

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

PROGRAM OF FINAL EXAMINATION IN THE DISCIPLINE

Code: 84502
«Practical Grammar of the First Foreign Language»

Educational programme “Foreign Language: Two Foreign Languages”
Bachelor degree programme

Course – 1
Semester – 1
Number of credits – 5

Almaty 2025

1. THE THEMATIC PROGRAM OF THE DISCIPLINE

The aim of the discipline " Practical Grammar of the First Foreign Language " is to develop students' ability to communicate effectively in the target language at an intermediate level.

Learning outcomes in the discipline:

LO 1 (cognitive) - to understand the fundamental grammatical rules and structures of the foreign language, including morphological and syntactic patterns.

LO 2 (functional) - to apply correct grammatical structures in constructing sentences and producing coherent speech in the foreign language.

LO 4 (systematic) - to analyze and evaluate grammatical accuracy in both personal speech and that of others, identifying common errors and areas for improvement.

LO 5 (systematic) - to demonstrate an understanding of current trends and developments in the grammar of the foreign

PC 1.

1 Present continuous

2 Present simple

3 Present continuous and present simple 1

4 Present continuous and present simple 2

Q skills Reading and Writing

Unit 1 How do you make a good first impression?

Reading 1 How to make a strong first impression?

PC 2.

1 Past simple

2 Past continuous

3 Present perfect 1

4 Present perfect 1

Q skills Reading and Writing

Unit 1 How do you make a good first impression?

Reading 2 Job interviews 101

IWST 1. Consultations on the implementation of IWST1

PC 3.

1 Present perfect continuous

2 Present perfect continuous and simple

3 How long have you (been) ...?

4 For and since When ...? and How long ...?

Q skills Reading and Writing

Unit 2 What makes food taste good?

Reading 1 Knowing your tastes

1) First Impressions in Friendships: Can first impressions affect the potential for friendship? Why do you think this is the case?

2) First Impressions in Digital Communication: Do Online Profiles and Social Media Provide Accurate Representations?

3) The Role of Stereotypes in Shaping First Impressions: How Fair Are They?

PC 4.

1 Present perfect and past 1

2 Present perfect and past 2

3 Past perfect

4 Past perfect continuous

Q skills Reading and Writing

Unit 2 What makes food taste good?

Reading 2 Finding balance in food

IWST 2. Consultations on the implementation of IWST2

PC 5.

1 Have and have got

2 Used to (do)

3 Present Tenses (I am doing/I do) for the future

4 (I'm) going to (do)

Q skills Reading and Writing

Unit 3 What does it take to be successful?

Reading 1 Fast Cars, Big Money

MODULE 2 Navigating Language and Technology: Communication in the Modern World

PC 6.

1 Will/Shall 1

2 Will/shall 2

3 I will and I'm going to

4 Will be doing and will have done

Q skills Reading and Writing

Unit 3 What does it take to be successful?

Reading 2 Practice Makes... Pain

IWST 3. Consultations on the implementation of IWST3

PC 7.

When I do/When I've done When and if

2 Can, could and (be) able to

3 Could (do) and could have (done)

4 Must and can't

Q skills Reading and Writing

Unit 4 How has technology affected your life?

Reading 1: Having a Second Life

1) "The Impact of Social Media on Friendships"

Explore how social media platforms have changed the way we communicate and maintain friendships. Discuss both positive aspects (like staying connected) and negative aspects (such as misunderstandings or cyberbullying).

2) "Online Learning: Pros and Cons"

Discuss how technology has transformed education through online learning platforms. Students can share their experiences with remote classes, the benefits of flexibility, and any challenges they faced, such as distractions or technical issues.

3) "Smartphones: Helpful Tools or Distractions?"

Analyze the role of smartphones in daily life. Students can discuss how smartphones help with communication, navigation, and information access, but also address issues like screen time and distractions in personal relationships and studies.

IWST 4. Consultations on the implementation of IWST4

PC 8.

1 May and might 1

2 May and might 2

3 Have to and must

4 Must mustn't needn't

Q skills Reading and Writing

Unit 4 How has technology affected your life?

Reading 2: Living Outside the Box

IWS 1. Essay on topics (250-300 words)

Midterm control 1

PC 9.

1 Should 1

2 Should 2

3 Had better It's time ...

4 Would

Q skills Reading and Writing

Unit 5 Why do people help each other?

Reading 1: A Question of Numbers

PC 10.

1 Can/Could/Would you ...? (Requests, offers, permission and invitations) If and wish

2 If I do ... and If I did

3 If I knew ... I wish I had known ...

4 If I had known ... I wish I had known ...

Q skills Reading and Writing

Unit 5 Why do people help each other?

Reading 2: The Biology of Altruism

IWST 5. Consultations on the implementation of IWST5

1) How Ads Affect Our Choices

Discuss how advertisements can change what we buy. Students can share examples of ads they remember and how those ads made them feel about the products.

2) Influencers and Ads on Social Media

Investigate how social media influencers promote products. Students can discuss whether they think this is a good way to advertise and how it affects their opinions on products.

3) Gender Stereotypes in Advertisements

Explore how ads show boys and girls differently. Discuss if these stereotypes are good or bad and how they affect how we see ourselves and others.

MODULE

Advertising, Risk, and Urban Innovation: Understanding Language in Context

PC 11.

1 Wish

2 Passive 1

3 Passive 2

4 Passive 3

Q skills Reading and Writing

Unit 6 Does advertising help or harm us?

Reading 1: Happiness Is in the Shoes You Wear

IWST 6. Consultations on the implementation of IWST

PC 12.

1 It is said that ... It is said to ... He is supposed to ...

2 Have something done

3 Reported speech 1

4 Reported speech 2

Q skills Reading and Writing

Unit 6 Does advertising help or harm us?

Reading 2: In Defense of Advertising

IWS 2. Essay on topics (250-300 words)

PC 13.

1 Questions 1

2 Questions 2

3 Auxiliary verbs (have/do/can etc.)

4 Question tags (do you? isn't it? etc.)

Q skills Reading and Writing

Unit 7 Why do people take risks?

Reading 1: Fear Factor: Success and Risk in

Extreme Sports

IWST 7. Consultations on the implementation of IWST7

PC 14.

1 Verb + -ing (enjoy doing/stop doing etc.)

2 Verb + to ... (decide to ... / forget to ... etc.)

3 Verb (+ object) + to ... (I want you to ... etc.)

4 Verb + -ing or to ... 1 (remember/regret etc.)

Q skills Reading and Writing

Unit 7 Why do people take risks?

Reading 2: The Climb of My Life

PC 15.

5 Verb + -ing or to ... 2 (try/need/help)

6 Verb + -ing or to ... 3 (like/would like etc.)

7 Prefer and would rather

8 Preposition (in/for/about etc.) + -ing

Q skills Reading and Writing

Unit 8 How can we make cities better places to live?

Reading 1: New Zero-Carbon City to Be Built

Reading 2: "Out of the Box" Ideas for Greener Cities

Main literature:

Literature: main, additional.

Literature: main, additional.

1. English File Fourth Edition Intermediate Student's Book by Christina Latham-Koenig, Clive Oxenden and Jerry Lambert, 2019.
2. English File Fourth Edition Intermediate Workbook Book by Christina Latham-Koenig, Clive Oxenden and Jerry Lambert, 2019.
3. McCarthy M., O'Dell F. English Vocabulary in Use. New edition. Intermediate . – Cambridge: Cambridge University Press, 2012.
4. New headway. Intermediate Student's book. Oxford University Press, 2009.

Research infrastructure

1. English Listening Lesson Library Online
2. ManyThings.org - American English Pronunciation Practice
3. Randall's ESL Cyber Listening Lab
4. EFpodEnglish

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

2.1. Exam format: Standard written examination (offline).

2.2. The purpose of the written exam in the discipline "Foreign Language" is to assess students' ability to communicate effectively in the target language, demonstrating proficiency in spoken fluency, accuracy, and comprehension within relevant contexts.

2.3. 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.

2.4. The examination procedure.

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

2.4.2. 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.

2.4.3. 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.

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

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

2.4.6. 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.

2.4.7. 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.

2.4.8. 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.

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

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

2.4.11. 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.

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

2.4.13. 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.

2.4.14. All violations during exams are recorded in the student’s transcript.

RUBRICATOR FOR CRITERIAL ASSESSMENT OF FINAL EXAMINATION

Discipline: _ Basic Foreign Language . **Form:** Standard written examination (offline).

№	Score Criterion	DESCRIPTORS				
		«Excellent»	«Good»	«Satisfactory»	«Unsatisfactory»	
		90-100 %	70-89 %	50-69 %	25-49%	0-24 %
Question 1	<i>Criterion 1.</i> 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.
	<i>Criterion 2.</i> 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	<i>Criterion 3.</i> Application of the selected methodology and technology to written practical tasks. <i>Criterion 4.</i> Disclosure and solution of the main	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	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	Inability to apply knowledge and algorithms to solve tasks; inability to draw conclusions and generalizations. Violation of the Rules

	problem given in the practical task.		norms in the course.		exceeds the norm.	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.	Consistent, logical and correct justification of scientific principles and the applied methodology and technology, literacy, compliance with the norms of scientific language, 1-2 inaccuracies in the presentation of the material are allowed, which do not affect the generally correct conclusions.	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 a practical decision.	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.
	<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 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

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

Dean _____ B.U. Dzholdasbekova

Head of Department _____ R.A. Avakova

Lecturer _____ A.Rakymbayev

