



NATIONAL RESEARCH  
UNIVERSITY

School of Foreign Languages

# **ENGLISH FOR GENERAL ACADEMIC PURPOSES.**

Moscow, 2020

# GRADING SYSTEM

$$G = 0.3 * \textit{Final assessment} + 0.25 * \textit{Independent work assessment} + 0.2 * \textit{Oral assessment} + 0.25 * \textit{Written assessment}$$



# CONTROL ELEMENTS

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**1. Final assessment**– The final test is held in class before the examination period.

The final test is not blocking and can be retaken if a student missed it for a valid reason. The absence must be documented (e.g. doctor's confirmation).

*Assessment focus:* the final test evaluates students' acquisition of skills and knowledge being learned in Modules 1-2.

*Tasks:* 1 reading task, 1 listening task and 1 written task (a summary).

*Max. score:* 10; the final test score is equal to the mean of the grades for a listening task, reading task, and writing task.



# CONTROL ELEMENTS

**2. Independent work assessment**– includes activities that students do at home/in the classroom/online. They are not blocking, and not eligible for retakes. Such activities are assessed as follows below:

10	100-97% of fully completed tasks* at home/in the classroom/online work
9	93 - 96% of fully completed tasks at home/in the classroom/online work
8	85 - 92% of fully completed tasks at home/in the classroom/online work
7	75-84% of fully completed tasks at home/in the classroom/online work
6	65- 74% of fully completed tasks at home/in the classroom/online work
5	55-64% of fully completed tasks at home/in the classroom/online work
4	50-54% of fully completed tasks at home/in the classroom /online work
3	38-49% of fully completed tasks at home/in the classroom/online work
2	18-37% of fully completed tasks at home/in the classroom/online work
1	1-17% of fully completed tasks at home/in the classroom/online work
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**3. Oral assessment**– includes *1 talk on a given topic, answering 3 questions, and 1 presentation*. These elements of assessment are not blocking, and not eligible for retakes.

Talk on a given topic assesses students' speaking skills, their ability to speak fluently and coherently, use a wide range of vocabulary, grammar, and pronunciation features.

Answering questions task assesses students' speaking skills, their ability to provide well-organized, fully-developed answers, speak fluently and coherently, use a wide range of vocabulary, grammar, and pronunciation features.

Presentation assesses students' speaking and presentation skills.



**4. Written assessment**– includes 1 *reading test*, 1 *listening test*, 5 *vocabulary and grammar tests*, and 1 *written work* (a summary).

These elements of assessment are not blocking, and not eligible for retakes except the cases going beyond student's control (illness, emergencies). A student can be allowed to retake written elements if official documentary evidence of these cases is provided to an instructor.





# SAMPLE READING TASK 1

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Choose the most suitable heading from the list below for paragraphs 1-5. There are three extra headings which you do not need to use. There is an example at the beginning.

List of Headings

- A Radical improvements in vocational training
- B A necessity to concentrate on better educational standards
- C Factors leading to the changes in the educational sector
- D The cost of becoming a professional**
- E A significant gap in the quantity of people in tertiary education
- F The expected results of the educational reform
- G An emphasis on a potential danger
- H Difficulties each student faces up to
- I Possible circumstances provoking leaving

Latin America's campus revolution

0      **D**     

He lives in a house of cardboard and tin in a poor district. His mother sells cooked food in the street; his father is a mechanic. Yet César Huamán is studying architecture at a new private university. To pay the fees of \$137 a month he works on building sites during the holidays. His parents and six siblings say: "We all want to have a professional in the family, even if it's only one".

1     

Mr Huamán is part of a revolution in higher education in Latin America. The region has 20m students, more than double the number at the turn of the century. The proportion of 18- to 24-year-olds in higher education surged from 21% in 2000 to 43% in 2013, a faster expansion than in any other region in this period. Many of the new students are, like Mr Huamán, from hard-up families. While students from the poorer half of the population accounted for 16% of the total in 2000, in 2012 they made up 24% of the total—an increase of 3million students from such backgrounds.



# SAMPLE READING TASK 2

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*Read the text again and decide whether the following statements (6-10) 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*

6 An average Latin student has a well-mannered family

7 There is a sudden drop in the number of students from hard-up families

8 Due to progress in economic and social spheres a lot of educational institutes appeared

9 Only a quarter of the workforce in Latin America has a higher education diploma

10 The length of the average degree course is one of the reasons to be expelled before graduation





# SAMPLE LISTENING TASK 1

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## TASK 1.

*For questions 1-5 listen to a teacher and a head teacher discussing a school camping trip.*

*Complete the sentences below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.*

1. Beth is giving James a tutorial connected with the \_\_\_\_\_ course.
2. The 3<sup>rd</sup> year's programme presupposes that James will have an opportunity to study\_\_\_\_\_.
3. The tutor suggests carrying out a research into modern literature or the plays written in the \_\_\_\_\_.
4. The student hasn't made a choice between three possible paper topics yet: the \_\_\_\_\_ of Scandinavian people, the traditions of buying and selling goods or the set of beliefs.
5. The tutor thinks that the film that James has already watched contains more elements of \_\_\_\_\_ than true facts.



# SAMPLE LISTENING TASK 2

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## TASK 2.

*For questions 6-10 listen to the dialogue again.*

*Choose the correct letter: A, B or C.*

6. Beth is going to ask James some personal questions because

- A. they meet for the first time
- B. she wants to gather information for her research
- C. this is her first day at work

7. As far as James' skills in Danish are concerned, he

- A. doesn't make any mistakes.
- B. has never had experience in communicating with people in Danish.
- C. manages to express his thoughts.

8. After graduating from university James would prefer to

- A. take a postgraduate course.
- B. become a translator.
- C. work in the media.

9. The course on Swedish cinematography

- A. will be substituted by Danish television programmes.
- B. will last for one more term.
- C. will be replaced by Scandinavian literature.

10. The tutor recommends James to

- A. find an appropriate textbook about the Vikings.
- B. read her recent article in the library.
- C. read some other student's work.



# SAMPLE WRITTEN ASSESSMENT TASKS

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## VOCABULARY AND GRAMMAR TESTS

### Task 1. Match a word with its definition.

1. to reveal	a. to get great pleasure from something
1. to curve	a. to be different from each other in size, shape, etc.
1. to relish	a. to show something that previously could not be seen
1. to vary	a. to increase or further improve the good quality, value or status
1. to enhance	a. to form a line that bends continuously without straight parts



## VOCABULARY AND GRAMMAR TESTS

Task 2. Complete the sentence with a missing word. The definition of this word is given in brackets.

1. She was always cheerful and ..... (*liking to meet other people, enjoying their company and being friendly towards them*).
2. She is always polite and ..... (*always thinking of other people's wishes and feelings; careful not to hurt or upset others*) towards her employees.
3. She looked ..... (*having a useful purpose; acting with a clear aim and with determination*) and determined.
4. The weakness was ..... (*continuing for only a short time*), and soon I was feeling strong again.
5. She seems to find it difficult to form ..... (*serious and important*) relationships.



## VOCABULARY AND GRAMMAR TESTS

Task 3. Fill in the gaps with would or used to / used to / to be used to / to get used to + the verb in brackets in the correct form.

1. I can't believe they are going to build an airport just two miles from our new house! I will never \_\_\_\_\_ all that noise! What a nightmare.
2. In the 19<sup>th</sup> century people \_\_\_\_\_ (work) longer hours than they do now.
3. Several centuries ago people \_\_\_\_\_ (think) that our planet was flat.
4. When I first arrived in this neighbourhood, I \_\_\_\_\_ (not, live) in a house. I had always lived in apartment buildings.
5. When we lived in the country, people in shops \_\_\_\_\_ (be) much friendlier.



# SAMPLE WRITTEN ASSESSMENT TASKS

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## SUMMARY

**Task.** Write a summary of the following text.

*Assessment focus:* summary writing assesses the students' ability to condense a text to its main points, write an informative, logically organised text using a wide range of vocabulary and grammar constructions.

*Max. score:* 10





# SAMPLE ORAL ASSESSMENT TASKS

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## Talk on a given topic

Give a 2-minute talk on the following topic. You have 1 minute to prepare.

Describe someone who has had an important influence on your life.

You should say:

- who the person is
- how long you have known him/her
- what qualities this person has

and explain why they have had such an influence on you.

## Answering questions

Answer the following questions providing relevant examples and supporting arguments.

1. Why do you think people like to travel to different places in their free time?
2. How do you see tourism changing in your country in the future?
3. What conflicts can arise between a person's family and a person's friends?

## Presentation

Prepare a presentation on the following topic: *A controversial historical figure.*



# SAMPLE INDEPENDENT WORK ASSESSMENT TASKS

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Tasks may vary upon the degree programme characteristics and/or instructors' vision of aims and planned outcomes.

## 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>



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