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**

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

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

3. Speak on the topic below.

**WRITING (50 min)**

*WHAT ARE THE HUMANITIES?*

The word "humanities" is derived from the Latin term Humanitas, which essentially refers to humans and their culture. Thus, to study the Humanities is to learn what it is to be human, not from a biological but cultural sense. The study of Humanities seeks to understand what humans believe and why, along with what we have believed in the past and even what we might believe in the future. By studying the Humanities, we can understand history as more than just a series of events but as a pattern of human interactions within a rich context of beliefs, ideals, and experiences.

Considering literature, art, music, dance, ﬁlm, and philosophy oﬀers practical, social, and aesthetic beneﬁts to students. Exploring the continuing questions addressed by men and women throughout the ages through the vehicle of the arts should deepen and enrich our current existence. Doing so allows us to build better relationships, understand better and communicate with one another, be it person-to-person or nation-to-nation.

Central Concepts in Humanities:

• Humanism can be deﬁned as the study of the creative and intellectual contributions made by all cultures and as an ethical system that emphasises human reason, values and the scientiﬁc method.

• Myths are traditional stories of a people or culture that serve to explain some natural phenomenon, the origin of humanity, or customs or religious rites. These myths often oﬀer practical and spiritual wisdom in addition to providing entertainment.

• Archetypes are age-old models by which we comprehend the human experience. The concepts of heroes, scapegoats, and heaven are examples of images passed down through generations and have become part of our cultural subconscious.

• Aesthetic experience is an experience of beauty that inspires a feeling of pleasure, which is its justiﬁcation, and this experience is valued independently of others

Western civilisation is generally associated with humanism and the humanist tradition, but humanism was never an intellectual heritage or pattern exclusive to the West. History instructs us that a humanist tradition also emerged in the non-Western world. Throughout history, traditions and innovations from the East and West have intertwined. Cultural exchange has occurred since at least the beginning of recorded history and continues to this day across the globe. The cultural exchanges highlighted throughout this course reﬂect the end products of the business but do not necessarily discuss how that exchange was made possible. Therefore, you can look beyond the pages here and learn more about why these exchanges occurred (and continue to happen) and how cultural trade may impact the items and images you interact with daily. (422 words https://www.studocu.com/row/document/western-governors-university/introduction-to-humanities/module-1/9340682?origin=home-recent-1)

**SPEAKING**

Discuss the value of studying the Humanities in a university setting with your peer.

You should say:

 What the Humanities are

 Why the Humanities study

 Central Concepts in Humanities

 Humanities and Global Exchange

 and discuss the roles of the Humanities in Professional Life.

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

**Al-Farabi Kazakh National University**

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

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

**VARIANT 2**

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

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

3. Speak on the topic below.

**WRITING (50 min)**

*WHY DIGITAL LEARNING IS SO IMPORTANT FOR*

*TEACHERS AND STUDENTS*

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

Teachers and professors use 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 digital tools.

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

Digital learning is the panacea for all sorts of problems in the education sector. By embracing digital devices and connected learning, schools can not only click 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.

Digital assessments provide students with fast feedback on their understanding, letting both students and instructors concentrate their efforts on where further knowledge is most required. Adaptive hinting guides to correct misperceptions and incorrect responses quickly and helps students to figure out issues in 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, touch more people and impact more lives. Besides, digital learning allows educators to meld across-the-globe participants into campus teaching and create global conversations, resulting in a richer teaching experience. Digital learning empowers teachers to build courses using the best content previously developed by other educators. 361 Words (https://tech.co/news/digital-learning-teachers-students-2017-04)

**SPEAKING**

Describe digital learning’s effect on student learning and society with your peer.

You should say:

 what digital learning is

 when and why digital learning became actual

 what you did during the digital learning

 and discuss what measures can help reduce the negative effect of digital learning on education and society.

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

**Al-Farabi Kazakh National University**

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

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

**VARIANT 3**

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

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

3. Speak on the topic below.

**WRITING (50 min)**

*THE THREE INVENTIONS THAT CHANGED THE WORLD*

Throughout human history, there have been many inventions that have come and gone. And some discoveries have more impactful than others. Three inventions that altered the way that we live, and the way that we go about our business, are the printing press, electricity, and the Internet. Now, some might argue that there are more important inventions; for instance, someone suggested to me that gunpowder was an important invention that had an impact, but I told them, "Well, it didn't change the way--or the change the things that we did, it simply changed the way we did them." Humans have been killing each other for centuries; gunpowders made it easier to do that, so that was one of the primary criteria I chose.

China's printing press was initially invented in the 11th century. It came to Europe and the Western world only in 1450. The printing press has had a significant influence on the dissemination of information. In Europe, the printing press allowed the mass production of documents, books and newspapers, such as the Bible, which contributed to the Protestant Reformation. It changed literacy in Europe. Before the printing press was invented, reading was a privilege for wealthy and educated people. The press helped many people learn to read, resulting in Europe's cultural and industrial revolution. In 1476, the press came to England, and the first printed text was the "Canterbury Tales", which were reprinted many times.

The second invention is electricity, which radically changed our lives and work. As a matter of fact, in ancient Egypt, they knew about electric eels. They knew about the charges. The invention of the light bulb by Thomas Edison, or alternate and direct current light, changed how we live. For example, the light bulb allows people to do much more daily, and all automated processes are on electricity.

The internet was first developed in 1973 by Vinton Cerf from the US Department of Defense Advanced Research Projects Agency (ARPA). Its initial use was to provide a communication network with research labs and universities in the United States, and it expanded over time. This invention and the World Wide Web have been the most important revolutionary invention of the 20th century. In 2020, more than 125 million computers were connected to the internet across 180 countries.

The interesting thing about these three inventions is that they're all directly connected to the humanities, the movement of knowledge, the coming together of people, the understanding of cultures, and reading. These inventions change the way that people live and change the way that people understand and interact with each other. (483 words)

**SPEAKING**

Describe the inventions that affect student learning and society with your peer.

You should say:

 what invention is

 when and why inventions become actual

 what inventions you use primarily in your learning

 and discuss what measures can help reduce the negative effect of inventions on education and society.

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

**Al-Farabi Kazakh National University**

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

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**VARIANT 4**

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

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

3. Speak on the topic below.

**WRITING (50 MIN)**

*PANTHEON IN HUMANITIES*

The Pantheon was built in the classical period, sometime around 118-125 C.E., during the reign of Emperor Hadrian. It was thought to be constructed as a Roman temple to worship all gods, but it is unknown. During this time, Roman and Greek architecture became the standard by which most Western architecture would be judged for centuries to come. The Romans, who developed cement, also used innovative columns and arches, which allowed them to build large structures like the Pantheon. The Pantheon was built with a domed ceiling that was the largest and most innovative of its kind when it was built. The building displays the creative brick-faced concrete and the arches the Romans pioneered. The classical architecture shown by the Pantheon domed ceiling inspired the design of the United States White House and many other capital buildings in the United States.

The classical period had a theme of balance and symmetry and was also defined by many architectural stylistic characteristics. The Pantheon characterised architecture from this period. It was designed with free-standing columns under a pediment to keep balance and symmetry. The post and lintel structure with a frieze, pediment columns and capitals are a staple in Greek and Roman architecture during the classical period. The Pantheon was also constructed with a massive dome that is still the largest unreinforced concrete dome in the world. Modern western architecture still uses this dome structure and post and lintel design. The Pantheon's interior also was designed with a significant theme of the classical period, polytheism. The interior was decorated with the statues of many gods that marked the polytheism religion of the period.

The Pantheon architectural design is arguably one of the most important in architectural history. It displays the spatial pyrotechnics emblematic of Roman architecture and engineering. Its design is one of the most indicative symbols of classical architecture and has influenced countless buildings in Western architecture over many centuries. Many United States capital buildings and memorials were designed with the same classical architectural design as the Pantheon. The powerful but simple design of the Pantheon has truly withstood the test of time and contributed significantly to western culture's humanities. (359 words https://www.studocu.com/row/document/western-governors-university/introduction-to-humanities/introduction-to-humanities-task-1-the-pantheon/26562080)

**SPEAKING**

Describe the inventions that affect student learning and society with your peer.

You should say:

 what invention is

 when and why inventions become actual

 what inventions you use primarily in your learning

 and discuss what measures can help reduce the negative effect of inventions on education and society.

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

**Al-Farabi Kazakh National University**

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

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**VARIANT 5**

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

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

3. Speak on the topic below.

**WRITING (50 MIN)**

*ANALYSIS: THE HORSE FAIR – PAINTING*

The Realist Period covered the period between the mid-19th century and the beginning of the 20th century. This period began at the peak of the Industrial Revolution, including the American Civil War and the Franco-Prussian War, and concluded at the turn of the 20th century. Realism rejected the ideals of the Neoclassical Period that instead focused on lofty idealism. The war period, rapid industrialisation, and urbanisation influenced the movement. Artists in this period chose to reflect on the lives of ordinary people and highlight struggles consistent with the ravages of war, the hardships brought on by the industrial revolution, and the grittiness of city life.

The period covered a time of a widening class divide, and artists chose to stick with highlighting the individual and representing the hardships of everyday life. Realist artists also tended to promote racial division by portraying native cultures within their respective empires as primitive, savage, and unable to function without a white saviour. It was not until the period began to draw to a close that authors highlighted the horrors of colonialism. The increased industrialisation and fallout from war drove migration from rural areas into cities and increased the exploitation of non-rich working-class individuals. These social, physical and economic issues became the basis for many artists' works during this period.

The Horse Fair by artist Rosa Bonheur depicts the gritty, realistic style for which the period is known. The painting contains a strong sense of movement and is praised for its masculine style. Rosa created the painting after attending the Paris horse market for a year and a half. She made various sketches of the animals and activities she observed there. She used the drawings and her incredible skill to create a true masterpiece; every detail in the painting makes the viewer feel as if they are witnessing the horse market for themselves.

Rosa Bonheur masterfully captured the essence of realism in The Horse Fair. The horses’ mains appear to flow in the wind; each muscle on the horse is precisely as one would expect to see it up close. The horse market seems to be in full swing and full of chaos, yet the viewer feels as if they can pick out each detail of what is occurring. The sense of depth is incredible; from the viewers on the hill to the Pitie-Salpetriere Hospital in the background, everything is where it should be, as if one is there in person.

Rosa Bonheur became a prominent painter during a time when women were only educated as artists reluctantly. She was the first woman to receive the French Legion of Honour and was later promoted to officer of the order. Her success helped to open doors for more female artists that had previously been closed. Rosa chose not to be tied as a painter to a man; instead, she led the way for women to be their boss and control their work. This course of action paved the way for other female artists to create their legacy rather than follow the narrow path society laid out for them. (483 words https://www.studocu.com/row/document/western-governors-university/introduction-to-humanities/introduction-to-humanities-task-1-the-pantheon/26562080)

**SPEAKING**

Describe the Realist Period that affects society during the industrial revolution with your peer.

You should say:

 what the Realist Period is

 when and why painting became actual

 how Rosa Bonheur’s paintings affect society

 and discuss what measures can help increase the effect of arts on education and culture

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

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**VARIANT 5**

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3. Speak on the topic below.

**WRITING (50 MIN)**

*A PROGRESSION OF PERIODS*

Scholars and academics often throw around the names of particular periods and movements, like the Ancient Period, the Medieval, the Romantic, and Modern, as if these things meant a lot to the average person, other than just being a set of dates.

Sometimes date boundaries mark important events or changes in the world, but there are fundamental differences between them many times. When we talk about the Ancient Period, we're talking about the beginnings of recorded human history until the fall of Rome in the 5th century. This is a massive swath of time, obviously, and includes things like ancient Egyptian text, the Epic of Gilgamesh from Babylon, the writings of the Akkadian, and the Sumerians--it is a broad period. Hence, scholars often identify the Classical Period, the height of Greece and Rome from about the 8th century BCE, again, to the fall of Rome. This is what we think of when we talk about the rise of democracy, writers like Sophocles and Euripides, Plato, Socrates, and Aeneas in Rome, the rise of Christianity--this is what is meant by the Classical Period, and also the idea of Classical Humanism, which is essential to the study of the Humanities.

The Middle Ages, or the Medieval Period, picks up after Rome falls, and you could argue Rome fell in 476 when the last emperor was deposed and runs through the 15th century. And this, of course, is the time of feudalism, chivalry, courtly romance, significant evolutions in the English language, for instance--many of the things that we associate with the Middle Ages, as it is one of the better-known periods.

The Renaissance begins in Europe anywhere from the 14th century to the 15th, or 16th, depending on where you look. It's usually identified as starting in Italy and then spreading across the rest of Europe. The Renaissance, of course, is associated with art, with rises in literacy, and with writers like Shakespeare.

The Romantic Era follows the Enlightenment Era as really a reaction to it, as most of these periods, in some ways, are reactions to the ones before them. So, for instance, the Middle Ages were trying to recover from the fall of Rome, the Renaissance was trying to recapture the glory of the Classical Era, and the Enlightenment Period is a rise in reason and ratio, in some ways freeing itself, or freeing people in their minds from the superstitions of the Middle Ages and the Renaissance, and the power of religion in those periods. The Enlightenment Period is the 18th century, and this is the rise of reason; this is the rise of democracy in the United States; writers like Benjamin Franklin, writers like Jonathan Swift wrote in this period of the Neoclassical and Enlightenment eras.

The Victorian Era follows the Romantic, the last two-thirds of the 19th century, or the reign of Queen Victoria. It’s a period associated with England in that way. Here we see the rise of the novel, not necessarily its invention, but its rise in popularity and production. We see more and more women writers and more and more people reading across all classes.

Realism, or the Realistic Period, and it's a movement--the Realism movement--follows the Victorian, and it's the late 19th and early 20th century. This period explores the gritty reality in art and writing and escapes some of the fancies. Flights of appreciation of the Romantic Era or even the kind of high-blown adventures and concepts looked at in the Victorian Era.

Then we get to the Modern Era, though this is an odd title because some scholars will say the Modern Era is anything from the Renaissance on--though when we talk about Modernism, we're talking about the first half of the 20th century, roughly. And this is a period defined by way of looking at things that try to get away from setting meanings and these big themes and look more closely at the human mind and some of the concepts of character like we see in F. Scott Fitzgerald, The Great Gatsby, and these kinds of things.

**SPEAKING**

Talk about the progression of periods and how that affected society with your peer.

You should say:

 what progression of periods you know

 how the progression of periods differ from each other

 which period and why painting became actual

 and discuss what measures can help increase the effectiveness of the Modern Era on education and society.

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