**SYLLABUS**

**Fall semester 2025-2026 academic year**

**Educational program " Basic Foreign Language A1"**

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| **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)** |
| **ID  1763546, Basic Foreign Language A1 (first)** | 3 | | 0 | 45 | 0 | 5 | 7 |
| **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 | | Written tasks | |
| **Lecturer - (s)** | Rakymbayev Ayat Zhumashevich, senior lecturer | | | | |
| **e-mail :** | [aktam.82@mail.ru](mailto:tolesha.81@mail.ru) | | | | |
| **Phone :** | 3773330 (1270) | | | | |
| **Assistant - (s)** |  | | | | |
| **e-mail :** |  | | | | |
| **Phone :** |  | | | | |
| **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 purpose of the discipline is to develop the ability to work with various types of standardized tests that assess the level of English as a foreign language. The course is aimed at mastering the skills of working with tests in 4 aspects: listening, reading, writing and speaking and provides a proper level of knowledge of lexical and grammatical laws of the language. | ER 1. more detailed description and explanation of phenomena, self-experience, assessment; | | | | | 1.1. admission to participation in a foreign language without any problems (independently and in groups); | |
| 1.2. ability to think, analyze and communicate in a foreign language | |
| ER 2. comment on the events; | | | | | 2.1 ability to study and analyze what has been learned | |
| 2.2 be able to ask questions about the events read and answer other questions | |
| ER 3. explain, justify position, point of view, public speeches, etc. | | | | | 3.1 be able to argue and prove their point of view in front of the majority (group); | |
| 3.2 be able to share your experience or knowledge with the group and participate in discussions | |
| ER 4. The free use of language for international communication, including emotion, allegory, using idiomatic expressions. | | | | | 4.1 ability to use complex sentences, complex phrases in communication | |
| 4.2 ability to use idiomatic and phraseological expressions in communication | |
| **Prerequisites** | Basic Foreign Language A1 | | | | | | |
| **Postrequisites** | Language for Special Purposes A2 | | | | | | |
| **Learning Resources** | Literature:main, additional. Elementary english fileStudent’s Book with Answers with Audio Jane Wildman, 2020.Insight Intermediate Student’s Book with Answers with Audio Jane Wildman,2020.  1. McCarthy M., O’Dell F.English Vocabulary in Use. New edition. Pre-Intermediate . – Cambridge: Cambridge University Press, 2012.   4. New headway. Pre-Intermediate Student`s book. Oxford University Press, 2009.  New headway. Intermediate . Workbook. Oxford University Press, 2009.4. Cambridge IELTS 10 Academic Student’s Book with Answers with Audio | | | | | | |

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| **Academic**  **course policy** | | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)  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 IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.  **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.  **Аcademic 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"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "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 counselling assistance by phone/e- mail [zhaksylykkyzy.k@kaznu.kz](mailto:zhaksylykkyzy.k@kaznu.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** | **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 | **Formative and summative assessment** | **Points % content** |
| B- | 2.67 | | 75-79 | Work in practical classes | 70 |
| C+ | 2.33 | | 70-74 | Independent work | 30 |
| C | 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 | TOTAL | 100 |
|  | | | | | | |

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| --- | --- | --- | --- |
| **A week** | **Topic name** | **Number of hours** | **Max.**  **Score** |
| **MODULE 1** | | | |
| **1** | Unit 1  Food: fuel or pleasure? If you really want to win | **3** | **10** |
| **2** | Unit 1  We are family. Describing a person | **3** | **10** |
| Unit 2  Ka-ching! Changing your life | **1** |  |
| **3** | **SIW(students’ individual work )**  **Vocabulary-Grammar Test** | **3** | **15** |
| Unit 2  Race to the sun. In the office. Telling a story |  | **10** |
| **4** | Unit 3  Modern manners. Judging by appearances | **3** | **10** |
| **5** | **SIW(students’ individual work )**  **Vocabulary-Grammar Test** | **3** | **10** |
| **MODULE 2** | | | |
| **6** | Unit 3  If at first you don’t succeed, … Renting a flat | **3** | **10** |
| Midterm examination | **1** |  |
| **7** | Unit 4  Back to school, aged 35. In an ideal world | **3** | **10** |
| **SIW(students’ individual work )**  **Vocabulary-Grammar Test** |  | **15** |
| **8** | Unit 4  Still friends? A visit from a pop star | **3** | **10** |
| Unit 5  Slow down, you move too fast. Same planet  different worlds | **1** |  |
| **Midterm control 1** | | | **SIW(students’ individual work )**  **Vocabulary-Grammar Test** |
| **9** | **Mid-Term 2 total** | **3** | **10** |
| **10** | Unit 5  Job swap. Meetings. Formal letters and a CV | **3** | **10** |
| Unit 6  Love in the supermarket.  See the film…get on a plane | **1** |  |
| **MODULE 3** | | | |
| **11** | **SIW(students’ individual work )**  **Vocabulary-Grammar Test** | **3** | **10** |
| Unit 7  Can we make our own luck? Murder mysteries |  | **10** |
| **12** | **Reading. Speaking. Lexical-grammar test.** | **3** | **20** |
| **13** | Practical English Everything in the open | **3** | **10** |
| Writing. An article for a magazine | **1** |  |
| **14** | Review and check What do you remrmber? | **3** | **10** |
| **15** | **SIW(students’ individual work )**  **Vocabulary-Grammar Test** | **3** | **10** |
| **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**

**IWS 1. Transcribe the words. Worksheet 1.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Excellent (20-25%) | Good (15-19%) | Satisfactory (10-14%) | Unsatisfactory (0-9%) |
| Accuracy of Transcription | Virtually no errors in transcription. All words are correctly transcribed with accurate phonetic symbols. | Few minor errors in transcription; the majority of words are correctly transcribed with minor inaccuracies. | Several errors in transcription, but the overall understanding of phonetics is present. | Numerous errors; the transcriptions are incorrect or incomplete, showing lack of understanding. |
| Consistency in Phonetic Rules | Consistent application of phonetic rules throughout the transcription. | Mostly consistent application of phonetic rules, with only minor lapses. | Inconsistent application of phonetic rules, but some understanding is demonstrated. | Little to no consistency in applying phonetic rules, leading to confusion in transcription. |
| Clarity and Neatness | Transcription is extremely clear, legible, and neatly organized. | Transcription is mostly clear and legible, with only minor issues in neatness or organization. | Transcription is somewhat unclear or disorganized, but can be understood with effort. | Transcription is unclear, illegible, or disorganized to the point that it is difficult to interpret. |

**IWS 2: Underlining the Stressed Syllable in Words**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Excellent (20-25%) | Good (15-19%) | Satisfactory (10-14%) | Unsatisfactory (0-9%) |
| Accuracy of Stress Placement | All words are correctly marked with the appropriate stressed syllable. | Most words are correctly marked with only a few minor mistakes in stress placement. | Several words have incorrectly placed stress, but basic understanding is evident. | Numerous mistakes in stress placement, indicating a lack of understanding. |
| Consistency in Identifying Stress | Stress is consistently and correctly identified across all word types (simple, complex, compound words). | Mostly consistent identification of stress, with a few minor inconsistencies. | Inconsistent identification of stress, but some understanding is demonstrated across different word types. | Little to no consistency in identifying stressed syllables, leading to frequent mistakes. |
| Clarity and Neatness | Underlining is clear, legible, and neatly organized, making it easy to identify the stressed syllable. | Underlining is mostly clear and legible, with only minor issues in neatness or organization. | Underlining is somewhat unclear or disorganized, but can be understood with effort. | Underlining is unclear, illegible, or disorganized to the point that it is difficult to interpret. |

**IWS 3: Transcribing the text “A STREET IN LONDON” (Worksheet 3)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Excellent (20-25%) | Good (15-19%) | Satisfactory (10-14%) | Unsatisfactory (0-9%) |
| Accuracy of Transcription | Virtually no errors in the transcription of the text. All words are transcribed correctly with accurate phonetic symbols. | Few minor errors in transcription; the majority of the text is correctly transcribed with minor inaccuracies. | Several errors in transcription, but the overall understanding of phonetics is present. | Numerous errors; the transcription is incorrect or incomplete, showing a lack of understanding. |
| Consistency in Phonetic Rules | Consistent application of phonetic rules throughout the entire text. | Mostly consistent application of phonetic rules, with only minor lapses in parts of the text. | Inconsistent application of phonetic rules, but some understanding is demonstrated. | Little to no consistency in applying phonetic rules, leading to confusion in transcription. |
| Clarity and Neatness | The transcription of the text is extremely clear, legible, and neatly organized. | The transcription is mostly clear and legible, with only minor issues in neatness or organization. | The transcription is somewhat unclear or disorganized, but can be understood with effort. | The transcription is unclear, illegible, or disorganized to the point that it is difficult to interpret. |

**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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_A.Zh.Rakymbayev**