Содержание рабочей учебной программы

	Результаты обучения	Критерии оценки	Темы 1к 5б т	Всего часов	Из них			Тип занятия	Оценочные задания
					Теорети ческие	Лаборатор но-практические	Производственное обучение/профессиона		
			1. Legend or truth	12h					
1	Students organise and present information clearly to others;	10.1.6 -organise and present information clearly to others;	1. Legend or truth Introductory lessons. Past Tenses.	1	2.09		1	practical	Jenny Dooley, Bob Obee. Aspect for Kazakhstan Grade 10 (Grammar Schools) Student's book, Workbook and Grammar book -Express Publishing, 2019 Module 1. pp.4-9
2	Students 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;	10.2.1 - 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;	1a.Legend or truth. Video.	2	6.09		2	practical	
3	Students understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	1b.Legend or truth. Vocabulary. Present Perfect.	1	8.09	1		theory	
4	Students understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	1c. Legend or truth. Use of English.	2	13.09		2	combine d	
5	Students understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	1d. Legend or truth. Skills. Adverbs.	1	15.09	1		theory	
6	Students understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	1e. Legend or truth. Writing.	2	20.9	2		theory	
7	Students understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	CLIL1. The Sea Wolf. Conjunctions.	1	22.09		1	combine d	
8	Students understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	Progress Check1.	2	27.09	2		Self- work	
			2 Controversial Issues	12h					
9	Students use speaking and listening skills to solve problems creatively and cooperatively in groups	10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups	2a. Controversial Issues. Video.	1	30.09		1	practical	Jenny Dooley, Bob Obee. Aspect for
10	Students use speaking and listening skills to solve problems creatively and cooperatively in groups	10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups	2b. Controversial Issues.	2	4.10	2		combine	

11	Students evaluate and respond constructively to feedback from others;	10.1.4 - evaluate and respond constructively to feedback from others;	Participle I.						Grade 10
12	Students use feedback to set personal learning objectives;	10.1.5 - use feedback to set personal learning objectives;	2c. Controversial Issues. Use of English.	1	7.10		1	practical	(Grammar Schools)
13	Students 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;	10.2.1 - 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;	2d. Controversial Issues. Skills. Comparison of adjectives.	2	11.10		2	practical	Student's book, Workbook and Grammar book
14	Students 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;	10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics;	2e. Controversial Issues. Writing.	1	14.10	1		theory	-Express Publishing, 2019
15	Students use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;		CLIL2. PSHE. Conditional sentences.	2	18.10		2	practical	Module 2. pp. 10-15
16	Students use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;		Culture sport. Empowering the Homeless.	1	21.10		1	combined	
			Progress Check 2.	2	25.10	→	2	Self-work	9.11. James
			3 Virtual Reality	12h					
17	Students develop and sustain a consistent argument when speaking or writing;	10.1.7 - develop and sustain a consistent argument when speaking or writing;	3. Virtual Reality Introductory lesson. Future Continuous.	1	28.10		1	practical	Jenny Dooley, Bob Obee. Aspect for Kazakhstan Grade 10
18	Students use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;	10.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;	3a. Virtual reality. Read the text.	2	1.11	James	2	practical	(Grammar Schools)
19	Students recognise inconsistencies in argument in extended talk on a range of general and curricular subjects;	10.2.8 - recognise inconsistencies in argument in extended talk on a range of general and curricular subjects;	3b. Virtual reality. Vocabulary. Future Perfect.	1	3.11	James	1	theory	Student's book, Workbook and Grammar book
20	Students write, edit and proofread work at text level independently on a range of general and curricular topics;	10.3.3 - explain and justify own and others' point of view on a wide range of general and curricular topics;	3c. Virtual reality. Use of English.	2	8.11	James	2	combined	-Express Publishing, 2019
21	Students write, edit and proofread work at text level independently on a range of general and curricular topics;	10.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics;	3d. Virtual reality. Skills. Future Simple.	1	11.11		1	theory	Module 3. pp. 16-21
22	Students write, edit and proofread work at text level independently on a range of general and curricular topics;	10.5.1 - plan, write, edit and proofread work at text level independently on a range of general and curricular topics;	3e. Virtual reality. Writing.	2	15.11		2	theory	
23	Students write, edit and proofread work at text level independently on a range of general and curricular topics;		CLIL3. The Changing face of Transportation. Passive Voice.	1	18.11		1	practical	
24	Students write, edit and proofread work at text level independently on a range of general and curricular topics;		Progress Check 3. Taking Agriculture to New Heights.	2	22.11		2	Self-work	
			4 Out of This World.	12h					
25	Students use imagination to	10.1.9 - use imagination to express	4. Out of This World.	1	25.11		1	practical	Jenny Dooley

26	experiences and feelings; Students recognise 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;	thoughts, ideas, experiences and feelings; 10.2.5 - recognise 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;	Introductory lesson. Reported Speech.							Aspect for Kazakhstan Grade 10 (Grammar Schools) Student's book, Workbook and Grammar book -Express Publishing, 2019 Module 4. pp. 22-27
27	Students 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;	10.2.6 - 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;	4a. Out of This World. Video.	2	29.11	2		practical		
28	Students 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;	10.3.2 - ask and respond to complex questions to get information about a wide range of general and curricular topics;	4b. Out of This World. Vocabulary. Modal verbs.	1		1		combine d		
29	Students 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;		4c. Out of This World. Use of English.	2		2		practical		
30	Students 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;		4d. Out of This World. Skills. Imperative mood.	1		1		theory		
31	Students 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;		4e. Out of This World. Writing.	2		2		practical		
32	Students 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;		CLIL4. The Phases of the Moon.	1		1		practical		
			Progress Check 4. My Storm chasing Adventure.	2		2		Self-work		
			5 Stress and fear	12h						
33	Students understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	10.1.5 - use feedback to set personal learning objectives;	5. Stress and fear Introductory lesson.	1		1		combine d		Jenny Dooley, Bob Obee. Aspect for Kazakhstan Grade 10 (Grammar Schools) Student's book, Workbook and Grammar book -Express Publishing, 2019 Module 5. pp. 28-33
34	Students use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;	10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	5a. Stress and fear. Video. Passive Voice (Present).	2		2		theory		
35	Students use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;	10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;	5b. Stress and fear Vocabulary. Passive Voice (Past).	1		1		theory		
36	Students use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;	10.4.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics;	5c. Stress and fear. Use of English.	2		2		practical		
37	Students use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;		5d. Stress and fear. Skills. Passive Voice (Future).	1		1		practical		
38	Students use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;		5e. Stress and fear. Writing.	2		2		combine d		
39	Students use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;		CLIL 5. PSHE.	1		1		combine d		
40	Students use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;		Progress Check 5.	2		2		Self-work		
			Total	60h		20	40			

				II- Term.							
				6 Imagination and Creativity	13h						
41	Students use a wide variety of question types on a wide range of familiar general and curricular topics;	10.6.5 - use a wide variety of question types on a wide range of familiar general and curricular topics;	6 . Imagination and Creativity Introductory lesson. Relative Clauses.	1		1				theory	Jenny Dooley, Bob Obee. Aspect for Kazakhstan
42	Students use a wide variety of relative, demonstrative, indefinite, quantitative pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics;	10.6.6 - use a wide variety of relative, demonstrative, indefinite, quantitative pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics;	6a. Imagination and Creativity. Reading. Hand –imal Art.	2			2			practical	Grade 10 (Grammar Schools) Student’s book, Workbook and Grammar book -Express Publishing, 2019
43	Students use a variety of prepositional phrases before nouns and adjectives	10.6.14 - use a variety of prepositional phrases before nouns and adjectives use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics;	6b. Imagination and Creativity. Vocabulary. Pronouns.	1		1				theory	Module 6. pp. 34-39
44	Students use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics;	10.6.16 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics	6c. Imagination and Creativity. Use of English.	2			2			combine d	
45	Students use a wide variety of question types on a wide range of familiar general and curricular topics;		6d. Imagination and Creativity. Skills. Writing.	1		1				theory	
46	Students use a variety of relative, demonstrative, indefinite, quantitative pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics;		6e. Writing. An article.	2			2			practical	
47	Students use a wide variety of question types on a wide range of familiar general and curricular topics;		CLIL 6. Art and Design.	1		1				theory	
48	Students use a variety of prepositional phrases before nouns and adjectives		Culture sport. Art and design. Sculpture. Masks on Stage.	2			2			practical	
49	Students use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics;		Progress Check 6. Revision.	1			1			Self-work	
			7 Reading for Pleasure	5h							
50	Students read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics;	10.4.4 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.4.9 -recognize inconsistencies in argument in extended texts on a wide range of general and curricular topics;	Reading for Pleasure. Types of fiction books.	2			2			practical	Jenny Dooley, Bob Obee. Aspect for Kazakhstan Grade 10 (Grammar

51		10.3.2 use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;								Schools/ Student's book, Workbook and Grammar book	
52				Reading for Pleasure. Daniel Defoe.	1			1		practical	
				Reading for Pleasure Robinson Crusoe.	2			2		practical	
				8 Different Ways of Living	15h						
53	Students use imagination to express thoughts, ideas, experiences and feelings;	10.1.9 - use imagination to express thoughts, ideas, experiences and feelings;	8. Different Ways of Living. Introductory lesson. I wish ... (construction) .	1			1			theory	Jenny Dooley, Bob Obee. Aspect for Kazakhstan Grade 10 (Grammar Schools) Student's book, Workbook and Grammar book -Express Publishing, 2019 Module 8. pp. 42-47
54	Students understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	10.2.4 - understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	8a. Reading. The Hadza the last of the	2				2		combine d	
55	Students understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	10.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics;	8b. Different Ways of Living. Vocabulary. Pronounce revision.	1			1			theory	
56	Students understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics;	10.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics;	8c. Different Ways of Living. Use of English.	2				2		practical	
57			8d. Different Ways of Living. Skills.	1				1		practical	
58			8e. Different Ways of Living. Writing.	2			2			theory	
59			CLIL. Globalization.	1				1		practical	
60			Culture sport. British Ethnicity.	2			2			theory	
61			Progress Check 8.	1				1		Self-work	
62			Different Ways of Living. Revision.	2				2		combine d	
			9. Amazing Places.	15h							

63	Students use speaking and listening skills to solve problems creatively and cooperatively in groups	10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups	7. Amazing Places. Introductory lesson.	1			1		practical	Jenny Dooley, Bob Obee. Aspect for Kazakhstan Grade 10 (Grammar Schools) Student's book, Workbook and Grammar book -Express Publishing, 2019 Module 9. pp. 48-53	
64	Students use speaking and listening skills to provide sensitive feedback to peers;	10.1.2 - use speaking and listening skills to provide sensitive feedback to peers;	9a. Amazing Places. Reading. Simple Unforgettable.	2		2			theory		
65	Students 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;	10.2.3 - 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;	9b. Amazing Places. Vocabulary. Relative clauses.	1		1			theory		
66	Students interact with peers to make hypotheses about a wide range of general and curricular topics;	10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics;	9c. Amazing Places. Use of English.	2			2		combine d		
67	Students interact with peers to make hypotheses about a wide range of general and curricular topics;	10.3.6 - navigate talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics;	9d. Amazing Places. Skills.	1			1		combine d		
68			9e. Writing Clauses of result.	2		2			theory		
69			CLIL. Geography.	1		1			theory		
70			Culture spot. London.	2			2		practical		
71			Progress Check 9	1			1		Self-work		
72			Final test	2			2		Self-work		
				48	16	32					