

**АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ. Урбанистика –2**  
**Course Syllabus for «English for Specific Purposes. Urban Studies – 2»**

Approved by the Academic  
Council of SoFL

Developers	Katasonova Natalya, tutor, the School of Foreign Languages; Muravyeva Elena, tutor, the School of Foreign Languages Ph.D
No. of credits	5
Contact hours	80
Independent study (hours)	110
Year of study, degree programme	Bachelor's Programme, 1 year, 3 - 4 module
Study format	Full-time. No use of on-line courses

## 1. Course Description

### *a) Pre-requisites*

B2 proficiency in English or higher

### *b) Abstract*

The discipline refers to the variable educational tracks offered to students of the curricula for bachelor's and master's degree at choice while mastering the optional course of English in accordance with the Concept of developing English-speaking communicative competence of students of Higher School of Economics — National Research University <https://www.hse.ru/docs/381549301.html> The course is designed as the further development, both quantitatively and qualitatively, of the “English for Specific Purposes. Urban Studies-1” course and as so continues introducing students the basics of professional and business communication and developing their language skills for interacting on wide range of business matters with multiple stakeholders in general business and professional settings, specifically in urban planning. The used material contains a certain amount of authentic texts on technology, sustainable development and historical background because the issues which urban planning focuses on are largely ones that political, social, demographic, and economic changes bring to the forefront. Thus, the second part of the course focuses on motivating students to further development of the whole range of socially (professionally) responsible business language, functional business and professional skills such as presentations, debates, location and project description meeting facilitation, and brainstorming, allowing for personalization of the learning experience with a structured modular approach that gives the flexibility to focus on specific needs and learning outcomes using more advanced criteria of assessment. In particular, emphasis is placed on building professional vocabulary through reading authentic texts on the theory and practices of urban planning and listening to expert talks. To welcome newly enrolled students the introductory part to the course is proposed.

## 2. Learning Objectives

The course focuses on mastering students' general business vocabulary and the vocabulary used by urban planners and the main language functions and is aimed at acquiring further language mastery

relevant to common business and urban planning professional communication areas, thus the main objectives of the course are as follows:

1. To acquire vocabulary skills (general business and professional vocabulary in the field of urban planning)
2. To master writing skills (text summary writing, e-mailing, place/site/location description) and to acquire essay writing skills.
3. To master listening skills (listening to professional talks and discussions, Ted talks, note-taking).
4. To master speaking in public agility skills through informative presentations on urban planning topics, meetings, discussions.
5. To develop reading skills (read texts in the field of business and student's specialisation)
6. To apply the set of skills to the professional subject area, from simple ones to complex, like presentation skills (individual/group work), skills in conducting meetings and negotiations, coping with business/professional problems.

### **3. Learning Outcomes**

By the end of the course the student will be able to demonstrate the following set of skills in the field of their specialisation:

#### **Reading**

1. To make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines.
2. To use basic reading techniques, skimming & scanning (predicting, understanding main ideas, understanding details) for reading and understanding a long text or a set of related texts (*can use a dictionary occasionally to confirm his/her interpretation of terminology*) in business, in the field of their specialisation and/or articles and reports concerned with contemporary problems (CEFR)
3. To understand text structure and be able to extract key details from texts on a business/profession-related topic.
4. To summarise, comment on and discuss a wide range of factual and imaginative texts.
5. To extract key details from official documents and reports in the field of their specialization.
6. To understand specialised terms used in their field.

#### **Listening**

1. To practice note-taking: to write a list of key points after listening to a professional talk/lectures or discussion (ex.: TED talks).
2. To evaluate and synthesise information and arguments from a number of sources.
3. To use basic listening techniques (predicting, understanding main ideas and details) and check comprehension by using contextual clues.
4. To distinguish between relevant and irrelevant content in extended informal speech.
5. To identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.
6. To understand dialogues and polylogues on both familiar and unfamiliar topics.
7. To be able to understand specialized vocabulary used in presentations or discussions within their field.

#### **Writing**

1. To use appropriate outlines to organise ideas.
2. To organise a work-related email to emphasise the main point.
3. To write a structured text clearly signaling main points and supporting details.
4. To develop systematically an argument giving the reasons for or against a point of view.
5. To write a detailed summary of work-related information.

6. To be able to check and correct spelling, punctuation and grammar mistakes in long written texts.
7. To acquire and develop the basic skills of essay writing.

### **Speaking**

1. To give a short, rehearsed monologue on a familiar topic: descriptive/informative/reasoning.
2. To respond to clearly expressed questions on a presentation they have given.
3. To take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.
4. To manage discussion on general/familiar topics confirming comprehension, inviting others in, etc.
5. To develop an argument giving reasons in support of or against a particular point of view.
6. To discuss a plan of action for dealing with a work-related task.
7. To be able to evaluate the advantages and disadvantages of different options during a discussion.
8. To explain information in detail in graphs and charts.
9. To plan, manage and deliver informative presentations.

## **4. Course Contents**

### **1. Digital Business.**

Project presentation skills. Introducing basics of Meetings Management. Basics of project brief.

Urbanisation in a digital world: the importance of cities

**2. Performance.** Review meetings. Constructive criticism. Review summary. Urban Planning: what it causes stress, how to cope.

**3. Ethics.** Responding to concerns. Promoting and selling a project. Company newsletter. Ethics in planning.

**4. Time management.** Dealing with matters of urgencies. Dealing with difficulties in negotiations. Emailing. Time management for planners.

**5. Change.** Brainstorming meeting. Difficult decisions and changes. Press release. Envisioning and shaping the future of cities.

### **5. Assessments**

The final grade is calculated based on the following formula:

#### **Interim assessment (4 module) (%)**

**0.300** Final assessment

**0.250** Independent work assessment

**0.250** Written assessment

**0.200** Oral assessment

Only overall grade is rounded.

The final grade is composed of the following parts: 25% Written Assessment (WA) +20% Oral Assessment (OA) + 25% student Independent Work Assessment /online (IWA) + 30% Final Assessment (FA).

Only overall grade is rounded.

Written assessment elements can be taken during the course of 10 days after they took place if a student has a medical certificate. The 10-day period starts from the last day of the medical leave. This, however, does not apply to oral assessment and individual work assessment (elements cannot be retaken).

The Final Assessment may be taken again during the retake period. The first retake follows the structure of the Final Assessment. The second retake is conducted using unique Testing and Assessment Materials which cover the materials of the whole course. The grade for the second retake corresponds with the grade for the entire course.

## **0.250 WRITTEN ASSESSMENT**

*The overall grade for independent work is assessed as an arithmetical mean of scores for all the tasks assigned during the course.*

**Quizzes** are short tests aimed to verify how the material was learned and understood. The in-class quizzes on vocabulary and/or grammar, or tests on reading and listening are assessed as closed tests. The teacher develops a specific scale based on the number of items in each specific test, turning them into percentages and then assigning a mark out of 10.

Tests on writing are assessed using criterion-based scoring scales as below.

The number of tests and their relative weight in the total mark for this component of the formula are to be determined by the teacher.

### *Assessment Scale*

<b>Grade</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>%</b>	100 - 96%	95 - 91%	90 - 86%	85 - 78%	77 - 71%	70 - 61%	60 - 51%	50 - 36%	35 - 21%	20 - 1 %	0%

### **SUMMARY ASSESSMENT CRITERIA (max 10 points)**

*Recommended word count – 150*

#### **Task Response (max 3 points)**

**3 points** – the student fully addresses all parts of the task: writes a summary which covers all the key points and contains a valid topic sentence in each paragraph, clearly focuses on the main idea/problem of the text, includes crucial supporting information, all the main points are summarised; presents a relevant conclusion; the main points are effectively paraphrased; the reader has been fully informed about the content and the purpose of the original source;

**2 points** – the student addresses all parts of the task although some parts may be more fully covered than others: the student writes a summary which covers most of the key points; little supporting information is provided; all the main points are summarised; the student presents relevant main ideas but some may be inadequately developed/unclear (the author’s ideas are partially reflected); sufficiently paraphrases the main points;

**1 point** – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate: the student writes a summary which covers very few key points; the supporting information is incomplete; the topic sentence is insufficient; a personal opinion is included; the main points are inadequately paraphrased; the student uses some words from the text to express the main idea;

**0 points** – the student does not adequately address any part of the task: there is no topic sentence and/or no supporting information, and/or the author’s ideas are not reflected; the student repeats the word combinations from the text to express the ideas; a personal opinion is included; there is no conclusion at all or not all the main points are summarised.

**Coherence and Cohesion (max 2 points)**

**2 points** – the student writes a clearly structured summary on a given text, uses a variety of linking devices which connect the ideas appropriately, uses paragraphing sufficiently; the ideas are logically organised; the student relays the information;

**1 point** – the student writes a poorly structured summary, uses a limited number of linking devices, does not use paragraphing sufficiently; the ideas are not always logically organised; cohesive devices are inadequate and/or repetitive; the student analyses the information;

**0 points** – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them; cohesive devices do not indicate a logical relationship between the ideas.

**Lexical Resource and Register (max 2 points)**

**2 points** – the student uses a wide range of vocabulary, including some advanced lexical items, uses synonyms, changes the word class and the word order; there may be one inaccuracy in spelling, word formation or word choice;

**1 point** – the student uses a sufficient range of vocabulary, but may make 1 mistake in spelling, word formation or word choice;

**0 points** - the student only uses basic vocabulary, with very limited control of spelling, word formation or word choice, errors are numerous and impede understanding, the original expressions are copied from the text.

**Grammatical Range and Accuracy (max 2 points)**

**2 points** – the student uses a wide range of grammar structures without mistakes;

**1 point** – the student uses a variety of grammar structures but may make 1 mistake;

**0 points** – the student uses basic grammar structures or a limited range of structures and/or makes more than 2 grammar mistakes, some of which impede understanding.

**Level/track specific criteria (max 1 point)**

**1 point** – the student uses the active vocabulary specific to the topic;

**0 points** – the student does not use the active vocabulary specific to the topic.

***Sample test on vocabulary***

**Studied material – polysemantic verbs**

***Complete these sentences with the correct form of one of the verbs in the box. Both sentences in each sentence pair should use the same verb. In some cases, the meaning of the verb may change slightly.***

*Adjust after deteriorate exchange fade reduce renovate swell switch vary*

1. Moving to the countryside radically *altered* our lifestyle.

Some people choose to *alter* their appearance with surgery.

2. By ..... to a different provider, it can be possible to pay much less for your mobile phone bills.

I chose drama as an extra-curricular activity, but ..... to photography a few weeks later.

3. It can take time to ..... to living in a different country.

Prices seem low, but when you ..... them to allow for tax, they are considerably higher.

4. The noise built up rapidly, and then just as quickly it ..... into the distance.

As the applause ....., the speaker started talking.

5. The amount of tax you pay on a car .....according to the amount of carbon dioxide it emits.

People's reactions to the medicine .....a lot, with some people complaining it has no effect at all.

6. Everyone should try to ..... the amount of fat in their diet.

Many companies were forced to ..... their workforce during the recession.

7. Economic crises often ..... into social unrest.

The weather .....rapidly when it started raining and the winds picked up.

8. Ankles and other joints often ..... when people travel by air.

The town is home to 3,000 people, but this figure ..... to 12,000 in the same summer.

9. The tokens can be ..... for food in the student canteen.

Shops will normally.....damaged goods if you have a receipt.

10. Businesses in the city centre were offered funding so they could ..... their premises.

In some cases, it can be more expensive to .....an old building than knock it down and build a new one.

(1 mark for each correct answer (number))

### ***Sample test on grammar***

#### **Studied material – Future tenses**

***Read the following projections about the future population of Australia.***

#### **Population projections**

According to the latest available projection (which are based on several combinations of assumptions reflecting past trends in births, deaths and migration) the total population of Australia is likely to have increased to between 22.3 and 23.3 million by 2021.

The projected population will increase at a declining rate. The average annual growth rate is predicted to be between 0.5 and 0.8 during 2011 -2021. Without overseas migration, the projected total population should peak at about 23.3 million in 2041 and then start to decline marginally.

**Age distribution.** The projected population will age progressively due to the increasing proportion of the elderly (aged 65 years or more) and the decreasing proportion of children (aged under 15 years). In brief, the number of persons aged under 15 years is projected to be between 3.7 and 4.1 million in 2031; the population of working age (15-64 years) is projected to increase between 14.4 and 15.0 million in 2031; and the number of persons aged 65 years or more is projected to increase between 2.94 and 2.98 million in 2031. The projections also show significant increases in the number of persons aged 80 years or more.

***Write the verbs in brackets in the future perfect tense. Then choose the correct ending for each sentence.***

1 By the year 2021 the population of Australia <b><u>will have reached</u></b> (reach)	A by the early 2040s.
2 The population of Australia ..... (peak)	B to almost 2.98 million
3 By the year 2031 the number of children aged under 15 ..... (rise)	<b><u>C a maximum of 23.3 million</u></b>
4 By 2031 the number of people of working age in Australia ..... (grow)	D to between 3.7 and 4.1 million/
5 By 2031 the number of people aged 65 and over ..... (go up)	E significantly.
6 By the year 2031 the number of people aged over 80 ..... (increase)	F to around 15 million

### ***Sample test on reading***

***Read the magazine article. Write the Summary of the given article.***

George and Sandy Miller and their children, Helen (17) and Daniel(8), had a shock when they first saw the Keanes' three-bedroom terraced house in Gloucester. «It's so small «said Sandy. Where will we all sleep?"

But inside, the house was more welcoming. "It's bigger than it looks from the outside, and we were pleased to find that there were three bedrooms," said George. But the kids weren't impressed. "Mum and Dad's room was OK, but our bedrooms were really small!" complained Daniel. The Millers found it difficult to live in a house with only one bathroom. At home they have two bathrooms and three toilets! "And we have a study, where we keep the computer, and a playroom in the basement," said Helen. " In Gloucester we had to all stay in the living room together or go to our bedrooms." So was there anything positive about the experience? "The house was beautifully decorated," said Sandy, "and it was very cosy. It was April when we stayed in the house. But the weather was terrible. We were very grateful for the carpets, the central heating and a real fire in the living room."

Another good point for George was the garden. "We were very surprised by the large, long garden at the back of the house. We couldn't really enjoy it because of the weather, but it was obvious that the Keanes had put a lot of work into it. It was well designed and full of beautiful plants and flowers. Actually, I think British people have a bit of an obsession with houses and gardens there are so many TV programmers about them!"

Tim and Katy Keane and their children, Bethany (8), Charles (9) and Joe (16), couldn't believe their luck when they arrived at Washington Drive, Greenville. "The houses were all enormous," said Tim. " I expected to see film stars coming out of them!"

The Millers' house has five bedrooms, a study, two bathrooms and an extra downstairs toilet. "Our bedroom was a huge, and it was lovely having an ensuite," said Katy. «It was like staying in a hotel ! " "We didn't see much of the children for two weeks! " says Tim . "They were either in the computer room, in the basement or outdoors." The weather was fine for the Keanes' visit to South Carolina, so they made good use of the Millers' yard. "The Millers had sports equipment and a permanent barbecue in their yard," said Joe. "And their neighbors had a swimming pool, which we used once. It was great! " "The children really enjoyed the yard," said Katy, "but I found it a bit a dull. I like nice English gardens with lots of flowers. All the Millers had been a few trees." And Katy didn't think much of the decor, either. «It was all very smart and clean, «she said. » but it wasn't very colorful. It's obvious that Americans spend more time outdoors than the British! We had good weather, but luckily we didn't need to use the air-conditioning system. The Millers had lots of security systems and alarms that we had to fiddle with every night and morning - that was complicated enough!"

#### **GRAPH, TABLES, MAPS ASSESSMENT CRITERIA (max 10 points)**

*Recommended word count – 150*

##### **Task Response (max 3 points)**

**3 points** – the student fully addresses all parts of the task: clearly highlights all the key features, numbers, dates and trends, supports all the key features with data, summarises the information by selecting and reporting on the main features and makes comparisons appropriately;

**2 points** – the student addresses all parts of the task although some parts may be more fully covered than others: clearly highlights most of the key features, supports most of the key features with data, by selecting and reporting on some features and makes some comparisons;

**1 point** – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate: the student highlights one key feature, supports one key feature with data, summarises the information but does not make comparisons;

**0 points** – the student does not adequately address any part of the task: does not highlight any key features/ does not summarise the information/ does not make comparisons.

##### **Coherence and Cohesion (max 2 points)**

**2 points** – the student writes an overview paragraph, uses a variety of linking devices appropriately, organises information and ideas logically, writes a relevant introduction, uses paragraphing sufficiently and appropriately;

**1 point** – the student writes an overview paragraph, uses a limited number of linking devices, writes an irrelevant introduction and does not use paragraphing sufficiently;

**0 points** – the student writes an overview paragraph, does not organise information and ideas logically, there is no introduction, the student fails to use linking devices appropriately.

**Lexical Resource and Register (max 2 points):**

**2 points** – the student uses most active vocabulary items appropriately and makes no mistakes, uses a wide range of subject-specific vocabulary including some advanced lexical items, but there may be 1 inaccuracy;

**1 point** – the student uses only 3-4 active vocabulary items, uses a sufficient range of subject-specific vocabulary, but may make 1 mistake in spelling, word formation or word choice;

**0 points** – the student uses no active vocabulary items, uses basic vocabulary with very limited control of spelling, word formation and word choice, makes 2 and more lexical or spelling mistakes.

**Grammatical Range and Accuracy (max 2 points):**

**2 points** – the student uses a wide range of grammar structures without mistakes;

**1 point** – the student uses basic grammar structures and/or makes 1 grammar mistake;

**0 points** – the student makes more than 2 grammar mistakes which severely impede understanding.

**Level/track specific criteria (max 1 point)**

**1 point** – the student uses a range of subject-specific vocabulary

**0 points** – the student does not use the active vocabulary specific to the topic.

***Sample test on Graph Description***

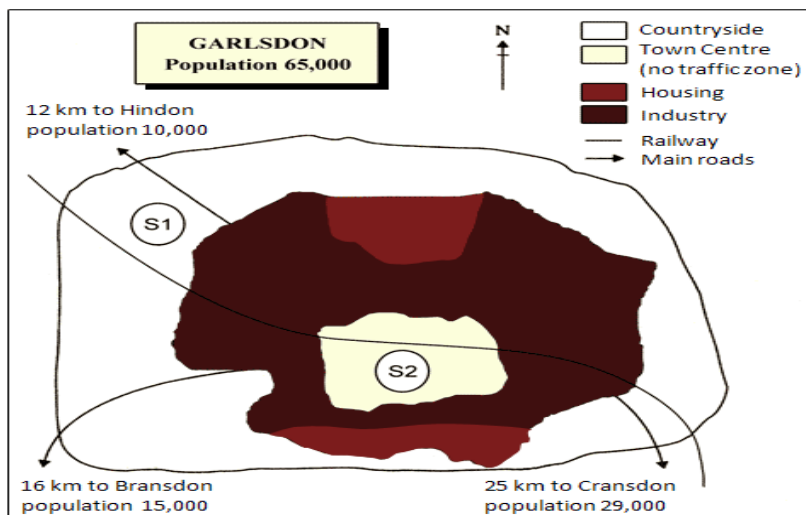
**Studied material: describing location**

*You should spend about 20 minutes on this task.*

**The map below is of the town of Garlsdon. A new supermarket (S) is planned for the town. The map shows two possible sites for the supermarket.**

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

*You should write at least 150 words.*



***Sample test on Essay writing***

**Studied material: Essay writing** (Types: Opinion; Discuss both views and give your opinion; Discuss the advantages and disadvantages)

*You should spend about 40 minutes on this task.*

*Write about the following topic:*

**Some people think that in order to solve traffic and transportation problems people should be encouraged to live in the cities rather than in suburbs or in the countryside.**

**To what extent do you agree or disagree?**



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

*Write at least 250 words.*

### **ESSAY ASSESSMENT CRITERIA (max 10 points)**

*Recommended word count – 250*

#### **Task Response (max 3 points)**

**3 points** – the student fully addresses all parts of the task: the task in the introduction is fully paraphrased, the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas: each paragraph contains a valid topic sentence which clearly focuses on the main idea/problem and 1-2 arguments which are completely developed; the conclusion contains relevant ideas which are discussed in the main body; content corresponds to the topic;

**2 points** – the student addresses all parts of the task although some parts may be more fully covered than others: the task in the introduction has been only partly paraphrased; the student presents relevant main ideas but some may be inadequately developed/unclear; the main points are summarised in the conclusion but some points may be unclear or repetitive; content corresponds to the topic;

**1 point** – the student responds to the task only in a minimal way or the answer is tangential: the task has been only partly paraphrased and/or the thesis statement lacks focus and/or the conclusion contains some irrelevant ideas which are not discussed in the main body; the student presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported; content only partially corresponds to the topic;

**0 points** – the student does not adequately address any part of the task: the task hasn't been paraphrased or there is no introduction and/or there is no thesis statement in the introduction; all the topic sentences are irrelevant / there are no topic sentences; there is no conclusion at all; the student presents few ideas, which are largely undeveloped or irrelevant.

#### **Coherence and Cohesion (max 2 points)**

**2 points** – the student writes a clearly structured essay, uses a variety of linking devices which connect the ideas appropriately, uses paragraphing sufficiently, the ideas are logically organised;

**1 point** – the student writes a poorly structured essay, uses a limited number of linking devices, does not use paragraphing sufficiently; the ideas are not always logically organised;

**0 points** – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them, does not write in paragraphs.

#### **Lexical Resource and Register (max 2 points)**

**2 points** – the student uses a wide range of vocabulary, including some advanced lexical items; there may be 1-2 inaccuracies;

**1 point** – the student uses a sufficient range of vocabulary, but may make 1-2 mistakes in spelling, word formation or word choice;

**0 points** – the student only uses basic vocabulary with very limited control of spelling, word formation or word choice; errors are numerous and impede understanding.

#### **Grammatical Range and Accuracy (max 2 points)**

**2 points** – the student uses a wide range of grammar structures and may make 1 minor mistake;

**1 point** – the student uses a variety of grammar structures, but may make 2 mistakes;

**0 points** – the student uses basic grammar structures or a limited range of structures and/or makes more than 2 grammatical mistakes, some of which impede understanding.

#### **Level/track specific criteria (max 1 point)**

**1 point** – the student uses a range of subject-specific vocabulary

**0 points** – the student does not use the active vocabulary specific to the topic.

### **0.200 ORAL ASSESSEMENT**

*The overall grade for independent work is assessed as an arithmetical mean of scores for all the tasks assigned during the course.*

## **DISCUSSION ASSESSMENT CRITERIA (max 10 points)**

### **Task Response (max 3 points)**

**3 points** – the student fully addresses all parts of the task: the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas; content corresponds to the topic of the discussion; the student takes an active part in the discussion; the student's contribution makes the discussion more effective;

**2 points** – the student addresses all parts of the task although some parts may be more fully covered than others: the student presents a relevant position although the conclusions may be unclear or repetitive; content corresponds to the topic of the discussion; the student takes an active part in the discussion, not always hears the thoughts and ideas of other students, sometimes dominates the discussion;

**1 point** – the student responds to the task only in a minimal way or the answer is tangential: presents some ideas but they may be repetitive, irrelevant or not well supported (attitude is not expressed, and/or the arguments are not fully developed or extended); content is partially relevant to the topic; the student does not take an active part in the discussion, rarely shares ideas;

**0 points** – the student does not adequately address any part of the task; the student is rather passive, does not share any ideas, does not express a clear position; the student presents few ideas, which are largely undeveloped or irrelevant.

### **Coherence and Cohesion (max 2 points)**

**2 points** – the student applies logic when organising ideas, effectively uses a wide range of cohesive devices, introductory constructions, makes the points clearly but briefly, encourages others to speak by inviting them to give their opinions;

**1 point** – the student applies logic when organising ideas, but there might be an occasional breach in logic, cohesive devices are inadequate, repetitive, under- or overused;

**0 points** – the student does not apply logic when organising ideas, there are no linking devices, introductory constructions and/or they are used inappropriately.

### **Lexical Resource and Register (max 2 points)**

**2 points** – the student uses a wide range of appropriate vocabulary attempting to use some advanced lexical items, phrases useful for the discussion development;

**1 point** – the student uses appropriate but limited vocabulary; phrasal verbs and/or collocations are used inappropriately;

**0 points** – the student's vocabulary is too limited to comment on the topic, numerous mistakes impede understanding, active vocabulary is not used or used inappropriately.

### **Grammatical Range and Accuracy (max 2 points)**

**2 points** – the student uses a wide range of grammar structures;

**1 point** – the student uses basic grammar structures and may make occasional mistakes which do not impede communication;

**0 points** – the student makes numerous grammar mistakes which impede communication.

### **Fluency, pronunciation (max 1 point)**

**1 point** – the student's speech is smooth and fluent; there might be some minor pronunciation mistakes but they don't impede communication; intonation is appropriate; all sounds are articulated clearly;

**0 points** – the speech is slow; it takes the student time to find words; he/she fumbles the words and ideas and/or makes numerous pronunciation mistakes which impede communication; intonation is not appropriate; some sounds are articulated indistinctly.

## **MONOLOGUE ASSESSMENT CRITERIA (max 10 points)**

*Students should speak for no less than 3 minutes and no longer than 5 minutes.*

### **Task Response (max 3 points)**

**3 points** – the student fully addresses all parts of the task (monologue is clearly planned); presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas (there are at least 2 arguments, all of which are fully developed, extended and supported); content corresponds to the topic of the monologue, is not narrowed down or overextended;

**2 points** – the student addresses all parts of the task although some parts may be more fully covered than others (presents relevant main ideas but some may be inadequately developed/unclear); presents a relevant position although the conclusions may be unclear or repetitive (there are at least 2 arguments, all of which are fully developed, extended and supported); content is mostly relevant, not narrowed down or overextended;

**1 point** – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate; presents a position but it is unclear and/or the arguments are not fully developed, extended and supported; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported (content is partially relevant; it is narrowed down or overextended);

**0 points** – the student does not adequately address any part of the task: monologue is not planned; the student does not express a clear position; presents few ideas which are largely undeveloped or irrelevant.

**Coherence and Cohesion (max 2 points)**

**2 points** – the student applies logic when organising ideas, effectively uses linking devices and introductory constructions;

**1 point** – the student applies logic when organising ideas, but there might be an occasional breach in logic; some of the linking devices and introductory constructions are used inappropriately;

**0 points** – the student does not apply logic when organising ideas; there are no linking devices, introductory constructions, and/or they are used inappropriately.

**Lexical Resource (max 2 points)**

**2 points** – the student uses a wide range of appropriate vocabulary attempting to use some advanced lexical items and effectively uses a wide range of cohesive devices;

**1 point** – the student uses an appropriate but limited vocabulary, phrasal verbs and/or collocations are used inappropriately, cohesive devices are inadequate, repetitive, under- or overused;

**0 points** – the student's vocabulary is too limited to comment on the topic; numerous mistakes impede understanding; active vocabulary is not used or is used inappropriately.

**Grammatical Range and Accuracy (max 2 points)**

**2 points** – the student uses a wide range of structures and may make 1 minor mistake which doesn't impede understanding;

**1 point** – the student uses a variety of structures, but may make 2-3 mistakes which might impede understanding;

**0 points** – the student uses basic structures; grammar and stylistic mistakes are numerous and impede understanding.

**Fluency, pronunciation (max 1 point)**

**1 point** – smooth and fluent speech, no pauses/repetitions/self-correction; there might be some minor pronunciation mistakes, but they don't impede understanding, intonation is appropriate, all sounds are articulated clearly;

**0 points** – it takes the student time to find words; he/she doesn't fumble the words and ideas and/or makes numerous pronunciation mistakes which impede understanding; intonation is not appropriate; some sounds are articulated indistinctly.

The number of tasks and their weight in the overall grade is specified at the discretion of the teacher.

***Listen to a talk about urbanisation.***

**I. Answer the questions with NO MORE THAN THREE WORDS and/or NUMBERS for each answer.**

1. A 'megacity' is a city with at least how many people?
2. How many people were living in Rome in the early Middle Ages?
3. What percentage of world population was living in cities at the end of the twentieth century?
4. How many cities had more than one million people in 2007?
5. According to the UN, what proportion of the population will be living in cities in 2030?

6. What element of a megacity is it difficult to establish?
7. According to the UN, where will two billion people be living in 2030?

*Assessment Scale*

Grade	10	9	8	7	6	5	4	3	2	1	0
%	100 - 96%	95 - 91%	90 - 86%	85 - 78%	77 - 71%	70 - 61%	60 - 51%	50 - 36%	35 - 21%	20 - 1 %	0%

*(7 correct answers out of 7 equals 10, 6/7 (86%) equals 8, 5 (71%) equals 6, etc.)*

**II. Making assumptions based on listening material.**

*After listening for the talk try to answer the following questions:*

1. Who do you think the programme is aimed at?
2. What style of language does the programme adopt?
3. What do you think the presenter look?
4. What kind of people might they be?

*Please give extended answers.*

**0.250 INDEPENDENT WORK ASSESSMENT**

*Assessment Scale*

Grade	10	9	8	7	6	5	4	3	2	1	0
%	100 - 96%	95 - 91%	90 - 86%	85 - 78%	77 - 71%	70 - 61%	60 - 51%	50 - 36%	35 - 21%	20 - 1 %	0%

*The overall grade for independent work is assessed as an arithmetical mean of scores for all the tasks assigned during the course. They may include such items as:*

- Accomplishment of home tasks
- Viewing videos and/or listening to lectures on the Internet and doing the accompanying tasks as assigned by the teacher
- Preparing for role-plays, presentations, discussions
- Working on a project and preparing results presentations.

**PRESENTATION ASSESSMENT CRITERIA (max 10 points)**

*If the content of the presentation does not relate to the topic, a student receives “0” for the whole presentation.*

**Task Response (max 3 points):**

**3 points** – the student fully addresses all parts of the task: the presentation corresponds to the chosen topic; it is clearly divided into introduction, main body and conclusion, all content points are covered; introduction contains the purpose and the plan of the presentation, each part of the main body has an explicit pattern of organisation (illustration, cause and effect, comparison, definition, etc.); conclusion includes both summary and the final statement and rounds the presentation of appropriately; presentation contains appropriate references in APA style in speech and slides; various coherence devices are used;

**2 points** – the student addresses all parts of the task although some parts may be more fully covered than others: the presentation partially corresponds to the topic, it is clearly divided into introduction, main body and conclusion and the parts of the presentation are connected with linking devices; presentation contains appropriate references in APA style in speech and slides;

**1 point** – the student responds to the task only in a minimal way or the answer is tangential, the format may be inappropriate: the presentation partially corresponds to the chosen topic, not all the content points are covered it is not clearly divided into introduction, main body and conclusion; presentation is free from logical fallacies; presentation does not contain appropriate references in APA style in speech and slides;

**0 points** – the student does not adequately address any part of the task: the presentation is not divided into introduction, main body and conclusion and the parts of the presentation are not connected with linking devices; presentation does not contain appropriate references in APA style in speech and slides.

**Language Use (max 3 points):**

**3 points** – the speaker uses an appropriate amount of academic vocabulary, terminology is relevant to the subject, synonyms are used to avoid repetitions, the hedging strategies are applied when applicable, the speaker uses collocations and advanced grammar when needed, pronunciation and speech flow are natural, occasional vocabulary and grammar mistakes in speech causing no difficulties for the audience; texts on slides have no vocabulary and grammar mistakes; the speaker naturally fills in the pauses caused by breakdowns of different nature;

**2 points** – the speaker complies with academic register, the speech is characterized by fluency and adequate pace; the speaker does not use collocations, omits vocabulary and grammar mistakes that sometimes cause difficulties for the audience, and/or there are 1-2 vocabulary and/or grammar mistakes on slides; the speaker naturally fills in the pauses caused by breakdowns of different nature;

**1 point** – the speaker demonstrates limited language resource; the vocabulary and grammar are generally appropriate with a few non-impeding inaccuracies; the speaker fills in the pauses caused by breakdowns of different nature with effort;

**0 points** – the speaker demonstrates poor language resources, omits vocabulary and grammar mistakes that cause serious difficulties for the audience, and the speaker does not fill in the pauses.

**Manner of Delivery (max 2 points):**

**2 points** – the presenter speaks with confidence maintaining a certain level of dynamics and keeping an appropriate posture and body language, maintains the adequate level of eye contact, uses stress, intonation and pausing appropriately; the presentation is given without reading off the slides or paper within the given time limit; the presenter makes 1-2 pronunciation mistakes in words of common use causing no difficulties for the audience, when answering questions; the speaker interacts with ease and responds appropriately;

**1 point** – the presenter makes 3-4 pronunciation mistakes causing difficulties for the audience and/or the presenter uses stress, intonation and pausing with limited control causing some difficulties for the audience; the presentation is given without reading off the slides or paper, when answering questions; the speaker interacts with effort or responds inappropriately; the speaker delivers the content within the given time limit;

**0 points** – the presenter makes 5 and more pronunciation mistakes in words of common use causing difficulties for the audience; the speaker does not interact with the audience; the presentation is given with reading off the slides or paper; the presentation does not fit the time limit.

**Visual Aids (max 2 points):**

**2 points** – the visuals are prepared in a certain style consistent throughout the presentation and well readable (font, color); each visual has a heading relevant to the overall theme of the presentation, conforming to the academic register; each visual contains only key words and phrases without complete sentences; presentation as a whole has an adequate balance of graphic and verbal information;

**1 point** – the visuals are well readable (font, color), contain both complete sentences and key words and phrases, presentation has a disbalance of graphic and verbal information;

**0 points** – the visuals are not well readable, and do not conform to the academic register.

**SAMPLE TASKS:**

- **a ‘mini-presentation’ of a global urban/business news (2 minutes).** The students in turns prepare a short piece of information for presenting in class. The plot is taken from mass media and then is interpreted for oral presentation in the class. The focus here is on organising a unit of discourse, giving information and expressing and justifying opinions. This type of oral test may be done through the whole course.
- **A larger (3-4 min.) home-prepared talk on a studied topic.** The focus here is on organising a larger unit of discourse, giving information and expressing and justifying opinions. This type of oral testing has to be administered once/ closer to the end of the term. The presentations are assessed using a criterion-based scoring scheme presented below the sample task.

### ***Sample task of a presentation***

*Prepare a presentation telling your classmates about the project of renovation of the territory in the city N. Your talk should last for 5 to 7 minutes. Be ready to discuss it in the class.*

*Study the Assessment criteria applied while preparing your talk.*

### **0.300 FINAL ASSESSMENT/EXAM**

**Period of FA:** 10 days prior to the fourth module’s session.

The release of examination papers: during the session.

**Time limit:** 70 minutes online/offline.

**Grading formula:**  $R * 0.4 + W * 0.6 = 10$

**Exam structure:** 2 Exam sections Tasks Max. 10 points.

**Retaking exams:** till the 15th of October 2022.

**Comments to the tasks:**

#### ***1. Reading (R)***

Task max. 10 points

Students have no more than 20 minutes to complete the Reading part.

Read the text. Possible reading tasks:

- 1. Correct option for each task 1-5 (multiple choice).*
- 2. Fill in the gaps 6 - 10 (gap-filling).*
- 3. Decide whether the statement is True, False or Not Given.*

#### ***SAMPLE TASKS:***

**Text 1** *Read the Text and decide which statements (1-5) are True according to the text, False or Not mentioned in the text.*

### **BUILDING A PERSONAL BRAND IDENTITY.**

Your Personal Brand identity is created by finding the intersection of who you are, who you want to become, and what your ‘organisation’ and ‘customers’ want from you, all relative to any competitors. All brands have customers, products, and competitors. Your ‘customer’ may be a boss, friend or relative. The goal of Personal Branding is to build and / or improve your trust relationship with the target customer. You are a ‘product’ with features and benefits, certain skills and special talents that other people value. In creating your Personal Brand, ideally do you want to use those skills and talents that are highly valued by your ‘customer’ and that you enjoy using. You are part of a larger ‘organisation’. We all live and work in these, whether it is our family or the place we work. These organisations have written or unspoken values and cultures that have a big impact on how we act. They are important to our success and happiness. Whether we are competing for a job or a mate, we all have ‘competitors’ in business and in our personal lives, that we need to be aware of. By finding the best ‘position’ to take relative to these competitors, we can make ourselves seen as not only different to them but better. Your Personal Brand identity is the image that surrounds you. Just like brand-name

clothing, our personal identity is a 'package' consisting of ourselves as a 'product' that is part of a larger 'organisation' with 'customers' and 'competitors'. Your brand image is communicated by what you wear, your hairstyle, your personality, and your physique. The goal of Personal Branding is not about being someone we aren't. It is not about exaggeration or egotism. It is simply about becoming the best 'You'. It is about finding your own personal essence that, at the same time, is valued by people in your organization.

***Do the following statements agree with the information given in the reading passage?***

***True*** if the statement agrees with the information

***False*** if the statement contradicts the information

***Not Mentioned*** if it is impossible to say what the writer thinks about this

1. It is necessary to understand the network of relationships in which your customers are situated.
2. The best form of personal branding involves using the skills you enjoy whatever the response of your customers'.
3. It is useful to emphasise contrasts between ourselves and our competitors.
4. The way we speak contributes to the image we present.
5. Personal Branding provides an ideal type of person that everyone should try to copy.

**Keys:** 1 – Not Mentioned; 2 – No; 3 – Yes; 4 – Not Mentioned; 5 – No.

**Final Assessment – 2**

**Text 2** *Read the Text and complete the sentences 6-10 below.*

### **WHAT IS PUBLIC RELATIONS?**

What do you think public relations is? You may think it is about getting coverage in newspapers and magazines, on the radio and television. It is, but not only that. You may think it is holding conferences, having a stand at an exhibition, making a video. Indeed, they may be part of it. You may think that public relations are about how organisations work out ways of causing the least offence to the environment and society, while still managing to stay in business. Or you may realise that all organisations depend to some degree upon other groups: suppliers, employees, government, civil servants, pressure groups, local authorities, customers, the media, the general public, even upon individuals. These are some of the 'publics' that are the concern of anyone practising public relations. Every organisation enjoys, or suffers, relationships with its publics that continually affect the well-being of both parties. These relationships are not necessarily chosen. They exist whether you like it or not. Locate a new factory and it will have a surrounding community that may object to noise, smell, emissions, working hours, trucks. Politicians need to know about it, the local authority will have to give permission, environmental pressure groups may not like the product. Nowadays these publics cannot be ignored. Public relations is everything to do with any organisation's relationships and therefore with its reputation. All organisations, whether commercial or not, have competing objectives. Companies try to increase their sales and non-commercial organisations stand up for what they believe in - whether or not fighting heart disease is a better purpose than selling shoes or working for a greener future. Both types of organisation deploy their public relations resources to help them in the fight. As a strategic force it is often unseen. The part it plays in deciding the essence of a firm or product, in planning, and in the conscience of industry, is out of the public eye. The presentational aspects of public relations, especially the hype, the sound bites and the photo opportunities, are seen all the time and taken to be all that there is. The profession therefore has the task of demonstrating that good public relations is not shallow or cosmetic, but is fundamental to the well-being of organisations.

## Questions 1 - 5

*Complete the summary below. Choose NO MORE THAN TWO WORDS from the passage for each answer.*

What is included in public relations?

The field of public relations includes gaining 1 ..... in the media, organising 2 ..... and minimising 3 ..... It is above all concerned with relationships. These have an impact on the well-being both of the organisation and of its 'publics' for example, if a company is considering a 4..... . It is these relationships which affect organisation's 5 .....

**Keys:** 1 – coverage; 2 – conferences; 3 – offence; 4 – new factory; 5 – reputation.

## 2. Writing (W)

Max. 10 points. Students should write a 250-word essay on the topic connected with one of the issues from the text. Students have 50 minutes to complete the writing part.

*Write an essay on one of the topics given*

### **Sample task for Final Assessment**

You should spend about 50 minutes on this task.

Write about the following topic:

*In some countries, governments are encouraging industries and businesses to move to regional areas outside big cities.*

*To what extent do you agree?*

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

### **ESSAY ASSESSMENT CRITERIA (max 10 points)**

*Recommended word count – 250*

#### **Task Response (max 3 points)**

**3 points** – the student fully addresses all parts of the task: the task in the introduction is fully paraphrased, the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas: each paragraph contains a valid topic sentence which clearly focuses on the main idea/problem and 1-2 arguments which are completely developed; the conclusion contains relevant ideas which are discussed in the main body; content corresponds to the topic;

**2 points** – the student addresses all parts of the task although some parts may be more fully covered than others: the task in the introduction has been only partly paraphrased; the student presents relevant main ideas but some may be inadequately developed/unclear; the main points are summarised in the conclusion but some points may be unclear or repetitive; content corresponds to the topic.

**1 point** – the student responds to the task only in a minimal way or the answer is tangential: the task has been only partly paraphrased and/or the thesis statement lacks focus and/or the conclusion contains some irrelevant ideas which are not discussed in the main body; the student presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported; content only partially corresponds to the topic;

**0 points** – the student does not adequately address any part of the task: the task hasn't been paraphrased or there is no introduction and/or there is no thesis statement in the introduction; all the topic sentences are irrelevant / there are no topic sentences; there is no conclusion at all; the student presents few ideas, which are largely undeveloped or irrelevant.



### **Coherence and Cohesion (max 2 points)**

**2 points** – the student writes a clearly structured essay, uses a variety of linking devices which connect the ideas appropriately, uses paragraphing sufficiently, the ideas are logically organised;

**1 point** – the student writes a poorly structured essay, uses a limited number of linking devices, does not use paragraphing sufficiently; the ideas are not always logically organised;

**0 points** – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them, does not write in paragraphs.

### **Lexical Resource and Register (max 2 points)**

**2 points** – the student uses a wide range of vocabulary, including some advanced lexical items; there may be 1-2 inaccuracies;

**1 point** – the student uses a sufficient range of vocabulary, but may make 1-2 mistakes in spelling, word formation or word choice;

**0 points** – the student only uses basic vocabulary with very limited control of spelling, word formation or word choice; errors are numerous and impede understanding.

### **Grammatical Range and Accuracy (max 2 points)**

**2 points** – the student uses a wide range of grammar structures and may make 1 minor mistake;

**1 point** – the student uses a variety of grammar structures, but may make 2 mistakes;

**0 points** – the student uses basic grammar structures or a limited range of structures and/or makes more than 2 grammatical mistakes, some of which impede understanding.

### **Level/track specific criteria (max 1 point)**

**1 point** – the student uses a range of subject-specific vocabulary

**0 points** – the student does not use the active vocabulary specific to the topic.

## **7. Examination Type**

The exam is written paper-and-pen test and is aimed at checking whether the student can demonstrate the acquisition of the learning objectives set. In case a student misses the exam for a good cause/valid reason or gets an unsatisfactory mark they are given an opportunity to take the exam within the subsequent exam session period, and the exam is administered in the same format, while the content of the tasks is different. In case the third attempt is a failure, the student can re-take the exam and in this case the exam is both written and oral. The evaluation materials remain the same in format but different in content based on the material of the entire course and the oral part is a mini-presentation on a topic covered in the course with prompts

## **8. Methods of Instruction**

*The Urban Planning course* is designed to give teachers maximum flexibility and can be used either extensively or intensively as the motivating authentic material implies the choice of a fast or a short route through the unit focusing on particular skills or extending this concentration by the extra authentic materials and the scope available in supplementary course sources.

To ensure the students are receiving the full benefits of the course the material combines the most stimulating recent ideas from the world of Urban planning and some business matters, correlated with it, a strong task-based approach which allows for a wide range of teaching methods and technics to maximise involvement and learning to cater for the great variety of needs which students have. Throughout the course students are encouraged to use their own experience and options to critically approach and practically acquire the material provided.

As the name suggests, the high-tech approach to learning utilizes different technology to aid students in their classroom learning and it is beneficially incorporated in the present course to both assign homework and, in a classroom, setting as it provides unlimited resources.

The primary aim is to coach and facilitate student learning and overall comprehension of material, and to measure student learning through both formal and informal forms of assessment, like group projects, student portfolios, and class participation. In the student-centered classroom, teaching and assessment are connected because student learning is continuously measured during teacher instruction.

By incorporating different methods of instruction, a teacher can be certain that each student comprehends the information presented to them.

## 9.Resources

### Key recommended reading

802(075) C84

Cotton, D. *Keys to management* / D. Cotton. – Harlow: Longman, 1996. – 224 c. + cassette(2). – (Nelson business English) . – На англ. яз. - ISBN 0-17-555825-6.

УДК 802(075)

### Recommended further reading

Dubicka,I., Rosenberg,M, Dinen,B., Hogan,M., Wright,L. *Business Partner*, B2, Pearson, 2020

Mascull, B. *Business Vocabulary in Use*, Cambridge University Press, 2018

Mark Powell *Dynamic Presentations*, Cambridge University Press, 2010

Booth, T. (2018). *English for Everyone : English Vocabulary Builder* (Vol. First American edition).

New York, New York: DK. Retrieved from

<http://search.ebscohost.com/login.aspx?direct=true&site=eds-live&db=edsebk&AN=1636939>

Newton, T., Handy, J. "Managing" stress: emotion and power at work, Moscow, 1996

### Web Resources:

APA (USA) <https://www.planning.org>

ethics in planning <https://www.planning.org/ethics/>

City Journal <https://www.city-journal.org>

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

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

## 10. Special Equipment and Software Support (if required)

10.1.1 For classroom instruction, Internet access (Wi-Fi), a computer, a data projector, a screen, and a whiteboard and a flip-chart are required.

### 10.1.2 *Software:*

– Microsoft Office Professional Plus 2010 / from HSE University’s internal network

– Microsoft Windows 7 Professional RUS / from HSE University’s internal network

### 10.1.3 *E-resources:*

– Microsoft Teams / Zoom

– LMS (from HSE University’s internal network)

– Oxford English Dictionary Online

## 11. Organization of Studies for Persons with Limited Mobility and Disabilities

If necessary, learners with limited mobility or a disability (as per his/her application), may be offered the following options for receiving learning information with due consideration of his/her individual psycho-physical needs (e.g., via eLearning studies or distance technologies):

11.1.1. for persons with impaired vision: enhanced fonts in hard copy documents; e-documents; audio files; hard copy documents with the use of Braille; individual consultation with a facilitated communicator; individual assignments;

11.1.2. for persons with hearing impairments: in hard copy; e-documents; video materials with subtitles; individual consultation; individual assignments and mentoring;

11.1.3. for persons with a muscular-skeleton disorder: in hard copy; e-documents; audio-files, individual assignments and mentoring.