

**Federal State Autonomous Educational Institution of Higher Education "Moscow  
Institute of Physics and Technology  
(National Research University)"**

**APPROVED**  
**Vice Rector for Academic Affairs**

**A.A. Voronov**

**Work program of the course (training module)**

**course:** Russian as a Foreign Language/Русский язык как иностранный  
**major:** Applied Mathematics and Physics  
**specialization:** General and Applied Physics/Общая и прикладная физика  
Landau Phystech-School of Physics & Research  
Foreign Languages Department  
**term:** 1  
**qualification:** Master

Semesters, forms of interim assessment:

1 (fall) - Pass/fail exam

2 (spring) - Grading test

Academic hours: 120 AH in total, including:

lectures: 0 AH.

seminars: 120 AH.

laboratory practical: 0 AH.

Independent work: 60 AH.

In total: 180 AH, credits in total: 4

Number of course papers, tasks: 4

Author of the program: O.V. Tikhanova, senior professor

The program was discussed at the Foreign Languages Department 26.01.2021

## Annotation

The program Russian as a foreign language for masters, A2 is designed for master students of 1th year who start from A0 level. The course lasts 1 year (4 contact class hours per week).

The program is aimed at forming A2 skills of socio-cultural and academic communication, such as:

- speaking: being able to use the language system to express one's thoughts in everyday or academic communication;
- reading: various strategies of reading adapted texts;
- listening: understanding speech by ear in everyday communication;
- writing: writing letters to friends and colleagues; making up an application or an explanatory memorandum.

Basic vocabulary: making acquaintances, everyday life, finding one's way in town, studying, job, leisure, trips, health, transport, shopping.

Basic grammar: declension of nouns and personal pronouns (singular and plural); past, present and future verb forms (general rules concerning the most frequent verbs); verbs of movement with prefixes and without prefixes (basic rules).

The course envisages a final graded credit.

## 1. Study objective

### Purpose of the course

The Russian as a foreign language (A2) course is aimed at the formation of intercultural professionally oriented communicative competence from the zero level to the elementary level (according to the European scale of foreign language proficiency levels) for solving social and communicative tasks in various areas of everyday, cultural, professional and scientific activities in the Russian language, as well as for further self-education.

### Tasks of the course

The tasks of the formation of intercultural, professionally oriented communicative competence consist of the gradual mastery by students of a set of competences, the main of which are:

- linguistic competence, i.e. the ability to adequately perceive and correctly use language units based on knowledge of phonological, grammatical, lexical, stylistic features of the studied language;
- sociolinguistic competence, i.e. the ability to adequately use realities, background knowledge, situationally conditioned forms of communication;
- sociocultural competence, i.e. the ability to consider during the communication speech and behavioral models adopted in the relevant culture;
- social competence, i.e. the ability to interact with communication partners, to make contact and maintain it, owning the necessary strategies;
- strategic competence, i.e. the ability to apply different strategies to maintain successful interaction in oral/written communication;
- discursive competence, i.e. the ability to understand and generate foreign language discourse considering cultural differences;
- general competence, including, along with knowledge about the country and the world, about the features of the language system, also the ability to expand and improve their own picture of the world, to be guided by the media sources of information;
- intercultural competence, i.e. the ability to achieve mutual understanding in intercultural contacts, using the entire set of skills to realize the communicative intention;
- compensatory competence, i.e. the ability to avoid misunderstandings, to overcome the communication barrier through the use of well-known speech and metalanguage means.

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

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

Code and the name of the competence	Competency indicators
UC-1 Use a systematic approach to critically	UC-1.1 Systematically analyze the problem situation, identify its components and the relations between them
	UC-1.2 Search for solutions by using available sources

analyze a problem, and develop an action plan	UC-1.3 Develop a step-by-step strategy for achieving a goal, foresee the result of each step, evaluate the overall impact on the planned activity and its participants
UC-2 Able to manage the project through all stages of implementation	UC-2.1 Set an objective within a defined scientific problem; formulate the agenda, relevance, significance (scientific, practical, methodological, or other depending on the project type), forecast the expected results and possible areas of their application
	UC-2.2 Forecast the project outcomes, plan necessary steps to achieve the outcomes, chart the project schedule and monitoring plan
	UC-2.3 Organize and coordinate the work of project stakeholders, provide the team with necessary resources
	UC-2.4 Publicly present the project results (or results of its stages) via reports, articles, presentations at scientific conferences, seminars, and similar events
UC-3 Organize and manage a team, and develop the team strategy to achieve the objectives	UC-3.1 Organize and coordinate the work of the project stakeholders and help resolve disputes and conflicts
	UC-3.2 Consider the interests, specific behavior, and diversity of opinions of team members/colleagues/counterparties
	UC-3.3 Foresee the results (consequences) of both individual and collective actions
	UC-3.4 Plan teamwork, distribute tasks to team members, hold discussions of different ideas and opinions
UC-4 Use modern communication tools in the academic and professional fields, including those in a foreign language	UC-4.1 Exchange business information in oral and written forms in Russian and at least one foreign language
	UC-4.2 Use the acquired skills to write, translate, and edit various academic texts (abstracts, essays, reviews, articles, etc.)
	UC-4.3 Present the results of academic and professional activities at various academic events, including international conferences
	UC-4.4 Use modern ICT tools for academic and professional collaboration
UC-5.1 Analyze and consider cultural diversity in intercultural interactions	UC-5.1 Identify specific philosophical and scientific traditions in major world cultures
	UC-5.2 Define the theoretical and practical significance of cultural and linguistic factors within various interrelated philosophical and scientific traditions
UC-6 Determine priorities and ways to improve performance through self-assessment	UC-6.1 Achieve personal growth and professional development, determine priorities and ways to improve performance
	UC-6.2 Evaluate performance results in correlation with the set objectives and applied methods

### 3. List of the planned results of the course (training module)

As a result of studying the course the student should:

know:

- The main facts, realities, names, attractions, traditions of Russia;
- some achievements, discoveries, events in the field of Russian science, culture, politics, social life;
- basic phonetic, lexical-grammatical, stylistic features of the Russian language and its difference from the native language;
- the main differences in writing and speaking.

be able to:

- Generate adequate oral and written texts in a specific communication situation;
- to realize the communicative intention with the purpose of influencing the communication partner;
- adequately understand and interpret the meaning and intention of the author in the perception of oral and written authentic texts;
- identify similarities and differences in the systems of native and foreign languages;
- show tolerance, empathy, openness and friendliness when communicating with representatives of another culture.

master:

- Intercultural professionally oriented communicative competence in different types of speech activity at the level of A2;
- social and cultural competences for successful mutual understanding in terms of communication with representatives of another culture;
- various communication strategies;
- learning strategies for organizing the learning activities;
- strategies of reflection and self-evaluation for self-improvement of personal qualities and achievements;
- different methods of memorization and structuring digestible material;
- Internet technologies to select the optimal mode of obtaining information.

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

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

№	Topic (section) of the course	Types of training sessions, including independent work			
		Lectures	Seminars	Laboratory practical	Independent work
1	My World		10		5
2	Our Lesson		10		5
3	In the City		10		5
4	My Home		10		5
5	Tasty Food		10		5
6	Countries and Nationalities		10		5
7	Health		10		5
8	People		10		5
9	Transport		10		5
10	My Family		10		5
11	Holidays		10		5
12	Shopping		10		5
AH in total			120		60
Exam preparation		0 AH.			
Total complexity		180 AH., credits in total 4			

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

Semester: 1 (Fall)

###### **1. My World**

Communicative tasks. To talk about your everyday activity. To tell the time. To make an appointment. To talk about your family. To fill the registration form.

Vocabulary. Verbs describing everyday activity. Time. Parts of the day. Numbers 10-100. Events. Family. Registration form.

Grammar. 1st conjugation of verbs. 1 час, 2-4 часа, 5-20 часов. Consolidate conjugation of verbs. Possessive adjectives: мой/моя, твой/твоя.

Phonetics. Pronunciation of sounds: т, ть. Pronunciation of [ц], unstressed «я», «е». Pronunciation of [ж], [ш]. Devocalization of sound «ж» at the end of words.

## 2. Our Lesson

Communicative tasks. To understand your teacher's instructions in Russian. To ask people if they have something. To indicate something. To set a meeting. To talk about your plans for a week.

Vocabulary. Verbs describing activities at the lesson. Personal things. Numbers 100-1000. Days of week. Events.

Grammar. Imperative form of verbs - читайте, слушайте etc. Construction "у меня есть". Gender of nouns. Construction "У меня + событие". Nouns in plural. Days of week.

Phonetics. Pronunciation of "о" in unstressed position. [ж], [ш]. Devocalization of sound «ж» at the end of words. Pronunciation of у, г.

## 3. In the City

Communicative tasks. To talk about your city. To ask where to go. To understand signs of a city. To buy a ticket for metro. To order in a restaurant. To refuse an offer. To say where you were yesterday.

Vocabulary. Places in town (parks, restaurants, museums etc.). Words for ordering in a café or buying a ticket for metro. Russian way to say "last/next week".

Grammar. Endings of adjectives. Possessive pronouns. The prepositional case for locations. The past tense of the verb "to be".

Phonetics. Devocalization "д" at the end of words and in front of voiced consonants. Practicing the phrase "к сожалению". Words where "ч" is pronounced as [ш].

## 4. My Home

Communicative tasks. To describe your house. To call for a master to fix broken things at home. To explain location of things in the house. To talk about your free time and ways to rest at home.

Vocabulary. Furniture. Rooms. Verbs (to sleep, to want, to see, to watch, to hate). Parts of a house (wall, floor etc.). Outside the house (garden, forest). Verbs describing activities at home.

Grammar. Neuter gender nouns in plural. Masculine gender nouns in plural. Exceptions. The prepositional case, exceptions. The past tense. The accusative case for objects.

Phonetics. Pronunciation of the names of the rooms. Pronunciation of words with a change of stress in the prepositional case (в лесу, на полу, etc.). Pronunciation of [х]. Being surprised by the word "ух ты!"

## 5. Tasty Food

Communicative tasks. To explain what you need to buy. To talk about food preferences. To order and pay in a restaurant. To talk about recipes. To invite friends for dinner. To express admiration or criticism.

Vocabulary. Phrases for shopping. Phrases for restaurants. Phrases for inviting and accepting invitations.

Grammar. Personal pronouns with "нужно", "надо", "нравится". The instrumental case after the preposition "с". The future tense.

Phonetics. Pronunciation [ы], [и]. Devocalization of the voiced consonants at the end of words (б, д, в, з, ж, г). Intonation of admiration: "Как хорошо!"

## 6. Countries and Nationalities

Communicative tasks. To ask a person where he/she is from. To talk about countries. To talk about the weather. To talk about the season. To talk about traditions and nationalities.

Vocabulary. Countries. Months. Weather. Season. Verbs (to love, to call, to speak). Traditions and nationalities.

Grammar. Months in the prepositional case (when?). 2nd conjugation of verbs. Nationalities.

Phonetics. Pronunciation of p, pь, ю. Pronunciation of the names of nationalities.

## Semester: 2 (Spring)

### 7. Health

Communicative tasks. To talk to a doctor. To talk about health. To give recommendations. To talk about mood (I am sad, happy etc.). To agree/disagree.

Vocabulary. Parts of body. Health. Можно/нельзя. Emotions. Mood.

Grammar. Construction “у меня был”. Personal pronouns of with age, “можно”, “нельзя”. Short forms of adjectives.

Phonetics. Intonation of the interjection "ай!" when expressing pain. Pronunciation of ь, ъ.

### 8. People

Communicative tasks. To talk about people's character. To describe appearance. To compare things. To buy clothes. To agree to do something.

Vocabulary. Adjectives. Describing a person. Adjectives. Appearance. Clothes. Colors. Size.

Grammar. Endings of adjectives. The comparative and superlative degree. The genitive case in possessive constructions. Endings of adjectives.

Phonetics. Pronunciation of [ш], [щ]. Combination «дж». Intonation of admiration/surprise using the word “так”. Pronunciation of “ё” after the hushing sounds.

### 9. Transport

Communicative tasks. To talk with a taxi driver (price, address, etc.). To order a taxi. To cancel, reschedule or confirm a meeting. To talk about your trip. To describe cities.

Vocabulary. Transport. Dates. Verbs: перенести, отменить, подтвердить, прийти/приехать, уйти/уехать. The compass. Words for travelling.

Grammar. The prepositional case for transport. Ordinal numbers. The accusative case for directions with prepositions “в”, “на”.

Phonetics. Practicing the difference of pronunciation between "е" and "ё" in the conjugation of the verbs "идти", "ехать". Words where the letter "г" is pronounced as "в" (его, сегодня). Devocalization "з" in the preposition "из".

### 10. My Family

Communicative tasks. To talk about family. To accept the invitation. To talk about hobbies. To refuse the invitation. To ask and tell about biography.

Vocabulary. Family. Relatives. Activities during the holidays. Verb “уметь”. Verbs: пожениться, родиться, случиться, познакомиться.

Grammar. The genitive case. Possession. Reflexive verbs (the present tense). Заниматься + the instrumental case. Reflexive verbs (the past tense).

Phonetics. Devocalization of sound “ж” at the end of words. Pronunciation of тс, тьс = [ц]. Pronunciation of и = [ы] after ш, ж, ц.

### 11. Holidays

Communicative tasks. To congratulate with holidays. To tell about traditions. To sign postcards. To say wishes. To suggest the idea of gifts. To express surprise.

Vocabulary. Name of the holidays. Verbs: праздновать, поздравлять, прощаться, гулять. Wishes (happiness, love, luck, etc.). Gifts.

Grammar. Поздравлять + the instrumental case. The genitive case with the verb желать. The genitive case after prepositions.

Phonetics. Words with an unpronounceable "д". Words where г = [в]. Intonation of the phrase "Да ладно?!"

## 12. Shopping

Communicative tasks. To understand the information on the labels of cosmetic products. To buy groceries. To communicate in the store. To buy clothes.

Vocabulary. Body parts. Cosmetic. Stores. Numbers and time. Fruits and vegetables. Clothes, shoes, accessories. In the store.

Grammar. The genitive case. Plural. The genitive case with numbers. The genitive case.

Phonetics. Devocalization of "в" at the end of words. Devocalization of paired voiced consonants before voiceless consonants. The difference in pronunciation between "большой" and "больше".

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

Classroom equipped with interactive whiteboard (screen), multimedia projector, computer for the teacher, audio equipment.

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

### Main literature

1. Русский сувенир. Элементарный уровень, учебный комплекс по русскому языку для иностранцев : учебник/И. Мозелова,-Москва, Русский язык. Курсы, 2019
2. Русский сувенир. Элементарный уровень, учебный комплекс по русскому языку для иностранцев : рабочая тетрадь/И. Мозелова,-Москва, Русский язык. Курсы, 2019
3. Русский сувенир. Базовый уровень, учебный комплекс по русскому языку для иностранцев : учебник/И. Мозелова,-Москва, Русский язык. Курсы, 2019
4. Русский сувенир. Базовый уровень, учебный комплекс по русскому языку для иностранцев : рабочая тетрадь/И. Мозелова,-Москва, Русский язык. Курсы, 2020

### Additional literature

1. Русский язык в упражнениях [Текст] = Russian in Exercises : учеб. пособие (для говорящих на английском языке) / С. А. Хавронина, А. И. Широченская .— М. : Русский язык. Курсы, 2014 .— 384 с.

### Фонд кафедры

1. Шкатулочка: Пособие по чтению для иностранцев, изучающих русский язык (элементарный уровень) / под ред. О.Э. Чубаровой. – М.: Русский язык. Курсы, 2013. – 144 с.

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

1. <http://pushkininstitute.ru/> – education in Russian.
2. <http://www.russianforfree.com> – Russian grammar tablets.
3. <http://www.russian-blog.com> – Russian Souvenir Blog.
4. <http://learnrussian.rt.com> – Russian for beginners.
5. <http://www.rus-on-line.ru/> – interactive exercises, visual tables.

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

At practical classes multimedia technologies are used: multimedia presentations, work on an interactive board, use of information resources of the Internet.

Self-study work of students is carried out using the distance learning system "Moodle" (<http://moodle.phystech.edu>), through which students are provided with access to various sources of multimedia information, organized communication of all participants of the educational process, carried out interactive control and self-monitoring of assignments, testing. For the formation of language skills on the platform "Moodle" posted a set of interactive exercises created on the basis of the built-in "Moodle" test module.

## 9. Guidelines for students to master the course

A Russian as a foreign language (A2) student must acquire intercultural professionally oriented communicative competence at the elementary level, which means practical knowledge of the Russian language at the elementary level in all types of speech activities: listening, speaking, reading. This includes knowledge of the basic grammatical structures, possession of sufficient vocabulary to solve communication problems, knowledge of the style features of oral and written communication.

The development of the course takes place in the practical classroom and in the self-study work of the student.

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

- work in small groups;
- discussion;
- educational games (role-playing, problem role-playing, business);
- heuristic conversation;
- viewing and discussing videos;
- presentations based on modern multimedia.

Successful mastering of the course program requires regular self-study work of the student. Homework must be completed in full and on time. Self-study work includes:

- the study of vocabulary on the topic;
- repetition and consolidation of grammatical material;
- implementation of lexical and grammatical exercises aimed at the formation of language skills;
- reading and translation of texts;
- listening to audio recordings and performing tasks to them;
- performance of creative written tasks aimed at the formation of speech skills;
- preparation of monologue and dialogue statements on the studied topic.

Manual and current control of self-study work is carried out in remote mode on the platform "Moodle". If there are questions or difficulties, the student can contact the teacher, using the communication capabilities of the remote platform.

Current control of material ownership is carried out at each lesson on the basis of a rating system orally (in the form of dialogues, controlled dialogues, role-playing games, etc.) or in writing (in the form of verification tasks). The object of the current control is the level of formation of speech skills.

The study of each topic ends with the implementation of the final written lexical and grammatical test.

Sample questions of lexical and grammatical test (topic 10, 2 semester):

Make up sentences using the given words in the right order and in the right form and the verbs in the right form. The first letter of each sentence is already capitalized.

1. сын / школа / ходить / Наш / в / пешком.
2. работа / Мой / ездить / на / муж / на / машина.
3. метро / Денис / на / ездить / любить / не.
4. месяц / самолёт / подруга / каждый / летать / на / Моя.
5. такси / магазин / не / жена / в / на / Моя / ездит.



**Assessment funds for course (training module)**

**major:** Applied Mathematics and Physics  
**specialization:** General and Applied Physics/Общая и прикладная физика  
Landau Phystech-School of Physics & Research  
Foreign Languages Department  
**term:** 1  
**qualification:** Master

Semesters, forms of interim assessment:

- 1 (fall) - Pass/fail exam
- 2 (spring) - Grading test

**Author:** O.V. Tikhanova, senior professor

## 1. Competencies formed during the process of studying the course

Code and the name of the competence	Competency indicators
UC-1 Use a systematic approach to critically analyze a problem, and develop an action plan	UC-1.1 Systematically analyze the problem situation, identify its components and the relations between them
	UC-1.2 Search for solutions by using available sources
	UC-1.3 Develop a step-by-step strategy for achieving a goal, foresee the result of each step, evaluate the overall impact on the planned activity and its participants
UC-2 Able to manage the project through all stages of implementation	UC-2.1 Set an objective within a defined scientific problem; formulate the agenda, relevance, significance (scientific, practical, methodological, or other depending on the project type), forecast the expected results and possible areas of their application
	UC-2.2 Forecast the project outcomes, plan necessary steps to achieve the outcomes, chart the project schedule and monitoring plan
	UC-2.3 Organize and coordinate the work of project stakeholders, provide the team with necessary resources
	UC-2.4 Publicly present the project results (or results of its stages) via reports, articles, presentations at scientific conferences, seminars, and similar events
UC-3 Organize and manage a team, and develop the team strategy to achieve the objectives	UC-3.1 Organize and coordinate the work of the project stakeholders and help resolve disputes and conflicts
	UC-3.2 Consider the interests, specific behavior, and diversity of opinions of team members/colleagues/counterparties
	UC-3.3 Foresee the results (consequences) of both individual and collective actions
	UC-3.4 Plan teamwork, distribute tasks to team members, hold discussions of different ideas and opinions
UC-4 Use modern communication tools in the academic and professional fields, including those in a foreign language	UC-4.1 Exchange business information in oral and written forms in Russian and at least one foreign language
	UC-4.2 Use the acquired skills to write, translate, and edit various academic texts (abstracts, essays, reviews, articles, etc.)
	UC-4.3 Present the results of academic and professional activities at various academic events, including international conferences
	UC-4.4 Use modern ICT tools for academic and professional collaboration
UC-5.1 Analyze and consider cultural diversity in intercultural interactions	UC-5.1 Identify specific philosophical and scientific traditions in major world cultures
	UC-5.2 Define the theoretical and practical significance of cultural and linguistic factors within various interrelated philosophical and scientific traditions
UC-6 Determine priorities and ways to improve performance through self-assessment	UC-6.1 Achieve personal growth and professional development, determine priorities and ways to improve performance
	UC-6.2 Evaluate performance results in correlation with the set objectives and applied methods

## 2. Competency assessment indicators

As a result of studying the course the student should:

**know:**

- The main facts, realities, names, attractions, traditions of Russia;
- some achievements, discoveries, events in the field of Russian science, culture, politics, social life;
- basic phonetic, lexical-grammatical, stylistic features of the Russian language and its difference from the native language;
- the main differences in writing and speaking.

**be able to:**

- Generate adequate oral and written texts in a specific communication situation;
- to realize the communicative intention with the purpose of influencing the communication partner;
- adequately understand and interpret the meaning and intention of the author in the perception of oral and written authentic texts;
- identify similarities and differences in the systems of native and foreign languages;
- show tolerance, empathy, openness and friendliness when communicating with representatives of another culture.

**master:**

- Intercultural professionally oriented communicative competence in different types of speech activity at the level of A2;
- social and cultural competences for successful mutual understanding in terms of communication with representatives of another culture;
- various communication strategies;
- learning strategies for organizing the learning activities;
- strategies of reflection and self-evaluation for self-improvement of personal qualities and achievements;
- different methods of memorization and structuring digestible material;
- Internet technologies to select the optimal mode of obtaining information.

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

The information is provided in the attached file.

### **4. Evaluation criteria**

The information is provided in the attached file.

The information is provided in the attached file.

### **5. Methodological materials defining the procedures for the assessment of knowledge, skills, abilities and/or experience**

The information is provided in the attached file.

### 3. A list of typical questions, assignments, topics used for in-progress assessment

#### Sample vocabulary and grammar test (1-st semester, units 1-3).

1. Use these words in the form of the Plural.

Model: ручка – ручки.

- 1) стол - \_\_\_\_\_, 2) карандаш - \_\_\_\_\_, 3) книга - \_\_\_\_\_, 4) друг - \_\_\_\_\_, 5) подруга - \_\_\_\_\_, 6) дом - \_\_\_\_\_, 7) город - \_\_\_\_\_, 8) окно - \_\_\_\_\_, 9) море - \_\_\_\_\_, 10) брат - \_\_\_\_\_, 11) банк - \_\_\_\_\_, 12) шкаф - \_\_\_\_\_, 13) шарф - \_\_\_\_\_, 14) магазин - \_\_\_\_\_, 15) улица - \_\_\_\_\_.

2. Use words given in brackets in the correct form.

Model: Это (мой) моя подруга.

- 1) Это (твой) \_\_\_\_\_ страна? 2) Тут (ваш) \_\_\_\_\_ фото. 3) Когда (наш) \_\_\_\_\_ урок? 4) Это (мой) \_\_\_\_\_ сестра. 5) Где (её) \_\_\_\_\_ комната? 6) Это (их) \_\_\_\_\_ класс. 7) Где (твой) \_\_\_\_\_ сумка?

3. Use correct question words and complete questions.

Model: Где аптека? – Аптека здесь.

- 1) \_\_\_\_\_ наш урок? – Наш урок завтра. 2) \_\_\_\_\_ банк? – Банк слева. 3) \_\_\_\_\_ это? – Это моя подруга. 4) \_\_\_\_\_ ты? – Я дома. 5) \_\_\_\_\_ это сумка? – Это моя сумка. 6) \_\_\_\_\_ это? – Это университет.

4. How will you react?

Model: Привет! – Привет!

- 1) Здравствуйте! - \_\_\_\_\_! 2) Как дела? - \_\_\_\_\_. 3) Можно? - \_\_\_\_\_. 4) Спасибо. - \_\_\_\_\_. 5) До свидания! - \_\_\_\_\_.

5. Translate into Russian.

- 1) What is it? \_\_\_\_\_ 2) Where is your brother? \_\_\_\_\_ 3) This is my photo. \_\_\_\_\_ 4) Who is your sister? 5) I'm at home. \_\_\_\_\_ 6) It is cold today. \_\_\_\_\_ 7) Where are you? \_\_\_\_\_ 8) When is our class? \_\_\_\_\_

#### Sample listening test task (2-d semester, unit 5):

Диалог «В магазине»:

<https://www.youtube.com/watch?v=ewUKCPTTzYg>

Задание к видео: кратко изложить основную информацию.

#### Sample reading test task (1-st semester, unit 3):

*Прочитайте текст и ответьте на вопросы.*

Младшему брату было восемь лет. Старшему – пятнадцать. Старший брат очень любил младшего и всегда заботился о нём. Он всегда хотел сделать ему приятное. А младший брат любил футбол. И ещё почему-то – цветы. Особенно – пионы. И особенно белые.

Однажды старший брат сказал младшему:

– Что тебе купить? Белый пион или билет на футбол?

– Белый пион и билет на футбол.

– Нет, – сказал старший. – Ты должен выбрать: белый пион или билет на футбол.

– Билет на футбол, – сказал младший, – и белый пион.

– Нет, – повторил старший. – Выбирай: или белый пион, или билет на футбол.

Младший представил себя на стадионе рядом со старшим. Обязательно должна выиграть команда «Спартак». Правой рукой он держит руку брата, а левой – белый пион... И младший сказал:

– Белый пион и билет на футбол!

– Да пойми же!

Но младший не мог понять, а старший не хотел объяснить. Да и что надо было понять, и что надо было объяснить? Что билет на футбол стоил сто рублей? Что белый пион стоил

тоже сто рублей? Что у старшего в кармане было только сто рублей? Нет. Младший не мог это понять. А если бы понял, то, наверное, стал бы уже взрослым.

*Ответьте на вопросы.*

1 Почему старший брат хотел купить младшему брату белый пион или билет на футбол?  
2 Почему младший брат просил и белый пион, и билет на футбол? 3 Как младший брат представлял себя на стадионе? 4 Почему старший брат не хотел ничего объяснять младшему брату?

*Продолжите предложения.*

1 Старший брат всегда .... 2 Младший брат особенно любил ... 3 Он должен выбрать ... 4 Младший брат представил себя ... 5 Лево́й рукой он ... 6 Обязательно должна ... 7 Билет на футбол стоил ... 8 Младший брат не мог ... 9 У старшего брата в кармане ... 10 Если бы понял, то ... ? Упражнение

*Дополните диалоги.*

1 – Что тебе купить?

– ...

2 – Ты должен выбрать: билет на футбол или белый пион.

– ...

3 – ... ?

– Я хочу белый пион и билет на футбол.

4 – ...

– Я не могу выбрать.

Sample writing test task:

Сообщите о себе основную информацию (8-10 предложений). Укажите следующую информацию:

- Как вас зовут?
- Откуда Вы?
- Сколько Вам лет?
- Что Вы любите делать в свободное время?
- Кем Вы хотите стать и почему?

Topics for talks, dialogues, role plays:

- Учёба
- Мой день
- Мой лучший друг
- Моя мечта
- Мой город
- Моя родная страна
- Впечатления о России

Sample speaking test tasks:

- 1) Монолог: выступление на тему «Почему я изучаю русский язык».
- 2) Монолог: выступление на тему «Моя семья».
- 3) Диалог: ответить на вопросы экзаменатора по теме выступления.

Grading guide

- 1) The grades for vocabulary, grammar, reading and listening tests are the ratio of correct answers to the maximum possible grade.
- 2) In-progress grading of writing and speaking is based on the following grading guide.

Grading guide for written tasks (in-progress)		Points
	The task is fully completed: all plan items duly covered.	3

Content (communication and information)		
	The task is partially completed: not all of the plan items covered.	1.5
	The task is not completed: two items of the plan were not covered, or the assignment letter, on the whole, fails to meet the requirements.	0
Use of vocabulary and grammar	The use of vocabulary and grammar structures is varied, and there are no mistakes hindering understanding.	3
	There are some language mistakes that do not hinder understanding.	1.5
	There are multiple language mistakes that hinder understanding.	0
Text structure	The text is logical and well-structured, with a proper form of address, closing line and signature. It complies with letter writing rules.	3
	The text is mostly logical and structured, but there are some drawbacks in structure, and letter writing rules are not observed.	1.5
	The text is not logical. The rules of letter writing are not observed.	0
Spelling and punctuation	There are no spelling or punctuation mistakes.	1
	There are some spelling and punctuation mistakes.	0
Total maximum grade:		10

Grading guide for oral tasks (in-progress)		Points
Content (communication and information)	The task is fully completed: the communication was successful, the topic was fully covered (all the aspects mentioned in the task were dealt with accurately and comprehensively). The monologue contains 10-12 phrases.	4
	The task is completed: the communication was successful, but the topic was not fully covered.	2-3
	The task is partially completed. The communication was partly successful, but the topic was not fully covered (one aspect was not discussed or all the aspects were not discussed in full detail, or two aspects were incomplete while the third was sufficiently covered). The monologue contains 6-7 phrases.	1
	The communication task is not completed.	0
Vocabulary and grammar	Vocabulary and grammar structures are adequate for the communication purpose. Very few (up to 2) minor mistakes in grammar and vocabulary are present.	3

	Vocabulary and grammar structures are adequate for the communication purpose. Few (up to 2) minor mistakes in grammar and vocabulary are present.	2
	Vocabulary and grammar structures are adequate for the communication purpose. Several (up to 4) minor mistakes in grammar and vocabulary are present.	1
	The speech is hardly comprehensible because of numerous mistakes in vocabulary, grammar and pronunciation (6 and more mistakes in vocabulary and grammar).	0
Text structure	The monologue is logical and complete, with an appropriate introduction and a closing line. Correct linkers are used.	2
	The monologue is mostly logical and complete, but either the introduction or the closing line are missing. One or two linkers were not used correctly.	1
	The monologue has poor logical structure, there is neither an introduction nor a closing line, very few linkers are used.	0
Pronunciation	The speech sounds clear and is easily comprehended, words are pronounced correctly, mostly according to the norm. There are a few phonetic mistakes (up to 5, including up to 2 meaning distorting mistakes).	1
	The speech is hardly comprehensible because of numerous pronunciation and word stress mistakes (more than 4 meaning distorting mistakes).	0
Total maximum grade:		10

#### 4. A list of typical questions, assignments, topics used for end-of-term assessment

The end-of-term assessment in *Russian as a foreign language (A1)* is done in the form of a “pass / non-pass” (1 semester), a “graded pass” (2 semester).

The end-of-term assessment is conducted in oral and written form as two different aspects.

##### Sample task for testing writing skills (autumn semester, 1<sup>st</sup> year):

Translate into Russian.

What is it? \_\_\_\_\_ 2) Where is your brother? \_\_\_\_\_ 3) This is my photo. \_\_\_\_\_ 4) Who is your sister? \_\_\_\_\_ 5) I'm at home. \_\_\_\_\_ 6) It is cold today. \_\_\_\_\_ 7) Where are you? \_\_\_\_\_ 8) When is our class? \_\_\_\_\_

The end-of-term assessment (spring semester, 1<sup>st</sup> year) is done through a “graded pass”, the test carried out both in written and oral form.

##### Sample of test (spring semester, 1st year):

1. Обычно я \_\_\_\_\_ дома.

- а) поужинал
- б) буду ужинать
- в) ужинаю

2. Почему тебе не \_\_\_\_\_ эта книга?

- а) нравится
- б) нравиться
- в) нравишься

3. Мы \_\_\_\_\_ завтра этот новый фильм?

- а) смотришь
- б) смотрим

в) посмотрим

4. Мне очень \_\_\_\_\_ твоя помощь.

а) нужна

б) нужен

в) нужны

5. Банк сегодня \_\_\_\_\_. Я пойду туда завтра.

а) закрыто

б) закрыт

в) закрыта

6. \_\_\_\_\_ сейчас занята. Позвоните через час.

а) Ей

б) Её

в) Она

7. \_\_\_\_\_ сказали результаты экзамена?

а) У тебя

б) Тебе

в) Тебя

8. \_\_\_\_\_ говорили с тобой по-русски?

а) Они

б) Он

в) Она

9. Извините, вы не знаете, где главная \_\_\_\_\_?

а) аудиторию

б) аудитория

в) аудиторий

10. Передай, пожалуйста, эту книгу \_\_\_\_\_.

а) Марину

б) Марина

в) Марине

*The oral part of the test includes 2 tasks:*

а) thematic monologue (4 points);

б) enquiring and providing information (6 points, 1 point for each correct question and answer).

The list of topics for a final / end-of-term oral test (spring semester):

- О себе.

- О семье.

- Хобби.

- Свободное время.

- Родной город.

The end-of-term assessment (autumn semester, 2<sup>nd</sup> year) is done through a “graded pass”, the test carried out both in written and oral form.

*The written part of the test includes:*

1) 2 listening comprehension tasks.

The tested aspects are:

– comprehending precise information while listening to dialogues, i.e., figures, time, addresses, names;

–comprehending precise information while listening to an auto-answering machine.

2) 2 reading tasks.

The tested aspects are:



- understanding basic information in notices, posters, street signs;
  - retelling the main information.
- 3) a writing task.
- The tested aspects are:
- choosing correct answers.

Sample test:

1. Сегодня я познакомлю тебя с моей подругой \_\_\_\_\_.  
а) Алёна  
б) Алёной  
в) Алёну
2. Скажите, пожалуйста, где будет проходить лекция по \_\_\_\_\_.  
а) литературе  
б) литературы  
в) литературу
3. В нашей группе много студентов \_\_\_\_\_.  
а) Корея  
б) в Корею  
в) из Кореи
4. Это очень \_\_\_\_\_ здание.  
а) высокое  
б) высокая  
в) высокий
5. Вы обедаете в этом \_\_\_\_\_?  
а) ресторан  
б) ресторану  
в) ресторане
6. Фильм начнётся \_\_\_\_\_ часов.  
а) шесть  
б) к шести  
в) в шесть и т.д.

*The oral part* of the test includes 2 tasks:

- а) thematic monologue (4 points);
- б) enquiring and providing information (6 points, 1 point for each correct question and answer).

List of topics for a final oral test (autumn semester):

1. О себе
2. О семье
3. Моё свободное время
4. Моя учёба
5. Хобби
6. Моя родная страна
7. Мой родной город
8. Мой лучший друг
9. Кем я хочу стать
10. Моя мечта

Grading criteria

The grades for the written part (reading and listening comprehension) of the “graded pass” are calculated as the ratio of correct answers to the maximum possible number of points in this test.

While the grade for writing is based on writing assessment criteria and determined as the ratio of the student's points to the maximum possible number of points.

The grade for the oral part of the “graded pass” is based on monologue and dialogue assessment criteria and determined as the ratio of the student's points to the maximum possible number of points.

The maximum grade for the written part of the “graded pass” is 45 points, with a total weight of 3 (comprehension listening, reading, writing). The grade of the oral part of the “graded pass” is 10 points, with weight of 1. All-in-all, in the total grade for the two parts of the “graded pass” (written and oral) all the four types of language activity (listening comprehension, reading, writing, speaking) have equal weights.

Grading guide (end-of-term assessment)	
Points attained (max. 4)	Monologue assessment criteria
1	The examinee failed to provide essential information. Sentences are incomplete and / or shredded, each phrase contains grammar and / or vocabulary mistakes. Words are mispronounced, intonation has no relation to meaning. When asked additional questions, the examinee does not respond.
2	The examinee provided some limited information (3–4 phrases), making 2–3 grammar or vocabulary mistakes hindering understanding. 2–3 insignificant pronunciation and intonation mistakes are acceptable. When asked additional questions, the examinee does not understand them.
3	The examinee provided some limited information (4–5 phrases), making 2–3 grammar or vocabulary mistakes hindering understanding. 2–3 insignificant pronunciation and intonation mistakes are acceptable. When asked additional questions, the examinee understands them but fails to provide grammatically coherent answers.
4	The examinee provided full information, his / her sentences are complete and non-repetitive, fitting vocabulary is used. Grammar is in accordance with the communication purpose. There are practically no mistakes (1 mistake that does not hinder understanding could be accepted). The examinee fully understands additional questions by the examiner and responds adequately and creatively.

Dialogue assessment criteria (for simulated dialogue)		
Each question / answer is graded separately		
	1	0
Questions	Content-wise, the question is adequate, grammatically structured as direct question. Its possible phonetic and vocabulary flaws present do not stand in the way of communication.	The question is not asked, or is not adequate content-wise, and/or not structured as direct question, and/or its possible pronunciation and vocabulary flaws stand in the way of communication.
Answers	The answer is adequate to the question content-wise, grammatically correct. Its possible phonetic and vocabulary flaws do not stand in the way of communication.	No answer is given, or it does not suit the question content-wise, and/or is not grammatically correct, and/or its phonetic and vocabulary flaws stand in the way of communication.

The grade is entered in the academic record using a ten-point scale, in accordance with the student's rating points as registered in the rating tables during the semester (which include both in-progress and end-term rating), the actual scale being as follows:

Grade	Points	Criteria
Excellent	10	Excellent (10) corresponds to 96–100 points in the rating table.
	9	Excellent (9) corresponds to 91–95 points in the rating table.
	8	Excellent (8) corresponds to 86–90 points in the rating table.
Good	7	Good (7) corresponds to 81–85 points in the rating table.
	6	Good (6) corresponds to 76–80 points in the rating table.
	5	Good (5) corresponds to 71–75 points in the rating table.
Satisfactory	4	Satisfactory (4) corresponds to 66–70 points in the rating table.
	3	Satisfactory (3) corresponds to 60–65 points in the rating table.
Unsatisfactory	2	Unsatisfactory (2) corresponds to 48–59 points in the rating table.
Unsatisfactory	1	Unsatisfactory (1) corresponds to 0–47 points in the rating table.

## 5. Knowledge, skills and/or experience: assessment and grading procedures

Assessment of knowledge and skills pertaining to the language competence for Russian as a foreign language (A2) as the latter is formed is done both in progress and at the end of each term. Both in-progress and end-of-term evaluation is conducted using a special rating system. The summative semester grade is expressed on a 100-point scale and calculated as the average-weighted over in-progress grades (80%) and end-of-term grades (20%).

In-progress grading points are average-weighted over the three rating evaluations during a semester.

The maximum grade in any of these three is 100 points, of which 10% is accounted for by attendance, and 90% by home (including Moodle) and classroom study rates and classroom test rates. The actual rating framework used are described in “The Guidelines for in-progress and end-of-term student assessment by the Foreign Languages Department” and can be found at [https://mipt.ru/education/chair/foreign\\_languages/control/rating.php](https://mipt.ru/education/chair/foreign_languages/control/rating.php).

*In-progress assessment* is done during the semester to evaluate and grade language knowledge acquisition and language skills development, and also to detect and repair learning inefficiency and provide individual help to under-achievers. In-progress assessment means evaluating knowledge and skills through:

- classroom activities (textbook work, various dialogue, reports, presentations, role plays, tests and quizzes involving all types of language activity, grammar and vocabulary tests;
- looking at the results of home work presented as talks and reports, and also at the results of Moodle activities (online quizzes, listening comprehension, reading and writing online assignments and mock tests, vocabulary and grammar exercises);
- looking at the results of under-achieving students during individual tutorial sessions.

*End-of-term assessment* is done to establish if the language competence as achieved in a given course meets the State Curriculum Requirements, through a “pass/non-pass” procedure covering the course syllabus. It consists of a written part and an oral part, and accounts for 20% of the combined rating score for the semester.

The written part test is conducted by the teacher who has taught the group. The grade is the ratio of the points scored on all written test assignments to the maximum points possible in this test.

The oral part is conducted by a teacher who has not taught the group, in the form of conversation comprising questions and answers, between teacher and student, or two students creating a dialogue in front of the teacher. The topics are obtained on examination cards. The students are to demonstrate their ability to introduce themselves and briefly tell what their home-country and town, profession, foreign languages and hobbies are, and also to ask questions and give answers on the syllabus topics. The grade is based on the criteria for monologue/dialogue quality. In the total grade for the two parts (written and oral), the skills relating to all four language activities (listening comprehension, reading, writing, speaking) have equal weights.