**AL-FARABI KAZAKH NATIONAL UNIVERSITY Faculty of Philology Department of Turkology and Language Theory**

**PROGRAM OF FINAL EXAMINATION ON THE DISCIPLINE**

**Code: BIYa B2**

**« Basic Foreign Language B2»**

Educational programme "6B01704 –FOREIGN LANGUAGE: TWO FOREIGN LANGUAGES"

Course – 1

Semester – 2

Number of credits – 5

Almaty 2023

 Program of final examination on the discipline «Basic Foreign Language B2» is developed by senior lecturer A. Aliakbarova

It is based on the working curriculum on educational programme “6B01704-Foreign language: two foreign languages”

Considered and recommended at the meeting of the department of Turkology and Language Theory

Protocol № \_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , 2023

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

# THE THEMATIC PROGRAM OF THE DISCIPLINE

**The aim of the discipline:** 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.

**Expected learning outcomes:**

1. more detailed description and explanation of phenomena, self-experience, assessment;
2. comment on the events;
3. explain, justify position, point of view, public speeches, etc.
4. The free use of language for international communication, including emotion, allegory, using idiomatic expressions.

**Main topics studied on the discipline.**

**Module 1.**

PC 1. Unit 1 Inspiration. Reading and vocabulary. Challenges. Grammar and listening. The ‘we’ generation. Rading. Discussion. Debate.

PC 2. Unit 1 Inspiration. Listening, spaeaking and vocabulary. Do the right thing. Vocabulary with self-; Heroes discussion. Culture, vocabulary and grammar. Belief and commitment. Writing an article

“Role models”. Vocabulary Insight 1

PC 3. Unit 2 The world around us. Reading and vocabulary. Real education. Discussion. Debate.

Grammar and listening. Future tenses. Life on the edge. Dangerous jobs. Discussion. Reading. Listening, speaking and vocabulary. Urban stories. Active listening. Deciding on a new community project.

PC 4. Unit 2 The world around us. Culture, vocabulary and grammar. Songlines. Famous natural aor manmade landmarks in the country. Future time clauses. Writing. Describing a place. Vocabulary

Insight 2. Cumulative review of Units 1-2

PC 5. Unit 3 Things that matter. Reading and vocabulary. Hoaders. The stuff in our lives. Synonyms.

Phrasal verbs with out. Grammar and listening. Dterminers. Articles. What’s left behind. Speaking, Discussion. Debate.

**Module 2.**

PC 6. Unit 3 Things that matter. Listening, speaking and vocabulary. One man’s trash …Discussion Adjectives describing objects. Selecting things to exhibit. Speaking, listening. Culture, vocabulary and grammar. Lost treasures. Writing A story. Lost and found. Vocabulary Insight 3 . Phrasal verbs PC 7. Unit 4 Mind and body. Reading and vocabulary. Perfect people. Speaking, discussion. Noun suffixes. Used to, get used to or be used to Fact or fiction. Talking about habitual behaviour. Discussion, Debate

PC 8. Unit 4 Mind and body. Listening, speaking and vocabularu. False value. Active listening. Idioms. Phrases with body parts. Discussing a controversial topic. Listening, Culture, vocabulary and grammar. Frankenstein. Text analysis. Future in the past. Writing. A letter to a newspaper. The value of life. Taking a view and support your ideas. Vocabulary Insight 4. The origins of idioms. Cumulative review. Units 1-4

PC 9. Unit 5 Words. Reading words, words, words. Strategy Skipping words that you do not understand. Vocabulary Insight. Phrasal verbs with on. Verb prefixes: en – and em- Grammar. Avice, obligation and prohibition; Past modals. Listening. Ways of learning

PC 10. Unit 5 Words. Listening. The future of libraries. Vocabulary. Phrases with pont. Choosing a book for a book club. Reading. Shakespeare. A writer for all time. Strategy. Avoiding repetition Vocabulary Insight 5

**Module 3.**

PC 11. Unit 6. The media and the message. Who controls the news? Reading. Armed with a smartphone. Vocabulary. Collocations: journalism; word analysis. Grammar. Speculation about the past, present and future. Listening. The big picture. Celebrity Culture and Its Influence on Society

PC 12. Unit 6. The media and the message. Making the headlines. Listening. A new story. Why people want to be famous. Strategy. Adapting to authentic listening situations. Vocabulary. Idioms with in and out. Documentaries. Discourse markers. Reading. Seeing is believing. Truth or lies?

Strategy. Creating emphasis. Vocabulary Insight 6

PC 13 Unit 7 That’s life. Before I die… Reading. From here to eternity. Strategy. Critical thinking: evaluating pros and cons. Vocabulary. Phrasal verbs with off. Phrases with life. Grammar. Conditionals. Mixed conditionals. Listening. The luckiest man alive? IWST 5. Consultation on the implementation of the final exam

PC 14. Unit 7 That’s life. Golden years. Listening. Growing old in different societies. Vocabulary. The old and the young. Discussing old age. Reading. The road not taken by Robert Frost. Grammar. Unreal

situations. Writing. Persuasive writing. Making comparisons. Vocabulary Insight 7 PC 15. Revision. Test. Discussion. Debate

**List of recommended sources.**

**Main literature:**

1. Insight Upper Intermediate Student’s Book with Answers with Audio Jane Wildman, 2020.
2. Insight Upper Intermediate Student’s Book with Answers with Audio Jane Wildman,2020.
3. 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

**Additional literature:**

1. Stephen Bailey. Academic Writing A Handbook for International Students, Fourth edition, 2015
2. Dr Marcell. A Guide for scientific writing, Utrecht University, 2015
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:** [www.coventry.ac.uk/study-at-coventry/student-support/academic-support/centre-for-academicwriting/support-for-students/academic-writing-resources/](http://www.coventry.ac.uk/study-at-coventry/student-support/academic-support/centre-for-academic-writing/support-for-students/academic-writing-resources/)

# METHODOLOGICAL INSTRUCTION FOR FINAL EXAMINATION: STANDARD ORAL EXAMINATION (OFFLINE)

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

**2.2. The purpose of the oral examination:** to demonstrate the learning outcomes, skills and competencies acquired during the study of the discipline, the ability to logically express one’s thoughts out loud, and to argue one’s point of view.

**2.3. Expected results of the exam tasks:**

One oral exam ticket contains 3 questions that identify learning outcomes for the studied course and are assessed according to the following criteria:

Question 1 - Criterion 1. Knowledge of the theory and concept of the course. 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 specific practical tasks. Criterion 4. Disclosure and solution of the main problem given in the practical task.

Question 3 - Criterion 5. Evaluation and critical analysis of the applicability of the chosen methodology to the proposed practical task. Criterion 6. Justification of the obtained result from one’s own practice; ability to conduct scientific discussions.

**2.4. The examination procedure.**

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

2.4.2. The duration of the oral examination should not exceed 6 academic hours per day. However, no more than 25 people per day are allowed to take the oral exam.

2.4.3. No more than 5 examinees may be present in the room where the oral examination is being conducted at the same time. The remaining examinees of the current group await an individual invitation outside the exam room without leaving the faculty building.

2.4.4. When entering the exam room, the student must provide the examiner with an identification card and sign the appearance form.

2.4.5. Standing up and/or changing places, or leaving the classroom before completing your answer to the ticket during the exam is prohibited.

2.4.6. When conducting an oral examination, the examination card is chosen by the examinee himself.

2.4.7. In preparation for the answer, the student is given sheets for compiling a summary of the answer. The time for students to prepare an oral response is 10 minutes. To defend the answer, the student speaks in front of the examiner for no more than 5 minutes.

2.4.8. After announcing his last name, the student begins his answer on the ticket. Each question is scored based on the maximum possible points indicated in the questionnaire.

2.4.9. In order to more deeply ascertain the student’s level of knowledge, the examiner has the right to ask him additional questions, as well as offer tasks and examples within the framework of the questions on the exam card.

2.4.10. 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.

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

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

2.4.13. 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.

2.4.14. For repeated violation of these Rules during the exam, the student is presented for consideration by the Faculty Council on Ethics. 2.4.15. All violations during exams are recorded in the student’s transcript.

**3. EVALUATION POLICY.**

# RUBRICTOR FOR CRITERIAL ASSESSMENT OF FINAL EXAMINATION

**Discipline**: Language for special purposes. **Form:** Standard oral examination (offline). **Platform: IS** Univer

**№**  **Scor**

 **e**

 **«Excellent»**  **«Good»**

  **90-100** % **70-89** %

**Criterion**

**Question 1** Criterion 1. Student knows the theory In general, the correct Knowledge of and concepts of the course answer was given to the the theory and fully; the answer is presented in literate question, but with some concept of the scientific language, all terms inaccuracies that are not of course. and concepts were used a fundamental nature. Not

correctly and explained all terms of the course are correctly. used correctly; there are

some incorrect statements and grammatical/stylistic errors in presentation.

 Criterion 2. A comprehensive answer The answer was not

Understanding with illustrated examples sufficiently illustrated by and was given to the question; examples.

confirmation the answer is presented in with examples literate scientific language, of the all terms and concepts are theoretical used correctly and explained principles correctly. presented in the course content.

**Question 2** *Criterion 3.* The technology and The course methodology Application of methodology of the course and the knowledge the selected were applied with deep acquired by the student methodology content, taking into account were poorly integrated and and technology the specifics of the students' adapted to the solution of to specific training area. specific practical tasks **DESCRIPTORS**

 **«Satisfactory»**  **«Unsatisfactory»**

#  50-69 % 25-49 % 0-24 %

The answer to the The answer did not There is no answer to question is fragmentary; correspond to the the question; ignorance correct conclusions were content of the question; of educational material interspersed with the significant mistakes was revealed. incorrect ones. The were found. substantive blocks of the course necessary for a full disclosure of the topic were missed.

The student generally Key concepts for the Student’s understands the subject training course misunderstanding of matter of the course, but contained in the most or most important has problems uncovering questions are interpreted part educational

specific issues. incorrectly. material. Violation of

the Rules for Conducting the Final examination.

The course tools were Student incorrectly Student’s inability to used superficially and applied the essential part apply knowledge to

differ of the discipline, makes solve assignments and

low content, there are significant factual errors explain course inaccuracies in the that the student cannot phenomena. When answer, the logic of correct on his own. answering (one

practical tasksproposed in the exam card. presentation is broken. question), he makes more than 3-4 gross mistakes, which he cannot correct even with

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | the help of a teacher.  |
| *Criterion 4.* Disclosure and solution of the main problem given in the practical task  | Scientific concepts were freely applied to the task at hand, followed by a logical and evidence-based disclosure of the main problem.  | The student's knowledge was adapted; the answers are weak structured, the answer contains minor factual errors, which he can correct independently, thanks to a leading question.  | Lack of meaningfulness of the provided material, there is no understanding of interdisciplinary connections.  | Student finds it difficult to answer most of the additional questions on the content of the exam or does not give the correct answers.  | Student did not fully understand the material. Violation of the Rules for final control.  |
| **Question 3** | *Criterion 5.* Evaluating and critically analyzing the applicability of the chosen methodology to the proposed practical task.  | Possessing the ability to critically analyze, integrate, validity and analysis of methods and technology on a specific topic, structuring the answer, analysis of the  provisions of existing theories, scientific schools, directions on the issue of the exam card.  | Integration and critical analysis of the application of methods and course technology followed by the use of visual materials to consolidate one’s reasoning through the use of scientific concepts with the allowance of minor errors when reproducing knowledge.  | Superficial justification of the patterns and principles of the course.   | Lack of validity and analysis of the application of methods and technology of the course.  | Lack of critical analysis of the applicability of the methodology to the proposed task.  |
| *Criterion 6.* Justification of the result obtained from one’s own practice; ability to conduct scientific discussions  | The answers were illustrated with examples and visuals. materials, including from the student’s own practice; student demonstrated the ability to conduct dialogue and engage in scientific discussion.  | 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 question of the exam card with some inaccuracies.  | There was poor application of the main volume of material in accordance with the training program with difficulties in reproducing it independently and the requirement of leading questions.  | There was demonstration of difficulty in providing answers to questions of a reproductive nature.  | Lack of ability to apply course methods when giving examples was revealed. Violation of the Rules for final examination.  |

**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**

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.

Lecturer K. Zhaksylykkyzy