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

of the student (IWS)    Riva 2206, Basic Foreign Language B1 (first)   Cycle, component	ID	Independent	work	Number o	f credits		General	Independent work	
Computed		of the student				Lab.			
BIV3 2206, Basic Foreign Language B1 (first)  ACADEMIC INFORMATION ABOUT THE COURSE  Learning Cycle, Component Cypes Of practical classes Offine BD, Practical lesson, discussion, written tasks  Nurlangazykyzy Balnur, lecturer Balnurbaticuova@gmail.com  ACADEMIC COURSE PRESENTATION  Experted Learning Outcomes (LD)* Aca result of studying the discipline the undergraduate will be discipline "Basic Foreign Language B1" is to develop students' ability to communication on familiar matters.  ER 2. Engage in structured and spontaneous spoken communication on familiar matters.  ER 3. Read and comprehend intermediate-level texts, identifying students' vocabulary and grammatical knowledge. By the end of the course, students will be able to understand and produce clear, connected texts such as emails, reports, and grammatical knowledge. By the end of the course, students will be able to understand and produce clear, commerciation in everyday situations and on familiar of mailiar opies, demonstrating and myriting skills while expanding situents' will be able to understand and produce clear, contents and produce clear, contents and produce clear, demonstrating and produce clear, contents and produce clear, contents and produce clear, contents and produce clear, contents and produce clear, demonstrating and grammatical and produce clear, contents and produce clear, contents and produce clear, contents and professional contexts.  Basic Foreign Language A2  Ferrequisites  Basic Foreign Language A2  Ferrequisites  Language of Special Purpose B2  Laraning  Literature:  Literature:  Literature:  ACADEMIC COURSE PRESENTATION  Formatical classes  Types of practical classes  Written tasks  Forem and platform final control classes  Forematical classes  Types of practical classes  Types and platform final cl	of course			(L)			of credits		
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Learning Literature: main, additional.	Prerequisites	Basic Foreign Language A2				-			
g i	Postrequisites		•	•					
	Learning Resources	Literature: ma	in, addition	al.					

- 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.

-				ING, LEARNING AND ASSESSME	NT		
Score-rat achievem		of assessment of	f accounting for educational	Assessment Methods			
Grade	Digital equivalent points	points, % content	Assessment according to the traditional system	Criteria-based assessment is the process of co with expected learning outcomes based on of formative and summative assessment.	clearly defined criteria. Based or		
Α	4.0 _	95-100	Great	Formative assessment is a type of assessment that is carried out in the daily learning activities. It is the current measure of progress. Progress.			
A-	3.67	90-94		operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the			
B+	+ 3.33 85-89 Fine		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 upor 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.				
В	3.0	80-84	1 0.5	Formative and summative assessment	Points % content		
B-	2.67	75-79	+	Work in practical classes	70		
C+	2.33	70-74		Independent work	30		
С	2.0	65-69	Satisfactorily	Final control (exam)	40		
C-	1.67	60-64		TOTAL	100		
D+	1.33	55-59	Unsatisfactory	TOTAL	100		
D	1.0	50-54	1	TOTAL	100		
A			Topic name	The company was the first to be a transfer or the contract of	ımber Max.		
week	•			of	hours Score		

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

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

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

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

			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.

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