

Syllabus

Approved by Academic Council
of Bachelor Degree Programme
Foreign Languages and Intercultural Communication
Protocol of Session №4 от «21»_06_2018

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Credits	3
Classroom hours	56
Self-study	58
Year	4
Format	Full time

1. Course Description

a. Title of a Course

Speech Practice (Практика устной и письменной речи)

b. Pre-requisites

The course belongs to the basic part of the professional cycle (Major) code: Б: Пр.Б
In order to master the academic discipline students have to:

- have achieved the advanced level of the English language (C1 / IELTS 7,5+);
- be able to use foreign language as a tool to obtain information from foreign sources for educational, research and self-development purposes;
- have general understanding of socio-cultural peculiarities of the country (ies) of the foreign language;
- be able to communicate efficiently and interact in the process of collaboration, taking in consideration positions of other counterparts;
- be able to use major skills of cognitive, research and project activity;
- be conversant in various sources of information and exercise critical analysis in interpreting data received thereof;
- be able to use ICT means in order to settle cognitive, communicative and organizational issues having adhered to the ergonomic, safety, hygienic, legal, ethical and information security resource conservation requirement;
- be able to use the skills of cognitive reflection as of awareness of the actions committed and mental processes, their results and grounds, boundaries of one's knowledge and ignorance, new cognitive goals and means towards the ends.

Principal provisions of the discipline shall be used further on when studying the following subjects:

- Elective course
- Online elective discipline from the recommended list (in English)
- Specialization
- Research Seminar
- Course and Graduation Papers

c. Course Type

Compulsory.

d. **Abstract**

The course leads students towards the C2 level according to CEFR in all aspects and skills. The course covers a wide range of topics, and students are involved in a variety of activities that let them progress in both productive and receptive skills. Students will have the opportunity to engage with longer and denser texts of various genres and registers, and practice producing extended stretches of discourse. They will be able to develop their social and academic competencies as the course implies a considerable amount of group, pair and project work. The final project requires that students present a 5-minute persuasive talk.

2. **Learning Objectives**

The principle goal of is formation of professional and academic competencies (including instrumental and social and personal competencies), defined in the Education Standard of HSE in the field of study 45.03.02 "Linguistics".

The main goal is the formation of:

- ***Foreign language communicative competencies at the C1+-C2 level, including sub-competencies:***
 - Linguistic competence (lexical items and grammar rules knowledge);
 - Sociolinguistic competence (skills in using and interpretation of linguistic forms according to the situation/context);
 - Discursive competence (skills in understanding and logical composition of certain statements for the purpose of notional communication);
 - Strategic competence (skills in using verbal and nonverbal strategies for compensation of lack of knowledge);
 - Sociocultural competence (sociocultural context knowledge);
 - Social competence (willingness and readiness to cooperate with others, skills of situation control)

3. **Learning Outcomes**

By the end of the course the students will be able to:

in listening and reading:

- listen to longer authentic texts for gist, for detail and for specific information;
- read authentic texts of various genres (newspaper and journal articles, blogs, etc.) for gist, for detail and for specific information;
- infer meaning when reading and listening;
- make notes when reading authentic texts;
- take notes when listening to authentic texts;
- distinguish between fact and opinion;
- distinguish between the main idea and supporting details;
- rely on the features of discourse for understanding.

in speaking and writing

- use C1+ vocabulary and structures to produce written and spoken texts;
- use samples;
- use background knowledge;
- express opinion supporting it with evidence and examples;

- participate in a dialogue using phrases for emphasis and reinforcement, agreement and disagreement, asking for information, expressing opinion, backtracking and correcting, etc.;
- summarise information from one or various sources;
- support an opinion with evidence and examples;
- refer to sources correctly to avoid plagiarism;
- be polite and compromise in discussions;
- use linking devices for coherence and cohesion.

academic skills:

- use monolingual dictionaries, thesauruses, and dictionaries of collocations to enlarge the vocabulary range;
- plan, execute, and control self-study;
- use self- and peer-assessment, give feedback;
- use assessment criteria when executing a task;
- manage time and resources;
- analyse and synthesise information;
- identify problems and suggest possible solutions;
- contrast and compare information;
- identify cause and effect;
- use a range of presentation techniques;
- use graphical devices to present information.

4. Course Plan

Theme 1. Economic resources

Vocabulary: Quantity and Money. Grammar: Passive forms and causatives.

Presentation skills: using visual stimuli. Writing: summarising a scientific text.

Reading: reading critically.

Theme 2. Practical ideas

Vocabulary: Materials and the Built Environment. Grammar: Participle and infinitive clauses.

Presentation skills: being persuasive. Writing: valid argumentation. Reading: following the writer's argument.

Theme 3. Identity and Stereotypes

Vocabulary: Relationships and people. Grammar: Comparative and superlative patterns, Reported Speech. Reading: reading a research article.

Presentation skills: storytelling while presenting. Speaking: unprepared monologue.

Theme 4. Sustainability

Vocabulary: Chance and Nature. Grammar: Modal Verbs.

Presentation skills: involving audience while presenting. Writing: summarising a spoken text. Reading: reading efficiently.

Theme 5. Success

Vocabulary: Preference and leisure activities. Grammar: Gerunds and Infinitives.

Presentation skills: targeting your presentation. Writing: summarising a Russian text in the English language. Reading: understanding the writer's opinion.

Theme 6. Innovation in education

Vocabulary: Change and Technology. Grammar: Conditionals.

Presentation skills: structuring your presentation. Speaking: REACTING TO A NEWSPAPER

ARTICLE.

Writing: summarising two texts. Reading: following argument in a long article.

5. Reading List

a. Required

[Hewings, M.](#) Cambridge academic English: advanced: student's book: an integrated skills course for EAP / [M. Hewings, C. Thaine.](#) – Cambridge [etc.]: Cambridge University Press, 2012. – 176 с. – На англ. яз. - ISBN 978-0-521-16521-1.

b. Optional

[Eastwood, J.](#) Oxford practice grammar / [J. Eastwood.](#) – 2nd ed. – Oxford: Oxford University Press, 2004. – 392 с. – На англ. яз. - ISBN 0-19-431370-0.

Mann, M. Destination C1-C2 / M. Mann, S. Taylore-Knowles. – Macmillan, 2007.

Foley, M. My Grammar Lab C1-C2 / M. Foley, D. Hall. – Pearson, 2012.

Dummet P. Keynote Proficient / Dummet P. – National Geographic Learning, 2017.

6. Grading System

The teacher assesses the students' work during the classes: participation in dialogues and discussions, monologues, presentations, role-plays, written tasks fulfillment, active vocabulary acquisition. The teacher assesses students' independent work in terms of homework completion, and the completion of extensive reading and listening tasks. The grades for these two types of activities are recorded in the register (decimal system: 0-10), and the mean is calculated at the end of the year – O_{aud} .

The accumulated grade for a module includes the student's result of the ongoing control in the following way :

$$O_{accum} = (O_{ongoing} + O_{aud}) / 2$$

where $O_{ongoing}$ is calculated as a sum of all the forms of the ongoing control provisioned in the GSP (General Study Plan) divided by their number (see Section 5):

$$O_{ongoing} = \sum O_{test\ n} / n.$$

The final grade is calculated according to the formula:

$$O_{sum} = 0,6 \cdot O_{accum} + 0,4 \cdot O_{exam} .$$

The marks are rounded down from 0.6 and up from 0.7.

7. Guidelines for Knowledge Assessment

Type	Form	Academic year				Parameters
		1	2	3	4	
Ongoing	Test Monologue	3	3			40 minutes, all aspects and skills (excl. speaking)
		1	1			Unprepared monologue 3-4 mins
	Presentation		1			Persuasive presentation 5-7 minutes
Summative	Examination		1			Written examination 80 minutes

Tasks for independent work

- Summary (text annotation) – one and several sources
- work with texts and video
- activation of lexis and structures
- lesson preparation

Monologues, presentations, discussions are assessed in accordance with the criteria (see Appendix 1).

Violation of the written work's deadlines

Work submitted with a 3-academic days' delay may be given a maximum of 8 points
 Work submitted with a 5-academic days' delay may be given a maximum of 6 points
 Work submitted with a 6 or over academic days' delay is given 0 points irrespective of the quality of the work.

Violation of the oral task's deadlines

If a student refuses to perform oral tasks to the deadlines stipulated by the teacher or is absent at the lesson without any admissible excuse, the student obtains 0 points.

Exceptions cover medical cases, confirmed by official medical documents and exceptional circumstances, of which the teacher should be informed beforehand. All decisions about rearranging the deadlines are settled on an individual basis by the teacher and the student. Should it be required, the academic manager or/and the Head of the academic office may take part in the decision making process.

ПРИМЕРЫ ОЦЕНОЧНЫХ СРЕДСТВ Year 4. Final Test Version A

1 Fill in the gaps with a word from the box. You do not have to use five of them.

transparency assertion called intervene erupted coincidence distinction
 haphazard substantial precise persisted forging tackle reckon
 determined

As the scale and complexity of the world's interrelated business and development challenges came into focus, companies were vocal about not being able to 1____ them alone. A proliferation of partnerships and collaborations 2____ across sectors and industries to address these systemic challenges. In 2011, chemical industry initiative Together for Sustainability was founded by Henkel, among others, to develop a global approach to assessing and improving sustainability practices within the industry's supply chains.

Though high profile industrial disasters 3____, a growing bulk of regulations and laws evolved to push companies towards greater 4____ and cut their social and environmental impacts.

For the evolution of corporate sustainability, 2015 was a momentous year. The UN launched the sustainable development goals (replacing the MDGs), a global vision for a fairer, sustainable world supported by 193 countries. Global leaders made history by 5____ the Paris agreement on climate change, and the UK's Modern Slavery Act became the first legislation to address slavery in the 21st century.

Some companies are integrating social and environmental priorities into the fabric of their organisations, no longer making a 6____ between sustainability and their core business goals. Targets are becoming more 7____ and ambitious, with 200 multi-nationals

committing to the science-based climate targets initiative in 2016, and more than 110 companies vowing to use 100% renewable energy through the RE100 initiative.

The financial community is increasingly making its voice heard too. In 2016, the governor of the Bank of England, Mark Carney, and business leader Michael Bloomberg 8____ for greater disclosure of climate risks to inform investment decisions, re-emphasising the role of responsible finance in the march towards sustainable development.

Adopting and implementing a purpose over profit strategy takes time, and more 9____ progress on the SDGs is needed far more rapidly. Empowering small businesses and consumers to take action on sustainability will also be vital. But the leaders in this space are 10____, and with transformative ambitions and the right combination of people, investment and policy, there is no doubt that business can change the world.

2. Rephrase the statements using the words in bold. Use between three and eight words.

1. His interests are completely different from mine.

common

I don't _____ him.

2. Mike's comments are extremely sarcastic.

quite

Mike _____ tongue.

3. I think someone should explain the problem to me.

have

I think I need _____ me.

4. When I hear people criticise me, it drives me mad and I become defensive.

being

I can't _____, so I become defensive.

5. You must pay this bill.

but

There is no other _____ this bill.

6. There is hardly any other sport as popular as soccer.

far

Soccer is _____ sport in the world.

7. I recommend that all of you complete the self-study assignment.

had

All of you _____ self-study assignment.

8. The most likely situation is that John was dismissed due to tardiness.

have

John _____ due to tardiness.

9. "You must not be late under any circumstances," the boss warned.

to

The boss warned us that we _____ under any circumstances.

10. Why don't we go to the seaside for the weekend?

as

We _____ for the weekend.

3. *Change the words in capitals for them to fit the gaps.*

1. To achieve the _____ effect, take the pills three times a day. DESIRE

2. Due to the _____ warm winter, the hockey championship was canceled.

CHARACTER

3. Some banks apply extra charges if clients exceed _____ limits. DRAW

4. Big data attract the research attention of data _____. ANALYZE

5. His comment sounded _____ serious. THREAT

6. It is a _____ title, so Mark Howard will become Sir Mark Howard on his father's death. INHERIT
7. Another nuclear accident in the same place is virtually _____. CONCEIVE
8. The teacher is _____ that the school is not to blame for the situation. INSIST
9. They were asked whether they felt they had been treated _____ in any way. FAVOUR
10. Even in _____ amounts, this poison can kill you. FINITE

4. Correct a mistake in each sentence.

- 1 If treating badly, children will misbehave.
- 2 She came to the class, to learn only that the students have not arrived yet.
- 3 They blamed me of not sending the report on time.
- 4 The shop assistant demanded he showed some proof of his age.
- 5 The Minister's statement that the recession will soon be over was ridiculed by the opposition.
- 6 The newspaper must not have published the rumour without evidence.
- 7 The weather was warm that we didn't need to take warm coats. We had to carry them around everywhere.
- 8 This outfit is nowhere near as expensive than the one she is wearing.
- 9 Intuition can have just as significant influence as logical reasoning.
- 10 The deal having signed, we went out to celebrate it.

___/ 10

Total: ___/ 40

8. Methods of Instruction

Workshops
 Short-term projects;
 Research technology (conferences, discussions);
 Elements of Case studies;
 Role-plays;
 Brainstorming;
 Critical Thinking;
 Debates

9. Special Equipment and Software Support

№	Title	Access from
1.	Microsoft Windows 7 Professional RUS Microsoft Windows 10 Microsoft Windows 8.1 Professional RUS	<i>University intranet</i>
2.	Microsoft Office Professional Plus 2010	<i>University intranet</i>