**SYLLABUS**

**Fall semester 2024-2025 academic year**

**Educational program “Foreign Language”**

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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)** |
| **50, Iya1105**  **Foreign Language** | 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* | M-2 Instrumental Module | - | | Practical lesson, discussion, written tasks | | Standardized oral offline exam | |
| **Lecturer - (s)** | Nurlangazykyzy Balnur, lecturer | | | | |
| **e-mail :** | [balnurbaitileuova@gmail.com](mailto:balnurbaitileuova@gmail.com) | | | | |
| **Phone :** |  | | | | |
| **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 Foreign Language discipline for first-year students is to develop foundational language skills that facilitate effective communication in a global context. This course aims to enhance students' listening, speaking, reading, and writing abilities in the target language, while also fostering cultural awareness and appreciation. By engaging with diverse texts, multimedia resources, and interactive activities, students will gain confidence in using the language for academic, professional, and social purposes. | ER 1. Communicate Effectively in the Target Language | | | | | 1.1. admission to participation in a foreign language without any problems (independently and in groups); | |
| 1.2. Demonstrate the ability to engage in basic conversations on everyday topics, using appropriate vocabulary and grammar structures. | |
| ER 2. Comprehend Written Texts | | | | | 2.1 ability to study and analyze what has been learned | |
| 2.2 Analyze and interpret various texts, including articles, short stories, and dialogues, identifying main ideas and supporting details. | |
| ER 3. Develop Listening Skills | | | | | 3.1 Understand and respond to spoken language in diverse contexts, demonstrating comprehension of key information and nuances. | |
| 3.2 be able to share your experience or knowledge with the group and participate in discussions | |
| ER 4. Cultivate Cultural Awareness | | | | | 4.1 Identify and discuss cultural aspects related to the target language, including customs, traditions, and social norms, reflecting an understanding of cultural diversity. | |
| ER 5. Use a wide range of vocabulary and grammar in both written and oral communication. | | | | | 5.1 be able to use appropriate vocabulary and grammar in tasks. | |
| **Prerequisites** | Basic English Proficiency (A2 Level): Students should have foundational knowledge of English, including basic grammar structures (e.g., present simple, past simple), essential vocabulary, and the ability to engage in simple conversations.  Basic Listening and Speaking Skills: Students must be able to understand and produce basic spoken English, including asking and answering simple questions about familiar topics.  Familiarity with Classroom Communication: Prior experience with interactive classroom settings where pair work, group discussions, and role-playing are common.  Basic Writing and Reading Competence: Students should be able to read and write short texts, such as simple descriptions and informal letters or messages. | | | | | | |
| **Postrequisites** | Intermediate English Proficiency (B1 Level): Upon successful completion of this course, students should be prepared to move on to an intermediate level of English, where they will handle more complex grammatical structures, vocabulary, and communication tasks.  Advanced Speaking and Listening Courses: Students will be ready for more advanced courses focusing on speaking and listening | | | | | | |
| **Learning Resources** | Literature:main, additional. Insight: Pre- Intermediate (Student’s book)  * **Authors:** Jayne Wildman, Fiona Beddall   **2. Cambridge English: Face2Face Pre-Intermediate (Student’s Book)**   * **Authors:** Chris Redston, Gillie Cunningham   **3. Oxford: English File Pre-Intermediate (Third Edition)**   * **Authors:** Christina Latham-Koenig, Clive Oxenden   **4. Longman: Cutting Edge Pre-Intermediate (Third Edition)**   * **Authors:** Sarah Cunningham, Peter Moor   **Research infrastructure**  1. The department of Turkology and the theory of language  **Internet resources**  1**. ManyThings.org - American English Pronunciation Practice**  2. **BBC Learning English (https://www.bbc.co.uk/learningenglish)**   * **Description:** Provides free audio and video lessons focused on improving listening, speaking, and vocabulary skills. The materials include everyday conversations and situational dialogues. * **Why Use:** It serves as supplementary material for extra listening and speaking practice outside the classroom.   **Software**   1. Duolingo 2. Elsa Speak 3. Memrise 4. BBC Learning English App 5. Speakometer | | | | | | |

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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 [balnurbaitileuova@gmail.com](mailto:balnurbaitileuova@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**  **Exploring Life's Journeys: From Everyday Moments to Extraordinary Experiences** | | | |
| **1** | Unit 1  A. Everyday life  Reading Life in a day  Strategy Scanning for specific information  Vocabulary insight Adjectives + prepositions: feelings  Vocabulary insight Compound nouns: everyday objects  Unit 1  B. Around the world  Grammar Present simple and present continuous  Listening Volunteer projects | **3** | **10** |
| **2** | Unit 2  A. Ghost towns  Reading Ghost towns: then and now  Strategy Identifying paraphrase  Vocabulary insight Antonyms: describing places  Vocabulary Places in town | **3** | **10** |
| **IWST P 1.** Consultations on the implementation of **IWS 1** | | **1** |  |
|  | Unit 2  B. The kindness of strangers  Grammar Past simple and past continuous  Listening A happy ending |  |  |
| **3** | **IWS 1 (students’ individual work)**  Vocabulary and grammar test for Units 1 and 2 |  | **15** |
| Unit 3  A. In my fridge  Reading Food for thought: the good, the bad and the ugly  Vocabulary Life cycle of food  Vocabulary insight Compound nouns and adjectives  Unit 3  B. Burger or broccoli?  Grammar Determiners: a lot of, a little, a few, some, any,  much and many  Listening Eating habits in the UK | **3** | **10** |
| **4** | Unit 4  A. Moving house  Reading The 1940s house  Vocabulary insight Adverbs of manner and comment  Vocabulary insight Compound adjective  Unit 4  B. A room of my own  Grammar Comparative and superlative adjectives (not) as... as, too, enough  Listening The best room in the house | **3** | **10** |
|  | **IWST P 2.** Consultations on the implementation of **IWS 2** | **1** |  |
| **5** | Unit 5  A. Taking risks  Reading Blame your brain  Strategy Understanding pronoun referencing  Vocabulary insight Adjective suffixes: -ing and -ed  Vocabulary insight Noun suffixes: -merit and -ion  Unit 5  B. Too young, too old?  Grammar Present perfect and past simple  Present perfect with already, just and yet  Listening At the top of the world | **3** | **10** |
| **IWS (students’ individual work)**  **Presentation on the topics that were assigned to the students** |  | **15** |
| **MODULE 2**  **Challenges and Success: Overcoming Obstacles and Achieving Goals** | | | |
| **6** | Unit 5  C. Fears and phobias  Listening The fear factor  Vocabulary insight Base and strong adjectives  Everyday English Describing a photo  Unit 5  D. Antarctic adventure  Reading Eyewitness account: Scott's Hut  Vocabulary insight Phrasal verbs: stages in a journey  Grammar Present perfect with for and since | **3** | **10** |
| **7** | Unit 6  A. A hard lesson  Reading War zones  Vocabulary insight Collocations: crime  Vocabulary insight Negative prefixes: un-, im-, ir- and il- | **3** | **10** |
|  | Midterm examination | **1** |  |
| **Midterm control 1** | | | **100** |
| **8** | Unit 6  B. Hungry to learn  Grammar will and going to  First conditional  Listening 1 want to be a teacher  Unit 6  C. The best things in life  Listening Playing games  Strategy Taking notes  Grammar Zero conditional  Everyday English Making offers and suggestions | **3** | **10** |
|  | **IWST P 3.** Consultations on the implementation of **IWS 3** | **1** |  |
| **9** | Unit 7  A. Big and small  Reading Going global  Vocabulary Statistics  Vocabulary insight Nouns with two meaningsUnit 7  B. Be an entrepreneur  Grammar must, mustn't, have to, don't have to  Listening How to catch a dream | **3** | **10** |
| **10** | Unit 8  A. Against all odds  Reading Success stories  Vocabulary insight Verbs + prepositions: success  Vocabulary insight Suffixes: -ant, -ent, -ance, -ence  Unit 8  B. Foul play  Grammar Past perfect  Listening Don't believe your ears | **3** | **10** |
| **IWS (students’ individual work)**  **Speech and presentation: “Who I wanted to be when I was a kid and Why I want to be a teacher now”** |  | **10** |
| **MODULE 3**  **Exploring Global Perspectives and Social Impact** | | | |
| **11** | Unit 9  A. ln the news  Reading What's in the news?  Vocabulary The press  Vocabulary insight Collocations: the media  Unit 9  B. Multitasking  Grammar Reported speech  say and tell  Listening A multifunctional device  Listening To multitask or not to multitask | **3** | **10** |
| **12** | Unit 9  C. Behind the scenes  Listening Inflatable crowds  Strategy Listening for main ideas  Vocabulary Films  Everyday English Giving and reacting to news  Unit 9  D. The BBC story  Reading A short history of the BBC  Vocabulary Types of TV programme  Grammar Question tags | **3** | **10** |
|  | **IWST P 4.** Consultations on the implementation of **IWS 4** | **1** |  |
| **13** | Unit 10  A. Make a difference  Reading The story of your T-shirt  Strategy Understanding the purpose of a text  Vocabulary insight Phrasal verbs: buying and selling clothes  Vocabulary insight Compound nounsEveryday English Giving and reacting to news  B. Where does it come from?  Grammar The passive: present simple, past simple and present perfect  Listening How much do you know about... ? | **3** | **10** |
| **IWS (students’ individual work)**  **Vocabulary Test by Unit 9 (A. B. C. D) & 10 (A. B.)** |  | **10** |
| **14** | Unit 10  C. Protest  Listening Blood phones  Vocabulary Environment  Everyday English Persuading, agreeing and disagreeing  Unit 10  D. Eyes in the sky  Reading The big picture  Vocabulary insight Adjective suffixes: -ful / and -less  Grammar The passive: future | **3** | **10** |
|  | **IWST P 5.** Consultations on the implementation of **IWS 5** | **1** |  |
| **15** | Unit 10  E. Describing a process  Strategy Checking your writing: spelling and punctuation  Expressing sequence  **IWS (students’ individual work)**  Create a poster and prepare a speech on your most esteemed topics from this discipline. Justify why you consider them to be relevant and interesting for you and present your perspective on the subject. | **3** | **10** |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**RUBRICS FOR SUMMATIVE ASSESSMENT OF INDEPENDENT WORK OF THE STUDENT (ISW)**

**CRITERIA FOR ASSESSING LEARNING OUTCOMES**

**IWS (students’ individual work)**

**Vocabulary and grammar test for Units 1 and 2 (25% of 100% MC)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criterion | "Excellent" 20-25% | “Good” 15-19% | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Grammatical range and accuracy | A variety of complex grammatical structures is used  with some flexibility and accuracy.  Grammar and punctuation are generally  well controlled, and error-free sentences  are frequent. | A mix of simple and complex sentence  forms is used but flexibility is limited.  Examples of more complex structures are not marked by the same level of accuracy as in simple structures. | A limited range of structures is used, simple sentences predominate.  Some structures are produced accurately but grammatical errors are frequent  Punctuation is often faulty or inadequate | There is little or no evidence of  sentence forms (except in memorised  phrases). |
| Task response | The main parts of the prompt are appropriately addressed. A clear and developed position is presented.  Main ideas are extended and supported | The main parts of the prompt are addressed. An appropriate format is used. A position is presented that is directly relevant to the prompt. Main ideas are relevant. | The main parts of the prompt are incompletely addressed. The format may be inappropriate in places. The writer expresses a position, but the development is not always clear.  Some main ideas are put forward, but they are limited and are not sufficiently developed. | No part of the prompt is adequately addressed, or the  prompt has been misunderstood.  No relevant position can be identified, and/or there is  little direct response to the question/s.  There are few ideas, and these may be irrelevant or  insufficiently developed. |
| Lexical Resource | The resource is sufficient to allow some flexibility and precision.  There is some ability to use less common  and/or idiomatic items.  An awareness of style and collocation is  evident.  There are only a few errors in spelling  and/or word formation and they do not  detract from overall clarity. | The resource is generally adequate and appropriate for the task.  The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice.  There are some errors in spelling and/or word formation, but these do not impede  communication. | The resource is limited but minimally  adequate for the task.  Simple vocabulary may be used accurately  but the range does not permit much  variation in expression.  Errors in spelling and/or word formation  may be noticeable and may cause some  difficulty for the reader. | The resource is extremely limited with few recognisable strings, apart from memorised phrases.  There is no apparent control of word  formation and/or spelling. |

**IWS 2.**

**Presentation on the topics that were assigned to the students**

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| --- | --- | --- | --- | --- |
| Criterion | "Excellent" 20-25% | “Good” 15-19% | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Grammatical range and accuracy | A variety of complex grammatical structures is used with some flexibility and accuracy. Grammar and punctuation are generally well controlled, and error-free sentences are frequent. | A mix of simple and complex sentence forms is used but flexibility is limited. Examples of more complex structures are not marked by the same level of accuracy as in simple structures. | A limited range of structures is used, simple sentences predominate. Some structures are produced accurately but grammatical errors are frequent Punctuation is often faulty or inadequate | There is little or no evidence of sentence forms (except in memorised phrases). |
| Task response | The main parts of the prompt are appropriately addressed. A clear and developed position is presented. Main ideas are extended and supported | The main parts of the prompt are addressed. An appropriate format is used. A position is presented that is directly relevant to the prompt. Main ideas are relevant. | The main parts of the prompt are incompletely addressed. The format may be inappropriate in places. The writer expresses a position, but the development is not always clear. Some main ideas are put forward, but they are limited and are not sufficiently developed. | No part of the prompt is adequately addressed, or the prompt has been misunderstood. No relevant position can be identified, and/or there is little direct response to the question/s. There are few ideas, and these may be irrelevant or insufficiently developed. |
| Lexical Resource | The resource is sufficient to allow some flexibility and precision.There is some ability to use less common and/or idiomatic items. An awareness of style and collocation is evident. There are only a few errors in spelling and/or word formation and they do not detract from overall clarity. | The resource is generally adequate and appropriate for the task. The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice. There are some errors in spelling and/or word formation, but these do not impede communication. | The resource is limited but minimally adequate for the task. Simple vocabulary may be used accurately but the range does not permit much variation in expression. Errors in spelling and/or word formation may be noticeable and may cause some difficulty for the reader. | The resource is extremely limited with few recognisable strings, apart from memorised phrases. There is no apparent control of word formation and/or spelling. |
| Coherence and cohesion | Information and ideas are logically organised, and there is a clear progression throughout the response. A range of cohesive devices including reference and substitution is used flexibly. Paragraphing is generally used effectively to support overall coherence, and the sequencing of ideas within a paragraph is generally logical. | Information and ideas are generally arranged coherently and there is a clear overall progression. Cohesive devices are used to some good effect but cohesion within and/or between sentences may be faulty or mechanical due to misuse, overuse or omission. | Organisation is evident but is not wholly logical and there may be a lack of overall progression.  Nevertheless, there is a sense of underlying coherence to the response.  The relationship of ideas can be followed but the sentences are not fluently linked to each other. | There is no apparent logical organisation. Ideas are discernible but difficult to relate to each other. There is minimal use of sequencers or cohesive devices. Those used do not necessarily indicate a logical relationship between ideas. There is difficulty in identifying referencing. |

**IWS 3. Speech and presentation: “Who I wanted to be when I was a kid and Why I want to be a teacher now”**

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| Criterion | "Excellent" 20-25% | “Good” 15-19% | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Understanding of the Topic | Demonstrates a comprehensive understanding of the topic, discussing the topic with depth and clarity. | Shows a solid understanding of the topic. | Demonstrates a basic understanding of the topic, but may lack depth in discussing the topic. | Displays a limited understanding of the topic, with significant gaps in knowledge regarding the given topic. |
| Organization and Structure | Presentation is well-structured with a clear introduction, body, and conclusion. | Presentation has a logical flow with clear sections and transitions between topics. | Presentation lacks clear organization; transitions may be unclear. | Presentation lacks structure, making it difficult to follow or understand. |
| Engagement and Delivery | Delivery is engaging, confident, and captures the audience's attention throughout the presentation. | Delivery is mostly engaging, with clear articulation and appropriate use of visuals to enhance understanding. | Delivery may lack enthusiasm or confidence, with some issues in engagement with the audience. | Delivery is monotonous, lacks enthusiasm, or shows significant issues in articulation, leading to disinterest of the audience. |
| Project defense, team work | Informative presentation, high quality visual effects, slides, high engagement with the audience, excellent team work. | Good engagement, good quality of visuals, slides and other materials, good level of team work. | Satisfactory level of engagement, satisfactory quality of slides, satisfactory level of team work. | Low level of engagement, low quality of slides, poor level of individual/team work. |

**IWS 4**

**Vocabulary and grammar test for Units 9 and 10 (25% of 100% MC)**

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| --- | --- | --- | --- | --- |
| Criterion | "Excellent" 20-25% | “Good” 15-19% | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Grammatical range and accuracy | A variety of complex grammatical structures is used  with some flexibility and accuracy.  Grammar and punctuation are generally  well controlled, and error-free sentences  are frequent. | A mix of simple and complex sentence  forms is used but flexibility is limited.  Examples of more complex structures are not marked by the same level of accuracy as in simple structures. | A limited range of structures is used, simple sentences predominate.  Some structures are produced accurately but grammatical errors are frequent  Punctuation is often faulty or inadequate | There is little or no evidence of  sentence forms (except in memorised  phrases). |
| Task response | The main parts of the prompt are appropriately addressed. A clear and developed position is presented.  Main ideas are extended and supported | The main parts of the prompt are addressed. An appropriate format is used. A position is presented that is directly relevant to the prompt. Main ideas are relevant. | The main parts of the prompt are incompletely addressed. The format may be inappropriate in places. The writer expresses a position, but the development is not always clear.  Some main ideas are put forward, but they are limited and are not sufficiently developed. | No part of the prompt is adequately addressed, or the  prompt has been misunderstood.  No relevant position can be identified, and/or there is  little direct response to the question/s.  There are few ideas, and these may be irrelevant or  insufficiently developed. |
| Lexical Resource | The resource is sufficient to allow some flexibility and precision.  There is some ability to use less common  and/or idiomatic items.  An awareness of style and collocation is  evident.  There are only a few errors in spelling  and/or word formation and they do not  detract from overall clarity. | The resource is generally adequate and appropriate for the task.  The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice.  There are some errors in spelling and/or word formation, but these do not impede  communication. | The resource is limited but minimally  adequate for the task.  Simple vocabulary may be used accurately  but the range does not permit much  variation in expression.  Errors in spelling and/or word formation  may be noticeable and may cause some  difficulty for the reader. | The resource is extremely limited with few recognisable strings, apart from memorised phrases.  There is no apparent control of word  formation and/or spelling. |

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

**Chair of the Academic**

**Committee on the Quality**

**of Teaching and Learning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Zh.A.Sarsenbay**

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

**Lecturer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B. Nurlangazykyzy**