

*Approved by the Academic council of
the Educational programme*

Protocol No. __ from __. __. 2019

Syllabus
English Language

Authors: T. Baranovskaya, professor
T.Kashkarova, senior lecturer (tkashkarova@hse.ru)
E.Klepko, tutor (eklepko@hse.ru)
V.Makarenko, tutor (vmakarenko@hse.ru)

1. Course description

a) Prerequisites

The course is aimed at students with the practical knowledge of the English language confirmed by the results of the USE (Unified State Examination), which is expected to correspond to B1 CEFR level.

b) Abstract

Increasingly volatile and fast-developing contemporary labour market requires rigid competencies from potential young employees. Graduates of the NRU HSE are provided with a possibility to polish their English language skills obtaining a competitive edge in the international job market.

The course in question is taught at the HSE and University of London Parallel Degree Programme in Management and Digital Innovation. The programme is designed in accordance with the concept of foreign language teaching at NRU HSE, mandatory requirements and standards applied in the Russian Federation and according to NRU HSE Business Informatics (38.03.05) educational standard.

Students are expected to use the competence approach to learning the discipline when special emphasis is laid on the student's own rigorous and conscientious self-study process.

2. Learning Objectives

- further improvement of foreign language competence in accordance with international standards and requirements, which means mastering basic discursive skills that allow a student to participate in discussions, make presentations in a foreign language environment; work with a variety of authentic textual materials; listen to lectures and participate in seminars conducted by foreign experts;
- improvement of a student's educational and cognitive competence-the ability to independently acquire knowledge and skills for domestic and professional communication in a foreign language, including the use of advanced information technologies;
- development of compensatory competence, that is developing abilities of students that enable them to cope with the situation in conditions of lack of language resources whilst receiving or transferring information;
- formation of socio-cultural competences necessary for successful adaptation of graduates in the labor market and communication in a foreign environment;

3. Learning outcomes

Competency	Code FGES/ NRU	Descriptors – the main features of development (indicators of achievement of the result)	Forms and methods of training that contribute to the formation and development of competence
1. Reading	OK -1	<p>1. <i>Exploratory</i> (without a dictionary) comprehension - 75 %; rate - 180 wpm.</p> <p>2. <i>Analytical</i> (with a dictionary) comprehension - 100 %; reading speed - 60 wpm.</p> <p>3. Skimming rate - 250 words/min.</p> <p>4. <i>Scanning</i></p>	<p>a) determine the subject, the content of the text by title; b) highlight the main idea; c) select the main facts from the text, omitting the secondary ones;</p> <p>a) perception of all information for later reproduction; b) correlation of facts and their presentation in a certain sequence; generalization of facts; c) translation, analysis of understanding of subtext, language facts.</p> <p>a) definition of the information contained in the text; b) assessment of the facts of the text as a whole.</p> <p>a) quick selection of necessary information (quotation, wording); b) finding a definition based on the facts of the text.</p>

2. Writing		description of diagrams and graphs; processes; different types of essays;	a) exercises, dictations; b) familiarization with the peculiarities of different essay types;
3. Listening		- single listening: without visual support; normal speech rate; - increased text 3-30 minutes' long - one person (monologue) - discussion (two or more)	a) answers to questions given before and after listening; b) drawing a plan; c) expressing main idea; d) choosing the right answers;
4. Speaking - rate of speech: 100-130 words/minute; - vocabulary volume: 2,500 words of general and specialized vocabulary		1. Monologue a) prepared b) unprepared 2. Discussion	a) elicit general idea; b) elicit main idea; c) elicit specific idea; d) reporting; e) presenting; a) questions and answers on the studied subject; b) preparation of dialogues; c) role play. d) participation in round tables

4. Course plan.

	Modules	Total hours	Class hours	Self-study hours
1	Module 1	90	60	30
1,1	Studying. School and university. Professional education. Learning applications and strategies. Libraries.			
1,2	History. Human development. A world of change. Locations. The natural world. Animal world.			
1,3	Revision.			
1,4	Test.			
	Module 2	90	60	30

2,1	Human body. Appearance. Health. Diseases and treatment. Eating habits. Healthy lifestyle.			
2,2	A consumer society. Economics issues. Ecology			
2,3	Revision.			
2,4	Test.			
	Module 3	120	80	40
3,1	Our future. Homes of the future. Technologies of the future			
3,2	Law and order. Crime and punishment. Law enforcement. Legal system.			
3,3	Means of transport. Infrastructures. Travelling.			
3,4	Revision.			
3,5	Test.			
	Module 4	110	70	40
4,1	Social networks. Communication.			
4,2	Being successful. Work and career. Skills and abilities. Multitasking.			
4,3	Entertainment. Culture. Arts. Science and technology.			
4,4	Revision.			
4,5	Test			
4,6	Examination test.	--	--	--

Module 1

Topic 1

Studying. School and university. Professional education. Learning applications and strategies.

Libraries.

Discussion issues

intelligence
manage your time
learning applications
libraries
the Internet in studies
school education
higher education
school subjects

methods of learning

Language

Topical vocabulary: the language of education, the language of learning, school and university subjects, synonyms, describing trends, collocations

Grammar: prefixes, word formation; tenses

Structures: feel + adj

Activities

Reading

- Completing tables
- Completing sentences/summaries/notes

Listening

- Multiple-choice questions
- Choosing answers from the list

Speaking

- Monologue
- Dialogue

Writing

- Describing graph/diagram
- Analysing visual prompts

Topic 2

History. Human development. A world of change. Locations. The natural world. Animal world.

Discussion issues

a changing world

living standards

personal and social development

life in the past

important historical events

an alternative world

humans and nature

architecture

cities and towns

roaming

production processes

whereabouts

favourite places

animal world

animal extinction

natural disasters

environmental issues
exotic places

Language

Topical vocabulary: social vocabulary, environmental vocabulary, animals, production, places, academic words, written and spoken vocabulary, process verbs

Grammar: Passive Voice, relative clauses; sequencing with prepositions and adverbs

Activities

Reading

- true/false/not given statements
- Short-answer questions

Listening

- Labelling a map
- Completing forms

Speaking

- Monologue - description

Writing

- Describing graph/diagram
- Describing Processes

Module 2

Topic 3

Human body. Appearance. Health. Diseases and treatment. Eating habits. Healthy lifestyle.

Discussion issues

today's teenagers
diseases and their treatment
mental health
positive and negative thinking
fast food
stress
social issues
problems of modern society
active lifestyle
daily routine
sport in our life

Language

Topical vocabulary: leisure vocabulary, medical vocabulary, food vocabulary, academic collocations, idiomatic phrases for problems and solutions

Grammar: real and unreal conditionals, other ways to express conditionality, modal forms, degrees of certainty, adverbs of attitude

Activities

Reading

- Matching paragraph headings
- Choosing answers from the list

Listening

- Completing sentences/summaries
- Short-answer questions

Speaking

- Monologue - opinion
- Dialogue – discussion, expressing personal opinions

Writing

- Problem and Solution Essay
- Choosing Arguments
- Developing and linking ideas

Topic 4

A consumer society. Economics issues. Ecology

Discussion issues

consumerism

types of economy

recycling

a sharing economy

mobile phones

modern gadgets

upcycling

presents and gifts

shopping

brands and trademarks

possessions and belongings

Language

Topical vocabulary: shopping vocabulary, environmental vocabulary, business vocabulary; academic words for thoughts and beliefs, signposting words

Grammar: form clauses, subordinate clauses, expressing opinion with *that*, pronoun referencing

Activities

Reading

- Matching
- Completing sentences/summaries/notes

Listening

- Completing tables
- Completing notes

Speaking

- Dialogue – expressing reasons
- Monologue – expressing opinions

Writing

- Opinion Essay
- Choosing Arguments
- Developing and linking ideas

Module 3

Topic 5

Our future. Homes of the future. Technologies of the future

Discussion issues

prediction of the future

innovations and inventions

robotic technology

artificial intellect

technological advances

threats posed by technological development

replacing humans with robots

gadget addiction

ocean exploration

new habitats

space exploration

underwater living

Language

Topical vocabulary: technology vocabulary, the language of invention and innovation, expressing agreement and disagreement, expressing quantity, noun phrases

Grammar: reported speech patterns

Activities

Reading

- Matching
- Completing sentences/summaries/notes

Listening

- Labelling a diagram
- Matching
- true/false/not given statements

Speaking

- Monologue - description

Writing

- Describing graph/diagram
- Analysing visual prompts
- Interpreting tables/charts

Topic 6

Law and order. Crime and punishment. Law enforcement. Legal system.

Discussion issues

types of crimes
punishment
legal procedures
justice
surveillance
public safety
personal safety
crime prevention
employment of technology by police
the future of the crime
crime investigation

Language

Topical vocabulary: criminal and law vocabulary, verbs for argument and opinion

Grammar: cleft sentences, pronouns

Structures: there vs it

Activities

Reading

- Completing flow charts
- Completing sentences/summaries/notes

Listening

- Completing sentences/summaries
- Multiple-choice questions

Speaking

- Monologue – expressing opinions

Writing

- For and Against Essay
- Comparing and contrasting
- Choosing Arguments

Topic7

Means of transport. Infrastructures. Travelling.

Discussion issues

means of transport
private and public transport
pedestrians and motorists
traffic in cities
places to live in
different clubs
community activities
types of travelling
holidays
transport of the future

Language

Topical vocabulary: travel and transport vocabulary, word families, collocations with plan

Grammar: sentence fragments and run-on sentences, prepositions, punctuation

Activities

Reading

- Matching sentence fragments
- Completing sentences/summaries/notes

Listening

- Completing forms
- Multiple-choice questions

Speaking

- Monologue - description
- Dialogue - questioning

Writing

- Describing graph/diagram
- Analysing visual prompts
- Interpreting tables/charts
- Writing introductions for graph description
- Writing conclusions for graph description

Module 4

Topic 8

Social networks. Communication.

Discussion issues

communities

altruism

teamwork

social networks

types of communication

hobbies

people and animals

internet addiction

Language

Topical vocabulary: vocabulary related to community, academic collocations, describing emotions, cause and effect linking words

Grammar: Future tenses

Structures: noun phrases

Activities

Reading

- true/false/not given statements
- Choosing answers from the list
- Multiple-choice questions

Listening

- Completing tables
- Matching

- Multiple-choice questions

Speaking

- Monologue - description
- Dialogue

Writing

- Cause and Effect Essay
- Writing essay introductions
- Writing essay conclusions
- Using cohesive devices
- Writing topic hypothesis
- Developing and linking ideas

Topic 9

Being successful. Work and career. Skills and abilities. Multitasking.

Discussion issues

successful people
a recipe for success
multitasking
talented people
jobs
professionalism
TV shows
business issues
start-ups
workplace
employers and employees relations
the sharing economy

Language

Topical vocabulary: vocabulary related to talent, collocations for success and talent, personal qualities, estimation and indication

Grammar: articles and pronouns

Activities

Reading

- Multiple-choice questions
- true/false/not given statements

Listening

- Completing sentences/summaries
- Multiple-choice questions

Speaking

- Dialogue - questioning

Writing

- Describing Processes
- Describing graph/diagram
- Analysing visual prompts

Topic 10

Entertainment. Culture. Arts. Science and technology.

Discussion issues

great inventions
creativity
the science of imagination
music
reading
cinematography
innovations
the nature of scientific progress
entertainment

Language

Topical vocabulary: nouns for hypothesizing, phrases for speculation

Grammar: past modal verbs, verb patterns, unreal conditional

Activities

Reading

- Matching sentence fragments
- Multiple-choice questions
- true/false/not given statements

Listening

- Completing notes
- Completing tables

Speaking

- Monologue - description
- Monologue - opinion
- Dialogue - discussion

Writing

- Opinion Essay
- Expressing a point of view
- Choosing Arguments

5. Reading list.

Required course textbooks:

Fiona Aish, Jo Tomlinson, Jan Bell (2017) *Expert IELTS 7.5 Coursebook* Pearson

Margaret Matthews, Katy Salisbury (2017) *Expert IELTS 7.5 Student's Resource Book* Pearson
pearsonelt.com/experteilts

Optional resources:

Internet resources:

<https://www.ielts.org>

<https://www.ielts-exam.net>

<https://ieltonlinetests.com>

<https://www.ielts-blog.com>

<http://ieltsliz.com>

<https://www.ieltspodcast.com>

<https://www.ieltsonlinepractice.com>

<https://ieltsmaterial.com>

<https://ielts-up.com>

<https://www.ielts-master.com>

<https://www.ieltsachieve.com>

Past papers

<http://www.ielts.org/teachers.aspx>

6. Grading system.

The discipline “English language” provides students with 16 credits.

In accordance with the Regulations for Interim and Ongoing Assessments of Students at HSE University (<https://www.hse.ru/en/docs/231102058.html>), the control includes such forms as current, intermediate and final control.

Current control of students’ progress in the subject is carried out during each module (tests, dictations, speaking and written tasks in IELTS format).

Intermediate control is organized at the end of the second module as a mock exam and Grade (interm) for the first term is calculated as follows:

$G_{(1-2 \text{ modules})} = 0.6(G_{\text{accum}}) + 0.4G_{\text{(mock exam)}}$

The final course grade (G_{final}) is calculated as follows:

$G_{\text{final}} = \max(G_{\text{IELTS}} ; 0.5(G_{\text{accum1-4 modules}})+0.5(G_{\text{IELTS}}))$. All grading is carried out on a 10-point scale, intermediate rounding is not applied at any stage, except for the final grade.

G_{IELTS} is the result of an independent examination at a certified center upon the completion of the course. Students can also transfer the result of the previously acquired IELTS certificate, provided it is still valid by the latest date of application to the University of London (01/11/2020). The following table is used to convert IELTS results to the 10-point scale used at HSE:

<i>IELTS scale</i>	<i>10-point HSE scale</i>
8-9	10
7,5	9
7	8
6,5	7
6	6
5,5	5
5	4
4,5	3
4	2
<4	1

$G_{\text{accum1-4 modules}}$ is the accumulated grade over 4 modules for the following types of current control: tests, dictations, speaking and written tasks in IELTS format

For the 16 credits to be counted towards the HSE degree, G_{final} has to be 4 or higher.

The following two additional requirements need to be satisfied for the student to be eligible for the University of London programme:

- overall IELTS score (G_{IELTS}): 6.0 or higher
- score for each of the 4 IELTS parts: 5.5 or higher

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

<i>10-point scale</i>	<i>percentage</i>	<i>5-point scale</i>
1	below 18%	poor
2	18%	poor
3	38%	poor
4	50%	satisfactory
5	55%	satisfactory
6	65%	good
7	75%	good
8	85%	excellent
9	90%	excellent

10	97%	excellent
----	-----	-----------

The criteria for tasks assessment are borrowed from public version of band descriptors on <https://www.ielts.org> and adapted to educational goals:

Writing task 1 (Max score - 15)

criteria	score			
	3	2	1	0
Task achievement	covers all requirements of the task sufficiently: general trends, key features, supporting data	covers all requirements of the task sufficiently, missing some supporting data	general trends are defined properly; some key features are not appropriate; and/or supporting data are not provided.	trends are not defined properly; and/or key features are not selected; and/or supporting data are not provided.
Coherence & cohesion	sequences information and ideas logically; manages all aspects of cohesion well; uses paragraphing sufficiently and appropriately	arranges information and ideas coherently and there is a clear overall progression; uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical	does not organise ideas logically; may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	has very little control of organisational features; fails to communicate any ideas
Lexical resource	uses a wide range of vocabulary fluently and flexibly to convey precise meanings; skillfully uses uncommon lexical items; minor errors occur only as 'slips'	uses a wide range of vocabulary fluently and flexibly to convey precise meanings; skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation	uses an adequate range of vocabulary for the task; attempts to use less common vocabulary but with some inaccuracy	uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task
Grammatical range and accuracy	there are no grammar mistakes; demonstrates a wide range of grammar structures	uses a mix of simple and complex sentence forms; makes some errors in grammar (1-2)	uses only a limited range of structures ; attempts complex sentences but these tend to be less accurate than simple sentences; may make frequent grammatical errors (3-4)	makes 5 or more grammar mistakes; uses simple grammar structures.
Spelling & punctuation	has good control of punctuation but may make a few errors	makes some errors in grammar and punctuation but they rarely reduce communication	punctuation is often faulty and distort the meaning	cannot use appropriate punctuation

- *If there are fewer than 150 words, the work is not assessed.*

Writing task 2 (Max score - 16)

criteria	score			
	3	2	1	0
Task achievement	presents a clear position throughout the response presents, extends and supports main ideas	addresses all parts of the task although some parts may be more fully covered than others; presents a relevant position although the conclusions may become unclear or repetitive; presents relevant main ideas but some may be inadequately developed/unclear	does not adequately address any part of the task; does not express a clear position; presents few ideas, which are largely undeveloped or irrelevant	barely responds to the task; does not express a position; may attempt to present one or two ideas but there is no development
Coherence & cohesion	sequences information and ideas logically; manages all aspects of cohesion well; uses paragraphing sufficiently and appropriately	arranges information and ideas coherently and there is a clear overall progression; uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical	does not organise ideas logically; may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	has very little control of organisational features; fails to communicate any ideas
Lexical resource	uses a wide range of vocabulary fluently and flexibly to convey precise meanings; skillfully uses uncommon lexical items; minor errors occur only as 'slips'	uses a sufficient range of vocabulary to allow some flexibility and precision; uses less common lexical items with some awareness of style and collocation but there may be occasional inaccuracies in word choice and collocation	uses an adequate range of vocabulary for the task; attempts to use less common vocabulary but with some inaccuracy	uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task
Grammatical range and accuracy	there are no grammar mistakes; demonstrates a wide range of grammar structures	uses a mix of simple and complex sentence forms; makes some errors in grammar (1-2)	uses only a limited range of structures ; attempts complex sentences but these tend to be less accurate than simple sentences; may make frequent grammatical errors (3-4)	makes 5 or more grammar mistakes; uses simple grammar structures.
Spelling & punctuation	has good control of punctuation but may make a few errors	makes some errors in punctuation but they rarely reduce communication	punctuation is often faulty and distort the meaning	cannot use appropriate punctuation

Register			academic writing (neutral/formal lexis, no contractions used)	non-academic register
-----------------	--	--	--	-----------------------

** If there are fewer than 250 words, the essay is not assessed.*

** 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.*

Speaking tasks criteria

criteria	score			
	3	2	1	0
Task achievement	addresses all 4 questions ; answers are extended and up to the point; follows the time limit.	Not all questions are addressed in full; some ideas are off the topic; time-limit is extended.	does not adequately address any part of the task; speaks off topic; time-limit is extended.	barely responds to the task; speaks off topic or with short sentences; less than a minute
Fluency & Coherence	speaks at length without noticeable effort or loss of coherence; may demonstrate language-related hesitation at times, or some repetition and/or self-correction; uses a range of connectives and discourse markers with some flexibility	usually maintains flow of speech but uses repetition, self correction and/or slow speech to keep going; may over-use certain connectives and discourse markers; produces simple speech fluently, but more complex communication causes fluency problems	cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction; links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence	pauses lengthily before most words; little communication possible
Lexical resource	uses a wide range of topic vocabulary fluently and flexibly to convey precise meanings; skillfully uses uncommon lexical items; minor errors occur only as 'slips'	uses a sufficient range of topic vocabulary to allow some flexibility and precision; uses less common lexical items and collocation but there may be occasional inaccuracies in word choice and collocation	uses an adequate range of topic vocabulary for the task; attempts to use less common vocabulary but with some inaccuracy	uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task, no topic vocabulary
Grammatical range and accuracy	there are no grammar mistakes; demonstrates a wide range of grammar structures	uses a mix of simple and complex sentence forms; makes some errors in grammar (1-2)	uses only a limited range of structures ; attempts complex sentences but these tend to be less accurate than	makes 5 or more grammar mistakes that result in misunderstanding; uses simple grammar structures.

			simple sentences; may make frequent grammatical errors (3-4) that impede communication	
Pronunciation	is effortless to understand, no phonetic mistakes, proper intonation	shows some effective use of features but this is not sustained; • can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times	pronunciation and intonation mistakes might prevent comprehension.	cannot use appropriate pronunciation Speech is often unintelligible

8. Methods of Instruction: contact hours in the classroom.

9. Technical Maintenance.

Multimedia systems to playback audio and video files.