

Reference Materials for HSE Global Scholarship Competition — 2022

Foreign Language (English)

I. Recommendations on how to prepare for the competition

1. General provisions

The recommendations for the Competition in the Foreign Language provide an overview of types and forms of the Competition tasks, knowledge and skills required to complete the tasks, the procedure for the completed tasks evaluation, assessment criteria, as well as the Competition rules.

The task complexity is determined by the complexity of the language material and the assessed skills, as well as the type of the task. It also correlates with the foreign language proficiency levels defined in the documents of the Council of Europe (levels B2–C1).

The Competition duration is 80 minutes.

2. The form of Competition tasks

The Competition is held for students of 10–11 grades remotely in the form of written assignments and includes "Language and Culture" and "Reading And Writing" sections. Tasks for the 10th and 11th grades do not differ in difficulty and content. The knowledge and skills required for their completion are listed in Table 1.

Table 1. Knowledge and skills required to successfully complete the tasks of the specified sections.

Section	Knowledge and skills
Language and Culture	<ul style="list-style-type: none">- Knowledge of the main events in the history of Great Britain and the USA- Knowledge of the social and cultural specifics of English-speaking countries- Mastering the vocabulary corresponding to levels B2–C1 as per CEFR¹- Grammatical knowledge corresponding to levels B2–C1 as per CEFR- Knowing English spelling and punctuation rules- Having basic metalanguage knowledge
Reading and Writing	<ul style="list-style-type: none">- Be able to identify the main idea behind the text- Be able to find the specified information in the text- Be able to formulate one's opinion- Be able to substantiate one's opinion- Be able to give examples to support one's opinion- Be able to analyze cultural aspects- Be able to structure text as per the requirements- Be able to use the required language register- Be able to use various lexical means suited for the related context when writing- Be competent with a wide range of grammatical structures when writing

¹ European foreign language proficiency levels: <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

	<ul style="list-style-type: none"> - Be able to adhere to the standards of English spelling and punctuation - Have a command of English at level of B2–C1 as per CEFR
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The "Language and Culture" section includes two tasks. The "Reading and Writing" section includes two tasks as well.

The Competition assignment has 4 types of tasks:

- error correction task (grammatical, lexical, spelling, social and cultural).
- free-type task requiring a brief response.
- task requiring to determine the main idea of the provided text by selecting it from the presented options.
- task requiring to write an essay based on the provided text fragment, requiring critical reading and analytical thinking skills, as well as a creative approach.

The task descriptions, as well as the task content, are given in English. No dictionaries or other reference materials or information resources are allowed during the Competition.

3. The Competition results assessment procedure

The maximum total score that can be acquired by successfully completing all 4 tasks is 100. The maximum scores across the Competition sections are given in Table 2.

Table 2. Competition sections and maximum number of points.

No.	Competition section	Number of tasks	Maximum points
1	Language and Culture	2	40
2	Reading and Writing	2	60
	Total	4	100* ↓ Task 1 – 20 points Task 2 – 20 points Task 3 – 10 points Task 4 – 50 points

In Task **1**, each correct answer (no mistakes) is 2 points.

In Task **2**, each correct answer (no mistakes) is 2 points; each correct answer with spelling errors — 1 point.

In Task **3**, each correct answer is 2 points.

In Task 4, the maximum number of points that can be obtained by the participant is 50 points; the points received by criteria are multiplied by two.

For the Task 4 assessment criteria please see below.

The criteria for assessing Task 4 of the competition.

ESSAY ASSESSMENT CRITERIA (max 50 (25*2) points)

Structure (max 2 points)

2 points – the student uses paragraphing skillfully, sufficiently and appropriately; there is an introductory section, a main body and a conclusion

1 point – the student presents information with some organisation, but there may be a lack of overall progression, or some of the sections are missing

0 points – the student does not write in paragraphs, or paragraphing is inadequate

Introduction (max 2 points)

2 points – the topic is paraphrased and clearly introduced, the thesis statement is valid (it focuses on the main idea/problem)

1 point – the topic is partly paraphrased/or the thesis statement is not clearly focused

0 points – the topic is not paraphrased, there is no thesis statement, or it fails to communicate a relevant message

Main body paragraph 1: task response (max 4 points)

4 points – fully addresses all parts of the task; presents a fully developed position in answer to the question with relevant, creative, extended and well supported ideas that fully rely on cultural aspect #1

3 points – addresses all parts of the task; presents a clear position throughout the response; presents, extends and supports main ideas that rely on cultural aspect #1, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus

2 points – addresses all parts of the task although some parts may be more fully covered than others; presents relevant main ideas that partly rely on cultural aspect #1 or some may be inadequately developed/unclear, and/or there may be irrelevant details

1 point – does not adequately address any part of the task; does not express a position; attempts to present few ideas that are largely undeveloped, irrelevant or do not sufficiently rely on cultural aspect #1

0 points – answer is completely unrelated to the task and/or does not attempt the task in any way, or ideas do not rely on cultural aspect #1; writes a totally memorised response

Main body paragraph 2: task response (max 4 points)

4 points – fully addresses all parts of the task; presents a fully developed position in answer to the question with relevant, creative, extended and well supported ideas that fully rely on cultural aspect #2

3 points – addresses all parts of the task; presents a clear position throughout the response; presents, extends and supports main ideas that rely on cultural aspect #2, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus

2 points – addresses all parts of the task although some parts may be more fully covered than others; presents relevant main ideas that partly rely on cultural aspect #2 or some may be inadequately developed/unclear, and/or there may be irrelevant details

1 point – does not adequately address any part of the task; does not express a position; attempts to present few ideas that are largely undeveloped, irrelevant or do not sufficiently rely on cultural aspect #2

0 points – answer is completely unrelated to the task and/or does not attempt the task in any way, or ideas do not rely on cultural aspect #2; writes a totally memorised response

Transitions (max 3 points)

3 points – the student uses a wide range of transitions skillfully and appropriately in such a way that it attracts no attention

2 points – the student uses a range of cohesive devices appropriately although there may be some under-/over-use

1 point – the student uses a limited range of most common linkers, many of which are inaccurate or repetitive

0 points – the student uses only basic cohesive devices, and those used do not indicate a logical relationship between ideas

Conclusion (max 2 points)

2 points – the student summarizes the main points and restates the thesis statement

1 point – the conclusion contains some irrelevant ideas, not discussed in the main body, or the thesis statement is not restated, or the student does not summarize the main points

0 points – the conclusion contains some irrelevant ideas, not discussed in the main body, and the thesis statement is not restated, and the student does not summarize the main points

Register (max 1 point)

1 point – the essay is written in the appropriate academic/neutral style, the student may make 1 minor stylistic mistake

0 points – the student makes more than 1 stylistic mistake

Grammatical Range and Accuracy (max 3 points)

3 points – the student uses a wide range of grammar structures and makes no grammatical mistakes

2 points – the student uses a variety of grammar structures, but makes 1-2 minor grammatical mistakes

1 point – the student uses a limited range of grammar structures and/or makes 3 grammatical mistakes

0 points – the student uses elementary grammar structures and/or makes more than 4 grammatical mistakes

Lexical Resource (max 4 points)

4 points – the student uses advanced vocabulary and makes no mistakes in spelling and/or word formation and/or word choice

3 points – the student skillfully uses uncommon lexical items but there may be occasional inaccuracies in spelling, word choice and/or collocation (1-2 mistakes)

2 points – the student uses a sufficient range of vocabulary but makes 3-4 errors in spelling, word formation and/or word choice

1 point – the student uses a limited range of words and expressions and/or makes more than 4 mistakes in spelling, word formation and/or word choice

0 points – the student uses only basic vocabulary, with very limited control of word formation and/or spelling; errors are numerous and cause strain for the reader.

II. List of topic/sections

- By language criterium:

As a reference, participants shall use the approximate list of topics and textbooks used for the preparation for international exams (FCE, CAE), paying attention to the following aspects:

- Vocabulary
- Grammar
- Collocations
- Phrasal verbs and idioms

- By intercultural criterium:

1. Approaches to Intercultural Communication
2. Cultural Identity
3. International Cultures
4. Co-Cultures: Living in a Multicultural World
5. Intercultural Messages: Verbal and Nonverbal Interaction
6. Cultural Contexts
7. Becoming Competent in Intercultural Communication
8. Intercultural Communication: New Perspectives

III. Recommended sources:

1. 'Ready for CAE' by Roy Norris, Amanda French, Macmillan Exams
2. 'Common Mistakes at CAE and How to Avoid Them' by Debra Powell, Cambridge
3. 'Destination C1-C2 Grammar & Vocabulary' by Malcolm Mann, Steve Taylore-Knowles, Macmillan
4. 'The Routledge Handbook of Language and Intercultural Communication' edited by Jane Jackson

IV. COURSERA online courses

1. 'Grammar and Punctuation'. URL: <https://www.coursera.org/learn/grammar-punctuation>
2. 'Work Smarter not Harder'. URL: <https://www.coursera.org/learn/work-smarter-not-harder>
3. 'Academic Listening & Note-taking'. URL: <https://www.coursera.org/learn/note-taking>
4. 'Intercultural Communication and Conflict Resolution'. URL: <https://www.coursera.org/learn/intercultural-communication>

V. Online sources

1. Online dictionaries:

a) <https://www.ldoceonline.com/>

b) <https://dictionary.cambridge.org/>

c) <https://www.oxfordlearnersdictionaries.com/>

2. British Council website. URL: <https://learnenglish.britishcouncil.org/>

3. Hofstede Insights. URL: <https://www.hofstede-insights.com/>

4. Key Methods to Describe Cultures. URL: https://saylordotorg.github.io/text_international-business/s07-02-what-are-the-key-methods-used-.html

5. TED Talks. URL: <https://www.ted.com/>

6. Interactive task:

For questions 1-10, give one-word answers.

Platform – LearningApps

URL: <https://learningapps.org/watch?v=p24q5e3jk20>