

## COURSE DESCRIPTION

### THE HIGHER STATE VOCATIONAL WŁOCŁAWEK

#### Course: Russian as a Foreign Language (Integrated Skills)

<b>Field of study:</b>	<b>Philology</b>						<b>Subject code</b>
<b>Speciality / Specialization:</b>	English Philology Specialisation: English with Russian						
<b>Institution:</b>	Institute of Humanities						
<b>Course orientation:</b>	Practical						
<b>Language of delivery:</b>	Russian, Polish						
<b>Course type:</b>	Obligatory						
<b>Level:</b>	Year: I, II and III			Semester 1 to 6			
<b>The number of teaching hours on the full-time programme:</b>							
<b>TOTAL</b>	<b>lecture</b>	<b>classes</b>	<b>laboratory</b>	<b>projects</b>	<b>tutorials</b>	<b>seminars / proseminars</b>	<b>practicum</b>
660		660					
<b>The number of teaching hours on the part-time programme:</b>							
<b>TOTAL</b>	<b>lecture</b>	<b>classes</b>	<b>laboratory</b>	<b>projects</b>	<b>Tutorials</b>	<b>seminars / proseminars</b>	<b>practicum</b>
530		530					
<b>Learning outcomes:</b>			<b>Knowledge:</b> <ul style="list-style-type: none"><li>The student is familiar with English everyday vocabulary. The student Has Basic knowledge of the structure of the language system. He knows the rules of Russian spelling. He is able to enumerate basic grammatical constructions, identify the constructions in context and employ them in speaking and writing. He can read, interpret and analyze texts written in Russian.</li></ul>				

	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>The students analyses texts written in Russian, compares them and draws conclusions on the basis of the relevant data. He takes part in discussions on select topics and is able to justify his own standpoint. He can write his own texts using stimulus material. The student can take dictation in Russian obeying the rules of Russian spelling as specified in the curriculum.</li> </ul> <p><b>Social competence:</b></p> <ul style="list-style-type: none"> <li>The student can work in a team as well as coordinating its work. He is highly creative In interpersonal encounters. He is able to pass sound judgments in discussions and is open to embrace the views of other people. He is considerate of the feelings of his interlocutors and respects the rules of political correctness. He recognizes the need to continue to broaden one’s knowledge</li> </ul>
<p><b>Full description of the course:</b></p>	<p><u>Year I</u></p> <p>Pronunciation and intonation (production of vowels <i>a</i>, <i>o</i>, <i>u</i>, <i>y</i> and <i>ы</i> in accented and unaccented syllables; production of vowels in initial, post-consonantal, post-vocal positions and following <i>ь</i> and <i>ъ</i> (the soft sign and the hard sign); production of palatalized, non-palatalized, voiced and voiceless consonants; production of apico-dental [л] and [v] in <i>св</i>, <i>тв</i>, <i>кв</i> and <i>чв</i> clusters; production of consonant clusters in which the spelling and pronunciation diverge considerably. Production of prepositions in prepositional phrases; Russian stress, rhythm and timing; the phonetic word; sentence stress and its function and place within the structure of the sentence. Description and usage of intonational contours of the ИК-1, ИК-2 and ИК-3 type.</p> <p>Phraseology (personal details: name, age, the date, the place of birth, address, nationality, foreign language competence, occupation; meeting people; family and kinship terms, family celebrations; school and university: curriculum, timetable. Tests and examinations; spare time: interests, sports activities; health: parts of the human body, the most widespread illnesses, at the doctor’s; weather: seasons of the year and atmospheric conditions; pets; language savoir-vivre; greeting and farewell expressions; meeting people; introducing oneself and other persons; offering congratulations; physical appearance and personal traits; in the house: arrangement, equipment, household</p>

chores; theatre and film; travelling by train and by plane; making reservations and buying tickets; meals: foodstuffs; units of measure and weight; shopping: clothes and shoes, size, colour, price; household devices; telling the time: days of the week, months of the year, the date, Greenwich Mean time, day schedule; in town: monuments, city transport, shops, the post, basic information about Moscow and St. Petersburg; linguistic politeness, seeking and giving information; marking requests and expressing gratitude.

The shape of Russian letters, spelling and writing (the Russian alphabet, the spelling of unaccented vowels; the spelling of **SAMOGŁOSEK JOTOWANYCH PODLEGAJĄCYCH REDUKCJI**; determining the softness of the consonants; the spelling of vowels following *ж, ш, ч, щ, ц*; the spelling of *ь* and *Ъ* (the soft sign and the hard sign); the spelling of *-ого, -его*; the spelling of prefixes *раз- / рас-, без- / бес-, воз- / вос -; из- / ис -, от-, с -*; forming questions about the text and answering them; private correspondence: a short letter, an invitation, a greeting card; an email; a summary of a recording and of a written text; a short composition on a topic discussed in class.

Grammar (the infinitive of non-reflexive and reflexive verbs; finite present, past and future tense forms of regular verbs of 1<sup>st</sup> and 2<sup>nd</sup> conjugation; finite forms of verbs *хотеть, ехать, есть, дать, бежать, пить, мыть*; past tense of verbs of the *погибнуть, расти* and *умереть* type; the directive forms of the verbs; Russian verbs with dependency relations differing from those of their Polish equivalents). The noun (the feminine and masculine forms of nouns terminating in *-а, -я*; the masculine gender nouns ending in slender and strong consonants; the neuter gender nouns ending in *-о, -е*; the feminine gender nouns ending in a consonant; nouns with themes ending in *ж, ш, ч, щ, ц* and *ц*; the plural number of nouns such as *друг, сын* and *берего*; nouns *время, имя*; uninflected nouns). The adjective (adjectives with soft and strong consonantal themes; adjectives with themes terminating in *ж, ш, ч, щ, ц, к, г* and *х*.; the superlative and comparative of adjectives; full and abbreviated forms of adjectives). The pronoun (personal and possessive pronouns; interrogative pronouns *кто, что, какой, который*; negative pronouns *никто, ничто* with and without a preposition; indefinite pronouns with particles *-то, -нибудь*; the expression *друг, друга*). The numeral (the cardinal numbers from 1 to 100; the ordinal numbers;

numerals in phrases with nouns and adjectives; numerals *несколько, немного*).

The preposition (locational and directional prepositions *на / с, в / из, над / перед, за, у, около, к*; locational prepositions *рядом с, близко от, (не)далеко от*; temporal prepositions *за, через, после, за... до....., через... после..., с... до....., с...но.....*; prepositions denoting cause: *-из, -а, -от, -но*; adverbs of place, time, manner, degree and measure; the superlative and comparative of adverbs; adverbs such as *по-моему, по-старому, по-русски*).

## Year II

Phraseology (personal details; name, surname, age, date and place of birth, address, nationality, education, foreign language competence, introducing oneself and introducing others; physical appearance and personal traits; family: kinship terms, family celebrations; birthdays, name days, holidays, receptions; greeting and farewell expressions; household activities; seeking, renting or buying a flat; alternations; telling the time: days of the week, months of the year, the date, day schedule; weather forecast; school; rooms, subjects, including basic mathematical, biological, chemistry, physics and historical terms; university: structure, authorities, subjects, the timetable, assignments and examinations, university teachers, student life, the educational system in Russian and in Poland; work: professionals, qualifications; seeking employment, work interview, giving advice, health and well-being, parts of the human body; the most widespread disease and their symptoms; at the doctor's; at the chemist's; healthy lifestyle; meals: foodstuffs; making inquiries and giving thanks).

Writing and spelling (filling in forms, such as, for example, personal questionnaires; private correspondence: a letter, an invitation, greeting and congratulatory postcards, an e-mail; official correspondence: an application letter, a resumé and others; a summary of a recording / a summary of a written text; the spelling of accented and unaccented vowels – of alternating and non-alternating vowels, vowels in alternating roots, vowels following sibilants *ж, ш, ч, щ and ы*; the spelling of *э*; the spelling of consonants in consonantal clusters, doubled in native words and in loanwords; the spelling of vowels and

consonants in prefixes *у-*, *в-* and following the prefixes; punctuation marks in simple and complex sentences).

Grammar (the genitive and accusative case of objects in negative sentences; the accusative case of animate nouns; the comparative and superlative forms of adjectives and adverbs; full and abbreviated forms of adjectives; declination of numerals; collective numerals; numerals in noun phrases (including noun phrases containing adjectives); verb phrases accompanying numeral subjects; constructions denoting existence, possession, continuation of an activity,. Termination of an activity; cohortatives; ways of giving advice, making inquiries and giving commands; spatial expressions.

### Year III

Phraseology (spare time, entertainment, interests; invitations; making suggestions; sports; film; the most important artists and their work; theatre; theatrical performances; theatrical repertoire; going to a concert; the most renown composers and their pieces; the Tretyakov Art Gallery; the Hermitage; travelling by car, by train and by plain; making reservations and buying tickets; seeking and giving information; at the hotel; making reservations; the range of services granted; going to the shops: clothes and shoes, size, colour, price; fashion, souvenirs and gifts; advertisements; customer complaints; expressing regret; making an apology; in the city: shopping areas and services, traffic, city transport, public notices; in the country: work on a farm, growing plants, breeding animals; the geography of Russia: location, climatic zones, rivers, lakes, mountains, towns, Syberia: fauna and flora, natural resources; administrative division; folk art: *матрёшка*, *палех* and *хохлома*).

Writing and orthography (description of objects and settings; descriptions of paintings and persons; reports; the joint, hyphenated and non-hyphenated spelling of words representing different parts of speech.

The spelling of *не* with different parts of speech; the spelling of great and small letters; the spelling of abbreviations). Grammar (forming participles; substituting a complex appositive sentence with a participle clause; active and passive voice of verbs; interrogative and negative sentences; constructions

	expressing the possibility / impossibility of undertaking an action, necessity, simultaneity, precedence, consequence, cause and effect, indeterminacy, identity, purpose, concession, warning, fear and desire; expressing generalized subject).				
<b>Methods:</b>	Communicative method, elements of cognitive and grammar-translation method				
<b>The student's workload / ECTS credits:</b>	<b>Activity type</b>	<b>The average number of teaching hours needed to complete an activity</b>			
		Full-time		Part-time	
		L	C/... .....	L	C/... .....
	<b>Contact hours with a university teacher</b>		740		610
	<b>Individual effort:</b>		835		965
	1. Preparation for classes, individual study of compulsory literature		300		380
	2. <u>Opracowanie wyników</u> / Preparation for exams, tests, colloquia and other activities		350		430
	3. Preparation of reports, presentation or discussions		185		165
	<b>Total</b>		1575		1575
	<b>Total number of ECTS credits granted with regard to the activity</b>		63		63
	<b>Total number of ECTS credits granted with regard to the subject</b>		63		63
<b>The type and mode of obtaining the credit; marking criteria or requirements:</b>	<b>The type:</b>				
	<ul style="list-style-type: none"> <li>• a graded pass (at the end of each semester)</li> <li>• examinations (in the last semester)</li> </ul>				
	<b>The mode:</b>				
	<ul style="list-style-type: none"> <li>• written examination; a test with open-ended tasks</li> <li>• an assignment test with lexico-grammatical tasks</li> <li>• dictation</li> </ul>				

	<p><b>Basic assessment criteria:</b></p> <ul style="list-style-type: none"> <li>- attendance</li> <li>- in-class participation</li> <li>- positive results on tests</li> <li>- positive results on the end-of-semester test</li> </ul>
<p><b>Literature:</b></p>	<p><b>Prescribed Reading:</b></p> <p>Adams-Tukiendorf, M. and D. Ryszak. 2003. <i>Developing Writing Skills. A Manual for ESL Students</i>. Wydawnictwo Uniwersytetu Opolskiego.</p> <p>Evans, V. and S. Scott. 2005. <i>Listening and Speaking Skills for the Cambridge Proficiency Exam - Books 1&amp;2</i>. Express Publishing.</p> <p>Fowler, W.S. 2002. <i>New Fowler Proficiency. Reading</i>. New Editions.</p> <p>Gethin, H. 1992. <i>Grammar in Context</i>. Longman.</p> <p>McCarthy M. and F. O'Dell. 2001. <i>English Vocabulary in Use (adv.)</i>. Cambridge University Press.</p> <p>Moutsou E. and S. Parker. 1999. <i>Use of English FC</i>. MM Publications.</p> <p>Side, R. and G. Wellman. 1999. <i>Grammar and Vocabulary for Cambridge Advanced and Proficiency</i>. Longman.</p> <p>Vince, M. 1994. <i>Advanced Language Practice</i>. Macmillan.</p> <p><b>Recommended reading:</b></p> <p>Crammer, N.A. 1985. <i>The Writing Process. 20 Projects for Group Work</i>. Newbury House Publishers.</p> <p>Evans, V. 2002. <i>CPE Use of English Examination Practice</i>. Express Publishing.</p> <p>Foley, M. and D.Hall. 2003. <i>Advanced Learner's Grammar</i>. Longman.</p> <p>Pilch, T. 1999. <i>Okresy warunkowe w języku angielskim</i>. PWN.</p> <p>Swan, M. 1996. <i>Practical English Usage</i>. Oxford.</p>
<p><b>Course convener (s):</b></p>	