


<p> ONTÜSTIK-QAZAQSTAN  <b>MEDISINA</b>  <b>AKADEMIASY</b>  «Оңтүстік Қазақстан медицина академиясы» АҚ </p>		<p>  SOUTH KAZAKHSTAN  <b>MEDICAL</b>  <b>ACADEMY</b>  АО «Южно-Казахстанская медицинская академия» </p>
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## Methodical recommendation for students` individual works

**Discipline: Foreign language (English) B1 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**


**Students` individual works 15/85**


**Shymkent 2023**

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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.

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### Student's individual work #1

**1. Theme** Modern family and its problems (budget, relationships, generation gap)

Family in modern society; modern young family and its problems; types of modern families in the world; relationships in the family.

**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:** Daily routine of successful people. My leisure time.

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:**

2 week

**7. Bibliography** (on last page)

### Student's individual work #3

**1. Theme:** Types of housing and advices of designers.

Housing construction; types of housing (urban, rural house, apartment)

**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:**



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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:** Unusual traditions in the Republic of Kazakhstan and the ESC.

Holiday rituals, cultural projects and traditions of the Republic of Kazakhstan and English speaking countries.

**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:** Create an advertising booklet for those who want to visit your country.

Develop a route of attractions of the country.

Recreation organization; active, passive recreation; Tourism; rest and recovery; entertainment; journey, nationality, city, transport, orientation in the city, sights of 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:**

5 week

**7. Bibliography** (on last page)

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### Student's individual work #6

**1. Theme:** Compare the political system of Kazakhstan and ESC. State symbols of Kazakhstan and ESC.

History; the formation of the state; 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:**

6 week

**7. Bibliography** (on last page)

### Student's individual work #7

**1. Theme:** Future of medical education in the Republic of Kazakhstan and the ESC.

**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:** The latest scientific achievements and discoveries Science and technology, innovation.

**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

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#### 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: The most developed industries of the Republic of Kazakhstan and the ESC.

History; the formation of the state; 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:

9 week

#### 7. Bibliography (on last page)

### Student's individual work # 10

#### 1. Theme: First Aid Basics

Discuss essential first aid skills, like how to treat minor cuts, burns, or sprains. Explain the importance of having a first aid kit at home

#### 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)



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### Student`s individual work # 11


- 1. Theme:** Key aspects of the Cultural Policy Concept of the Republic of Kazakhstan History; the formation of the state; 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:**  
11 week
- 7. Bibliography** (on last page)  
-

### Student`s individual work # 12

- 1. Theme:** The similarities and differences of the calendar of holidays in the Republic of Kazakhstan and the ESC.  
History; the formation of the state; 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:**  
12 week
- 7. Bibliography** (on last page)

### Student`s individual work # 13

- 1. Theme:** Imagine that you are famous producer and what kind of TV program or film you would produce  
Writers, poets, artists, politicians, leaders, actors and actresses
- 2. Objectives:**

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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:** The movie would you like to live in/ the best movie you've ever seen

Music that inspires you. Great musician of the world.

**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:** Music that inspires you. Great musician of the world.

Art, music, films, outstanding people

**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)**



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## Bibliography:

### Basic:

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3. English for the pharmaceutical industry: textbook / M. Bucheler [and etc.]. - New York: Oxford University Press, 2014. - 96 p. +эл. опт. диск (CD-ROM).
- Маслова, А. М. Английский язык для медицинских вузов : учебник . - 5-е изд. испр. - М. : ГЭОТАР - Медиа, 2013.

### Additional:


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10. Англо- русский медицинский словарь [Текст]: словарь / под ред. И. Ю. Марковиной. - М.: ГЭОТАР - Медиа, 2013. - 496 с.

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## 5. Criteria for perform SIWT


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




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<b>Info poster</b>	D+ (1, 33 ; 5 5 -5 9 %)	satisfactory	<ul style="list-style-type: none"> <li>-the presentation shows a lack of research and understanding of the subject matter.</li> <li>-there is a lack of relevant literature, data, or sources to support the presentation's content.</li> <li>-It addresses a topic or problem that is irrelevant or trivial</li> </ul>
	A (4.0; 95- 100%);  A- (3.67; 90- 94%)	excellent	<ul style="list-style-type: none"> <li>-visual aids are clear, well-designed, and directly contribute to the presentation's effectiveness.</li> <li>-the design and layout of visuals are consistent and visually pleasing.</li> <li>-visuals are thoughtfully chosen and strategically placed to enhance comprehension.</li> <li>- organization and structure of the info-poster are flawless, facilitating a smooth flow of information.</li> <li>- the problem is clearly formulated, coherently and fully proved</li> <li>-visual aids are not only visually appealing but also enhance the audience's understanding significantly.</li> </ul>
	B+ (3.33; 85- 89%);  B (3.0; 80- 84%)  B- (2.67; 75- 79%)	Good	<ul style="list-style-type: none"> <li>-visual aids are mostly clear and adequately designed but may have some minor issues.</li> <li>-the design and layout of visuals are generally consistent.</li> <li>-visuals generally contribute to the info poster's effectiveness.</li> <li>-the info poster presents not so clear, not complete, or not correctly organized results or findings</li> <li>-It offers not so unique perspective or solution to the problem</li> <li>-It addresses a topic or problem that is relevant or trivial.</li> </ul>
	C+ (2.33; 70- 74%).	Good	<ul style="list-style-type: none"> <li>- made in the correct literary language, stylistically corresponds to the content;</li> <li>- there are single factual inaccuracies;</li> <li>- there are minor inconsistencies in the presentation thoughts;</li> <li>- the conclusion contains conclusions that logically follow from the content to main part.</li> </ul>
	C (2.0; 65- 69%) C- (1.67; 60- 64%)	satisfactory	<ul style="list-style-type: none"> <li>- mainly reveals the topic;</li> <li>- the presenter engages the audience to some extent but may struggle to maintain their interest.</li> <li>-visual aids, if used, contribute minimally to the presentation's understanding.</li> <li>- the material is presented quite logically, but there are separate violation of the sequence of expression of thoughts</li> </ul>
	D+ (1, 33 ; 5 5 -5 9 %)	satisfactory	<ul style="list-style-type: none"> <li>-the info poster documentation is disorganized, lacks detail, and is poorly structured.</li> <li>-visuals, if used, do not effectively enhance understanding or are irrelevant.</li> <li>-the material is unclear, unengaging, and fails to communicate the info poster's key points effectively.</li> </ul>
	D (1.0; 50- 54%)		




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

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<b>Project</b>	D (1.0; 50-54%)		conclusion and generalizations; - 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.
	A (4.0; 95-100%); A- (3.67; 90-94%)	excellent	-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	-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	-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	-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	-the project lacks clear scope, objectives, or purpose, making it difficult to understand its focus




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



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

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