

Английский язык для общих коммуникативных целей. Продвинутый курс – 2
Course Syllabus for «English for General Purposes Advanced–2»

Approved by the Academic
Council of SoFL

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 the Concept of Development of English-language Communicative Competence of HSE Students. “English for General Communication Purposes. Advanced course” is a course originally designed for the students of B2 CEFR level aspiring to enlarge their knowledge. Completing the course enables learners to boost their English language competences and skills up to the C1 level. Touching upon various life spheres from theatrical art to entrepreneurial success, the course builds up a student’s image as a thriving personality able to successfully communicate in diverse environments. Advanced vocabulary units and grammatical structures are acquired and applied throughout the course, which makes undergraduates feel comfortable in the multicultural atmosphere of the university. The use of assorted modes of working in the process of study contributes to the development of soft skills including time-management, teamwork, presentation skills and others. The course employs exclusively authentic materials such as articles, reviews, essays, podcasts and videos (e.g. Ted Talks) as well as games and web-based platforms to build strong reading, listening, speaking and writing skills. The adaptability and saturation of the course provides each student with an opportunity to tailor the Programme to suit their individual interests and needs. By the end of the course students will have gained the skills and confidence to communicate effectively in English at C1 level (HSE Scale 80-89).

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No. of credits	5
Contact hours	80
Independent study (hours)	110
Year of study, degree programme	The first year of study, 3- 4 modules
Study format	Full-time

Learning Objectives

1. The complex development of skills and competences for general communication of the C1 level (according to the Common European Framework of Reference for Languages (CEFR), HSE Scale 80-89 points);
2. The improvement of students’ command of English for interpersonal and intercultural communication;
3. The enhancement of receptive and productive skills related to general purposes;
4. The expansion of vocabulary on a variety of topics;
5. The expansion of grammar structures in use.

Learning Outcomes

- To develop skills of using basic listening techniques (predicting, understanding main ideas and details)
- To develop skills of using basic reading techniques skimming and scanning (predicting, understanding main ideas, understanding details)
- To develop understanding of articles, reports, straightforward and specialised texts concerned with contemporary problems at the threshold/vantage/effective operational proficiency level
- To develop understanding of lectures and learning context
- To develop writing skills (email / summary / essay)
- To form skills of note-taking
- To form understanding of text structure
- To improve understanding of dialogues and polylogues on both familiar and unfamiliar topics
- To participate in dialogues on general, academic and professional topics. (active listening, questioning, responding to questions, emphasizing, discussion strategies)
- To produce monologues (informative/descriptive/argumentative/persuasive speech)
- To produce presentations (informative/descriptive/argumentative/persuasive speech)

Course Contents

1. Fashion and consumerism

Shopping. Global consumerism. Design classics. Catwalk controversies. Grammar: Future in the past, emphatic structures. Vocabulary: consumer collocations. Word-formation: compound adjectives formed with nouns, suffixes (nouns).

2. Technology and change

Attitudes to technology. A new generation of robot companions. Robot in the house. Transport development. Living on another planet. Advantages and disadvantages of using machines like robots. Predictions about the future. Grammar: The passive; Complex noun phrases. Vocabulary: describing technology; collocations. Word-formation: collocations (noun+noun, adj+noun), prepositional phrases, clauses, to-infinitive.

3. People and ideas

A definition of creativity. Great thinkers of the past and of the present. Sharing good ideas. Managing a city. Old ideas relevant nowadays. Grammar: expressions of quantity, conditionals. Vocabulary: idioms with hand. Word-formation: irregular plurals.

4. Journalism and media

Modern trends in journalism. The influence of large media organizations. The most important medium for people in a country. Newspapers nowadays. The impact media has on children. Grammar: Verb patterns; Prepositional verbs. Vocabulary: The media. Word-formation: verb (+object) + to-infinitive; verb (+object) + infinitive without to; verb + -ing; verb + preposition + -ing; verb + ob + preposition + -ing.

5. Law and society

'Unwritten rules' in the society. Social behaviour of teenagers. Juvenile crime. Minimum age of criminal responsibility. Types of punishment. When in Rome, do as Romans do.

Grammar: Adverbs of degree; Reporting using nouns. Vocabulary: Idiomatic verb phrases; Justice systems; Noun conversion. Word-formation: suffixes for noun-formation.

6. Arts and entertainment

Artistic performance. The power of music. Digital technology and private life. Reality show production. Body language. Grammar: Non-finite clauses. Vocabulary: academic verbs, conversational english linkers. Word-formation: compound adjectives.

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.

– FINAL ASSESSMENT

The final test includes one reading test and one written work (an essay). The test tasks can be of different types. The final grade is equal to the mean of the grades for a reading test and an essay.

Reading tests are assessed as follows: 100-96% of fully correct answers = 10; 95-91% of fully correct answers = 9; 90-86% of fully correct answers = 8; 85-78% of fully correct answers = 7; 77-71% of fully correct answers = 6; 70-61% of fully correct answers = 5; 60-51% of fully correct answers = 4; 50-36% of fully correct answers = 3; 35-21% of fully correct answers = 2; 20-1% of fully correct answers = 1, 0% of fully correct answers, plagiarism or no work handed in or the student was absent = 0. Answers containing spelling mistakes are considered incorrect.

Writing is checked against the criteria.

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

The release of examination papers: during the session.

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The release of examination papers: during the session.

Retaking the exam: till the 15th of October 2022.

Time limit: 70 minutes online/offline.

1. Reading (R)

Max. 10 points. Students have no more than 20 minutes to complete the Reading part.

Read the text. Possible reading tasks:

- *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.

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.

Note:

The final test is held in class within 10 days before the exam period online on Zoom or MS Teams platforms. Students must log in using their first name and surname. If a student connects to the videoconferencing session late, the time allocated for the element of assessment may be extended at the examiner's discretion (p. 34 of Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics). The exam is conducted in written form online, remotely without proctoring. Taking a break during the Exam is not allowed. To take the exam, a student should: check the operation of the webcam, microphone, headphones or speakers, the speed of the Internet (for the best results, it is recommended to connect the computer to the network via a cable); prepare the necessary items for the exam tasks (pens, A4 paper for a draft); disable other applications in the task manager of the computer, except for the platform (Zoom or MS Teams).

The student provides the necessary conditions for the exam:

- sufficient level of illumination;
- low noise level;
- absence of interference with video and audio signal transmission;
- a fully operational webcam (including built-in laptop cameras);
- a fully operational microphone (including built-in laptop cameras);
- a permanent and stable Internet connection with a data transfer rate of at least 5 Mbps.

During the writing part of the exam, it is prohibited to:

- turn off the webcam and microphone, reduce its level of sensitivity to sound;
- use auto-correct functions, notes, textbooks, other educational materials;
- leave the desk area during the Exam (leave the visibility zone of the webcam);
- use headphones, headsets for any other reason than to complete the Listening section of the

exam;

- use “smart” gadgets (smartphone, tablet, etc.);
- involve another person to help with the Exam, talk with another person during the Exam;
- read tasks out loud;

In the event of a long-term communication failure with the Zoom or MS Teams platform during the exam, the student must record the fact of the loss of communication with the platform (take a screenshot/photograph of the entire screen so that the time and the application/web browser window are visible, get a response from the Internet provider) and report the problem to the office of the student’s Program and to the teacher (in one email). According to part 33 of Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics «... The use of materials not permitted by this list, attempts to communicate with other students or other individuals (e.g., through electronic means of communication), unauthorized movement in the examination room, having electronic means of communication that are not allowed by the teacher, intended disconnection from the video conference or switching browser tab, when it is clear that the teacher forbids the action, and other violations of examination procedure constitute ground for the end of exam for the particular student (student’s removal from the examination room, disconnection from the videoconference, etc.) with a subsequent “0” grade in the examination grade column.

– **INDEPENDENT WORK ASSESSMENT**

100-96% of fully completed tasks at home/in the classroom/online work = 10; 95-91% of fully completed tasks at home/in the classroom/online work = 9; 90-86% of fully completed tasks at home/in the classroom/online work = 8; 85-78% of fully completed tasks at home/in the classroom/online work = 7; 77-71% of fully completed tasks at home/in the classroom/online work = 6; 70-61% of fully completed tasks at home/in the classroom/online work = 5; 60-51% of fully completed tasks at home/in the classroom /online work = 4; 50-36% of fully completed tasks at home/in the classroom/online work = 3; 35-21% of fully completed tasks at home/in the classroom/online work = 2; 20-1% of fully completed tasks at home/in the classroom/online work = 1, 0% of fully completed tasks at home/in the classroom/online work = 0. A fully completed task means that an assigned task meets the deadline and all the requirements.

Note:

Independent work includes activities that students do at home, activities that students do in the classroom and online work. The elements of independent work cannot be retaken.

– **ORAL ASSESSMENT**

The elements of oral assessment are checked against the criteria.

Oral assessment includes a monologue on a given topic and a discussion.

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.

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.

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.

– **WRITTEN ASSESSMENT**

Criteria: see the files attached. Listening, reading and lexical-grammar tests are assessed as follows: 100-96% of fully correct answers = 10; 95-91% of fully correct answers = 9; 90-86% of fully correct answers = 8; 85-78% of fully correct answers = 7; 77-71% of fully correct answers = 6; 70-61% of fully correct answers = 5; 60-51% of fully correct answers = 4; 50-36% of fully correct answers = 3; 35-21% of fully correct answers = 2; 20-1% of fully correct answers = 1, 0% of fully correct answers = 0. Answers containing spelling mistakes are considered incorrect. Writing is checked against the criteria.

Written assessment includes:

- minimum 1 reading test,
- minimum 1 listening test,
- minimum 1 vocabulary and grammar test
- minimum 2 written works (a paragraph and an essay).

The test can be retaken within 10 working days if the absence has been officially documented.

PARAGRAPH ASSESSMENT CRITERIA (max 10 points)

Recommended word count 100 – 120

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: the topic sentence is relevant to the text; the student uses 3 extended and well supported major arguments relevant to the topic sentence; the text is paraphrased; the concluding sentence summarises the content of the paragraph and paraphrases the topic sentence adequately;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the topic sentence narrows the idea of the text considerably; the student uses 3 arguments but one argument is not fully detailed; the concluding sentence summarises the content of the paragraph;

1 point – the student responds to the task only in a minimal way or the answer is tangential, the format may be inappropriate: the topic sentence is not relevant to the text or not paraphrased; the student uses 3 arguments but two arguments are not fully detailed; the concluding sentence does not summarise the content of the paragraph;

0 points – the student does not adequately address any part of the task: there is no topic sentence at all, the supporting arguments are inadequately developed or unclear, there is a personal opinion as an argument, there are numerous quotations from the original text and there is no concluding sentence at all.

Coherence and Cohesion (max 2 points)

2 points – the text is logically organised; the student uses a wide range of cohesive devices appropriately; the text is not divided into paragraphs;

1 point – the text is logically organised; 1-2 cohesive devices are used inappropriately; the text is not divided into paragraphs;

0 points – the text is not logically organised; the student does not use cohesive devices at all; the text is divided into paragraphs.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary without repetitions, lexical and spelling mistakes; the register is appropriate;

1 point – the student uses a limited range of vocabulary, makes 1 lexical or spelling mistake; the register is appropriate;

0 points – the student uses basic vocabulary, makes 2 or more lexical / spelling mistakes; the register is inappropriate.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a variety of complex grammar structures without mistakes;

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

0 points – the student makes more than 1 grammar mistake which impedes understanding.

Level/track specific criteria (max 1 point)

1 point – the word count is 100-120;

0 points – the word count is 99 words or less / 121 words or more.

% Interim assessment (4 module)

Only overall grade is rounded

0.300 Final assessment

0.250 Independent work assessment

0.250 Written assessment

0.200 Oral assessment

Resources

Key recommended reading

New language leader: advanced : coursebook, Cotton, D., ISBN: 9781447961437, 2015

Recommended further reading

Berry, R. (2018). English Grammar : A Resource Book for Students (Vol. 2nd edition). [Place of publication not identified]: Routledge. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&site=eds-live&db=edsebk&AN=1753147>

Качалова, К.Н. Практическая грамматика английского языка с упражнениями и ключами : учебник / К. Н. Качалова, Е. Е. Израилевич. — Санкт-Петербург : КАРО, 2018. - 608 с. - ISBN 978-5-9925-0716-4. - Режим доступа: <https://new.znaniy.com/catalog/product/1047576>

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.

Sample tasks

Independent Work Assessment

Home Assignment:

1) Watch the video <https://www.engvid.com/are-you-using-enough-correctly/> and do the quiz. Attach the screenshots.

2) Grammarway: do p 31 ex 3, p 33 ex 8. Check against the answer key at the back of the book

3) Watch the videos about zero and first conditionals and do the quizzes. Attach the screenshots.

Zero <https://www.engvid.com/learn-english-grammar-zero-conditional/> First <https://www.engvid.com/learn-english-grammar-the-first-conditional/>

Classwork

1) Kahoot on Advertising 1

2) In pairs discuss these questions: - Have you ever bought something just because of an advert? When? What? - Are there any adverts that you particularly like/remember? Which one(s)? Why?

3) Follow the link <https://answergarden.ch/1200330> 4) Watch a video and answer the questions: -How do advertisers make us buy things? -Are there any new ideas that haven't been mentioned before? <https://www.youtube.com/watch?v=Urny4oFBbto>

Written Assessment

Task 1.

Write a **paragraph** explaining the reasons why people travel.

Start your paragraph with a topic sentence, summarizing the content of a paragraph. Give three points for your answer. Do not forget about linking words and phrases. End your paragraph with a concluding sentence.

Write 110 - 130 words.

You have 25 minutes.

Task 2.

Write an **essay** on the following topic.

Some people believe that having a unique product is the key to success, whereas others claim that it depends on how well an individual can run and understand the business.

Discuss both views and give your own opinion.

Recommended word count is 250 words

You have 45 minutes

Oral Assessment

Task 1. Monologue

Expand on the way people learn about other cultures in the digital age.

You should:

- express your attitude towards the given problem
- speculate on the problem and justify your statement, providing at least 2 supporting arguments
- summarise your ideas

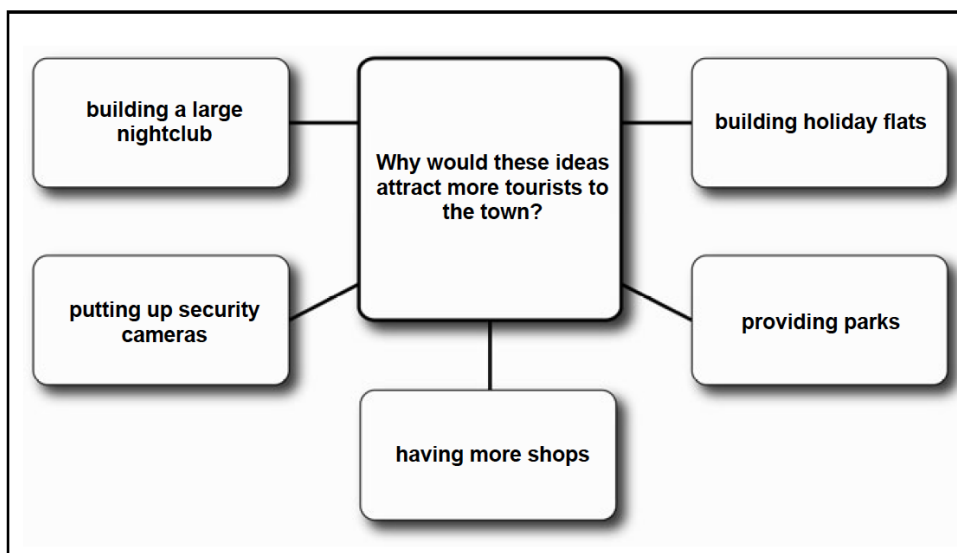
You should speak no less than 2 minutes and no longer than 3 minutes.

Task 2. Discussion

Imagine that a town wants more tourists to visit. Here're some ideas they're thinking about and a question for you to discuss.

First you have 15 seconds to look at the task.

Then talk to your partner for two minutes about why these ideas would attract more tourists to the town.



Final Assessment

READING

TASK 1. Read the text 1 and decide whether the following statements (1-5) agree with the information in the text. Mark them:

T if the statement agrees with the text

F if the statement does not agree with the text

NG if there is no information about this in the text

1. In order to attain wealth, decisiveness and inherited property are required.
2. One thing that high-achievers have in common is that they have high brain function.
3. People from middle-class backgrounds are more likely to succeed because they worry about high rank in society.
4. Some high school students are doing more activities outside of school.
5. An idea for relieving pressure to succeed is to improve our lives in any case.

LIKELY TO SUCCEED

When it comes to ambition, no two people are alike. What is it that sets us apart? What drives some people to study late into the night, work 80 hours a week, or practice a piano concerto until their fingers ache?

Researchers say it's a combination of factors that determine a person's desire to achieve. Psychologist Larry Nas, from Northfork University, says, 'It's important to have drive. But we won't get anywhere if we don't know how to set clear goals. Similarly, those with inherent ambition and drive but no clear goals tend to begin numerous projects, but don't ever follow them to completion. In other words, without the right combination of personal characteristics and clear goals, we just spin our wheels.

It's unclear whether ambition is guided more by genetics, or by outside factors like economic status and education, but psychologists believe that the trait is both genetic and learned. A recent study published in the Worthington University Journal measured persistence - the ability to stay focused on a task until it has been completed properly. In the investigation, those students who were the most persistent had a significantly higher level of activity in the same area of the brain: the part which controls emotions. Despite these results, it's clear that persistence is more than just a brain function: it's also a learned habit.

In addition, economics plays an interesting role. In developed societies, a large proportion of successful people come from middle class backgrounds. According to an article in the December issue of *Hour Magazine*, the reason for this is what's known as 'status anxiety'. Middle-classes tend to have the right level of financial stress - a little, but not so much that they feel hopeless.

These days, even teens and young adults are feeling the pressure. Competition to get into good colleges and eventually find good jobs has high school students pushing themselves harder than ever. Most of the kids reported feeling pressure to take advanced-level courses, participate in sports or clubs, and do after-school jobs.

So, is it better to get out of the rat race and avoid all that unhealthy stress? Or should we continue the quest to better ourselves and our lives at any cost? It's difficult to find the balance. One trick may be to remember to appreciate our non-material wealth - family, friendship, and doing the things we enjoy. Most would agree that those treasures are far more valuable than any material wealth or success.

TASK 2. Read the text 2 and complete the notes (6-10) using NO MORE THAN THREE WORDS from the text.

Sports fans include many different types of people, but they are all part of

_____ (6).

_____ (7) is about how we categorize people in groups, and how we identify with certain groups more than others.

People want others to think highly _____ (8) they belong to.

By studying language, we can see that fans feel closer to the team when _____ (9).

Fans of a winning team feel more self-confident and are more likely to _____ (10) more money.

WRITING

Write an **essay** on the following topic.

Some people believe that having a unique product is the key to success, whereas others claim that it depends on how well an individual can run and understand the business.

Discuss both views and give your own opinion.

Recommended word count is 250 words.

You have 50 minutes.