

SYLLABUS
Fall semester 2025-2026 academic year
Educational program " Practical Grammar of the First Foreign Language "

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)		
84502 Practical Grammar of the First Foreign Language	2	-	45	-	5	6

ACADEMIC INFORMATION ABOUT THE COURSE

Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control
Offline	UC M – 4 Professional pedagogical module	-	Practical lesson, discussion, written tasks	Standard written examination, offline
Lecturer - (s)	Nurlangazykyzy Balnur			
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ACADEMIC COURSE PRESENTATION

Purpose of the course	Expected Learning Outcomes (LO) *	Indicators of LO achievement (ID)
The purpose of the discipline is to form a solid knowledge of the structure of the language and develop practical skills of grammatically correct foreign language speech. The grammatical structure, grammatical phenomena, rules for the construction and use of morphological and syntactic structures, and current trends in the development of grammar of the first foreign language will be studied.	LO 1 (cognitive) – to understand the fundamental grammatical rules and structures of the foreign language, including morphological and syntactic patterns.	1.1 knows the basic principles of sentence structure, including subject-verb agreement, tenses, and clause types.
		1.2 knows how to identify and explain different grammatical phenomena in both written and spoken contexts.
	LO 2 (functional) – to apply correct grammatical structures in constructing sentences and producing coherent speech in the foreign language.	2.1 can use morphological and syntactic rules to form grammatically correct sentences in spoken communication.
		2.2 owns the ability to apply correct grammar in writing tasks such as essays, reports, and formal communication.
	LO 3 (functional) – to use a variety of complex grammatical structures to express ideas clearly and effectively in academic and professional settings.	3.1 knows advanced grammar topics, such as conditionals, passive voice, and relative clauses, and their proper usage.
		3.2 owns the ability to accurately employ complex grammatical structures in discussions and presentations.
	LO 4 (systematic) – to analyze and evaluate grammatical accuracy in both personal speech and that of others, identifying common errors and areas for improvement.	4.1 can critically assess the grammatical accuracy of spoken and written language, providing constructive feedback.
		4.2 owns the skills to self-correct and refine grammatical usage in ongoing language development.
	LO 5 (systematic) – to demonstrate an understanding of current trends and developments in the grammar of the foreign language, applying this knowledge to contemporary language use.	5.1 knows the evolving grammatical trends and their impact on modern language use, including informal and formal registers.
		5.2 can apply updated grammatical rules and structures in real-life communication scenarios, adapting to contemporary language changes.

Prerequisites	Basic knowledge of the first foreign language (elementary level). Introductory course in phonetics and vocabulary of the foreign language. General understanding of grammar concepts from school-level studies.
Postrequisites	Further courses in advanced grammar of the first foreign language. Practical courses in speech communication and writing. Methodology of teaching the first foreign language.
Learning Resources	Main literature: 1. English Grammar in Use. Raymond Murphy. 5th edition. Cambridge University Press, 2019. 2. English Grammar in Use. Raymond Murphy. 5th edition. Supplementary exercises. Cambridge University Press, 2019. 3. Q Skills for Success 3. Reading and writing. Margot F. Gramer. Colin S. Ward. Reading and Writing. Oxford, 2012. 4. Q Skills for Success 4. Reading and writing. Debra Daise. Charl Norloff. Paul Carne. Oxford. 2012. Additional literature. 1. English file Elementary. Christina Latham Koenig. Clive Oxenden. Jerry Lambert. Paul Seligson. 4th edition, Oxford University Press. 2019 2. New Headway, Joan and Liz Soars, 4th edition, Oxford University Press. 2019 Research infrastructure 1. Faculty auditoriums Internet resources 1. https://www.bbc.co.uk/learningenglish 2. https://www.duolingo.com/course/en/uk/ 3. https://www.fluentu.com/english/ Software 1. Duolingo 2. Elsa Speak 3. Memrise 4. BBC Learning English App 5. Speakometer

Academic course policy	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 . Integration of science and education. 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, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments. Attendance. 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. 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 <u>the "Rules for the final control"</u> , <u>"Instructions for the final control of the autumn / spring semester of the current academic year"</u> , <u>"Regulations on checking students' text documents for borrowings"</u>. 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 phone / e-mail balnurbaitileuova@gmail.com; or https://us04web.zoom.us/j/7396417505?pwd=4PTGnLaEVuOMrnFD5lyH8x6Mm3Wnox.1&omn=75415795551
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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	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			
D	1.0	50-54	Unsatisfactory		
FX	0,5	25-49			
F	0	0-24			
				Formative and summative assessment	Points % content
				Work in practical classes	70
				Independent work	30
				Final control (exam)	40
				TOTAL	100
				TOTAL	100
				TOTAL	100

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
MODULE 1 Foundations of English Tenses and Real-Life Communication			
1	PC 1. 1 Present continuous 2 Present simple 3 Present continuous and present simple 1 4 Present continuous and present simple 2 Q skills Reading and Writing Unit 1 How do you make a good first impression? Reading 1 How to make a strong first impression?	3	0
2	PC 2. 1 Past simple 2 Past continuous 3 Present perfect 1 4 Present perfect 1 Q skills Reading and Writing Unit 1 How do you make a good first impression? Reading 2 Job interviews 101	3	0
3	PC 3. 1 Present perfect continuous	3	10

	2 Present perfect continuous and simple 3 How long have you (been) ...? 4 For and since When ...? and How long ...? Q skills Reading and Writing Unit 2 What makes food taste good? Reading 1 Knowing your tastes		
4	PC 4. 1 Present perfect and past 1 2 Present perfect and past 2 3 Past perfect 4 Past perfect continuous Q skills Reading and Writing Unit 2 What makes food taste good? Reading 2 Finding balance in food	3	10
IWST 1. Consultations on the implementation of IWS 1			
5	PC 5. 1 Have and have got 2 Used to (do) 3 Present Tenses (I am doing/I do) for the future 4 (I'm) going to (do) Q skills Reading and Writing Unit 3 What does it take to be successful? Reading 1 Fast Cars, Big Money	3	10
MODULE 2 Navigating Language and Technology: Communication in the Modern World			
6	PC 6. 1 Will/Shall 1 2 Will/shall 2 3 I will and I'm going to 4 Will be doing and will have done Q skills Reading and Writing Unit 3 What does it take to be successful? Reading 2 Practice Makes... Pain	3	10
7	PC 7. When I do/When I've done When and if 2 Can, could and (be) able to 3 Could (do) and could have (done) 4 Must and can't Q skills Reading and Writing Unit 4 How has technology affected your life? Reading 1: Having a Second Life	3	10
IWST 2.Midterm control consultation			
8	PC 8. 1 May and might 1 2 May and might 2 3 Have to and must 4 Must mustn't needn't Q skills Reading and Writing Unit 4 How has technology affected your life? Reading 2: Living Outside the Box	3	20
	IWS 1. Essay on topics (250-300 words) 1) First Impressions in Friendships: Can first impressions affect the potential for friendship? Why do you think this is the case? 2) First Impressions in Digital Communication: Do Online Profiles and Social Media Provide Accurate Representations? 3)The Role of Stereotypes in Shaping First Impressions: How Fair Are They?		30
MIDTERM CONTROL			100
9	PC 9. 1 Should 1 2 Should 2 3 Had better It's time ... 4 Would Q skills Reading and Writing	3	10

	Unit 5 Why do people help each other? Reading 1: A Question of Numbers		
	IWST 3. Working on mistakes of midterm exam		
10	PC 10. 1 Can/Could/Would you ...? (Requests, offers, permission and invitations) If and wish 2 If I do ... and If I did 3 If I knew ... I wish I had known ... 4 If I had known ... I wish I had known ... Q skills Reading and Writing Unit 5 Why do people help each other? Reading 2: The Biology of Altruism	3	10
	MODULE 3 Advertising, Risk, and Urban Innovation: Understanding Language in Context		
11	PC 11. 1 Wish 2 Passive 1 3 Passive 2 4 Passive 3 Q skills Reading and Writing Unit 6 Does advertising help or harm us? Reading 1: Happiness Is in the Shoes You Wear	3	10
12	PC 12. 1 It is said that ... It is said to ... He is supposed to ... 2 Have something done 3 Reported speech 1 4 Reported speech 2 Q skills Reading and Writing Unit 6 Does advertising help or harm us? Reading 2: In Defense of Advertising	3	10
13	PC 13. 1 Questions 1 2 Questions 2 3 Auxiliary verbs (have/do/can etc.) 4 Question tags (do you? isn't it? etc.) Q skills Reading and Writing Unit 7 Why do people take risks? Reading 1: Fear Factor: Success and Risk in Extreme Sports	3	10
	IWST 4. Consultations on the implementation of IWS 2	1	
	IWST 5. Midterm control consultation	1	
14	PC 14. 1 Verb + -ing (enjoy doing/stop doing etc.) 2 Verb + to ... (decide to ... / forget to ... etc.) 3 Verb (+ object) + to ... (I want you to ... etc.) 4 Verb + -ing or to ... 1 (remember/regret etc.) Q skills Reading and Writing Unit 7 Why do people take risks? Reading 2: The Climb of My Life	3	10
15	PC 15. 5 Verb + -ing or to ... 2 (try/need/help) 6 Verb + -ing or to ... 3 (like/would like etc.) 7 Prefer and would rather 8 Preposition (in/for/about etc.) + -ing Q skills Reading and Writing Unit 8 How can we make cities better places to live? Reading 1: New Zero-Carbon City to Be Built Reading 2: "Out of the Box" Ideas for Greener Cities	3	10
	IWS 2. Group presentation: 1) How Ads Affect Our Choices Discuss how advertisements can change what we buy. Students can share examples of ads they remember and how those ads made them feel about the products. 2) Influencers and Ads on Social Media Investigate how social media influencers promote products. Students can discuss whether they think this is a good way to advertise and how it affects their opinions on products. 3) Gender Stereotypes in Advertisements		30

	Explore how ads show boys and girls differently. Discuss if these stereotypes are good or bad and how they affect how we see ourselves and others.		
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

Dean _____ **B.U. Dzholdasbekova**

Chair of the Academic
Committee on the Quality of
Teaching and Learning _____ **Zh.A. Sarsenbay**

Head of Department _____ **R.A. Avakova**

Lecturer _____ **B. Nurlangazykyzy**



RUBRICATOR OF THE SUMMATIVE ASSESSMENT

CRITERIA EVALUATION OF LEARNING OUTCOMES

ISW 1. Essay on topics (250 300 words)

- 1) First Impressions in Friendships: Can first impressions affect the potential for friendship? Why do you think this is the case?
- 2) First Impressions in Digital Communication: Do Online Profiles and Social Media Provide Accurate Representations?
- 3) The Role of Stereotypes in Shaping First Impressions: How Fair Are They?

Criterion	"Excellent" 20-25%	"Good" 15-19%	"Satisfactory" 10-14%	"Unsatisfactory" 0-9%
Grammatical range and accuracy	A variety of complex grammatical structures is used with some flexibility and accuracy. Grammar and punctuation are generally well controlled, and error-free sentences are frequent.	A mix of simple and complex sentence forms is used but flexibility is limited. Examples of more complex structures are not marked by the same level of accuracy as in simple structures.	A limited range of structures is used, simple sentences predominate. Some structures are produced accurately but grammatical errors are frequent. Punctuation is often faulty or inadequate.	There is little or no evidence of sentence forms (except in memorised phrases).
Task response	The main parts of the prompt are appropriately addressed. A clear and developed position is presented. Main ideas are extended and supported.	The main parts of the prompt are addressed. An appropriate format is used. 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. The writer expresses a position, but the development is not always clear. Some main ideas are put forward, but they are limited and are not sufficiently developed.	No part of the prompt is adequately addressed, or the prompt has been misunderstood. No relevant position can be identified, and/or there is little direct response to the question/s. There are few ideas, and these may be irrelevant or 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.

ISW 2. Group project/presentation: Short Film Creation:
Group presentation:

1) How Ads Affect Our Choices

Discuss how advertisements can change what we buy. Students can share examples of ads they remember and how those ads made them feel about the products.

2) Influencers and Ads on Social Media

Investigate how social media influencers promote products. Students can discuss whether they think this is a good way to advertise and how it affects their opinions on products.

3) Gender Stereotypes in Advertisements

Explore how ads show boys and girls differently. Discuss if these stereotypes are good or bad and how they affect how we see ourselves and others.

Criterion	"Excellent" 20-25%	"Good" 15-19%	"Satisfactory" 10-14%	"Unsatisfactory" 0-9%
Understanding of the Topic	Demonstrates a comprehensive understanding of the topic, discussing the topic with depth and clarity.	Shows a solid understanding of the topic.	Demonstrates a basic understanding of the topic, but may lack depth in discussing the topic.	Displays a limited understanding of the topic, with significant gaps in knowledge regarding the given topic.
Organization and Structure	Presentation is well-structured with a clear introduction, body, and conclusion.	Presentation has a logical flow with clear sections and transitions between topics.	Presentation lacks clear organization; transitions may be unclear.	Presentation lacks structure, making it difficult to follow or understand.
Engagement and Delivery	Delivery is engaging, confident, and captures the audience's attention throughout the presentation.	Delivery is mostly engaging, with clear articulation and appropriate use of visuals to enhance understanding.	Delivery may lack enthusiasm or confidence, with some issues in engagement with the audience.	Delivery is monotonous, lacks enthusiasm, or shows significant issues in articulation, leading to disinterest of the audience.
Project defense, team work	Informative presentation, high quality visual effects, slides, high engagement with the audience, excellent team work.	Good engagement, good quality of visuals, slides and other materials, good level of team work.	Satisfactory level of engagement, satisfactory quality of slides, satisfactory level of team work.	Low level of engagement, low quality of slides, poor level of individual/team work.