Подготовка к международным экзаменам по английскому языку
Course Syllabus for "International English Examinations Practice"

Abstract

«International English Examinations Practice» course is a specialized highly intensive program designed to give students insight into the IELTS Academic testing system. The program focuses on four parts of the exam which are Reading, Listening, Writing and Speaking and explains aim and format of every task included in the IELTS Academic Exam.

The course highlights crucial tips and ready-to-use techniques to keep in mind during the examination. It also draws attention to common mistakes and pitfalls hampering test takers from gaining higher IELTS scores. The program blends theory and practice, though practice prevails. Students are offered to scrutinize printed materials, peruse online learning resources as well as fulfill numerous exercises both in class and at home and thus familiarize themselves with subtleties of the IELTS testing system.

The grammar and vocabulary revision materials included in the course are aimed at the score of 7.5 and higher of the 9-band IELTS scale – the results normally expected by the admissions of the top-notch Bachelor and Master courses taught entirely in English in Russia and abroad. The program is built to help students perform their best on the IELTS Academic exam though the final results are entirely conditioned by the eagerness, determination and involvement of each individual student.

Developer	Centre for Educational Approaches and Technologies, School of Foreign Languages
No. of credits	3
Contact hours	52
Independent study (hours)	62
Year of study, degree programme	The second year of study, bachelor's degree
Study format	With the use of an online course

1.   Objectives, Results of the Course Study

The aims of the course are:
- to give a detailed overview of all four parts of IELTS Academic;
- to provide students with the language, grammar and test-taking strategies required for the IELTS exam;
- to improve all four language skills, speaking, listening, reading and writing, as required for the IELTS examination.

By the end of this course, students will be able to do the following:

Reading
- understand a variety of different academic text types;
- use different reading strategies and focus on target material in all types of reading passages;

Listening
- understand academic and professional discourse;
- identify the main ideas and distinguish relevant supporting details of a formal or academic passage;

Writing
- produce different types of IELTS written tasks;
- demonstrate enhanced vocabulary and grammatical structures;

Speaking
- demonstrate enhanced speaking in different task formats;
- formulate, express and defend opinions using appropriate vocabulary and grammatical structures.

2. Course Content

Topic 1: Urban and Rural Life
Reading: matching information/ headings/ features/ sentence endings
Writing: describing and summarizing the information given in graphs, diagrams, etc.
Listening: introduction to IELTS Listening test
Speaking: answering Part 1 questions

Topic 2: Health
Reading: table/ flow-chart/ sentence/ summary completion
Writing: describing and summarizing the information given in graphs, diagrams, etc.
Listening: note/ table/ flow-chart completion
Speaking: answering Part 1 and Part 3 questions

Topic 3: Art
Reading: identifying information (true/ false/ not given)
Writing: different types of essays
Listening: multiple choice questions
Speaking: planning Part 2 answer

Topic 4: Finance and Business
Reading: multiple choice and diagram labelling
Writing: different types of essays
Listening: short-answer questions
Speaking: grammatical range and accuracy

Topic 5: History
Reading: identifying the writer's claims/ views (yes/ no/ not given)
Writing: different types of essays
Listening: matching tasks

Speaking: fluency, pronunciation and coherence

3. Ongoing assessment

Written assessment

Written assessment is conducted in the form of an IELTS written exam and includes various types of graph descriptions and essays. Assessment is based on IELTS descriptors and scores are converted into the regular HSE's grading system via conversion formula.

The elements of written assessment can be retaken during 10 working days after the test date if missed for a valid reason. The absence must be documented (e.g. doctor's confirmation).

Assessment criteria for written works:
Assessment is based on IELTS descriptors and scores are converted into the regular HSE's grading system via conversion formula.

Sample tasks:
You should spend about **20** minutes on this task.

The three pie charts below show the changes in annual spending by a particular UK school in 1981, 1991 and 2001.

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

You should write at least **150** words.

Oral assessment

Oral assessment is conducted in the form of an IELTS Speaking exam and includes all three parts of it. The elements of oral assessment are taken on a designated date and cannot be retaken whatever excuse for absence there is.

Assessment criteria are based on IELTS descriptors, and scores are converted into the regular HSE's grading system via conversion formula.

Sample tasks:

Let's consider first of all watching sport ...
• How expensive is it to go to sports events in your country?
• Do you think it's different watching a sports event on TV and going to watch it in person? In what ways?
• Do you think there's too much sport on TV? Why?
Finally, let's talk about famous sports people ...
• Why do you think sports people often become media stars today?

Independent work assessment

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

Assessment criteria comply with the following Grading system:

Grade	10	9	8	7	6	5	4	3	2	1	0
% fully completed tasks at home/in the classroom/online work	100 - 96%	95 - 91%	90 - 86%	85 - 78%	77 - 71%	70 - 61%	60 - 51%	50 - 36%	35 - 21%	20 - 1 %	0%

A fully completed task means that an assigned task meets the deadline and all the requirements.

<u>Sample tasks</u>

PAPER RECYCLING

A Paper is different from other waste produce because it comes from a sustainable resource: trees. Unlike the minerals and oil used to make plastics and metals, trees are replaceable. Paper is also biodegradable, so it does not pose as much threat to the environment when it is discarded. While 45 out of every 100 tonnes of wood fibre used to make paper in Australia comes from waste paper, the rest comes directly from virgin fibre from forests and plantations. By world standards, this is a good performance since the worldwide average is 33 percent waste paper. Governments have encouraged waste paper collection and sorting schemes and at the same time, the paper industry has responded by developing new recycling technologies that have paved the way for even greater utilization of used fibre. As a result, industry's use of recycled fibres is expected to increase at twice the rate of virgin fibre over the coming years.

B Already, waste paper constitutes 70% of paper used for packaging and advances in the technology required to remove ink from the paper have allowed a higher recycled content in newsprint and writing paper. To achieve the benefits of recycling, the community must also contribute. We need to accept a change in the quality of paper products; for example, stationery may be less white and of a rougher texture. There also needs to support from the community for waste paper collection programs. Not only do we need to make the paper available to collectors but it also needs to be separated into different types and sorted from contaminants such as staples, paperclips, string and other miscellaneous items.

C There are technical limitations to the amount of paper which can be recycled and some paper products cannot be collected for re-use. These include paper in the form of books and permanent records, photographic paper and paper which is badly contaminated. The four most common sources of paper for recycling are factories and retail stores which gather large amounts of packaging material in which goods are delivered, also offices which have unwanted business documents and computer output, paper converters and printers and lastly households which discard newspapers and packaging material. The paper manufacturer pays a price for the paper and may also incur the collection cost.

D Once collected, the paper has to be sorted by hand by people trained to recognise various types of paper. This is necessary because some types of paper can only be made from particular kinds of recycled fibre. The sorted paper then has to be repulped or mixed with water and broken down into its individual fibres. This mixture is called stock and may contain a wide variety of contaminating materials, particularly if it is made from mixed waste paper which has had little sorting. Various machineries are used to remove other materials from the stock. After passing through the repulping process, the fibres from printed waste paper are grey in colour because the

printing ink has soaked into the individual fibres. This recycled material can only be used in products where the grey colour does not matter, such as cardboard boxes but if the grey colour is not acceptable, the fibres must be de-inked. This involves adding chemicals such as caustic soda or other alkalis, soaps and detergents, water-hardening agents such as calcium chloride, frothing agents and bleaching agents. Before the recycled fibres can be made into paper they must be refined or treated in such a way that they bond together.

E Most paper products must contain some virgin fibre as well as recycled fibres and unlike glass, paper cannot be recycled indefinitely. Most paper is down-cycled which means that a product made from recycled paper is of an inferior quality to the original paper. Recycling paper is beneficial in that it saves some of the energy, labour and capital that go into producing virgin pulp. However, recycling requires the use of fossil fuel, a non-renewable energy source, to collect the waste paper from the community and to process it to produce new paper. And the recycling process still creates emissions which require treatment before they can be disposed of safely. Nevertheless, paper recycling is an important economical and environmental practice but one which must be carried out in a rational and viable manner for it to be useful to both industry and the community.

Questions 30-36
Complete the summary below of the first two paragraphs of the Reading Passage.
Choose *ONE OR TWO WORDS* from the Reading Passage for each answer.
Write your answers in boxes 30-36 on your answer sheet.

SUMMARY
Example ...

From the point of view of recycling, paper has two advantages over minerals and **...........oil..........**
in that firstly it comes from a resource which is **........ (30) ....** and secondly, it is less threatening to our environment when we throw it away because it is **....... (31) ......** Although Australia's record in the re-use of waste paper is good, it is still necessary to use a combination of recycled fibre and **........ (32) ....** to make new paper. The paper industry has contributed positively and people have also been encouraged by **.........(33) ....** to collect their waste on a regular basis. One major difficulty is the removal of ink from used paper but **......... (34) ....** are being made in this area. However, we need to learn to accept paper which is generally of a lower **......... (35) ....** than before and to sort our waste paper by removing **......... (36) ....** before discarding it for collection.

4. Final Assessment

Period of Final Assessment module 3: during the session.
Retaking exams: till the 15th of October 2022.
Time limit: 10-12 minutes online Smart LMS/ MS Teams.
Assessment: Assessment criteria are based on IELTS descriptors, and scores are converted into the regular HSE's grading system via conversion formula.

The exam can be retaken if missed for a valid reason. The absence must be documented (e.g. doctor's confirmation).

Sample tasks:

Candidate task card:
Describe a sports event you enjoyed watching.
You should say:
- what event you watched
- where you were
- who you watched it with
and explain why you enjoyed watching it.
You will have to talk about the topic for 1 to 2 minutes.
You have 1 minute to think about what you are going to say.
You can make some notes to help you if you wish.

Interim assessment (3 module)

0.300 Final Assessment

0.250 Independent Work Assessment

0.250 Written Assessment

0.200 Oral Assessment

Retaking a Final Assessment is conducted in accordance with the «Procedures for Retaking Examinations» of the Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics.

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.

5. Sources

Online course on the SmartLMS platform

5.1.   Software

№p/p	Name	Terms for access/downloading
		Microsoft Office Professional Plus 2010 (from HSE University's internal network (agreement)) *Microsoft Windows 7 Professional RUS (from HSE University's internal network (agreement))*

5.2.   Professional databases, information reference systems, e-resources (eLearning resources)

№p/p	Name	Terms for access/downloading
		MS Teams, Webinar.ru https://edu.hse.ru/

5.3.   Supplies and technical support for the course:
-    **type of classroom**: computer classroom or/ and lecture hall;

- **<u>classroom procurement</u>**: personal computer; multimedia projector, screen, whiteboard, laptop, screen, specialized furniture, blackboard, tables or desks, chairs, Wi-Fi Internet.

6. 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):

6.1.1. *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;

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

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