

Methodical recommendation for students` individual works

Discipline: Foreign language (English) A2 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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Foreign languages department

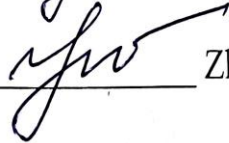
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Methodical recommendation for students` individual works

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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 10.06, 2024 y

The head of the department  Zhumagulova G.K.

Student`s individual work #1

1. Theme: "Cultural Diversity and Identity: Exploring the Rich Tapestry of Nationalities"

Explore the idea that nationalities are a source of cultural diversity.

Highlight the various aspects of culture influenced by nationality, such as language, traditions, customs, and cuisine. Share interesting anecdotes or facts about the cultural diversity within these regions.

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: The problems of generation gap

Essay on "The dispute of generations: together and apart". Try to identify the causes of disagreements between 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: Describing your friend, family members

Practice describing people's physical appearance and personality traits. Give characterization and description of your friend or family member.

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: My First Flat.

Provide an overview of your first flat, including its location, size, and any special features that make it unique. You can talk about why you chose this particular flat and your initial impressions of living there.

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

44. 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: 1.Natural Disasters 2.The Four Seasons in Art and Literature

Examine weather-related natural disasters such as hurricanes, tornadoes, floods, etc, and their causes and effects. Explore how seasons are depicted in art, literature, and culture, showcasing famous paintings, poems, and stories.

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: Planning a Trip

steps involved in planning a trip, choose a destination, setting a budget, booking accommodations and transportation, and creating an itinerary, share your personal experiences in trip planning

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:

6 week

7. Bibliography (on last page)

Student's individual work #7

1. Theme: 1.Healthy Eating on a Budget 2. Personal Stories of Transformation.

Provide tips and strategies for eating healthily without breaking the bank.

Share inspirational stories of individuals who have made positive lifestyle changes and their resulting health improvements.

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: 1.Accessible Transportation for All 2.Mapping Your Dream Road Trip: Route Planning and Attractions

Evaluate the accessibility of public transportation and propose improvements.

Plan an imaginary road trip, selecting destinations, routes, and attractions along the way, and create a detailed itinerary.

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: "Patient Stories: Real-Life Experiences and Lessons from the Doctor's Office"

Make up a dialogue between doctor and patient.

Share personal anecdotes or stories of patients' journeys and how they've impacted doctors' perspectives on healthcare.

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: Problems in big cities and their solutions

Research and present on some of the challenges that big cities face, such as traffic congestion, pollution, or housing issues, propose potential solutions to these problems and discuss their benefits

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: Unconventional Professions: Exploring Unique Career Paths

Highlight unusual and lesser-known professions, such as pet detectives, chocolatiers, or professional gamers.

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: Concert or Event Experience

Share your experiences attending a music concert or event, talk about the venue, the performers, the atmosphere, and any memorable moments.

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)

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Student's individual work # 13

1. Theme: Media's Role in Shaping Public Perception: From News to Entertainment.

Examine how different forms of media, including news, movies, and television, influence public perception, stereotypes, and societal norms

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: Suggestions how to get success in each sphere of life

Give as an example history of success of famous people

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: The best universities of the world

Working on a project on the topic: "What should the top university be like?"

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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Additional:

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<http://elib.kaznu.kz/>
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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	<p>A (4.0; 95-100%);</p> <p>A- (3.67; 90-94%)</p>	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.
	<p>B+ (3.33; 85-89%);</p> <p>B (3.0; 80-84%)</p> <p>B- (2.67; 75-79%)</p>	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 .
	<p>C+ (2.33; 70-74%).</p>	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.
	<p>C (2.0; 65-69%)</p> <p>C- (1.67; 60-64%)</p>	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.
	<p>D+ (1, 33 ; 55-59%)</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

	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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