**SYLLABUS**

**Fall semester 2022-2023 academic years**

**on the educational program “Foreign English: two foreign English”**

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| **Discipline’s code** | **Discipline’s title** | **Independent work of students (IWS)** | **Number of credits** | | | | | **Number of credits** | **Independent work of student with teacher (IWST)** |
| **Lectures (L)** | **Practical training (PT)** | | **Laboratory (Lab)** | |
| **PRO**  **2211** | Practical course on Speech communication |  |  | 5 | |  | | 5 |  |
| **Academic course information** | | | | | | | | | |
| **Form of education** | **Type of course** | **Types of lectures** | | | **Types of practical training** | | **Form of final control** | | |
| Full-time |  |  | | | Problem-solving, situational tasks, retelling, role-play | |
| Lecturer | Alisheva Zh.A | | | | | | In writing | | |
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| **Aim of course** | **Expected Learning Outcomes (LO)\***  As a result of studying the discipline the undergraduate will be able to: | **Indicators of LO achievement (ID)**  (for each LO at least 2 indicators) |
| The course involves both oral and written language as well as learning, learning basic grammar rules, expanding lexical resources, and developing listening skills. | LO 1 (cognitive) –  to understand Practical English dialogues, texts, video materials in level B1, as well as to write articles, descriptions and essays. | 1.1 to recognize texts by skimming and scanning  1.2 to know the types of essays, the form of description |
| LO 2 (functionsl) - to be able to use new lexics of level B1, phrases, phrasal verbs, word constructions. | 2.1 to learn by heart all the new vocabulary  2.2 to apply new phrases by following word structure and meaning |
| LO 3 (functional) - to analyze the logical, problemtic statements using grammar structures. | 3.1 to analyze statements that given in speaking part  3.2 try to answer all types of questions  3.3 to make sentences using grammar rules and structures |
| LO 4 (systematic) - to make presentations, role-play, debate, discussion on a certian topic using ICT. | 4.1 to do presentations on topics as (shopping, appearance, holidays, housework, famous cities)  4.2 to discuss the home reading materials |
| LO 5 (systematic) - to create an English atmosphere applying English langauage in every class. | 5.1 annotate, present in English  5.2 express all the ideas in English |
| **Prerequisites** | Foreign langauge | |
| **Post requisites** | Basic foreign language B2 | |
| **Information resources \*\*** | **Literature:\*\***  1. Q: Skills for Success. Listening and Speaking. Miles Craven, Kristin D. Sherman. Oxford University Press. 2018.  2. Q: Skills for Success. Reading and Writing. Margot F. Gramer, Colin S. Ward. Oxford University Press. 2018.  3. Oxford Word Skills. Ruth Gairns and Stuart Redman. Inermediate. Oxford University Press. 2017.  4. English Vocabulary In Use. Stuart Redman. Pre-intermediate and Intermediate. Fourth Edition. Cambridge University Press. 2017.  5. English Idioms In Use. Michael McCarthy Felicity O’Dell. Intermediate. Second Edition. Cambridge University Press. 2017.  6. English Collocations In Use. Michael McCarthy Felicity O’Dell. Intermediate. Second Edition. Cambridge University Press. 2017.  7. IELTS Speaking part 2. 179 Samples. Scholl of English and Test Preparation. 2019.  **Internet resources:**  Internet resources (at least 3-5)   1. <http://elibrary.kaznu.kz/ru> 2. <https://www.youtube.com/watch?v=DaW-Kha9qAM> 3. <https://www.bbc.co.uk/learningenglish/> 4. <https://www.youtube.com/watch?v=hOghoQY57iY> 5. [Adam’s English Lessons · engVid](https://www.youtube.com/c/engvidAdam) | |

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| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:**  All students are required to register for the MOOC. The deadlines for completing the modules of the online course must be strictly observed in accordance with the schedule for studying the discipline. Leave in case of current MOOC or SPOC courses.  **ATTENTION!** Failure to meet deadlines results in loss of points! The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the training course, as well as in the MOOC. Leave in case of current MOOC or SPOC courses.  **Academic values:**  - Practical trainings/laboratories, IWS should be independent, creative.  - Plagiarism, forgery, cheating at all stages of control are unacceptable.  - Students with disabilities can receive counseling at e-mail \*\*\*\*\*\*\*@gmail.com. |
| **Evaluation and attestation policy** | **Criteria-based evaluation:**  assessment of learning outcomes in relation to descriptors (verification of the formation of competencies in midterm control and exams).  **Summative evaluation:** assessment of work activity in an audience (at a webinar); assessment of the completed task. |

**CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:**

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| week | Topic name | Number of hours | Max.  score\*\*\* |
| **Module 1** Speech communication Part 1 | | | |
| 1 | **Sem 1.** Theme  UNIT 1 First Impressions. Unit Question: Are first impressions accurate? Listening: making inferences. Vocabulary: suffixes. Grammar: auxiliary verbs do, be, have. Pronunciation: contractions with auxiliary verbs. Speaking: taking conversational turns. | 3 | 5 |
| 2 | **Sem 2.** Theme  UNIT 1 B. First Impressions. Unit Question: How do you make a good first impression? Reading: identifying main ideas supporting details. Vocabulary: using the dictionary. Writing: organizing and developing a paragraph. Grammar: read conditionals: present and future. | 3 | 5 |
| 2 | **IWST 1.** Essay (250 words) and 1-minute speech. Topic: First impressions. |  | 10 |
| 3 | **Sem 3.** Theme  UNIT 2 Food and Taste. Unit Question: What is more important: taste or nutrition? Listening: listening for causes and effects. Vocabulary: adjective-noun collocations. Grammar: quantifiers with count/noncount nouns. Pronunciation: links with /j/ and /w/. Speaking: giving advice. | 3 | 5 |
| 4 | **Sem 4.** Theme  UNIT 3 Success. Unit Question: What can we learn from success and failure? Listening: listening for examples. Vocabulary: prefixes. Grammar: gerunds and infinitives as the objects of verbs. Pronunciation: stress on important words. Speaking: asking for and giving clarification. | 3 | 5 |
| 4 | **IWS 1.** **Colloquium. 1-15 units.** Oxford Word Skills. Ruth Gairns and Stuart Redman. Inermediate. Oxford University Press. 2017. |  | 15 |
| 5 | **Sem 5.** Theme  UNIT 3 B. Success. Unit Question: What does it take to be successful? Reading: scanning a text. Vocabulary: collocations. Writing: organizing an opinion paragraph. Grammar: subject-verb agreement. | 3 | 5 |
| 5 | **IWST 2.** Essay (250 words) and 1-minute speech. Topic: Success. |  | 10 |
| **Module 2** Speech communication Part 2 | | | |
| 6 | **Sem 6.** Theme  Unit 4 New Perspectives. Unit Question: Is change good or bad? Listening: taking notes using a T-chart. Vocabulary: using the dictionary. Grammar: simple past and present perfect. Pronunciation: variety of intonation to show interest. Speaking: asking for and giving reasons. | 3 | 5 |
| 7 | **Sem 7.** Theme  Unit 4 B. New Perspectives. Unit Question: How has technology affected your life? Reading: taking notes. Vocabulary: synonyms. Writing: writing a summary. Grammar: parallel structure. | 3 | 5 |
| 7 | **IWST 3.** Essay (250 words) and 1-minute speech. Topic: New Perspectives. |  | 10 |
| 7 | **IWS 2.** **Colloquium. 15-30 units.** Oxford Word Skills. Ruth Gairns and Stuart Redman. Inermediate. Oxford University Press. 2017. |  | 20 |
|  | **LEVEL CONTROL 1** |  | **100** |
| 8 | **Sem 8.** Theme  Unit 5 Responsibility. Unit Question: Are we responsible for the world we live in? Listening: inferring a speaker’s attitude. Vocabulary: using the dictionary. Grammar: tag questions. Pronunciation: intonation in tag questions. Speaking: leading a group discussion. | 3 | 5 |
| 9 | **Sem 9.** Theme  Unit 6 Advertising. Unit Question: How can advertisers change our behavior? Listening: identifying fact and opinion. Vocabulary: context clues to identify meaning. Grammar: modals expressing attitude. Pronunciation: intonation in questions. Speaking: giving and supporting your opinions. | 3 | 5 |
| 9 | **IWST 4.** Essay (250 words) and 1-minute speech. Topic: Advertising. |  | 10 |
| 10 | **Sem 10.** Theme  Unit 6 B. Advertising. Unit Question: Does advertising help or harm us? Reading: distinguishing facts from opinions. Vocabulary: suffixes. Writing: writing a letter to the editor. Grammar: compound sentences. | 3 | 5 |
| 10 | **IWS 3.** **Colloquium. 30-45 units.** Oxford Word Skills. Ruth Gairns and Stuart Redman. Inermediate. Oxford University Press. 2017. |  | 15 |
|  | **Module 3** Speech communication Part 3 |  |  |
| 11 | **Sem 11.** Theme  Unit 7 Risk. Unit Question: What risks are good to take? Listening: identifying amounts. Vocabulary: word families. Grammar: past perfect. Pronunciation: contraction of *had*.. Speaking: giving a short presentation. | 3 | 5 |
| 12 | **Sem 12.** Theme  Unit 8 Cities. Unit Question: What do our cities say about us? Listening: understanding figurative meaning. Vocabulary: phrasal verbs. Grammar: separable and inseparable phrasal verbs. Pronunciation: links between consonants and vowels. Speaking: recapping a presentation. | 3 | 5 |
| 12 | **IWST 5.** Essay (250 words) and 1-minute speech. Topic: Cities. |  | 10 |
| 13 | **Sem 13.** Theme  Unit 9 Money. Unit Question: Can money buy happiness? Listening: listening for signposts. Vocabulary: using the dictionary. Grammar: types of sentences. Pronunciation: intonation in different types of sentences. Speaking: agreeing and disagreeing. | 3 | 5 |
| 14 | **Sem 14.** Theme  Unit 10 Keeping in touch. Unit Question: Do we need technology to communicate long distance? Listening: recognizing and understanding definitions. Vocabulary: idioms. Grammar: comparatives. Pronunciation: unstressed connecting words. Speaking: expressing emotions. | 3 | 5 |
|  | **IWST 6.** Essay (250 words) and 1-minute speech. Topic: Keeping in touch. |  | 10 |
| 15 | **Sem 15.** Theme  Unit 10 B. Communication. Unit Question: Do people communicate better now than in the past? Reading: identifying the author’s purpose, audience, and tone. Vocabulary: using the dictionary. Writing: writing an opinion essay with a counterargument. Grammar: sentence fragments. | 3 | 5 |
| 15 | **IWS 4.** **Colloquium. 45-60 units.** Oxford Word Skills. Ruth Gairns and Stuart Redman. Inermediate. Oxford University Press. 2017. |  | 15 |
|  | **LEVEL CONTROL 2** |  | **100** |

Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B.U. Zholdasbekova

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Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Zh.A. Alisheva