

AL-FARABI KAZAKH NATIONAL UNIVERSITY
Faculty of Philology
Department of Turkology and theory of language

PROGRAM OF FINAL EXAMINATION IN THE DISCIPLINE

Code: PGPIYa 1202

ID: 84502

Discipline: Practical Grammar of the first Foreign Language

Educational programme: "6B01704 – Foreign language: two foreign languages"

Course – 1

Semester – 1

Number of credits – 5

1. THE THEMATIC PROGRAM OF THE DISCIPLINE

The aim of the discipline: To provide students with systematic knowledge of English grammar and develop practical skills in the correct use of grammatical structures in oral and written forms. The course aims to form grammatical competence for effective interpersonal, academic, and professional communication.

Learning outcomes in the discipline: Students will demonstrate mastery of core English grammatical structures and apply them effectively in academic and everyday communication, while analyzing grammar in comparison with their native language, developing self- and peer-correction skills, and critically evaluating various approaches to grammar learning and teaching.

Main topics studied in the discipline.

Module 1

Course introduction. How many tenses do you know? (overview of A2 grammar)
Present Simple & Present Continuous in use.
Past Simple & Past Continuous. Storytelling practice.
Irregular verbs. Time markers.
Present Perfect Simple & Continuous.
Life experience, duration.
Have/has + V3.
Markers: already, yet, ever, never, just.
Difference between result vs duration. Contrast with Past Simple.
Future forms: will, going to, Present Continuous.
Will (decisions, promises), be going to (plans), Present Continuous for arrangements.
Time markers (tomorrow, next week).

Module 2

Modal verbs (present/future). Can/could (ability, permission), must/have to (obligation), should/ought to (advice), may/might (possibility).
Modal verbs (past forms). Must have, can't have, could have, might have, should have. Expressing deduction and criticism in the past.
Conditionals. Zero, First, Second. If-clauses, main clauses. Contrast between real vs unreal situations.
Passive voice.
Formation in Present, Past, Future. Passive in Continuous/Perfect. Passive in academic writing.
Reported speech.
Reported statements, questions, commands. Backshift of tenses. Changes in pronouns and time expressions.

Module 3

Infinitives & Gerunds.
Verb + ing vs verb + to-infinitive. Verbs with two meanings (stop doing vs stop to do).
Relative clauses.
Defining and non-defining. Relative pronouns (who, which, that, whose, where). Reduced relative clauses.
Description with relative clauses
Complex sentences and conjunctions.
Subordinating conjunctions (although, even though, whereas, while). Cause-effect (because, since, therefore). Time clauses (as soon as, until, by the time). Linking devices in academic texts.
Noun clauses, indirect questions, emphasis & inversion.
That-clauses, if/whether clauses. Reported (indirect) questions. Emphatic structures (cleft sentences: It was... who/that...). Inversion for emphasis (Never have I...).
Review of the course and semester reflection
Review of the course and semester reflection
Review of the course and semester reflection

List of recommended sources.

Main literature:

Literature: main, additional.

1. Oxford Practice Grammar - John Eastwood, Oxford university press
2. English Grammar in Use (5th edition) Raymond Murphy, Cambridge university press, 2019

Additional literature:

1. Oxford English Grammar Course - Michael Swan & Catherine Walter, Oxford university press, 2015

Internet resources

1. <https://www.oxfordlearnersdictionaries.com/>
2. <https://dictionary.cambridge.org/grammar/>
3. <https://learnenglish.britishcouncil.org/grammar>
4. <https://www.grammarly.com/blog/category/handbook/grammar/>
5. <https://owl.purdue.edu/>

2. METHODOLOGICAL INSTRUCTION FOR FINAL EXAMINATION: STANDARD WRITTEN EXAMINATION (OFFLINE)

2.1. Exam format: Standard written examination (offline). **Platform:** IS Univer.

2.2. The purpose of the written exam is to demonstrate the learning outcomes, skills and competencies acquired during the study of the discipline, the ability to logically express one's thoughts in writing, and argue one's point of view.

2.3. Expected results of the exam tasks:

One written exam card contains 3 questions that identify learning outcomes for the course studied and are assessed according to the criteria described below:

Question 1 - Criterion 1. Knowledge of the theory and concept of the course; logic of presentation. Criterion 2. Understanding and confirmation with examples of the theoretical principles presented in the course content.

Question 2 - Criterion 3. Application of the selected methodology and technology to written practical tasks. Criterion 4. Disclosure and solution of the main problem given in the practical task.

Question 3 - Criterion 5. Evaluation and written critical analysis of the applicability of the chosen methodology to the proposed practical task. Criterion 6. Justification of the result obtained from one's own practice.

2.4. The examination procedure.

2.4.1. The standard written offline exam is conducted in accordance with the approved schedule.

2.4.2. 15 minutes before the start of the offline written exam, the teacher on duty checks the students' identities using their ID cards, and seats the students in the seats indicated on the attendance sheets.

2.4.3. In the event that a substitute person appears at the offline written exam, the teacher on duty draws up a corresponding report of violation of these Rules.

2.4.4. Late students will not be allowed to take the exam.

2.4.5. During the exam, the teacher on duty monitors students' compliance with the rules of conduct in accordance with the approved instructions.

2.4.6. At the end of the time allotted for the exam (2 astronomical hours), the teacher on duty:

1) collects examination papers;

2) puts in each work a sign of the end of writing the work in the answer sheets - the letter X;

3) provides answer sheets along with attendance sheets for encryption to a specialist from the dean's office.

2.4.7. In case of delay in providing work for encryption to a specialist from the dean's office, a corresponding act is drawn up with subsequent prosecution of the perpetrators.

2.4.8. During the exam, students are prohibited from carrying and/or using cheat sheets, cell phones, smart watches and other technical and other means that can be used for unauthorized access to auxiliary information. It is prohibited to talk with other students and strangers, or to write down your full name and/or other identifying information in your answers.

2.4.9. If a student appears for the exam and refuses to answer the ticket, passing the exam will be graded as an "F."

2.4.10. If there is no good reason, failure to appear for the exam will be assessed as an "F".

2.4.11. If a student violates one or more of these points, an Act of cancellation of the examination work (hereinafter referred to as the Act) is filled out, and a grade of "F" ("unsatisfactory") is assigned for the discipline.

2.4.12. For repeated violation of these Rules during the exam, the student is presented for consideration by the Faculty Council on Ethics.

2.4.13. The final grade for the discipline can be canceled within 1 month after the exam, if a student is found to have violated the instructions for conducting final control using distance learning technologies and/or rules of behavior during the exam: using cheat sheets, cell phones, negotiating, etc. based on recordings from surveillance cameras with filling out the Report. The act cannot be annulled or appealed.

2.4.14. All violations during exams are recorded in the student's transcript.

3. EVALUATION POLICY.

RUBRICATOR FOR CRITERIAL ASSESSMENT OF FINAL EXAMINATION

Discipline: Practical Grammar of the First Foreign Language. Form: Standard written examination (offline). Platform: IS Univer

№	Score	DESCRIPTORS			
		«Excellent»	«Good»	«Satisfactory»	«Unsatisfactory»
		90-100 %	70-89 %	50-69 %	25-49% 0-24 %
Question 1	Criterion 1 Criterion 1. Knowledge of the theory and concept of the course; logic of presentation.	An "excellent" grade is given for an answer that contains an exhaustive explanation of the question, a detailed argumentation for each conclusion and statement, is constructed logically and consistently, and is supported by examples from the developed classroom topics.	A "good" grade is given for an answer that contains a complete but not exhaustive coverage of the issue, an abbreviated argumentation of the main points, and allows for a violation of the logic and sequence of presentation of the material. The answer contains stylistic errors and inaccurate use of terms.	A "satisfactory" grade is given for an answer that contains incomplete coverage of the questions proposed in the ticket, superficially argues the main points, and allows compositional imbalances in the presentation, violations of the logic and sequence of presentation of the material.	An "unsatisfactory" grade is also given for ignorance of basic concepts and theories; for violation of the Rules for final control.
		Criterion 2 Understanding and confirmation with examples of the theoretical principles presented in the course content	A comprehensive answer with illustrated examples was given to the question; the answer is presented in literate scientific language, all terms and concepts are used correctly and explained correctly.	The student does not illustrate theoretical concepts with examples from the developed class notes.	Key concepts for the training course contained in questions are interpreted with significant errors.
Question 2	Criterion 3. Application of the selected methodology and technology to written practical tasks. Criterion 4. Disclosure and solution of the main problem given in the practical task.	Excellent completion of the training assignment, a detailed, reasoned written answer to the question posed, followed by solving practical problems of the course.	Partial completion of the educational assignment, incomplete, sometimes reasoned answer to the question posed with an incomplete solution to the practical problems of the course; illiterate use of scientific language norms in the course.	The material is presented in fragments, in violation of logical sequence, factual and semantic inaccuracies are made, and theoretical knowledge of the course is used superficially.	An irrational method of solving a task or an insufficiently thought-out answer plan; inability to solve problems, perform tasks in general; making mistakes and omissions that exceeds the norm.
		Scientific concepts are freely applied to the task at hand, followed by a logical and evidence-based disclosure of the main problem.	The student's knowledge is adapted; the answers are weak structured, the answer contains minor factual errors, which he can correct independently, thanks to a leading question.	There is no meaningfulness of the material provided, there is no understanding of interdisciplinary connections.	The student finds it difficult to answer most of the additional questions on the content of the exam or does not give the correct answers.
	Criterion 4. Disclosure and solution of the main problem given in the practical task.	Scientific concepts are freely applied to the task at hand, followed by a logical and evidence-based disclosure of the main problem.	The student's knowledge is adapted; the answers are weak structured, the answer contains minor factual errors, which he can correct independently, thanks to a leading question.	There is no meaningfulness of the material provided, there is no understanding of interdisciplinary connections.	The student finds it difficult to answer most of the additional questions on the content of the exam or does not give the correct answers.

Question 3	Criterion 5. Evaluation and written critical analysis of the applicability of the chosen methodology to the proposed practical task.	Consistent, logical and correct justification of scientific principles and the applied methodology and technology, literacy, compliance with the norms of scientific language, 1-2 inaccuracies in the presentation of the material are allowed, which do not affect the generally correct conclusions.	3-4 inaccuracies in the use of conceptual material, minor errors in generalizations and conclusions are allowed, which do not affect the good overall level of task completion.	There are conclusions on the applicability of substantiated scientific provisions are vague and unconvincing; there are stylistic and grammatical errors, as well as inaccuracies in processing the results of a practical decision.	The task was completed with gross mistakes, the answers to the questions were incomplete, the conceptual material and argumentation were poorly used.	The task has not been completed, there are no answers to the questions posed, materials and analysis tools have not been used.
Criterion 6.	Justification of the result obtained from one's own practice.	The answer is illustrated with examples and visuals. Materials, including from the student's own practice.	Analysis of 3-4 provisions of existing theories, scientific schools and directions with justification of the result obtained from one's own practice on the issue of the exam card with some inaccuracies.	Poor application of the main volume of material in accordance with the training program with difficulties in independently reproducing it in writing.	Demonstration of difficulty in providing written answers to problematic questions.	Lack of ability to apply course methods when giving examples. Violation of the Rules for final control.


Formula for calculating the final grade:

Final grade (FG) = $(\%1 + \%2 + \%3 + \%4 + \%5 + \%6) / K$, where % is the level of task completion by criterion, K is the total number of criteria.

Example of calculating the final grade

№	Score	«Excellent»	«Good»	«Satisfactory»	«Unsatisfactory»
		90-100 %	70-89%	50-69%	25-49%
1. Criterion 1	100				
2. Criterion 2			75		
3. Criterion 3				60	
4. Criterion 4					45
5. Criterion 5	100				
6. Criterion 6					49
Final %		200	75	60	94
					200 + 75 + 60 + 94 = 429
					429 / 6 criteria = 71,5
					Final score, as % = 72

Based on percentage obtained during the calculation, we can compare the score with the rating scale.
72 points range from 70 points to 89 points, which corresponds to the "Good" category according to the grading scale.
Thus, with this calculation, the project will be rated **72 points "Good"** in accordance with the point-rating letter system for assessing educational achievements
students with their transfer to the traditional grading scale and ECTS.


_____ **B.U. Zholdasbekova**


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


_____ **R.A. Avakova**


_____ **A.K. Akzhigitova**