

AL-FARABI KAZAKH NATIONAL UNIVERSITY
Faculty of Philology
Department of Turkology and Language Theory

PROGRAM OF FINAL EXAMINATION ON THE DISCIPLINE

Code: YaSC 3302
ID 90906
«Language for special purposes C2»

Educational programme "6B01704 –FOREIGN LANGUAGE: TWO FOREIGN LANGUAGES"

Course – 3
Semester – 6
Number of credits – 5

1. THE THEMATIC PROGRAM OF THE DISCIPLINE

The aim of the discipline:

to develop the ability to work with various types of standardized tests that assess the level of English as a foreign language. The course is aimed at mastering the skills of working with tests in 4 aspects: listening, reading, writing and speaking and provides a proper level of knowledge of lexical and grammatical laws of the language.

Expected learning outcomes:

1. more detailed description and explanation of phenomena, self-experience, assessment;
2. comment on the events;
3. explain, justify position, point of view, public speeches, etc.
4. The free use of language for international communication, including emotion, allegory, using idiomatic expressions.

Main topics studied on the discipline.

Module 1.

PC 1. Unit 1 Inspiration. Reading and vocabulary. Challenges. Grammar and listening. The 'we' generation. Reading. Discussion. Debate.

PC 2. Unit 1 Inspiration. Listening, speaking and vocabulary. Do the right thing. Vocabulary with self-; Heroes discussion. Culture, vocabulary and grammar. Belief and commitment. Writing an article "Role models". Vocabulary Insight 1

PC 3. Unit 2 The world around us. Reading and vocabulary. Real education. Discussion. Debate.

Grammar and listening. Future tenses. Life on the edge. Dangerous jobs. Discussion. Reading.

Listening, speaking and vocabulary. Urban stories. Active listening. Deciding on a new community project.

PC 4. Unit 2 The world around us. Culture, vocabulary and grammar. Songlines. Famous natural and manmade landmarks in the country. Future time clauses. Writing. Describing a place. Vocabulary Insight 2. Cumulative review of Units 1-2

PC 5. Unit 3 Things that matter. Reading and vocabulary. Headers. The stuff in our lives. Synonyms. Phrasal verbs with out. Grammar and listening. Determiners. Articles. What's left behind. Speaking, Discussion. Debate.

Module 2.

PC 6. Unit 3 Things that matter. Listening, speaking and vocabulary. One man's trash ... Discussion Adjectives describing objects. Selecting things to exhibit. Speaking, listening. Culture, vocabulary and grammar. Lost treasures. Writing A story. Lost and found. Vocabulary Insight 3 . Phrasal verbs

PC 7. Unit 4 Mind and body. Reading and vocabulary. Perfect people. Speaking, discussion. Noun suffixes. Used to, get used to or be used to Fact or fiction. Talking about habitual behaviour. Discussion, Debate

PC 8. Unit 4 Mind and body. Listening, speaking and vocabulary. False value. Active listening. Idioms. Phrases with body parts. Discussing a controversial topic. Listening, Culture, vocabulary and grammar. Frankenstein. Text analysis. Future in the past. Writing. A letter to a newspaper. The value of life. Taking a view and support your ideas. Vocabulary Insight 4. The origins of idioms. Cumulative review. Units 1-4

PC 9. Unit 5 Words. Reading words, words, words. Strategy Skipping words that you do not understand. Vocabulary Insight. Phrasal verbs with on. Verb prefixes: en – and em- Grammar. Advice, obligation and prohibition; Past modals. Listening. Ways of learning

PC 10. Unit 5 Words. Listening. The future of libraries. Vocabulary. Phrases with point. Choosing a book for a book club. Reading. Shakespeare. A writer for all time. Strategy. Avoiding repetition Vocabulary Insight 5

Module 3.

PC 11. Unit 6. The media and the message. Who controls the news? Reading. Armed with a

smartphone. Vocabulary. Collocations: journalism; word analysis. Grammar. Speculation about the past, present and future. Listening. The big picture. Celebrity Culture and Its Influence on Society
PC 12. Unit 6. The media and the message. Making the headlines. Listening. A new story. Why people want to be famous. Strategy. Adapting to authentic listening situations. Vocabulary. Idioms with in and out. Documentaries. Discourse markers. Reading. Seeing is believing. Truth or lies?
Strategy. Creating emphasis. Vocabulary Insight 6
PC 13 Unit 7 That's life. Before I die... Reading. From here to eternity. Strategy. Critical thinking: evaluating pros and cons. Vocabulary. Phrasal verbs with off. Phrases with life. Grammar. Conditionals. Mixed conditionals. Listening. The luckiest man alive? IWST 5. Consultation on the implementation of the final exam
PC 14. Unit 7 That's life. Golden years. Listening. Growing old in different societies. Vocabulary. The old and the young. Discussing old age. Reading. The road not taken by Robert Frost. Grammar. Unreal situations. Writing. Persuasive writing. Making comparisons. Vocabulary Insight 7
PC 15. Revision. Test. Discussion. Debate

List of recommended sources.

Main literature:

1. Insight Upper Intermediate Student's Book with Answers with Audio Jane Wildman, 2020.
2. Insight Upper Intermediate Student's Book with Answers with Audio Jane Wildman, 2020.
3. McCarthy M., O'Dell F. English Vocabulary in Use. New edition. Upper-Intermediate. – Cambridge: Cambridge University Press, 2012.
4. New headway. Advanced. Student's book. Oxford University Press, 2009.
New headway. Advanced. Workbook. Oxford University Press, 2009.4. Cambridge IELTS 10 Academic Student's Book with Answers with Audio

Additional literature:

1. Stephen Bailey. Academic Writing A Handbook for International Students, Fourth edition, 2015
2. Dr Marcell. A Guide for scientific writing, Utrecht University, 2015
3. Els Van Geyte. Collins Writing For IELTS. Harper Collins Publishers, 2011
4. Karen Kovacs. Collins Speaking For IELTS. Harper Collins Publishers, 2011
5. Fiona Aish. Collins Listening For IELTS. Harper Collins Publishers, 2011.

Internet resources:

www.coventry.ac.uk/study-at-coventry/student-support/academic-support/centre-for-academic-writing/support-for-students/academic-writing-resources/

2. METHODOLOGICAL INSTRUCTION FOR FINAL EXAMINATION: STANDARD WRITTEN EXAMINATION (OFFLINE)

2.1. Exam format: Standard written examination (offline). **Platform:** IS Univer.

2.2. The purpose of the written exam is to demonstrate the learning outcomes, skills and competencies acquired during the study of the discipline, the ability to logically express one's thoughts in writing, and argue one's point of view.

2.3. Expected results of the exam tasks:

One written exam card contains 3 questions that identify learning outcomes for the course studied and are assessed according to the criteria described below:

Question 1 - Criterion 1. Demonstrates a comprehensive understanding of the topic, discussing the topic with depth and clarity. Criterion

2. The resource is sufficient to allow some flexibility and precision..

Question 2 - Criterion 3. A variety of complex grammatical structures is used with some flexibility and accuracy.

Criterion 4. Information and ideas are logically organised, and there is a clear progression throughout the response

Question 3 - Criterion 5. The essay is well-structured with a clear introduction, body paragraphs, and a concise conclusion.

Criterion 6. The main parts of the prompt are appropriately addressed.

2.4. The examination procedure.

2.4.1. The standard written offline exam is conducted in accordance with the approved schedule.

2.4.2. 15 minutes before the start of the offline written exam, the teacher on duty checks the students' identities using their ID cards, and seats the students in the seats indicated on the attendance sheets.

2.4.3. In the event that a substitute person appears at the offline written exam, the teacher on duty draws up a corresponding report of violation of these Rules.

2.4.4. Late students will not be allowed to take the exam.

2.4.5. During the exam, the teacher on duty monitors students' compliance with the rules of conduct in accordance with the approved instructions.

2.4.6. At the end of the time allotted for the exam (2 astronomical hours), the teacher on duty:

1) collects examination papers;

2) puts in each work a sign of the end of writing the work in the answer sheets - the letter X;

3) provides answer sheets along with attendance sheets for encryption to a specialist from the dean's office.

2.4.7. In case of delay in providing work for encryption to a specialist from the dean's office, a corresponding act is drawn up with subsequent prosecution of the perpetrators.

2.4.8. During the exam, students are prohibited from carrying and/or using cheat sheets, cell phones, smart watches and other technical and other means that can be used for unauthorized access to auxiliary information. It is prohibited to talk with other students and strangers, or to write down your full name and/or other identifying information in your answers.

2.4.9. If a student appears for the exam and refuses to answer the ticket, passing the exam will be graded as an "F."

2.4.10. If there is no good reason, failure to appear for the exam will be assessed as an "F".

2.4.11. If a student violates one or more of these points, an Act of cancellation of the examination work (hereinafter referred to as the Act) is filled out, and a grade of "F" ("unsatisfactory") is assigned for the discipline.

2.4.12. For repeated violation of these Rules during the exam, the student is presented for consideration by the Faculty Council on Ethics.

2.4.13. The final grade for the discipline can be canceled within 1 month after the exam, if a student is found to have violated the instructions for conducting final control using distance learning technologies and/or rules of behavior during the exam: using cheat sheets, cell phones, negotiating, etc. based on recordings from surveillance cameras with filling out the Report. The act cannot be annulled or appealed.

2.4.14. All violations during exams are recorded in the student's transcript.

3. EVALUATION POLICY.

RUBRICATOR FOR CRITERIAL ASSESSMENT OF FINAL EXAMINATION

Discipline: Language for special purposes C2. **Form:** Standard written examination (offline). **Platform:** IS Univer

№	Score	DESCRIPTORS				
		«Excellent»	«Good»	«Satisfactory»	«Unsatisfactory»	
		90-100 %	70-89 %	50-69 %	25-49 %	0-24 %
Criterion						
Question 1	Criterion 1 Understanding of the reading passage.	Demonstrates a comprehensive understanding of the topic, discussing the topic with depth and clarity.	Shows a solid understanding of the topic.	Demonstrates a basic understanding of the topic, but may lack depth in discussing the topic.	Displays a limited understanding of the topic, with significant gaps in knowledge regarding the given topic.	No understanding of the topic
	Criterion 2. Lexical Resource	The resource is sufficient to allow some flexibility and precision. There is some ability to use less common and/or idiomatic items. An awareness of style and collocation is evident. There are only a few errors in spelling and/or word formation and they do not detract from overall clarity.	The resource is generally adequate and appropriate for the task. The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice. There are some errors in spelling and/or word formation, but these do not impede communication.	The resource is limited but minimally adequate for the task. Simple vocabulary may be used accurately but the range does not permit much variation in expression. Errors in spelling and/or word formation may be noticeable and may cause some difficulty for the reader.	The resource is extremely limited with few recognisable strings, apart from memorised phrases.	There is no apparent control of word formation and/or spelling.

Question 2	<i>Criterion 3.</i> Grammar range	A variety of complex grammatical structures is used with some flexibility and accuracy. Grammar and punctuation are generally well controlled, and error-free sentences are frequent.	A mix of simple and complex sentence forms is used but flexibility is limited. Examples of more complex structures are not marked by the same level of accuracy as in simple structures.	A limited range of structures is used, simple sentences predominate. Some structures are produced accurately but grammatical errors are frequent. Punctuation is often faulty or inadequate	There is little or no evidence of sentence forms (except in memorised phrases).	No sentence forms.
	Coherence and cohesion	Information and ideas are logically organised, and there is a clear progression throughout the response. A range of cohesive devices including reference and substitution is used flexibly. Paragraphing is generally used effectively to support overall coherence, and the sequencing of ideas within a paragraph is generally logical.	Information and ideas are generally arranged coherently and there is a clear overall progression. Cohesive devices are used to some good effect but cohesion within and/or between sentences may be faulty or mechanical due to misuse, overuse or omission.	Organisation is evident but is not wholly logical and there may be a lack of overall progression. Nevertheless, there is a sense of underlying coherence to the response. The relationship of ideas can be followed but the sentences are not fluently linked to each other.	There is no apparent logical organisation. Ideas are discernible but difficult to relate to each other. There is minimal use of sequencers or cohesive devices. Those used do not necessarily indicate a logical relationship between ideas.	There is difficulty in identifying referencing
Question 3	<i>Criterion 5.</i> Grammatical range and accuracy .	The essay is well-structured with a clear introduction, body paragraphs, and a concise conclusion. The essay is clear, concise and easy to understand, effectively conveying complex ideas.	The essay is mostly well structured with clear sections and transitions, although there may be minor problems in the organization.	The essay lacks clear organization, with scattered or unclear sections. The essay is somewhat unclear, making it somewhat difficult to follow.	The essay does not have a clear structure and can be difficult to read. The essay is unclear, confusing, or contains many errors that make it difficult to understand.	No sentence forms

<p>Criterion 6. Task response</p>	<p>The main parts of the prompt are appropriately addressed. A clear and developed position is presented. Main ideas are extended and supported.</p>	<p>The main parts of the prompt are addressed. An appropriate format is used. A position is presented that is directly relevant to the prompt. Main ideas are relevant.</p>	<p>The main parts of the prompt are incompletely addressed. The format may be inappropriate in places. The writer expresses a position, but the development is not always clear.</p>	<p>No part of the prompt is adequately addressed, or the prompt has been misunderstood. There are few ideas, and these may be irrelevant or insufficiently developed.</p>	<p>No relevant position can be identified, and/or there is little direct response to the question/s.</p>
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Formula for calculating the final grade:

Final grade (FG) = (%1+%2+%3+%4+%5+%6) / K, where % is the level of task completion by criterion, K is the total number of criteria.

Example of calculating the final grade

№	Score	«Satisfactory»			«Unsatisfactory»		
		«Excellent»	«Good»	«Satisfactory»	«Unsatisfactory»		
Criterion		90-100 %	70-89%	50-69%	25-49%	0-24%	
1. Criterion 1	100						
2. Criterion 2			75				
3. Criterion 3				60			
4. Criterion 4					45		
5. Criterion 5	100						
6. Criterion 6						49	
Final %	200		75	60	94		200+ 75 + 60 + 94 = 429 429 / 6 criteria = 71,5 Final score, as % = 72

Based on percentage obtained during the calculation, we can compare the score with the rating scale.

72 points range from 70 points to 89 points, which corresponds to the "Good" category according to the grading scale.

Thus, with this calculation, the project will be rated 72 points "Good" in accordance with the point-rating letter system for assessing educational achievements students with their transfer to the traditional grading scale and ECTS.

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