**Al-Farabi Kazakh National University**

**Faculty of Philology and World Languages**

**Department of Foreign Philology and Translation Studies**

**Educational program on specialty**

**«5B020500-** [**Kazakh**](http://www.kaznu.kz/en/education_programs/bachelor/speciality/731/8)  **Philology**»

**Syllabus**

**IYa1103** «**Foreign Language**»

**Fall Term, 2019-2020 yy.**

Academic information of the course

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| Discipline’s code | Discipline’s title | | Type | No. of hours per week | | | | | Number of credits | ECTS |
| Lect. | Pract. | | Laboratorie | |
| **IYa1103** | «**Foreign Language**» | | ОC | 0 | 3 | | 0 | | 3 | 5 |
| Lecturer | | **Mussaly Laila Zhumataikyzy,** professor **of the Department of Foreign Philology and Translation Studies** | | | | Office-hours | | According to the schedule | | |
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| Academic presentation of the course | **Type of the course:** obligatory component (OC)  **The aim of the course:** This course teaches a theoretical and practical disciplines (Introduction to Linguistics, Basic Foreign Language (Levels A1, A2, B1,B2), Introductory Course of the Target Phonetics, Normative Grammar of the Target Language, Practical Course in Intercultural Communication, Introduction to Special Philology. Mastering and improvement of communicative skills of written and oral speech in the English, Kazakh and Russian languages.  **As a result of mastering the discipline, the student must be able to:**  1.analize the main ideas and details of spoken and written authentic texts of various lengths on familiar and unfamiliar topics  2.produce clear, well-organized and supported arguments in oral and written forms on different topics covered within the course.  3.select and demonstrate control of various grammatical structures and vocabulary appropriate for the level  4.produce an opinion essay giving arguments either for or against a particular point of view.  5.to achieve functional literacy in possession of the basic foreign language and the combination of grammatical and communicative approaches.  6.know of complex text on both concrete and abstract topics;  7.be able to speak quite quickly and spontaneously;  8.form a clear, detailed text on various subjects and explain a viewpoint on a topical issue;  9.have the skills to possess communication skills four main types of speech activity (speaking, listening, reading and writing).  10.Form a foreign cultural identity, which implies knowledge of the language, values, norms, standards of behavior of another communicative community.  11. provide future experts with possession of a foreign language as means of cross-cultural and professional communication by formation of communicative and professional competence, using developing interactive educational technologies. 12. knowledge of a lexical and grammatical and phonetic minimum and their practical realization;  13.ability to produce dialogical and monological speech according to dialogue type, realization of communicative intentions in the form of the description or a narration according to speech subject and the communication sphere |
| Prerequisites | IYa1103Foreign Language |
| Postrequisites | VYa1214Introduction to Linguistics |
| Informational resources | **Main literature:**  1.Arakin V.D. Practical Course of English. Part II. Moscow, 2000.  2.Raymond Murphy. English Grammar in Use. Second Edition.. Cambridge University. Oxford Press, 1998.  3.Arakin V.D. Practical Course of English. Part II. Moscow, 2000.  4.Raymond Murphy. English Grammar in Use. Second Edition.. Cambridge University. Oxford Press, 1998.  5. Malcolm Mann, Steve Taylore-Knowles. Laser B2. – Macmillan, 2010.  6. Л.И. Селянина. Пособие по домашнему чтению к практическому курсуанг.языка  **Additional literature:**  1. MildaBroukal. What A life! Intermediate. Longman, 2010.  2. Sarah Cunningham and Peter Moor. Сutting Edge, Intermediate. Pearson Education Limited.–2002.  3. R.W.Holder: How Not to Say What You Mean: A Dictionary of Euphemisms, Oxford University Press, 501 pages, 2003.  4. Каушанская В.Л. Грамматика английского языка.- Л., 1963  **Internet resources:**http://english-e-books.net/pre-intermediate/ |
| **Academic policy of the course in the context of university values** | **Politics of academic behavior and ethics:** Be tolerant, respect someone else's opinion. Objections formulate in the correct form. Plagiarism and other forms of dishonest work are unacceptable. It is inadmissible to prompt and write off during the delivery of the CDS, intermediate control and examination, copying of solved tasks by other persons, passing the exam for another student. A student who is found to falsify any course information will receive a final rating of "F".  **Academic values:**  a) organization of labor of a linguist-translator;  b) work with dictionaries, reference books, electronic media;  c) introduce with the principles and methods of translating documentation;  d) translation ethics;  e) optimization of independent work of the students.  f) to carry out written translation of texts of varying degrees of difficulty, using the basic methods and techniques for achieving semantic, stylistic and pragmatic adequacy;  g)correctly formulate the text of the translation in accordance with the norms, typology of texts in the target language;  h)professionally use dictionaries, reference books, data banks and other sources of additional information;  i) use machine translation systems |
| **Evaluation and attestation policy** | **Criterial evaluation:** Test works: \_\_2\_ works per semester (by the number of credits - at the rate of 1 work for 1 credit).  CDS: individual and group tasks depending on the technology of the organization of the CDS (abstract, presentation, essay, project protection, analytical review and other tasks of a project-research nature). RK: 2 Intermediate control: examination during the examination session.  Boundary control is conducted on theoretical and practical issues that are part of the content of the discipline (for 7, 8 weeks).  Consultations on the disciplines of the module can be obtained during the teacher's office hours (SRSP).  **Summative evaluation:** Students are expected to attend all classes and to complete all assignments. Otherwise, they lose an opportunity to gain the full benefit of the course. Instructors are expected to provide notice of the dates on which major exams will be given and assignments will be due on the course syllabus, which must be made available within the first week of classes.  All students are expected to act with civility and personal integrity, respect other students’ dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. To improve skills of work with a dictionary, skills in translation, provide basic skills of practical work in further individual careers in language-related area. Home tasks and two projects will be carried out during the preparation for discipline, the first project – presentations, the second one – written tasks (essay, test, article and etc.)  **Criterial assessment:**  Students should:  1. to enable a non-native speaker of English to follow every lesson, discussion or demonstration in English at this level and write adequate notes on the theme of the lesson.  2. to introduce the nature of the word and it’s meaning and the modern methods of its usage;  3. to enhance ability to use words, word combinations and collocations;  4. to expand topical vocabulary on topics and develop different skills at this level;  5.to present special information about Speech Patterns of each lesson  6.to teach register differences between oral and written speech.  **Summative assessment:**  Homeworks – 35%  IWMT – 10%  IWM - 15%  Exams – 40%  TOTAL – 100%  Your final score will be calculated using the formula  Assessment scale of students’ knowledge and skills:  95% - 100%: А 90% - 94%: А-  85% - 89%: В+ 80% - 84%: В 75% - 79%: В-  70% - 74%: С+ 65% - 69%: С 60% - 64%: С-  55% - 59%: D+ 50% - 54%: D- 0% - 49%: F |

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| **Organization of the course** | | To improve skills of work with a dictionary, skills in translation, provide basic skills of practical work in further individual careers in language-related area. Home tasks and two projects will be carried out during the preparation for discipline, the first project – presentations, the second one – written tasks (essay, test, article and etc.) | | |
| **Requirement of the course** | | 1. For the auditory lesson you should be prepared in advance, according to the chart resulted below. Preparation of the task should be completed up before the auditory lesson on which the subject matter is discussed.  2. Hometasks will be distributed during a semester, as shown in the chart of discipline.  3. The majority of hometasks will include some questions which it is possible to answer, having executed inquiry about an example of a database; you will need to execute inquiries, and answers which you have received, to use for a following part of homework.  At performance of hometasks following rules should be complied:   * Hometasks should be observed in the specified timeframes. Later homeworks will not be accepted. * The Hometask should be executed on one side of sheet of paper А4, and pages should be fastened under the order of numbering of questions (problems). Questions (problems) should be numbered, and final answers (if necessary) should be allocated. (house the tasks mismatching these standards, will be returned with a unsatisfactory assessment). * You can work together with other student at performance of home tasks provided that each of you works on a separate question (a separate problem). | | |
| **Policy of the Discipline** | | Appropriating timeframes of homeworks or projects can be prolonged in case of softening circumstances (such, as illness, emergencies, the accident, unforeseen circumstances, etc.) according to the Academic policy of university. Participation of the student in discussions and exercises on employment will be considered in its general assessment for discipline. Constructive questions, dialogue, and a feedback for a question of discipline are welcomed and encouraged during employment, and the teacher at a conclusion of a final assessment will consider participation of each student on employment. | | |
| **APPENDIX 1**  **Calendar (schedule) the implementation of the course content:** | | | | |
| **Week/ date** | Topic title (lectures, practical classes, Independent work of students) | | Number of hours | Maximum score |
| **1** | 2 | | 3 | 4 |
| 1 | New English File (Elementary).  Text: Who were they?  Grammar: Past simple of be: was/ were  Vocabulary: word formation: paint-painter  Pronunciation: sentence stress  Workbook on page 40-41 | | 3 | 7 |
| 2 | Text: Sydney, here we come!  Grammar: Past simple regular verbs  Vocabulary: past time expressions  Pronunciation: -ed endings  Workbook on page 42-43 | | 3 | 7 |
| 3 | Text: Girls’ night out  Grammar: Past simple regular and irregular verbs  Vocabulary: go, have, get  Pronunciation: sentence stress  Workbook on page 44-45 | | 3 | 7 |
| **SIWT**1.Individual reading (3000 symbols). Chose a text on your specialty. Read, translate, retell and make glossary (20 words | |  | 10 |
| 4 | Text: Murder in a country house  Grammar: Past simple irregular  Vocabulary: irregular verbs  Pronunciation: Past simple verbs  Workbook on page 46-47 | | 3 | 7 |
| 5 | Text: In a gift shop  Grammar: practical English  Vocabulary: a holiday report  Pronunciation: Past simple verbs  What do you remember? | | 3 | 7 |
| **SIW 2** Speak on the topic “What is the difference between “live” and “exist”?” | |  | 5 |
|  | **MIDTERM** | |  | 100 |
| 6 | Text: A house with a history?  Grammar: there is, there are  Vocabulary: houses and furniture  Pronunciation: sentence stress  Workbook on page 49-50 | | 3 | 7 |
| **7** | Text: A night in haunted hotel  Grammar: there was/ there were  Vocabulary: prepositions of place  Pronunciation: sentence stress  Workbook on page 51-52 | | 3 | 7 |
| **SIW 3** Speak on the topic “What makes you smile?” | |  | 6 |
| 8 | Text: Neighbors from hell  Grammar: present continuous  Vocabulary: verb phrases  Pronunciation: verb + -ing  Workbook on page 53-54 | | 3 | 6 |
| 9 | Text: When a men is tired of London…  Grammar: present simple or present continuous?  Vocabulary: places in a city  Pronunciation: city names  Workbook on page 55-56 | | 3 | 6 |
| **SIW 4** Speak on the topic “Talk about the most important lesson life has taught you” | |  | 7 |
| 10 | Text: in the street  Grammar: practical English  Vocabulary: directions  Pronunciation: sentence stress  What do you remember? | | 3 | 6 |
|  | **MIDTERM** | |  | 100 |
| 11 | Text: What does your food say about you?  Grammar: a/an, some/any  Vocabulary: food, countable/ uncountable  Pronunciation: the letters ea  Workbook on page 58-59 | | 3 | 6 |
| **SIW 5** Speak on the topic “What is your idea of perfect happiness?” | |  | 7 |
| 12 | Text: How much water do we really need?  Grammar: how much, how many?  Vocabulary: drinks  Pronunciation: /w/, /v/, and /b/  Workbook on page 60-61 | | 3 | 6 |
| 13 | Text: Changing holidays  Grammar: be going to (plans)  Vocabulary: holidays  Pronunciation: sentence stress  Workbook on page 62-63 | | 3 | 6 |
| **SIW 6** Speak on the topic “What are the three most important principles you follow?” | |  | 5 |
| 14 | Text: It’s written in the cards  Grammar: be going to (predictions)  Vocabulary: verbs phrases  Pronunciation: sentence stress  Workbook on page 64-65 | | 3 | 5 |
| 15 | Text: At a restaurant  Grammar: verbs phrases  Vocabulary: instructions  Pronunciation: sentence stress  What do you remember? | | 3 | 5 |
| **SIW 6** Speak on the topic “What was the best year of your life?” | |  | 5 |
|  | **Midterm Examination 2 (test)** | |  | 100 |
|  | **Examination** | |  | 100 |
|  | **Total** | |  | 100 |

**Dean** **of the faculty**  Abdimanuly O.

**Chairwoman of Methodical Bureau** Ospanova M

**Head of the Department** Aimagambetova M

**Lecturer** .Mussaly L.Zh