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GUIDELINES AND ASSESSMENT CRITERIA

Subject: English

Year: 4 (Bachelors)

2023-2024

Core textbook: Upstream: Proficiency C2: Student's Book by Virginia Evans, Jenny Dooley. Express Publishing House.

Core grammar manual: Longman Advanced Learners' Grammar (Mark Foley & Diane Hall)

WRITING

NB: ChatGPT or other AI-powered language models cannot be used for competing writing tasks. If this rule is violated, the assignment will fail.

The following tasks must be presented in writing:

Unit 1: An opinion-based essay or an article

Unit 2: A report or an essay making suggestions/recommendations

Unit 3: A formal letter to the press/authority

Unit 4: An article for a newspaper/magazine

Unit 5: A formal report

Unit 6: A review

Writing assessment criteria:

Content:

- Demonstrates a profound understanding of the topic.
- Provides analysis and critical thinking.
- Presents original and well-developed ideas.
- Offers a comprehensive examination of relevant aspects.

Organization and Structure:

- Maintains a clear and logical structure throughout the text.
- Utilizes advanced rhetorical devices and transitions for coherence.
- Ensures smooth and natural progression of ideas.

Vocabulary and Language Use:

- Exhibits a rich and varied vocabulary, including active vocabulary learned in class (level C2).
- Demonstrates a variety of complex sentence structures and grammar.
- Uses idiomatic expressions and nuanced language effectively.

Clarity and Precision:

- Communicates ideas with clarity and precision.
- Avoids ambiguity and vagueness.
- Uses appropriate word choice to convey nuanced meanings.

Tone and Style:

- Adapts tone and style to suit the purpose of the tasks.
- Consistently maintains an appropriate and engaging tone.
- Demonstrates a high level of stylistic variation and creativity.

Coherence and Cohesion:

- Creates smooth transitions between sentences and paragraphs.
- Maintains a clear line of reasoning throughout the text.
- Achieves unity and coherence in the overall structure.

Formatting:

- Follows the appropriate formatting guidelines (e.g., essay format, reports, letters).
- Demonstrates meticulous attention to spelling, grammar, and punctuation.
- Presents a well-organized and error-free text.

SPEAKING

NB: All students must participate in speaking activities during the class. Active engagement is not optional but an integral part of the learning process.

Speaking assessment criteria:

Fluency and Coherence:

- Speaks fluently and confidently with minimal hesitation.
- Maintains a smooth and coherent flow of speech.
- Demonstrates the ability to sustain complex ideas over extended discourse.

Vocabulary and Lexical Range:

- Utilizes an extensive and varied vocabulary, including active vocabulary (C2).
- Selects precise and specific wording as needed.
- Demonstrates mastery of idiomatic expressions and figurative language.

Grammar and Syntax:

- Uses complex sentence structures with accuracy.
- Displays control over advanced grammatical features, such as inversion, subjunctive mood, and complex clauses.
- Avoids grammatical errors and inconsistencies.

Pronunciation and Intonation:

- Pronounces words and phrases clearly and intelligibly.
- Exhibits near-native intonation patterns.
- Uses stress and rhythm effectively to convey meaning and emphasis.

Content and Relevance:

- Addresses the topic comprehensively.
- Presents well-developed arguments and ideas.

Interactive Communication:

- Engages effectively in interactive and spontaneous dialogues.
- Actively listens and responds to interlocutors, demonstrating comprehension and adaptability.
- Asks questions and provides relevant feedback.

Self-Correction:

- Self-corrects minor errors without disrupting the flow of speech.
- When confronted with corrections from others, maintains composure.

Adaptability and Flexibility:

- Adapts language and communication style to suit the context and task.
- Handles unexpected or challenging questions or situations effectively.

GRAMMAR

Grammar topics to be revised/studied include:

Unit 1:

- Present tenses (Present simple, Present continuous, Verbs rarely used in the continuous).
- Past Tenses ((Past simple, Past continuous, Past perfect, Past perfect continuous, Used to / would).
- Past to present tenses (Present perfect, Present perfect / Past simple – differences, Present perfect continuous, Present perfect / Present perfect continuous – differences).
- The future (Predictions, decisions and intentions, arrangements, other future meanings).
- The future (Expressions with future meaning, Verbs with future meaning, Future in the past).
- Reported speech (Direct and indirect speech, Indirect statements, Indirect questions, Indirect commands and requests, Reporting verbs and their patterns).

Unit 2:

- Conditionals (General points, Zero / First / Second / Third / Mixed conditionals, Alternatives to IF).
- The subjunctive and 'unreal' uses of past forms (The subjunctive, The 'unreal' past, WISH / IF ONLY).

Unit 3:

- Passives, causatives and GET.

Unit 4:

- Emphatic structures and inversion: Cleft sentences.
- Emphatic structures and inversion: Fronting.
- Emphatic structures and inversion: Inversion.

Unit 5:

- Modal verbs CAN, COULD, MAY, MIGHT, BE ABLE TO (Ability; Possibility, deduction and speculation; Arrangements, suggestions, offers; Asking for and giving / refusing permission).
- Modal verbs MUST, SHOULD, OUGHT TO, HAVE TO, NEED (Obligation and necessity; Prohibition and criticism; Absence of obligation or necessity; Recommendation and advice; Logical deduction and probability).
- Modal verbs WILL, WOULD, SHALL (Prediction and certainty; Characteristics, habits and routines; Willingness and refusal; other uses; Hypothetical WOULD).
- Adjectives. Comparison (Groups of adjectives; Comparative and superlative adjectives; Adjectives with AS, SO, TOO, ENOUGH, and SUCH). Other types of comparison.
- Adverbs (Form; Use; Position of adverbs in sentences).

Unit 6:

- -ING forms (forms and uses).
- Infinitives (forms and uses).
- Verbs followed by -ing forms and infinitives (patterns, differences in meaning).

Grammar assessment criteria:

Explain Grammar Rules:

- Ability to explain in clear terms the grammar rules related to a specific topic, such as verb tenses, articles, or conditionals.

Provide Own Examples:

- Demonstrate the capacity to provide original and relevant examples that apply the grammar rules in context.

Analyze Grammatical Structures:

- Proficiency in analyzing sentences and identifying grammatical structures using appropriate linguistic terminology, such as subject-verb agreement, relative clauses, or indirect speech.

Rephrase Sentences:

- Skill in rephrasing sentences to convey the same meaning using alternative grammatical structures to showcase a deeper understanding of grammar versatility.

Fill in the Gaps:

- Competence in completing sentences or passages by filling in the gaps with correct grammatical forms. This requires justifying the chosen forms based on the context and rules.

Apply Grammar Consistently:

- Consistent application of grammar rules in both written and spoken communication.

Adapt to Different Styles:

- Ability to adapt grammar usage to various communication styles, including formal, informal, academic, and creative writing.

Use Advanced Grammar Features:

- Proficiency in using advanced grammar features, such as reported speech, conditional structures, and complex sentence constructions.

Recognize and Correct Errors:

- Skill in recognizing common grammatical errors and inaccuracies in one's own writing or speech and correcting them effectively.

Understand Exceptions and Nuances:

- Awareness of exceptions or nuances within grammar rules, demonstrating a deeper comprehension of the language.

Apply Grammar to Editing:

- Ability to edit written texts for grammar accuracy and coherence, ensuring that grammar enhances overall clarity and communication.

Engage in Constructive Discussions:

- Participate in constructive discussions and debates about grammar usage, showing the capacity to defend and explain grammatical choices.

Teach Grammar Concepts:

- Proficiency in teaching grammar concepts to peers or learners at lower proficiency levels, demonstrating mastery of the topic.

Apply Grammar Across Contexts:

- Application of grammar knowledge across various contexts, such as academic essays, creative writing, professional emails, and everyday conversations.

VOCABULARY

NB: It is highly recommended that all students maintain comprehensive records of the active vocabulary covered during each class session. Additionally, they should actively engage in a continuous and diligent process aimed at reinforcing and internalizing this vocabulary through consistent practice and application.

Vocabulary assessment criteria:

Word Knowledge:

- Demonstrates a wide-ranging vocabulary, encompassing both general and topic-specific words.
- Shows a deep understanding of word meanings, including nuances and multiple definitions.

Usage and Appropriateness:

- Applies vocabulary appropriately in context, considering factors like formality and tone.
- Chooses words that enhance rather than hinder communication.

Spelling and Pronunciation:

- Spells words correctly and pronounces them accurately.
- Avoids common spelling errors and mispronunciations.

Idiomatic Expressions:

- Incorporates idiomatic expressions and phrasal verbs effectively into speech and writing.
- Uses idioms naturally and appropriately.

Word Formation:

- Demonstrates an understanding of word formation processes, such as prefixes, suffixes, and root words.
- Forms new words or inflections correctly when needed.

Collocations:

- Uses word collocations appropriately and naturally.
- Avoids unnatural pairings of words.

Synonyms and Antonyms:

- Effectively employs synonyms and antonyms to convey shades of meaning and create variety in language use.

Contextual Understanding:

- Understands words in context, including their connotations and associations.
- Accurately interprets words based on the surrounding text or conversation.

Figurative Language:

- Recognizes and uses figurative language, such as metaphors and similes, appropriately and effectively.

Context Clues:

- Employs context clues to decipher the meaning of unfamiliar words when reading or listening.
- Uses surrounding information to make informed guesses about word meanings.

Word Usage in Writing:

- Applies a varied and rich vocabulary to enhance the quality of written work.
- Avoids repetitive word choices and phrases.

Active Vocabulary Review:

- Regularly reviews and practices vocabulary to reinforce retention.
- Actively seeks opportunities to incorporate new words into communication.

Cross-Linguistic Influence and Interference:

- Recognizes and addresses potential cross-linguistic influences on vocabulary usage.

Effective Use in Speaking:

- Demonstrates fluency in employing vocabulary during spoken communication.
- Uses vocabulary to articulate thoughts and ideas clearly and persuasively.