

English Course Syllabus

Bachelor's Programme "HSE and University of London Double Degree Programme in Data Science and Business Analytics"

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Course Description: This course is optional and aimed at developing the English language competence among students majoring in Data Science and Business Analytics. That involves improving students' reading, listening, writing, and speaking skills, expanding their grammar and vocabulary range as well as deepening their knowledge of the English-speaking culture and preparing them for further studies and research on the University of London double degree programme.

Pre-requisites: the Unified State Exam (EGE) score is 70 points and higher or the International Students' Entrance Exam score is 70 points and higher.

Learning Objectives:

- to hone students' reading, listening, writing, and speaking skills in English;
- to enrich students' vocabulary;
- to advance students' knowledge of English grammar and their ability to use it;
- to improve students' segmental and suprasegmental phonological features;
- to enhance students' communication skills;
- to advance students' critical and independent thinking skills;
- to familiarize students with the IELTS exam format;
- to equip students with effective IELTS exam strategies.

Learning Outcomes: Students will attain the level of Independent User (B2) according to the CEFR (The Common European Framework of Reference for Languages) that corresponds to IELTS Band 6 (Competent User).

Course Plan

The course plan is determined by students' level of proficiency according to their placement test results.

The breakdown of topics and hours according to Expert IELTS 7.5 is

No	Topic	Total hours for the topic	Class hours	Self-study
1	Lifelong Learning	33	15	18
2	A World of Change	33	15	18
3	The Feel-good Factor	55	26	29
4	A Consumer Society	55	26	29
5	Homes of the Future	49	23	26

6	Law and Order	48	23	25
7	On the Move	50	24	26
8	Social Networks	35	16	19
9	Being Successful	35	16	19
10	Cutting Edge	35	16	19
11	Mathematics and IT	74	36	38
12	IELTS Intensive Preparation	106	52	54
	Total hours	608	288	320

Assessment

Type of assessment	Testing	1 st year				Description
		1	2	3	4	
Formative	Test	*	*	*	*	Written test, 60 minutes. IELTS Mock Exam (end of academic Module 3 – beginning of academic Module 4), written part - 160 minutes, speaking - 14 minutes.
	Essay		*		*	Written work, 40 minutes, 250 words minimum
	Description of a graph/table/map/diagram/process	*		*		Written work, 20 minutes, 150 words minimum
	Home assignments	*	*	*	*	Test, Quiz
Summative	Exam		*			Exam (end of academic Module 2): written part - 80 minutes, speaking - 10 minutes.
	Final Exam				*	IELTS Academic Exam conducted by an external institution.

Course Outline

Course Outline according to Expert IELTS 7.5

Module 1 Lifelong learning

Lexis: collocations, vocabulary for Writing Task 1, decision-making vocabulary.

Grammar: tenses review.

Word-formation: prefixes.

Receptive Skills, task types

Reading: scanning, Table completion.

Listening: Multiple-choice questions, Note completion.

Productive Skills, task types

Speaking: IELTS Speaking Part 1.

Writing: distinguishing main features for IELTS Writing Task 1.

Module 2 A World of Change

Lexis: difference between written and spoken vocabulary, process verbs, human development.

Grammar: passive forms, relative clauses, sequencing with prepositions and adverbs.

Receptive Skills, task types

Reading: predicting supporting details by using topic sentences, Short-answer questions, True/False/Not given.

Listening: Map completion (IELTS Listening Section 1), Form completion.

Productive Skills, task types

Speaking: practising sub-skills for IELTS Speaking Part 2, developing topic-specific vocabulary.

Writing: writing an overview (IELTS Writing Task 1), describing a diagram with a process.

Module 3 The Feel-Good Factor

Lexis: idiomatic phrases for problems and solutions,

Grammar: real/ unreal conditionals, other forms for expressing conditionality, modal forms, degrees of certainty, adverbs of attitude.

Receptive Skills, task types

Reading: learning how to identify the main idea, Matching headings, Multiple-choice questions.

Listening: learning how to identify specific information, IELTS Listening Section 4, Sentence completion, Short-answer questions.

Productive Skills, task types

Speaking: learning how to use topic-specific vocabulary, IELTS Speaking Part 3.

Writing: developing a paragraph, writing a problem and solution essay.

Module 4 A Consumer Society

Lexis: academic verbs and collocations for thoughts and beliefs, impersonal style, signposting words.

Grammar: subordinate clauses, expressing opinions with that, pronoun referencing.

Receptive Skills, task types

Reading: identifying functions, Matching information, Summary completion.

Listening: Note completion, IELTS Listening Section 3, using questions to predict answers, Table and note completion.

Productive Skills, task types

Speaking: developing ideas using conjunctions and phrases, IELTS Speaking Part 3.

Writing: giving your opinion, developing arguments, writing an opinion essay.

Module 5 Homes of the Future

Lexis: inventions, innovation, quantity, agreement/disagreement, reporting verbs.

Grammar: reported speech patterns, reporting structures, noun phrases.

Receptive Skills, task types

Reading: recognizing reference words, Note completion, Matching features, True/False/Not given.

Listening: listening for agreement/disagreement, understanding factual descriptions, IELTS Listening Section 3, Matching, Labelling a diagram.

Productive Skills, task types

Speaking: practising techniques for adding detail for IELTS Speaking Part 2.

Writing: interpreting statistical data, supporting trends with detail, describing a bar and a pie-chart.

Module 6 Law and Order

Lexis: verbs for argument and opinion, collocations for argument, structures to compare and contrast.

Grammar: both, either, neither, cleft sentences, the use of there and it.

Receptive Skills, task types

Reading: working out the meaning of unknown words, Flow-chart completion, Sentence completion.

Listening: recognizing attitude from tone and intonation, IELTS Listening Section 4, understanding

opinion from adjectives, Summary completion, Multiple-choice questions.
Productive Skills, task types
Speaking: ordering an argument, IELTS Speaking Part 3.
Writing: practising structures to compare and contrast, writing an opinion essay.

Module 7 On the Move

Lexis: urban living, collocations with plan, word families.
Grammar: sentence fragments, run-on sentences, punctuation.
Receptive Skills, task types
Reading: Matching sentence endings, Summary completion.
Listening: identifying distractors.
Productive Skills, task types
Speaking: IELTS Speaking Part 1.
Writing: presenting statistical data clearly and accurately, describing a table.

Module 8 Social Networks

Lexis: community, describing emotions, cause and effect linking words.
Grammar: future forms, noun phrases.
Receptive Skills, task types
Reading: identifying author's opinion, Yes/No/Not Given, Multiple-choice questions with two answers.
Listening: Matching, Table completion.
Productive Skills, task types
Speaking: connected speech, IELTS Speaking Part 2.
Writing: writing a cause and effect essay.

Module 9 Being Successful

Lexis: talent, collocations for success and talent, personal qualities, language for estimation and indication.
Receptive Skills, task types
Reading: understanding hidden meanings and writer's attitude, Multiple-choice task, Yes/No/Not Given.
Listening: IELTS Listening Section 3.
Productive Skills, task types
Speaking: teaching the strategy to give oneself time to think, IELTS Speaking Part 3.
Writing: describing a process and appearance, describing changes that occur throughout certain time.

Module 10 Cutting Edge

Lexis: nouns for hypothesising, academic collocations and phrases for speculation
Grammar: unreal conditionals, wish, if only and hypothetical forms, past modal verbs, verb patterns.
Receptive Skills, task types
Reading: Matching sentence endings, Multiple-choice questions.
Listening: Note completion, IELTS Listening Section 4.
Productive Skills, task types
Speaking: IELTS Speaking Parts 2, 3.
Writing: writing about hypothetical alternatives, developing a coherent argument, IELTS Writing Task 2, writing an opinion essay.

Mathematics and IT

The aim of this part of the course is to prepare students for studying their major subjects in English. The contents and materials of this part of the course are chosen by each group's teacher according to the students' proficiency level and needs determined by the placement test. The topics may include University Life, Career Prospects for IT students, Maths Vocabulary (numbers, basic operations and operators), Famous mathematicians, their theories and discoveries, History of Computers, Statistics, Graphs, Artificial Intelligence, IT in other areas of life.

IELTS Intensive Preparation

This part of the course is based on IELTS past papers by Cambridge University Press and Practice Tests by Pearson and aimed at providing intensive test practice and honing students' exam skills.

Sample Test Tasks

READING

You should spend about 20 minutes on Questions 1-13 which are based on Reading Passage below:

Let's Go Bats

A Bats have a problem: how to find their way around in the dark they hunt at flight, and cannot use light to help them find prey and avoid obstacles. You might say that this is a problem of their own making one that they could avoid simply by changing their habits and hunting by day. But the daytime economy is already heavily exploited by other creatures such as birds. Given that there is a living to be made at night, and given that alternative daytime trades are thoroughly occupied, natural selection has favored bats that make a go of the night-hunting trade. It is probable that the nocturnal trades go way back in the ancestry of all mammals. In the time when the dinosaurs dominated the daytime economy, our mammalian ancestors probably only managed to survive at all because they found ways of scraping a living at night. Only after the mysterious mass extinction of the dinosaurs about 65 million years ago were our ancestors able to emerge into the daylight in any substantial numbers.

B Bats have an engineering problem: how to find their way and find their prey in the absence of light. Bats are not the only creatures to face this difficulty today. Obviously, the night-flying insects that they prey on must find their way about somehow. Deep-sea fish and whales have little or no light by day or by night. Fish and dolphins that live in extremely muddy water cannot see because, although there is light, it is obstructed and scattered by the dirt in the water. Plenty of other modern animals make their living in conditions where seeing is difficult or impossible.

C Given the questions of how to manoeuvre in the dark, what solutions might an engineer consider? The first one that might occur to him is to manufacture light, to use a lantern or a searchlight. Fireflies and some fish (usually with the help of bacteria) have the power to - manufacture their own light but the process seems to consume a large amount of energy. Fireflies use their light for attracting mates. This doesn't require a prohibitive amount of energy: a male's tiny pinprick of light can be seen by a female from some distance on a dark night since her eyes are exposed directly to the light source itself. However, using light to find one's own way around requires vastly more energy, since the eyes have to detect the tiny fraction of the light that bounces off each part of the scene. The light source must, therefore, be immensely brighter if it is to be used as a headlight to illuminate the path, than if it is to be used as a signal to others. In any event, whether or not the reason is the energy expense, it seems to be the case that with the possible exception of some weird deep-sea fish, no animal apart from man uses manufactured light to find its way about.

D What else might the engineer think of? Well, blind humans sometimes seem to have an uncanny sense of obstacles in their path. It has been given the name 'facial vision', because blind people have reported that it feels a bit like the sense of touch, on the face. One report tells of a totally blind boy who could and his tricycle at good speed round the block near his home, using facial vision. Experiments showed that, in fact, facial vision is nothing to do with touch or the front of the face, although the sensation may be referred to the front of the face, like the referred pain in a phantom limb. The sensation of facial vision, it turns out really goes in through the ears. Blind people, without even being aware of the fact are actually using echoes of their own footsteps and of other sounds, to sense the presence of obstacles. Before this was discovered, engineers had already built instruments to exploit the principle, for example, to measure the depth of the sea under a ship. After this technique had been invented, it was only a matter of time before weapons designers adapted it for the detection of submarines. Both sides in the Second World War relied heavily on

these devices, under such code names as Asdic (British) and Sonar (American), as well as Radar (American) or RDF (British), which uses radio echoes rather than sound echoes.

E The Sonar and Radar pioneers Didn't know it then, but all the world now knows that bats, or rather natural selection working on bats, had perfected the system tens of millions of years earlier, and their radar"" achieves feats of detection and navigation that would strike an engineer dumb with admiration It is technically incorrect to talk about bat 'radar', since they do not use radio waves. It is sonar. But the underlying mathematical the ones of radar and sonar are very similar, and much of our scientific understanding of the details of what bats are doing has' come from applying radar theory to them. The American zoologist Donald Griffin, who was largely responsible for the discovery of sonar in bats, coined the term 'echolocation' to cover both sonar and radar, whether used' by animals or by human instruments.

Questions 1-5

Reading Passage 1 has five paragraphs, A-E.

Which paragraph contains the following information?

Write the correct letter. A-E, in boxes 1-5 on your answer sheet.

NB You may use any letter more than once.

- 1 examples of wildlife other than bats which do not rely on vision to navigate by
- 2 how early mammals avoided dying out
- 3 why bats hunt in the dark
- 4 how a particular discovery has helped our understanding of bats
- 5 early military uses of echolocation

Questions 6-9

Complete the summary below.

Choose ONE WORD ONLY from the passage for each answer.

Write your answers in boxes 6-9 on your answer sheet.

Facial Vision

Blind people report that so-called 'facial vision' is comparable to the sensation of touch on the face. In fact, the sensation is more similar to the way in which pain from a 6..... arm or leg might be felt. The ability actually comes from perceiving 7..... through the ears. However, even before this was understood, the principle had been applied in the design of instruments which calculated the 8 of the seabed. This was followed by a wartime application in devices for finding 9..... .

Question 10-13

Complete the sentences below.

Choose NO MORE THAN TWO WORDS from the passage for each answer.

Write your answers in boxes 10-13 on your answer sheet.

- 10 Long before the invention of radar, had resulted in a sophisticated radar-like system in bats.
- 11 Radar is an inaccurate term when referring to bats because are not used in their navigation system.
- 12 Radar and sonar are based on similar.....
- 13 The word 'echolocation' was first used by someone working as a

taken from Cambridge IELTS 7, Test 1, Passage 1, pp. 18-21.

LISTENING

Questions 1-7

You will hear part of a lecture about the history of moving pictures.
First look at questions 1 to 10.

Now Listen carefully and answer Questions 1 to 10:
Choose the correct letter, A, B or C.

The history of moving pictures

1. Some photographs of a horse running showed
A all feet off the ground.
B at least one foot on the ground.
C two feet off the ground.
2. The Scotsman employed by Edison
A. designed a system to use the technology Edison had invited
B. used available technology to make a new system.
C. was already an expert in motion picture technology.
3. One major problem with the first system was that
A. only one person could be filmed.
B. people could only see very short films.
C. the camera was very heavy.
4. Rival systems started to appear in Europe after people had
A. been told about the American system.
B. seen the American system.
C. used the American system.
5. In 1895, a famous new system was developed by
A. a French team working alone.
B. a French and German team working together.
C. a German team who invented the word 'cinema'.
6. Longer films were not made at the time because of problems involving
A. the subject matters.
B. the camera.
C. the film projector.
7. The 'Lantham Loop' invention relied on
A. removing tension between the film reels.
B. adding three more films reels to the system.
C. making one of the film reels more effective.

Questions 8-10

Complete the sentences below.

Write **NO MORE THAN THREE WORDS** for each answer.

8. The first motion picture was called The
9. were used for the first time on film in 1926.
10. Subtitles were added to The Lights of New York because of its

WRITING

Task 1

You should spend about 20 minutes on this task.

The table below gives information on consumer spending on different items in five different countries in 2002.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Percentage of national consumer expenditure by category – 2002

Country	Food/Drinks/Tobacco	Clothing/Footwear	Leisure/Education
Ireland	28.91%	6.43%	2.21%
Italy	16.36%	9.00%	3.20%
Spain	18.80%	6.51%	1.98%
Sweden	15.77%	5.40%	3.22%
Turkey	32.14%	6.63%	4.35%

taken from <https://www.ielts-mentor.com/writing-sample/academic-writing-task-1/1033-academic-ielts-writing-task-1-sample-96-consumer-spending-on-different-items-in-five-different-countries>

Task 2

You should spend about 40 minutes on this task.

It's generally believed that some people are born with certain talents, for instance for music and sport, and others are not. However, it's sometimes claimed that any child can be taught to become good sports person or musician.

Discuss the two ideas giving your opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

taken from <https://www.ielts-mentor.com/writing-sample/writing-task-2/1143-ielts-writing-task-2-sample-228-it-s-generally-believed-that-some-people-are-born-with-certain-talents>

SPEAKING

Part 1

Topic - Friends:

Q. Do you have many friends? [Why/Why not?]

Q. How often do you go out with friends? [Why/Why not?]

Q. Tell me about your best friend at school.

Q. How friendly are you with your neighbours? [Why/Why not?]

Q. Which is more important to you, friends or family? [Why?]

taken from <https://www.ielts-mentor.com/speaking-sample/speaking-part-1>

Part 2

Describe your favourite restaurant

You should say:

- where it is
- what it looks like inside and outside
- what kinds of foods they serve

and explain what makes this restaurant so special to you and others.

Follow-up Questions:

- Which one is better: home-made foods or foods from a restaurant?
- What traditional foods do you have in your country?

taken from <https://www.ielts-mentor.com/cue-card-sample/219-ielts-cue-card-sample-2-your-favorite-restaurant>

Part 3

Topic: Historic Place.

1. How do people in your country feel about protecting historic buildings?
2. Do you think an area can benefit from having an interesting historic place locally? In what way?
3. What do you think will happen to historic places or buildings in the future? Why?
4. How were you taught history when you were at school?
5. Are there other ways people can learn about history, apart from at school? How?
6. Do you think history will still be a school subject in the future? Why?

taken from <https://www.ielts-mentor.com/speaking-sample/speaking-part-3>

Grading System

The grading system is based on the “10-point scale” approach to evaluating students’ knowledge where

10-point scale	percentage	5-point scale
1		poor
2	18%	poor
3	38%	poor
4	50%	satisfactory

5	55%	satisfactory
6	65%	good
7	75%	good
8	85%	excellent
9	93%	excellent
10	97%	excellent

Grade for 1-2 academic modules:

$$G_{1-2 \text{ modules}} = G_{\text{cumulative 1-2 modules}} * 0.6 + G_{\text{exam 2 module}} * 0.4$$

The following components are assessed to make up $G_{\text{cumulative}}$ for modules 1-2:

- lesson attendance;
- homework;
- tests;
- written work (graph/table/map/diagram/process description, essays);
- speaking tasks.

Points for all types of work are added to comprise each student's individual score, the percentage of the maximum score is then calculated and a grade from 1 to 10 is assigned according to the table above.

Grade for 3-4 academic modules:

$$G_{3-4 \text{ modules}} = G_{\text{cumulative 3-4 modules}} * 0.6 + G_{\text{IELTS mock exam}} * 0.4$$

$$G_{\text{cumulative 3-4 modules}} = G_{\text{tests}} * 0.4 + G_{\text{continuous assessment}} * 0.4 + G_{\text{MyEnglishLab}} * 0.2$$

The following components are assessed to make up $G_{\text{continuous assessment}}$ for modules 3-4:

- lesson attendance and participation;
- homework;
- quizzes;
- written work (graph/table/map/diagram/process description, essays);
- speaking tasks.

Points for all types of work are added to comprise each student's individual score, the percentage of the maximum score is then calculated and a grade from 1 to 10 is assigned according to the table above.

The number of tests for G_{tests} , quizzes and home assignments for $G_{\text{continuous assessment}}$ and tasks in MyEnglishLab for $G_{\text{MyEnglishLab}}$ is determined by the teacher in each group. All the grades are recorded in the group's register. A grade from 1 to 10 is calculated for G_{tests} , $G_{\text{continuous assessment}}$ and $G_{\text{MyEnglishLab}}$

according to the percentage each student gains of the maximum score. The percentage is then converted to the corresponding grade as in the table above.

The arithmetic rounding rule is applied, i.e. 0.1-0.4 is rounded down whereas 0.5 and higher is rounded up.

Final Grade:

At the end of the course, the final grade is calculated as follows:

$$G_{\text{final}} = \text{IELTS} * 0.4 + G_{\text{cumulative for an academic year}} * 0.6, \text{ where } G_{\text{cumulative for an academic year}} = (G_{1-2 \text{ modules}} + G_{3-4 \text{ modules}}) / 2$$

Final exam (IELTS Academic) is conducted by an external institution at the end of the course (academic module 4). IELTS grade is converted to HSE grade according to the conversion scale.

HSE	International English Language Testing System, Academic (IELTS)	5-point scale
10	8-9	excellent
9	7,5	excellent
8	7	excellent
7	6,5	good
6	6	good
5	5,5	satisfactory
4	5	satisfactory
3	4,5	poor
2	4	poor
1	0	poor

Grade Calculation Example

Grade for 1-2 academic modules:

$G_{\text{cumulative 1-2 modules}} = 9$

$G_{\text{exam 2 module}} = 6$

$G_{\text{1-2 modules}} = 9 * 0.6 + 6 * 0.4 = 5.4 + 2.4 = 7.8$. $G_{\text{1-2 modules}} = 8$

Grade for 3-4 academic modules:

$G_{\text{tests}} = 7$

$G_{\text{continuous assessment}} = 9$

$G_{\text{MyEnglishLab}} = 10$

$G_{\text{cumulative 3-4 modules}} = 0.4 * 7 + 0.4 * 9 + 0.2 * 10 = 2.8 + 3.6 + 2 = 8.4$ $G_{\text{cumulative 3-4 modules}} = 8$

$G_{\text{IELTS mock exam}} = 5.5$, which is converted to HSE grade 5 according to the conversion scale.

$G_{\text{3-4 modules}} = 8 * 0.6 + 5 * 0.4 = 4.8 + 2.0 = 6.8$. $G_{\text{3-4 modules}} = 7$

Final Grade:

$G_{\text{cumulative for an academic year}} = (8+7)/2 = 7.5$. $G_{\text{cumulative for an academic year}} = 8$

IELTS = 6.0, which is converted to HSE grade 6 according to the conversion scale.

$G_{\text{final}} = 6 * 0.4 + 8 * 0.6 = 2.4 + 4.8 = 7.2$. $G_{\text{final}} = 7$

Guidelines for Knowledge Assessment:

Speaking Criteria (speaking card)

Maximum score - 10

	2	1	0
Task achievement¹	<ul style="list-style-type: none"> ● all 4 questions are answered; ● answers are detailed; ● speaks for 1,5-2 minutes. 	<ul style="list-style-type: none"> ● 3 questions are fully answered; ● and/or speaks for 1-1,5 minute. 	<ul style="list-style-type: none"> ● answers all questions shortly; ● or only 2 questions are fully answered; ● and/or speaks for 1 minute or less.
Organization and Structure	<ul style="list-style-type: none"> ● answer is logically developed and structured; ● ideas are not repeated; ● cohesive devices are used effectively; ● uses neutral register. 	<ul style="list-style-type: none"> ● answer is generally developed logically, but there are a few minor mistakes in organization; ● and/or some ideas are repeated; ● and/or excessive use of cohesive devices; ● and/or uses slang. 	<ul style="list-style-type: none"> ● answer lacks logical organisation; ● and/or ideas are repeated; ● and/or makes mistakes using cohesive devices.

Lexis	<ul style="list-style-type: none"> • appropriately uses 5-6 lexical items; • paraphrases the task; • uses synonyms. 	<ul style="list-style-type: none"> • uses 5-6 lexical items, but makes minor mistakes; • and/or appropriately uses 3-4 lexical items; • the task is not fully paraphrased; • uses synonyms. 	<ul style="list-style-type: none"> • makes lexical mistakes which prevent comprehension; • appropriately uses 1-2 lexical items; • and/or lexical items studied in class are not used; • and/or the task is not paraphrased; • and/or uses the same words.
Grammar	<ul style="list-style-type: none"> • makes 3-4 minor mistakes (article/ending omission, etc.); • demonstrates a wide range of grammar structures (2-3 tenses, passive voice, conditionals, participle clauses, comparisons, complex sentences, etc.). 	<ul style="list-style-type: none"> • makes 5-7 minor mistakes (article/ending omission, etc.); • the range of grammar is limited. 	<ul style="list-style-type: none"> • makes 8 or more minor mistakes (article/ending omission, etc.); • and/or uses similar grammar structures; • and/or uses simple grammar structures.
Fluency	<ul style="list-style-type: none"> • speaks fluently without pauses and hesitation; • makes minor pronunciation and intonation mistakes that do not prevent comprehension. 	<ul style="list-style-type: none"> • speaks fluently with only occasional hesitation; • speaks too slowly or too fast; • pronunciation and intonation mistakes might prevent comprehension. 	<ul style="list-style-type: none"> • cannot speak at length without hesitation; • pronunciation and intonation mistakes prevent comprehension.

¹ If the task is not achieved (the content is not valid, e.g. speaks on a different topic), 0 grade is assigned and other criteria are not assessed.

adapted from IELTS Speaking (Band Descriptors) <https://www.ielts.org/-/media/pdfs/speaking-band-descriptors.ashx?la=en>

Speaking Criteria (answering questions)

Maximum score - 10

	2	1	0
Task achievement ¹	<ul style="list-style-type: none"> ● answers to all the questions are detailed. 	<ul style="list-style-type: none"> ● answers to some questions are detailed. 	<ul style="list-style-type: none"> ● answers all questions shortly.
Organisation and Structure	<ul style="list-style-type: none"> ● answer is logically developed; ● uses the following structure: topic sentence, supporting ideas; ● ideas are not repeated; ● cohesive devices are used effectively; ● uses neutral register. 	<ul style="list-style-type: none"> ● answer is generally developed logically, but there are a few minor mistakes in organization; ● uses the following structure: topic sentence, supporting ideas; but the ideas are not appropriately supported; ● and/or minor repetition of ideas occurs; ● and/or excessive use of cohesive devices; ● and/or uses slang. 	<ul style="list-style-type: none"> ● answer lacks logical organisation; ● the suggested structure is not used; ● and/or ideas are repeated; ● and/or makes mistakes using cohesive devices.
Lexis	<ul style="list-style-type: none"> ● appropriately uses 5-6 lexical items; ● paraphrases the task; ● uses synonyms. 	<ul style="list-style-type: none"> ● uses 5-6 lexical items, but makes minor mistakes; ● and/or appropriately uses 3-4 lexical items; ● the task is not fully paraphrased; ● uses synonyms. 	<ul style="list-style-type: none"> ● makes lexical mistakes which prevent comprehension; ● appropriately uses 1-2 lexical items; ● and/or lexical items studied in class are not used; ● and/or the task is not paraphrased; ● and/or uses the same words.

Grammar	<ul style="list-style-type: none"> • makes 3-4 minor mistakes (article/ending omission, etc.); • demonstrates a wide range of grammar structures (2-3 tenses, passive voice, conditionals, participle clauses, comparisons, complex sentences, etc.). 	<ul style="list-style-type: none"> • makes 5-7 minor mistakes (article/ending omission, etc.); • the range of grammar is limited. 	<ul style="list-style-type: none"> • makes 8 or more minor mistakes (article/ending omission, etc.); • and/or uses similar grammar structures; • and/or uses simple grammar structures.
Fluency	<ul style="list-style-type: none"> • speaks fluently without pauses and hesitation; • makes minor pronunciation and intonation mistakes that do not prevent comprehension. 	<ul style="list-style-type: none"> • speaks fluently with only occasional hesitation; • speaks too slowly or too fast; • pronunciation and intonation mistakes might prevent comprehension. 	<ul style="list-style-type: none"> • cannot speak at length without hesitation; • pronunciation and intonation mistakes prevent comprehension.

¹ If the task is not achieved (the content is not valid, e.g. a student speaks on a different topic), 0 grade is assigned and other criteria are not assessed.

adapted from IELTS Speaking (Band Descriptors) <https://www.ielts.org/-/media/pdfs/speaking-band-descriptors.ashx?la=en>

Writing Criteria (description of a graph/table/map/diagram/process) ¹

Maximum score - 15

	3	2	1	0
Task achievement	<ul style="list-style-type: none"> • general trend/s is/are defined properly; • key features are chosen appropriately; • supporting data are chosen appropriately. 	<ul style="list-style-type: none"> • general trend/s is/are defined properly; • key features are chosen appropriately; • there are some mistakes in supporting data. 	<ul style="list-style-type: none"> • general trend/s is/are defined properly; • some key features are not appropriate; • and/or supporting data are not provided. 	<ul style="list-style-type: none"> • general trend/s is/are not defined properly; • and/or key features are not selected; • and/or supporting data are not provided.

Structure and Organisation	<ul style="list-style-type: none"> work is logically organised; follows the following structure: paraphrases the task, shortly describes the main trend/s, 2 paragraphs describing key features supported by data, overview of the main information; cohesive devices are used effectively. 	<ul style="list-style-type: none"> mistakes in the organisation; and/or changes the suggested structure (the task is not paraphrased or the main trend/s is/are not stated). cohesive devices are used effectively. 	<ul style="list-style-type: none"> mistakes in the organisation; changes the suggested structure (the task is not paraphrased or the main trend/s is/are not stated). uses cohesive devices with mistakes. 	<ul style="list-style-type: none"> there are no paragraphs or paragraphing is incorrect and does not correspond to the suggested structure and layout; and/or the suggested structure is not used; and/or cohesive devices are not used.
Lexis	<ul style="list-style-type: none"> lexis for IELTS Writing Task 1 is used appropriately; uses synonyms. 	<ul style="list-style-type: none"> lexis for IELTS Writing Task 1 is used with 2 minor mistakes; uses synonyms. 	<ul style="list-style-type: none"> lexis for IELTS Writing Task 1 is used with 3 minor mistakes; uses synonyms. 	<ul style="list-style-type: none"> lexis for IELTS Writing Task 1 is not used; and/or there are more than 3 mistakes; and/or the same words are used without synonyms.
Grammar	<ul style="list-style-type: none"> there are no grammar mistakes; demonstrates a wide range of grammar structures (2-3 tenses, passive voice, conditionals, participle clauses, comparisons, complex sentences, etc.). 	<ul style="list-style-type: none"> makes 1-2 grammar mistakes; demonstrates a wide range of grammar structures (2-3 tenses, passive voice, conditionals, participle clauses, comparisons, complex sentences, etc.). 	<ul style="list-style-type: none"> makes 3-4 grammar mistakes; demonstrates a wide range of grammar structures (2-3 tenses, passive voice, conditionals, participle clauses, comparisons, complex sentences, etc.). 	<ul style="list-style-type: none"> makes 5 and/or more grammar mistakes; uses simple grammar.

Spelling and punctuation		<ul style="list-style-type: none"> there are no spelling or punctuation mistakes. 	<ul style="list-style-type: none"> makes 1-2 spelling and/or punctuation mistakes. 	<ul style="list-style-type: none"> makes 3 spelling and/or punctuation mistakes.
Style			<ul style="list-style-type: none"> academic writing (neutral/formal lexis, no contractions used). 	<ul style="list-style-type: none"> not academic style (informal lexis, contractions).

¹ If there are fewer than 150 words, 1 point is subtracted from the final score.

adapted from IELTS Writing Task 1 Band Descriptors
https://takeielts.britishcouncil.org/sites/default/files/2018-01/IELTS_task_1_Writing_band_descriptors.pdf

Writing Criteria (essay) ¹

Maximum score - 16

	3	2	1	0
Task achievement ²	<ul style="list-style-type: none"> addresses all questions in the task; ideas are supported by fully-developed and detailed arguments (with examples and statistical data). 	<ul style="list-style-type: none"> only if there are two and more questions in the task: only 1 question in the task is addressed; one of the supporting arguments lacks detail and appropriate development. 	<ul style="list-style-type: none"> addresses all questions in the task; one of the supporting arguments lacks detail and appropriate development. 	<ul style="list-style-type: none"> ideas are not supported by appropriately developed arguments.

Organisation and Structure	<ul style="list-style-type: none"> work is logically organised; uses the following structure: introduction, 2-4 paragraphs, conclusion without any new ideas; cohesive devices are used effectively. 	<ul style="list-style-type: none"> mistakes in the organisation; and/or mistakes in the structure; cohesive devices are used effectively. 	<ul style="list-style-type: none"> mistakes in the organisation; mistakes in the structure; uses cohesive devices with mistakes. 	<ul style="list-style-type: none"> there are no paragraphs or paragraphing is incorrect and does not correspond to the suggested structure and layout; and/or the suggested structure is not used ; and/or cohesive devices are not used.
Lexis	<ul style="list-style-type: none"> appropriately uses 8-10 lexical items; uses synonyms. 	<ul style="list-style-type: none"> appropriately uses 6-7 lexical items; and/or there are 1-2 lexical mistakes; uses synonyms. 	<ul style="list-style-type: none"> appropriately uses 5 lexical items; and/or there are 3-4 lexical mistakes; uses synonyms. 	<ul style="list-style-type: none"> appropriately uses fewer than 5 lexical items; and/or there are more than 4 lexical mistakes; and/or does not use synonyms.
Grammar	<ul style="list-style-type: none"> there are 1-2 grammar mistakes; demonstrates a wide range of grammar structures (2-3 tenses, passive voice, conditionals, participle clauses, comparisons, complex sentences, etc.). 	<ul style="list-style-type: none"> there are 3-4 grammar mistakes; demonstrates a wide range of grammar structures (2-3 tenses, passive voice, conditionals, participle clauses, comparisons, complex sentences, etc.). 	<ul style="list-style-type: none"> there are 5 grammar mistakes; demonstrates a wide range of grammar structures (2-3 tenses, passive voice, conditionals, participle clauses, comparisons, complex sentences, etc.). 	<ul style="list-style-type: none"> there are more than 5 grammar mistakes; the grammar range is limited.
Spelling and Punctuation	<ul style="list-style-type: none"> there are no spelling or punctuation mistakes. 	<ul style="list-style-type: none"> there are 1-2 spelling mistakes and/or 1-2 punctuation mistakes. 	<ul style="list-style-type: none"> there are 3 spelling mistakes and/or 3 punctuation mistakes. 	<ul style="list-style-type: none"> there are more than 3 spelling mistakes and/or more than 3 punctuation mistakes.

Style			<ul style="list-style-type: none"> academic writing (neutral/formal lexis, no contractions used). 	<ul style="list-style-type: none"> not academic style (informal lexis, contractions).
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¹ If there are fewer than 250 words, 1 point is subtracted from the final score.

² If the task is not achieved (content is not valid, e.g. a student writes on a different topic), 0 grade is assigned and other criteria are not assessed.

adapted from IELTS Writing Task 2 Band Descriptors
https://takeielts.britishcouncil.org/sites/default/files/2018-01/IELTS_task_2_Writing_band_descriptors.pdf

Methods of Instruction: contact hours in the classroom, online classrooms.

Special Equipment and Software Support: computer, projector, speakers, access to the Internet.

Reading List:

a. Required

Walsh, Clare and Warwick, Lindsay (2017) Expert IELTS 7,5. Pearson Education.

b. Optional

Brown, Richard and Richards, Lewis (2011). IELTS Advantage: Writing Skills. DELTA Publishing. Cambridge Practice Tests for IELTS 1-12.

Cullen, Pauline (2012). Cambridge Vocabulary for IELTS Advanced. Cambridge University Press.

Cullen, Pauline, French, Amanda, Jakeman, Vanessa (2014). The official Cambridge Guide to IELTS. Cambridge University Press.

Foley, Mark and HALL, Diane (2005). Advanced Learners' Grammar. Longman.

Hashemi, Louise and Thomas, Barbara (2011). IELTS Trainer. Cambridge University Press.

Hewings, Martin (2013). Advanced Grammar in Use. Cambridge University Press, 3rd ed.

Hopkins, Diane and Cullen, Pauline (2008). Cambridge Grammar for IELTS with Answers. Cambridge University Press.

Marks, Jon (2007). IELTS Resource Pack. DELTA Publishing.

Marks, Jon (2013). IELTS Advantage: Speaking and Listening Skills. DELTA Publishing.

McCarthy, Michael and O'Dell, Felicity (2016). Academic Vocabulary in Use. Cambridge University Press, 2nd ed.

McCarthy, Michael and O'Dell, Felicity (2017). English Collocations in Use Advanced. Cambridge University Press, 2nd ed.

McCarthy, Michael and O'Dell, Felicity (2017). English Vocabulary in Use Advanced. Cambridge University Press, 3rd ed.

Murphy, Raymond (2012). English Grammar in Use. Cambridge University Press, 4th ed.

O'Connell, Sue (2013). Focus on IELTS. Pearson.

Rogers, Louis and Thorner, Nick (2016). IELTS Intensive: A Short Course for IELTS Success. DELTA Publishing.

Swan, Michael (2016). Practical English Usage. Oxford University Press. 4th ed.

Taylor, Jeremy and Wright, Jon (2012). IELTS Advantage: Reading Skills. DELTA Publishing.

Terry, Morgan and Wilson, Judith (2012). Focus on Academic Skills for IELTS. Pearson.

Vince, Michael (2009). *Advanced Language Practice: English Grammar and Vocabulary*. Macmillan, 3rd ed.

Wyatt, Rawdon (2012). *Check your Vocabulary for IELTS*. Bloomsbury, 3rd ed.