**SYLLABUS**

**Fall semester 2023-2024 academic years**

**on the educational program “Standardized test (1-foreign language)**

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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)** | |
| **ST 4309** | **Practical course on the technology to determine the level of language proficiency (IELTS/TOEFL)** | 5 |  | 45 | | - | | 5 | 7 |
| **Academic course information** | | | | | | | | | |
| **Form of education** | **Type of course** | **Types of lectures** | | | **Types of practical training** | | **Form of final control**  **Test** | | |
| Full-time | Practical | - | | | Speaking, Reading, Listening and Writing | |
| Lecturer | Aliakbarova Aigerim Tilesbekkyzy | | | | | |  | | |
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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) |
| to provide students with the knowledge and practical skills required to take the international standardized tests,  to improve all four language skills, speaking, listening, reading and writing | 1. read and understand a variety of different authentic English language academic text types, demonstrate knowledge of appropriate reading and pre-reading strategies, including scanning, annotating, predicting outcomes, making inferences, and identifying stated or implied main ideas and supporting details; | **ID 1.1 –** skims, scans and focuses on target material in all types of reading passages;  **ID 1.2 –** identifies the elements of a text and, where required, reproduce these elements in their own writing;  **ID 1.3** – understands the question types found in the reading and how to address them. |
| 2. respond to writing tasks, following instructions and making the best use of the time available, demonstrating enhanced vocabulary and grammatical structures; | **ID 2.1 –** writes a variety of different types of essay, eg persuasive, cause and effect etc.;  **ID 2.2 -** writes a report interpreting and describing statistical data using appropriate language and grammar, analysing graphs and charts. |
| 3. demonstrate the enhanced speaking skills in argumentation, discussion and polemics in English; | **ID 3.1 –** evaluate and self-correct their speaking;  **ID 3.2 -** formulates expresses and defends opinions using appropriate vocabulary and grammatical structures. |
| 4. demonstrate improved listening skills for overall understanding of academic and professional discourse eg lectures; | **ID 4.1** – identifies the main ideas and distinguishes relevant supporting details of a formal or academic passage;  **ID 4.2** – understands the question types found in the listening and how to address them |
| 5.develop the skills to successfully apply vocabulary which are used broadly in academic domain. | **ID 5.1** – uses key definitions, parts of speech, common collocations and example sentences;  **ID 5.2** – applies appropriate vocabulary for the particular topic. |
| **Prerequisites** | SІҮаО 3409 – Special Foreign Language – General Professional (C1) | |
| **Post requisites** | SІҮаО 3409 – Special Foreign Language – General Professional (C2) | |
| **Information resources \*\*** | **Literature:**   1. Els Van Geyte. Collins Reading For IELTS. Harper Collins Publishers, 2011 2. Anneli Williams. Collins Vocabulary For IELTS. Harper Collins Publishers, 2011 3. Els Van Geyte. Collins Writing For IELTS. Harper Collins Publishers, 2011 4. Karen Kovacs. Collins Speaking For IELTS. Harper Collins Publishers, 2011   5. Fiona Aish. Collins Listening For IELTS. Harper Collins Publishers, 2011  **Internet resources:**   1. <http://elibrary.kaznu.kz/ru> 2. <https://www.bbc.com/news> 3. <https://www.bbc.co.uk/learningenglish> 4. <https://learnenglish.britishcouncil.org/> 5. <https://www.duolingo.com/> | |

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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 axaule.kaibuldayeva@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** | | | |
| 1 | **Sem 1.** UNIT 1. Family matters  Aim: skim reading, understanding the structure of a paragraph, understanding the function of a paragraph, summarizing paragraphs | 3 | 10 |
| 2 | **Sem 2.** UNIT 2. Healthcare  Aim: Working out the meaning of words, recognizing synonyms and antonyms in the text | 3 | 10 |
| 2 | IWST 1. Consultation on the implementation of IWS1 on the topic:  Fighting diseases (presentation) |  | 10 |
| 3 | Sem 3. Unit 3. Getting an education  Aim: Working out meaning from context. Recognizing key words in a sentence. Finding and understanding specific information. Taking notes. | 3 | 10 |
| 3 | **SIW 1.** Describe a time during your education that you really enjoyed. You should say:  • when this period was  • where you were  • what you were studying at the time and say why you were so happy. |  |  |
| 4 | **Sem 4.** UNIT 4. Water  Aim: Development awareness of sentence structure, Understanding the main ideas in the text. | 3 | 10 |
|  | **IWST 2.** Test of Units 1-3 |  |  |
| 5 | **Sem 5.** UNIT 5. Non-verbal clues  Aim: Locating information in a text. Summarising ideas. Identifying incorrect distractors. | 3 | 10 |
| **Module 2** | | | |
| 6 | **Sem 6.** UNIT 6. Scientists at work  Aim: Completing sentences and diagram labels | 3 | 10 |
| 7 | **Sem 7.** UNIT 7. The job market  Aim: Completing notes, summaries and flow charts | 3 | 10 |
| 7 | IWST 3. Consultation on the implementation of the IWS 2. |  |  |
|  | **LEVEL CONTROL 1** |  | **100** |
| 8 | **Sem 8.** UNIT 8. Twenty-somethings  Aim: Identifying information: Answering true/false/not given questions | 3 | 10 |
| 8 | **IWS 2.** Describe an environmental problem or event. You should say:  • What is it  • Where is it happening  • What problems does it cause |  |  |
| 9 | **Sem 9.** UNIT 9. Community spirit  Aim: Matching information. | 3 | 10 |
| 10 | **Sem 10.** UNIT 9. Community spirit  Aim: Matching information | 3 | 10 |
| 10 | IWST 4. Test |  |  |
|  | **Module 3** |  |  |
| 11 | **Sem 11.** UNIT 10. On the move  Aim: Identifying writer`s views or claims; answering yes/no/not given | 3 | 10 |
| 12 | **Sem 12.** UNIT 10. On the move  Aim: Identifying writer`s views or claims; answering yes/no/not given | 3 | 10 |
| 12 | IWST 5. Consultation on the implementation of the IWS 3. |  |  |
| 13 | **Sem 13.** Unit 11. Cultural differences | 3 | 10 |
| 13 | **IWS 3.** Describe your favorite gadget. You should say:  • What is it  • When did you get it  • How often do you use it and say why is it so important to you |  |  |
| 14 | **Sem 14.** Unit 11. Cultural differences  Many people think that cheap air travel should be encouraged because it gives ordinary people freedom to travel further. However, others think this leads to environmental problems, so air travel should be more expensive in order to discourage people from having it. Discuss both views and give your own opinion.  It is often said “when is Rome, do as the Romans do” | 3 | 10 |
|  | IWST 6. Describe a place that you enjoy visiting.  • where the place is  • what you can see and do there  • how it has changed since you first visited it and explain why you enjoy visiting this place. |  |  |
| 15 | **Sem 15.** IELTS Practice Test | 3 | 10 |
| 15 | **IWST 7.** Consultation on examination issues |  |  |
|  | **LEVEL CONTROL 2** |  | **100** |

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Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_A.T. Aliakbarova