

Higher School of Economics 2018

Утверждена Академическим советом
образовательной программы
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Академический руководитель
образовательной программы

Д.А. Щербаков



English Language

Part 1: Course Information

Instructor Information

Instructors: Anton Arkhipov, Svetlana Ryabova

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Office Hours: by appointment

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Course Description

The main goal of this course is to prepare students to use English in their further academic studies on the 'Economics and Politics in Asia' BA HSE Double Degree Programme and develop their communicative skills in English at the B2-B2+ level according to the Common European Framework of Reference for Languages. (CEFR) in multiple contexts such as reading and listening comprehension, written and oral expression, communicative interaction. At the same time, the course is aimed at promoting autonomous learning, self-assessment, peer-correction and critical thinking. Recommended prerequisites: students will need a minimum B1 level of English (CEFR).

Prerequisites

33-50 points score on the [placement test](#).

Learning Outcomes

At the completion of this course students are expected to:

- Expand and broaden their proficiency and knowledge of English language at the B2-B2+ level (CEFR);
- Develop their reading skills of skimming the text for main idea, scanning it for specific information, interpreting the text for inferences, attitudes and styles, deducing meanings from the

- context, writing a summary of the text;
- Develop their listening skills of understanding general and professional conversations, discussions, lectures and applying specific information from the input;
 - Develop their speaking skills of using general, social and professional language in discussions, debates, dialogs and presentations;
 - Develop their writing skills of applying information to a specified task, to elicit, to select, to summarize information in a range of writing activities, such as essays, visual data description, reports, articles;
 - Expand their active and passive vocabulary, mostly academic and specific vocabulary of economics, politics, business, statistics, international relations and Oriental studies;
 - Broaden their mind, raise awareness in intercultural communication and develop critical thinking;
 - Familiarize with different online and offline tools and resources for further English language acquisition and autonomous learning.

Textbook & Course Materials

Krantz Caroline, Roberts Rachael, *Navigate B2 Upper-Intermediate Coursebook, e-Book and Oxford Online Skills Program*. Oxford University Press, 2016. (with Class Audio CDs)

Krantz Caroline, Roberts Rachael, *Navigate B2 Upper-Intermediate Workbook with CD (without key)*. Oxford University Press, 2016.

Additional resources

Edward de Chazal, Sam McCarter, et al., *Oxford EAP Upper-Intermediate/B2 Student's Book and DVD-ROM Pack*. Oxford University Press, 2012.

Hugh Dellar; Andrew Walkley, *Upper-Intermediate Vocabulary Builder*. 2nd edition. National Geographic Society; Heinle Cengage Learning, 2017. (with CD)

Hugh Dellar; Andrew Walkley, *Outcomes Upper-Intermediate Student's Book*. 2nd edition. National Geographic Society; Heinle Cengage Learning, 2017. (with 3 CDs)

Hugh Dellar; Andrew Walkley, *Outcomes Upper-Intermediate Workbook*. 2nd edition. National Geographic Society; Heinle Cengage Learning, 2017.

Hugh Dellar; Andrew Walkley, *Advanced Vocabulary Builder*. 2nd edition. National Geographic Society; Heinle Cengage Learning, 2017. (with CD)

Hugh Dellar; Andrew Walkley, *Outcomes Advanced Student's Book*. 2nd edition. National Geographic Society; Heinle Cengage Learning, 2017. (with 3 CDs)

Hugh Dellar; Andrew Walkley, *Outcomes Advanced Workbook*. 2nd edition. National Geographic Society; Heinle Cengage Learning, 2017.

Michael McCarthy, Felicity O'Dell, *Academic Vocabulary in Use*. Cambridge University Press, 2007.

Practice Tests for IELTS. 1-12. Cambridge University Press.

Ken Paterson, Roberta Wedge, *Oxford Grammar for EAP*. Oxford University Press, 2016.

M. MacCarthy, F. O'Dell, *English Collocations in Use*, Cambridge University Press, any edition.

M. MacCarthy, F. O'Dell, *English Idioms in Use*. Cambridge University Press, any edition.

M. MacCarthy, F. O'Dell, *English Phrasal Verbs in Use*. Cambridge University Press, any edition.

M. MacCarthy, F. O'Dell, *English Vocabulary in Use*. Cambridge University Press, 3rd or 4th edition.

Martin Hewings, *Advanced Grammar in Use*. Cambridge University Press, 3rd or 4th edition.

Raymond Murphy, *English Grammar in Use*. Cambridge University Press, 3rd or 4th edition.

Roger Gower, *Grammar in Practice*, level 6. Cambridge University Press, 2006.

Oxford Learner's Dictionaries <http://www.oxfordlearnersdictionaries.com>

<http://quizlet.com/>

<http://bbc.co.uk/>

<http://www.bbc.co.uk/learningenglish/english/course/upper-intermediate>

<https://www.economist.com/>

<http://www.engvid.com/>

<https://academic.oup.com/irap>

<https://ieltsolinetests.com/>

<https://kahoot.com/>

<https://www.classmarker.com/>

<https://www.ted.com>

CLASSES/HOMEWORK HOURS

	Week	Topic	Classes	Home work	Hours total
1	1	Overview of the course	2	0	2
2	1-2	Communication in different cultures; culture and identity	10	4	14
3	3-4	Travelling and tourism	10	4	14
4	4-6	Future	10	4	14
5	6-7	Creativity	10	4	14
6	8-9	Mind	10	4	14
7	9-11	Community, housing and living	10	4	14
8	11-12	Rules: crime and justice; rules at work	10	4	14
9	13-14	Old and New: smart technology, describing people, old and new food	10	4	14
10	14-16	Nightlife: different climates and lifestyles, sleep	10	4	14
11	16	Units review, debates	2	2	4
12	16	Mid term exam	2	0	2
13	17-18	Senses, sense of humour	10	4	14
14	18-20	Media	10	4	14
15	20-21	Life Stages: family and relationship, life events and choices	10	4	14
16	22-23	Cities and urbanization	8	4	12
17	23-24	Government and Politics	8	4	12
18	24-26	Nature	10	4	14
19	26-27	Health and Medicine	10	4	14
20	28-29	Banks and Money	8	4	12
21	29-30	Education and Work	10	4	14
22	31-32	Business and Economics	10	4	14
23	32-34	Science and research	10	4	14
24	34-35	History	8	4	12
25	35-36	Art, trends and fashion	8	2	10
26	36	Final Exam	2	0	2

	Total	216	88	304
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An instructor reserves the right to re-order topics within a semester, spend more or less time on them, their grammar and vocabulary, reading/listening, speaking/writing skills basing on a group level and needs.

Part 2: Course Requirements and Grading Policy

<i>In-Class Participation and attendance</i>	45%
<i>Midterm Exam</i>	20%
<i>Final Exam</i>	20%
<i>Homework</i>	15%

Attendance

Attendance in class is basic and mandatory. Under emergency situation, students should give us advance notices of their absence as soon as possible, before the respective class takes place, or such a notice will be counted as late. If you miss classes without any advance notices, you will not have an opportunity to take any marked written in-class assignments that you have missed and you will be downgraded. In case a student does notify the course instructor of their absence in due manner, they will be eligible for retaking the assignment during the next class they attend exclusively (or during the last week of the term – up to the course instructor). Up to one assignment is up for retaking in a penalty-free manner (validated by sick-leave certificate or not).

Homework

After every class you will receive mandatory homework as well as additional resources to practice. It can be various time homework: watching videos, reading, grammar and vocabulary tasks, written assignment, quizlet, online grammar and vocabulary tests. Hometasks will be regularly sent via e-mail. For some assignments, there will be strict deadlines, so make sure you submit everything on time. Assignments submitted lately will not be graded or will be 30% downgraded, which is decided by the course instructor.

In-Class Participation

We don't want and expect our students to study only during exam periods. Therefore, it is absolutely necessary for students to actively participate in the class every time they attend. Students must prepare for in-class work in advance and do their homework. In class, almost every week students will have marked reading, listening, writing, speaking tests as well as grammar and vocabulary quizzes and debates. We reserve a right to penalize students who come in class unprepared without completed homework by reducing up to

3 points from their In-Class Participation mark each time when they are unprepared. We also reserve a right to award diligent students who were engaged in class and homework with bonuses (10 points maximum) after the 2nd term. We can also penalize students and downgrade their final score, deducting a maximum of 10 points.

Mid-term and Final Exams

Students will be given mid-term and final exams at the end of week 16 and week 36. Both exams will be in written and oral form and consist of reading, listening, writing (essay) and speaking.

Assessment Scale

For exams and a course in general, students will get a mark from 1 to 10. Initial score will be in percent and a scale with a score transferred from percentage to 1-10 mark is provided below:

10-points score	Percentage
1	1-17%
2	18%
3	38%
4	51%
5	61%
6	71%
7	78%
8	85%
9	93%
10	97%

Part 3: Assessed assignments (in class)

The instructor reserves the right to amend the number of assessed assignment and vary their maximum score based on group needs. Assignments should be given within the 1st and 2nd semesters, there are no strict dates for them, therefore, the final decision is made by the group instructor.

First Semester

- Grammar-vocabulary test: 4x15 (points each)
- Listening: 3x10
- Reading: 1x13
- Speaking: 1x10
- Essay: 2x20
- Writing task (email, review, report or diagram description): 1x10
- Debates: 1x10

Total: 173

Second Semester

- Grammar-vocabulary test: 4x15
- Listening: 3x10
- Reading: 2x13
- Speaking: 2x10
- Essay: 2x20
- Writing task (email, review, report or diagram description): 2x10
- Debates: 1x10

Total: 206

Part 4: Topics outline/Class Schedule

1. Week 1: Overview of the course

2. Week 1-2: Communication in different cultures; culture and identity

Resources

Navigate: SB and WB. Unit 1.

Extra: Oxford EAP B2. Unit 3

<https://www.coursetalk.com/providers/edx/courses/oriental-beliefs-between-reason-and-traditions>

Learning Objectives

Grammar

- Using different questions types
- Present Perfect Simple and Continuous

Vocabulary

- Conversation
- Written Communication

- Verbs+prepositions
- Dealing with problems on the phone

Reading skills

- Guessing the meaning of new words

Writing

- An informal e-mail giving news

3. Week 3-4: Travelling and tourism

Resources

Navigate SB and WB. Unit 2.

Outcomes UI 2nd edition SB and WB. Unit 11.

Extra: Outcomes UI 2nd edition SB and WB. Unit 2.

Learning Objectives

Grammar

- Talking about past events
- Past Perfect forms
- Emphatic structures

Vocabulary

- Talking about travel experience, adventure and tourism
- Talking about transport
- Adjectives of feelings
- North American English

Listening skills

- Understanding North American and British accents

Speaking

- Telling and reacting to a story
- Expressing surprise or shock

Writing

- An e-mail of complaint

4. Week 4-6: Future

Resources

Navigate SB and WB. Unit 3.

Extra:

English Collocations in Use, Units 37, 40 (Time, Money)

English Vocabulary in Use, Unit 8 (Suffixes)

https://www.ted.com/talks/parag_khanna_maps_the_future_of_countries

Learning Objectives

Grammar

- Talking about future

Vocabulary

- Talking about learning, thinking and knowledge
- Collocations with *time* and *money*
- Noun suffixes

Reading skills

- Skimming a text, using topic sentences

Speaking

- Saying how likely is something to happen

Writing

- A balanced opinion essay

5. Week 6-7: Creativity**Resources**

Navigate: Navigate SB and WB. Unit 4.

Oxford Grammar for EAP. Unit 3.

<https://quizlet.com/264066613/words-for-process-and-diagram-description-flash-cards/>

- <https://www.ieltsbuddy.com/ielts-process-diagram.html>

- <https://www.ieltsbuddy.com/ielts-process-diagram-gap-fill.html>

Learning Objectives**Grammar**

- Using the passive
- Using causative *have* and *get*

Vocabulary

- How things work
- Describing your impression
- Easily confused words

Reading skills

- Understanding linkers

Listening skills

- How something works
- Omitting consonant sounds

Speaking

- Giving opinions and trying to change someone's opinion

Writing

- Writing a summary
- Describing how something works (IELTS)

6. Week 8-9: Mind**Resources**

Navigate: Navigate SB and WB. Unit 5.

Learning Objectives**Grammar**

- Using verbs with *-ing* and infinitives

Vocabulary

- Talking about childhood memories
- Emotions and behavior
- Phrasal verbs with *out* and *up*

Reading skills

- Understanding linkers

Speaking

- Language to give solutions

Writing

- An article giving advice

7. Week 9-11: Community

Resources

Navigate: Navigate SB and WB. Unit 6.

Learning Objectives

Grammar

- Articles
- Using determiners and quantifiers

Vocabulary

- Cultures and communities
- Housing and living
- High frequency verb collocations

Listening skills

- Understanding fluent speech

Writing

- Describing data

8. Week 11-12: Rules

Resources

Navigate: Navigate SB and WB. Unit 7.
Outcomes UI SB and WB. Unit 8.

Learning Objectives

Grammar

- Present modal verbs
- Past modals of deduction

Vocabulary

- Crime and justice
- The meaning of prefixes
- Describing trends, statistics

Reading skills

- Understanding ellipsis

Listening skills

- Listening for true/false

Speaking

- Agreeing/disagreeing
- Making comments and asking follow-up questions

Writing

- A persuasive letter/email
- A graph description

9. Week 13-14: Old and New

Resources

Navigate: Navigate SB and WB. Unit 8.

Learning Objectives

Grammar

- Relative clauses
- Participle clauses

Vocabulary

- Smart technology
- Describing people
- Adjectives + dependent prepositions

Speaking

- Giving your impression

Writing

- A review

10. Week 14-16: Nightlife**Resources**

Navigate: Navigate SB and WB. Unit 9.

Learning Objectives**Grammar**

- Adjectives and adverbs
- Past and present habits

Vocabulary

- Different climates and lifestyles
- Sleep patterns
- Synonyms and antonyms

Reading skills

- Understanding reference

Speaking

- Interrupting appropriately

Writing

- A report

11. Units review, debates

An instructor may agree with the group on the topic of debates and choose it from the already studied one.

12. Week 16 Mid-term exam

Exam consists of reading, listening (2 parts), writing and speaking. Examples of tasks and assessment criteria see after Week 36, Final exam, which is held in the same format.

13. Week 17-18: Senses**Resources**

Navigate: Navigate SB and WB. Unit 10.

Learning Objectives**Grammar**

- Order of adjectives
- Conditionals

Vocabulary

- Words for looking and seeing

- Rating performances
- Easily confused sense verbs

Listening skills

- Understanding assimilation

Speaking

- Checking and clarifying

Writing

- Describing a scene in detail

14. Week 18-20: Media

Resources

Navigate: Navigate SB and WB. Unit 11.

Learning Objectives

Grammar

- Reported speech
- Reported verbs

Vocabulary

- Talking about news and media
- Adjective suffixes

Reading skills

- Understanding complex sentences

Listening skills

- Listening to broadcast: news
- Listening for detail

Speaking

- Reporting news

Writing

- An opinion essay (formal style)

15. Week 20-21: Life stages

Resources

Navigate: Navigate SB and WB. Unit 1.

Learning Objectives

Grammar

- Hypothesizing (unreal situations)
- Using wish and if only

Vocabulary

- Family and relationship
- Life events and choices
- Compound adjectives

Reading skills

- Reading for detail

Listening skills

- Recognizing vague language

Speaking

- Reflecting on life-events and choices

Writing

- A biography

16. Week 22-23: Cities and urbanization**Resources**

Outcomes Advanced 2nd edition SB and WB. Unit 1.

Oxford Grammar for EAP. Unit 8, 12.

English Vocabulary in Use. Unit 45 (Towns).

https://www.ted.com/talks/julio_gil_future_tech_will_give_you_the_benefits_of_city_life_anywhere

https://www.ted.com/talks/parag_khanna_how_megacities_are_changing_the_map_of_the_world

https://www.ted.com/talks/yang_lan

Learning Objectives**Grammar**

- Emphasis
- Purpose, cause, effect clauses

Vocabulary

- City life, Urban Vs rural life
- Urban problems
- Vocabulary for exaggerating
- Binomials
- Recovery and change

Reading skills

- Skimming

Listening skills

- Gap-filling
- Taking notes

Speaking

- Discussion

Writing

- Graph description (percentage graphs)

17. Week 23-24: Government and Politics**Resources**

Outcomes UI 2nd edition SB and WB. Unit 4.

Outcomes Advanced 2nd edition SB and WB. Unit 4.

Oxford Grammar for EAP. Unit 2.

<https://www.edx.org/course/international-politics-korean-peninsula-snu-snu216b-226-2x>

https://www.ted.com/talks/eric_x_li_a_tale_of_two_political_systems

Learning Objectives**Grammar**

- So and such
- Comparing things

- Review of conditionals

Vocabulary

- World politics, elections, government

Reading skills

- Yes/No/Not given questions

Listening skills

- Political jokes
- Political news (bbc.co.uk)

Speaking

- Giving opinion, building argument
- Debates
- Reporting political news

Writing

- Discussion essay

18. Week 24-26: Nature and Environment

Resources

Outcomes UI 2nd edition SB and WB. Unit 7.

Outcomes Advanced 2nd edition SB and WB. Unit 8.

Learning Objectives

Grammar

- Narrative tenses
- Revision of participle clauses
- Auxiliaries

Vocabulary

- Weather, animals, plants and trees, environmental problems

Reading skills

- Matching features

Listening skills

- Labelling a diagram

Speaking

- Using emphatic tags
- Describing animals, plants and natural habitat

Writing

- Opinion essay (SB UI p 162-163)

19. Week 26-27: Health and Medicine

Resources

Outcomes UI 2nd edition SB and WB. Unit 12.

Outcomes Advanced 2nd edition SB and WB. Unit 10.

Learning Objectives

Grammar

- Revision of determiners; *all Vs every*

Vocabulary

- Health problems
- Parts of the body

Reading skills

- Reading for detail

Listening skills

- Note-taking
- True/False sentences

Speaking

- Developing conversations
- Using generalizing language
- Asking follow-up questions

Writing

- Discussion essay (SB Adv. p.152-153)

19. Week 28-29: Banks and Money

Resources

Outcomes UI 2nd edition SB and WB. Unit 14.

Learning Objectives

Grammar

- Revision of passive voice

Vocabulary

- Money, money problems, numbers

Listening skills

- Understanding fast speech

Speaking

- Apologizing and offering explanations

Writing

- A report

20. Week 29-30: Education and Work

Resources

Outcomes UI 2nd edition SB and WB. Unit 9.

Oxford EAP B2. Unit 1.

Academic Vocabulary in Use. Units 17-22.

<https://owl.english.purdue.edu/owl/resource/607/02/>

<https://owl.english.purdue.edu/owl/resource/607/05/>

<https://www.edx.org/course/english-work-asia-job-interviews-hkpolyux-ewa1-2x>

<https://www.edx.org/course/english-work-asia-job-applications-hkpolyux-ewa1-1-1x>

Learning Objectives

Grammar

- Revision of conditionals
- Punctuation

Vocabulary

- Work, education, academic life

Listening skills

- Multiple-matching

Speaking

- Job interview
- Giving a presentation

Writing

- Application letters (SB UI p 158-159, 164-165)

21. Week 31-32: Business and Economics**Resources**

Outcomes UI 2nd edition SB and WB. Unit 16.

Outcomes Advanced 2nd edition SB and WB. Unit 14.

<https://www.edx.org/course/english-doing-business-asia-writing-hkustx-eba102x-2>

<https://www.edx.org/course/english-doing-business-asia-speaking-hkustx-eba101x-3>

<https://www.economist.com/topics/asian-economy>

https://www.ted.com/talks/martin_jacques_understanding_the_rise_of_china

https://www.ted.com/talks/hans_rosling_asia_s_rise_how_and_when

https://www.ted.com/talks/dambisa_moyo_is_china_the_new_idol_for_emerging_economies

Learning Objectives**Grammar**

- Revision of relative clauses
- Expressing necessity and ability

Vocabulary

- Business and Economics words and collocation

Reading skills

- Texts from online sources
- Summarizing a text
- Sentence completion

Listening skills

- Listening to economic news in original (bbc.co.uk)

Speaking

- Discussion
- Role-game: solving business problem
- Small talk

Writing

- A formal letter

22. Week 32-34: Science and research**Resources**

Outcomes Advanced 2nd edition SB and WB. Unit 7.

Oxford EAP B2. Unit 2.

Oxford Grammar for EAP. Unit 3.

Learning Objectives**Grammar**

- Noun phrases

Vocabulary

- Talking about science
- Adjectives and nouns suffixes
- Statistics

Reading skills

- True/False/Not given

Listening skills

- Science news
- Note-taking

Speaking

- Expressing surprise and disbelief

Writing

- A table description

23. Week 34-35: History

Resources

Outcomes Advanced 2nd edition SB and WB. Unit 12.

Learning Objectives

Grammar

- Reported speech
- Revision of past tenses
- Sequencing words

Vocabulary

- History vocabulary

Reading skills

- summarizing

Listening skills

- a lecture, note-taking

Speaking

- Discussion

Writing

- Review

24. Week 35-36: Art, trends and fashion

Resources

Outcomes UI 2nd edition SB and WB. Unit 1.

Outcomes Advanced 2nd edition SB and WB. Unit 14.

Learning Objectives

Grammar

Vocabulary

- Describing films, music, books and pictures
- Style and fashion

Reading skills

- Matching headings
- Pick from a list

Listening skills

- Short answer questions

Speaking

- A discussion

Writing

- A review

25. Week 36: Final exam

A final exam consists of 4 parts: reading (15 points), listening (20 points), writing (an opinion or a discussion essay) (20 points) and speaking (20 points). The maximum score for the exam is 75.

Example of reading task:

You are going to read an article about happiness. For questions 1-5 choose the answer (A, B, C, D) which you think fits best according to the text.

"Happiness is not having what you want but wanting what you have," according to James Stewart. Although scientists now understand the roots of depression more clearly than they used to, happiness still remains a mystery. Recently, however, some interesting discoveries have been made.

Those who say they are happy, for example, tend to be less self-centered, less hostile and abusive, and are less prone to disease and general ill health. Interestingly, the affluent are not notably happier than their less-well-off counterparts, and seemingly, no particular time of life is significantly happier than any other. Even though some people see life as a tragedy, when questioned, most people said they were generally happy – painting a much rosier picture regarding people's general moods and dispositions.

Research has shown that people have two basic reward centres in their brains that are stimulated by two different chemicals which cause happiness. The first, dopamine, is triggered by activities like exercise, relaxation and the quieter pleasures. The second comprises a set of adrenaline-type chemicals which are triggered by exciting or frightening activities. Dopamine provokes a response of passive happiness, while the second set of chemicals provokes a high-energy state of happiness, the feeling one might get from public speaking or mountain climbing.

While understanding the chemical process behind happiness is important, it does not explain why only some people are consistently happy. The answer may lie in people's perceptions of happiness.

One of the reasons we have such a problem with happiness is that many confuse it with a life untouched by anxiety, rage, doubt and sadness. The belief that happiness means that nothing ever goes wrong is naive; in order to be happy, we must know not how to avoid disturbing events, but how to deal with them.

The key to coping with life's unpleasant aspects, while remaining content, comes from an everyday practice which Mihaly Csikszentmihalyi calls "the flow". He describes "the flow" as the state one is in when doing something completely absorbing. It comes when one is pushed right up to the limit of one's ability, but not beyond it. "People can get a feeling of flow from dangerous sports like mountain climbing or driving fast," he says "but it can also come from something relaxing like painting or reading a good book." The point is that it's an activity you do for the pleasure of doing it. You are not looking for praise or reward. What is important, is to keep your brain busy if you want to be happy. The professor explains, "If you leave someone on their own with nothing specific to do, most of their thoughts will be worries." People tend to think about all the things they want and haven't got rather than how good their life is. It seems the key to happiness lies in having an active and challenging lifestyle.

1. Studies have shown that happiness

A is positively influenced by wealth.

- B is not influenced by wealth.
 - C is negatively influenced by wealth.
 - D does not influence wealth.
2. Dopamine is produced by
- A recreational activity.
 - B fright.
 - C high-energy activity.
 - D pleasure.
3. A common misconception about happiness is that
- A rich people are happier.
 - B happy people perceive things differently.
 - C happiness implies never having problems.
 - D happiness stems from being naïve.
4. In reality, consistent happiness lies in
- A not feeling anxious.
 - B being able to handle problems.
 - C not having problems.
 - D not confusing our feelings.
5. According to Csikszentimihalyi, "the flow" is triggered by
- A external reward.
 - B doing nothing.
 - C challenging others.
 - D activities done for personal pleasure.

Example of listening task:

Complete the form below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Tourism Survey

Example	Answer
Name:	Robert Goddard
Destination:	Melbourne
Total number of visits:	1 <input type="text"/>
Best thing about the city:	2 <input type="text"/>
Favourite attraction:	3 <input type="text"/>
Best thing about	
the destination's dining options:	4 <input type="text"/> of food
Method of transport	
to destination:	by 5 <input type="text"/>
Age group:	6 <input type="text"/>
Income level:	7 <input type="text"/>
Purpose of visit:	<ul style="list-style-type: none"> • on business • 8 <input type="text"/>
Occupation:	• 9 <input type="text"/>

	• writer for a travel magazine
Opinion of cost of accommodation:	10 <input type="text"/>

Sample essay topics

- 1) Discussion essay:** *Some people believe that, in the future, we will have more and more leisure time as computers replace many of the tasks we do at home and at work. Others believe that we will have less leisure time as employers will expect to be connected and available on the internet all the time. Discuss both views and give your opinion. Support your opinion with reasons and relevant examples.*
- 2) Opinion essay:** *The internet has improved the quality of journalism. To what extent do you agree. Support your opinion with reasons and relevant examples.*

Essay assessment criteria (max 20 points)

Size - 250 words and more

	Task Achievement, Style and Content	Logic, coherence & cohesion	Grammar, accuracy and punctuation	Lexical resource
5	The answer is relevant; Clear paragraphs; Academic language; No contractions; Fully developed position with supporting ideas; Conclusion of opinion essay summarizes a problem, opinion and an argument and has no new information; discussion essay may have an opinion+supporting ideas in conclusion 250 words or more	Logically organized ideas; Various cohesive devices (linking words), no overuse of them; Paragraphs are sufficient and appropriate; Cohesion is used in such way that attracts no attention	A wide range of grammar structures used accurately; Minor errors that occur only as 'slips'; Long and complex sentences; Very few punctuation mistakes	A wide range of vocabulary (5-6 units) used fluently; No repetition, paraphrasing; Minor errors that occur only as 'slips'
4	The answer is relevant; Clear paragraphs; Academic language; No contractions; Sufficiently developed position with supporting ideas which may lack focus; may be overgeneralizing; Conclusion of opinion essay summarizes a problem, opinion and an argument and has no new information; discussion essay may have an opinion+supporting ideas in conclusion; 250 words or more	Straightforward and clear / logic / structure; May be over-use of cohesive devices; Partly mechanical cohesion; Paragraphs and sentences are generally logically linked, but there might be some inconsistencies	A wide range of grammar structures used accurately; with 1-2 mistakes; Long and complex sentences A few punctuation mistakes	A wide range of vocabulary (4 units) used fluently; Occasional errors in word choice, word formation and spelling; 1-2 spelling mistakes
3	The answer is relevant;	Logically organized	Uses a mix of	A limited range of

	addresses all parts of the task although some parts may be covered more fully than others; presents a relevant position, but conclusions may be unclear and repetitive; some ideas are unclear; partly informal style; 250 words	ideas and information; Mechanical cohesion; Over- or under- use of cohesive devices; Repetition	simple and complex grammar forms; 2-3 grammar errors that do not reduce understanding	vocabulary (2-3 units), but minimally adequate for this task; 3-4 spelling mistakes; vocabulary mistakes in word choice, spelling and word-formation may cause some difficulty for a reader
2	The answer is relevant; There are few contractions; the format may be inappropriate; expresses a position but the development is not always clear and there may be no conclusions drawn; limited and non-developed ideas; irrelevant detail; less than 250 words (about 200)	Poor logic; repetition; lack of referencing; Some ideas are unclear; Poor cohesion; Inaccurate and repetitive usage of cohesive devices	A very limited range of structures; 4-5 grammar mistakes; Errors may cause some difficulty for a reader; Many punctuation mistakes	Very limited vocabulary range; Limited control of word formation and spelling; 5-8 spelling mistakes; Vocabulary mistakes (words choice) distort the message
1	Responds the task only in minimal way; the format may be inappropriate (personal examples; giving advice in conclusion); position is unclear; ideas are difficult to identify, or irrelevant or unsupported; less than 250 words (about 200)	Poor logic; A lot of repetition; lack of referencing; Some ideas are unclear; no paragraphs or their use is confusing; limited use of cohesive devices	More than 6 grammar mistakes Cannot use sentences except from memorised phrases	More than 8 spelling mistakes; limited control of word formation, poor vocabulary
0	Answer is completely unrelated to the task; Informal style; A lot of contractions; advise in conclusion	Poor logic; No linking devices; Message is unclear	More than 10 grammar mistakes, Errors severely distort the message	Very limited range of vocabulary; Errors severely distort the message

Example of speaking task:

Task 1: Conversation with the other candidate. The examiner gives you some material and a task to do. You have to talk with the other candidate and make a decision. 3 minutes (a 2-minute discussion followed by a 1-minute decision-making task).

How helpful might these suggestions be for a young couple who have won a lot of money.

- give money to medical research
- buy an 80's sports car
- build a fantastic villa for themselves
- give money to the world food program
- buy their own private jet

Task 2: Answer 2-3 or more examiner's questions. 2 minutes.

- 1) *How do people in your country feel about protecting historic buildings?*

- 2) *Why is it important to study history at school?*
 3) *Are there other ways people can learn about history, apart from at school? How?*

Speaking assessment criteria**Task 1**

	Grammar And Vocabulary	Discourse Management	Pronunciation	Interactive Communication
2,5	-Shows a good degree of control of a range of simple and some complex grammatical forms. -Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics	-Produces extended stretches of language with very little hesitation -Contributions are relevant and there is a clear organization of ideas. -Uses a range of cohesive devices and discourse markers.	-Is intelligible -Intonation is appropriate. -Sentence and word stress is accurately placed. -Individual sounds are articulated clearly.	-Initiates and responds appropriately, linking contributions to those of other speakers. -Maintains and develops the interaction and negotiates towards an outcome
2 PERFORMANCE SHARES FEATURES OF band 1,5 and 2,5				
1,5	-Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. -Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics	-Produces extended stretches of language despite some hesitation -Contributions are relevant and there is very little repetition -Uses a range of cohesive devices	-Is intelligible -Intonation is generally appropriate -Sentences and word stress is generally accurately placed -Individual sounds are generally articulated clearly	-Initiates and responds appropriately. -Maintains and develops the interaction and negotiates towards an outcome with very little support
2 Performance shares features of band 0,5 and 1,5				
0,5	-Shows a good degree of control of simple grammatical forms -Uses a range of appropriate vocabulary when talking about everyday situations	-Produces responses which are extended beyond short phrases, despite hesitation. -Contributions are mostly relevant, despite some repetition. -Uses basic cohesive devices	-Is mostly intelligible, and has some control of phonological features at both utterance and word levels	-Initiates and responds appropriately. -Keeps the interaction going with very little prompting and support.
0 Performance below band 1				

Task 2

	2 points	1 point	0 points
Task Achievement	All the points are described in detail; 4-6 sentences answer, general answer (no personal experience), generalising words (no "you", "humans"), not listing ideas, but explaining them, building an argument	Talk covers the main points; Description isn't very detailed; Addressing to 'you'	Talk is irrelevant to the topic; Points of the description aren't described; No details; Personal answer for a general question
Structure and use of speaking strategies (logic, coherence & cohesion)	Straightforward and clear logic / structure; Confident use of speaking strategies; Phrases are logically linked and coherent; there are linking words, but a student does not overuse them; <i>a statement is provided with reasons and examples</i>	Logical structure; Not very confident use of speaking strategies; Coherence & cohesion are not consistent	Talk is neither logical nor coherent; No linking words or expressions; No speaking strategies
Grammar	A wide range of grammar structures, that could be applied to the cue card topic; confident and correct use of a wide range of grammar structures; no grammar mistakes	Grammar range is limited to 2-3 structures; no grammar mistakes that prevent understanding	Grammar range is very limited; 3 and more grammar mistakes
Vocabulary	a wide range of vocabulary; 5 and more active vocab units used correctly 3 phrasal verbs from SB academic vocabulary, not a slang	3-4 active vocab units 1-2 phrasal verbs	Less than 3 active vocab units, No phrasal verbs

Pronunciation and intonation	Correct pronunciation and stress Correct intonation is used to highlight key words Fluency	2-3 mispronounced words Intonation is not always correct or consistent, Speaking with some pauses	Words are frequently mispronounced Intonation is flat and follows a Russian pattern of speech Slow pace of speech (speaking is incomprehensible due to frequent pauses and slow pace)
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