

Tasks	Points	Outcomes	Competences
Task I. A. Text Evaluation	20 points	<i>PO-3, PO-6</i>	ПК-12, ПК-14, ПК-16
Task I. B. Theoretical questions	10 points	<i>PO-3</i>	ПК-11
Task I. C. Speaking Skill	10 points	<i>PO-3</i>	ПК-13
Task II. Questions on methodology	30 points	PO-4; PO-5	СЛК-1, ПК-2, ПК-7, ПК-8 ПК-9
Task III. Questions on Pedagogy	30 points	PO-4; PO-5	ПК-9, ПК-11

Assessment Criteria Task I.A. Text Evaluation – 20 points

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Poor (2-0)
Understanding of the text	Deep understanding	Good understanding	Partial understanding	Misunderstands key ideas
Analysis skills	Insightful analysis	Some analysis	Mostly descriptive	No analysis
Argumentation	Logical & supported	Mostly logical	Limited support	Weak or none
Use of language	Accurate academic language	Minor mistakes	Noticeable errors	Serious problems

Task I.B. Theoretical Questions – 10 points

Criteria	5	4	3	2-0
Knowledge of theory	Complete	Mostly accurate	Basic	Inaccurate
Use of terminology	Correct	Minor errors	Limited	Incorrect

Task I.C. Speaking Skills – 10 points

Criteria	5	4	3	2-0
Fluency	Smooth speech	Minor hesitation	Frequent pauses	Unclear
Pronunciation	Clear	Mostly clear	Some difficulty	Hard to understand

Task II. Methodology – 30 points

Criteria	Excellent (10)	Good (8)	Satisfactory (6)	Poor (4-0)
Knowledge of teaching methods	Deep	Good	Basic	Weak
Application ability	Applies methods	Some application	Limited	Cannot apply
Professional terminology	Accurate	Minor errors	Limited	Incorrect

Task III. Pedagogy – 30 points

Criteria	Excellent (10)	Good (8)	Satisfactory (6)	Poor (4-0)
Knowledge of pedagogy	Deep	Good	Basic	Weak
Classroom management	Clear strategies	Some ideas	Limited	None
Student-centered approach	Clearly explained	Partially	Mentioned	Absent

State examination for the 4th year students**Task I. A. Text Evaluation 20 points**

a) Make a summary of the text (plot, exposition, complication, climax and denouement).

6p.

b) determine round and flat characters and assess their characteristic features(literary means and character traits);

5p.

c) identify the language, interpret the theme and idea of the story; **3p.**

d) analyze linguistic forms (Stylistic devices).

6p.

«May Day» by Scott Fitzgerald

A young man came to the hotel and asked the room clerk if Mr. Philip Dean was registered there, and if so, could he be connected with Mr. Dean's rooms. The young man was Mr. Gordon Sterret. Soon the connection was made, and Gordon was invited.

Philip Dean, dressed in blue silk pijamas, opened his door and the two young men greeted each other. Phil was surprised and glad to see Gordon. They were both about twenty-four, Yale university graduates.

Gordon was dressed in a well-cut, shabby¹ suit. He was small, slender, and darkly handsome. His eyes were framed with unusually long eyelashes and below with the blue semicircle that spoke of ill health. His face had an unnatural glow² as if he had a low, incessant³ fever.

Dean was blond, ruddy⁴, and rugged⁵ under his thin pijamas. Everything about him radiated fitness and bodily comfort. He smiled frequently, showing large and prominent teeth.

"Going to take a shower," he cried enthusiastically. He went to the bathroom and Gordon regarded the room nervously. There was a big English travelling bag in the corner, some silk shirts, littered⁶ on the chairs, neckties and soft woolen socks.

Soon Dean appeared from the bathroom, polishing his body and put on fresh underwear, lit a cigarette and sat down by the open window.

"Sit down, Gordy," he suggested, "and tell me all about you.

Gordon sat on the bed; inert⁷ and spiritless. He looked helpless and pathetic.

"What's the matter?"

"I've gone to pieces⁸, Phil. I'm all in."

"I got back from France in February, went home for a month, and came down to New York to get a job with an export company, but they fired⁹ me yesterday. Doing exporting business is not for me. I always intended to draw. I've got a talent, Phil. I can draw. What I need is to go to art school and start drawing. I want to illustrate magazines. There's a pile of money in it. I need some money to start. I want you to lend me three hundred dollars. Will you lend me?"

"I can't decide at once. That's a lot of money and it will be inconvenient for me. When you could pay it back?"

"As soon as I'll sell any of my drawings. Maybe in three months."

"You put me in an awkward the position. It's no easy thing for me to give you three hundred dollars. My income is not so big."

On hearing these words Gordon's head was splitting¹⁰ and whirring¹¹, his mouth was dry and bitter.

Philip Dean took a five-dollar bill and tossed it over to Gordon, who folded it carefully and put it in his pocket, before going out their eyes met and quite suddenly and definitely hated each other.

Task I. B. Theoretical question 10 points.

Give the definitions to zeugma.

Task I. C. Speaking Skill 10 points

Task: State your opinion on the questions and develop your answer by supporting it with reasons, details, and examples

"Most people aspire to improve their standard of living".

- What is your opinion on this statement?
- What arguments could you use to counter this opinion?

Task II. Questions on methodology 30 points

¹ Not new

² shine

³ constant

⁴ Having healthy reddish colour

⁵ brutal

⁶ Upside-down

⁷ Inactive, slack

⁸ drained

⁹ dismiss

¹⁰ Smb's head is ready to burst

¹¹ Go round, to feel giddy

Give an overview of different types of published ELT materials.

Write five questions you would want to ask yourself before you choose a coursebook for a particular group of students.

Task IV. Questions on Pedagogy 30 points

Мугалимдердин жүрүм-турум маданиятын жогорулатуудагы негизги каражаттарды атагыла жана чечмелегиле.

Каким образом совершенствуется культура поведения учителя, назовите основные средства.

Chairperson, docent:

B.J.Turgunbaeva

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O.A. Shaimkulov