

Methodical recommendation for students` individual works

Discipline: Foreign language (English) A1 level

Code of discipline: FL 1103

Name of EP: 6B10115 «Medicine»

6B10117 “Dentistry”

6B10118 «Medical and preventive care»

6B10116 «Pediatrics»

6B10106 «Pharmacy»

6B07201 “Technology of pharmaceutical industry”

6B10111 “Public Health”

6B10104 “Nursing”

Credit: 150/5

Course: 1

Semester: 1

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This methodical recommendation for practical lessons was composed on the basis of the educational work program of discipline (syllabus) and discussed at the meeting of the department.

Protocol № 11 10.08, 2024 y

The head of the department  Zhumagulova G.K.

Student`s individual work #1

1. Theme: About myself. You have arrived at another university for academic mobility. Introduce yourself to a new group, tell us about your country, nationality, language, etc.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

-to form understanding of the teacher`s speech and making up dialogues according to the theme

-to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

2 week

7. Bibliography (on last page)

Student`s individual work #2

1. Theme: Describe your family members or close friend

You have entered a university in another country and live in a family. Write an e-mail to a friend in your city about a family with whom you live. Describe the appearance, character, personal qualities of family members.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

-to form understanding of the teacher`s speech and making up dialogues according to the theme

-to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

2 week

7. Bibliography (on last page)

Student`s individual work #3

1. Theme: 1. My daily routine. 2. Daily routine of successful people. 3. Time management
Study the daily routine of successful people. Write a life hack of successful people about the right mode of the day.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

-to form understanding of the teacher`s speech and making up dialogues according to the theme

-to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

3 week

7. Bibliography (on last page)

Student`s individual work #4

1. Theme: Recipe of your favorite dish and process of its preparation

In the microblock, offer a recipe for your favorite dish. Name the necessary products and describe the process preparations.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

-to form understanding of the teacher`s speech and making up dialogues according to the theme

-to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

4 week

7. Bibliography (on last page)

Student`s individual work #5

1. Theme: Describe your future (imaginary) house

Imagine yourself as a designer and try to design your new home. Suggest several interior design options.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

-to form understanding of the teacher`s speech and making up dialogues according to the theme

-to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

5 week

7. Bibliography (on last page)

Student's individual work #6

1. Theme: My leisure time

Study together with a friend the posters of movies and events, the schedule of performances, concerts and exhibitions. Select the events you want to attend

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher's speech and making up dialogues according to the theme
- to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

6 week

5. Criteria for assessing students' knowledge (on last page)

7. Bibliography (on last page)

Student's individual work #7

1. Theme: Five top places you would like to visit

In summer you are planning a cruise in Europe (Asia, other countries). Plan your trip by days. Describe how many countries and what places you are going to visit. Tell us what you can and cannot do in those countries.

Midterm examination (test)

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher's speech and making up dialogues according to the theme
- to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

7 week

7. Bibliography (on last page)

Student's individual work # 8

1. Theme: Making up guidebook of your city

Prepare a guide to your native region "Welcome to our city!" Make a selection of the most interesting places in the city

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher's speech and making up dialogues according to the theme

-to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

8 week

7. Bibliography (on last page)

Student`s individual work # 9

1. Theme: Describe your motherland

Describe your country /country of study language, its geographical location, climate, capital, their attractions

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

-to form understanding of the teacher`s speech and making up dialogues according to the theme

-to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

9 week

7. Bibliography (on last page)

Student`s individual work # 10

1. Theme: Make up a dialogue on the theme “Buying clothes”

You need to buy clothes. Consult with a consultant in boutique about the design, size, color and quality of clothing.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening.

3. Tasks:

-to form understanding of the teacher`s speech and making up dialogues according to the theme

-to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

10 week

7. Bibliography (on last page)

Student's individual work # 11

1. Theme: My Favorite Film: Plot Summary and Characters

Provide a brief summary of their favorite film's plot, including the main events and key characters. Use appropriate vocabulary to describe favorite scenes, emotions you felt.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher's speech and making up dialogues according to the theme
- to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

11 week

7. Bibliography (on last page)

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Student's individual work # 12

1. Theme: The possibilities of using modern gadgets in learning process

Explore the possibilities of using modern gadgets in the learning process. Suggest applications for iPads that can be used by teachers in foreign language classes.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher's speech and making up dialogues according to the theme
- to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

12 week

7. Bibliography (on last page)

Student's individual work # 13

1. Theme: History, background and description of each holiday

Cultural and historical background of the national symbols; state flag, national emblem, national anthem; slogans, emblems, state and political system, branches of the economy.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher's speech and making up dialogues according to the theme

-to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

13 week

7. Bibliography (on last page)

Student`s individual work #14

1. Theme: Environmental problems of our country.

Conduct a survey on the topic " Students' attitude to the problem of environmental protection".

Present the results of your research on the bargraph.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

-to form understanding of the teacher`s speech and making up dialogues according to the theme

-to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

14 week

7. Bibliography (on last page)

Student`s individual work # 15

1. Theme: Famous, talented and successful people

Identify and describe famous artists, their notable paintings, and their contributions to the art world. Recognize the qualities and talents that make a successful actor. Appreciate the diversity of artistic expression through paintings and acting

Midterm examination (test)

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

-to form understanding of the teacher`s speech and making up dialogues according to the theme

-to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

15 week

7. Bibliography (on last page)

Bibliography:

Basic:

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2. Маслова, А. М. Английский язык для медицинских вузов : учебник / - 5-е изд., испр. . - М. : ГЭОТАР - Медиа, 2015. - 336
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Additional:

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2. Ж.М.Какуля, О.Н.Сорокина Профессиональному английскому языку для студентов по специальности «Общая медицина» 2014.
3. Murphy, R Essential Grammar in Use: A self-study reference and practice book for elementary students of English [Текст] : учебник R Murphy. - 3th ed. - [S. 1.] : Cambridge university press, 2013. – 319
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<http://elib.kaznu.kz/>
7. Английский язык [Электронный ресурс] English in Dentistry: учебник / Л.Ю. Берзегова; под ред. Л. Ю. Берзеговой 2-с из., испр. и доп. Электрон. текстовые дан. (45,4 Мб). М.: ГЭОТАР-Медиа, 2013. - 360 с эл. опт.диск (CD-ROM): ил.
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5. Criteria for perform SIWT

Types of SIWT	Grade	traditional grade	Criteria for assessing students' knowledge
Presentation	A (4.0; 95-100%); A- (3.67; 90-94%)	excellent	<ul style="list-style-type: none"> - presentation is exceptionally clear, concise, and focused, with a well-defined message and purpose. - content is highly relevant to the topic, demonstrating an in-depth understanding of the subject matter. - presenter's research and knowledge are extensive, providing comprehensive insights. - presenter effectively supports their arguments with a wide range of compelling evidence and examples -the presenter consistently engages the audience, maintaining their interest throughout the info poster. - logical and consistent presentation of the text of the work
	B+ (3.33; 85-89%); B (3.0; 80-84%) B- (2.67; 75-79%)	Good	<ul style="list-style-type: none"> -the presentation is generally clear and focused, with a discernible message and purpose. -content is mostly relevant to the topic, demonstrating a solid understanding of the subject matter. -the presenter has conducted thorough research and displays adequate knowledge. -the organization and structure of the presentation are logical, allowing for a coherent flow of information. -the presenter uses a reasonable amount of supporting evidence and examples.
	C+ (2.33; 70-74%).	Good	<ul style="list-style-type: none"> - made in the correct literary language, stylistically corresponds to the content; - there are single factual inaccuracies; - there are minor inconsistencies in the presentation of thoughts; - the conclusion contains conclusions that logically follow from the content to main part.
	C (2.0; 65-69%) C- (1.67; 60-64%)	satisfactory	<ul style="list-style-type: none"> -the presentation has a discernible message and purpose, but it may lack clarity and focus. -content is somewhat relevant to the topic, with gaps in understanding. -the level of research and knowledge is basic and may lack depth. -the organization and structure of the presentation are somewhat logical but may be disjointed. -the use of supporting evidence and examples is minimal.

	D+ (1, 33 ; 5 5 -5 9 %) D (1.0; 50- 54%)	satisfactory	-the presentation shows a lack of research and understanding of the subject matter. -there is a lack of relevant literature, data, or sources to support the presentation's content. -It addresses a topic or problem that is irrelevant or trivial
Info poster	A (4.0; 95- 100%); A- (3.67; 90- 94%)	excellent	-visual aids are clear, well-designed, and directly contribute to the presentation's effectiveness. -the design and layout of visuals are consistent and visually pleasing. -visuals are thoughtfully chosen and strategically placed to enhance comprehension. - organization and structure of the info-poster are flawless, facilitating a smooth flow of information. - the problem is clearly formulated, coherently and fully proved -visual aids are not only visually appealing but also enhance the audience's understanding significantly.
	B+ (3.33; 85- 89%); B (3.0; 80- 84%) B- (2.67; 75- 79%)	Good	-visual aids are mostly clear and adequately designed but may have some minor issues. -the design and layout of visuals are generally consistent. -visuals generally contribute to the info poster's effectiveness. -the info poster presents not so clear, not complete, or not correctly organized results or findings -It offers not so unique perspective or solution to the problem -It addresses a topic or problem that is relevant or trivial.
	C+ (2.33; 70- 74%).	Good	- made in the correct literary language, stylistically corresponds to the content; - there are single factual inaccuracies; - there are minor inconsistencies in the presentation thoughts; - the conclusion contains conclusions that logically follow from the content to main part.
	C (2.0; 65- 69%) C- (1.67; 60- 64%)	satisfactory	- mainly reveals the topic; - the presenter engages the audience to some extent but may struggle to maintain their interest. -visual aids, if used, contribute minimally to the presentation's understanding. - the material is presented quite logically, but there are separate violation of the sequence of expression of thoughts
	D+ (1, 33 ; 5 5 -5 9 %) D (1.0; 50- 54%)	satisfactory	-the info poster documentation is disorganized, lacks detail, and is poorly structured. -visuals, if used, do not effectively enhance understanding or are irrelevant. -the material is unclear, unengaging, and fails to communicate the info poster's key points effectively.

Essay	A (4.0; 95-100%); A- (3.67; 90-94%)	excellent	<ul style="list-style-type: none"> - the content of the work is fully consistent with the topic; - the topic is deeply and reasonably revealed, which indicates excellent knowledge of the problem -additional materials required for its coverage, the ability to draw conclusions and generalizations; - harmonious in composition, logical and consistent presentation of thoughts; - the problem is clearly formulated, coherently and fully proved - written in the correct literary language and stylistically corresponds to the content; - there are no actual errors; - the semantic unity of the text has been achieved - the conclusion contains conclusions that logically follow from the content to main part.
	B+ (3.33; 85-89%); B (3.0; 80-84%) B- (2.67; 75-79%)	Good	<ul style="list-style-type: none"> - content is relevant to the topic - good knowledge of literary material is revealed, and other sources on the topic of the essay and the ability to use them to justify , their thoughts, as well as draw conclusions and generalizations; - logical and consistent presentation of the text of the work; - clearly formulated thesis corresponding to the topic , - in the main part is logical, coherent, but not complete enough the thesis put forward is proved .
	C+ (2.33; 70-74%).	Good	<ul style="list-style-type: none"> - written in the correct literary language, stylistically corresponds to the content; - there are single factual inaccuracies; - there are minor inconsistencies in the presentation thoughts; - the conclusion contains conclusions that logically follow from the content to main part.
	C (2.0; 65-69%) C- (1.67; 60-64%)	satisfactory	<ul style="list-style-type: none"> - mainly reveals the topic; - a correct, but one-sided or insufficiently complete answer is given to topic - deviations from it or individual errors in the presentation were made factual material; - insufficient ability to draw conclusions and generalizations is revealed; - the material is presented quite logically, but there are separate violation of the sequence of expression of thoughts; - the conclusions do not fully correspond to the content of the main part.
	D+ (1,33 ; 55-59%)	satisfactory	<ul style="list-style-type: none"> - the topic is not fully disclosed, which indicates a superficial knowledge; - consists of a confused retelling of individual events, without

	D (1.0; 50-54%)		<p>conclusion and generalizations;</p> <ul style="list-style-type: none"> - characterized by a random arrangement of the material, the absence connections between parts; - conclusions do not follow from the main part; - numerous (60-100%) text borrowings from other sources; - characterized by the presence of gross speech errors.
Project	A (4.0; 95-100%); A- (3.67; 90-94%)	excellent	<ul style="list-style-type: none"> -the presenter's verbal communication is exceptional, featuring clear articulation, an engaging tone, and a well-paced delivery, -non-verbal communication is outstanding, with confident and appropriate eye contact, gestures, and body language, - visuals, such as charts, graphs, and images, are used effectively to enhance understanding, - the problem is clearly formulated, coherently and fully proved, - technical aspects, clarity of slides and audio quality -demonstrates a high degree of creativity and innovation in style or content, setting it apart from others.
	B+ (3.33; 85-89%); B (3.0; 80-84%) B- (2.67; 75-79%)	Good	<ul style="list-style-type: none"> -verbal communication is generally clear and understandable, with few issues related to articulation, tone, or pace. -non-verbal communication, including eye contact, gestures, and body language, is generally appropriate. -the presenter engages the audience effectively, maintaining their interest during most of the project. -visual aids contribute to the presentation's understanding, although there may be some minor improvements needed.
	C+ (2.33; 70-74%).	Good	<ul style="list-style-type: none"> -the presentation demonstrates some creativity and innovation in style or content, although there's room for enhancement -the project follows 70% any specific guidelines, formatting, or requirements provided by the instructor - it demonstrates 70% significance and relevance in its chosen context
	C (2.0; 65-69%) C- (1.67; 60-64%)	satisfactory	<ul style="list-style-type: none"> -the project has a discernible message and purpose, but it may lack clarity and focus. -content is somewhat relevant to the topic, with gaps in understanding. -the level of research and knowledge is basic and may lack depth. -the organization and structure of the project are somewhat logical but may be disjointed. -the use of supporting evidence and examples is minimal.
	D+ (1,33 ; 55-59%)	satisfactory	<ul style="list-style-type: none"> -the project lacks clear scope, objectives, or purpose, making it difficult to understand its focus

	D (1.0; 50-54%)		<ul style="list-style-type: none"> - the project fails to draw meaningful conclusions based on the results -the goals of the project are poorly defined, unrealistic, or unachievable - the project shows a lack of research and understanding of the subject matter.
Monologue speech	A (4.0; 95-100%); A- (3.67; 90-94%)	excellent	<ul style="list-style-type: none"> - verbal communication, clear articulation, tone, and pace; - the topic is deeply and reasonably revealed, which indicates excellent knowledge of the problem -additional materials required for its coverage, the ability to draw conclusions and generalizations; - harmonious in composition, logical and consistent presentation of thoughts; - the problem is clearly formulated, coherently and fully proved -the speaker adeptly answers questions and engages in meaningful discussions, demonstrating a deep understanding of the topic; - correct literary language and stylistically corresponds to the content; - there are no actual errors
	B+ (3.33; 85-89%); B (3.0; 80-84%) B- (2.67; 75-79%)	Good	<ul style="list-style-type: none"> -verbal communication is generally clear and understandable, with few issues related to articulation, tone, or pace. -non-verbal communication, including eye contact, gestures, and body language, is generally appropriate. - logical and consistent presentation of the text of the work; - clearly formulated thesis corresponding to the topic , - in the main part is logical, coherent, but not complete enough the thesis put forward is proved.
	C+ (2.33; 70-74%).	Good	<ul style="list-style-type: none"> -the speaker responds adequately to questions and engages in discussions, demonstrating a reasonable understanding of the topic. -audience engagement strategies, while speaking, may require some improvement. -challenges or interruptions are addressed satisfactorily. - there are single factual inaccuracies; - there are minor inconsistencies in the presentation of thoughts
	C (2.0; 65-69%) C- (1.67; 60-64%)	satisfactory	<ul style="list-style-type: none"> - mainly reveals the topic; - a correct, but one-sided or insufficiently complete answer is given to topic -verbal communication is understandable but may have noticeable issues with articulation, tone, or pace. -non-verbal communication, including eye contact, gestures, and body language, is somewhat lacking or inappropriate at times

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			<ul style="list-style-type: none"> - the material is presented quite logically, but there are separate violation of the sequence of expression of thoughts; - the conclusions do not fully correspond to the content of the main part.
	<p>D+ (1, 33 ; 5 5 -5 9 %)</p> <p>D (1.0; 50- 54%)</p>	satisfactory	<ul style="list-style-type: none"> - the topic is not fully disclosed, which indicates a superficial knowledge; - consists of a confused retelling of individual events, without conclusion and generalizations; - characterized by a random arrangement of the material, the absence connections between parts; - conclusions do not follow from the main part; - characterized by the presence of gross speech errors.



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