

Английский язык для специальных целей. Государственное управление – 2
Course Syllabus for «English for State Governing – 2»

Approved by the Council of
SoFL

Developer	V.P. Makarenko
No. of credits	5
Contact hours	80
Independent study (hours)	110
Year of study, degree programme	1 st year, 3 - 4 module
Study format	Full-time with the use of on-line / distance learning sources

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 academic discipline “English language for specific purposes” is aimed at the formation of students’ foreign language communicative competence at B2-C1 levels, as well as the formation of academic skills necessary for the use of English in educational, scientific and professional activities, further training in given educational and professional fields. The discipline is designed for the 1st year students, provides for the development of the English language skills in reading, writing, listening and speaking as well as lexical and grammatical efficiency, aimed at effective communication. The program integrates the following aspects: General English, English for Academic Purposes, and English for Specific Purposes, with special emphasis on the latter aspect. All integrated aspects present adequate extent of the English Language depending on the specifics of the training area of the education program. Students, successfully completed the program, will be prepared to take exams.

Learning Objectives

1. Formation of academic and professional communication competencies necessary for the use of the English language in educational, scientific, and professional activities.
2. Complex formation of communicative skills in the range of the set levels of communicative competence.
3. Development of information culture: searching for and systematize the necessary information, determining its reliability, referencing and using to create own texts of various directions; working with large amounts of information in a foreign language.
4. Integrated development of cognitive and research skills using resources in a foreign language during classroom and independent work.
5. Development of students' foreign language communicative competence in the range of B2-C1 levels according to the European scale CEFR levels.

Learning Outcomes

- to analyse advantages and disadvantages of a situation; produce a well-structured essay on a

wide range of subjects, showing controlled use of organisational patterns, connectors, and cohesive devices; develop an argument with relevant supporting detail

- to develop skills in writing essays
- to develop skills of note-taking
- to develop understanding of specialised complex longer texts*/articles and reports concerned with contemporary problems (CEFR)
- to give a structured talk (monologue): descriptive/informative/reasoning
- to participate in discussions on various topics (active listening, questioning, responding to questions, emphasizing)
- to take part in discussions and give logically structured talks on various professionally oriented issues, providing reasons for their opinions, and expressing themselves fluently and spontaneously without obvious searching for expressions B2+
- to understand a wide range of texts, including technical discussions in the field of International Relations and Business; identify key information in a linguistically complex text; quickly scan long, complex texts for specific information B2+; understand differences and similarities between points of view B2+
- to understand lectures, dialogues and polylogues on both familiar and unfamiliar topics
- to understand specialised complex longer texts*/articles and reports concerned with contemporary problems (CEFR)
- to understand text structure
- to understand the major specialised terms associated with economics, politics and international relations
- to use basic listening techniques (predicting, understanding main ideas and details)
- to use basic reading techniques, skimming & scanning (predicting, understanding main ideas, understanding details)
- to use language flexibly and effectively for academic and professional purposes

Course Contents

1. Why public services matter: the meaning of public services for the well-fare state.
2. The nature of administrative culture: levels of public administration culture. The impact of culture on public administration.
3. Recruitment of public personnel: merit versus patronage; representative bureaucracy; caveats; public versus private employment; terms and conditions of public personnel recruitment services.
4. Methods of recruitment: education and training; job placement; incentives and motivation; pay in the public sector; a variety of recruitment methods used in the public sector
5. Ethnic representatives in the public services: concern over equality in recruitment of various ethnic minorities within the society; problems and approaches to ethnic recruitment.
6. The politics of administrative accountability: important concepts in the control of the public sector instruments of accountability.

7. The politics of public management: new public management; strategic management; e-governance; distinguished feature of public management.

Assessments

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.

WRITTEN ASSESSMENT

to develop skills in writing e-mails; to develop skills in writing essays (opinion, advantages/disadvantages)

EMAIL, LETTER ASSESSMENT CRITERIA (max 10 points)

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: shows that he/she gets the idea of the topic, complete the task mentioning all the key moments in the body of the text; the student presents a fully developed position in response with relevant, fully extended and well supported ideas; content is relevant to the task;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the student shows that he/she mainly gets the idea of the topic and the task is mostly done; minor irrelevances and/or omissions may occur;

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 does not include everything they were asked to cover;

0 points – the student does not adequately address any part of the task and writes something irrelevant.

Coherence and Cohesion (max 2 points)

2 points - there is a salutation, opening, body, closing and signature, used properly and well-structured; the student logically organises ideas and/or effectively uses a wide range of cohesive devices; the text is well-structured and organised in paragraphs;

1 point – one of the features is missing, but others are used properly/ there is a salutation, opening, body, closing and signature, but some of them are incorrectly used; ideas are generally

organised; the student uses only basic linking words and/or a limited number of cohesive devices; the text is organised in paragraphs;

0 points – more than one of the features is missing/incorrectly used; ideas are not logically organised and/or cohesive devices do not indicate a logical relationship between ideas; the text is not organised in paragraphs.

Lexical Resource and Range (max 2 points)

2 points – the student uses a wide range of subject-specific vocabulary including some uncommon lexical items appropriately; there may be 1 inaccuracy, but mainly words fit the content of the task;

1 point – the student uses a sufficient range of subject-specific vocabulary appropriately, 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 (2 and more) and impede understanding.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of grammar structures with control and flexibility and may make 1 minor mistake; the student uses correct punctuation;

1 point – the student uses various structures and tenses, but may make 2 mistakes, which impede understanding; punctuation is mainly correct;

0 points – the student only uses basic structures and/or makes numerous mistakes (3 and more) which severely impede understanding; makes numerous punctuation mistakes.

Level/track specific criteria (max 1 point)

1 point – proper choice and use of language depending on the target audience of the email and the genre;

0 points – incorrect use of language for a given purpose.

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 presents an example for each argument;

0 points – the student does not present any example for an argument.

ORAL ASSESSMENT

to develop skills of participating in dialogues on general, academic, and professional topics (active listening, questioning, responding to questions, emphasizing, discussion strategies); to develop skills in delivering a monologue (informative/descriptive/argumentative/persuasive speech); to develop skills in giving a presentation (informative/descriptive/argumentative/persuasive speech)

DISCUSSION IN A Q&A SESSION FORMAT 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;

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;

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;

0 points – the student does not adequately address any part of the task; the student 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;

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.

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 misbalance of graphic and verbal information;

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

INDEPENDENT WORK ASSESSMENT

Listening, Reading and Test

Reading: to develop understanding of articles, reports, straightforward and specialised texts concerned with contemporary problems at the threshold/vantage/effective operational proficiency level; to form understanding of text structure; to develop skills of using basic reading

techniques skimming and scanning (predicting, understanding main ideas, understanding details).

Listening: to improve understanding of dialogues and polylogues on both familiar and unfamiliar topics; to develop understanding of lectures and learning context; to develop skills of using basic listening techniques (predicting, understanding main ideas and details); to form skills of notetaking.

Assessment Scale

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%

FINAL ASSESSMENT/EXAM

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

The release of examination papers: during the session.

Exam structure: 2 Exam sections Tasks. Max. 10 points. The exam consists of 2 parts: *Reading* and *Writing* that weigh 40% and 60% respectively in the total mark for the exam.

Time limit: 70 minutes online/offline.

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

Retaking exams: till the 15th of October 2022.

1. Reading (R)

Max. 10 points

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

Read the text. Possible reading tasks:

- *Choose the correct option for each task (multiple choice).*
- *Fill in the gaps (gap-filling).*
- *Decide whether the statement is True, False or Not Given.*

2. Writing (W) Write an essay on one of the topics given. Max. 10 points. Students should write a 250-word essay. Students have 50 minutes to complete the writing part. Writing is assessed against the criteria

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

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 presents an example for each argument;

0 points – the student does not present any example for an argument.

Sample Tasks

Monologue Sample Card

Speaking Part 2: Long Turn

The Speaking Part 2 Test lasts between 3-4 minutes + 1 minute preparation time.

- the examiner gives you a card with a topic to talk about
- there are some bullet points on the card to guide you
- the examiner gives you some paper and a pencil
- you have 1 minute to prepare for the talk
- you have 2 minutes to deliver the talk
- the examiner then asks you short 'yes/no' questions about your talk

General guidelines:

- listen / read each question carefully

- ask politely if you misunderstand or misheard a question:
e.g. " I'm sorry, could you repeat the question, please?"
- make full use of the preparation time to write down key points
- introduce your talk at the start, link your points together and use an appropriate ending
- speak clearly so that the examiner can hear and understand you
- use related and advanced vocabulary to reveal confidence
- do not stop speaking until the examiner says 'thank you'
- if the examiner asks you a short question at the end, you only need to give a brief answer

Sample Card:

Describe a person you know well / member of your family.

You should say:

- who the person is
- what makes the person special
- how different you are from this person
- what both of you have in common
- and explain why this person is special to you

Essay

Sample Writing Task 2

You have 40 min (+10 min transfer) to write an essay about the following topic:

"With the arrival of the Internet more and more universities are introducing online courses for their students."

What are the advantages and disadvantages of this?

You should write 250 words.

Sample essay

Paraphrasing the rubric

The development of Internet has brought significant changes in educational system. Nowadays, it is a common practice for universities to create special online courses for students instead of teaching them according to the standard system.

Main body paragraph 1

On the one hand, online education has lots of advantages for students, professors and universities. Firstly, it is a perfect option for those students, who cannot attend face-to-face classes. For example, they have physical disabilities or they cannot get a visa to study in a foreign country. Secondly, indeed, there are students and professors that prefer studying at home, rather than walking up early every morning and wasting a lot of time to get to the university. They feel more comfortable at home, thus, online courses will save them a lot of time and energy. Then, online education can be an attractive option for universities as well. Pre-recorded video lectures and prepared online materials will allow universities to save lots of money and time.

Main body paragraph 2

On the other hand, online courses definitely have some negative aspects. To begin with, it is a popular opinion that online education is inferior compared to full-time education. Some people say that you do not get the same amount of professors' attention and your knowledge is superficial. To continue, we cannot argue that online education creates convenient conditions for cheating, because at home there are no teachers to control you. Thus, the value of such knowledge is questioned. It is worth mentioning here that lack of practice also negatively affects the quality of online education.

Conclusion

To conclude, I believe that it is practically impossible to create a perfect online course system, there will always be some drawbacks. However, if there is no other opportunity to study, online education can become a worthy alternative.

Presentation

Speaking Task

Performance time: (presenting information) - 5 min

Sample Presentation Task

Candidate 1

Act as M. Pinot and prepare a presentation for Bonhomme management meeting. Your talk should be no longer than 4 or 5 minutes and in this time you should:

⇒ **explain** to your audience the importance of studying English and **recommend** one of the four English language training schemes that you think is most suitable for your company.

Structure your presentation according to the plan below.

I. Introduction

- opening
- stating the target
- providing an overview
- setting rules

II. Main body

- background
- problem
- possibilities
- recommendations

III. Conclusion

- summary
- closing

Interim assessment (4 Module)

The final grade for this course consists of the following elements:

25% WA (written assessment, the tasks can be retaken within 10 working days if the absence has been officially documented) +20% OA (oral assessment) + 25% IWA (student independent work /online) +30% FA (Final Test can be retaken).

Only overall grade is rounded.

Resources

Key recommended reading

English for management studies in higher education studies : course book, Corballis, T., Jennings, W., ISBN: 978-1-85964-440-9, 2009

Recommended further reading

Management and marketing with mini-dictionary, MacKenzie, I., ISBN: 1-89939-680-2, 1997

Supplies and technical support for the course

Types of classrooms:

Lecture / seminar classroom

Equipment of the classroom:

- a set of demonstration equipment: personal computer / laptop, a multimedia projector with audio/video, a projection screen, an interactive whiteboard, a video panel, and other means of demonstrating educational content. It is allowed to use a portable set of demonstration equipment for conducting classes.
- availability of wireless Internet access via Wi-Fi network.

Online platforms for distance learning / communication:

- Smart LMS;
- Microsoft Teams.

Corporate access is available to the instructors and students when using HSE corporate e-mail addresses.

Organization of Studies for Persons with Limited Mobility and Disabilities

If necessary, learners with limited mobility or a disability (as per his/her application), as well as per his/her individual rehabilitation programme, 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):

- *for persons with impaired vision*: enhanced fonts in hard copy documents; e-documents; audio files (transfer of study materials to an audio-format); hard copy documents with the use of Braille; individual consultation with a facilitated communicator; individual assignments and mentoring;

- *for persons with hearing impairments*: in hard copy; e-documents; video materials with subtitles; individual consultation with a facilitated communicator; individual assignments and mentoring;

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