

**Al-Farabi Kazakh National University**  
**Faculty of Philology**  
**Department of Foreign Languages**

**Educational-Methodological Complex of Discipline**  
**Code: IYa1108 Discipline: Foreign Language»**  
**for B2+ level students:**

**Space Engineering and Technology-6B07111**

Course – 1  
Semester – 1  
Credits – 5

**Almaty, 2025**

**SYLLABUS**  
**Fall semester/spring semester 2025-2026**  
**Educational program “6B05101 Biological Engineering”**

ID and name of the discipline	Independent work of the student (IWS)	Number of credits			General number of credits	Independent work of the student under the guidance of a teacher (IWST)
		Lectures (L)	Practical course (PC)	Lab. classes (LC)		
50 – Foreign language	4	-	5	-	5	7

**ACADEMIC INFORMATION ABOUT THE COURSE**

Learning Format	Cycle, module component	Lecture types	Types of practical course	Form and platform of final assessment
Offline	General education discipline, M-2 Instrumental module compulsory component	-	Conversation practice sessions, listening and comprehension workshops, grammar and writing workshops, reading comprehension sessions, presentation skills classes, vocabulary development workshops, language lab sessions, cultural immersion, and real-life communication practices.	<b>Online test - <i>Univer</i> system platform</b>
<b>Lecturer</b>	Nurbaky Nurbekhanovna Mombekova			
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**ACADEMIC PRESENTATION OF THE DISCIPLINE**

Purpose of the course	Expected Learning Outcomes (LO) *	Indicators of LO achievement (AI)
The purpose of this EFL course is to form the improvement of knowledge of foreign language communicative competence. The main methods of speech skills and foreign language communication skills are considered as a basis for the development of communicative competence; implementation of acquired speech skills in the process of searching, selecting and using material in English.	<p><b>1. Listening.</b> Understands the main ideas and specific details of complex and extended educational texts or spoken statements, using knowledge and understanding of advanced lexical and grammatical and pragmatic language systems.</p> <p><b>2. Speaking.</b> Actively takes part in complex speech situations, engaging in fluent and spontaneous communication on a wide range of topics, and expresses ideas and viewpoints with minimal hesitation.</p> <p><b>3. Reading.</b> Understands both adapted and authentic texts, including academic articles, in-depth reports, and literary works, demonstrating an ability to critically analyze and infer implicit meanings.</p> <p><b>4. Writing.</b> Produces well-structured essays, formal and informal letters, reports, and detailed articles, conveying clear arguments and supporting them with relevant information.</p> <p><b>5. Vocabulary and Grammar.</b> Has mastery of advanced grammar structures and an extensive vocabulary, enabling nuanced and sophisticated communication across a variety of contexts.</p>	<p>AI 1.1: Accurately identifies the main arguments and supporting details in complex lectures, presentations, or discussions without frequent need for repetition.</p> <p>AI 1.2: Demonstrates understanding of idiomatic expressions, colloquialisms, and implied meanings in advanced listening contexts (e.g., interviews, academic talks).</p> <p>AI 2.1: Engages in extended discussions on abstract, complex, or unfamiliar topics, maintaining coherence and fluency with minimal pauses.</p> <p>AI 2.2: Adjusts speech appropriately for formal and informal contexts, using accurate register, vocabulary, and advanced grammar structures.</p> <p>AI 3.1: Comprehends detailed information in academic articles, research papers, and literary works, including implicit arguments and sophisticated vocabulary.</p> <p>AI 3.2: Critically analyzes texts, identifies underlying themes, and makes inferences based on context and cultural references.</p> <p>AI 4.1: Produces clear, coherent, and well-organized texts, such as essays or reports, with appropriate use of advanced linking words and argument structures.</p> <p>AI 4.2: Demonstrates control of complex</p>

		<p>grammatical structures and advanced vocabulary in written assignments, avoiding frequent errors.</p> <p>AI 5.1: Uses a broad range of advanced vocabulary and idiomatic expressions with precision, tailoring word choice to context and purpose.</p> <p>AI 5.2: Applies advanced grammatical rules consistently and accurately, with few errors even in complex sentence structures.</p>
<b>Prerequisites</b>	The subject "Foreign Language" within the secondary school curriculum	
<b>Postrequisites</b>	"Foreign Language" subject in the 2nd semester	
<b>Learning Resources</b>	<p><b>Literature:</b></p> <p>Main learning resources:</p> <ol style="list-style-type: none"> <li>1. Christina Latham-Koenig, Clive Oxenden, Jerry Lambert, Paul Seligson. English File Student's Book. Upper-intermediate. 4th edition, Oxford University Press 2014.</li> <li>2. Christina Latham-Koenig, Clive Oxenden, Jerry Lambert, Paul Seligson. English File Work Book. Upper-intermediate. 4th edition, Oxford University Press 2014.</li> <li>3. R. Murphy. English grammar in Use. Cambridge University Press. 2020</li> </ol> <p><b>Additional learning resources:</b></p> <ol style="list-style-type: none"> <li>1. K. Redman Vocabulary in Use Cambridge University Press. 2019</li> <li>2. Tina Karlsoff Carver, Sandra Douglas Fotinos, A conversation book. English in Everyday life. The 4th edition, 2019. Longman</li> <li>3. Hewings, M., English Grammar in Use: Advanced"(2019)</li> <li>4. Christina Latham-Koenig, Clive Oxenden, Jerry Lambert, Paul Seligson. English File Student's Book. Upper-intermediate. 4th edition, Oxford University Press 2019.</li> <li>5. Christina Latham-Koenig, Clive Oxenden, Jerry Lambert, Paul Seligson. English File Work Book. Upper-intermediate. 4th edition, Oxford University Press 2019.</li> </ol> <p><b>Internet resources</b></p> <p>Collins Cobuild Online Dictionary <a href="https://www.collinsdictionary.com/">https://www.collinsdictionary.com/</a>  BBC Learning English - Advanced Section  (<a href="https://www.bbc.co.uk/learningenglish/english/course/advanced">https://www.bbc.co.uk/learningenglish/english/course/advanced</a>)  TED Talks (<a href="https://www.ted.com/talks">https://www.ted.com/talks</a>)</p>	

Week	Topic	Number of hours	Maximum grade
<b>Module 1 – Introduction</b>			
1	Practice Lesson (PL) 1 Introduction and Course Overview Questions and answers Question formation. Types of questions. Complex and compound Sentence Vb: working out meaning from context Listening: Job interviews. <b>HW #1. WB pp. 4-7</b>	3	0
2	PL 2. File 1B: Do you believe in it? Grammar: Auxiliary verbs; the ... The ... +comparatives. Reading: Hard to believe? But it happened to me Vb: compound adjectives, modifiers Quizzlet <b>HW 1. The Coffee Cup Reading</b> <b>HW 2 Listening: What your signature says about you</b>	3	0
3	PL3. File 2A Call the doctor? Vb: Illnesses and injuries Listening: a radio interview with a doctor about cyberchondria. HW1: Exercises from File 2A WB HW2: Speak for 2 minutes: Are you a cyberchondriac or hyperhondriac? <b>ISWT 1. Preparation for Project work</b>	3	0
4	PL4. File 2B. Older and wiser? Grammar: using adjectives as nouns, adjective order Vocabulary: clothes and fashion	3	5

	Listening: 57 Years Apart - A Boy And a Man Talk About Life - YouTube HW 3: Speaking: Different ages gap/statements Debates: "Men and women should dress their age" <b>ISW #1 Project work: «Types of fortune telling in different countries»</b> HW 4: Revision of unit 1		2
			20
<b>Module 2 – Funny stories</b>			
5	PL 5. File 3A. The truth about air travel Grammar: narrative tenses, past perfect continuous; so I such ... that Reading: Air Babylon. Listening: an airline pilot and an air traffic controller Discussion: Read a newspaper story. Then imagine you were a passenger on the plane, and tell your partner the story. ISWT 2. Consultations on the implementation of ISW #2 mini presentation HW #5 WB: file 3A.		5
			2
			2
6	PL6. 3B. Incredibly short stories Grammar: the position of adverbs and adverbial phrases Vocabulary: adverbs and adverbial phrases/ Reading: fiftywordstories.com Writing: a fifty-word story HW #5 Story telling: Tell the story by vocabulary List of adverbs and phrases HW #6. WB pp. File 3B ISW #2: In the framework of "Good health and well-being" Sustainable Development Goals "Well-developed transportation system in different countries" – mini presentation		3
			2
			20
			2
7	PL#7 File 4A. Eco-guilt Grammar: future perfect and future continuous Vocabulary: the environment, the weather Listening: extreme weather in the UK HW #7 Speak on the topic : How we will be living in 20 years' time ... (or will we?)		3
			5
			2
			2
8	File 4 B. Are you a risk taker? Grammar: zero and first conditionals, future time clauses Vocabulary: expressions with take Speaking: Have you ever travelled very fast in a car or on a motorbike? Listening: The Statistics of Street Survival on a Motorcycle (youtube.com)		3
			5
			2
			25
Interim Assessment 1			100
<b>Module 3 – A risky business</b>			
9	PL9. File 5 A The survivors' club Grammar: unreal conditionals Vocabulary: feelings Reading: Jungle HW #8 Exercises from File 5A WB HW #9: Quizzlet		3
			3
			2
			2
10	PL10. File 5B: It drives me mad! Grammar: structures after wish Vocabulary: expressing feelings with verbs or -ed I -ing adjectives HW #9 Speak about your regrets HW #10 WB 5B		3
			3
			2
			2
11	ISWT #4 Preparation for ISW #3 Topic: "Incredible stories of failure and success". Project work PL11.File 5B Failures and Success Listening: discuss the video character Never Give Up   Jack Ma   Motivational   Goal Quest (youtube.com) Vocabulary: success/ failure phrasal verbs HW #10 Quiz HW #11: Revision of Module 3		3
			2
			2
<b>Module 4 Moods and Feelings</b>			
12	PL12. File 6 A Music and emotion Grammar: gerunds and infinitives	3	3

	Vocabulary: emotion/music Listening: <a href="https://youtu.be/C_sbgTjgbgo">https://youtu.be/C_sbgTjgbgo</a> HW #12 WB file 6A ISW #3 Topic: "Incredible stories of failure and success". Project work		
13	PL13. File 6A. Grammar: gerunds and infinitives Vocabulary: Music HW #12 Speaking: Make the comparative analysis of two modern and obsolete music using past tenses.	3	20
	ISWT #5 Preparation for ISW #4 Debates: Some people think that music play an important role in the development of society. Others think they are nothing more than a leisure activity. Discuss both views and give your opinion.		
	HW #13 Quizzlet		
14	PL14. File 6B. Sleeping Beauty Grammar: used to, be used to, get used to Vocabulary: sleep ISW #4. Debates HW #14: Revise and review Modules 1,2, 3, 4	3	3
15	PL15. File 6B: Grammar: review of verb forms Vocabulary: Sleep .Quizlet Test #2 Lexical-grammar test and speaking HW #15 Writing book Essay	2	30
	Interim Assessment 2		100
	Final assessment (exam)		100
	Overall grade for the course		100

Week	Topic	Number of hours	Maximum grade
Module 5 - Art			
1	PL1. Unit 7A. Don't argue! Grammar: past medals: must, might/ may should, can't, couldn't + have, etc.; would rather Vocabulary: Verbs often confused Reading: Stereotypes about men and women Listening: a psychologist HW#Discussion advancements in different way men and women argue. HW #1 WB. Unit 7A.	3	3
			2
2	PL2. 1Unit 7A. Don't argue! Grammar: past medals: must, might/ may should, can't, couldn't + have, etc.; would rather Vocabulary: men/women Speaking: Debates HW #1 Quiz HW #2 Grammar test ISWT #1 Preparation for Project work	3	3
			2
3	PL3. Unit 7B. Actors acting Grammar: verbs of the senses Vocabulary: the body, quizlet Reading, Gesture Listening: gesture psychology Speaking: Debates HW #2 Vocabulary Verbs HW #3 WB . Unit 7B	3	3
			2
	ISW #1. Project wok	3	20
Module 6-Food and Health			
4	PL4. Unit 8A. Beat the robbers ... Grammar: the passive (all forms); it is said and the burglars that ... , he is thought to ... , etc., Vocabulary: have something done/ quizzlet/ crime and punishment Listening and Speaking: a radio programme about houses in Types of houses (rural area and urban area) /Burglars Video: Modern apartment Speaking: comparing apartments using active vocabulary HW #3 Quiz		3
			2
	HW #4 WB 8A		
5	PL5. Unit 8B. Breaking news Grammar: reported speech sentences; reporting verbs Vocabulary: the media Reading: headlines from two more stories Listening: Love at first bite HW #4Vocabulary Bank HW #5 WB 8B ISWT #2 Preparation for ISW#2	3	3
			2
6	PL6. Unit 8B. Breaking news Grammar: reported speech sentences; reporting verbs Vocabulary: Work/Stress Quizzlet ISW #2 Presentation Theme: "The technology's impact on climate change". Project Work HW #5 Quiz	3	3
			20
	HW #6 WB, pp.72-75		
7	PL7.Unit 9A. Grammar: third conditionals; Vocabulary: adjectives, adverbs/ Quizzlet Reading: The ticket inspector Listening: Encounters ISWT #3 Preparation for the test		3

	HW #6 Quiz	2	2
	HW #7 WB 9A		
8	Revision of modules 5 and 6	3	3
	Test #1 Lexical-grammar test and speaking	1	20
	HW #8 TED Talks Video		2
Interim Assessment #1			100
Module 7 – Civilizations and Science			
9	PL9. File 9A. Grammar and vocabulary: quantifiers / electronic devices Pronunciation: ough and augh Listening: Radio Breakfast Show	3	3
	HW #8 Retelling HW #9 Reading: Information Overload ISWT #4 Theme: “The technology’s impact on climate change”. Project Work		2
10	PL10. Unit 9B Truth and lies Grammar and vocabulary: clauses of contrast and purpose; whatever, whenever, etc. / Quizzlet Vocabulary: advertising, business Speaking: Great British vs Kazakh Design icons	3	3
	HW #10. WB 9B		2
	SW #3 Theme: “The technology’s impact on climate change”. Project Work	3	20
11	PL11. Unit 9 B Megacities Grammar and: uncountable and plural nouns Vocabulary: word building: prefixes and suffixes Speaking: ADVERTS OF ALL TIME Listening: Interview with retired police officer		3
	HW #10 Quiz		2
	HW #11 WB 9B		
Module 8 – Education			
12	PL12. Unit 10 A The dark side of the moon Grammar: quantifiers: all, every, both, etc. Vocabulary: science Reading: Facts or myths HW #12 WB, 10A	3	3
	IWST #5 Preparation for presentation		
			2
13	PL13. Unit 10 B The power of words Grammar and vocabulary: articles / Quizzlet: collocation: word pairs Speaking: Have you ever had to make a speech or give a talk or presentation in front of a lot of people?	3	3
	HW #12 Quiz		2
	HW #13 WB 10 B		
IWS #4 Presentation			20
14	PL14. Units 10 B The power of words Grammar and vocabulary: auxiliary verbs / main verbs/ Quizzlet Speaking: Debates: Globalization has only advantages rather than disadvantages		3
	Homework #13 Quiz		2
15	IWST #6 Test preparation		
	Test #2		30
Interim assessment #2			100
Final assessment			100
Overall grade			100

Acting Dean \_\_\_\_\_ **B. U. Dzholdasbekova**

Chair of the Academic Committee  
on Teaching Quality and Learning \_\_\_\_\_ **A.A. Akkuzova**

Acting Head of the Department \_\_\_\_\_ **D. D. Dosmagambetova**  
Lecturer \_\_\_\_\_ **N.B. Mombekova**

**RUBRIC FOR SUMMATIVE ASSESSMENT**  
**CRITERIA FOR EVALUATING LEARNING OUTCOMES**

**SIW #1:** Presentation on regenerating American cities.

Criterion	“Excellent”	“Good”	“Satisfactory”	“Unsatisfactory”	Maximum grade
<b>Vocabulary</b>	Demonstrates a wide range of precise and sophisticated vocabulary relevant to urban regeneration. Vocabulary enhances the presentation.	Shows a good range of relevant vocabulary, with occasional advanced terms. Generally appropriate and adds to the presentation.	Uses a basic range of vocabulary, somewhat relevant but lacks precision or variety. May hinder clarity.	Limited vocabulary with frequent repetition or inappropriate choices. Vocabulary usage detracts from the presentation.	3
<b>Grammar</b>	Consistently accurate with complex structures and minimal errors. Errors do not impede understanding.	Generally accurate with some complex structures. Errors present but do not significantly affect understanding.	Basic structures with occasional errors that may cause confusion. Limited complexity in sentences.	Frequent errors and simple structures that impede understanding. Errors significantly affect clarity.	3
<b>Fluency</b>	Fluent with natural rhythm and pace. Speech is smooth, coherent, and easy to follow, with minimal hesitation.	Good fluency with occasional pauses or slight hesitations. Speech is generally clear and coherent.	Some fluency with noticeable pauses or hesitations. Speech may be uneven or sometimes difficult to follow.	Lacks fluency with frequent pauses and hesitations. Speech is often hard to follow.	2
<b>Content and relevance</b>	Provides thorough, relevant, and insightful analysis with well-researched information. Demonstrates deep understanding.	Presents relevant information with a good level of detail. Shows a solid understanding of the topic.	Covers basic information relevant to the topic but may lack depth or detail. Understanding is superficial.	Provides insufficient or irrelevant information. Shows poor understanding of the topic.	3
<b>Organization and structure</b>	Exceptionally well-organized with a clear structure, logical flow, and smooth transitions.	Generally well-organized with a clear structure and mostly logical flow. Transitions are generally smooth.	Organization is apparent but somewhat disjointed. Structure may be unclear or uneven with some awkward transitions.	Lacks clear organization and structure. Information is disjointed with poor transitions and logical flow.	3
<b>Visual aids and engagement</b>	Uses visual aids effectively to enhance understanding and engagement. Visuals are clear, professional, and support the content.	Uses visual aids well with minor issues in clarity or relevance. Visuals generally support the content and engage the audience.	Uses visual aids with some effectiveness. Visuals may lack clarity or relevance and only partially engage the audience.	Visual aids are poorly used or missing. Visuals are unclear or irrelevant and do not engage the audience.	2
<b>Pronunciation and intonation</b>	Pronunciation is clear and accurate with appropriate intonation. Speech is easily understood and expressive.	Pronunciation is generally clear with appropriate intonation. Minor issues may affect understanding but are not significant.	Pronunciation and intonation are inconsistent, affecting understanding. Intonation may be flat or inappropriate.	Pronunciation is unclear with frequent errors, and intonation is poor. Speech is difficult to understand.	2
<b>Interaction and response</b>	Responds to questions with confidence and thoroughness. Engages effectively with the audience and handles interaction smoothly.	Responds to questions adequately with some confidence. Interaction with the audience is generally effective.	Responds to questions with basic answers. Interaction with the audience is somewhat effective but may lack confidence or depth.	Struggles to respond to questions or engage with the audience. Interaction is ineffective or absent.	2
<b>Overall grade</b>					/20

## SIW #2 Describing trends in charts and graphs

Criterion	“Excellent”	“Good”	“Satisfactory”	“Unsatisfactory”	Maximum grade
<b>Grammar</b>	Demonstrates flawless grammar with complex sentence structures and minimal errors (1-2). Errors, if any, do not impede understanding.	Generally accurate grammar with some complex structures. Errors (3-4) are minor and do not significantly affect understanding.	Uses basic grammar with occasional errors that may cause confusion. Sentence structures are often simple.	Frequent grammatical errors and simple structures that impede understanding. Errors significantly affect clarity.	4
<b>Vocabulary</b>	Exhibits a wide range of precise and sophisticated vocabulary relevant to describing trends. Vocabulary enhances the description and adds depth.	Shows a good range of relevant vocabulary, with occasional use of advanced terms. Vocabulary is generally appropriate and supports the description.	Uses basic vocabulary relevant to the task but lacks variety or precision. Some word choices may not be fully appropriate or clear.	Limited vocabulary with frequent repetition or inappropriate choices. Vocabulary usage does not support or detracts from the description.	4
<b>Content and Relevance</b>	Provides a thorough and insightful analysis of the trends. Accurately describes key trends and patterns with well-supported details.	Offers a clear and relevant analysis of the trends. Describes key trends and patterns with good detail.	Provides a basic description of the trends. Analysis may be superficial or lack depth in describing key patterns.	Description is incomplete or inaccurate. Key trends and patterns are poorly described or missed.	4
<b>Organization and Coherence</b>	Presents information in a well-organized and logical manner. Ideas flow seamlessly with clear and effective transitions	Generally well-organized with a logical flow. Transitions are mostly smooth, with minor issues.	Some organization is apparent but may be disjointed. Transitions between ideas may be unclear or awkward.	Lacks clear organization and logical flow. Ideas are disjointed with poor or absent transitions.	3
<b>Clarity and Precision</b>	Information is presented clearly and precisely. Descriptions are accurate, with no ambiguity or vagueness.	Information is mostly clear and precise. Minor ambiguities or lack of detail may be present but do not impede overall understanding.	Information is somewhat clear but may contain ambiguities or vagueness. Some details may be missing or unclear.	Information is unclear or vague. Descriptions are often ambiguous and fail to accurately convey trends.	3
<b>Length and Completeness</b>	Description is within the 150–200-word limit and fully covers the process.	Description is within the word limit and covers most aspects of the process.	Description is within the word limit but may be incomplete or lack detail in some areas.	Description is outside the word limit or significantly incomplete.	2
<b>Overall grade</b>					20

## SIW #3 Debate

Criterion	“Excellent”	“Good”	“Satisfactory”	“Unsatisfactory”	Maximum grade
<b>Argumentation</b>	Arguments are well-developed, insightful, and supported with strong evidence. Demonstrates a thorough understanding of the topic and addresses counterarguments effectively.	Arguments are clear and well-supported with evidence. Shows good understanding of the topic and addresses some counterarguments.	Arguments are basic and may lack depth. Evidence is used but may be insufficient. Limited address of counterarguments.	Arguments are weak or poorly supported. Little to no evidence provided. Fails to address counterarguments.	6
<b>Language Use (Grammar and Vocabulary)</b>	Uses a wide range of precise vocabulary and complex grammatical structures. Errors are minimal and do not impede understanding.	Good range of vocabulary and grammatical structures. Minor errors present but do not significantly affect understanding.	Basic vocabulary and grammar with some errors. Errors may cause occasional confusion. Limited use of complex structures.	Limited vocabulary and frequent grammatical errors. Errors frequently impede understanding.	5
<b>Clarity and Coherence</b>	Speech is exceptionally clear and coherent. Ideas are well-organized with logical progression and effective transitions.	Speech is clear and mostly coherent. Ideas are organized with some logical progression and transitions.	Somewhat clear but may be occasionally disjointed. Organization and transitions may be weak or inconsistent.	Lacks clarity and coherence. Ideas are disjointed with poor organization and transitions.	4
<b>Persuasiveness</b>	Highly persuasive and engaging. Uses rhetorical techniques effectively to convince the audience. Demonstrates strong confidence and command over the topic.	Generally persuasive with effective use of rhetorical techniques. Shows confidence and good command over the topic.	Somewhat persuasive but may lack effective rhetorical techniques. Confidence and command over the topic may be inconsistent.	Not persuasive; lacks effective rhetorical techniques. Shows little confidence or command over the topic.	3
<b>Engagement and Interaction</b>	Actively engages with the audience and opponents. Responds effectively to questions and counterarguments. Demonstrates strong interaction skills.	Engages with the audience and opponents. Responds to questions and counterarguments with some effectiveness.	Limited engagement with the audience and opponents. Responses to questions and counterarguments may be basic or inconsistent.	Minimal engagement with the audience and opponents. Struggles to respond to questions and counterarguments.	2
<b>Overall grade</b>					20

## SIW #4 Rubric for Describing a Given Process

Criterion	“Excellent”	“Good”	“Satisfactory”	“Unsatisfactory”	Maximum grade
<b>Content and Accuracy</b>	Provides a thorough, accurate, and detailed description of the process. All key steps are covered and clearly explained.	Describes the process accurately with most key steps covered. Some details may be missing or less detailed.	Basic description of the process with some key steps covered. Some details may be missing or unclear.	Inaccurate or incomplete description of the process. Key steps are missing or poorly explained.	<b>6</b>
<b>Organization and Structure</b>	Exceptionally well-organized with a clear, logical sequence. Ideas are presented in a coherent manner with smooth transitions.	Well-organized with a logical sequence. Ideas are mostly coherent with some smooth transitions.	Some organization is apparent, but the sequence may be unclear or disjointed. Transitions may be awkward.	Lacks clear organization and logical sequence. Ideas are disjointed with poor or absent transitions.	<b>5</b>
<b>Grammar and Vocabulary</b>	Uses a wide range of precise vocabulary and complex grammatical structures. Errors are minimal and do not impede understanding.	Good range of vocabulary and grammatical structures. Minor errors are present but do not significantly affect understanding.	Basic vocabulary and grammar with some errors. Errors may occasionally cause confusion. Limited use of complex structures.	Limited vocabulary and frequent grammatical errors. Errors frequently impede understanding.	<b>4</b>
<b>Clarity and Precision</b>	Information is presented clearly and precisely with no ambiguity. The description is easy to follow and understand.	Information is mostly clear and precise. Minor ambiguities or lack of detail may be present but do not impede overall understanding.	Information is somewhat clear but may contain ambiguities or vagueness. Some details may be missing or unclear.	Information is unclear or vague. Description is often ambiguous and fails to accurately convey the process.	<b>3</b>
<b>Length and Completeness</b>	Description is within the 150–200-word limit and fully covers the process.	Description is within the word limit and covers most aspects of the process.	Description is within the word limit but may be incomplete or lack detail in some areas.	Description is outside the word limit or significantly incomplete.	<b>2</b>
<b>Overall grade</b>					<b>20</b>

**Rubric for midterm test #1, #2 assessment**

Section	Criterion	“Excellent”	“Good”	“Satisfactory”	“Unsatisfactory”
<b>Grammar (10 points)</b>	<b>Accuracy and Appropriateness</b>	All sentences are completed correctly and appropriately.	1-2 sentences have minor errors, but meaning is clear.	3-4 sentences have significant errors, affecting clarity.	5-6 or more sentences are incorrect, affecting comprehension.
	<b>Grammar and Context</b>	All words fit grammatically and contextually.	Most words fit with minor issues.	Several words are incorrect or inappropriate.	Many or all words are incorrect or inappropriate.
<b>Verb Forms (10 points)</b>	<b>Accuracy</b>	All verbs are correctly conjugated and used in context.	1-2 verbs are incorrect, but meaning is mostly clear.	3-4 verbs are incorrect, affecting meaning.	5-6 or more verbs are incorrect, causing confusion.
	<b>Grammar and Context</b>	All verbs fit grammatically and contextually.	Most verbs fit with minor issues.	Several verbs are incorrect or inappropriate.	Many or all verbs are incorrect or inappropriate.
<b>Vocabulary (10 points)</b>	<b>Accuracy and Appropriateness</b>	All sentences are completed with appropriate vocabulary.	1-2 sentences have minor vocabulary errors.	3-4 sentences have incorrect vocabulary, affecting clarity.	5-6 or more sentences have major vocabulary issues.
	<b>Vocabulary Choice</b>	All vocabulary choices are precise and contextually accurate.	Most choices are accurate with minor issues.	Several choices are inaccurate or inappropriate.	Many or all choices are incorrect or contextually inappropriate.
<b>Listening (15 points)</b>	<b>Understanding and Detail</b>	All answers are correct with detailed understanding.	Most answers are correct with minor details missing.	Several answers are incorrect, affecting understanding.	Many or all answers are incorrect or incomplete.
<b>Speaking (15 points)</b>	<b>Content, Fluency, and Coherence</b>	Response is clear, detailed, and coherent.	Mostly clear with minor issues in detail or coherence.	Adequate response with notable issues in clarity or detail.	Response is unclear or disorganized, with frequent issues.
<b>Reading (8 points)</b>	<b>Comprehension and Matching Text</b>	All headings and extracts are correctly matched.	Most headings and extracts are correctly matched with minor errors.	Several errors in matching headings and extracts.	Many or all matches are incorrect or unclear.
	<b>Answering Questions</b>	All questions are answered correctly with relevant details.	Most questions are answered with minor omissions.	Several questions are answered with significant errors or omissions.	Many or all questions are answered incorrectly or not at all.
<b>Writing (15 points)</b>	<b>Structure, Content, and Accuracy</b>	Well-structured, relevant, and accurate writing.	Mostly well-structured with minor errors or omissions.	Adequate structure but with notable issues in content or accuracy.	Poor structure and numerous errors in content and accuracy

**SIW #5 Rubric for writing a cover letter.**

<b>Criterion</b>	<b>“Excellent”</b>	<b>“Good”</b>	<b>“Satisfactory”</b>	<b>“Unsatisfactory”</b>	<b>Maximum grade</b>
<b>Content and Relevance</b>	Addresses the job requirements and company needs comprehensively; includes specific examples of relevant experience.	Addresses the job requirements and company needs well; includes relevant experience.	Covers job requirements and company needs but lacks detail or specificity.	Lacks relevance to the job or company; vague or incomplete.	4
<b>Structure and Organization</b>	Exceptionally well-organized; clear introduction, body, and conclusion with logical flow and effective transitions.	Generally well-organized with minor issues in flow or transitions.	Organization is apparent but has noticeable issues in structure or flow.	Poorly organized; lacks clear structure and logical flow.	3
<b>Writing Style and Tone</b>	Professional, engaging, and tailored to the company; tone is consistent and appropriate.	Professional with minor inconsistencies in tone or engagement.	Adequate professionalism but lacks engagement or has tone inconsistencies.	Unprofessional or ineffective tone; inconsistent or inappropriate style.	2
<b>Grammar and Mechanics</b>	No grammatical, spelling, or punctuation errors; writing is polished and error-free.	Few minor grammatical, spelling, or punctuation errors.	Several errors that occasionally affect readability.	Frequent errors in grammar, spelling, or punctuation that hinder readability.	4
<b>Clarity and Conciseness</b>	Clear and concise; communicates points effectively without unnecessary detail.	Generally clear with minor issues in conciseness or unnecessary detail.	Somewhat clear but includes unnecessary details or lacks conciseness.	Unclear or verbose; fails to communicate points effectively.	3
<b>Personalization and Customization</b>	Highly personalized and tailored to the specific job and company; shows deep understanding of the organization.	Good personalization and tailoring with minor issues.	Some personalization but lacks depth in tailoring to the job or company.	Minimal or no personalization; generic and not tailored to the job.	2
<b>Impact and Persuasiveness</b>	Strong impact; effectively persuades the employer of the applicant’s suitability and enthusiasm for the role.	Good impact; persuades the employer with some minor gaps.	Some impact; provides basic persuasion but lacks strong evidence or enthusiasm.	Little to no impact; fails to persuade or demonstrate enthusiasm.	2
<b>Overall grade</b>					20

## SIW #6 Rubric for writing a magazine article

Criterion	“Excellent”	“Good”	“Satisfactory”	“Unsatisfactory”	Maximum grade
<b>Content and Relevance</b>	Content is highly engaging, relevant, and thoroughly covers the topic with original insights.	Content is engaging and relevant with good coverage of the topic.	Content is relevant but lacks depth or originality in parts.	Content is off-topic or lacks relevance and depth.	<b>5</b>
<b>Structure and Organization</b>	Article is well-organized with a clear and logical flow; sections are seamlessly connected	Generally well-organized with minor issues in flow or connections between sections.	Organization is apparent but with noticeable issues in flow or coherence.	Poorly organized with significant issues in structure and flow.	<b>5</b>
<b>Writing Style and Tone</b>	Writing style is engaging and appropriate for the target audience; tone is consistent and effective.	Writing style is appropriate with minor inconsistencies in tone or engagement.	Writing style is acceptable but lacks engagement or has tone inconsistencies	Writing style is inappropriate or ineffective; tone is inconsistent or off-putting.	<b>5</b>
<b>Grammar and Mechanics</b>	No grammatical, spelling, or punctuation errors; writing is polished and error-free.	Few minor grammatical, spelling, or punctuation errors.	Several grammatical, spelling, or punctuation errors that occasionally affect readability.	Frequent errors in grammar, spelling, or punctuation that hinder readability.	<b>5</b>
<b>Creativity and Originality</b>	Highly creative and original approach; presents unique perspectives and ideas.	Creative and original with some unique ideas and perspectives.	Some creativity and originality but relies on common ideas.	Little to no creativity or originality; lacks unique perspectives.	<b>2</b>
<b>Engagement and Interest</b>	Exceptionally engaging and captures the reader’s interest throughout.	Engaging with occasional lapses in interest.	Moderately engaging but with some sections less compelling.	Not engaging; fails to capture or maintain reader’s interest.	<b>3</b>
<b>Overall grade</b>					<b>20</b>

## SIW #7 Writing an email for funding

Criterion	“Excellent”	“Good”	“Satisfactory”	“Unsatisfactory”	Maximum grade
<b>Clarity and Purpose</b>	The email clearly states the purpose, and the specific amount of funding requested. The goals and needs are well-explained.	The purpose and funding request are mostly clear with minor ambiguities.	The purpose and funding request are somewhat clear but lack specific details.	The purpose and funding request are unclear or vague.	5
<b>Structure and Organization</b>	The email is exceptionally well-organized with a clear introduction, body, and conclusion. The flow of information is logical and coherent.	The email is generally well-organized with minor issues in flow or structure.	The organization is apparent but with noticeable issues in structure or flow.	The email is poorly organized, with unclear or illogical structure.	4
<b>Persuasiveness and Impact</b>	The email is highly persuasive, effectively conveying the importance of the funding and its potential impact.	The email is persuasive with minor gaps in details or impact.	The email is somewhat persuasive but lacks strong evidence or convincing arguments.	The email is not persuasive; it fails to effectively convey the importance or impact of the funding.	4
<b>Grammar and Mechanics</b>	The email is free of grammatical, spelling, or punctuation errors. Writing is polished and error-free.	The email contains a few minor grammatical, spelling, or punctuation errors.	The email has several errors that occasionally affect readability.	The email contains frequent errors in grammar, spelling, or punctuation that hinder readability.	4
<b>Professionalism and Tone</b>	The email maintains a highly professional tone and appropriate language throughout.	The email is mostly professional with minor issues in tone or language.	The email shows some professionalism but has noticeable issues in tone or language.	The email lacks professionalism or has inappropriate tone and language.	3
Overall grade					20

## SIW #8 Writing a short essay on giving information

Criterion	“Excellent”	“Good”	“Satisfactory”	“Unsatisfactory”	Maximum grade
<b>Clarity and Purpose</b>	The essay is extremely clear with a well-defined purpose. Information is presented logically and is easy to understand.	The essay is mostly clear with a defined purpose. Information is generally easy to understand but may have minor ambiguities.	The essay is somewhat clear but the purpose or information may be unclear or confusing at times.	The essay is unclear with an undefined purpose. Information is confusing or difficult to understand.	<b>5</b>
<b>Structure and Organization</b>	The essay is well-organized with a clear introduction, body, and conclusion. Transitions are smooth and logical.	The essay is generally well-organized with minor issues in structure or transitions.	The essay shows some organization but has noticeable issues in structure or transitions.	The essay is poorly organized with unclear or illogical structure and transitions.	<b>4</b>
<b>Content and Accuracy</b>	Information provided is accurate, detailed, and relevant. All key points are well-supported with evidence or examples.	Information is mostly accurate and relevant with some detail and support for key points.	Information is generally accurate but may lack detail or have minor inaccuracies. Support for key points is weak.	Information is inaccurate or irrelevant. Key points are poorly supported or missing.	<b>4</b>
<b>Grammar and Mechanics</b>	The essay is free of grammatical, spelling, or punctuation errors. Writing is polished and error-free.	The essay contains a few minor grammatical, spelling, or punctuation errors.	The essay has several errors that occasionally affect readability.	The essay contains frequent errors in grammar, spelling, or punctuation that hinder readability.	<b>4</b>
<b>Engagement and Style</b>	The essay is engaging with a clear, appropriate style for the topic. The writing maintains the reader’s interest throughout.	The essay is engaging with a generally appropriate style, though it may have minor issues in maintaining reader interest.	The essay has an adequate style but may not fully engage the reader or may have issues with appropriateness.	The essay lacks engagement and style, making it difficult for the reader to stay interested.	<b>3</b>
Overall grade					<b>20</b>