**Approved**

**Head of the Foreign**

**Languages Department**

**\_\_\_\_\_\_A.A.Muldagalieva**

**«27» \_\_\_08\_\_\_ 2019**

**SYLLABUS**

**Subject**: **Foreign Language (English)**

**Specialty: 6B02207, 6B02208, 6B02209, 6B02301, 6B02302**

**Credits: 3**

**Semester: 1**

**Academic year: 2019-2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructor’s name,**  **Position** | **Classes** | **Office hours** | **Contact Information** | |
| **According to the Timetable** | | **Tel.** | **E-mail** |
| A.Zh.Myrzabayeva  Lecturer |  | 519 | 87056604770 | aizhan\_17@mail.ru |

**Level:** Intermediate Level

**Pre-requisite:** Pre-Intermediate Level.

**Post-requisite:** Upper-Intermediate Level orProfessional English.

**Course Description**

The course is designed to develop students’ ability to communicate with people from other countries and cultures, and equip them with the skills essential for taking the examination. The course is focused on the systematic development of examination techniques and strategies in all parts of the examination: reading, writing, listening and speaking, and includes training on grammar and vocabulary.

**Almaty 2019**

**Intermediate Level (3 Credits)**

**Learning Outcomes**

**Upon successful completion of the course, the student will be able to:**

**In Reading :**

* recognize different types of questions asked in tests
* predict main ideas from titles and visual aids
* use skimming and scanning to identify gist and details
* identify and summarize the main ideas in various types of texts
* recognize a writer's views or claims and their implications

**In Listening:**

* recognize the format and question patterns in listening tests
* identify the main ideas of an oral text
* identify specific information and roles of speakers
* identify numbers, dates, time, letters, etc. correctly
* understand the implications of information provided in oral texts

**In Writing:**

* analyze questions and respond appropriately
* organize and present information in a coherent way
* use appropriate language and vocabulary for specific tasks
* develop an argument and support it in a structured essay
* identify implications and propose solutions
* edit written work

**In Speaking:**

* recognize different sections and requirements of the speaking tests
* introduce and converse confidently on a topic
* give an opinion and justify it
* speculate about general topics
* use the appropriate vocabulary and grammar to express ideas
* complete a speaking test within the allotted time

**Assessment schedule**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| № | **Type of evaluation** | **Week** | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16-17 |
| 1 | Class work | \* | \* | \* | \* | \* | \* | \* |  | \* | \* | \* | \* | \* | \* | \* |  |
| 2 | TSIS (Home-work) |  | \* | \* | \* | \* | \* | \* |  | \* | \* | \* | \* | \* |  |  |  |
| 3 | SIS |  |  |  | \* |  | \* |  |  |  |  |  | \* |  | \* |  |  |
| 4 | Attestation |  |  |  |  | \* |  | \* |  |  | \* |  |  |  |  | \* |  |
| 5 | Mid-term assessment |  |  |  |  |  |  |  | \* |  |  |  |  |  |  |  |  |
| 6 | Final exam |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | \* |

\* Students who get more points than the required maximum for in-class, SIS, mid-term and final testing are awarded bonus points in the amount exceeded.

**COURSE ASSESSMENT**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Attestation period 1,2/***  ***Weeks*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16-**  **17** |
| Attendance/Participation | **5** | **5** | **5** | **5** | **5** | **5** | **5** |  | **5** | **5** | **5** | **5** | **5** | **5** | **5** |  |
| In-class assessment |  | **5** | **5** | **5** | **5** | **5** | **5** |  | **5** | **5** |  | **5** | **5** | **5** |  |  |
| Homework (TSIS) |  |  | **5** | **5** | **5** | **5** | **5** |  | **5** | **5** |  |  | **5** |  |  |  |
| SIS |  |  |  | **15** |  | **15** |  |  |  |  |  | **15** |  | **15** |  |  |
| Attestation 1/2 |  |  |  |  | **25** |  |  |  |  | **25** |  |  |  |  | **25** |  |
| Mid-term test |  |  |  |  |  |  |  | **100** |  |  |  |  |  |  |  |  |
| Examination |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **100** |
| Total | **5** | **10** | **15** | **30** | **40** | **30** | **15** |  | **15** | **40** | **5** | **25** | **15** | **25** | **30** |  |

**Required literature:**

1. Clive Oxenden, Christina Latham-Koenig New English File Intermediate Student’s Book
2. Clive Oxenden, Christina Latham-Koenig New English File Intermediate Work Book
3. Raymond Murphy English Grammar in Use for Intermediate students
4. Internet Resources.

Approved by the Foreign Languages Department meeting

Minutes № 1 “ 27 ”of august 2019

Syllabus designed by:

A.Zh.Myrzabayeva\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Unit** | **Reading** | **Listening** | **Writing & Vocabulary** | **Speaking** | **Grammar** | **SIS, TSIS** |
| 1 | **Brighten the corner where you are!.** | Read and translate the text from the newspaper Qazaq yniversiteti | - | Vocabulary: find new words and translate them | Retell the text | - |  |
| 2 | **Unit 1A:** Food: fuel or pleasure | Unit 1A,  Read the interview with Alice and Jacqueline  p.4 | 1.5 Have you ever tried English food? What did you think of it?  p.7 | Vocabulary: Food and restaurants  p. 144 | Pronunciation /u/, /u:/.  Women worry more about their diet than men  p. 7 | Present simple, present continuous  Grammar Bank 1A  p. 130 |  |
| 3 | **Unit 1B: If you really want to win, cheat** | Unit 1B,  Read the article and find out how the people cheated  **Text: Famous cheating moments in sport**  p. 8 | 1.6 Find correct answers  Listen to the interview with and ex-champions league referee from Spain  p.9 | Vocabulary: sport  Famous sportsperson form your country  p.10 | Retell the text “When you hear the final whistle”  p.11 | Past tenses: simple, continuous, perfect  Bank 1B  p.130 |  |
| 4 | **Unit 1C:** We are family | Unit 1C,  Predict the answers to the questions  **Text: We are family**  p.14 | 1.11 Listen to the psychologist talking about the influence in the family has on your personality, complete the chart  p.15 | Vocabulary: personality  p.146 | Pronunciation  Prefixes and suffixes  p.15 | Future formsL going to, present continuous, will/shall  Grammar Bank 1c  p.130 | SIS-1 |
| 5 | **Unit 1: Introductions** | Unit 1,  Choosing sentences  **Text: Jam today, tomorrow, yesterday …**  p. 19 | 1.18 Listen and circle the correct answers  Can you understand these people  p.19 | Vocabulary: consolidation  p.18 | Make the dialogue  p.16 | Consolidation  p.16-19 | Attestation-1 |
| 6 | **Unit 2A:** Ka-ching! | Unit 2A,  Match the highlighted phrasal verbs with their definitions. Answer the questions  **Text: My life without money**  p.22 | 2.5 Answering questions  Practice saying these numbers  p.23 | Vocabulary: money  p.147 | The money questionnaire  In pairs interview each other | Present perfect and past simple  Grammar Bank 2A  p.132 | SIS-2 |
| 7 | **Unit 2B: Changing your life** | Unit 2B,  **Text: It was just a holiday, but it changed my life**  p.26 | 2.6 Answer the questions in pairs  Listen about Karen and describe what can you see in the photos  p.24 | Strong adjectives  p.27 | Describe the pictures  p.25 | Present perfect continuous  Grammar Bank 2B  p.132 |  |
| 8 | **What do you remember** | - | - | Write an essay  Unit 1A-2B  p.4-27  Vocabulary: Unit 1A-2B  p.4-27 | Speak on the following themes.  Unit 1A-2B  p.4-27 | Grammar test  Unit 1A-2B  p.4-27 | Midterm-examination |
| 9 | **Unit 2C: Race to the sun** | Unit 2C,  Reading articles, answering questions  **Text: Travelling by car, train, plane**  p.28-29 | 2.15 listen to a road safety experts talking about the tests  p. 31 | Vocabulary: transport and travel  p.148 | Which of these thing is the most dangerous when you are driving a car?  p.31 | Comparatives and superlatives  Grammar bank 2C  p.132 |  |
| 10 | **Unit 2:In the offices** | Unit 2,  Matching, answering questions  **Text: Why I didn’t want to be a millionaire**  p.35 | 2.20 Circle the correct answer a,b or c  p.35 | Vocabulary: consolidation  p. 20-35 | Nightmare journey, tell about it | Consolidation  p. 20-35 | Attestation-2 |
| 11 | **Unit 3A: Modern manners** | Unit 3A,  Tick sentences  **Text: Culture shock**  p.38 | 3.4 listen to four people who have lived in England answering the questions “Are English people too polite?”  p.39 | Write an essay:  How to be polite | Good manners?  Bad manners?  Does it matter? | Must, have to, should  Grammar bank  p.134 |  |
| 12 | **Unit 3B: judging by appearances** | Unit 3B,  Answer the questions in pairs  **Text: Do I really look like this?**  p. 40 | 3.8 Listen to the radio interview with the journalist and try to make notes about it  p.43 | Describing people  p.149 | Speak about millionaire’s daughter, Managing director, policewoman  p. 42 | Must, may might, can’t  Grammar Bank 3b  p.134 | SIS-3 |
| 13 | **Unit 3C:**  **If at first you don’t succeed** | Unit 3C,  Complete the chart  **Text: Never give up**  p. 47 | 3.13 Listen to psychologist talking about how to succeed at learning to do something new  p.46 | Learn the words which are new for you | Speak about: I’m failure! I’ve never been able to. | Can, could, be able to  Grammar Bank 3C  p.134 |  |
| 14 | **Unit 3: Renting a flat** | Unit 3,  Choose correct answer  **Text: The best day of my life**  p.51 | 3.15 Cover the dialogue  “How to get there”  p.48 | Write a letter to British friends in the UK  p.49 | Speak about: the best day of your life  p.49 | Phrasal verbs  Grammar Bank 7C  p.142 | SIS-4 |
| 15 | **Unit 4A:**  **Back to school, aged 35** | Unit 4A,  Answer the question: What is unusual about one of the pupils  **Text: so school these days is easy? Think again.**  p. 53 | 4.7 Listen to the tv critic talking about the program “that will teach them”  p.55 | Vocabulary: education  p.150 | Speak about: school has got easier?  p.53 | First conditional and future time clauses + when, until  Grammar bank 4A  p.136 |  |
| 16 | **Final exam** |  |  |  |  |  |  |

**EXPLANATORY NOTES**

**Class sessions –** will be a mixture of information, discussion and practical application of language skills (listening, reading, writing, speaking) to converse in diverse situations. Efforts will be demanded on behalf of students to master and perfect their knowledge of grammatical structures and functions, and to extend their vocabulary. Emphasis will be directed to a conceptual framework for students’ thinking analytically about topics under discussion as well as actual participation in assigned forms of communication.

In-class assessment – will prepare students for their mid-term and final assessment and identify the competence level they have achieved on a related subject matter, the aim being to diagnose potential discrepancies in students’ understanding and performance in order to make specific adjustments to the course content and procedures and/or to assign additional assignments to certain individuals or the whole group.

Home assignments/ (T/SIS)– will consolidate the concepts and materials taken during in-class activities, help students to expand the content through diverse background resources and/or practise certain skill areas; they will also develop the students’ ability to work individually in exploring and examining related issues.

SIS **(**S**tudent** I**ndependent** S**tudy) – comprises** project tasks (portfolio, presentation, essay)

to be done by students on the independent basis. Students are supposed to use knowledge and skills acquired in class to do the project.

Mid-term progress test – a diagnostic test used to identify the students’ progress, their strengths and weaknesses, intended to ascertain what further teaching is necessary. It includes listening, reading and writing sections.

Final examination– an attainment test designed to identify how successful the students have been achieving objectives. It includes lexico-grammatical text, as well as listening, reading, and writing (writing an essay) sections (30 points);

**ACADEMIC POLICY**

* Cheating, duplication, falsification of data, plagiarism is not permitted under any circumstances.
* Attendance is mandatory. 20% of classes missed without a valid reason will result in course failure.
* Students must participate fully in every class. While attendance is crucial, merely being in class does not constitute “participation”. Participation means coming to class prepared to learn, ask questions and interact, practise with the exercises provided by the course book, take part in discussions and debates.
* Written assignments (independent work) must be handed in time specified. Late papers are not accepted.
* Students must come to class on time.
* Students are to take responsibility for making up any work missed.
* Mobile phones must always be switched off in class.
* Students should always be appropriately dressed (in a formal/semi-formal style).
* A student must earn not less than 50 points in the two attestation periods. If the sum of the two attestation scores is less than 50 points, the student gets the unsatisfactory mark “Fail” (F) and will not be admitted to the final examination.
* The final exam score must be not less than 50 points. If the student earns less than 50 points, the student gets the unsatisfactory mark “Fail” (F).