

## Lesson 6

**Comprehension Checks / Контрольная работа****Задание 1**

## Interpretive Reading



Can-Do Statement: I can understand statements about transportation.

Directions: Answer the questions in Russian based on information in the news item about Moscow transportation.

**Interpretive Reading:****Автобусы Москвы**

В настоящее время в Москве более тысячи маршрутов, по которым ездят городские автобусы. На автобусе можно добраться до самого удаленного места от метро в разросшейся Москве.

Поскольку все равно самым популярным видом общественного транспорта в Москве является метро, большинство автобусных маршрутов ведут туда, где метро ещё нет. Поэтому в центре (где метро “на каждом шагу”) автобусы почти не ездят. Их «вытеснили» маршрутные такси и более экономичные троллейбусы.

Answer in Russian sentences the questions about transportation in Moscow.

1. Почему в Москве удобно пользоваться автобусом?
2. Какой самый популярный вид транспорта?
3. Где больше всего автобусных маршрутов?
4. Где в Москве практически нет автобусов? Почему?
5. На каких видов транспорта можно ездить в центре Москвы?

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Lesson 6

**Задание 2**

Can-do statement: I can talk about plans for an outing. (IS)

Planning an excursion

Directions: Call a partner to plan an excursion in Moscow or in your town. Take turns asking questions such as when to go, what the weather forecast is, where to go, how to get there, what you can do or see there, where and what you can eat, what to bring, where to meet, how much time to spend on the excursion, what to do afterwards.

Some expressions that you and your partner might want to include:

Ты не хочешь....?

Что можно увидеть....?

На каком виде транспорта....?

Где встретиться?

В каком часу?

Что нужно взять с собой?

Lesson 6

**Задание 3**

Первые впечатления о Москве

Can-do statement at IL level: I can write a short article that includes information about my first impressions of Moscow.

Directions: You have been asked to contribute another short article for the online newspaper at Dasha’s mother’s school. They are curious to find out about your first impressions of Moscow and life with Dasha’s family. Write 300-350 words about your arrival and your first weeks in Moscow, based on what you have seen in the e-blog messages. Your article should include brief descriptions and information on the following topics: Прибытие в Москву, аэропорт, дорога и транспорт домой, дома у Кузнецовых, экскурсии по Москве и Московский транспорт.

You may want to make use of the following constructions in writing your article:

Интересно, что....

Меня удивило/удивила...

Мне нравится....

Я узнал/узнала...

Я хочу больше узнать о....

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# STUDENT PROGRAM LEARNING PLAN



## Module 2 Learning Plan #6

<b>Date:</b>	<b>Grade Range of Learners:</b>	<b>Pre-college students</b>	<b>Targeted Performance Level:</b>	<b>IM</b>
<b>Time Allotted for This Learning Plan:</b>		90 min		

<p><b>Lesson Can-Do Statements</b></p> <p><i>Identify specific Lesson Can-Do statement(s) from the Program Can-Do statements in the Curriculum Template (column 2) that are appropriate for and specific to <u>this</u> learning plan.</i></p> <p>I can understand statements about transportation. (IR)</p> <p>I can write a short article that includes information about my first impressions of Moscow. (PW)</p> <p>I can talk about plans for an outing. (IS)</p>
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Indicate what learners need to know and understand to meet the Lesson Can-Do statements above.

Culture	Content	Language
<p><b>Russian transportation</b></p> <p><b>Making plans in Russia</b></p>	<p><b>Kinds of transportation in Moscow</b></p> <p><b>Finding out about weather, appropriate transport, food, etc.</b></p>	<p><b>Маршруты автобусов, популярные виды транспорта</b></p> <p><b>На каком виде транспорта...? Где встретиться? В котором часу? Что нужно взять с собой?</b></p>

## EPISODE # 1

Number of minutes  
for this episode: 30

<b>STAGE 1</b> <b>Lesson Can-Do Statement(s) Addressed:</b> See box above	<b>STAGE 2</b> <b>Check for Learning</b> <i>Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).</i>
<b>I can understand statements about transportation. (IR)</b>	After reading the text the learners will write three facts they learned.
<b>STAGE 3</b> <b>Enabling Activities</b> <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Learners will read the news report about Moscow transportation. Then they will complete the tasks. They also might use the questions provided for the text.	
<b>Differentiation Strategies</b> <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i>	

## EPISODE # 2

Number of minutes  
for this episode: 30

<b>STAGE 1</b> <b>Lesson Can-Do Statement(s) Addressed:</b> See box above	<b>STAGE 2</b> <b>Check for Learning</b> <i>Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).</i>
<b>I can talk about plans for an outing. (IS)</b>	Learners will role play a phone conversation with their partners and make plans.
<b>STAGE 3</b> <b>Enabling Activities</b> <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Learners will call a partner to plan an excursion in Moscow or in their own town. They will take turns asking questions such as when to go, what the weather forecast is, where to go, how to get there, what they can do or see there, where and what they can eat, what to bring, where to meet, how much time to spend on the excursion, what to do afterwards.	
<b>Differentiation Strategies</b> <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i>	

## EPISODE # 3

Number of minutes  
for this episode: 30

<b>STAGE 1</b> <b>Lesson Can-Do Statement(s) Addressed:</b> See box above	<b>STAGE 2</b> <b>Check for Learning</b> <i>Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).</i>
I can write a short article that includes information about my first impressions of Moscow. (PW)	Learners will pretend they are exchange students and will write a short article for a Russian school newspaper about their impressions.
<b>STAGE 3</b> <b>Enabling Activities</b> <i>Tasks that lead learners to demonstrate what they can do with what they know.</i>	
Learners will be asked to contribute another short article for the online newspaper at Dasha’s mother’s school. They are curious to find out about learner’s first impressions of Moscow and life with Dasha’s family. Write 300-350 words about their arrival and their first weeks in Moscow, based on what have seen in the e-blog messages. The article should include brief descriptions and information provided in the task.	
<b>Differentiation Strategies</b> <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i>	

Add additional learning episodes as needed by copying a learning episode box.

<b>MATERIALS NEEDED</b> <i>What supplies and materials will you need to successfully implement this learning plan?</i>

<b>PERSONAL REFLECTION</b> <i>How did this lesson go? What could you do to improve this learning plan if you do these activities again?</i>