**SYLLABUS**

**Fall semester 2023-2024 academic year**

**Educational program "Foreign Language 2 (first professional)"**

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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)** |
| **IYa 5202****Foreign Language 2 (first professional)** | 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)** | Aliakbarova Aigerim Tilesbekkyzy |
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| **Phone :** | +7707 3008787 |
| **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 B2 |
| **Postrequisites** | Language for Special Purposes C2 |
| **Learning Resources** | Literature:main, additional. Insight Upper Intermediate Student’s Book with Answers with Audio Jane Wildman, 2020.Insight Upper Intermediate Student’s Book with Answers with Audio Jane Wildman,2020.1. McCarthy M., O’Dell F.English Vocabulary in Use. New edition. Upper-Intermediate . – Cambridge Cambridge University Press, 2012.

4. New headway. Advanced. Student`s book. Oxford University Press, 2009.New headway. Advanced . 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 aliakbarova2014@gmail.com **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** | **PC 1.**  Unit 1 [Inspiration](https://www.ieltsbuddy.com/paragraph-headings.html)Reading and vocabulary. ChallengesGrammar and listening. The ‘we’ generation. Rading. Discussion. Debate.  | **3** | **10** |
| **2** | **PC 2.** Unit 1 InspirationListening, spaeaking and vocabulary. Do the right thing.Vocabulary with self-; Heroes discussion.Culture, vocabulary and grammar. Belief and commitmentWriting an article “Role models”.Vocabulary Insight 1 | **3** | **10** |
| **IWST P 1.** Consultations on the implementation of **IWS 1** | **1** |  |
| **3** | **PC 3.** Unit 2 The world around usReading and vocabulary. Real education. Discussion. Debate.Grammar and listening. Future tenseseLife on the edge. Dangerous jobs. Discussion. Reading. Listening, speaking and vocabulary. Urban storiesActive listening. Deciding on a new community project | **3** | **10** |
| **IWS 1.** EssayWrite about the following topic:It is important for people to take risks, both in their professional lives and their personal lives. Do you think the advantages of taking risks outweigh the disadvantages?Give reasons for your answer and include any relevant examples from your own knowledge or experience. |  | **15** |
| **4** | **PC 4.** [Unit](https://www.ieltsbuddy.com/ielts-paragraph-headings.html) 2 The world around usCulture, vocabulary and grammar. Songlines. Famous natural aor manmade landmarks in the country. Future time clausesWriting. Describing a place.Vocabulary Insight 2Cumulative review of Units 1-2 | **3** | **10** |
| **5** | **PC 5.** [Unit](https://www.ieltsbuddy.com/ielts-sentence-completion.html) 3 Things that matterReading and vocabulary. Hoaders. The stuff in our lives.Synonyms. Phrasal verbs with *out*Grammar and listening. Dterminers. ArticlesWhat’s left behind. Speaking, Discussion. Debate. | **3** | **10** |
| **MODULE 2** |
| **6** | **PC 6.** [Unit](https://www.ieltsbuddy.com/ielts-sentence-completion.html) 3 Things that matterListening, speaking and vocabulary. One man’s trash …DiscussionAdjectives describing objectsSelecting things to exhibit. Speaking, listeningCulture, vocabulary and grammar. Lost treasuresWriting A story. Lost and foundVocabulary Insight 3 . Phrasal verbs | **3** | **10** |
| **IWST 2.** Consultations on the implementation of **IWS 2** | **1** |  |
| **7** | **PC 7.** Unit 4 Mind and bodyReading and vocabulary. Perfect people. Speaking, discussion. Noun suffixes. Used to, get used to or be used toFact or fiction. Talking about habitual behaviour. Discussion, Debate | **3** | **10** |
| **IWS 2.** [Paragraph Writing](https://www.ieltsbuddy.com/paragraph-writing.html)**“One Man's Trash Is Another Man's Treasure Essay”****To what extent to you agree or disagree?** |  | **15** |
| **8** | **PC 8.** Unit 4 Mind and bodyListening, speaking and vocabularu. False valueActive listening. Idioms. Phrases with body parts.Discussing a controversial topic. ListeningCulture, vocabulary and grammar. Frankenstein. Text analysisFuture in the pastWriting. A letter to a newspaper. The value of life. Taking a view and support your ideasVocabulary Insight 4. The origins of idioms. Cumulative review. Units 1-4 | **3** | **10** |
| **IWST 3.** Consultations on the implementation of **IWS 3** | **1** |  |
| **Midterm control 1** | **100** |
| **9** | **PC 9.** Unit 5 WordsReading words, words, wordsStrategy Skipping words that you do not understandVocabulary Insight. Phrasal verbs with on. Verb prefixes: en – and em-Grammar. Avice, obligation and prohibition; Past modalsListening. Ways of learning | **3** | **10** |
| **10** | **PC 10.** Unit 5 WordsListening. The future of librariesVocabulary. Phrases with pont. Choosing a book for a book clubReading. Shakespeare. A writer for all timeStrategy. Avoiding repetitionVocabulary Insight 5 | **3** | **10** |
| **IWST 4.** Consultation on the implementation **of IWS 3** | **1** |  |
| **MODULE 3** |
| **11** | **PC 11.** Unit 6. The media and the messageWho controls the news? Reading. Armed woth a smartphoneVocabulary. Collocations: journalism; word analysisGrammar. Speculation about the past, present and future Listening. The big picture. | **3** | **10** |
| **IWS 3.** [Project work](https://www.ieltsbuddy.com/problem-solution-essays.html)Celebrity Culture and Its Influence on Society |  | **20** |
| **12** | **PC 12.** Unit 6. The media and the messageMaking the headlinesListening. A new story. Why people want to be famousStrategy. Adapting to authentic listening situationsVocabulary. Idioms with in and out. Documentaries. Discourse markersReading. Seeing is believing. Truth or lies?Strategy. Creating emphasisVocabulary Insight 6 | **3** | **10** |
| **13** | **PC 13** Unit 7 That’s lifeBefore I die…Reading. From here to eternityStrategy. Critical thinking: evaluating pros and consVocabulary. Phrasal verbs with *off*. Phrases with *life*Grammar. Conditionals. Mixed conditionalsListening. The luckiest man alive? | **3** | **10** |
| **IWST 5.** Consultation on the implementation of the final exam | **1** |  |
| **14** | PC 14. Unit 7 That’s lifeGolden yearsListening. Growing old in different societiesVocabulary. The old and the young. Discussing old ageReading. The road not taken by Robert FrostGrammar. Unreal situationsWriting. Persuasive writing. Making comparisonsVocabulary Insight 7 | **3** | **10** |
| **15** | **PC 15.**  RevisionTest. Discussion. Debate | **3** | **10** |
| **Midterm control 2** | **100** |
| **Final control (exam)** | **100** |
| **TOTAL for course** | **100** |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B.U.  Dzholdasbekova**

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ R.A. Avakova**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ A.T. Aliakbarova**