

КГУ «Велиховская основная школа»



верждаю:

о. директора Костырина Е.С.

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Рассмотрено на заседании МО учителей инклюзивного образования
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Адаптированная рабочая программа
для обучающихся с задержкой психического развития
по английскому языку

учителя Ковалевой Ю.Н.
7 класс

Пояснительная записка

Адаптированная рабочая программа по предмету «Английский язык» для 7 класса, специально для детей с особыми образовательными потребностями (ЗПР), предназначена для того, чтобы:

- предоставить возможности обучающимся развиваться в своем персональном темпе, исходя из собственных образовательных способностей и интересов;
- реализовать цели и задачи образования обучающихся с ОВЗ, независимо от состояния здоровья, наличия физических недостатков;
- предоставить возможность социализации в процессе изучения иностранного языка.

Рабочая программа направлена на:

- формирование универсальных учебных действий (личностные, метапредметные, предметные результаты) для основного общего образования, преемственность с программой начального общего образования
- реализацию системно - деятельностиного подхода в организации образовательного процесса, который обеспечивает:
 - формирование готовности к саморазвитию и непрерывному образованию;
 - проектирование и конструирование социальной среды развития обучающихся в системе образования;
 - активную учебно-познавательную деятельность обучающихся;
 - построение образовательного процесса с учётом индивидуальных возрастных, психологических и физиологических особенностей обучающихся.

Планируемые предметные результаты

Выпускник научится:

при обучении детей с ЗПР в диалогической и монологической речи целесообразно использовать доступные для понимания речевые модели, необходимые ситуации, а также чтение по ролям. Драматизация-это один из самых эффективных способов при формировании данного вида речевой деятельности.

Аудирование – (нормативные дети) воспринимать на слух и понимать с использованием языковой и контекстуальной догадки и транскрипированием незнакомых слов звучащие до 1,5 минут несложные аутентичные тексты с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной/запрашиваемой информации. Тексты для аудирования: высказывания собеседников в ситуациях повседневого общения; диалог (беседа); сообщение информационного характера; рассказ.

Дети с ЗПР

Аудирование текстов рекомендуется значительно сократить

Письменные работы сокращены, так как базируются на грамматическом материале. Объем письменных упражнений, которые основаны на трудно усваиваемых детьми грамматических явлениях, сокращается, а оставшиеся необходимо тщательно разбирать или выполнять в классе.

Контроль и оценка деятельности учащихся

Необходимо оценивать обучающихся не столько по достигнутым результатам, а за старание и усилия обучающихся. В тестировании и контрольных срезах знаний классы коррекции и ЗПР не принимают участие. Ошибки - желательно не исправлять, но разбирать в классе.

Оценка – выставляется с позитивным уклоном. Необходимо поддерживать интерес к иностранному языку.

Объем диалога – от 3 реплик (7 класс) со стороны каждого учащегося. Продолжительность диалога – 1 мин (7 класс).

Уметь пользоваться:

основными коммуникативными типами речи: описание, сообщение, рассказ (включающий эмоционально-оценочные суждения), рассуждение (характеристика) с высказыванием своего мнения и краткой аргументацией с опорой и без опоры на прочитанный или услышанный текст либо заданную коммуникативную ситуацию.

Объем монологического высказывания – от 8–10 фраз (7 класс). Продолжительность монолога – 1 мин (7 класс).

Письменная речь

Уметь:

- писать короткие поздравления с днем рождения и другими праздниками, выражать пожелания (объемом 30–40 слов, включая адрес);

- заполнять формуляры, бланки (указывать имя, фамилию, пол, гражданство, адрес);

- писать личное письмо с опорой и без опоры на образец (расспрашивать адресата о его жизни, делах, сообщать то же самое о себе, выражать благодарность, давать совет, просить о чем-либо). Объем личного письма – около 100–110 слов, включая адрес;

- составлять план, тезисы устного или письменного сообщения, кратко излагать результаты проектной деятельности.

Сложносочиненные предложения с сочинительными союзами and, but, or.

Сложноподчиненные предложения с союзами и союзными

союзами what, when, why, which, that, who, if, because, that's why, than, so.

Побудительные предложения в утвердительной (Be careful) и отрицательной (Don't worry) форме.

Calendar Thematic Plan for the 7th grade
2022-2023 оқу жылы/учебный год/academic year

	Date	Theme	Hours	Learning objectives
		Unit 1: Hobbies and Leisure		
		Hobbies and Leisure Diagnostic test	1	7.C4 evaluate and respond constructively to feedback from others 7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics 7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics 7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics in extended talk on a limited range of general and curricular topics
		Discussion about hobbies and leisure activities	2	
		Presenting a table of information and statistics about young people in Kazakhstan (This relates to Maths)	2	7.C8 develop intercultural awareness through reading and discussion 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.R7 recognise typical features at word, sentence and text level in a range of written genres 7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics
		Getting to know about global leisure pursuits	2	
		Creating a survey about the hobbies/leisure pursuits of either family and friends or of the class or the whole school (This relates to ICT)	3	7.C4 evaluate and respond constructively to feedback from others 7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.S3 give an opinion at discourse level on a growing range of general and curricular topic 7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics 7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics

	Unit Revision	1	
Unit 2: Communication and Technology			
	Young people and technology (Social interaction)	2	7.C2 use speaking and listening skills to provide sensitive feedback to peers 7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics
	Social networking websites	2	7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 7.UJ17 use if / unless in first conditional clauses; use defining relative clauses with which who that where on a wide range of familiar general and curricular topics 7.UJ6 use a variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves on a growing range of familiar general and curricular topics
	Social Network Profile	3	7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics
	Holding a debate about technology	2	7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts 7.C3 respect different points of view
1	Writing a formal letter about mobile phones being dangerous	2	7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics 7.W5 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics 7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics
2	Unit revision	1	
	Summative Assessment	1	
Unit 3: Holidays and Travel			
	Discussing unusual and interesting journeys across Kazakhstan and	1	7.C2 use speaking and listening skills to provide sensitive feedback to peers 7.C6 organise and present information clearly to others

	around the world			7.S3 give an opinion at discourse level on a growing range of general and curricular topics
	Learning about map reading	2		7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics 7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects
	Gathering information about festivals in Kazakhstan and around the world (Food and drink)	2		7.C3 respect differing points of view 7.C8 develop intercultural awareness through reading and discussion 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics
	The best places to visit in Kazakhstan	2		7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.S3 give an opinion at discourse level on a growing range of general and curricular topics
	Making a brochure/leaflet	2		7.C4 evaluate and respond constructively to feedback from others
	Writing an article for a school magazine or school e-zine about festivals or unusual and interesting journeys	2		7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 7.W2 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics
	Unit revision	1		
Unit 4: Space and Earth				
	Looking at the future and the environment	2		7.C5 use feedback to set personal learning objectives 7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world
	The most environmental issues	2		7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics 7.L8 understand supported narratives on a wide range of general and curricular topics 7.S1 use formal and informal registers in their talk on a limited range of gener

	Looking at Science Fiction (This relates to Literature)	2	7.C4 evaluate and respond constructively to feedback from others 7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics 7.R4 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics 7.R6 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics 7.R7 recognise typical features at word, sentence and text level in a range of written genres 7.W6 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics
	Writing a short science fiction story and/or a composition about life in the future	2	
	Using 'will' for prediction	2	
	Unit revision	1	
	Summative Assessment	1	
Unit 5: Reading for Pleasure			
	Learners read non-fiction books in Kazakh, English, Russian languages	2	7.C3 respect differing points of view 7.C8 develop intercultural awareness through reading and discussion 7.L8 understand supported narratives on a wide range of general and curricular topics 7.S8 recount some extended stories and events on a growing range of general and curricular topics
	Summarizing the chosen books	2	
	Different activities, based on the content of the books	5	7.C7 develop and sustain a consistent argument when speaking or writing 7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects 7.UJ3 use a growing variety of compound adjectives and adjectives as participles

				7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts 7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics
		Unit revision	1	
		Unit 6: Entertainment and Media		
		Focusing on TV programmes and films	2	7.C3 respect differing points of view 7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics 7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics 7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics 7.UE7 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 7.S3 give an opinion at discourse level on a growing range of general and curricular topics
		Film reviews	2	
		Reading and talking about film genres	2	7.C7 develop and sustain a consistent argument when speaking or writing 7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics 7.S3 give an opinion at discourse level on a growing range of general and curricular topics
		Structure and criteria for a good film review	2	7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges
		Writing a review about a film for a school magazine or e-zine	2	1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly 1.S1 make basic personal statements about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S6 make introductions and requests in basic interactions with others 1.UE11 use there is / there are to make short statements and ask questions
0		Unit revision	1	

Unit 7: Natural Disasters				
	Looking at natural disasters in Kazakhstan and around the world	3	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics 7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics	
	Discussion about Disaster statistics in Kazakhstan	2	7.C6 organise and present information clearly to others 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.R6 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics 7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics	
	Writing a newspaper article about a disaster for a school magazine or school e-zine	2		
	Refugees and natural disasters	3		
	Unit revision	1		
	Summarive Assessment	1		
Unit 8: Healthy Habits				
	Discussing healthy habits and healthy living and learning about the food pyramid	2	7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	
	Creating lists of healthy habits	2	7.C5 use feedback to set personal learning objectives 7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics	
	Health problems	2	7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups	
	Reading and discussing the texts.	2		

	Creating the questions for interviewing the classmates		7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics 7.U9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics 7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects 7.W5 develop with some support coherent arguments supported when
0	Using the first conditional and subordinate clauses to discuss healthy living	1	7.C7 develop and sustain a consistent argument when speaking or writing 7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics 7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges
1	Writing a short paragraph of an essay about their family' eating habits	2	7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 7.C5 use feedback to set personal learning objectives 7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics
2	Unit Revision	1	
Unit 9: Clothes and Fashion			
3	Talking about shopping and shopping facilities	2	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics
4	Reviewing and adding to clothes and fashion vocabulary	2	7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.R7 recognise typical features at word, sentence and text level in a range of written genres

5		Discussion: Learners first take notes on the advantages and disadvantages of shopping centers	2	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics 7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics
6		Researching how clothes are made and materials used	2	
7		Using the passive voice Writing a description of a person Designing a uniform for Kazakhstani Olympic team	2	7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics 7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics 7.W6 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics 7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics 7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy
8		Summative control work	1	
9		Unit revision	1	
		Total	102	