

Descriptions of Target Student Abilities: Second-Year Russian

Russian Language Objectives, 2017

IINTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	SLAVLANG 51 (Second-Year Russian, 1st quarter)	SLAVLANG 52 (Second-Year Russian, 2nd quarter)	SLAVLANG 53 (Second-Year Russian, 3rd quarter)
<p>Students learn to interact in a wider variety of concrete contexts related to everyday situations and their personal world. They are able to initiate, sustain and conclude a range of straightforward transactional situations. Students learn to adapt memorized and new material to their particular needs and situation. Their repertoire of topics and themes expands, as well as their lexicon (reaching approximately 1300-1500 words).</p>	<p>Students will be able to use appropriate forms in Russian to interact in familiar and some unfamiliar cultural contexts. They negotiate diverse social exchanges using formal and informal register according to the age or social status of their interlocutor, and are able to identify and model more nuanced patterns of behavior corresponding to the Russian-speaking world. As their spoken accuracy and fluency increase, so does their understanding of Russian social and cultural norms.</p>	<p>During the first quarter, students review and reinforce the skills acquired in the previous year. They can personalize language and participate in predictable social situations by combining memorized or formulaic elements into short sentences or series of sentences. Their self-confidence increases. They can be understood (with some repetition and clarification) by native speakers accustomed to dealing with learners of Russian.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Describe family and friends in terms of physical attributes and character, with better control of Russian adjectives (emphasis on long vs. short forms). • Compare things and provide more linguistically complex comparisons by using Russian idiomatic patterns. • Describe and ask questions about climate, weather and weather forecasts • Express location vs. direction when talking about places e.g. city, home, study, or work, using the prepositional and accusative cases. 	<p>During the second quarter, students expand the level and scope of communicative tasks and predictable situations, They create with the language, producing statements and questions of their own making. They are able to link short sentences and use more complicated syntax and vocabulary. There is enough grammatical accuracy to allow for communication with and understanding by native speakers accustomed to dealing with learners of Russian.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Perform the functions of the previous quarter with more confidence and on a higher level • Express possession and/or absence when talking about housing, areas, and city vs. country living. Express quantity using the Russian equivalent of “many” (genitive case) • Compare cultural differences and table etiquette when talking about food • Give and follow simple instructions using the imperative 	<p>During the third quarter, students continue to review and reinforce their skills, improve their accuracy and expand on the level and scope of their communication. They create and adapt their language to uncomplicated cultural and social contexts. They link many utterances into more complex sentences (using some adverbial phrases and relative clauses), occasionally connecting them into paragraph-length discourse. They are able to use simple circumlocution, and are generally understood by native speakers.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Perform the functions of the previous quarter with more confidence and on a higher level • Describe professions, occupations and careers • Use structures that indicate condition and obligation, as well as condition in the past • Express multidirectional and unidirectional movement when discussing movement and transportation • Describe in detail--and begin to narrate-- events, activities, and schedules (e.g. past vacations, vacation plans), supported by unidirectional / multidirectional motion verbs with prefixes.

Descriptions of Target Student Abilities: Second-Year Russian Russian Language Objectives, 2017

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<p>Students also develop better control of the Russian noun and adjective case system and verb declensions in imperfective and perfective forms.</p>		<ul style="list-style-type: none"> • Exchange information about their studies and educational opportunities; express opinion, give advice and ask for more information. • React with surprise, admiration, approval, or doubt when discussing likes and dislikes, hobbies and interests. • Describe leisure activities in the past, using simple and perfective past verb forms to express habitual vs. completed action. • Engage in role plays and simulated conversations with their partners and teacher on topics closely related to the above contexts. 	<ul style="list-style-type: none"> • Express time in a culturally appropriate manner by applying Russian specifics of time expressions. • Ask/answer questions about health in the context of doctors' visits and emergencies. Give advice using the Russian equivalent of "should" and dative impersonal construction. • Express obligation and wish for a third party to perform an action, with better control of Russian modal verbs. • Express size and dimensions when talking about clothing, personal items, and shopping. • Engage in a wider range of context-specific interactions with their classmates and teacher (e.g. renting an apartment; going to a dacha; visiting the doctor; shopping for gifts, etc.) • Participate in a simulated Russian event (party) or field trip with full language immersion. 	<ul style="list-style-type: none"> • Express completed actions in all time frames. • Contrast and compare things in greater detail, such as Russian cultural products and practices with those of their own culture. • Give more elaborate descriptions of people (e.g. famous or interesting cultural or historical Russian figures) and react by conveying strong feelings and opinions. • Engage in a wide range of context-specific interactions, and exchange information and opinions with their teachers and classmates. • Participate in a Russian event (party) or field trip and engage effectively in informal communication with Russian speakers.

Descriptions of Target Student Abilities: Second-Year Russian

Russian Language Objectives, 2017

INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	SLAVLANG 51 (Second-Year Russian, 1st quarter)	SLAVLANG 52 (Second-Year Russian, 2nd quarter)	SLAVLANG 53 (Second-Year Russian, 3rd quarter)
<p>Students further develop their interpretive skills by reading and listening to a variety of Russian written and oral materials. They can fully comprehend conversations in informal settings and presentations on topics that are familiar or of personal interest to them. Students are eventually able to understand simplified written texts, answer fact-based questions, and provide summaries in Russian. They are also able to state the gist and follow the main ideas of short authentic written texts.</p>	<p>Students learn to identify common patterns among a range of cultural products and practices in the Russian-speaking world. They begin to develop awareness of cultural nuance and expand their understanding of the sociocultural influences that shape oral and written texts in Russian. Authentic works include modern songs, film excerpts and other media; poetry, and short prose by modern and classical writers such as Dragunsky, Zoshchenko, Chekhov, and Paustovsky.</p>	<p>During the first quarter, students are able to understand brief conversations and straightforward short oral presentations. They can read and understand simplified written texts (of 400-700 words) that are connected structurally and thematically with their study of Russian, and can pick up general meaning of selected authentic texts. Students confirm their understanding mostly in Russian, using English to clarify details and convey more complex information.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Understand face-to-face syntactically and lexically uncomplicated conversations. • Identify explicit details and answer specific questions on live oral presentations that incorporate narration and description in paragraph-length discourse. • Answer fact-based as well as some conceptual questions and provide comments. • Get the gist of Russian language study films and excerpts of selected Russian cartoons. • Gain new information about familiar topics from reading. • In fiction and non-fiction instructional texts: analyze information and summarize the main idea. 	<p>During the second quarter, students are able to understand longer informal conversations and oral presentations on familiar topics that incorporate a wider range of vocabulary. They read lengthier and more complex written texts (of 700-1200 words) related to their topics of study and containing extensive new information. Students confirm their understanding using mostly Russian, with some English to convey more complex information.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate comprehension and offer appropriate responses in informal face-to-face conversations. • Identify important details and answer specific and some conceptual questions on more sophisticated live oral presentations (e.g. short narratives, lectures, reports). • Show a better understanding of selected Russian cartoons and language study films. • Understand the general idea and recognize familiar elements and features in certain media and movie excerpts. • Identify and evaluate new information and facts in readings. 	<p>During the third quarter, students improve their comprehension skills and interpretive abilities. They are able to understand informal and, to some extent, formal oral presentations on topics of personal and social relevance that incorporate more extensive vocabulary. They read lengthier and more complex written texts (of 1200-1500 words) on an array of cultural and conversational topics. Students confirm their understanding using primarily Russian.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate comprehension and offer appropriate responses in many informal, and limited formal, social interactions. • Gain a better understanding of tone, intonation and specifics of individual diction in conversations. • Summarize a variety of oral descriptive and narrative presentations. • Increase their understanding of Russian language study films and selected cartoons. • Understand general information in certain media and movie excerpts and give the gist of the presented material.

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<p>Students will be able to draw upon information and linguistic organization of oral and written texts for use in their own interactions. At the completion of the second year, they will have basic linguistic tools to begin pursuing independent work with Russian texts.</p>		<ul style="list-style-type: none"> • In abridged and adapted fictional prose texts from Russian modern and classical literature: follow main ideas, identify key words and some important details. • In short (1-page) authentic texts: scan for specific information. • Get general meaning of selected Russian poems. • Become aware of flexibility of Russian word order and sentence structure. • Recognize root words and successfully use a dictionary. • Develop greater awareness of form/tone and recognize common Russian specifics in written texts. • Interpret and process information gained from reading and use it in communicative exchanges. 	<ul style="list-style-type: none"> • In fiction and non-fiction simplified texts: analyze information and summarize the main idea. • In abridged and slightly adapted literary texts from Russian modern and classical literature: follow the main idea and identify detailed factual information. • In selected authentic texts (1-2 pages in length) of different styles and genres: scan for specific information. • Increase understanding of flexibility of Russian word order and other structural and semantic variations. • Show greater recognition of root words, word formation and successfully use a dictionary. • Begin to understand form and tone and recognize Russian specifics in written texts such as humor, irony and sarcasm. • Interpret and process information gained from reading and use linguistic material of texts in meaningful communication. 	<ul style="list-style-type: none"> • Show greater understanding of presentations with unfamiliar elements and structural complexity. • In abridged literary texts as well as in selected authentic texts (2-3 pages in length) of different styles and genres: answer detail-oriented questions and participate in text discussion. • Increase observation and understanding of Russian specifics in written texts, e.g. inverted word order, passive voice constructions, participles, structural or semantic variations. • Gain greater control of detecting form and tone in Russian texts, as well as different stylistic coloring, idioms and figurative language. • Analyze details and use linguistic material of texts in meaningful communication.

Descriptions of Target Student Abilities: Second-Year Russian Russian Language Objectives, 2017

PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	SLAVLANG 51 (Second-Year Russian, 1st quarter)	SLAVLANG 52 (Second-Year Russian, 2nd quarter)	SLAVLANG 53 (Second-Year Russian, 3rd quarter)
<p>Students will be able to present information and ideas to an audience of listeners or readers on topics of personal interest that are closely connected with course material, e.g. friends and family, personal surroundings or experiences, holidays and events, culture and way of life, among other familiar contexts.</p> <p>Students in the second year begin to write in connected discourse, with increasingly complex syntax and vocabulary. They will be able to express ideas in major time frames and show an increased level of accuracy.</p>	<p>Students learn to deliver oral and written presentations in Russian with increasing sociolinguistic appropriateness. They describe and explain culturally-specific Russian phenomena with greater nuance. They will begin to compare a range of familiar Russian beliefs and values and draw comparisons with their own cultures.</p>	<p>During the first quarter, students make brief, highly rehearsed oral presentations and write short, structured compositions on topics related to their immediate world and predictable contexts in everyday life.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Give a 3-4 minute structured presentation about their immediate world, university, place of living, weather and climate etc. • Answer questions about their prepared presentation topic. • Ask questions to elicit more information; express opinion. • Write short, straightforward compositions (of 10 to 12 sentences) on the above topics, as well as stories about themselves in the present, past and future, using mostly simple linguistic means and structures. • Write short function-based messages and letters to pen pals. 	<p>During the second quarter, students present longer, primarily rehearsed oral reports using a wider range of vocabulary. Written compositions are more complex in structure and begin to use subordinate clauses and cohesive devices like the Russian equivalents of “that”, “in order” etc. Oral and written presentations focus on topics of personal interest as well as themes related to Russian culture and traditions.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Give a 4-6 minute presentation on topics of personal interest such as hobbies and favorite activities. • Present more formal rehearsed reports with information on elements of Russian culture, traditions and way of life. • Ask and answer questions about the prepared presentation topic; express opinion, agreement or disagreement, and provide comments. • Write a 12- to 15-sentence composition on one of the topics related to personal information (e.g. family event: wedding, vacation etc.) in all time frames using increased vocabulary, and including Russian idioms and some proverbs and sayings. • Begin using internet resources in preparation for their formal presentations. 	<p>During the third quarter, students present mostly prepared and less rehearsed information orally and in writing on a variety of topics. Presentations reflect greater syntactic complexity as well as a more extensive vocabulary. Students produce reports in all time frames and increase in accuracy and fluency of expression (e.g. verb governing, cases, use of subordinate clauses and some conditional sentences).</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Give a 5-7 minute less rehearsed presentation on topics of personal interest, their world and activities. • Present more formal rehearsed reports on elements of Russian culture, traditions, people, society and way of life. • Ask and answer a variety of questions about the prepared presentation topic, exchange opinions and provide comments. • Write a 12- to 17-sentence composition on one of the topics related to personal and/or cultural information. • Use internet resources in preparation for their formal presentations.