

Syllabus for FOREIGN LANGUAGE

(Spanish, German, French, Italian, Japanese, Chinese, Arabic – students' choice)

(the first year of study)

Course Objectives:

Students learn the language starting with the Elementary level. The course aims at developing basic communicative competences in the chosen foreign language that include:

- **communicative competence** – developing communicative skills through speaking, listening, reading and writing in communicative scenarios and topics chosen for the course;
- **language competence** – learning new language units (orthographic, phonetic, lexical, grammar) related to communicative scenarios and topics of the course; learning about language phenomena in the foreign language, about various ways of expressing ideas using the native and foreign languages;
- **socio-cultural competence** – introducing students to the culture, traditions and realia of the country whose language they are learning; developing skills of presenting their country and its culture when communicating with foreigners;
- **cognitive competence** – developing general and special academic skills; familiarizing students with available ways of autonomous learning of a foreign language and culture, ICT included.

Course Outline

Communicative skills

Speaking

Developing conversational skills:

- initiating and maintaining small talk, giving instructions / orders, conducting interviews;
- initiating and maintaining conversations that feature various types of dialogues (small talk, instructions / orders, interviews).

These skills are developed in conventional informal situations. Students are taught to follow the communicative rules that are common in the country whose language they are learning.

Developing skills of producing a monologue:

- producing oral coherent talks that feature:
 - descriptions (of an object, appearance, place);
 - narration (telling a story);
 - characteristics (character traits of a real person or a fictional character);
- retelling and summarizing.

These skills are developed in conventional informal situations. Pictures, photos, charts and/or key words, a plan and questions are used as props.

Listening

In direct communication: understanding what has been said by the professor and other students; providing verbal or non-verbal feedback to what has been said.

In indirect communication: developing skills of understanding simple authentic audios that include several unknown words:

- listening for gist
- listening for details.

Listening for gist suggests understanding the main topic / idea, the main facts / events in the audio; ignoring unknown words that do not hinder understanding of the main idea.

Listening for details means singling out the relevant information in the audio.

Reading

Developing skills of reading to oneself and skills of understanding simple authentic texts of various genres and register:

- reading for gist;
- reading for details;
- reading for complete comprehension of the text.

Reading for gist suggests identifying the main topic / idea, the main facts / events and their sequence; predicting the content of the text relying on its title / the first paragraph; ignoring unknown words that do not hinder understanding of the main idea; understanding international words.

Reading for details means singling out the relevant information in the text.

Reading for complete comprehension of the text implies complete and accurate understanding of the information that is conveyed explicitly.

Writing

Developing skills of:

- copying the text and writing down its *key* words, *key* collocations, *key* sentences as required by the communicative task; compiling glossaries; making the plan of the text in question;
- filling in questionnaires and forms, detailing personal information (the first name, the last name, gender, age, citizenship, address, hobbies) in accordance with norms that are common in the country whose language students are learning;
- replying to a letter (emails included): sending personal details; interviewing the addressee about his/her hobbies; writing a thank-you letter, apologizing or making a request; giving advice; using appropriate openings and closings.

Language Skills

Phonetics

Recognizing words in speech; correct pronunciation of words (without phonemic mistakes that lead to communicative failure; with correct word stress); correct pronunciation of sentences (taking into consideration their rhythmical and intonation features).

Vocabulary

Recognizing (in texts / audios) and using (when writing or speaking) vocabulary (words, collocations, clichés) appropriate for communicative situations and topics.

Grammar

Recognizing (in texts / audios) and using (when writing or speaking) morphological forms and syntactical constructions of the foreign language.

Socio-cultural Knowledge and Skills

Learning widely-used topic-specific vocabulary and realia (eating traditions, leisure, main national holidays, conventions for social calls)

Presenting certain cultural aspects of the country whose language students are learning and of their country (holidays, eating traditions, leisure)

Topics

1. Greetings. Introduction. Cities, Countries, Languages.
2. Talking About Myself. My Family. Leisure and Hobbies.
3. Daily Routine. Week Planning.
4. Hotel. Finding Your Way in the City. Sightseeing.
5. Food and Drinks. Food Preferences. In a Restaurant.
6. Working Day. Office Items. Departments in a Company.
7. National and International Travel
8. Living in a City. Types of Living Quarters. Flat.
9. At a Doctor's.
10. Holidays.
11. Education. The Educational System.
12. Money and Shopping.

Assessment

In accordance with the Statute on Formative and Summative Assessment of HSE's Students (June 27, 2014), the Department of Foreign Languages allows for the following formative and summative assessment of first-year students.

Formative assessment suggests professors' assessment of students' achievements in class and at home throughout every module. The module grade is cumulative and is **the average of all the grades received by the student** for participation in classroom activities, written assignments and homework. The highest grade is 10.

Summative assessment means a **written exam at the end of Modules 1 and 3** as well as a **written and oral exam at the end of Modules 2 and 4**. The highest grade is 10.

The final grade is calculated using the following formula: (Formative Assessment Average x 0,6) + (Summative Assessment Grade x 0,4):

All the grades are **whole numbers** between 0 and 10. If the calculated grade turns out to be fractional, it is rounded to the whole number. Deciles below 0,5 are rounded down, deciles over 0,5 are rounded up.

In case a student gets a grade below 4 in the exam, the final grade is not registered in the exam record sheet and the student has the right to re-take the exam.

The first time the student re-takes the exam, he/she is examined by the course professors. The cumulative grade (formative assessment average) cannot be changed.

In case the student gets an unsatisfactory grade (below 4) when re-taking the exam for the first time, the student can re-take the exam the last time. The exam board includes the Department Head (or his/her Deputy) and at least two other professors. The exam format for the second re-take is the same as for taking the exam at the end of the term.

Written assignments are graded with the highest grade being 10. The total number of items checked is open and is considered 100%. After checking the written assignment, the professor

counts the number of correct answers and calculates their percentage and gives the grade along the following scale.

96 - 100 % of correct answers	- 10
90 - 95 %	- 9
80 - 89 %	- 8
75 - 79 %	- 7
65 - 74 %	- 6
55 - 64 %	- 5
45 - 54 %	- 4
35 - 44 %	- 3
25 - 34 %	- 2
менее 25%	- 1

Course Materials

German:

A. Core Teaching Materials:

Anne Buscha und Szilvia Szita. Integriertes Kurs- und Arbeitsbuch BEGEGNUNGEN A1+ mit zwei beigefügten CDs (jeweils ca. 80 min.) zur Aussprache- und Hörverstehensschulung und herausnehmbarem Lösungsheft. Schubert-Verlag, 2011

B. Extra Resources:

1. **Michael Dreke, Wolfgang Lind.** Wechselspiel NEU. Interaktive Arbeitsblätter für die Partnerarbeit im Deutschunterricht. Klett-Verlag, 2013
2. **Christian Fandrych, Ulrike Tallowitz.** Klipp und Klar: Übungsgrammatik Grundstufe Deutsch, Buch mit Lösungen. Klett-Verlag, 2014
3. **Christiane Lemcke, Lutz Rohrmann.** Wortschatz Intensivtrainer A1 NEU. Klett-Verlag, 2015
4. **Leonhard Thoma.** Das Idealpaar. Hueber Verlag GmbH, 2008
5. **Roland Dittrich.** Die Loreley lebt! Buch + Audio-CD (Stufe A2). Klett-Verlag, 2013

C. Audio- and Internet Resources:

<http://www.schubert-verlag.de/aufgaben/index.htm>

http://www.deutschkurse-passau.de/JM/images/stories/SKRIPTEN/a1_skript_gr.pdf

<http://www.berlin.de/hotels/>

<http://www.uni-heidelberg.de/studium/ueberblick/minilexikon.html>

https://www.hueber.de/unterrichten/deutsch-als-fremdsprache/pg_materialien_zg?kopiervorlagen_zg=lesetext

French

A. Core Teaching Materials:

1. Neu E., Mabilat J. Édito. Méthode de français (Niveau A1, A2), Didier, 2016
2. М.С. Левина, О.Б. Самсонова, В.В. Хараузова. Французский язык. Nouveau Virage. Учебник и практикум для академического бакалавриата в 2-х частях. – М.: Юрайт, 2017.

B. Extra Resources:

1. Кудрявцева Н.Б. Займемся грамматикой, часть 1,2 – М.: ВШЭ, 2001.
2. Abry D. ; Veldeman-Abry J. La Phonétique: audition, prononciation, correction. Pari: CLE International, 2015
3. Bady J., Greaves I., Petetin A. Grammaire. 350 exercices. Niveau débutant. – P.:Hachette, 2012.
4. Chamberlain A., Steele R.. Guide pratique de la communication. – P.: Didier, 2016.
5. Delatour Y., Jennepin D.. Grammaire. 350 exercices. Niveau moyen. – P.: Hachette, 2012.
6. Grégoire M. Grammaire progressive du français. Niveau débutant. Paris : CLE International, 2015.

C. Audio- and Internet Resources:

<http://www.lepointdufle.net>

<http://www.franc-parler.org>

<http://www.fle/fr>

<http://www.edufle.net/>

<http://www.tv5.org>

<http://www.rfi.fr>

<http://text-to-speech.imtranslator.net/speech.asp> (прослушивание заданных отрывков текста)

Spanish

A. Core Teaching Materials:

Level A1 – NUEVO ESPAÑOL EN MARCHA 1. (учебник и рабочая тетрадь).

Авторы Francisca Castro Viúdez, Pilar Díaz Ballesteros y otros. Издательство SGEL

Level A2 – NUEVO PRISMA A2. (учебник и рабочая тетрадь). Авторы Isabel Bueso, David Isa y otros. Издательство EDINUMEN

B. Extra Resources:

1. Castro F. Uso de la gramática española (nivel elemental e intermedio). Edelsa, 2009.
2. Coto Bautista V. Curso de conversación. Tema a tema. A1-A2. B1-B2 Edelsa, 2011
3. Кузнецова Л.П. Практикум по грамматике испанского языка. Изъявительное наклонение. - Изд-во "Каро". - СПб, 2013

4. Нуждин Г. Español en vivo. Учебник современного испанского языка.- Изд-во "АЙРИС-Пресс", 2008
5. Virgilio Borobio, Ramon Palencia. ELE Actual. A1. A2. Curso de español para extranjeros. Editorial SM, 2012
6. Mora C. España, ayer y hoy. Itinerario de Cultura y Civilización. Historia y arte, demografía, economía, instituciones, tradiciones. SGEL, sexta edición, 2008.
7. Maximiliano Cortés Moreno. Guía de usos y costumbres de España. –Madrid, 2015.
8. Angel Felices, Maria Angeles Calderón, Emilio Iriarte, Emilia Sanchez. Cultura y negocios, El español de la economía española y latinoamericana. –Madrid, 2013.
9. Moreno C., Moreno V., Zurita P., Avance. Curso de español nivel elemental y básico-intermedio. A1-A2.- SGEL, 2012.

C. Audio and Internet Resources:

<http://www.spain.sc/news>

<http://www.edelsa.es>

<http://www.edinumen.es>

<http://www.sm-ele.com>

<http://www.wordreference.com>

<http://www.rtve.es>

https://www.youtube.com/playlist?list=PLdzqcdsXmqB8k_tf6HgYYVbycksMN7YWg

<https://www.TODOELE.net>

<https://www.netlanguages.com>

<https://www.podcastfromspain.com>

<https://www.fundacionlengua.com>

Japanese

A. Core Teaching Materials:

Banno Eri, Ikeda Yoko. GENKI I. An Integrated Course in Elementary Japanese. Textbook & Workbook. The Japan Times, 2012.

B. Extra Resources:

Banno Eri, Ikeda Yoko. GENKI I. Kanji Look And Learn. Textbook & Workbook. The Japan Times, 2012.2007

by Japan Times

Banno Eri, Ikeda Yoko. GENKI I. Picture Cards on CD-Rom I. The Japan Times, 2007.

Makino Seichi, Tsuitsui Michio. A Dictionary of Basic Japanese Grammar. The Japan Times, 2004.

C. Audio- and Internet Resources:

www.yarxi.ru/

www.warodai.ru

www.nihongo.aikidoka.ru/
www.thoughtco.com/japanese-4133062
www.jlpt.jp/
www.jpfmw.ru

Italian

A. Core Teaching Materials:

1. Marin T., Magnelli S. Nuovo progetto italiano 1. Libro dello studente. Quaderno degli esercizi. Roma, Edlingua, 2009.
2. Manella C. Ecco. Grammatica italiana (в переводе и под редакцией Галатенко Ю.Н., Федоровской М.С., Яшиной М.Г.). Firenze: Progetto Lingua, 2014.
3. A. Chiuchiù, *In italiano*. Edizioni Guerra, 2006.

B. Extra Resources:

1. Петрова Л.А. Итальянский язык: сборник упражнений по грамматике. М., «Высшая школа», 2002.
2. Manella C. Guida ai pronomi. Edizioni Progetto Lingua, 2013.
3. Bacci P., Zambardino G. Tuffo nell'azzurro 1, 2. Libro dello studente. Quaderno degli esercizi. Panozzo Editore, 2012.
4. Буэно Т. Современный итальянский. Практикум по грамматике / Italiano contemporaneo esercizi per la lingua parlata. М., АСТ, Астрель, 2007.
5. Буэно Т. Parliamo italiano. Сборник текстов.

C. Audio- and Internet Resources:

<http://www.impariamoitaliano.com/>
<http://www.italianonline.it/esercizi.html>
<http://www.oneworlditaliano.com/italiano/esercizi-di-italiano.htm>

Chinese

A. Core Teaching Materials:

Новые горизонты: интегральный курс китайского языка. Ч.1,2. Ивченко Т.В. Пекин: Цзяоюй кэсюэ чубаньшэ, 2012.

B. Extra Resources:

Разговорный китайский язык. Ч.1,2. Гун Мин, Куприянова Ю.А. М.: Восточная книга, 2015.

Практический учебный китайско-русский словарь. А.Ф.Кондрашевский, В.Румянцева, М.Г.Фролова. М: Восточная книга, 2010.

Arabic

A. Core Teaching Materials:

Кузьмин С.А. Учебник арабского языка /CD-аудиоприложение/. М.: Восточная литература РАН, 2001.

Ковырина Н.Б. Арабские страны. Лингвострановедение. Учебное пособие. М.: Восток-Запад, 2006.

B. Extra Resources:

Повседневный арабский язык. Лондонский курс. М.: Восток-Запад, 2006.

Kristen Brustad, Mahmoud Al-Batal, Abbas Al-Tonsi. Textbook for Arabic. - Georgetown University Press, Washington D.C. - 2007.

Неклюдов Д., Сафонова Е. Арабский язык с Джохой. М.: АСТ, Восток-Запад, 2007.
سندريلا. شركة والت ديزني، دبي، الامارات العربية المتحدة

C. Audio- and Internet Resources:

<https://arabic.rt.com/lessons/>

<https://arabic.rt.com/russia/>

<https://arabic.rt.com/world/>