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CHARTER FOR RUSSIAN

LEVEL A1

The objective of teaching in the elementary group (levels A2 to B1) is to attain, at the end of level A1, a command of Russian which allows the student to use documentation in Russian or to practise the language in a non-specialised context. The A1 level lasts one semester, comprising 48 hours of lessons. It corresponds to lessons 1 to 8 of the Manuel de Russe.

Below are the skills to be attained at the end of level A1.

The four skills

Listening comprehension

- Understand everyday expressions, word groups and phrases.

Spoken expression

- Communicate using everyday expressions, groups of words or phrases within the limits of the vocabulary studied.
- Describe everyday life using short sentences.
- Ask basic questions.

Reading comprehension

- Read a prepared text fluently.

Written expression

- Write short sentences using the Cyrillic alphabet within the limits of the vocabulary studied.

The grammar and vocabulary learned will enable students to form descriptive level discussion.

Some sessions may be devoted to Russian culture and civilization (in French).

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

Must have been learned by the end of level A1:

Basic phonetic rules

- Hard/soft vowels, enunciated/mute consonants, consonant types, devoicing and assimilation of consonants.
- Irregular spellings.

Nouns

- The three kinds of nouns, hard and soft nouns.
- Declension in singular and plural, nominative, locative, genitive and accusative.
- Mobile vowels in declension.

Adjectives

- The types of adjectives: hard, soft, mixed in the singular and plural.

Verbs

- Regular verbs of the first and second groups (delat' and govorit' type) in the present tense.
- The (imperfect) past.
- The future with the auxiliary to be (imperfect).
- Pronominal verbs (conjugation).

Other grammar points

- Personal pronouns (in the genitive).
- The pronouns kto? and chto?
- Possessive pronouns and adjectives in nominative form.

Command of a minimum basic vocabulary

- Vocabulary from lessons 1 to 8 of the Manuel de Russe.
- Know how to present myself (identity, age, family, residence, city, university).
- Days of the week, months of the year.
- Numbers up to 100.

Modes of evaluation

Assessment is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is assessed. There is therefore no final examination.

Spoken expression

Oral expression is assessed during the various class activities: these different components of the interactive teaching and learning are given a grade out of 20.

Written expression

The teacher will give **students a minimum of 3 written assignments to be done outside of class**. These assignments should be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the number of assignments is greater and more frequent.**

This work will receive a final average grade out of 20.

Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final grade out of 20.

Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

An end-of-semester test for the A1, A2, B1 and B2 levels is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The mark on this test is taken into account in the final grade for the semester.

Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

Each level is normally scheduled to last one semester. This means that a student is expected to advance to the next level from one semester to the next. **However, this theoretical progression can be adapted to take into account students' actual levels, independent of their dedication, the work done and credits earned.** Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. The student may also simply not have attained the overall competence sufficient to benefit from progressing to the next level. It is then in his or her interest to redo this level and this recommendation from the teacher should in no way be considered a form of sanction.

In the final lesson of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

Pedagogical materials

Since learning a foreign language at levels A1, A2 and B1 requires the acquisition of vocabulary, grammar and phonetics, the teaching approach is based on the use of a textbook chosen in consultation with the teachers in charge of these groups.

- Manuel de Russe.
- World Languages Publishing (Langues Mondes) – L'Asiathèque, authors: Any Barda and Irina Ivanova.

Students should obtain a copy of the textbook, the audio cassettes will be available in the language laboratory.

In each group, teachers will complement the textbook with other exercises, texts and audio-visual aids of their choosing. Of course, personal effort remains essential for linguistic progress and students must devote the necessary time to study each week.

Classes at levels A1, A2 and B1 take place twice a week (2 sessions of 2 hours each).

Reference document

- Common European Framework of Reference for Languages.
- Council of Europe/Les Editions Didier 2001.
- The Sciences Po level A1 is based on the European A1.

LEVEL A2

The objective of teaching in the elementary group (levels A2 to B1) is to attain, at the end of level A1, a command of Russian which allows the student to use documentation in Russian or to practise the language in a non-specialised context. The A2 level lasts one semester, comprising 48 hours of lessons. It corresponds to lessons 9 to 15 of the Manuel de Russe.

The first sessions will be devoted to the revision and consolidation of the level A1 attainments.

Below are the skills to be attained at the end of level A2.

The four skills

Listening comprehension

- Understand sentences in simple everyday situations.
- Follow short conversations on familiar topics.

Spoken expression

- Converse in practical, simple and predictable situations.
- Hold a simple conversation.
- Summarise a text.

Reading comprehension

- Read texts fluently and understand the familiar elements.

Written expression

- Write a story.

Some sessions can be devoted to Russian culture and civilization. In addition to the textbook, extracts from newspapers and other news media will also be used.

The grammar and vocabulary learned will enable students to form a descriptive and explanatory level of speech.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

Must have been learned by the end of level A2:

Everything that has been studied and learned in level A1.

The declension of adjectives and possessive pronouns in all the cases.

The declension of personal pronouns in all the cases.

The declension of irregular nouns.

Verbs

- The present of the irregular verbs.
- Pronominal verbs.
- The imperative.
- The perfective and the imperfective (formation and use, past and future).
- Motion verbs: determinate and indeterminate (idti/xodit', exat' /ezdit'). Conjugation and use.

Vocabulary

- Lessons 9 to 15 of the textbook (holidays, sport, a working day, entertaining friends, hobbies and interests).
- Numbers up to 1000.

Modes of evaluation

Assessment is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is assessed. There is therefore no final examination.

Spoken expression

Oral expression is assessed during the various class activities: these different components of the interactive teaching and learning are given a grade out of 20.

Written expression

The teacher will give students **a minimum of 3 written assignments to be done outside of class**. These assignments should be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the number of assignments is greater and more frequent.**

This work will receive a final average grade out of 20.

Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final grade out of 20.

Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

An end-of-semester test for levels A1, A2, B1 and B2 is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The mark on this test is taken into account in the final grade for the semester.

Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

Each level is normally scheduled to last one semester. This means that a student is expected to advance to the next level from one semester to the next. **However, this theoretical progression can be adapted to take into account students' actual levels, independent of their dedication, the work done and credits earned.** Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. The student may also simply not have attained the overall competence sufficient to benefit from progressing to the next level. It is then in his or her interest to redo this level and this recommendation from the teacher should in no way be considered a form of sanction.

In the final lesson of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

Pedagogical materials

Since learning a foreign language at levels A1, A2 and B1 requires the acquisition of vocabulary, grammar and phonetics, the teaching approach is based on the use of a textbook chosen in consultation with the teachers in charge of these groups.

- Manuel de Russe.
- World Languages Publishing (Langues Mondes) – L'Asiathèque, authors: Any Barda and Irina Ivanova.

Students should obtain a copy of the textbook, the audio cassettes will be available in the language laboratory.

In each group, teachers will complement the textbook with other exercises, texts and audio-visual aids of their choosing. Of course, personal endeavour remains essential for linguistic progress and students must devote the necessary time to study each week.

Classes at levels A1, A2 and B1 take place twice a week (2 sessions of 2 hours each).

Reference document

- Common European Framework of Reference for Languages.
- Council of Europe/Les Editions Didier 2001.
- The Sciences Po level A2 is based on the European A2.

LEVEL B1

The objective of teaching in the elementary group (levels A2 to B1) is to attain, at the end of level A1, a command of Russian which allows the student to use documentation in Russian or to practise the language in a non-specialised context. Level B1 lasts one semester, comprising 48 hours of lessons. Level B1 corresponds to lessons 16 to 22 of the Manuel du Russe. Other written and visual media (newspaper articles, short news stories, photos, audio and video) will be used regularly, as well as sessions dedicated to political and economic news and Russian culture.

The first sessions are devoted to reviewing what was covered at level A2. Below are the skills to be attained by the end of level B1.

The four skills

Listening comprehension

- Understand topics of personal or professional interest.
- Be confident in understanding everyday conversation.

Spoken expression

- Speak with confidence in most everyday conversations.
- Describe an image.
- Express opinions on current political, economic and cultural issues.
- Assess a situation.

Reading comprehension

- Read a text and understand the general meaning without knowing all the vocabulary.

Written expression

- Write short texts on current political, economic and cultural issues.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

Must have been learned by the end of level B1:

Everything that has been studied and learned in level A1 and A2.

The declensions of demonstrative pronouns and objectives.

Verbs

- Conjugation of the irregular verbs.

- Use of verbs of position and change of position.
- Expression of the conditional.
- Expression of the subjunctive.
- Motion verbs (intransitive and transitive with prefixes).

The comparative and superlative of adjectives.

The active and passive participles, gerunds.

The construction of complex sentences (relative and subordinate clauses).

The expression of wishes and desires.

Vocabulary

- Vocabulary from lessons 16 to 22 of the Manuel de Russe.
- Vocabulary related to political, economic and cultural issues.

The grammar and vocabulary learned will enable students to form a descriptive, explanatory and argumentative level of speech.

Modes of evaluation

Assessment is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is assessed. There is therefore no final examination.

Spoken expression

Oral expression is assessed during the various class activities: these different components of the interactive teaching and learning are given a grade out of 20.

Written expression

The teacher will give students **a minimum of 3 written assignments to be done outside of class**. These assignments should be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the number of assignments is greater and more frequent.**

This work will receive a final average grade out of 20.

Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final grade out of 20.

Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

An end-of-semester test for levels A1, A2, B1 and B2 is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The mark on this test is taken into account in the final grade for the semester.

Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

Each level is normally scheduled to last one semester. This means that a student is expected to advance to the next level from one semester to the next. **However, this theoretical progression can be adapted to take into account students' actual levels, independent of their dedication, the work done and credits earned.** Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. The student may also simply not have attained the overall competence sufficient to benefit from progressing to the next level. It is then in his or her interest to redo this level and this recommendation from the teacher should in no way be considered a form of sanction.

In the final lesson of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

Pedagogical materials

Since learning a foreign language at levels A1, A2 and B1 requires the acquisition of vocabulary, grammar and phonetics, the teaching approach is based on the use of a textbook chosen in consultation with the teachers in charge of these groups.

- Manuel de Russe.
- World Languages Publishing (Langues Mondes) – L'Asiathèque, authors: Any Barda and Irina Ivanova.

Students should obtain a copy of the textbook, the audio cassettes will be available in the language laboratory.

In each group, teachers will complement the textbook with other exercises, texts and audio-visual aids of their choosing. Of course, personal endeavour remains essential for linguistic progress and students must devote the necessary time to study each week.

Classes at levels A1, A2 and B1 take place twice a week (2 sessions of 2 hours each).

Reference document

- Common European Framework of Reference for Languages.
- Council of Europe/Les Editions Didier 2001.
- The Sciences Po level B1 is based on the European B1.

LEVEL B2

Below are the skills to be attained by the end of level B2.

The four skills

Listening comprehension

- Understand with relative ease a statement that is explanatory, descriptive, argumentative or injunctive in nature.
- Understand a wide range of recordings in standard language and recognise the different points of view exchanged and differentiate the speakers' attitudes.
- Follow a lengthy discussion on complex and even abstract subjects.

Spoken expression

- Communicate confidently on familiar topics.
- Discuss in an understandable manner and develop arguments with a number of linking words.
- Deliver a clear and well-structured presentation developing points of view and reformulating to be more specific.
- Spontaneously and appropriately engage in discussions and debates, linking arguments and comments to those of the other speakers.

Reading comprehension

- Independently read a variety of extended texts of descriptive, explanatory and interpretative nature (all registers).
- Identify the important components of a long text with a relatively complex logical order.
- Accurately reproduce the structure of a long text in order to provide a summary.

Written expression

- Write clear and detailed texts on a wide range of topics in a variety of styles.
- Develop all sorts of writing, correspondence, reports and debriefs.
- Produce a personal, logical and well-argued response to a specific topic.
- Reconstruct and present information from various sources by reformulating it in a clear and organised manner.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above. Those that have already been tackled at the previous level will be studied in greater depth.

Grammar

(Command of expressive tools).

- Cause.
- Means.
- Purpose.
- Tense.
- Opinion: agreement, opposition, concession, comparison, arguments, introduction and conclusion).
- Minimal and maximal indeterminacy:
 - Deepening knowledge of the aspectual clusters of Russian verbs.
 - Prefix-preposition correlations in motion verbs.
 - Impersonal constructions.
 - Syntax of noun numbers.
 - Word order and importance.
 - Characteristics of Russian punctuation.

Vocabulary

(The vocabulary studied will focus on the topics covered in the other courses).

- Politics and society.
- Economics and business.
- The media, press, communications.
- Intellectual life.
- Higher education and research.
- The world of business.
- Nominal and verbal derivation.
- False friends.
- Soft base adjectives.
- Different types of adverbs.

Phonetics

- Vowel and consonant sequences.
- Complex accent patterns.
- One-to-one support.

Modes of evaluation

Assessment is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is assessed. There is therefore no final examination.

Spoken expression

Oral expression is assessed during the various class activities: these different components of the interactive teaching and learning are given a grade out of 20.

Written expression

The teacher will give students **a minimum of 3 written assignments to be done outside of class**. These assignments should be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the number of assignments is greater and more frequent.**

This work will receive a final average grade out of 20.

Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final grade out of 20.

Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

An end-of-semester test for levels A1, A2, B1 and B2 is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The mark on this test is taken into account in the final grade for the semester.

Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

Each level is normally scheduled to last one semester. This means that a student is expected to advance to the next level from one semester to the next. **However, this theoretical progression can be adapted to take into account students' actual levels, independent of their dedication, the work done and credits earned.** Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. The student may also simply not have attained the overall competence sufficient to benefit from progressing to the next level. It is then in his or her interest to redo this level and this recommendation from the teacher should in no way be considered a form of sanction.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

Reference document

- Common European Framework of Reference for Languages.
- Council of Europe/Les Editions Didier 2001.
- The Sciences Po level B2 is based on the European B2.

LEVEL C1

Below are the skills to be attained by the end of level C1.

The four skills

Listening comprehension

- Easily follow all types of descriptive, explanatory, argumentative or injunctive speech.
- Follow a long speech even if it is not clearly structured and the relationships between the ideas are implicit (a lecture, specialist presentation, discussion, or debate).
- Colloquial skills: understand undertones, humour, cultural allusions.
- Socio-linguistic skills: understand unusual ways of speaking such as accents or a non-standard language.

Spoken expression

- Communicate with great flexibility on all sorts of subjects using a wide range of vocabulary using registers appropriate to the other speakers.
- Speak clearly and fluidly through the use of chosen linking phrases.
- Can present a complex and well constructed argument using varied and sophisticated language and can easily respond to questions and objections raised.
- Spontaneously intervene in discussions and debates using strategies to enable taking or keeping the subject (vocal effects such as intonation and highlighting points through the use of accentuation).

Reading comprehension

- Independently read a variety of extended texts of descriptive, explanatory and interpretative nature (all registers).
- Identify underlying subtleties (attitudes, explicit or implicit opinions).
- Identify the important elements and argumentative nuances of a long text, accurately reconstruct its structure in order to produce a summary.

Written expression

- Develop a range of types of writing as a result of a command of different registers.
- Construct a logical, complete and balanced line of argument using an extensive range of logical markers.
- Summarise information from a range of sources to form arguments with ease and consistency.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above. Those that have already been tackled at the previous level will be studied in greater depth.

Grammar

- The nuances of the aspectual system.
- Reported speech: agreement between the tense and ending of the introducing verb.
- The names of collective numbers.
- Specific rules.
- The different uses of the infinitive.
- Impersonal turns of phrase.

Vocabulary

(The vocabulary studied will focus on the topics covered in the other courses, but other themes of a cultural nature can be explored, such as books and literature, art and sculpture, cinema and theatre, etc.)

- Politics and society.
- Economics and business.
- The media, press, communications.
- Intellectual life.
- Higher education and research.
- Paronymic verbs.
- Prefixing and suffixing tools.
- Series of antonyms as a means of memorisation.
- Onomatopoeia and interjections.
- Hypocoristics.

Phonetics

- Intonational constructions.
- Prepositions onto which the stress is shifted.
- Movements of the accent in the degrees of comparison.
- Poetic scansion.
- One-to-one support.

Modes of evaluation

Assessment is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is assessed. There is therefore no final examination.

Spoken expression

Oral expression is assessed during the various class activities: these different components of the interactive teaching and learning are given a grade out of 20.

Written expression

The teacher will give students **a minimum of 3 written assignments to be done outside of class**. These assignments should be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the number of assignments is greater and more frequent.**

This work will receive a final average grade out of 20.

Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final grade out of 20.

Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

Each level is normally scheduled to last one semester. This means that a student is expected to advance to the next level from one semester to the next. **However, this theoretical progression can be adapted to take into account students' actual levels, independent of their dedication, the work done and credits earned.** Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. The student may also simply not have attained the overall competence sufficient to benefit from progressing to the next level. It is then in his or her interest to redo this level and this recommendation from the teacher should in no way be considered a form of sanction.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

Reference document

- Common European Framework of Reference for Languages.
- Council of Europe/Les Editions Didier 2001.
- The Sciences Po level C1 is based on the European C1.