

**SoFL Integrative Exam course description (Vnutrenniy ekzamen)  
Year 1 Module 4 2021/2022**

Developed by	School of Foreign Languages
Course format	Without the use of an online course

**Learning objectives and expected course outcomes**

**Learning objectives:**

- to assess the level of English language communication competence;
- to assess the state of the students' lexical, grammatical, listening, reading, writing and speaking skills needed for effective communication in everyday, academic and business situations.

**The students who have successfully passed the exam are able to:**

- read English language texts and comprehend the necessary information;
- listen to English language texts and comprehend the necessary information;
- analyse, compare and interpret information using subject-specific vocabulary and fully formed communicative strategies;
- extract and compartmentalise information into plans, tables, mind-maps, etc.;
- write texts of various genres on a wide range of topics;
- speak on a wide range of topics using genre-specific vocabulary.

**Course content**

Course range: *English for general communication purposes, English for business purposes, English for general academic purposes*

- *Reading*: read the text and complete the given tasks.
- *Listening*: listen to the text and complete the given tasks.
- *Writing*: write an essay on the given topic.
- *Speaking*: prepare and perform an argumentative monologue on the given topic.

**Assessment Elements**

- Listening (*non-blocking*)
- Speaking (*non-blocking*)
- Writing (*non-blocking*)
- Reading (*non-blocking*)

**SoFL Integrative Exam structure (Vnutrenniy ekzamen)  
Year 1 Module 4**

Exam time - 90 minutes. The exam is conducted online.

<b>№</b>	<b>Section</b>	<b>Possible assignments</b>	<b>Points</b>	<b>Comments on assignments</b>
<b>1</b>	<i>Listening</i>	Listen to the lecture-presentation ONCE and complete the following tasks. In tasks 1-5 choose one correct variant A, B, or C. In tasks 6-10 fill in the gaps, using NO MORE THAN 3 WORDS AND/OR NUMBERS for each answer.	0,25*L	Audio file – 8-10 minutes.
<b>2</b>	<i>Speaking</i>	Argumentative monologue on a given topic organized according to the plan.	0,25*S	A student should speak for 3-5 minutes.

3	<i>Writing</i>	Write an essay on one of the following topics. There are two types of essays: <ul style="list-style-type: none"> <li>– Discuss advantages and disadvantages</li> <li>– Discuss both views and express your opinion</li> </ul>	0,25*W	Word count – 250 words.
4	<i>Reading</i>	Read the text and complete the following tasks. In tasks 1-5 choose one correct variant <i>True, False, or Not Stated</i> . In tasks 6-10 fill in the gaps, using <b>NO MORE THAN 4 WORDS AND/OR NUMBERS</b> from the text for each answer.	0,25*R	Word count – 3000-3500 characters.

### Assessment

Interim assessment

- Interim assessment (module 4)

0,25* Listening +0,25* Speaking +0,25* Writing+0,25* Reading = 10
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### 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.

**SPEAKING 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.

### **Retake procedure**

The procedure of the first retake is organized in accordance with the HSE Assessment Regulations.

The procedure of the second retake is organized in accordance with the HSE Assessment Regulations.

### **LISTENING**

*Listen to the lecture-presentation ONCE and complete the following tasks.*

*In tasks 1-5 listen to the audio and choose one correct variant A, B, or C.*

1. According to the speaker, what will be the most likely cause of a global catastrophe in the near future?
  - a. A nuclear war
  - b. A global pandemic
  - c. A natural disaster
2. What is the main issue with the disease prevention system?
  - a. It exists, but functions poorly

- b. It doesn't exist at all
- c. It only exists in certain countries
- 3. Which organization is funded to monitor epidemics?
  - a. The WHO
  - b. The UN
  - c. Médecins Sans Frontières
- 4. Which fortunate condition prevented Ebola from spreading further?
  - a. A cure was found quickly
  - b. People were provided with protective gear
  - c. The virus did not spread through urban areas
- 5. How can people's movements be monitored nowadays?
  - a. Through satellite maps
  - b. Through street cameras
  - c. Through cell phones

*In tasks 6-10 fill in the gaps, using NO MORE THAN 3 WORDS AND/OR NUMBERS for each answer.*

- 6. NATO has a \_\_\_\_\_ that is always ready to go.
- 7. Among the key pieces are \_\_\_\_\_ in underprivileged countries.
- 8. To get the military ready for action we need to run \_\_\_\_\_ and detect problem areas.
- 9. The speaker can't give a/an \_\_\_\_\_ for the cost of medical research.
- 10. The World Bank predicts that in case of a global pandemic the \_\_\_\_\_ will be drastically reduced.

## **SPEAKING**

*Expand on the way social networking sites can be dangerous.*

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 for no less than 3 minutes and no longer than 5 minutes.

## **WRITING**

### **English for General Communication Purposes**

Write an essay on one of the following topics:

**1. Some people say that protecting the environment is the government's responsibility. Others believe that this should be the responsibility of each individual.** Discuss both views and give your own opinion. Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

OR

**2. People now have the freedom to work and live anywhere in the world.** Discuss the advantages and disadvantages of this trend.

Write at least 250 words.

### **English for Business Purposes**

Write an essay on one of the following topics:

**1. Some people think that the best way to learn about business is to take a course at college or university. Others believe that there are better ways to learn about business.**

Discuss both views and give your own opinion. Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

OR

**2. Discuss advantages and disadvantages of working from home.**

Write at least 250 words.

### **English for General Academic Purposes**

Write an essay on one of the following topics:

**1. Some people believe that it is good to share as much information as possible in scientific research, business and the academic world. Others believe that some information is too important or too valuable to be shared freely.**

Discuss both views and give your own opinion. Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

OR

2. Discuss the advantages and disadvantages of **online education**.

Write at least 250 words.

## **READING**

*Read the text and complete the following tasks.*

*In tasks 1-5 decide which statements are True, False, or Not Stated according to the information given in the text.*

An event in 1775 caused all of Europe to pay attention to the ground beneath it.

On November 1, Lisbon, Portugal, was devastated by earth tremors and the high waves that followed.

On that fateful day, a majority of the population was in the city's churches commemorating the Catholic holiday of All Saints' Day. At 9:30 a.m., a rumbling sound was heard. Then the ground began shaking. People in the cathedrals saw larger chandeliers swaying as walls shook.

The shaking paused. Then came a second shock, followed by a third.

Fires flared up immediately, ignited by cooking fires and heating stoves. Buildings that survived the quake as well as the rubble of fallen structures began to burn. Many people died in the fires, which continued burning for six days.

The twin horrors of the earthquake and the fires drove much of the population to the seaside.

People observed that the sea had pulled back an unusual distance from the shore, but they did not understand why.

The quake, which had struck off the coast, led to a tsunami, which hit Lisbon and wiped out houses and businesses in low-lying areas. Scores of people who had rushed to the seaside were swept out into the ocean and died. An eyewitness, Reverend Charles Davy, said he talked to a ship's captain who thought his ship had struck a rock. Actually, the sensation was caused by the waves of energy from the earthquake passing under the ship.

An estimated 60,000 people died in Lisbon. Most large buildings and 12,000 houses were destroyed.

The quake caused damage as far away as Algiers, 685 miles to the east and across the Mediterranean Sea in Algeria.

1. In the 18<sup>th</sup> century, Lisbon was wrecked by a volcanic eruption.
2. People hid in cathedrals hoping for divine protection.
3. The second disaster that immediately followed the first was a series of fires.
4. The people who tried to reach the sea were hit by falling debris.
5. The devastating effects of the Lisbon disaster were also felt in Africa.

*In tasks 6-10 fill in the gaps with NO MORE THAN 4 WORDS AND/OR NUMBERS from the text.*

The tragedy in Lisbon also captured the attention of English astronomer John Michell. Michell gathered information about the Lisbon earthquake and theorized it was caused by waves passing through the ground.

His idea was that a sharp force hitting a point in the earth would travel as an elastic wave, even passing through solid rock. Michell knew sound moves through the air in waves with high points and low points in a regular progression.

Sound waves can be characterized by amplitude, velocity, and frequency, among others.

Michell's elastic wave theory claims that sound waves travel through air, compress, and expand.

As the waves travel, they cause the earth to vibrate. However, Michell had no explanation for the massive force required to start such a wave.

Using his wave theory and observer reports from Lisbon, Michell calculated the velocity of the wave.

It was not an accurate measurement, but it was a start. He figured the waves would go out in all directions, like ripples from a stone dropped in a pond. Michell believed that if one could map the waves, the location of the earthquake could be determined.

His explanation of waves produced by an earthquake and causing the shaking was correct, but he came to the wrong conclusion about the formation of the waves. He noted that earthquakes and volcanoes often occur together, and he thought large fires burning substances such as coal beneath the ground caused rock layers to arch up from the heat. Then pieces of rock would break off and fall into the fire, where the moisture in the rock would explode, causing an earthquake.

Michell tried to fit what eyewitnesses of the Lisbon earthquake reported into a framework that would explain the events. His theory of elastic waves was as impressive for its time, but additional information was needed before a more complete theory of the cause of earthquakes could be proposed.

6. The natural disaster that occurred in Lisbon \_\_\_\_\_ a British scientist.

7. According to John Michell's \_\_\_\_\_, the motion of the waves prompts the earth to vibrate.

8. John Michell couldn't expound on the origin of the \_\_\_\_\_ that could produce such a wave.

9. John Michell managed to quantify the momentum of the wave using \_\_\_\_\_ and his own theory.

10. John Michell observed that strong fires burning inside the earth's core caused tectonic plates to \_\_\_\_\_.

## **KEYS**

### **Reading**

1. False

2. Not Stated

3. True

4. False

5. True

6. captured the attention of

7. elastic wave theory

8. massive force

9. observer reports

10. arch up

## Listening

1. B
2. B
3. A
4. C
5. A
6. mobile unit
7. strong health systems
8. simulations
9. exact budget
10. global wealth

## Sources

### *Essential literature*

#	Name of the book
	Speakout (2nd Edition) Upper-Intermediate Student's Book - Frances Eales, Steve Oakes, Pearson ELT – 2015 <a href="https://www.pearson.com/english/catalogue/general-english/speakout/second-edition.html">https://www.pearson.com/english/catalogue/general-english/speakout/second-edition.html</a>
	Oxford EAP: Upper-Intermediate/B2 Students' Book - Edward De Chazal, Sam McCarter, Oxford University Press – 2013 <a href="https://elt.oup.com/catalogue/items/global/business_esp/oxford_eap/?cc=ru&amp;selLanguage=ru">https://elt.oup.com/catalogue/items/global/business_esp/oxford_eap/?cc=ru&amp;selLanguage=ru</a>
	New Language Leader. Upper Intermediate. Coursebook - Cotton David, Kent Simon, Falvey David, Pearson – 2014 <a href="https://www.pearson.com/english/catalogue/general-english/new-language-leader.html">https://www.pearson.com/english/catalogue/general-english/new-language-leader.html</a>
	Cambridge English Empower. Upper Intermediate Student's Book, Puchta Herbert, Thaine Craig, Doff Adrian, Cambridge – 2017 <a href="https://www.cambridge.org/us/cambridgeenglish/catalog/adult-courses/cambridge-english-empower">https://www.cambridge.org/us/cambridgeenglish/catalog/adult-courses/cambridge-english-empower</a>
	English File (4th edition) Upper-Intermediate Student's Book with Online Practice – Christina Latham-Koenig, Clive Oxenden, Kate Chomacki, Oxford University Press – 2020

	<a href="https://elt.oup.com/catalogue/items/global/adult_courses/english_file_fourth_edition/?cc=ru&amp;selLanguage=ru&amp;mode=hub">https://elt.oup.com/catalogue/items/global/adult_courses/english_file_fourth_edition/?cc=ru&amp;selLanguage=ru&amp;mode=hub</a>
	Solutions (3rd edition) Upper-Intermediate Student's Book and Online Practice - Tim Falla, Paul A. Davies, Paul Kelly, Helen Wendholt, Sylvia Wheeldon, Oxford University Press – 2018
	Cambridge Academic English, Martin Hewings, Craig Thaine, Michael McCarthy <a href="https://www.cambridge.org/us/cambridgeenglish/catalog/english-academic-purposes/cambridge-academic-english">https://www.cambridge.org/us/cambridgeenglish/catalog/english-academic-purposes/cambridge-academic-english</a>
	Headway 5th edition - Liz and John Soars and Paul Hancock, Oxford – 2019 <a href="https://elt.oup.com/catalogue/items/global/adult_courses/headway/?cc=ru&amp;selLanguage=ru&amp;mode=hub">https://elt.oup.com/catalogue/items/global/adult_courses/headway/?cc=ru&amp;selLanguage=ru&amp;mode=hub</a>
	Evolve Level 5 Student's Book, Leslie Ann Hendra, Mark Ibbotson, Kathryn O'Dell, Cambridge – 2019 <a href="https://www.cambridge.org/us/cambridgeenglish/catalog/adult-courses/evolve">https://www.cambridge.org/us/cambridgeenglish/catalog/adult-courses/evolve</a>
	Roadmap B2. Students Book with Digital Resources and App, Bygrave Jonathan, Pearson -2020 <a href="https://www.pearson.com/english/catalogue/general-english/roadmap.html">https://www.pearson.com/english/catalogue/general-english/roadmap.html</a>
	B2 First 4 Student's Book without Answers: Authentic Practice Tests (FCE), Practice Tests), Cambridge – 2020 <a href="https://www.cambridge.org/us/cambridgeenglish/catalog/cambridge-english-exams-ielts/b2-first-4">https://www.cambridge.org/us/cambridgeenglish/catalog/cambridge-english-exams-ielts/b2-first-4</a>

*Additional literature*

<b>Name of the book</b>
Издательство «Cambridge» Серия «English Vocabulary in Use» <a href="https://www.cambridge.org/us/cambridgeenglish/catalog/grammar-vocabulary-and-pronunciation/english-vocabulary-use-upper-intermediate-4th-edition">https://www.cambridge.org/us/cambridgeenglish/catalog/grammar-vocabulary-and-pronunciation/english-vocabulary-use-upper-intermediate-4th-edition</a>
Издательство «Cambridge» Серия «English Grammar in Use» <a href="https://www.cambridge.org/us/cambridgeenglish/catalog/grammar-vocabulary-and-pronunciation/english-grammar-in-use-upper-intermediate-4th-edition">https://www.cambridge.org/us/cambridgeenglish/catalog/grammar-vocabulary-and-pronunciation/english-grammar-in-use-upper-intermediate-4th-edition</a>

<a href="#">pronunciation/english-grammar-use-5th-edition</a>
Cambridge Essential English Dictionary, Cambridge <a href="https://www.cambridge.org/us/cambridgeenglish/catalog/dictionaries/cambridge-essential-english-dictionary-2nd-edition?format=PB">https://www.cambridge.org/us/cambridgeenglish/catalog/dictionaries/cambridge-essential-english-dictionary-2nd-edition?format=PB</a>
Macmillan English Dictionary - Gwyneth Fox, Michael Rundell <a href="https://www.macmillan.ru/catalogue/9/6/">https://www.macmillan.ru/catalogue/9/6/</a>
Oxford Advanced Learner's Dictionary of Current English + DVD Ninth Edition - Hornby A.S., Oxford University Press – 2015 <a href="https://www.oxfordlearnersdictionaries.com/">https://www.oxfordlearnersdictionaries.com/</a>
Skills for Effective Writing – Cambridge <a href="https://www.cambridge.org/us/cambridgeenglish/catalog/skills/skills-effective-writing">https://www.cambridge.org/us/cambridgeenglish/catalog/skills/skills-effective-writing</a>

*Professional databases, information reference systems, Internet resources (electronic educational resources)*

		<b>Access / download conditions</b>
	My Grammar Lab B1/B2	<i>Pearson My English Lab</i>

### **Procedure for the examination of students with disabilities**

If necessary, students with declared disabilities could take part in the exam using the following methods:

*for visually impaired:* printed with a larger font; in digital form; in audio form; printed in braille;

*for hearing impaired:* in print; in digital form;

*for persons with disorders of the musculoskeletal system:* printed with a larger font; in digital form; in audio form.