

Practical Course of the First Foreign Language: Grammar, Phonetics, Speech Practice (English)

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Credits	15
Contact work	280
Self-guided work	290
Year	1
Course format	Full-time

COURSE SYLLABUS

Practical Course of the First Foreign Language (Practice of Speech)

1.Course description

a. Title of the Course

Practice of Oral and Written Speech

b. Pre-requisites

This course is a part of a basic professional course (Major). To acquire the program the students should:

- approach the language skill of (B2/ IELTS 5 – 6/ Intermediate);
- be able to use a foreign language as means to get information from foreign-language source for educational and self-educational purposes;
- communicate effectively while working together, taking into consideration the other members' points of view;
- be able to search for data and find information from different sources; think over and interpret the information critically.

c.Course type

Compulsory

d. Abstract

The course aims at developing communicative skills through active reading, listening, speaking, writing, as well as particular skills essential to academic study such as critical thinking.

The course combines activities of a traditional (tests, quizzes) and a non-traditional (debates, discussions) nature. It also includes various projects conducted individually or in small groups. The course will be interesting for those aspiring to communicate successfully in English.

1.Learning Objectives

Development of foreign language communicative competence, including *subcompetences*:

- linguistic competence (lexical items and grammar rules knowledge);
- sociolinguistic competence (using and interpretation of linguistic forms according to the context);
- discursive competence (understanding and logical composing of certain statements for the purpose of notional communication);
- strategic competence (using and interpretation of linguistic forms according to the context);
- sociocultural competence (certain degree of sociocultural context knowledge)
- social competence (cooperation and working with others; situations control)

2.Learning Outcomes

Upon satisfactory completion of the course, the students should:

Know:

- vocabulary for matters connected with most general and academic topics;
- the strategies of listening for gist, listening for specific information, listening for detail;
- the strategies of effective reading;
- the strategies of academic writing;
- the strategies of note-taking;
- the strategies of cross-cultural interaction.

Be able to:

- use content obligatory language in speaking and writing;
- use vocabulary appropriately;
- critically evaluate data, reference, articles on the issues under study;
- cope with the following types of
 - written tasks: paragraphs, essays
 - speaking tasks: monologues, discussions, presentations
 - listening tasks: listening for gist, listening for specific information, listening for detail, note-taking.
 - reading tasks: scanning, skimming, reading for detailed comprehension.

Develop skills of:

- language acquisition;
- written and oral communication;
- public speaking;
- analytical work;
- cross-cultural dialogue;
- research

This course is a part of a basic professional course (Major). It is based on disciplinary and metadisciplinary skills acquired upon completion of secondary education in accordance with the Federal Educational Standard.

Principal provisions of the discipline shall be used further on when studying the following subjects:

Elective course

Online elective discipline from the recommended list (in English)

Research Seminar

Professional disciplines in English

English for specific purposes

Business English

4. Course plan

Unit 1. Education, learning and intelligence.

Starting University. Homeschooling. Learning and intelligence, *Listening*. Vocabulary Development. Thinking and Learning. Assessing study habits, *Speaking*. Education and learning, *Reading*. Education Systems: Comparison, *Writing*.

IPA chart. Phonetic transcription. Discussions.

Control of acquired skills, both oral (monologues) and written speech. Use of English. Listening test.

Unit 2. Health, medicine and fitness

Health and fitness, *Listening*. Vocabulary Development. Health and Medicine. Organizing a presentation, *Speaking*. Innovations in health and medicine, *Reading*.

Developing a paragraph, rephrasing. Keeping healthy: developing a paragraph, *Writing*.

The greatest medical discoveries. Conventional and alternative medicine

Reading strategies: skimming, scanning, reading intensively.

Control of acquired skills. Use of English. Writing a paragraph.

Unit 3. The Changing Urban Profile

Changing Cities, *Listening*. Vocabulary Development. Movement and transport. Organizing Presentations, *Speaking*. Urban Planning, *Reading*. New approaches to urban planning. *Writing*.

A perfect city/ city's development. Our future in cities. A song of the city. City planning. Urbanization. Eco-cities. Video: "Masdar city". Moscow – how to improve it. Project work. Discussion.

Control of acquired skills. Monologues. Listening. Reading. Use of English.

Unit 4. Food, Water and Energy Security Nexus

Issues in agriculture, *Listening*. Vocabulary Development. Chance and nature. Discussing pros and Cons, *Speaking*. Water, Food, and Energy, *Reading*. Vocabulary to organize your own writing. Sources of Energy, *Writing*.

Global food crisis. Water crisis. Next Green Revolution. Projects. Presenting facts and figures, *Speaking*

Control of acquired skills. Project work. Writing a paragraph. Reading. Use of English.

Unit 5. Global Culture and Trade

Globalisation. Easily explained.

Global Culture, *Listening*. Vocabulary Development. Quantity and money. Globalization, *Reading*. Free trade, fair trade: Expressing certainty and uncertainty, and caution. *Writing*. Opinion essay. Conducting an interview, *Speaking*.

Which country does the most good for the world? The myth of globalization.

Control of acquired skills. Use of English. Monologues. Listening. Discussions.

Unit 6. World Heritage

What is World Heritage? The work of UNESCO. The sense of preservation

Video: Historical Preservation- A Radical Conservative Liberal Concept.

World Heritage, *Listening*. Reading. Assessing study habits, *Speaking*

Conserving the past. Vocabulary Development. Word formation. Collocations. Quality and The arts. World Heritage sites, Tourism: Presenting data, Concluding your presentation *Speaking*.

Control of acquired skills. Project work. Monologues. Discussions. Writing an essay. Reading.

Unit 7. Architecture and engineering

Airports around the world, Green architecture *Listening*. Vocabulary Development. Subject-specific Vocabulary. Giant structures, *Reading*. Materials and the built environment. Green Skyscrapers. Supporting your argument, *Speaking*. Video: Buildings that blend nature and city. Writing Verbs for reporting another writer's ideas.

Architecture. Note-taking. Art. Graffiti as a form of art.

Control of acquired skills. Use of English. Essay (advantages/disadvantages). Reading. Monologues.

Unit 8. The sport industry

The sport industry, *Listening*. *Keywords*, *Research*. Vocabulary Development. Preference and leisure activity. The Olympic Games, *Reading*. A permanent site for the Olympics, a discursive essay, *Writing*. Interviewing, *Speaking*. Logical organization. Project work. The issues of professional sport.

Control of acquired skills. Use of English. Reading. Listening. Discussions.

Unit 9. Statistics and trends

Trends in world population, *Listening*. Time and work. Interpreting and translating, *Writing for Speaking*. Giving presentations, *Speaking*. Discussing a survey report. Presenting results, *Speaking*. Trends Reading. Trends Writing.

Describing/discussing statistics and trends. Tipping points in fighting crimes.

Control of acquired skills. Use of English. Monologues. Reading. Listening.

Unit 10. Advances in communication and technology

Technological Advances, *Listening*. Vocabulary Development. Change and technology. Giving and supporting opinions, *Speaking*. Giving a presentation on new technology, *Speaking*. Communication and technology, *Reading*. What is a presentation? Language for presentations, *Speaking*.

Technology. Now and then. The role of TV and computers. Communication technology. Computer. The Internet.

Control of acquired skills. Use of English. Writing an essay. Reading. Listening. Monologues.

5. Reading list

a. Required reading list

1. Soars, L. New Headway English course: upper-intermediate: student's book / L. Soars, J. Soars. – Oxford: Oxford University Press, 2001.

b. Optional reading list

1. Академическое письмо. От исследования к тексту : учебник и практикум для академического бакалавриата / Ю. М. Кувшинская, Н. А. Зевахина, Я. Э. Ахапкина, Е. И. Гордиенко ; под ред. Ю. М. Кувшинской. — М. : Издательство Юрайт, 2019. — 284 с. — (Серия : Бакалавр. Академический курс). — ISBN 978-5-534-08297-5. — URL: <https://www.biblio-online.ru/book/akademicheskoe-pismo-ot-issledovaniya-k-tekstu-424762>

2. Brun-Mercer, Nicole; Zimmerman, Cheryl Boyd: Fostering Academic Vocabulary Use in Writing / *CATESOL Journal*, v27 n1 p131-148 2015. — URL: <https://eric.ed.gov/?id=EJ1111751>

3. Английский язык для академических целей. English for academic purposes : учеб. пособие для бакалавриата и магистратуры / Т. А. Барановская, А. В. Захарова, Т. Б. Поспелова, Ю. А. Суворова ; под ред. Т. А. Барановской. — М. : Издательство Юрайт, 2019. — 198 с. — (Серия : Бакалавр и магистр. Академический курс). — ISBN 978-5-9916-7710-3. — URL: <https://www.biblio-online.ru/book/angliyskiy-yazyk-dlya-akademicheskikh-celey-english-for-academic-purposes-433465>

4. Меняйло, В. В. Академическое письмо. Лексика. Developing academic literacy : учеб. пособие для бакалавриата и магистратуры / В. В. Меняйло, Н. А. Тулякова, С. В. Чумилкин. — 2-е изд., испр. и доп. — М. : Издательство Юрайт, 2019. — 240 с. — (Серия : Бакалавр и магистр. Академический курс). — ISBN 978-5-534-01656-7. — URL: <https://www.biblio-online.ru/book/akademicheskoe-pismo-leksika-developing-academic-literacy-437602>

5. Английский язык в ситуациях повседневного делового общения : учеб. пособие / З.В. Маньковская. — М. : ИНФРА-М, 2019. — 223. — (Высшее образование: Бакалавриат). — URL: <http://znanium.com/catalog/product/995410>

c. Professional databases, Web-sources

№	Section	Access
		<i>Web-sources</i>
1.	Cambridge Dictionary	http://dictionary.cambridge.org/ru/
2.	Oxford Online Collocation Dictionary	http://oxforddictionary.so8848.com/
3.	The Free Dictionary by Farlex.	http://www.thefreedictionary.com/Oxford+English+Dictionary+Online
4.	Thesaurus	http://www.thesaurus.com/

6. Grading System

Total Grade in “Practice of Speech”, *year 1* is calculated according to the formula:

$$\text{TG} = (G_{\text{modules 1,2}} + G_{\text{module 3}} + G_{\text{module 4}}) / 3$$

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Module Grades are formed from the following grades:

$$\text{MG}_{1,2} = G_{\text{practice of speech}} * 0,5 + G_{\text{grammar}} * 0,3 + G_{\text{phonetics}} * 0,2$$

$$\text{MG}_3 = G_{\text{practice of speech}} * 0,5 + G_{\text{grammar}} * 0,3 + G_{\text{phonetics}} * 0,2$$

$$\text{MG}_4 = G_{\text{practice of speech}} * 0,5 + G_{\text{grammar}} * 0,3 + G_{\text{phonetics}} * 0,2$$

Module Grades for each aspect of the Course (*Practice of Speech, Grammar, Phonetics*) are calculated according to the following formula:

$$\text{MG}_{\text{for each aspect}} = G_{\text{current}} * 0,6 + G_{\text{examination}} * 0,4$$

Examinations in each aspect are taken in Modules 2,3,4

In Module 2, Grammar examination is taken on the examination week. Practice of Speech and Phonetics examinations are taken in the form of written and/or oral tests at the last lesson.

Practice of Speech teacher rates students for Modules 2-4 considering the Module Grade results in *Grammar* and *Phonetics*, which should be personally provided by the teachers of the corresponding aspects.

Module Grade for each aspect of the Course (Practice of Speech, Grammar, Phonetics) is calculated according to the following formula:

$$\text{MG for each aspect} = \text{G}_{\text{current}} * 0,6 + \text{G}_{\text{examination}} * 0,4 \quad \text{where :}$$

$\text{G}_{\text{examination}}$ is formed according to the criteria which should be provided for students no later than 2 weeks before the examination day.

$$\text{G}_{\text{current}} = \text{G}_{\text{lessons performance/activity}} * 0,4 + \text{O}_{\text{current control}} * 0,4 + \text{O}_{\text{self-study}} * 0,2$$

In this way, **Module Grade** in Practice of Speech consists of :

$\text{G}_{\text{lessons performance/activity}}$ = a student's performance at seminars (students are weekly graded according to a +/- point grading scale). It consists of three parts: attendance, homework, participation. A student gets a "zero" in case the lessons were missed without any serious reasons.

Total Grade is a grade a student gets at the end of each module. It equals to the arithmetic average of the grades got for each week divided by the number of the module weeks.

Provided that there are 11 weeks in module 3:

$$\text{MG}_{\text{lessons performance in module 3}} = (\text{G}_{\text{week 1}} + \text{G}_{\text{week 2}} + \text{G}_{\text{week 3}} + \dots + \text{G}_{\text{week 11}}) / 11$$

In case lessons were missed with a serious reason, a student is graded for the attended ones.

Current Control Grade is calculated according to the table provided in Part 7 of the Programme.

For example,

Topic 1. Education, learning and intelligence

$$\text{G}_{\text{current control}} = (\text{O}_{\text{vocabulary test}} + \text{O}_{\text{final test}} + \text{O}_{\text{comparison-essay}} + \text{O}_{\text{monologue}}) / 4$$

Self-study Grade is based on the extensive reading or/and listening results according to the general criteria.

For lesson performance, self-study and current control students are graded according to a 10-point scale.

All the grades are rounded in the following way:

6-7-9 tenths are rounded to 1

1-5 tenths are rounded to 0

Thus, 2.6 is rounded to 3.0; 2.5 –to 2.0

7. Guidelines for knowledge assessment

Type of control	Form of control	1 year	Department	Characteristic **
		1		
Current	Quiz	*	The department of foreign languages	Students are provided with 1 or 2 quizzes on each topic.(15 min)
	Test	*		At the end of each unit there is a written examination including 2 sections: <i>Use of English</i> и <i>Writing</i> (essay/paragraph/summary of the text/report).
	Interrogation	*		It is held to analyze process of acquiring of new knowledge and skills.
	Discussion	*		At the end of topics 20-minute discussions on an issue related to the theme take place.
	Presentation	*		It can be used for control the speaking skills and extensive listening or reading.
	Speaking on the topic in the specified form	*		Each topic section will be concluded with control of speaking skills.
	Creative written task in the specified form	*		Each topic section includes tasks that check the writing skills.
Interim	Examination	*		<u>Written exam:</u> a vocabulary test and a creative writing assignment. <u>Oral exam:</u> 1) a monologue 2) answers to 3 questions of an examiner 3) a discussion (round table format).

Types of ongoing assessment:

Sample topics for essays:

Old historic building should be replaced by modern and sustainable building. To what extent do you agree and disagree?

Sample topics for monologues

- *The importance of having good study habits*
- *Learning styles*
- *Multiple intelligence*

Sample topics for discussions

- *How can universities help freshmen to adapt to a new academic environment?*
- *How can universities help students to be academically successful?*

Types of summative assessment:**Sample topics for essays:**

- *Should free trade be fair?*
- *Does globalization affect the world's economies in a positive way?*

Sample topics for monologues

- *Free trade should really be free.*
- *Is free trade fair trade?*
- *Challenges of living in a global village.*

Sample topics for discussions

- *What can local cultures do in order not to be suppressed by the global one?*
Is "globalization" another word for Americanization?

Sample topics for presentations

Recent developments in one of the following areas:

- Nanotechnology
- Cloning
- Robotics
- Genetic engineering
- Personal electronics
- Artificial intelligence

Violation of deadlines for written work

If an assignment is handed with 1 day delay, a student will be able to get 8 points at maximum.

If an assignment is handed with 3 days' delay, a student will be able to get 6 points at maximum.

If an assignment is handed with 5 and more days' delay, a student will be able to get 0 points.

Violation of deadlines for final oral work (task)

If a student refuses to carry out oral tasks in time which is previously designated by a teacher or misses class without valid reason, he will get 0 points.

An exception can be made for cases of illness, confirmed by official medical documents and the exceptional circumstances about which a teacher is informed in advance.

8. Methods of Instruction

The methods of instruction in the course include direct group and individualized instruction, as well as guided discovery and problem-solving methods.

The course includes:

- * project technology: short-term mini-projects;
- * technology of the organization of research activities (student conferences and discussions);
- * the elements of the case-technology;
- * role plays;
- * "Brainstorming";
- * Critical thinking;
- * "Debate".

9. Special Equipment and Software Support

Standard technical equipment (PC) + access to the Internet

Projector or smart Board

Loudspeakers

The program software used:

№	Name	Access conditions
1	Microsoft Windows XP	From the university Intranet (agreement)
2	Eset Nod32 Antivirus	From the university Intranet (agreement)

Syllabus of the Course “Practical Grammar”

I. COURSE DESCRIPTION

The course “Practical Grammar” is designed for the first and second-year students of the Undergraduate Programme “Foreign Languages and Cross-cultural Communication”. The principal aim of the course is to form system and professional competences based on deep knowledge of English grammar to be able to carry out efficient teaching of English in the system of education and to use the language as a means of professional communication.

In order to master the discipline, students have to:

- have achieved the intermediate level of the English language (B1+ /IELTS 5-6/Int.);

- be able to hold an oral and written discourse in the foreign language;
- use knowledge, abilities and skills formed at the previous level of education under study of the discipline “Foreign Language” at school.

The course “Practical Grammar” is compulsory for the students of the Undergraduate Programme “Foreign Languages and Cross-cultural Communication” as a basic part of professional courses necessary for passing the teaching internship and the Final state attestation.

The basic principles of the course are to be used further when studying the following courses:

Practice of Speech

Theory and Methodology of Teaching EFL;

Language Teaching Workshop;

Theory of the First Foreign Language;

General Theory of Translation;

Theory of Translating and Interpreting;

Cross-cultural Communication Workshop.

II. LEARNING OBJECTIVES

The objectives of the course are to deepen the knowledge of the grammatical structure of the English language and to be able to use correctly the knowledge of grammar in oral and written discourse according to the purposes and communicative situations.

III. LEARNING OUTCOMES

Upon completion of the course, students are expected to:

know

- the grammatical structure of the target language;
- fundamental concepts and terms of grammar;

be able to

- choose and use properly categorial forms and other grammatical means in the process of communication;
- analyse the structural and meaningful architectonics of the text broadly and on the level of its microstructures;

have the skills to

- choose and use various grammatical patterns and techniques in the translation from/to the native/target language to achieve the ultimate communicative effect considering the character of the translated text;
- create oral and written discourse in the target language;
- use different language means to achieve a communicative purpose.

IV. COURSE PLAN

1. Theme 1. Morphology (the Noun, the Article, the Finite Verbs, the Passive Voice, the Non-finite Verbs, Modal Verbs, Oblique Mood, Adjectives, Adverbs, Pronouns).
2. Theme 2. Syntax (the Types of Sentences, the Members of a Sentence, the Agreement between the Subject and the Predicate, Word Order, Inversion).

V. READING LIST

Required

1. Gurevich V.V. Practical grammar of English: exercises and comments: a study guide for universities. – M.: Flinta, 2013.
2. Krylova I.P., Gordon E.M. Grammar of modern English: a textbook for universities. — 12-th edition — M.: KDU, 2008.

Optional

1. Rushinskaya I.S. The English Verbals and Modals. - M.: Flinta, 2005.
2. Sergeeva J.M. English articles in use: a study guide / Publ. editor M.Y. Blokh – M.: Prometheus, 2012.
3. Hewings M. Advanced grammar in use: a self-study reference and practice book of advanced student of English: with answers. – Cambridge University Press, 2005.
4. Swan M. How English works: a grammar practice book with answers / M.Swan, C.Walter. – Oxford; New York: Oxford University Press, 2002.

Professional databases, information reference systems, Internet resources

№	Name	Access
<i>Professional databases information reference systems</i>		
1.	Electronic library system Uright	URL: https://biblio-online.ru/
2.	Электронно-библиотечная система (ЭБС) Public.ru	URL: http://search.ebscohost.com
<i>Internet resources</i>		
1.	Coursera	URL: https://www.coursera.org/learn/grammar-punctuation
2.	Russian state library	URL: http://www.rsl.ru
3.	Research electronic library	URL: http://cyberleninka.ru

	“Cyberleninka”	
4.	MyStudy English Grammar	URL: http://www.mystudy.ru
5.	Study English Grammar Guide	URL: http://www.study.ru/support/handbook

VI. GRADING SYSTEM

Grading is a core component in the process of teaching. The current grading of students' performance is realized through the following types of work: participation in discussions, fulfillment of various tasks at the lesson, knowledge of the learned theory, self-study in the system of LMS, promptness and correctness in fulfilling home assignments, current written tests. The performance of these types of tasks allows students to gain the accumulative grade which comprises 60% of the final grade. The exam grade comprises 40% of the final grade.

All grades are based on a 10-scale grading system. Rounding procedure is not arithmetic (the marks are rounded down from 0.5 and up from 0.6). The final grade is calculated according to the formula:

$$O_{Final} = 0.6 O_{Accumulated} + 0.4 O_{Exam}$$

Grades 1-3 are unsatisfactory, grades 4-5 are satisfactory, grades 6-7 are good, grades 8-10 are excellent.

The students who failed the examination can take two re-examinations. The third re-examination is in front of the Examination Board consisting of three teachers. The Examination Board check the written test and ask questions on the learned course. If the examination grade is less than the accumulated grade but is satisfactory the Examination Board take a definitive decision about the final grade.

VII. GUIDELINES FOR KNOWLEDGE ASSESSMENT

Formative assessment is a written final test including different tasks of the current assessment.

Final assessment is a written examination test.

Examples from the Final Test:

I. Use the following nouns with the suitable form of the verb “to be” (singular, plural or both if possible):

mumps	greens	dice
crowd	statistics	stairs
species	election	cutlery
progress	customs	clothes

II. Paraphrase using the Possessive case or in some cases the Absolute possessive:

1. The news that I read yesterday wasn't very pleasant.

.....

2. I had a holiday that lasted four weeks.

.....

3. He was one of the old friends of my mother.

.....

Examples from the Examination Test:

I. Use the correct tense forms instead of the infinitives in brackets:

1. We were very upset to learn that Mary (to move) to another country.

2. She (to cook) the meat for about 30 minutes when suddenly her husband (to say) that he (to want) a salad.

3. My mother (to make) dinner in the kitchen while (to do) my homework in the room.

II. Correct the mistakes:

1. We have bought so many exquisite furniture to our house!

2. My mother wonders what will I do tomorrow.

3. I didn't like the soup my mom made for me.

Examples from the Final Test:

I. Define the verbal or the verbal complex and state its syntactic function:

1. Sally refused to allow the conversation to be diverted.

2. Leaning over the window he saw her riding forth with Val.

3. Being there alone, without anyone attending to him, made him very unhappy.

4. They breakfasted in silence, the fog of the late November wrapping the town outside.

5. Flowers grown in her garden are worth seeing.

II. Translate from Russian into English (Tenses + Passive Voice):

1. Сначала нам продиктовали весь текст, потом нам объяснили, что с ним делать.

2. Этот материал легко стирается и не мнется.

3. Я чувствовал, что он на меня сердится, но не мог понять, что случилось.

4. Он еще спал, когда зазвонил телефон.

III. Define the modal verb and comment on its form and meaning:

1. They must have been writing a test for an hour.
2. How should I know his new address?
3. May you be happy forever!

IV. Define the form of the Oblique Mood and translate the sentence into Russian:

1. Even if you were right, I shouldn't defend you.
2. I wished nothing had happened.
3. She is breathing as if she had been running.

V. Translate the following into English:

1. Если бы я знал заранее о твоём визите, я бы остался сегодня дома.
2. Жаль, что погода плохая. Мы могли бы пойти погулять в парке.
3. Мне удалось сдать экзамен по вождению только со второй попытки.
4. Они, должно быть, еще не слышали эту новость.
5. Мне открыть окно? Может быть, в комнате станет прохладнее.
6. Кто бы мог подумать, что он сможет сдать работу в срок!
7. Никогда не видела, чтобы он улыбался так счастливо.
8. Говорят, что это открытие – настоящий прорыв в медицине.
9. Вряд ли мы встретимся в ближайшее время.
10. Когда закончились уроки, дети побежали домой.

Examples from the Examination Test:

I. Translate into English using inversion and observing agreement of the subject and the predicate:

1. Я не только не слышал об этом писателе, но и не читал ни одной его книги.
2. Напрасно пыталась птица вырваться наружу из клетки.
3. Осень ещё не пришла, а листья на деревьях уже пожелтели.
4. Юноша, так же, как и девушка, ещё не сдал последний экзамен.
5. Кажется, я уже встречал этого человека. – И я тоже.

II. Correct the mistakes:

1. Tired as was she, she didn't stop working on the project.
2. In vain he tried to comfort her.
3. I wish you should stop smoking.
4. Under no circumstances diplomatic protection could involve the use of force.
5. So great his video editing skill was that he received an invitation to Hollywood.

Marking scheme for the translation exercises:

Mistake	Marginal note	Marks deducted
Grammar (tense, modal verbs, voice, non-finite forms, word order)	G	1
Wrong spelling/word	WW	0.5
Wrong article	WA	0.5

All the tasks in the final and examination tests comprise 100 points in total.

Grade boundaries (conversion to 10-0 scale):

98 -100 = 10	67-75 = 6	20-29 = 2
91-97 = 9	57-66 = 5	10-19 = 1
85-90 = 8	50-56 = 4	0-10 = 0
76-84 = 7	30-49 = 3	

VIII. METHODS OF INSTRUCTION

The methods of instruction in the course include direct group and individualized practical instruction and written tests.

IX. SPECIAL EQUIPMENT AND SOFTWARE SUPPORT

The classrooms equipped with multimedia projectors. The program software used:

№	Name	Access/download conditions
1	Microsoft Windows 8.1 Professional RUS	From the university Intranet (agreement)
2	Microsoft Office Professional Plus 2010	From the university Intranet (agreement)

Syllabus Practical Phonetics

1. Course Description

- a. Research Seminar “Practical Phonetics”
- b. Pre-requisites
- c. Course Type (compulsory)
- d. Abstract

The course is designed to enhance first-year students' awareness of contemporary English pronunciation as well as to form individual pronunciation skills.

Learning Objectives:

- to master English pronunciation within modern British pronouncing norm;
- to acquire pronunciation basis with the aim of further development of oral speech in English;

2. Learning Outcomes

On successful completion of the course students should be able to

- demonstrate the understanding of basic phenomena in segmental and suprasegmental phonetics, required to form pronunciation skills;
- demonstrate the understanding of phonetic systems of English and Russian;
- demonstrate the understanding of peculiarities of the articulatory basis of the English language compared with that of the Russian language; articulatory features of English vowels and consonants, rules of word and sentence stress;
- demonstrate the understanding of basic intonation patterns of English and their functions;
- demonstrate the understanding of the rules of phonostylistic variation of phonetic means;
- demonstrate the ability to analyze oral texts in respect of phonetic phenomena and to transcribe them;
- demonstrate the ability to use phonetic means in combination with lexico-grammatical means to achieve communicative goals and verbal influence, involving professional communication;
- develop the ability to bring out and correct pronunciation mistakes in the flow of speech;
- expose skills of phonetically correct speaking according to the modern pronunciation standard;
- expose skills of reading and speaking in monologues and dialogues.

The discipline is part of the course Б.1(the humanities/social/economic block) basic educational program (BEP) of Bachelor Degree and is a basic constitute of the specialization “Linguistics” (Б.2.1.Б). It is intended for first-year students.

The discipline “Practical Phonetics” is based on the discipline “The English Language” within ΦΓΟC for the secondary school.

The main items of the discipline are supposed to be employed in future within the following disciplines:

- Theory of first foreign language;
- Theory and practice of interpretation;
- Oral practice;
- Introduction to linguistics;
- History and culture of Great Britain;
- Cross-cultural communication.

3. Course Plan

1. Introductory-correction course.

Organs of speech and their functions. Peculiarities of the articulatory basis of the English language. Breathing and articulatory exercises. Phonetic transcription. Intonation on the staves.

2. Articulation of English vowels and consonants.

Pronunciation of vowels. Pronunciation of consonants. Aspiration. Palatalization. Sounds in connected speech. Developing of pronunciation skills.

3. Word stress. Syllable division.

Rules of syllable division. Degrees of word stress. Placement of word stress. Word stress in compound words.

4. Intonation.

Basic intonation patterns in English and intonation skills. Intonation patterns of different communicative sentence types. Intonation of syntactic structures. Skills of intonational realization of emotional-modal attitude and in accordance with communicative context.

5. Phonostylistic differentiation of oral discourse.

Phonostylistic analysis of oral discourse. Development of phonetic reading skills. Development of phonetic speaking skills (in the form of monologue and dialogue). Colloquial phonetic style. Informational phonetic style.

4. Grading System

The teacher assesses the students` work during the classes: participation in dialogues and discussions, monologues and presentations, role-plays, written tasks fulfillment. The teacher assesses students` independent work in terms of homework completion of extensive reading and listening tasks. The grades for these two types of activities are

recorded in the register (decimal system 0-10), and the mean is calculated at the end of the year – Oaud.

The accumulated grade for a module includes result of the ongoing control in the following way:

$$O_{\text{accum}} = k_1 * O_{\text{ongoing}} + k_2 * O_{\text{aud}} + k_3 * O_{\text{test}}$$

Where Oongoing is calculated as a sum of all forms of the ongoing control provisioned in the GSP (General Study Plan) divided by their number:

$$O_{\text{ongoing}} = \sum O_{\text{test } n} / n.$$

The final grade is calculated according to the formula:

$$O_{\text{sum}} = 0,6 \times O_{\text{accum}} + 0,4 \times O_{\text{exam}}.$$

5. Guidelines for Knowledge Assessment

Examples of Final Assessment:

1. Text: read and retell.
2. Informational talk.
3. Academic talk.
4. Poem by heart.
5. Spontaneous dialogue.

6. Reading List

a. Required

1. Ogden, Richard : An Introduction to English Phonetics / Richard Ogden. – Edinburgh University Press, 2009. – URL: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=537027> – ЭБС ProQuest Ebook Central - Academic Complete
2. Čubrović, Biljana : Focus on English Phonetics / Biljana Čubrović and Tatjana Paunović. – Cambridge Scholars Publishing, 2013. – URL: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1336813> – ЭБС ProQuest Ebook Central - Academic Complete
3. Carr, Philip : English Phonetics and Phonology : An Introduction / Philip Carr. – John Wiley & Sons, Incorporated, 2012. – URL: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1120290> – ЭБС ProQuest Ebook Central - Academic Complete

b. Optional

1. Baker, A. (2005). Ship or sheep. Cambridge: Cambridge University Press.
2. Hancock, M. (2003). English pronunciation in Use. Cambridge: Cambridge University Press.
3. Smith, J., Margolis, A. (2007). English for academic study: Pronunciation. Reading: Garnet Publishing Ltd.
4. Wells, J.C. (1995). Longman Pronunciation Dictionary. : Longman.
5. Sokolova, M.A., Tichonova, I.S., Tichonova, R.M., Freydina, E.L. Theoretical Phonetics of the English Language. Dubna: Phoenix+, 2015.

7. Special Equipment and Software Support

№	Title	Access
1.	Microsoft Windows 7 Professional RUS Microsoft Windows 10 Microsoft Windows 8.1 Professional RUS	<i>University Internet</i>
2.	Microsoft Office Professional Plus 2010	<i>University Internet</i>

8. Professional data base

№	Title	Access
<i>Referral systems</i>		
1.	Consultant Plus	<i>University Internet</i>
2.	Electron-librarian system Uright	URL: https://biblio-online.ru/
<i>Internet resources</i>		
1.	Open Education	URL: https://openedu.ru/