

=====

Imagine that you are preparing for an exchange trip to Russia.



Read the email from a Russian friend.

Привет!

Меня зовут Даша, мне шестнадцать лет. Я учусь в десятом классе. Я узнала, что ты приедешь в Россию и будешь учить русский язык в школе, где я учусь. Мои родители, брат и я очень рады, что ты будешь жить у нас дома во время учёбы. Я учусь в районной школе, она находится недалеко от дома. В школе мне нравится изучать точные науки: физику и математику. Мы будем вместе ходить в школу каждый день, и ты познакомишься с моими друзьями. Расскажи о себе, о школе, какие предметы тебе нравятся?

Я хочу рассказать о моей семье. Папу зовут Иван Петрович. Он работает инженером в международной компании. Папа проектирует новые модели самолётов. Несколько лет назад он был в Америке и рассказывал много интересного об американских городах.

Маму зовут Ирина Владимировна. Она давно работает учителем в московской гимназии. Мама преподаёт русскую литературу в старших классах. После уроков мама ведёт кружок «Юный журналист». Её ученикам нравится брать интервью у интересных людей и выпускать школьную электронную газету. Я думаю, что они захотят с тобой поговорить и задать много вопросов об Америке и о твоём родном городе.

Мой брат Петя учится в гимназии, где работает наша мама. Пете тринадцать лет, он учится в восьмом классе и очень любит спорт. Пётр играет в футбол с друзьями после уроков и иногда играет в шахматы с дедушкой. Бабушка и дедушка живут в другом районе Москвы. К ним надо ехать на метро. Когда ты будешь в Москве, мы поедem к ним в гости. У нас большая дружная семья, и мы очень ждём встречи с тобой!

Напиши о себе, о школе, о том, что ты любишь делать после уроков. Мы хотим узнать о жизни в Америке, о твоём родном городе и о твоих друзьях.

Приглашение приехать в Россию / Invitation from Russia!

=====

Надеюсь, что поездка в Россию поможет тебе выучить русский язык и узнать много нового и интересного о русской культуре!

Всего доброго!

Даша Кузнецова



Comprehension Checks

Упражнение 1

After listening to the message from Dasha, tell a Russian-speaking acquaintance about the invitation. You should speak for about one minute about receiving the invitation, who Dasha is, and what your reaction is to receiving the invitation.

Упражнение 2

To prepare for writing your first blog entry, identify and explain in Russian, in two complete sentences (each sentence should be at least 5 words each), who or what the following people and/or places are and what they have to do with the letter writer.

1. Даша

2. Иван Петрович

3. Ирина Владимировна

4. Пётр

5. "Юный журналист"

6. Гимназия

7. Районная школа

Упражнение 3А

Review language structure and answer the questions based on your understanding of the invitation letter.

Language Structure Model:

Кому? - **ей**, Даше / **ему**, Джону

Кому? - **ей**, Ирине, Владимировне

Кому? - **ему**, дедушке.

Кому? **им**, ученикам, ребятам

1. Кому нравятся точные науки?

2. Кому нравится заниматься спортом?

3. Кому нравится проектирование?

4. Кому нравится играть в шахматы?

5. Кто выпускает школьную газету?

6. Кому нравится русская литература?

7. Кто играет в футбол?

8. Кто живёт с Дашей?

9. Кто поедет в гости к бабушке и дедушке?

10. Кто работает инженером?

Упражнение 3В

Work in pairs to talk about what you like and what you dislike. You may use examples from the invitation letter or you may talk about other activities and interests of yours. You may later be able to use parts of this conversation as you prepare to write your first blog.

Упражнение 4А

Answer the questions based on the topics covered in the letter from Moscow.

Упражнение 4В

Prepare a short oral presentation to the class or to another person based on your responses.

Interview questions:

1. Тебе нравятся точные науки? Почему?

2. Ты любишь читать русскую литературу? На каком языке ?

3. Тебе нравится футбол? Ты играешь в футбол?

4. Ты смотришь спортивные передачи по телевизору?

5. Тебе нравится фигурное катание?

6. Ты любишь играть в шахматы? Если да, напиши с кем ты играешь?

7. У вас в школе есть школьная газета? Как она называется?

=====

8. Чем ты отличаешься от Даши? Чем ты не отличаешься?

9. Ты хочешь учиться в Москве?

10. Сколько времени ты изучаешь русский язык?

STUDENT PROGRAM LEARNING PLAN



For step-by-step help in completing this document, please see the accompanying annotated learning plan and sample learning plan.

Date:		Grade Range of Learners:	Pre-College students
Total Number of Minutes:	60min	Targeted Performance Level:	Intermediate Mid

LEARNING GOALS

What Can-Do statement(s) from the curriculum template does this lesson address?

- I can ask for information, details, and explanations during a conversation. (IS)
- I can talk with someone about hobbies and interests. (IS)
- I can ask and answer questions related to subjects such as science, language, or literature. (IS)
- I can understand the main ideas in personal communication (a letter) (IR)
- I can understand what someone writes about personal interests. (IR)
- I can post messages on a shared blog page for the Russian hosts. (PW)
- I can give a short presentation on a famous person, landmark, or cultural event. (PS)

OPENING ACTIVITY

How will you capture the students' energy and commitment for this lesson?

An American student receives a Letter from Dasha from Russia

STAGE 1

What will learners be able to do with what they know by the end of this episode?

STAGE 2

How will learners demonstrate what they can do with what they know by the end of this episode?

EPISODE 1

Learning Targets <i>What specific can-do addresses this episode?</i>	Culture, Content & Language <i>What do learners need to know to meet the can-do?</i>	Checking for Learning <i>How will you know that learners have met the learning target for this episode?</i>
I can understand the main ideas in personal communication (a letter) (IL+IR) I can give a short presentation on a famous person, landmark, or cultural event. (PS)	Меня зовут Даша, мне шестнадцать лет. Я учусь в десятом классе. Я узнала, что ты приедешь в Россию и будешь учить русский язык в школе, где я учусь.	Learners read the text and listen to the audio prompt. Learners state the main idea of Dasha's message in a 1 minute speaking activity. <i>(Note to Teacher: select both listening and reading or either one)</i>

EPISODE 2

Learning Targets <i>What specific can-do addresses this episode?</i>	Culture, Content & Language <i>What do learners need to know to meet the can-do?</i>	Checking for Learning <i>How will you know that learners have met the learning target for this episode?</i>
I can understand the main ideas in personal communication (a letter) (IR)	Даша, Иван Петрович, Ирина Владимировна, Пётр, Юный журналист, гимназия, районная школа	Learners identify and explain in Russian, in complete 2 two sentences (each sentence should be at least 5 words each), who or what the following people and/or places are.

EPISODE 3

Learning Targets <i>What specific can-do addresses this episode?</i>	Culture, Content & Language <i>What do learners need to know to meet the can-do?</i>	Checking for Learning <i>How will you know that learners have met the learning target for this episode?</i>
I can ask for information, details, and explanations during a conversation.(IS) I can talk with someone about hobbies and interests. (IS)	Кому нравится играть в шахматы? Кто работает над школьной газетой? Кому нравится русская литература? Dative Case Structures	Learners answer questions in Russian based on the information in the letter. Learners discuss their likes and dislikes with another person.

EPISODE 4

Learning Targets <i>What specific can-do addresses this episode?</i>	Culture, Content & Language <i>What do learners need to know to meet the can-do?</i>	Checking for Learning <i>How will you know that learners have met the learning target for this episode?</i>
I can give a short presentation on a person, landmark, or cultural event. (PS)	<p>Тебе нравятся точные науки? Почему?</p> <p>Ты любишь читать русскую литературу? На каком языке ?</p> <p>Тебе нравится футбол? Ты играешь в футбол?</p> <p>Personal likes/dislikes alternative forms (нравиться/любить)</p>	<p>Learners will answer questions their likes and dislikes and their daily activities.</p> <p>Learners will prepare a short oral presentation about themselves, their likes and dislikes and some daily routines.</p> <p><u>independent Learners may choose from the following:</u></p> <ul style="list-style-type: none"> • Record their responses • Speak with a Russian speaking family member or friend • SKYPE with a student from Pskov State University or other schools and universities in Russia

EPISODE 5

Learning Targets <i>What specific can-do addresses this episode?</i>	Culture, Content & Language <i>What do learners need to know to meet the can-do?</i>	Checking for Learning <i>How will you know that learners have met the learning target for this episode?</i>
I can post messages on a shared blog page for the Russian hosts. (PW)	<p>Ты собираешься поехать в Москву. Что ты хочешь посмотреть там? Что ты хочешь делать ?</p>	<p>Learners will begin writing a blog about their plans and trip preparations by answering the questions.</p>

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

MATERIALS NEEDED

What supplies and materials will you need to successfully implement this learning plan?

Text Lesson 1

Audio text Lesson 1

Additional Language Control Exercise (optional)

REFLECTION/NOTES TO SELF

Did all learners meet the learning goals of the lesson? What will you do to adapt for those who are not learning? What might you do in subsequent lessons?

While only Stage 1 and Stage 2 are required for STARTALK purposes, programs are encouraged to use Stage 3 as a planning tool in ways that best meet the needs of their instructors.

STAGE 3

What will prepare learners to demonstrate what they can do with what they know?

Do the learning activities allow students to move from input to shared/guided practice and then to independent application of new learning? Do all activities make the best use of instructional time to maximize student learning and take an appropriate amount of time considering the age of the learner? Do the learning activities provide variety to enable a lively pace for the lesson?

LEARNING ACTIVITIES FOR EPISODE 1

What activities will be used to ensure learners accomplish the learning targets from Episode 1?

Learners read the text. Learners listen to the audio prompt of the text.
Learners will talk about main idea(s) they understood from listening and reading Dasha's message.

TIME: 15

LEARNING ACTIVITIES FOR EPISODE 2

What activities will be used to ensure learners accomplish the learning targets from Episode 2?

To prepare for writing their first blog entry, learners identify and explain in Russian, in complete 2 two sentences (each sentence should be at least 5 words each), who or what the following people and/or places are and what they have to do with the letter writer.

TIME: 15

LEARNING ACTIVITIES FOR EPISODE 3

What activities will be used to ensure learners accomplish the learning targets from Episode 3?

Learners are asked to answer questions about what people like in the text.
Learners discuss with one another their personal likes and dislikes.

TIME: 10

LEARNING ACTIVITIES FOR EPISODE 4

What activities will be used to ensure learners accomplish the learning targets from Episode 4?

If in class, learners answer questions about personal preferences. Learners will use different forms to express personal likes/dislikes.
Learners prepare an oral presentation about their personal preferences.
Independent Learners will choose from the following:

- Record their responses
- Speak with a Russian speaking family member or friend
- SKYPE with a student from Pskov State University or other schools and universities in Russia

TIME: 10

LEARNING ACTIVITIES FOR EPISODE 5

What activities will be used to ensure learners accomplish the learning targets from Episode 5?

Learners start writing a blog in Russian about their trip to Moscow. They should summarize the information in the letter they received and their initial reaction to the idea of going to Moscow. Learners write a short blog entry based on the answers to the given questions.

TIME: 10

Add additional learning activities for each episode as needed.