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Speaking and Writing Guidelines

Электронное учебно-методическое пособие

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Учебно-методическое пособие предназначено для студентов вузов, обучающихся по лингвистическим и переводческим направлениям подготовки, и способствует развитию необходимых профессиональных компетенций в области современного английского языка. Особое внимание в пособии уделяется развитию основных навыков, составляющих лингвистическую компетенцию лингвиста-переводчика, – письма. В пособии используются таблицы и схемы, которые реализуют психолого-педагогические приемы усиления внимания и запоминания материала. Пособие может использоваться для организации самостоятельной работы студентов лингвистических специальностей.

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Введение

Данное учебно-методическое пособие по дисциплине «Практический курс первого иностранного языка», модуль «Практика устной и письменной речи», предназначено для студентов, обучающихся по направлению подготовки бакалавра 45.03.02 «Лингвистика», (направленность) профиль «Перевод и межкультурная коммуникация» (очная форма обучения), с первого по третий годы обучения.

Пособие ставит целью сформировать и систематизировать необходимые профессиональные компетенции в области говорения и письма на английском языке.

Поскольку коммуникативные навыки и умения — это основная цель изучения иностранного языка, то практика устной и письменной речи должна предполагать формирование навыков говорения и письма в соответствии с различными ситуациями общения на определенном уровне. Также нужно понимать, что изучение и поддержание иностранного языка на высоком уровне — это длительный процесс, продолжающийся в течение всей жизни и требующий навыков и умений автономной работы. Именно поэтому в пособии помимо непосредственно заданий по говорению и письму уделяется особое внимание общим рекомендациям, направленным на четкое понимание требований на каждом уровне, умению эффективно планировать и структурировать процесс подготовки заданий, общие принципы построения связных высказываний, в результате чего на выходе изучающий получает не только конкретные пошаговые рекомендации по выполнению заданий, но и набор универсальных инструментов для самостоятельной работы. Предлагаемые устные и письменные задания основаны на материалах и темах современных аутентичных учебников, критерии оценки разработаны в соответствии с международными шкалами CEFR и ALTE, а для подготовки общих рекомендаций использованы наиболее современные и эффективные практики зарубежных и отечественных специалистов по методике преподавания и изучения английского языка,

что также способствует формированию навыков адекватной реализации коммуникативного намерения в соответствии с языковой нормой современного английского языка.

Пособие находится в полном соответствии с рабочей программой дисциплины «Практический курс первого иностранного языка»: ее целями, задачами, местом в структуре ОПОП ВО и приобретаемыми знаниями, умениями и навыками.

Цель изучения дисциплины

Целью дисциплины «Практический курс первого иностранного языка» является формирование профессиональной компетентности студентов посредством обучения практическому владению английским языком для обеспечения межкультурного общения в различных профессиональных сферах.

Задачи раздела «Практика устной и письменной речи» дисциплины «Практический курс первого иностранного языка»:

1. Сформировать умения реализовывать коммуникативную интенцию, руководствуясь нормами языка и особенностями речевой ситуации, используя при этом необходимые этикетные формулы.
2. Сформировать умения и навыки быстро приспосабливаться к незнакомому коллективу; налаживать контакт с различными партнерами, научившись вести конструктивный диалог, в том числе понимать противоположную точку зрения и признавать свою неправоту; организовывать группу во время выполнения коллективных форм работы, при этом быть способным брать на себя руководство и делегировать полномочия или подчиняться и выполнять свой блок заданий в соответствии с общим темпом работы в зависимости от задачи, поставленной перед коллективом.
3. Сформировать умение самостоятельно и осознанно планировать траекторию собственного развития, умения поступательно двигаться по ней и при необходимости корректировать ее, т. е. формировать учебную автономию.
4. Сформировать навыки успешного взаимодействия в англоговорящей среде, то есть способность решать разнообразные коммуникативные задачи посредством свободного общения на языке.

5. Сформировать навыки логического структурирования устной речи (монологической и диалогической, спонтанной и подготовленной, для выражения собственного мнения, представления информации, обсуждения прочитанного, прослушанного или просмотренного материала) и письменной речи (оформленной в соответствии с правилами орфографии и пунктуации); эффективно использовать различные регистры общения в устной и письменной речи для достижения поставленной цели.

Место дисциплины в структуре ОПОП ВО: дисциплина относится к блоку Б1 «Дисциплины (модули)» Обязательная часть. Дисциплины, учебные курсы, для которых необходимы знания, умения, навыки, приобретаемые в результате изучения данной дисциплины, — «Теория и практика межкультурной коммуникации», «Теоретическая грамматика», «Лексикология и терминоведение», «Стилистика и основы редактирования», «Практикум по культуре речевого общения первого иностранного языка».

Преподавание английского языка в рамках дисциплины «Практический курс первого иностранного языка» осуществляется на основе принципов компетентностного подхода. Согласно ФГОС, учебные и общепрофессиональные компетенции по дисциплине сформулированы следующим образом: способен осуществлять социальное взаимодействие и реализовывать свою роль в команде; способен управлять своим временем, выстраивать и реализовывать траекторию саморазвития на основе принципов образования в течение всей жизни; способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях; способен порождать и понимать устные и письменные тексты на изучаемом иностранном языке применительно к основным функциональным стилям в официальной и неофициальной сферах общения.

В результате изучения раздела «Практика устной и письменной речи» дисциплины «Практический курс первого иностранного языка» студент должен

знать:
- что включает роль в определенном задании (разноуровневых заданиях, диалоге, ролевой игре, дискуссии, дебатах, презентации), принципы распределения ролей;
- принципы организации командной работы, правила осуществления диалога и полилога, ролевой игры, дискуссий, дебатов, групповых выступлений с презентациями;
- крайние сроки и время, отведенное на выполнение различных видов работ; принципы и техники тайм-менеджмента как для выполнения видов самостоятельной работы отложенного типа, так и для заданий с ограничением по времени в процессе выполнения;
- требования к уровню владения английским языком в рамках дисциплины, исходя из каждого типа задания; требования согласно международным классификациям (например, CEFR), принципы непрерывной профессиональной подготовки;
- звуковой строй английского языка и его компоненты; особенности образования гласных и согласных; об образовании и значении лексических и грамматических явлений; об орфографических пунктуационных нормах и правилах; о закономерностях изучаемого языка как системы, включая когнитивную организацию и способы хранения знаний о языковых явлениях в сознании индивида (например, ассоциативные, парадигматические и другие виды связей языковых явлений);
- стилистические характеристики языковых единиц, грамматических структур и интонационных моделей; этикетные формулы, характерные для различных ситуаций; различные регистры и стили;
- произносительную норму английского языка и особенности артикуляции; об уместном употреблении лексических и грамматических явлений; правила использования лексических единиц, грамматических структур и фонетических явлений в различных ситуациях общения;
- композиционно-речевые формы: описание, повествование, рассуждение и их сочетание в устной и письменной речи; принципы построения монолога и диалога, а также различ-

ных типов письменных текстов; схему проведения анализа художественного текста;

- как создать устный или письменный текст определенного типа (предусмотренного рабочей программой) с учетом поставленной коммуникативной задачи, ситуации и адресата; об особенностях этических и нравственных норм поведения в инокультурном социуме;

уметь:

- принять назначенную роль или выбрать ее самостоятельно, распределять роли при подготовке презентаций, диалогов, полилогов, ролевых игр, дискуссий и дебатов, выделить ключевые задачи, необходимые для выполнения задания;
- начинать беседу при необходимости и поддерживать ее с соблюдением очередности при обмене репликами, проявляя инициативу при смене темы, восстанавливая беседу в случае сбоя, используя средства логической связи и другие дискурсивные маркеры, соответствующие ситуации общения; внимательно слушать и не перебивать высказывающегося; контролировать раздражение и не выказывать превосходство над собеседником;
- выбирать и использовать различные способы управления временем в зависимости от поставленной учебной задачи;
- соотносить свой уровень владения английским языком с требованиями, предъявляемыми балльно-рейтинговой системой и международной классификацией CEFR; уметь планировать индивидуальную траекторию развития, исходя из допущенных ошибок, своих сильных и слабых сторон при выполнении различных заданий;
- объяснять фонетические явления и пользоваться транскрипцией; уметь распознавать и употреблять лексические и грамматические явления в речи, грамотно оформлять письменный текст согласно орфографическо-пунктуационным нормам;
- осуществлять коммуникацию в условиях официального, неофициального и нейтрального контекста; употреблять на практике этикетные формулы в разных ситуациях; понимать и продуцировать тексты определенной тональности;

- осмысливать лексические, грамматические и фонетические явления в речи и правильно применять их для построения текстов, продуктивного участия в процессе общения, достижения своих коммуникативных целей;
- аудировать в непосредственном общении и в звукозаписи монологическую и диалогическую речь и читать тексты различных типов и стилей с разными интенциями; кратко пересказать прочитанный или прослушанный текст; проанализировать текст, вычленить основную идею текста и выразить свое отношение к прочитанной информации; проводить анализ художественного текста и выявлять особенности авторского стиля;
- ориентироваться в англоязычной среде, принимая во внимание культурно обусловленные особенности коммуникации; адекватно реализовывать коммуникативное намерение в соответствии с языковой нормой, поставленной задачей и целевой аудиторией;

владеть:
- навыками выполнять свою роль, отражая аспекты, указанные в задании;
- навыками логично и связно вести беседу; активно участвовать в обсуждении и поддерживать баланс между высказываниями различных участников; использовать различные техники общения; сохранять доброжелательный тон;
- навыками эффективной организации как самостоятельной работы, так и работы во время участия в практических занятиях;
- навыками управления саморазвитием и планирования автономной работы для непрерывного повышения квалификации в процессе выполнения учебной и самостоятельной работы;
- навыками адекватной реализации коммуникативного намерения в соответствии с языковой нормой английского языка;
- официальным, нейтральным и неофициальным регистром общения; навыками использования этикетных формул в устной и письменной коммуникации; навыком оказывать необходимое воздействие на реципиента;

- навыками свободной коммуникации на английском языке (включающими как восприятие, так и продуцирование) для решения различных коммуникативных задач;
- навыками понимания общего содержания прочитанного или прослушанного текста, навыками поиска и извлечения конкретной информации; навыками ведения беседы по прочитанному, прослушанному тексту, содержанию видеофильма;
- навыком коммуникативного взаимодействия в англоязычной среде; навыками неподготовленной и подготовленной монологической и диалогической речи, а также навыками создания разнообразных типов письменных текстов в различных ситуациях общения.

Структура пособия

Учебно-методическое пособие состоит из введения, методических рекомендаций для преподавателей и студентов по изучению материала, двух разделов по говорению и письму.

Каждый раздел начинается с общих рекомендаций, где дается информация, способствующая эффективному выполнению любого из устных/письменных заданий. Каждый блок информации сопровождается вопросами для самоконтроля. Далее располагается подраздел с критериями оценки по каждому виду работ. Затем следует подраздел с описанием непосредственных рекомендаций по выполнению каждого вида заданий с делением на две части: монологические и диалогические устные высказывания в разделе «Говорение» и письма и творческие письменные работы в разделе «Письмо».

В пособии выбран способ представления информации в виде таблиц, схем, списков, ссылок на электронные ресурсы (Quizlet и пр.) и понятийных модулей, поскольку, как показывает практика, именно такая форма помогает сделать изучение материала более наглядным и эффективным, а также реализует психолого-педагогические приемы усиления внимания и запоминания материала. В пособии приводится материал для подготовки устных и письменных высказываний на английском языке, охватывающий темы и глубину их рассмотрения на уровнях от В1 до С1 по шкале CEFR, что, с первого

по третий курсы, готовит студентов к тому, чтобы решать разнообразные коммуникативные задачи посредством свободного общения на языке.

Описания каждого вида заданий имеют четкую унифицированную структуру (вид устной/письменной работы, регистр, структура устной/письменной работы, рекомендуемое лексическое и грамматическое наполнение, рекомендации по выполнению, описание конкретных заданий по теме со ссылками на тему учебника), что позволяет студенту легко ориентироваться в представленном материале.

Структура пособия демонстрирует, как постепенно увеличиваются требования к навыкам студентов, раскрывает все многообразие видов устных и письменных работ, практикуемых в ходе обучения студента-лингвиста, а также позволяет отследить, организовать эффективное повторение и вернуться к ранее изученному материалу.

Необходимо отметить, что помимо формирования навыков устной и письменной речи и помощи студенту в освоении различных коммуникационных стратегий, данное пособие также развивает его умение заниматься автономно и способствует дальнейшему самосовершенствованию, вписываясь в концепцию непрерывного образования. Применение балльно-рейтинговой системы и критериев оценки повышает мотивацию студента, позволяя ему самостоятельно планировать образовательную траекторию для успешного прохождения курса.

Методические рекомендации для преподавателя по организации занятий

Организация аудиторной работы

Изучение материала разделов с общими рекомендациями (**General Recommendations: Speaking** и **General Recommendations: Writing**) может быть организовано в качестве самостоятельной работы студентов, но настоятельно рекомендуется обсудить результаты на практических занятиях.

С блока, описывающего требования к говорению на каждом языковом уровне (**Speaking Can-do Statements**), рекомендуется начинать учебный год, на котором идет работа с данным уровнем, чтобы студенты четко представляли, на что ориентироваться во время подготовки к заданиям. Также необходимо познакомить студентов с чек-листами для самооценки говорения, по которым они могут себя оценивать при подготовке к устным заданиям, а также с различными видами дискурсивных маркеров, фраз для ведения дискуссий и различных видов союзов для письменных работ. В разделе письма стоит задать блоки по общим принципам написания работ и структурированию параграфов на самостоятельное изучение, а затем обсудить вопросы для самопроверки в классе. Также очень эффективным является устроить один урок группового написания работы в соответствии со стадиями процесса написания работы, чтобы студенты на практике могли увидеть преимущества данного подхода и затем применять его самостоятельно.

Стоит в целом обсудить разделы оценивания на первом занятии при оглашении требований к балльно-рейтинговой системе по дисциплине, а когда впервые задается новый вид задания, подробно разобрать критерии оценивания к нему, а также рекомендации

выполнения вместе со студентами. Также необходимо оценивать студентов в строгом соответствии с критериями и давать им обратную связь по выполненному заданию, отталкиваясь от заданных параметров. В дополнение к этому рекомендуется, чтобы студенты периодически делали самостоятельную оценку своей работы (self-review) или оценку работ друг друга (peer review) по критериям для лучшего понимания требований, уровня, к которому нужно стремиться, и совершенствования навыков и умений учебной автономии.

Интерактивные формы проведения занятий

Формирование у студентов определяемых ФГОС компетенций предусматривает широкое использование в учебном процессе активных и интерактивных форм проведения занятий в сочетании с внеаудиторной работой.

Наряду с технологиями традиционного изучения материала в данном пособии описываются варианты применения *активных* и *интерактивных* технологий, таких как технология обучения в сотрудничестве и информационные технологии.

Технология обучения в сотрудничестве предполагает работу в малых группах или парах с распределением ролей между студентами. Форма проведения — практическое занятие, предполагающее совместное решение коммуникативных задач в парах или малых группах (в том числе в форме диалогов, полилогов, дискуссий, дебатов, презентаций и пр., которые прописываются в соответствующих разделах пособия). При первичной подготовке совместных заданий, требующих навыков планирования и распределения ролей (например, совместных презентаций), преподавателю рекомендуется оказать помощь студентам в обучении организации командной работы. Например, можно, задав подобное задание за несколько недель, задавать на каждое занятие студентам отчет по небольшой подзадаче (разбиться на группы, сформулировать тему, распределить роли, сделать наброски слайдов и пр.), чтобы в дальнейшем студенты могли сами эффективно работать в команде. Также нужно целенаправленно обучать студентов навыкам грамотного и доброжелательного обсуждения: использованию вежливых фраз и соответствующих

дискурсивных маркеров, соблюдению баланса между говорящими, умению внимательно слушать и задавать вопросы собеседнику, контролировать свое раздражение и сохранять доброжелательный тон.

Информационные технологии предполагают использование компьютера и сети Интернет для самостоятельной работы и оптимизации поиска информации при подготовке к занятиям за счет использования студентом современных источников. В данном пособии представлены ссылки на сеты тематической лексики в Quizlet, которым можно пользоваться в качестве тренажера прежде, чем использовать лексические единицы (ЛЕ) в устных и письменных заданиях. Также есть ссылки на шаблоны необходимых документов (титульных листов, рефератов и пр.) и видеоинструкций и образцов (например, для подготовки задания по цифровому сторителлингу).

Интерактивные формы проведения занятий представлены в виде различных коммуникативных заданий и самостоятельной аналитической работы с материалами интернета с последующим представлением материала на занятии и т. д.

Организация самостоятельной работы студентов

Учебно-методическое пособие "Speaking and Writing Guidelines" написано для помощи студентам и преподавателю в эффективной организации самостоятельной работы по совершенствованию умений и навыков говорения и письма. Поэтому качественная и последовательная проработка всех разделов и заданий пособия будет достаточной для того, чтобы самостоятельная работа проходила наиболее оптимальным образом. Самостоятельная работа студентов заключается во внимательном чтении разделов общих рекомендаций (**General Recommendations**) с ответами на вопросы для самопроверки и последующим обсуждением на занятиях; критериев оценивания (**Grading and Grade Descriptors**); рекомендаций по выполнению каждого конкретного вида заданий (например, **Monologue: Content, Register, Organisation, Tasks and Details**), а также в систематическом обращении к ним во время подготовки устных и письменных видов работ; самоанализа после получения обратной связи от преподавателя и/или одногруппников; анализа работ одногруппников.

Методические рекомендации для студентов

В процессе изучения курса «Практика устной и письменной речи» развиваются и совершенствуются языковые и коммуникативные умения и навыки, необходимые для дальнейшей профессиональной деятельности, поэтому необходимо планомерно и последовательно работать над каждой темой изучаемых разделов.

Формула успешного прохождения курса:

1. Старайтесь посещать все аудиторные занятия, поскольку на практических занятиях проводится закрепление полученной информации посредством выполнения различных практических заданий.
2. Внимательно изучите материал в каждом разделе.
3. Планируйте график и сроки выполнения работ, а также старайтесь эффективно организовать командную работу, если задание должно выполняться в группе (вместе распределите роли, четко и в срок выполняйте свои задачи, помогайте партнерам, с которыми выполняете задание, но при этом не берите всю работу на себя).
4. Выполняйте все виды устных и письменных заданий, которые представлены в пособии, в срок и в строгом соответствии с рекомендациями и критериями оценивания.
5. Внимательно относитесь к обратной связи от преподавателя и одногруппников после сдачи задания; проводите самоанализ и планируйте дальнейшую траекторию развития; не стесняйтесь задавать вопросы, если что-либо осталось непонятным.
6. Обязательно пишите итоговые тесты по завершении изучения каждой темы, чтобы понять, хорошо ли усвоена тема и над какими ее элементами еще необходимо поработать дополнительно.

В целом, помните, что высокий уровень языка и прогресс в нем обеспечиваются не только аудиторной работой и выполнением домашних заданий. Необходима постоянная языковая практика (в объеме примерно 30−40 % от часов аудиторной работы) и аутентичный инпут в виде чтения книг и новостей, просмотра фильмов, сериалов и каналов по интересам, общения на английском языке с людьми из других стран.

Формы контроля текущей успеваемости студентов по дисциплине «Практический курс первого иностранного языка» (модуль «Практика устной и письменной речи»)

1. Творческие устные и письменные задания

Данный раздел является фокусом учебно-методического пособия "Speaking and Writing Guidelines". Студент готовит устное высказывание заранее по изученной теме в соответствии с заранее оговоренными требованиями (время, критерии оценки, индивидуально или в группе) или пишет письменную работу в соответствии с заранее оговоренными требованиями. Студент включает в творческое задание новые лексические единицы в соответствии с изучаемой темой, а также соответствующие уровню грамматические структуры. На занятии студент представляет устное высказывание группе и преподавателю, а письменное творческое задание сдает на проверку преподавателю, после чего получает от него обратную связь в соответствии с указанными критериями оценки. Подробное описание каждого вида творческого устного и письменного задания, критерии оценки и рекомендации можно найти непосредственно в пособии.

2. Тестирование по изученным темам

Тест позволяет проконтролировать, насколько студент усвоил лексические и грамматические явления по изученной теме, а также отследить прогресс навыков и умений различных видов аудирования и чтения. При этом проверяется не теоретическое знание

лексических и грамматических явлений и различных видов аудирования и чтения, а их функционирование в реалистичных коммуникативных ситуациях. После выполнения учащемуся выдается результат в соответствии с критериями оценки и тест с помеченными ошибками, над которыми проводится работа (самостоятельная попытка исправления после консультации с учебной и справочной литературой, групповое обсуждение, комментарий преподавателя по типичным ошибкам и трудным случаям). Это позволяет учащемуся овладеть навыками самоорганизации и планирования, умением распределять силы и время в процессе написания теста, умением работать над ошибками как самостоятельно, так и в группе. Данный вид работы также способствует саморазвитию студента, так как предполагает дальнейшую работу над выявленными проблемными аспектами.

Процедура оценивания

Форма проведения: электронная. Время выполнения теста: около 50 минут. Процедура: студенту необходимо выполнить задания теста на компьютере. Оценивание производится в баллах в соответствии с указанными ниже критериями.

Максимальное количество баллов за задание: 20.

Критерии оценки:

Баллы	Процент правильно выполненных заданий
20	95–100
18	85–94
16	75–84
14	65–74
12	55–64
10	45–54
8	35–44
6	25–34
4	15–24
2	5–14
0	0–4

3. Индивидуальное домашнее задание

Характеристика заданий:
а) тренировочные задания репродуктивного уровня, позволяющие диагностировать знание фактического материала в рамках раздела «Практика устной и письменной речи»;
б) тренировочные задания реконструктивного уровня, позволяющие диагностировать умения употреблять изучаемые лексические единицы в заданном контексте, а также позволяющие развивать навыки и умения аудирования и чтения;
в) тренировочные коммуникативные упражнения, направленные на личностное освоение материала и на ситуативное употребление лексических единиц, в результате чего уменьшается разрыв между теоретическими познаниями и навыком свободного, осознанного и беглого использования лексики современного английского языка.

Ожидаемый результат

Разноуровневые задания являются полностью самостоятельной деятельностью и позволяют студенту систематически работать над усвоением лексических и грамматических явлений по изучаемой теме, а также развивать навыки и умения различных видов аудирования и чтения. При этом отрабатывается не теоретическое знание лексических и грамматических явлений и различных видов аудирования и чтения, а их функционирование в реалистичных коммуникативных ситуациях. На занятии проводится групповое обсуждение заданий с коллективным разбором ошибок и комментариями преподавателя по типичным ошибкам и трудным случаям. Это позволяет учащемуся овладеть навыками самоорганизации и планирования систематической самостоятельной работы, умением работать над ошибками как самостоятельно, так и в группе. Данный вид работы также способствует саморазвитию студента, так как предполагает консультацию с учебными и справочными материалами в процессе самостоятельного выполнения заданий, а также дальнейшую работу над выявленными проблемными аспектами.

Критерии оценки:

Баллы	Процент выполнения ИДЗ
2	Выполнено все ИДЗ
1	Выполнено ≥ 50 % ИДЗ
0	Выполнено < 50 % ИДЗ / ИДЗ не выполнено

4. Форма промежуточной аттестации по дисциплине: экзамен (1, 2, 4, 6 семестры), зачет (3, 5 семестры)

На экзамене/зачете выполняется итоговый тест по курсам «Практический курс первого иностранного языка 1—6». Итоговая оценка выводится по существующей схеме расчета итоговой оценки по дисциплине суммарно по всем разделам дисциплины в зависимости от семестра изучения («Практика устной и письменной речи», «Практическая грамматика», «Практическая фонетика», «Домашнее чтение»).

Форма проведения промежуточной аттестации	Критерии и нормы оценки	
Экзамен/зачет (по накопительному рейтингу). Схема расчета итогового балла: «Приведение к 100 + 20 ББ»	«Отлично» / «зачтено»	85—100 итоговых баллов, что говорит об освоении компонентов курса студентом на продвинутом уровне
	«Хорошо» / «зачтено»	70—84 итоговых баллов, что говорит об освоении компонентов курса студентом на базовом уровне
	«Удовлетворительно» / «зачтено»	55—69 итоговых баллов, что говорит об освоении компонентов курса студентом на пороговом уровне
	«Неудовлетворительно» / «не зачтено»	0—54 итоговых баллов, что говорит об освоении компонентов курса студентом на уровне ниже порогового, то есть курс не освоен

▌Part I. SPEAKING GUIDELINES
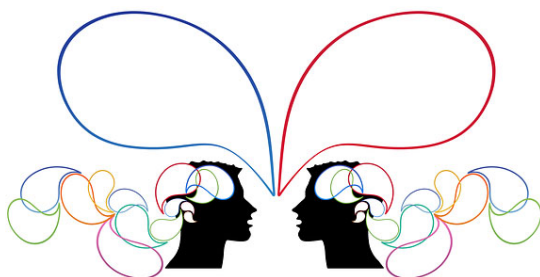
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Part objectives: study the information about the general recommendations as well as grading criteria and use the guidelines to prepare for specific speaking tasks in class.

After this part, students will:
- learn about the speaking requirements at different levels, grading criteria, and various discourse markers;
- be able to effectively prepare for different kinds of speaking tasks;
- acquire skills in planning, preparing and improving their speaking, self-analyzing and using various discourse markers to sound more natural and structure their speech better.

Task type: materials and guidelines for self-study and homework preparation.

To fulfil the objectives of this part, you should study the information given, check yourself, using the questions below each section, and prepare the speaking tasks in accordance with the guidelines provided for each of them.

GENERAL RECOMMENDATIONS: SPEAKING

Speaking Can-do Statements

The Common European Framework of Reference (CEFR) is a widely used standard created by the Council of Europe. The descriptors (can-do statements) used here are taken from the EAQUALS/ALTE Portfolio

(based on the CEFR), as they are more practical and concrete than the original CEFR descriptors.

You can use these can-do statements at any level to get a detailed, articulated and personal picture of your own individual progress.

B1

- I can give detailed accounts of experiences, describing feelings and reactions.
- I can express myself reasonably accurately in familiar, predictable situations.
- I can narrate a story.
- I can convey simple information on immediate relevance, getting across which point I feel is most important.
- I can relate to the plot of a book or film and describe my reactions.
- I can explain and give reasons for my plans, intentions and actions.
- I can describe dreams, hopes and ambitions.
- I can express and respond to feelings such as happiness, sadness, interest and indifference.
- I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.
- I can ask for and follow detailed directions.
- I can give or seek personal views and opinions in an informal discussion with friends.
- I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.
- I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
- I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying – especially when I talk freely for longer periods.
- I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel and current events.
- When I can't think of a word I want, I can use a simple word meaning something similar and invite 'correction'.

B2

- I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses.

- I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.
- I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- I can make a note of 'favourite mistakes' and consciously monitor speech for them.
- I can pass on detailed information reliably.
- I can speculate about causes, consequence, hypothetical situations.
- I can convey degrees of emotion and highlight the personal significance of events and experiences.
- I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.
- I can exchange considerable quantities of detailed factual information on matters within my field of interest.
- I can construct a chain of reasoned argument, linking my ideas logically.
- I can give clear, detailed descriptions on a wide range of subjects related to my field of interest.
- I can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.
- I can understand and summarise orally the plot and sequence of events in an extract from a film or play.
- I can use standard phrases like 'That's a difficult question to answer' to gain time and keep the turn while formulating what to say.
- I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.
- I can initiate, maintain and end discourse naturally with effective turn-taking.
- I can engage in extended conversation in a clearly participatory fashion on most general topics.
- I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.
- I can carry out a prepared interview, checking and confirming information, following up interesting replies.

C1 (beginning)

- I can orally summarise long, demanding texts.
- I can give clear, detailed descriptions of complex subjects.
- I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.
- I can present points of view in a comment on a topic or an event, underlining the main ideas and supporting my reasoning with detailed examples.
- I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.
- I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.
- I can substitute an equivalent term for a word I can't recall without distracting the listener.
- I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.
- I can use language fluently, accurately and effectively on a wide range of general, professional or academic topics.
- I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
- I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly.

Check Yourself

1. What kinds of topics and contexts do you need to be able to cover at B1/B2/C1?
2. What kind of speech structuring techniques do you need to be able to use at B1/B2/C1?
3. What kind of interaction strategies do you need to have at B1/B2/C1?
4. What kind of language skills (vocabulary and grammar) do you need to have at B1/B2/C1?

Speaking Self-help Tip Sheets

When you prepare for your speaking task, you can use the same steps as those described in the paragraph about the writing process (see **The Writing Process**). Make sure you read the speaking can-do statements (see **Speaking Can-do Statements**) of an appropriate level and grade descriptors to know what you need to aim at (see **Part I. Speaking Guidelines**, **Grading and Grade Descriptors**).

While you rehearse your speaking task before presenting it in class (*a monologue, a starting monologue in a discussion or a debate, a presentation, a report or an oral literary analysis for your individual reading*), or if you want to analyze your answer after you've already presented it, use the following checklist to support your self-analysis and improve in the future.

1. Task achievement:
   - Did I cover all the aspects of the task?
   - Was my information relevant?
   - Was my monologue clear?
2. Structure, coherence and cohesion:
   - Did my monologue have a clear structure (introduction, main part, conclusion)?
   - Was it coherent and did I use enough linking words and other reference words?
   - Did it sound well prepared?
3. Language:
   - Did I use various grammar structures and unit grammar?
   - Did I use relevant vocabulary and new unit vocabulary?
   - Did I make any vocabulary and/or grammar mistakes? Which ones?
4. Pronunciation:
   - Did I make any pronunciation mistakes? Which ones?
   - Did I have the appropriate intonation?
   - Was my fluency good (no long pauses and using fillers while thinking, good tempo, connected speech)?
5. Delivery:
   - Was my speech intelligible and clear?
   - Did I sound confident?

Overall: What is the general impression I have after listening to my monologue?

If you want to analyze your speaking with a partner or in a group (*a dialogue, a role play, a discussion, a debate*), add the following point:

6. Interactive communication:
   • Did we keep the conversation going (we started, maintained and closed it without too long pauses)?
   • Was our turn-taking balanced?
   • Did we use fillers and other discourse markers (e.g., phrases like 'That's a difficult question to answer') to gain time, to keep the turn, to move the conversation forward, etc.?

You may also need **a checklist while preparing a presentation or a report**. Here is a list of 20 good points about presentations. Indicate how confident you feel about making a presentation and identify key things to improve.

Before the presentation:
• following any guidelines and advice provided;
• planning an introduction to gain the audience's attention and give an overview of the presentation;
• planning a conclusion to summarise the content of the presentation;
• making sure each point flows from the one before;
• learning all or most of the presentation;
• preparing small cue cards as a reminder of key points;
• thinking about the layout of the room;
• preparing notes for the audience (if necessary);
• preparing visual aids to enhance the presentation;
• checking that any equipment is set up and working before the presentation;
• practising the presentation in advance.

During the presentation:
• appearing confident;
• maintaining eye contact with the audience;
• smiling regularly through the presentation;
• speaking clearly and not rushing the presentation;
• speaking loudly enough for all the audience to hear;
• emphasizing key points;
• using suitable language for the topic and audience;
• encouraging questions and participation from the audience;
• being able to answer questions from the audience.

Check Yourself

1. Which key points can you check while preparing or analyzing a monological task?
2. Which point can you add if it is a dialogical task?
3. Which key points do you need to check before and during a presentation?

Discourse Markers

Discourse markers are words and expressions which help to structure spoken exchanges and written text (e.g., *first of all, by the way, on the other hand, in any case, to sum up*). English has a very large number of these. Some are used in all kinds of discourse, some mostly in formal writing, and others mainly in informal speech. Discourse markers can communicate several things:

- "What are we talking about?": They can introduce or clarify a topic, and show divisions and changes of topic;
- "What are we doing?": They can show the type of communication that is going on;
- attitude: They can show a speaker's attitude to what he or she is saying, or to the listener's expectations.

"What are we talking about?"

- **focusing:** *talking/speaking of/about; regarding; as regards; as far as ... is/are concerned; as for*
  And speaking of Australia, did you see that documentary...?
  As far as the kids are concerned, let's ask them what they think.
- **subdividing:** *first; firstly; first of all; in the first place; to start with; for one thing; and then*
  I don't think I can help you. First(ly) / First of all / For one thing / In the first place, I haven't got the time. And then I'm going to be away all next week.
- **returning to previous subject:** *as I was saying*
  ...on the roof – Jeremy, put the cat down, please. As I was saying, if Jack gets up on the roof and looks at the tiles...
- **introducing a new subject (for example in lectures):** *now; all right; right; OK*
  OK. Now a word about iron oxide. There's two basic types...
  Any questions? Right, let's have a word about tomorrow's arrangements.

- **summing up:** *all in all; in a word*
  And the car broke down. And Jodie got mugged. And then Sophie was ill. All in all, it wasn't the best trip we've had.
  He gets up at midday. He won't look for a job. He doesn't help around the house. In a word, he's bone idle.

"What are we doing?"

- **generalizing:** *on the whole; to some extent; in general; in all/most/ many/some cases; broadly speaking*
  On the whole / In general, people like to help others.
  To some extent, it's an interesting job. But there are some pretty dull patches.
- **exceptions:** *apart from; except for*
  I'll eat anything, apart from / except for chilies.
- **making contrasting points:** *still; all the same; even so; mind you; on the other hand; but; yet; however; in spite of this/that*
  I'm glad to have a place of my own. OK, it's a long way from the centre, and it needs redecorating. Still, it's home.
  She can be really irritating. On the other hand, she's got a heart of gold.
- **contradicting:** *on the contrary; quite the opposite*
  I don't dislike him at all. On the contrary / Quite the opposite, I'm very fond of him.
- **showing a logical or causal connection:** *so; then*
  They didn't think I had enough experience, so I didn't get the job.
  "I don't like this stew." "Then/So don't eat it."
- **persuading:** *after all; look at it this way; look;* question tags; negative questions
  Why shouldn't she buy a horse if she wants to? After all, it's her money.
  You're taking this too seriously, aren't you?
- **adding:** *also; on top of that; as well as that; another thing is; besides; I mean*
  I don't like his attitude. Also, I don't believe he's actually got the qualifications he says he has.
  I don't like her going out alone at night. You don't know what sort of people she's going to meet. And besides / I mean, she's far too young.
- **giving examples:** *in particular; for instance; for example*
  I'd like to have time to talk to some of the others. In particular, I want to find out what Joshua thinks.
  We could invite some of the neighbours, for instance / for example, Jess and Simon.

Attitude

- **showing speaker's attitude:** *no doubt; honestly; frankly*
  Honestly, I think your poetry is remarkable.
  "What do you think of my hair?" "Frankly, darling, it's a disaster."
- **making things clear:** *that is to say; in other words; I mean; I guess*
  There's a problem about tomorrow. That is to say, I don't think we can come.
  I've got a funny feeling about him. In other words / I mean, I don't trust him.
- **softening and correcting:** *in my view/opinion; apparently; so to speak; that is to say; more or less; I think/feel/suppose/reckon/guess; sort of; kind of; really; well, at least; I'm afraid; actually; or rather; I mean*
  A lot of people say he's a bad manager. In my view / opinion, he's OK.
  I can't get to the hospital to see Julie. I mean, not this week, anyway.
- **dismissing what was said before:** *in any case; anyhow; anyway; at any rate*
  Maybe it was Daniel, or maybe it was Joe. Or Jack. Anyway, it was one of them.
  I'm not sure what time I'll arrive, maybe seven or eight. In any case, I'll certainly be there before 8.30.
- **referring to the hearer's expectations:** *in fact; actually; as a matter of fact; to tell the truth; well; actually*
  "How are your medical studies going?" "As a matter of fact, I've decided to drop out for a year and get a job."
  "How did the team do?" "Well, they lost."
- **gaining time:** *let me see; let's see; let me think; well; you know; I don't know; I mean; kind of; sort of*
  "How much is it going to cost?" "Let me see. There's materials. And transport. And..."
  "When can you pay me back?" "Well, you know, let me think, I don't know, I mean, things are kind of tight just now, ..."
- **checking common ground:** *you know; (you) know what I mean?; of course; you see*
  I was talking to Marty — you know, the guy who works with Alex — and he thinks we can...
  It's a lovely piece, isn't it? Of course, it was originally written for violin and piano, ...
  I'm sorry, but you can't come in here. You see, it's for members only.

Here are some discourse markers you can use during **a discussion** or **a debate**, grouped by function.

Stating an opinion	*I have to say that...* *I think/believe that...* *(But) the point/thing/problem is...* *Quite frankly...* *In my opinion...* *The way I see it...* *If you want my honest opinion...* *According to (Lisa), ...* *As far as I'm concerned, ...* *If you ask me, ...* *Do you know what I think?*
Asking for an opinion	*What's your idea?* *What are your thoughts on all of this?* *How do you feel about that?* *Do you have anything to say about this?* *What do you think of...?* *Do you agree?* *Wouldn't you say?* *Don't you think...?*
Expressing agreement	*I agree with you 100 percent.* *I couldn't agree more.* *That's so true.* *That's for sure.* *You're absolutely right.* *Absolutely.* *That's exactly how I feel.* *Exactly.* *(I'm afraid) I agree with (James).* *I have to side with (Dad) on this one.* *No doubt about it.* *Me neither.* (agreeing with a negative statement) *I suppose so / I guess so.* (weak) *You have a point there.* *I was just going to say that.*

Expressing disagreement	*I don't think so.* *I'm afraid I disagree.* *I totally disagree.* (strong) *I beg to differ.* *I'd say the exact opposite.* (strong) *Not necessarily.* *That's not always true/the case.* *I'm not so sure about that.* *Well, that's true, but...* *OK, I take your point, but...* *That's rubbish/nonsense!* (very strong)
Interruptions	*Sorry, but...* *Hang on...* *If I could just come in here...* *I'm sorry to interrupt you, but...* *Can I add something here?* *Is it okay if I jump in for a second?* *If I might add something...* *Can I throw my two cents in?* *Sorry, go ahead. / Sorry, you were saying...* (after accidentally interrupting someone) *If you would just let me finish...* (after being interrupted) *Anyway, to get back to what I was saying...* *The point I'm trying to make here is...* *I suppose what I'm trying to say is that...* *If you would just let me answer the question.*
Settling an argument	*Let's just move on, shall we?* *Let's drop it.* *I think we're going to have to agree to disagree.*

Check Yourself

1. Which main functions do discourse markers have?
2. Which subfunctions does each function have? Can you give some examples of discourse markers that we use in each case?
3. Which groups of discourse markers do we need while discussing something? Can you give some examples of discourse markers that we use in each case?

SPEAKING GRADING AND GRADE DESCRIPTORS

Monologue

Maximum grade per task: 10 points

Monologue	Academic Year	
	1st	**2nd**
Time Limit	1,5—2,5 min	2—3 min

Notes:
- The monologue can be no more or less than 10 % above or below the time limit.
- If the monologue is *below* the time limit by more than 10 %, it is assigned *0 points*.
- If the monologue is *above* the time limit by more than 10 %, the teacher may stop the student, and the part over the time limit may not be taken into account while grading.

Content and Task Achievement	
Points	**Grade Descriptors**
2	Contribution is relevant to the task. Target listener is fully informed. Fully satisfies all the requirements of the task. Presents a clear purpose, with the tone consistent and appropriate. Presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas
1	Minor irrelevances and/or omissions may be present. Target listener is on the whole informed. Does not satisfy all the requirements of the task. May present a purpose that is unclear at times; the tone may be variable and sometimes inappropriate. Some parts may be more fully covered than others. The conclusions may become unclear or repetitive. Some ideas may be inadequately developed/unclear. The format may be inappropriate in places
0	Content is mostly irrelevant; misinterpretation of the task may be present. Target listener is minimally informed or not informed at all. Fails to address the task, which may have been completely misunderstood and/or goes below the time limit

Structure, Coherence, Cohesion and Fluency	
Points	**Grade Descriptors**
2	Sequences information and ideas logically, coherently and there is a clear overall progression. Uses a range of cohesive devices and discourse markers appropriately. The structure corresponds with the type of the task. Speaks fluently for the required amount of time with only occasional repetition or self-correction; any hesitation is usually content-related and only rarely to search for language
1	Does not organise all information and ideas logically, coherently and there may be a lack of overall progression. Uses some basic cohesive devices and discourse markers, but these may be inaccurate or repetitive. May be repetitive because of lack of referencing and substitution. The structure does not always correspond with the type of the task. Usually maintains flow of speech for the required amount of time, but may demonstrate language-related hesitation at times, or some repetition and/or self-correction
0	Does not organise ideas logically. Has very little control of organisational features. The structure does not correspond with the type of the task. Cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction
Lexical Range and Resource	
Points	**Grade Descriptors**
2	Uses a sufficient range of vocabulary (including unit target lexis) to allow some flexibility and precision. Generally, uses paraphrase effectively with occasional repetition. There may be only occasional inaccuracies in word choice and collocation
1	Uses an adequate range of vocabulary for the task (including unit target lexis) but it may be limited or may make errors in word choice, collocation and word formation that may cause some difficulty for the listener. Attempts to use paraphrase but with mixed success and some repetition
0	Uses only basic vocabulary which may be inappropriate for the task and does not use any unit target lexis. Has limited control of word choice, collocation and word formation. Rarely attempts paraphrase. Errors may cause strain for the listener

Grammatical Range and Accuracy	
Points	**Grade Descriptors**
2	Uses a wide range of structures (including unit target grammar) with flexibility and accuracy. Makes only occasional errors or inappropriacies
1	Uses only a limited range of structures (including unit target grammar). May make frequent grammatical errors that can cause some difficulty for the listener
0	Uses only a very limited range of structures and does not use any unit target grammar. Some structures are accurate but errors predominate and distort the meaning
Pronunciation, Intonation and Delivery	
Points	**Grade Descriptors**
2	Uses a wide range of pronunciation features and sustains flexible use of them throughout to convey and enhance meaning, with only occasional lapses. Is easy to understand throughout; L1 accent has minimal effect on intelligibility. Sounds confident and uses body language (eye contact, face expressions, gestures, etc.) to enhance meaning effectively
1	Uses a range of pronunciation features and shows some effective use of them, but this is not sustained. Can generally be understood throughout; though mispronunciation of individual words or sounds reduces clarity at times. Generally, sounds confident and uses body language (eye contact, face expressions, gestures, etc.) to enhance meaning with mixed success
0	Uses a limited range of pronunciation features and attempts to control them but lapses are frequent. Mispronunciations are frequent and cause some difficulty for the listener. Doesn't sound confident and fails to use body language (eye contact, face expressions, gestures, etc.) to enhance meaning

Report (Oral Part)

Maximum grade per task: 10 points

Report	Academic Year
	1st
Time Limit	6—8 min (including the discussion)

Notes:

- The report (including the discussion after it) can be no more or less than 10 % above or below the time limit.
- If the report (including the discussion after it) is *below* the time limit by more than 10 %, it is assigned *0 points*.
- If the report (including the discussion after it) is *above* the time limit by more than 10 %, the teacher may stop the student, and the part over the time limit may not be taken into account while grading.

Content and Task Achievement	
Points	**Grade Descriptors**
2	Contribution is relevant to the task. Target listener is fully informed. Fully satisfies all the requirements of the task. Presents a clear purpose, with the tone consistent and appropriate. Presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas
1	Minor irrelevances and/or omissions may be present. Target listener is on the whole informed. Does not satisfy all the requirements of the task. May present a purpose that is unclear at times; the tone may be variable and sometimes inappropriate. Some parts may be more fully covered than others. The conclusions may become unclear or repetitive. Some ideas may be inadequately developed/unclear. The format may be inappropriate in places
0	Content is mostly irrelevant; misinterpretation of the task may be present. Target listener is minimally informed or not informed at all. Fails to address the task, which may have been completely misunderstood and/or goes below the time limit
Structure, Coherence, Cohesion and Fluency	
Points	**Grade Descriptors**
2	Sequences information and ideas logically, coherently and there is a clear overall progression. Uses a range of cohesive devices and discourse markers appropriately. The structure corresponds with the type of the task. Speaks fluently for the required amount of time with only occasional repetition or self-correction; any hesitation is usually content-related and only rarely to search for language

Points	Grade Descriptors
1	Does not organise all information and ideas logically, coherently and there may be a lack of overall progression. Uses some basic cohesive devices and discourse markers, but these may be inaccurate or repetitive. May be repetitive because of lack of referencing and substitution. The structure does not always correspond with the type of the task. Usually maintains flow of speech for the required amount of time, but may demonstrate language-related hesitation at times, or some repetition and/or self-correction
0	Does not organise ideas logically. Has very little control of organisational features. The structure does not correspond with the type of the task. Cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction

Interactive Communication	
Points	Grade Descriptors
2	Initiates, maintains and ends a discussion naturally with effective turn-taking, both after their own report and after other classmates' reports. Responds appropriately. Engages in the discussion in a clearly participatory fashion. Can account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. Can carry out a discussion, checking and confirming information, following up interesting replies
1	Generally, initiates, maintains and ends a discussion, attempting balanced turn-taking with mixed success, mostly either after their own report or after other classmates' reports. Usually, responds appropriately. Attempts to engage in the discussion in a participatory fashion. Attempts to account for and sustain their opinions in discussion
0	Can't initiate, maintain and end a discussion, has limited ability to take turns. May respond inappropriately. Can't engage in the discussion in a participatory fashion. Can't help a discussion along on. Can't account for and sustain their opinions in discussion. Can't carry out a discussion

Lexical Range and Resource, Grammatical Range and Accuracy	
Points	**Grade Descriptors**
2	Uses a sufficient range of vocabulary (including unit target lexis) to allow some flexibility and precision. Generally, uses paraphrase effectively with occasional repetition. There may be only occasional inaccuracies in word choice and collocation. Uses a wide range of structures (including unit target grammar) with flexibility and accuracy. Makes only occasional errors or inappropriacies
1	Uses an adequate range of vocabulary for the task (including unit target lexis) but it may be limited or may make errors in word choice, collocation and word formation that may cause some difficulty for the listener. Attempts to use paraphrase but with mixed success and some repetition. Uses only a limited range of structures (including unit target grammar). May make frequent grammatical errors that can cause some difficulty for the listener
0	Uses only basic vocabulary which may be inappropriate for the task and does not use any unit target lexis. Has limited control of word choice, collocation and word formation. Rarely attempts paraphrase. Errors may cause strain for the listener. Uses only a very limited range of structures and does not use any unit target grammar. Some structures are accurate but errors predominate and distort the meaning
Pronunciation, Intonation and Delivery	
Points	**Grade Descriptors**
2	Uses a wide range of pronunciation features and sustains flexible use of them throughout to convey and enhance meaning, with only occasional lapses. Is easy to understand throughout; L1 accent has minimal effect on intelligibility. Sounds confident and uses body language (eye contact, face expressions, gestures, etc.) to enhance meaning effectively
1	Uses a range of pronunciation features and shows some effective use of them, but this is not sustained. Can generally be understood throughout; though mispronunciation of individual words or sounds reduces clarity at times. Generally, sounds confident and uses body language (eye contact, face expressions, gestures, etc.) to enhance meaning with mixed success
0	Uses a limited range of pronunciation features and attempts to control them but lapses are frequent. Mispronunciations are frequent and cause some difficulty for the listener. Doesn't sound confident and fails to use body language (eye contact, face expressions, gestures, etc.) to enhance meaning

Presentation

Maximum grade per task: 20 points.

Presentation	Academic Year			
	2nd (semester 3)	**2nd (semester 4)**	**3rd (semester 5)**	**3rd (semester 6)**
Time Limit	7–10 min per group (including the discussion)	10–12 min per group (including the discussion)	10–15 min per group (including the discussion)	3–5 min per person's digital story

Notes:
- The presentation (including the discussion after it) can be no more or less than 10 % above or below the time limit.
- If the presentation (including the discussion after it) is *below* the time limit by more than 10 %, it is assigned *0 points*.
- If the presentation (including the discussion after it) is *above* the time limit by more than 10 %, the teacher may stop the student, and the part over the time limit may not be taken into account while grading.

Oral Part

Content and Task Achievement	
Points	**Grade Descriptors**
2	Contribution is relevant to the task. Target listener is fully informed. Fully satisfies all the requirements of the task. Presents a clear purpose, with the tone consistent and appropriate. Presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas
1	Minor irrelevances and/or omissions may be present. Target listener is on the whole informed. Does not satisfy all the requirements of the task. May present a purpose that is unclear at times; the tone may be variable and sometimes inappropriate. Some parts may be more fully covered than others. The conclusions may become unclear or repetitive. Some ideas may be inadequately developed/unclear. The format may be inappropriate in places

Points	Grade Descriptors
0	Content is mostly irrelevant; misinterpretation of the task may be present. Target listener is minimally informed or not informed at all. Fails to address the task, which may have been completely misunderstood and/or goes below the time limit

Structure, Coherence, Cohesion and Fluency	
Points	Grade Descriptors
2	Sequences information and ideas logically, coherently and there is a clear overall progression. Uses a range of cohesive devices and discourse markers appropriately. The structure corresponds with the type of the task. Speaks fluently for the required amount of time (without speaking too much longer/shorter than other groupmates) with only occasional repetition or self-correction; any hesitation is usually content-related and only rarely to search for language
1	Does not organise all information and ideas logically, coherently and there may be a lack of overall progression. Uses some basic cohesive devices and discourse markers, but these may be inaccurate or repetitive. May be repetitive because of lack of referencing and substitution. The structure does not always correspond with the type of the task. Usually maintains flow of speech for the required amount of time (on the whole, without speaking too much longer/shorter than other groupmates), but may demonstrate language-related hesitation at times, or some repetition and/or self-correction
0	Does not organise ideas logically. Has very little control of organisational features. The structure does not correspond with the type of the task. Cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction. Speaks too much longer/shorter than other groupmates

Interactive Communication	
Points	Grade Descriptors
2	Initiates, maintains and ends a discussion naturally with effective turn-taking, both after their own presentation and after other classmates' presentations. Responds appropriately. Engages in the discussion in a clearly participatory fashion. Can account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. Can carry out a discussion, checking and confirming information, following up interesting replies

Points	Grade Descriptors
1	Generally, initiates, maintains and ends a discussion, attempting balanced turn-taking with mixed success, mostly either after their own presentation or after other classmates' presentations. Usually, responds appropriately. Attempts to engage in the discussion in a participatory fashion. Attempts to account for and sustain their opinions in discussion
0	Can't initiate, maintain and end a discussion, has limited ability to take turns. May respond inappropriately. Can't engage in the discussion in a participatory fashion. Can't help a discussion along on. Can't account for and sustain their opinions in discussion. Can't carry out a discussion

Lexical Range and Resource, Grammatical Range and Accuracy	
Points	Grade Descriptors
2	Uses a sufficient range of vocabulary (including unit target lexis) to allow some flexibility and precision. Generally, uses paraphrase effectively with occasional repetition. There may be only occasional inaccuracies in word choice and collocation. Uses a wide range of structures (including unit target grammar) with flexibility and accuracy. Makes only occasional errors or inappropriacies
1	Uses an adequate range of vocabulary for the task (including unit target lexis) but it may be limited or may make errors in word choice, collocation and word formation that may cause some difficulty for the listener. Attempts to use paraphrase but with mixed success and some repetition. Uses only a limited range of structures (including unit target grammar). May make frequent grammatical errors that can cause some difficulty for the listener
0	Uses only basic vocabulary which may be inappropriate for the task and does not use any unit target lexis. Has limited control of word choice, collocation and word formation. Rarely attempts paraphrase. Errors may cause strain for the listener. Uses only a very limited range of structures and does not use any unit target grammar. Some structures are accurate but errors predominate and distort the meaning

Pronunciation, Intonation and Delivery	
Points	**Grade Descriptors**
2	Uses a wide range of pronunciation features and sustains flexible use of them throughout to convey and enhance meaning, with only occasional lapses. Is easy to understand throughout; L1 accent has minimal effect on intelligibility. Sounds confident and uses body language (eye contact, face expressions, gestures, etc.) to enhance meaning effectively
1	Uses a range of pronunciation features and shows some effective use of them, but this is not sustained. Can generally be understood throughout; though mispronunciation of individual words or sounds reduces clarity at times. Generally, sounds confident and uses body language (eye contact, face expressions, gestures, etc.) to enhance meaning with mixed success
0	Uses a limited range of pronunciation features and attempts to control them but lapses are frequent. Mispronunciations are frequent and cause some difficulty for the listener. Doesn't sound confident and fails to use body language (eye contact, face expressions, gestures, etc.) to enhance meaning

Visual Part

Points	**Grade Descriptors**
2	All the points in the category have been covered completely or only with some minor issues
1	One point in the category hasn't been covered at all or several points have some issues
0	Two or more points in the category haven't been covered at all or all the points have some serious issues
Content	
Grade Descriptors	
• Information on the slides is relevant to the task. • The audience is fully informed. • Fully satisfies all the requirements of the task	

Structure and Layout
Grade Descriptors
• Sequences information and ideas logically, coherently. • The structure corresponds with the type of the task. • The presentation lasts the required amount of time. • The presentation runs synchronously with the oral part
Style
Grade Descriptors
• The text is visually easy to read. • The amount of information on the slides is balanced. • The information on the slides is well structured
Language Accuracy
Grade Descriptors
• Uses a sufficient range of vocabulary (including unit target lexis) to allow some flexibility and precision. • Uses a wide range of structures (including unit target grammar) with flexibility and accuracy. • Makes only occasional errors in spelling. • Makes only occasional errors in punctuation
Formatting
Grade Descriptors
• The title slide formatting is correct. • The picture caption formatting is correct. • The title formatting is correct. • The references slide formatting is correct

Individual Reading (Oral Literary Analysis)

Maximum grade per task: 30 points.

Oral Literary Analysis	Academic Year				
	1st **(semester 2)**	**2nd** **(semester 3)**	**2nd** **(semester 4)**	**3rd** **(semester 5)**	**3rd** **(semester 6)**
Time Limit	5–6 min	6–7 min	7–8 min	9–10 min	9–10 min

Notes:

- The oral literary analysis can be no more or less than 10 % above or below the time limit.
- If the oral literary analysis is *below* the time limit by more than 10 %, it is assigned *0 points*.
- If the oral literary analysis is *above* the time limit by more than 10 %, the teacher may stop the student, and the part over the time limit may not be taken into account while grading.

Content and Task Achievement	
Points	**Grade Descriptors**
6	Contribution is relevant to the task. Target listener is fully informed. Fully satisfies all the requirements of the task. Presents a clear purpose, with the tone consistent and appropriate. Presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas
3	Minor irrelevances and/or omissions may be present. Target listener is on the whole informed. Does not satisfy all the requirements of the task. May present a purpose that is unclear at times; the tone may be variable and sometimes inappropriate. Some parts may be more fully covered than others. The conclusions may become unclear or repetitive. Some ideas may be inadequately developed/unclear. The format may be inappropriate in places
0	Content is mostly irrelevant; misinterpretation of the task may be present. Target listener is minimally informed or not informed at all. Fails to address the task, which may have been completely misunderstood and/or goes below the time limit
Structure, Coherence, Cohesion and Fluency	
Points	**Grade Descriptors**
6	Sequences information and ideas logically, coherently and there is a clear overall progression. Uses a range of cohesive devices and discourse markers appropriately. The structure corresponds with the type of the task. Speaks fluently for the required amount of time with only occasional repetition or self-correction; any hesitation is usually content-related and only rarely to search for language

Points	Grade Descriptors
3	Does not organise all information and ideas logically, coherently and there may be a lack of overall progression. Uses some basic cohesive devices and discourse markers, but these may be inaccurate or repetitive. May be repetitive because of lack of referencing and substitution. The structure does not always correspond with the type of the task. Usually maintains flow of speech for the required amount of time, but may demonstrate language-related hesitation at times, or some repetition and/or self-correction
0	Does not organise ideas logically. Has very little control of organisational features. The structure does not correspond with the type of the task. Cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction

Lexical Range and Resource	
Points	Grade Descriptors
6	Uses a sufficient range of vocabulary (including lexis from the personal wordlist) to allow some flexibility and precision. Generally, uses paraphrase effectively with occasional repetition. There may be only occasional inaccuracies in word choice and collocation
3	Uses an adequate range of vocabulary for the task (generally, including lexis from the personal wordlist) but it may be limited or may make errors in word choice, collocation and word formation that may cause some difficulty for the listener. Attempts to use paraphrase but with mixed success and some repetition
0	Uses only basic vocabulary which may be inappropriate for the task and does not use any lexis from the personal wordlist. Has limited control of word choice, collocation and word formation. Rarely attempts paraphrase. Errors may cause strain for the listener

Grammatical Range and Accuracy	
Points	Grade Descriptors
6	Uses a wide range of structures with flexibility and accuracy. Makes only occasional errors or inappropriacies
3	Uses only a limited range of structures. May make frequent grammatical errors that can cause some difficulty for the listener
0	Uses only a very limited range of structures and does not use any unit target grammar. Some structures are accurate but errors predominate and distort the meaning

Pronunciation, Intonation and Delivery	
Points	**Grade Descriptors**
6	Uses a wide range of pronunciation features and sustains flexible use of them throughout to convey and enhance meaning, with only occasional lapses. Is easy to understand throughout; L1 accent has minimal effect on intelligibility. Sounds confident and uses body language (eye contact, face expressions, gestures, etc.) to enhance meaning effectively
3	Uses a range of pronunciation features and shows some effective use of them, but this is not sustained. Can generally be understood throughout; though mispronunciation of individual words or sounds reduces clarity at times. Generally, sounds confident and uses body language (eye contact, face expressions, gestures, etc.) to enhance meaning with mixed success
0	Uses a limited range of pronunciation features and attempts to control them but lapses are frequent. Mispronunciations are frequent and cause some difficulty for the listener. Doesn't sound confident and fails to use body language (eye contact, face expressions, gestures, etc.) to enhance meaning

Dialogue

Maximum grade per task: 10 points.

Dialogue	Academic Year	
	1st	**2nd**
Time Limit	2—3 min	3—4 min

Notes:
- The dialogue can be no more or less than 10 % above or below the time limit.
- If the dialogue is *below* the time limit by more than 10 %, it is assigned *0 points*.
- If the dialogue is *above* the time limit by more than 10 %, the teacher may stop the students, and the part over the time limit may not be taken into account while grading.

Content and Task Achievement	
Points	Grade Descriptors
2	Contribution is relevant to the task. Target listener is fully informed. Fully satisfies all the requirements of the task. Presents a clear purpose, with the tone consistent and appropriate
1	Minor irrelevances and/or omissions may be present. Target listener is on the whole informed. Does not satisfy all the requirements of the task. May present a purpose that is unclear at times; the tone may be variable and sometimes inappropriate
0	Content is mostly irrelevant; misinterpretation of the task may be present. Target listener is minimally informed or not informed at all. Fails to address the task, which may have been completely misunderstood and/or goes below the time limit
Interactive Communication, Coherence, Cohesion and Fluency	
Points	Grade Descriptors
2	Initiates, maintains and ends a conversation naturally with effective turn-taking. Responds appropriately, linking contributions to those of other speakers. Uses a range of cohesive devices and discourse markers appropriately. Speaks fluently for the required amount of time with only occasional repetition or self-correction; any hesitation is usually content-related and only rarely to search for language
1	Generally, initiates, maintains and ends a conversation, attempting balanced turn-taking with mixed success. Usually, responds appropriately. Uses some basic cohesive devices and discourse markers, but these may be inaccurate or repetitive. May be repetitive because of lack of referencing and substitution. Usually maintains flow of speech for the required amount of time, but may demonstrate language-related hesitation at times, or some repetition and/or self-correction
0	Can't initiate, maintain and end a conversation, has limited ability to take turns. May respond inappropriately. Has very little control of organisational features. Cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction

Lexical Range and Resource	
Points	Grade Descriptors
2	Uses a sufficient range of vocabulary (including unit target lexis) to allow some flexibility and precision. Generally, uses paraphrase effectively with occasional repetition. There may be only occasional inaccuracies in word choice and collocation
1	Uses an adequate range of vocabulary for the task (including unit target lexis) but it may be limited or may make errors in word choice, collocation and word formation that may cause some difficulty for the listener. Attempts to use paraphrase but with mixed success and some repetition
0	Uses only basic vocabulary which may be inappropriate for the task and does not use any unit target lexis. Has limited control of word choice, collocation and word formation. Rarely attempts paraphrase. Errors may cause strain for the listener
Grammatical Range and Accuracy	
Points	Grade Descriptors
2	Uses a wide range of structures (including unit target grammar) with flexibility and accuracy. Makes only occasional errors or inappropriacies
1	Uses only a limited range of structures (including unit target grammar). May make frequent grammatical errors that can cause some difficulty for the listener
0	Uses only a very limited range of structures and does not use any unit target grammar. Some structures are accurate but errors predominate and distort the meaning
Pronunciation, Intonation and Delivery	
Points	Grade Descriptors
2	Uses a wide range of pronunciation features and sustains flexible use of them throughout to convey and enhance meaning, with only occasional lapses. Is easy to understand throughout; L1 accent has minimal effect on intelligibility. Sounds confident and uses body language (eye contact, face expressions, gestures, etc.) to enhance meaning effectively

Points	Grade Descriptors
1	Uses a range of pronunciation features and shows some effective use of them, but this is not sustained. Can generally be understood throughout; though mispronunciation of individual words or sounds reduces clarity at times. Generally, sounds confident and uses body language (eye contact, face expressions, gestures, etc.) to enhance meaning with mixed success
0	Uses a limited range of pronunciation features and attempts to control them but lapses are frequent. Mispronunciations are frequent and cause some difficulty for the listener. Doesn't sound confident and fails to use body language (eye contact, face expressions, gestures, etc.) to enhance meaning

Role Play

Maximum grade per task: 10 points.

Role Play	Academic Year	
	1st–2nd	**3rd**
Time Limit	3–4 min	4–5 min

Notes:
- The role play can be no more or less than 10 % above or below the time limit.
- If the role play is *below* the time limit by more than 10 %, it is assigned *0 points*.
- If the role play is *above* the time limit by more than 10 %, the teacher may stop the students, and the part over the time limit may not be taken into account while grading.

Content and Task Achievement	
Points	**Grade Descriptors**
2	Contribution is relevant to the task. Target listener is fully informed. Fully satisfies all the requirements of the task. Presents a clear purpose, with the tone consistent and appropriate

Points	Grade Descriptors
1	Minor irrelevances and/or omissions may be present. Target listener is on the whole informed. Does not satisfy all the requirements of the task. May present a purpose that is unclear at times; the tone may be variable and sometimes inappropriate
0	Content is mostly irrelevant; misinterpretation of the task may be present. Target listener is minimally informed or not informed at all. Fails to address the task, which may have been completely misunderstood and/or goes below the time limit

Interactive Communication, Coherence, Cohesion and Fluency	
Points	Grade Descriptors
2	Initiates, maintains and ends a conversation naturally with effective turn-taking. Responds appropriately, linking contributions to those of other speakers. Uses a range of cohesive devices and discourse markers appropriately. Speaks fluently for the required amount of time with only occasional repetition or self-correction; any hesitation is usually content-related and only rarely to search for language
1	Generally, initiates, maintains and ends a conversation, attempting balanced turn-taking with mixed success. Usually, responds appropriately. Uses some basic cohesive devices and discourse markers, but these may be inaccurate or repetitive. May be repetitive because of lack of referencing and substitution. Usually maintains flow of speech for the required amount of time, but may demonstrate language-related hesitation at times, or some repetition and/or self-correction
0	Can't initiate, maintain and end a conversation, has limited ability to take turns. May respond inappropriately. Has very little control of organisational features. Cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction

Lexical Range and Resource	
Points	Grade Descriptors
2	Uses a sufficient range of vocabulary (including unit target lexis) to allow some flexibility and precision. Generally, uses paraphrase effectively with occasional repetition. There may be only occasional inaccuracies in word choice and collocation

Points	Grade Descriptors
1	Uses an adequate range of vocabulary for the task (including unit target lexis) but it may be limited or may make errors in word choice, collocation and word formation that may cause some difficulty for the listener. Attempts to use paraphrase but with mixed success and some repetition
0	Uses only basic vocabulary which may be inappropriate for the task and does not use any unit target lexis. Has limited control of word choice, collocation and word formation. Rarely attempts paraphrase. Errors may cause strain for the listener

Grammatical Range and Accuracy

Points	Grade Descriptors
2	Uses a wide range of structures (including unit target grammar) with flexibility and accuracy. Makes only occasional errors or inappropriacies
1	Uses only a limited range of structures (including unit target grammar). May make frequent grammatical errors that can cause some difficulty for the listener
0	Uses only a very limited range of structures and does not use any unit target grammar. Some structures are accurate but errors predominate and distort the meaning

Pronunciation, Intonation and Delivery

Points	Grade Descriptors
2	Uses a wide range of pronunciation features and sustains flexible use of them throughout to convey and enhance meaning, with only occasional lapses. Is easy to understand throughout; L1 accent has minimal effect on intelligibility. Sounds confident and uses body language (eye contact, face expressions, gestures, etc.) to enhance meaning effectively
1	Uses a range of pronunciation features and shows some effective use of them, but this is not sustained. Can generally be understood throughout; though mispronunciation of individual words or sounds reduces clarity at times. Generally, sounds confident and uses body language (eye contact, face expressions, gestures, etc.) to enhance meaning with mixed success

Points	Grade Descriptors
0	Uses a limited range of pronunciation features and attempts to control them but lapses are frequent. Mispronunciations are frequent and cause some difficulty for the listener. Doesn't sound confident and fails to use body language (eye contact, face expressions, gestures, etc.) to enhance meaning

Discussion

Maximum grade per task: 10 points.

Discussion (introductory point)	Academic Year
	2nd–3rd
Time Limit	2—3 min

Notes:
- The introductory point can be no more or less than 10 % above or below the time limit.
- If the introductory point is *below* the time limit by more than 10 %, it is assigned *0 points*.
- If the introductory point is *above* the time limit by more than 10 %, the teacher may stop the students, and the part over the time limit may not be taken into account while grading.

Content and Task Achievement	
Points	**Grade Descriptors**
2	Contribution is relevant to the task. Target listener is fully informed. Fully satisfies all the requirements of the task. Presents a clear purpose, with the tone consistent and appropriate. Presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas
1	Minor irrelevances and/or omissions may be present. Target listener is on the whole informed. Does not satisfy all the requirements of the task. May present a purpose that is unclear at times; the tone may be variable and sometimes inappropriate. Some parts may be more fully covered than others. The conclusions may become unclear or repetitive. Some ideas may be inadequately developed/unclear. The format may be inappropriate in places

Points	Grade Descriptors
0	Content is mostly irrelevant; misinterpretation of the task may be present. Target listener is minimally informed or not informed at all. Fails to address the task, which may have been completely misunderstood and/or goes below the time limit

Structure, Coherence, Cohesion and Fluency	
Points	**Grade Descriptors**
2	Sequences information and ideas logically, coherently and there is a clear overall progression. Uses a range of cohesive devices and discourse markers appropriately. The structure corresponds with the type of the task. Speaks fluently for the required amount of time with only occasional repetition or self-correction; any hesitation is usually content-related and only rarely to search for language
1	Does not organise all information and ideas logically, coherently and there may be a lack of overall progression. Uses some basic cohesive devices and discourse markers, but these may be inaccurate or repetitive. May be repetitive because of lack of referencing and substitution. The structure does not always correspond with the type of the task. Usually maintains flow of speech for the required amount of time, but may demonstrate language-related hesitation at times, or some repetition and/or self-correction
0	Does not organise ideas logically. Has very little control of organisational features. The structure does not correspond with the type of the task. Cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction

Interactive Communication	
Points	**Grade Descriptors**
2	Initiates, maintains and ends a discussion naturally with effective turn-taking. Responds appropriately, linking contributions to those of other speakers. Engages in the discussion in a clearly participatory fashion. Can help a discussion along on, confirming comprehension, inviting others in, etc. Can account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. Can carry out a discussion, checking and confirming information, following up interesting replies

Points	Grade Descriptors
1	Generally, initiates, maintains and ends a discussion, attempting balanced turn-taking with mixed success. Usually, responds appropriately. Attempts to engage in the discussion in a participatory fashion. Attempts to help a discussion along on, account for and sustain their opinions in discussion
0	Can't initiate, maintain and end a discussion, has limited ability to take turns. May respond inappropriately. Can't engage in the discussion in a participatory fashion. Can't help a discussion along on. Can't account for and sustain their opinions in discussion. Can't carry out a discussion

Lexical Range and Resource, Grammatical Range and Accuracy	
Points	**Grade Descriptors**
2	Uses a sufficient range of vocabulary (including unit target lexis) to allow some flexibility and precision. Generally, uses paraphrase effectively with occasional repetition. There may be only occasional inaccuracies in word choice and collocation. Uses a wide range of structures (including unit target grammar) with flexibility and accuracy. Makes only occasional errors or inappropriacies
1	Uses an adequate range of vocabulary for the task (including unit target lexis) but it may be limited or may make errors in word choice, collocation and word formation that may cause some difficulty for the listener. Attempts to use paraphrase but with mixed success and some repetition. Uses only a limited range of structures (including unit target grammar). May make frequent grammatical errors that can cause some difficulty for the listener
0	Uses only basic vocabulary which may be inappropriate for the task and does not use any unit target lexis. Has limited control of word choice, collocation and word formation. Rarely attempts paraphrase. Errors may cause strain for the listener. Uses only a very limited range of structures and does not use any unit target grammar. Some structures are accurate but errors predominate and distort the meaning

Pronunciation, Intonation and Delivery	
Points	**Grade Descriptors**
2	Uses a wide range of pronunciation features and sustains flexible use of them throughout to convey and enhance meaning, with only occasional lapses. Is easy to understand throughout; L1 accent has minimal effect on intelligibility. Sounds confident and uses body language (eye contact, face expressions, gestures, etc.) to enhance meaning effectively

Points	Grade Descriptors
1	Uses a range of pronunciation features and shows some effective use of them, but this is not sustained. Can generally be understood throughout; though mispronunciation of individual words or sounds reduces clarity at times. Generally, sounds confident and uses body language (eye contact, face expressions, gestures, etc.) to enhance meaning with mixed success
0	Uses a limited range of pronunciation features and attempts to control them but lapses are frequent. Mispronunciations are frequent and cause some difficulty for the listener. Doesn't sound confident and fails to use body language (eye contact, face expressions, gestures, etc.) to enhance meaning

Debate

Maximum grade per task: 10 points.

Debate (introductory point)	Academic Year
	2nd–3rd
Time Limit	2—3 min

Notes:
- The introductory point can be no more or less than 10 % above or below the time limit.
- If the introductory point is *below* the time limit by more than 10 %, it is assigned *0 points*.
- If the introductory point is *above* the time limit by more than 10 %, the teacher may stop the students, and the part over the time limit may not be taken into account while grading.

Content and Task Achievement	
Points	Grade Descriptors
2	Contribution is relevant to the task. Target listener is fully informed. Fully satisfies all the requirements of the task. Presents a clear purpose, with the tone consistent and appropriate. Presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas

Points	Grade Descriptors
1	Minor irrelevances and/or omissions may be present. Target listener is on the whole informed. Does not satisfy all the requirements of the task. May present a purpose that is unclear at times; the tone may be variable and sometimes inappropriate. Some parts may be more fully covered than others. The conclusions may become unclear or repetitive. Some ideas may be inadequately developed/unclear. The format may be inappropriate in places
0	Content is mostly irrelevant; misinterpretation of the task may be present. Target listener is minimally informed or not informed at all. Fails to address the task, which may have been completely misunderstood and/or goes below the time limit

Structure, Coherence, Cohesion and Fluency	
Points	**Grade Descriptors**
2	Sequences information and ideas logically, coherently and there is a clear overall progression. Uses a range of cohesive devices and discourse markers appropriately. The structure corresponds with the type of the task. Speaks fluently for the required amount of time with only occasional repetition or self-correction; any hesitation is usually content-related and only rarely to search for language
1	Does not organise all information and ideas logically, coherently and there may be a lack of overall progression. Uses some basic cohesive devices and discourse markers, but these may be inaccurate or repetitive. May be repetitive because of lack of referencing and substitution. The structure does not always correspond with the type of the task. Usually maintains flow of speech for the required amount of time, but may demonstrate language-related hesitation at times, or some repetition and/or self-correction
0	Does not organise ideas logically. Has very little control of organisational features. The structure does not correspond with the type of the task. Cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction

Interactive Communication	
Points	**Grade Descriptors**
2	Initiates, maintains and ends a discussion naturally with effective turn-taking. Responds appropriately, linking contributions to those of other speakers. Engages in the discussion in a clearly participatory fashion. Can help a discussion along on, confirming comprehension, inviting others in, etc. Can account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. Can carry out a discussion, checking and confirming information, following up interesting replies
1	Generally, initiates, maintains and ends a discussion, attempting balanced turn-taking with mixed success. Usually, responds appropriately. Attempts to engage in the discussion in a participatory fashion. Attempts to help a discussion along on, account for and sustain their opinions in discussion
0	Can't initiate, maintain and end a discussion, has limited ability to take turns. May respond inappropriately. Can't engage in the discussion in a participatory fashion. Can't help a discussion along on. Can't account for and sustain their opinions in discussion. Can't carry out a discussion
Lexical Range and Resource, Grammatical Range and Accuracy	
Points	**Grade Descriptors**
2	Uses a sufficient range of vocabulary (including unit target lexis) to allow some flexibility and precision. Generally, uses paraphrase effectively with occasional repetition. There may be only occasional inaccuracies in word choice and collocation. Uses a wide range of structures (including unit target grammar) with flexibility and accuracy. Makes only occasional errors or inappropriacies
1	Uses an adequate range of vocabulary for the task (including unit target lexis) but it may be limited or may make errors in word choice, collocation and word formation that may cause some difficulty for the listener. Attempts to use paraphrase but with mixed success and some repetition. Uses only a limited range of structures (including unit target grammar). May make frequent grammatical errors that can cause some difficulty for the listener

Points	Grade Descriptors
0	Uses only basic vocabulary which may be inappropriate for the task and does not use any unit target lexis. Has limited control of word choice, collocation and word formation. Rarely attempts paraphrase. Errors may cause strain for the listener. Uses only a very limited range of structures and does not use any unit target grammar. Some structures are accurate but errors predominate and distort the meaning

Pronunciation, Intonation and Delivery	
Points	**Grade Descriptors**
2	Uses a wide range of pronunciation features and sustains flexible use of them throughout to convey and enhance meaning, with only occasional lapses. Is easy to understand throughout; L1 accent has minimal effect on intelligibility. Sounds confident and uses body language (eye contact, face expressions, gestures, etc.) to enhance meaning effectively
1	Uses a range of pronunciation features and shows some effective use of them, but this is not sustained. Can generally be understood throughout; though mispronunciation of individual words or sounds reduces clarity at times. Generally, sounds confident and uses body language (eye contact, face expressions, gestures, etc.) to enhance meaning with mixed success
0	Uses a limited range of pronunciation features and attempts to control them but lapses are frequent. Mispronunciations are frequent and cause some difficulty for the listener. Doesn't sound confident and fails to use body language (eye contact, face expressions, gestures, etc.) to enhance meaning

INDIVIDUAL LONG TURN

Monologue

Content

A **monologue** tests your ability to individually talk about a topic at length and develop your ideas using relevant vocabulary and grammar.

Register

Semi-formal/informal.

Organisation
- Introduction;
- The main part;
- Conclusion.

Tips
- Use the checklist from **Speaking Self-help Tip Sheets** and **Discourse Markers**.

Tasks and Details
1. New Inside Out Intermediate Student's Book, Unit 1, p. 9, Speaking: anecdote, ex. 2 (prepare to talk about your close friend):
   a) read ex. 1 for background;
   b) use lexis from Intermediate Companion, Wordlist to Unit 1 (https://quizlet.com/302073891/new-inside-out-intermediate-unit-1-flash-cards/) and unit grammar (adverbs of frequency);
   c) make up 3 comprehension questions, based on your talk.
2. New Inside Out Intermediate Student's Book, Unit 6 (choose 1 proverb or expression about time and prepare to talk about it):
   a) for sources of proverbs see 1) New Inside Out Intermediate Student's Book, p. 48, ex. 1; 2) New Inside Out Intermediate Student's Book, p. 54, ex. 2; 3) Inside Out Intermediate Student's Book, p. 82, ex. 2;
   b) in the main part 1) explain the meaning of your proverb/ phrase (without naming it), 2) say if you agree/disagree with it, 3) give your own examples to illustrate your opinion;
   c) use lexis from Intermediate Companion, Wordlist to Unit 6 (https://quizlet.com/389108989/new-inside-out-intermediate-unit-6-flash-cards/) and unit grammar (prepositions of time and modal verbs).
3. New Inside Out Intermediate Student's Book, Unit 7 (choose 1 statement, connected with celebrities, gossip and the media and prepare to talk about it):
   a) for sources of statements see Inside Out Intermediate Student's Book, p. 52, Discussion;
   b) in the main part, don't forget to support your position with reasons and examples;

c) use lexis from Intermediate Companion, Wordlist to Unit 7 (https://quizlet.com/395639268/new-inside-out-intermediate-unit-7-flash-cards/) and unit grammar (verb patterns and passive structures).

4. New Inside Out Intermediate Student's Book, Unit 8, p. 73, Speaking: anecdote, ex. 2 (prepare to talk about a journey you have been on):
   a) read ex. 1 for background;
   b) use lexis from Intermediate Companion, Wordlist to Unit 8 (https://quizlet.com/310620984/new-inside-out-intermediate-unit-8-flash-cards/) and unit grammar (modals of deduction and the Past Perfect).

5. New Inside Out Intermediate Student's Book, Unit 9, p. 79, Speaking: anecdote, ex. 2 or Inside Out Intermediate Student's Book, p. 21, ex. 5 (prepare to talk about a film you have seen or a book you have read recently):
   a) read ex. 1 (New Inside Out Intermediate Student's Book, p. 79, Speaking: anecdote) or ex. 4 (Inside Out Intermediate Student's Book, p. 21) for background;
   b) use lexis from Intermediate Companion, Wordlist to Unit 9 (https://quizlet.com/416675979/new-inside-out-intermediate-unit-9-flash-cards/) (especially opinion discourse markers) and unit grammar (reported speech and reporting verbs).

6. New Inside Out Intermediate Student's Book, Unit 12, p. 107, Speaking: anecdote, ex. 2 or Inside Out Intermediate Student's Book, p. 118, ex. 5 (prepare to talk about a person you met for the first time recently or a favourite item of clothes or accessory which you have bought):
   a) read ex. 1 (New Inside Out Intermediate Student's Book, p. 107, Speaking: anecdote) or ex. 4 (Inside Out Intermediate Student's Book, p. 118) for background;
   b) use lexis from Intermediate Companion, Wordlist to Unit 12 (https://quizlet.com/337971469/new-inside-out-intermediate-unit-12-flash-cards/) and unit grammar (adjective order and have sth done).

7. New Inside Out Upper Intermediate Student's Book, Unit 3, Speaking: anecdote (prepare to talk about your most treasured possession):

a) read ex. Speaking: anecdote for background;
b) use lexis from Upper Intermediate Companion, Wordlist to Unit 3 (https://quizlet.com/314104710/new-inside-out-upper-intermediate-unit-3-flash-cards/), include linking words, descriptive adjectives/adverbs and details and use unit grammar (reported speech and unreal conditionals);
c) make up 5 comprehension questions based on your monologue;
d) deliver your monologue in class and get a recording of it from your teacher; analyze your monologue, using the checklist from **Speaking Self-help Tip Sheets**; submit your self-analysis to your teacher.

Report (Oral Part)

Content

A **report**, which has been written for a clear purpose, is presented to a particular audience. Specific information and evidence are presented, analysed and applied to a particular problem or issue. The information is presented in a clearly structured format. See **Report (Written Part)** for more information on preparation.

Register

Formal/semi-formal.

Organisation

*   Introduction;
*   The main part;
*   Conclusion;
*   Discussion (questions to and from the audience).

Tips

*   Make sure that your oral report isn't too technical for the audience to understand.
*   If you need some specific sports terms, prepare some pictures that will make them easier to understand.
*   Use the checklist from **Speaking Self-help Tip Sheets** and **Discourse Markers**.

Tasks and Details

1. New Inside Out Intermediate Student's Book, Unit 2, prepare an oral presentation of your report about any sport of your choice (see **Report (Written Part)**):
    a) use lexis from Intermediate Companion, Wordlist to Unit 2 (https://quizlet.com/302106658/new-inside-out-intermediate-unit-2-flash-cards/) and unit grammar (narrative tenses: the Present Perfect, the Past Simple, the Past Continuous; time phrases; gradable/non-gradable adjectives);
    b) prepare 5 comprehension questions based on your report.

Presentation

Content

A **presentation** conveys information from a speaker to an audience. Presentations are typically demonstrations, introduction, lecture, or speech meant to inform, persuade, inspire, motivate, build goodwill, or present a new idea/product. Presentations usually require preparation, organisation, event planning, writing, use of visual aids, dealing with stress, and answering questions.

Register

Semi-formal.

Organisation

- Introduction (topic, name, group);
- The main part;
- Conclusion;
- References (the sources of text, pictures etc.);
- Discussion (questions to and from the audience).

Formatting and Preparation Tips

- Make sure your text is in contrast with the background so the audience can read it easily.
- The font should be large enough and not too fancy to be readable.
- There shouldn't be too much information (text, pictures) on a slide, but it shouldn't be empty either.
- The pictures should have titles.

- The text should be clearly structured: short sentences, bullet points and tables are preferable.
- Make sure your visuals are compatible with the university equipment (.ppt, .pdf, etc.).
- The number of slides should be enough to cover all the points of the task, but there shouldn't be too many of them so that you'll have to rush your presentation, or too few of them so that the audience will get bored.
- Make sure you practice your presentation in advance so you know who's switching the slides and when, and they run synchronously with what you're talking about.
- Check your text for mistakes and make sure that text doesn't go over the edges of a slide or is hidden under a picture.
- Use the checklist from **Speaking Self-help Tip Sheets** and **Discourse Markers**.
- If you prepare a presentation in a group, give each participant a specific role during the preparation stage and break the oral part down into approximately equal segments (they can go one after the other or you can keep switching to make your presentation more dynamic).

Tasks and Details

1. New Inside Out Intermediate Student's Book, Unit 8, prepare a presentation "New Tour of a Travel Agency" in a group of 2—3 people (make sure that other groups don't have the same destination as yours):
   a) your presentation should contain the following information: company name, contacts, history; new tour presentation; prices and discounts; what is included in your tour offer (a package holiday, a hotel, food, insurance, excursions etc.); dates and duration; transportation; any other relevant information;
   b) use lexis from Intermediate Companion, Wordlist to Unit 8 (https://quizlet.com/310620984/new-inside-out-intermediate-unit-8-flash-cards/) and unit grammar (the Past Perfect and the Past Simple, modals of deduction);
   c) be ready to ask questions as a potential customer after watching other groups' presentations and answer the questions from the audience after your own presentation.

2. New Inside Out Upper Intermediate Student's Book, Unit 1, prepare a presentation "Images of..." in a group of 2–3 people (make sure that other groups don't have the same topic as yours):
   a) 1) you can choose some century and give its most important (in your opinion) events (e.g., "Images of the 19th century"); 2) you can get more specific and add the region as well (e.g., "Images of America in the 19th century"); 3) you can also choose some field and describe its highlights with or without any specific period (e.g., "Images of cinema (in the 21st century)");
   b) use lexis from Upper Intermediate Companion, Wordlist to Unit 1 (https://quizlet.com/310693127/new-inside-out-upper-intermediate-unit-1-flash-cards/) and unit grammar (various tenses, tag questions, so/neither structures);
   c) each person in your group should prepare 2–3 comprehension questions to the audience based on their part of the presentation and should be ready to answer the questions from the audience after your own presentation;
   d) be ready to answer questions from the presenters after watching other groups' presentations and voice your opinion / ask your own questions.

3. New Inside Out Upper Intermediate Student's Book, Unit 5, prepare a presentation "Ritualistic Events around the World" in a group of 2–3 people (make sure that other groups don't have the same topic as yours):
   a) 1) you can choose any ritualistic event (e.g., wedding, birthday, funeral, the celebration of some holiday, etc.) and describe its performance in different countries, comparing and contrasting the traditions; 2) you must include some English-speaking country, a non-English-speaking country and Russia;
   b) use lexis from Upper Intermediate Companion, Wordlist to Unit 5 (https://quizlet.com/314104566/new-inside-out-upper-intermediate-unit-5-flash-cards/) and unit grammar (will / used to / would for habits and gerunds/infinitives);
   c) each person in your group should prepare 2–3 comprehension questions / interesting tasks to the audience based on their part of the presentation and should be ready to answer the questions from the audience after your own presentation;

    d) be ready to answer questions from the presenters after watching other groups' presentations and voice your opinion/ask your own questions.

4. New Inside Out Upper Intermediate Student's Book, Unit 9, prepare a presentation "An Insight into..." in a group of 2—3 people (make sure that other groups don't have the same topic as yours):

    a) 1) you can choose an architectural style and example of it (a building) with an extensive commentary (description); 2) you can choose a school of art and an example of it (a painting) with an extensive commentary (description); 3) you can choose a branch/field of science and an example of it (a scientific discovery/invention) with an extensive commentary (how it works / the main principles);

    b) use lexis from Upper Intermediate Companion, Wordlist to Unit 9 (https://quizlet.com/386392025/new-inside-out-upper-intermediate-unit-9-flash-cards/) and unit grammar (modals of deduction, look/seem/appear, narrative tenses);

    c) each person in your group should prepare 2—3 comprehension questions / interesting tasks to the audience based on their part of the presentation and should be ready to answer the questions from the audience after your own presentation;

    d) be ready to answer questions from the presenters after watching other groups' presentations and voice your opinion / ask your own questions.

5. New Inside Out Upper Intermediate Student's Book, Unit 10, prepare a presentation "The History of..." in a group of 2—3 people (make sure that other groups don't have the same topic as yours):

    a) 1) you can choose the history of product placement in films in Russia / an English-speaking country and a film episode with an extensive commentary and analysis; 2) you can choose the history of advertisement and a commercial with an extensive commentary and analysis;

    b) see New Inside Out Upper Intermediate Student's Book, p. 103 and p. 107 for the examples of analysis;

    c) use lexis from Upper Intermediate Companion, Wordlist to Unit 10 (https://quizlet.com/395640004/new-inside-out-upper-intermediate-unit-10-flash-cards/) and unit grammar (relative clauses and cleft sentences);

d) each person in your group should prepare 2—3 comprehension questions / interesting tasks to the audience based on their part of the presentation and should be ready to answer the questions from the audience after your own presentation;

e) be ready to answer questions from the presenters after watching other groups' presentations and voice your opinion / ask your own questions.

6. New Inside Out Advanced Student's Book, Unit 4, prepare a presentation "My Digital Story":

a) 1) you need to prepare a short personal story about yourself (e.g., your life story, a childhood memory, talking about your hobbies or interests, etc.); 2) use the appropriate photos or videos to support your story; 3) add the video of yourself telling the story in the corner of the screen;

b) see New Inside Out Advanced Student's Book, p. 37 and p. 45 for the examples of personal stories;

c) use lexis from New Inside Out Advanced Student's Book, Unit 4 (https://quizlet.com/589653624/new-inside-out-advanced-unit-4-flash-cards/?x=1jqt) and unit grammar (future as seen from the past and discourse markers);

d) 1) prepare your digital story and record it, using Screencast-O-Matic or a similar tool (we should be able to see both — you and some visuals in the video); 2) upload your digital story on YouTube or save it as a file and send the link/file to your teacher; 3) during the next week, each person has to watch other students' stories and fill in the feedback form (https://docs.google.com/forms/d/e/1FAIpQLSeSeXN_X9rrEfZ41iuPIY-CbiwKCI36zSDQVyrnZJEkJakBsA/viewform);

e) before you start, watch the tips on how to create a digital story (https://www.youtube.com/watch?v=LVKeO5IIR_A&t=1s), watch some examples of digital stories (1) https://www.youtube.com/watch?v=BGsySU9iQYs&t=8s and 2) https://www.youtube.com/watch?v=U8LfG4b_R3Y&t=2s) and read the Screencast-O-Matic Instruction (https://drive.google.com/file/d/1gj-6GldJ6bIR7nzBz9-kVwDjV1bGc1Fe/view) if you want to use this particular tool.

Individual Reading (Oral Literary Analysis)

Content

Oral literary analysis means closely studying a text, interpreting its meanings, and exploring why the author made certain choices. It can be applied to any form of literary writing. It is not a rhetorical analysis, nor is it just a summary of the plot or a book review. Instead, you need to analyze elements such as the language, perspective, and structure of the text, and explain how the author uses literary devices to create effects and convey ideas. During the final weeks, a student should prepare the analysis of the book they have read and deliver it to the teacher.

Oral Literary Analysis Organisation

Semester 2
1. The author of the piece (the facts of their biography relevant to this particular book, the epoch (historical and social background), the literary trend they belong to, their most famous works) — very briefly.
2. The title of the piece and its meaning.
3. The genre of the book (novel / short story / detective / romance etc.).
4. The plot: talk about the storyline of the book but don't give too many details.
5. The characters: who they are (describe only the main characters or those who are really important to the plot).
6. Personal evaluation of the piece.

Semester 3
1. The author and the title of the piece.
2. Its genre (novel / short story / detective / romance etc.).
3. Plot and its stages:
   a) exposition (dialogue, description, etc., that gives the audience or reader the background of the characters and the present situation);
   b) rising action (a related series of incidents that build toward the point of greatest interest);
   c) climax (the highest or most intense point in the development of a piece);
   d) resolution (when all the loose strings are tied up in a piece).

4. Characters: who they are (describe only the main characters or those who are really important to the plot; talk about their appearance, personality and their role in the piece).
5. Setting: where the action is set.
6. The author's tone (sarcastic / wry / sympathetic / objective / bantering / serious / ironic / sad / bitter / comic etc.).
7. Personal evaluation of the piece.

Semester 4

1. The author of the piece.
2. Its genre:
    a) fiction/nonfiction;
    b) short story / essay / fragment etc.
3. Title of the piece:
    a) significant;
    b) insignificant.
4. Plot and its stages:
    a) exposition;
    b) narrative hook (a part of the piece that "hooks" the readers' attention so that they will keep on reading);
    c) rising action;
    d) climax;
    e) falling action (the part of a literary plot that occurs after the climax has been reached and the conflict has been resolved);
    f) resolution.
5. Characters:
    a) who they are;
    b) the way of characterization and stylistic devices used by the author to portray his characters (metaphors/epithets/symbols etc.; give the examples);
    c) flat/round (flat — two-dimensional in that they are relatively uncomplicated; round — multidimensional in that they are complex);
    d) static/dynamic (static — do not change throughout the course of a work; dynamic — undergo development, sometimes sufficiently to surprise the reader);
    e) compare and contrast 2 characters (only if there are two characters which can be compared because they are either really similar or really different).

6. Setting:
   a) where the action is set;
   b) the purpose:
      i.   creating a mood or atmosphere;
      ii. illuminating the characters;
      iii. unifying or organising the plot;
      iv. pointing to a deeper symbolic meaning;
   c) descriptions and stylistic devices used by the author;
   d) change of setting: what is it for?
7. The author's tone:
   a) sarcastic / wry/ sympathetic / objective / bantering / serious / ironic / sad / bitter / comic etc.;
   b) How does the author treat his characters?
   c) What does the author seem to think about the situation in which the characters find themselves?
   d) What does the setting tell us about the author's attitude?
   e) How do word choice and sentence structure communicate the author's attitude?
   f) What stylistic devices demonstrate the author's attitude?
8. Personal evaluation of the piece.

Semester 5–6
1. The author and the title of the piece.
2. Its genre:
   a) fiction/nonfiction;
   b) short story / essay / fragment etc.
3. Title of the piece:
   a) significant;
   b) insignificant.
4. Plot and its stages:
   a) exposition;
   b) narrative hook;
   c) rising action;
   d) climax;
   e) falling action;
   f) resolution.
5. Type of conflict (give examples and explain why you think so):
   a) external (a struggle that occurs between a character and outside forces, which could be another character or the environment);

b) internal (a mental or emotional struggle that occurs within a character);

c) both.

6. Characters:
   a) who they are;
   b) the way of characterization and stylistic devices used by the author to portray his characters;
   c) flat/round;
   d) static/dynamic;
   e) compare and contrast 2 characters.

7. Setting:
   a) where the action is set;
   b) the purpose:
      i. creating a mood or atmosphere;
      ii. illuminating the characters;
      iii. unifying or organising the plot;
      iv. pointing to a deeper symbolic meaning;
   c) descriptions and stylistic devices used by the author;
   d) change of setting: what is it for?

8. Point of view:
   a) 1st person point of view (a mode where a story is narrated by one character at a time, speaking for and about themselves. It may be singular, plural or multiple as well as being an authoritative, reliable or deceptive "voice");
   b) limited 3rd person point of view (a method of storytelling in which the narrator knows only the thoughts and feelings of a single character, while other characters are presented only externally);
   c) omniscient point of view (a method of storytelling in which the narrator knows the thoughts and feelings of all of the characters in the story).

9. The subject of the piece (what the story is about).

10. The theme(s) of the piece (the ideas being explored and what the author is trying to teach the reader).

11. The author's tone:
    a) sarcastic / wry / sympathetic / objective / bantering / serious / ironic / sad / bitter / comic etc.;
    b) How does the author treat his characters?

    c) What does the author seem to think about the situation in which the characters find themselves?

    d) What does the setting tell us about the author's attitude?

    e) How do word choice and sentence structure communicate the author's attitude?

    f) What stylistic devices demonstrate the author's attitude?

12. Personal evaluation of the piece.

Tips

- Read the literary analysis sample (according to Semester 4 plan) (https://docs.google.com/document/d/1CPHlUhHKhujMe6LWMZDJCrG6tFTK8yz0Buy5kAlze9U/edit).
- Don't forget to use the required number of lexical units from your personal wordlist.
- Use Useful language from **Book Review (Writing Guidelines**, **Creative Writing)**.
- Be ready to answer your teacher's questions.

COLLABORATIVE CONVERSATION

Dialogue

Content

A **dialogue** is a conversation between two or more people, an exchange of ideas or opinions on a particular issue, with a view to reaching an amicable agreement or settlement.

Register

Formal/semi-formal/informal. Depends on the context.

Organisation

- Greetings/acknowledging each other;
- The main part (problem and its solution; decision-making; exchanging views, etc.);
- Conclusion / saying goodbyes.

Tips

- Use the checklist from **Speaking Self-help Tip Sheets** and **Discourse Markers**.

Tasks and Details

1. New Inside Out Intermediate Student's Book, Unit 1, prepare a dialogue "Interview with a famous person":
    a) take a card with the description of why one of you is famous from your teacher; one of you will be a famous person and the other – an interviewer on the radio/TV;
    b) read p. 4, ex. 2 for background;
    c) use lexis from Intermediate Companion, Wordlist to Unit 1 (https://quizlet.com/302073891/new-inside-out-intermediate-unit-1-flash-cards/) and unit grammar (question forms and adverbs of frequency).
2. New Inside Out Intermediate Student's Book, Unit 3 prepare a dialogue "Firsts" (a conversation about special memories with a friend):
    a) for sources of topics see New Inside Out Intermediate Student's Book, p. 22, ex. 1, 2;
    b) use lexis from Intermediate Companion, Wordlist to Unit 3 (https://quizlet.com/302351457/new-inside-out-intermediate-unit-3-flash-cards/) and unit grammar (the Present Perfect Simple/Continuous, stative and dynamic verbs).
3. New Inside Out Intermediate Student's Book, Unit 4, prepare a dialogue "Throwing a party":
    a) Consider such things as budget, date and time, who to invite, place, (formal/informal) dress, decorations, entertainment (music, fireworks, etc.), food and drink, etc.;
    b) for some ideas see New Inside Out Intermediate Student's Book, p. 36, ex. 2;
    c) use lexis from Intermediate Companion, Wordlist to Unit 4 (especially phrasal verbs and make/do collocations) (https://quizlet.com/358283313/new-inside-out-intermediate-unit-4-flash-cards/) and unit grammar (ways of expressing the future, some-/any-/no-/every- pronouns).
4. New Inside Out Intermediate Student's Book, Unit 10, prepare a dialogue "Explaining something to a child":
    a) for some ideas see New Inside Out Intermediate Student's Book, p. 89, listening, ex. 2;
    b) use lexis from Intermediate Companion, Wordlist to Unit 10 (https://quizlet.com/422542438/new-inside-out-intermediate-unit-10-flash-cards/) and unit grammar (defining relative clauses, 0 and 1st conditionals, indirect questions, make and let).

5. New Inside Out Intermediate Student's Book, Unit 11, prepare a dialogue "A formal/informal telephone conversation":
   a) read New Inside Out Intermediate Student's Book, p. 102, ex. 1, 2 for background;
   b) use lexis from Intermediate Companion, Wordlist to Unit 11 (especially the formal/informal telephone language) (https://quizlet.com/343187458/new-inside-out-intermediate-unit-11-flash-cards/) and unit grammar (conditionals, wishes and regrets).
6. New Inside Out Upper Intermediate Student's Book, Unit 4, prepare a dialogue "A Challenging Situation" about a problem in your life that requires some solution:
   a) read New Inside Out Upper Intermediate Student's Book, p. 39, speaking: anecdote, ex. 1, 2 for background;
   b) use lexis from Upper Intermediate Companion, Wordlist to Unit 4 (especially the language to show sympathy, give advice and phrasal verbs) (https://quizlet.com/314105247/new-inside-out-upper-intermediate-unit-4-flash-cards/) and unit grammar (the Future Continuous/Perfect, narrative tenses).

Role Play

Content

A **role play** gives students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role plays engage students in real-life situations or scenarios that can be stressful, unfamiliar, complex, or controversial, which requires them to examine personal feelings toward others and their circumstances.

Register

Formal / semi-formal / informal. Depends on the context.

Organisation

- Students learn the context (e.g., going to eat out at the restaurant) and their roles with some specific features (e.g., a lazy waiter, a really service-oriented manager, etc.) in advance.
- Students don't know their partners because several students may get the same role, and random grouping will be done by a teacher during the class.

- A student should prepare to perform their role by inventing their background, behaviour patterns, typical clichés and lexis (e.g., "Are you ready to order?" for a waiter).
- During the class, the students are randomly grouped and perform the role play in accordance with their roles. The other students watch and try to guess each participant's specific feature.

Tips

- Use the checklist from **Speaking Self-help Tip Sheets** and **Discourse Markers**.

Tasks and Details

1. New Inside Out Intermediate Student's Book, Unit 5, prepare for a role play "Eating Out":
   a) get a role card from your teacher and think about the language you might use for your role;
   b) read New Inside Out Intermediate Student's Book, p. 46, ex. 3, 4 for background;
   c) use lexis from Intermediate Companion, Wordlist to Unit 5 (https://quizlet.com/314106037/new-inside-out-intermediate-unit-5-flash-cards/) and unit grammar (countable / uncountable nouns, articles, quantifiers).
2. New Inside Out Upper Intermediate Student's Book, Unit 2, prepare for a role play "Comforting a Friend at your Friend's Place / Showing an Exchange Student round your House":
   a) see New Inside Out Upper Intermediate Student's Book, p. 20, ex. 1 and p. 22, ex. 3−5 for background;
   b) use lexis from Upper Intermediate Companion, Wordlist to Unit 2 (https://quizlet.com/314104970/new-inside-out-upper-intermediate-unit-2-flash-cards/), unit grammar (verb patterns and adjective structures) and mind the register.
3. New Inside Out Upper Intermediate Student's Book, Unit 7, prepare for a role play "A Guided Tour":
   a) you need to choose some place in the world, prepare several pictures of it and a talk of a guide during a sightseeing tour; also, be ready to interact with the tourists during your tour;
   b) you also need to get ready to be a tourist: choose yourself a personality (e.g., a curious culture vulture) and be ready to behave in accordance with it during other tours;

c) see New Inside Out Upper Intermediate Student's Book, p. 76, ex. 2, 3 and p. 77, ex. 2 for background;

d) use lexis from Upper Intermediate Companion, Wordlist to Unit 7 (including reporting verbs, adverb and adjective collocations, useful phrases, clichés, discourse markers, adjectives with different prefixes and suffixes) (https://quizlet.com/397771175/new-inside-out-upper-intermediate-unit-7-flash-cards/) and unit grammar (past modals, articles).

4. New Inside Out Upper Intermediate Student's Book, Unit 11, prepare for a role play "A Job Interview":

a) get a role card from your teacher and invent yourself a backstory and your personality (it should have something to do with languages);

b) see New Inside Out Upper Intermediate Student's Book, p. 116, ex. 1−3 for background;

c) use lexis from Upper Intermediate Companion, Wordlist to Unit 11 (especially the language and clichés of job interviews) (https://quizlet.com/433491997/new-inside-out-upper-intermediate-unit-11-flash-cards/) and unit grammar (lexical and grammatical ways of expressing the future and (un)certainty).

5. New Inside Out Advanced Student's Book, Unit 1, prepare for a role play "The Art of Conversation / The Gender Gap / Conflicts and Complaints / Making Excuses / Conversation Starters":

a) get some general topic from your teacher, browse through this topic in New Inside Out Advanced Student's Book, Unit 1 and try to predict what kind of a role play card you could get and what unit lexis and grammar you could use during the class;

b) in class, get a specific role card, read it attentively, prepare for a couple of minutes and be ready to role-play the situation with a random partner;

c) use lexis from New Inside Out Advanced Student's Book, Unit 1 (https://quizlet.com/561811398/new-inside-out-advanced-unit-1-flash-cards/?x=1jqt) and unit grammar (position of adverbials and aspect).

Discussion

Content

A **discussion** is the action or process of talking about something in order to reach a decision or to exchange ideas. It helps students process information rather than simply receive it. The goal of a discussion is to practice thinking about the course material.

Register

Semi-formal.

Organisation

- A student prepares a small starting monologue connected with some aspect of a discussion topic.
- During the class, a student presents their position while others listen attentively.
- The next student summarizes the speech of the first student and asks at least 1 question based on it. The speaker answers the question.
- Other students ask some more questions to the speaker, make comments and voice their opinions. The speaker answers all the questions.
- During the discussion, each student should give 1 summary with a question and make at least 2 short comments and/or ask 2 questions to other speakers.
- Next, the discussion continues until every student presents their position, gives 1 summary with a question and makes 2 short comments and/or asks 2 questions.

Tips

- Use the checklist from **Speaking Self-help Tip Sheets** and **Discourse Markers**.
- While presenting your talk, you can use either a plan or cue cards, or keywords — your whole speech can't be written down and read off the page.

Tasks and Details

1. New Inside Out Upper Intermediate Student's Book, Unit 6, prepare for a discussion "This vs That":

    a) 1) choose a problem connected with food (e.g., being vegetarian vs eating meat, eating out vs eating at home etc.) and make sure that nobody else in your group has the same topic; 2) think about the structure of your talk (introduction/problem, body / supporting points / examples, conclusion);

    b) see New Inside Out Upper Intermediate Student's Book, p. 61−62 (the texts) and New Inside Out Upper Intermediate Workbook, p. 39, ex. 1−4 for background;

    c) use lexis from Upper Intermediate Companion, Wordlist to Unit 6 (especially various linking words) (https://quizlet.com/362990955/new-inside-out-upper-intermediate-unit-6-flash-cards/) and unit grammar (the perfect tenses and the passive voice).

2. New Inside Out Upper Intermediate Student's Book, Unit 12, prepare for a discussion "Home":

    a) 1) choose a problem connected with home (e.g., comparing places to live in, talking about rooms and what they should look like, according to different principles, home and morning routines, home rituals, etc.) and make sure that nobody else in your group has the same topic; 2) think about the structure of your talk (introduction/problem, body / supporting points / examples, conclusion);

    b) use lexis from Upper Intermediate Companion, Wordlist to Unit 12 (https://quizlet.com/549834517/new-inside-out-upper-intermediate-unit-12-flash-cards/) and unit grammar (the participle clauses and quantifiers).

3. New Inside Out Advanced Student's Book, Unit 2, prepare for a discussion "Characteristics of a Good Place to Eat Out":

    a) 1) choose a point connected with the topic you'd like to focus on and make sure that nobody else in your group has the same topic; 2) think about the structure of your talk (introduction/problem, body / supporting points / examples, conclusion);

    b) use lexis from New Inside Out Advanced Student's Book, Unit 2 (https://quizlet.com/577004767/new-inside-out-advanced-unit-2-flash-cards/?x=1jqt) and unit grammar (the noun phrases and fronting, if stylistically suitable).

Debate

Content

A **debate** is a structured argument. Two sides speak alternately for and against a particular contention usually based on a topical issue. Unlike the arguments you might have with your family or friends however, each person is allocated a time they are allowed to speak for and any interjections are carefully controlled. The subject of the dispute is often prearranged so you may find yourself having to support opinions with which you do not normally agree. You also have to argue as part of a team, being careful not to contradict what others on your side have said.

Register

Semi-formal.

Organisation

- Students break down into 2 teams; each team will speak for and against a particular issue (e.g., for/against cosmetic surgery).
- Each member of a team prepares the speech to support the team's position.
- The teams are called "For Team" and "Against Team", and each member has their own position to present their point of view (e.g., 1st For Team Speaker, etc.).
- During the class, the first student (the 1st For Team Speaker) presents their position while others listen attentively.
- The 1st Against Team Speaker asks clarifying questions to the 1st For Team Speaker and tries to refute their argument.
- Then the 1st Against Team Speaker presents their position etc., until every student on each team presents their point of view and refutes one argument of the opposite team.
- During the debating stage after each speech other students may ask some more questions to the speaker, make comments and voice their opinions to try and support their team's position and refute the other team's position.
- At the end of the debate, the teacher as a judge decides which team has won based on the strength of its arguments.

Tips

- Use the checklist from **Speaking Self-help Tip Sheets** and **Discourse Markers**.
- While presenting your point of view, you can use either a plan or cue cards, or keywords – your whole speech can't be written down and read off the page.

Tasks and Details

1. New Inside Out Upper Intermediate Student's Book, Unit 8, prepare for a debate "For and Against Cosmetic Surgery":
   a) 1) get a card with your position from your teacher; 2) choose an argument to support your team's position and make sure that nobody else on your team has the same argument; 2) think about the structure of your talk (introduction/ problem, body / supporting points / examples, conclusion);
   b) use lexis from Upper Intermediate Companion, Wordlist to Unit 8 (https://quizlet.com/376875994/new-inside-out-upper-intermediate-unit-8-flash-cards/) and unit grammar (passive report structures, have something done, unreal conditionals).

2. New Inside Out Advanced Student's Book, Unit 2, prepare for a debate "Living in the City vs Living in the Countryside":
   a) 1) get a card with your position from your teacher; 2) choose an argument to support your team's position and make sure that nobody else on your team has the same argument; 2) think about the structure of your talk (introduction/ problem, body / supporting points / examples, conclusion);
   b) use lexis from New Inside Out Advanced Student's Book, Unit 3 (https://quizlet.com/588756471/new-inside-out-advanced-unit-3-flash-cards/?x=1jqt) and unit grammar (hedging, inversion after negative / limiting adverbials, adding emphasis with "do", cleft sentences).

▍ Part II. WRITING GUIDELINES

Part objectives: study the information about the general recommendations as well as grading criteria and use the guidelines to complete specific writing tasks as part of your homework.

After this part, students will:
- learn about the writing process, writing a well-structured paragraph, grading criteria, and various types of linking words;
- be able to effectively complete different kinds of writing tasks;
- acquire skills in planning, completing and improving their writing, self-analyzing and using various linking words for their writing to be more coherent and well structured.

Task type: materials and guidelines for self-study and homework preparation.

To fulfil the objectives of this part, you should study the information given, check yourself, using the questions below each section, and complete the writing tasks in accordance with the guidelines provided for each of them.

GENERAL RECOMMENDATIONS: WRITING

The Writing Process

All good writers realize the writing is a process rather than a spontaneous, mysterious, activity. Writing is a craft, and there are steps that are necessary to create a paragraph, a paper, a book, a letter, a screenplay, etc.

For most writing projects, you will utilize five distinctly different steps, and they should be considered in this order:

1) inventing;
2) organising;
3) drafting;
4) revising;
5) editing.

When you learn to follow these steps, you will become empowered and confident when you undertake a writing project.

Step 1: Inventing

When you start any writing project, you should plan to spend a significant amount of time exploring your thoughts on the topic and generating (inventing) ideas. Many students make the mistake of jumping into writing the paper without having clear ideas. If you take the time to thoroughly explore your thoughts and think deeply about the assignment, you will immediately improve your writing.

You need to know that writing and thinking go hand-in-hand, so you will need to be writing to explore what you're thinking and generate ideas. There are many easy and effective ways to do this:

- **Freewriting:** Freewriting occurs when you just let yourself write what's on your mind without worrying about grammar, punctuation, sentence structure, or repetition (see Table 1). The idea is to just keep writing for about 5 minutes without stopping. You will be amazed about the ideas that can float to the surface.

Table 1

Example of Freewriting (notice a few typos)

Balance means not falling down, maybe juggling things and not dropping them. Choosing what you do, or how to keep things together when you're busy. I felt like I'm trying to balance work and school and my friends. I wish I had some time to manage. That's tough. never enough time for the things I want to do just deadlines. my last assignment was in on time but I didn't do my best.
How could I balance my homework and friends and job? What is healthy?

- **Brainstorming:** Exploring your thoughts in a group can be helpful and invigorating, giving you confidence and more ideas than you might otherwise generate in a short amount of time. Working

collaboratively, you present ideas to a group of your classmates, family, or friends and keep a record of all the ideas without censoring or discounting any of them. Similar to freewriting, brainstorming is spoken and conducted as a group rather than individually. Each person in the group then keeps the list and can use it as he or she proceeds to the next step of the writing process.

- **Journalistic questions:** You may have seen old films where a journalist is trying to get the facts for a story. You can use these same journalistic questions to explore your topic. The classic list of questions includes: **Who? What? Where? When? Why? How?** For many writing assignments, exploring the "how" and "why" may yield the most information. Asking questions and exploring and finding answers will help you to generate ideas for your writing.

- **Listing:** Make a list of everything that comes to mind, and then go back over the list and pick what you feel are the best ideas (see Table 2). Sometimes, you will even find yourself writing another list from one of these ideas.

Table 2

Example of Listing

- *not falling down*
- *juggling things*
- *choosing what to do*
- *work, school, friends*
- *healthy*
  - *good diet*
  - *exercise*
  - *relationships*
    - *friends*
    - *family*
    - *community*
    - *romance*

- **Clustering:** Clustering is a visual framework for exploring and generating ideas. You simply start by drawing a circle around your topic and then grouping ideas around it with lines leading to new ideas. You then draw lines to more ideas, linking them together in a diagram.

Here's an example of how a student worked on a paragraph assignment in Step 1: **Topic: How should one balance different aspects of his or her life?** (see Pic. 1).
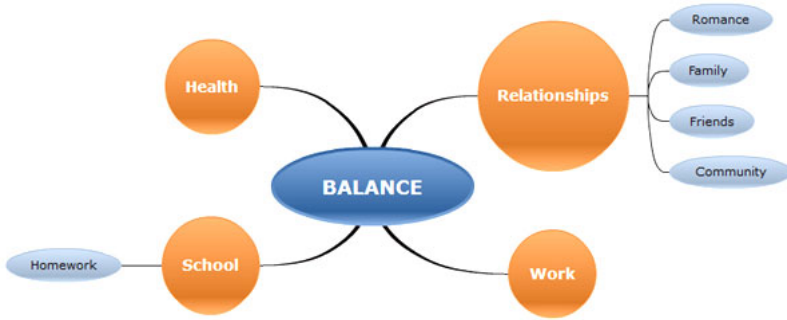
Pic. 1. Example of Clustering

Considering audience and purpose

As you generate ideas, you will need to consider who will be reading what you will write and what the purpose of the assignment or task is. For instance, if you are writing a letter to a newspaper, the audience and purpose is likely to be much different than when you are writing a letter to your insurance company questioning a charge. Therefore, for each assignment or project, you should spend some time thinking about audience and purpose in order to know which ideas you are generating are the best ones for your audience and purpose.

Considering your audience, or, in most cases, your reader, you should consider a series of questions during this first step of the writing process:

- What is it you are trying to achieve with your audience (besides a good grade)?
- Do you want to convince them something is true?
- Do you want to tell them why something is happening or the results?
- Do you want to explain how something works or what something is?
- Do you want to persuade them to take a certain stand?

Ultimately, during step one, inventing, your job is to generate and examine as many ideas as you can in order to choose the best ones for your writing project. You may not use much or any of the writing you generate during step one in your paragraph, but this writing is essential for the process of discovering and developing good ideas.

Step 2: Organising

The next step in the writing process is organising your ideas into a structure that fits the assignment you have been given. There are many ways to organise your ideas, and you will have to find the method that works best for you. However, most students agree that starting with some type of an outline is the way to go.

There are many different types of outline, and outlines can have many sub-points organised by letters and numbers, or outlines can look like a bulleted list. Either way, your outline should provide you with a map of what your desired piece of writing will look like.

Usually, your outline should have the following points:
* topic

paragraph 1
* topic sentence
* supporting points
  o specific example
    ▪ explanation
  o specific example
    ▪ explanation
* concluding/transition sentence

paragraph 2...

Some writers will choose to include more detail in their outlines, and other writers will include less detail. Those who include less detail will spend more time in the drafting stage because they are organising their writing as they go. It becomes necessary, then, to rewrite because now they have a better sense of what they are writing about after a first draft.

If you jump into drafting, you should construct a "reverse" outline, so you can see the structure of your paragraph or essay more clearly. You simply take what you've written and fit it into the structure of an outline. Ultimately, as long as you work with each of the five steps of the writing process, even if you invert steps 2 and 3, you will be more successful with your writing projects.

You will need to consider what organisational pattern will best suit the assignment and the details which you have gathered for it. There are many patterns of organisation that include:
* **Compare/contrast:** Explore the similarities and differences between two or more ideas, things, events, etc.

- **Cause and effect:** Analyze the causes that have led to a particular effect or the effects that have proceeded from a particular cause.
- **Division and classification:** Divide a topic into types or parts.
- **Process analysis:** Detail the steps to completing a task, cooking a meal, fixing something, etc.
- **Illustration:** Describe a topic in detail.

These patterns will generate additional information and supporting details. During the next two steps of the writing process, drafting and revising, you will continue to develop and organise your ideas.

Language range

Before you start drafting, think about using appropriate words and phrases from the wordlists to a unit in your current student's book. Check for the collocations in reliable sources of reference (dictionaries, corpora, samples from your student's book, authentic texts).

To structure your writing, use appropriate and sufficient linking words of different types and clichés suitable for the type of writing you are doing.

Grammar range

Think how you can use a variety of grammar structures, especially the ones you have studied in a unit. Demonstrate your ability to paraphrase keeping in mind register requirements. Consider the appropriate tenses.

Step 3: Drafting

After you have explored your topic and organised your ideas, you are ready to write a draft of your paragraph. Many writers begin and end their writing process in this one step, and their grades and success suffer as a result. Drafting is an important step, but it need not take the long hours and become the stressful activity that some writers fear. With the preparation of Exploring and Organising (Steps 1 and 2) writing becomes much less stressful and less time consuming. Once you learn about the benefits of Revising and Editing (Steps 4 and 5), you will be even more comfortable during the drafting step.

For drafting, the most important thing is to get down to business. Seize the moment. Take your outline and write. Don't stop to correct every sentence. Don't stop to change direction. Don't fix spelling. Just write with the outline as a guide.

During the drafting stage, you will begin to shape your writing into what it will eventually look like as a final product. Therefore, if the assignment

is a paragraph, you should draft a complete paragraph before you move on to the next step. If the assignment is a multi-paragraph essay, you should complete a draft of all the paragraphs. However, you need to remember that this is only the third step, so it need not be perfect.

Ideally, after you have generated a full draft, you should set it aside for a day or two. Good writers manage their time carefully and allow for ample time in between each step of the writing process. The time in between steps is useful for your brain by giving it time to process information. Some call this "soak" or "stew" time. Even just a few hours in between steps will help you become more successful.

A note about **writer's block:** To help keep you moving through this step, remember that your draft need not be perfect. Revising and Editing (Steps 4 and 5) will take care of mistakes. The more you can free yourself to write without anxiety or overloaded expectations, the better, more thorough draft you will generate, which will help you be more successful when revising and editing.

Step 4: Revising

Once you've written a full draft and let it sit for a day or two (or at least the time you pour yourself a cup of tea or coffee), you are ready to revise. The word *revision* means to change a text and review, but the root of the word is "vision", which means "to see". Therefore, in this step you will attempt to see your paper from a different or new perspective. Most writers find that there are two types of revision: Macro and Micro.

Macro-revision

Macro means "large", so macro-revision means that you are considering your paragraph as a whole, on a large scale. Some people will refer to this as global revision. Many writers find collaboration and sharing helpful during in this step. Getting a different perspective, while it can be scary, is irreplaceable during this stage. You will find that having someone else read your draft, or reading it to someone, will provide you with valuable insights.

There are many different methods for revising, but here are a few key ideas and activities that you should always consider during macro-revision.

You can remember these with the acronym **QUEST**:

- **Question** whether you have enough information and if it matches the assignment.

- **Understand** what is working and what isn't. Keep what works and cut what doesn't.
- **Explain** it to someone else to see if you've missed anything and if it is clear. Many writers find collaboration and sharing helpful during in this step. Getting a different perspective, while it can be scary, is irreplaceable during this stage. You will find that having someone else read your draft, or reading it to someone, will provide you with valuable insights.
- **Shift** and move information if necessary.
- **Title and topic sentence** are evident, clear, and match what you've written in the paragraph.

It is always helpful to be methodical and to reread your draft several times and note or make changes. If you are working on a computer, you may find it helpful to save a draft and then revise a new document so that you can compare the two versions after you have finished the macro-revision.

Micro-revision

Micro means "small", so with micro-revision, you are looking at your paragraph on a smaller scale considering your sentences and how they fit together. Some people call this **local revision**. During the micro-revision step, you will need to look at your sentences and check them for clarity, variety, and effectiveness:

- **Clarity:** Do the sentences clearly communicate to the reader? Are there any sentences that need additional information or re-structuring to be clear?
- **Variety:** Are the four sentence types used in the paragraph?
- **Effectiveness:** Do the sentences in the paragraph work together to create a clear and cohesive message to the reader? If not, have you included necessary and appropriate transitional words and phrases?

If your paragraph lacks transitions, use them to help you create a smooth, logical flow of ideas in your paragraph (see **Linking Words**). You will also find that you need to link all the details and sentences together carefully when you are composing a paragraph. Transitions not only provide a smooth shift from one idea to the next, but they will also create logical relationships within your topic. Note that each of these words or phrases will help you to generate more information and supporting details. In addition, using these words will make your paragraph easier to read.

A note on **collaboration and peer revision**: One of the most helpful activities for writers when revising is to share writing with others. Equally, and perhaps more, helpful is reading others' writing when you share the same assignment. There is no substitute for reading others' writing and getting feedback to help you gain perspective on your writing.

Step 5: Editing

The final step in the writing process is editing. Some writers call this step **proofreading** because this is where you are considering the smaller details of your final draft. You check and correct your punctuation, spelling, and formatting. This is the final step because doing this earlier will be a waste of your time because you will find that your sentences and content will change, sometimes radically, when you are revising.

Now that the paper is set in terms of content, organisation, and sentence style, you can concentrate on rereading again with a close eye on grammar, punctuation, spelling, spacing, formatting, etc. Check your spelling using dictionaries for help. To check your punctuation, see, for instance, "Guide to Grammar & Writing" (https://www.guidetogrammar.org/grammar/marks/marks.htm).

Almost all student writers use the five-step writing process, but some do not complete each step in this order. Many backtrack along the way, repeat certain ones (especially steps 1, 3, and 4), or reverse step 2 and 3, so consider this a guide rather than a set pattern you must follow. Like any piece of writing, you may need to revise the five steps of the writing process in order to make them work for you.

Eventually, just like any process, you will make it your own, creating a process that meets your particular writing needs. For example, you may spend the majority of your time on Step 1 while someone else may spend most of her time on Step 4. Get to know the process by using it regularly until you find what works for you.

Check Yourself

1. Which steps does the writing process include?
2. What techniques can you use during Step 1?
3. Why do you need to consider the audience and the purpose before you start drafting?
4. In what way is a typical paragraph organised?
5. Why might you need a "reverse" outline?

6. What organisation patterns can you use?
7. What do you need to think about concerning your language and grammar range?
8. Should drafting take long? Why (not)?
9. Do you need to check your spelling, grammar, etc. while drafting?
10. What is a good idea to do after you finish drafting?
11. What 2 types of revision are there? Which should come first and why?
12. What is QUEST?
13. What do you check during micro-revision?
14. What are the advantages of collaboration and peer review?
15. What do you do during Step 5? Why is it the last step?
16. Can you change the order of steps?

Writing Paragraphs

A basic paragraph contains three parts:
*   topic sentence;
*   supporting details;
*   concluding sentence.

A **topic sentence** is usually the first sentence in a paragraph. You use the topic sentence to tell the reader what the paragraph is about. Each topic sentence has two elements: topic and purpose.

To write an effective topic sentence, you need to know your **topic**, the subject of your paragraph. When choosing a topic for a paragraph, you need to choose one that is narrow but still allows for development. For example, you might want to use the topic "student fear" or "teens and their cell phones". Each of these provides a simple topic you can develop.

In addition to the subject, every topic sentence also needs a **purpose** to explain what the paragraph will say about the topic. For example, you might write, *"Students' fears hurt their education"*. In this example, the paragraph will show how fear hurts educational goals. On the other hand, you might choose the other topic and propose that *"Teens are addicted to their cell phones"*. In this example, the paragraph will show addictive behavior. Notice how each of these topic sentences clearly states the topic and purpose of the paragraph.

Now look at some examples of common topic sentence mistakes:
*   *War is bad*.

This is too broad a topic for one paragraph. People write books about wars.

- *I ate bananas yesterday*.

This is a nice statement, but it is too narrow. Once you tell the reader how many bananas, there is really nothing else to say.

- *This paragraph will be about student fears*.

This is an announcement. The reader has no idea what you want to say about fears, what your purpose is.

The **supporting details** in your paragraph will form the basis of most of your sentences. For every detail you include, you will also provide explanation and analysis to link the detail to the idea of your topic sentence.

The best details are vivid, specific, and drawn from your own observation and experience. Many times, these will be "sense" details, what you see, feel, taste, smell, and hear. Your supporting details will come by thinking carefully through the assignment or task. You need to be sure that the details you choose are specific and clear.

Let's take one of the sentences from above and list some supporting details that we might include in the paragraph.

Topic sentence: *Students' fears hurt their education*.

Supporting details might include some of the following:

- *Test anxiety*
  - *Inability to learn*
  - *Reading*
  - *Writing*
  - *Mathematics*
- *Social fears at school*
  - *Self-consciousness*
  - *Bullying*
  - *Public speaking*
  - *Sports*
- *Inability to set goals*
  - *Short term goals*
    - *Personal*
    - *Academic*
  - *Long term goals*
    - *Career*
    - *Life*
    - *Fear of teachers*

A writer can choose from this list when developing a paragraph about how student fears inhibit educational achievement. The best choices for supporting details will come from events or experiences the writer has observed firsthand, and the writer can develop supporting details based on information from the writer's experience and knowledge.

Generally, a well-developed paragraph will include at least two or three supporting details/examples. However, each topic will dictate a different set of parameters that you will work through as a writer. Sometimes, one extended example can support the topic sentence, but other times, the topic will require several examples.

Every paragraph that stands on its own will have a sentence that functions as a conclusion. The **concluding sentence** will provide a satisfying final thought for your reader. In a short paragraph, you will not need to summarize what you've written, so you should think about why your topic or opinion might be important for the reader to consider or what you would like the reader to remember about the topic. A good concluding sentence will be memorable and also links back to the topic sentence. In this way, you create unity in your paragraph.

Here are a couple of examples of concluding sentences:

- *To ensure that they will be victorious over fear, students should always keep their long-term goals in mind.*
- *In conclusion, people need to balance cell phone usage with face-to-face communication in order to preserve social skills and relationships.*

Notice how each of these sentences sums up the paragraph and leaves the reader with a final, significant thought. In fact, we can predict the supporting details that might be in the paragraph by merely reading the concluding sentence.

Check Yourself

1. What are the three parts of a typical paragraph?
2. Where is a topic sentence usually located?
3. What is a topic sentence used for?
4. What are the two elements of a topic sentence?
5. What should we know to write an effective topic sentence?
6. How should you choose a topic for your paragraph?
7. What is the purpose of a paragraph?
8. What should be the biggest part of a paragraph?

9. What should accompany every detail you include?
10. What are the characteristics of good details?
11. How many supporting details will a typical well-developed paragraph include? Is it a must?
12. What is the last part of a paragraph?
13. Do you need to summarize what you've written in a concluding sentence?
14. What is a good concluding sentence like?
15. What can you predict by reading a good concluding sentence?

Linking Words

Linking words, **transitions** or **conjunctions** are words that link other words in a sentence and indicate the relationship between those words. There are four types of conjunctions:
- coordinating conjunctions;
- correlative conjunctions;
- adverbial conjunctions;
- subordinating conjunctions.

Coordinating conjunctions join words or word groups of equal importance.

There are only seven coordinating conjunctions. Use the memory word **FANBOYS** to help you remember all seven coordinating conjunctions.

For
And
Nor
But
Or
Yet
So

A **note on punctuation:** 1) When a coordinating conjunction joins two independent clauses, a comma is used before the coordinating conjunction (unless the two independent clauses are very short). 2) When either independent clause in a compound sentence contains a comma to set off introductory or non-essential elements, a reader may be confused by a comma before a coordinating conjunction. In this case, a semicolon may replace the comma. 3) If a sentence begins with a coordinating conjunction, it is

not followed by a comma. 4) Commas are not used between two verbs, two subjects, two complements, or two objects joined by a coordinating conjunction.

*We are looking for sticks, **for** these are the best materials to use.*

*The girls are building a trap, **and** they hope to catch a lizard.*

*They have not found any insects, **nor** have they seen any lizards today.*

*Lizards are fast, **but** the girls are determined to catch one.*

*We could go to the beach, **or** we could go up to the mountains.*

*I have been meaning to tell you, **yet** I just have not had a chance.*

*The chocolate was left in the sun, **so** you should probably not eat it right now.*

*The figures at elite universities, particularly, are enough to cause sticker shock; **yet** the current increases at many schools are the lowest in a decade.*

***Yet** the typical tenured professor's salary of $43,500 still represents 10 % less buying power than the equivalent salary in 1970.*

*That confuses most analogies between universities **and** profit-making enterprises* (compound object of preposition).

Correlative conjunctions are word pairs that join words or words groups of equal importance. Common correlative conjunctions include:

not only... but also

whether... or

both... and

not... but

either... or

as... as

neither... nor

A **note on punctuation:** You usually do not use a comma with correlative conjunctions.

*They want to travel **not only** to Europe **but also** to Asia.*

*I want **either** the red dress **or** the black shoes.*

*I want **both** the red dress **and** the black shoes.*

***Whether** you clean your room **or** vacuum the house is up to you.*

Unlike coordinating conjunctions and correlative conjunctions that link words and word groups, adverbial conjunctions join independent clauses.

Adverbial conjunctions tell the reader the relationship between the two main clauses. Below are some common adverbial conjunctions organised by the relationship they specify (see Table 3).

Table 3

Adverbial Conjunctions

Addition	Emphasis	Comparison or Contrast	Cause or Effect	Time
in addition furthermore moreover further	in fact indeed	however nevertheless nonetheless otherwise in contrast in comparison	as a result consequently hence therefore thus	finally meanwhile next

A **note on punctuation:** 1) When an adverbial conjunction connects two independent clauses in one sentence, it is preceded by a semicolon and followed by a comma. 2) If an adverbial conjunction is used in any other position in a sentence, it is set off by commas.

The old car sputtered to the top of the hill; **therefore***, we were all relieved.*

The construction was proceeding as planned; **however***, the looming storm threatened to delay the project.*

Nonetheless*, some colleges are making efforts to trim budgets and pass along the savings.*

Secretary Bennett, **however***, maintains that more federal aid would only encourage universities to count on the government to meet any increases they might impose.*

Subordinating conjunctions are a word or group of words that introduces a subordinate clause. Below are common subordinating conjunctions organised by the relationship they specify (see Table 4).

Table 4

Subordinating Conjunctions

Cause or Effect	Concession	Condition	Comparison or Contrast	Purpose	Space or Time
as because since	though although even though even if	if since unless when whenever	while as rather than	in order that so that	before since once after while when until/till

A **note on punctuation:** 1) Subordinating conjunctions that fall in the middle of a sentence are generally not preceded by a comma. 2) When a subordinate clause begins a sentence, however, the whole clause (but not the subordinating conjunction itself) is followed by a comma.

*Robin drove the Batmobile **whenever** Batman was away.*

*We can't go to the mall **because** our car broke down.*

***Because** it might rain, I will bring an umbrella to the festival.*

***Although** your mother doesn't like him, she must admit that he plays the piano beautifully.*

***Whenever** we leave the beach at dinner time, we get pizza at the brewery.*

***Rather than** taking the freeway home, why don't we drive the old highway 395?*

***So that** you don't have to pay a fine, you better not park in front of that fire hydrant.*

***After** she finished the interview, Emma felt relieved.*

You should become familiar with these words and the corresponding organisational relationship. They will help you to improve your thought and sentences as you write.

Remember, however, that conjunctions, like other words, vary by register, so make sure you use the appropriate ones (e.g., *nonetheless* is formal while *till* is more informal).

Also, don't overuse conjunctions because in that case your text will look unnatural. Besides them, use other ways of connecting ideas in a text, such as pronouns, synonyms, some grammar structures, etc.

Check Yourself

1. What types of linking words are there?
2. What is FANBOYS? How are these linking words punctuated?
3. What is the peculiarity of correlative conjunctions? How are they punctuated?
4. What groups of adverbial conjunctions are there? How are they punctuated?
5. What groups of subordinating conjunctions are there? How are they punctuated?
6. Is register important for choosing conjunctions?
7. What is a good balance of conjunctions?

WRITING GRADING AND GRADE DESCRIPTORS

Maximum grade per task: 10 points.
Notes:
- If the work is *plagiarized*, it is assigned *– 10 points*.
- The work can be no more or less than 10 % above or below the word limit.
- If the work is *below* the word limit by more than 10 %, it is assigned *0 points*.
- If the work is *above* the word limit by more than 10 %, the part over the word limit is not taken into account while grading.

Letter

Letter	Semester					
	1	2	3	4	5	6
Word limit (level)	120–180 (B1)			180–220 (B2)		200–250 (C1)

Content and Task Achievement	
Points	**Grade Descriptors**
2	All content is relevant to the task. Target reader is fully informed. Fully satisfies all the requirements of the task. Presents a clear purpose, with the tone consistent and appropriate
1	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. Does not satisfy all the requirements of the task. May present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate
0	Content is mostly irrelevant; misinterpretation of the task may be present. Target reader is minimally informed or not informed at all. Fails to address the task, which may have been completely misunderstood and/or goes below the word limit

Structure, Coherence and Cohesion	
Points	**Grade Descriptors**
2	Sequences information and ideas logically, coherently and there is a clear overall progression. Uses a range of cohesive devices appropriately. Uses paragraphing sufficiently and appropriately. The structure corresponds with the type of the task
1	Does not organise all information and ideas logically, coherently and there may be a lack of overall progression. Uses some basic cohesive devices but these may be inaccurate or repetitive. May be repetitive because of lack of referencing and substitution. Does not always use paragraphing sufficiently and appropriately. The structure does not always correspond with the type of the task
0	Does not organise ideas logically. Has very little control of organisational features. The structure does not correspond with the type of the task

Lexical Range and Resource	
Points	**Grade Descriptors**
2	Uses a sufficient range of vocabulary (including unit target lexis) to allow some flexibility and precision. There may be only occasional inaccuracies in word choice and collocation
1	Uses an adequate range of vocabulary for the task (including unit target lexis) but it may be limited or may make errors in word choice, collocation and word formation that may cause some difficulty for the reader
0	Uses only basic vocabulary which may be inappropriate for the task and does not use any unit target lexis. Has limited control of word choice, collocation and word formation. Errors may cause strain for the reader

Grammatical Range and Accuracy	
Points	**Grade Descriptors**
2	Uses a wide range of structures (including unit target grammar) with flexibility and accuracy. Makes only occasional errors or inappropriacies
1	Uses only a limited range of structures (including unit target grammar). May make frequent grammatical errors that can cause some difficulty for the reader

Points	Grade Descriptors
0	Uses only a very limited range of structures and does not use any unit target grammar. Some structures are accurate but errors predominate and distort the meaning
Spelling and Punctuation	
Points	**Grade Descriptors**
2	Produces very rare errors in spelling and/or punctuation, but they do not impede communication
1	May make noticeable errors in spelling and/or punctuation that may cause some difficulty for the reader
0	Frequent errors in spelling and/or punctuation may cause strain for the reader

Creative Writing

Creative Writing	Semester					
	1	**2**	**3**	**4**	**5**	**6**
Word limit (level)	200—250 (B1)			250—300 (B2)		300—350 (C1)

Content and Task Achievement	
Points	**Grade Descriptors**
2	All content is relevant to the task. Target reader is fully informed. Fully satisfies all the requirements of the task. Presents a clear purpose, with the tone consistent and appropriate. Presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas
1	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. Does not satisfy all the requirements of the task. May present a purpose that is unclear at times; the tone may be variable and sometimes inappropriate. Some parts may be more fully covered than others. The conclusions may become unclear or repetitive. Some ideas may be inadequately developed/unclear. The format may be inappropriate in places

Points	Grade Descriptors
0	Content is mostly irrelevant; misinterpretation of the task may be present. Target reader is minimally informed or not informed at all. Fails to address the task, which may have been completely misunderstood and/or goes below the word limit

Structure, Coherence and Cohesion	
Points	**Grade Descriptors**
2	Sequences information and ideas logically, coherently and there is a clear overall progression. Uses a range of cohesive devices appropriately. Uses paragraphing sufficiently and appropriately. The structure corresponds with the type of the task
1	Does not organise all information and ideas logically, coherently and there may be a lack of overall progression. Uses some basic cohesive devices but these may be inaccurate or repetitive. May be repetitive because of lack of referencing and substitution. Does not always use paragraphing sufficiently and appropriately. The structure does not always correspond with the type of the task
0	Does not organise ideas logically. Has very little control of organisational features. The structure does not correspond with the type of the task

Lexical Range and Resource	
Points	**Grade Descriptors**
2	Uses a sufficient range of vocabulary (including unit target lexis) to allow some flexibility and precision. There may be only occasional inaccuracies in word choice and collocation
1	Uses an adequate range of vocabulary for the task (including unit target lexis) but it may be limited or may make errors in word choice, collocation and word formation that may cause some difficulty for the reader
0	Uses only basic vocabulary which may be inappropriate for the task and does not use any unit target lexis. Has limited control of word choice, collocation and word formation. Errors may cause strain for the reader

Grammatical Range and Accuracy	
Points	Grade Descriptors
2	Uses a wide range of structures (including unit target grammar) with flexibility and accuracy. Makes only occasional errors or inappropriacies
1	Uses only a limited range of structures (including unit target grammar). May make frequent grammatical errors that can cause some difficulty for the reader
0	Uses only a very limited range of structures and does not use any unit target grammar. Some structures are accurate but errors predominate and distort the meaning
Spelling and Punctuation	
Points	Grade Descriptors
2	Produces very rare errors in spelling and/or punctuation, but they do not impede communication
1	May make noticeable errors in spelling and/or punctuation that may cause some difficulty for the reader
0	Frequent errors in spelling and/or punctuation may cause strain for the reader

Report (Written Part)

Maximum grade per task: 10 points.

Points	Grade Descriptors
2	All the points in the category have been covered completely or only with some minor issues
1	One point in the category hasn't been covered at all or several points have some issues
0	Two or more points in the category haven't been covered at all or all the points have some serious issues

Content
Grade Descriptors
• All the necessary elements in the correct order; • the required size of each element; • at least 3 sources in the bibliography; • correct bibliography formatting
Structure and Layout
Grade Descriptors
• Correct contents page formatting; • correct headings formatting; • correct appendix formatting   (including pictures and tables in the main part); • no hyperlinks visible
Style
Grade Descriptors
• Correct front page formatting; • correct page number formatting; • no extra spacing before/after the paragraphs or any gaps in the text; • 1.25 paragraph indents
Language Accuracy
Grade Descriptors
• No lexical errors; • no grammar errors; • no spelling errors; • no punctuation errors
Formatting
Grade Descriptors
• Times New Roman, font size 14 (font size 12 is possible in the tables); • 1.5 line spacing (1 line spacing is possible in the tables); • justified alignment; • correct page margins

Individual Reading (Written Part)

Required Amount of Reading

Semester	2	3	4	5	6
Number of Pages	150	200	250	300	350

Formatting

Maximum grade per task: 10 points.

Points	Grade Descriptors
10	A student gets minus 1 point for every formatting mistake

Grade Descriptors

• Correct front page formatting;
• all the necessary elements in the correct order;
• Times New Roman, font size 14
  (font size 12 is possible in the tables);
• 1.5 line spacing (1 line spacing is possible in the tables);
• 1.25 paragraph indents;
• justified alignment;
• correct page number formatting;
• no extra spacing before/after the paragraphs
  or any gaps in the text;
• correct page margins;
• marked lexical units for the oral literary analysis on the wordlist

Book Review

Maximum grade per task: 30 points.

Notes:
- If the work is *plagiarized*, it is assigned *–30 points*.
- The work can be no more than 2 A4 pages with the appropriate formatting.
- If the work is *above* the permitted size, the part over 2 pages is not taken into account while grading.

Content and Task Achievement	
Points	**Grade Descriptors**
6	All content is relevant to the task. Target reader is fully informed. Fully satisfies all the requirements of the task. Presents a clear purpose, with the tone consistent and appropriate. Presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. Does not satisfy all the requirements of the task. May present a purpose that is unclear at times; the tone may be variable and sometimes inappropriate. Some parts may be more fully covered than others. The conclusions may become unclear or repetitive. Some ideas may be inadequately developed/unclear. The format may be inappropriate in places
0	Content is mostly irrelevant; misinterpretation of the task may be present. Target reader is minimally informed or not informed at all. Fails to address the task, which may have been completely misunderstood and/or goes below the word limit
Structure, Coherence and Cohesion	
Points	**Grade Descriptors**
6	Sequences information and ideas logically, coherently and there is a clear overall progression. Uses a range of cohesive devices appropriately. Uses paragraphing sufficiently and appropriately. The structure corresponds with the type of the task
3	Does not organise all information and ideas logically, coherently and there may be a lack of overall progression. Uses some basic cohesive devices but these may be inaccurate or repetitive. May be repetitive because of lack of referencing and substitution. Does not always use paragraphing sufficiently and appropriately. The structure does not always correspond with the type of the task
0	Does not organise ideas logically. Has very little control of organisational features. The structure does not correspond with the type of the task

Lexical Range and Resource	
Points	**Grade Descriptors**
6	Uses a sufficient range of vocabulary to allow some flexibility and precision. There may be only occasional inaccuracies in word choice and collocation
3	Uses an adequate range of vocabulary for the task but it may be limited or may make errors in word choice, collocation and word formation that may cause some difficulty for the reader
0	Uses only basic vocabulary which may be inappropriate for the task. Has limited control of word choice, collocation and word formation. Errors may cause strain for the reader
Grammatical Range and Accuracy	
Points	**Grade Descriptors**
6	Uses a wide range of structures with flexibility and accuracy. Makes only occasional errors or inappropriacies
3	Uses only a limited range of structures. May make frequent grammatical errors that can cause some difficulty for the reader
0	Uses only a very limited range of structures. Some structures are accurate but errors predominate and distort the meaning
Spelling and Punctuation	
Points	**Grade Descriptors**
6	Produces very rare errors in spelling and/or punctuation, but they do not impede communication
3	May make noticeable errors in spelling and/or punctuation that may cause some difficulty for the reader
0	Frequent errors in spelling and/or punctuation may cause strain for the reader

Lexical Units (Personal Wordlist)

Maximum grade per task: 30 points (1 point for every correct answer).

Academic Year	1st (semester 2)	2nd (semester 3)	2nd (semester 4)	3rd (semester 5)	3rd (semester 6)
Required Number of the LUs	45	60	75	90	105
Required Number of the LUs in the Oral Literary Analysis	15—20	20—25	25—30	30—35	35—40

Translation

Required Size of an Excerpt to Translate

Semester	3	4	5	6
Number of Characters	1000	1500	2000	2500

Maximum grade per task: 30 points.
Notes:
- If the work is *plagiarized*, it is assigned *–30 points*.

Logical Errors	
Points	**Grade Descriptors**
20	A student gets minus 1 point for every critical error, influencing the translation equivalence

Accuracy	
Points	**Grade Descriptors**
15	A student gets minus 0.5 point for every non-critical error which doesn't influence the translation equivalence very much but puts a strain on the reader (spelling, punctuation, register, formatting, etc.)

Writing Codes

Here are some notes you can receive as feedback on your writing for error correction.

Criteria codes

1. **TA** – task achievement – I check if you've covered all the points of the task and that the style/tone/register is appropriate.
2. **SCC** – structure, coherence and cohesion – I check that the structure corresponds to the type of the task (e.g., email looks like an email); that there are paragraphs; that the text is logical, clear and connected and the linking words use.
3. **LRR** – lexical range and resource – I check that that there are no lexical mistakes and that you've used some unit lexis.
4. **GRA** – grammatical range and accuracy – I check that that there are no grammar mistakes and that you've used some unit grammar.
5. **SP** – spelling and punctuation – I check that there are no spelling/ punctuation mistakes.

Mistake codes

TA – some problem with the task requirements (for example, **TA-factual error** – something in your writing contradicts the task)

ST – some style/tone problem (too formal/informal)

SCC – paragraph problems (maybe no paragraphs) or coherence/ cohesion problems (maybe wrong linking words, etc.)

LOG – logical problem (e.g., the grammar tense used contradicts the timeline of your writing)

L – lexical mistake (the word is unsuitable, the wrong part of speech used, etc.)

GR – grammar mistake

STR – sentence structure problem

WO – word order problem

ART – article problem

PREP – preposition problem

PRON – pronoun problem

SP – spelling problem

P – punctuation problem

MISSING – something is missing (e.g., **ART-MISSING** – article missing)

SEE ABOVE – I've already marked this type of mistake somewhere in your writing

L/GR – the mistake is somewhere between lexis and grammar

? – I'm not sure I quite understand you here

- Sometimes I write additional comments to make myself clear in brackets.
- Sometimes I suggest some corrections in brackets (e.g., if we haven't covered this grammar/lexis/punctuation, etc. yet) – make sure you add it to your error correction process.

LETTERS

Informal emails and letters

Content

An **informal letter/email** is a letter/email that is usually written to a close friend or an acquaintance. It is also known as a personal letter/email and this type of letter does not have "hard" and "fast" rules on the format of writing as opposed to a formal letter, although there is a conventional way of writing it.

Register

Informal. Contracted forms (e.g., *I'd* instead of *I would*) are acceptable, as are exclamation marks. The tone will need to be polite, however.

Organisation

- The opening phrase;
- Introduction and reference to the previous letter/email (e.g., thanks for your friend's letter/email, apologies for not writing earlier, etc.);
- Reacting to your friend's news (e.g., news about mutual friends, news about present and future plans, etc.);
- The main reason for writing (e.g., answering your friend's questions, asking for a favour, etc.);
- The closing phrase;
- Signing off;
- Anything the writer forgot to mention earlier (postscript).

Useful language

Dear/Hi + name, ...

Thanks for your letter. It was great to hear from you again.

Thanks for your letter about...

I'm sorry I didn't write sooner.

I was meaning to get in touch, but you know how it is.

I'm really sorry I haven't written back sooner, but I've been up to my eyes in work.

I haven't written for ages, so I thought I'd drop you a line.

Let me know how things are going.

I hope you're well and that everything is going well with your....

Just a quick note to say...

...sends his/her love.

...anything else you think I should know.

I'd love to hear more about...

I'm really pleased...

I'm really sorry about...

I won't be able to...

Something's come up at work.

Not to worry though.

Have a good (flight).

By the way, ...

Anyway, the reason I'm writing is that...

Is there any chance you could...? I'd be really grateful.

I can't wait to hear from you again as soon as possible.

I'll give you a ring when I arrive.

It would be great to meet up again.

See you on...

I'm really looking forward to seeing you again and catching up on all your news.

Love,

(With) best wishes,

Here's...

Tasks and Details

1. New Inside Out Intermediate Workbook, p. 9, ex. 5:
   a) read ex. 4 for background;

  b) use lexis from Intermediate Companion, Wordlist to Unit 1 (https://quizlet.com/302073891/new-inside-out-intermediate-unit-1-flash-cards/), useful language (see above) and unit grammar (question forms, adverbs of frequency).

2. New Inside Out Intermediate Workbook, p. 21, ex. 6:
  a) read ex. 1 for background;
  b) use lexis from Intermediate Companion, Wordlist to Unit 3 (https://quizlet.com/302351457/new-inside-out-intermediate-unit-3-flash-cards/), useful language (see above) and unit grammar (Present Perfect Simple & Continuous, stative and dynamic verbs).

3. New Inside Out Upper Intermediate Workbook, p. 15, ex. 3:
  a) read ex. 1, 2 for background;
  b) use lexis from Upper Intermediate Companion, Wordlist to Unit 2 (https://quizlet.com/314104970/new-inside-out-upper-intermediate-unit-2-flash-cards/), useful language (see above) and unit grammar (verb/adjective patterns).

Letter of Thanks

Content

A **thank-you letter** is a letter that is usually written to thank someone for what s/he has done for you.

Register

Formal/semi-formal/informal. Depends on the addressee.

Organisation

- The opening phrase;
- Reason for writing;
- Explaining what you liked and why you are grateful;
- The closing phrase;
- Signing off.

Useful language

I am just writing to say how much I enjoyed...
..., which is why I'm writing to thank you now.
There was a really good..., and we all had a wonderful time.
I imagine you spent ages getting everything ready.
The... was fantastic and the... were brilliant.

It was a really good idea to...
You can't imagine how pleased I was to...
I was so happy to...
It was just what I...
It was really kind of you to...
Anyway, thanks again.
It was a/an... I'll never forget.
I'll always remember...

Tasks and Details

New Inside Out Intermediate Workbook, p. 27, ex. 4: use lexis from Intermediate Companion, Wordlist to Unit 4 (especially the phrasal verbs and make/do collocations) (https://quizlet.com/358283313/new-inside-out-intermediate-unit-4-flash-cards/), useful language (see above) and unit grammar (ways of expressing the future and some- / any- / every- / no- pronouns).

Letter of Apology

Content

A **letter of apology** will include reasons why you are apologizing. Typically, these letters are written to somebody that the writer feels they have hurt. Generally, these letters are heart-felt and meaningful.

Register

Formal / semi-formal / informal. Depends on the addressee.

Organisation

- The opening phrase;
- Reason for writing;
- Explaining what you apologise for;
- Stressing that it will not happen again and why (if suitable);
- Offering a compensation (if suitable);
- The closing phrase;
- Signing off.

Useful language

I'm writing to say sorry for...
I thought that I really should write to you to say how sorry I was about...

I feel very bad about it and I hope you'll forgive me.

I hate to think...

I know it wasn't a good idea to...

I'm afraid I didn't realize...

Can you ever forgive me for...?

I didn't mean to...

I'd like to apologise for...

You must forgive me for...

I'm awfully sorry about...

I wish I hadn't...

I know I shouldn't have been...

What an embarrassment!

Anyway, please accept my apologies for...

(I promise that) it won't happen again.

I've enclosed a cheque and I hope that it's enough to pay for the damage.

Tasks and Details

New Inside Out Intermediate Workbook, p. 27, ex. 4: use lexis from Intermediate Companion, Wordlist to Unit 4 (especially the phrasal verbs and make/do collocations) (https://quizlet.com/358283313/new-inside-out-intermediate-unit-4-flash-cards/), useful language (see above) and unit grammar (ways of expressing the future and some-/any-/every-/no-pronouns).

Letter of Invitation

Content

A **letter of invitation** refers to a letter that is written to invite people for a particular occasion or event that is either private (i.e., birthday parties) or professional (i.e., business functions).

Register

Formal / semi-formal / informal. Depends on the addressee.

Organisation

- The opening phrase;
- Reason for writing;
- Date, time and place;

- Asking to confirm an invitation (if necessary);
- The closing phrase;
- Signing off.

Useful language

I'm writing to you because we would like you to join us for a (small party) to celebrate our... on... at...

This is just a short note to ask you if you could come to... next...

I was wondering if you'd like to come down here and spend a few days (by the sea).

I do hope you can come.

I do hope you can make it.

How about...?

Please try to come.

Please drop us a line to let us know.

Write soon and let me know.

I'm really looking forward to seeing you.

Tasks and Details

Inside Out Intermediate Student's Book, p. 66, ex. 4: use lexis from Intermediate Companion, Wordlist to Unit 4 (especially the phrasal verbs and make/do collocations) (https://quizlet.com/358283313/new-inside-out-intermediate-unit-4-flash-cards/), useful language (see above) and unit grammar (ways of expressing the future and some-/any-/every-/no-pronouns).

Replying an Invitation (Accepting or Refusing)

Content

When writing a **letter accepting an invitation** to an event or speaking engagement, the letter should be brief as well as timely. A **refusal letter** is a letter written to notify the reader about the decision of the writer to decline an invitation, an offer, a claim, a request or any other matter. Mostly a formal type of letter, it can be written for informal matters especially an invitation letter.

Register

Formal / semi-formal / informal. Depends on the addressee.

Organisation

- The opening phrase;
- Thanking the person for an invitation;
- Confirmation of the details (place, date, time) / refusing an invitation (explaining the reason);
- Confirming your attendance / wishing the sender luck with the event;
- The closing phrase;
- Signing off.

Useful language

Accepting

Thanks for the invitation to...
I'd love to come.
I'm really looking forward to seeing you on...

Refusing

Thank you for your kind invitation to... Unfortunately, I won't be able to join you as I'll be...
Thank you for inviting me down for..., but...
I'm afraid I..., so I won't be able to make it.
I hope... goes well.
I'd love to come another time, though.

Tasks and Details

Inside Out Intermediate Student's Book, p. 66, ex. 4: use lexis from Intermediate Companion, Wordlist to Unit 4 (especially the phrasal verbs and make/do collocations) (https://quizlet.com/358283313/new-inside-out-intermediate-unit-4-flash-cards/), useful language (see above) and unit grammar (ways of expressing the future and some-/any-/every-/no-pronouns).

Letter of Complaint

Content

A **letter of complaint** should include a list of reasons for complaint about the service and should state what action is required.

Register

Formal. Arguably, understatement ("I was rather disappointed...") would be more effective than being completely frank.

Organisation

- The opening phrase;
- Reason for writing;
- Expanding the experience and reasons for a complaint;
- Stating the action that is required;
- The closing phrase;
- Signing off.

Useful language

Dear Sir or Madam, / Dear Mr (Ms)...

I am writing this letter to complain about...

I am writing to complain about the damage caused by your company when they...

I am writing in connection with the ... services which you provided on... for...

Havin recently read a rave review in... for..., I immediately phoned... and booked...

We were looking forward to a great evening, but I'm sad to say that we were grievously disappointed.

We had gone in the hope of... It turned out that...

In brief, the (review) was totally misleading.

I was dissatisfied with both the service and the quality of...

Further to our telephone conversation, you are aware that...

I was recommended your... by..., who assured me that you specialized in... of the highest quality.

You can imagine my disappointment when I learnt that...

If I had known..., I would not have...

What is more, ... the... was not of the standard that one might expect / the highest standard.

To make matters worse, ...

To add insult to injury, ...

This was not what I expected from an establishment of your reputation.

In the circumstances I think my reaction was understandable.

I am sure that you will understand my reasons for writing this letter.

I look forward to receiving a letter of apology, as well as a full refund.

I look forward to receiving a letter of apology / a full refund as soon as possible.

I will expect substantial compensation and a full apology.

I also think that the court of law would agree with me.

I enclose the receipt.

I trust that we will be able to settle the matter amicably.

Having taken all of the above into consideration, I have now spoken with my solicitors. You will be hearing from them in due course.

If I do not hear from you within... days, I will be obliged to take legal advice on this matter.

I'm sorry to say that after such an awful experience I don't think I'll ever be able to trust your (reviews) again.

I suggest you take more care in the future or you will lose more loyal... like myself.

Yours faithfully, / Yours sincerely, / Yours disappointedly,

Tasks and Details

1. New Inside Out Intermediate Workbook, p. 33, ex. 2:
   a) read ex. 2 for background;
   b) use lexis from Intermediate Companion, Wordlist to Unit 5 (https://quizlet.com/314106037/new-inside-out-intermediate-unit-5-flash-cards/), useful language (see above) and unit grammar ((un)countable nouns, quantifiers, used to/would).
2. New Inside Out Upper Intermediate Workbook, p. 33, ex. 5:
   a) read ex. 5 for background and look at the pictures;
   b) use lexis from Upper Intermediate Companion, Wordlist to Unit 5 (https://quizlet.com/314104566/new-inside-out-upper-intermediate-unit-5-flash-cards/), useful language (see above) and unit grammar (gerunds vs infinitives, used to/would/will for present and past habits).
3. New Inside Out Advanced Workbook, p. 15, ex. 5:
   a) read ex. 1–3 for background;
   b) use lexis from New Inside Out Advanced, Unit 2 (e.g., food/restaurant language, phrases expressing your opinion, "taste" idioms) (https://quizlet.com/577004767/new-inside-out-advanced-unit-2-flash-cards/?x=1jqt), useful language (see above) and unit grammar (especially complex noun phrases & fronting).

Letter Asking for Information

Content

A **letter asking for information** is a letter that is usually written to a company or an executive when you want to get some further information about the subject you are interested in. This type of letter has strict rules on the format of writing.

Register

Formal. Should include polite question forms.

Organisation

- The opening phrase;
- Reference to the source of firsthand information;
- Reason for writing;
- Request for information;
- The main reason for writing;
- The closing phrase;
- Signing off.

Useful language

Dear Sir or Madam, / Dear Mr (Ms)...
I am writing in response to your (advertisement) in...
I am interested in...
I would be grateful if you could send me further information / a brochure.
I would like to know if it is possible to...
If so, please send me further details.
I would also like more information about...
Could you also please tell me more about...?
Finally, I would appreciate it if you could let me know if...
I would be grateful if you could tell me more about... and any other relevant information.
I look forward to receiving your reply / hearing from you.
Thanking you in anticipation of your kind attention.
Yours faithfully, ... / Yours sincerely, ...

Tasks and Details

New Inside Out Intermediate Workbook, p. 39, ex. 5:
a) read ex. 1—3 for background;

b) use lexis from Intermediate Companion, Wordlist to Unit 6 (https://quizlet.com/389108989/new-inside-out-intermediate-unit-6-flash-cards/), useful language (see above) and unit grammar (prepositions of time and modal verbs).

Letter of Advice

Content

A **letter of advice** is a letter written to someone with the purpose of giving them advice about something. This may be a problem they face or a dilemma. You might have to help them make a difficult choice, such as whether to get a job or go on to further education.

Register

Semi-formal/informal. Depends on the addressee.

Organisation

- The opening phrase;
- Reason for writing;
- Logical body paragraphs that address the bullet points;
- The closing phrase;
- Signing off.

Useful language

I think you should...
I certainly don't think you should...
I don't think that... / you need to...
Perhaps you could...
Why don't you think about it a bit more?
Whatever you do, though, make sure you don't say anything you'll regret later.
It might be a good idea to...
If I were you, I'd forget about it / try to...
You could try doing it once.
Have you thought about asking... what they think?
I don't think you should do anything without speaking to someone who... and who you can trust.
I imagine you'll be disappointed with what I say, but you can choose to ignore it.

I believe you'll receive the best advice from...
There's nothing weird in the fact that...
You shouldn't worry about it.

Tasks and Details

New Inside Out Intermediate Workbook, p. 63, ex. 5 (**write an answer to only one post: 1 or 3**):

a) read ex. 1 for background;

b) use lexis from Intermediate Companion, Wordlist to Unit 10 (https://quizlet.com/422542438/new-inside-out-intermediate-unit-10-flash-cards/), useful language (see above) and unit grammar (defining relative clauses, 0 and 1st conditionals, make and let, indirect questions).

Formal Emails and Letters

Content

A **formal letter/email** is one written in a formal and ceremonious language and follows a certain stipulated format. Such letters are written for official purposes to authorities, dignitaries, colleagues, seniors, etc. and not to personal contacts, friends or family.

Register

Formal.

Organisation

- The opening phrase;
- Reference/reacting to the previous letter/email (if necessary);
- The main reason for writing;
- Specific details;
- Restating the reason for writing and thanking the reader for reviewing your request;
- Politely asking for a written response or for the opportunity to arrange a meeting to further discuss your request;
- The closing phrase;
- Signing off.

Useful language

Dear Sir or Madam, / Dear Mr (Ms)...
I am writing with reference to your... on...

With reference to your letter of...,

I would be pleased to accept your offer of...

I am delighted...

All your colleagues send their regards.

I should apologise for the delay in replying to your letter.

Thank you for your letter of... which I received this...

I am writing to inform you that...

I sincerely regret that I will be unable to...

I regret to inform you that...

Unfortunately, I am not available on the date you suggest in your letter. This is due to work commitments, for which I must apologise.

I hope that you will excuse this inconvenience, but I am sure that you will...

Incidentally, ...

May I take the opportunity to wish you a (pleasant flight) and to hope (your stay in London) will be both enjoyable and profitable.

I look forward to seeing you again at (our meeting) on the...

I am sorry to hear you will not be available.

Thank you for your email concerning my...

I hope that the change to my (schedule) will not cause you any problems.

I would be grateful if you could confirm the new arrangements.

We would be grateful if you could confirm your reservation in writing.

I enclose...

I would appreciate it if you would process my claim as quickly as possible as I require...

Best wishes,

Yours faithfully, ... / Yours sincerely, ...

Tasks and Details

New Inside Out Upper Intermediate Workbook, p. 15, ex. 3:

a)   read ex. 1, 2 for background;

b)   use lexis from Upper Intermediate Companion, Wordlist to Unit 2 (https://quizlet.com/314104970/new-inside-out-upper-intermediate-unit-2-flash-cards/ and https://quizlet.com/321604369/formal-informal-writing-new-inside-out-upper-intermediate-units-1-2-flash-cards/?x=1jqt), useful language (see above) and unit grammar (verb/adjective patterns).

Letter of Application

Content

A **letter of application** is a letter that seeks an employment opportunity. You should market yourself in the letter.

Register

Formal.

Organisation

- The opening phrase;
- Reason for writing;
- Qualifications and experience;
- Personality and interests;
- Summary of reasons for applying;
- When the writer is free;
- The closing phrase;
- Signing off.

Useful language

Dear Sir or Madam, / Dear Mr (Ms)...

I am writing in response/reply to your advertisement in...

I am writing to apply for the post of..., which was advertised in...

I would like to apply for the position/post of... in your...

During the course, I spent (3 months) working for... as a...

At present, I am working as a... at...

In addition, I have gained experience of...

Please refer to the enclosed curriculum vitae for further details.

I enclose my curriculum vitae for further information.

I enclose a copy of my CV.

As you will see from my CV, I have...

However, what I lack in experience, I am willing to make up for in enthusiasm and hard work.

Since I left university in..., I have been in continual employment.

First of all, I worked as a..., where I learnt about the...

After that, I worked in a... where I enjoyed working as part of a team and improved my...

Through the variety of posts I have held, I have learnt important interpersonal skills, improved my knowledge of... languages and have gained extensive computing skills.

I feel the job you are offering will enable me to put these skills into practise.

I feel I am well-suited to this position because...

I have a good standard of (spoken and written English).

I have an international driving licence.

I am very interested in working for an organisation where I would have the opportunity to use my skills.

My previous experience includes...

I am proficient in (Word, Excel).

I have working knowledge of (Spanish).

Over the years, I have also...

I believe that I have the appropriate qualifications, experience and personality for this post, and I think that I would find the work stimulating and rewarding.

I would be free to work for your company...

My course finishes at... and I will be free to take up a post after this time.

I am available for an interview at your convenience / at any time which is convenient to you.

I would be pleased to attend an interview at any time convenient to you.

I look forward to hearing from you.

Yours faithfully, ... / Yours sincerely, ...

Tasks and Details

New Inside Out Upper Intermediate Workbook, p. 67, ex. 5:
a) read ex. 4 for background;
b) use lexis from Upper Intermediate Companion, Wordlist to Unit 11 (https://quizlet.com/433491997/new-inside-out-upper-intermediate-unit-11-flash-cards/?x=1jqt), useful language (see above) and unit grammar (ways of expressing the future).

Letter to a Newspaper

Content

A **letter to a newspaper / letter to the editor** is a formal comprehensive letter, addressed to the editor of a certain publication/magazine/newspaper

with the intent of complimenting, critiquing, informing, or communicating a certain piece of information.

Register

Formal/semi-formal.

Organisation

- The opening phrase;
- Reason for writing/introduction;
- The main details and subject matter;
- Summary and conclusion;
- Reminder for the editor to take the appropriate action (if necessary);
- The closing phrase;
- Signing off.

Useful language

Dear Editor, / Dear Sir or Madam, / Dear Mr (Ms)...
It's good to see that...
I'm sick and tired of...
I do, of course, respect...
Having said that, ...
I would draw the line when it comes to...
I'm really pleased to see that...
I can sympathise with the view that...
I take exception to...
Whilst not in total agreement with (= While not...)...
I couldn't agree more.
I find it hard to believe that...
There is no doubt some truth in...
However, ...
Yours faithfully, ... / Yours sincerely, ...

Tasks and Details

New Inside Out Advanced Student's Book, p. 23, ex. 6:
a) read ex. 2, 3 for background;
b) use lexis from New Inside Out Advanced, Unit 2 (https:// quizlet.com/577004767/new-inside-out-advanced-unit-2-flash- cards/?x=1jqt), useful language (see above) and unit grammar (especially complex noun phrases and fronting).

CREATIVE WRITING

Short Story

Content

A **short story** is a fictional prose tale of no specified length, but too short to be published as a volume on its own. A short story will normally concentrate on a single event with only one or two characters.

Register

Semi-formal/informal. Use personal style that is interesting to read.

Organisation

- Title;
- Introduction;
- The background (begin by setting the scene; give some details about when and where the story takes place and who the main characters are);
- The body / the problem;
- How you felt;
- The conclusion/resolution.

Useful language

Have I ever told you about the time...?
One of my most vivid (childhood) memories is the day when...
It was (a few years ago).
I must have been about... at the time.
I remember I had been...
Finally, when... came...
The first thing that happened / I did when...
At first / to begin with /it started with /one day, ...
After that / just then / afterwards /when /once / just as / then / after some time / after a while...
It happened when I really wasn't expecting it.
At the same time / a minute or two later, ...
Suddenly / out of the sudden / gradually / step by step / slowly...
With my heart beating, I...
...and to my delight found that...
I could hardly contain my excitement.

Needless to say, I...

I distinctly remember... ing...

I knew I had to act fast.

I knew I didn't have a second to lose.

As quickly as I could, ...

I was just about to... when...

What happened next took me completely by surprise.

I've never been so... in my life! I was absolutely...

(Un)fortunately, ...

In the end / eventually / finally / it ended with...

Eventually, however, I had to... and sheepishly admit what had happened.

To my relief, ...

If only I had stopped to think...

It was the perfect end to a perfect day.

Tips

- Tell the events clearly.
- Use a variety of past tenses.
- Use a mixture of direct and reported speech.
- Use time expressions, sequencing and linking words.
- Give specific details (e.g., describe the view from your window in detail).
- Use vivid expressions: to make the story more exciting use descriptive adjectives (*an awe-inspiring landscape*) and adverbs (*Curiously, he liked it*) and to create more mood and action use uncommon verbs (*dashed* instead of *ran, glanced* instead of *looked*). Avoid simple non-descriptive words (*good, important, went*).
- Avoid repeating words: use pronouns and synonyms.

Tasks and Details

1. New Inside Out Intermediate Workbook, p. 15, ex. 5:
   a) read ex. 4 for background;
   b) use lexis from Intermediate Companion, Wordlist to Unit 2 (https://quizlet.com/302106658/new-inside-out-intermediate-unit-2-flash-cards/), useful language (see above) and unit grammar (narrative tenses: the Present Perfect, the Past Simple, the Past Continuous; time phrases; gradable/non-gradable adjectives).

2. New Inside Out Intermediate Workbook, p. 67, ex. 1–3:
a) read ex. 1–3 for background;
  b) use lexis from Intermediate Companion, Wordlist to Unit 11 (especially adverbs of attitude and manner) (https://quizlet.com/343187458/new-inside-out-intermediate-unit-11-flash-cards/), useful language (see above) and unit grammar (especially unreal conditionals, wishes and regrets structures).

3. New Inside Out Upper Intermediate Student's Book, p. 33, ex. 4:
  a) read ex. 1–3 for background;
  b) use lexis from Upper Intermediate Companion, Wordlist to Unit 3 (https://quizlet.com/314104710/new-inside-out-upper-intermediate-unit-3-flash-cards/), useful language (see above) and unit grammar (reported speech and unreal conditionals).

4. New Inside Out Upper Intermediate Workbook, p. 21, ex. 3:
  a) read ex. 3 for background;
  b) use lexis from Upper Intermediate Companion, Wordlist to Unit 3 (https://quizlet.com/314104710/new-inside-out-upper-intermediate-unit-3-flash-cards/), useful language (see above) and unit grammar (reported speech and unreal conditionals).

5. New Inside Out Upper Intermediate Workbook, p. 57, ex. 6:
  a) read ex. 1 for background;
  b) use lexis from Upper Intermediate Companion, Wordlist to Unit 9 (https://quizlet.com/386392025/new-inside-out-upper-intermediate-unit-9-flash-cards/), useful language (see above) and unit grammar (past modals of deduction, look/seem/appear, narrative tenses).

6. New Inside Out Advanced Student's Book, p. 45, ex. 5:
  a) read ex. 1–4 for background;
  b) use lexis from New Inside Out Advanced, Unit 4 (https://quizlet.com/589653624/new-inside-out-advanced-unit-4-flash-cards/?x=1jqt), useful language (see above) and unit grammar (the future as seen from the past, discourse markers in writing).

Report (Written Part)

Content

A **report** is written for a clear purpose and to a particular audience. Specific information and evidence are presented, analysed and applied

to a particular problem or issue. The information is presented in a clearly structured format making use of sections and headings so that the information is easy to locate and follow.

Register

Formal as it is an academic type of report.

Organisation

- Front page (see the template: https://drive.google.com/file/d/1OLKcvYIiAt_U70tIkywj_7CpisAQqCXI/view);
- Contents page;
- Introduction (0.5−1 page): general outline of the kind of sport;
- The main part (4−5 pages): history, rules, associations, famous sportsmen, interesting facts etc.;
- Conclusion (0.5−1 page): perspectives of the sport and its current position in the world, personal attitude;
- Bibliography (at least 3 sources in English) (see the template: https://drive.google.com/file/d/1OLKcvYIiAt_U70tIkywj_7CpisAQqCXI/view);
- Appendix (optional): large pictures, tables etc.

Formatting Tips

- Use the front-page template keeping all the original formatting;
- make sure you have all the necessary elements in the correct order and of the required size;
- every large section (except the paragraphs in the main part) should start with a new page;
- use Times New Roman, font size 14 (you can use font size 12 in the tables, especially if they are large);
- use 1.5 line spacing (you can use 1 line spacing in the tables, especially if they are large);
- the paragraph indent should be 1.25;
- justified alignment is required;
- page numbers start with 2 on the second page (the contents page) and they should be Times New Roman, font size 12;
- the spacing before and after the paragraph should be 0 and there shouldn't be any gaps in the text (except for an empty line after each paragraph);

- page margins should be 3 to the left, 1.5 to the right, 2 at the top/bottom;
- the headings should be in the centre of the page in bold with an empty line after it; the paragraph headings in the main part should be numbered;
- make sure you format the appendix (including pictures and tables in the main part) appropriately (see the report sample below);
- make sure your text doesn't have any hyperlinks if you copy it off some website;
- use the report sample (see https://drive.google.com/file/d/15D6dMsYbVElqB7Z_X8Jfam-FSzJHYvns/view).

Tasks and Details

Write a report on any sport of your choice (make sure that nobody in the class has chosen the same kind of sport as you): use lexis from Intermediate Companion, Wordlist to Unit 2 (https://quizlet.com/302106658/new-inside-out-intermediate-unit-2-flash-cards/) and unit grammar (narrative tenses: the Present Perfect, the Past Simple, the Past Continuous; time phrases; gradable/non-gradable adjectives).

Opinion Essay

Content

An **opinion essay** is a written work in which the writer expresses an opinion and supports that opinion with facts and examples. Unlike other types of essays, the opinion essay does not necessarily need to rely on hard facts; it can, instead, rely on the writer's opinion only, provided the writer can support his or her opinions with compelling arguments.

Register

Formal.

Organisation

- Title;
- Introduction: rephrase the essay task – don't use it unchanged. You may also give an example;
- Main part: point 1 – give your opinion and choose 1–2 reasons for this supported with examples. Also, refute your reasons, giving some arguments against them;

- Main part: point 2: Choose 1—2 more reasons and repeat the process from point 1;
- Conclusion — sum up, giving your opinion again.

Useful language

In my opinion, it is true to say / it is wrong...
Personally, I believe / do not believe that...
Having said that, it is important to remember that...
At the same time, I feel that...
Although some people feel that...
Perhaps the most important point, however, is...
First and foremost, ...
What is more, ...
Understandably, ...
Another important consideration is that...
But in my view, ...
Not surprisingly, ...
For instance / for example, ...
It is worth considering...
What strikes me is that...
One of the main arguments against... is...
All things considered, it is fair to say that / I do not think that...
In conclusion / On balance, I would say that...

Tips

- See a section on Writing Paragraphs.

Tasks and Details

New Inside Out Intermediate Workbook, p. 45, ex. 4:
a) read ex. 3, 4 for background;
b) use lexis from Intermediate Companion, Wordlist to Unit 7 (https://quizlet.com/395639268/new-inside-out-intermediate-unit-7-flash-cards/), useful language (see above) and unit grammar (verb patterns and passive structures).

Review (Film, Restaurant, Book)

Content

A **review** is the scrutiny and valuation of a film, book, restaurant, etc. This can be categorised into journalistic analysis that appears in news-

papers, well-known mass media outlets, product reviews by ordinary customers, and scholastic criticism by scholars that is well-versed by theory and published in journals.

Register

Semi-formal/informal. Depends on the target audience.

Organisation

Film Review

- Basic information:
    - The title of the film, and the year it came out;
    - The type of film;
    - The director's name;
    - Any other relevant information (if it is based on a book, where it was filmed, how successful or popular it was, etc.);
    - The main actors and which characters they play.
- The setting, the main characters and a summary of the plot (short, no spoilers and in present tense).
- What you particularly like / didn't like about the film (be specific: write about the acting, soundtrack, directing, characters, script, camerawork, costumes, sets, special effects, etc.).
- Summary and recommendations with the reasons for them.

Restaurant Review

- Basic information:
    - the address and the phone number;
    - the opening hours;
    - some information about the owners and anything they said of interest that you could report.
- Place (a description of décor, of the atmosphere, some information about the history of the place).
- Food (the menu, some typical dishes and a description of a particular dish).
- Feelings (what you particularly like / didn't like, any particular incident that gives insight into the restaurant).
- Summary and recommendations with the reasons for them.

Book Review

- Basic information:
    - book title and author;

- o   the type of book;
- o   brief information about the author;
- o   when the book was written.
- The book itself:
  - o   where and when the book is set;
  - o   overview of the book;
  - o   book synopsis/summary (in the present tense);
  - o   the central characters;
  - o   direct quotes from the book.
- When the reviewer read the book and their opinion of it; what they particularly like / didn't like about the book (be specific).
- Summary and recommendations with the reasons for them.

Useful language

Film Review

...is one of the best movies I've seen for a long time.

Released in..., this (powerful romantic drama) has received rave reviews and won (8 Oscars).

(Hollywood melodrama), said one critic, but the film is much more than that.

It's directed by...

..., the director of the film, also made...

It's a (comedy)... that was a big hit / very popular with movie-goers in...

It's based on a book of the same title by...

Based on a novel by..., the screenplay was written by..., the writer of...

(Robert de Niro) plays the part of..., and his performance is worthy of an Oscar.

It stars / the starring roles are taken by...

The film takes place in / was filmed in...

The film is about / tells the gripping story of...

The story is (not) hard to follow / the plot is (not) easy to understand, but, on the whole, ...

What I liked / didn't like about it was...

I was especially impressed by..., who played the character of...

The scenes that are set in the... are particularly gripping and the suspense will keep you on the edge of your seat.

On the whole, the plot is a little confusing / not terribly believable / quite engaging.

In general, the main characters of the film are a little disappointing / very convincing / very interesting.

By and large, the action scenes are rather boring / thrilling / very well done.

The film's soundtrack is generally just right / quite inspiring / very annoying.

...is full of (action) and it's (funny) at the same time.

As a piece of (Hollywood entertainment), I thoroughly recommend it. I particularly liked...

As in ...'s other films, the special effects play an important part.

The ending, which is no surprise, is the stuff of (fairy tales).

It is certainly worth seeing.

...is a "feel-good" movie that will appeal to everyone.

But be prepared for some scenes that are difficult to watch.

If you haven't seen it yet, see it soon.

You won't be disappointed.

Restaurant Review

If you haven't been to... yet, then you don't know what you're missing.

It is set out like..., with...

The atmosphere is laid-back and friendly, and the clientele is a mixture of..., ... and...

It is run by...

The menu offers an incredibly wide selection of dishes, ranging from classic... to the exquisite... conjured up on the spot by...

The quality of the food is superb, a difficult task with such an amazing range of delicacies to prepare.

We tried... dishes between us, each one better than the rest.

The (fish) is so fresh you can still smell the sea.

The (meat) is succulent and done to a turn.

The (sweets) are quite something to behold.

It can get quite busy at the weekend, but the staff are never flustered and it's always service with a smile.

Perhaps the secret lies in...

All this for the price of your average pizza.

If you're looking for a new eating experience, head for...

You won't be disappointed!

Book Review

...is a (classic romantic novel) set in ... in...

The story takes place in...

The story revolves around...

The book follows the lives of...

The book is about / tells the gripping story of...

The story is (not) hard to follow / the plot is (not) easy to understand, but, on the whole, ...

The central character is...

One of the main characters is a...

The story begins with...

As the story unfolds, ...

The story ends with...

What I liked / didn't like about it was...

On the whole, the plot is a little confusing / not terribly believable / quite engaging.

In general, the main characters are a little disappointing / very convincing / very interesting / engaging and believable.

The plot is complex and full of twists.

It was gripping / really exciting from start to finish.

It was thought-provoking/stimulating and intriguing.

...is full of (action) and it's (funny) at the same time.

I particularly liked...

The storyline is brilliant and I found it hard to put down.

I didn't particularly enjoy reading..., but I thought it was well written and quite (witty) in parts.

I don't usually read..., but I was surprised how much I enjoyed...

I think... manages to describe... very well.

However, I think that (her novels) probably appeal more to..., and I don't think I'll be reading any more of (her) books.

The best thing about the book is...

This is a great story and typical of... in being...

The imagery is very vivid and you feel empathy for the main characters from the very beginning.

This is the most boring book I have ever read.

I couldn't relate to the characters at all — I thought they were (irritating and silly), and there isn't much of a story.

The ending, which is no surprise, is the stuff of (fairy tales).

It is certainly worth reading.

I would certainly recommend this book to anyone, without telling them the ending, of course.

You won't be disappointed.

Tips

- Try to incorporate humor and personal touches into your review.
- Focus on evaluation and recommendation. If you include both positive and negative points try to keep proper balance between them.

Tasks and Details

1. New Inside Out Intermediate Workbook, p. 57, ex. 4:
   a) read ex. 4 for background;
   b) use lexis from Intermediate Companion, Wordlist to Unit 9 (https://quizlet.com/416675979/new-inside-out-intermediate-unit-9-flash-cards/), useful language (see above) and unit grammar (-ed/-ing adjectives, reported speech).
2. New Inside Out Upper Intermediate Workbook, p. 63, ex. 4:
   a) read ex. 4 for background;
   b) use lexis from Upper Intermediate Companion, Wordlist to Unit 10 (especially "look" verbs, gradable/absolute adjectives and adverbs) (https://quizlet.com/395640004/new-inside-out-upper-intermediate-unit-10-flash-cards/), useful language (see above) and unit grammar (relative clauses, cleft sentences).
3. New Inside Out Advanced Student's Book, p. 19, writing, ex. 1, 2:
   a) read ex. 1, 2 for background;
   b) use lexis from New Inside Out Advanced, Unit 2 (especially food/restaurant language, phrases expressing your opinion, "taste" idioms) (https://quizlet.com/577004767/new-inside-out-advanced-unit-2-flash-cards/?x=1jqt), useful language (see above) and unit grammar (especially complex noun phrases and fronting).
4. New Inside Out Advanced Workbook, p. 27, ex. 3:
   a) read the text on p. 26 for background;
   b) use lexis from New Inside Out Advanced, Unit 4 (https://quizlet.com/589653624/new-inside-out-advanced-unit-4-flash-cards/?x=1jqt), useful language (see above) and unit grammar (the future as seen from the past, discourse markers in writing).

Descriptive Essay

Content

A **descriptive essay** is a piece of writing used to explain something in detail. It employs the major senses of the body to create a vivid mental image of what is being described to the reader.

Register

Semi-formal.

Organisation

- Title.
- Introduction. The introductory paragraph establishes the main ideas of the description and sets the tone. This paragraph should include an introduction to your topic followed by your thesis statement.
- The body. Structure your description in a way that makes sense for your topic. If you are writing about an event, give your paragraphs a chronological order. If you are writing about a place or thing, try ordering your paragraphs so that they go from general to specific. For instance, if you are describing a person, you may write about their appearance, personality (and what their appearance tells you about their personality), clothes and interests. If you are writing about a city, you may write about such things as the cost, the entertainments, its famous inhabitants, the festivals, the history, some sports facilities, the languages, the local customs, the museums and theatres, the scenery, the shopping. If you are writing about a home, you may write about such things as the location, the appearance, the interior and the facilities.
- Conclusion. Your conclusion should summarize everything you have written in your description. It should also restate your thesis. It is important to have a well-written conclusion because it is the last thing the reader will read, and will stay in his or her mind the longest.

Useful language

To begin with... but when...
If you saw..., you would probably think...
On top of that / In addition to that / Besides, ...

With looks like (his), it's not surprising that...

As well as these qualities, ...

The only problem with this is that...

What strikes you first/most (about him) is/are...

At first glance, ...appears to...

The first thing you notice about... is...

Another striking feature is...

Apart from that...

...looks like the sort of...

...that makes (him) so...

...which makes you think that...

...(he) looks as if (he) would...

(He) looks just like...

(He) looks like a typical...

(He) gives an impression of being...

Judging from the way (he) looks...

There is something about (him) that...

There is more to... than...

Although you may never have considered it as..., it is worth taking a closer look.

Incredible as it may seem, ...

If that doesn't take your fancy, then... is a must.

But what really makes ... stand out / special is...

...boasts one of the most...

If you do (visit)..., it's a good idea to...

Although it's hard to put a finger on what makes it...

The... is the most striking aspect of this...

More than anything else, this is a (place where)...

Tips

- Use all of the senses in a descriptive essay.
- Don't use nondescript adjectives or adverbs like *nice* or *very*. Use a dictionary and get some new and interesting words, like *marvellous* or *utterly*.
- Use linking words to make your description coherent.
- Try not to use the word "I" in your sentences (depends on the description).

Tasks and Details

1. New Inside Out Intermediate Workbook, p. 71, ex. 4:
   a) read ex. 1 for background;
   b) use lexis from Intermediate Companion, Wordlist to Unit 12 (https://quizlet.com/337971469/new-inside-out-intermediate-unit-12-flash-cards/), useful language (see above) and unit grammar (adjective order; have sth done).

2. New Inside Out Upper Intermediate Workbook, p. 45, ex. 4:
   a) read ex. 1 for background;
   b) use lexis from Upper Intermediate Companion, Wordlist to Unit 7 (especially reporting verbs, adverb + adjective collocations, useful phrases, clichés, discourse markers, adjectives with different prefixes and suffixes) (https://quizlet.com/397771175/new-inside-out-upper-intermediate-unit-7-flash-cards/), useful language (see above) and unit grammar (past modals and articles).

3. New Inside Out Upper Intermediate Workbook, p. 51, ex. 4:
   a) read ex. 4 for background;
   b) use lexis from Upper Intermediate Companion, Wordlist to Unit 8 (https://quizlet.com/376875994/new-inside-out-upper-intermediate-unit-8-flash-cards/), useful language (see above) and unit grammar (passive report structures, have sth done, unreal conditionals).

4. New Inside Out Upper Intermediate Workbook, p. 71, ex. 3:
   a) read ex. 1 for background;
   b) use lexis from Upper Intermediate Companion, Wordlist to Unit 12 (https://quizlet.com/549834517/new-inside-out-upper-intermediate-unit-12-flash-cards/?x=1jqt), useful language (see above) and unit grammar (participle clauses and quantifiers).

5. New Inside Out Advanced Student's Book, p. 28, writing, ex. 1:
   a) read the texts on p. 26 for background;
   b) use lexis from New Inside Out Advanced, Unit 3 (https://quizlet.com/588756471/new-inside-out-advanced-unit-3-flash-cards/?x=1jqt), useful language (see above) and unit grammar (especially hedging, inversion after negative/limiting adverbials, adding emphasis with "do"/cleft sentences).

How-to Article

Content

A **how-to article** explains how something is done. It often presents the information in steps. To write your own how-to article, choose a favourite activity or a task that you can teach someone about.

Register

Semi-formal/informal.

Organisation

- Title.
- Introduction. Tell the reader what you will be explaining.
- The body. You may provide helpful background information on the topic. Also, you may list tools or materials needed for the activity. Put the steps in order in which they need to be done or group your advice in paragraphs logically.
- Conclusion.

Useful language

Almost everyone can..., as long as they...
Start by (gathering as much information as you can).
Try ...ing ...
The most important thing to remember is that...
If you haven't already done so, you should definitely consider...
Next, you should...
It's important to...
It's best (not) to...
Remember to/that...
Before you..., you definitely ought to consider...
You can also...
...will all help you.
As part of..., it's definitely worth... ing...
This is important because...
(Don't) try to...
The advantage of... is that you can...
It's a good idea to...
One of the best ways to... is to...

Another possibility is to...
Perhaps/maybe you could...
Why not...?
You just need to...
...is equally important.
If you have the opportunity, you definitely ought to consider...
...will make an enormous difference.
This strategy is a good one because...
Follow these (five easy steps) and you are sure to...

Tips

- Use a simple straightforward style.
- Use imperatives, rhetorical questions and conditionals to talk to your reader directly.
- Use linking words and check your referencing to avoid repetition and have good coherence & cohesion.
- Good details you may include with your how-to are:
    o statistics;
    o quotes by well-known people;
    o definitions;
    o anecdotes (short, illustrative stories about yourself or someone else);
    o quotes and examples from people like the reader or from popular books on the subject;
    o references to other media (film, television, radio);
    o helpful tools, resources or products.

Tasks and Details

1. New Inside Out Upper Intermediate Workbook, p. 27, ex. 5:
    a) read ex. 4 for background;
    b) use lexis from Upper Intermediate Companion, Wordlist to Unit 4 (https://quizlet.com/314105247/new-inside-out-upper-intermediate-unit-4-flash-cards/), useful language (see above) and unit grammar (giving advice and sympathy, narrative tenses, future tenses, phrasal verbs).
2. New Inside Out Advanced Workbook, p. 9, ex. 7:
    a) read ex. 6 for background;

b) use lexis from New Inside Out Advanced, Unit 1 (https://quizlet.com/561811398/new-inside-out-advanced-unit-1-flash-cards/?x=1jqt), useful language (see above) and unit grammar (especially adverbials and various tenses).

Discursive Essay

Content

A **discursive essay** or a **pros and cons essay** is a type of persuasive assignment where you discuss both sides of a debatable issue before revealing your own position. The objective, balanced structure allows audiences to formulate their own opinions before hearing your final analysis. You can write a good discursive essay by giving fair, equal treatment to both sides of an issue, describing its advantages and disadvantages with clear, specific research and summarizing your own position in the conclusion.

Register

Formal. The tone of a pros and cons essay is objective and even, giving equal attention and respect to both sides.

Organisation

- Title.
- Introduction. Your introduction should contribute to the balanced structure by summarizing both sides and presenting a neutral thesis statement. A sample thesis might read, "While cell phones provide conveniences, entertainment and ways to stay in touch, they also create serious distractions, enable social bullying and create an easy crutch for critical thinking."
- The body:
  - Points in favour;
  - Points against.
  The body paragraphs of the essay should provide details and examples to further develop the arguments for each side of the topic. Your discussion should be well-researched, with clear, specific examples to support every assertion.
- Conclusion. Although the conclusion should reveal the writer's viewpoint, it still needs to be stated in an objective, unbiased manner. Using first person phrases like *I believe* corrupts the ba-

lanced tone you have set throughout the course of the essay. Similarly, tearing down the opposite position can alienate readers, even if they have found your essay useful to this point. Instead of focusing on yourself, try to center your statements on the information you've presented. For example, your concluding paragraph might begin, "Taking everything into consideration, the social and technological benefits of cell phones outweigh their potential to be misused."

Useful language

The main argument in favour/against is...

First of all, I should like to consider...

The first thing I would like to consider / to be considered is...

There are many good reasons / it is not difficult to find reasons for..., and the first is that...

In order to make the problem clear, I would like to present some examples of...

Apart from that, ...

Many... are in favour of the idea.

It is well known / we know that...

Despite the fact that... / In spite of...

On the other hand, ...

What is more, / An additional reason is that...

What matters most in this case is...

The advantages of... are obvious.

It is a fact that...

There is, however, one major drawback to...

Another strong argument against ... is that...

...may benefit (us) more than...

There is no doubt that...

It is understandable to / I can understand that some people have reservations about..., although I think we should...

I know that some people may disagree / not everybody would agree.

Personally, I (like to have a choice).

To sum up / altogether, ...

On this basis, I can conclude that...

Given this, it can be concluded that...

Having proved this, I would like to...
In conclusion, I would like to stress that...
All in all, I believe that...

Tasks and Details

New Inside Out Upper Intermediate Workbook, p. 39, ex. 5 (**paraphrase the introduction**):

a) read ex. 4 for background;
b) use lexis from Upper Intermediate Companion, Wordlist to Unit 6 (especially linking words) (https://quizlet.com/362990955/new-inside-out-upper-intermediate-unit-6-flash-cards/), useful language (see above) and unit grammar (the perfect tenses and the passive voice).

Proposal

Content

A **proposal** proposes an idea and provides evidence intended to convince the reader why that idea is a good or bad one. Although proposals are generally a significant part of business and economic transactions, they are not limited to those two areas. Proposals may be written for any college classes, scientific fields, as well as personal and other professional areas.

Register

Formal/semi-formal. Depends on the target reader.

Organisation

- Title.
- Introduction. The introduction serves to inform your reader of the history of the proposal (if applicable) or to introduce a subject to an informed/uninformed audience. This is the most important part of your paper in some respects. You need to both introduce the topic and show the audience why they should care about this topic. It's often helpful to begin with an interesting fact, statistic, or anecdote to grab the reader's attention. Typically, people only make proposals to solve a problem. As such, you'll want to highlight a particular problem that you think your proposal would solve. Know your audience so that you can emphasize the benefits your proposal would bring.

- Proposal. This is a statement of purpose. This section should be brief and only discuss what your actual proposition is. It is okay for this section to be only a few sentences long if the proposal is short. Do not include details about how you will carry out the proposal in this section.
- Desired outcomes. State what the goals of your proposal are. Focus this area on why the proposal will work. You can draw on similar past experiences to show why this proposal will work just like previous ones. If you do not have this "past experience" option, focus on what you think your audience wants to hear.
- Plan of action. This is where you go into detail about how your proposal will be implemented. Convince: you need to convince your audience that your proposal is a good idea. Detail: in discussing the implementation, you'll want to give enough detail to show your audience that you've thought about how the process will work. That said, you don't want to bore them with overly-technical or boring details. Anticipate: anticipating potential implementation problems is both good practice and communicates to your audience that you've thought carefully about your proposal and about potential stumbling blocks.
- Resources needed. Include tangible (paper, money, computers, etc.) and intangible items such as time.
- Conclusion. Do not restate your introduction here if you choose to mention the "history" of a certain proposal. However, if you did not introduce your proposal with some historical background information, here is the part where you can quickly restate each section above: proposal, plan of action, all the "why's" of the paper, and so on.

Useful language

It can provide a boost to...
The effects can be...
Nonetheless, with careful forward planning most of these problems can be avoided.
All in all, I think we should welcome the chance to...
Curiously, there has been some hostility to...
Although it will entail some upheaval in the short term...

However, the long-term benefits far outweigh the short-term disruption.
In addition, we will need to... as well as...

There will inevitably be some disruption to..., however.

...will obviously be needed, as will...

Tips

- Use linking words / discourse markers and check your referencing to avoid repetition and have good coherence & cohesion.
- Good details you may include with your proposal to convince the reader are:
  - o statistics;
  - o quotes by well-known people;
  - o anecdotes (short, illustrative stories about yourself or someone else);
  - o quotes and examples from people like the reader or from popular books on the subject;
  - o references to other media (film, television, radio).

Tasks and Details

New Inside Out Advanced Workbook, p. 21, ex. 6:

a) read ex. 3–5 for background;
b) use lexis from New Inside Out Advanced, Unit 3 (https://quizlet.com/588756471/new-inside-out-advanced-unit-3-flash-cards/?x=1jqt), useful language (see above) and unit grammar (hedging, inversion after negative/limiting adverbials, adding emphasis with "do"/cleft sentences).

Individual Reading (Written Part)

Content

Individual reading is choosing and reading a book, written by an English-speaking author (American, British, Australian, etc.). The book should be in the original, not translated into English, unadapted and unabridged. For ideas on what you may choose, see Our Students' Reading List (https://docs.google.com/document/d/1GIR8-u625v8Da-OdBawcgnFTEArB2KmrzdA6LNeBLK4/edit). The written part of the individual reading portfolio consists of a front page, the book review and the wordlist and is usually submitted during the last month of semester.

During the final weeks, a student should also translate an excerpt from the book, chosen by the teacher at random and submit their translation for marking.

Formatting Tips

- Use the front-page template keeping all the original formatting (see the template: https://docs.google.com/document/d/1ZkUnLuAtxCe69OizgB0_HfB1ZGrcnc4i/edit);
- make sure you have all the necessary elements in the correct order and of the required size (the front page, the book review, the word list);
- every section should start with a new page;
- use Times New Roman, font size 14 (you can use font size 12 in the tables, especially if they are large);
- use 1.5 line spacing (you can use 1 line spacing in the tables, especially if they are large);
- the paragraph indent should be 1.25;
- justified alignment is required;
- page numbers start with 2 on the second page, and they should be Times New Roman, font size 12;
- the spacing before and after the paragraph should be 0 and there shouldn't be any gaps in the text;
- page margins should be 3 to the left, 1.5 to the right, 2 at the top/bottom;
- make sure you mark all the words you are going to use in your literary analysis on your wordlist.

Book Review Organisation

Introduction
- Give the name and the author of the book.
- Write why you've chosen this particular book and describe what you'd been expecting from it.
- In one short paragraph, tell the reader about the storyline.

Main part: What do you think of the book?
- Write what you liked or didn't like about the book and why, which part of the book was the best, and if the characters seemed real. Write what you think about the plot and if you'd like to change something. Describe the author's style.

- Write how the book influenced you, what you felt when you'd finished reading it, if it changed your point of view.
- Write if the book lived up to your expectations.

Conclusion
- Draw a conclusion of what you've written and write if you recommend the book to other readers.

Wordlist Formatting Tips

- The lexical units should be numbered.
- The lexical units should be in their base form (e.g., nouns should be singular, except for those which are always used in the plural like *clothes*; verbs should be in their infinitive form; adjectives and adverbs shouldn't be in the comparative or superlative degree, etc.).
- If you use indefinite articles on your wordlist, bear in mind that they aren't used with uncountable nouns.
- All the lexical units should be lower-case.
- The translation of a lexical unit should match the form and the context (e.g., *splendidly* — великолепный → великолепно; *nibbles* — закуски — *She lifts her arm and nibbles her finger* → *to nibble sth* — покусывать что-то — *She lifts her arm and nibbles her finger*).
- Make sure you use the template given below for your wordlist.

Book Wordlist

Lexical Unit	Translation	Example Sentence (from your book)
1) a candlelit dinner	ужин при свечах	Never mind candlelit dinners!
2) to commit a crime	совершить преступление	You are committing a crime.
3) hysterical	истерический, в истерике	She was hysterical.
4) splendidly	великолепно	I pulled splendidly.
5) I couldn't care less	Мне абсолютно все равно.	I couldn't care less, frankly.

Translation Formatting Tips

- Make sure you put the name of the author, the book title and the chapter your excerpt comes from at the top of the page;
- use a table with two columns; put the original text in the left column and your translation in the right one;
- use Times New Roman, font size 14;
- use 1 line spacing;
- page margins should be 3 to the left, 1.5 to the right, 2 at the top/bottom;
- see the translation formatting sample (https://docs.google.com/document/d/1eix7IKSsXRwMEZNG9NZR1B2RwxL-VCI5IEzPOzY2D6k/edit?usp=sharing).

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