**ҚОСТАНАЙ ОБЛЫСЫ ӘКІМДІГІ БІЛІМ БАСҚАРМАСЫНЫҢ «ФЕДОРОВ АУЫЛ ШАРУАШЫЛЫҒЫ КОЛЛЕДЖІ»**

**КОММУНАЛДЫҚ МЕМЛЕКЕТТIК ҚАЗЫНАЛЫҚ КӘСІПОРНЫ**

**КОММУНАЛЬНОЕ ГОСУДАРСТВЕННОЕ КАЗЕННОЕ ПРЕДПРИЯТИЕ «ФЕДОРОВСКИЙ СЕЛЬСКОХОЗЯЙСТВЕННЫЙ КОЛЛЕДЖ» УПРАВЛЕНИЯ ОБРАЗОВАНИЯ АКИМАТА КОСТАНАЙСКОЙ ОБЛАСТИ**

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| Согласовано  Директор  КГКП «Федоровский сельскохозяйственный колледж» \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ФИО  "\_\_\_\_" \_\_\_\_\_\_\_\_\_\_\_\_20\_\_\_г. | Утверждаю  Заместитель директора по учебной работе  \_\_\_\_\_\_\_\_\_\_\_\_ ФИО  "\_\_\_\_" \_\_\_\_\_\_\_\_\_\_\_\_20\_\_\_г. |

**Рабочая учебная программа**

**для организаций технического и профессионального, послесреднего образования**

**ПРОФЕССИОНАЛЬНЫЙ АНГЛИЙСКИЙ ЯЗЫК** *(наименование модуля или дисциплины)*

**Специальность:** 1504000 «Фермерское хозяйство (по профилю)»

**Квалификация:** 1504062 «Тракторист-машинист сельскохозяйственного производства»

**Форма обучения** очная **на базе** среднего образования  
**Общее количество часов** 72 кредитов 0  
**Разработчик (-и)** Северина Ольга Владимировна \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ подпись

Рассмотрена и одобрена на заседании учебно-методического совета  
Протокол № \_\_ от "\_\_\_\_" \_\_\_\_\_\_ 20\_\_\_\_ г.

Председатель \_\_\_\_\_\_\_\_\_\_\_   
 (подпись) Ф.И.О. (при наличии)

**Explanatory note**

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| **Description of Discipline / module description: English language:**  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, protocol No. 1 dated July 15, | |
| **Formed competence:**  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 which 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 | |
| **Post-requisites:**  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 | |
| **Prerequisites:**  Disciplines in the scope of school programs | |
| **Necessary teaching aids, equipment:** interactive whiteboard, textbook, information resources, teaching materials on the subject | |
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| Контактная информация преподавателя (ей): | |
| Ф.И.О. (при наличии)  Северина Ольга Владимировна | тел.: |
| е-mail: |

**Subject plan of the discipline**

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| № | Содержание программы  ( разделы, темы/результаты обучения, критерии оценки) | Всего часов | в том числе | | | | | | |
| Теоретические | Лабораторно- практические | Аудиторные, контактные1 | Самостоятельная работа обучающегося под руководством преподавателя | Самостоятельная работа обучающегося, выполняемая полностью самостоятельно | Производственное обучение/профессиональная практика | Индивидуальные |
| **Communication - 12** | | | | | | | | | |
| 1 | Greeting | 1 | 1 |  |  |  |  |  |  |
| 2-3 | English in our life | 2 | 2 |  |  |  |  |  |  |
| 4-5 | The skills of social life (daily behavior, skills and abilities | 2 | 2 |  |  |  |  |  |  |
| 6-7 | **Greate Britain** | 2 | 2 |  |  |  |  |  |  |
| 8-9 | How many People in the World Speak English? | 2 | 2 |  |  |  |  |  |  |
| 10-11 | Revision | 2 | 2 |  |  |  |  |  |  |
| 12 | The Lexical - grammatical test | 1 | 1 |  |  |  |  |  |  |
|  | **Training results:**  1) Organize and present information clearly to others, 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 growing range of unfamiliar topic.  2) Ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics.  3) Use speaking and listening skills to provide sensitive feedback to peers.  4) Understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics. |  |  |  |  |  |  |  |  |
|  | **Assessment criteria:**  **1)**Organizing and presenting information clearly to others;  2)Identify the attitude or opinion of the speaker(s) in unsupported extended talk on topic;  3)Ask with appropriate syntax and vocabulary to open-ended higher-order thinking questions on topic.  4)Read a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, topic;  5)Expand with minimal support coherent arguments supported when necessary by examples and reasons for topic;  6)Apply a variety of adjectives complemented by that, infinitive and wh- clauses on topic.  7)Practice speaking and listening skills to provide sensitive feedback to peers; |  |  |  |  |  |  |  |  |
| **Life about me - 14** | | | | | | | | | |
| 13-14 | **My city, My house** | 2 | 2 |  |  |  |  |  |  |
| 15-16 | **My leisure** | 2 | 2 |  |  |  |  |  |  |
| 17-18 | **My college** | 2 | 2 |  |  |  |  |  |  |
| 19 | **Person, healh,sport.** | 1 | 1 |  |  |  |  |  |  |
| 20-21 | **My family. My relatives. My friends.** | 2 | 2 |  |  |  |  |  |  |
| 22-23 | **Every day life, living conditions** | 2 | 2 |  |  |  |  |  |  |
| 24-25 | **Revision** | 2 | 2 |  |  |  |  |  |  |
| 26 | ***The Lexical - grammatical test*** | 1 | 1 |  |  |  |  |  |  |
|  | **Training results:**  1) Use imagination to express thoughts, ideas, experiences and feelings.  2) Use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics.  3) Communicate and respond to news and feelings in correspondence through a variety of functions on a range of general and curricular topics. |  |  |  |  |  |  |  |  |
|  | **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.  4)Show appropriate subject-specific vocabulary and syntax to talk about topic;  5)Identify patterns of development in lengthy texts [inter-paragraph level] topic.  6)Respond to news and feelings in correspondence through a variety of functions on topic;  7)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. |  |  |  |  |  |  |  |  |
| **Profession 11** | | | | | | | | | |
| 27-28 | **Scientific and technical progress** | 2 | 2 |  |  |  |  |  |  |
| 29-30 | **The role of English in the future profession** | 2 | 2 |  |  |  |  |  |  |
| 31-32 | **Resume writing.** | 2 | 2 |  |  |  |  |  |  |
| 33-34 | **My profession, My working day** | 2 | 2 |  |  |  |  |  |  |
| 35 | **Requirements for the profession** | 1 | 1 |  |  |  |  |  |  |
| 36 | **Revision** | 1 | 1 |  |  |  |  |  |  |
| 37 | ***The Lexical - grammatical test*** | 1 | 1 |  |  |  |  |  |  |
|  | **Training results:**  1) Recognize inconsistencies in argument in extended talk on a range of general and curricular subjects.  2) Ask and respond to complex questions to get information about a wide range of general and curricular 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; interact with peers to make hypotheses about a wide range of general and curricular topics. |  |  |  |  |  |  |  |  |
|  | **Assessment criteria:**  1)Identify inconsistencies in argument in extended talk on subject;  2)Ask to complex questions to get information topic;  3)Identify the attitude or opinion of the writer in extended texts on topic.  4)Punctuate written work at text level on topic with a good degree of accuracy;  5)Apply 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 topic.  6)Practice speaking and listening skills to provide sensitive feedback to peers; |  |  |  |  |  |  |  |  |
| **Practice 35** | | | | | | | | | |
| 38-39 | **What is agriculture?** | 2 |  |  |  |  |  |  |  |
| 40-41 | **Two branches of agriculture.** | 2 |  |  |  |  |  |  |  |
| 42-43 | **We go to the state of farm.** | 2 |  |  |  |  |  |  |  |
| 44-45 | **Advantage of farm mechanics.** | 2 |  |  |  |  |  |  |  |
| 46-47 | **Disadvantages of farm mechanics.** | 2 |  |  |  |  |  |  |  |
| 48-49 | **Resume writing.** | 2 |  |  |  |  |  |  |  |
| 50-51 | **Soviet tractors.** | 2 |  |  |  |  |  |  |  |
| 52-53 | **Farm machines.** | 2 |  |  |  |  |  |  |  |
| 54-55 | **History of the plow.** | 2 |  |  |  |  |  |  |  |
| 56-57 | **The principle of operation of the engine.** | 2 |  |  |  |  |  |  |  |
| 58-59 | **Main parts of the tractor** | 2 |  |  |  |  |  |  |  |
| 60-61 | **Modern types of agricultural machinery.** | 2 |  |  |  |  |  |  |  |
| 62-63 | **Equipment for growing crops.** | 2 |  |  |  |  |  |  |  |
| 64-65 | **Harvesting equipment.** | 2 |  |  |  |  |  |  |  |
| 66-67 | **Mechanization in crop production.** | 2 |  |  |  |  |  |  |  |
| 68 | **Importance of machinery and energy in agriculture.** | 1 |  |  |  |  |  |  |  |
| 69 | **Tractors.** | 1 |  |  |  |  |  |  |  |
| 70 | **Revision.** | 1 |  |  |  |  |  |  |  |
| 71-72 | ***Дифференцированный зачет***  ***Differentiated credit*** | 2 |  |  |  |  |  |  |  |
|  | **Training results:**  1) Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.  2) Use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding.  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.  5) 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.  6) Interact with peers to make hypotheses about a wide range of general and curricular topics. |  |  |  |  |  |  |  |  |
|  | **Assessment criteria:**   1. 1)Practice writing as a means of reflecting on and exploring a range of perspectives on the world; 2. 2)Show specific information in unsupported extended talk on topic; 3. 3)Ask to complex questions to get information topic;   4)Choose paper and digital reference resources to check meaning and extend understanding.  5)Communicate to news and feelings in correspondence through a variety of functions on topic;  6)Apply a wide variety of question types on topic.  7)Writing as a means of reflecting on and exploring a range of perspectives on the world;  8)Show meaning from context in unsupported extended talk on topic;  9)Respond to complex questions to get information topic. |  |  |  |  |  |  |  |  |
| N |  | 72 | 72 |  |  |  |  |  |  |
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|  | Курсовой проект/работа (если запланировано) |  | - | - | - | - | - |  | - |

      1- заполняется в случае реализации кредитной технологии обучения

      2 - заполняется при обучении лиц с особыми образовательными потребностями и организациями по профилю "Искусство", обучение которых предусматривает часы индивидуальных занятий

      3- для рабочих учебных программ на профессиональные модули