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| **AL-farabi kazakh national university**  **«5B021000 – Foreign philology»**  **SYLLABUS**  **Autumn 2018-2019** | | | | | | | | | | | | | | | |
| **Discipline code** | | | **Discipline** | **Type** | **Hours per week** | | | | | | **Credits** | | | | **ECTS** |
| **Lec** | **Prac** | | | **Lab** | |
|  | | | **Special of foreign language** |  | 0 | 3 | | | 0 | | 0.9 | | | | 0.9 |
| Prerequisites | |  | | | | | | | | | | | | | |
| Lecturer | | Ongarbayeva Meruyert | | | | | Office hours | | | | | | Course Schedule | | |
| e-mail | | Meruyert@mail.ru | | | | |
| Telephone | |  | | | | | Lecture room | | | | | |  | | |
| Discipline description | | **Type of course:** practical, basic and its purpose (role and place of the course in the educational program): practical. Students should know the peculiarities and main notions of the given discipline. | | | | | | | | | | | | | |
| The aim of the course | | The course focuses on speaking, listening, reading and writing skills in a university environment. You will learn how to write academic texts effectively, as well as to improve your grammar and vocabulary. Strategies for scan and skim reading are also included. After this course you should be able to:  • listen to lectures  • take effective notes  • read academic texts quickly and effectively  • express ideas clearly and accurately in writing  • give oral presentations  • develop vocabulary  • analyze and improve pronunciation  Knowledge. The subject and object of academic vocabulary  Understanding. Understand functioning of basic vocabulary of English language.  Functional competence:  It is a course designed to enable students to use English effectively in the different contexts they will encounter in their studies. The main emphasis is on improving students’ confidence and competence in using English in these contexts. The study method is primarily based on seminars and practical lessons. Use will also be made of video and tape recordings and relevant Web-based materials/activities. | | | | | | | | | | | | | |
| The outcome of the course | | **instrumental competences:** the development of skills to use the conceptual-methodological apparatus of the discipline for implementing non-standard tasks of different levels of difficulty;  **interpersonal competences**: the development of skills and habits connected with the processes of social interaction and cooperation, skills to work in a interdisciplinary team, group effectively applying the knowledge on the theory and methods of business communication while preparing and performing interaction in English;  **systemic:** skills of critically understanding cognitive processes in system, skills of designing scenarios of realization of the research / experimental-research activity in connection with the chosen profession;  **subject-specific competences**: the development of Business English skills by writing e-mails, memos and business letters, participating in simulated meetings and role-plays, and discussing case studies, the formation of comparative-analytical approach to business communication in all spheres of social, cultural, professional and scientific activities. | | | | | | | | | | | | | |
| Literature and resources | | **Main literature:**  Literature:  1. Christina Latham-Koenig, Clive Oxenden. English File: third edition. Intermediate. Student’s book.  2. Christina Latham-Koenig, Clive Oxenden. English File: third edition. Intermediate. Workbook.  Internet-resources: | | | | | | | | | | | | | |
| Course organization | | During their studies, graduates have to deliver business presentations using electronic library resources and the Internet and discuss them. In this context, they also learn to present different contents, to outline issues in a comprehensive manner, to defend their own point of view, to ask specific questions, and to give precise answers in a foreign language. Learning styles include task-based learning and problem-solving learning, case study method. | | | | | | | | | | | | | |
| Course requirements | | 1. For each classroom graduates have to prepare in advance, according to the schedule.  2. Assignments will be distributed throughout the semester, according to the schedule.  3. Most homework will include practice and theoretical questions that can be answered by searching appropriate learning resources for independent work assignments.  4. Participation: They are required to attend class and to actively participate in class discussion and discussion of their home assignments.  5. Policy of academic behavior and ethics: graduates should be tolerant, respectful. Objections should be worded in the polite and correct form. Plagiarism and other forms of cheating are not allowed. | | | | | | | | | | | | | |
| Evaluation policy | | Self-independent work description | | | | | | | | Assignments weights | | Course outcome | | | |
| Home assignments  Discussion points for each class meeting Final Examination  TOTAL | | | | | | | | 35%  35%  30%  100% | | 1,2,34,5  2,3  1,2,3,4,5  1,2,3,4,5 | | | |
| Grading scale in percentage terms:  95% - 100%: А 90% - 94%: А-  85% - 89%: В+ 80% - 84%: В 75% - 79%: В-  70% - 74%: С+ 65% - 69%: С 60% - 64%: С-  55% - 59%: D+ 50% - 54%: D- 0% -49%: F | | | | | | | | | | | | | |
| Discipline policy | | In accordance with the Academic policy of the university homework or graduates’ individual work deadlines may be extended in the event of extenuating circumstances (such as illness, emergencies, accidents, contingency, etc.) Graduates s’ attendance and participation in discussions and practical work in the classroom will be taken into account in its overall assessment of the discipline. | | | | | | | | | | | | | |
| **Course schedule** | | | | | | | | | | | | | | | |
| **Week** | **Topic** | | | | | | | **hours** | | | | | | **Maximum grade** | |
| **Module 1** | | | | | | | | | | | | | | | |
| 1 | Unit one: Mood food  Practical class 1.  Vocabulary bank: Food and cooking. Food quiz.  Grammar: Present Simple and Continuous, action and non-action verbs. | | | | | | | 3 | | | | | | 25 | |
| Independent work of student with teacher: Exercises from Workbook 1A. | | | | | | | 3 | | | | | |  | |
| Practical class 2.  Presentation on features of cuisine of different countries.  Speaking about cooking, type of food, eating out and food habits of students.  Essay.  Independent work of student with teacher: Exercises from Workbook 1A. | | | | | | | 3 | | | | | |  | |
| 2 | Unit two: Family life  Practical class 3.  Grammar: future forms: present continuous, going to, will/won’t.  Vocabulary: family. | | | | | | | 3 | | | | | | 25 | |
| Independent work of student with teacher: Exercises from Workbook 1B. | | | | | | | 3 | | | | | |  | |
| Practical class 4.  Adjectives of personality. | | | | | | |  | | | | | |  | |
| 3 | Practical class 5.  Quiz on adjectives of personality and food quiz. | | | | | | | 3 | | | | | | 20 | |
| Practical class 6.  Vocabulary: money.  Grammar: Present perfect and past simple. | | | | | | | 3 | | | | | |  | |
| **Independent work of student with teacher:** Exercises from Workbook 2A.  Learn by heart new words.  Essay on topics:  1. What did people use as currency before money was created?  2. The history of money and why we use it?  3. What is the future for electronic banking?  4. What would be the advantages and the disadvantages if the world used one currency?  5. Do you agree with the phrase: “Happiness is money”? Can money buy you happiness? | | | | | | |  | | | | | |  | |
|  | **Consolidation 1-6** | | | | | | | 3 | | | | | |  | |
| **4** | **Rating control # 1** | | | | | | | 3 | | | | | | 30 | |
|  | **Midterm examination** | | | | | | |  | | | | | | 100 | |
| **Module 2** | | | | | | | | | | | | | | | |
| 5 | **Unit 7 Changinig live**  **Practical class 7.**  Grammar: Present Perfect + for/since, present perfect continuous. | | | | | | | 3 | | | | | | 25 | |
| Independent work of student with teacher: | | | | | | | 3 | | | | | |  | |
| Exercises from Workbook 2B. | | | | | | | 3 | | | | | |  | |
| 6 | Practical class 8.  Vocabulary: Strong adjectives.  1&2. Revise and check. | | | | | | | 3 | | | | | | 25 | |
| Independent work of student with teacher: Exercises from Workbook 2B.  Essay: Write an informal email to thank somebody you have been staying with and to tell them what you have been doing recently.. | | | | | | | 3 | | | | | |  | |
| 7 | **Practical class 9.**  Grammar: comparative and superlatives.  Vocabulary: transport.  Speaking on topic: I’m a tourist – can you help me? | | | | | | | 3 | | | | | | 20 | |
| Independent work of student with teacher: Exercises from Workbook 3A.  Writing a magazine article about transport in your town or city | | | | | | | 3 | | | | | |  | |
|  | **Practical class 10.**  Grammar: articles: a/an, the, no article.  Speaking about stereotypes.  Vocabulary: collocation: verbs/adjectives + prepositions.  Grammar: articles: can, could, be able to.  Vocabulary: -ed / -ing adjectives. | | | | | | |  | | | | | |  | |
| 8 | **Consolidation 7-10** | | | | | | | 3 | | | | | |  | |
|  | **Rating control 2.** | | | | | | | **3** | | | | | | **30** | |
|  | **Examination** | | | | | | |  | | | | | | **100** | |
|  | **Total** | | | | | | |  | | | | | | **100** | |

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