

AL-FARABI KAZAKH NATIONAL UNIVERSITY
Faculty of Philology
Department of Turkology and theory of language

PROGRAM OF FINAL EXAMINATION IN THE DISCIPLINE

Code: YaSc 3301

ID: 90900

Discipline: Language for special purposes C1

Educational programme: "6B01704 – Foreign language: two foreign languages"

Course – 3

Semester – 5

Number of credits – 5

1. THE THEMATIC PROGRAM OF THE DISCIPLINE

The aim of the discipline: Providing a structured approach to understanding the rules and principles that govern language use. It seeks to establish a framework that defines how words, phrases, and sentences should be constructed for effective communication.

Learning outcomes in the discipline:

1. To recognize and interpret main ideas and details in spoken English across real-life contexts.
2. To develop confidence and fluency in speaking English in various real-life contexts.
3. To apply grammatical rules accurately in both oral and written communication.
4. To interpret and analyze written texts for comprehension, vocabulary development, and critical understanding.
5. To produce coherent and structured written texts for different purposes and audiences.

Main topics studied in the discipline.

MODULE 1

PC 1. Unit 1A – Questions and Answers, Grammar: Question formation, auxiliary verbs. Vocabulary: Question words, interview language. Speaking/Listening: Asking and answering personal questions; Listening to interviews. Reading: Interview texts

PC 2. Unit 1B – It's a mystery! Grammar: Auxiliary verbs, the...the...+comparatives. Vocabulary: Compound adjectives, modifiers. Speaking/Listening: Talking about personality. Reading: The mystery of the lighthouse keeper.

PC 3. Unit 1 Colloquial English Talking about getting a job. Grammar: Everyday question forms, functional language. Vocabulary: Social expressions (introductions, small talk). Speaking/Listening: Introducing yourself; Role-plays in the context of interviewing.

PC 4. Unit 2A – Illnesses and Injuries. Grammar: Present perfect simple vs. continuous. Vocabulary: Illnesses, injuries, medical treatment. Speaking/Listening: Talking about health problems; Listening to conversations at the doctor's. Reading: Texts about medical cases and health tips. Writing: Short article: "A day at the hospital"

PC 5. Unit 2B – Act your age. Grammar: Using adjectives as nouns, adjective order. Vocabulary: Clothes and fashion. Speaking/Listening: Talking about friendship. Reading: The joy of the age-gap friendship
Writing: Short article about friendship

MODULE 2

PC 6. Unit 3A – Air Travel. Grammar: Narrative tenses, past perfect continuous, so/such...that. Vocabulary: Air travel terms. Speaking/Listening: Discussing travel experiences; Listening to travel announcements. Reading: Texts about airports and tourism. Writing: Travel tips essay

PC 7. Unit 3B – A really good ending? Grammar: The position of adjectives and adverbial phrases
Vocabulary: Adverbs and adverbial phrases. Speaking/Listening: Talking about reading habits. Reading: The necklace. Writing: Writing a short story

PC 8. Unit 3 Book Reviews. Grammar: Review structures; mixed tenses. Vocabulary: Book genres and adjectives. Speaking/Listening: Discussing favorite books; Listening to reviews. Reading: Professional book reviews. Writing: 200-word book review

PC 9. Unit 4 A. Stormy weather. Grammar: Future perfect and future continuous. Vocabulary: The environment, weather. Speaking/Listening: Talking about environmental issues. Reading: Climate stories project. Writing: Writing about global environmental problems.

PC 10. Unit 4 B. A risky business. Grammar: Zero and first conditionals, future time clauses
Vocabulary: Expressions with take. Speaking/Listening: Speaking about being a risk-taker. Reading: Why are deadly extreme sports more popular than ever? Writing: Writing a blog post

MODULE 3

PC 11. 3&4 Revise and check.

PC 12. Unit 5A. I'm a survivor. Grammar: Unreal conditionals. Vocabulary: Feelings. Speaking/Listening: Talking about survival situations. Reading: Lost in the jungle. Writing: Write a post how to keep in different situations.

PC 13. Unit 5B. Wish you were here. Grammar: Wish for present/future, wish for past regrets. Vocabulary: Expressing feelings with verbs or-ed/-ing adjectives. Speaking/Listening: Expressing feelings.
Reading: Regrets. Writing: Writing own poem

List of recommended sources.

Main

1. Latham-Koenig, C., Oxenden, C., & Chomacki, K. English File. Upper-Intermediate. Student's Book (4th ed.). Oxford: Oxford University Press, 2020.
2. Gude, K., Duckworth, M., & Rogers, L. Cambridge English Empower. Upper-Intermediate. Student's Book. Cambridge: Cambridge University Press, 2015.
3. O'Dell, F., & Broadhead, A. Outcomes. Upper-Intermediate. Student's Book (2nd ed.). London: National Geographic Learning, 2016.
4. Soars, J., & Soars, L. New Headway. Upper-Intermediate. Student's Book (5th ed.). Oxford: Oxford University Press, 2019.

Additional

1. Harmer, J. The Practice of English Language Teaching (5th ed.). Harlow: Pearson Education, 2015.
2. Scrivener, J. Learning Teaching (3rd ed.). Oxford: Macmillan, 2011.
3. McCarthy, M., & O'Dell, F. English Vocabulary in Use. Upper-Intermediate (2nd ed.). Cambridge: Cambridge University Press, 2017.
4. Swan, M., & Walter, C. Oxford English Grammar Course. Intermediate to Upper-Intermediate. Oxford: Oxford University Press, 2011.
5. Richards, J. C., & Rodgers, T. S. Approaches and Methods in Language Teaching (3rd ed.). Cambridge: Cambridge University Press, 2014.

Professional scientific databases

1. Scopus – international abstract and citation database of peer-reviewed literature in education, linguistics, and applied linguistics.
2. Web of Science – multidisciplinary database with access to leading journals on language education and methodology.
3. ERIC (Education Resources Information Center) – U.S. government-sponsored database specializing in education and foreign language teaching.
4. Cambridge Core – full-text access to Cambridge University Press journals and books on linguistics and teaching methods.
5. Taylor & Francis Online – peer-reviewed journals in applied linguistics and education.
6. SpringerLink – books and articles on pedagogy, language learning, and teaching methodology.
7. KazNU eLibrary – electronic library of Al-Farabi Kazakh National University (local access to books, journals, dissertations).

Internet resources

1. Cambridge University Press Teacher Development <https://www.cambridge.org/elt>
 2. Oxford Teachers' Club <https://elt.oup.com/teachers>
 3. British Council TeachingEnglish <https://www.teachingenglish.org.uk>
- ResearchGate (for open-access articles) <https://www.researchgate.net>

1. METHODOLOGICAL INSTRUCTION FOR FINAL EXAMINATION: STANDARD WRITTEN EXAMINATION (OFFLINE)

1.1. Exam format: Standard written examination (offline). **Platform:** IS Univer.

1.2. The purpose of the written exam is to demonstrate the learning outcomes, skills and competencies acquired during the study of the discipline, the ability to logically express one's thoughts in writing, and argue one's point of view.

1.3. Expected results of the exam tasks:

One written exam card contains 3 questions that identify learning outcomes for the course studied and are assessed according to the criteria described below:

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

Question 3 - Criterion 5. Evaluation and written critical analysis of the applicability of the chosen methodology to the proposed practical task. Criterion 6. Justification of the result obtained from one's own practice.

1.4. The examination procedure.

1.4.1. The standard written offline exam is conducted in accordance with the approved schedule.

1.4.2. 15 minutes before the start of the offline written exam, the teacher on duty checks the students' identities using their ID cards, and seats the students in the seats indicated on the attendance sheets.

1.4.3. In the event that a substitute person appears at the offline written exam, the teacher on duty draws up a corresponding report of violation of these Rules.

1.4.4. Late students will not be allowed to take the exam.

1.4.5. During the exam, the teacher on duty monitors students' compliance with the rules of conduct in accordance with the approved instructions.

1.4.6. At the end of the time allotted for the exam (2 astronomical hours), the teacher on duty:

- 1) collects examination papers;
- 2) puts in each work a sign of the end of writing the work in the answer sheets - the letter X;
- 3) provides answer sheets along with attendance sheets for encryption to a specialist from the dean's office.

1.4.7. In case of delay in providing work for encryption to a specialist from the dean's office, a corresponding act is drawn up with subsequent prosecution of the perpetrators.

1.4.8. 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. It is prohibited to talk with other students and strangers, or to write down your full name and/or other identifying information in your answers.

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

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

1.4.11. 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.

1.4.12. For repeated violation of these Rules during the exam, the student is presented for consideration by the Faculty Council on Ethics.

1.4.13. The final grade for the discipline can be canceled within 1 month after the exam, if a student is found to have violated the instructions for conducting final control using distance learning technologies and/or rules of behavior during the exam: using cheat sheets, cell phones, negotiating, etc. based on recordings from surveillance cameras with filling out the Report. The act cannot be annulled or appealed.

1.4.14. All violations during exams are recorded in the student's transcript.

2. EVALUATION POLICY.

№	Score Criterion	DESCRIPTORS				
		«Excellent»	«Good»	«Satisfactory»	«Unsatisfactory»	
		90-100 %	70-89 %	50-69 %	25-49%	0-24 %
Question 1	Criterion 1. Knowledge of the theory and concept of the course; logic of presentation.	An "excellent" grade is given for an answer that contains an exhaustive explanation of the question, a detailed argumentation for each conclusion and statement, is constructed logically and consistently, and is supported by examples from the developed classroom topics.	A "good" grade is given for an answer that contains a complete but not exhaustive coverage of the issue, an abbreviated argumentation of the main points, and allows for a violation of the logic and sequence of presentation of the material. The answer contains stylistic errors and inaccurate use of terms.	A "satisfactory" grade is given for an answer that contains incomplete coverage of the questions proposed in the ticket, superficially argues the main points, and allows compositional imbalances in the presentation, violations of the logic and sequence of presentation of the material.	An "unsatisfactory" grade is given for incorrect coverage of the questions posed, erroneous argumentation, factual and verbal errors, and for the assumption of an incorrect conclusion.	An "unsatisfactory" grade is also given for ignorance of basic concepts and theories; for violation of the Rules for final control.
	Criterion 2. Understanding and confirmation with examples of the theoretical principles presented in the course content.	A comprehensive answer with illustrated examples was given to the question; the answer is presented in literate scientific language, all terms and concepts are used correctly and explained correctly.	The answer is not fully supported by specific examples. There are some inaccuracies.	The student does not illustrate theoretical concepts with examples from the developed class notes.	Key concepts for the training course contained in questions are interpreted with significant errors.	The student does not provide examples to support the main theoretical principles of the course.
Question 2	Criterion 3. Application of the selected methodology and technology to written practical tasks. Criterion 4. Disclosure and solution of the main problem given in the	Excellent completion of the training assignment, a detailed, reasoned written answer to the question posed, followed by solving practical problems of the course.	Partial completion of the educational assignment, incomplete, sometimes reasoned answer to the question posed with an incomplete solution to the practical problems of the course; illiterate use of scientific language norms in the course.	The material is presented in fragments, in violation of logical sequence, factual and semantic inaccuracies are made, and theoretical knowledge of the course is used superficially.	An irrational method of solving a task or an insufficiently thought-out answer plan; inability to solve problems, perform tasks in general; making mistakes and omissions that exceeds the norm.	Inability to apply knowledge and algorithms to solve tasks; inability to draw conclusions and generalizations. Violation of the Rules for final control.

<i>Criterion 4.</i> Disclosure and solution of the main problem given in the practical task.	Scientific concepts are freely applied to the task at hand, followed by a logical and evidence-based disclosure of the main problem.	The student's knowledge is adapted; the answers are weak structured, the answer contains minor factual errors, which he can correct independently, thanks to a leading question.	There is no meaningfulness of the material provided, there is no understanding of interdisciplinary connections.	The student finds it difficult to answer most of the additional questions on the content of the exam or does not give the correct answers.	The student did not fully understand the material. Violation of the Rules for final control.
Question 3	<i>Criterion 5.</i> Evaluation and written critical analysis of the applicability of the chosen methodology to the proposed practical task.	3-4 inaccuracies in the use of conceptual material, minor errors in generalizations and conclusions are allowed, which do not affect the good overall level of task completion.	There are conclusions on the applicability of substantiated scientific provisions are vague and unconvincing; there are stylistic and grammatical errors, as well as inaccuracies in processing the results of	The task was completed with gross mistakes, the answers to the questions were incomplete, the conceptual material and argumentation were poorly used.	The task has not been completed, there are no answers to the questions posed, materials and analysis tools have not been used.

	inaccuracies in the presentation of the material are allowed, which do not affect the generally correct conclusions.		practical decision.		
<i>Criterion 6.</i> Justification of the result obtained from one's own practice.	The answer is illustrated with examples and visuals. materials, including from the student's own practice.	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 issue of the exam card with some inaccuracies.	Poor application of the main volume of material in accordance with the training program with difficulties in independently reproducing it in writing.	Demonstration of difficulty in providing written answers to problematic questions.	Lack of ability to apply course methods when giving examples. Violation of the Rules for final control.

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

Nº	Score	«Excellent»	«Good»	«Satisfactory»	«Unsatisfactory»	
		90-100 %	70-89%	50-69%	25-49%	0-24%
Criterion						
1. Criterion 1	100					
2. Criterion 2			75			
3. Criterion 3				60		
4. Criterion 4					45	
5. Criterion 5	100					
6. Criterion 6					49	
Final %	200		75	60	94	200+ 75 + 60 + 94 = 429 429 / 6 criteria = 71,5 Final score, as % = 72

Based on percentage obtained during the calculation, we can compare the score with the rating scale.

2 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.

Dean

Chair of the Academic Committee
on the Quality of Teaching and Learning

Head of Department

Lecturer



B.U. Zholdasbekova

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