

**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: Biotechnology
specialization: Biomedical Engineering/Биомедицинская инженерия
Phystech School of Biological and Medical Physics
Foreign Languages Department
term: 1
qualification: Bachelor

Semesters, forms of interim assessment:

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

Academic hours: 480 AH in total, including:

lectures: 0 AH.

seminars: 480 AH.

laboratory practical: 0 AH.

Independent work: 255 AH.

Exam preparation: 30 AH.

In total: 765 AH, credits in total: 17

Number of course papers, tasks: 16

Authors of the program:

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The program was discussed at the Foreign Languages Department 28.02.2025

Annotation

The program Russian as a foreign language for bachelors, A2+ is designed for English-speaking bachelor students of 1-4th years who start from A0 level. The course lasts 4 years (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; writing an essay, a progress report, an explanatory memorandum, a statement or a CV.

Basic vocabulary: making acquaintances, everyday life, finding one's way in town, studying, job, leisure, holidays, trips, health, friendship, environment, transport, shopping, Internet, mass media, communication, achievements.

Basic grammar: gender of nouns and adjectives, case system (singular and plural): personal, indefinite, reflexive and possessive pronouns; past, present and future verb forms, verb aspect; verbs of movement with prefixes and without prefixes (basic rules), prepositions.

The course envisages a final graded exam.

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

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

As a result of studying the course the student should:

know:

- 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+;
- socio-cultural competence for successful mutual understanding in terms of communication with representatives of another culture;
- various communication strategies;
- learning strategies for organizing your 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

	Types of training sessions, including independent work
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№	Topic (section) of the course	Lectures	Seminars	Laboratory practical	Independent work
1	Nice to meet you!		12		6
2	My World		12		6
3	Our Lesson		12		6
4	In the City		12		6
5	Countries and Nationalities		12		6
6	My Home		12		6
7	Tasty Food		12		6
8	Health		12		6
9	People		12		6
10	Transport		12		6
11	My Family		20		10
12	Holidays		20		10
13	Shopping		20		10
14	Vacation		20		10
15	Our House		20		10
16	At Work		20		10
17	Leisure		20		10
18	Cities		20		10
19	Routine		20		10
20	Bon appetit!		20		10
21	Friendship		20		10
22	It's never too late to learn		20		10
23	Amazing Planet		20		10
24	Communication		20		10
25	On the Internet		20		10
26	Around the World		20		15
27	Thoughts		20		15
28	Mass Media		20		15
AH in total			480		255
Exam preparation		30 AH.			
Total complexity		765 AH., credits in total 17			

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

Semester: 1 (Fall)

1. Nice to meet you!

Communicative tasks. To get acquainted. To introduce yourself and other people. To ask for a phone number. To ask for repetition. To start conversation with a person.

Vocabulary. Common phrases for meeting people, saying goodbye etc. Occupation. Professions. Numbers 0-9. People (man, woman, etc.).

Grammar. Construction "Who is this?" Personal pronouns (subject): я, ты, он, она, мы, вы, они. Personal pronouns (object): меня, тебя, его, её, нас, вас, их.

Phonetics. Pronunciation of sounds (т, к, м, а, о, е, э, я, б, п, в, ф, ж, д, р, з, с, ш, щ, ч).

2. 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.

3. 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.

4. 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 were you 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].

5. 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 р, рь, ю. Pronunciation of the names of nationalities.

Semester: 2 (Spring)

6. 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!”.

7. 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!”.

8. 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.

9. 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. Colours. 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.

10. 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".

Semester: 3 (Fall)

11. 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.

12. 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?!".

13. 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. Lack.

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".

Semester: 4 (Spring)

14. Vacation

Communicative tasks. To ask about vacation. To book. To change the booking dates. To offer to do something together.

Vocabulary. Nature. At the hotel. Verbs forming the perfective aspect differently.

Grammar. Aspects of verb. The past tense. The genitive case. Dates. Aspects of verbs. The future tense. Perfective aspect. The future tense. New verbs: открыть, закрыть, продать, купить, выбрать, встретить, сказать, рассказать.

Phonetics. Reduction. Unstressed "о" = [а]. The end of the ordinal numerals in the genitive case г = [в]. Pronunciation of new verbs.

15. Our House

Communicative tasks. To talk about your dream home. To expressing outrage. To talk what are different things in the house are for. To talk about the location of different things in the house.

Vocabulary. House. Tidy up. Verbs мыть, убирать, чистить, стирать. Necessary things for cleaning. Appliances. Verb пользоваться.

Grammar. The prepositional case. Location. Preposition "для" and conjunction "чтобы". The instrumental case after prepositions "над", "под", "за", "перед", "между", "рядом с". The instrumental case with the verb "пользоваться".

Phonetics. Intonation in the expression of perturbation.

16. At Work

Communicative tasks. To talk about your work. To pass an interview. To make phone calls (to order, to book, etc.). To write emails.

Vocabulary. Professions. Job interview. On the phone. The structure of a letter.

Grammar. The instrumental case with verbs "работать", "стать", "быть". The instrumental case of pronouns. Prepositions "за" and "что" in constructions "спасибо за + noun", "извините / простите за + noun", "спасибо, что + verb", "извините/простите, что + verb". The dative case. Addressee. The dative case of pronouns, nouns and adjectives.

Phonetics. Names of professions.

Semester: 5 (Fall)

17. Leisure

Communicative tasks. To talk about hobbies (movies, music, literature). To tell and understand the story of the film or the book, to call of the director, actors, etc. To tell about where you usually go, where you went yesterday. To chat in the park with other dog owners.

Vocabulary. Hobby, books, movie, music. Genres. Event guide.

Grammar. Verb “нравиться”. Difference between “зовут” and “называется”. The accusative case + “зовут”. The prepositional case after the preposition “о”. The prepositional case of personal pronouns. Verbs of motions ходить, ездить in the past tense.

Phonetics. Pronunciation of “о / обо”. Vowel assimilation зж = [жж], зш = [шш].

18. Cities

Communicative tasks. To tell and understand information about interesting places. To navigate the city. To explain your location. To buy a ticket. To find out the necessary information at the station / airport. To say what year.

Vocabulary. Tourist attractions. Roads. At the city. At the airport (вылет, посадка, стойка регистрации, etc.).

Grammar. Direction and location. The dative case after the prepositions “к”, “по”. Verbs “лететь / полететь / летать”. Verbs of motions with prefixes.

Phonetics. Soft consonants.

19. Routine

Communicative tasks. To talk about your day. To call the time. To learn the details before going on a tour. To express disappointment.

Vocabulary. Verbs of statics and dynamics (стоять – встать). Time designation. Verbs of everyday activity.

Grammar. Repetition (reflexive verbs, types of verb). Time (half past eight, five to five). Passive voice (reflexive verbs). Passive design + the instrumental case. Reflexive verbs (subject and object). Imperfective and perfective verbs after the phrase "я хочу".

Semester: 6 (Spring)

20. Bon appetit!

Communicative tasks. To understand information on grocery packaging. To talk about diets. To explain how to cook, serve and eat different dishes. To buy the groceries. To refine the order. To explain the composition of dishes.

Vocabulary. Tastes. Product composition. Table setting. Crockery. Preparation of dishes. Kind of meat. Packaging.

Grammar. Formation of an adjective from a verb. “Приходиться/удаваться” + the dative case. The instrumental case in the expression of the instrument. The genitive case (definition). The formation of adjectives.

21. Friendship

Communicative tasks. To tell about childhood, friends, relationships. To ask and tell about interests. To know how to say, “Я буду то же самое”. To talk about feelings and reactions, to quote famous people.

Vocabulary. Relations. Interests. Hobby. Reactions and behavior (upset, happy, etc.).

Grammar. Reflexive verbs. Reciprocal action. The "I want you to do something" construction. “Одинаковый / такой же” and “разный/другой”. Quantitative numerals in the genitive case (одного, одной, двух, трех, четырех, пяти).

22. It's never too late to learn

Communicative tasks. To talk about your favorite subjects and studies. To talk about your learning experience and the education system in your country. To tell, what you learn now, what you have learned before. Sign up for courses.

Vocabulary. Verbs: учить, учиться, изучать. Disciplines. Types of subjects. The verb “поступить”. Schedule. Services of sports clubs.

Grammar. Difference between “учиться”, “учить” and “изучать”. Phrases with the verb “иметь”. Conditional mood. “If I were you” construction. The dative case. Preposition “по”. Construction of “У меня получилось”.

Semester: 7 (Fall)

23. Amazing Planet

Communicative tasks. To ask and tell about the animals, the area in which they live and feed. To keep the conversation going with phrases of astonishment. To describe daily movements. To keep talking about camping and surviving in the wild. To discuss what you need to take along with you.

Vocabulary. Animals. Birds. Fishes. Phraseological units: animals. Phrases of surprise to keep the conversation going. Things you need to travel. Verb брать/взять. Type of cars.

Grammar. Verbs of motion (ходить, ездить, бегать, плавать, летать, ползать). Verbs of motion with prefixes. Transportation verbs (transitive verbs): носить, возить, водить.

24. Communication

Communicative tasks. To talk about people, describe their character. To express their opinion. To meet, ask and answer: как дела? To thank, to respond to an apology. To speak in public. To give instructions and advice.

Vocabulary. Human character. Comparisons with animals. Etiquette phrases. Dating and maintaining conversation. Words and phrases for presentations.

Grammar. Formation of nouns from adjectives. Imperative mood (2nd person). Imperative mood (1st and 3rd person). Types of verb in the imperative mood.

25. On the Internet

Communicative tasks. To discuss applications, technologies and websites. To communicate with people online. To talk about people and things without naming them. To make online purchases. To leave feedback.

Vocabulary. On the Internet. Verbs of thought processes. Informal phrases for online communication. Online store.

Grammar. Oppositions (хотя, несмотря на, иначе). Indefinite pronouns (кто-то, кто-нибудь, кое-кто) and the word "угодно". “Кто” and “что” in all cases.

Semester: 8 (Spring)

26. Around the World

Communicative tasks. To talk about geography, different places, the history of their discoveries. To discuss the itinerary. To understand figurative names of countries and cities. To tell more fully about countries. To understand the regional division of the Russian Federation and the system of state car numbers.

Vocabulary. Geographical name. Periphrases of toponyms. Regions and territories.

Grammar. “Какой / какая / какое / какие” in all cases. “Это” and “то” in all cases. Reflexive pronoun “себя”.

27. Thoughts

Communicative tasks. To ask and tell about the achievements. To talk about desires and goals. To support other people. To tell about dreams, about fears and experiences. To maintain the theme of tradition and superstition. To understand Russian subjects.

Vocabulary. Goals and achievements. Verbs: стараться, пробовать, гордиться, любоваться, добиваться, являться, наслаждаться, бояться, расстраиваться. Dreams, fears, phobias. Signs, superstitions and traditions.

Grammar. Verbs + instrumental case. Reflexive possessive pronoun “свой”. "Бояться" + the genitive case. “Из-за” + the genitive case, “благодаря” + the dative case. The verb “везти” in the sense of luck.

28. Mass Media

Communicative tasks. To understand the basic information when watching the news (focus on policy). To quote, transmit requests and wishes of other people. To express emotionally disagreement. To understand the basic information when you view ads. To convince.

Vocabulary. Media, news. TV shows, television vocabulary. Purchasing, profit, price, convenient, advantage, disadvantage.

Grammar. Conjunction “который”, in all cases. The repetition of the reflexive verbs in a passive sense. Direct and reported speech. “за” + goal. Active participle in the present tense.

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

A classroom for conducting classes provided for by the program of the discipline (module), equipped with equipment and technical teaching aids: tables and chairs for students and the teacher; interactive whiteboard (screen); multimedia projector; sound-reproducing equipment; a computer for the teacher, as well as laptops for students (if necessary) with the ability to connect to the Internet and provide access to the electronic information and educational environment of MIPT.

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
5. Новый сувенир, первый сертификационный уровень (средний уровень) В1 : учебник/И. В. Мозелова,-Москва, 2019
6. Новый сувенир, первый сертификационный уровень (средний уровень) В1 : рабочая тетрадь/И. В. Мозелова,-Москва, 2019

Additional literature

1. Русский язык в упражнениях [Текст] = Russian in Exercises : учеб. пособие (для говорящих на английском языке) / С. А. Хавронина, А. И. Широценская .— М. : Русский язык. Курсы, 2014 .— 384 с.
2. Шкатулочка / под редакцией О. Э. Чубаровой, Москва, Русский язык. Курсы, 2018

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

1. 1. lms.mipt.ru – виртуальная обучающая среда LMS МФТИ для обеспечения образовательного процесса с применением электронного обучения (далее – ЭО) и дистанционных образовательных технологий (далее – ДОТ).
2. <http://pushkininstitute.ru> – education in Russian.
3. <http://www.russianforfree.com> – Russian grammar tablets.
4. <http://www.russian-blog.com> – Russian Souvenir Blog.

5. <http://learnrussian.rt.com> – Russian for beginners.
6. <http://www.rus-on-line.ru> – interactive exercises, visual tables.
7. <https://foma.ru/> – historical and cultural videos

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

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

Independent work of students is conducted using a virtual learning environment system based on LMS MIPT which helps students get access to various sources of multimedia information, makes it possible to organize communication of all participants in the educational process, provides for interactive control and self-control of tasks, and testing.

To form language skills, the platform of the virtual learning environment LMS contains a set of interactive exercises created on the basis of the test module built into the LMS MIPT.

9. Guidelines for students to master the course

The student, mastering the discipline (module) "English Language. Combinatorics" must master the intercultural communicative competence, which includes: linguistic competence (the ability to correctly construct grammatical forms and syntactic constructions in accordance with the norms of the studied language), sociolinguistic competence (the ability to use and transform language forms in accordance with the situation of foreign language communication), sociocultural competence (the ability to take into account in communication speech and non-speech behavior adopted in the country of the studied language), sociolinguistic competence (ability to use and transform language forms in accordance with the situation of foreign language communication), sociocultural competence (ability to take into account in communication the speech and non-speech behavior adopted in the country of the studied language), social competence (ability to interact with communication partners, possession of appropriate strategies), discursive competence (ability to understand and achieve coherence of individual statements in meaningful communicative patterns), strategic competence (ability to understand and achieve coherence of individual statements in meaningful communicative patterns), strategic competence (ability to understand and achieve coherence of individual statements in meaningful communicative patterns). discursive competence (the ability to understand and achieve coherence of individual utterances in meaningful communicative patterns), strategic competence (the ability to use the most effective strategies in solving communicative tasks), subject matter competence (knowledge of subject matter information when organizing one's own utterance or understanding the utterances of others), pragmatic competence (the ability to communicate and the ability to implement any utterance taking into account the conditions under which the act of speaking (listening, writing, writing, etc.) is carried out.

The mastering of the discipline takes place in practical classes and in the independent work of the student. In practical classes the main attention is paid to the formation of skills of receptive and productive types of speech activity, which are realized both in the classroom and on the platform of virtual learning environment "Moodle" in the conditions of self-control, peer control and peer assessment by students, as well as remote control by the teacher.

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

- work in small groups;
- discussion and debate;
- educational games (role-playing, problematic role-playing, business, etc.);
- heuristic conversation on the content of the text read or listened to, the video material watched;
- discussion of issues and exchange of opinions;
- practicing skimming of texts, checking understanding of the content and meaning of the text watched;
- viewing and discussing video material;
- presentations based on modern multimedia tools.

Successful mastery of the discipline (module) program as a whole and the effectiveness of each practical lesson directly depend on the regular independent work of the student. Assignments for independent work must be completed by the student in full and exactly within the specified time frame.

Independent work includes:

- repetition and consolidation of the material covered;
- completion of lexical and grammatical exercises aimed at developing language skills;
- reading and checking understanding of texts;
- listening to audio recordings and watching video materials, completing assignments for them;
- completion of creative written assignments aimed at developing speech skills;
- home reading, note-taking, translation;
- preparation of monologues and dialogic statements on the topic under study. If questions or difficulties arise related to mastering the content of a discipline (module), the student can contact the teacher using MIPT information and communication resources (corporate mail, chat and other components of the telecommunications environment).

Assessment funds for course (training module)

major: Biotechnology
specialization: Biomedical Engineering/Биомедицинская инженерия
Phystech School of Biological and Medical Physics
Foreign Languages Department
term: 1
qualification: Bachelor

Semesters, forms of interim assessment:

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

Authors:

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1. Competencies formed during the process of studying the course

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

2. Competency assessment indicators

As a result of studying the course the student should:

know:

- 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+;
- socio-cultural competence for successful mutual understanding in terms of communication with representatives of another culture;
- various communication strategies;
- learning strategies for organizing your 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 list of typical control tasks is provided in the attached file.

Methodological recommendations defining the procedure for assessing knowledge, skills and proficiency and (or) experience of current monitoring of academic performance in the discipline

The assessment of knowledge, skills and proficiency, characterizing the stages of formation of competencies in the discipline of a foreign language, is comprehensive and is carried out in the form of current and midterm monitoring of students' academic performance, carried out using the MIPT point-rating system (BRS). The assessment of the success of mastering a discipline (module) is expressed in a 100-point scale of the MIPT BRS, as the total points that the student scores based on the results of current monitoring of academic performance and midterm assessment in the semester (final rating).

Current monitoring of academic performance is carried out during the semester in order to monitor the acquisition of knowledge, skills and level of proficiency in a foreign language by students to solve communicative problems in the socio-cultural, academic and professional-business spheres of activity, timely identification of difficulties in mastering the discipline (module) and their elimination, as well as providing timely individual advisory assistance to students.

The indicator of current monitoring of academic performance is the completion of all types of academic work provided for by the working program of the discipline (module), including the student's classroom work, attendance of practical (seminar) classes and academic activity in foreign language classes.

The types, forms, assessment criteria, frequency and procedure for conducting current monitoring of students' academic performance (hereinafter referred to as control points) are determined independently in accordance with the set tasks and the specifics of the implemented working program of the discipline (module).

Monitoring current academic performance includes checking knowledge, skills and abilities:

- in classes (surveys, interactive conversations, reports, presentations, role-playing games, completing control tasks on various types of speech activity and tests to check lexical and grammatical skills);
- based on the results of individual independent work (preparation of oral reports, completion of online training tests and assignments for monitoring and self-monitoring of listening, reading, writing and lexical and grammatical skills in the MIPT LMS.
- during individual consultations with students who have academic debts.

To organize current monitoring of academic achievements within an academic discipline (module), checkpoints are determined that are optimally located in the time interval for studying the discipline (module) (Learning Outcomes Monitoring Plan) and are communicated to students: for the first year in the second week of the academic semester, in other cases - in the first lesson of the semester, and are also posted on the educational platform in the MIPT LMS.

No more than 7 calendar days are allocated for checking written work as part of the current monitoring of academic performance in the semester. The teacher leading the discipline (module) is obliged to promptly inform students about the results of passing each checkpoint, about academic achievements at different stages of mastering the discipline (module) and make timely results of assessment activities (including for written assignments) in the electronic journal so that students can see grades on the MIPT LMS platform in a timely manner.

If a student falls behind the schedule of current assessment activities (failure to complete all control points provided for by the program and failure to submit individual assignments, etc.) for the discipline (module) being studied, this results in the formation of a current debt.

The grade for current work in the semester is determined in total at the end of the semester based on the intermediate rating points received by the student in the semester, taking into account their overall workload, and is set as a weighted average grade.

The points that make up the current rating are recorded by the teaching staff in the MIPT LMS electronic journal. When calculating rating points in the MIPT LMS, the rounding rule to an integer is applied.

Academic Honesty and Plagiarism

Plagiarism: Plagiarism is the theft of someone else's ideas and work. It is the incorporation of facts, ideas, or specific language which are not common knowledge, are taken from another source, and are not properly cited. In submitting any work, whether on paper or electronically, you agree to abide by the MIPT's regulations on plagiarism. You also undertake that the work is all your own, that you have properly acknowledged and cited all materials used from the published or unpublished works of others, and that the work has not previously been submitted for any other of your courses. You also agree, in submitting the work, that MIPT may take steps to authenticate the material submitted, including (but not limited to) submitting the work to a plagiarism checking service and copying the work to another member or members of staff.

Using ChatGPT and other Generative AI tools: In this course, generative AI is permitted in specific contexts and with acknowledgment. The Department of Foreign Languages supports responsible experimentation with generative AI tools, such as OpenAI's ChatGPT and/or others, but there are important considerations to keep in mind when using these tools, including information security and data privacy, compliance, copyright, and academic integrity. You must give credit to AI tools whenever they are used, even if it is simply to create ideas rather than usable text or illustrations. When using AI tools on assignments, you should add an appendix showing

- a) the entire exchange, highlighting the most relevant sections;
- b) a description of precisely which AI tools were used (e.g. ChatGPT or other);
- c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, illustrations of key concepts, etc.);
- d) an account of why AI tools were used (e.g. to save time, to overcome writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, etc.).

Research, Fabrication and Falsification: Students are expected to be honest and accurate in all work submitted, whether it involves scientific research or writing articles in journalism courses, or any other course. Fabrication is the intentional act of making up data, results, or quotes, and includes falsely citing sources or citing sources never utilized. Falsification is the manipulation of research including the distortion or omission of important data or results. Like plagiarism, fabrication and falsification are serious violations of academic integrity that are subject to review by the Administrative Board for disciplinary action.

Course Policies and Expectations

Class attendance and participation points are given to encourage your active class participation and discussion. You will be rewarded with an extra score as long as you frequently come to class and actively contribute to the class discussions.

Attendance

Your consistent attendance is essential. If you are absent without medical excuse more than once, your total course grade will be lowered. On your first unexcused absence, you will receive a letter from your course instructor warning you of your situation. Three late arrivals in class of more than 15 minutes will count as an absence. If you must miss a class, please let your course instructor know in advance, and know that your assigned work is still due on time. Please get in touch with a classmate to learn what was covered.

4. Evaluation criteria

A list of typical (approximate) questions and tasks is in the attached file.

Assessment of the success of students in mastering the material on the subject (knowledge, skills, proficiency) characterizing the stages of formation of competencies is carried out in the form of current and intermediate control, carried out using the point-rating system (PRS) of MIPT and is expressed in a 100-point scale (Score/Points):

Excellent:

The grade "excellent (10)" is given to a student who received 96-100 points in the point-rating system of assessment.

The grade "excellent (9)" is given to a student who received 91-95 points in the point-rating system of assessment.

The grade "excellent (8)" is given to a student who received 86-90 points in the point-rating system of assessment.

Good:

The grade "good (7)" is given to a student who received 81-85 points in the point-rating system.

The grade "good (6)" is given to a student who received 76-80 points in the point-rating system.

The grade "good (5)" is given to a student who received 71-75 points in the point-rating system.

Satisfactory:

The grade "satisfactory (4)" is given to a student who received 66-70 points in the point-rating system.

The grade "satisfactory (3)" is given to a student who received 60-65 points in the point-rating system.

Unsatisfactory:

The grade "unsatisfactory (2)" is given to a student who received 48-59 points in the point-rating system.

The grade "unsatisfactory (1)" is given to a student who received 0-47 points in the point-rating system.

The criteria for assessing knowledge, skills and abilities and (or) work experience are presented in the attached file.

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

Midterm assessment upon completion of the course (module) is conducted in the 1st, 3rd, 5th, 7th semester (autumn) in the form of a credit and in the 2nd, 4th, 6th semester (spring) in the form of a differentiated credit, in the 8th semester (spring) - an exam. Each of them consists of 2 parts: oral and written.

Interim assessment in the form of a test is carried out during the test week. Each part of the test (oral and written) is allocated 10 points in the rating.

Out of 10 points for the oral part of the test:

0-5 points are formed based on the results of students' participation in all types of oral speech activities during classes and are entered into the LMS MIPT electronic journal automatically as a total score at the end of the fall semester;

The student receives 0-5 points during the test week during the midterm assessment.

The written part of the midterm assessment in the form of credit is completed through independent testing ISTOK, conducted by DIYA in the last academic week of the semester and assessed from 0 (zero) to 10 points (clause 2.2 of the Regulation on testing in the Department of Foreign Languages, in the current version).

Midterm assessment in the form of differentiated credit is carried out during the credit week, and in the form of an exam during the examination week using examination tickets, which include an oral and written part.

Each part (oral and written) is allocated 5 points.

All students are admitted to the oral part of the differentiated credit/exam, regardless of the number of points received for the written part.

The final rating for the semester when mastering a discipline is a maximum of 100 points and is formed as a sum of points consisting of the following components:

Fall semester (credit):

The current rating (points based on the results of current monitoring of academic performance in the semester) is a maximum of 80 points, including:

- 4 points - class attendance;
- 12 points - academic activity in classes;
- 48 points - current control milestones (checkpoints);
- 16 points - completion of mandatory written work for the semester.

The maximum number of points for midterm assessment is 20 points, including:

- 10 points for the oral part;
- 10 points for the written part.

Spring semester (differentiated test/exam).

Current rating (points based on the results of the current monitoring of academic performance in the semester) - maximum 90 points, including:

- 4 points - class attendance;
- 12 points - academic activity in classes;
- 48 points - current monitoring milestones (checkpoints);
- 10 points - independent testing;
- 16 points - completion of mandatory written work for the semester.

The maximum number of points for midterm assessment is 10 points, including:

- 5 points - for the oral part;
- 5 points - for the written part.

During the academic semester, the current rating for the discipline must be at least 60% of the maximum current rating.

All types of academic work must be completed exactly within the timeframes stipulated by the curriculum.

Integrated Speaking

	General description	Content	Communicative achievement	Delivery	Language use
5	The response fulfills the demands of the task with minor lapses of completeness. A response at this level is characterised by all of the following:	<p>The answer</p> <ul style="list-style-type: none"> addresses the task completely contains appropriate and sufficient information from the text (written/audio/v video) and its analysis shows an excellent understanding of the task purpose and the target audience is logically and consistently organised 	<p>The student</p> <ul style="list-style-type: none"> demonstrates comprehensive knowledge of the norms of the specific task type uses an appropriate format and register throughout communicates ideas in an effective and convincing way constantly holds the target listeners' attention (monologue) or effectively interacts with a partner 	<p>The student</p> <ul style="list-style-type: none"> demonstrates clear and natural pronunciation uses intonation to convey the message effectively demonstrates accurate use of sentence and word stress shows no evident hesitations 	<p>The answer</p> <ul style="list-style-type: none"> demonstrates good control of varied grammatical structures and vocabulary adequate to the required level contains minor errors which do not affect comprehension
4	Contains the features of 5 and 3				
3	The response is connected to the task, though it misses some relevant information or contains inaccuracies. A response at this level is characterised by at least three of the following:	<p>The answer</p> <ul style="list-style-type: none"> mainly addresses the task includes some of the content from the text (written/audio/v video) relevant to the task shows difficulties in understanding of the task purpose and the target audience has some errors in logical organisation and consistency though they do 	<p>The student</p> <ul style="list-style-type: none"> demonstrates sufficient knowledge of the norms of the specific task type uses mainly appropriate format and register communicates ideas in a relatively effective and convincing way mainly holds the target listeners' attention or interacts with a partner 	<p>The student</p> <ul style="list-style-type: none"> demonstrates pronunciation which is mostly clear and natural uses intonation which is sometimes effective to convey the message uses sentence stress and word stress generally accurately maintains overall flow of speech despite 	<p>The answer</p> <ul style="list-style-type: none"> demonstrates limited range of vocabulary and grammatical structures which the student is expected to produce at the required level contains errors in vocabulary and grammar structures which do not hinder comprehension

		not seriously interfere with communication of the message		some hesitations	
2	Contains the features of 3 and 1				
1	The response is very limited in content or coherence or is only minimally connected to the task. A response at this level is characterised by at least three of the following:	<p>The answer</p> <ul style="list-style-type: none"> • partially addresses the task • provides insufficient content from the text (written/audio/video) relevant to the task • shows a lack of understanding of the task purpose and audience • is not logically organised and inconsistent 	<p>The student</p> <ul style="list-style-type: none"> • demonstrates insufficient knowledge of the norms of the specific task type • produces text with an inconsistent or inappropriate format and register • fails to communicate ideas in an effective and convincing way • fails to keep the target listeners' attention or communicate with a partner 	<p>The student</p> <ul style="list-style-type: none"> • demonstrates unclear pronunciation and/or inappropriate intonation which prevents clear understanding • fails to maintain overall flow of speech due to frequent hesitations which place strain on the listener 	<p>The answer</p> <ul style="list-style-type: none"> • demonstrates minimal control over vocabulary and grammatical structures adequate to the required level • uses language which is difficult to understand, due to errors in vocabulary and grammatical structures
0	Speaker makes no attempt to respond or response is unrelated to the task				

Integrated Writing

	General description	Content	Communicative achievement	Organisation	Language use
5	The response fulfills the demands of the task with minor lapses of completeness. A response at this level is characterised by all of the following:	<p>The answer</p> <ul style="list-style-type: none"> • addresses the task completely • contains appropriate and sufficient information from the text (written/audio/video) and its analysis • shows an excellent understanding of the task purpose and the target audience • presents a clear progression of 	<p>The student</p> <ul style="list-style-type: none"> • demonstrates comprehensive knowledge of the norms of the specific task type • uses an appropriate format and register throughout • communicates ideas in an effective and convincing way 	<p>The answer</p> <ul style="list-style-type: none"> • is coherent (logically and consistently organised, easy to understand) • uses a wide range of cohesive devices • meets word count requirements 	<p>The answer</p> <ul style="list-style-type: none"> • demonstrates good control of varied grammatical structures and vocabulary adequate to the required level • minor errors do not affect comprehension • demonstrates the accurate use of punctuation marks, spelling and capitalisation rules

		ideas with appropriate detail			
4	Contains the features of 5 and 3				
3	The response is connected to the task, though it misses some relevant information or contains inaccuracies. A response at this level is characterised by at least three of the following:	<p>The answer</p> <ul style="list-style-type: none"> mainly addresses the task includes some of the content from the text (written/audio/video) relevant to the task shows difficulties in understanding of the task purpose and the target audience demonstrates limited development of ideas 	<p>The student</p> <ul style="list-style-type: none"> demonstrates sufficient knowledge of the norms of the specific task type uses mainly appropriate format and register communicates ideas in a relatively effective and convincing way 	<p>The answer</p> <ul style="list-style-type: none"> demonstrates limited coherence uses some cohesive devices meets the word count requirements 	<p>The answer</p> <ul style="list-style-type: none"> demonstrates limited range of vocabulary and grammatical structures which the student is expected to produce at the required level contains errors in vocabulary and grammar structures which do not hinder comprehension contains errors in punctuation, spelling and capitalisation
2	Contains the features of 3 and 1				
1	The response is very limited in content or coherence or is only minimally connected to the task. A response at this level is characterised by at least three of the following:	<p>The answer</p> <ul style="list-style-type: none"> partially addresses the task provides insufficient content from the text (written/audio/video) relevant to the task shows lack of understanding of the task purpose and audience shows minimal development of ideas 	<p>The student</p> <ul style="list-style-type: none"> demonstrates insufficient knowledge of the norms of the specific task types produces text with an inconsistent or inappropriate format and register fails to communicate ideas in an effective and convincing way 	<p>The answer</p> <ul style="list-style-type: none"> lacks coherence uses cohesive devices either insufficiently or inappropriately is either above or below the required word count 	<p>The answer</p> <ul style="list-style-type: none"> demonstrates minimal control over vocabulary and grammatical structures adequate to the required level uses language which is difficult to understand, due to errors in vocabulary and grammatical structures demonstrates inaccurate use of punctuation, spelling and capitalisation
0	A response at this level merely copies sentences from the text, is not connected to the task, or is blank.				

Independent Speaking

	General description	Content	Communicative achievement	Delivery	Language use
5	<p>The response fulfills the demands of the task with minor lapses of completeness.</p> <p>A response at this level is characterised by all of the following:</p>	<p>The answer</p> <ul style="list-style-type: none"> – addresses the task completely – shows an excellent understanding of the task purpose and the target audience – is logically and consistently organised 	<p>The student</p> <ul style="list-style-type: none"> – demonstrates comprehensive knowledge of the norms of the specific task type – uses an appropriate format and register throughout – communicates ideas in an effective and convincing way – constantly holds the target listeners' attention (monologue) or effectively interacts with a partner 	<p>The student</p> <ul style="list-style-type: none"> –demonstrates clear and natural pronunciation –uses intonation to convey the message effectively –demonstrates accurate use of sentence and word stress –shows no evident hesitations –purposefully applies a range of digital tools (if required) –demonstrates a strong ability to to design effective and appealing visuals (if required) 	<p>The answer</p> <ul style="list-style-type: none"> –demonstrates good control of varied grammatical structures and vocabulary adequate to the required level –contains minor errors which do not affect comprehension
4	Contains the features of 5 and 3				
3	<p>The response is connected to the task, though it misses some relevant information or contains inaccuracies.</p> <p>A response at this level is characterised by at least three of the following:</p>	<p>The answer</p> <ul style="list-style-type: none"> – mainly addresses the task – shows difficulties in understanding of the task purpose and the target audience – has some errors in logical organisation and consistency though they do not seriously interfere with communication of the message 	<p>The student</p> <ul style="list-style-type: none"> –demonstrates sufficient knowledge of the norms of the specific task type –uses mainly appropriate format and register –communicates ideas in a relatively effective and convincing way –mainly holds the target 	<p>The student</p> <ul style="list-style-type: none"> –demonstrates pronunciation which is mostly clear and natural –uses intonation which is sometimes effective to convey the message –uses sentence stress and word stress generally accurately maintains overall flow of speech 	<p>The answer</p> <ul style="list-style-type: none"> – demonstrates limited range of vocabulary and grammatical structures which the student is expected to produce at the required level – contains errors in vocabulary and grammar structures which do not hinder comprehension

			listeners' attention or interacts with a partner	despite some hesitations –purposefully applies an average number of digital tools (if required) –demonstrates an average ability to design effective and appealing visuals (if required)	
2	Contains the features of 3 and 1				
1	<p>The response is very limited in content or coherence or is only minimally connected to the task.</p> <p>A response at this level is characterised by at least three of the following:</p>	<p>The answer</p> <ul style="list-style-type: none"> – partially addresses the task – shows a lack of understanding of the task purpose and audience – is not logically organised and inconsistent 	<p>The student</p> <ul style="list-style-type: none"> – demonstrates insufficient knowledge of the norms of the specific task type – produces text with an inconsistent or inappropriate format and register – fails to communicate ideas in an effective and convincing way – fails to keep the target listeners' attention or communicate with a partner 	<p>The student</p> <ul style="list-style-type: none"> –demonstrates unclear pronunciation and/or inappropriate intonation which prevents clear understanding –fails to maintain overall flow of speech due to frequent hesitations which place strain on the listener –fails to apply digital tools (if required) –fails to design effective and appealing visuals (if required) 	<p>The answer</p> <ul style="list-style-type: none"> – demonstrates minimal control over vocabulary and grammatical structures adequate to the required level – uses language which is difficult to understand, due to errors in vocabulary and grammatical structures
0	Speaker makes no attempt to respond or response is unrelated to the task				

Independent Writing

	General description	Content	Communicative achievement	Organisation	Language use
5	<p>The response fulfills the demands of the task with minor lapses of completeness.</p> <p>A response at this level is characterised by all of the following:</p>	<p>The answer</p> <ul style="list-style-type: none"> – addresses the task completely – shows an excellent understanding of the task purpose and the target audience – presents a clear progression of ideas with appropriate detail – accurately labels the diagram (if required) 	<p>The student</p> <ul style="list-style-type: none"> – demonstrates comprehensive knowledge of the norms of the specific task type – uses an appropriate format and register throughout – communicates ideas in an effective and convincing way 	<p>The answer</p> <ul style="list-style-type: none"> – is coherent (logically and consistently organised, easy to understand) – uses a wide range of cohesive devices – meets word count requirements – fully complies with APA citation guidelines (if required) 	<p>The answer</p> <ul style="list-style-type: none"> – demonstrates good control of varied grammatical structures and vocabulary adequate to the required level – minor errors do not affect comprehension – demonstrates the accurate use of punctuation marks, spelling and capitalisation rules
4	Contains the features of 5 and 3				
3	<p>The response is connected to the task, though it misses some relevant information or contains inaccuracies.</p> <p>A response at this level is characterised by at least three of the following:</p>	<p>The answer</p> <ul style="list-style-type: none"> – mainly addresses the task – shows difficulties in understanding of the task purpose and the target audience – demonstrates limited development of ideas – adequately labels the diagram (if required) 	<p>The student</p> <ul style="list-style-type: none"> – demonstrates sufficient knowledge of the norms of the specific task type – uses mainly appropriate format and register – communicates ideas in a relatively effective and convincing way 	<p>The answer</p> <ul style="list-style-type: none"> – demonstrates limited coherence – uses some cohesive devices – meets the word count requirements – generally follows APA citation guidelines (if required) 	<p>The answer</p> <ul style="list-style-type: none"> – demonstrates limited range of vocabulary and grammatical structures which the student is expected to produce at the required level – contains errors in vocabulary and grammar structures which do not hinder comprehension – contains errors in punctuation, spelling and capitalisation
2	Contains the features of 3 and 1				

1	<p>The response is very limited in content or coherence or is only minimally connected to the task.</p> <p>A response at this level is characterised by at least three of the following:</p>	<p>The answer</p> <ul style="list-style-type: none"> – partially addresses the task – shows lack of understanding of the task purpose and audience – shows minimal development of ideas – fails to label the diagram (if required) 	<p>The student</p> <ul style="list-style-type: none"> – demonstrates insufficient knowledge of the norms of the specific task types – produces text with an inconsistent or inappropriate format and register – fails to communicate ideas in an effective and convincing way 	<p>The answer</p> <ul style="list-style-type: none"> – lacks coherence – uses cohesive devices either insufficiently or inappropriately – is either above or below the required word count – fails to adhere to APA citation guidelines (if required) 	<p>The answer</p> <ul style="list-style-type: none"> – demonstrates minimal control over vocabulary and grammatical structures adequate to the required level – uses language which is difficult to understand, due to errors in vocabulary and grammatical structures – demonstrates inaccurate use of punctuation, spelling and capitalisation
0	A response at this level merely copies sentences from the text, is not connected to the task, or is blank.				

3. The list of typical control tasks used to assess knowledge and skills

Semester: 1 (Fall)

Topic 1. Nice to meet you!

Classwork: acquaintance, exchange of data, conducting dialogue on acquaintance; pronunciation; checking the assimilation of lexical and grammatical material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic 2. My World

Classwork: listening to a foreign language comprehension test (watching a video) discussing the topic, problematic questions and exchanging opinions, filling out a questionnaire.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic 3. Our Lesson

Classwork: checking the understanding of the instruction of the teacher in class and assignment in the textbook, testing the understanding of foreign language by hearing, discussing the topic, appointment.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic 4. In the City

Classwork: study of lexical and grammatical material related to life in the city; role-playing based on the material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic 5. Countries and Nationalities

Classwork: study of lexical and grammatical material related to life in the city.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Examples of tasks

1. Write a dialogue on «Acquaintance».
2. Describe the route on the map.
3. Make the speech on the topic «My country».
4. Complete the test

Part 1. Grammar.

Choose the correct answer.

1. Это мой брат. ... зовут Дмитрий.
а) Тебя; б) Его; в) Он; г) Ему
2. Это моя сумка. ... очень большая и удобная.
а) Он; б) Она; в) Оно; г) Они
3. Мы ... всё, что вы говорите.
а) понимать; б) понимал; в) понимаете; г) понимаем
4. Это ... мама. Её зовут Валерия.
а) мой; б) моя; в) моё; г) мои

5. Я встаю в 8 ...
а) час; б) часа; в) часов; г) часы
6. У ... есть большой дом.
а) я; б) меня; в) мне; г) ты
7. Я работаю в ...
а) пятницу; б) пятнице; в) пятницей; г) пятница
8. Это очень ... улица.
а) красивый; б) красивая; в) красивое; г) красивые
9. Вчера я был в ...
а) офис; б) офиса; в) офисе; г) офисом
10. В ... я был в Марокко.
а) март; б) марте; в) мартом; г) марта
11. Вчера моя мама ... в кино.
а) был; б) была; в) было; г) были
12. Я люблю слушать ...
а) музыка; б) музыке; в) музыку; г) музыки
13. ... нужно работать сегодня вечером.
а) Меня; б) Я; в) Тебя; г) Мне
14. Это кофе с ...
а) молоко; б) молока; в) молоке; г) молоком
15. У ... есть интересная работа.
а) друг; б) друга; в) друге; г) другом
16. Это платье ..., чем это.
а) красивое; б) некрасивое; в) более красивое; г) самое красивое
17. Я приехал в Москву из ...
а) Амстердам; б) Амстердаме; в) Амстердамом; г) Амстердама
18. Я еду в ...
а) Нью-Йорк; б) Нью-Йорке; в) Нью-Йорке; г) Нью-Йорком
19. Этот маленький город на ... страны.
а) север; б) севере; в) севера; г) северу
20. Я люблю ... книги.
а) читать; б) читаю; в) читал; г) буду читать
21. Это ... дети.
а) мой; б) моя; в) моё; г) мои
22. ... нельзя работать сегодня.
а) Вы; б) Вас; в) Вам; г) Ваш

Part 2. Vocabulary.

Find the odd word.

- а) дочка; б) сын; в) ручка; г) сестра; д) внук; е) мать
- а) диван; б) баклажан; в) кресло; г) шкаф; д) кровать
- а) мясо; б) огурец; в) курица; г) сад; д) апельсин
- а) рот; б) палец; в) нога; г) кровать; д) волосы
- а) футболка; б) юбка; в) живот; г) брюки; д) костюм
- а) больница; б) велосипед; в) корабль; г) поезд; д) самолёт; е) трамвай
- а) ручка; б) книга; в) трамвай; г) карандаш; д) бумага; е) блокнот
- а) печенье; б) пирог; в) хлеб; г) сэндвич; д) мёд
- а) джем; б) карамель; в) мёд; г) яблоко; д) сироп
- а) воскресенье; б) вторник; в) второй; г) среда; д) четверг
- а) совещание; б) сумка; в) свидание; г) концерт; д) встреча
- а) вставать; б) завтракать; в) знать; г) обедать; д) ужинать; е) идти в душ

Answer the questions.

1. Какой это сезон, если идёт снег и холодно?
а) зима; б) весна; в) лето; г) осень
2. Как разговаривают англичане?
а) английский язык; б) по-английски; в) английский; г) англичанин
3. Кто живёт в Мексике?
а) мексиканка; б) мексиканцы; в) мексиканец; г) мексиканские
4. Какая фраза – это комплимент?
а) О боже!; б) Как плохо!; в) Какое красивое платье!; г) Какая прекрасная погода!
5. Что вы скажете, если вам больно?
а) Ух ты!; б) Ай!; в) Ой!; г) Давай!
6. Какая характеристика негативная?
а) сильный; б) трудолюбивый; в) добрый; г) глупый
7. Какую одежду нельзя надевать в офис?
а) платье; б) шорты; в) брюки; г) галстук
8. 42. Если на улице идёт дождь и светит солнце, можно видеть радугу. Какой цвет есть в радуге?
а) жёлтый; б) чёрный; в) коричневый; г) серый
9. Куда идут люди, если хотят купить таблетки?
а) в аптеку; б) в больницу; в) в сад; г) в лес
10. Что клиенты всегда просят в ресторане?
а) счёт; б) билет; в) чек; г) касса

Part 3. Writing.

Answer the questions in full sentences.

1. Как вас зовут? _____
2. Откуда вы? (страна, город) _____
3. Где вы сейчас живёте? _____
4. Где вы работаете? _____
5. Почему вы любите вашу работу? _____
6. Что вы любите делать в свободное время? Какое ваше хобби? _____
7. Куда вы хотите поехать в отпуск? Почему? _____
8. Какую одежду вы любите носить? _____
9. Какой ваш любимый вид транспорта? _____
10. Какое ваше любимое блюдо? _____

Part 4. Reading.

1. Read the text.

У Александра было три девушки. Он не знал, какую девушку выбрать. Однажды он сказал своему другу: «У меня три девушки. Они все хорошие. Я не знаю, какую выбрать?». Друг посоветовал ему: «Дай каждой девушке тысячу долларов и посмотри, как они будут тратить эти деньги».

Первая девушка купила себе очень дорогое платье. Вторая девушка купила красивый костюм Александру. А третья девушка открыла свой бизнес и купила большую квартиру и дорогую машину.

Друзья встретились еще раз. «Ну как, какую девушку ты выбрал, первую, вторую или третью?» - спросил друг.

«Четвёртую! – ответил Александр. – Потому что у неё самая красивая фигура...»

2. Answer the questions:

Как зовут молодого человека?

Сколько девушек у него было?

Почему он не мог выбрать девушку?

Что посоветовал Александру друг?

Что сделала первая девушка?

Что сделала вторая девушка?

Что сделала третья девушка?

Какую девушку выбрал Александр и почему?

А вам какая девушка нравится больше всего?

Semester: 2 (Spring)

Topic 6. My Home

Classwork: study of lexical and grammatical material related to life in the city; role-playing based on the material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic 7. Tasty Food

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: speech about traditional food from native country.

Topic 8. Health

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic 9. People

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic 10. Transport

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Examples of tasks

1. Make a speech on the topic «My home».
2. Make a speech on the topic «Traditional food of my country».
3. Write an message to a colleague with the appointment.

4. Complete the test.

Task 1. Fill in the gaps with the verbs: брать – выбирать/ выбрать – разбираться/ разобраться – разбирать/ разобрать – подбирать/ подобрать – прибирать/ прибрать – убирать/ убрать

1. На экзамене.

Профессор: – _____ билет!

Студент: – Одну минуту. Сейчас я _____.

2. Какой беспорядок на столе! Невозможно работать. Надо срочно _____.

3. Мы завтра уезжаем отдыхать, а я ещё не _____ свой рюкзак в дорогу.

4. Мы едем всего на два дня. Зачем ты _____ столько вещей?

5. Два раза послушал запись лекции, но всё равно не могу _____.

6. Что вы делали на семинаре? – Мы _____ задачи.

7. Ты уже _____ вещи из химчистки?

8. Меня _____ на олимпиаду по русскому языку. Я должен выучить наизусть стихотворение, но пока ещё не _____. Я уже, наверное, сто штук _____.

9. Ты уронил ручку на пол. _____!

10. Как ты думаешь, какая футболка подходит к этим джинсам. Не могу _____.

Task 2. Write a letter to your friend, tell him about the university where you are studying and about your room in the hostel.

Semester: 3 (Fall)

Topic11. My Family

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar, draw a family tree and prepare a speech about it

Topic12. Holidays

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic13. Shopping

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Examples of tasks

1) Fill in the gaps.

1. В книжном магазине много _____ (разные словари, книги, тетрадь).

2. В овощном магазине много _____ (картошка, капуста, морковь, яблоки, груши).
3. В городе много _____ (прекрасные дворцы, зелёные парки, большие площади, удобные гостиницы).
4. Он вышел из поезда и увидел _____ (свои друзья и родственники).
5. Обратите внимание _____ (этот монумент).
6. Молодые учёные добились _____ (большие успехи).
7. Банки не должны обманывать _____ (свои клиенты).
8. Антон готовился к экзамену _____ (вся неделя).
9. Маша доехала до работы _____ (20 минут).
10. Нужно мыть руки _____ (обед).
11. Егор написал письма _____ (старший брат, младшая сестра, соседи, лучшие друзья, я).
12. Мне нужно подарить подарок _____ (моя бабушка).
13. Мы встретили на улице _____ (наш преподаватель, эти незнакомые люди).
14. Мои друзья интересуются _____ (чтение, классическая музыка, горные лыжи, русский язык, шахматы).
15. Он недоволен _____ (свои результаты).

2) *Fill in the gaps.*

1. Художник _____ картину за три дня.
2. Строители _____ дом очень быстро.
3. Мы _____ в Москве месяц.
4. Он _____ в Санкт-Петербург на 2 месяца.
5. Она _____ в театр каждую неделю.

3) *Replace the initial turns with the added sentences.*

1. Катя любит слушать музыку, занимаясь домашними делами.
2. Проспав, он опоздал на занятия.
3. Возвращаясь из театра, Антон встретил старого друга.
4. Простудившись, студент остался дома.
5. Студент читают текст, пользуясь словарём.

4) *Replace the added sentences with the initial turns.*

1. После того как Таня позавтракала, она пошла на работу.
2. Когда мы стояли на берегу, мы смотрели на корабль.
3. Так как я сделал все дела на работе, я пошёл домой.
4. Когда Лена прочитает книгу, она напишет сочинение.
5. Когда мы приехали в Казань, мы начали искать гостиницу.

5) *Replace the sentences with the word «который» by indenting in a suitable forme.*

1. Таня познакомилась со студентом, который живёт в общежитии.
2. Студент, который сидит в библиотеке, переводит текст.
3. Преподаватель объяснил новое уравнение.
4. Мне понравились картины на выставке, которую мы посетили.
5. Я хочу посмотреть новый фильм, который недавно вышел в кинотеатрах.

Semester: 4 (Spring)

Topic14. Vacation

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic15. Our House

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic16. At Work

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Examples of tasks

1. Fill in the gaps:

- 1) Вот, пожалуйста, это для ... (ты): букет ... (красные розы) и коробка ... (конфеты).
- 2) Эти две ... (девушка) и два ... (парень) всегда разговаривают на уроке.
- 3) Где находится Театр ... (комедия)? – Недалеко от ... (Гостиный двор)
- 4) Петербург был основан ... (17 мая 1703 года).
- 5) Он достал из ... (карман) паспорт.
- 6) Мне надо сдавать четыре ... (экзамен) и восемь ... (зачёт) и ещё написать два ... (реферат).
- 7) Прошу ... (внимание)!
- 8) Не будем отвлекаться от ... (тема нашего урока)!
- 9) Я ем всё без ... (соль), а чай пью без ... (сахар).
- 10) Из ... (эти маленькие пианисты) могут выйти замечательные музыканты.
- 11) Расстояние от Петербурга до Москвы составляет около ... (650 км).
- 12) Колоннада Казанского собора состоит из ... (девятисто шесть колонн).
- 13) Летний сад из-за ... (обилие цветов) сначала так и назывался – Цветочный.
- 14) Это надо сделать ко ... (вторник) или в крайнем случае к ... (среда или четверг).
- 15) Весь июль и август они путешествовали по ... (Центральная Африка).
- 16) У нас был экзамен по ... (математика).
- 17) Садовая идёт перпендикулярно или параллельно ... (Невский)?
- 18) Где стоит памятник ... (Ломоносов – великий русский учёный)?
- 19) Это ателье по ... (ремонт и пошив одежды).
- 20) Твоя точка зрения противоположна ... (моя).

2. End the sentences:

- 1) Этот фильм поставлен по ...
- 2) Сумма этих чисел равна ...
- 3) Теперь переходим к ...
- 4) У неё всегда был талант к ...
- 5) Надо прислушиваться к ...

- 6) Поеду путешествовать по ...
- 7) Надо повторить ...
- 8) Я хочу разделить ... на ...
- 9) Я могу рассчитывать на ... ?
- 10) Он болеет за ...
- 11) Садитесь за ...
- 12) Он рассказывает про ...
- 13) На сколько ... больше ... ?
- 14) Во сколько (раз) ... больше ... ?
- 15) Он бросил бумажку в ...
- 16) Он положил документы в ..., или под ..., или на ... ?

Semester: 5 (Fall)

Topic17. Leisure

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic18. Cities

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic19. Routine

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Examples of tasks

1. *Fill in the gaps using the appropriate form of the given words.*
- 1) О (что) ты думаешь?
- 2) Они спорят о (политика).
- 3) На (какой язык) ты слушаешь лекции? – На (русский).
- 4) Ты на (что-нибудь) играешь? – На (семиструнная гитара), а раньше учился играть на (пианино).
- 5) Он приедет в конце (этот месяц).
- 6) На лекции много (студенты).
- 7) Это лекарство надо принимать до, после или во время (еда)?
- 8) Ты помнишь, что произошло в конце (роман) (Лев Николаевич Толстой)?
- 9) Магазин работает с (девять) утра до (восемь) вечера.
- 10) Он дрожит от (страх).
- 11) Продолжайте, пожалуйста, только не отклоняйтесь от (тема доклада).
- 12) Можно ли поменять (билет) на (самолёт)? – На (какое число)? – На (третье января).
- 13) Мы вышли на (большая дорога).

- 14) Они будут голосовать за (новый президент).
15) Куда положить (книги)? – На (стол).

2. *Put the questions to the sentences.*

- 1) Я видел ваш дом.
2) Я прочитал его статью.
3) Я люблю твои рассказы.
4) Она взяла вашу тетрадь.
5) Мы читали вашу газету.
6) Они выучили его стихотворение.
7) Он видел её картины.

3. *Fill in the gaps.*

1. Посередине (площадь) стоит колонна.
2. Около (филармония) стоят такси.
3. Справа от (дверь) висит зеркало.
4. Слева от (компьютер) стоит настольная лампа.
5. Вокруг (фонтан) стоят деревья.
6. Давай встретимся у (станция) метро.
7. Недалеко от (университет) парк.
8. Мы живём далеко от (деревня).
9. Моя бабушка живёт напротив (общезитие).

4. *Answer the questions.*

1. Где живёт ваш друг? (наш город, соседняя улица)
2. Где он учится? (частный университет, филологический факультет)
3. Где он обычно занимается? (университетская библиотека или ближайшее кафе)
4. Где он занимается спортом? (плавательный бассейн и теннисный корт)
5. Где он публикует свои заметки? (студенческая газета и городской журнал).
6. О чём он мечтает? (журналистская работа и будущая интересная жизнь)
7. О чём он написал в письме? (последние городские и университетские новости)
8. О ком он написал в письме? (наши общие друзья и свои новые знакомые)

Semester: 6 (Spring)

Topic 20. Bon appetit!

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic 21. Friendship

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic 22. It's never too late to learn

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.
Homework: exercises in vocabulary and grammar.

Examples of tasks

Read the text, answer the questions.

Лиза Мейтнер

Лиза Мейтнер родилась в Вене 11 ноября 1878 года и прожила долгую насыщенную жизнь. Имя этого австрийского физика не так известно в России, как имена Софьи Ковалевской или Марии Склодовской-Кюри, однако она сыграла важную роль в развитии ядерной физики. Лиза Мейтнер – первая женщина-физик, которая смогла получить учёную степень в Германии в начале XX века.

Свою первую публичную лекцию на тему «Значение радиоактивности для космических процессов» Лиза Мейтнер читала 31 октября 1922 года. Позже Отто Ган, немецкий учёный, лауреат Нобелевской премии, вспоминал, что ежедневная газета в своём сообщении об этой лекции вместо слова «космических» напечатала «косметических». Может быть, это была обычная опечатка. А может быть, журналист, который писал эту статью, подумал, что женщина не может решать космические проблемы, а может решать только косметические. Этого мы не знаем. Но мы знаем, что женщины могут решать не только проблемы косметики, но и серьёзные научные проблемы.

В конце 1926 года Лиза Мейтнер – уже профессор Берлинского университета. Она первая женщина в Германии, которая достигла таких высот в науке.

Она умерла в октябре 1968 года в возрасте 90 лет.

В её честь был назван сто девятый элемент таблицы Менделеева – мейтнерий.

1. В развитии какой науки сыграла важную роль Лиза Мейтнер?
2. Почему в газете в статье о Лизе Мейтнер была ошибка?
3. Почему 109-ый элемент таблицы Менделеева был назван мейтнерий?

Semester: 7 (Fall)

Topic23. Amazing Planet

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic24. Communication

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic25. On the Internet

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Examples of tasks

Listening.

Watch the video, decide if the sentences are true or false.

В осаждённом Сталинграде советские специалисты запустили производство лекарств для массовой вакцинации солдат. В шаге от фронта его постройкой руководила микробиолог Зинаида Ермольева, известная в мире как «мадам Пенициллин». Эпидемия холеры нанесла серьёзный урон фашистам. Но почти не коснулась защитников города. Ермольевой было не впервой рисковать жизнью. Ещё студенткой она решила, что будет бороться с опасными болезнями. На её выбор повлияла история композитора Чайковского, скончавшегося от холеры, которой тот заразился в дорогом столичном ресторане. В 24 года Ермольева специально заразила себя холерой ради важного эксперимента. Девушка чуть не умерла, но на основе её опыта были созданы нормы хлорирования воды. Они используются до сих пор. Именно Ермольева впервые в СССР получила пенициллин Зинаида Ермольева – представитель плеяды русских учёных, избавивших мир от целого ряда смертельных болезней.

<https://ya.ru/video/preview/9239015435084275536>

1. Зинаида Ермольева была советским учёным-микробиологом.
2. На выбор профессии Зинаиды Ермольевой повлияла трагическая судьба её любимого композитора Петра Чайковского.
3. Советские солдаты в Сталинграде страдали от холеры сильнее, чем фашисты.
4. Однажды молодая Ермольева специально заразилась холерой, чтобы провести научный эксперимент.
5. Чайковский умер от чумы.
6. Во время Второй мировой войны Ермольева организовала производство вакцины от холеры.
7. В годы войны Зинаида Ермольева получила первый в СССР пенициллин.
8. Ермольева первая в мире получила пенициллин.

Create similar dialogs. The task is to use scientific speech constructs (including scientific-style prefixes).

- Как тебе удалось так хорошо сдать экзамен по физике?
- Зачем ты готовишь так много блюд сегодня?
- Почему ты не поехал на родину во время каникул?
- Чем ты будешь заниматься в воскресенье?
- От чего зависит твоё настроение?
- Когда ты успел так загореть?

Semester: 8 (Spring)

Topic 26. Around the World

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic 27. Thoughts

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Topic 28. Mass Media

Classwork: discussion of the topic, presentation and conversation on the studied subject, discussion of problematic issues and exchange of opinions; check of assimilation of lexical and grammatical material; role-play based on the studied material.

Independent work: work with information resources, study of materials of practical lessons.

Homework: exercises in vocabulary and grammar.

Examples of tasks for checking vocabulary and grammar

Part 1. Fill in the gaps.

1. Вчера мы ____ (провели/проводился) эксперимент в лаборатории.
2. Этот закон ____ (описывает/описал) поведение частиц в вакууме.
3. Если бы ты ____ (знал/знала) формулу, ты бы решил задачу быстрее.
4. Учёные ____ (никогда не наблюдали/никогда не наблюдался) такой эффект раньше.
5. Я ____ (жду/подожду) результатов расчётов уже два часа.

Part 2. Fill in the gaps.

1. Для решения этой задачи нам нужно ____ данные из эксперимента.
2. Уравнение ____ описывает движение тела в гравитационном поле.
3. Мы не можем начать проект, пока не получим ____ оборудование.
4. Этот материал обладает уникальными ____ свойствами.
5. Если ты не уверен в расчётах, ____ их ещё раз.

Part 3. Correct the mistakes.

1. Он сказал, что он не будет участвовать в конференции.
2. Мы долго ждали, но результаты эксперимента так и не пришли.
3. Я не знаю, где мой учебник по физике.
4. Она всегда помогает мне, когда я прошу её о помощи.
5. Если бы я был на твоём месте, я бы не использовал этот метод.

Part 4. Make up the sentences.

1. (вчера, мы, провести, важный, эксперимент, в, лаборатория).
2. (если, ты, хотеть, я, объяснить, тебе, этот, теория).
3. (он, сказать, что, он, не, понимать, этот, формула).
4. (мы, решить, что, мы, использовать, новый, метод, для, решение, задача).
5. (когда, я, вернуться, в, лаборатория, я, увидеть, что, кто-то, оставить, отчёт).

4. A list of typical (approximate) questions and tasks for midterm assessment

Midterm assessment upon completion of the course (module) is conducted in the 1st, 3rd, 5th, 7th semester (autumn) in the form of a credit and in the 2nd, 4th, 6th semester (spring) in the form of a differentiated credit, in the 8th semester (spring) - an exam.

Semester: 1 (Fall) – credit

Oral part - prepared speech on one of the topics studied during the semester.

Writing part - written lexical-grammatical test; control reading of text and tasks to it; listening test.

Example of the test

Choose the correct answer.

1. Это мой брат. ... зовут Дмитрий.
а) тебя; б) его; в) он; г) ему
2. Это моя сумка. ... очень большая и удобная.
а) он; б) она; в) оно; г) они
3. Мы ... всё, что вы говорите.
а) понимать; б) понимал; в) понимаете; г) понимаем
4. Это ... мама. Её зовут Валерия.
а) мой; б) моя; в) моё; г) мои
5. Я встаю в 8 ...
а) час; б) часа; в) часов; г) часы
6. У ... есть большой дом.
а) я; б) меня; в) мне; г) ты
7. Я работаю в ...
а) пятницу; б) пятнице; в) пятницей; г) пятница
8. Это очень ... улица.
а) красивый; б) красивая; в) красивое; г) красивые
9. Вчера я был в ...
а) офис; б) офиса; в) офисе; г) офисом
10. В ... я был в Марокко.
а) март; б) марте; в) мартом; г) марта
11. Вчера моя мама ... в кино.
а) был; б) была; в) было; г) были
12. Я люблю слушать ...
а) музыка; б) музыке; в) музыку; г) музыки
13. ... нужно работать сегодня вечером.
а) Меня; б) Я; в) Тебя; г) Мне
14. Это кофе с ...
а) молоко; б) молока; в) молоке; г) молоком
15. У ... есть интересная работа.
а) друг; б) друга; в) друге; г) другом
16. Это платье ..., чем это.
а) красивое; б) некрасивое; в) более красивое; г) самое красивое
17. Я приехал в Москву из ...
а) Амстердам; б) Амстердаме; в) Амстердамом; г) Амстердама
18. Я еду в ...
а) Нью-Йорк; б) Нью-Йорке; в) Нью-Йорке; г) Нью-Йорком
19. Этот маленький город на ... страны.
а) север; б) севере; в) севера; г) северу
20. Я люблю ... книги.

а) читать; б) читаю; в) читал; г) буду читать

21. Это ... дети.

а) мой; б) моя; в) моё; г) мои

22. ... нельзя работать сегодня.

а) Вы; б) Вас; в) Вам; г) Ваш

Semester: 2 (Spring) – differentiated test/exam

Oral part - prepared speech on one of the topics studied during the semester.

Writing part - written lexical-grammatical test; control reading of text and tasks to it; listening test.

1. Read the text.

У Александра было три девушки. Он не знал, какую девушку выбрать. Однажды он сказал своему другу: «У меня три девушки. Они все хорошие. Я не знаю, какую выбрать?». Друг посоветовал ему: «Дай каждой девушке тысячу долларов и посмотри, как они будут тратить эти деньги».

Первая девушка купила себе очень дорогое платье. Вторая девушка купила красивый костюм Александру. А третья девушка открыла свой бизнес и купила большую квартиру и дорогую машину.

Друзья встретились еще раз. «Ну как, какую девушку ты выбрал, первую, вторую или третью?» - спросил друг.

«Четвёртую! – ответил Александр. – Потому что у неё самая красивая фигура...»

2. Answer the questions:

Как зовут молодого человека?

Сколько девушек у него было?

Почему он не мог выбрать девушку?

Что посоветовал Александру друг?

Что сделала первая девушка?

Что сделала вторая девушка?

Что сделала третья девушка?

Какую девушку выбрал Александр и почему?

А вам какая девушка нравится больше всего?

Semester: 3 (Fall) – credit

Oral part - prepared speech on one of the topics studied during the semester.

Writing part - written lexical-grammatical test; control reading of text and tasks to it; listening test.

Choose the odd word.

1. а) дочка; б) сын; в) ручка; г) сестра; д) внук; е) мать

2. а) диван; б) баклажан; в) кресло; г) шкаф; д) кровать

3. а) мясо; б) огурец; в) курица; г) сад; д) апельсин

4. а) рот; б) палец; в) нога; г) кровать; д) волосы

5. а) футболка; б) юбка; в) живот; г) брюки; д) костюм

6. а) больница; б) велосипед; в) корабль; г) поезд; д) самолёт; е) трамвай

7. а) ручка; б) книга; в) трамвай; г) карандаш; д) бумага; е) блокнот

8. а) печенье; б) пирог; в) хлеб; г) сэндвич; д) мёд

9. а) джем; б) карамель; в) мёд; г) яблоко; д) сироп

10. а) воскресенье; б) вторник; в) второй; г) среда; д) четверг

11. а) совещание; б) сумка; в) свидание; г) концерт; д) встреча

12. а) вставать; б) завтракать; в) знать; г) обедать; д) ужинать; е) идти в душ

Answer the questions.

1. Какой это сезон, если идёт снег и холодно?
а) зима; б) весна; в) лето; г) осень
2. Как разговаривают англичане?
а) английский язык; б) по-английски; в) английский; г) англичанин
3. Кто живёт в Мексике?
а) мексиканка; б) мексиканцы; в) мексиканец; г) мексиканские
4. Какая фраза – это комплимент?
а) О боже!; б) Как плохо!; в) Какое красивое платье!; г) Какая прекрасная погода!
5. Что вы скажете, если вам больно?
а) Ух ты!; б) Ай!; в) Ой!; г) Давай!
6. Какая характеристика негативная?
а) сильный; б) трудолюбивый; в) добрый; г) глупый
7. Какую одежду нельзя надевать в офис?
а) платье; б) шорты; в) брюки; г) галстук
8. 42. Если на улице идёт дождь и светит солнце, можно видеть радугу. Какой цвет есть в радуге?
а) жёлтый; б) чёрный; в) коричневый; г) серый
9. Куда идут люди, если хотят купить таблетки?
а) в аптеку; б) в больницу; в) в сад; г) в лес
10. Что клиенты всегда просят в ресторане?
а) счёт; б) билет; в) чек; г) касса

Semester: 4 (Spring) – differentiated test/exam

Oral part - prepared speech on one of the topics studied during the semester.

Writing part - written lexical-grammatical test; control reading of text and tasks to it; listening test.

1. Read the text.

Шутка Эйнштейна

Знаменитую фотографию Альберта Эйнштейна, на которой учёный, как ребёнок, показывает язык, продали на аукционе в Америке за 74 тысячи долларов.

Фотограф Артур Сасс в 1951 году на дне рождения Эйнштейна попросил знаменитого физика улыбнуться для камеры, а тот показал язык.

Эйнштейн подарил этот снимок своему другу – журналисту Ховарду Смиту и написал под снимком, что шутливую гримасу он адресовал всему человечеству. Фотография мгновенно получила широкую популярность и стала символом гения, способного радоваться жизни и шутить над собой. Сам Альберт Эйнштейн очень любил эту фотографию.

2. Answer the questions.

Когда была сделана фотография А. Эйнштейна с высунутым языком?

Каким символом стала эта фотография?

Semester: 5 (Fall) – credit

Oral part - prepared speech on one of the topics studied during the semester.

Writing part - written lexical-grammatical test; control reading of text and tasks to it; listening test.

Choose the correct answer.

1. Андрей решил уйти с работы и написал заявление _____

- а. для ухода
 - б. об уходе
 - в. по уходу
 - г. на уход
2. Володя очень старался, но все его усилия имели _____ результат.
- а. плачевный
 - б. плаксивый
 - в. плачущий
 - г. заплаканный
3. Эти _____ нужно выполнить к концу месяца.
- а. примеры
 - б. проблемы
 - в. задания
 - г. занятия
4. Вчера в Российском посольстве прошли важные _____
- а. беседы
 - б. обсуждения
 - в. переговоры
 - г. договоры
5. В вашей работе много недостатков, придётся её _____
- а. проделать
 - б. переделать
 - в. доделать
 - г. сделать
6. Почему Ирина всегда _____ в тёмном?
- а. ходит
 - б. носит
 - в. идёт
 - г. несёт
7. Ребёнок с трудом _____ в гору тяжёлые санки.
- а. вёл
 - б. катил
 - в. тащил
 - г. лез
8. Было поздно и мама _____ ребёнка домой.
- а. увела
 - б. довела
 - в. уводила
 - г. ввела
9. Маша приехала в Москву _____ образования.
- а. к продолжению
 - б. продолжением
 - в. на продолжение
 - г. для продолжения
10. Во время экзамена студентам нельзя _____ из аудитории
- а. выйти
 - б. выходить
11. На заседании Совета с кратким сообщением _____ ученый секретарь Смирнова.
- а. выступили
 - б. выступал
 - в. выступила
 - г. выступил

12. До отхода поезда _____ полчаса, успеем вы пить по чашечке кофе.
- а. остались
 - б. остаются
 - в. осталось
 - г. останутся

Semester: 6 (Spring) – differentiated test/exam

Oral part - prepared speech on one of the topics studied during the semester.

Writing part - written lexical-grammatical test; control reading of text and tasks to it; listening test.

Semester: 7 (Fall) –credit

Oral part - prepared speech on one of the topics studied during the semester.

Writing part - written lexical-grammatical test; control reading of text and tasks to it; listening test.

Answer the questions in full sentences.

1. Как вас зовут? _____
2. Откуда вы? (страна, город) _____
3. Где вы сейчас живёте? _____
4. Где вы работаете? _____
5. Почему вы любите вашу работу? _____
6. Что вы любите делать в свободное время? Какое ваше хобби? _____
7. Куда вы хотите поехать в отпуск? Почему? _____
8. Какую одежду вы любите носить? _____
9. Какой ваш любимый вид транспорта? _____
10. Какое ваше любимое блюдо? _____

Semester: 8 (Spring) –exam

Устная часть: презентация по теме ВКР.

Письменная часть: письменная лексико-грамматическая контрольная работа

Choose the correct answer.

1. Николай должен сделать эту работу ... месяца.
 - а. около
 - б. после
 - в. по мере
 - г. в течение
2. Весь отпуск сестра ... на даче.
 - а. пожила
 - б. пережила
 - в. прожила
 - г. выжила
3. В вашей работе много недостатков, придётся её ...
 - а. проделать
 - б. переделать
 - в. доделать
 - г. сделать
4. Вот анкета, ... сюда свою фамилию и дату рождения
 - а. перепишите
 - б. запишите

в. спишите

г. впишите

5. Почему Ирина всегда ... в тёмном?

а. ходит

б. носит

в. идёт

г. несёт

6. Мне не нравится этот мужчина: у него глаза ...

а. ходят

б. лезут

в. бегут

г. бегают

7. Было поздно и мама ... ребёнка домой.

а. увела

б. довела

в. уводила

г. ввела

8. В этом году мы ... свой отпуск на октябрь.

а. перенесли

б. перевели

в. отнесли

г. привели

9. Какой талантливый режиссёр! Мы все восхищаемся ...

а. его последнему фильму

б. его последним фильмом

в. его последнего фильма

г. на его последний фильм

10. Стыдно ... не понимать таких простых вещей!

а. взрослой девушке

б. для взрослой девушки

в. взрослую девушку

г. взрослая девушка

11. Большинство студентов, изучающих русский язык, ... идею создания разговорного клуба:

а. поддержали

б. поддержало

12. исследователь Сидорова на конференции:

а. Талантливый, выступил

б. Талантливая, выступила

в. Талантливый, выступила

г. Талантливая, выступил

13. Я справился со всеми проблемами друга.

а. благодаря помощи

б. через помощь

в. в связи с помощью

г. от помощи

14. Зрители долго аплодировали оркестру, Мстиславом Ростроповичем

а. руководящему,

б. руководимому,

в. руководившему,

г. руководимый

15. После спектакля мы с друзьями всегда обмениваемся ...

- а. своими впечатлениями
- б. свои впечатления
- в. со своими впечатлениями
- г. о своих впечатлениях

16. Мне не нравятся мои соседи, придётся ... комнату:

- а. поменять
- б. изменить
- в. заменить
- г. поменяться

17. Она заплакала ... неожиданной радости.

- а. от,
- б. из,
- в. из-за

18. Мне не ... этот пакет. Помогите, пожалуйста.

- а. поднимать
- б. поднять

19. Куда-то пропали книги! Кто ... в аудиторию?

- а. входил
- б. вошел

20. — У Вас есть последний номер «Невы»?

— Да. Вот он, на полке. Только ... аккуратно, не уроните другие журналы.

- а. возьмите
- б. берите

Read the text and complete the task after the text.

Текст 1

Наша страна гордится такими собирателями музейных коллекций, как Павел Третьяков, Савва Мамонтов, Сергей Щукин. Среди них Иван Цветаев занимает особое место. Он не был ни богатым владельцем коллекции произведений искусства, ни меценатом. Жил на профессорское жалованье и собирал деньги у всех возможных дарителей, чтобы создать в России первый музей истории архитектуры и скульптуры древности, средних веков и эпохи Возрождения. Это подвижническое дело он совершил, говоря современным языком, на общественных началах, т.е. без всякого вознаграждения.

История создания Цветаевым Музея изящных искусств беспрецедентна. Он начал в буквальном смысле на пустом месте, там, где когда-то был плац для верховой езды. Сначала не было ни денег, ни коллекций. Но была готовность полностью посвятить себя этому благородному делу при ясном понимании, что «путь создания новых общественных учреждений, при всей высоте их целей и несомненной полезности их, не триумфальный путь, раз материальная сторона основывается на пожертвованиях частных лиц».

Сбор пожертвований на создание Музея изящных искусств начался в 1894 году. Звонили колокола по скончавшемуся императору Александру III, и в это время отходила одна московская старушка. Слушая колокола, она пожелала, чтобы оставшееся после неё состояние пошло на богоугодное заведение памяти почившего государя. Состояние было небольшое: всего только двадцать тысяч. С этих-то двадцати старушкиных тысяч и начался музей.

В 1895 году Цветаев совершил поездку в Европу и посетил большинство ведущих музеев в Дрездене, в Париже, в Лондоне, музеи Италии, фиксируя отличия одного от другого, подробно осматривая «скульптурный материал», знакомясь с методами наилучшего сохранения памятников и самыми удачными системами размещения экспонатов в залах. Он составил наиболее полный каталог изваяний, которые хотел иметь у себя.

Тогда Цветаев вспоминал: «Каждый существенный номер этого Музея приобретён для него только после старательного осмотра мною подлинников, рассеянных по государственному и общественным собраниям, по церквам, публичным зданиям, площадям и улицам цивилизованного мира».

Основанный им Музей изящных искусств – с 1932 года Государственный музей изобразительных искусств им. А.С. Пушкина – стал главным итогом его жизни.

1. В один ряд с меценатами и коллекционерами Цветаева ставят
А) за создание нового общественного учреждения
Б) за его высокие научные достижения
В) за создание каталога европейской скульптуры
2. Здание музея изящных искусств находится
А) на месте бывшего манежа
Б) на месте, где раньше ничего не было
В) на месте бывшей рыночной площади
3. Цветаев основал музей на
А) свое профессорское жалованье
Б) пожертвования разных людей
В) деньги скончавшегося Александра III
4. Результатом поездки Цветаева в Европу в 1895 явилось
А) приобретение экспонатов для музея
Б) сравнение музейных коллекций Европы
В) составление перечня желательных скульптур
5. Труд Цветаева по созданию музея
А) высоко оплачивался государством
Б) был добровольным и не оплачивался В) оплачивался из пожертвований дарителей
6. Экспонаты для музея
А) отбирались лично Цветаевым
Б) приобретались по каталогам
В) покупались специальной комиссией
7. Цветаев понимал, что создание музея
А) принесёт ему славу и деньги
Б) позволит ему посетить Европу
В) является необходимым делом
8. По мнению автора, история создания Музея изящных искусств
А) уникальна
Б) традиционна
В) загадочна

EXAM CARD №1

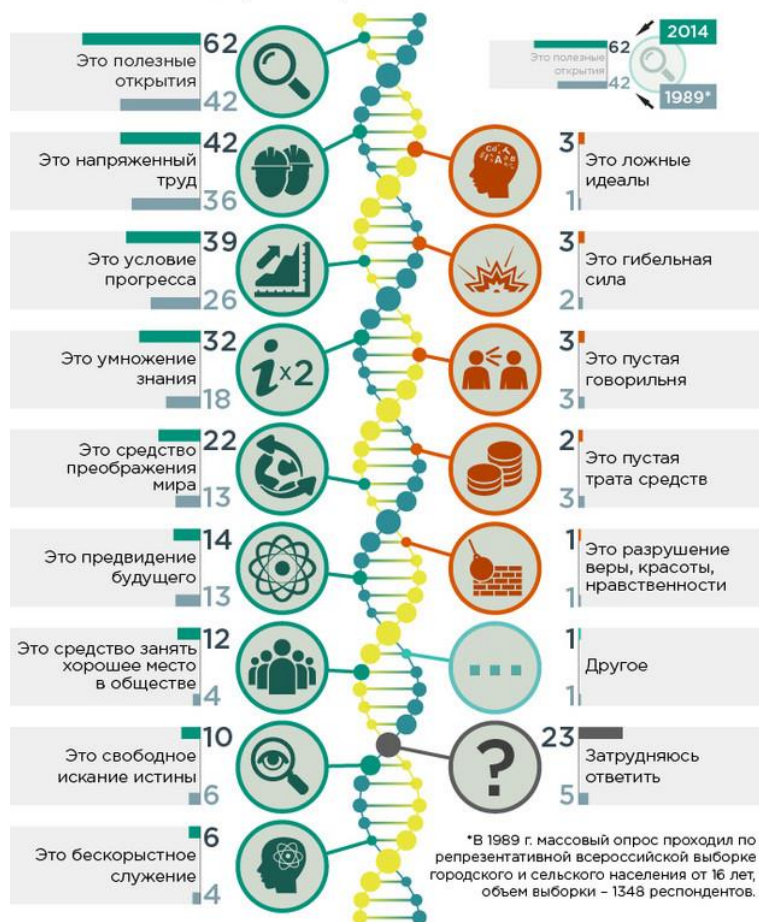
1. Read the infographic. Comment on the problem, express your opinion.
2. Speech (monologue). Presentation on the topic of final qualification work (not more than 7-8 minutes).

Presentation on the topic of final qualification work. Duration of the presentation - not more than 7-8 minutes. Present the presentation portfolio in the following order for the examination:

- 1) Cover page.
- 2) The full text of the presentation.
- 3) Copy of source article.
- 4) Visual materials (information leaflets, slides).

«НАУКИ ПОЛЬЗУЮТ ВЕЗДЕ»

Что бы Вы сами могли сказать о науке,
о ее месте в жизни людей и общества?
(закрытый вопрос, любое число ответов)



ИНИЦИАТИВНЫЙ ВСЕРОССИЙСКИЙ ОПРОС ВЦИОМ ПРОВЕДЕН 20-21 ДЕКАБРЯ 2014 г.
ОПРОШЕНО 1600 ЧЕЛОВЕК В 132 НАСЕЛЕННЫХ ПУНКТАХ В 46 ОБЛАСТЯХ, КРАЯХ И РЕСПУБЛИКАХ РОССИИ.
СТАТИСТИЧЕСКАЯ ПОГРЕШНОСТЬ НЕ ПРЕВЫШАЕТ 3,5.