Work program of the course (training module)

course:	English Language/Английский язык
major:	Information Science and Computer Engineering
specialization:	Computer Science/Информатика
	Phystech School of Applied Mathematics and Informatics
	Foreign Languages Department
term:	1
qualification:	Bachelor

Semesters, forms of interim assessment:

1 (fall) - Pass/fail exam

2 (spring) - Grading test

3 (fall) - Pass/fail exam

4 (spring) - Grading test

5 (fall) - Pass/fail exam

6 (spring) - Grading test

7 (fall) - Pass/fail exam

8 (spring) - Exam

Academic hours: 480 AH in total, including:
  lectures: 0 AH.
  seminars: 480 AH.
  laboratory practical: 0 AH.

Independent work: 255 AH.

Exam preparation: 30 AH.

In total: 765 AH, credits in total: 17

Number of course papers, tasks: 16

Authors of the program:

  E.M. Bazanova, candidate of pedagogical sciences, associate professor, associate professor
  N.V. Tsytulina, deputy head for educational and methodological work
  A.V. Lamzina, candidate of philological sciences, associate professor
  O.G. Anosova, candidate of philological sciences, associate professor, associate professor
  O.V. Gudkova, senior professor
  E.N. Komarova, candidate of chemical sciences, associate professor, senior professor
  L.S. Mayorova, senior professor
  O.V. Shadrina, senior professor
  L.S. Baksan, senior methodologist
  A.S. Denisova, senior methodologist
  N.A. Manoylenko, senior methodologist
  E.V. Rybkina, senior methodologist

V.V. Sudakova, senior methodologist
A.N. Kravchenko, senior professor
O.V. Kosmodemyanskaya, senior methodologist

The program was discussed at the Foreign Languages Department 14.04.2022

Annotation

Work program of the "English" course (training module) is modular in structure and is intended for teaching the English language to students beginning to learn English from A1 to B2 level. The duration of mastering the course (training module) is 4 years, 4 academic hours per week.

The program of the course (training module) is aimed at:

Module 1. General English - a module for students starting to learn English at A1 level: formation of social and intercultural communicative competensies. The module involves mastering the following necessary skills: understanding individual sentences and frequently occurring expressions related to basic social situations (for example, basic information about yourself and your family members, shopping, applying for a job, etc.). The ability to perform tasks related to the simple exchange of information on familiar or everyday topics. The ability to talk in simple terms about yourself, your family and friends, to describe the main aspects of daily life.

Module 1. involves the following program requirements and types of interim assessment:

1 semester - starting level A1, A2, B1.1 (pass/fail exam);

2 semester - final level A2, B1.1, B1.2 (grading test).

Module 2. English for Academic Purposes

- a module for students proficient in the English language at the level B1 (in accordance with the Common European Framework of Reference): formation of competences for solving communicative tasks in sociocultural, academic and professional spheres and involves mastering the types of speech activities that are necessary for functioning in an English-speaking academic environment: organizing statements and using appropriate linking devices to make them logically coherent; asking questions for different purposes (clarification, request to repeat or explain what has been said, or to give additional information); avoiding a response, changing the subject, taking into account the characteristics of the audience and using the appropriate register when speaking; using an outline or a plan; using rhetorical techniques; using a variety of reading strategies (text previewing in order to understand the main idea, linking the information it contains to one's knowledge of the topic; detailed reading, etc.); identifying the purpose and scope of an oral and/or written text, the ability to introduce a topic, present ideas coherently, compare and contrast ideas, express agreement or disagreement, express opinions, state hypotheses, interpret graphical and tabular data, and describe cause-and-effect relationships.

Module 2. involves the following program requirements and types of interim assessment:

3 semester - starting level A2, B1.1 (pass/fail exam);

4 semester – final level B1.2 (grading test).

Module 3. English for Specific Purposes (three possible sections to choose from) - a module for students proficient in the English language at the level B1+/B2 (in accordance with the Common European Framework of Reference)

3.1. English for Research Purposes

3.2. English for Engineering and Technology

3.3. English for Business and Entrepreneurship

scientific research direction of language skills development aims to accumulate professional vocabulary (glossary) on scientific topics, further improve language skills and competencies that allow professional oral and written communication in the field of academic, scientific and research activities, to select, analyze and work with written sources of scholarly content; develop critical and analytical reading skills; develop translation competence in working with academic and research texts within the major; differentiate between genre features of different formats of academic and research texts; study the process of preparing a scientific article for publication and write a scientific article (textbook version); prepare scientific presentations, reports, speeches to an academically / professionally oriented audience (expert audience).

Module 3 involves the following program requirements and types of end-of-term assessment:

5 semester – starting level B1.2 (pass/fail exam);

6 semester – final level B2 (grading test).

Module 4. English Through Project-Based Learning is a module for students continuing to learn English at the level B2 in accordance with the Common European Framework of Reference.

the material covered in the module is a research project based on theory with a practical orientation and the ability to create technological and commercial opportunities to implement ideas, inventions, scientific and technological knowledge to apply the studied concepts, principles and approaches to identify, develop and evaluate potential opportunities and gain knowledge of the design of these concepts into working business models, will allow to test them in the market and turn ideas into commercially viable products and viable businesses.

The program of the module is aimed at the development of professionally-oriented intercultural communicative competence, providing students with self-identification through personally meaningful activities; formation of research, technological engineering, and entrepreneurial competencies; creating conditions for project-based learning through independent learning and exploratory activities with active participation in the educational process for the realization of creative potential and initiative, communicative abilities and teamwork skills; formation of lasting interests, constant urge in creative pursuits to independently integrate the knowledge accumulated in different fields of science into practical activities; formation of cognitive-research skills, critical and creative thinking, informational and communicative skills, social interaction experience in a creative team of like-minded people.

Module 4 involves the following program requirements and types of end-of-term assessment:

7 semester – level B2 (pass/fail exam);

8 semester – level B2 (project defense, exam).

тки и оценки потенциальных возможностей и получения знаний оформления этих концепций в рабочие бизнес модели, позволит протестировать их на рынке и превратит идеи в коммерчески жизнеспособный продукт и жизнеспособный бизнес.

Программа модуля направлена на развитие профессионально-ориентированной межкультурной коммуникативной компетенции, обеспечивающей обучающимся самоидентификацию посредством личностно-значимой деятельности; формирование исследовательской, инженерно-технологической, предпринимательской компетенции; создание условий для организации проектно-ориентированного обучения посредством самостоятельной учебно-познавательной деятельности при активном участии всех участников образовательного процесса для реализации творческого потенциала и инициативы, коммуникативных способностей и умения работать в команде; формирование устойчивых интересов, постоянную потребность в творческих поисках самостоятельно интегрировать накопленные в разных областях науки знания в практическую деятельность; формирование познавательно-исследовательских навыков, критического и творческого мышления, информационно-коммуникативной культуры, опыта социального взаимодействия в творческом коллективе единомышленников.

Модуль 4 предполагает программные требования и виды промежуточной аттестации:

7 семестр – уровень В2 (зачет);

8 семестр – уровень В2 (защита проекта, экзамен).

1. Study objective

Purpose of the course

Formation and development of social, business, intercultural and professionally-oriented communicative competences in accordance with the Common European Framework of Reference to solve communicative tasks in sociocultural, academic and career-oriented areas of activity, as well as to develop professional and personal qualities of bachelor degree graduates.

Tasks of the course

To form the learner's ability to solve communicative tasks by language means in various situations of intercultural communication, to interact on the interpersonal and professional level in a foreign language, considering the peculiarities of the culture of the language being studied, as well as the ability to overcome intercultural differences in situations of social and professional communication. To achieve the goals and objectives of mastering the discipline, students must master a foreign language professional communicative competence, including:

Linguistic competence: the ability to correctly construct grammatical forms and syntactic constructions in accordance with the norms of the studied language.

Sociolinguistic competence: the ability to use and transform language forms in accordance with the situation of foreign-language communication.

Sociocultural competence: the ability to consider verbal and non-verbal behavior of the studied language country in communication.

Social competence: the ability to interact with communication partners, possession of appropriate strategies.

Discursive competence (the ability to understand and achieve coherence of individual statements in meaningful communicative models)

Strategic competence: the ability to use the most effective strategies in solving communicative tasks.

Object competence: knowledge of meaningful information when organizing one's own statement or understanding other people's statements.

Pragmatic competence: the ability to choose the most effective and expedient way of expressing thoughts, depending on the conditions of the communicative act and the task set.

2. List of the planned results of the course (training module), correlated with the planned results of the mastering the educational program

Mastering the discipline is aimed at the formation of the following competencies:

Code and the name of the competence	Competency indicators
UC-3 Interact effectively with project team members and fulfill one's role properly	UC-3.1 Establish different types of communication (educational, scientific, business, informal, etc.)
	UC-3.2 Interact with other team members to fulfill the project objectives
UC-4 Conduct business communication in oral and written form in Russian and a foreign language	UC-4.1 Demonstrate the ability to exchange business information in oral and written form in Russian and at least one foreign language
	UC-4.2 Use modern information and communication tools to communicate
UC-5 Reflect on the cultural diversity of society from social-historical, ethical, and philosophical perspectives	UC-5.1 Demonstrate the knowledge of the basics of philosophy, history, the foundations of intercultural communication
	UC-5.2 Understand ethical and intellectual norms and values, their role in the history of society
Gen.Pro.C-3 Write scientific and/or technical (technological, innovative) reports (publications, projects)	Gen.Pro.C-3.1 Meet the general criteria for submission of manuscripts, scientific and technical documentation and use relevant software applications
	Gen.Pro.C-3.2 Employ practical methodologies for preparing scientific and technical reports (projects)
	Gen.Pro.C-3.3 Visually and graphically present scientific (scientific and technical, innovative technological) outcomes in the form of reports, scientific publications

3. List of the planned results of the course (training module)
As a result of studying the course the student should:
know:

- features of speech activities in English;
- the main phonetic, lexical and grammatical phenomena and structures used in oral and written speech when communicating in English, their difference from the native language for the reasoned and logical construction of statements that allow the application of the studied language in everyday, academic, scientific, business and professional communication;
- intercultural differences, cultural traditions and realities, linguistic norms, socio-cultural features of behavior and speech etiquette of the country of the studied language in oral and written interpersonal and intercultural communication;
- types of communicative intent, the correlation of communicative intent with the intent and purpose of speech communication, typical techniques and ways of expressing communicative intent in English in oral and written speech, principles of understanding the communicative intent of interlocutors;
- features of foreign-language academic communication, techniques for extracting and delivering foreign-language information for academic purposes;
- fundamentals of organizing written communication, types of written communicative tasks and functions of written communication tools;
- specifics of using verbal and non-verbal means in situations of foreign-language communication;
- rhetorical techniques used in various types of communicative situations;
- types and features of written texts and oral presentations, general content of complex texts on abstract and specific topics, features of foreign-language texts, universal patterns of structural organization of the text, including highly specialized texts;
- rules of using various technical means for the purpose of searching and extracting foreign-language information, basic rules of determining the relevance and reliability of foreign-language sources, analysis and synthesis of information;
- world achievements, discoveries, events from the field of history, culture, politics, social life;
- general forms of teamwork organization; special aspects of behavior and interests of other participants; fundamentals of strategic planning of the team to achieve the goal;
- standard types of communicative tasks, goals and objectives of business negotiations, socio-cultural features of business negotiations, their communicative-pragmatic and genre features;
- the main types, universal rules, norms of official and business documentation, peculiarities of its style as well as the formatting of business correspondence;
- vocabulary and terminology for academic, scientific and professional communication.

be able to:

- understand and use language tools in all types of speech activities in English;
- conduct discussions in English in various spheres of communication: everyday life, socio-cultural, socio-political, professional;
- comply with speech etiquette in everyday and business situations (establishing and maintaining contacts, ending a conversation, requesting and providing information, prompting for action, expressing agreement/disagreement with the interlocutor's opinion, making a request);
- verbally implement a communicative intention in order to influence a communication partner to start, conduct/maintain and finish a dialogue-asking about what he saw, read, dialogue-exchanging opinions and observing the norms of speech etiquette, if necessary using strategies to restore a failure in the communication process (re-questioning, paraphrasing, etc.);
- implement communicative intentions in writing (inform, request, inquire, agree, refuse, apologize, express gratitude);
- extract general and detailed information when reading authentic scientific and scientific-journalistic English-language texts;
- provide information based on the read text in the form of a prepared monologue (presentation on the proposed topic);
- understand monologue and dialogue statements in direct communication and in audio/video recordings;
- understand communicative intentions of the received written and oral messages;
- expand the proposed argument in the form of illustrations, details, explanations;
- use modern information technologies for professional activity, business communication and self-development;
- convey in Russian the content of English-language scientific and scientific-journalistic texts in the field of professional activity;
- select literature on the topic, compile a bilingual glossary, translate and review special literature, prepare scientific reports and presentations based on the read special literature, explain the own point of view and tell about plans;
- select speech behavior, tactics and strategies in accordance with the goals and characteristics of communication;
- carry out oral and written foreign language communication in accordance with the student's field of professional activity;
- consider the behavioral characteristics and interests of other communication participants, analyze the possible consequences of one's personal actions in social interaction and teamwork, and with this in mind build a productive team interaction;
- use the techniques and principles of building public speech for the report;
- professionally-oriented content in English;
- recognize and differentiate linguistic and speech phenomena, distinguish basic and secondary information when reading texts and listening to speech, use standard means of oral and written communication in interpersonal communication; apply adequate communicative means in standard interaction situations on professionally oriented topics;
- use graphic editors, create easily perceived visual materials;
- describe graphical information (circular histogram, table, column and line graphs); write a short article on a given topic;
- write a summary, a review, a short article-advice on the proposed topic;
- abstract and annotate foreign-language professional texts;
- produce business correspondence, taking into account the sociocultural requirements for the external and internal forms of the text and the use of standardized speech utterances;
- present research results in a written and oral form;
- select literature related to the topic, compile a professionally oriented foreign language thesaurus;
- translate specialist texts from a foreign language into the official language of the Russian Federation, taking into account lexical, grammatical and stylistic features of the source and target languages and conventional ways of solving communication problems in the field of professional activity;
- apply information and communication technologies in communication and speech activity in a foreign language;
- identify and formulate problems that arise in the process of learning a foreign language; evaluate the student's capabilities, the realism and adequacy of the planned ways and ways to achieve the planned goals.

master:

- intercultural professionally oriented communicative competence in different types of speech activity;
- various communication strategies: educational strategies for organizing educational activities;
- strategies of reflection and self-assessment in order to improve personal qualities and achievements;
- strategies for perception, analysis, creation of oral and written texts of various types;
- Internet technologies for choosing the optimal mode of obtaining information; compensatory skills that help to overcome communication disruptions caused by objective and subjective sociocultural factors;
- different methods of memorizing and structuring the acquired material;
- effective interaction skills with other communicators;
- presentation technologies for information communication;
- team communication techniques to achieve desired objectives
- rhetorical techniques;
- various methods of reading (exploratory, introductory, analytical) in order to extract information;
- method of searching and analyzing information from various sources in the professional field;
- skills of annotating and abstracting original scientific and scientific-journalistic articles;
- methods of assessing and self-assessing the results of foreign language learning activities;
- methods of identifying and realizing individual language capabilities, personal and professionally significant qualities in order to improve them;
- the ability to understand the speech of native and non-native speakers at a fast rate and respond adequately considering cultural norms of international communication;
- skills of publishing the results of scientific research in scientific journals in English;
- the ability to create clear, logical monologue and dialogue statements in various situations of everyday and professional communication, using the necessary set of communication tools;
- techniques of public speech and business and professional discourse in English.

4. Content of the course (training module), structured by topics (sections), indicating the number of allocated academic hours and types of training sessions

4.1. The sections of the course (training module) and the complexity of the types of training sessions

№	Topic (section) of the course	Types of training sessions, including independent work			
		Lectures	Seminars	Laboratory practical	Independent work
1	Module 1. General English		120		60
2	Topic 1. Person		16		8
3	Topic 2. Past and present		14		6
4	Topic 3. Personal growth		16		8
5	Topic 4. The outside world		14		8
6	Topic 5. Entertainment and hobbies		16		6
7	Topic 6. Dreams and reality		14		8
8	Topic 7. Travel		16		8
9	Topic 8. Social life		14		8
10	Module 2. English for Academic Purposes		120		60
11	Topic 1. Education		20		10
12	Topic 2. Creativity and art		20		10
13	Topic 3. Internet of Things - the old and the new		20		10
14	Topic 4. Values		20		10
15	Topic 5. Ecology and public health		20		10
16	Topic 6. Intelligence		20		10
17	Module 3. English for Specific Purposes (section choice 3.1, 3.2, or 3.3)		120		60
18	3.1. English for Research Purposes		120		60

№	Topic				
19	Topic 1. Science: past, present, future		14		8
20	Topic 2. Popularizing science		16		6
21	Topic 3. Main academic writing style genres		16		8
22	Topic 4. Science In plain words		14		8
23	Topic 5. Interconnection between science and technology		16		6
24	Topic 6. Scientific ethics		14		8
25	Topic 7. Science for the benefit of society		14		8
26	Topic 8. Research: objective, problem, target, scope		16		8
27	3.2. English for Engineering and Technology				
28	Topic 1. Technogenic civilization, society, and people		14		8
29	Topic 2. Technology and innovation in engineering projects		16		6
30	Topic 3. Creativity in engineering thinking		16		8
31	Topic 4. Innovation and technological breakthrough		14		8
32	Topic 5. Mechatronics		16		6
33	Topic 6. Ergonomics and Usability		14		8
34	Topic 7. Technical communications		14		8
35	Topic 8. People in the highly technological era		16		8
36	3.3. English for Business and Entrepreneurship				
37	Topic 1. Business and entrepreneurship		14		8
38	Topic 2. Specifics of running a business in the VUCA-world		16		6
39	Topic 3. Corporate culture		16		8
40	Topic 4. Teamwork		14		8
41	Topic 5. Finance		16		6
42	Topic 6. Change management. Risk management		14		8
43	Topic 7. Business planning		14		8
44	Topic 8. Marketing strategy		16		8
45	Module 4. English Through Project-Based Learning		120		75
46	Topic 1. Innovative projects in science, industry and entrepreneurship		30		15
47	Topic 2. Creating a project		30		15
48	Topic 3. Choosing an effective project implementation strategy		30		15
49	Topic 4. Project presentation techniques		30		30
AH in total					255
Exam preparation	30 AH.				
Total complexity	765 AH., credits in total 17				

4.2. Content of the course (training module), structured by topics (sections)

Module 1. General English

Semester: 1 (Fall)

1. Topic 1. Person

Personal information: name, age, background, place of residency. Appearance, character traits, habits, outlook on life, skills and abilities, needs and interests, values, ideals, meaning of life. An individual in society: family and daily life, social circle.

Communicative tasks: to carry out communication in oral and written forms: appearance, personality traits, harmful and useful habits, views on life, skills and abilities, needs and interests, values in life, ideals, meaning of life; to ask questions on the abovementioned topics; to describe the personality of a person; to compare things or objects; to make logical statements on a self-compiled plan about family, relatives: name, age, degree of relation, profession; be able to operate with numbers, dates, days of the week, months, etc.

2. Topic 2. Past and present

Childhood, adolescence and youth. Time and pastime. Free time. Past and present in physical, informational and virtual spaces. Time as the greatest value in a person's life.

Communicative tasks: to carry out communication in oral and written forms: to speak about the events from the past, to describe the students' childhood, adolescence and youth; to reason about time and its influence on a person's life, about time management and daily routine, free time; to make logical statements about virtual reality and the information age, to describe the surrounding reality, to reason about the phenomenon of "Virtual Man" in an informational cultural space.

3. Topic 3. Personal growth

Stages of identity formation. My goals and achievements. Motivation. Building a relationship with yourself. Inner harmony. Relationships with the outside world. Self-understanding. Self-realization. Reflection as a way of self-development. The main characteristics of a successful person. The success of the individual. Factors of success: genes, environment, personality. Overcoming difficulties.

Communicative tasks: to carry out communication in oral and written forms: building logical statements about personal growth, reasoning about ways to achieve success, opportunities to develop inner potential, life prospects, the meaning of life, taking responsibility voluntarily; talking about ways of self-improvement.

4. Topic 4. The outside world

Human impact on the environment. Weather and climate. Human influence on nature: atmosphere, forests, oceans, soil, wildlife. Human - a child of nature. Current environmental problems.

Communicative tasks: to carry out communication in oral and written forms: to build logical statements about living beings and their interactions with the environment, the problems of pollution and environmental protection, natural and man-made disasters; positive and negative human impact on nature and the environment of the planet; to reason about the integral connection between mankind and nature; to participate in discussions about the value of natural resources, conservation for future generations.

Semester: 2 (Spring)

5. Topic 5. Entertainment and hobbies

Sports. Music. Reading. Photography. Dancing. Cinema. Theatre. Video games. Collecting. Art. The influence of hobbies on a person's life. Hobbies - a way of self-realization or a waste of time?

Communicative tasks: to carry out communication in oral and written forms: to be able to describe their entertainment and hobbies; to make a review of a movie, book, play, etc.; to discuss the characters and content of a book, movie, cartoon, etc. to have a conversation about the influence of a hobby on the choice of profession, to give feedback on the read book, watched film, music, photography exhibition, etc.; to discuss the film industry, music, media, to express their opinion on the media's influence on society; to build logical statements about the influence of hobbies on a person's life.

6. Topic 6. Dreams and reality

What is a dream. The line between dream and reality. Reality begets a dream. A dream come true. A view of the real world. A dream or a goal. Dreams, plans and reality. Plans for the future.

Communicative tasks: to carry out communication in oral and written forms: to discuss the difference between a dream, a plan and a goal; to talk about one's dreams; to debate on the topic "How to make a dream come true", to be able to make a to-do list for a week, month, etc., to talk about plans for the near future and for the long term.

7. Topic 7. Travel

Great travelers. Visiting various countries. New experiences and discoveries. Geography of travel. Tourism and travel. Planning a trip. Transport. Hotels - booking, service. Travel experience. Academic mobility.

Communicative tasks: to carry out communication in oral and written forms: to talk about holidays, vacations; to discuss types of travel, transportation, visiting places of interest; to share new impressions, experiences, unusual facts; to describe geographical location of cities and countries; to compare culture and customs of different countries; to talk about landmarks and sights; to describe the procedure for booking hotels, hostels, the available services; to describe ways of traveling by different means of transportation, moving around your city.

8. Topic 8. Social life

Participation in student clubs or communities. Volunteer movement. Charity. (Re)development. Participation in youth and social projects. Youth initiatives. Social consciousness.

Communicative tasks: to carry out communication in oral and written forms: to talk about one's own social stance and social initiative; to search for necessary information on the topic; to talk about volunteering and charity, urban and campus development, etc.

Module 2. English for Academic Purposes

Semester: 3 (Fall)

9. Topic 1. Education

The role of education in the modern world. Studying at a university. A knowledge-based society. Education through life. Education as a value. Criteria for choosing a university. The profession of the future.

Communicative tasks: to carry out communication in oral and written forms: to summarize the main ideas of the article about the importance of education in modern society; to draw conclusions about the value of education based on statistics; to discuss the advantages and disadvantages of higher education; to discuss the pros and cons of different learning technologies; to discuss future careers and your own choice of occupation.

10. Topic 2. Creativity and art

10 greatest discoveries in various fields of science. Accidental discoveries and their role in science, economical innovations, the impact of technology and education on the cultivation of creativity and research potential. Scientific creativity. Creative thinking. Invention as a process of solving engineering problems.

Communicative tasks: to carry out communication in oral and written forms: talking about discoveries and inventions, accidental discoveries, and discussing their importance, the influence of creative thinking on the development of technology; discussing the accessibility of science to all age groups and the possibility of achieving high results; participating in discussions on the importance of creative thinking and creativity in science, technology and the educational process.

11. Topic 3. Internet of Things - the old and the new

People and data. Artificial intelligence. Areas of application of the Internet of Things technology. Trends in the development of integration of the physical world into computer systems. The impact of the Internet of Things technology on human life. Evolution of industrial intelligent technologies.

Communicative tasks: to carry out communication in oral and written forms: to carry out Internet searches for information in Internet sources and exchange opinions on the application of "Internet of Things" at the household level of users; to tell and describe the possibilities, advantages and disadvantages of using modern smart technologies in the material world; to compose descriptive essays, reasoning essays on the topic; to discuss the development of "Internet of Things" in the modern world of smart technology.

Semester: 4 (Spring)

12. Topic 4. Values

The value of life. Three main circles of life values: private life and relationships, work and business, personal development. The influence of family and society on the formation of life values. Individualization of values in life and self-worth. The idea of life values as guidelines in life.

Communicative tasks: to carry out communication in oral and written forms: to discuss values in a person's life, to describe one's own idea of life's values, to exchange opinions about the influence of the surrounding reality and society on the formation of life's values and one's own idea of the value of life.

13. Topic 5. Ecology and public health

The relationship between ecology and public health. Correlation between the level of human health and the quality of the environment. Environmental factors - properties of the environment in which we live. Human hygiene and ecology. Ecology and its impact on vital functions. The role of environmental education in environmental management. How public health depends on natural factors.

Communicative tasks: to carry out communication in oral and written forms: exchange opinions on the role of ecology, and hygiene on human health; discuss the dependence of human health on environmental factors; discuss the impact of environmental factors on a healthy lifestyle; write descriptive essays on the subject; draw conclusions, formulate opinions on the role of environmental education to preserve the natural habitat of the planet.

14. Topic 6. Intelligence

Stages of cognitive development. Types of intelligence. Howard Gardner's theory of multiple intelligences. How the type of intelligence influences success and self-realization. Theory of cognitive load. Retention and memory. Impact of digital technology on memory. Sleep Learning. Brain training and mnemonics, maintaining the youthfulness of the brain. Emotional intelligence.

Communicative tasks: to carry out communication in oral and written forms: discuss the existing stages of cognitive development, types of intellect; justify the chosen type of intellect according to G. Gardner's theory; analyze different ways of making decisions and their consequences; discuss real-life situations that affect the decision-making process; explain how memories are stored, processed, and retained; state the effects of computer technology on memory and speculate on how the human ability to remember information will change in the future; research and share information about trends in the theory of sleep learning; state the value of this theory for application in everyday life; discuss brain training and mnemonic techniques used in educational settings; state scientific facts about the factors that help to prolong the youthfulness of the brain; exchange opinions, formulate suggestions on how to optimize brain function during exams. The role of emotional intelligence in communication.

Module 3. English for Specific Purposes (section choice 3.1, 3.2, or 3.3)

3.1. English for Research Purposes

Semester: 5 (Fall)

15. Topic 1. Science: past, present, future

History of the development of natural sciences and scientific discoveries. The nature of science and the criteria of scientificity. The image of a modern scientist. New directions in science. Life in search. University science. The relationship of natural sciences and humanities in a modern university. Viability and value of fundamental research. Research team. Our contemporaries, Nobel Prize laureates and their discoveries. The path from a bachelor to Nobel laureate. Scientific research as contribution to the future of civilization. Communicative tasks: to carry out communication in oral and written forms: report on scientific discoveries, new directions in science; express reasoned opinions on the role of science in society, the viability of allocating funds for science; talk about new directions in scientific research; discuss the impact of scientific discoveries on human worldview; justify your choice of scientific research; participate in discussions about the contribution of scientific research in shaping the future; talk about Nobel laureates in your field of research.

16. Topic 2. Popularizing science

Means of science popularization. Scientific communication. Copyright and intellectual property. Mass media, scientific journalism. Science popularization on the Internet. Social significance of science. Popularization of science and scientific thinking. Modern trends of popular science. What place should popularization have in the life of a scientist, and about popularizers who are not scientists. "Popularization of science - a bridge from academia to everyone." Popular science genre.
Communicative tasks: to carry out communication in oral and written forms:
report on the means of popularizing science; express a reasoned opinion about the copyright of scientific research and the exclusive right to a scientific work; discuss the social significance of popularizing scientific research; participate in discussions about the place that popularizing one's research should occupy in a scientist's life; discuss science journalism and its role in popularization of science; exchange opinions and formulate attitudes toward popularization of science on the Internet and in the media; explain current trends in science-pop; compose descriptive essays, reasoned essays on the subject "Popularization of science - a bridge from academia to everyone."

17. Topic 3. Main academic writing style genres

Academic writing: Evolution and Development. Journal publication: primary texts. Secondary research texts: academic reviews. Press releases and academic news reports. Abstracts for conferences and reports for collections.
Communicative tasks: to carry out communication in oral and written forms:

report in the style of a press release and a academic news report; reason about the hybrid nature of press releases and academic news reports; process and present data in different formats with the intended audience in mind; talk about the process of scientific inquiry, the great hypotheses of the past and the great experiments of the past and the present; participate in dialogue and discussion about the socio-historical context of the development of science and academic journal articles; identify differences in the logic of argumentation in English and Russian; make a critical review of academic articles in English-language academic journals.

18. Topic 4. Science In plain words

Complex scientific phenomena in simple language. Stories, interviews, speeches by scientists about natural phenomena and scientific discoveries (Stephen Hawking, Richard Feynman, etc.)
Communicative tasks: to carry out communication in oral and written forms:
explaining complex scientific phenomena in simple language for any category of listener; establish a communicative connection with the audience using special rhetorical techniques and expressive means of speech aimed at improving the perception of information by the audience

Semester: 6 (Spring)

19. Topic 5. Interconnection between science and technology

Science, technology and their interconnection. Technology as an applied science. Science and technology news. Scientific mysteries to which there is no answer yet. Science and technology, discoveries and inventions of the late modern era. Scientific sensations and technological progress. Technologization of science.
Communicative tasks: to carry out communication in oral and written forms: report on the interconnection between science and technology; express reasoned opinions about technology as an applied science; exchange opinions on news about science and technology; report on undiscovered scientific discoveries; write descriptive essays, reasoned essays about scientific sensations.

20. Topic 6. Scientific ethics

The importance of scientific ethics in research and publication activities. Consequences of scientific results falsification. The main types of ethical violations in scientific publications: conflict of interest, fabrication of results, plagiarism, self-plagiarism, "salami slicing", problems of attribution, collaboration, and honorary attribution.
Communicative tasks: to carry out communication in oral and written forms:
discuss the consequences of fabricating, manipulating, or distorting scientific data; explain the types of ethical violations in scientific publications.

21. Topic 7. Science for the benefit of society

The consistency of science with humanistic values and the humanistic contribution of science to social development. The mission of a scientist in the modern world. Responsible use of science for the benefit of society.
Communicative tasks: to carry out communication in oral and written forms:
discuss and exchange opinions on the values of humanism and the humanistic contribution of science to social development; discuss the mission of a scientist in the modern world; disprove or affirm the use of science to oppress and destroy people and nature; write a reasoned essay on the topic "Does modern society need science?".

22. Topic 8. Research: objective, problem, target, scope

Types of research: basic research, applied research, monodisciplinary research, interdisciplinary research. Stages of scientific research and their summary. Choosing a research topic. Definition of the target and scope of research. Definition of goals and objectives. Development of a hypothesis. Drawing up a research plan. Working with literature.
Communicative tasks: to carry out communication in oral and written forms:

explain the difference between types of research; describe the stages of scientific research and summarize their content; justify the choice of research topic, its target and scope, purpose and objectives; hypothesis research; make a research plan, form a list of references on the topic of research in accordance with the requirements of the selected scientific journal.

3.2. English for Engineering and Technology

Semester: 5 (Fall)

23. Topic 1. Technogenic civilization, society, and people

Big data analytics, artificial intelligence, autonomous robots. Autonomous transport. Unmanned aerial vehicles, cloud computing. Quantum computing, augmented and virtual reality, modeling and simulators, three-dimensional printing, printed electronics, nanotechnology and neurotechnology, blockchain.

Communicative tasks: to carry out communication in oral and written forms:

discuss problems and prospects related to civilizational development, the technosphere, society, and people; exchange views on trends in technogenic civilization; discuss processes of posthuman transformation, systemic development, and the interaction of high technology: nanotechnology, biotechnology, cyborgtechnology, technologies of artificial intelligence, information and virtual technologies, express a reasoned opinion about the possibility of artificial intelligence, making problematic both human and directly related to it posthuman development.

24. Topic 2. Technology and innovation in engineering projects

Engineering design in various fields: Biorobotics. Biomedical engineering. Bioinformatic technologies. Biomechanics and medical engineering. Bioenergetics. Solar and wind energy. Design of engineering networks and systems.

Communicative tasks: to carry out communication in oral and written forms:

report on renewable energy sources, advantages and disadvantages of wireless technology, reliability of data transmission and its compatibility with various wired systems; discuss the application of principles, methods and tools of innovative engineering design and production technologies of modern and advanced micro- and nano-electronic products; exchange views and opinions on technological innovations to solve medical problems to improve human health and quality of life.

25. Topic 3. Creativity in engineering thinking

Engineering thinking, structure of engineering thinking, creativity in the structure of engineering thinking; qualities, properties, competencies that engineers should possess; engineering style of thinking, technical mindset.

Communicative tasks: to carry out communication in oral and written forms:

debate on finding unconventional solutions, to be able to choose the best way to solve an engineering problem; participate in brainstorming to choose optimal engineering solutions; discuss and find a joint solution in an unusual way; propose their approaches and strategies; participate in a group discussion to find different options for solving an engineering problem.

26. Topic 4. Innovation and technological breakthrough

Applications and goals of breakthrough technologies in various industries; examples of breakthrough technologies and their competitive opportunities; table of breakthrough technologies; role of breakthrough technologies in society; advantages, limitations and prospects of breakthrough technologies; risk-oriented practices of breakthrough technologies.

Communicative tasks: to carry out communication in oral and written forms:

discuss problems and prospects of development of breakthrough technologies in various industries; discuss the role of breakthrough technologies in society; make judgments about the advantages, limitations, and prospects of using breakthrough technologies and their opportunities; write a reasoned essay on the topic "How Breakthrough Technologies Change Human Life".

27. Topic 5. Mechatronics

Mechatronics as a field of science and technology. The goal of mechatronics. The target and methods of mechatnonics. Mechatronic system. Principles of construction and development trends. The scope of application of mechatronic systems. Mechatronic technologies. Computer and intelligent control in mechatronics.

Communicative tasks: to carry out communication in oral and written forms:

reason and exchange information about system integration and the use of knowledge from previously isolated scientific and engineering fields; explain approaches and engineering methods to solve problems of technical and technological integration of devices of different physical nature; report on the application of intelligent mechatronic modules and their fundamental advantages in engineering; explain new ideas and methods for the design of moving systems with qualitatively new properties; report on the complex of means and principles of mechanics, electronics and informatics, the synthesis of advanced technologies and technical solutions effectively used to achieve specific goals in the creation of modern machines; write an reasoned essay on the topic.

28. Topic 6. Ergonomics and Usability

A general idea of ergonomics and usability. The history of ergonomics development. Methods of ergonomic research. The current state of ergonomics. The concept of usability. Basic usability methods. The relationship between the concepts of usability and user experience. The scope of usability. The concept of interface convenience. The concept of a conceptual model and a design model. Basic design principles. Human-centered design. User-centered design. Goal-directed design. Activity-centered design. A general idea of usability methods. Users and persons. User goals. Web analytics tools in usability.

Communicative tasks: to carry out communication in oral and written forms:

describe the goals of ergonomics and usability; explain how ergonomic design methods become technologies; make presentations about the relationship between usability and ergonomics; discuss basic concepts, methods, and applications of usability; exchange opinions about categories of users and the practical application of information systems to achieve their goals; search for relevant information on the topic; compose a descriptive essay about the benefits of usability and the benefits of human-centered design.

29. Topic 7. Technical communications

The language of engineering and technical communication. Engineering and technical rhetoric. Terminology of technical communication. Methods of technical communication, technical cooperation of science and business. Scope and objectives of technical communication. Technical writing. Requirements for technical documentation. Technical documentation as a product and its functional application.

Communicative tasks: to carry out communication in oral and written forms:

explain the functional purpose of technical processes or products, using a set of methods for research, documentation or visualization; have the techniques of effective argumentation and the art of persuasion in decision-making; work in a multidisciplinary team, taking into account the specific professional communication situation; use the techniques of engineering and technical rhetoric; apply a form of communication that focuses on technical or specialized topics in communication; write instructions, technical texts on the purpose of applying the product of engineering activity.

30. Topic 8. People in the highly technological era

New age of high-tech and complex technological processes. Science and technology as a product of human thought and activity. The introduction of the highest technologies into human life and activity. The influence of modern technologies on people's consciousness, changes in the system of personal values, virtualization of consciousness and the socio-cultural environment of a person. Lack of traditional speech communications with the advent of the Internet, social media, etc. Spatial and temporal boundaries between people. Future of humanity in the context of scientific and technological progress.

Communicative tasks: to carry out communication in oral and written forms:

discuss the changing role of a modern person in an era of globalization and technologization of the world order; prepare reports and exchange opinions on the role of technology in the life of a modern person; make judgments about the impact of modern technology on people's consciousness, changes in the system of values, the socio-cultural environment of a person; engage in dialogue about the problems of a modern person in an era of technologization.

3.3. English for Business and Entrepreneurship

Semester: 5 (Fall)

31. Topic 1. Business and entrepreneurship

The essence of business and entrepreneurship. Goals, tasks, functions, business entities. Business architecture: analysis of key factors. Forms of business from the position of the stages of reproduction, from the position of scientific and technological progress, by the criteria of economic space coverage, by the economic life organization level, in terms of state and legal status. ESG principles. Building business models in the digital economy. Osterwalder's business model: essence, content. Generating new ideas in business modeling. The impact of technological progress on the international business environment. Promotion of students' own innovative ideas. Types of entrepreneurship. Innovative nature of entrepreneurship. Entrepreneurship, ideas and innovations, product types, startups and ecosystems in Russia, international awards for entrepreneurs. Study of the market and its segments suitable for innovative entrepreneurial projects.

Communicative tasks: to carry out communication in oral and written forms:

participate in discussions about the nature of business and entrepreneurship, its goals, objectives, functions, and subjects; discuss responsible attitude to the environment, high social responsibility and high quality of corporate governance; express opinions on why people become entrepreneurs, the impact of entrepreneurship on society and the economy; explain the structure of business models - their essence and content; generate ideas for startups, make a pitch presentation of a business idea to a potential investor.

32. Topic 2. Specifics of running a business in the VUCA-world

Modern business system, including the subjects of business relations (entrepreneurs, consumers, employees, government agencies), business infrastructure, management systems, the study of counterparties, performance evaluation and its own internal impulses of development (competition). Complexity, instability, ambiguity, and uncertainty - parameters that affect changes in the business world globally and locally.

Communicative tasks: to carry out communication in oral and written forms:

discuss contemporary business issues and the impact of digitalization on the sustainable development of modern business, implementation of projects through digital tools, project management through digital channels, services and platforms; participate in the debate about the transition from VUCA-world to VUCA-2.0 world (Volatility - Vision, Uncertainty -Undertsfunding, Complexity -Clarity, Ambiguity -Agility).

33. Topic 3. Corporate culture

Corporate philosophy and corporate culture. Typology of organizational cultures (G. Hofstede). Types, principles, priorities, and functions of corporate culture. Formation of corporate culture target image. The relationship of values and corporate culture with the strategy of business and entrepreneurship development. Modern concepts of corporate culture. Formation of the code of corporate culture in business and entrepreneurship. The role of corporate culture in the development of entrepreneurship and business. Culture as a brand. Communication of corporate culture.

Communicative tasks: to carry out communication in oral and written forms:

formulate the universal parameters of G. Hofstede's typology; discuss the philosophy of corporate culture in the formation of the target image of the company as a brand, give practical examples; discuss the role of corporate culture in the development of entrepreneurship and business based on a set of beliefs, values and expectations; participate in discussions on changes in modern concepts of formation and functions of corporate culture; make reports on the choice of strategy and principles of building corporate culture in famous giant companies.

34. Topic 4. Teamwork

Principles of working in a team, especially a multinational one. Teamwork and effective cooperation, fundamental differences. Distribution of roles in a team, project. Advantages and disadvantages of teamwork. Relationships in a team. Responsibility when working in a team. Methods for determining the "team spirit".

Communicative tasks: to carry out communication in oral and written forms:

discuss basic principles of teamwork; discuss effective teamwork; give arguments for the definition of "team spirit"; cooperate, collaborate, express one' s point of view, constructively overcome disagreements, use group potential and achieve collective work results; use communicative techniques to significantly increase the effectiveness of a multinational team; establish the most effective rules of communication when interacting with a team; ask clarifying questions, leading the interlocutor to his opinion; conduct interviews, building an effective system of interaction when discussing a given topic; mediate when disagreements arise and successfully resolve them; create a friendly and open atmosphere around yourself; convincingly state an opinion and influence the other person's opinion; recognize other person's needs and interests and build on them in a dialogue.

Semester: 6 (Spring)

35. Topic 5. Finance

Socio-economic essence of finance. The concept of finance. Finance functions. Financial resources. Finance and business. Sources of business financing and budgeting. The concept of financial planning, types of financial planning. Start-up capital. Financial analysis of the company's activities.

Communicative tasks: to carry out communication in oral and written forms:

discuss the socio-economic essence of finance, the strategy and tactics of entrepreneurial action; discuss monetary relations between entrepreneurs and other business participants, including between entrepreneurial companies and the state; be able to explain different types and sources of finance; use persuasive speech techniques to explain basic concepts of financial planning and major sources of business finance; analyze financial and economic activity; discuss possible ways of financing a new business idea; take part in a discussion about modern methods of investing money; compare taxation systems depending on the legal form of business organization.

36. Topic 6. Change management. Risk management

The main processes of project risk management. Identification and qualitative analysis of project risks. Risk classification and hierarchical structure of project risks (RBS). Expert methods: brainstorming, Delphi method, interviews and questionnaires. Ishikawa diagram. Risk factors, risk events and the consequences of their implementation. Methods of collecting information to identify risks. Quantitative methods of project risk assessment. Risk management strategies and tools. Monitoring and risk management. Managing changes in the project.

Communicative tasks: to carry out communication in oral and written forms: discuss the concept of risk and uncertainty, project risks; be able to explain the role of risk management in the project management system, the basic concepts, principles of building a system and key success factors of project risk management; explain the content of the main processes of project risk management and risk management planning; create the content of the risk management plan; analyze project assumptions and constraints; discuss the concept and purpose of change management in a project, and the roles and functions of project participants in change management. Criteria for making decisions on amendments.

37. Topic 7. Business planning

The main components of a business plan, marketing, operating costs, project launch costs, sales forecasts, product promotion.

Communicative tasks: to carry out communication in oral and written forms: discuss the structure and content of a business plan, create a marketing plan and perform estimates of project cost, and participate in debates on the effectiveness of various methods of product promotion.

38. Topic 8. Marketing strategy

The essence of the strategy and its role in achieving success. Classic marketing tools: The Kano model, SWOT analysis. Characteristics of strategic decisions. How is a strategy created: planning or emergence? The role and importance of strategic analysis in the formulation of strategy and in the strategic process. Various functions of strategic management in the company. Strategic dilemmas. Development of strategies by level of management: corporate, business strategies and functional strategies. Strategies in the XXI century. Analysis of specific situations based on the examples of Russian and foreign companies.

Communicative tasks: to carry out communication in oral and written forms:

formulate a company strategy, analyze the strengths and weaknesses, advantages and disadvantages of the overall position of the company; use the Kano model to analyze the company's product; be able to justify the chosen product promotion strategy in the market.

Module 4. English Through Project-Based Learning

Semester: 7 (Fall)

39. Topic 1. Innovative projects in science, industry and entrepreneurship

Promising areas and technologies of project implementation, strategy and competitiveness. Commercialization of technologies. The importance of technology, science and entrepreneurship in economic development. Types of innovative activity. What is an innovation process? Models of the innovation process. Foundations of the project approach to the implementation of scientific and scientific-technical development. Exploring the experience of failures and conditions, factors of successful implementation of breakthrough innovative developments. Types of projects: analytical project; research project; organization and management system project; design project; technological project; implementation project.

Communicative tasks: to carry out communication in oral and written forms:

discuss the essence of economic development and understand the importance of technology, scientific research and entrepreneurship; be able to explain how to transform a technical problem into a project, ensure its development and application in various fields; make reports on promising directions and technology of projects in science, industry and entrepreneurship; participate in discussions on competitiveness and commercialization of innovative projects; exchange opinions on the reasons for failures and factors of successful implementation of innovative developments.

40. Topic 2. Creating a project

Stages of project establishment: relevance, compliance with modern trends in the development of the chosen sphere of activity, the formation of the concept (idea); targeting of the results of project developments. The viability of an idea, a product. The scientific component of the project (theoretical or applied). What are technological standards? Business model. The connection of a business model to the resources for the development and implementation of the project. New product development activities. Working prototypes of a new product. Innovative project development: the purpose of the project; the object, product or service created in the project, project participants and the extent of their responsibility; the composition and duration of the project work; ways to assess the degree of work. Selecting research methods for project activities. Methodology of optimal planning and management of innovative projects. Sources of financing. Partnership. Cash flow: investors, venture capital, etc.

Communicative tasks: to carry out communication in oral and written forms:

present ideas in various oral and written forms; formulate and justify the necessity and relevance of the proposed idea, the research problem and the resulting research tasks, approaches and main issues related to the commercialization of the product scientific and technological achievements obtained by studying theoretical material and conducting experiments; put forward hypotheses to solve the tasks; outline research methods (analytical, statistical and sociological, experimental, etc.); discuss methods and assess the validity of the data obtained; collect, organize and analyze the data obtained; formulate indicators to qualitatively or quantitatively characterize a given research problem.

Semester: 8 (Spring)

41. Topic 3. Choosing an effective project implementation strategy

Creative approach and problem solving process. The tools of creativity. Project work, presentation and problem solving. Project creation, project management, scaling up, production. Influence on strategic directions, positions and decisions. Team formation and distribution of roles in the team. Development of a step-by-step plan of the project content and a business plan for the project implementation. The main sources of information for the implementation of the project. Priority areas and primary collection of information. SWOT analysis of a project. Analytical processing of the obtained data on subject matter of the project; formulation of concrete and effective recommendations aimed at solving the problem of the project (understood as a complex theoretical or practical problem whose solutions are unknown or are not fully known); clearly formulated, specific conclusions on the results of the project research.

Communicative tasks: to carry out communication in oral and written forms:

actively discuss the relationship between research projects and their commercial execution; constructively interact as a group to determine how to solve the research problem, the chosen strategy and practical implementation of achievements, sources of information, ways to collect and analyze it; exchange opinions on setting objectives and discussing criteria for evaluating results, clearly articulate the possibility of performing the tasks set; express as many solution options as possible, including the most fantastical, to participate in brainstorming; make and discuss the SWOT analysis of the project, the competitive ability of the environment and benefits for customers, the content of the project stages; interact in a group when discussing and distributing work and roles on the project, make a matrix of project responsibility distribution, project implementation schedule; develop a business plan for project implementation; discuss various types of work and processes related to the development of the product, services, etc.

42. Topic 4. Project presentation techniques

Turning an idea into a practical result. Stages, components and elements of the project, features, life cycle of the project. Implementation plan. Feasibility study, specifications. Presentation design and collective protection of the project.

Communicative tasks: to carry out communication in oral and written forms:

present ideas in various oral and written forms; participate in team debriefing; argue conclusions and talk about new challenges in the course of the research conducted; use scientific, technical and creative methods to solve problems; formalize the results of research on the project; make reports and be able to present the results of project activities.

5. Description of the material and technical facilities that are necessary for the implementation of the educational process of the course (training module)

A classroom for conducting training sessions provided for by the course (training module) program, equipped with training facilities and technical means of training: an interactive smartboard (screen), a multimedia projector, sound reproducing equipment, a computer for the teacher with the possibility to connect to the Internet and provide access to the MIPT electronic information and educational environment.

6. List of the main and additional literature, that is necessary for the course (training module) mastering

Main literature

1. Navigate B1 Pre-intermediate [Text], Coursebook with video and Oxford online skills /C. Krantz, J. Norton ; series adviser C. Walter. -United Kingdom, Oxford Unversity Press, 2015

2. Navigate B1+ Intermediate [Text], Coursebook with video and Oxford online skills /R. Roberts, H. Buchanan, E. Pathare ; series adviser C. Walter. -United Kingdom, Oxford Unversity Press, 2015

3. MyGrammarLab [Text], Elementary A1/A2 without Key + MEL Pk /M. Foley,, . Hall. -Harlow, Pearson Education Limited, 2012

4. MyGrammarLab [Text], Advanced C1/C2 without Key + MEL Pk /M. Foley,, . Hall. -Harlow, Pearson Education Limited, 2015

5. MyGrammarLab [Text], Intermediate B1/B2 without Key + MEL Pk /M. Foley,, . Hall. -Harlow, Pearson Education Limited, 2013

6. How to write a research article / E. Bazanova, S. Suchkova. – Moscow: Nauka, 2020.

Additional literature

1. Иностранный язык в сфере профессиональной коммуникации : комплексные учебные задания, учебное пособие / И. В. Беляева, Е. Ю. Нестеренко, Т. И. Сорогина. — Москва, Флинта, 2017.— URL: https://e.lanbook.com/book/92749 (дата обращения: 04.02.2021). - Полный текст (Режим доступа : из сети МФТИ / Удаленный доступ)

2. Английский язык для экономистов (А2–В2) / В. И. Уваров. – Москва: Юрайт, 2022.

Справочная литература для дополнительного самостоятельного изучения:

1. Рукина И.Н. Практическая грамматика научно-технического текста (английский язык). – М.: МФТИ, 2004. – 60 с.
2. Ткачева И.Р., Иова И.Н. Основные структуры общенаучного текста. – М.: МФТИ, 2004. – 40 с.
3. Чепурная И.Н. Словарь-минимум для перевода научно-технической литературы. – М.: МФТИ, 2005.
4. Английский язык для профессионального общения (наука и техника): экзаменационные материалы по изучающему чтению. – М.: МФТИ, 2007. – 56 с.

Перечень рекомендуемой литературы для самостоятельной работы:

1. Oxford English for Careers: Engineering; Oxford University Press, 2013
2. Technical Communication, Pearson Education Limited, 2021
3. Professional English in Use Engineering; Cambridge University Press, 2009
4. Oxford English for Careers: Technology 1-2; Oxford University Press, 2007
5. English for IT -2, Pearson Education Limited, 2011
6. Oxford English for Electrical and Mechanical Engineering, Oxford University Press, 2008
1. Oxford English for Careers: Engineering; Oxford University Press, 2013
2. Technical Communication, Pearson Education Limited, 2021
3. Professional English in Use Engineering; Cambridge University Press, 2009
4. Oxford English for Careers: Technology 1-2; Oxford University Press, 2007
5. English for IT -2, Pearson Education Limited, 2011
6. Oxford English for Electrical and Mechanical Engineering, Oxford University Press, 2008
7. Technical English 2-3, Pearson ELT, 2011
8. Cambridge English for Scientists; Cambridge University Press, 2011
9. Silvia, P.J., How to write a lot: A practical guide to productive academic writing., Washington, DC: American Psychological Association. 2007
10. Blum, D., A field guide for science writers (2nd ed.)., Oxford [England: Oxford University Press. 2006
11. Gustavii, B., How to write and illustrate a scientific paper., Cambridge University, UK: The Cambridge Press 2003
12. Hancock, E., Ideas into words: Mastering the craft of science writing., Baltimore: Johns Hopkins University Press, 2003
13. John Trdzeciak & S.E. Mackay. Study Skills for Academic Writing. Prentice Hall Europe, 1998
14. Williams, J., Style: Toward clarity and grace., Chicago: University of Chicago Press. 1990
15. Zinsser, W., On writing well: An informal guide to writing nonfiction (2d ed.), New York:Harper and Row. (1980).
16. Diamond-Bayir, S. (2014). Unlock 2. Listening and Speaking Skills. Student's Book. Cambridge University Press.
17. O'Neill, R. (2014). Unlock 2. Reading and Writing Skills. Student's Book. Cambridge University Press.
18. Susan C. Schneider, Jean-Louis Barsoux (2002). Managing Across Cultures by (3rd ed.). London: Pearson Financial Times Prentice Hall.
19. Crane, A., Matt En, D. Business Ethics. Oxford university press. New York, 2010.
20. Dignen, B. (2011). Communicating across cultures. Cambridge University Press.
21. English, Laura M., Lynn, S. (1995). Business across cultures. Effective communication strategies. Longman.
22. Wallwork, A. (2014). Meetings, Negotiations, and Socializing. A Guide to Professional English. Springer.
23. Khan, M.A., Ebner, N. (2019). The Palgrave Handbook of Cross-Cultural Business Negotiation. Palgrave Macmillan.
24. Davies, R., Ikeno, O. (2002). The Japanese mind : understanding contemporary culture. Tuttle publishing.
25. Mingbin, Z. (2016). Balance: the art of Chinese business. Guangzhou - Reading: Guangdong Economy Publishing House & Paths International Ltd.
26. Bucknall, K.B. (1999). Chinese Business Etiquette And Culture. Boson Books.
27. Hong, Z., Wei, Y. (2006). Experiencing Chinese: business communication in China. London: Higher Education Press.
28. Pellatt, V. (2013). Translating Chinese Culture: The process of Chinese-English translation. Routledge.
29. Kam, L. (2008), The Cambridge Companion to Modern Chinese Culture. Cambridge University Press.
30. David, K (2014). Translating Cultures: An Introduction for Translators, Interpreters and Mediators. Second Edition. Routledge.

7. List of web resources that are necessary for the course (training module) mastering

1. http://moodle.phystech.edu – виртуальная обучающая среда ДИЯ МФТИ на основе LMS Moodle для обеспечения образовательного процесса с применением электронного обучения (далее – ЭО) и дистанционных образовательных технологий (далее – ДОТ).

2. http://quizlet.com – онлайн сервис, с помощью которого можно создавать дидактические флэшкарточки как для очного, так и дистанционного обучения; используется для тренировки новых лексических единиц.

3. https://www.pearson.com/english/login-register/digital/my-grammar-lab.html/ – дополнительные задания к учебнику MyGrammarLab.

4. http://www.listenaminute.com – аудиоматериалы.

5. http://www.lingvo-online.ru/ru – онлайн словарь.

6. http://www.buzzle.com – коллекция текстов, классифицированная по 18 категориям и охватывающая более 5000 самых разных тем.

7. http://www.uefap.com – материалы по обучению академическому английскому языку (using English for academic purposes), список необходимых академических слов (http://www.uefap.com/vocab/vocfram.htm)

8. http://www.bbc.co.uk/worldservice/learningenglish/general/ – аудиоматериалы / подкасты на разные темы, включая серию коротких презентаций о фразах, выражениях и терминах, вошедших в употребление в современном английском языке.

9. http://learningenglish.voanews.com – аудио- и видеоматериалы для обучающихся с разным уровнем владения языка.

10. http://breakingnewsenglish.com – статьи и аудиоматериалы по разнообразной тематике для обучающихся с разным уровнем владения языка.

11. http://scientificamerican.com – научно-популярные статьи.

12. http://www.nationalgeographic.com – научно-популярные статьи.

13. http://nature.com – научно-популярные статьи.

14. http://sciencemag.org – научно-популярные статьи.

15. https://ieltsamericas.com - основы описания визуальных данных Writing Task 1: Phrases and Collocations for Describing Tables, Graphs and Charts | IELTS Latin America (ieltsamericas.com)

16. https://www.ifcc.org гайд к созданию плана исследования 05_Research_Guide_IFCC.pdf

17. https://www.ahrq.gov - Essentials of the Research Plan | Agency for Healthcare Research and Quality (ahrq.gov)

18. ttps://www.popsci.com - научно-популярные статьи Popular Science Homepage | Popular Science (popsci.com)

19. https://www.nature.com - научные статьи Nature

20. https://journals.sagepub.com - научные статьи SAGE Journals: Your gateway to world-class research journals (sagepub.com)

21. https://www.feynmanlectures.caltech.edu - лекции Ричарда Фейнмана по физике The Feynman Lectures on Physics (caltech.edu)

22. https://www.hawking.org.uk - лекции Стивена Хокинга по физике Stephen Hawking

23. https://www.ted.com - научно-популярные лекции TED: Ideas Worth Spreading

24. https://freevideolectures.com - ресурс видео-лекций по различным отраслям науки Free Video Lectures, Online Courses and Tutorials from best Universities

25. https://nptel.ac.in - ресурс видео-лекций по различным отраслям науки и предметам Courses : NPTEL

26. https://www.nobelprize.org - ресурс видео-лекций по различным отраслям наук Videos of Nobel Prize lectures from literature laureates - NobelPrize.org

27. https://www.physicsgalaxy.com - видео-лекции по физике Online Physics Video Lectures, Classes and Courses - Physics Galaxy

28. https://www.reddit.com - видео-лекции по различным отраслям науки Video Lectures (reddit.com)

29. http://videolectures.ne - видео-лекции по различным отраслям науки VideoLectures.NET - VideoLectures.NET

30. https://www.edx.org - видео-лекции и онлайн-курсы по различным направлениям edX | Free Online Courses by Harvard, MIT, & more | edX

31. TED: Ideas Worth Spreading– научно-популярные лекции

32. Science news for students - научно-популярные статьи, объяснение терминов

33. Scientific American - научно-популярные статьи

34. Popular Science Homepage | Popular Science (popsci.com) – научно-популярные статьи

35. Nature – научные статьи

36. Free Video Lectures, Online Courses and Tutorials from best Universities– ресурс видео-лекций по различным отраслям науки и предметам

37. The Feynman Lectures on Physics (caltech.edu) – лекции Ричарда Фейнмана по физике

38. VideoLectures.NET - VideoLectures.NET- ресурс видео-лекций по различным отраслям науки и предметам

39. Technical Writing Essentials - вводный курс по профессиональной коммуникации

40. Test English - ресурсы для практики лексики, грамматики, аудирования и тд.

41. Writing Task 1: Phrases and Collocations for Describing Tables, Graphs and Charts | IELTS Latin America (ieltsamericas.com) – основы описания визуальных данных

8. List of information technologies used for implementation of the educational process, including a list of software and information reference systems (if necessary)

Practical classes are held with the use of multimedia technologies: multimedia presentations, work on an interactive smartboard, Internet information resources.

Independent work of students is conducted using a virtual learning environment system based on LMS "Moodle" (http://moodle.phystech.edu), which helps students get access to various sources of multimedia information, makes it possible to organize communication of all participants in the educational process, provides for interactive control and self-control of tasks, and testing. To form language skills, the platform of the virtual learning environment "Moodle" contains a set of interactive exercises created on the basis of the test module built into the LMS "Moodle", as well as with the help of the program "HotPotatoes".

9. Guidelines for students to master the course

A student studying the course (training module) "English" must master the communicative competence, which includes: linguistic competence (the ability to correctly construct grammatical forms and syntactic constructions in accordance with the norms of the studied language), sociolinguistic competence (the ability to use and transform language forms in accordance with the situation of foreign language communication), socio-cultural competence (the ability to consider verbal and non-verbal behavior of the studied language country in communication), social competence (the ability to interact with communication partners, possession of appropriate strategies), discursive competence (the ability to understand and achieve coherence of individual statements in meaningful communicative models) strategic competence (the ability to use the most effective strategies in solving communicative tasks), object competence (knowledge of meaningful information when organizing one's own statement or understanding other people's statements), pragmatic competence (the ability to communicate and to implement any statement, taking into account the conditions under which the act of speaking (listening, writing) is carried out, the status of the addressee, the object of discussion, etc.) for the development of personal and professional qualities,

awareness of the social significance of their professional activities, respect and compliance with the principles of ethics, morality, and tolerance).

Mastering of the subject takes place in practical classroom lessons and in the process of the postgraduate's independent work. In practical classes the main attention is paid to the formation of skills in oral speech activities (speaking, listening). The formation of skills in written types of speech activities (reading, writing) is implemented both in the classroom and on the platform of the virtual learning environment "Moodle" in conditions of self-control, mutual control and mutual testing by students, as well as remote control by the teacher.

Practical classes are conducted on the basis of a communicative approach using active/interactive forms of work:

– work in small groups;

– discussion;

– educational games (role-playing, problem role-playing, business, etc.);

– heuristic conversation;

– watching and discussing videos;

– presentations based on modern multimedia.

Successful mastering of the course (training module) syllabus as a whole and the effectiveness of each practical class directly depends on the regular independent work of the postgraduate. Tasks for independent work are to be completed by the student in full and exactly within the specified time frame. Independent work includes:

– revision and consolidation of the material covered;

– performing lexical and grammatical exercises aimed at the formation of language skills;

– reading and checking the understanding of texts;

– listening to audio recordings and watching videos, performing tasks for them;

– performing creative written tasks aimed at the formation of speech skills;

– preparation of monological and dialogical statements on the topic under study.

Instruction and in-progress assessment of independent work is carried out remotely on the platform of the virtual learning environment "Moodle". If there are questions or difficulties, the postgraduate can contact the teacher using the information and communication resources of the remote platform.

In-progress assessment of the course is conducted at each practical class in oral and written forms. The object of in-progress assessment is the level of language and speaking skills formation.

Assessment funds for course (training module)

major:	Information Science and Computer Engineering
specialization:	Computer Science/Информатика
	Phystech School of Applied Mathematics and Informatics
	Foreign Languages Department
term:	1
qualification:	Bachelor

Semesters, forms of interim assessment:

1 (fall) - Pass/fail exam
2 (spring) - Grading test
3 (fall) - Pass/fail exam
4 (spring) - Grading test
5 (fall) - Pass/fail exam
6 (spring) - Grading test
7 (fall) - Pass/fail exam
8 (spring) - Exam

Authors:

E.M. Bazanova, candidate of pedagogical sciences, associate professor, associate professor

N.V. Tsytulina, deputy head for educational and methodological work

A.V. Lamzina, candidate of philological sciences, associate professor

O.G. Anosova, candidate of philological sciences, associate professor, associate professor

O.V. Gudkova, senior professor

E.N. Komarova, candidate of chemical sciences, associate professor, senior professor

L.S. Mayorova, senior professor

O.V. Shadrina, senior professor

L.S. Baksan, senior methodologist

A.S. Denisova, senior methodologist

N.A. Manoylenko, senior methodologist

E.V. Rybkina, senior methodologist

V.V. Sudakova, senior methodologist

A.N. Kravchenko, senior professor

O.V. Kosmodemyanskaya, senior methodologist

1. Competencies formed during the process of studying the course

Code and the name of the competence	Competency indicators
UC-3 Interact effectively with project team members and fulfill one's role properly	UC-3.1 Establish different types of communication (educational, scientific, business, informal, etc.)
	UC-3.2 Interact with other team members to fulfill the project objectives
UC-4 Conduct business communication in oral and written form in Russian and a foreign language	UC-4.1 Demonstrate the ability to exchange business information in oral and written form in Russian and at least one foreign language
	UC-4.2 Use modern information and communication tools to communicate
UC-5 Reflect on the cultural diversity of society from social-historical, ethical, and philosophical perspectives	UC-5.1 Demonstrate the knowledge of the basics of philosophy, history, the foundations of intercultural communication
	UC-5.2 Understand ethical and intellectual norms and values, their role in the history of society
Gen.Pro.C-3 Write scientific and/or technical (technological, innovative) reports (publications, projects)	Gen.Pro.C-3.1 Meet the general criteria for submission of manuscripts, scientific and technical documentation and use relevant software applications
	Gen.Pro.C-3.2 Employ practical methodologies for preparing scientific and technical reports (projects)
	Gen.Pro.C-3.3 Visually and graphically present scientific (scientific and technical, innovative technological) outcomes in the form of reports, scientific publications

2. Competency assessment indicators

As a result of studying the course the student should:

know:

- features of speech activities in English;
- the main phonetic, lexical and grammatical phenomena and structures used in oral and written speech when communicating in English, their difference from the native language for the reasoned and logical construction of statements that allow the application of the studied language in everyday, academic, scientific, business and professional communication;
- intercultural differences, cultural traditions and realities, linguistic norms, socio-cultural features of behavior and speech etiquette of the country of the studied language in oral and written interpersonal and intercultural communication;
- types of communicative intent, the correlation of communicative intent with the intent and purpose of speech communication, typical techniques and ways of expressing communicative intent in English in oral and written speech, principles of understanding the communicative intent of interlocutors;
- features of foreign-language academic communication, techniques for extracting and delivering foreign-language information for academic purposes;
- fundamentals of organizing written communication, types of written communicative tasks and functions of written communication tools;
- specifics of using verbal and non-verbal means in situations of foreign-language communication;
- rhetorical techniques used in various types of communicative situations;
- types and features of written texts and oral presentations, general content of complex texts on abstract and specific topics, features of foreign-language texts, universal patterns of structural organization of the text, including highly specialized texts;
- rules of using various technical means for the purpose of searching and extracting foreign-language information, basic rules of determining the relevance and reliability of foreign-language sources, analysis and synthesis of information;
- world achievements, discoveries, events from the field of history, culture, politics, social life;
- general forms of teamwork organization; special aspects of behavior and interests of other participants; fundamentals of strategic planning of the team to achieve the goal;
- standard types of communicative tasks, goals and objectives of business negotiations, socio-cultural features of business negotiations, their communicative-pragmatic and genre features;
- the main types, universal rules, norms of official and business documentation, peculiarities of its style as well as the formatting of business correspondence;
- vocabulary and terminology for academic, scientific and professional communication.

be able to:

- understand and use language tools in all types of speech activities in English;
- conduct discussions in English in various spheres of communication: everyday life, socio-cultural, socio-political, professional;
- comply with speech etiquette in everyday and business situations (establishing and maintaining contacts, ending a conversation, requesting and providing information, prompting for action, expressing agreement/disagreement with the interlocutor's opinion, making a request);
- verbally implement a communicative intention in order to influence a communication partner to start, conduct/maintain and finish a dialogue-asking about what he saw, read, dialogue-exchanging opinions and observing the norms of speech etiquette, if necessary using strategies to restore a failure in the communication process (re-questioning, paraphrasing, etc.);
- implement communicative intentions in writing (inform, request, inquire, agree, refuse, apologize, express gratitude);
- extract general and detailed information when reading authentic scientific and scientific-journalistic English-language texts;
- provide information based on the read text in the form of a prepared monologue (presentation on the proposed topic);
- understand monologue and dialogue statements in direct communication and in audio/video recordings;
- understand communicative intentions of the received written and oral messages;
- expand the proposed argument in the form of illustrations, details, explanations;
- use modern information technologies for professional activity, business communication and self-development;
- convey in Russian the content of English-language scientific and scientific-journalistic texts in the field of professional activity;
- select literature on the topic, compile a bilingual glossary, translate and review special literature, prepare scientific reports and presentations based on the read special literature, explain the own point of view and tell about plans;
- select speech behavior, tactics and strategies in accordance with the goals and characteristics of communication;
- carry out oral and written foreign language communication in accordance with the student's field of professional activity;
- consider the behavioral characteristics and interests of other communication participants, analyze the possible consequences of one's personal actions in social interaction and teamwork, and with this in mind build a productive team interaction;
- use the techniques and principles of building public speech for the report;
- professionally-oriented content in English;
- recognize and differentiate linguistic and speech phenomena, distinguish basic and secondary information when reading texts and listening to speech, use standard means of oral and written communication in interpersonal communication; apply adequate communicative means in standard interaction situations on professionally oriented topics;
- use graphic editors, create easily perceived visual materials;
- describe graphical information (circular histogram, table, column and line graphs); write a short article on a given topic;
- write a summary, a review, a short article-advice on the proposed topic;
- abstract and annotate foreign-language professional texts;
- produce business correspondence, taking into account the sociocultural requirements for the external and internal forms of the text and the use of standardized speech utterances;
- present research results in a written and oral form;
- select literature related to the topic, compile a professionally oriented foreign language thesaurus;
- translate specialist texts from a foreign language into the official language of the Russian Federation, taking into account lexical, grammatical and stylistic features of the source and target languages and conventional ways of solving communication problems in the field of professional activity;
- apply information and communication technologies in communication and speech activity in a foreign language;
- identify and formulate problems that arise in the process of learning a foreign language; evaluate the student's capabilities, the realism and adequacy of the planned ways and ways to achieve the planned goals.

master:

- intercultural professionally oriented communicative competence in different types of speech activity;
- various communication strategies: educational strategies for organizing educational activities;
- strategies of reflection and self-assessment in order to improve personal qualities and achievements;
- strategies for perception, analysis, creation of oral and written texts of various types;
- Internet technologies for choosing the optimal mode of obtaining information; compensatory skills that help to overcome communication disruptions caused by objective and subjective sociocultural factors;
- different methods of memorizing and structuring the acquired material;
- effective interaction skills with other communicators;
- presentation technologies for information communication;
- team communication techniques to achieve desired objectives
- rhetorical techniques;
- various methods of reading (exploratory, introductory, analytical) in order to extract information;
- method of searching and analyzing information from various sources in the professional field;
- skills of annotating and abstracting original scientific and scientific-journalistic articles;
- methods of assessing and self-assessing the results of foreign language learning activities;
- methods of identifying and realizing individual language capabilities, personal and professionally significant qualities in order to improve them;
- the ability to understand the speech of native and non-native speakers at a fast rate and respond adequately considering cultural norms of international communication;
- skills of publishing the results of scientific research in scientific journals in English;
- the ability to create clear, logical monologue and dialogue statements in various situations of everyday and professional communication, using the necessary set of communication tools;
- techniques of public speech and business and professional discourse in English.

3. List of typical control tasks used to evaluate knowledge and skills

3. List of typical questions, tasks, topics used for in-progress assessment

Module 1. General English
Topic 1. Person.
Classroom work: discussing questions and exchanging opinions; testing the assimilation of lexical and grammatical material. Independent work: checking comprehension of the content and meaning of the read or listened to text on the topic (home reading, supplementary reading). Creative homework assignment.
Topic 2. Past and present.
A discussion on the content of the read or listened to text; lexical, grammatical, phonetic, spelling games;
a vocabulary and grammatical test. Independent work: checking comprehension of the content and meaning of the read or listened to text on the topic (home reading, supplementary reading). Homework: a descriptive essay.
Topic 3. Personal growth.
Classroom work: terminological test, checking the understanding of the content and meaning of the text read or listened to. Independent work: work with informational resources, study the materials from practical sessions, read recommended literature. Homework: a reasoned essay.
Topic 4. The outside world.
Classroom work: checking the understanding of foreign language speech by ear (watching videos) discussion of topics, problematic issues and exchange of opinions. Independent work: checking comprehension of the content and meaning of the read or listened to text on the topic (home reading, supplementary reading). Creative homework assignment.
Topic 5. Entertainment and hobbies.
Classroom work: discussion; checking the assimilation of lexical and grammatical material. Independent work: checking comprehension of the content and meaning of the read or listened to text on the topic (home reading, supplementary reading). Homework: prepare a talk, describing various cultural features of different countries.
Topic 6. Dreams and reality.
Discussion of the topic, a talk and conversation on the studied topic, discussion of problematic issues and an exchange of opinions; checking the assimilation of lexical and grammatical material; role-playing games based on the studied material. Independent work: work with informational resources, study the materials from practical sessions, read recommended literature. Homework: a reasoned essay.
Topic 7. Travel.
Classroom work: discussing problematic issues and exchanging opinions on the topic; checking the assimilation of lexical and grammatical material; preparing a brief description of a journey. Independent work: checking comprehension of the content and meaning of the read or listened to text on the topic (home reading, supplementary reading). Homework: a narrative essay.
Topic 8. Social life.
Classroom work: checking comprehension of the content and meaning of the read text, checking listening comprehension of foreign language speech (watching a video story) discussing the topic, discussing questions and exchanging opinions. Independent work: work with informational resources, study the materials from practical sessions, read recommended literature. Homework: conduct research on the availability of social projects at MIPT or propose your own socially significant project

Examples of typical tasks used for in-progress assessment
1.   Write a reasoned essay on the topic "My understanding of the word 'success'".
2.   Write a narrative essay on the topic "An exciting journey".
3.   Make an oral presentation on the topic "The city of the future".
4.   Make an oral presentation on the topic "My hobbies".
5.   Make an oral presentation on the topic "A person I admire".

6.   Complete the test:

QUIZ
I.   Choose the correct word to complete the sentences.

1. His girlfriend is the most _____ person in the world – she loves beautiful nature, poetry and even composes lyrical music.
A. smart   B. romantic   C. idealistic

2. I was a _____ child and never chatted to the visitors that came to our house.
A. disorganized   B. shy   C. disobedient

3. Monika knows exactly where everything is in her house, she is a very _____ person.
A. scruffy   B. punctual   C. tidy

4. John has done a lot of preparation for his job interview, so he feels _____.
        A. confident   B. lucky   C. pleasant

5. Teachers often have to be _____with their students and explain things many times.
        A. quiet   B. patient   C. kind

6. He loves being with other people. He's the most _____person I know!
A. easy-going   B. sociable   C. talkative

7 She's always telling everyone how clever she is. She isn't very_____.
A. polite   B. honest   C. modest
8. For this work I need some _____ person who can come up with some unusual ideas.
A. mature   B. sociable   C. creative

9. You must be _____ with our clients.
A. polite   B. punctual   C. neat

10. I can talk to her about my problems. She always listens to me. She's very_____.
        A. sympathetic   B. quiet   C. thoughtful

II. Complete the sentences with the comparative or superlative form of the adjective.

1.   Tim is _____ (bad) pupil in the class.
2.   He is getting _____ (confident) every day.
3.   Maybe Luke is _____ (smart) than we think.
4.   The task is too difficult for a seven-year-old boy, you should give him an _____ (easy) one.
5.   This characteristic is _____ (little) important of all.
6.   Today your results are much _____ (good) than yesterday.
7.   Well, that was my not _____(intelligent) decision ever.
8.   Any _____ (far) discussions will be recorded.
9.   This is _____ (fat) cat I've ever seen.
10.   What is _____ (healthy) to put a spoon of sugar in your coffee or to eat a chocolate bar?
Module 2. English for Academic Purposes

Topic 1. Education
Classroom work: a talk based on the comparison of educational systems, checking the understanding of the content of texts, the main ideas, details, checking the assimilation of lexical

and grammatical material, control work. Independent work: making an outline/chart of the main ideas of the text (home reading).

Homework: present a project on changes that could improve studying at Phystech.

Topic 2. Creativity and art

Classroom work: presentation and discussion, discussion on the basis of the heard and read material, checking the understanding of the content and structure of the test (article, lecture/report), checking the assimilation of lexical and grammatical material. Independent work: writing a plan and a paragraph of an essay.

Homework: create a project of an innovative product (device/technology/methodology) aimed at improving the academic results of MIPT students, and make a presentation on it.

Topic 3. Internet of Things - the old and the new

Classroom work: presentation based on information gathered from various sources, exchange of opinions, role-playing, checking the assimilation of lexical and grammatical material, checking the skill of making an outline. Independent work: searching and compiling information on the topic, writing a paragraph describing one of the types of infographics. Homework: gather information and prepare to speak based on the objectives of the role in the role play.

Topic 4. Values

Classroom work: general conversation, discussion of problematic questions, a short report, discussion, checking the mastery of lexical and grammatical material, checking the understanding of the content and structure of the test (article, lecture/report). Independent work: researching the subject of the module by means of a questionnaire survey. Homework: writing an argumentative essay.

Topic 5. Ecology and public health

Classroom work: short talk and its discussion, exchange of opinions, checking the assimilation of lexical and grammatical material, checking the understanding of the content and structure of the test (article, lecture/report). Independent work: searching and compiling information on the topic to predict the development of investigated situation/system and to prepare a presentation. Homework: writing a causal essay.

Topic 6. Intelligence

Classroom work:

A discussion, report and its discussion, checking the assimilation of lexical and grammatical material, checking the understanding of the content and structure of the test (article, lecture/report). Independent work: writing an argumentative essay. Homework: create and present a draft methodology/course/technique aimed at improving brain functions in various situations.

Examples of typical tasks used for in-progress assessment

Control work on the topic "Education"

I. Listen to a presentation by a Japanese student and complete the notes.

1. Aim of presentation: _____
2 Speaker's first aim: _____
3. Speaker's university _____
4. Speaker's chosen department: _____
5. Speaker's second main aim: _____
6. Speaker's main message: _____

II. Complete the sentences with the words in the appropriate form.

 purify   accept   apply   can + impact   account   consequence   may + expel   have to + follow   should + address   explore

1. Today, UK universities _____ more and more international students.
2. Gold _____ through a process of heating.
3. A number of studies have indicated that pre-task planning _____ positively on language performance.
4. Mandarin speakers _____ for almost 15% of the world's population.
5. Any student caught cheating in an exam _____ from their university.
6. All research _____ these standards.
7. Each year over a thousand people _____ for just 50 places on the course.
8. There are a number of questions that _____ before the selection of a final study destination.
9. Language extinction is a natural _____ of a more globalized world.
10. While the scientists _____ the trench, the crew noted that the seabed was soft and featureless.

III. A. Read the text and decide which statement 1-3 contains the main idea.

1. Subjects taught in universities are more internationally relevant that in the past.
2. International cooperation between universities is stronger than in the past.
3. Universities have a greater international mix of students than in the past.

The internalization of higher education

Secondary and Higher education represents 34% of today's global market for education, and more students travel abroad for their university studies than ever before. Recent research suggests that in the region of four million students enroll each year in universities outside their native country. This number is steadily increasing. The largest numbers of international students are from China the USA and Western Europe.

International universities are not a new phenomenon. Nine hundred years ago, students from around Europe travelled to the first universities in Bologna, Paris, and Oxford, Over the centuries, this trend continued creating strong academic networks, and helping information and research results to cross borders.

In the early part of the 20th century, the United States started to attract students and professors form around the world. American universities created a system where good teaching and first-class research took place under one roof. These universities were rich and had many of the best students, the best departments, and the most modern laboratories. Today, the vast majority of universities worldwide are following the US model.

Towards the end of the 20th century, universities in a number of other countries started to encourage more students from overseas. Today, many universities around the world have a large proportion of foreign students. For example, around 20% of the students at universities in the UK are now from another country. At the University of Oxford, students currently come from over 140 countries, and overseas students make up one-third of the student body. This broad international approach is mirrored in the teaching, as over 40% of the university's academic staff are citizens of foreign countries. Other countries which have a high proportion of foreign students include Australia, New Zealand, Japan, and some European countries, such as Luxembourg and Switzerland. The United States has over 20% of the world's international students, but this accounts for less then 5% of its total student numbers.

However, universities are not only attracting foreign students, they are also exporting their ideas abroad. By the 1990s, popular Western Universities were becoming more financially-driven and were beginning to act more like businesses. They moved closer to their customers by establishing international branch campuses, particularly in Asia and the Middle East, or by making alliances with the local universities. In this way they could offer a British, Australian, or American degree, for example, in the host country, so that the local student did not have to travel abroad. Overseas branch campuses are today a big part of the growing internalization of higher education.

III. B. Complete the notes relating to the following dates.

1. 900 years ago _____

2. During the early part of the 20th century _____

3. In the late 20th century _____

4. In the 1990s _____

5. Today _____

IV. You want to enroll for the extra course on Qualitative Research Methods. Write a formal email to the department to inform that you want to enroll for the course and find out more about it.
Ask for the information about:
•   duration and structure of the course
•   price
•   instructors of the course

Module 3. English for Specific Purposes (section choice 3.1, 3.2, or 3.3)
3.1. English for Research Purposes
Topic 1. Science: past, present, future
Classroom work: discussion, presentation and discussion, checking the assimilation of lexical and grammatical material, checking the understanding of the content and structure of the test (article, lecture/report); oral presentation of the advanced achievements of science in their field. Independent work: searching and compiling information on the topic, working with informational resources, studying materials of practical classes, reading main and recommended literature Homework: writing
an essay on the academic field of choice (Science: past, present, future).
Topic 2. Popularizing science
Classroom work: explanation of a scientific concept or phenomenon in simple language within a set time limit (2-3 minutes)
Independent work: a test on the contents of Topics 1 and 2. Homework: a summary of one of the studied articles or video lectures.
Topic 3. Main academic writing style genres
Classroom work: reading, checking for comprehension of the content and meaning of the text you have read, and verbally commenting on visual data (infographics). Independent work: home reading, additional reading. Homework: an annotated bibliography and bibliography list.
Topic 4. Science In plain words
Classroom work: An annotated reference and bibliography list (supplemented). Independent work: working with a text, additional reading.
Homework: an oral presentation on a scientific topic supported by an infographic.
Topic 5. Interconnection between science and technology
Classroom work: prepare an oral presentation based on the infographic. Independent work: working with a text. Homework: a written abstract of a research article.
Topic 6. Scientific ethics
Classroom work: discussion, argumentative speech. Independent work: a test on the contents of Topics 5 and 6. Homework: developing a topic for future research.
Topic 7. Science for the benefit of society
Classroom work: compiling a review of references and a list of literature for future research. Independent work: work with informational resources, study the materials from practical sessions, read recommended literature. Homework: formulating the relevance and practical significance of the future research.
Topic 8. Research: objective, problem, target, scope

Classroom work: oral presentation on the chosen research topic (justification of relevance, hypothesis, expected methods and techniques). Independent work: work with informational resources, study the materials from practical sessions, read recommended literature.
Homework: drafting an introduction to the future research plan (formulation of the hypothesis, goal, objectives of the future study).

Examples of typical tasks used for in-progress assessment:
Test
Check the punctuation in each sentence. Add commas where necessary.
1.   The results of the study were viewed with some skepticism given small sample size.
2.   In light of rapid developments in cell phone applications many people can now run their businesses entirely by phone.

Write an essay: (Science of your choice): Past, Present, and Future
The maximum word count is 500 words. (Exceeding the word count will result in automatic disqualification.)
Look back over some of the scientific breakthroughs of the past and consider what discoveries and inventions will advance your science of your choice throughout the world for the benefit of all people in future.
For writing your essay, you will be expected to read widely about the topic, select the best references and then write a careful critical analysis. Your essay should introduce the topic, discuss it, and lead to a logical conclusion. The essay should have a title page, introduction, body with appropriate section headings, conclusion and list of references.
Carefully check and improve your writing before submitting the final copy and also ensure that all supplementary information is filled in correctly (name, contact details)
Make sure that you have properly identified and cited anything in your text that isn't 100 % original.

Guide for writing

Section   Description
Title Page   •   displays your name
•   states what the essay is about
Introduction
          •   places the question in its scientific context
•   gives the minimum necessary background for the topic
•   sets out the interpretation of the topic
•   defines important technical terms
Body
          •   makes clear the logical development of the subject matter
•   states what led you to your point of view
•   uses relevant information to support the argument
•   references all sources of information, including tables and figures
Conclusion
          •   provides a brief restatement of the purpose of the essay
•   summarizes the main points made in the body of the essay
•   states your conclusions clearly and concisely
•   sets out your reasons for your conclusions
List of References   •   lists all references cited in the text

The gapped words below describe physical properties of substances. The meanings are given on the right. Complete the words.

1 c_p_c_t_nc_ - how well something holds an electrical charge
2 c_nd_ct_v_t_ - how well something allows heat or electricity to go through it
3 d_ns_ty – how much mass a given volume of a substance has
Etc.

Using an online concordance (e.g., COCA) or a collocations dictionary, find five nouns that follow each verb as objects. List them next to the verb. If you use a concordance, check past tense verbs too since they are often more common. If possible, find nouns that are used repeatedly. The first one has been done for you as an example.

Verb   Nouns that can follow as objects
amplify   effects, message, signals, sound
augment
deplete
escalate
lessen
reduce

Write an annotated bibliography.
-       Identify the source, providing more information than one might glean from the citation itself if possible. This identification may be as brief as a phrase (In this textbook...; In this monograph...) or as long as a sentence.
-       Summarize the main purpose, idea or argument of the source in a sentence or two.
-       Evaluate or assess the source and its argument, letting your readers know whether it is convincing or what its strengths and weaknesses are.
-       Explain the relevance of the source to the texts.
All entries should follow the MLA guidelines for formatting a "Works Cited" list (a summary of the rules listed in the MLA Handbook is available at the Purdue OWL https://owl.english.purdue.edu/owl/resource/747/01/).

3.2. English for Engineering and Technology
Topic 1. Technogenic civilization, society, and people
Classroom work: discussion of the concept of a technogenic society, comparison with previous periods of society development. Analyzing the current stage of technological progress in various fields and discussing perspectives and cause-and-effect relationships. Studying the structure of the argument. Study and review the acquisition of lexical and grammatical material. Independent work: work with informational resources, study the materials from practical sessions, read recommended literature. Homework. Prepare a reasoned statement "for or against" in oral and written format.
Argumentative opinion in writing and/or orally.
Topic 2. Technology and innovation in engineering projects
Classroom work: analysis of goals, objectives, means, methods, and results of various engineering projects. Search for promising directions in engineering design. Brainstorming, discussion and other types of group work. Studying and reviewing the assimilation of lexical and grammatical material.
Independent work: work with informational resources, study the materials from practical sessions, read recommended literature.
Homework: drawing up comparative tables. Describing various principles of operation of technology solutions. A written and/or oral description of an engineering project from a field relevant to the major.
Topic 3. Creativity in engineering thinking

Classroom work: studying the properties of traditional and innovative materials. Solving a case - developing a strategy and tactics to solve a problem. Teambuilding. Comparison of the proposed solutions and selection of the optimal one. Reaching a compromise. Studying and reviewing the assimilation of lexical and grammatical material. Independent work: work with informational resources, study the materials from practical sessions, read recommended literature. Homework: Creative assignment - improvement of an existing design.

Calculating dimensions, strength, power, selection of necessary materials, etc.

Topic 4. Innovation and technological breakthrough

Classroom work: study of global experience in the field of technology development, discussion of the factors of technological breakthrough of Western and Eastern countries.

Studying and reviewing the assimilation of lexical and grammatical material. Independent work: work with informational resources, study the materials from practical sessions, read recommended literature. Homework. Find examples of breakthrough technologies in industries according to your specialization. Analyze the limitations and prospects of their application. Reasoning about "How Breakthrough Technology is Changing the World" in written and/or oral form.

Topic 5. Mechatronics

Classroom work: discussion of development stages of robotic systems and smart technology. Discussion of in-demand mechatronics occupations and the specifics of working in these fields. Reporting on advances in technical and technological integration of devices. Debates on the topic "Power of AI".

Studying and reviewing the assimilation of lexical and grammatical material. Independent work: work with informational resources, study the materials from practical sessions, read recommended literature. Homework: watching video materials: interviews with experts in the field, lectures on the production of modern machines. Description of the infographics (mechatronic system diagrams).

Topic 6. Ergonomics and Usability

Classroom work: discuss the development of ergonomics and examples of user-friendly design. Discussion of the impact of human-centered design on various areas of life and expectations for the field in the future. Independent work: work with informational resources, study the materials from practical sessions, read recommended literature. Homework: conduct a survey among fellow students on the topic "Design of the Future," and process the results in the form of a diagram. Prepare and deliver a report on the results of the survey.

Topic 7. Technical communications

Classroom work: studying the requirements for technical documentation and the terminology of technical communication. Analyzing the structure and content of the technical report. Independent work: work with informational resources, study the materials from practical sessions, read recommended literature. Homework: Peer-review instructions and technical reviews prepared by students of the group. Writing specifications and instructions. Writing a technical review

Topic 8. People in the highly technological era

Classroom work: group discussion on the role of modern man in the age of globalization and technologicalization of the world order. Independent work: work with informational resources, study the materials from practical sessions, read recommended literature. Homework: prepare a report or translation of an article (text) on the topic.

Examples of typical tasks used for in-progress assessment

Oral assignments:

1) Individual work.
Give developed answers to the questions on the Hyperloop project:
1.   Outline the problems that tube train engineers may face during construction and implementation.

2.   Outline possible solutions to these problems.
3.   Describe the mechanics and peculiarities of each of the proposed tube train prototypes.
4.   List the advantages and disadvantages of each of the prototypes. Why weren't they brought to life?
5.   Does Hyperloop differ much from those prototypes?

2) Teamwork.
Use relevant vocab to make up a conversation:
A) that might have happened in the year 1986 between Joseph Foa& Senator Pell
B) that could have happened if they lived now
In your talk suggest solutions to the technological (financial) problems, reach a consensus. Timing 3 min talk.
Joseph Foa& Senator Pell discuss Tubeflight next to prototype tube -1968

Written assignments.

Vocabulary tasks.

Paraphrase the underlined parts of the sentences, using the boldfaced words from the article on Hyperloop project:
1.   They're concerned about the gradual increase in carbon dioxide in the atmosphere.
2.   Simplicity is a typical feature of this design.
3.   I don't think it will work, but I suppose you could try it.
4.   She got no recognition for solving the problem.
5.   Stapleton's approach is an extreme one, and perhaps deliberately provoking.
6.   One witness reported hearing an explosion come before the fire.

Key: 1 buildup, 2 hallmark, 3 give it a short, 4 credit, 5 provocative, 6 precede

2) A reading task.
Read the text and do the task that follows.
The Solar System in which the Earth is situated is part of the Milky Way galaxy, the pale band of light crossing the night sky. This is one of a large number of galaxies in the universe, each consisting of billions of stars bound together by gravity. The ancient Greek philosophers thought about the nature of the Milky Way, and around 2,500 years ago Pythagoras believed that it consisted of a vast number of stars. The astronomer Hipparchus might have created the earliest known catalogue of the stars in the 2nd century BC. But only when the telescope was developed in the 17th century, the nature of the Milky Way could really begin to be understood. When Galileo first turned his telescope on the sky, in 1609, he found proof that, as Pythagoras had suggested, the Milky Way indeed consisted of many stars.
In 1750 Thomas Wright came up with the idea that the Milky Way is a disk-shaped aggregation of stars that can be seen by the naked eye or with a telescope. William Herschel and his sister Caroline set out to map the structure of the Milky Way by counting the numbers of stars they could see in different directions. William Herschel at first believed that there were other galaxies besides the Milky Way, a theory that had been developed earlier by Christopher Wren. However, he later came to the conclusion that the universe consisted only of the Milky Way system, and by the end of the 19th century this was the dominant view.
In the early 20th century the Dutch astronomer Jacobus Kapteyn used star-counts to make a model of the Milky Way in which the sun lay close to the centre of a huge disc, a mistake that Herschel had also made. He ignored the role of interstellar dust, and Edward Barnard started to pay attention to it. In a 1922 debate in the USA, Harlow Shapley argued that the Milky Way included all known structures in the universe, while Heber Curtis advocated the theory that other galaxies existed. The

main problem was the size of the Milky Way system. Shapley arrived at a size about three times too great. Curtis, on the other hand, used Kapteyn's star counts and had a size about three times too small. In both cases it was interstellar dust which caused the error.

An important development in our understanding of the galaxy came in 1933, when Karl Jansky detected radio waves from the Milky Way. He was working for Bell Telephone Labs on the problem of the hiss on transatlantic telephone lines. He built an antenna to try to locate the origin of this noise, and found to his surprise that it came from the Milky Way. Radio astronomy made a new start in 1942, during World War II, when John Hey started monitoring German jamming of British radar. For two days there was a remarkably intense episode of radar jamming which knocked out all the coastal radio stations. Hey realized that the direction of the jamming followed the sun, and learnt from the Royal Greenwich Observatory than an exceptionally active sunspot had crossed the solar disc at that time. Hey had discovered radio emission from the sun.

Match the people mentioned in the article with their actions. Not all names will be used.
1. Pythagoras
2. Hipparchus
3. Galileo
4. Thomas Wright
5. William Herschel
6. Christopher Wren
7. Jacobus Kapteyn
8. Edward Barnard
9. Harlow Shapley
10. Heber Curtis
11. Karl Jansky
12. John Hey   a.   changed his mind about the number of galaxies in the universe
b.   discovered noise coming from the Milky Way
c.   overestimated the size of the Milky Way
d.   was the first to find evidence that the Milky Way is made up of a large number of stars
e.   identified an effect of solar activity
f.   originated the idea that every visible star is part of the Milky Way
g.   identified and listed a number of stars
h.   found that dust between stars influenced understanding of the Milky Way
i.   first proposed the idea that there are a number of galaxies

Key:
1.Pythagoras
2.Hipparchus - g
3. Galileo - d
4.Thomas Wright - f
5.William Herschel - a
6.Christopher Wren - i
7.Jacobus Kapteyn
8.Edward Barnard - h
9.Harlow Shapley - c
10.Heber Curtis
11.Karl Jansky - b
12.John Hey – e

A grammatical assignment.

Rewrite the sentences in the Passive.

1. They have to complete the project before the deadline.
2. Scientists are still arguing the theory of natural selection.
3. We haven't collected any specimens yet.
4. Einstein had analyzed a lot of data before he formulated his concept of curved space.
5. The researchers were testing the new theory for two years.

Key:
1. The project has to be completed.
2. The theory of natural selection is still being argued.
3. The specimens haven't been collected yet.
4. A lot of data had been analyzed before the concept was formulated.
5. The new theory was being tested.

A translation assignment.

Translate the sentences using passive voice and active vocabulary.
1. За последний год было проведено множество исследований нового лекарства от Covid-19, но специалисты так и не пришли к однозначному выводу об его эффективности.
2. Можно использовать компьютерное моделирование, чтобы проследить за траекторией спутника.
3. В его обязанности входит следить за тем, чтобы проекты выполнялись в срок и не выходили за рамки бюджета.
4. Пока невозможно точно предугадать каковы будут результаты эксперимента.
5. Сначала оборудование нужно проверить на безопасность.
6. В данный момент проводятся эксперименты, чтобы лучше понять, как решить данную проблему.

A writing assignment.

Use the notes to write a report on two possible designs (about 400 words). Follow the suggested structure and the language for reports:
- Title
- Introduction
- Body
- Summary and conclusion
- References

E Two possible bridge designs steel beam bridge and composite girder bridge
   Background   Dual carriageway – total 4lanes to cross river
                Dee, north Scotland
                Span 132 meters between man-made compacted fill embankments
                Soil conditions uncertain
                16 meters above water level
                Gradient – 0,007 m/m

   Criteria   Method of constriction
                Costs of constrictions
                Aesthetes
                Durability

   Include   Sketches of elevations and cross-sections
                Costing calculations

	Time scale
Comparison	Both bridges need piers on piled foundations due to soil
	Design 2 made of steel so longer spans but we recommend design 1
Recommend	Dosing 1 – minimal framework in construction
	Easy to erect
	Cheaper
	More durable

3.3. English for Business and Entrepreneurship

Topic 1. Business and entrepreneurship

Classroom work: conversation on the content of the read or listened to text; discussion on the given topic. Independent work: reading authentic magazines and newspapers on the subject: The Economist (English-language weekly magazine on current financial, economic, and business news); Harvard Business Review (monthly popular science magazine devoted to various issues of business management); Financial Times (international business newspaper, publications, analysis of the world of finance and business); compiling a topical dictionary on the studied material. Homework: prepare a pitch presentation of your business idea to a potential investor.

Topic 2. Specifics of running a business in the VUCA-world

Classroom work: conversation on the content of the read or listened text. Discussing the subjects of business relations (entrepreneurs, consumers, employees, government agencies) Independent work: working with informational resources, studying practical materials, reading the main and recommended literature, compiling a topical glossary on the studied material. Homework: a report on competition in business.

Topic 3. Corporate culture

Classroom work: conversation on the content of the read or listened text, video material. Discussion on the role of corporate culture in the formation of the target image of the company as a brand; discussion of G. Hofstede's typology; modern concepts of formation and functions of corporate culture.

Independent work: work with informational resources, study the materials from practical sessions, read recommended literature. Homework: a reasoned essay on corporate culture as a factor for the effectiveness of innovative activity of the campaign.

Topic 4. Teamwork

Classroom work: conversation on the content of the read or listened to text or video material; discussion of the basic principles of teamwork; discussion of effective team interaction; dialogues and games in teamwork. Independent work: working with information resources, studying the materials of practical classes, reading the main and recommended literature; compiling a topical dictionary on the studied material.

Homework: describe the process of forming a project team.

Topic 5. Finance

Classroom work: conversation on the content of the read or listened text or video material; discussion of the issues on the topic: financial relations between entrepreneurs and other business participants; possible ways of financing a new business idea, modern methods of investing money, etc. Independent work: reading authentic magazines and newspapers on the subject: The Economist (English-language weekly magazine on current financial, economic, and business news); Harvard Business Review (monthly popular science magazine devoted to various issues of business management); Financial Times (international business newspaper, publications, analysis of the world of finance and business); compiling a topical dictionary on the studied material. Homework: sketch out the financial model of the company.

Topic 6. Change management. Risk management

Classroom work: conversation on the content of the read or listened to text or video material; discussion of questions on a given topic, reading and translating authentic materials on the topics. Independent work: working with information resources, studying the materials of practical classes, reading the main and recommended literature, compiling a topical vocabulary on the studied material. Homework:

draw up the content of a risk management plan or analysis of project assumptions and constraints.

Topic 7. Business planning

Classroom work: conversation on the content of the read or perceived text; discussion of the structure and content of a business plan, debates on the effectiveness of various methods of product promotion. Independent work: work with informational resources, study the materials from practical sessions, read recommended literature. Homework: create a marketing plan and perform calculations regarding the cost of the project.

Topic 8. Marketing strategy

Classroom work: conversation on the content of the read or listened text, discussion of the essence of strategy and its role in achieving success, characteristics of strategic decisions. Listening to audio materials and discussing marketing strategy. Working on a text about the role and importance of strategic analysis, preparing short statements. Independent work: work with informational resources, study the materials from practical sessions, read recommended literature. Homework: investigate the various functions of strategic management in a firm. Prepare an analysis of specific strategies based on the examples of Russian and international companies.

Example of an oral assignment

Presentation

In small groups, prepare the introduction and conclusion of a presentation of one of these new products to a group of department store buyers.

a lightweight portable TV and DVD player with a 17-inch flexible screen that can be rolled up to fit in a pocket

furniture which changes colour and temperature depending on the light and ambient temperature

a T-shirt which displays a text message that can be modified from a PC or mobile phone

Module 4. English Through Project-Based Learning

Topic 1. Innovative projects in science, industry and entrepreneurship

Classroom work: testing the comprehension of the content and meaning of the read text; assimilation of lexical and grammatical material; conversation about the content of the read or listened text or watched video material; discussion of questions and exchange of opinions. Independent work: work with informational resources, study the materials from practical sessions, read the main and recommended literature. Homework: give a presentation on promising directions and technologies of projects in science, industry, and entrepreneurship.

Topic 2. Creating a project

Classroom work: testing the comprehension of the content and meaning of the read text; testing the assimilation of lexical and grammatical material; talking about the content of the read or perceived text or watched video material; discussing questions and exchanging opinions on the discussed topics. Independent work: work with informational resources, study the materials from practical sessions, read the main and recommended literature. Homework: to prepare a report on the future scientific, technological, business project, drawing up a plan and assignments of the project case: relevance, purpose, objectives, object, product or service, the target focus of the results of the project developments, the viability of the idea; scientific component of the project (idea).

Topic 3. Choosing an effective project implementation strategy

Classroom work: discussion on the content of the read or listened to text or watched video material; discussion and exchange of opinions on the considered topics. Independent work: forming a team, working in a team, developing the necessary materials and collecting, analyzing and organizing information for the project, preparing the project for defense. Homework: carry out the project work in accordance with the chosen role in the project

Topic 4. Project presentation techniques

Practical and independent work: participating in the team defense of the project, summarizing the results of the project, choosing the form of presentation of the project, preparing for the defense; presenting the project for defense. Business case: Air and ground vehicle (developing a strategy and implementation plan based on analysis of financial, technical, marketing and other data)

Business case plan:
1.   Market history and current state of the hybrid vehicle industry.
Early years: Flying cars
Early years: floating cars
2. General information
3. The organizational structure of Hybrid Mobility (fictional)
4. Hybrid Mobility product range
5. Hybrid vehicle service life and renewal
6. Vision and interests
7. Competitors
8. Summary analysis of key competitors
9. Planning of scientific developments in 2030
Strategic priorities in 2025
Research and development. Initial parameters
R&D expenses as a percentage of sales
Total number of employees engaged in research and development
Development of new products for 2030
10.   Financial statements
11.   Your role

Task
1.   Analyze internationalization strategy of Hybrid Mobility. Make assumptions if no corresponding details are given.
2.   Summarize your thoughts about the current status and the future of the organization. Suggest new strategies and implementation plans for all organizational areas.
3.   How does a changed employment strategy influence future expansion strategies?
4.   Discuss the necessity of new development and positioning strategies for each region. Consider newly emerging markets.
5.   Would you limit the launch of new developed products to certain regions? Why or why not? If yes, which product(s) for which region(s)?
6.   As part of repositioning, would you suggest to set up a strategic cooperation with one of the competitor?
7.   Discuss the reduction of the founder's company shares to raise more capital for R&D and new investments.
8.   Provide your results in text or presentation form.

Methodological materials defining the procedure for in-progress assessment of knowledge, skills and possessions and (or) experience

Knowledge, skills, and abilities that characterize the stages of competence formation in the course "English" are assessed in the form of in-progress and end-of-term control, carried out with the help

of score-rating system (CRS). Successful mastering of the material is expressed on a 100-point scale and consists of 1) in case of the pass-fail assessment of the quality of ongoing semester work (80 points) and a rating score for the final credit work at the end of the semester (20 points), 2) in case if the exam - the quality assessment of ongoing semester work (60 points) and a rating grade for the exam (40 points).

The semester in-progress work is assessed as a weighted average of three point-rating evaluations during the semester.

The maximum grade in each of them is 100 points, including 10% for class attendance and 90% for completing tests and training tasks in class and independently on the platform of the virtual learning environment "Moodle". The parameters of the point-rating system used to assess students' academic performance in the Department of Foreign Languages are described in the guidelines "Current and end-term control of students' academic performance in the Department of Foreign Languages"

(https://mipt.ru/education/chair/foreign_languages/control/rating.php).

In-progress control of academic performance is conducted during the semester in order to monitor students' knowledge, skills and language proficiency for solving communication tasks in socio-cultural, academic and professional and business spheres of activity, timely identification of difficulties in mastering the course (training module) and their elimination, as well as providing timely individual advisory assistance to students.

In-progress assessment includes evaluating knowledge and skills through:
- classroom activities (questioning, interactive talks, reports, presentations, role-play, fulfilling tasks on different types of speech activities and tests to assess vocabulary and grammar skills);
- activities based on the results of individual work (preparing oral reports, fulfilling online tests and tasks for assessment and self-assessment of listening, reading, writing, and vocabulary and grammar skills using "Moodle");
- individual tutorial sessions with under-achievers.

Criteria for evaluating in-progress assessment tasks in regards to modules

Criteria for evaluating written speech are used when students write works of such genres as an essay, creative assignment, rendering and summary of a popular science article, presentation.

Grades for tests assessing skills of using vocabulary and grammar in reading and listening are calculated as the ratio of the number of correct answers of the student to the maximum possible number of points for the test.

In-progress assessment of oral and written speech is based on evaluation criteria:

Written translation assessment criteria (from English into Russian)
Overall grade – 10
Error characteristics:

Type of error	Description	Points deducted
Semantic error	Complete misinterpretation of the meaning of a translated unit, omission of essential information, or inclusion of incorrect information in the translation.	1
Semantic inaccuracy	Improper omission of information, adding unnecessary information to the translation that does not distort the meaning.	1/3

Grammatical error	Grammatical errors (inconcordant parts of the sentence, incorrect article use, incorrect use of verb tenses, word order deviations, etc.) that do not distort the meaning.	1/3
Lexical (terminological) error	An error in conveying the basic or contextual meaning of a word that is not stylistic in nature.	1/3
Stylistic error	Deviation from the stylistic norms of the language underlying the given functional style (incorrect use of synonyms, breaking rules of compatibility, breaking the rules for the use of grammatical forms, typical for the given functional style, the use of stylistically unacceptable equivalents, etc.)	1/4
Spelling error		1/5
Punctuation error		1/5

In-progress assessment of oral and written speech is based on evaluation criteria.

Writing assessment criteria (essay)		Grade
Solving a communicative problem	The task was completed in full: full answers to the questions were given.	3
	The task is partially completed: not all questions are answered.	1.5
	The task is not completed: two questions are unanswered or the text itself does not meet the requirements.	0
Lexical and grammatical presentation of the text	A variety of vocabulary and grammatical constructions are used, there are no errors that make it difficult to understand.	3
	There are some language errors that do not complicate understanding.	1.5
	Numerous language errors, making it difficult to understand the text.	0
Text organization	The text is logically constructed, the way of address is - correctly chosen, the final phrase and signature, the presentation of the text corresponds to the norms of written etiquette, there are no spelling errors.	3
	The text is mostly logically structured, but there are some errors in the structural design of the text and in compliance with the norms of politeness.	1.5
	The text is not organized logically; the design of the text does not comply with the norms of written etiquette.	0
Spelling and punctuation	There are no spelling or punctuation errors.	1
	There are some spelling and punctuation errors.	0
	Overall grade:	10

The oral part of the in-progress assessment of students' progress is evaluated in the form of a retelling, a prepared monologue on the topics studied, a presentation based on a popular science article, and an oral review of a popular science article.

Speaking assessment criteria (in-progress assessment)		Grade
Solving a communicative problem	The task is completed in full: all the aspects of the topic are covered amply and accurately (all aspects specified in the assignment are fully, accurately and extensively disclosed). The length of the statement is 10-12 phrases	4

	The task is completed: the goal of communication achieved; but the topic is not amply covered.	2-3
	The task is partially completed: the goal of communication is partially achieved; the topic is covered to a limited extent (one aspect is not covered, or all the aspects are not covered amply, or two aspects are not covered amply, the third aspects being covered amply and accurately). The length of the statement is: 6-7 phrases	1
	Communicative task is not completed: the goal of communication is not achieved: two aspects of the topic are not covered*. The length of the statement is: 5 and less phrases.	0
Lexical and grammatical presentation of the text	Vocabulary range and grammar structures correspond to the communicative purpose. There are almost no mistakes (no more than 2 minor vocabulary and grammar mistakes are tolerated or/and no more than 1 minor phonetic mistake)	3
	Vocabulary range and grammar structures correspond to the communicative purpose (no more than 2 minor vocabulary and grammar mistakes are tolerated or/and no more than 2 minor phonetic mistakes)	2
	Vocabulary range and grammar structures correspond to the communicative purpose (no more than 4 minor vocabulary and grammar mistakes are tolerated or/and no more than 3 minor phonetic mistakes)	1
	Understanding the statement is difficult due to numerous vocabulary, grammar and phonetic mistakes (6 or more vocabulary and grammar mistakes or/and 5 or more phonetic mistakes), or more than 3 bad mistakes.	0
Text organization	The statement is logical and complete; there are introductory and final phrases corresponding to the topic. Linkers are used correctly	2
	The statement is basically logical and complete; but there is no an introductory or a final phrase. Once or twice linkers are not used correctly.	1
	The statement is illogical, there are no introductory and final phrases; linkers are practically not used	0
Pronunciation and intonation	Speech is easy to understand; there are almost no pronunciation mistakes in it. No more than 5 phonetic mistakes are allowed, including no more than 2 mistakes that violate the meaning.	1
	Speech is difficult to understand due to a significant number of mistakes in the pronunciation of words, incorrect placement of accents, more than 4 mistakes that violate the meaning made.	0
	Overall grade:	10

Writing assessment criteria (Formal Letter)

Overall grade – 10

3 points	statement of all the main ideas
3 points	language correctness (vocabulary, grammar)
1 point	logical and coherent presentation
2 points	academic style of presentation
1 point	length

Listening assessment criteria

Overall grade – 10

Content	Language	Total
2.5	2.5	5

Writing assessment criteria (essay)

CATEGORY	4 (above standards)	3 (meets standards)	2 (approaching standards)	1 (below standards)
Support for topic	All supportive facts and statistics are reported accurately	Almost all supportive facts and statistics are reported accurately	Most supportive facts and statistics are reported accurately	Most supportive facts and statistics were inaccurately reported
Evidence and examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the topic.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the topic.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the topic.	Evidence and examples are NOT relevant AND/OR are not explained.
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.
Content	Good coverage of the topic with clear evidence of original input. The main message is very clearly communicated.	Good coverage of the topic, some original ideas. The main message is clearly communicated.	Satisfactory coverage of the topic, some ideas are not on the topic.	The topic is not quite fully covered, the message is not communicated.

Debates assessment criteria

Criterium	Exellent	Good	Satisfactory	Unsatisfactory

Preparedness	A deep and critical analysis of the presented topic was carried out. Relevant and diverse sources of information were used. The opinion expressed is justified by evidence based on authentic sources.	A superficial analysis of the presented topic was carried out. Relevant sources of information were used. The opinion expressed is partially substantiated by evidence.	The analysis of the presented topic was not carried out. The opinion on the presented topic is expressed but is not supported by evidence based on authentic sources.	The analysis of the presented topic was not carried out. The opinion on the presented topic is not expressed
Organization and presentation	Logical presentation of information; consistent presentation of arguments; counterarguments are relevant.	Logical presentation of information; presentation of arguments is not always consistent; counterarguments are partially relevant.	Presentation of information is not logical; inconsistent presentation of arguments and counterarguments.	Presentation of information is chaotic; arguments and counterarguments are not presented.
Arguments	At least 3 arguments based on diverse and authentic sources are presented.	At least 3 arguments partially based on diverse and authentic sources are presented.	Less than 3 arguments not based on diverse and authentic sources are presented.	The arguments are not presented, or do not correspond to the stated topic.
Counterarguments	Logical and consistent presentation of counterarguments based on the weak position of the opposing side.	Logical and consistent presentation of counterarguments partially based on the weak position of the opposing side.	Counterarguments are presented, but they are not logical and not based on the weak position of the opposing side.	Counterarguments are not presented.

Assessment criteria of the round table

Assessment criteria	3	2	1	0
Content and compliance with the course material	The student has a perfect knowledge of the course material; does not make factual mistakes, gives	The student has a perfect knowledge of the course material; does not make factual mistakes, or they are few and do not	The student does not have a perfect knowledge of the course material; makes factual mistakes, gives	The student does not have a perfect knowledge of the course material; makes factual

	relevant examples, operates with terms freely, speaks fluently on the proposed topic.	affect the perception of speech, sometimes gives relevant examples, not always operates with terms freely, speaks fluently on the proposed topic.	irrelevant examples, is not able to operate with terms freely, not always speaks fluently on the proposed topic.	mistakes, gives irrelevant examples, is not able to operate with terms freely and to speak fluently on the proposed topic.
Basic grammar and vocabulary	Lexical and grammatical potentials are fully reflected, in accordance with the C1 level, no mistakes are made in the use of constructions	Lexical and grammatical potentials are reflected in accordance with the C1 level, minor mistakes (no more than 2) are made in the use of constructions	Lexical and grammatical potentials are reflected partially in accordance with the C1 level, several mistakes (no more than 4) are made in the use of constructions	Lexical and grammatical potentials are not reflected in accordance with the C1 level, several mistakes (no more than 6) are made in the use of constructions
Coherence and consistency	All arguments are presented logically, speech is organized, linkers and introductory constructions meet the requirements	Not all arguments are presented logically, speech is not always organized, linkers and introductory constructions are included, but not always meet the requirements	Arguments are presented, but not logical and not always organized, linkers and introductory constructions are used, but do not contribute to communication.	Arguments are not presented, or/and not logical and organized, linkers and introductory constructions are not used.
Fluency and pronunciation	Speaks fluently, without pauses. There are no pronunciation mistakes.	Speaks fluently, without pauses. Pronunciation mistakes are few, do not affect understanding of speech.	Speaks with long pauses, often searches for suitable words, numerous pronunciation mistakes (no more than 10) that make it difficult to understand. The intonation is incorrect.	Speaks with long pauses, often searches for suitable words, numerous pronunciation mistakes (more than 10) that make it difficult to understand. The intonation is incorrect.
Total maximum				

number of points: 10				

Evaluation criteria of the round table in regards to aspects

Grade	Solving a communicative problem	Vocabulary	Grammar	Pronunciation
10	Communicative task solved. No language errors. Thoughts expressed concisely and clearly. The statement is logical; the means of logical communication are effectively used (linkers, parentheses).	The vocabulary is adequate to the given topic, lexically diverse. Precise selection of lexemes, phrasal units and idiomatic expressions. Knowledge of terminology on the topic.	There are no grammar mistakes. A variety of grammatical constructions are used.	Speaks fluently, without long pauses. The intonation corresponds to the purpose of the statement. There are no pronunciation mistakes.
9	Communicative task solved. The requirements for awareness and intelligibility of speech are met. Thoughts expressed concisely and clearly. Language errors (economy, adequacy) are insignificant and do not hinder understanding.	The vocabulary is adequate to the given topic, lexically diverse. Selection of lexemes, phrasal units and idiomatic expressions not always precise. Knowledge of terminology on the topic.	There are no grammar mistakes. A variety of grammatical constructions are used. No more than 1-2 minor mistakes are allowed.	Speaks fluently, without long pauses. The intonation corresponds to the purpose of the statement. Pronunciation mistakes are minor (no more than 2) and do not hinder understanding.
8	Communicative task solved. The requirements for awareness and intelligibility of speech are partially met. Thoughts expressed concisely and clearly. Language errors (economy, adequacy) are	The vocabulary is adequate to the given topic, lexically diverse. Selection of lexemes, phrasal units and idiomatic expressions not always precise. Knowledge of terminology on	There are no grammar mistakes. A variety of grammatical constructions are used. No more than 3-4 minor mistakes are allowed.	Speaks fluently, without long pauses. The intonation corresponds to the purpose of the statement. Pronunciation mistakes are minor (no more than 4) and do not hinder understanding.

	insignificant and do not hinder understanding.	the topic not always correspond to the B2 level.		
7	Communicative task solved partially. The requirements for awareness and intelligibility of speech are partially met. Thoughts are not always expressed concisely and clearly. Language errors (economy, adequacy) are insignificant and do not hinder understanding. The statement is basically logical; there are some violations in the organization of ideas; there are some shortcomings when using logical communication tools (linkers, introductory constructions).	The vocabulary is sufficient but limited; there are inaccuracies in the use of phrasal verbs and collocations. The selection of lexemes, phrasal units and idiomatic expressions is inaccurate. Knowledge of terminology on the topic does not correspond to the B2 level.	Grammar mistakes are few (no more than 2 minor) and do not hinder understanding. The number of constructions used is limited, but enough to reveal the topic.	Speaks fluently but with pauses, often searches for suitable words and / or there are pronunciation mistakes (no more than 2) that make it difficult to understand. Intonation is not always correct.
6	Communicative task solved partially. The requirements for awareness and intelligibility of speech are partially met. Thoughts are not always expressed concisely and clearly. Language errors (economy, adequacy) partially hinder understanding (no	The vocabulary is sufficient but limited; there are inaccuracies in the use of phrasal verbs and stable phrases. Knowledge of terminology on the topic does not correspond to the B2 level.	Grammar mistakes are few (no more than 4 minor) and do not hinder understanding. The number of constructions used is limited, but enough to reveal the topic.	Speaks fluently but with pauses, often searches for suitable words and / or there are pronunciation mistakes (no more than 4) that make it difficult to understand. Intonation is not always correct.

	more than 2 errors of style).			
5	Communicative task solved partially. Thoughts are not always expressed concisely and clearly. Language errors (economy, adequacy) partially hinder understanding (no more than 4 errors of style).	The vocabulary is insufficient for a statement on the given topic. There are few mistakes in the selection of lexical units that make it difficult to understand the details. Knowledge of terminology on the topic corresponds to the B2 level.	Grammar mistakes are few (no more than 6 minor) and do not hinder understanding. The number of constructions used is limited, but enough to reveal the topic.	Speaks with long pauses, often searches for suitable words and / or there are multiple pronunciation mistakes (no more than 6) that make it difficult to understand. Intonation is not always correct.
4	Communicative task not solved. The expression of thoughts is too verbose/detailed and unclear. Language errors (economy, adequacy) partially hinder understanding (no more than 6 errors of style). There is no logic in the organization of ideas; linkers are not used or are used incorrectly.	The vocabulary is insufficient for a statement on the given topic. Numerous mistakes in the selection of lexical units make it difficult to understand the main idea (no more than 4).	Grammar mistakes are present, some of them hinder understanding. No more than 2-3 bad mistakes are allowed.	Speaks with long pauses, often searches for suitable words and / or there are multiple pronunciation mistakes (no more than 8) that make it difficult to understand. The intonation is incorrect.
3	Communicative task not solved. The expression of thoughts is too verbose/detailed and unclear. Language errors (economy, adequacy) partially hinder understanding (no more than 8 errors of style).	The vocabulary is insufficient for a statement on the given topic. Numerous mistakes in the selection of lexical units make it difficult to understand the main idea (no more than 6).	The number of grammatical constructions is extremely limited; a significant number of grammar mistakes, including bad ones.	Speaks with long pauses, often searches for suitable words and / or there are multiple pronunciation mistakes (no more than 8) that make it difficult to understand. The intonation is incorrect.

2	Communicative task not solved. The expression of thoughts is too verbose/detailed and unclear. Language errors (economy, adequacy) partially hinder understanding (no more than 10 errors of style).	The vocabulary is extremely limited, a significant number of lexical errors that make it difficult to understand the utterance (more than 6).	Grammar mistakes are numerous and hinder understanding (more than 6).	Speaks with long pauses, often searches for suitable words, numerous pronunciation mistakes (more than 8) that make it difficult to understand. The intonation is incorrect.
1	Communicative task not solved. The expression of thoughts is too verbose/detailed and unclear. Language errors (economy, adequacy) hinder understanding (more than 10 errors of style).	The vocabulary is extremely limited, a significant number of lexical errors that make it difficult to understand the utterance (more than 8).	Grammar mistakes are numerous and hinder understanding (more than 6).	Speaks with long pauses, often searches for suitable words, numerous pronunciation mistakes (more than 10) that make it difficult to understand. The intonation is incorrect.

Evaluation table and presentation evaluation descriptors

Overall grade – 20

Structure (6)			Visuals (3)		Language (5)		Voice	Eye contact	Time keeping	Dealing with questions	Portfolio	Total
Who, What, Why, How	Linking words / signposts	Signalling, Summury, Conclusion, CR	Design	Work with slides	Grammar Vocab	pronunciation	Voice	Eye contact	Time keeping	Dealing with questions	Portfolio	Total
2	2	2	2	1	3	2	2	1	1	1	1	20

Signposts + linkers*: 1 point for an introductory phrase at the beginning of each paragraph; 1 point for 2 linkers in each body paragraph (0,5 +0,5)

	Description	Assessment criteria
STRUCTURE		
Who/Why/ What/How	At the beginning of the presentation: Who is the presenter? Why are we all here (the topic of the presentation and its relevance to the audience)? Why has the speaker chosen the topic or why does he/she believe it is of interest to the audience? What is the talk about (plan)? How is the talk organized (time limit, question policy)?	Each item brings 0.5 points

Signposts and linkers	There should be signposting between the parts of the presentation, indicating the beginning of each part (or its end). Each paragraph of the main part of the presentation should contain at least two linkers at the beginning of sentences.	The maximum grade (2) is set if there are signposts between all parts of the presentation and at least two linkers at the beginning of sentences in each paragraph of the main part. 0.5 points are deducted if there is no signposting when moving to any part, as well as when the number of linkers is insufficient.
Signalling/Summary/Conclusion/CR	At the end of the presentation: Signal (indicating approaching the end of the talk) Summary (a brief overview of what has been said) Conclusion (a call for action; a recommendation; an assuarance of the audience that they're better informed). Closing remarks (thanking the audience, asking for questions).	Each item brings 1 point.
VISUALS		
Design	Presentation slides should be designed according to the Slide Design Rules.	The maximum grade (2) is set if all the requirements for the design of slides are met. 0.5 points are deducted if: 1) there is no slide from the list of mandatory presentation (for example, Title, Plan, Summary or slide from the main content of the speech) 2) one of the rules of graphic design of slides is violated.
Work with slides	When evaluating the work with slides, the following items are considered: 1) timely switching of slides corresponding to the oral presentation 2) indication of important information directly on the slides (with a pointer) in order to draw the attention of the audience and better understand the speaker; (especially if there is graphic information, diagrams, drawings, etc. on the slides) 3) correct body position (ideally, on the right side of the slide with a pointer in the left hand and facing the audience), without covering the information on the slide with your body and without turning the back to the audience	The maximum grade (1) is set if all the requirements for working with slides are met. 0.5 points are deducted if the student tells the text of the speech without switching the slides and / or does not point directly at the slides (with a pointer) important information for understanding, or turns his back to the audience (thereby closing the slides).
LANGUAGE		
Grammar/ Vocabulary (presentation + questions + answers)	Grammar and vocabulary assessment include: 1) the correctness of the use of grammatical constructions studied in the course program 2) variety of vocabulary (correct choice of words, lexical compatibility).	The maximum grade (3) is given if the student does not make mistakes in the use of the studied grammatical constructions and lexical units. 2 points – if the student makes lexical and/or grammatical mistakes that do not distort the general meaning of the statement.

		1 point – if the student makes grammatical and/or lexical mistakes leading to a slight distortion of the meaning of the utterance. 0.5 points - if the student makes grammatical and/or lexical mistakes leading to a significant distortion of the meaning of the statement.
Pronunciation	When evaluating pronunciation, the following items are considered: 1) pronunciation of individual words (correct pronunciation of terms); 2) correct use of the intonation contour (lowering the tone at the end of narrative and negative sentences, as well as special questions; raising the tone in general questions; a corresponding increase in tone when enumerating).	The maximum grade (2) is set if the student does not make mistakes in the pronunciation of words and correctly uses the intonation contour. 0.5 points are deducted if any requirement is not met (the score for this criterion cannot be less than 0.5 points).
Voice	When evaluating the Voice criterion, the following parameters are considered: 1) volume; 2) expressiveness (division of sentences into semantic groups, correct use of logical stress, absence of monotony) 3) speech rate: at least 125 words per minute. When answering, the student should not use the text of the presentation. Just a plan or notes! If this requirement is not met, the student is awarded 0 points for the presentation.	The maximum grade (1) is set if the student pronounces the text of the presentation loudly and expressively enough, dividing sentences into syntagmas, correctly uses logical stress and avoids monotony. 0.5 points are deducted if the student does not fulfill any of these requirements.
Dealing with questions	When evaluating the Dealing with questions criterion, the speaker's willingness to answer questions correctly formulating an answer or to report that some question goes beyond the scope of this presentation is considered.	The maximum grade (1) is given if the student is able to cope with the answer to the question asked to him on the content of the presentation. 0.5 points are deducted if: - the student is not able to give an answer that satisfied the one who asked the question - the student cannot formulate the answer as such.
Portfolio	Layout: - title page - a copy of the text of the article (with the mandatory indication of the source and the output data) - presentation speech text (with highlighted structure and signposts).	The maximum grade (1) is set for the presence of all components of the portfolio that meet all the requirements for the design. 0.5 points are deducted if: - the student does not fulfill any of these requirements - there are a lot of careless corrections; "by hand" in the text of the presentation speech
Eye-contact	Proper distribution of the speaker's attention among all listeners in the audience. Maintaining eye contact with the audience during the entire performance.	The maximum grade (1) is set if the student distributes his attention among all the listeners present in the audience. 0.5 points are deducted if:

			- the student does not look at the audience (works with a computer screen/projector) - tries to read the speech from a phone / sheet of paper, etc

Other forms of in-progress assessment

Academic performance is assessed on the basis of a point-rating system. Grades for attendance of classes (1 point) are rated in electronic attendance report.

Control over the assimilation of the studied grammatical phenomena is carried out using the educational electronic platform "Moodle", and the results of online exercises are considered in the rating (if all tasks are 100% completed, 10 points are set in the rating table).

4. List of typical control tasks used to evaluate knowledge, skills and abilities

End-of-term assessment in the course "English" in oral and written forms at the end of each semester: semester 1, 3, 5, 7 – in the form of a pass/fail exam, semester 2, 4, 6 – a grading test, semester 8 – an exam.

Module 1. General English

1 semester - pass/fail exam
Oral part - retelling of a text, a prepared talk on one of the topics covered during the semester
Written part - written work, testing to determine the level of language competence maturity.

UNIT TEST 1
1. Listen and underline the two key words in each sentence.
1 I really like shopping for clothes on the internet.
2 Fabio buys all his music online.
3 The first thing to do is create an account.
4 I only check my emails once a day.
5 Sarah designs websites and she loves her job.

2. Listen to two friends talking about smartphones. Are the underlined words key words?
Choose 'yes' or 'no'.
Lucia   Is that your new 1 smartphone?
Jorge   Yes, it is. Do you like it?
Lucia   Yes, I do. It 2 looks great. Are you pleased with it?
Jorge   Yes, I am. I absolutely love it!
Lucia   Why do 3 you like it so much?
Jorge   Mainly because I can listen to 4 music on it on my way to work.
Lucia   I think I 5 might get one soon. I still have an old-fashioned mobile.

1 Yes / No
2 Yes / No
3 Yes / No
4 Yes / No
5 Yes / No

3. Complete the dialogue between Boubacar (B) and Rosie (R) with words from the box.
about   According   concerned   convinced   far   If   people   views
What (x 2)
B Hi, Rosie. What are you reading?
R Oh, it's an article about e-books. 1 _____ to recent research, sales are falling and traditional books are becoming more popular again. 2 _____ are your 3 _____ on e-books?

B 4 _____ you ask me, e-books are much more convenient. Who wants to carry lots of heavy books on holiday, for example? With an e-reader, you can have as many books as you like – that's the main reason why they're so popular. 5 _____ do you think 6 _____ that?
R Good point, but some 7 _____ like the feel of a book in their hands, and others say they can read more easily from a page than from a screen.

B As 8 _____ as I'm 9 _____ people like that are just old-fashioned! Everyone needs to be able to read from a screen nowadays.
R Well I'm 10 _____ that both traditional books and e-books will continue to be part of everyone's lives, so maybe we can have the best of both worlds.

4. Complete the sentences with the correct form of the words in bald.
EXAMPLE:
I want to join a gym but the membership price is £40 per month! That's a lot of money!
able   achieve   communicate   connect   employ   fit   friend   happy
inform   member   secure
1 It can be difficult to keep a _____ going if you live a long way from each other.
2 Some people believe that money can buy _____, but for me it's about good health and the people you love.
3 Karl hasn't had a job for three months, so he's learning a new language to help him find _____.
4 Nearly all airports carry out a number of _____ checks nowadays – apart from a passport check, your luggage will be examined and X-rayed.
5 A slow internet _____ is really annoying as it can take ages to do anything.
6 You'll find your _____ levels improve if you do regular exercise like walking or cycling.
7 Margot's _____ to type has improved a lot since she did an online course.
8 Some older forms of _____, like writing letters, have largely been replaced by more modern technology.
9 Hiro's greatest _____ at school was coming top of his year in maths.
10 You should find all the _____ you need in this document, but let me know if you need more help.

5. Complete the sentences with a word/phrase from the box and the correct form of the verb in bald.
a lot in common   in touch   on well   out   up
1 Nina is very popular so she _____ with everybody in her language class. (get)
2 We try to _____ with our best friends every weekend to have dinner together. (meet)
3 I _____ with my brother; he loves sport and music but I prefer reading and the cinema. (have)
4 Pat is feeling sad because he _____ with his friend Raul. (fall)
5 Since my girlfriend has been away, I _____ with her every day by email. (keep)

6.   Complete the sentences with the present simple, present continuous or present perfect form of the verb in brackets.
1 I _____ (know) Ahmet for three years. We met when we were at school together.
2 Tariq isn't at home because he _____ (spend) all day at the beach and won't be back until later.
3 Ana's quite shy and so she _____ (not/like) loud people.
4 Our friend Yun travels a lot for his new job and _____ (go) to eight different countries since he started.
5 Some people _____ (talk) with their friends every day, even if it's only through social media sites.
6 Sorry, but you've missed Daniel – he _____ (just/go) for lunch with his brother.

7 Ellen _____ (call) last night to say that unfortunately she can't come to the cinema tomorrow.

8 Piotr and Yulia had an argument yesterday and they _____ (not/speak) to each other since.

9 I _____ (not/meet) my colleague Johanne because we only communicate through email so I don't know what he looks like.

10 Fernando is at his French class. He _____ (learn) the language for his trip to France next month.

7. Choose the correct option a–c to complete the sentences.

1 Last week this shirt cost £12, but today it was _____, so I only paid £6.
   a   bargain
   b   half-price
   c   deal

2 Why don't you get this tablet? There's a 20% _____ on it at the moment.
   a   discount
   b   consumer
   c   purchase

3 Would you like me to help you carry your _____? It looks heavy!
   a   special offer
   b   item
   c   shopping

4 They didn't spend long in the shop as they only needed four _____.
   a   deals
   b   purchasers
   c   items

5 Sadiq bought three books for the price of one – what a _____!
   a   bargain
   b   customer
   c   consumer

8. Read the article about meeting people on the internet. Decide if the sentences are true (T) or false (F). If there is no information about this, choose 'not given' (NG).

Meeting again… on the internet!

For most people, the internet is part of our daily lives. There are so many things it can be used for; from shopping online to studying for a degree, or researching your family history. But for some people, sites like Facebook or YouTube have had a much more dramatic effect. Here are the stories of two people whose lives have been dramatically changed through the power of the internet.

Tomoko's story

Tomoko was one of two twin girls born in Tokyo in 1987, but separated at birth and adopted by two different families. When she was four years old, Tomoko moved with her new parents to Scotland. Years later, while she was studying there at university, she received a strange phone call from one of her friends. It turned out that he'd had seen a girl that he'd thought was Tomoko on a YouTube video. The similarities were astonishing, apart from the fact that the other girl spoke with an Australian accent. When Tomoko watched the video for herself, she was amazed, and decided to find out more about this intriguing 'double'. She eventually discovered that Jade, the girl in the film, is a singer, and had recently moved to the United States. Like Tomoko, she had been born in Tokyo, on exactly the same day. The girls finally met up in London a few months later, and medical tests proved that they are actually sisters.

Annie's story

Imagine meeting your daughter again after a gap of sixty-eight years. Hard to believe, but that's exactly what happened to Annie Walberg from Connecticut, USA. Annie was only sixteen when she gave birth to her precious daughter and was unable to keep her, so one-day-old Fiona was given to another family in 1945. For the next twenty-five years, Annie wrote hundreds of letters to the daughter she missed so badly, but Fiona's new family thought it was best not to pass them on to her. Naturally, as she grew up, Fiona

assumed that her real mother didn't want to know her or have any contact with her, but nearly seventy years later she received a friend request on Facebook … from an eighty-four-year-old! After many years, Annie had finally managed to find her daughter by searching the internet, and using the few details she knew about the family who had given her a new home. They have now met several times and are in regular contact. The lost letters cannot be replaced, but they can now talk about all the lost years.

1 The internet has helped thousands of people find lost friends and relatives.
   T / F / NG
2 Tomoko has made a video to try to find her sister.
   T / F / NG
3 It isn't certain yet if Jade is Tomoko's twin.
   T / F / NG
4 Annie had been looking for her daughter for a long time.
   T / F / NG
5 Fiona found her real mother through reading a letter.
   T / F / NG

9. Read the article again and complete the sentences. Use one, two or three words from the text for each answer.
1 Tomoko has spent most of her life living in _____.
2 The girl in the video looked like Tomoko but her _____ was different.
3 Jade travelled from _____ to meet Tomoko.
4 Fiona's _____ didn't let her read Annie's letters.
5 It wasn't true that Annie wanted no _____ with her daughter.

10.   Choose the correct answer from the words in italics.
1 Excuse me, but that bag belongs / is belonging to me!
2 We asked several people but none of them was knowing / knew where the post office was.
3 Unfortunately, most local shops are / are being more expensive than supermarkets.
4 A   How was your trip to Venice last month?
   B   It was fabulous! We really loved / were really loving it!
5 If you think / are thinking about getting a new car, you should take advice from someone first.
6 She bought the red shirt because the blue one didn't feel / wasn't feeling as comfortable to wear.
7 I might be at the shops for most of tomorrow because I'll be looking / look for some new shoes for work.
8 A   Why didn't you answer when I called you earlier?
   B   Sorry, I must have been studying and I didn't hear / wasn't hearing the phone ring.
9 Doesn't it seem / Isn't it seeming unusual that no one else has turned up for the meeting?
10 If we owned / were owning a bigger house, I'd fill it with beautiful furniture!

2 semester - grading test.
Oral part - test reading of a text and completing assignments related to it; test listening; test translation from Russian into English
Writen part - Written lexical and grammatical work, testing to determine the level of language competence maturity.

FINAL TEST

1. Listen to five experienced writers giving advice to young people about writing a book. Match speakers 1–5 with their advice a–f. There is one letter that you don't need.

Speaker 1 _____
Speaker 2 _____
Speaker 3 _____
Speaker 4 _____
Speaker 5 _____

a Do plenty of research.
b Write something original.
c Make sure your meaning is clear.
d Keep a daily diary.
e Stay focused on your writing.
f Read lots of books by other writers.

2. Listen again. For questions 6–10, decide if the statements about the speakers are true or false.

1. Speaker 1 had an office with a view of a mountain.
    TRUE / FALSE
2. Speaker 2 advises against using too many long sentences.
    TRUE / FALSE
3. Speaker 3 has a friend who was able to help with her latest book.
    TRUE / FALSE
4. Speaker 4 has been interested in reading since his early childhood.
    TRUE / FALSE
5. Speaker 5 says that many new writers write in the style of other authors.
    TRUE / FALSE

3. Choose the correct answer to complete the mini-dialogues.

1 A   I heard yesterday that Oliver has won the lottery.
   B   _____! Are you absolutely sure?
        a You're incredible
        b You're not going to believe this
        c You're joking

2 A   I think your first idea would be better. It's cheaper, too.
   B   _____. I'll book the tickets tomorrow.
        a That's settled, then
        b You must admit that
        c It's perfectly all right

3 A   How exactly do I make the tomato sauce?
   B   First you fry the onions in some oil. _____ you chop them up small.
        a You do it like this
        b Let me show you
        c Make sure

4 A   Well, I think I've explained everything I wanted to, so _____ by inviting you to ask any questions that you may have.
        a could we move on
        b now I'd like to finish
        c the first point I'd like to talk about

5 A   Watching that film was a complete waste of time!
   B   _____!

A I'm so glad we agree about it!
a No way
b I'm not sure about that
c My thoughts exactly

4.   Read the text about very large cities, called megacities. Then choose the correct answer to complete the sentences.

Cities of the future

The word 'megacity' was first used as far back as the early 1960s by French geographer Jean Gottman to describe the north-eastern United States. The term is used more widely now to mean an area with more than 10,000,000 people living closely together. A megacity can be a single area, or several areas together that make one huge area known as a 'megalopolis'. As of March 2013, there were twenty-eight megacities in the world.

When cities started to become too busy, people who could afford it moved out into the suburbs on the edge of the city. When the suburbs started attracting too many people, they moved further out into villages and the countryside. It was important to be close enough to the city to travel in every day for work, though. That's why the countryside became more popular – London, for example, lost 15% of its population between 1950 and 1970, and Detroit in the USA lost 47%.

However, movement away from cities does not mean the end of the city. Cities continue to spread, and in time these may grow into megacities with millions of people. According to one list, the majority of the world's greatest megacities are to be found in Asia. The largest of these is the Tokyo-Yokohama area, home to 37,000,000 people, followed by the Indian capital Delhi, Seoul-Incheon in South Korea, Shanghai in China, and Mumbai, also in India.

In the ancient world, Rome with its 1,000,000 people was a megacity for its time. And although London was one of the world's first modern cities to have a million or more people, it is not currently high up on the list of megacities. In fact, the only western megacities are now New York City, Los Angeles, Moscow and Paris. The fastest-growing cities in the last ten years have all been in the developing world and this trend looks likely to continue. It is expected that by the year 2030, 60% of the world's population will be living in megacities.

Megacities everywhere have several things in common, which are mainly the problems they all experience. Among these are high traffic levels resulting in pollution, housing problems, and various social problems such as unemployment. Often the only housing that many people can afford is badly planned or of poor quality. However, all these problems are partly created by weak governments who don't prepare for increased population before the people arrive.

As megacities are likely to become more common, it seems that governments should try to plan for rising urban populations before it actually happens. But perhaps this is easier said than done.

1 The word 'megacity' was used for the first time …
    a   to describe the world's most crowded cities.
    b   by an American to describe a place in Europe.
    c   to describe places with fewer than 10,000,000 people.
    d   by a European to describe a place in the United States.

2 Areas on the edge of the city became popular because …
    a   people there had less money.
    b   villages became too expensive.
    c   cities were getting too full.
    d   the countryside was almost empty.

3 The writer says that …
    a   Tokyo has been the world's biggest megacity for some time.
    b   the world's biggest megacities are mostly in one continent.
    c   London will soon be on the list of the world's megacities.

d   the world's smaller cities are growing too quickly.

  4 According to the writer, megacities of the future will…
      a   possibly include Rome.
      b   not include London.
      c   only be common in Western countries.
      d   hold most of the world's people.

  5 Which of these problems in megacities does the writer NOT mention?
      a   bad housing
      b   people without jobs
      c   crime
      d   too many cars

5. Read the text again and complete the sentences. Use one word from the text for each answer.

1 A megalopolis is made from _____ different areas joined to each other.
2 Nearly half of the _____ of Detroit moved away from the city.
3 London was among the _____ cities in modern times to have over a million people.
4 Pollution in megacities is caused by too much _____.
5 It would be a good idea for governments to _____ urban development in advance of urban population increases.

6. Complete the mini-dialogues. The first letter of each missing word has been given.

1 A What have you been up to today? Anything exciting?
  B I'm afraid not – it's been just an o_____ day, really.

2 A There was a very bad accident on the motorway this evening.
  B Oh no – I hope nobody was seriously i_____.

3 A Have you heard? Julie's got a new job as the manager of a large company.
  B I'm not surprised. She's very a_____ in her career and has always wanted more responsibility.

4 A   I hope the police catch those criminals soon.
  B Well they arrested two people and apparently they've a_____ to everything.
  A They'll be going to prison for a long time then!

5 A What are you doing at home?
  B I was just about to get on the bus to the airport when I r_____ my passport wasn't in my bag! I'd left it on the kitchen table.

7. Complete the email with phrases in bald.
    being patient   come up with some ideas   deal with problems   doing my best
    have a go at   resist the temptation
    rose to the challenge   take the risk
    work hard   working under pressure
    Hi Iveta

I'm sorry that I haven't written for so long – thanks for 1 _____ with me!
  Anyway, we moved house recently and it's been a bit of a nightmare. I had to
2 _____ of one kind or another every day. But I don't like things to get the better of me, so I
  of me, so I

3 _____and managed to sort it all out. We don't have as much space here as in our old house, but I've

4 _____ for changing things in my room so that it's more comfortable. I'm going to 5 _____ doing that this weekend. At the moment, though, I'm

6 _____ to finish unpacking all the boxes. I'm still busy with studying as well and it's been quite difficult to keep up with that too. Luckily, I'm good at

7 _____, so I don't get stressed easily.

But what about you? Have you thought any more about starting your own business? I think you should 8 _____ and see what happens. You always

9 _____ ¬– I'd say harder than anyone else I know – so I'm sure you'll make a success of it. The only thing I would say is that it can sometimes be hard to

10 _____ of leaving some things until later in the day – then you find that you're working late into the evening.

Anyway, I'd better go now. I'll call you soon!

Anya

8. Complete the text. Use one word in each space.

Too good to be true?

Some say it takes a week, others guarantee success in twenty-four hours. Of course, you 1 _____ prefer to take your time and do it in five weeks. What are we talking about? Well, these periods of time are for language-learning courses which promise excellent results in 2 _____ time than it takes to say 'Hola' or 'Hello'!

However, the advertisements from these companies are not necessarily 3 _____ best guide, and if you don't know 4 _____ to look for in a good course, you could be disappointed.

A complaint was recently 5 _____ about a language-school chain called FastLearn. The company 6 _____ now been told that it cannot say that its method of learning is ten times 7 _____ than any other method. The Managing Director of FastLearn said that they still believed this was true, but they 8 _____ going to change their advert. He added that 9 _____ you spent three hours a day for five weeks on their course, you would soon be speaking the language. He finally agreed, though, that what they should 10 _____ done was to make this clearer in their advert.

Module 2. English for Academic Purposes

3 semester - pass/fail exam

Oral part - a talk on one of the topics of the semester

Study the notes on some of advantages and disadvantages of online learning

Advantages	Disadvantages
Efficiency	Problems with focus
Accessibility of time and space	Technology issues
Affordability	Sense of isolation
Suits a variety of learning styles	Less in-person interaction

Discuss the advantages and disadvantages of online learning with a partner for two minutes. Use the phrases of expressing opinion, agreeing, disagreeing, etc.

Written part - control work.

Examples of written tasks for the pass/fail exam.

I. Listen to the lecture and take notes.

Topic _____
Innovation in the past _____
Innovation in the present _____
The examples are: 1) _____ 2)_____
Things innovations have in common: 1) _____ 2) _____
A successful innovation is _____

II. A. Read the text and match the paragraphs with the main argument.

Paragraph 2   a. How to react to failure
Paragraph 3   b. Changing your feelings about failure
Paragraph 4   c. The importance in believing in what you are doing
Paragraph 5   d. The importance of trying to continue

Failing to succeed

1 Many people fear failure and try to avoid it even when they have the opportunity to succeed. One way we protect how we value ourselves is by believing in our own ability and by convincing others of it as well. As a result, many people won't attempt something if they think they might fail. Altering our view so that failure is fine and nothing to worry about could be the key to opening opportunities to be successful in life.

2 Failure is an aspect of everyone's life. However, when we think of experiencing failure we shouldn't think of ourselves as a failure. People often feel ashamed or embarrassed when things go wrong, but failure actually gives us the chance to learn, adapt, and improve. When companies find that a product is unpopular and not doing well, they often take the opportunity to improve the product, and doing so can make them more successful as a business. People can also look at their own bad experiences as an opportunity to learn and improve. For example, if someone does badly in a job interview, they can learn what went wrong and do better in the next one. In fact, nearly winning can make people much more determined to succeed in the future. It gives us a feeling of nearly being successful and makes us much more determined to succeed next time we try.

3 Passion is also a vital part of being successful. When people constantly say no to your ideas, enjoying what you do can push you forward to continue. You are motivated to keep trying because you are doing it for yourself or something you believe in, like a charity. Some people connect success to ideas such as fame and making money. While these are ways to measure your success, there are also many other ways such as how happy your achievements make you. Feeling good because you are doing something you love or are supporting others, can be one way of viewing your own success, even when others don't recognize your achievements.

4 Not only do people need passion to succeed they also need keep trying – the ability to not give up is essential. People can be intelligent, talented, or have a lot in common sense but because success takes time, sometimes people give up before they reach their goals. In some professions, such as working in movies, you need to quickly get used to people saying no. Steven Spielberg famously failed to get into college to study movies and was rejected more than once. He then went on to become one of the most successful movie directors of all times. Every failed attempt is difficult, but each one can make us stronger of we react in the right way. The ability to not give up and keep going os part of nearly all successful people's personalities.

5 Whether you want to be a writer, a business person, or a musician, being successful will mean you have to deal with a lot of failure. Lots of people see this as a lack of ability, but arguably it should just be seen as a step towards success.

II. B Find in the text the details used to support these points
1. People who love what they do are motivated to succeed.
2. People give up before they reach their goals.

III. Write a paragraph describing the bar-chart.

What Are the Primary Reasons Why Students Use Digital Learning Tools?
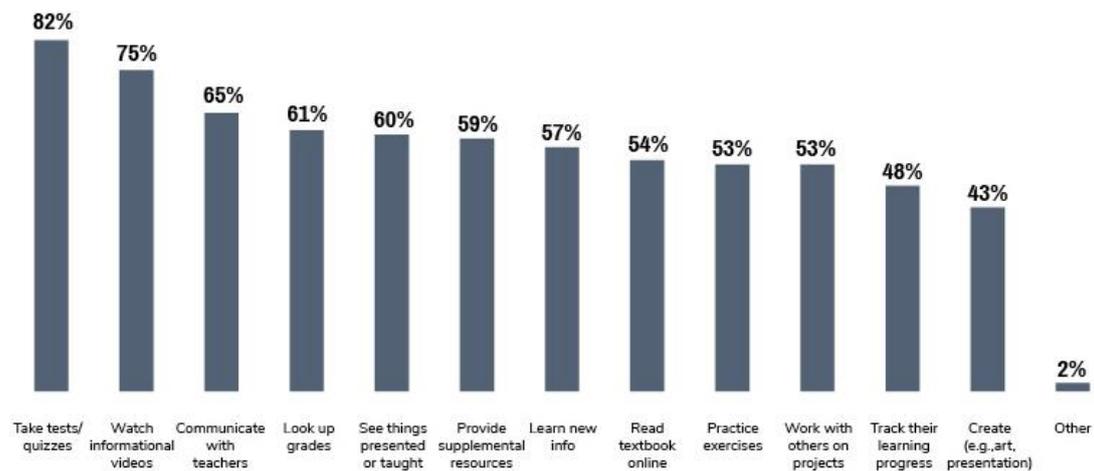
4 semester - grading test.

Oral work - a presentation on one of the topics of the semester
Deliver a presentation on mnemonic strategy.
Written part - control work.

Examples of written tasks for the pass/fail exam

I. Listen to the extracts of the lecture and complete the table.

	Group	Position	Supporting argument
1	Engineers		
2			
3			
4			

II. A. Read the text and decide which sentence best summarises the main idea.

1. National governments are good at prioritizing, so they should also decide the order in which global problems are dealt with.
2. We cannot deal with all global problems at the same time, therefore we have to find ways of deciding the order in which they are dealt with.
3. The world's major problems are all of equal importance, that's why we should try to deal with them all at the same time.

Why should we prioritize?

Tremendous progress has been made in our lifetimes. People in many countries live longer, healthier lives; air and water quality in the developed world is generally getting better; and a much larger population is being adequately fed.

But there are still many problems to tackle. The minority of us lucky enough to have been born in the developed world take for granted university education, an assured food supply and clean, piped water. Hundreds of millions of people are not so lucky. And although the world's problems fall disproportionately heavily on the developing world, rich countries also have their own problems, including drugs, conflicts and corruption.

When it comes to the globe's toughest issues, policy-makers have a huge list of spending possibilities like a gigantic menu at a restaurant. But this menu comes without prices or serving sizes. If an international agency spends $10m on one project instead of another, how much more good will it do? Global leaders can rarely answer that question. They need better information and so do ordinary citizens. Economics gives us the tools to look at the costs of taking effective action and measure the expected benefits. When we know the costs and benefits, it will be a lot easier to choose the best projects – the projects which do the most good with the money available.

National governments prioritize all the time. Government revenues are finite and there are many competing demands for expenditure. Responsible economic management means balancing priorities between defense, education, healthcare and welfare. This prioritization is straightforward enough in a democratic state: although the debate may be vigorous and high-pitched, the result is an explicitly acknowledged trade-off between different segments of society and different problem areas for a share of a finite pot of money. There is widespread recognition that governments do not have infinite resources and that they must satisfy important social needs without running unsustainable deficits.

But when we come to global welfare projects, the situation gets murky. We seem to believe that we can achieve anything, that the pool of money is infinite, and that everything should be tackled at once.

In effect, the majority of the big decisions are made by international agencies that receive money from rich nations and use it for the benefit of the world, especially developing countries. Each such organisation has its own sphere of responsibility, scope of work and funding base. But most operate as independent silos. There is a little stimulus for cross-agency comparison. After all, there's little to be gained and to lose of one organization's work turns out to be costlier or less effective that of other. As a result, there are few attempts to contrast the work of, say, the United Nations Environment Program (UNEP) with that of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), and almost no overt efforts at comparing the outcomes achieved by development charities such as Oxfam and Médecins Sans Frontières.

Of course, in principle we ought to deal with all the world's hardships. We should reduce hunger, end conflicts, stop communicable diseases, provide clean drinking water, step up education and halt climate change. But we don't. We live in a world with limited resources and even more limited attention for our biggest problems.

This means we have to start asking the crucial questions: if we do it all, what should we do first?

II. B. For each of the following extracts decide which of the labels (a-d) best describes the relationship between the first and the second sentence in each extract.

a. contrast   b. example   c. expansion   d. reason

1. Tremendous progress has been made in our lifetimes. People in many countries live longer, healthier lives; air and water quality in the developed world is generally getting better; and a much larger population is being adequately fed.

2. The minority of us lucky enough to have been born in the developed world take for granted university education, an assured food supply and clean, piped water. Hundreds of millions of people are not so lucky.

3. Global leaders can rarely answer that question. They need better information…

4. Of course, in principle we ought to deal with all the world's hardships. We should reduce hunger, end conflicts, stop communicable diseases…

III. Read the title and the notes to the essay. Write a conclusion for the essay (approximately 100 words).

The way that university students are getting and using knowledge is changing rapidly.

Introduction
Development of technology – speed of access to information – information overload – not enough time

Thesis statement
In this essay, I plan to outline the main reasons why the way students get and use knowledge at university in Russia is changing.

Body plan
Paragraph 1: The main factor is greater access to the internet than before.
Paragraph 2: Quantity and pressure of information resources can affect quality of learning.

Conclusion
Several key explanations for changes
Good reason for universities to focus more on teaching how to manipulate knowledge

Module 3. English for Specific Purposes

3.1. English for Research Purposes
5 semester - pass/fail exam

Oral part: a prepared talk on an academic topic based on the data presented in the form of an infographic.

Examples of written tasks for the pass/fail exam
1. A test on the studied material with tasks on lexical, grammatical and stylistic aspects.
   Examples of test tasks:

Choose the answer and explain why you have chosen it
1. The first step in the research paper process is
   1. Evaluating the process
   2. Finalizing the research paper
   3. Identifying the problem or question
   4. Writing the paper
2. A thesis statement
   o Gives a detail about the topic
   o Tells the paper's topic
   o Should be the last sentence in the paper
   o Must be 10 words long

3. A primary source is
   A. Created by a teacher
   B. The first source you find
   C. A firsthand account of an event
   D. Written by someone who heard of the event
4. Citing source is
   A. Listing the resources you used
   B. Only necessary for professional writers
   C. Checking the English mechanics
   D. Another copy of your notes
5. A research paper gives
   A. Only facts about a topic
   B. A fictional account of a topic
   C. A point of view about a topic based on facts
   D. Only one point of view about a topic

Which of these do you consider to be unacceptable?
− Change some of the words and sentences in a text, but keep the overall structure of the text and the vocabulary the same as in the original text.
− Take some short-fixed phrases from several different sources and put them together with some of your own words.
− Copy a paragraph directly from the source with no changes.
− Copy a paragraph making only small changes. For example, replace some words with words with similar meanings.
− Copy out an article from a journal or textbook and submit it as a piece of your own coursework.
− Cut and paste a paragraph: use the sentences of the original but put one or two in a different order and leave one or two out.
− Paraphrase a paragraph: rewrite the paragraph but change the language, organization and detail, and give your own examples.
− Quote a paragraph by placing it in quotation marks and acknowledge the source.
− Rewrite a passage from another writer and present it as your own work.
− Take just one word or phrase from a text because it is very well expressed.
− Use another author's organization and way of arguing.

Identify the ways of organizing the information in the following paragraphs.

The inventor of the diode valve was Fleming. He made use of the fact, first noticed by Edison, that an electric current could be made to flow across the empty space between the hot filament of an electric lamp and another metal electrode placed inside the evacuated bulb. This effect depends upon the thermionic emission of electrons from the heated metal filament. (W. P. Jolly, (1972). Electronics, p. 61)

Hemp's environmental credentials are indisputable. It grows better in organic systems than in conventional ones. It smothers weeds and controls pests, clearing the land for other crops. It improves the structure of the soil, with strong roots to prevent erosion. If processed in the field, it returns nutrients to the land and purports to 'clean up' soil contaminated with heavy

metals. It is one of a minority of textile-fibre crops that can be grown in temperate climates. So why, given its potential, is so little hemp used today? (New Internationalist, June 1998, p. 14)

1. Essays, summary, annotated bibliography, reference list). Written part is considered to be passed when all the control written works of the semester are complete.

6 semester - grading test.

Oral part - a prepared talk on the chosen research topic with the support of an infographic (justification of relevance, hypothesis, proposed tools and methods)

Example of tasks in a written work:
1. A test on the studied material with tasks on lexical, grammatical and stylistic aspects.
Examples of test tasks:
Below are the summaries of the experiments. Read each summary and choose the word to complete a correct heading.
Descriptive / Experimental study
The amount of soy products eaten by each participant was assessed at the start of the study. During the 30 years of the study, the women's incidence of breast cancer was recorded.
Etc.

In the pairs of sentences below, (a) sentences are from informal conversation, (b) sentences are from formal research paper. Complete each (b) sentence using the prompts from the box.

```
          examine   date   significantly   carry
out
```

1 (a) So far, I've looked at the morphology of the samples.
  (b) _____, the morphology of the samples were _____.
      Etc
      Write a rough draft of your literature review making sure you have:
  -   given an overview of the previous research
  -   stated the purpose of the present study
  -   introduced the research area
  -   showed limitations of other studies
  -   explained the concept
  -   highlighted contributions of the others

2. Abstract of an article, "Introduction" from the plan of future research.
      Written part is considered to be passed when all the control written works of the semester are complete.

3.2. English for Engineering and Technology
**5 semester - pass/fail exam**

Examples of tasks for the oral and written part of the test.

Oral part - a description of an infographic.

1) Describe and explain the technical drawing according to the following plan:
- introduce the graph
- present and explain most important information

- comment on additional features
- summarise

Figure 4. Hyperloop passenger capsule subsystem notional locations (not to scale).
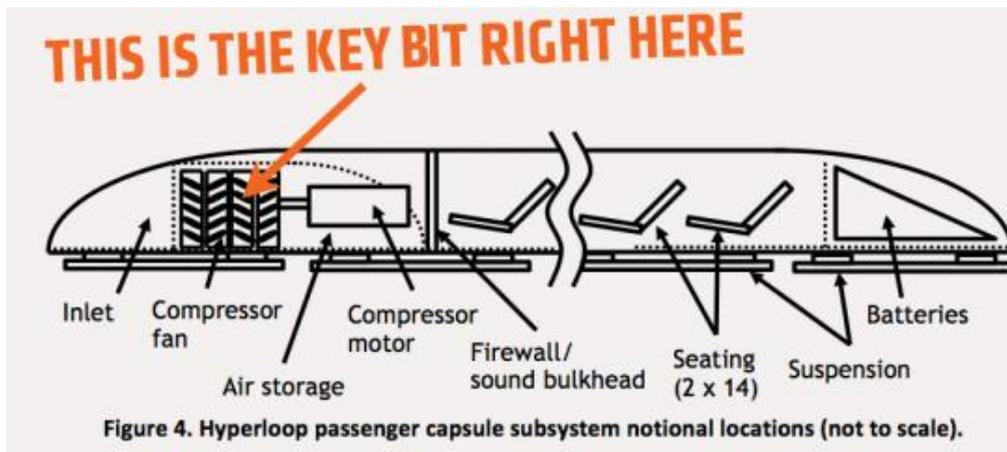
Written part: prepared message; written test on studied topics.

6 semester - grading test.

Oral part:

Rendering.

1) Read and then render the article according to the structure suggested. Express your opinion on the topic. Timing 40 min.
  Structure:
  - Introduction
  - Body
  - Conclusion
  - Personal opinion

Reading and working with infographics

2) Read the article (about 800words) and create infographics (choose most suitable type of visual) to illustrate information from the text. Be ready to comment on it. Timing 40 min.

3) oral defense of the research topic:

 - formulate the research topic ¦SEP¦
 - describe the relevance of the topic (why this topic is of interest to the researcher, how the resulting material will be useful to others, what makes the research original, why this topic was chosen)
 - the target of the research ¦SEP¦
 - the scope of the research
 - the purpose of the research ¦SEP¦
 - research objectives ¦SEP¦
 - the research hypothesis ¦SEP¦
 - research methods ¦SEP¦
 - references (list of selected literature) – at least 5-7 main sources
 - a literary review on the topic of research.

Written part - a test on the topics of the modules.

3.3.English for Business and Entrepreneurship

5 semester - pass/fail exam

Examples of tasks for the oral and written part of the test.

Oral part – Debates
Persuasive debate "VUCA vs. BANI world in business: pros and cons".

Structure:

TIME	ACTIVITY	NOTES
15 minutes Team – discussion section	The members of each team work together on the position and arguments.	1. The arguments must vary. 2. It is important that every team member must have a possibility to speak. 3. The arguments must be supported by evidence. 4. The position, once stated, must never shift to the opposite side. 5. The arguments must not repeat each other. 6. The argument, once stated, mustn't be repeated again.
5 minutes Position-statement section	The team supporting the topic (Aff-team) states the position to the opposite side. They give arguments and provide factual information.	1. One member of the team briefly states the position. 2. The other members suggest arguments. 3. Every member must participate.
5 minutes Question section	The Neg-team asks questions to the opposite team.	1. The questions must be clarifying. 2. The questions must be constructed in such a way that they ruin/destroy the statement of the opposite team. 3. The questions may be based on examples, evidence.

5 minutes Counterposition-statement section	The team arguing the topic (Neg-team) states the position to the opposite side. They give arguments and provide factual information.	1. One member of the team briefly states the position. 2. The other members suggest arguments. 3. Every member must participate.
5 minutes Counterquestion section	The Aff-team asks questions to the opposite side.	1. The questions must be clarifying. 2. The questions must be constructed in such a way that they ruin/destroy the statement of the opposite team. 3. The questions may be based on examples, evidence.
2 minutes 2 minutes Resume section	The Aff-team resumes the position referring to the arguments of the opposite team as well. The Neg-team resumes the position referring to the arguments of the opposite team as well.	1. In this section the participants must sum up their own arguments briefly. 2. They may also mention the arguments of the opposite side.

Written part: argumentative essay/letter proposing a solution to a problem, depending on the option chosen.

An example of a written work.

Variant 1
Write an Argumentative Essay on one of the topics below (200-250 words):
- The corporate culture of an organization is not just a buzzword, but a useful tool for improving the efficiency of the company.
- Is there a relationship between the country's innovation potential and other elements of its entrepreneurial ecosystem?
- Team building exercises improve employees' productivity.
- Digital solutions have a significant impact on business processes and models.

Additional topics:
- Will Bricks-and-Mortar shopping (in physical scores) survive?
- Should companies get involved in charity work?
- Is becoming a franchisee a good business opportunity?
- Does outsourcing improve the effectiveness of businesses?

• Should regular employees be involved in the corporate decision-making process?
• Team building exercises improve employees' productivity.
• Small towns with local businesses shouldn't let big corporations
• Poor leadership is the main cause of business bankruptcy.
• Innovations should be used carefully.
• All businesses should go green.

Variant 2
Read your notes on a problem at your company.
Problem: low levels of staff motivation – perception that no investment is made in their personal development
Solution: provide new training opportunities for staff
Ideas: 1 shadowing scheme: staff shadow colleagues from different departments to see how the company works as a whole, 2 allow staff access to a variety of online courses, 3 allocate a training budget to each department
Action: prepare formal proposal outlining the best option
Write the proposal including the following:
• current situation and description of options
• proposal for preferred option giving benefits
• conclusion explaining how the proposal will benefit
• the company and recommendations for further action.

Or

Your company wishes to become more environmentally friendly to improve its public image and reduce the cost of utility bills. Your manager has asked you to draw up a proposal suggesting ways of decreasing the carbon emissions of the company.
Write the proposal, giving a brief outline of the problem and considering the following ideas:
• whether to provide incentives for staff who leave their car behind and travel to work by public transport / by bike / on foot
• whether to invest in solar panels on the roof of office buildings
• whether to introduce a campaign encouraging staff to switch everything off before leaving the office
• whether to invest in energy saving light fittings throughout the offices

6 semester - grading test.

Examples of tasks for the oral and written part of the grading test.

Oral part - working on a case study.

A case study in the format of a round table on one of the topics:
1. The business for which you work has an outdated code of ethics in its policy manual. Because of the ever-changing nature of businesses today and growing diversity in the workforce, you have been asked to help to update the company's code of ethics. To do this, you consider analyzing other companies' codes of ethics to determine what your policy should include—and what it shouldn't. Based on your analysis, you will offer recommendations to your management team.
2. A large chain where you work has decided to build its new store on a property in your city that is environmentally sensitive. Moreover, many in the neighborhood surrounding the property are firmly opposed to the new store. As marketing directors, you must make

this transition go smoothly for everyone involved. Your job is to map out an approach and offer specific recommendations.

Structure:
1. Preparatory stage: work in small groups (3-4 students):
   • studying of the topic,
   • argumentation,
   • justification of the position,
   • preparation of accompanying material (videos or slides).
2. Executive stage: work of the general group:
   • presentation of each subgroup's position,
   • demonstration of video or graphic accompaniment,
   • discussion of all positions,
   • answering questions.

Example of the written part:

Variant 1
Write an answer in response to the following question.
Your answer should be between 200 - 250 words.
Your company would like to break into a new overseas market with your new range of medical supplies.
You have been asked by the Managing Director to investigate ways of doing this.

Write a report for the marketing Director, including the following information:
   • how you carried out your research into the market
   • the existing competition
   • your target audience
   • ways of promoting the products in the new market

Variant 2
Write an answer in response to the following question.
Your answer should be between 200 - 250 words.
Your manager is keen to introduce new green practices into your company. He has asked you to write a report which includes details of two practices from another company which you would suggest adopting in your own company.

Write the report for your manager, including the following information:
   • what you admire about the other company
   • which two of these practices you would adopt
   • why your company would benefit from them

Variant 3
Write an answer in response to the following question.
Your answer should be between 200 - 250 words.

Your company finds locations for a large hotel chain. You were sent on a trip to a city in the south of Russia to find potential locations. Your manager has asked you to write a report on your findings from the trip.
Write the report, summarizing your impressions of the potential locations, and commenting on the following:
   • the number of tourists and business people traveling to the city
   • the level of competition from other hotels

• the types of buildings available for use as a hotel and the various locations/facilities in and around the city
• whether it is a good idea for the hotel chain to secure a location in this city

Variant 4
Your company has started to use a new catering company to run the staff restaurant (their contract runs for another six months). You conducted a staff survey. Read your notes. What action would you recommend?
Survey findings
• Not as much choice as there was with previous company.
• Quality of food is clearly lower – several complaints received about the quality of meat used.
• Questions raised about the hygiene standards – plates seem unclean and salad in the salad bar appears old.
• Fewer healthy options available – no fish and fewer vegetarian options, too many processed meat dishes offered (e.g. sausages, pies, burgers).

Write a report about the situation for your boss. Include an introduction, findings, conclusion, and recommendations. Your answer should be between 200 - 250 words.

Module 4. English Through Project-Based Learning

7 semester - pass/fail exam
Examples of tasks for the oral and written part of the test.

Oral part – Problem solving, Fig. 1

1) List advantages and disadvantages of each energy producing plant.
2) Analyze how the location of the community is beneficial.
3) Which plant of those mentioned can make your area (district/town) more self-sufficient in energy. Give reasons.
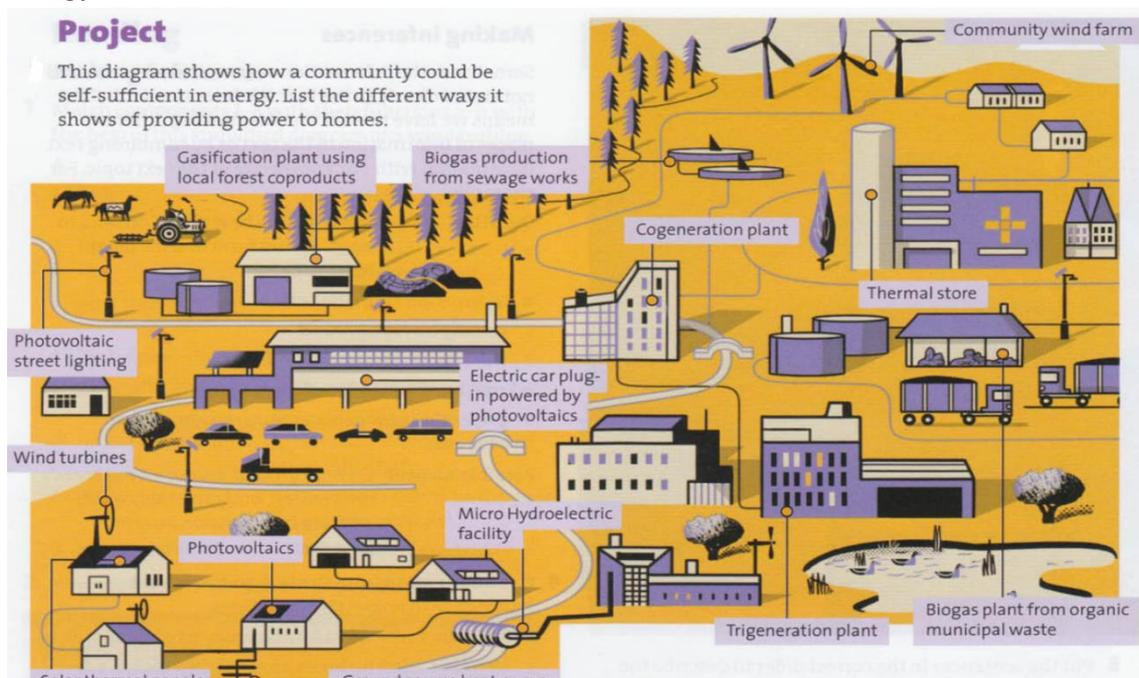
oral part and written part: project defense (scientific article / terms of reference / business plan)

in the chosen area (one of the three possible) of Module 3.

4. Criteria for evaluating end-of-term assessment tasks in regards to modules

End-of-term assessment (pass/fail exam / grading test) is conducted in oral and written forms at the end of each semester in order to identify whether the graduate's level of competencies formed in the course (training module) corresponds to the requirements of the MIPT educational standard in the field of training within the scope of the work program. The grade for the pass/fail exam / grading test is 20% of the total grade for the semester.

Written work during the end-of-term assessment has the form of a test. The grade is set by adding up the points received by students for all tasks and calculating the ratio of the points scored to the maximum possible number of points for written work.

The oral part of the pass/fail exam / grading test is examined by a teacher who does not conduct classes in this group. The grade is based on the evaluation criteria of a monologue/dialogical statement. The final grade for the oral and written part equally includes assessment of the skills in all types of speech activity: listening, reading, speaking, writing.

End-of-term assessment upon completion of the course (training module) is carried out in the 8th semester in the form of an exam. The final exam upon completion of the course (training module) consists of 2 parts: oral form (presenting a project in the chosen direction (one of three possible) of the Module 3.) and written form: written work, testing to determine the level of the language competence (English language) maturity, for solving communicative tasks in the socio-cultural, academic and professional-business spheres of activity, as well as for the development of professional and personal qualities of students.

End-of-term assessment criteria

Mark	Grade	Criteria
Exellent	10	Grade "Excellent (10)" corresponds to 96-100 points in the rating system.
	9	Grade "Excellent (9)" corresponds to 91-95 points in the rating system.
	8	Grade "Excellent (8)" corresponds to 86-90 points in the rating system.
Good	7	Grade "Good (7)" corresponds to 81-85 points in the rating system.
	6	Grade "Good (6)" corresponds to 76-80 points in the rating system.
	5	Grade "Good (5)" corresponds to 71-75 points in the rating system

Satisfactory	4	Grade "Satisfactory (4)" corresponds to 66-70 points in the rating system.
	3	Grade "Satisfactory (3)" corresponds to 60-65 points in the rating system.
Unsatisfactory	2	Grade "Unsatisfactory (2)" corresponds to 48-59 points in the rating system.
Unsatisfactory	1	Grade "Unsatisfactory (1)" corresponds to 0-47 points in the rating system.

Listening assessment criteria

Overall grade – 10

Content	Language	Total
2.5	2.5	5

Writing assessment criteria (Formal Letter)

Overall grade – 10

3 points	statement of all the main ideas
3 points	language correctness (vocabulary, grammar)
1 point	logical and coherent presentation
2 points	academic style of presentation
1 point	length

Written Summary Assessment Criteria
(Written Summary Assessment Criteria)

Overall grade – 10

Content	The summary corresponds to the topic of the article; the style is chosen correctly, taking into account the purpose of the statement (academic style, objective manner of presentation); the length of the text - 150-120 words.	Max 2
	The summary corresponds to the topic of the article; some important details of the original article may be omitted (no more than 1); there are some stylistic errors (no more than 1); the length of the text - 120-100 words.	1.5
	The summary mostly corresponds to the topic of the article; some important details of the original article are omitted (1-2); there are some stylistic errors (no more than 2); the length of the text - 100-80 words.	1

	The summary mostly corresponds to the topic of the article; important details of the original article may be omitted (more than 2); there are stylistic errors (more than 2); the length of the text - 80-60 words.	0.5
	The summary doesn't correspond to the topic of the article; the length of the text - less than 60 words.	0
Structure: coherence and cohesion	The summary is logical and complete; there is an introductory sentence that identifies the main topic or idea of the article (thesis statement); linkers are used effectively (at least 2).	Max 2
	The summary is basically logical and mostly complete, BUT there are 1-2 logical errors with coherence of the material AND/OR there are 1-2 problems with the use of linkers (insufficient or excessive use of linkers)	1.5
	There are mistakes in the summary construction logic (1-2) OR the summary is incomplete AND/OR there are 2-3 problems with the use of linkers (insufficient or excessive use of linkers).	1
	There are serious mistakes in the summary construction logic (no more than 3), the summary is incomplete AND/OR there are more than 3 problems with the use of linkers (incorrect, insufficient or excessive use of linkers).	0.5
	There are serious mistakes in the summary construction logic (more than 3), the summary is incomplete.	0
Grammar	Used grammatical structures are appropriate to the task; there are no grammatical errors.	Max 2
	Used grammatical structures are appropriate to the task; there are almost no grammatical errors (no more than 1 minor grammatical error is allowed).	1.5
	Used grammatical structures are mostly appropriate to the task; there are some grammatical errors (no more than 2) that don't impede understanding of the text.	1
	Numerous elementary-level grammatical errors, or the errors are few (no more than 4) but they make it difficult to understand the text.	0.5
	Gross grammatical errors (more than 4) that significantly complicate the understanding of the text.	0
Vocabulary	The vocabulary used corresponds to the set task, but there may be some inaccuracies in the use of words or semantic agreement (1-2); the summary is productive, paraphrases are used.	Max 2
	The vocabulary used generally corresponds to the set task, but there are some inaccuracies in the use of words or semantic agreement (no more than 3), or the vocabulary is limited, but used correctly; more than 80% is productive.	1.5
	Limited vocabulary is used; there are errors in the use of words or semantic agreement (no more than 4) that can make it difficult to understand the text; more than 50% of the response is nonproductive (i.e., textually the same as the original article).	1
	Unreasonably limited vocabulary is used; there are errors in the use of words or semantic agreement (no more than 5) that can make it difficult to understand the text; more than 30% of the response is nonproductive (i.e., textually the same as the original article).	0.5

	Limited vocabulary and numerous vocabulary errors (more than 5) do not allow the task to be completed.	0
Spelling and punctuation	There are no spelling mistakes. The text is divided into sentences with correct punctuation.	Max 2
	There are a number of spelling AND/OR punctuation errors (no more than 2).	1
	There are a number of spelling AND/OR punctuation errors (no more than 4).	0.5
	There are numerous spelling and punctuation errors (more than 4).	0

Translation assessment criteria

Overall grade – 10

Type of error	Description	Points deducted
Semantic error	Complete misinterpretation of the meaning of a translated unit, omission of essential information, or inclusion of incorrect information in the translation.	2
Semantic inaccuracy	Improper omission of information, adding unnecessary information to the translation that does not distort the meaning.	1
Grammatical error	Grammatical errors (inconcordant parts of the sentence, incorrect article use, incorrect use of verb tenses, word order deviations, etc.) that do not distort the meaning.	2
Lexical (terminological) error	An error in conveying the basic or contextual meaning of a word that is not stylistic in nature.	2
Stylistic error	Deviation from the stylistic norms of the language underlying the given functional style (incorrect use of synonyms, breaking rules of compatibility, breaking the rules for the use of grammatical forms, typical for the given functional style, the use of stylistically unacceptable equivalents, etc.)	2
Spelling error		0.5
Punctuation error		0.5

Evaluation table and presentation evaluation descriptors
Overall grade – 20

Structure (6)			Visuals (3)		Language (5)								
Who, What, Why, How	Linking words / signposts	Signalling, Summury, Conclusion, CR	Design	Work with slides	Grammar Vocab	pronunciation	Voice	Eye contact	Time keeping	Dealing with questions	Portfolio		Total
2	2	2	2	1	3	2	2	1	1	1	1		20

Signposts + linkers*: 1 point for an introductory phrase at the beginning of each paragraph; 1 point for 2 linkers in each body paragraph (0,5 +0,5)

	Description	Assessment criteria
STRUCTURE		
Who/Why/ What/How	At the beginning of the presentation: Who is the presenter? Why are we all here (the topic of the presentation and its relevance to the audience)? Why has the speaker chosen the topic or why does he/she believe it is of interest to the audience? What is the talk about (plan)? How is the talk organized (time limit, question policy)?	Each item brings 0.5 points
Signposts and linkers	There should be signposting between the parts of the presentation, indicating the beginning of each part (or its end). Each paragraph of the main part of the presentation should contain at least two linkers at the beginning of sentences.	The maximum grade (2) is set if there are signposts between all parts of the presentation and at least two linkers at the beginning of sentences in each paragraph of the main part. 0.5 points are deducted if there is no signposting when moving to any part, as well as when the number of linkers is insufficient.
Signalling/Summary/ Conclusion/CR	At the end of the presentation: Signal (indicating approaching the end of the talk) Summary (a brief overview of what has been said) Conclusion (a call for action; a recommendation; an assuarance of the audience that they're better informed). Closing remarks (thanking the audience, asking for questions).	Each item brings 1 point.
VISUALS		
Design	Presentation slides should be designed according to the Slide Design Rules.	The maximum grade (2) is set if all the requirements for the design of slides are met. 0.5 points are deducted if: 1) there is no slide from the list of mandatory presentation (for example, Title, Plan, Summary or slide from the main content of the speech) 2) one of the rules of graphic design of slides is violated.
Work with slides	When evaluating the work with slides, the following items are considered: 1) timely switching of slides corresponding to the oral presentation	The maximum grade (1) is set if all the requirements for working with slides are met. 0.5 points are deducted if the student tells the text of the speech

	2) indication of important information directly on the slides (with a pointer) in order to draw the attention of the audience and better understand the speaker; (especially if there is graphic information, diagrams, drawings, etc. on the slides) 3) correct body position (ideally, on the right side of the slide with a pointer in the left hand and facing the audience), without covering the information on the slide with your body and without turning the back to the audience	without switching the slides and / or does not point directly at the slides (with a pointer) important information for understanding, or turns his back to the audience (thereby closing the slides).
LANGUAGE		
Grammar/ Vocabulary (presentation + questions + answers)	Grammar and vocabulary assessment include: 1) the correctness of the use of grammatical constructions studied in the course program 2) variety of vocabulary (correct choice of words, lexical compatibility).	The maximum grade (3) is given if the student does not make mistakes in the use of the studied grammatical constructions and lexical units. 2 points – if the student makes lexical and/or grammatical mistakes that do not distort the general meaning of the statement. 1 point – if the student makes grammatical and/or lexical mistakes leading to a slight distortion of the meaning of the utterance. 0.5 points - if the student makes grammatical and/or lexical mistakes leading to a significant distortion of the meaning of the statement.
Pronunciation	When evaluating pronunciation, the following items are considered: 1) pronunciation of individual words (correct pronunciation of terms); 2) correct use of the intonation contour (lowering the tone at the end of narrative and negative sentences, as well as special questions; raising the tone in general questions; a corresponding increase in tone when enumerating).	The maximum grade (2) is set if the student does not make mistakes in the pronunciation of words and correctly uses the intonation contour. 0.5 points are deducted if any requirement is not met (the score for this criterion cannot be less than 0.5 points).
Voice	When evaluating the Voice criterion, the following parameters are considered: 1) volume; 2) expressiveness (division of sentences into semantic groups, correct use of logical stress, absence of monotony)	The maximum grade (1) is set if the student pronounces the text of the presentation loudly and expressively enough, dividing sentences into syntagmas, correctly uses logical stress and avoids monotony. 0.5 points are

	3) speech rate: at least 125 words per minute. When answering, the student should not use the text of the presentation. Just a plan or notes! If this requirement is not met, the student is awarded 0 points for the presentation.	deducted if the student does not fulfill any of these requirements.
Dealing with questions	When evaluating the Dealing with questions criterion, the speaker's willingness to answer questions correctly formulating an answer or to report that some question goes beyond the scope of this presentation is considered.	The maximum grade (1) is given if the student is able to cope with the answer to the question asked to him on the content of the presentation. 0.5 points are deducted if: - the student is not able to give an answer that satisfied the one who asked the question - the student cannot formulate the answer as such.
Portfolio	Layout: - title page - a copy of the text of the article (with the mandatory indication of the source and the output data) - presentation speech text (with highlighted structure and signposts).	The maximum grade (1) is set for the presence of all components of the portfolio that meet all the requirements for the design. 0.5 points are deducted if: - the student does not fulfill any of these requirements - there are a lot of careless corrections; "by hand" in the text of the presentation speech
Eye-contact	Proper distribution of the speaker's attention among all listeners in the audience. Maintaining eye contact with the audience during the entire performance.	The maximum grade (1) is set if the student distributes his attention among all the listeners present in the audience. 0.5 points are deducted if: - the student does not look at the audience (works with a computer screen/projector) - tries to read the speech from a phone / sheet of paper, etc

Oral Summary Assessment Criteria
(Oral Summary Assessment Criteria)

Overall grade – 10

Content	The main content of the article is fully conveyed; the style is chosen correctly, with regard to the objective of the summary (academic style); the length of the summary - 12-15 sentences.	Max 2
	The content is mainly conveyed; some important details of the original article may be omitted (no more than 1); there are some errors of the stylistic design of speech (no more than 1); the length of the summary - 9-11 sentences.	1.5
	The content is not fully conveyed; some important details of the original article may be omitted (no more than 2); there are some	1

	errors of the stylistic design of speech (no more than 2); the length of the summary - 6-8 sentences.	
	The content is not fully conveyed; important details of the original article may be omitted (more than 2); there are numerous errors of the stylistic design of speech (more than 2); the length of the summary is less than 6 sentences.	0.5
	The summary does not correspond to the topic of the article.	0
Structure: coherence and cohesion	The summary is logical and complete; there are introductory and concluding phrases that correspond to the topic; the structural elements are presented in the right order; the linkers are used effectively.	Max 2
	The summary is mostly logical and basically complete, BUT there is 1 logical error with coherence AND/OR 1-2 problems with the use of linkers (insufficient or excessive use of linkers)	1.5
	There are mistakes in the logic of the construction of the utterance (no more than 2) OR the utterance is incomplete; AND/OR there are 2-3 problems with linkers (insufficient or excessive use of linkers).	1
	There are serious errors in the logic of the construction of the utterances (no more than 3); the utterance is incomplete; AND/OR there are more than 3 problems with linkers (incorrect, insufficient or excessive use of linkers).	0.5
	The utterance is illogical and incomplete in character.	0
Grammar	Used grammatical structures are appropriate to the task; there are no grammatical errors.	Max 2
	Used grammatical structures are appropriate to the task; there are almost no grammatical errors (no more than 2 minor grammatical error is allowed).	1.5
	Used grammatical structures are mostly appropriate to the task; there are some grammatical errors (no more than 3) that don't impede understanding of the text.	1
	Numerous elementary-level grammatical errors, or the errors are few (no more than 4) but they make it difficult to understand the text.	0.5
	Gross grammatical errors (more than 4) that significantly complicate the understanding of the text.	0
Vocabulary	The vocabulary used fully corresponds to the set communicative task, there may be some inaccuracies in the use of words (1-2); the statement is productive, paraphrase is used.	Max 2
	The vocabulary used generally corresponds to the set task, but there are some inaccuracies in the use of words or semantic agreement (no more than 3), or the vocabulary is limited, but used correctly; more than 80% is productive.	1.5
	Limited vocabulary is used; there are errors in the use of words or semantic agreement (no more than 4) that can make it difficult to understand the text; more than 50% of the response is nonproductive (i.e., textually the same as the original article).	1

	Unreasonably limited vocabulary is used; there are errors in the use of words or semantic agreement (no more than 5) that can make it difficult to understand the text; more than 30% of the response is nonproductive (i.e., textually the same as the original article).	0.5
	Limited vocabulary and numerous vocabulary errors (more than 5) do not allow the task to be completed.	0
Pronunciation and intonation	Speech is easily intelligible: the intonation outlines of sentences and pronunciation of words without problems: no more than two phonetic errors occur; there are no errors that distort the meaning; the pauses do not hinder understanding.	Max 2
	Speech is quite easily intelligible: no more than one error in intonation contour, no more than two phonetic errors in the pronunciation of words, there are no errors that distort the meaning; pauses do not hinder understanding.	1.5
	Speech is percieved with some difficulty: no more than 2 errors in intonation contour, no more than 3 phonetic errors, there are no errors that distort the meaning; pauses hinder understanding.	1
	Speech is perceived with difficulty due to unnatural pauses, stutters (more than 3); more than 2 errors in intonation contour, more than 3 phonetic errors, including phonetic errors that distort the meaning.	0.5
	Numerous gross phonetic errors that distort the meaning do not allow the task to be completed.	0

Rendering assessment criteria

Overall grade – 20

6 points	statement of all the main ideas
6 points	language correctness (vocabulary, grammar)
3 points	logical presentation (discourse construction)
3 points	academic style of presentation
2 points	Length

Case study analysis assessment criteria
Overall grade – 10

Assessment criteria	**Grade**
1. Format of the solution presented	1
2. The validity and correctness of the solution presented	3
3. Knowledgeable and logical presentation of the solution	2
4. Ethics of discussion	2

5. Activity of working in a group	2

Debates and role-play assessment
Overall grade – 20

Criterion/Grade	5	4	3	2
Structure and clarity of presentation	All arguments are clear, logical, and consistent	Most of the arguments are presented clearly, there are some irregularities in the structure and logic of the presentation	Significant deviations in the logic and consistency of the statements, making it difficult to understand	The statements are unstructured, the arguments are inconsistently presented
Argumentation	High level of argumentation (examples, facts, statistics, references to credible sources)	Good level of argumentation, with minor flaws (insufficient justification)	Average level of argumentation, insufficient persuasiveness	Weak level of argumentation (arguments are not relevant to the problem discussed) or no argumentation.
Counterargumentation and defense	A high level of counterargumentation (problems and weaknesses in the opponent's position are pointed out, objections are supported by arguments)	Good level of counterargumentation, there are some minor problems in defending one' s position	Average level of counterarguments, there are serious problems with defending one' s own position and deflecting the opponent's arguments	Weak counterargumentation, unable to point out weaknesses in opponent's position and defend one' s own viewpoint
Speech characteristics	Statements are correct in terms of vocabulary, grammar, and pronunciation The delivery is very convincing	The statement is mostly correct regarding vocabulary, grammar and pronunciation The delivery is convincing.	There are some lapses in accuracy in vocabulary, grammar and pronunciation The delivery is not convincing enough	There are some lapses in accuracy in vocabulary, grammar and pronunciation that impair comprehension The delivery is unconvincing
Total: maximum 20 points				

Business project evaluation criteria

Overall grade – 20

Criterium	Grade
The project's relevance to the current development of the country	5
Completeness of the disclosure of the business idea	4
Structuring and consistency of the information provided	3
Risk accounting, thoughtfulness of plans	3
Economic efficiency (profitability, turnover, payback)	3
Visibility and quality of design	2
Overall grade:	**20**

Research project evaluation criteria

Overall grade – 20

Criterium	Grade
Relevance of the research topic. Consistency with high priority research directions.	2
The problem of research	4
Research questions	3
The purpose and objectives of research	3
Methodology and methods of research	4
Scientific novelty	2
Theoretical significance	1
Practical significance. Linking the research project with other major research projects, topics	1
Overall grade:	**20**

Scientific and technological project assessment criteria

Overall grade – 20

Criterium	Grade
Justifying the project's relevance	5
Validity of product characteristics	4
Logic of step-by-step planning (tasks)	5
Defence (structure, consistency, clarity, answering questions)	4

Originality of the project	2
Overall grade:	**20**