*Dear students!*

*There are samples for Mid-Term 1 & 2 controls. The controls will be held in two formats: written and spoken.*

*For* ***MID-TERM 1*** *will be asked to (1) write a summary of the given text and write questions for* ***writing part*** *and* ***for******speaking****, you will be asked to discuss the given topic with your peer.*

*For* ***MID-TERM 2*** *will be asked to render the given text and write questions* ***for writing part*** *and*

***for speaking****, you will be asked to discuss the given topic with your peer.*

**SAMPLE for Mid-Term 1**

**Al-Farabi Kazakh National University**

**Mid-Term Control Card 1 on Foreign Language (Vocational) Course**

**For Master Programme 2022-2023 academic year**

**VARIANT 1**

**WRITING (50 min)**

**1. Write a summary of a text below. Keep the plan for summary writing.**

**2. Write SIX questions over the text using five types of questions in a written form.**

THE CORONAVIRUS OIL SHOCK IS JUST GETTING STARTED

*By*[*Nicholas Mulder*](https://foreignpolicy.com/author/nicholas-mulder/)*,*[*Adam Tooze*](https://foreignpolicy.com/author/adam-tooze/)

APRIL 23, 2020

The idea of a negative price for any commodity is outlandish, implying the seller is prepared to pay a buyer. But for oil, the largest commodity market in the world, the basic fuel of modernity, to be trading at negative prices is nothing short of mind-boggling. In the early afternoon EDT of April 20, the May contract for West Texas crude [touched](https://www.bloombergquint.com/markets/oil-drops-to-18-year-low-on-global-demand-crunch-storage-woes) negative $40.32. It was a succinct demonstration of how severe the impact of the COVID-19 crisis has been.

What triggered the inversion of prices on April 20 was the overflow of unsellable oil in the tank farms of Cushing, Oklahoma, where U.S. oil futures are settled. But the collapse in oil prices has sent shockwaves rippling around the world.

The same thing happened more gradually in the early 2000s when oil prices surged and remained at elevated levels until 2014. Once again, consumers were squeezed and not only in the West. The poorest developing countries were particularly hard-hit. The flip side of this was the enormous wealth accumulated by oil producers. Emerging-market fossil fuel companies such as Brazil’s Petrobras and Malaysia’s Petronas were lionized in global financial markets. Backed by the power of Gazprom, Lukoil, and Rosneft, Vladimir Putin’s Russia reemerged as a geopolitical force.

If a surge in fossil fuel prices rearranges the world economy, the effect also operates in reverse. For the vast majority of countries in the world, the decline in oil prices is a boon. Among emerging markets, Indonesia, Philippines, India, Argentina, Turkey, and South Africa all benefit, as imported fuel is a big part of their [import bill](https://m.economictimes.com/news/international/business/the-changing-winners-and-losers-from-oils-historic-plunge/articleshow/74570524.cms). Cheaper energy will cushion the pain of the COVID-19 recession. But at the same time, and by the same token, plunging oil prices deliver a concentrated and devastating shock to the producers. By comparison with the diffuse benefit enjoyed by consumers, the producers suffer immediate devaluation.

Despite the effort to patch together an agreement on production restriction in recent weeks, the overhang of supply is massive. A fleet of up to 20 supertankers loaded with Saudi oil is bearing down on American oil ports. Even if the negative prices for oil in May were the result of technical factors in the futures market, the prices for June are also historic lows.

**367 words** (https://foreignpolicy.com/2020/04/23/the-coronavirus-oil-shock-is-just-getting-started/)

**SPEAKING**

**With your peer, Describe a COVID-19’s effect on people life and society.**

You should say:

* what COVID-19 is
* when and why the COVID started
* what you did during the COVID
* and discuss what measures can help reduce the risk of infection from COVID-19.

!!! Remember, you can get the basic idea of the given topic from the text for summary.

**SAMPLE for Mid Term 2**

**Al-Farabi Kazakh National University**

**Mid-Term Control Card 2 on Foreign Language (Vocational) Course**

**For Master Programme 2022-2023 academic year**

**VARIANT 1**

**WRITING (50 min)**

**1.** **Render an article below. Keep the plan for rendering an article.**

**2. Write SIX questions over the text using five types of questions in a written form.**

WHY DIGITAL LEARNING IS SO IMPORTANT FOR

TEACHERS AND STUDENTS

*By Vikas Arora*

APRIL 18th 2017

Most schools have access to technology. From computers to tablets, students are able to access high quality internet access for teaching and learning purposes. Today's connected classrooms provide both teachers and students easier, faster, and more affordable access to information, learning resources, experts, peers, and a wider community of educators.

Teachers and professors are using social media channels like Facebook to connect with other schools and individuals who can help them adapt their teaching practices to make the most of the digital tools.

**Personalization.** Personalized learning is the goal of many countries such as The United Arab Emirates (UAE), South Korea, and Finland where governments have explicitly prioritized happiness. Apart from this, personalized learning helps schools to modernize teaching simply by adapting the learning pace and teaching method to student’s needs, choices, and interests. Classrooms that adopted personalized learning strategies for their students found that students made significant gains in reading and mathematics, the longer students experience personalized learning, the greater their achievement growth. Digital learning provides a new ability to provide educational experiences that are customized for each student.

**Accessibility.**  Digital learning is appearing as the panacea for all sorts of problems in the education sector. By embracing digital devices and connected learning, schools can not only connect to one another to boost learning or share insights, experience, and communications skills, but it also lets teachers enjoy a level playing field, where all types of schools have access to the same learning and opportunities.

**Efficiency**. Digital assessments provide students fast feedback on their understanding, letting both students and instructors concentrate their efforts on where further understanding is most required. Adaptive hinting provides guidance to corrects misperceptions, incorrect responses quickly and helps students to figure out issues real-time.

Digital education allows teachers to reach more students by orders of magnitude than via on-campus courses. They can disseminate new concepts and ideas more quickly, and touch more people and impact more lives. Besides, digital learning allows educators to meld across the globe participants into campus teaching and creating global conversations, as a result richer teaching experience. Digital learning empowers teachers to build courses using the best content previously developed by other educators. ***Words 361***  *(https://tech.co/news/digital-learning-teachers-students-2017-04)*

**SPEAKING**

**With your peer, Describe a digital learning’s effect on student’ learning and society.**

You should say:

* what digital learning is
* when and why the digital learning became actual
* what you did during the digital learning
* and discuss what measures can help reduce the negative effect of digital learning to education and society.

!! Remember, you can get the basic idea of the given topic from the text for summary.