

SYLLABUS
Fall semester 2025-2026 academic year
Educational program " Basic Foreign Language B1 (first) "

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)		
BIYa 2206, Basic Foreign Language B1 (first)	2	0	60	0	6	6
ACADEMIC INFORMATION ABOUT THE COURSE						
Learning Format	Cycle, component	Lecture types	Types of practical classes		Form and platform final control	
Offline	BD, Compulsory component	-	Practical lesson, discussion, written tasks			
Lecturer - (s)	Nurlangazykyzy Balnur, lecturer					
e-mail :	balnurbaitileuova@gmail.com					
ACADEMIC COURSE PRESENTATION						
Purpose of the course	Expected Learning Outcomes (LO) * As a result of studying the discipline the undergraduate will be able to:				Indicators of LO achievement (ID)	
The aim of the discipline "Basic Foreign Language B1" is to develop students' ability to communicate effectively in the target language at an intermediate level. The course focuses on enhancing listening, speaking, reading, and writing skills while expanding students' vocabulary and grammatical knowledge. By the end of the course, students will be able to understand and produce clear, coherent communication in everyday situations and on familiar topics, demonstrating a functional command of the language appropriate for academic and professional contexts.	ER 1. Comprehend and interpret spoken language on familiar topics.				1.1. ability to correctly answer comprehension questions on spoken texts.	
					1.2. ability to Summarize the main points of conversations or presentations; think, analyze and communicate in a foreign language	
	ER 2. Engage in structured and spontaneous spoken communication on familiar matters.				2.1 be able to actively participate in discussions, express opinions clearly.	
					2.2 be able to deliver short presentations with appropriate fluency and accuracy.	
	ER 3. Read and comprehend intermediate-level texts, identifying key information.				3.1 be able to successfully complete reading comprehension tasks.	
					3.2 be able to summarize texts, focusing on main ideas.	
ER 4. Write clear, connected texts such as emails, reports, and essays.				4.1 be able to produce written assignments with correct grammar and vocabulary.		
				4.2 complete writing tasks with clear structure and ideas.		
ER 5. Use a wide range of vocabulary and grammar in both written and oral communication.				5.1 be able to use appropriate vocabulary and grammar in tasks.		
Prerequisites	Basic Foreign Language A2					
Postrequisites	Language for Special Purposes B2					
Learning Resources	Literature: main, additional.					

	1. English File Fourth Edition Intermediate Student's Book by Christina Latham-Koenig, Clive Oxenden and Jerry Lambert, 2019. 2. English File Fourth Edition Intermediate Workbook Book by Christina Latham-Koenig, Clive Oxenden and Jerry Lambert, 2019. 3. McCarthy M., O'Dell F. English Vocabulary in Use. New edition. Intermediate . – Cambridge: Cambridge University Press, 2012. 4. New headway. Intermediate Student's book. Oxford University Press, 2009.
--	---

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	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.	
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			
D+	1.33	55-59	Unsatisfactory		
D	1.0	50-54			
				Formative and summative assessment	Points % content
				Work in practical classes	70
				Independent work	30
				Final control (exam)	40
				TOTAL	100
				TOTAL	100
				TOTAL	100

A week	Topic name	Number of hours	Max. Score
MODULE 1. PEOPLE, CHOICES, AND CHANGES			
1	Unit 1 A. Eating in ... and out Grammar: present simple and continuous, action and non-action verbs Vocabulary: food and cooking Pronunciation: short and long vowels	4	0
2	Unit 1 B. Modern families Grammar: future forms: present continuous, <i>be going to</i> , <i>will / won't</i> Vocabulary: family adjectives of personality Pronunciation: sentence and words stress Unit 1 Practical English Episode 1: reacting to what people say	4	10
3	Unit 2 A. Spending money Grammar: present perfect and past simple Vocabulary: money Pronunciation: <i>o</i> and <i>or</i>	4	10
4	Unit 2 B. Changing lives Grammar: <i>present perfect + for / since</i> , <i>present perfect continuous</i> Vocabulary: strong adjectives: <i>exhausted</i> , <i>amazed</i> , etc. Pronunciation: sentence stress Revise and Check 1&2	4	10
5	Unit 3 A. Survive the drive Grammar: choosing between comparatives and superlatives Vocabulary: transport Pronunciation: <i>[ʃ]</i> , <i>[dʒ]</i> , and <i>[tʃ]</i>	4	10

MODULE 2. SOCIAL LIFE AND COMMUNICATION

6	Unit 3 B. Men, women, and children Grammar: articles <i>a / an, the, no article</i> Vocabulary: <i>collocation verbs / adjectives + prepositions</i> Pronunciation: <i>[ə]</i> , two pronunciations of <i>the</i> Practical English Episode 2: giving opinions	4	10
7	Unit 4 A. Bad manners? Grammar: obligation and prohibition: <i>have to, must, should</i> Vocabulary: phone language Pronunciation: silent consonants	4	10
	IWST 1. Consultations on the implementation of IWS 1	1	
	IWST 2. Midterm exam consultation	1	
8	Unit 4 B. Yes, I can! Grammar: ability and possibility: <i>can, could, be able to</i> Vocabulary: <i>-ed / -ing</i> adjectives Pronunciation: sentence stress Revise and Check Episode 2	4	10
	IWS 1. - Mini-presentation (3–5 minutes) on a chosen topic: The way we spend money today / Modern family roles / How cinema influences us / The future of relationships. - Students may use slides, posters, or props.	1	30
	Midterm examination	1	
MIDTERM CONTROL 1			100
9	Unit 5 A. Sporting superstitions Grammar: past tenses: simple, continuous, perfect Vocabulary: sport Pronunciation: <i>[ɔ:]</i> and <i>[ɜ:]</i>	4	10
	IWST 3. Working on mistakes of midterm examination		
10	Unit 5 B. #thewaywemeet Grammar: past and present habits and states Vocabulary: relationships Pronunciation: the letter <i>s</i> , used to	4	10
MODULE 3. CONNECTING THROUGH STORIES			
11	Practical English Episode 3: permission and requests Writing Task	4	10
12	Unit 6. A. Behind the scenes Grammar: passive (all tenses) Vocabulary: cinema Pronunciation: <i>regular and irregular past participles</i>	4	10
13	Unit 6. B. Every picture tells a story Grammar: modals of deduction: <i>might, can't, must</i> Vocabulary: the body Pronunciation: diphthongs	4	10
14	Unit 7. A. Live and learn First conditional and future time clauses + <i>when, until, etc.</i> Education The letter <i>U</i>	4	10
	IWST 4. Consultations on the implementation of IWS 2	1	
	IWST 5. Midterm consultation	1	

15	Unit 7 B. The hotel of Mum and Dad Second conditional, choosing between conditionals Houses Sentence stress	4	10
	IWS 2. • Writing/storytelling (essays, photo-story) • Speaking/oral (storytelling, role-play, presentations) • Vocabulary & pronunciation (journals/recordings) • Research & comparison (education, culture, relationships) • Reflection (progress awareness)	1	30
	IWST 6. Exam consultation	1	
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

**RUBRICS FOR SUMMATIVE ASSESSMENT OF INDEPENDENT WORK OF THE STUDENT (ISW)
CRITERIA FOR ASSESSING LEARNING OUTCOMES**

ISW 1. Rubricator for Individual Work: *Mini-Presentation*

Criterion	Excellent (20–25%)	Good (15–20%)	Satisfactory (10–15%)	Unsatisfactory (0–10%)
Content & Ideas	Topic is fully developed with original, relevant, and well-researched ideas; clear focus throughout.	Topic is mostly developed; ideas are relevant with some detail.	Limited content; some ideas underdeveloped or off-topic.	Content is minimal, unclear, or irrelevant.
Organization & Structure	Clear introduction, body, and conclusion; logical flow of ideas; smooth transitions.	Mostly well-organized; minor issues with flow.	Some organization present but weak; ideas not always connected.	Lacks clear structure; difficult to follow.
Language Use	Wide range of vocabulary and grammar; accurate, fluent, and appropriate for academic context.	Adequate vocabulary and grammar; occasional errors but meaning clear.	Limited vocabulary; frequent grammar errors that affect clarity.	Very limited language; constant errors impede understanding.
Delivery & Speaking Skills	Confident, engaging, natural eye contact and body language; good volume and pace.	Generally confident; minor issues with pace, volume, or engagement.	Uneven delivery; little eye contact; hesitant or monotone.	Poor delivery; inaudible or read directly from notes/slides.
Visual Aids (slides, posters, props)	Visuals are creative, clear, and well-integrated into the presentation.	Visuals are relevant and mostly clear; some integration.	Visuals used but basic, unclear, or only partly relevant.	No visuals or irrelevant visuals used.

ISW 2

Criterion	Excellent (20–25%)	Good (15–20%)	Satisfactory (10–15%)	Unsatisfactory (0–10%)
Content & Creativity	Fully developed, original ideas; shows creativity and critical thinking; task requirements fully met.	Relevant content with some originality; most requirements fulfilled.	Limited ideas; task only partly fulfilled; little originality.	Minimal or irrelevant content; task largely incomplete.
Organization & Coherence	Clear structure (introduction–body–conclusion or logical sequence); smooth flow of ideas.	Mostly organized; minor issues with flow or clarity.	Some organization but weak connections; occasionally hard to follow.	No clear organization; ideas disjointed or confusing.
Language Use (Grammar & Vocabulary)	Wide range of vocabulary and grammar; accurate and appropriate to the task.	Adequate vocabulary and grammar; minor errors that do not hinder understanding.	Limited vocabulary and grammar; frequent errors that affect clarity.	Very limited language; constant errors make understanding difficult.
Task response	Main ideas are extended and supported	The main parts of the prompt are addressed. A position is presented that is directly relevant to the prompt. Main ideas are relevant.	The main parts of the prompt are incompletely addressed. The format may be inappropriate in places. Some main ideas are put forward, but they are limited and are	No part of the prompt is adequately addressed, or the prompt has been misunderstood. There are few ideas, and these may be irrelevant or

			not sufficiently developed.	insufficiently developed.
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.

Dean

Chair of the Academic
Committee on the Quality
of Teaching and Learning

Head of Department

Lecturer

B.U. Dzholdasbekova

Zh.A. Sarsenbay

R.A. Avakova

B. Nurlangazykyzy

