

**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:** Chinese/Китайский язык  
**major:** Photonics and Optical Informatics  
**specialization:** Photonics, Quantum Technologies & 2D Materials/Фотоника, квантовые технологии и  
двумерные материалы  
Landau Phystech-School of Physics & Research  
Foreign Languages Department  
**term:** 1  
**qualification:** Master

Semesters, forms of interim assessment:

1 (fall) - Pass/fail exam

2 (spring) - Grading test

Academic hours: 120 AH in total, including:

lectures: 0 AH.

seminars: 120 AH.

laboratory practical: 0 AH.

Independent work: 60 AH.

In total: 180 AH, credits in total: 4

Number of course papers, tasks: 4

Author of the program: M.V. Rubets, candidate of philosophical sciences, associate professor

The program was discussed at the Foreign Languages Department 17.04.2022

## Annotation

The program "Chinese", is designed for fourth-year bachelor students and first-year master students who start learning Chinese as beginners. The course lasts 1 year (4 class contact hours per week).

The program is aimed at forming A2 intercultural professionally-oriented communication skills of all types, such as:

speaking: being able to speak in simple phrases about yourself, about hobbies, place of living, job etc, taking part in a dialogue on the subjects covered in the semester;

reading: understanding simple ads and everyday letters, adapted texts;

listening: dialogues in everyday communication;

writing: basic hieroglyphs of the subjects covered in the semester; writing phrases for various situations; filling in personal data.

Basic vocabulary: personal data; trips and hotels; food and drinks; shopping; health and leisure; housing and education; profession, working day, business meetings.

Basic grammar: main communicative types of sentences and their structures; adjectival predicate; sentences with copula 是 shì; modal verbs; personal.

The course envisages a final graded credit.

## 1. Study objective

### Purpose of the course

The formation and development of intercultural, professionally-oriented communicative competence of students at the elementary level to solve communicative problems in the professional, business, socio-cultural and academic spheres, as well as for the development of professional and personal qualities of bachelor graduates.

### Tasks of the course

Achieving the elementary level of intercultural professionally-oriented communicative competence in the course of studying the discipline "Chinese language" requires to solve a number of tasks which consist in the consistent mastering a set of sub-competencies. The main of the latter are:

- linguistic competence: the ability to understand other people's speech and express oneself in Chinese;
- sociocultural competence: the ability to take into account in communication speech and non-speech behavior adopted in China;
- social competence: ability to interact with communication partners using the relevant strategies;
- discursive competence: knowledge of the rules for building oral and written discourse messages, the ability to build such messages and understand their meaning in the speech of other people;
- strategic competence: the ability to use the most effective strategies in solving communicative problems;
- subject competence: knowledge of subject information when organizing one's own utterance or understanding of the utterance of other people;
- compensatory competence: the ability to overcome the communication barrier through the use of well-known speech and meta-language means;
- pragmatic competence: the ability to choose the most effective and expedient way of expressing thoughts, depending on the conditions of the communicative act and the task.

## 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
UC-1 Use a systematic approach to critically analyze a problem and develop an action plan	UC-1.1 Systematically analyze the problem situation, identify its components and the relations between them
	UC-1.2 Search for solutions by using available sources
	UC-1.3 Develop a step-by-step strategy for achieving a goal, foresee the result of each step, evaluate the overall impact on the planned activity and its participants

UC-2 Manage all stages of a research project	UC-2.1 Set an objective within a defined scientific problem; formulate the agenda, relevance, significance (scientific, practical, methodological, or other depending on the project type), forecast the expected results and possible areas of their application
	UC-2.2 Forecast the project outcomes, plan necessary steps to achieve the outcomes, chart the project schedule and monitoring plan
	UC-2.3 Organize and coordinate the work of project stakeholders, provide the team with necessary resources
	UC-2.4 Publicly present the project results (or results of its stages) via reports, articles, presentations at scientific conferences, seminars, and similar events
UC-3 Organize and manage a team and develop the team strategy to achieve the objectives	UC-3.2 Consider the interests, specific behavior, and diversity of opinions of team members/colleagues/counterparties
	UC-3.1 Organize and coordinate the work of the project stakeholders and help resolve disputes and conflicts
	UC-3.3 Foresee the results (consequences) of both individual and collective actions
	UC-3.4 Plan teamwork, distribute tasks to team members, hold discussions of different ideas and opinions
UC-4 Use modern communication tools in the academic and professional fields, including those in a foreign language	UC-4.1 Exchange business information in oral and written forms in Russian and at least one foreign language
	UC-4.2 Use the acquired skills to write, translate, and edit various academic texts (abstracts, essays, reviews, articles, etc.)
	UC-4.3 Present the results of academic and professional activities in various academic events, including international conferences
	UC-4.4 Use modern ICT tools for academic and professional collaboration
UC-5 Analyze and consider cultural diversity in intercultural interactions	UC-5.1 Identify specific philosophical and scientific traditions in major world cultures
	UC-5.2 Define the theoretical and practical significance of cultural and linguistic factors within various interrelated philosophical and scientific traditions
UC-6 Determine priorities and ways to improve performance through self-assessment	UC-6.1 Achieve personal growth and professional development, determine priorities and ways to improve performance
	UC-6.2 Evaluate performance results in correlation with the set objectives and applied methods

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

As a result of studying the course the student should:

know:

- Basic facts, realities, names, sights, and traditions of China;
- historical, social, political and cultural events in China;
- phonetic, lexical and grammatical, stylistic features of the Chinese language and its difference from the native language;
- main features of written and oral forms of communication.

be able to:

- Generate adequate oral and written texts in the context of a specific communication situation;
- realize the communicative intention with the aim 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, first foreign (second foreign) and Chinese 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 elementary level;
- sociocultural competence for successful understanding in the conditions of communication with representatives of another culture;
- various communication strategies;
- learning strategies for organizing their learning activities;
- strategies of reflection and self-esteem to self-improve personal qualities and achievements;
- different methods of memorization and structuring of digestible material;
- Internet technologies to select an optimal mode of obtaining information;
- presentation technologies for providing 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

№	Topic (section) of the course	Types of training sessions, including independent work			
		Lectures	Seminars	Laboratory practical	Independent work
1	Introductory-phonetic and introductory-hieroglyphic course. Meeting Chinese colleagues, fellow students, neighbours.		20		10
2	Getting to know the university campus, orientation in the city.		20		10
3	Everyday life at work and at home, telling the exact time, plans for the nearest future.		20		10
4	Talking about address, phone number, travel route. Shopping. Family. The weather.		20		10
5	Talking about present moment of action. Daily and weekly class schedule, plans for tomorrow.		20		10
6	Discussing the product before purchasing, friend's birthday, choosing a present, talking about preferences.		20		10
AH in total			120		60
Exam preparation		0 AH.			
Total complexity		180 AH., credits in total 4			

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

1. Introductory-phonetic and introductory-hieroglyphic course. Meeting Chinese colleagues, fellow students, neighbours.

Introduction into the basics of Chinese pronunciation (putonghua) and the basic rules of calligraphy and hieroglyphics.

Communicative tasks: to perceive by ear and reproduce words, word combinations, phrases according to the pronunciation norm of the Chinese language. To read words, word combinations and phrases both written in pinyin and in hieroglyphs, according to the pronunciation norm of the Chinese language. To compose phrases, including everyday life phrases, according to the lexical and grammatical norms of the Chinese language. To use courtesy phrases. Participate in a dialogue-inquiry and dialogue-incitement to action. To take part in the role-playing game "Meet the Chinese colleagues".

Pronunciation: The sound-letter standard for recording Chinese words is pinyin, following the basic requirements for pronouncing Chinese sounds and distinguishing all Chinese sounds by ear. Following the rules of the tone system of the Chinese language, the main types of intonation of Chinese sentences.

Vocabulary: phrases of greeting and farewell, fixed expressions, courtesy phrases. Names of the countries, cities in China and the world. Common last names, social roles, educational supplies.

Grammar: the main communicative types of sentences - narrative (affirmative/negative), interrogative (general and special question), imperative, exclamatory and their structures (word order, topic and comment (subject and predicate, inverted object etc.). A sentence with a quality predicate, quality adjective in the commentary position. Negative sentence form with quality predicate, quality adjective in the commentary position. Sentences with a linking verb是shì, the position of the negation不bù in a sentence with a linking verb是shì, interrogative sentences with particles吗ma, 吧ba, 呢ne. Attribute in the possessive meaning. Particle的de. Order of attributes in a Chinese sentence. Personal pronouns in Chinese, their functions and usage. Demonstrative and interrogative pronouns in Chinese. Interrogative sentences with interrogative pronouns. Word order in an interrogative sentence with an interrogative pronoun. A sentence with a verb predicate (action verb in the commentary position). Adverbs也yěand都dōu, their place in a sentence with regard to the predicate. The combination of the adverb都dōu with the negation不bù.

Writing: basic rules of calligraphy. The basics of hieroglyphics, mastering graphemes and hieroglyphs in accordance with the lexical and grammatical material studied. Writing short written statements according to the communicative task.

2. Getting to know the university campus, orientation in the city.

Buildings inside the campus, the insides of the building, different institutions and their location relative to each other, orientation in space and in cardinal directions. Using the acquired knowledge and skills in speech.

Communicative tasks: to perceive by ear and reproduce words, word combinations, phrases according to the pronunciation norm of the Chinese language. To understand the main content of various authentic pragmatic and journalistic audio and video texts on relevant topics. To extract the necessary/requested information from various audio and video texts on the relevant topics. To read words, word combinations, phrases and small texts, written both in pinyin and in hieroglyphs, according to the pronunciation norm of the Chinese language. To read authentic texts of various styles using various reading strategies/types in accordance with the communicative task. To compose phrases and short texts according to the lexical and grammatical norms of the Chinese language. To use courtesy phrases. To participate in a dialogue-inquiry and dialogue-incitement to action, to make a dialogue-exchange of views and a combined dialogue, including elements of different types of dialogues. To talk, to reason within the studied topics and problems, and give examples and arguments. To describe events, to state facts and what one has read/heard/seen. To describe the university campus, ways to get to one's destination. To take part in the role-playing tour around the campus. To talk about locations and movement directions.

Pronunciation: meeting the basic requirements for pronouncing Chinese sounds and differentiating all of Chinese sounds by ear. Following the rules of the Chinese language tone system. The main types of intonation of Chinese sentences, the melody and rhythm of Chinese sentences of different types, phrasal accent.

Vocabulary: fixed expressions, courtesy phrases. Date, time, time of day, days of the week, postpositions (locatives) to specify spatial relationships.

Grammar: the main communicative types of sentences - narrative (affirmative/negative), interrogative (general and special question), imperative, exclamatory, and their structure schemes. Sentences of presence and possession with the verb 有 yǒu. Location indications with verbs 在 zài 是 shì. Postpositions (“adverbs of place”) specifying spatial relationships 前边 qiánbiān, 后边 hòubiān, 上边 shàngbiān etc.), in the function of a subject, an object and an attribute. Sentences of location (verb 在 zài, verb 有 yǒu, linker 是 shì).

Writing: mastering graphemes and hieroglyphs according to the lexical and grammatical material studied. Writing messages or written statements in according to the communicative task.

### 3. Everyday life at work and at home, telling the exact time, plans for the nearest future.

Discussing the daily timetable, class schedule, plans for the nearest future, appointing a meeting. Using the acquired knowledge and skills in speech.

Communicative tasks: to perceive by ear and reproduce words, word combinations, phrases according to the pronunciation norm of the Chinese language. To understand the main content of various authentic pragmatic and journalistic audio and video texts on relevant topics. To extract the necessary/requested information from various audio and video texts on the relevant topics. To read words, word combinations, phrases and small texts, written both in pinyin and in hieroglyphs, according to the pronunciation norm of the Chinese language. To read authentic texts of various styles using various reading strategies/types in accordance with the communicative task. To compose phrases and short texts according to the lexical and grammatical norms of the Chinese language. To use courtesy phrases. To participate in a dialogue-inquiry and dialogue-incitement to action, to make a dialogue-exchange of views and a combined dialogue, including elements of different types of dialogues. To talk, to reason within the studied topics and problems, and give examples and arguments. To describe events, to state facts and what one has read/heard/seen. To talk about the past experience in the everyday and professional life. To tell the exact time, the beginning and the ending of events, class schedule, plans for the nearest future.

Pronunciation: meeting the basic requirements for pronouncing Chinese sounds and differentiating all of Chinese sounds by ear. Following the rules of the Chinese language tone system. The main types of intonation of Chinese sentences, the melody and rhythm of Chinese sentences of different types, phrasal accent.

Vocabulary: fixed expressions, telling the exact time, days of the week, part of the day, adverbs of time today, tomorrow, yesterday, counting from 1 to 100, address, phone number.

Grammar: the main communicative types of sentences - narrative (affirmative/negative), interrogative (general and special question), imperative, exclamatory and their structure schemes. Adverbial modifier of time; ways to specify time and date. Ordering adverbial modifiers of time in a sentence. Special question to the adverbial modifier of time. The verb 有 yǒu and the negation 没有 méiyǒu. Interrogative words 几 jǐ 多少 duōshǎo, phrasal particles 吧 ba 呢 ne.

Writing: basic rules of calligraphy. The basics of hieroglyphics, mastering graphemes and hieroglyphs in accordance with the lexical and grammatical material studied. Writing small written statements according to the communicative task.

## Semester: 2 (Spring)

### 4. Talking about address, phone number, travel route. Shopping. Family. The weather.

Talking to the shop assistant, discussing the planned purchase, its price and quantity. Talking about the family members and pets. Discussing seasons and the weather in Russia and China, the air temperature. Discussing preferences.

Communicative tasks: to perceive by ear and reproduce words, word combinations, phrases according to the pronunciation norm of the Chinese language. To understand the main content of various authentic pragmatic and journalistic audio and video texts on relevant topics. To extract the necessary/requested information from various audio and video texts on the relevant topics. To read words, word combinations, phrases and small texts, written both in pinyin and in hieroglyphs, according to the pronunciation norm of the Chinese language. To read authentic texts of various styles using various reading strategies/types in accordance with the communicative task. To compose phrases and short texts according to the lexical and grammatical norms of the Chinese language. To use courtesy phrases. To participate in a dialogue-inquiry and dialogue-incitement to action, to make a dialogue-exchange of views and a combined dialogue, including elements of different types of dialogues. To talk and reason within the topic studied and give examples and arguments. To describe events, to state facts and what one has read/heard/seen. To construct mini-dialogs with the shop assistant about the planned purchase, its price and quantity. To make dialogs about the family members. To discuss climate peculiarities of China and the speaker's country, the weather in different seasons, temperature conditions.

Pronunciation: meeting the basic requirements for pronouncing Chinese sounds and differentiating all of Chinese sounds by ear. Following the rules of the Chinese language tone system. The main types of intonation of Chinese sentences, the melody and rhythm of Chinese sentences of different types, phrasal accent.

Vocabulary: fixed expressions, courtesy phrases, purchase, goods, shops, money, counting words for different objects, money, family members. Family members and pets. Seasons of the year, the weather, natural phenomena.

Grammar: the main communicative types of sentences - narrative (affirmative/negative), interrogative (general and special question), imperative, exclamatory and their structure schemes. Interrogative words 几 多少. Numerals 二 and 两. Using counting words depending on the noun. Quality predicate and special question to a quality predicate with the interrogative word 怎么样.

Writing: mastering graphemes and hieroglyphs according to the lexical and grammatical material studied. Writing messages or written statements in accordance with the communicative task.

## 5. Talking about present moment of action. Daily and weekly class schedule, plans for tomorrow.

Discussing free time, home tasks, present actions. Discussing plans for the nearest future, at first and then. Using the acquired knowledge and skills in speech.

Communicative tasks: to perceive by ear and reproduce words, word combinations, phrases according to the pronunciation norm of the Chinese language. To understand the main content of various authentic pragmatic and journalistic audio and video texts on relevant topics. To extract the necessary/requested information from various audio and video texts on the relevant topics. To read words, word combinations, phrases and small texts, written both in pinyin and in hieroglyphs, according to the pronunciation norm of the Chinese language. To read authentic texts of various styles using various reading strategies/types in accordance with the communicative task. To compose phrases and short texts according to the lexical and grammatical norms of the Chinese language. To use courtesy phrases. To participate in a dialogue-inquiry and dialogue-incitement to action, to make a dialogue-exchange of views and a combined dialogue, including elements of different types of dialogues. To talk, to reason within the studied topics and problems, and give examples and arguments. To describe events, to state facts and what one has read/heard/seen. To discuss present actions, to talk about the class schedule and about what happens every day, every week etc. To discuss planned actions for the nearest future and their sequence.

Pronunciation: meeting the basic requirements for pronouncing Chinese sounds and differentiating all of Chinese sounds by ear. Following the rules of the Chinese language tone system. The main types of intonation of Chinese sentences, the melody and rhythm of Chinese sentences of different types, phrasal accent.

Vocabulary: fixed expressions, courtesy phrases. Time expressions from ... till ..., present moment, every day, days of the week, at first, then, institutions and purposes to visit those.

Grammar: the main communicative types of sentences - narrative (affirmative/negative), interrogative (general and special question), imperative, exclamatory and their structure schemes. Adverbs of present tense 现在 and 正在, expressions 每...都, time period expression 从...到, 先...然后... .

Modal verb 打算, talking about the purpose of a trip using a serial verb construction 去商店买东西. Adverb 一起. General question with an affirmative-negative predicate.

Writing: mastering graphemes and hieroglyphs according to the lexical and grammatical material studied. Writing messages or written statements in according to the communicative task.

6. Discussing the product before purchasing, friend's birthday, choosing a present, talking about preferences.

Talking about choosing the color of the clothes, about preferences. Discussing a purchase, its benefits and drawbacks. Choosing a birthday present for a friend, discussing different options and people's preferences. Using the acquired knowledge and skills in speech.

Communicative tasks: to perceive by ear and reproduce words, word combinations, phrases according to the pronunciation norm of the Chinese language. To understand the main content of various authentic pragmatic and journalistic audio and video texts on relevant topics. To extract the necessary/requested information from various audio and video texts on the relevant topics. To read words, word combinations, phrases and small texts, written both in pinyin and in hieroglyphs, according to the pronunciation norm of the Chinese language. To read authentic texts of various styles using various reading strategies/types in accordance with the communicative task. To compose phrases and short texts according to the lexical and grammatical norms of the Chinese language. To use courtesy phrases. To participate in a dialogue-inquiry and dialogue-incitement to action, to make a dialogue-exchange of views and a combined dialogue, including elements of different types of dialogues. To talk, to reason within the studied topics and problems, and give examples and arguments. To describe events, to state facts and what one has read/heard/seen. To discuss a product before purchase, its benefits and drawbacks. To discuss a present for a friend and help with the choice. To give advice and arguments.

Pronunciation: meeting the basic requirements for pronouncing Chinese sounds and differentiating all of Chinese sounds by ear. Following the rules of the Chinese language tone system. The main types of intonation of Chinese sentences, the melody and rhythm of Chinese sentences of different types, phrasal accent.

Vocabulary: fixed expressions, courtesy phrases, colors and shades, properties of objects, expression "a little..." (有一点儿...), vocabulary related to birthdays.

Grammar: the main communicative types of sentences - narrative (affirmative/negative), interrogative (general and special question), imperative, exclamatory and their structure schemes. Attributive construction with the 的, adverb 有一点儿... and adverb 挺, alternative question with the conjunction 还是, attribute with the "prefix" 可 (可送的, 可看的, 可去的).

Writing: mastering graphemes and hieroglyphs according to the lexical and grammatical material studied. Writing messages or written statements in according to the communicative task.

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

Classroom equipped with interactive whiteboard (screen), multimedia projector, computer for the teacher, audio equipment.

## **6. List of the main and additional literature, that is necessary for the course (training module) mastering**

### **Main literature**

1. Курс китайского языка "Воуа chinese", Начальный уровень. Ступень II, учебник/Л. Сяоци, Ж. Сюэмэй, С. Цзиннин,-Пекин: Peking University Press ; Санкт-Петербург: КАРО, 2019

### **Additional literature**



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

1. <http://www.zhonga.ru> – Online Chinese-Russian and Russian-Chinese dictionary.
2. <http://www.studychinese.ru> – Chinese language learning site.
3. <http://www.kitairu.net/rus/> – The site is intended for those who are interested in China, the Chinese language, culture and everything related to the Middle Kingdom. The pages of the site are presented in three languages - Chinese, Russian and English. The site contains sections on education, culture, business, entertainment etc.
4. <http://russian.people.com.cn> – People's Daily - The People's Daily Newspaper is China's official state-owned press.
5. <http://www.xinhua.cn> – Xinhua News Agency - China's largest news agency.
6. <http://russian.news.cn> – Russian version of the site of the Xinhua News Agency.
7. <http://www.ni-hao.ru> – Russian business portal about China. This site is designed for CIS entrepreneurs who are interested in finding business partners in the People's Republic of China, and for those whose work or leisure is somehow connected with China.
8. <http://magazeta.com> – “Chinese Runet Bullhorn” - the largest Runet blog about China and everything Chinese.

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

At practical classes multimedia technologies are used: multimedia presentations, work on an interactive board, use of information resources of the Internet.

## **9. Guidelines for students to master the course**

A student studying the discipline "Chinese" must improve intercultural professionally-oriented communicative competence at an elementary level in all types of speech activity, namely: in listening, speaking, reading and writing.

Mastering the discipline takes place in practical classroom lessons and in the process of a student's independent work. In class, the main attention is paid to the formation of skills both in productive types of speech activity (speaking, writing) and in reproductive types of speech activity (listening, reading).

Practical classes are carried out on the basis of a communicative approach to foreign language education using active/interactive forms of work:

- working in small groups;
- discussion;
- educational games (role-playing, problem role-playing, business);
- watching and discussing the video material;
- presentations using modern multimedia tools.

Successful mastering of the course program as a whole and the effectiveness of each classroom lesson directly depend on the student's regular independent work. Homework should be completed in full and on time. Independent work includes:

- – working on pronunciation using audio and voice recorder;
- – revising and self-actualizing the phonetic, lexical, grammatical, hieroglyphic and sociocultural material studied in the classroom;
- – implementing vocabulary and grammar exercises aimed at the formation of language skills;
- – reading texts of different genres and completing tasks to check the understanding of the texts;
- – reading aloud texts previously prepared when working with audio recordings;
- – listening to audio recordings of texts and completing tasks for them;
- – performing creative written assignments aimed at the formation of speech skills;

The current control over the formation of intercultural professionally-oriented communicative competence is carried out at each lesson on the basis of a rating system orally (in the form of dialogs, guided dialogs, role-playing games, control reading, report etc.) and/or in writing (in the form of quizzes, listening tasks, reading tasks, dictations, tests etc.). The object of current control is the level of formation of language and speech skills.

The study of each topic (section) ends with a comprehensive written test (phonetic dictation, hieroglyphic dictation, tasks testing vocabulary, grammar, hieroglyphics, sentences translation from Russian into Chinese).

The pass in the spring semester is carried out in written and oral forms aimed at monitoring the formation of intercultural professionally-oriented communicative competence. The test checks the knowledge of phonetics, vocabulary, grammar and hieroglyphics of the Chinese language in the volume of topics covered, as well as speech skills and the ability to operate Chinese in all types of speech activity.

Written test – a comprehensive test (phonetic dictation, hieroglyphic dictation, listening, reading, tasks testing vocabulary, grammar, hieroglyphics, translation of sentences from Russian into Chinese).

Oral test is carried out in the form of self-presentation and students performing a situational task in the presence of the instructor in the volume of topics covered, as well as a dialogue with the instructor.

**Assessment funds for course (training module)**

<b>major:</b>	Photonics and Optical Informatics
<b>specialization:</b>	Photonics, Quantum Technologies & 2D Materials/Фотоника, квантовые технологии и двумерные материалы Landau Phystech-School of Physics & Research Foreign Languages Department
<b>term:</b>	1
<b>qualification:</b>	Master

Semesters, forms of interim assessment:

- 1 (fall) - Pass/fail exam
- 2 (spring) - Grading test

**Author:** M.V. Rubets, candidate of philosophical sciences, associate professor

## 1. Competencies formed during the process of studying the course

Code and the name of the competence	Competency indicators
UC-1 Use a systematic approach to critically analyze a problem and develop an action plan	UC-1.1 Systematically analyze the problem situation, identify its components and the relations between them
	UC-1.2 Search for solutions by using available sources
	UC-1.3 Develop a step-by-step strategy for achieving a goal, foresee the result of each step, evaluate the overall impact on the planned activity and its participants
UC-2 Manage all stages of a research project	UC-2.1 Set an objective within a defined scientific problem; formulate the agenda, relevance, significance (scientific, practical, methodological, or other depending on the project type), forecast the expected results and possible areas of their application
	UC-2.2 Forecast the project outcomes, plan necessary steps to achieve the outcomes, chart the project schedule and monitoring plan
	UC-2.3 Organize and coordinate the work of project stakeholders, provide the team with necessary resources
	UC-2.4 Publicly present the project results (or results of its stages) via reports, articles, presentations at scientific conferences, seminars, and similar events
UC-3 Organize and manage a team and develop the team strategy to achieve the objectives	UC-3.2 Consider the interests, specific behavior, and diversity of opinions of team members/colleagues/counterparties
	UC-3.1 Organize and coordinate the work of the project stakeholders and help resolve disputes and conflicts
	UC-3.3 Foresee the results (consequences) of both individual and collective actions
	UC-3.4 Plan teamwork, distribute tasks to team members, hold discussions of different ideas and opinions
UC-4 Use modern communication tools in the academic and professional fields, including those in a foreign language	UC-4.1 Exchange business information in oral and written forms in Russian and at least one foreign language
	UC-4.2 Use the acquired skills to write, translate, and edit various academic texts (abstracts, essays, reviews, articles, etc.)
	UC-4.3 Present the results of academic and professional activities in various academic events, including international conferences
	UC-4.4 Use modern ICT tools for academic and professional collaboration
UC-5 Analyze and consider cultural diversity in intercultural interactions	UC-5.1 Identify specific philosophical and scientific traditions in major world cultures
	UC-5.2 Define the theoretical and practical significance of cultural and linguistic factors within various interrelated philosophical and scientific traditions
UC-6 Determine priorities and ways to improve performance through self-assessment	UC-6.1 Achieve personal growth and professional development, determine priorities and ways to improve performance
	UC-6.2 Evaluate performance results in correlation with the set objectives and applied methods

## 2. Competency assessment indicators

As a result of studying the course the student should:

**know:**

- Basic facts, realities, names, sights, and traditions of China;
- historical, social, political and cultural events in China;
- phonetic, lexical and grammatical, stylistic features of the Chinese language and its difference from the native language;
- main features of written and oral forms of communication.

**be able to:**

- Generate adequate oral and written texts in the context of a specific communication situation;
- realize the communicative intention with the aim 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, first foreign (second foreign) and Chinese 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 elementary level;
- sociocultural competence for successful understanding in the conditions of communication with representatives of another culture;
- various communication strategies;
- learning strategies for organizing their learning activities;
- strategies of reflection and self-esteem to self-improve personal qualities and achievements;
- different methods of memorization and structuring of digestible material;
- Internet technologies to select an optimal mode of obtaining information;
- presentation technologies for providing information.

### **3. List of typical control tasks used to evaluate knowledge and skills**

### 3. A list of typical questions, assignments, topics used for in-progress assessment.

Sample vocabulary and grammar test (1-st semester, units 1-3).

Make negative and interrogative sentences after the models:

例：你有汉语课本。→ 你没有汉语课本。→ 你有汉语课本吗？

1. 中村有汉语词典。

2. 萨沙有中国朋友。

3. 我有自行车。

4. 他有音乐杂志。

5. 老师晚上有讲座。

Use the words below to write time in Chinese:

**上午、下午、晚上**

6:00 a.m. \_\_\_\_\_

9: 00 a.m. \_\_\_\_\_

4: 30 p.m. \_\_\_\_\_

8:15 a.m. \_\_\_\_\_

8: 45 p.m. \_\_\_\_\_

Use the words below to fill in the blanks:

**没有、可是、听说、有名、当然、没关系**

玛莎：今天晚上你有事吗？

中村：\_\_\_\_\_。

玛莎：\_\_\_\_\_学校的电影院有好电影，你去吗？

中村：是什么电影？

玛莎：不知道，萨沙说是很\_\_\_\_\_的电影。

中村：我\_\_\_\_\_想去，\_\_\_\_\_明天上午有考试。对不起！

玛莎：\_\_\_\_\_。

Sample listening test task:

Watch the video:[https://www.youtube.com/watch?v=R6hR0\\_-QOWo&list=](https://www.youtube.com/watch?v=R6hR0_-QOWo&list=)  
answer the questions:

1. 林娜去哪儿？

2. 她坐公共汽车去吗？

3. 她几点上课？

4. 司机会不会说英语？

5. 谁是司机的英语老师？

6. 司机今年多大岁数？

7. 他们几点来到学院？

8. 出租车费多少钱？

Sample reading test task (1-st semester):

中国老师不在。请你的同学给他打电话。

俄罗斯的朋友都在中国公司工作。

我们班的同学们都在。我们学习汉语。

他在哪儿？ - 妈妈说，他在那儿。

老师在哪里？ - 他给同学们写信。

你好朋友在这里吗？ - 她不在，他在莫斯科物理技术学院。

你爸爸在哪里工作？ - 他在北京大学工作。

你的中国朋友在哪儿学习？ - 她在莫斯科语文大学学习。

我可不可以给你发电子邮件？ - 你可以给我打电话。

他说，我不可以给他女朋友写信，请我不写。

我可以给汉语老师打电话，她是我的朋友。

请给我北京进出口公司的电话号码。

莫斯科东方学院的电话号是多少？ - 我给你，请你写一下。

莫斯科物理技术学院怎么样？ - 很好，不很大。同学们都很喜欢。

北京怎么样？ - 她说，他不喜欢。

你说莫斯科漂亮不漂亮？ - 很漂亮，我很喜欢。

莫斯科大学好不好？我说，很好，很漂亮。

#### Sample translation test task:

1. My Chinese friends also need these Chinese language books.
2. How much does a bottle of water cost? —Two yuan. How many do you need?
3. We altogether have three bicycles, but we need four.
4. Do you have small coins? Give me, I'll buy a bottle of water.
5. I need three dictionaries. How much does it all cost?

#### Sample writing test task:

Use the words below to write a short story:

春天, 夏天, 秋天, 冬天, 冷, 热, 舒服, 风, 而雪, 最喜欢, 季节.

Volume – 90-110 characters.

#### Topics for talks, dialogues, role plays:

1. greeting;
2. getting acquainted;
3. expressing the joy of meeting each other;
4. finding out one's age;
5. finding out one's citizenship;
6. finding out one's place of study / work;
7. exchanging contacts (phone, email);
8. offering to come in, sit down, tea / coffee;
9. asking and saying whether one likes the institute / work;
10. finding out whether one likes to learn languages and which ones;
11. saying goodbye.

#### Sample speaking test tasks:

- 1) Monologue: Talk about yourself and your university, work (10-12 phrases)
- 2) Dialogue: getting acquainted, expressing the joy of meeting each other, finding out the age of each other, finding out the citizenship of each other, exchanging contacts (5-6 remarks on each side).

#### Grading guide

1) The grades for vocabulary, grammar, reading and listening tests are the ratio of correct answers to the maximum possible grade (for example, 85/100 where 85 is the number of correct answers and 100 is the maximum possible number of points).

2) In-progress grading of writing and speaking is based on the following grading guide.

Grading guide for written tasks (in-progress)		Points
Content (communication and information)	The task is fully completed: all plan items are duly covered.	3
	The task is partly completed: not all of the plan items are covered.	1.5
	The task is not completed: two items of the plan are not covered, or the assignment letter on the whole fails to meet the requirements.	0
Use of vocabulary and grammar	The use of vocabulary and grammar structures is varied, and there are no mistakes hindering understanding.	3
	There are some language mistakes that do not hinder understanding.	1.5
	There are numerous language mistakes that hinder understanding.	0
Text structure	The text is logical and well-structured, with a proper form of address, closing line and signature. It complies with letter writing rules.	3
	The text is mostly logical and structured, but there are some drawbacks in structure, and letter writing rules are not observed.	1.5
	The text is not logical. The rules of letter writing are not observed.	0
Hieroglyphics and punctuation	There are no hieroglyphic and punctuation errors; up to four hieroglyphic errors are allowed.	1
	There are hieroglyphic errors (more than 5) and punctuation errors.	0
Total maximum grade:		10

Grading guide for oral tasks (in-progress)		Points
Content (communication and information)	The task is fully completed: the communication was successful, the topic was fully covered (all the aspects mentioned in the task were dealt with accurately and comprehensively). The monologue contains 10-12 phrases.	4
	The task is completed: the communication was successful, but the topic was not fully covered.	2-3
	The task is partially completed. The communication was partly successful, but the topic was not fully covered (one aspect was not discussed or all the aspects were not discussed in full detail, or two aspects were incomplete while the third was sufficiently covered). The monologue contains 6-7 phrases.	1
	The communication task is not completed.	0
Vocabulary and grammar	Vocabulary and grammar structures are adequate for the communication purpose. Very few (up to 2) minor mistakes in grammar and vocabulary are present.	3
	Vocabulary and grammar structures are adequate for the	2



	communication purpose. Few (up to 2) minor mistakes in grammar and vocabulary are present.	
	Vocabulary and grammar structures are adequate for the communication purpose. Several (up to 4) minor mistakes in grammar and vocabulary are present.	1
	The speech is hardly comprehensible because of numerous mistakes in vocabulary, grammar and pronunciation (6 and more mistakes in vocabulary and grammar).	0
Text structure	The monologue is logical and complete, with an appropriate introduction and a closing line. Correct linkers are used.	2
	The monologue is mostly logical and complete, but either the introduction or the closing line are missing. One or two linkers were not used correctly.	1
	The monologue has poor logical structure, there is neither an introduction nor a closing line, very few linkers are used.	0
Pronunciation	The speech sounds clear and is easily comprehended, words are pronounced correctly, mostly according to the norm. There are a few phonetic mistakes (up to 5, including up to 2 meaning distorting mistakes).	1
	The speech is hardly comprehensible because of numerous pronunciation and word stress mistakes (more than 4 meaning distorting mistakes).	0
Total maximum grade:		10

#### 4. A list of typical questions, assignments, topics used for end-of-term assessment.

The end-of-term assessment in *Chinese (A1)* is done in the form of a “pass / non-pass” (autumn semester) and a “graded pass” (spring semester).

The end-of-term assessment is conducted in oral and written form.

Sample task for testing lexical and grammar skills (autumn semester):

期末考试

测验 (1-5 课)

班\_\_\_\_\_ 姓名\_\_\_\_\_

**1** Choose the right tone combination for 吃饭。

- 1) 1-1      2) 2-4      3) 1-4      4) 3-4

Answer:

**2** Choose the right tone combination for 喜欢。

- 1) 3-1      2) 1-0      3) 3-0      4) 2-4

Answer:

**3** Choose the right classifier for the sentence below

她说这是一\_\_\_\_非常有意思的中国书。

- 1) 条      2) 张      3) 本      4) 件

Answer:

**4** Choose the right classifier for the sentence below

我喝了两\_\_\_\_法国的啤酒。

- 1) 本                      2) 瓶                      3) 口                      4) 条

Answer:

**5** Indicate which lexical unit does not correspond to the theme “Office”.

- 1) 电脑                      2) 写信                      3) 电话                      4) 孩子

Answer:

**6** Indicate which lexical unit does not correspond to the theme «Drinks».

- 1) 水饺                      2) 可可                      3) 咖啡                      4) 汽水

Answer:

**7** Choose the right word to fill in the blank

我最喜欢\_\_\_\_学院的教室里写汉字。

- 1) 给                      2) 跟                      3) 在

Answer:

**8** Choose the right word to fill in the blank

他妈妈\_\_\_\_喜欢穿裤子。

- 1) 都                      2) 不                      3) 在

Answer:

**9** Choose the right word to fill in the blank

- 来点儿什么？ - 我\_\_\_\_一个糖醋鱼。

- 1) 想                      2) 能                      3) 要

Answer:

**10** Indicate which numeral is represented in the hieroglyphic record below:

两千一百〇五。

- 1) 21 005                      2) 2 105                      3) 2 150                      4) 20 150

Answer:

List of situational tasks for oral standings in the fall semester (performed in pairs):

1.
  - greet each other;
  - get acquainted;
  - express the joy of meeting each other;
  - find out the partner's age;

- discuss MIPT, likes and dislikes about the university and the subjects;
  - share preferences in clothing;
  - say goodbye.
- 2.
- greet each other;
  - get acquainted;
  - express the joy of meeting each other;
  - exchange email addresses;
  - discuss the reasons why everyone is learning Chinese;
  - tell the partner about your family, how many people there are and who they are;
  - say goodbye.
- 3.
- greet each other;
  - get acquainted;
  - express the joy of meeting each other;
  - exchange phone numbers;
  - discuss whether you like to learn languages and which ones; discuss the reasons for learning foreign languages
  - discuss which cuisines of the world both of you prefer and why;
  - say goodbye.
- 4.
- greet each other;
  - get acquainted;
  - express the joy of meeting each other;
  - find each other's citizenship;
  - talk about why the Chinese come to Russia;
  - discuss which colors both of you prefer and why (what you consider beautiful, convenient, etc.);
  - say goodbye.
- 5.
- greeting;
  - get acquainted;
  - express the joy of meeting each other;
  - offer your partner to come in and sit down, treat with something;
  - discuss your favourite drinks (which drinks and from which countries) and why;
  - discuss what maps both of you have;
  - say goodbye.
- 6.
- greet each other;
  - get acquainted;
  - express the joy of meeting each other;
  - find out where both of you are studying / working;
  - discuss which cuisines of the world both of you prefer and why;
  - discuss what dictionaries you have;
  - say goodbye.
- 7.
- greeting;
  - get acquainted;
  - express the joy of meeting each other;
  - discuss your mobiles - country of manufacture, price;
  - ask a partner and tell him/her if you like your institute / work and why;
  - lend each other maps / dictionaries / pens etc.;

- say goodbye.
- 8.
- greet each other;
  - get acquainted;
  - express the joy of meeting each other;
  - discuss the number of students at MIPT and in your group;
  - discuss the reasons why both of you would like to go to China, what sights you would like to see;
  - find out which languages both of you speak;
  - say goodbye.

Sample task for oral test (autumn semester)

*Use the following lexical units (each pulls out 3 pieces) to make sentences about you / your opinion*

- |        |         |        |         |
|--------|---------|--------|---------|
| 1. 有用  | 9. 很贵   | 17. 绿  | 25. 不高兴 |
| 2. 漂亮  | 10. 喜欢  | 18. 蓝  | 26. 很大  |
| 3. 好学  | 11. 不喜欢 | 19. 黄  | 27. 很好  |
| 4. 有意思 | 12. 一样  | 20. 咸  | 28. 公司  |
| 5. 好看  | 13. 不同  | 21. 辣  | 29. 工作  |
| 6. 好喝  | 14. 红   | 22. 酸  | 30. 学 习 |
| 7. 好吃  | 15. 白   | 23. 甜  |         |
| 8. 便宜  | 16. 黑   | 24. 高兴 |         |

The end-of-term assessment (spring semester) is done through a “graded pass”, the test is conducted in written and oral form.

*The written part of the test includes:*

1) 3 listening comprehension tasks (15 points).

The tested aspects are:

- comprehending precise information while listening to dialogues, i.e., figures, time, addresses, names;
- comprehending precise information while listening to radio announcements;
- comprehending precise information while listening to an auto-answering machine.

1) 3 reading tasks (15 points).

The tested aspects are:

- understanding brief personal letters in detail;
- understanding precise information in notices, schedules and timetables;
- understanding basic information in notices, posters, street signs.

2) 2 writing tasks.

- filling in a form, using the information provided in a text (5 points);
- writing a short personal / formal letter (10 points).

*The oral part of the test includes 2 tasks:*

a) introducing yourself (4 points);

b) enquiring and providing information (6 points, 1 point for each correct question and answer).

Sample list of interview questions

1. 你喝茶吗?
2. 你爸爸吸烟吗?
3. 你喝美国的咖啡吗?

- 4.你朋友都客气吗?
- 5.请你朋友喝茶。
- 6.你们的中国老师吸烟吗?
- 7.你喝中国茶吗?
- 8.中国啤酒好吗?
- 9.他是谁的朋友?
- 10.你弟弟喝牛奶吗?
- 11.你们汉语老师是哪国人?
- 12.那是你哥哥的车吗?

List of topics for a final / end-of-term oral test (spring semester):

- Family
- Weather
- Plans for weekend
- Visiting friend
- Sports

Grading criteria

The grades for the written part (reading and listening comprehension) of the “graded pass“ are calculated as the ratio of correct answers to the maximum possible number of points in this test. While the grade for writing is based on writing assessment criteria and determined as the ratio of the student's points to the maximum possible number of points.

The grade for the oral part of the “graded pass” is based on monologue and dialogue assessment criteria and determined as the ratio of the student's points to the maximum possible number of points.

The maximum grade for the written part of the “graded pass” is 45 points, with a total weight of 3 (comprehension listening, reading, writing). The grade of the oral part of the “graded pass” is 10 points, with weight of 1. So in the total grade for the two parts of the “graded pass” (written and oral) all the four types of language activity (listening comprehension, reading, writing, speaking) have equal weights.

Grading guide (end-of-term assessment)	
Points attained (max. 4)	Monologue assessment criteria
1	The examinee failed to provide essential information on himself/herself (as regards name, age, home country, home town, languages, occupation, hobbies). Sentences are incomplete and / or shredded, each phrase contains grammar and / or vocabulary mistakes. Words are mispronounced, intonation has no relation to meaning. When asked additional questions, the examinee does not respond.
2	The examinee provided some limited information on himself / herself (3–4 phrases), making 2–3 grammar or vocabulary mistakes hindering understanding. 2–3 insignificant pronunciation and intonation mistakes are acceptable. When asked additional questions, the examinee does not understand them.
3	The examinee provided some limited information on himself / herself (4–5 phrases), making 2–3 grammar or vocabulary mistakes hindering understanding. 2–3 insignificant pronunciation and intonation mistakes are acceptable. When asked additional questions, the examinee understands them but fails to provide grammatically coherent answers.
4	The examinee provided full information on himself / herself, his / her sentences are complete and non-repetitive, fitting vocabulary is used. Grammar is in accordance with the communication purpose. There are practically no mistakes (1 mistake that

	does not hinder understanding could be accepted). The examinee fully understands additional questions by the examiner and responds adequately and creatively.
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Dialogue assessment criteria (for simulated dialogue) Each question / answer is graded separately		
	1	0
Questions	Content-wise, the question is adequate, grammatically structured as direct question. Its possible phonetic and vocabulary flaws present do not stand in the way of communication.	The question is not asked, or is not adequate content-wise, and/or not structured as direct question, and/or its possible pronunciation and vocabulary flaws stand in the way of communication.
Answers	The answer is adequate to the question content-wise, grammatically correct. Its possible phonetic and vocabulary flaws do not stand in the way of communication.	No answer is given, or it does not suit the question content-wise, and/or is not grammatically correct, and/or its phonetic and vocabulary flaws stand in the way of communication.

The grade is entered in the academic record using a ten-point scale, in accordance with the student's rating points as registered in the rating tables during the semester (which include both in-progress and end-term rating), the actual scale being as follows:

Grade	Points	Criteria
Excellent	10	Excellent (10) corresponds to 96–100 points in the rating table.
	9	Excellent (9) corresponds to 91–95 points in the rating table.
	8	Excellent (8) corresponds to 86–90 points in the rating table.
Good	7	Good (7) corresponds to 81–85 points in the rating table.
	6	Good (6) corresponds to 76–80 points in the rating table.
	5	Good (5) corresponds to 71–75 points in the rating table.
Satisfactory	4	Satisfactory (4) corresponds to 66–70 points in the rating table.
	3	Satisfactory (3) corresponds to 60–65 points in the rating table.
Unsatisfactory	2	Unsatisfactory (2) corresponds to 48–59 points in the rating table.
Unsatisfactory	1	Unsatisfactory (1) corresponds to 0–47 points in the rating table.

## 55. Knowledge, skills and/or experience: assessment and grading procedures .

Assessment of knowledge and skills pertaining to the language competence for *Chinese (A1)* as the latter is formed is done both in progress and at the end of each term. Both in-progress and end-of-term evaluation is conducted using a special rating system. The summative semester grade is expressed on a 100-point scale and calculated as the average-weighted over in-progress grades (80%) and end-of-term grades (20%).

In-progress grading points are average-weighted over the three rating evaluations during a semester.

The maximum grade in any of these three is 100 points, of which 10% is accounted for by attendance, and 90% by home (including Moodle) and classroom study rates and classroom test rates. The actual rating framework used are described in “The Guidelines for in-progress and end-of-term student assessment by the Foreign Languages Department” and can be found at [https://mipt.ru/education/chair/foreign\\_languages/control/rating.php](https://mipt.ru/education/chair/foreign_languages/control/rating.php).

*In-progress assessment* is done during the semester to evaluate and grade language knowledge acquisition and language skills development, and also to detect and repair learning inefficiency and provide individual help to under-achievers. In-progress assessment means evaluating knowledge and skills through:

- classroom activities (textbook work, various dialogue, reports, presentations, role plays, tests and quizzes involving all types of language activity, grammar and vocabulary tests;
- looking at the results of home work presented as talks and reports, and also at the results of Moodle activities (online quizzes, listening comprehension, reading and writing online assignments and mock tests, vocabulary and grammar exercises);

- looking at the results of under-achieving students during individual tutorial sessions.

*End-of-term assessment* is done to establish if the language competence as achieved in a given course meets the State Curriculum Requirements, through a “pass/non-pass” procedure covering the course syllabus. It consists of a written part and an oral part, and accounts for 20% of the combined rating score for the semester.

The written part test is conducted by the teacher who has taught the group. The grade is the ratio of the points scored on all written test assignments to the maximum points possible in this test.

The oral part is conducted by a teacher who has not taught the group, in the form of conversation comprising questions and answers, between teacher and student, or two students creating a dialogue in front of the teacher. The topics are obtained on examination cards. The students are to demonstrate their ability to introduce themselves and briefly tell what their home-country and town, profession, foreign languages and hobbies are, and also to ask questions and give answers on the syllabus topics. The grade is based on the criteria for monologue/dialogue quality. In the total grade for the two parts (written and oral), the skills relating to all four language activities (listening comprehension, reading, writing, speaking) have equal weights.