

**Al Farabi Kazakh National University  
International Relations Faculty  
Diplomatic Translation Department**

**APPROVED  
Dean of the Faculty**

**Delovarova L.F.**

**2024**



**METHODOLOGICAL COMPLEX OF THE DISCIPLINE**

**97893 «Preparation for the IELTS Exam»**

**Specialty 6B02311 – Translation in the sphere of international and legal relations**

Course – 4  
Semester – Autumn  
Credits – 5

**Almaty 2024**



# SYLLABUS

Fall semester 2024-2025 academic year

Educational program "6B02311 Translation studies in the sphere of international and legal relation"

ID and name of course	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 classes (PC)	Lab. classes (LC)		
[97893] Preparation for the IELTS Exam	4	-	5	-	5	6
<b>ACADEMIC INFORMATION ABOUT THE COURSE</b>						
Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control		
Offline	Profile course of elective component	-	discussion, problem-solving	Oral Exam (Standard) Univer System (Offline)		
Lecturer - (s)	Assan Kanagat Aitbaiuly					
e-mail :	asan.kanagat@alumni.nu.edu.kz					
Phone :	87057621474					
Assistant - (s)	-					
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<b>ACADEMIC COURSE PRESENTATION</b>						
Purpose of the course	Expected Learning Outcomes (LO) *			Indicators of LO achievement (ID)		
<p>The purpose of the discipline is to prepare students for passing the English language according to the international test system IELTS in order to improve their professional level within the framework of the existing qualifications.</p> <p>The following will be studied: elaboration of different variants of tests and a complete overview of grammar and exercises that develop the skills necessary for passing the exam; training in writing skills for describing processes, diagrams and writing essays.</p>	1. to identify main sections of IELTS exam, main features, format, timing, restrictions and opportunities;			1.1 understands the structure of the IELTS test;		
	2. to explain the key strategies for answering different types of questions in the Reading and Listening sections.			1.2 explains the features of each type of questions in different sections;		
	3. to apply appropriate grammatical structures and vocabulary to write coherent essays for Writing Tasks 1-2.			2.1 summarizes techniques for skimming and scanning a passage in Reading Section;		
				2.2 able to identify keywords efficiently in Listening tasks;		
	4. to analyze their own and peers' speaking performance to identify areas of improvement in fluency, coherence, and pronunciation.			3.1 able to recognize relevant task-specific strategies and time-management techniques to effectively organize information within the time limits.		
				3.2 uses linking words and complex sentence structures to produce clear and well-organized responses;		
	5. to evaluate different sample essays and speaking responses, providing feedback based on IELTS band descriptors.			4.1 able to analyze speaking answers to evaluate strengths and weaknesses in verbal responses.		
				4.2 to identify the logic of organization, linking words and relevant details to improve speech fluency and coherence;		
				5.1 able to assess the quality of arguments in an essay or speaking answers;		
				5.2 able to be critical to how well they meet the criteria for a high band score.		



Prerequisites	Specialized Professional Foreign Language
Postrequisites	-
Learning Resources	<p><b>Main literature:</b></p> <ol style="list-style-type: none"> <li>1. Ferdous, J. IELTS Prep 2020-2021: A Complete Study Guide to IELTS Academic Reading, Writing &amp; Speaking. Independently Published, 2021. 354 p.</li> <li>2. Trivium English Exam Prep Team. IELTS Academic Study Guide 2020-2021: IELTS Academic Exam Prep Book with Audio and Practice Test Questions. Trivium Test Prep, 2019. 76 p.</li> <li>3. Trivium Test Prep. IELTS General Training Study Guide 2020-2021: IELTS General Training Exam Prep Book and Practice Test Questions. Trivium Test Prep, 2020. 74 p.</li> <li>4. Kaplan Test Prep. IELTS Prep Plus 2019-2020: 6 Academic IELTS + 2 General Training IELTS + Audio + Online. Kaplan Publishing, 2018. 504 p.</li> <li>5. Lougheed, L. IELTS Superpack (Barron's Test Prep). Barron's Educational Series, 2020. 1368 p.</li> <li>6. Cullen, P., French, A., &amp; Jakeman, V. The Official Cambridge Guide to IELTS. – Cambridge University Press, 2014, 400 p.</li> <li>7. May, P. IELTS Practice Tests. – Oxford University Press, 2015, 200 p.</li> <li>8. McCarter, S. IELTS Testbuilder 2: Tests that Teach. – Macmillan Education, 2015, 144 p.</li> <li>9. Cambridge ESOL. Cambridge IELTS 19. – Cambridge University Press, 2024.</li> <li>10. Jakeman, V., &amp; McDowell, C. New Insight into IELTS. – Cambridge University Press, 2008, 192 p.</li> <li>11. Black, R. Target Band 7: IELTS Academic Module. – Simone Braverman, 2010, 120 p.</li> <li>12. O'Connell, S. Focus on IELTS: Foundation. – Pearson Education, 2006, 176 p.</li> <li>13. McCarter, S., &amp; Ash, J. IELTS Introduction. – Macmillan Education, 2012, 224 p.</li> </ol> <p><b>Additional literature:</b></p> <ol style="list-style-type: none"> <li>9. Munday, J. Introducing Translation Studies: Theories and Applications. – Routledge, 2016, 376 p.</li> <li>10. Parth, A. IELTS Academic Writing: Model Answers and Practice Tests. – IELTS Publishing, 2018, 100 p.</li> <li>11. Cullen, P. IELTS Vocabulary Masterclass 8.5. – IELTS Publishing, 2016, 108 p.</li> <li>12. Schofield, J. IELTS Reading Strategies. – Schofield Publishing, 2015, 90 p.</li> <li>13. McCarthy, M., &amp; O'Dell, F. Academic Vocabulary in Use. – Cambridge University Press, 2016, 176 p.</li> </ol> <p><b>Professional scientific databases:</b></p> <ol style="list-style-type: none"> <li>14. Scopus: <a href="https://www.scopus.com">https://www.scopus.com</a></li> <li>15. ScienceDirect: <a href="https://www.sciencedirect.com">https://www.sciencedirect.com</a></li> <li>16. JSTOR: <a href="https://www.jstor.org">https://www.jstor.org</a></li> <li>17. Wiley Online Library: <a href="https://onlinelibrary.wiley.com">https://onlinelibrary.wiley.com</a></li> <li>18. Taylor &amp; Francis Online: <a href="https://www.tandfonline.com">https://www.tandfonline.com</a></li> <li>19. ERIC: <a href="https://eric.ed.gov">https://eric.ed.gov</a></li> </ol> <p><b>Internet resources:</b></p> <ol style="list-style-type: none"> <li>20. English-Russian Online Dictionary: <a href="http://www.multitran.com/">www.multitran.com/</a></li> <li>21. English-Russian Online Dictionary: <a href="https://www.lingvolive.com/en-us">https://www.lingvolive.com/en-us</a></li> <li>22. Collocation Online Dictionary: <a href="http://www.ozdic.com">http://www.ozdic.com</a></li> <li>23. Oxford Comprehensive Online Dictionary: <a href="https://www.oxfordlearnersdictionaries.com/">https://www.oxfordlearnersdictionaries.com/</a></li> <li>24. Ted Talks <a href="http://www.ted.com/talks">www.ted.com/talks</a></li> <li>25. BBC Learning English <a href="http://www.bbc.co.uk/learningenglish">www.bbc.co.uk/learningenglish</a></li> <li>26. The Guardian <a href="http://www.theguardian.com">www.theguardian.com</a></li> <li>27. British Council Teaching Resources <a href="http://www.teachingenglish.org.uk">www.teachingenglish.org.uk</a></li> <li>28. IELTS Advantage <a href="http://www.ieltsadvantage.com">www.ieltsadvantage.com</a></li> <li>29. Simon's IELTS Blog <a href="http://ielts-simon.com">ielts-simon.com</a></li> <li>30. IELTS Online Tests <a href="http://www.ieltsonlinetests.com">www.ieltsonlinetests.com</a></li> </ol>

Academic course policy	<p>The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University</u>. Documents are available on the main page of IS Univer .</p> <p><b>Integration of science and education.</b> The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWS, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.</p> <p><b>Attendance.</b> The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.</p>
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**Academic honesty.** Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.

Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by the "Rules for the final control" , "Instructions for the final control of the autumn / spring semester of the current academic year" , "Regulations on checking students' text documents for borrowings".

Documents are available on the main page of IS Univer .

**Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.

All students, especially those with disabilities, can receive counseling assistance by e- mail [asan.kanagat@alumni.nu.edu.kz](mailto:asan.kanagat@alumni.nu.edu.kz)(<https://us05web.zoom.us/j/81234567890>) or [asan.kanagat@alumni.nu.edu.kz](mailto:asan.kanagat@alumni.nu.edu.kz).

**Integration MOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.

**ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points.

### INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT

Score-rating letter system of assessment of accounting for educational achievements

Assessment Methods

Grade	Digital equivalent points	points, % content	Assessment according to the traditional system
A	4.0	95-100	Great
A-	3.67	90-94	
B+	3.33	85-89	Fine
B	3.0	80-84	
B-	2.67	75-79	
C+	2.33	70-74	
C	2.0	65-69	Satisfactorily
C-	1.67	60-64	Unsatisfactory
D+	1.33	55-59	
D	1.0	50-54	

**Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.

**Formative assessment** is a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.

**Summative assessment** - type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated.

Formative and summative assessment	Points % content
Attendance	5
Work in practical classes	25
Independent work	20
Design and creative activity	10
Final control (exam)	40
<b>TOTAL</b>	<b>100</b>

**Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.**

A week	Topic name	Number of hours	Max. ball
<b>MODULE 1 Introduction to IELTS and Listening/Reading Strategies</b>			
1	<b>Practical lesson 1: Introduction to International English Language Testing System (IELTS)</b> Overview of the IELTS exam format (Academic vs General) Scoring system and band descriptors Initial diagnostic test (covering all 4 skills) to assess student levels	3	9
2	<b>Practical lesson 2: Listening Strategies (Part 1)</b> Introduction to the Listening section	3	9



	Types of questions (multiple choice, short-answer, labeling) Listening to identify specific information		
	<b>IWST 1</b> Research and write a brief essay on the history of IELTS and its global impact.		
3	<b>Practical lesson 3: Listening Strategies (Part 2)</b> Focus on note-taking and summary skills Dealing with different accents and speech patterns Practice with difficult sections (e.g., map labelling, flowchart completion)	1 3	9
4	<b>Practical lesson 4: Reading Strategies (Part 1)</b> Introduction to the Reading section (Academic/General) Skimming, scanning, and reading for details Dealing with True/False/Not Given and Yes/No/Not Given questions	3	9
5	<b>Practical lesson 5: Reading Strategies (Part 2)</b> Dealing with headings and matching information questions Strategies for completing sentence endings and summary completion Time management techniques	3	9
	<b>IWST 2.</b> Consultation on the implementation of IWS 1	1	
	<b>IWS 1. Practice test 1-2</b>	1	17
<b>MODULE 2 Writing Skills Development</b>			
6	<b>Practical lesson 6: Writing Task 1</b> Introduction to Writing Task 1 (Report/Letter writing) Academic: Describing graphs, charts, tables, processes General: Writing formal/informal letters Practice with writing samples	3	9
	<b>IWST 3.</b> Consultations on the implementation of IWS 2	1	
7	<b>Practical lesson 7: Writing Task 1</b> Advanced techniques for comparing data, summarizing trends Complex sentence structures and vocabulary Peer review and feedback on writing samples	3	9
	<b>IWS 2.</b> Midterm control assignments	25	20
<b>Midterm control 1</b>			
			<b>100</b>
8	<b>Practical lesson 8: Writing Task 2 - Essay Writing</b> Introduction to Writing Task 2 (Essay writing) Types of essays: Opinion, discussion, solution, advantages/disadvantages Structure: Introduction, body, conclusion Brainstorming and planning essays	3	7
	<b>IWST 4.</b> Consultations on the implementation of IWS 3	1	
9	<b>Practical lesson 9: Writing Task 2 – Developing Arguments</b> Developing complex arguments and supporting them with evidence Cohesion and coherence (using linking words effectively) Peer review and feedback on essays	3	8
10	<b>Practical lesson 10: Speaking Strategies &amp; Practice (Part 1)</b> Introduction to the Speaking section (Part 1) Common topics for the interview Techniques for answering questions fluently and confidently Role-playing interviews in pairs or small groups	3	8
<b>MODULE 3: Speaking Strategies and Full Mock Tests</b>			
11	<b>Practical lesson 11: Speaking Strategies &amp; Practice (Part 2)</b> Focus on Speaking Part 2 (Cue Card task) Structuring answers and expanding on topics Practice delivering 1-2 minute monologues Feedback on fluency, pronunciation, and grammar	3	8
	<b>IWS 3. Assignment: Practice Test 3-4</b>	24	17
12	<b>Practical lesson 12: Speaking Strategies &amp; Practice (Part 3)</b> Focus on Speaking Part 3 (Discussion) Techniques for handling abstract and opinion-based questions Practice group discussions with feedback Working on fluency, articulation, and spontaneity	3	8
	<b>IWST 5.</b> Colloquium: week 1-10	1	
13	<b>Practical lesson 13: Full Mock Test (Listening &amp; Reading)</b> Simulated IELTS Listening and Reading tests under exam conditions Analysis of results and identifying areas for improvement Review of challenging sections	3	8
	<b>IWST 6.</b> Consultation on the implementation of IWS 4.	1	



14	<b>Practical lesson 14: Full Mock Test (Writing &amp; Speaking)</b> Simulated IELTS Writing (Task 1 and Task 2) and Speaking tests Peer review and detailed feedback on writing and speaking Personalized advice for improvement	3	8.
15	<b>Practical lesson 15: Final Review &amp; Exam Strategies</b> Review of common mistakes and final tips for improvement Time management strategies for each section Last-minute preparation: what to do the day before and on exam day <b>IWS 4. Conducting final term assessment</b>	3	8
<b>Midterm control 2</b>		25	20
<b>Final control (exam)</b>			<b>100</b>
<b>TOTAL for course</b>			<b>100</b>

Dean of International Relations Faculty

Chairperson of the Academic Committee on  
Quality of Learning and Teaching

Head of Diplomatic Translation Department

Senior Lecturer



Delovarova L.F.

Yerimpasheva A.T.

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Assan K.A.



# RUBRIC FOR SUMMATIVE ASSESSMENT OF INDEPENDENT WORK (IWS) IN THE FORM OF A PRESENTATION (25% of 100% MC)

Criteria	«Excellent» 25-30%	«Good» 20-24%	«Satisfactory» 15-20%	«Unsatisfactory» 0 – 15%
Clarity of the purpose and objectives	The purpose and objectives of the presentation are clearly formulated, well-structured, and easily understood by the audience.	The purpose and objectives are somewhat clear but may need further clarification to be fully understood.	The purpose and objectives are somewhat clear but may need further clarification to be fully understood.	The purpose and objectives are somewhat clear but may need further clarification to be fully understood.
Lexical and grammatical competence	Lexical and grammatical structures are used correctly with a wide range of vocabulary and minimal errors.	Mostly correct lexical and grammatical usage, though with minor errors.	Limited vocabulary with noticeable errors in grammar, affecting the overall quality of the presentation.	Frequent lexical and grammatical errors, greatly affecting clarity and comprehension.
Analysis of main ideas	In-depth analysis of key ideas with detailed explanations supported by examples, visuals (graphs, charts), and additional material.	Good analysis, but lacking in detail or examples. Some visual aids used.	Basic analysis with minimal examples, and limited or no use of visual aids.	Lack of analysis and examples; no use of visual aids, resulting in a superficial presentation.
Relevance and accuracy	All information presented is accurate, relevant, and aligns fully with the IELTS-related topic.	Information is mostly accurate, though minor errors or irrelevant details may be present.	Some information is inaccurate or irrelevant to the IELTS topic, but core points are covered.	The presentation contains irrelevant or inaccurate information, detracting from the IELTS preparation context.
Public speaking skills	Confident delivery with clear voice, effective pacing, excellent diction, and audience engagement.	Good delivery, but could improve with better pacing or clarity. Pronunciation is mostly correct.	Delivery is weak, with issues in pronunciation, pacing, or audience engagement.	Poor delivery, making it difficult for the audience to follow. Pronunciation and pacing errors impede understanding.
Critical thinking and problem-solving	Demonstrates original ideas, strong arguments, and critical thinking relevant to IELTS preparation tasks and challenges.	Some critical thinking and problem-solving skills are present, though could be further developed.	Basic problem-solving and critical thinking, but lacks depth in analysis or argumentation.	No evidence of critical thinking or problem-solving, with little to no engagement in analyzing IELTS preparation challenges.



## RUBRIC FOR SUMMATIVE ASSESSMENT OF WRITTEN ASSIGNMENTS (25% of 100% MC)

Criteria	«Excellent» 25-30%	«Good» 20-24%	«Satisfactory» 15-20%	«Unsatisfactory» 0 – 15%
Task Achievement	The assignment fully addresses all parts of the prompt, demonstrating a deep understanding of the task requirements.	The assignment addresses most parts of the prompt, with minor omissions or unclear points.	The assignment addresses the prompt partially but misses key details or important points.	The assignment fails to address the prompt or only minimally responds to the task.
Coherence and Cohesion	The writing is logically organized with clear, well-developed paragraphs. Transitions and linking words are effectively used.	The writing is organized, but transitions between paragraphs and ideas could be clearer. Some minor cohesion issues.	The organization is inconsistent, with unclear transitions. The writing lacks flow in some sections.	The writing is disorganized and difficult to follow, with little or no use of linking words or transitions.
Lexical Resource	A wide range of vocabulary is used accurately, with only occasional errors. The language is appropriate for an academic context.	Vocabulary is mostly accurate, but there are some misused words or phrases. Attempts to use a wider range of vocabulary.	Vocabulary is limited and repetitive, with noticeable errors that affect meaning.	The vocabulary is very basic or inappropriate for the task. Frequent errors hinder comprehension.
Grammatical Range and Accuracy	A wide range of grammatical structures is used accurately with only minor errors that do not impede understanding.	A variety of grammatical structures are used, but with some errors that occasionally affect clarity.	Limited grammatical structures, with frequent errors that affect meaning and clarity.	Numerous grammatical errors that severely impede understanding and make the text difficult to follow.
Content Relevance	The content is highly relevant to the task and provides insightful, well-supported arguments or examples related to IELTS preparation.	The content is relevant but lacks depth in some parts or examples are not fully developed.	The content is somewhat relevant but lacks sufficient detail or contains irrelevant points.	The content is irrelevant to the task or lacks coherence, with no clear development of ideas.
Critical Thinking and Analysis	The assignment demonstrates original ideas, critical thinking, and analysis of IELTS-related issues, supported by evidence.	Some critical thinking is evident, but the analysis could be more in-depth or better supported by examples.	Basic critical thinking, with minimal analysis or reliance on superficial arguments.	No critical thinking or analysis is present, with a lack of engagement in IELTS-related problem-solving.