

Lesson 1 **В аэропорту / Airport arrival**

Imagine that you are reading blog postings from an exchange student who is in Russia.



Сегодня первое апреля.

Наконец-то я в Москве! Наш **рейс** № 31 **приземлился** в Международном аэропорту “Шереметьево” вовремя, ровно в десять часов утра. После многих часов **полёта** все были рады наконец-то приземлиться в Москве. Во время полёта многие спали, но мне было трудно **уснуть**. Как пройдёт встреча с Дашей? Какая у неё семья? Как я буду жить у них?

Мне очень понравилось современное и красивое здание аэропорта. Особенно потому, что здесь всё по-русски: знаки и **указатели**, название магазинов и ресторанов. Все люди вокруг нас говорят по-русски! Здесь так много разных магазинов, кафе, ресторанов!

Еще до поездки в Москву мне было интересно узнать о транспорте Москвы. Сегодня в Москве восемь современных аэропортов. “Шереметьево” и “Домодедово” - самые **крупные** международные аэропорты. “Шереметьево” строили как военный аэропорт, но **позже** он стал пассажирским. “Шереметьево” - первый международный аэропорт Москвы, сюда прилетают самолёты со всех стран мира.

Конечно, больше всего мы хотели встретиться с московскими друзьями. Но первое, что нам надо было сделать, это пройти паспортный контроль. **Пограничники** проверили наши паспорта с российской визой, спросили как долго мы будем в Москве. Потом мы получили багаж. Мой чемодан был очень тяжёлый, кроме одежды там было много подарков для московских друзей.

Даша ждала меня у главного выхода из терминала, около кафе, как мы и **договорились**. Наконец мы встретились! Все вместе мы вышли из здания аэропорта.

Lesson 1 **В аэропорту / Airport arrival****Comprehension Checks****Упражнение 1****Type of activity: Yes/No**

Instruction: Based on the text from the American student, check the box for **да** or **нет**.

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|---|---------|----------|
| 1. Ученик написал письмо первого июня. | Да ____ | Нет ____ |
| 2. Летали на самолёте десять часов. | Да ____ | Нет ____ |
| 3. Ученик много спал во время полёта. | Да ____ | Нет ____ |
| 4. Ученику понравился аэропорт Шереметьево. | Да ____ | Нет ____ |
| 5. Даша ждала ученика из Америки в ресторане. | Да ____ | Нет ____ |
| 6. Раньше Шереметьево был военным аэропортом. | Да ____ | Нет ____ |
| 7. Аэропорт Домодедово – крупный московский аэропорт. | Да ____ | Нет ____ |
| 8. Домодедово – международный аэропорт. | Да ____ | Нет ____ |

Упражнение 2**Graphic Organizer**

Directions: Read the blog posting text about the arrival in Moscow and then put words from the text into the appropriate categories in this organizer. Work with a partner to share your responses.

Категория	Слова
Московские аэропорты	
Самолёт	
Что можно увидеть в аэропорту	
Что нужно пассажиру, который прилетел в Москву?	

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Упражнение 3

Our Airport

Share information with your host family to describe the airport nearest to where you live in the US. Tell your host family as much as you can about the nearest airport to your home in the US. Your description should include answers to the following questions.

У Вас в городе есть аэропорт? Если нет, где находится ближайший аэропорт?

Как называется аэропорт, откуда обычно улетают жители твоего города?

Сколько времени надо ехать от твоего дома до аэропорта?

Как можно описать ваш аэропорт? (большой, современный, военный, домашний, международный)

Что можно увидеть в аэропорту?

Упражнение 4

Ping Pong Rally

Directions: Based on what you have learned about the arrival in Moscow, work with a partner to exchange statements about the arrival, using information from the text. Take turns making brief statements, one simple phrase or sentence at a time, based on the text. You may use random order if necessary in reporting information from the text – or you may try to build responses to previous statements. Try to keep the rally going as long as you can without repeating information.

STUDENT PROGRAM LEARNING PLAN



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

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

<p>Lesson Can-Do Statements</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 the main idea of a short and simple text when the topic is familiar. (IR) I can understand a simple posting(message) about a familiar topic. (IR) I can present information on most familiar topics using a series of simple sentences. (PS) I can talk with someone about travel. (IS)</p>

Indicate what learners need to know and understand to meet the Lesson Can-Do statements above.

Culture	Content	Language
<p>Transport peculiarities in Moscow</p> <p>Russian perspectives on air travel</p>	<p>Moscow airport description</p> <p>History of Moscow airports</p>	<p>полет, рейс, самолет, пограничники, указатели</p>

EPISODE # 1

Number of minutes for this episode: 30

<p>STAGE 1</p> <p>Lesson Can-Do Statement(s) Addressed: See box above</p>	<p>STAGE 2</p> <p>Check for Learning</p> <p><i>Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).</i></p>
<p>I can understand the main idea of a short and simple text when the topic is familiar. (IR)</p>	<p>Learners will complete a “Yes/No Formative Assessment Activity”</p>
<p>STAGE 3</p> <p>Enabling Activities</p> <p><i>Tasks that lead learners to demonstrate what they can do with what they know.</i></p> <p>Based on the text from the American student, learners will answer questions after the text and will check the box for да or нет.</p>	
<p>Differentiation Strategies</p> <p><i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i></p>	

Lesson 1 **В аэропорту / Airport arrival****EPISODE # 2**Number of minutes
for this episode: 20

STAGE 1 Lesson Can-Do Statement(s) Addressed: See box above	STAGE 2 Check for Learning <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 understand a simple posting(message) about a familiar topic. (IR)	Learners will fill in the Graphic Organizer after reading the blog posting
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Learners read the blog posting text about the arrival in Moscow and then put words from the text into the appropriate categories in this organizer. learners will also work with a partner to share their responses.	
Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i>	

EPISODE # 3Number of minutes
for this episode: 20

STAGE 1 Lesson Can-Do Statement(s) Addressed: See box above	STAGE 2 Check for Learning <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 describe a place.(PS)	Learners will describe their home airport by answering the questions outlined in the exercise.
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Learners will share information with their imaginary host family to describe the airport nearest to where they live in the US. The description should include answers to the questions in the exercise.	
Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i>	

EPISODE # 4Number of minutes
for this episode: 20

STAGE 1 Lesson Can-Do Statement(s) Addressed: See box above	STAGE 2 Check for Learning <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 talk with someone about travel. (IS)	Learners will participate in a Ping Pong Rally activity to talk with someone about travel
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Based on what the learners have learned about the arrival in Moscow, work with a partner to exchange statements about the arrival, using information from the text. Learners will take turns making brief statements, one simple phrase or sentence at a time, based on the text. Learners may use random order if necessary in reporting information from the text – or may try to build responses to previous statements. Try to keep the rally going as long as you can without repeating information.	
Differentiation Strategies <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.

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

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