Английский язык для общих коммуникативных целей. Продвинутый курс - 3 Course Syllabus for «English for General Communication Purposes. Advanced-3»

Approved by the Academic
Council of SoFL

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| :--- | :--- |
| No. of credits | 3 |
| Contact hours | 52 |
| Independent study <br> (hours) | 62 |
| Year of study, <br> degree programme | The second year of study,1-3 modules |
| Study format | Full-time |


#### 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. The Programme is designed for the 2nd-year students. It continues "English for General Communication Purposes. Advanced course - 1, 2 ". The course suggests a more indepth study of a variety of communicative situations. An expended number of vocabulary units and grammatical structures is 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. "English for General Communication Purposes. Advanced level" course is originally designed for the students of B2-C1 CEFR level aspiring to excel their knowledge. Completing the course enables learners to boost their English language competences and skills up to the C1-C2 level. Touching upon various life spheres from team building to journeys, 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 (i.e TedTalks) as well as games and web-based platforms to build strong reading, listening, speaking and writing skills. The adaptability and saturation of the course provide each student with an opportunity to tailor the program to suit their individual interests and needs. By the end of the course, you will gain the skills and confidence to communicate effectively in English at C1-C2 level (HSE Scale 70-89).


## Learning Objectives

1. The course pursues the following objectives: the complex development of skills and competences for general communication of the C 1 level (according to the Common European Framework of Reference for Languages (CEFR), HSE Scale 70-89 points); the improvement of students' command of English for interpersonal and intercultural communication; the enhancement of receptive and productive skills related to general purposes; the expansion of vocabulary on a variety of topics; the expansion of grammar structures in use.

## Learning Outcomes

- give clear and detailed presentations on a range of topics, expanding ideas with relevant examples, evidence, or arguments;
- participate in debates on abstract and complex topics; produce descriptive/informative/reasoning monologues;
- understand dialogues and polylogues on both familiar and unfamiliar topics; understand lectures; understand academic/ professional presentations which are linguistically complex, use basic listening techniques (predicting, understanding main ideas and details); follow extended speech and complex lines of arguments; use note-taking
- understand specialised complex longer texts*/articles and reports concerned with contemporary problems (CEFR); understand text structure; use basic reading techniques, skimming \& scanning (predicting, understanding main ideas, understanding details) *can use a dictionary occasionally to confirm his/her interpretation of terminology
- write clear, well-structured texts on a variety of subjects expanding points of view, developing arguments, synthesising and evaluating information, can evaluate different ideas or solutions to a problem): Review of a film/book/play


## Course Contents

1. Topic 1. Team building.

Team building. Online/Offline. Kidfluencers. Reading: Understanding short anecdotes in an article. Listening: understanding persuasive speech. Speaking: storytelling, working out 'hooks', giving feedback on an event, participating in a discussion, joining a conversation already in progress. Vocabulary: Internet and social media, phrasal adjectives. Grammar: present, past and future perfect, perfect and continuous infinitives.

## 2. Topic 2. Changes.

Changes. Work, work, work. Local issue. Reading: understanding a newspaper article. Listening: understanding informal explanation. Speaking: planning and delivery of a presentation, holding an evaluative discussion, note-based speech delivery. Vocabulary: work practices, semantic prosody. Grammar: the continuous aspect, probability, cleft sentences.

## 3. Topic 3. Ideas.

Ideas. Problems, problems. Fact, or fiction? Reading: understanding business articles. Listening: recognising difference in formality. Speaking: tips to prolong a conversion, being an active listener, presenting a review, making a dialogue, giving feedback. Vocabulary: prefixes (bi-/multi-, hyper-/hypo-, marco-/micro-, over-/under-, re-/pro-), verbs to report. Grammar: question forms, reason clauses, gradable and ungradable adjectives.

## 4. Topic 4. Dystopias.

Dystopias. Consumer affairs. Signs of the times. Reading: understanding an article on
finance. Listening: Understanding a complex podcast. Speaking: presenting formal recommendations, presenting a slogan, role-play: participation in a panel discussion. Vocabulary: social issues, marketing and advertising. Grammar: the passive, the present subjunctive, comparatives.

## 5. Topic 5. Journeys.

Journeys. It's a scam! Skills for life. Listening: understanding a debate. Reading: understand correspondence. Writing: writing a review. Speaking: making dialogues, participating in a discussion, debating. Vocabulary: travel problems, finance and investment. Grammar: determiners, relative clauses, reduced relative clauses and similar structures.


#### Abstract

Assessment 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.

## QUIZZES/TESTS ASSESSMENT (max 10 points)

Task completion chart:
96-100\%-10
91-95\% - 9
86-90\%-8
78-85\%-7
71-77\%-6
61-70\%-5
51-60\%-4
36-50-\% - 3
21-35\%-2
1-20\% - 1
$0 \%-0$
Answers containing spelling mistakes are considered incorrect.

- Final Assessment, module 3

Period of Final Assessment: the final exam is held in class within 10 days before the exam period online on MS Teams platform.

The release of examination papers: during the session.
The exam consists of 3 parts: Listening (30\%), Reading (30\%) and Writing (40\%) respectively in the total mark for the exam. 0 points in case of cheating.
Retaking exams: till the 15th of October 2022.
Time limit: 80 minutes online/offline.
Tasks complexity: B2.
Exam structure:

| 1. | Listening $(L)$ | Listen to the text and complete the tasks <br> $1-10$. | max. 10 points |
| :--- | :---: | :--- | :--- |
| 2. | Reading $(R)$ | Read the text and complete the tasks 1-10. | max. 10 points |
| 3. | Writing $(W)$ | Write a review/report. | reviewassessment criteria/ <br> report assessment criteria l |

Grading formula: $\mathrm{L} * 0,3+\mathrm{R} * 0,3+\mathrm{W} * 0,4=10$

## Note

Depending on the epidemiological situation the final test is held in class during the session week or 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 with 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).

## Note:

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

Assessment criteria for self-directed work:

- Task Achievement
- Creativity
- Depth of information analysis
- Format of presenting
- Meeting the deadline
$10-100-96 \%$ of fully completed tasks at home/in the classroom/online work, $9-95-91 \%, 8-$ $90-86 \%, 7-85-78 \%, 6-77-71 \%, 5-70-61 \%, 4-60-51 \%, 3-50-36 \%, 2-35-21 \%, 1-20-$ $1 \%, 0-0 \%$. 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


## 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):

$\mathbf{3}$ 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;
$\mathbf{0}$ 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;
$\mathbf{0}$ 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;
$\mathbf{0}$ 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, colour), 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.

## DIALOGUE ASSESSMENT CRITERIA (max 10 points)

## Task Response (max 3 points)

3 points - the student fully addresses all parts of the task: initiates the conversation, shares opinions, demonstrates active listening and questioning skills, responds to questions; presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas; the student finds common ground, presents logical arguments, supporting evidence and examples, makes comments and draws conclusions, shows the interest in what another participant says; content corresponds with the topic of the dialogue;
$\mathbf{2}$ points - the student addresses all parts of the task although some parts may be more fully covered than others: the student takes an active part in the dialogue, shares some ideas, does not always hear the thoughts and ideas of the partner; presents a relevant position although the conclusions may be unclear or repetitive, gives arguments, some of which are not fully developed, extended or supported;
1 point - the student responds to the task only in a minimal way: the student is not an active participant of the dialogue, rarely shares ideas, does not propel the conversation; presents a position but it is unclear and/or the arguments are not fully developed, extended or supported; presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported;
0 points - the student does not adequately address any part of the task: the student is rather passive, does not share any ideas or answer questions; does not express a clear position.
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, etc., makes the points clearly but briefly, allows the partner to finish without interrupting, encourages the partner to speak by inviting him/her to give his/her opinion, shows agreement or disagrees politely;
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, the student sometimes talks over the other speaker, disagrees harshly, dominates the conversation;
$\mathbf{0}$ 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)

$\mathbf{2}$ points - the student uses a wide range of appropriate vocabulary including some advanced lexical items; the student uses appropriate phrases for better dialogue development;
1 point - the student uses appropriate but limited vocabulary; phrasal verbs and/or collocations are used inappropriately;
$\mathbf{0}$ points - the student's vocabulary is too limited to comment on the topic; numerous mistakes impede communication; 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 question forms and other grammar structures accurately, may make 1 minor mistake which does not impede communication, can correct the mistake;
1 point - the student uses a variety of grammar structures and may make 2 mistakes which could impede communication;
0 points - the student makes numerous grammar and stylistic 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.

## 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;
$\mathbf{0}$ 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;
$\mathbf{0}$ 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;
$\mathbf{0}$ 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;
$\mathbf{0}$ 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.

## Note

Oral assessment includes a presentation with further discussion and a dialogue. The elements of oral assessment cannot be retaken.

- Written assessment

Listening, reading, and grammar and vocabulary tests are assessed as follows: $10-100-96 \%$ of fully correct answers, $9-95-91 \%, 8-90-86 \%, 7-85-78 \%, 6-77-71 \%, 5-70-61 \%, 4-$ $60-51 \%, 3-50-36 \%, 2-35-21 \%, 1-20-1 \%, 0-0 \%$. Answers containing spelling mistakes are considered incorrect.

A review is checked against the criteria.

## REVIEW ASSESSMENT CRITERIA (max 10 points)

Recommended word count - 250-300

## Task Response (max 3 points)

$\mathbf{3}$ points - the student fully addresses all parts of the task (writes a title and a catchy introduction which identifies the reviewed item, gives a complete and fair description of the item, makes valid recommendations in conclusion); presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas (presents a thorough discussion);
2 points - the student addresses all parts of the task although some parts may be more fully covered than others (writes a title and a relevant introduction, gives a narrow description, makes valid recommendations in conclusion); presents a relevant position although the conclusions may be unclear or repetitive; presents relevant main ideas but some may be inadequately developed/unclear;

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 write a title but writes an introduction, gives a short description of the item, makes invalid recommendations in conclusion; 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;

0 points - the student does not adequately address any part of the task: the student does not write an introduction, presents undetailed arguments, neither presents the personal impression nor the verdict; 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 writes a clearly structured objective review on the item, uses a variety of linking devices which connect the ideas appropriately, organises information in a logical order, uses paragraphing sufficiently;
1 point - the student writes a poorly structured review, uses a limited number of linking devices, does not use paragraphing sufficiently;
$\mathbf{0}$ points - the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them.

## Lexical Resource and Register (max 2 points)

2 points - the student uses a wide range of vocabulary specific to this topic without repetitions, makes 1 lexical or spelling mistake, the review is written in the appropriate register;
$\mathbf{1}$ point - the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 2 lexical or spelling mistakes, the student uses the appropriate register;
$\mathbf{0}$ points - the student uses basic vocabulary, makes 3 or more lexical / spelling mistakes, the student uses an inappropriate register.

## Grammatical Range and Accuracy (max 2 points)

2 points - the student uses a variety of complex grammar structures and makes 1 grammar mistake;
1 point - the student uses basic grammar structures and makes 2 grammar mistakes;
0 points - the student makes numerous grammar mistakes which impede understanding.

## Punctuation (max 1 point)

1 point - the students may make 1-2 punctuation errors;
0 points - the students makes more than 2 punctuation errors.

## Note

Written assessment includes minimum 1 reading test, minimum 1 listening test, minimum 1 vocabulary and grammar test and minimum 1 written work (review).

The test tasks can be of different types. The elements of written assessment can be retaken within 10 working days if the absence has been officially documented.

## Interim assessment (3 module)

0.300 Final Assessment
0.250 Independent work
0.250 Written assessment
0.200 Oral assessment

Blocking elements are not present.
Reading which includes the following: predicting, skimming, scanning, detailed reading, guessing unknown words from context, understanding text organization, recognizing argument and counterargument; distinguishing between main information and supporting detail, fact and opinion, hypothesis versus evidence; summarizing and note-taking.
Writing includes the following:
summary content and structure (patterns of organization, paragraphing, topic sentence and supporting ideas, coherence and cohesion, punctuation, quoting and referencing, avoiding plagiarism), review structure and content, preliminary thesis formulation, research question development;

- functions (generalization, definitions, exemplification, classification, comparison and contrast, cause and effect, process and procedure, interpretation of data);
- style (passive constructions, avoiding verbosity);
- punctuation.

Listening includes the following:
general comprehension (listening for gist, listening for detailed information, recognizing relevant/irrelevant information, signposting and importance markers, recognizing sentence connections: reference, addition, contrast, cause and effect, listing; evaluating the importance of information);

- lectures (identifying the topic and main themes, identifying relationships among major ideas, comprehending key information, identifying supporting ideas and examples, retaining information through note-taking, retrieving information from notes, inferring relationships between information supplied in a lecture, taking efficient notes from a lecture).
Speaking includes the following:
seminar skills (agreeing and disagreeing, clarifying, questioning, persuading, emphasizing, concluding, interrupting; evaluating ideas and actions, presenting solutions, recommending action, comparing and contrasting, probability and possibility, cause and effect, criticizing); - presentation skills (introductions and stating the purpose, signposting, creating interest and involving audience, using rhetorical questions, emphasizing and highlighting key points, preparing the audience for visuals, summaries, conclusions and closing courtesies; body language and nonverbal communication).

Examples of Reading, Listening, Writing and Speaking are provided.

## Reading.

Read the text and complete the tasks.

Task 1. Run your eyes quickly over the title, the subheadings, (the heading of the sidebar), the photograph and its caption. What main ideas do you expect in the reading? Write down at least 3 of them.

Task 2. Run your eyes quickly over the first two sentences of every paragraph, the first sentences of the sidebar, any words with capital letters, any numbers. Add 2 more ideas to the ones you wrote in.

Task 3. Scan the text for the categories of information. Check the categories you find and mark the information as indicated.

Task 4. Answer the questions based on the text.

## Listening

Task 1. Listen to the academic discussion. Choose all the signals of turn-taking and encouraging participation that you hear.

Task 2. Listen to the discussion again and take notes. Use them to answer the questions

## Vocabulary test

Task 1. Fill in the gaps using the given words.
Task 2. Read the sentences and add paraphrases of the terms indicated.
Task 3. Choose the most fitting option from the ones given for each sentence.

## Presentation

Prepare a presentation on a potential start-up. You and your group will use the theories of supply and demand to pitch the product or service to the class in order to gain capital.

## Dialogue

You and your partner are going to talk about the importance of social movements. Discuss the most influential movements of the recent past, their effect on the society and their future.

## Panel Discussion

Work in groups of three with one moderator and two panelists. Discuss the given information using signposts, encouraging participation, clarifying meaning and confirming understanding.

## Debate

Prepare a debate on whether or not small children should be vaccinated to immunize them from potentially harmful viruses. Use what you have learned about viruses as well as your research into the advantages and disadvantages of vaccines to develop your position.

## Summary

Read the text and write a summary of it.

## Review

Watch a film and write a review on it where you describe what you have seen, provide recommendations and share your opinion on it.

## Resources

Key recommended reading

Практическая грамматика английского языка с упражнениями и ключами, 608 с., Качалова, К. Н., Израилевич, Е. Е., ISBN: 978-5-89815-929-0, 2008

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.znanium.com/catalog/product/1047576

Кузьменкова Ю. Б. - АНГЛИЙСКИЙ ЯЗЫК + АУДИОЗАПИСИ В ЭБС. Учебник и практикум для вузов - М.:Издательство Юрайт - 2020-441с. - ISBN: 978-5-534-00452-6 - Текст электронный // ЭБС ЮРАЙТ - URL: https://urait.ru/book/angliyskiy-yazyk-audiozapisi-v-ebs-449896

## 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=edslive\&db=edsebk\&AN=1753147

- Microsoft Office Professional Plus 2010 / Из внутренней сети Университета
- Microsoft Windows 7 Professional RUS / Из внутренней сети Университета


## Types of classrooms:

Lecture / seminar classroom (52)

## 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.

