



English lessons for teaching Russian culture and cultural diversity in Russia

Учебно-методическое пособие для учителей
АНГЛИЙСКОГО ЯЗЫКА

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Front and Back Picture: by Anna Shtrynova

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APPRECIATING DIVERSITY LESSON PLANS



Под. ред. **А.Г.Ходаковой** и **Е.С.Надточевой**

Учебно-методическое пособие предназначено для учителей английского языка начальной и средней школы. Пособие включает в себя планы-конспекты уроков по обучению культуре РФ на английском языке и может быть использовано на уроках английского языка как дополнение к основному УМК. Многие уроки посвящены историческим и культурным особенностям г. Тулы и Тульской области. Электронные материалы к урокам и иллюстрации можно найти на сайте проекта «Воспитание уважения к культурам народов России и мира на уроках английского языка» <http://diverserussia.ru>.



APPRECIATING DIVERSITY LESSON PLANS

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От редакторов

Одной из задач обучения иностранному языку является формирование социокультурной компетенции. На наш взгляд, для успешного формирования социокультурной компетенции УМК по английскому языку должны быть дополнены регионоведческими материалами, представленными в разнообразных формах и упражнениях.

Актуальность изучения своей культуры на иностранном языке отмечает Е.Н. Соловова: «Именно умение достойно представить свою культуру на иностранном языке, а отнюдь не готовность рассказать о культуре стран изучаемого языка на этом языке, составляет основу социокультурной компетенции»¹.

Опрос более 300 учителей школ и преподавателей вузов РФ, проведенный авторами в 2013 году, показал, что абсолютное большинство респондентов (84%) обучают учащихся различных национальностей. При этом, 63% опрошенных отметили, что не знают о каких-либо мероприятиях в своих учебных заведениях, отражающих культурную специфику национальных меньшинств. Это приводит к мысли, что при формировании основных речевых умений, необходимо включать в содержание обучения АЯ регионоведческий компонент, отражающий национально-культурную специфику региона. Однако, при всем разнообразии современных УМК, ни один из них не может быть универсальным для выполнения данной задачи, т.к. не может охватить культурную специфику всех регионов России, поэтому учитель должен сам находить, создавать и предлагать учащимся упражнения, связанные с культурными особенностями своего региона. В связи с чем правомерно встает вопрос выбора содержания, методов и форм. Что именно о культуре своей страны и региона изучать на уроках АЯ?

¹ Соловова Е.Н., Маркова Е.С. Формирование базовых национальных ценностей с учетом предметных и метапредметных знаний и умений// Иностр. языки в школе. – 2013. - №9. – С.21

Б. Томалин² называет культуру «пятым языковым умением» наряду с основными четырьмя (говорение, письмо, чтение, понимание звучащей речи) и предлагает изучать культуру на уроках иностранного языка в четырех аспектах: 1) знание о культуре, или «Культура с большой буквы» – знание о культурных объектах, учреждениях и т.д.; 2) ценности – «душа страны», менталитет; 3) общепринятые нормы поведения в определенной культуре, или «культура с маленькой буквы»; 4) навыки межкультурной коммуникации с использованием английского языка как средства международного общения.

В условиях глобализации последний упомянутый аспект представляется необходимым навыком любого современного человека. С другой стороны, глобализация увеличивает интерес к местным самобытным народам и культурам, что делает актуальной интеграцию регионоведческого компонента в содержание обучения АЯ.

В настоящее время в различных регионах России предпринимаются попытки включить регионально-специфический компонент в содержание обучения АЯ. Так, издаются учебные пособия на иностранных языках, содержащие тексты о географических, исторических и культурных особенностях отдельных регионов РФ. Некоторые УМК имеют специальные приложения, содержащие дополнительную информацию о России в целом. Однако, осмелимся предположить, что представление информации в виде дополнительных текстов для чтения, а также недостаток заданий на развитие основных умений и закрепление лексико-грамматического материала не способствует активному использованию данных материалов учителем в рамках учебного курса основной школьной программы. Мы же предлагаем включить регионоведческий компонент в содержание обучения АЯ для формирования и развития четырех базовых умений (чтения, говорения, аудирования, письменной

² Tomalin Barry. Culture - the fifth language skill [Электронный ресурс]. - 2008. URL: <http://www.teachingenglish.org.uk/article/culture-fifth-language-skill>

речи) на основе тематики, насыщенной культурно-специфической информацией, и с опорой на личный опыт ученика.

Данный сборник методических разработок предназначен для учителей английского языка средних школ, студентов, аспирантов и преподавателей педагогических вузов, а также широкого круга лиц, интересующихся вопросами формирования социокультурной и лингвокультурной компетенций учащихся.

Настоящее пособие содержит разработки уроков английского языка, выполненных на основе материалов страноведческого характера, отражающих региональную специфику Тульской области. Ожидаемым результатом использования элементов данных конспектов, на наш взгляд, станет существенный прогресс в развитии иноязычных устноречевых умений учащихся, в том числе за счет расширения вокабуляра посредством обогащения его лексическими единицами, отражающими региональный колорит области.

Следует отметить, что данный сборник может применяться учителями английского языка на всей территории РФ, а также за ее пределами как средство формирования лингвокультурной и социокультурной компетенции изучающих английский язык. На наш взгляд, опубликованные уроки могут служить своеобразной основой, на которую можно переложить материал, раскрывающий социокультурные особенности любого другого региона РФ.

Редакторы выражают надежду, что разработки, выполненные в большинстве своем начинающими учителями, помогут хотя бы частично решить проблему включения регионального компонента в учебный процесс и могут быть полезными учителям-практикам.

Е.С. Надточева, А.Г. Ходакова

COLOURS OF TULA

The Teacher's Name: Elizaveta Salokhina

General topic: Colours

Level: Beginner - elementary

Form: 2

The main aim(s) of the lesson: to introduce new words (colours), to practice them in speech, to revise the grammatical structure «I've got a ...».

Time: 45 min

Materials and equipment required: pictures, cards, magnets for the blackboard, iPads (pictures and iBooks lesson – <http://diverserussia.ru>)

Teacher's preparation: to print out the pictures, prepare the cards for each student.

LESSON PROCEDURE

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Opening				
3	T greets SS, brings pictures to class. They can be grouped in the following way: Red – matryoshka, the coat of arms of Tula Yellow – samovar, football club «Arsenal» Blue – blue harmonica, the river Upa Brown - Tula cake, Tula's Kremlin. Green - Platonovsky forest, the Central Park of Culture and Rest named after P. Belousov. T hangs them on the blackboard using magnets.	T→Ss	Pictures, magnets.	Generate interest in the topic.
Warm-up				
5	T asks children to guess why these pictures are in different groups, what they have in common.	Ss→T Notice the colours.	Pictures or iPads	To make students guess the topic of the lesson.
Presentation of the new vocabulary				
10	T writes colour words (red, yellow, blue, brown, green) on the blackboard under each group of pictures. T pronounces the words and asks Ss to repeat the words in chorus, then individually.	T→Ss Ss listen to T and repeat the words chorally, then individually. Ss write down the words in	IPads	Introduce the new topical vocabulary.

		their vocabulary notebooks.		
New vocabulary practice				
5	T shows the picture of matryoshka on the interactive whiteboard, asks students to watch it attentively. Then the picture changes and shows the same picture where one fragment of matryoshka is with no colour. T asks Ss to guess what colour is missing. Returns to the first picture to check up. T repeats it 3 times with each colour.	T→Ss	The interactive whiteboard, pictures / iPads with iBooks lesson	Remember new words.
10	To revise the grammar structure «I've got a...». T gives each student cards with pictures of a Tula cake packed in the wrapping of a different colour (red, blue, green, brown). T asks Ss to stand up and move around the classroom, tell their groupmates what colour their cake wrapping is. Ss should find Ss with the same wrapping colour to form a group.	Ss↔Ss Ss: I've got a Tula cake in a blue wrapping. etc. Form 4 groups.	Cards	Practice new words in speech, using the grammar structure "I've got...."
Production				
10	T says they are going to work in groups. T says: <i>Imagine you're in the Tula circus. What things of your group colour can you find there? Make up a list.</i> Ss read their lists to the class. T asks other groups if they can add anything to the list.	Ss↔Ss Ss: A brown bear... etc.	Ss use their notebooks	Practice working in teams; activate critical thinking
Closing				
2	Homework: T asks Ss to write what colour they like best of all and what toys of that colour they have got.	T→Ss Ss listen to the teacher and write down the homework.		Practice spelling of new vocabulary items and develop writing skills.
Reflection comments if any				
At the production stage the teacher instructs students, helps if they have problems with words, which they might not know, corrects mistakes, makes sure that everybody takes part in the group work.				

THE WEATHER AROUND RUSSIA

The Teacher's Name: Anna Kudelina

General topic: Weather

Level: elementary

Form: Form 3

The main aims of the lesson:

- ✓ To introduce and practice items in the lexical set "Weather"
- ✓ develop speaking skills in groups and pairs
- ✓ practice reading for gist
- ✓ develop writing skills
- ✓ develop sociocultural competence

Time: 45 min

Materials and equipment required: screen, picture cards showing types of weather, copies of reading tasks, picture cards of clothes, printed paper of crossword, video

LESSON PROCEDURE

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Warm-up				
4	T greets Ss and asks them to listen to the song and sing it together. T turns on the video-song and after the song is over asks: <i>What is our today's topic?</i>	T→Ss (choral practice) Ss: Weather	Screen. Video from ³	Provide a context of the lesson. Practice listening and speaking skills
Presentation of new vocabulary				
5	T puts Ss into pairs and gives them a set of flashcards (showing different types of weather and their names in a random order) (ex. 1) and asks them to guess and match pictures and words. Then Ss check it together, T corrects where necessary.	Ss work in pairs and do the task	Worksheet 1	Practice new vocabulary
Reading for gist				

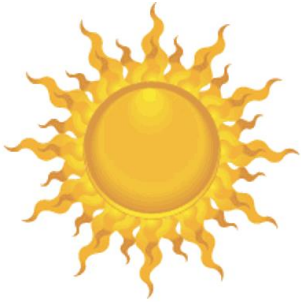
³ [Busy Beavers. \[Электронный ресурс\] // It's Rainy" - \(HD FULL\) Learn the Weather Song, Teach Babies. 2014. URL: http://www.youtube.com/watch?v=fSSzdIVGdJo](http://www.youtube.com/watch?v=fSSzdIVGdJo) (дата обращения 30.04.2015)

10	<p>T gives Ss worksheet 3. (ex. 3). <i>T: Please, look at this map. What country is it? Now we are going to meet new friends. (Worksheet 2) They are from different regions of our big country. Please, read what they say.</i></p> <p>After reading the teacher asks students: <i>What is the weather like in St. Petersburg? What is the weather like in Sochi? What is the weather like in Irkutsk? What is the weather like in Anadyr? What is the weather like in Chelyabinsk? What is the weather like in Moscow?</i></p> <p>T asks to find locations which were mentioned in the text on the map and underline them.</p>	<p>T→Ss S:It's Russia Ss read short stories, answer the questions and find the locations on the map.</p>	<p>Worksheet 2 Worksheet3</p>	<p>Develop sociocultural competence Practice reading and speaking skills</p>
Production				
7	<p>Teacher gives students a task to work in pairs. <i>T: Now, we are going to meet our new friends. Your task is to say what clothes you are going to put on. The first group is going to visit Misha and Ann. The second group is going to visit Pasha and Nina. The third group is going to visit Olya and Dima.</i></p> <p>T monitors this activity</p>	<p>T→Ss , Ss→Ss Ss discuss in groups and reproduce their answers for the whole class.</p>		<p>Practice speaking skills in group form and skills of working in group</p>
10	<p>T puts students in groups of four and gives them a crossword. (Worksheet 4) <i>T: Your task is to do the crossword. A group which is the first to find the key word will be the winner.</i></p>	<p>T→ Ss Ss-Ss Do the crossword and find the key word "Russia"</p>	<p>Worksheet 4</p>	<p>Check the understanding of new vocabulary</p>
8	<p>T asks students to answer the question in writing. 'What is the weather like in your region in summer, in winter, in autumn, in spring?'</p>	<p>S, S, S→Ss</p>	<p>Sheet of paper for each students</p>	<p>Develop writing skills</p>
Closing				
1	<p>Homework: T asks Ss to get ready with a project about weather in different regions of Russia.</p>			

Lesson Materials

Worksheet 1

Ex.1 Types of weather



- a) It is snowy
- b) It's sunny
- c) It's windy
- d) It's rainy
- e) It's cold
- f) It's hot
- g) It's warm

Pictures:

1. <https://im0-tub-ru.yandex.net/i?id=8184f536a09a69cf33175d314df23902&n=21>
2. <http://englishwell.biz/uploads/taginator/Apr-2015/weather-english-vocabulary.jpg>

Worksheet 2

Weather in different regions of Russia



Hello! I'm Misha. I live in St. Petersburg. It's a beautiful city on the river Neva. It's often rainy. In summer you can see white nights.



Hi! I'm Ann. I'm from Sochi. It is near the Black Sea. It's hot and sunny here. I like swimming in the sea.



Hi. I'm Pasha I'm from Irkutsk. It's foggy and windy here. You can see Lake Baikal. It's very big. I cannot swim in this lake because it's cold.

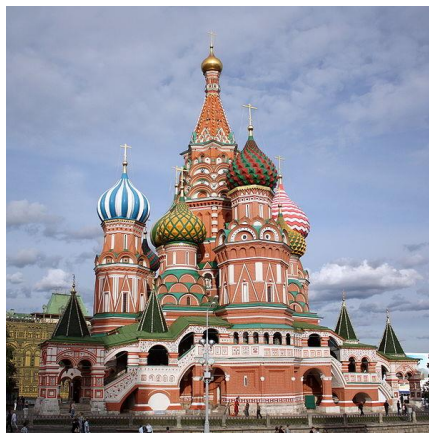


Hello. I'm Nina. I live in Anadyr. It's in the north of Russia. It's very cold and snowy here in winter and gets a bit warmer in summer.





Hi! My name is Olya. I'm from Chelyabinsk. It's near the Ural Mountains. It's often windy here.



Hello! I'm Dima. I live in Moscow. It is the capital of Russia. In summer it's warm and sunny. In winter it's cold and snowy.



Pictures:

1. <http://www.funlib.ru/cimg/2014/101905/2008855>
2. <http://mtdata.ru/u9/photoDCF2/20084450143-0/original.jpg>
3. <http://baikal24.ru/public/images/upload/full6f41c5641b.jpg>
4. <http://www.listofimages.com/wallpapers/2013/12/Building-River-City-Urals-Chelyabinsk-Russia-480x640.jpg>
5. http://www.anadyr.org/system/album_photos/000/064/794/64794/original.jpg
6. http://www.zastavki.com/pictures/640x480/2013/World_Russia_Moscow_in_winter_time_048314_29.jpg
7. <http://thumbs.dreamstime.com/z/mensen-9097768.jpg>

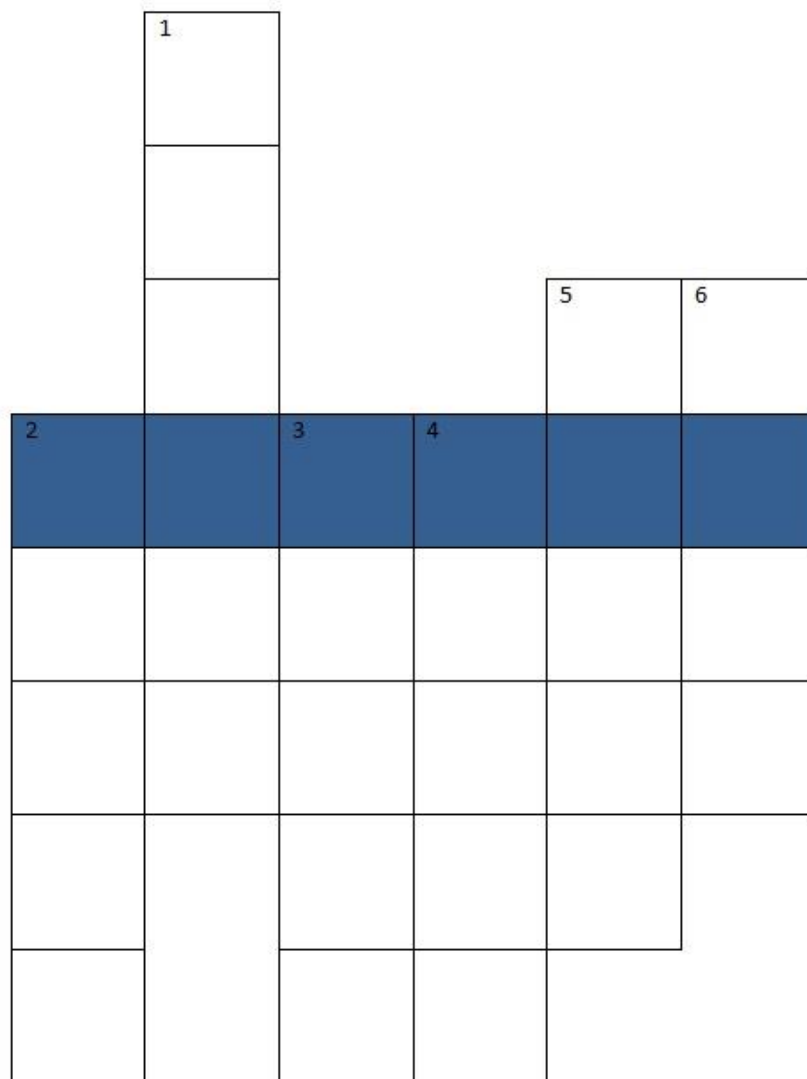
The map of Russia



The crossword

Guess what words are missing.

- 1) It's not sunny today. The sky is not clear. It's ...
- 2) I'm going to St. Petersburg. I'll take an umbrella. It's today
- 3) I'm in Sochi. The weather is good. I'm going swimming. Today it's....
- 4) I'm going to make a snowman. Today it's...
- 5) I'm in Irkutsk. Today it's foggy and it's...
- 6) The weather is beautiful. It isn't hot and it isn't cold. It's ...



MY FAVOURITE FOOD

The Teacher's Name: Anna Shilina

General topic: Food

Level: elementary

Form: 3

The main aims of the lesson:

- ✓ to review, introduce and practice items in the lexical set “Food”
- ✓ develop reading skills (reading for specific information)
- ✓ to develop speaking skills in group discussions

Time: 40 min

Materials and equipment required: iBooks Author lesson with pictures, activities and audio materials (<http://diverserussia.ru>), iPads or computers, cards with names of groups (“Honey cakes”, “Macaroni” and “Hamburgers”), copies for each student with the survey table.

Teacher's Preparation: print out the hand-outs and cut-outs, get the PC and the presentation of the lesson ready.

LESSON PROCEDURE

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Opening				
2	T greets Ss and asks them about their news, the weather.	T→Ss	-	generate interest in the topic; provide a context of a lesson
Warm-up				
6	T asks Ss to name the words on the topic “My favorite food” and then to add those which are connected with Tula region. If Ss experience difficulties T asks Ss to try to explain what food they try to give names to and introduces the words for them.	T →Ss Ss give words. Ss: VOCABULARY: • pancakes • fruit (banana, apple, orange) • sweets (honey-cake, candy, cake, stick lolly) • vegetables (tomatoes, potatoes, carrots) • fish, meat • cheese • porridge with jam • chicken	Vocabulary slide, pictures	revise previously studied vocabulary items and introduce some new words

		• drinks (milk, tee, coffee, lemonade, water, kvass)		
Reading and discussion				
15	T divides students into 3 groups and gives them 3 texts about American, British and Russian traditional food. Ss form 3 groups named «Honey cakes», «Macaroni» and «Hamburgers». Ss have to present the information from the text to their classmates by answering questions: <i>Why do the British / Americans / Russians love this type of food? Where do they usually eat it? How often?</i>	Ss→Ss Ss read texts in groups and complete the chart (table 2).	Copies with texts (3 per group)+ 1 blank with a chart for each group (table 2)	Train reading for general understanding and for specific information
7	T leads Ss to the discussion of their texts and different cultural preferences.	Ss →T Each group presents their chart and makes notes if needed when listening to other groups' presentations.	see above	provide materials for further discussions and generate interest for the topic
Production				
7	T provides a game on the screen to match which type of food is traditional for Americans, the British and Russians.	T→Ss Students use the construction: «I think that... is... traditional food» They speak in chain.	Slides with different words, pictures in one column and RUSSIA, the USA, BRITAIN in the other	Practice vocabulary from the text
Closing				
3	At home T asks Ss to write a short story about their favorite food (like the model texts). T says: <i>Try to think about some specific dishes that your family cooks for holidays or in daily life.</i> Ss are to make a list of 10 products or dishes that they like best and to be ready for a class survey (table 3).	Ss write down homework and ask questions if necessary.	a copy of a survey for each student	practice writing a short descriptive piece

Text for “Honey cakes” team

Hi, my name is Maria and I am from Tula, Russia. My region has a very wide range of products that are tasty and yummy for me. But my favorite food is borsch, pancakes and honey cakes. Firstly, I can easily find them on the menu in cafes and restaurants. Secondly, it is not a problem to buy ingredients for them in local shops to cook them at home. Usually my mum cooks wonderful dinners when we have guests or celebrate something and I help her with cooking. Borsch and pancakes are traditional dishes not only for Tula region but honey cakes with different flavors is what my native town is well known for.

Text for “Macaroni” team

Hello, my name is James. I live in London and today I'd like to tell you about my favorite dishes – and the first one is macaroni with cheese. The macaroni I cook are Italian but the sauce for the dish is pure British. I love macaroni because I can cook it by myself even if my parents are at work, it is so simple! Of course, I really love fish and chips because it is a traditional British dish. The best desert for me is the Sticky Toffee Pudding which I can have in any café. When I visit my grandmother on holidays she always cooks everything I like for me.

Text for “Hamburgers” team

Hi, my name is Melissa and my native town is Boston, USA. If you ask me what my favorite food is the answer is hamburgers with French fries, of course! I love fast food but my parents don't allow me to eat it too often. At home, mum cooks homemade hamburgers but with salad and beans...Not the best one but I still love them! I usually have Coke with them. If I could choose a desert, it certainly would be a “Boston cream donut” or chocolate ice cream. I know that they are not healthy but what I can do if I love them!

Table 2

WHO	WHERE	WHY	HOW OFTEN
Maria			
James			
Melissa			

Table 3

SURVEY

	Student	Student	Student	Student	Student	Student	Student	Student	Student
	1	2	3	4	5	6	7	8	9
Favorite dish 1									
Favorite dish 2									
Favorite dish 3									

A VISIT TO THE GREAT WRITER

The Teacher's Name: Olesya Grigorova

General topic: Travel

Level: elementary

Form: 4

The main aims of the lesson:

- ✓ to review, introduce and practise vocabulary to speak about Yasnaya Polyana
- ✓ develop speaking skills and sociocultural skills

Time: 40 min

Materials and equipment required: a picture of Lev Tolstoy, picture cards depicting the sights of Yasnaya Polyana, small magnets, the cards with the names of the sights and places in Yasnaya Polyana, the cards with some short information (any interesting fact) about several sights in Yasnaya Polyana

Teacher's Preparation: print out the hand-outs (the picture of Lev Tolstoy and several pictures depicting the sights of Yasnaya Polyana: the Stables, the Volkonsky House, the Birch and the Oak intertwined, the Large Pond, the Kuzminsky House, Tolstoy's Grave- <http://diverserussia.ru>)

LESSON PROCEDURE

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Opening				
3	Teacher shows a picture with Lev Tolstoy to the class and asks what learners already know and remember about this famous person. T provides more information about the writer, including the fact that Tolstoy lived in Yasnaya Polyana for more than 50 years.	T↔Ss Ss: writer, novelist, philosopher,...	a picture of Lev Tolstoy	generate interest in the topic; revise previously studied vocabulary
Warm-up				
3	T hangs the booklets and picture cards of Yasnaya Polyana on the blackboard, using magnets, and asks if	T↔Ss Ss: Tolstoy's grave, the Kuzminsky house, the stables, the Volkonsky house, a birch and an oak	picture cards depicting the sights of	revise previously studied vocabulary items

	anybody can name the places depicted.	intertwined, the large pond, the "Place of the Green Wand"	Yasnaya Polyana, small magnets	
Presentation of new vocabulary				
2	T introduces new vocabulary, writing the names (which Ss don't know yet) of some sights on the board.	T→Ss Ss write down new vocabulary items: the "Place of the Green Wand", a birch and an oak intertwined, the stables	see above	provide written and spoken form of new vocabulary
2	T conducts a choral and individual drill with the new vocabulary; points at each picture connected with the new vocabulary in turn and says the word.	T→Ss Ss repeat the words.	see above	train accuracy of new items pronunciation
2	T points at the picture and asks Ss to name the place or a sight depicted in it.	T→Ss + S, S, S (choral and individual practice).	see above	check the understanding of new items meanings
New vocabulary practice				
7	T divides Ss into 6 groups according to the number of sights (ex. 2), gives them a set of facts about these places. Ss should choose the facts about their sight only (4 for each sight). Then T invites students to the blackboard and they stick the cards next to the picture of their sight. Ss do it one by one, they can correct themselves. After all the facts are there, T checks.	S, S, S→Ss Ss' groups work on the sights: Tolstoy's grave, the Kuzminsky house, the Volkonsky house, the large pond, the birch and the oak, the stables Ss choose 4 facts, stick them on the board next to the picture. If some disagree, they say. If several groups choose one fact, T asks them to decide, which group was mistaken.	Picture cards on the board; 6 sets of fact cards cut separately	check the understanding of new items meanings; revise previously studied vocabulary items
Production				
3	T suggests making an imaginary trip to Yasnaya Polyana and unites Ss into three groups. Each group has 2 places/sights they'd like to visit in Yasnaya Polyana most. Ss should take different sights for this task. T appoints a team captain responsible for facilitating.	T→Ss, Ss→Ss Students are divided into groups, choosing captain and the place/sight of Yasnaya Polyana they'd like to make an imaginary trip to.	picture cards depicting the sights of Yasnaya Polyana	instruct students before the upcoming imaginary trip and have them divided into three groups

15	Each group has their own table, where booklets and picture cards depicting the chosen sights or places are laid. T asks each member of the group to learn one-two facts about the chosen sight and discuss the order of their presentation. When groups are ready, they rehearse and present. Afterward T corrects mistakes, if any.	Ss↔Ss; S, S, S→Ss Ss work in groups, learn the facts about Yasnaya Polyana. The captain helps the group members with pronunciation, checks new words in the dictionary. Ss decide upon the order and rehearse, then present there sights to the rest of the class.	picture cards with the sights fact cards with information about the sights	develop speaking and presentation skills
Closing				
3	At home Ss are to write a letter to their friend in the USA about one sight of Yasnaya Polyana, using new and already mastered vocabulary.	Provides Ss with a template (ex.3), fact cards (Ex.2)		practice spelling of new items and check meanings
<p>Reflection comments if any</p> <p>For homework teacher could ask those students who visited Yasnaya Polyana to bring photos and souvenirs from there (if they bought some) and show them to the class. It could make the lesson much more interesting and exciting and involve all the students into work.</p>				

LESSON MATERIALS

Pictures (<http://diverserussia.ru>):

- 1) a picture of Leo Tolstoy
- 2) Picture cards depicting the sights of Yasnaya Polyana

Ex. 1. Text (homework for this lesson or reports for students of higher level):

Leo Nikolayevich Tolstoy was a Russian writer and philosopher. Tolstoy was born at the family estate named Yasnaya Polyana, in Tula.

There are a lot of interesting things to see in Yasnaya Polyana. Tourists often visit Tolstoy's grave.

In 1859 Tolstoy opened a school, which worked till 1826. Later, guests stayed in this house. Tolstoy's sister-in-law Tatiana Kuzminskaya with her family stayed there very often. That is why the house is called the Kuzminsky House.

The Volkonsky House is the oldest building in Yasnaya Polyana. Leo Tolstoy's grandfather Prince Volkonsky and his daughter Maria lived in this house.

Ex. 2. Facts written on the cards (to be cut separately):

Tolstoy's grave:

- Tolstoy's brother Nikolai *buried* (захоронил) a green wand (палку) here.
- The grave has no *markers* (указателей).
- There was a *fence* (забор) here before.
- It was the first *burial* (захоронение) in Russia where a *priest* (священник) didn't come.

A birch and an oak:

- This is a symbol of love.
- The trees are intertwined and grow together.
- Many people believe that this place is *strange* (аномальное).
- People can buy small magnets with these trees in Yasnaya Polyana.

The stables:

- Some horses still live in the stables.
- Leo Tolstoy loved horse riding.
- Leo Tolstoy could ride a horse himself very well.
- The building of the stables is made of stone.

The Kuzminsky House:

- The school for village children was opened here.
- It was the left part of the old house.
- Tatyana Kuzminskaya with her family lived there.
- It is a place for exhibitions now.

The Volkonsky House:

- It places a library now.
- It is the oldest stone building in Yasnaya Polyana.
- Servants lived there at the time of Lev Tolstoy.
- Tolstoy's daughter Tatyana painted her pictures there.

The large pond:

- It was a place for fishing.
- There was a bath-house nearby.
- Lev Tolstoy went skating there with his family.
- Some old trees still grow nearby.

Ex.3 Letter template (homework)

Dear _____,

Thank you for your letter. In your last letter you asked about Yasnaya Polyana.

I went there(when?). There are a lot of sights there. I want to tell about.....(what?)

That's all for now.

Best wishes,

TOWNS OF TULA REGION

The Teacher's Name: Daria Dulevskaya

General topic: Town

Level: elementary

Form: 4

The main aim(s) of the lesson:

- ✓ practice vocabulary connected with places in town
- ✓ develop skills of group work, presentation skills
- ✓ teach about different towns in Tula region

Time: 45 minutes

Materials and equipment required: vocabulary cards, poster with the correct answers, pictures of different towns of Tula region, text cards, fact file handouts.

Teacher's preparation: prepare handouts, write on the black board questions and constructions which will help students to speak out.

LESSON PROCEDURE

Time	Teacher does/says	Students do/say	Materials	Stage Objective
Opening				
4	Teacher greets students and introduces the topic of the lesson: "Towns of Tula region". T asks Ss to divide into 4 groups and gives each group a set of cards (ex.1).	Ss greet the teacher and divide into 4 groups. T -> Ss		generate interest in the topic; provide a context of the lesson; organize students
Warm-up				
7	T asks Ss to match Russian and English words using the cards. The more correct answers Ss have, the more points the team gets. (exercise 1) After Ss complete the task, T shows the poster with the correct answers.	Ss work in groups, then they check their answers. Ss ->Ss Ss ->T	set of cards with the necessary vocabulary in English and Russian, poster with the correct answers	revise previously studied vocabulary items necessary for understanding of the text
Group work				
6	T asks one member of each group to come to	Ss->Ss I think this is...	Pictures of different towns of Tula	provide a context for further work;

	the blackboard and S gets one picture for the group. In groups Ss guess what town of Tula region is on the picture.	I agree. \ I don't agree.	region or their coat of arms (ex.2).	make a basis for discussion in groups
12	T gives Ss cards with information about their town, asks to put the info into the correct order (ex.2). T monitors the activity and corrects the SS. Then gives SS fact files to fill (ex.3).	SS put the information into correct order. SS -> SS	Text cards (ex.2), Fact files (ex.3)	Improve reading skills (full comprehension strategy), develop language guessing
13	T asks SS to tell their classmates about the town. SS use the questions on the blackboard (ex.4). Each member of the group should present some information.	SS use the fact file and questions to speak about the town. SS -> Class	Text cards, pictures of the town	Develop speaking skills

Closing

3	T thanks SS for their work and gives them homework. At home SS are to write a small text about Tula (or other town of Tula region) using words on the topic "Town" and the texts they read in class.	T ->Ss		
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Reflection comments

During the group work students may face some problems. So the teacher leads them and helps students organize their work, make correct and accurate statements and so on.


LESSON MATERIALS

Ex.1. Essential Vocabulary

museum	музей
park	парк
church	церковь

cathedral	собор
factory	фабрика/ завод
railway station	железнодорожный вокзал
district	район
region	область
village	деревня
town	город
river	река
field	поле
famous for	знаменит чем-то
design	проектировать
build	строить
visit	посещать

Ex. 2. Text cards

<p>Novomoskovsk</p> <p>Novomoskovsk is a big town of Tula region famous for its factories. It's the centre of Novomoskovsk district.</p>	
<p>About 130 000 (one hundred and thirty thousand) people live there. Novomoskovsk starts its history since 18th century. At the beginning, it was a small village Bobriki.</p>	
<p>Then in 1933 (nineteen thirty three), it became a town. And 3 years later it get the name Stalinogorsk. Only in 1961 (nineteen sixty one) the town gets the modern name Novomoskovsk. There are many chemical factories (химические заводы) in Novomoskovsk. They are P&G, Knauf and others.</p>	

Belyov

Belyov is a small town and the center of Belyovsky District. It is located on the left bank of the Oka River (расположен на левом берегу р. Ока).



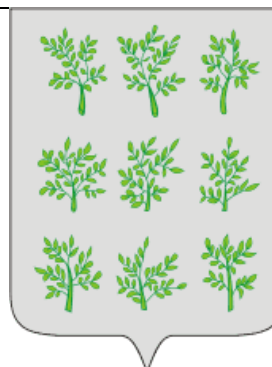
There are about 14 000 (fourteen thousand) people in Belyov. Belyov starts its history since 1147 (eleven forty seven). In 1777 (seventeen seventy seven) Belyov became a part of Tula region.

And in 1888 (eighteen eighty eight) people start to make Belyov apple marshmallow (яблочная пастила). Many famous people visited Belyov: Pushkin, Zhukovskyi and Alexandr II (the second).

You can visit a lot of old beautiful churches and cathedrals and town history museum in Belyov.

Bogoroditsk

Bogoroditsk is a town and the center of Bogoroditsky District , on the Ura River (на берегу р. Упы). About 30 000 (thirty thousand) people live in Bogoroditsk.



It is not far from (не далеко от) Kulikovo field. It starts its history since 17th century. At the beginning Bogoroditsk was a small wooden fort (маленькая деревянная крепость).

In the 1770s (seventeen seventies) Ivan Starov designed and built (спроектировал и построил) the palace of the Bobrinsky family. Bogoroditsk got town status (получил статус города) in 1777 (seventeen seventy seven). There are a lot of beautiful places to see and to visit in Bogoroditsk.

The palace of the Bobrinsky family is one of the most famous. Here you can visit a great museum. You can also go for a walk in Bolotov's historical park.

Venyov

Venyov is a town and the center of Venyovsky District.

It is on the Venyovka River (на р. Веневка). About 15 000 (fifteen thousand) people live there.



It goes back to the 12th century. It got town status in 1777(seventeen seventy seven).

Venyov is famous for its history. There are many churches and cathedrals. The most famous sight is a part of Nikolsky Cathedral. Other places to visit are Venyov railway station and the history museum.

Ex. 3. Fact files

Name: _____

Location: _____

Population: _____

Founded in: _____

Famous for: _____

Places to visit: _____

Other facts: _____

Ex.4 Ask and answer the questions:

- Where is the town located?
- How many people live in the town?
- When does it start its history?
- What places can you visit there?
- Would you like to visit this town?

THE LEGEND OF KUDEYAR

The Teachers' Names: Anastasia Samarina
Ulyanova Natalia

General topic: English speaking countries and my country.

Level: elementary.

Form: 4-5.

The main aim(s) of the lesson: to develop integrated skills (reading, writing, speaking, listening) on the basis of regional stories; to revise past simple of regular and irregular verbs

Time: 60 min.

Materials and equipment required: flashcards with the pictures of new vocabulary (downloadable from <http://diverserussia.ru>), copies of stories and tasks for them.

Teacher's preparation: to provide copies, to prepare flashcards.

LESSON PROCEDURE

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Opening				
1 min	T greets the class	Ss greet the T		To greet each other
Pre-listening				
6 min	T asks Ss if they know who Robin Hood is. T listens to Ss' suggestions, then tells them that it was "a robber", and at the same time T writes the word "robber" on the blackboard and hangs the picture of Robin Hood on the blackboard next to the new word and repeats it with the whole class. <i>"Robbers rob merchants of their treasure, and sometimes dig it into the ground. Ghosts guard the treasure. Other robbers chase after the treasure. In</i>	Ss might not know the word "robber". They might say "bandit", "hero" or try to explain in Russian. Repeat new words: robber, rob, merchants, treasure, dig, ghost, guard, chase, magician	Pictures of Robin Hood and other new words (Kudeyar, Robin Hood, merchant, treasure, forest, boat, coat, ghost, chase, to dig, near the river,	To develop the students' interest in the lesson. Ss will understand new vocabulary through listening and visual materials

	<i>fairytale robbers can have magic powers or be magicians.</i> ” T uses pictures to focus Ss’ attention on the new words.		magician, rocks)	
Listening to the text about Kudeyar				
6 min	T explains that Robin Hood was rather a good robber as he gave money to poor people. But the robber that lived in our region was a bad one. T asks if Ss have heard of Kudeyar. T says they are going to listen to a story about Kudeyar who was a robber in Tula region and gives each group of Ss (3-4) a set of picture cards. T tells the story* emotionally: using facial expressions, different intonation, gestures. After that T makes a story-map* on the blackboard with Ss’ help.	Ss listen to the story and put pictures in order they hear the words. The correct order: Robber Kudeyar, merchant, to dig, magician, near the river, coat, chase, boat, ghost, Kudeyar’s daughter, treasure, rocks, Tula forests	Blackboard piece of chalk, story-map, sets of pictures with characters and objects, places from the story (equal to the number of groups)	To develop listening for gist skills
6 min	T writes down questions on the blackboard: <i>Who is Kudeyar? Where did he live? Whom did he rob? How did he make a small ship?</i> ” T reads the story for the second time and afterward asks comprehension questions randomly.	Ss answer the questions. “ <i>He was a robber. He lived in Tula region. He robbed merchants in many towns.</i> ”		To check comprehension , to develop speaking skills; to understand the story better
Gap-filling				
6 min	The teacher distributes copies with the story and exercise 1 and asks Ss in pairs to complete the sentences.	Ss work in pairs. They fill in the gaps with words from the story.	Copies of the text with the exercise	To develop integrated skills: reading, writing, summarizing
Mechanics of reading				
5 min	T gives Ss time to read the text aloud in pairs. T asks Ss	Read the text, correct peers.	Copies of the text	To understand the whole text,

	one by one to read the summary of the text sentence-by-sentence, paying attention to pronunciation, intonation and pauses. It's better to ask one person in each pair.		with the exercise	to remember new vocabulary and to train pronunciation and revise reading rules. Also there is an alternative assessment as students correct each other
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Grammar – past simple

7 min	T asks Ss to pay attention to the tense of verbs in the story – Past Simple. T asks Ss how they form past Simple of regular and irregular verbs, then asks them to do ex. 2. First, Ss write the past forms, then divide the verbs into 2 columns – regular and irregular.	Ss write the past form of the verbs from the story		Revise grammar (Past Simple), to prepare Ss to tell their own stories
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Story-telling

7 min	T asks the whole class if Kudeyar was a bad man and if Ss liked him. T agrees with Ss and suggests making him a good person and creating a new legend. T makes groups of 3-5 Ss, distributes roles as a note-maker, a reader and authors. T explains that the new story should be a little bit smaller than the previous one which they still have on their desks as an example. Their story should have the same beginning: “ <i>Once upon a time...</i> ”; the main body and a good ending of the story. Characters should be the same: Kudeyar, his daughter, merchants . T writes down some new words (e.g. <i>one</i>	Ss answer the questions. Ss are working in groups. The example of the story may be: “Once upon a time lived in Tula region Kudeyar. One day merchants robbed his daughter. He found and save her. Kudeyar gave Merchants’ treasure to poor people. Kudeyar is a real hero!”		To create a story, to develop critical thinking, creativity, writing, speaking, reading skills
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	<i>day, to rob, to find, to save, to give to, poor people, etc.)</i> T explains the meaning of new words, even with translation to save time. T monitors Ss' work.			
14 min	T invites the first group to come to the blackboard and asks Ss to tell their story using the story-map: the reader reads the story, others are hanging pictures as objects, places or people appear in the story, or draw some objects. T asks groups. T makes notes and gives feedback and provides assessment.	One reader from each group reads the story, others are making a story-map.	Blackboard, piece of chalk, pictures with characters, objects, places from the story	To develop integrated skills: speaking + reading + listening + creativity

Closing

2 min	T thanks Ss for their stories and gives homework. Homework will be to draw a picture from either the first or the second story (on separate sheets of paper) and under it write two sentences with new vocabulary that describe this very picture. T provides assessment for students' work during the lesson.	Write down their homework.		To give feedback of the whole work. <u>Homework:</u> critical thinking + creativity + writing.
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Reflection comments if any

- When the teacher is telling the story for the first time it shouldn't be boring and monotonous. Facial expressions, gestures and appropriate intonation are good aids.
- During the group work the teacher should ensure that all students understood the task and their roles and are actively involved in the work.
- There should be a nice and calm atmosphere in the classroom.

Story-map is the chronological order of the story. Pupils follow it using pictures, words and so on. In this particular lesson the teacher needs a blackboard where he/she writes "Tula region" and then hangs pictures prepared in advance in chronological order there. Pictures should be printed in colour and their format should be not less than A4. Kudeyar's arms should be fixed so as they can close his both eyes. The coat and the boat should be gummed up so as turning the coat we receive the boat. It's preferable to cut out characters and things from the story according to their shape, because it would be simpler and more interesting for pupils to put them together. Pictures are the same for producing new vocabulary and for other exercises.

LESSON MATERIALS

Pictures of Kudeyar, Robin Hood, a merchant, Tula forests, near the river, treasure, to dig, a magician, Chase, the coat that became the boat, Kudeyar's daughter, the ghost of his daughter, rocks (downloadable from <http://diverserussia.ru>)

A story of Kudeyar

* Once upon a time there lived a famous robber Kudeyar in Tula region. He was very tall and angry. He robbed merchants in many towns: Kaluga, Ryazan, Smolensk and Voronezh. He had so much gold that he dug it into the ground. But he wasn't only a robber, he was a magician as well. When he went to sleep in the field near the river, he put on his coat, closed his right eye and opened his left eye to watch the chase. When his right eye watched, the left eye slept. And when he noticed a chase, he took off his coat and threw it into the river. His coat became a small boat! And Kudeyar ran away. Nobody could catch him and, finally he died, but the ghost of his daughter guarded his treasure. Some people heard the girl's cries at midnight near the rocks in Tula forests.

Ex. 1. Complete the sentences about the story:

Once upon a time there lived a famous robber He robbed He had so much gold that he it into the ground. But he wasn't only a robber, he was When he went to sleep in the field, he put on his coat, closed his right eye and opened his left eye to watch the And if he noticed a chase, his coat became a small! Finally he died but the ghost of his daughter guarded his Some people heard the girl's cries at midnight near the

Ex. 2. Write the past form of the verbs, then Divide the verbs into 2 columns:

live –	dig –	close –	take off –	die –
be –	go –	watch –	throw –	guard –
rob –	put –	sleep –	become –	hear –
have –	open –	notice –	run away –	

TULA'S FAMOUS PLACES

Teacher's name: Anastasia Pakhomova

General Topic: City, Travelling

Level: elementary

Form: 4-5

The main aims of the lesson:

- ✓ to review vocabulary to speak about Tula sights
- ✓ to develop ability to represent your region in English
- ✓ to review rules of writing an informal letter

Time: 40 min

Materials and equipment required: application iBooks Author or text and task cards

Teacher's preparations: print out the cards, and texts or use OHP\ iPads

LESSON PROCEDURE

Time	Teacher does/says	Students do/say	Materials	Stage objective
Opening. Warm-up				
5 min	T greets SS, introduces the topic of the lesson: Places to visit in Tula. T asks SS to name famous places in Tula and Tula region that foreigners would like to visit. If Ss have problems, T shows some pictures. T says that they are going to discuss "Yasnaya Polyana and Tula Gingerbread Museum.	T→Ss SS prepare their iPads, name famous sights in Tula.	Pictures with famous places and sights of Tula region	To provide context of the lesson, to raise interest in the lesson
Main stage of the lesson: 1) presentation of the new vocabulary; 2) reading the texts about Yasnaya Polyana and Tula Gingerbread Museum; doing exercises based on the texts				

7 min	Teacher presents new vocabulary and gives the lists (one list per one pair) for matching exercise (ex.1a). Ss do the task in pairs, T monitors the activity, helps where necessary.	T→Ss, SS - SS Ss individually or in pairs match the words to the definitions, put them into correct sentences, try to remember new words.	lists of words with definitions (ex.1a) or iPads with lesson in iBooks format	to introduce new vocabulary
7 min	Teacher asks Ss to change pairs and do the second exercise with the new vocabulary – gap fill (ex.1b). T comments on grammar forms (Present Simple, Past Simple, Imperative), paying attention to the difference between Present and Past forms. Then T says that some sentences are from the texts they are going to read and asks Ss to guess which ones (1, 2, 3, 5).	S→S, T →Ss Students do the tasks in pairs. After that one after one Ss read out the sentences.	Handouts or iPads	To practice new vocabulary, to anticipate what the texts will be about
15 min	T asks Ss to divide into pairs and read one of the texts. T notices that Ss should cooperate to complete the summary (Ex.2a) as the information is from both texts. T can give some Ss another task – to retell the texts to each other. Then Ss do ex. 2b deciding if the statements are true or false.	S A reads text #1, S B reads text #2. Together SS in pairs complete the summary by asking each other questions (What is Yasnaya Polyana? Who lived there? What does gingerbread have in it? etc.)	Ex. 2a and 2b	to practice reading for main idea, reading for specific information; to practice asking special questions
Conclusion				
6 min	Teacher sums up the lesson, gives homework – Ss are to write a letter to a friend about their visit to Yasnaya Polyana or Gingerbread Museum (ex.3). T pays attention to the structure of the letter (informal greeting, address, polite answer, final phrase, etc.).	T→SS Ss look at the letter template and ask questions if it's not clear.	Ex.3	To ensure students' ability to use vocabulary on the topic

	If time is left, students can write a letter at the lesson. Then at home they will write a reply of their friend, describing interesting places in his \ her hometown.			
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LESSON MATERIALS

Ex.1a Vocabulary cards

Match the verbs with the definitions and translations:

to plant	to create, to start	находиться
to lie (about the territory)	to use a knife to break into parts	основывать
to taste	says where a place is	сажать
to found	to put trees, plants, flowers in the ground to grow	пробовать на вкус
to cut into pieces	to try to eat something	разрезать на части

Ex. 1b. Fill in the sentences with the verbs in the correct form:

- 1) Yasnaya Polyana 12 kilometers southwest of Tula.
- 2) Tolstoy some trees in Yasnaya Polyana by himself.
- 3) Guests the gingerbread into pieces.
- 4) the cake, I think it is too sweet.
- 5) The head of the plant “Old Tula” the museum in 1996.

Ex.2

Text #1. Yasnaya Polyana

Yasnaya Polyana is a village and a big house of the famous Russian writer Leo Tolstoy in Tula region. Leo Tolstoy lived here for 60 years. He wrote here his best-known books.

Yasnaya Polyana lies 12 kilometers southwest of Tula. The name “Yasnaya Polyana” can be translated into English as sunlit meadow. It is a well-known museum.

The writer's house with the original furniture and library is open to the public. There is also a park with old apple trees here. Tolstoy planted some trees by himself. You can see several beautiful ponds in Yasnaya Polyana.

Text #2. Tula Gingerbread Museum

Tula gingerbread is the best-known Tula sweet. It has jam in it. It is dark-brown, with honey¹ and flour². It has a wonderful taste and rich aroma. It is a true symbol of Russia.

Traditionally, a bride³ took a gingerbread at a wedding⁴ as a symbol of love. At the end of the wedding guests cut the gingerbread into pieces. Everyone tasted it.

There is a gingerbread museum in Tula. It is unique. The head of the plant "Old Tula" founded the museum in 1996. Here you can learn the history of gingerbread, you can see it baked⁵ and you can even taste some fresh gingerbread with tea.

1. honey – мед

2. flour – мука

3. bride – невеста

4. wedding – свадьба

5. see it baked – увидеть, как его пекут

Ex. 2a. Fill in the gaps in the summary of the texts:

Text 1. Yasnaya Polyana is a 1)_____. Famous Russian writer 2) _____ lived there. You can visit the writer's 3)_____, a park with 4)_____ and beautiful 5)_____ in Yasnaya Polyana.

Text 2. Tula gingerbread has 6) _____ in it. Gingerbread is a 7)_____ of Russia. At a wedding gingerbread was a symbol of 8)_____. Tula has a gingerbread 9)_____. You can _____ gingerbread with tea there.

Ex. 2b. Say if the statements are true or false:

- 1) Yasnaya Polyana lies 12 kilometers southwest of Moscow.
- 2) Yasnaya Polyana is a town where Leo Tolstoy was born.
- 3) Now Yasnaya Polyana is a famous place.
- 4) There are ponds and gardens in Yasnaya Polyana.
- 5) The English word for Russian "Pryanik" is "Gingerbread."

- 6) Traditionally, during a wedding only bride tasted the gingerbread.
- 7) Pryanik is a true Russian symbol.
- 8) There are many gingerbread museums in Russia.

Ex. 3

Your friend from Great Britain asked you to write about a place you like to visit in your home town. Write an answer to him \ her describing Gingerbread museum or Yasnaya Polyana. Ask questions about interesting places in his \ her home town.

Hi _____,

Thank you for your letter. I went to _____ . It is a _____.

Best of all I liked _____.

What places _____?

Write soon.

Best,

Answers:

Ex.1a

to lie (about the territory) – says where a place is (находиться)

to found – to create, to start (основывать)

to plant – to put trees, plants, flowers in the ground to grow (сажать)

to cut into pieces – to use a knife to break into parts (разрезать на части)

to taste – to try to eat something (пробовать на вкус)

Ex. 1b. 1) lies 2) planted 3) cut 4) Taste 5) founded

Ex. 2a.

Text 1. 1) village and a museum 2) Leo Tolstoy 3) house 4) apple trees 5) pond

Text 2. 6) jam \ honey 7) symbol 8) love 9) museum 10) taste

Ex. 2b. 1) F 2) F 3) T 4) T 5) T 6) F 7) T 8) F

TASTY TREATS

Teacher's name: Ekaterina Bobrova

General topic: National food

Level: elementary

Form: 4-6

The main aim of the lesson:

- ✓ introduce and practice vocabulary items (“National dishes”)
- ✓ develop speaking skills in group work
- ✓ practice reading and listening skills for gist
- ✓ developing critical thinking skills and guessing

Time: 60 min

Materials and equipment required: pictures of national dishes and national costumes, picture cards with different national symbols of cities/republics, a copy of a reading task equal in number to the number of pairs.

Teacher's Preparation: print out the hand-outs and cut-outs, if available get the PC ready for showing Power Point Presentation, a quiz “My game”.

LESSON PROCEDURE

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Opening				
before the lesson	Teacher opens Power Point Presentation which will be used during the lesson. T. with students' help rearrange desks for group work.	T→Ss Rearrange desks for group work.	Computer, Power Point Presentation (далее PPP) (Приложение 1, Task 1)	<i>preparation to the lesson</i>
Warm-up				
4	Greets the class and tells that they are going to speak about food. T asks Ss to tell their partner what their favorite food is. After that, T invites students to share their ideas and guesses about the topic of the lesson. T asks Ss to guess what type of food they are going to speak about at the lesson. For correct	T→Ss, Ss→T Ss share their likes and then T asks several Ss to share their likes with the all the Ss. Guess the topic of the lesson. Brainstorming Ss suggest ideas about the topic: S1: The topic will be about Russian food.		<i>generate interest in the topic; provide a context of a lesson</i>

	guess T praises the students and says: <i>You are right. Today we are going to speak about the Russian national cuisine. In other words our topic is “National food around the Russian Federation”.</i>	S2: The topic is about national Russian dishes. S3: Our topic will be about traditional food in our country.		
6	T shows news words with definitions (PPP). If Ss have difficulty understanding the words, T translates them. Then T shows pictures (borsch, porridge, pancakes, compote etc.) and asks Ss in pairs to make sentences about the pictures using new vocabulary.	T→Ss, Ss→Ss Ss speak about the dishes in the pictures. S1: I eat borsch with pleasure. S2: Pancakes are delicious. S3: My favorite dish is spicy curry. S4: I wanted to have porridge for breakfast but changed my mind. S5: My mother’s compote is very tasty.	PPP (2d slide); Vocabulary: <u>pleasure</u> – a feeling of happiness or enjoyment (удовольствие); <u>tasty/delicious</u> – extremely good about food; nice to eat (вкусный); <u>dish</u> – food (блюдо, кушанье); <u>change my mind</u> – to think once again and change an idea (передумать); <u>spicy curry</u> – hot dish (острое блюдо, карри)	<i>introducing new vocabulary; practicing speaking skills</i>
Listening gap fill				
5	T turns on the recording (or reads the text) and asks Ss to fill in gaps. Ss listen to the recording twice. After the first time T asks if Ss managed to fill in the gaps, reminds them about Present Simple auxiliary verbs and verb ‘to be’ and adverbs of frequency. T. turns on the audio recording for the 2 nd listening. T checks with the class how they have done the listening task.	Ss→T Do the listening task, fill in gaps. After that, check listening gap fill: perform their answers orally, correct mistakes.	the record “Food”, sheets with listening gap fill (<i>Task 1</i>)	<i>practicing listening skills; revise grammar (Present Simple questions, negative, to be in Present Simple)</i>
Reading practice				
5	Teacher introduces four characters from different corners of Russia in their national costumes. Presents their pictures and says where they are from without telling Ss who is who.	T→Ss Ss repeat in chorus the names of cities and republics. Ss guess who is who.	PPP (slide 3) Pictures of national characters Answers – PPP (slide 4)	<i>developing sociocultural knowledge; learn to pronounce</i>

	T gives Ss cards with texts (1 for each S) and asks them in groups of 4 to decide who is who. Then they check which group was right.		Task 2	<i>geographical names</i>
10	T says that each character told Ss about national food in their cities but all stories were mixed up. T asks Ss to read all extracts and match them with proper characters. Checks the reading task.	Ss→T Ss work in groups of 4 (1 text for each S). Read short stories and match them with proper characters in groups.	Task 3	<i>practicing reading skills</i>
New vocabulary practice				
3	T gives each group a sheet where there are pictures of national dishes and products. T asks Ss to think and answer the question “What kind of food are these dishes?” T monitors the activity and corrects pronunciation mistakes.	Ss → T Ss answer the question and define different kinds of food. Ss divide food into categories: <u>dairy</u> , <u>meat/fish or pastry</u> . Example: Chak – chak is a pastry.		<i>practice new vocabulary in a controlled practice activity</i>
Production				
15	T says that Ss continue to work in groups. T says they are going to play a game called “My game”. T explains rules of the game. There are three topics in the game which are called “Cities/republics”, “Russian food” and “Proverbs”. Each group can choose any topic and the number of points (100, 200...). As T finishes to read a question, the group which knows the answer should raise their hands. For every answer, Ss are to choose one member of the group who will answer the question. The more difficult question is the more points you get. The group with the most points is the winner. P.S. There is such category as “The cat in the bag”. If you choose it you have to pass the right of answer to any other group. T monitors the activity and feeds in other new vocabulary where necessary.	Ss → T Play the game.	Quiz “My Game” in PPP	<i>practice speaking skills using new vocabulary items in free practice activity</i>

5	T shows pictures of national symbols on board and asks Ss one by one to take pictures about Tula. This is an example as Ss know more about Tula. T divides Ss into 3 groups. They are “Chak - chak” group, “Schips” group and “Kumys” group. Each group is responsible for national cuisine and symbols of city which they present. T says: <i>It’s a competition. Each team’s goal is to find all symbols faster than other groups. One by one (one member from each group) should come to the blackboard and take one picture.</i>	Ss↔Ss Ss get into 3 groups. Take part in competition.	pictures of national symbols (State Arms Museum, samovars, national costumes, Levsha, echpochmak, The Temple of All Religions, The Saint Mosque cheese, kuerchek (a national dish) stroganina)	<i>check the understanding of new items meanings</i>
5	T asks all groups to present national symbols of the cities which they were responsible for.	S, S, S→Ss Each group shows symbols, which they have found, and reads aloud their names.	see above	<i>train pronunciation</i>
Closing				
2	As homework teacher asks students in each group to do a short report about pictures (other symbols of the city or republic) which they were looking for during group activity.	Ss choose one picture which they will be describing.		<i>develop research and speaking skills</i>

LESSON MATERIALS

Power Point Presentation (<http://diverserussia.ru> (Tula and Tula region))

Recording “Food” (<http://diverserussia.ru> (Tula and Tula region))

Tapescript

Isn’t food one of life’s greatest pleasures? Do you know anyone who **doesn’t** like food? I don’t. There **is** so much delicious food in the world. You could spend a whole lifetime eating a different dish **every day**. What’s the **tastiest** food in the world? This is a very difficult question to answer. My taste in food keeps changing. **Sometimes** my favourite is a dessert, but then I **change my mind** and go for a spicy curry. It’s great that countries **have** so many different dishes. **Do** you think your national dish is best?

Task 1. Listening gap fill

Isn't food one of life's greatest pleasures? Do you know anyone who _____ like food? I don't. There _____ so much delicious food in the world. You could spend whole lifetime eating a different dish _____. What's the _____ food in the world? This is a very difficult question to answer. My taste in food keeps changing. _____ my favourite is a dessert, but then I _____ and go for a spicy curry. It's great that countries _____ so many different dishes. _____ you think your national dish is best?

(Adapted from <http://www.listenaminute.com/f/food.html> (дата обращения: 19.05.2015))

Task 2. Introduction of characters

A) Amina and Damir are from Kazan. Kazan is the capital of the Republic of Tatarstan which is a federal subject of Russia.

B) Nastya is from an old city in central Russia. She is from a hero-city Tula.

C) Zuriat is from Maykop, the capital city of the Republic of Adygea. Adygea is also a federal subject of Russia.

D) Sandara is from Yakutsk, the capital city of the Sakha (Yakutia) Republic. Yakutia is a federal subject of Russia.

Task 3. Reading

A) Amina and Damir, Kazan, Tatarstan

B) Nastya, Tula, Tula region

C) Zuriat, Maykop, Adygea

D) Sandara, Yakutsk, Yakutia



1)The traditional food symbol of my city is a *gingerbread*.¹ It's a very popular *pastry*.² There are gingerbreads with jam or *condensed milk*.³ My favourite gingerbread is with jam. I like to eat it with tea. There is a museum in my city *dedicated*⁴ to gingerbreads.

2) Chak – chak is a national sweet dish in my republic. Usually we eat it with tea. It is a *mound*⁵ of honey sweet *pastry* balls. Chak – chak is traditionally used at the *wedding*⁶ ceremonies. Chak – chak is a pride of the national *cuisine*⁷. I recommend you to try chak – chak.



3) Schips is a national dish in my republic. It is a spicy meat *sauce*⁸. We cook it for any *festivals*, *weddings* and even *funeral*⁹. It is a great responsibility to cook schips for such great events as weddings. My grandmother cooks very delicious schips.



4) Kumys is a national drink in my republic. Kumys is a *dairy*¹⁰ product. It is a sweet drink. We prepare it from *mare's*¹¹ milk. It is healthy and delicious. This drink is the symbol of the national *festival* - yhyakh. Usually people have it for breakfast and dinner.

1) gingerbread ['dʒɪndʒəbred] - пряник

2) pastry [peɪstri] – выпечка, мучные кондитерские изделия

3) condensed [kən'den(t)st] milk – сгущенное молоко

4) dedicated – посвященный, предназначенный

5) mound – насыпь, холм

6) wedding - свадьба

7) cuisine [kwi'zi:n] – кухня (кулинарное искусство)

8) sauce [sɔ:s] - соус

9) funeral – похороны

10) dairy - молочный

11) mare [meə] - кобыла

Answers: 1)B 2)A 3) C 4) D

What kind of food: dairy, meat/fish or pastry? Look at the pictures and say.

For example: Chak – chak is a pastry.



Pictures:

1. <http://www.slavorum.org/wpcontent/uploads/2014/09/ea053ea0b9204271e7f1c84bd2468679.jpg> (Gingerbread)
2. http://daypic.ru/pars/20121120/20121120_6694/1.jpg (Chak-chak)
3. <http://adigekuhnya.ru/pics/zips%20kab.jpg> (Schips)
4. (Kumys) <http://lady.gazeta.kz/getImage/?id=13760>; <http://nalivali.ru/wp-content/uploads/2015/04/kumys-poleznye-lechebnye-svoystva-polza-vred-5.jpg>
5. http://guideimg.alibaba.com/images/trip/1/03/18/2/tula-state-arms-museum_371862.jpg (Tula State Arms Museum)
6. http://img1.liveinternet.ru/images/attach/c/6/93/237/93237193_img566_kopiya.jpg (Samovars)
7. <http://content.foto.my.mail.ru/mail/alena.iakimowa2010/forums/i-130.jpg> (National costumes)
8. <http://www.briefly.ru/static/illustrations/76.jpg> (Levsha)
9. http://www.tatarpirog.ru/i_all/recipes/rec-2/15.jpg (Echpochmak)
10. <http://kazanfirst.ru/storage/feeds/54ae172494a29beb8ad2616604968c5e.jpg> (The Temple of All Religions)

11. <http://thumbs.dreamstime.com/x/maikop-mosque-10413561.jpg> (The Saint Mosque)
12. http://www.natpressru.info/uploads/1380278897_cherkeskasae2.jpg (National costumes)
13. http://fotki.ykt.ru/albums/userpics/38623/1353151452_42_536673_533030700059589_393290248_n.jpg (National costume)
14. http://multivarenie.ru/images/multivarenie/2014/12/shutterstock_15219852510.jpg (Cheese)
15. <https://upload.wikimedia.org/wikipedia/commons/thumb/d/d5/Kierchekh.JPG/300px-Kierchekh.JPG> (Kuerchekh)
16. <http://s55.radikal.ru/i147/1004/68/7b5ae46a671a.jpg> (Stroganina)

NATIONAL SYMBOLS OF TULA AND TULA REGION

The Teacher's Name: Anastasia Yegorova

General topic: National Symbols

Level: elementary –pre-intermediate

Form: 5

The main aim of the lesson:

- ✓ develop speaking skills and enlarge Ss' knowledge of Tula region
- ✓ revise special questions
- ✓ develop reading skills (reading for general and detailed understanding)

Time: 45 min

Materials and equipment required: a whiteboard (projector screen), a PC, a multimedia projector, a set of cut-outs and hand-outs, lesson in iBooks (optional)
<http://diverserussia.ru>

Teacher's Preparation: print out the hand-outs and cut-outs, get the PC ready with the presentation

LESSON PROCEDURE

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Opening				
2	T greets the class and asks Ss if they know what a national symbol is.	T→Ss Ss: make guesses such as flags, national emblems or colors etc.		generate interest in the topic; provide a context of a lesson
Presentation of new vocabulary				
6	Teacher tells Ss about different national symbols of different countries (#1), shows pictures or asks Ss to work with iBooks lesson and write down new vocabulary.	T→Ss Ss listen to the T, write down new vocabulary items: lion, bulldog, eagle, kangaroo.	Presentation	provide written and spoken form of new vocabulary, develop listening skills
3	T asks Ss if they can name some symbols or emblems of Tula or Tula region.	Ss→T Ss: Tula gingerbread, Tula Arms Plant, Yasnaya Polyana etc.(but they'll probably call it in Russian because they don't know how it's pronounced in English)	see above	Find out if Ss know about symbols of Tula

3	T gives Ss the task (ex.2), where they are supposed to match English names of Tula's symbols. After they've finished everybody checks the answers.	T→Ss Ss do task 2 and then check it.	A sheet of paper with the task	Check the understanding of the English equivalents.
3	T says that one of the symbols of Tula is Yasnaya Polyana and asks Ss what they know about Yasnaya Polyana.	Ss→Ss Ss discuss in pairs the question and answer it. E.g.: Lev Tolstoy lived in Yasnaya Polyana. Yasnaya Polyana is not far from Tula.		develop speaking skills
Reading and speaking				
10	T gives each pair two texts (ex.3) with missing words. Ss are supposed to fill in the gaps by asking each other questions. T reminds how to ask questions before the task. T monitors the activity.	Ss→Ss Ss in pairs ask each other questions and fill in the gaps in the text.	Two texts with filling the gaps tasks	Ss will learn some facts about Lev Tolstoy. They will practice forming special questions.
16	When the task is finished everybody checks it by reading. T helps to translate unknown words.	T→Ss Ss read and translate the text with the missing information. Also they practice the new vocabulary.	Texts #3	Practice reading skills and new vocabulary
	T asks Ss to make a plan of the text. Then T suggests playing the game "Snowball" in big groups or as a class, explains the rules: Ss should add 1 piece of information from the text, repeating everything that was said before.	Ss make a plan of the text, then play snowball in groups adding a piece of new information from the text. S1: Leo Tolstoy was a Russian novelist. S2: Leo Tolstoy was a Russian novelist. He War and Peace.		Develop analytical skills, speaking skills
Closing				
2	Homework: T asks Ss to prepare a presentation about one of the symbols of Tula or Tula region. The presentation should include the picture of the symbol or emblem, its description and some interesting			Enlarging the knowledge of Tula or Tula region, practicing speaking and presentation skills.

	facts about it. Ss can work in pairs or the groups of three.			
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LESSON MATERIALS

Ex.1. National symbols of different countries:

Britain is usually shown as a lion or bulldog. The USA has an eagle as its symbol. Australia uses a kangaroo. Countries have their own colors too. The patriotic colors in Britain and the USA are red, white and blue.

Ex. 2. Match English and Russian names of Tula's symbols:

Yasnaya Polyana	Тульский пряник
Tula Arms Plant	Тульский Кремль
Tula gingerbread	Ясная поляна
Tula Kremlin	Тульский оружейный завод

Ex 3. Fill in the gaps by asking each other questions:

Leo Tolstoy was a Russian novelist and short story writer who wrote classics such as He was one the greatest novelists of all time. He was born in 1828 in..... He was the fourth child of five. Tolstoy lost his mother when he was only two years old and his father seven years later. He was brought up by Tolstoy was sent to law school but soon returned home. His teachers found him completely unwilling to learn. In..... he joined the army. In 1862 Tolstoy married Sophia Behrs. They had.... children together. Tolstoy founded 13 schools for children of Russia's peasants. He died of..... in 1910 at the age of 82.

Leo Tolstoy was a Russian novelist and short story writer who wrote classics such as War and Peace and Anna Karenina. He was one of the..... He was born in..... in Yasnaya Polyana. He was the fourth child of five. Tolstoy lost his mother when he was.....and his father seven years later. He was brought up by his aunt. Tolstoy was sent to..... but soon returned home. His teachers found him completely unwilling to learn. In 1851 he joined the army. In 1862 Tolstoy married They had 10 children together. Tolstoy founded..... schools for children of Russia's peasants. He died of pneumonia in 1910 at the age of

MY HOMETOWN IS FAMOUS FOR...

The Teacher's Name: Anastasia Gamburg

General topic: Speaking about Russia

Level: elementary –pre-intermediate

Form: Form 6

The main aims of the lesson:

- ✓ to review, introduce and practice vocabulary connected with sightseeing
- ✓ develop speaking skills

Time: 60 minutes

Materials and equipment required: pictures of things Tula is famous for, pictures of Russian symbols (<http://diverserussia.ru>), role cards for the dialogue, a copy of a text for each student, a copy of a crossword for each student, emblems.

Teacher's preparation: print out the materials.

LESSON PROCEDURE

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Opening				
2	Teacher asks Ss to imagine that they are going to take part in an international conference “The young patriots” and gives out the emblems to the students.	T→Ss	emblems	<i>generate interest in the topic; provide a context of a lesson</i>
Warm-up				
3	T asks Ss to name some Russian symbols.	T→Ss Ss→T Ss: matreshka, balalaika, Kremlin, Russian Golden Ring, samovar, ushanka hat	pictures of Russian symbols	<i>revise previously studied vocabulary items</i>
Presentation of new vocabulary				
6	T asks Ss to name Tula symbols, explains new vocabulary, pays attention to formation of the words (suffix –er, ginger+bread, etc.) Teacher conducts a choral and individual drill	T→Ss <i>Vocabulary: samovar, Tula gingerbread, Tula weapon, Tula armorer, smith</i>	pictures of Tula	<i>train pronunciation, introduce new vocabulary</i>

	with the new vocabulary. T shows the pictures of objects in turn and says the word.	The class repeats the word after teacher has pronounced it.		
2	T explains that now he\she is a newcomer who doesn't know Tula's symbols. T shows the picture, e.g. the samovar, and says a wrong sentence, e.g.: <i>This is a matreshka.</i>	T→Ss + S, S, S (choral and individual practice). Ss must correct the sentence calling out: <i>'No, it isn't! It's a samovar!'</i> If the sentence is correct, Ss repeat it.	pictures of Tula symbols	<i>check the understanding of new items meanings, practice negative form</i>
7	T invites Ss to act as newcomers. Ss show wrong pictures, others correct. T changes Ss after several sentences.	S, S, S→Ss	pictures of Tula symbols	<i>check the understanding of new items meanings</i>
New vocabulary practice				
6	T asks students to read the text and answer the question: "What are the main Tula symbols?" Then T asks several Ss to name them aloud.	Ss→T e.g. <i>There are four most famous Tula symbols in the text: samovar, Tula gingerbread, Tula weapon and Levsha.</i>	copies of the text (task 1)	<i>prepare for controlled practice activity</i>
7	T puts the students in pairs and asks them to re-read the text and find out some extra information, then answer the given questions. T asks several students to answer the questions aloud.	S↔S Partners try to find the answers in the text. Ss answer the questions.	copies of the text (task 2)	<i>practice new vocabulary items in a controlled practice activity</i>
Production				
12	T asks students to imagine that they met a foreigner in the conference, who's eager to know more about Tula. T gives out the cards with the descriptions of the roles. T controls the process, corrects if needed.	S↔S Students build up a dialogue according to the description.	cards with the description of the roles for the dialog (task 3)	<i>develop speaking skills</i>
13	T asks several pairs to act out their dialogue in front of the class. Teacher offers the rest of the students to say if they liked the dialogues and what can be improved.	S↔S Ss→T Ss listen to their mates and evaluate them.	cards with the description of the roles for the dialog	<i>develop speaking skills</i>

Closing				
2	Homework: T asks Ss to solve a crossword about Tula and Russia.		a copy of a crossword for each student (task 4)	<i>practice spelling of new items and check meanings</i>
<p>Reflection comments if any At the production stage the students may face the problem of misunderstanding instructions in the cards. The teacher should give extra instructions or can also provide a listening model if it's possible.</p>				

LESSON MATERIALS

Task 1. Read the text and answer the question: “What are the main Tula symbols?”

What is the connection among the words “samovar”, “gingerbread”, Russian master Levsha, Leskov and weapons? Many people believe them to be the symbols of Tula, one of the Russian oldest cities.

The talents of Tula **armorers**¹ are well-known. There is a proverb about it: "Give a Tula master a piece of iron, and he will create a **miracle**²". That miracle was not only weapons, but also the samovars which became famous across Russia and abroad.

Tula gingerbread was also often seen at traditional **fairs**³. There were a lot of the gingerbread makers in the city. Each of them had his own recipe which was kept in secret.

WORD LIST

*Armorer*¹ - a person who makes, repairs, and supplies weapons.

*Miracle*² - wonder, magical thing

*Fair*³ – an event when people bring their products for you to buy

Task 2. Reread the text once again and answer the following questions:

1. What is the connection among the words “samovar”, “gingerbread”, Russian master Levsha and weapon?
2. How do you understand the proverb “Give a Tula master a piece of iron, and he will create a miracle”?
3. Were Tula samovars famous abroad?

4. What is special about Tula gingerbread?
5. What other symbols of Tula can you think of?

Task 3. Act out a dialog according to the role given to you.

CARD 1	CARD 2
<p>You are a member of the conference "The Young Patriots" from Tula. You meet a person from another country.</p> <ol style="list-style-type: none"> 1) Introduce yourself. Say where you are from. Ask your partner where he/she is from. 2) Tell your partner about symbols of your city. Try to make your story interesting. 3) Answer some extra questions of your partner. 4) Invite your partner to visit your city. 	<p>You are a member of the conference "The Young Patriots" from London. You meet a person from another country.</p> <ol style="list-style-type: none"> 1) Introduce yourself. Say where you are from. Ask your partner about symbols of his/her city. 2) Ask your partner what interesting places you can find in his/her city. 3) Tell what of the symbols and places of interest you would like to see. 4) Thank your partner and accept the invitation.

Task 4. CROSSWORD

1. A special Russian doll which usually includes several dolls of different size.
2. The biggest country of the world.
3. A Russian musical instrument, a "grandfather" of a modern guitar.
4. The famous Tula smith, a character of the Russian legends who shod a flea.
5. A special Tula cake which is famous all over the country.
6. A steel product made by Tula smiths for protection.
7. Ivan Sergeevich ... is a famous Tula writer. He wrote "Mumu", "First love" and many other stories famous all over the world.
8. A city fortification. Today it's a museum in Tula.
9. A special device for boiling water and making tea, another symbol of Tula.
10. "Yasnaya ..." is a place of Leo Tolstoy's birth.

ANSWERS

			⁴ L	⁵ G			⁸ K		¹⁰ P
			E	I			R		O
			V	N		⁷ T	E	⁹ S	L
¹ M		³ B	S	G		U	M	A	Y
A	² R	A	H	E	⁶ W	R	L	M	A
T	U	L	A	R	E	G	I	O	N
R	S	A		B	A	E	N	V	A
E	H	L		R	P	N		A	
S	K	A		E	O	E		R	
H	A	Y		A	N	V			
K		K		D					
A		A							

TULA'S FAMOUS PEOPLE AND THEIR MONUMENTS

The Teacher's Name: Maria Koksharova

General topic: Our Motherland

Level: elementary-pre-intermediate

Form: 6

The main aims of the lesson:

- ✓ to review, introduce and practice vocabulary connected with famous people
- ✓ develop speaking skills

Time: 45 mins

Materials and equipment required: a whiteboard (projector screen), a PC, a multimedia projector, cards with vocabulary, a digital presentation \ iPads (iBooks lesson at <http://diverserussia.ru>)

LESSON PROCEDURE

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Opening				
2	T greets Ss, switches on the presentation and tells that today isn't a usual topic.	T→Ss Ss greet T	presentation	generate interest in the topic; provide a context of a lesson
Warm-up				
3	T invites students to guess what the lesson will be about. When the correct answer is given, T. asks students to say which monuments of Tula they know.	Ss→T Ss: Tolstoy, Levsha, Demidov.	Pictures of Tula's monument, cards with vocabulary	provide a context of a lesson
Presentation of new vocabulary				
10	T gives cards to students and asks which words they've already learned and which not. Then T pronounces all the words aloud and students repeat. T pays attention to complex words and their meaning (left-handed, horseshoe, craftsman), which can be inferred from the meanings of their constituents. T pays attention to words similar to	T→Ss Ss look through new vocabulary: monument, flea, left-handed, horseshoe, craftsman, industrialist, estate. Ss listen to the teacher.	Presentation or texts\cards	Provide written and spoken form of new vocabulary

	Russian (monument, industrialist). T tells Ss history facts about Tolstoy, Levsha and Demidov and about their monuments.			
Introducing new grammar rule and practicing vocabulary				
10	T shows and explains a new rule: <i>We use “which” to replace things and “who” to replace people.</i> Example: Tolstoy lived in a family estate. It is situated in Yasnaya Polyana. – Tolstoy lived in a family estate <i>which</i> is situated in Yasnaya Polyana. Then T gives sentences and asks to rephrase them using which or who (ex.1)	Ss do the task. Answers: Near the Museum of Arms there is a monument to a left-handed craftsman Levsha who provided a flea with horseshoes. Nikita Demidov was a Russian industrialist who founded 9 steel factories. Tolstoy wrote War and Peace which is known world-wide.	Presentation.	Practice new vocabulary items in a controlled practice activity
Production				
5	Teacher divides the students into three groups and asks to answer the questions: 1)Who lived in Yasnaya Polyana? 2) Nikita Demidov was 1.an industrialist 2.a writer 3.a prince. 3)Lev Tolstoy monument is set up near 1.Lenin’s square 2.Belousov park 3.Pedagogical university 4) Levsha made a horseshoe for 1.a flea 2.a butterfly 3.a spider 5) What monuments are situated near each other? The winner is the group that finishes first and gives correct answers.	Students answer the questions. 1) Lev Tolstoy. 2)An industrialist. 3)Belousov park. 4) A flea. 5) Levsha and Nikita Demidov.	iPads or cards	Instruct students: provide them with a situational context, communicative goal and necessary language for speaking activity
13	Teacher asks to make up short reports about people and monuments devoted to them using new vocabulary, presentation and questions which students answered in the previous task. After that they should present their reports in front of the class	Each group gets their person and makes up a report. Ss can add additional information if T provides Internet access	Cards with vocabulary, tasks in iPads.	practice speaking and writing skills using new vocabulary items in freer practice activity
Closing				

2	T asks Ss to write a report about their favorite Russian writer or poet for a class newspaper. The report should contain information about a person's life and career and be about 10 sentences.	Ss write down homework		
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LESSON MATERIALS

Ex. 1 Connect the sentences using *which* or *who*.

- 1) There is a monument to left-handed craftsman Levsha near the Arms Museum. He provided a flea with horseshoes.
- 2) Levsha's story was written by Leskov. It is based on a real story.
- 3) Nikita Demidov was a Russian industrialist. He founded 9 steel factories.
- 4) There is a monument to Nikita Demidov in Tula. He lived in the 17th -18th century.
- 5) Tolstoy wrote War and Peace. This novel is known world-wide.
- 6) Tolstoy was a Russian writer. His monument stands near Belousovsky park.

Ex. 2 Texts about Tula monuments

Levsha. "The Tale of Cross-eyed Levsha from Tula and the Steel Flea" is a well-known story by Nikolai Leskov. It tells a story of a left-handed arms craftsman from Tula who made a horseshoe for a flea. It's based on a real story. Now Levsha's monument is set up in Tula near the Arms Museum.

Nikita Demidov (5 April 1656 — 28 November 1725) was a Russian industrialist who founded the Demidov industrial dynasty. He founded 9 steel factories. A monument is devoted to him in front of Arms Museum.

Lev Nikolayevich Tolstoy (9 September 1828 – 20 November 1910) was a Russian writer, famous for writing the books War and Peace and Anna Karenina. Tolstoy was born at Yasnaya Polyana, the family estate in the region of Tula, Russia. He married Sofia Andreevna Bers. They had 13 children. Now Yasnaya Polyana is a museum. Tula has a street named after him and his monument near Belousovsky Park.

VIDEOPROJECT “MY HOMETOWN”

The Teachers’s Names: Irina Manyakina, Anastasia Khodakova

General topic: Traveling

Level: Elementary-Pre-Intermediate

Form: 7

The main aim(s) of the lesson: Develop the integrated skills and enlarge knowledge about London and Tula

Time: 2 lessons of 45 minutes + 3rd lesson for watching the videoproject prepared by students

Materials and equipment required: OHP, sheets of paper, flipchart, video clip and computer

Teacher’s preparation: print out the hand-outs, make cut-outs, get the PC ready for showing the video (https://www.youtube.com/watch?v=zofq19zB_zM) , write the words on the flipchart.

LESSON 1. PREPARATION PHASE FOR VIDEOPROJECT

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage objective
Opening				
2 min	T greets Ss and says that today they are going to to have a trip to the capital of Great Britain. T asks what the capital of GB is. T announces the topic of the lesson: <i>“Today we’ll talk about London, watch the video and learn about the most famous places of interest there”</i>	Ss→T “Hello, teacher. Nice to see you too” “I feel good\bad.” Or “I’m OK\fine\not very well” “London is the capital of GB”		Introducing the topic of the lesson and objectives
Pre-watching stage				
6 min	T writes the following words on the flipchart/ blackboard and asks Ss to match them with definitions: <i>palace, museum, park, art gallery, department store, bridge, city, monument, statue.</i> Descriptions (T can ask SS to think of their own definitions): <i>The monarch lives there (palace).</i>	T→SS , SS→SS Ss read the words silently and match them in pairs. Then they play a guessing game: one S gives a description, the other should guess the word.	Words written, sample description	Developing vocabulary skills, preparing for watching the video

	<p><i>You can see old and important things there (museum).</i></p> <p><i>You can walk or relax there (park).</i></p> <p><i>You can see paintings there (art gallery).</i></p> <p><i>You can buy things there (department store).</i></p> <p><i>You use it to cross the river (bridge).</i></p> <p><i>Place where many people live; a <u>large important town</u> (city).</i></p> <p><i>It celebrates an important person or historical event (monument).</i></p> <p><i>It is a human or animal image that is made of stone, <u>wood</u>, <u>metal</u> (statue).</i></p>			
6 min	T gives Ss the hand-outs. with true or false statements and asks them to do ex. 1 from the hand-out. Ss are to guess whether the statements about London are true or false. After that they watch the video (from Steps in English 2) and check themselves.	<p>S↔S</p> <p>Ss do the task in pairs discussing possible variants.</p> <p>Sample answer :</p> <p>The Tower of London is the home of Queen Elisabeth II. <i>It's false.</i></p> <p><i>The Home of Queen Elizabeth is the Buckingham Palace.</i></p>	Hand-outs	Developing vocabulary and speaking skills, preparing for watching the video
While-watching stage				
9 min	After the 1 st watching T asks Ss if their guesses were true. T shows the video again and asks Ss to answer the questions in ex. 2.	<p>S, S, S</p> <p>SS watch the video, do the tasks in pairs, then check it all together.</p>	OHP, hand-outs	Practicing listening for specific information
6 min	T asks Ss to match the sights with the pictures (ex.3) in pairs.	<p>S↔S</p> <p>SS take turns to speak.</p> <p>S₁: "I think number 1 is the London Eye."</p> <p>S₂: "Yes, it is. You can enjoy the great views of the city there."</p> <p>Etc.</p>	Hand-outs	Practicing speaking skills
After-watching stage				
7 min	T asks Ss to imagine that they're going on a trip to London. One S has already been there. Ask him/her about London". Ss use the	<p>S↔S</p> <p>Ss work in pairs:</p> <p>S₁: "Where is London?"</p> <p>S₂: "In the South of England".</p>		Practicing speaking for fluency, listening

	information from ex.1-3 to ask \ answer questions.	S ₁ : "What is your favorite place here?" S ₂ : "I like most ..." S ₁ : "Can you name any sights in London?" S ₂ : "Of course, The Tower of London, The Natural History Museum"... etc		
Preparation stage. Before shooting a video				
6 min	Teacher announces the topic of the videoproject and determines the outcome of project: to make a short video-project about Tula. T asks Ss to brainstorm what sights they would like to tell foreign guests about.	T→ SS SS brainstorm the sights of their hometown they can use in a video.		Motivating students and instructing them about the project
Closing.				
3 min	T gives Ss homework: to write and learn additional information (3-4 sentences) about Tula. T asks Ss to decide who will be responsible for music, for operating and for making the movie.	T→ SS		research information about their hometown, distributing roles for the project
<p>Reflection comments if any This lesson is a preparation before shooting the video. Next lesson SS are to rehearse. The worksheets and the list of materials are in the appendix of the lesson-plan. The link to the video: https://www.youtube.com/watch?v=zofq19zB_zM</p> <p>At the first lesson we point out that knowledge about home-region and ability to share its knowledge with foreigners are extremely important. Then we start scriptwriting for the future videoproject. This process is rather labor-intensive and time-consuming, so the students need to accomplish a part of the work at home (find the additional information). At the second lesson they select the information and do peer correction before shooting the project. Students train their speaking skills and improve their pronunciation with teacher's help.</p>				

LESSON MATERIALS

Ex.1. Decide whether the statements are *true or false*.

1. The Tower of London is in the South of England.
2. The population of London is around 7 million people.
3. More than 26 million people visit London every year.
4. The Tower of London is the home of Queen Elizabeth II.

5. Inside the Tate Modern Art gallery you can see a model of the giant dinosaur.

Ex. 2. Answer the questions:

1. What is the population of London?
2. Where does the Queen live?
3. What museums can you visit in London?
4. What can you see inside the Natural History Museum?
5. What is the name of the River that runs through the city?
6. Where is the London Eye located?
7. Where can you go shopping for clothes?
8. What is Selfridges?
9. What is the fastest way to travel around London?

Ex. 3 Match the pictures with the names.



1



2



3



4



5



6

- a. the Tower of London
- b. Buckingham Palace
- c. The London Eye

- d. The Houses of Parliament
- e. The Tate Gallery
- f. The Natural History Museum

Answers:

Ex. 1. 1) F (London) 2) T 3) T 4) F (Buckingham Palace) 5) F (the Natural History Museum)

Ex. 2 1) 7,5 mln 2) Buckingham Palace 3) The Science Museum, The Tate Modern Art Gallery, The Natural History Museum 4) models of dinosaurs and big blue whale 5) the Thames 6) on the south bank of the river 7) Oxford St. and Regent St. 8) big department store 9) underground

Ex.3. 1.c 2.f 3.d 4.e 5.a 6.b

LESSON 2. REHEARSAL BEFORE SHOOTING

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Opening				
2 min	T greets Ss and suggests dividing into guides and foreign guests. T says that SS are to write a script for their video-project that should be ready for the next lesson in a week. Ss are to follow the list of instructions. (T gives a list of instructions to each student in the Russian language).	SS greet T, then divide into guides and foreign guests.	The lists with instructions for students	Instructing students
Warm-up. Compiling information for the project				
6 min	T initiates discussion in groups. Foreign guests ask questions, guides answer. Questions can be written on the board. T asks SS to correct each other's mistakes: "While your mate answers, you're to make notes and correct his\her mistakes if necessary." Ex : What is Tula famous for? Where do people like to walk in Tula? What are your favourite sights?... etc."	Ss↔Ss Work in groups making dialogues and talking about Tula sights. Ex: "People in Tula love to walk in the Belousov Park Tula is famous for its honeycakes, weapons, samovars and akkordeons. My favourite sights are Lenina Prospect and the Monument to the Honeycake ... etc"	A list of questions on the board	Speaking, writing, listening.
Compiling and analyzing information for project				

10 min	T asks students to exchange roles and continue working in pairs. Ss are to share the information about Tula sights they prepared for the lesson. While one student is speaking, another one makes notes of interesting information and mistakes (peer evaluation) to correct them later. Teacher goes around the class and monitors the process, provides help and corrects mistakes.	S↔S Ss tell their stories “Tula is famous for honeycakes, weapons and accordions. Foreigners love these symbols and buy the souvenirs when they come here... etc” A partner listens to a story and does peer-evaluation.		Speaking and writing
14 min	T asks Ss to unite into groups of 4-6. They are to write the scripts for the video using the most interesting information.	S, S, S→Ss		<i>Speaking and writing skills</i>
Roles distribution				
5 min	T asks Ss to distribute the roles: “You were to decide who will be an operator, responsible for music, responsible for making the video. These people will get an additional mark. Remember, that everybody has to tell their stories here, in a movie. Your stories are your videoscripts.”	Ss tell the teacher who is responsible for what.		<i>Speaking and listening</i>
Closing				
8 min	T asks Ss if they’ve completed the scripts, gives them homework (finishing the scripts and shooting the videos) T may need to show some sample projects for Ss to see how they are supposed to work on the task.	Ss ask questions if they have about the task.	The link for a sample video : https://www.youtube.com/watch?v=xZX2kB Y72Kk	<i>Listening</i>
This is the final rehearsal before shooting the movie. SS are to make their own video for the next lesson (during a week). The link for a sample video : https://www.youtube.com/watch?v=xZX2kBY72Kk				
Criteria for peer review:				

1. Interesting facts.	😊😊	😊	😐	😞
2. Easy to understand.	😊😊	😊	😐	😞
3. Use of the topic vocabulary.	😊😊	😊	😐	😞
4. Creativity.	😊😊	😊	😐	😞
5. Accuracy.	😊😊	😊	😐	😞

The third lesson of this series is devoted to watching the video prepared by students. The first part of the lesson children and teacher watch the videos. They evaluate the projects with the help of the teacher. Teacher names the requirements for the project and SS answer if they were met or not. Students also reflect on the language mastered and the subject matter acquired during the project. In addition, students are asked to make recommendations that can be used to enhance similar projects in the future. It is during this stage that teacher provides students with feedback on their language and content learning. Teacher can also ask students what they liked or not during this project and ask the ideas about future topics for the projects.

ANIMALS IN DANGER

The Teacher's Name: Christina Rogozhina

General topic: Environmental protection

Level: elementary-pre-intermediate

Form: 7-8

The main aim(s) of the lesson:

At the end of the lesson students will:

- ✓ learn the lexical material (names of animals, how we should treat animals) and practice using it
- ✓ present a poster about endangered or extinct species in Tula region
- ✓ revise modal verbs *must, should*
- ✓ develop reading skills (skimming)

Time: 45 min

Materials and equipment required: texts about extinct animals in Tula region, posters of the nature with the headings 'must' and 'mustn't', posters of extinct animals, cards with phrases 'throw litter', 'make noise', 'injure animals', 'behave quietly', 'plant trees' and etc., blackboard, Red Book of Tula region <http://redbooktula.ru/sections/>

Teacher's preparation: a teacher divides a blackboard into three columns, in each column there are 4 pictures of endangered animals of the Tula region, on the other sides of the blackboard there are two pictures with what people mustn't do in the forests, at the river banks and etc. and what people should do, if they want to save the environment.

LESSON PROCEDURE

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Warm-up				
3 min	Teacher greets pupils: 'Good morning, students. Today is a good day, and there is no doubt that on the way to school you've seen some animals. Could you name them?' Then T. asks students which animals they can see at the Zoo.	T → Ss Sample answers of SS: 'We saw cats, dogs, birds, rats'. Sample answers of the students: 'We can see parrots / elephants / tigers / bears / camels etc. at the zoo.'	-	Eliciting topic vocabulary, introducing the topic of the lesson.
Pre-reading				
1 min	T asks Ss if they know any animals that are endangered. T explains that some animals are in danger because people kill them or destroy their homes and these	T → Ss Sample answers of the students: 'White shark/dodo/panda/ko	-	Introducing more information about the topic,

	animals are listed in the Red Book.	ala are endangered animals.'		making sure that students can understand new words correctly and use them in their answers.
Reading for gist				
9 min	T asks Ss to divide into 3 groups (4-5 SS in a group is preferable). The first group will read about endangered animals of Tula region, the second one will read about endangered birds, the last group will read about endangered fish. Each group has pictures of the endangered species. Ss are to match a picture with the animal. T appoints a monitor in each group, who then should go to the blackboard and match name of the animals with the pictures. Then T checks this task.	Ss↔Ss Students are divided into groups, each group reads their own texts (1 text for each S in a group). Then monitors go to blackboard and match animals with pictures.	Texts about endangered animals (Appendix: Stage: Reading for gist), pictures on the blackboard with these animals, cards with animal names	Group division. Reading for general understanding, practicing new vocabulary
Reading for specific information				
13 min	T asks Ss to read the texts again and find the place for their animal \ bird \ fish in the table. Then T explains BINGO rules: Everybody must stand up and approach different Ss. Ss should ask one another questions to fill in the BINGO table. The first person to do it, shouts BINGO.	Ss↔Ss Students read the text again and then walk around the classroom asking one another questions to fill in the BINGO table.	The same texts, BINGO table	To teach students to find specific information from the texts and reproduce it.
Preparation for the discussion				
5 min	Teacher shows two pictures. The first one depicts littered places, frightened animals, fires. The second picture is the opposite: different animals in their natural habitats, green forests. Also there are cards on the blackboard with actions (appendix). T makes 2 columns for MUST and MUSTN'T. Ss are to name the things which we should and shouldn't do to save our nature, to save the endangered animals. T can	Ss→T Students have one minute to look through the pictures and the cards on the blackboard. Then they raise their hands and say sentences about these pictures, using clichés and cards with actions.	Two different pictures (Appendix: Stage: Preparation for the discussion), cards with actions: 'throw litter', 'make noise', 'injure animals', behave	To bring students to respect and save the environment, to teach students to compare two pictures in an oral form.

	write clichés with the help of which students can build the sentences. Clichés: We mustn't cut out trees. We must plant more trees.		quietly', 'plant trees' and etc.	
Group discussion				
12 min	In groups Ss are to number reasons of the extinction of animals. T can give an example of how to answer : 'I saw tigers and bears in real life, the cause of the extinction of bears is lack of forests.' They are to write the reasons on posters, stick pictures of animals to their posters, then T asks Ss to write a list of things that we should and shouldn't do to save this particular animal. T monitors the activity, then invites Ss to present their posters.	Ss↔Ss Each group lists the reasons of extinction of animals from the text, makes the lists of 'must' and 'mustn't' with group-mates on posters and presents it in front of the class.	Texts, glue, pictures with animals and cards that pupils previously used in 'must' and 'mustn't'	To teach students to use the given information in speech, to work in groups
Closing				
2 min	T draws a conclusion: 'Our future is in our hands. And it's up to you to decide whether to live in a colourful world, which is full of different animals, plants, with fresh air and clean rivers or to choose a dirty world, with sick animals and plants and polluted environment.' A teacher gives marks to students and homework – to visit Red Book website and tell about other endangered animals.	T→Ss Students write down the homework tell goodbye to a teacher.		

LESSON MATERIALS

Stage: Reading for gist (pictures of animals at <http://diverserussia.ru>)

Group 1

The Eurasian lynx is a medium-sized cat native to European and Siberian forests, Central Asia and East Asia. It is also known as the European lynx, common lynx, the northern lynx, and the Siberian or Russian lynx. By the XX century lynx was killed on the territory of Tula region. But sometimes there are cases when lynx appears

in Belyov and Kaluga regions. This animal is in danger because of hunger, little area of the forests and poaching.

The European mink, also known as the Russian mink. Earlier it lived in every river of Tula. But now the situation is worse. The population of this species became lower. Moreover, the European mink is elbowed (вытесняется) by the American mink, which is bigger. This animal is in danger because of poaching and the fact that it has no place to live because of the shoaled (обмелевший) rivers.

The grey hamster. The grey dwarf (карликовый) hamster has grey fur and a head-body length ranging from 80 to 117 mm. It is found in parts of Asia and Eastern Europe. It lives in grassland, woodland and steep wooded slopes in forest steppe. Its natural habitat is rocky areas. The cause of the extinction of this species is the being at the border of the natural habitat.

The brown bear is recognized as a national and state animal in several European countries. It is the most widely distributed of all bear species, ranging from North America to Western Europe, and having populations in Japan, Tibet, and even Iran. This animal lived in XVII-XIX on the whole territory of Tula region. But by the end of XIX was completely destroyed. Sometimes they appeared in the forests of Belyov, Suvorov regions. This animal is in danger because of hunger, little area of the forests and poaching.

Group 2

The black-necked grebe (поганка) is a member of the grebe family of water birds. It lives on every continent except Australia and Antarctica. The black-necked grebe is 28–34 centimetres long. The adult species in summer has a black head, a black neck and yellow ear tufts. In winter, this small grebe is white with a poorly defined black cap. In Tula you can see this bird in Voskresenskoe and in Nepreyka. But now grebe is a rare bird. The main factor of its extinction is lack of fields for living.

The black stork is a large wading bird (wade-переходить вброд). It is a widespread, but uncommon, species that lives in the warmer parts of Europe, across

Asia and Southern Africa. This is a shy species, unlike the white stork. It is seen in pairs or small flocks (стаи)—in rivers or inland waters. The black stork feeds on amphibians and insects (насекомые). Sometimes it was noticed in the Voskresenskoe in 1996. Also sometimes these birds were noticed in Belyov region. The main causes of this species being endangered are the deforestation and inning (осушение болот).

The wood grouse is the largest member of the grouse family. The largest known specimen, recorded in captivity (неволя), had a weight of 7.2 kg. Found across Europe and Asia. The birds range from almost wholly black with only a few white spots underneath in western and central Europe to nearly pure white in Siberia, where the black-billed (черноклювый) species occurs. Rarely you can see them in the forests of Tula and Kaluga region. This bird is in danger because of economic exploitation of forests.

The whooper swan (pronounced hooper) is a large Northern Hemisphere (полушарие) swan. It is a large bird with a length of 140–165 cm. Weight typically is in the range of 7.4–14 kg. Whooper swans needs large areas of water to live in, especially when they are still growing, because their body weight cannot be supported by their legs for extended periods of time. The whooper swan spends much of its time swimming, searching for food, or eating plants that grow on the bottom. It disappeared on this territory long ago, but very rarely you can see these birds in Tula and Tula region. This species is endangered because of direct depopulation and a lack of area for living.

Group 3

The sterlet is a relatively small species of sturgeon from Eurasia native to large rivers that flow into the Black Sea, Azov Sea, and Caspian Sea, as well as rivers in Siberia as far east as Yenisei. The sterlet may reach 16 kg in weight and 100 to 125 cm in length. It can be of different color, but usually is yellowish. In the 1990-s there were these fish in the Oka river in Akeksin. In the beginning of 2000 people could see sterlet in Ryazan region. This fish is in danger because of the pollution of the rivers, poaching, even though it is still banned.

The bleak (уклейка), and others is a species of small (9-cm average length) freshwater fish. It is found in the countries of Europe and Asia. This fish inhabits rivers with very calm waters, and it eats dead insects. The places of inhabitants in Tula are the borders of Orel and Kaluga regions where the Oka river flows. This fish is in danger because of the water pollution and the construction of dams (дамбы).

The vimba (рыбец) is a European fish species. It largely lives in the sea but makes an annual migration up-river each year to breed. This species grows to about 25 to 35 centimetres with a weight of up to 2 kilograms. It's coloured in silver and bluish-green. The amount of this fish in the Don river becomes larger, so this species has a chance to survive. But even when the population of this fish increases, there are still some factors that don't give a full chance for vimba to disappear from the Red book: water pollution, poaching and the construction of dams.

The bullhead (сомик-кошка) is a freshwater fish that is widely distributed in Europe, mainly in rivers. The bullhead is a small fish that lives both in cold, clear, fast-flowing small streams and in middle-sized rivers, sometimes in cold lakes. The bullhead has a large wide head and a narrow body, large fins (плавники) and a rounded tail. In the end of XX century this fish lived in the Oka river and then in the beginning of the 2000-s people could see it in the Upa river. The factors that caused the extinction of the bullhead are the water pollution and the construction of dams.

BINGO “Endangered species in Tula region”

Write the animal which...

...belongs to the cat family.	...goes up-river every year.	...is a national symbol in many countries.
... may reach 16 kg in weight.	...needs large areas of water to live in.	...prefers cold clear freshwater.
...are black in the western parts and white in the east.	...lives in rocky areas.	...is rather shy.
...lives on every continent except Australia and Antarctica.	...likes rivers with very calm waters.	...is elbowed by its American relative.

Ask questions starting with: Does your animal...? Is your animal...?

Answers:

The Eurasian lynx ...belongs to the cat family.	The vimba (рыбец) ...goes up-river every year.	The brown bear ...is a national symbol in many countries.
The sterlet ... may reach 16 kg in weight.	The whooper swan ...needs large areas of water to live in.	The bullhead ...prefers cold clear freshwater.
The wood grouse ...are black in the western parts and white in the east.	The grey hamster ...lives in rocky areas.	The black stork ...is rather shy.
The black-necked grebe ...lives on every continent except Australia and Antarctica.	The bleak ...likes rivers with very calm waters.	The European mink ...is elbowed by its American relative.

MUST	MUSTN'T
TAKE CARE OF ANIMALS	MAKE FIRE
PLANT TREES	HURT ANIMALS
BE QUIET IN THE FORESTS, RIVERS	THROW LITTER IN THE RIVERS, IN THE FIELDS AND IN THE FORESTS
FEED ANIMALS	CUT TREES
	PAINT ON THE STONES, TREES
	PICK FLOWERS
	USE CHEMICALS, WHEN YOU DO WASHING-UP

SPORT HEROES OF TULA REGION

The Teacher's Name: Svetlana Shuvaeva

General topic: Sport

Level : elementary – pre-intermediate

Form: 7 (about 15 pupils)

The practical objectives of the lessons:

- ✓ to learn more about athletes and sport in Tula;
- ✓ to practice speaking about distinctive features of different athletes;
- ✓ to practice listening for specific information;
- ✓ to practice reading for specific information;
- ✓ to learn sport vocabulary.

Time: 45 min

Materials and equipment required: iPads with the lesson in iBooks or print-outs and pictures

LESSON PROCEDURE

Time	Teacher does/says	Students do/say	Materials	Stage objective
Warm-Up				
7 min	T greets Ss and asks if they like morning exercises or go in for sport. T asks what kinds of sport are Ss' favorites. T offers to do brainstorming and asks Ss to come to the blackboard and write down a word which is associated with sport. The teacher creates a mind map, writes down SPORT on the blackboard and writes his\her own example "competition".	T-> Ss SS goe and write down their own associations after the teacher calls him or her.	The blackboard	Learning new words Developing thinking skills and imagination
Listening stage				
6 min	T introduces the listening task: <i>I think that you know that there are a lot of talented sportsmen in Tula and Tula region and now you will listen to four short texts about different competitions where Tula athletes took part.</i> T explains the task – to match the text and a kind of sport that was mentioned there.	T->Ss SS listen to 4 texts and match them to the names of sport (ex. 1)	Recording 1 and some recorder, exercise 1 in iBooks	Developing speaking Practicing vocabulary
Vocabulary work stage				

7 min	<p>T explains vocabulary task (ex. 2) and says they are going to revise some important words connected with sport (stadium, gym, court, etc.). Ss are match the words with the description and write some examples of kinds of sport they can do in\at these places. Ss can do chain-writing in teams (writing one by one on one piece of paper). One team = one row of Ss.</p> <hr/> <p>Example: You can go running in the forest.</p>	T -> Ss Students do ex.2., then write the sentences.	Exercise 2 in iBooks	practicing writing skills, focusing on vocabulary
Reading stage				
6 min	<p>T asks Ss if they know any popular athletes from Tula or Tula region. If not, T writes down the names of athletes and their sports on the blackboard and asks Ss to guess who they were \ are. T pays Ss' attention to the difference between the words – “athlete” and “sportsman” and explains that today it's better to say athlete instead of sportsman because of a part 'man', but many outstanding athletes are women. T also points out that there is a word sportswoman.</p> <p>T says they are going to read a text about Olga Slyusareva (ex. 3) and asks Ss what they know about her. After that T explains the 1st reading task (iBooks, if no iBooks is used, omit the task or print out the pictures): <i>While you read your task is to set the pictures in the right order. For example, if Olga was born in Tula you must move Tula to the first position.</i></p>	T->Ss SS answer teacher's questions, make sentences about Tula athletes. (Andrey Kuznetsov is a tennis-player; Ksenia Afanasyeva is a gymnast), Olesya Zykina is an athlete). After it they answer pre-reading questions, read the text about Olga Slyusareva (ex.3), set the pictures in the right order.	Pages 3 and 4 in iBooks	developing reading and speaking skills
6 min	<p>After reading T asks Ss to discuss questions after the text: <i>Why did she decide to enter the university if she could continue her sport career? What information about Olga was new for you? Would you like to become a famous sportsman? Why? Why not? If yes, what kind of sport would you prefer?</i></p> <p>While students discuss the teacher walks and listens to them.</p>	SS discuss questions after the text S->S		
Speaking stage				

10 min	T says that they've come to the final stage of the lesson and it will be a small game. T distributes cards with athletes or Ss open pictures on iPads and choose one of the athletes. T asks Ss to remember his or her name and the kind of sport. After that everyone must stand up and, without saying a name of the athlete, describe his or her occupation for their classmates to guess. Everybody must find athletes specializing in 3 different sports. Example: <i>I'm very fast and my competitions usually take place in winter. Also I must care about my equipment carefully for it not to rust. Now Masha can guess that I'm Eugeny Grishin – a famous speed skater from Tula.</i>	T->Ss S->S Pupils walk around the class and try to find three different athletes.	The 5 th page in the unit in iBooks or cards	Developing speaking skills Developing communication skills
3 min	T thanks Ss for their work and gives them homework. Ss must bring a picture of any sport equipment and make sure nobody could see it. In front of the class they will describe it and the rest will try to guess what it is. Also Ss should write where they can use it in Tula. Example: <i>You paint a tennis racket, you write that it's for playing tennis on the court and there is a court for tennis near the pedagogical university in Tula.</i>	Write down their homework.		

LESSON MATERIALS

Ex.1 Listening (iBooks lesson at <http://diverserussia.ru>)

You will hear 4 texts about different competitions. Match the competitions and their kinds of sport:

Short reports:

- 1) We are reporting from the game of popular Russian teams – Arsenal Tula and Spartak Moscow. All fans have almost taken their seats and today's football match begins in 5 minutes. Experts predict an interesting game – Tula's team is a budding newcomer while Moscow's one is one of the leaders of Russian football. Who knows who...
- 2) I'm Taisia Savinnikova and as it was said I have gone in for diving for 7 years. My main achievement is the victory in the championship of Russia in 2012.

Now I'm in Tula team and we are preparing for our next competition in Krasnodar.

- 3) From 24 to 30 of March the championship of fighting among boys and girls aged 14-17 took place in Kemerovo. The tournament was attended by more than 400 athletes from 37 regions of Russia. Sportsmen from Tula got 4 prizes in the competitions.
 - 4) In March there was a team championship of Russia in Togliatti where tennis players up to 15 years took part. According to the results Tula team became the winners the second time in a row.
- a) Swimming
 - b) Football
 - c) Tennis
 - d) Martial Arts

Ex. 2. Vocabulary

Match a word and its description:

- | | |
|-----------------|---|
| 1. Gym | a) A large, open area for different sports |
| 2. Stadium | b) A road in town which is not specialized for sport |
| 3. Court | c) A building with equipment for doing exercises |
| 4. Skating Rink | d) A specially prepared area for winter kinds of sport |
| 5. Pool / Lake | e) A large area of trees growing closely together |
| 6. Mountains | f) An area of grass |
| 7. Fields | g) An area of water |
| 8. Forest | h) An open area for particular sport |
| 9. Street | i) Place made by nature which is used for some dangerous sports |

Write your own sentences with these words in the exercise books.

Ex. 3 Reading

Before you read:

Do you know famous Tula athletes?

What do you know about Olga Slyusareva?

Olga Anatolyevna Slyusareva was born in Ukraine in 1969. She decided to go in for cycling in 1984 and in two years she got her first prize – a champion of the USSR. A famous Russian coach Rostovtsev started to help her in her career and became her tutor.

In 1988 she took a decision to move to Tula where she entered Tula State Pedagogical university. 1993 became symbolic for Olga because she set a new world record in cycling. She won a bronze medal in the 2000 Olympic Games and, moreover, a gold medal in the 2004 Olympic Games in the race. Now she goes on living in Tula and her new interest is politics.

After you read the article about Olga Slyusareva, discuss with your partner:

- 1) Why did she decide to enter the university if she could continue her sport career?
- 2) What information about Olga was new for you?
- 3) Would you like to become a famous sportsman? Why? Why not?
- 4) If yes, what kind of sport would you prefer?

Answers:

Ex.1. 1) b 2) 2 3) d 4) c

Ex. 2. Answers: 1) c 2) a 3) h 4) d 5) g 6) i 7) f 8) e 9) b

A game Tula Athletes

Alexandra Chudina
(1923-1990) athlete



Grigoriy Suchkov
(b.1917)

marathon runner



Evgeny Grishin
(1931 - 2005)
Speed skater



Vyacheslav
Vedenin
(b.1941) skier



Anatoliy Yulin
(1929-2002), hurdle
runner



Tatyana Kiseleva
(b.1996) sprint cyclist



Ksenia Afanasyeva
(b. 1991), gymnast



Andrey Kuznetsov (b.
1991), tennis-player



Olesya Zykina (b.1980)
400 m runner, relay race



THE UNKNOWN KNOWN LEVSHA

The Teachers' Names: Irina Rodionova, Olga Titova

General topic: Homeland

Level: Intermediate

Form: 8

The main aims of the lesson:

- ✓ to form and to refine various strategies of reading skills (reading for gist, skimming and detailed reading comprehension)
- ✓ to develop memory, attention, creative thinking
- ✓ develop intercultural competence and foster positive attitude to Ss' home culture

Time: 45 min.

Materials and equipment required: copies of Text №1 for each student, sets of cards with headlines and texts to match with the headlines equal in number to the number of pairs, example maps, clear maps and sets of signs of interesting places equal in number to the number of pairs/ groups, PC / laptop, OHP (overhead projector), whiteboard / blackboard, digital presentation (<http://diverserussia.ru>), dictionaries, Internet resources

Teacher's preparation: print out the hand-outs with Text №1, clear maps and example maps, make sets of signs of interesting places, get the sets of cards with headlines and texts to match with them ready, get the PC / laptop, OHP ready with the presentation

LESSON PROCEDURE

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Opening				
1	T greets Ss and introduces the topic: <i>Today, we continue talking about our home city, the city where we live, the city of Tula. Each of us loves it for its original history, cozy streets, ancient buildings, unique culinary masterpieces, for the people who made the history of the city and of whom we are all proud of.</i>	T → Ss	Epigraph on the blackboard or on the slide	introduce the topic of the lesson
Warm-up				
2	T invites Ss to name the famous Tula citizens:	Ss → T Students may call the following names:	See above	generate interest in the topic, provide

	<i>Do you know any famous countrymen who lived in the Tula Region? What did they do?</i>	K.D.Ushinsky, N.I.Beloborodov, P.P.Belousov, V.D.Polenov, L.N.Tolstoy, etc.		a context to the lesson
Reading for detailed comprehension				
3	<u>Pre-reading stage.</u> (Anticipatory unit) T introduces the text for reading and some new words. <i>Do you know the famous Tula Levsha? The whole world knows him as the greatest skilled craftsman, who managed to shoe a flea. Nikolai Leskov described this legendary story. Are you familiar with the following words:</i> <i>craftsman</i> <i>flea</i> <i>decree</i> <i>to get rich</i> <i>to shoe</i> <i>self-taught</i> <i>inspire</i>	T → Ss Ss → T Ss try to guess the meaning of the new words and then write them down.	New words on the blackboard or on the slide	instruct students: provide them with a situational context, remove difficulties of the further task, improve lexical skills within the studied topic
5	<u>Reading stage.</u> T asks Ss to read the text about Levsha to themselves: <i>Now we are going to read about some facts of the biography of A.M. Surnin. There are hand-outs with the text entitled “Tula Levsha – Aleksey Surnin” on your desks. Read the text to yourself and tell where A.M.Surnin learnt his craft. Ss answer the question.</i>	Ss Ss read the text about Levsha.	See above + Hand-outs with Text №1	get acquainted with the life of Tula Levsha, i.e. the biography of A.M. Surnin; practice reading for general comprehension .
7	<u>Post-Reading stage.</u> T asks Ss to look through the text again and tell what they have found out about Levsha, using the following clichés: <i>I’ve learnt that....</i> <i>For me it was new that ...</i> <i>I’ve never known that...</i>	Ss → T Ss tell the info from the text, using the clichés: <i>I’ve learnt that....</i> <i>For me it was new is that...</i> <i>I’ve never known that...</i>	See above + clichés on the slide	provide students with necessary language for speaking activity,
Reading for gist				

2	T introduces the following task and explains its aim: <i>Guys, now we have a unique opportunity to show the guests of our city the places of interest connected with the name of Aleksey Surnin. But to develop the tour route, we need to study the following material about the and choose suitable headlines. One headline is odd.</i>	T → Ss	Slide with the task	instruct students: provide them with a situational context and communicative goal
8	T puts students into pairs and gives each pair a set of cards with the texts and cards with the headlines that match the texts. T monitors the work and checks the results.	S → S Ss read texts and find a suitable headline.	cards with the texts and cards with the headlines (sets of cards equal in number to the number of pairs)	practice reading aloud, develop the strategies of working with the text, develop the skills of extracting information from the text, analyze the contribution of this famous Tula citizen to weapon production
Creative stage				
5	T gives Ss maps to draw up the route of the tour about A.Surnin. T says: Now you have all the information for drawing up your route. Work in groups. Look at the map. Arrange the symbols in any order, using the material from the previous task. Get ready to tell us about any 2 memorable places associated with the name Levsha - Surnin.	Ss → Ss Students study the example map, then, they study the clear map and the signs, and arrange the signs on the map, so that the route seemed logical (after a group discussion).	example maps, clear maps sets of signs of interesting places (equal in number to the number of groups)	develop creative thinking, work out the route of a sightseeing tour of Tula places associated with the name of Surnin and his achievements
10	T asks students to present their routes to the rest of the group, telling some words about any 2 places it.	S → Ss Students present their routes to the rest of the	maps with signs	develop creative thinking,

		group, telling some words about each of the place.		develop retelling skills
Closing				
1	Homework: T asks students to find information about other famous Tula citizens and be ready to present it in class.	T → Ss Ss put down the homework.	Internet sources	practice reading skills for deriving the required info
1	To finish the lesson, T encourages students to think about the importance of one person for the history of the country.	T → Ss	Final slide	develop patriotic feelings
<p>Reflection comments if any</p> <p>During the lesson, students may have difficulties with understanding and reproduction of the new information, as this work involves a high degree of lexical skills formation. Despite the anticipatory stage, students may face the problem of understanding and using these lexical items in context. At the same time, it contributes to the development of their contextual guess skill. The selection of route places, their arrangement in a logical sequence within the unity of the route through the city may also cause some difficulties, but overcoming them, students develop their creative potential.</p> <p>During the lesson, students get new information about their native place, its sights and famous citizens. It helps to realize the socio-cultural aspect of a foreign language learning and to create certain conditions for teaching foreign and native culture in the context of their dialogue. The content of the lesson will allow students to broaden their horizons and develop their cognitive interests. All these contribute to the increase of motivation to learn a foreign language. The expansion of the textbook content, which meets all the requirements of the standard and the curriculum as well as students' age peculiarities, deepens their social and cultural knowledge and forms active and passive vocabulary in the framework of the subject.</p> <p>The students' creative potential develops and reveals itself in the course of drawing up a tour route, which determines a high practical value of the lesson – this tour route can be used in real life to get international visitors acquainted with the interesting places of the city of Tula. In terms of mobility and the development of contacts with the countries of the studied language, this material is of particular relevance.</p>				

LESSON MATERIALS

As an epigraph to the lesson, on the blackboard there is a passage from a poem:

Метут ли метели,
звонят ли ветра,
По улицам Тулы идут мастера.
Идет оружейник, идет хлебопек,
Спешит за трамваем

Сажают деревья в саду малыши,
Здесь город умельцев, потомков Левши!

Text №1. Tula Levsha – Aleksey Surnin

The life-story of a talented self-taught Russian citizen Aleksey Surnin is unique. His biography inspired Nikolai Leskov, a great Russian writer, to create his famous "Tale of Tula cross-eyed Levsha and a steel flea" in 1881. A. Surnin was sent to England for training and he worked there at one of the best English plants for several years as an assistant to its owner. He was offered to stay in England, where he could get rich quickly, but Surnin returned home. By the decree of Catherine II he was appointed a chief mechanic at the Imperial Tula Arms Plant and he did a lot to improve the quality and the quantity of plant production.

Text №2

Titles:

- | | |
|-------------------------------|-------------------------------|
| A. a unique master | D. the master-hand's heritage |
| B. a world famous collection | E. the history in the name |
| C. Peter the Great's creation | |

Texts to match with the titles:

1. The sightseeing tour around the places, which are directly or indirectly connected with the name of Alexei Mikhailovich Surnin, a gunsmith, starts from Tula Arms Plant, which was founded in February 1712 by the decree of Peter I.
2. The route follows to the Bronze Master, a monument to Levsha, located on a two-meter pedestal on the Upa river. This is the place where gunsmiths have been living since olden times. The founder of the dynasty of the first Russian manufacturers, Nikita Demidov and his descendants also lived here.
3. Close by is a six-storeyed building of Tula State Arms Museum. It has a unique design, as it was styled as a Russian warrior helmet. To the right of the museum

there is a fundamental monument to Nikita Demidov, the first Russian manufacturer of guns and artillery shells.

4. The names of Tula streets, such as Dulnaya, Stvolnaya, Liteynaya, Shtikovaya still preserve the historical memory of the gunsmiths who produced some parts of weapons in their home workshops.

THEY LIVE IN TULA!

The Teacher's Name: Evgeniya Dolganova

General topic: Famous people

Level: Intermediate

Form: 8

The main aims of the lesson:

- ✓ to generate interest in history and social life of Tula region
- ✓ develop reading skills through skimming
- ✓ develop speaking skills through monologues, dialogues and group discussions
- ✓ develop the sociocultural competence through regional aspects of lessons

Time: 2 lessons for 45 min

Materials and equipment required: iPads for each student and for teacher with iBooks Author platform ; copybooks, pens, pencils.

Teacher's preparation: a lesson created on iBooks Author platform (<http://diverserussia.ru>); iPads get ready on the tables.

LESSON PROCEDURE

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Opening				
1	T presents the topic of the lesson: <i>Today we are going to start a new topic - Famous people.</i>	T→Ss.		Generate interest in the topic; introduce the topic.
Warm-up				
5	T asks children to name 10 symbols of Russia and people who greatly influenced Russian history T: <i>Look at exercise 1. Which famous people and symbols representing Russia do you know? Think of 10 of them.</i>	Ss→T The flag, the bear, the birch, The Kremlin etc.	iPad.	Practice speaking; provide the context of a lesson; practice previously studied vocabulary items.

5	T asks the class to think of some famous people and symbols associated with Tula region. T: <i>Which famous people and symbols representing Tula and Tula region do you know? (Ex. 2).</i>	Ss→T Weapons, honey-cake, Lev Tolstoy, Yasnaya Polyana etc.	iPad.	Practice speaking; provide the context of a lesson; practice previously studied vocabulary items.
Introduction of new vocabulary				
5	T asks the class to do exercise 3 and in chain read correct answers. Ss should match words with its definitions.	Ss→T Ss do the exercise and read it.	iPad.	Introduce new vocabulary items; check the understanding of new vocabulary items.
Pre-reading				
7	T asks the class to read the first paragraph in italics and answer the question from exercise 4. T: <i>Let's do exercise 4. Read the paragraph and try to guess who this text is about.</i>	Ss→T Ss answer the question.	iPad.	Practice prediction; practice speaking.
5	T asks the class to answer questions from exercise 5.	Ss→T Ss answer questions.	iPad, copybooks.	Practice speaking, using new vocabulary items.
Reading				
4	T asks the class to read the text quickly and answer questions from exercise 6, then check the answers in pairs.	S→S Ss do the exercise separately and check it in pairs, asking questions and correcting answers if necessary.	iPad, copybooks.	Practice skimming; practice speaking.
13	T asks the class to do exercise 7 in pairs. T: <i>In exercise 7 you are to identify the main idea of each paragraph.</i>	S→S Ss discuss ideas and choose the best for each paragraph.	iPad, copybooks.	Practice pair work; practice speaking in discussion.
13	T asks to do exercise 8. T allows Ss to ask their	S→S, Ss→T	iPad, copybooks.	Revise questions

	partners if they don't know anything T: <i>In this exercise you are to explain the meaning of the following phrases. You can consult your partner.</i>	S1: Do you know what this phrase means? – S2: I think, it means... Ss answer teacher's questions.		develop contextual understanding.
Grammar				
5	T asks the class to do exercise 9. Ss should explain their choice. T: <i>Please, fill in the gaps in exercise 9 with correct form of verbs in brackets.</i>	Ss→T Ss answer teacher's questions, try to explain why they have chosen this tense.	iPad, copybooks.	Develop the ability to summarize the main idea; develop speaking in proving their point of view.
5	T explains the differences in using Past Simple, Past Perfect, Present Perfect, Past Perfect Continuous.	T→Ss.	iPad, copybooks.	Revise grammar.
6	T asks to make 6 sentences, using new vocabulary from exercise 10. T asks the class if the sentence is correct and asks to correct mistakes.	Ss→T Ss build up 6 sentences. Ss try to correct their own mistakes.	iPad, copybooks.	Practice grammar; practice sentence-building; develop peer assessment.
Discussion				
7	T asks the class to think over the question in exercise 11 and present their ideas to the class. T: <i>Lev Tolstoy's works are a great heritage for Russia in general. And what do you think about the impact it had on Tula and Tula region? Express your opinion and use examples from exercise 11.</i>	S→T, Ss Build up a short monologue.	iPad, copybooks.	Develop critical thinking; practice monological speaking.
3	T asks to do exercise 12 in pairs. T asks whether Ss recognized all the people in the exercise. T: <i>Look at these pictures. Do you know who they are? What do all these people have in common?.</i>	Ss→T Ss discuss the items in the exercise.	iPad.	Practice matching; practice speaking.
Closing				

4	T asks to do exercise 13 and present the result to the class. <i>T: Think of other famous people born in Tula region. How much did they influence our homeland?.</i>	S→T, Ss.	iPad, copybooks.	Practice brainstorming; learn to summarize the text; practice speaking to proving their point of view.
2	T asks the class to write down their homework – they are to write an essay about one of the famous people who lived in Tula region. <i>T: Write a paragraph about 150 words and be ready to present it for your group. Use the plan from exercise 14.</i>	T→Ss.	Copybooks.	
<p>Reflection comments if any</p> <p>During the lesson students can face difficulties when working with iPad. However, iBooks Author platform is very user-friendly and Ss should get used to it quickly. Moreover, students would have struggles in expressing their point of view because of lack of speaking or necessary vocabulary. This lesson was created in purpose of activating different types of speaking.</p> <p>This lesson provides students with necessary information about famous people of Tula region. So, the final project will contain the collected, analyzed and synthesized information about one of them.</p>				

LESSON MATERIALS

Ex. 1

Which famous people and symbols, representing Russia, do you know? Think of 10 of them.

Ex. 2

Which famous people and symbols, representing Tula and Tula region, do you know?

Ex. 3

Match words with its definitions or synonyms (table 2).

Glossary

1	world-famous	a	having great natural ability
2	prodigy	c	to gain fame
3	outstanding	d	to achieve a reputation, to create certain image
4	achieve/win fame	e	famous
5	genius	f	widely known, familiar
6	make a name for oneself/make one's name as	g	a person who has a level of talent or intelligence that is very rare or remarkable
7	well-known	h	known by people in all parts of the world
8	empty fame	i	a young person who is unusually talented in some way
9	gifted	j	fame which has no base

Ex. 4. Pre-reading.

Read the paragraph in italics. Guess who this text is about.

His books are on the shelves. His grave is in the glade, unmarked as he prescribed. His pen waits on the writing table for another six-hour day of reinventing all he knew. His last reading waits open on a side table, Dostoyevsky's "Brothers Karamazov."

Ex. 5. Pre-reading

1. Who is Lev Tolstoy? Name some of his works.
2. What can you tell about Yasnaya Polyana?

Tolstoy's Little Universe (adapted)

By Francis X. Clines; Francis X. Clines is a correspondent in The New York Times Moscow bureau.

Published: October 1, 1989

His books are on the shelves. His grave is in the glade, unmarked as he prescribed. His pen waits on the writing table for another six-hour day of reinventing all he knew. His last reading waits open on a side table, Dostoyevsky's "Brothers Karamazov."

Seventy-nine years after his death, the Tolstoy family home is preserved so well and so it seems to be waiting for the writer's next hurried return. Today's visitors find that the place still begs Tolstoy's fond question: "How have the house and I managed to live so long without each other?"

"Yasnaya Polyana is a miracle," Tolstoy wrote in the summer of 1857, when he returned as the young heir to this pastoral landscape, 130 miles south of Moscow. "It is sweet and sad to be here."

Set in several hundred acres, Yasnaya Polyana is now so well cared for that a visitor walking down the entrance path through the birch glades and birdsong can glimpse orchard workers as they keep the estate, including fruit trees planted by Tolstoy, true to the seasons.

Tolstoy's curiosity is in every room. In the study is the gift gramophone from Thomas A. Edison, the house is the eclectic mass of his library, 22,000 volumes in 30 languages. These books range from the Greek philosophers to the Evangelists to Montaigne, Dickens and Thoreau, from William Lloyd Garrison and Benjamin

Franklin to the grammar primer he composed for his experimental school and the American Shaker pamphlets.

In 1987, 300,000 people shuffled through the simple two-story house. The tie-on shoe-slippers provide too little protection and there are new plans to limit visitors to no more than 80,000 a year.

Yasnaya Polyana means "clear glade," "sunlit meadow"; for Tolstoy it was this and far more. It was the place where he was discovering religion in his writing room, pursuing divinity. ("For me, religion comes from life, not life from religion.") Now the place is even more a precious enclave, a jewel in Tula region.

Ex. 6. Read the text quickly and answer the questions:

- How far is Moscow from Yasnaya Poliana?
- When did Lev Tolstoy return to Yasnaya Poliana?
- How many books does Tolstoy's library contain now?
- How long does it take to get to Yasnaya Poliana?
- How many people passed through the estate?
- What does the name of the estate imply?

Ex. 7. Identify the main idea of each paragraph:

paragraph 1 _____

paragraph 2 _____

paragraph 3 _____

paragraph 3 _____

paragraph 4 _____

paragraph 5 _____

paragraph 6 _____

paragraph 7 _____

Ex. 8. Explain the meaning of following phrases:

... as the young heir to this pastoral landscape...

... "It is sweet and sad to be here."

... it seems to be waiting for the writer's next hurried return...

... his grave is... unmarked as he prescribed...

... the house is the eclectic mass of his library...

... the grammar primer he composed for his experimental school...

... fruit trees planted by Tolstoy, true to the seasons...

... the place where he was pursuing the divinity...

Ex. 9. Fill in the gaps with correct form of verbs in brackets (Past Simple, Past Perfect and Past Perfect Continuous):

1. Tolstoy _____(to write) more than 279 masterpieces.

2. Tolstoy _____(to write) that the Yasnaya Poliana _____(to be) a miracle right after he _____(to move in) his new estate.

3. Every day he _____(to write) for six hours before starting other businesses.

4. Tolstoy _____(to plant) fruit trees, _____(to look after) the garden and _____(to renovate) the estate.

Ex. 10

Build up 6 sentences of your own, illustrating the usage of Past Simple, Past Perfect, and Past Perfect Continuous (2 for each tense).

Ex. 11. Discussion

Lev Tolstoy's talent is a great heritage for Russia in general. And how do you think, which impact it produced on Tula and Tula region?

In my opinion,...

I strongly believe, that,...

Firstly I'd like to say, that...

Ex. 12

Look at the pictures. Do you know who are they (<http://diverserussia.ru>)?

- Match short definitions with pictures.

a. *Nikita Demidov*, a Russian industrialist who founded the Demidov industrial dynasty.

b. *Igor Talkov*, a Russian rock singer-songwriter

c. *Cross-eyed Lefty from Tula*, a left-handed arms craftsman from Tula (traditionally a center of the Russian armaments industry) who outperformed his English colleagues by providing a clockwork steel flea they'd made with horseshoes and inscriptions on them.

d. *Petr Belousov*, a doctor, a creator of Belousovski Park in the center of Tula.

e. *Vladimir Mashkov*, a Russian actor, known to Western audiences for his work in the 2001 film *Behind Enemy Lines* and 2011 film *Mission: Impossible – Ghost Protocol*

f. *Vasiliy Serikov*, a founder of the confectionery plant "Staraya Tula"

- What do all these people have in common?

Ex. 13

Think of other famous people born in Tula region. How much did they influence our homeland?

Ex. 14

Choose one of these people who lived in Tula (or somebody you would like to speak about) and write down a paragraph (150 words) about him or her. Be ready to present it for your group.

Use the following plan:

- Say, who this person is/was;
- Why you choose to speak about him/her;
- When did/does he/she live;
- What his occupation is/was;
- How people remember him/her.

POETS AND WRITERS OF TULA REGION

The Teacher's Name: Ekaterina Elagina

General topic: Russian writers and poets

Level: Pre-Intermediate

Form: 8

The practical objectives of the lesson:

- ✓ to improve students' knowledge about the Russian poets and writers
- ✓ to revise the previous vocabulary on the topic "Russian writers and poets"
- ✓ to develop speaking skills through working in groups

Time: 45 min

Materials and equipment required: a whiteboard (projector, screen), a PC, a multimedia projector, presentation with slides about the poets and writers of Tula and Tula region, the cards with texts about poets and writers.

Teacher's Preparation: to make the presentation, to prepare the cards.

LESSON PROCEDURE

Time	Teacher does/says	Students do/say interaction pattern	Materials	Stage Objective
Opening				
2	Teacher greets students, introduces the topic of the lesson "Russian writers and poets" and asks Ss if they can name any of them.	T→Ss Ss try to name some of the poets and writers.		Introduce the topic, stimulate students' interest
Warm-up				
5	T asks if Ss know any writers of Tula and Tula region. Then T shows some portraits on the slides and invites Ss to guess who they are.	Ss→T Students try to name some of the poets and writers such as Leo Tolstoy and Ivan Turgenev.	A presentation with the portraits of well-known Russian poets and writers.	Remind to students names of Russian poets and writers. Revise the vocabulary.
Presentation of new topic				
4	At the last slide Ss can see three great Russian writers. They were born in Tula region. T elicits their names. T divides Ss in three groups of five.	T↔Ss Look at the slides and listen to the teacher. Try to name people on the slides.	The last slide of the presentation .	To show to the students famous writers from Tula region.
Practice stage				
8	T tells Ss that they are going to speak about these great people	T→Ss	The cards with the	To teach Ss to work in groups

	and gives cards to each group. Ss have to read the texts, discuss them in groups and make up several special questions about these people. T elicits how to make a special question in Past Simple and asks students to illustrate the task with an example, e.g.: “Where was he born?” and makes sure the students understand the task. T also tells Ss that they may use dictionaries.	Ss listen to the task, then take the cards and read the texts, discuss them and make questions.	information about writers from Tula region.	and to compose special questions in Past Simple. To expand Ss’ outlook.
12	T regroups students so that there are students from all three groups in the newly made ones. T says that Ss have to ask the representatives of the other groups the questions they made and get as much information as they can making notes while listening.	Ss→T Ss work in groups, ask questions and take notes.	Cards, question.	To teach to ask questions and work in groups, to make notes.
Production stage				
11	Ss return to their groups. T gives out cards with names of writers on them. Ss have to choose one student to tell to the whole class the biography of a writer whose name they see on the cards. Each speaker will have 2 minutes to present.	Ss→T Ss choose one speaker and he/she tells the class about one of the writers.	Notes taken during the previous activity.	To develop speaking skills.
Closing				
3	Homework: to find information about another writer or poet, an artist or a musician born in Tula or Tula region and get ready to tell about him or her.	T→Ss Students write down their home task.	Students’ notebooks.	To conclude the lesson.

Lesson materials

Card 1

Lev Nikolayevich Tolstoy, 9 September [O.S. 28 August] 1828 – 20 November [O.S. 7 November] 1910). He was a Russian novelist, today regarded as one of the greatest of all time. He was born in Tula region, at Yasnaya Polyana, a family estate located 12 kilometers southwest of Tula and 200 kilometers (120 mi) south of Moscow.

He was the fourth of five children of Count Nikolai Ilyich Tolstoy, a veteran of the Patriotic War of 1812, and Countess Mariya Tolstaya (Volkonskaya). Tolstoy's parents died when he was young, so he was brought up by relatives. In 1844 he began studying law and oriental languages at Kazan University.

He left the university in the middle of his studies. He returned to Yasnaya Polyana and spent much of his time in Moscow or Saint Petersburg. In 1851 after running up heavy debts, he went to the Caucasus accompanied by his older brother and joined the army. At this time he started writing.

He is best known for “War and Peace” (1869) and “Anna Karenina” (1877). First he achieved literary acclaim in his 20s due to his semi-autobiographical trilogy “Childhood, Boyhood, and Youth” (1852–1856), and “Sevastopol Sketches” (1855), based on his experience during the Crimean War. Tolstoy's fiction includes dozens of short stories and several novels such as “The Death of Ivan Ilyich”, “Family Happiness”. He also wrote numerous philosophical essays.

Card 2

Gleb Ivanovich Uspensky , October 25, 1843 – April 6, 1902. He was a Russian writer, and a prominent figure of the Narodnik movement.

Gleb Uspensky was born in Tula, the son of Ivan Yakovlevich Uspensky, a senior official in the local government Office of State Property, and Nadezhda Glebovna Uspenskaya. He was named after his grandfather on his mother's side, Gleb Fomich Sokolov who served as the head of the Office of State Property in Tula (up until 1848) and Kaluga (from 1848 onwards). Gleb Uspensky got his early education at home. In 1853 Gleb entered the Tula gymnasium. "His name never leaving the so-called 'golden desk' there", according to a fellow student's memoirs. In 1856 he moved with his family to Chernigov. While studying in the gymnasium, Uspensky devoted much of his time to reading the Russian classics and participated in the school's literary almanac "Young Stems".

Uspensky's first short stories were published in 1862, in Leo Tolstoy's journal “Yasnaya Polyana”. In 1863 Uspensky joined the staff of the “Moskovskye

Vedomosty” newspaper as a proofreader. In the autumn of that year he moved to Saint Petersburg and his book "The Ragman" (Старьевщик) was published.

In 1866 he published a series of sketches about life in the surroundings of his native city of Tula under the title “Manners of Rasteryayeva Street”, which established his reputation as a writer. First chapters of it appeared in February and March issues of “Sovremennik” magazine. When it got closed after the attempted assassination of Alexander II on April 4th, parts of the book were published by “Zhensky Vestnik”.

Card 3

Vikenty Vikentyevich Veresaev, January 16, 1867 – June 3, 1945. He was a Russian writer and a medical doctor of Polish descent. His real name was Smidovich.

Veresaev was born in Tula region. After finishing the Tula gymnasium in 1884, he attended Saint Petersburg University and got a Master's degree in History in 1888. Then he enrolled in University of Dorpat/Yuryev and successfully completed a course in medicine. His first work to appear in print was a collection of poems in 1885. His first short story, “The Puzzle”, was published in 1887.

Veresaev also wrote a long critical and philosophical work, titled “Vital Life”, the first book of which (1910) was devoted to a comparative analysis of Fyodor Dostoevsky (Man Accursed) and Leo Tolstoy (Long Live the Whole World!); the second book, “Apollo and Dionysius” (1915), was a critique of Friedrich Nietzsche's views. After the 1917 Revolution he devoted much of his time to cultural development and education. He also completed his cycle of works about the intelligentsia, including the novels “In a Blind Alley” (1922) and “The Sisters” (1933). He published his memoirs “In the Years of My Youth” in 1927 and “In My Student Years” in 1929. He also translated works by ancient Greek and Roman authors, including Homer’s Hymns. At the end of the 1930s he began to translate “The Iliad” (published in 1949) and “The Odyssey” (published in 1953).

NEW YEAR CELEBRATIONS IN RUSSIA

Teacher's Name: Anastasia Burmistrova

General topic: Festivals

Level: pre-intermediate

Form: 9 (13 students)

The main aim of the lesson:

- ✓ develop speaking skills
- ✓ learn to discuss different holidays
- ✓ develop intensive listening skills

Time: 45 min

Materials and equipment required: I-Pads with the lesson (<http://diverserussia.ru>)

Note: At the previous lessons students have covered some course material about holidays. They have studied new vocabulary and revised several tenses (present simple, present continuous, present perfect, present perfect continuous).

LESSON PROCEDURE

Time	Teacher does/says	Students do/say	Materials	Stage objective
Opening and Warm-up				
5 min	Teacher greets Ss and offers them to revise the vocabulary and grammar from the previous lessons asking them to complete the sentences using relative pronouns. Teacher asks students to work in pairs. 1. I like parties... 2. I prefer cakes... 3. I don't like costumes... 4. I can't stand people... 5. I like films... 6. I enjoy meeting people... 7. I often go to places... 8. I like reading books...	S-S Students revise the vocabulary and grammar completing the sentences. Ex. I like parties <i>where I can meet lots of people</i>		Preparing to the work and revise previously studied vocabulary and grammar items
Activity №1 Video - "History of New Year Celebrations in Russia"				
Pre-watching				
7 min	T reminds Ss that at the previous lesson they discussed how the New Year Eve is celebrated in Scotland.	S-S Ss discuss the questions with each other in pairs.		Preparing for watching the video, developing speaking skills

	<p>T invites Ss to think about the history of New Year celebrations in Russia using the questions as a plan:</p> <ul style="list-style-type: none"> • When did Russia start to celebrate New Year? • Was it the most popular celebration in Russia? • Who established the celebrations of New Year in Russia? • Were the New Year celebrations prohibited? <p>While Ss discuss the questions, the teacher monitors their work and takes notes of mistakes done. T comments on the mistakes Ss have done.</p>			(expressing opinion)
While watching				
2 min	<p>T tells students to fill in the gaps in the table (ex.1) while watching the video. T checks the answers.</p>	Ss watch the video and fill in the table.	i-Pads, hand-outs (ex.1)	Developing listening for gist skill
Post-watching				
10 min	<p>T tells Ss to work in pairs to complete the task: identify whether the statements are true or false (ex.2). After finishing the task teacher checks it in a chain. Then Ss discuss in pairs how they celebrate New Year. T monitors, takes notes of typical mistakes.</p>	<p>Ss complete the task (ex.2) then check it and correct mistakes. After that, they discuss the questions. If there are questions, they ask the teacher.</p>	ex.2	Developing speaking skills
Activity №2 Video - “Nowruz celebration”				
Pre-watching				
7 min	<p>T says: <i>Now you know how New Year was celebrated in Russia. However, Russia is a diverse country; there are many other cultures represented here. Do you know how people belonging to other cultures and religions celebrate New Year?</i> T offers Ss to discuss the following questions in small groups:</p>	<p>Ss discuss the question in small groups. If there are any questions, they ask the teacher.</p>		<p>Developing speaking skills and the sub-skill of working in groups</p>

	Are New Year celebrations different in other cultures? Think about people of different nations living in Russia (tatar, buryat, yakut, etc.) T monitors Ss' discussions and takes notes of typical mistakes.			
While - watching				
2 min	T asks Ss to watch the video and tell which celebration is shown in it. Then Ss do a matching task (ex.3).	Ss watch the video and do the task. Also they try to understand what kind of celebration will be discussed in the video.	i-Pad with the lesson, ex.3	Developing listening for gist skills
Post - watching				
10 min	After that T offers Ss to look at the pictures and discuss the following questions in pairs: <i>Would you like to take part in Nowruz celebration? Why?/ Why not?</i>	Ss discuss the question in pairs.	Pictures, matching task	Developing speaking and thinking skills
Closing				
2 min	T thanks Ss for their work and gives them homework: work in pairs to choose a festival celebrated in some region of Russia and present it to the class. Ss are recommended to use the pictures and the plan on page 19 of the Spotlight-9 coursebook as a guide (see Plan).	Students write down their homework and if there are any questions they ask the teacher.	Plan	
<p>Reflection & comments: This lesson will help students to improve their listening skills which are important in learning a foreign language. Also pair work and group work allow students to practise the target language and receive feedback from their peers and teacher. The lesson will fill the gaps in students' knowledge about the cultures of their country and region, develop their speaking skills on the specific topics about their country.</p>				

LESSON MATERIALS

Tasks for activity 1 "History of New Year celebrations in Russia"

Ex.1 Complete the table:

New Year used to be celebrated	
--------------------------------	--

	established the celebrations of New Year in Russia
New Year wasn't celebrating during	
	USSR declared January 1 an official public holiday

Ex.2 Mark the statements as true or false:

- 1) New Year used to be celebrated on March 1.
- 2) Tsar Nikolay II introduced the celebration of New Year.
- 3) New Year wasn't the most popular celebration in Russia.
- 4) In 1972 New Year celebrations were prohibited.
- 5) New Year wasn't celebrated during World War II.
- 6) In 1946 USSR declared January 1 an official public holiday.

Tasks for Activity 2 "Nowruz celebration"

Ex. 3. Match the parts to make correct statements:

1. The celebration of Nowruz	a) event in the calendar.
2. It is an official	b) international day of Nowruz.
3. There is a display of	c) ancient Persian.
4. The origin of Nowruz goes back to	d) a new day and hopes for the future.
5. In 2010 USA recognized the	e) held every year in Moscow.
6. Nowruz symbolizes	f) food, clothes, accessories.

Look at the pictures and discuss the question (iBooks lesson or sites:

- 1) <http://www.say7.info/cook/recipe/118-Plov.html>
- 2) <http://ria.ru/religion/20150321/1053725309.html>

Plan to speak about a celebration:

1. Name, time, place, reason of celebration.
2. Preparation before the event, activities during the event.
3. People's feelings, final comments.

RUSSIA IS A COUNTRY OF CONTRASTS

The Teacher's Name: Anastasia Gamburg

General topic: Russia

Level: pre-intermediate

Form: 9

The main aims of the lesson:

- ✓ to review vocabulary to speak about Russia (geography, symbols)
- ✓ develop speaking skills and sociocultural skills

Time: 45 minutes

Materials and equipment required: a set of materials for the game “Travelling across the country” (counters – equal number of white, red and blue circles, a map with marked regions of Russia, question cards), emblems for the teams, text of the letter, any song about Russia, e.g. “From Russia with Love”, paper sheets, a points chart. All materials are downloadable from <http://diverserussia.ru>

Teacher's preparation: print out the materials, cut out the materials for the game (emblems, counters, maps), prepare equipment.

LESSON PROCEDURE

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Warm-up				
2	Teacher tells students that several days ago a friend from London wrote a letter and asked him\her to tell some interesting facts about Russia and reads out the letter. T can ask some more advanced students to read the letter aloud.	T→Ss	text (task 1)	generate interest in the topic; provide a context of a lesson; train listening skills
3	Teacher asks students why his\her friend wants to know more about Russia and reads the letter aloud for the second time.	T→Ss, Ss → T Ss listen and answer the question. Sample: Jane wants to teach her students about the Russian culture.	text (task 1)	train listening skills
Vocabulary				

7	T explains to Ss that to tell his\her friend something interesting, he\she needs students' help. T offers Ss to play a game, divides students into 3 groups (scientists, researchers and experts), gives out emblems and paper sheets. Then asks the groups to choose a note-maker.	S, S, S→Ss	emblems, paper sheets	form groups for further work
4	T says that only a person who knows Russian symbols well can make an interesting excursion and offers students to write down as many of symbols as possible while music is on. Listens to students variants, corrects, gives points.	Ss →Ss Ss: matreshka, balalaika, the Kremlin, the Golden Ring, samovar, ushanka hat, Tula gingerbread, etc.	paper sheets, a song, chart	revise the vocabulary
Discussion				
13	T says the phrase “Russia is a country of contrasts” and asks students to find arguments in groups to prove that. Then T asks them to share the ideas, gives points.	Ss →Ss Ss→T Sample answers: Russia is situated both in Europe and Asia. Russia has areas with polar and subtropical climate. The deepest lake on Earth is in Russia. The coldest place on Earth is in Russia. There are high mountains and vast lowlands in Russia. In the 20th century Russia experienced 2 revolutions.	paper sheets, chart	check the understanding of the topic, point out students' ideas, train speaking skills
Game time				
14	After summing-up teacher asks Ss to continue work in groups and play another game. Gives out the set of materials, then explains the rules of the game, controls the activity.	Ss→T	A set of materials for the game “Travelling across the country”	develop speaking skills and sociocultural skills
Closing				

2	For homework teacher asks Ss write a letter to answer to the London friend's question "What Russian symbols should British teenagers know about?".			check the understanding of the topic and spelling of the studied vocabulary
<p>Reflection comments if any This lesson is the last one in the series of lessons "Speaking about Russia". During the "Discussion" and "Game time" stages teacher should be careful and explain the aim of the tasks and the rules of the game in details. Also teacher can reward students for good work with something like insignia with Russian symbols. We recommend to reward not only the winners but all the students for even the smallest achievements.</p>				

LESSON MATERIALS

Task 1.

Listen to the letter and answer the questions "Why does Jane want to know more about Russia?"

Dear _____,

I have just read the magazine about Russian churches that you sent me. Oh, it's really amazing! Thanks a lot for your help. Now I know what to start with in preparing a lesson about the Russian culture for my students.

But to tell you the truth, I still lack some things. I think it would be a good idea to start a lesson with a talk about Russian symbols. I found tons of information on the Internet but I am not sure whether it's reliable or not. Could you help me, please? I also would like to know your students' opinion. What symbols of Russia should British teenagers know about?

I know I can rely on you.

Best wishes,

Jane

EMBLEMS



THE CHART⁴

Name of the group	Points	Total
<i>Experts</i>		
<i>Researches</i>		
<i>Scientists</i>		

“TRAVELLING ACROSS THE COUNTRY”

Rules:

- To begin with, choose a color and prepare the counters of this color (red, white or blue).
- At first, each player stays on one territory (the base). Place a counter on your territory.
- After this players should answer 10 questions. It's important to be faster than competitors.
- Each right answer gives a player an opportunity to visit one more territory. Place a counter on the territory you visit.

⁴ Points are given according to the following rules: for the first task (about symbols) one point is given for each right symbol; for the second task two points are given for each right proof. Some extra points could be given for active participation in discussion.

- When all the territories are explored, you can explore the territory of one of the competitors. The player who answers the question correctly and faster puts his counter on the territory.
- Players take turns to read the questions.
- The aim of the game: a player should visit as many territories as possible. The winner is a person who has visited more territories than the others.

Questions (should be cut into separate cards):

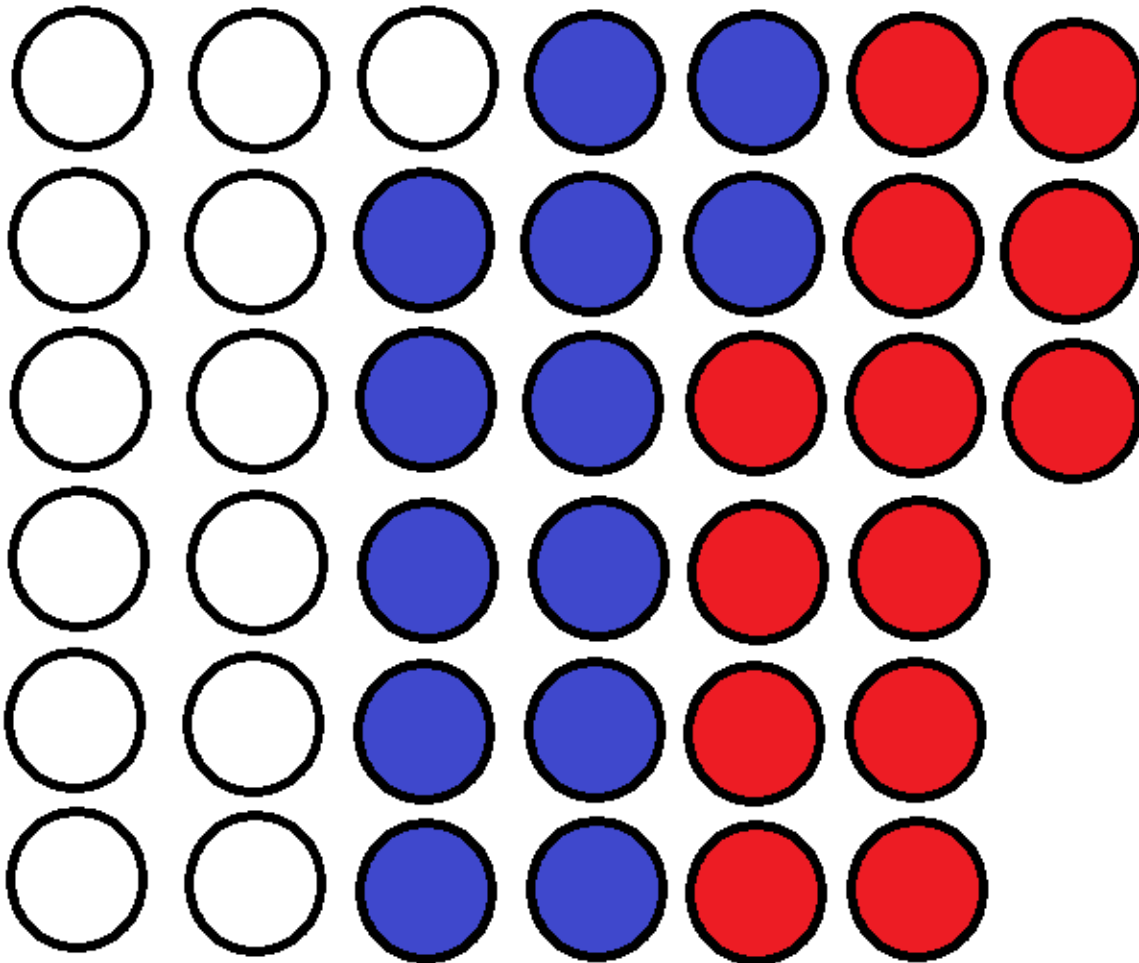
1. The cultural capital of Russia is... (*St. Petersburg*)
2. According to the size of the occupied territory Russia is... (*the biggest*)
3. A special Russian doll, symbol of fertility. Usually include several dolls of different size. (*matreshka*)
4. Russian musical instrument, a “grandfather” of a modern guitar. (*balalaika*)
5. A special device for boiling water and making tea, another symbol of Tula. (*samovar*)
6. The deepest lake in the world, situated on the territory of Russia. (*Baykal*)
7. Russian Santa (*Ded Moroz*)
8. “King” in Russian. (*Tsar*)
9. Russia borders on this country in the north-west. (*Finland*)
10. Three heroes of ancient Russian tales. (*Bogatirs*)
11. The capital of Russia. (*Moscow*)
12. The most famous Russian poet (*Pushkin*)
13. Name the colors of the Russian flag in the right order (*white, blue, red*)
14. How many subjects of Federation does Russia include? (*85 subjects*)
15. What’s the name of the continent where Russia is situated? (*Eurasia*)
16. What divides the continent into two parts: Europe and Asia? (*the Ural mountains*)
17. What is a Russian national emblem? (*The eagle with two heads*)
18. How many seas is Russia washed by? (*13 seas*)
19. The biggest Kremlin of the world is... (*The Kremlin in Moscow*)

20. How many countries does Russia border on? (16 countries)

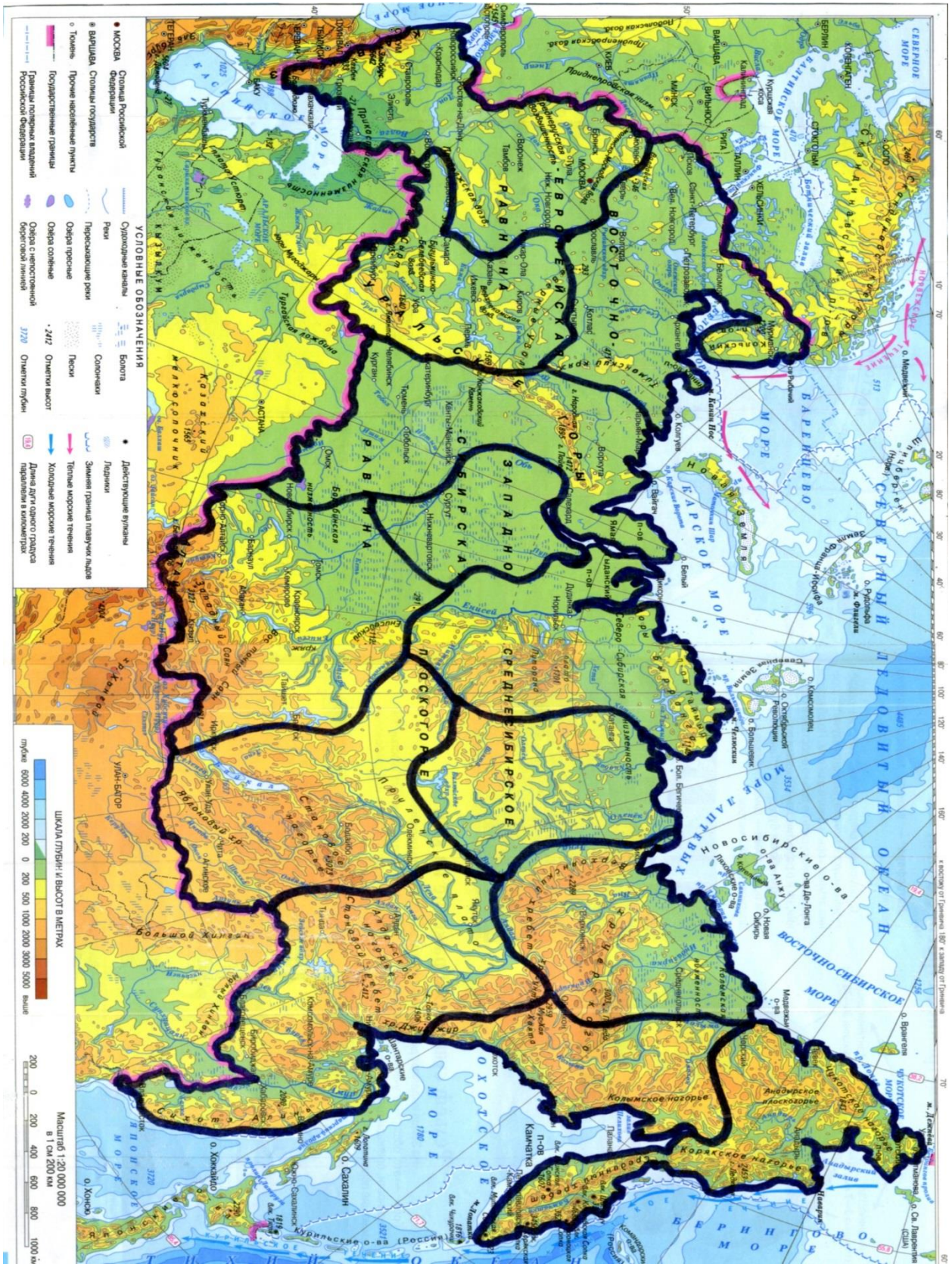
21. What country declared equal rights for men and women first: Russia or the USA? (Russia – 1918; the USA in 1920)

22. What holiday do we celebrate on the 12th of April and why? (Day of Cosmonautics; the first flight of a man to the space)

Counters



BOARD



DELICIOUS AND AUTHENTIC

Teacher's Name: Polina Sonina

General topic: National food

Level: pre-intermediate

Form: 9-10

The main aim of the lesson:

✓ introduce and practice items in the lexical set “DISHES ALL OVER RUSSIA”

✓ develop speaking skills and group work skills

✓ developing critical thinking skills and peer review skills

Time: 45 min

Materials and equipment required: pictures of national dishes, picture cards with different national symbols of cities/republics, a copy of a reading task equal in number to the number of pairs. Downloadable from <http://diverserussia.ru>

Teacher's Preparation: print out the hand-outs and cut-outs, if available get the PC ready for showing Power Point Presentation, a group quiz.

LESSON PROCEDURE

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Opening				
Before the lesson	Teacher opens Power Point Presentation which will be used during the whole lesson and greets the class. T. asks SS to arrange desks for group work.	T→SS Rearrange desks for group work.	Computer, Power Point Presentation (далее PPP) (Приложение 2)	preparation to the lesson
Warm-up				
4	T says: <i>You should guess what the lesson will be about. I'll help you and give some clues. We are going to do mini projects in groups. On the screen you can see new vocabulary necessary for your work.</i> (pronounces new words, gives students time to read their meaning). <i>Let's get started with new vocabulary and then do the group task.</i> T shows new vocabulary on the screen. T models correct form	T→SS Study new vocabulary. Guess the topic of the lesson. Puff-слойка Mutton-баранина To hell an egg-очищать яйцо Headgear-головной убор Suede-замша Chimney-дымоход	PPP (2d slide);	generate interest in the topic; provide a context of a lesson

	of any mispronounced vocabulary.	Tool shed-сарай для инструментов Shutter-ставни Protruding-выдающийся(to be further forward than the rest of something, to stick out)		
2	After that, T invites students to share their ideas and guess the topic of the lesson. For correct guess, the teacher praises the students and says: <i>You are right. Today we are going to speak about Russian national cuisine. In other words our topic is "National food around Russia".</i>	Ss→T Ss brainstorm and suggest ideas about the topic: S1: <i>The topic will be about Russian food.</i> S2: <i>The topic is about Russian national dishes.</i> S3: <i>Our topic will be about traditional food in our country.</i>	see above	developing prediction skills; practicing speaking skills
Group work				
3	Says: <i>Now you are to divide into 4 groups for you to work on the project. Each group will represent one dish and one nation accordingly.</i> T decides what Ss go to groups from 1 to 4 and asks Ss to seat so group mates could easily see and talk to one another. T says: <i>Listen to me, please. While I'll be reading about 4 dishes from the PPT you are to fill in the table.</i> Then reads descriptions of dishes for Ss to fill in the table.	Ss→T Ss choose one dish for their group by voting, then they fill in the table.	PPT <i>(приложение 2, the table is from hand-outs)</i> one sheet with new words for each desk.	practicing listening skills
New vocabulary practice/production				
20	T introduces four dishes from different corners of Russia, reads the names and says: <i>I am going to show you 4 aspects of life of these nations. First one is food. I will change slides every 4-5 mins. So each group must prepare a couple of words about the chosen dish in 5 minutes. Remember that the number next to the pictures is your team number. Please choose one person from your</i>	T→Ss Ss repeat the names after a teacher and do the task.	PPP (3d slide) Pictures of national characters	developing sociocultural knowledge; practicing correct pronunciation of geographic names

	<p><i>team to present this aspect later on. Try to use new words. Your reports must be based on the pictures you see. So use imagination and feel free to create details.</i></p> <p>In 5 mins T changes the slide. Now students see 4 maps. Teacher says: <i>Let me introduce to you areas where our nations live. The task is the same. Write the report in 3-4 sentences based on pictures and make sure you know which team member will present your national area. If you have any difficulties, I'm here to help you.</i></p> <p>T changes the slide in another 4 mins and says: <i>Well, now you are about to describe national costumes. Try to guess why these people need particular costume details or materials.</i></p> <p>T. checks if the tasks have been completed correctly; in 5 mins T. changes the slide and says: <i>Our final aspect is houses. Can you imagine yourselves living in such constructions with no facilities? I guess you can but it would be a real trial for you! Please, describe it and we will discuss what you have.</i></p>			
15	<p>T checks if each team has completed the task and asks them to speak out. Other groups are asked to rate each team from 1 to 5 in their copybooks according to their:</p> <ul style="list-style-type: none"> a) pronunciation and presentation; b) imagination and creativity; c) grammar and vocabulary. <p>T asks to announce points and writes down the results on the blackboard. T congratulates the winners.</p>	<p>Ss→T Read short reports or rate classmates work, rate others' work.</p>	<i>Приложение 2</i>	<p>practicing speaking and listening skills, peer review skills</p>
Closing				
1	<p>Homework: T asks Ss in each group to do a short report about interesting symbols of the city</p>	<p>Ss write down their homework.</p>		<p>developing research and</p>

	or republic they are interested in.			group work skills
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LESSON MATERIALS

Task 1. Power Point Presentation

Task 2. Table:

Name of the dish	Nation, people	How it tastes	Traditionally used for...

1) Chak - chak is a Tatar national sweet dish. Usually we eat it with tea. It is a *mound* of honey sweet *pastry* balls. Chak – chak is traditionally used at the *wedding* ceremonies. Chak – chak is a pride of the national *cuisine*.



2) Kurze are a bit like ravioli. But Kurze are slightly larger, have the form of drops, and must be wrapped in a pigtail. As a result, we can even fill Kurze with liquids, for example raw eggs with herbs. Kurze can be filled with meat, cheese, potatoes, cheese and many other fillings. Can be served every day.



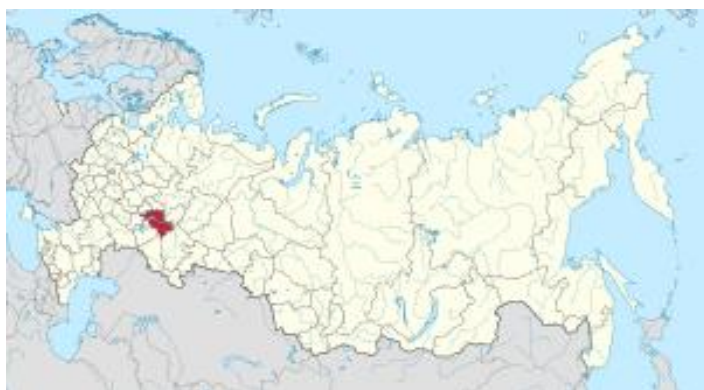
3) Kulni is a national dish among Evenki(Эвенки). These are cooked cranberries, shiksha with red caviar prepared with fish. It is healthy and extraordinary tasty. They only cook this dish for holidays.



4) Oyogos (boiled meat) is a horse boiled and then cut into portions (from bone) and served hot or cold. The dish is supposed to be special so it is usually served for dear and important guests.



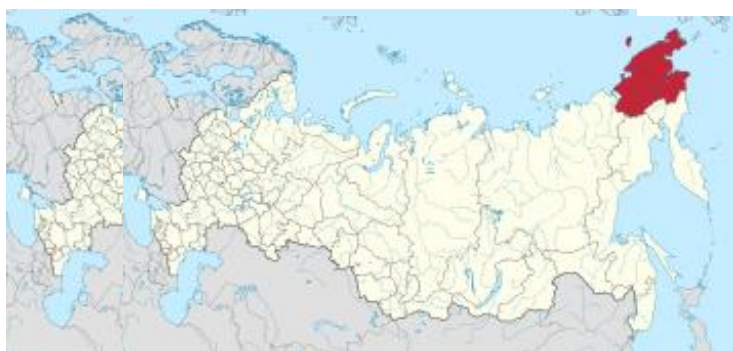
Areas of living



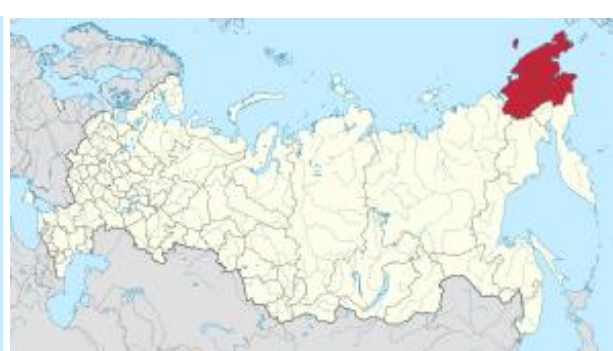
1.



2.



3.



4.



1.Tatar national costume



2.Avar national costume



3.Evenki national costume



4.Chukotka national costume

1.yurta



2.Stone houses



3.chum



4.yaranga



Pictures:

1. <http://www.slavorum.org/wpcontent/uploads/2014/09/ea053ea0b9204271e7f1c84bd2468679.jpg> (Kurze)
2. http://daypic.ru/pars/20121120/20121120_6694/1.jpg (Chak-chak)
3. <http://adigekuhnya.ru/pics/kulni.jpg> (Kulni)
4. <http://lady.gazeta.kz/getImage/?id=13760;> <http://nalivali.ru/wp-content/uploads/2015/04/oyogos.jpg> (Oyogos)
5. <http://nationalcostumes.com/images/trip/1/03/18/2/371862.jpg> (National costumes)
6. http://img1.liveinternet.ru/images/attach/c/6/93/237/93237193_img566_kopiya.jpg (National costumes)
7. http://content.foto.my.mail.ru/mail/alena.iakimowa2010/_forums/i-130.jpg (National costumes)
8. http://www.natpressru.info/uploads/1380278897_cherkeskasae2.jpg (National costumes)
9. http://www.tatarpirog.ru/i_all/recipes/rec-2/15.jpg (map)
10. <http://kazanfirst.ru/storage/feeds/54ae172494a29beb8ad2616604968c5e.jpg> (map)
11. <http://thumbs.dreamstime.com/x/10413561.jpg> (Map)
12. <http://www.briefly.ru/static/illustrations/76.jpg> (map)
13. http://fotki.ykt.ru/albums/userpics/38623/1353151452_42_536673_533030_700059589_393290248_n.jpg (National costume)
14. http://multivarenie.ru/images/multivarenie/2014/12/shutterstock_15219852510.jpg (yurta)
15. <https://upload.wikimedia.org/wikipedia/commons/thumb/d/d5/Kierchekh.JPG/G/300px-Kierchekh.JPG> (chum)
16. <http://s55.radikal.ru/i147/1004/68/7b5ae46a671a.jpg> (yaranga)

TULA SIGHTS

The Teacher's Name: Rauza Sidekulova

General topic: Sightseeing

Level : pre-intermediate

Form: 10 (15-16 years old)

The main aim of the lesson:

- ✓ to review, introduce and practice items in the lexical set “sights”
- ✓ develop reading for detail, writing (writing an essay) skills
- ✓ to develop socio-cultural competence

Time: 45 min

Materials and equipment required: a whiteboard (projector screen), a PC, a multimedia projector.

Teacher's Preparation: get the PC, a whiteboard (projector screen), a multimedia projector, be ready with the lesson.

LESSON PROCEDURE

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Opening, Warm-up				
4	Teacher shows several pictures about Tula region (<i>a samovar, Tula gingerbread, Tula Kremlin, Tula museum of arms, Yasnaya Polyana</i>) and invites students to guess what the lesson will be about and asks what is represented in the pictures. For every correct guess, T praises the students.	Ss: Our lesson is about Tula sights....	Pictures of a samovar, Tula gingerbread, Tula Kremlin, Tula museum of arms, Yasnaya Polyana, a computer, a whiteboard (projector screen), a multimedia projector	generate interest in the topic; provide a context of a lesson
Presentation of new vocabulary				
5	T pronounces new words, showing them on the board and asks students to guess what they mean.	Ss write down new vocabulary items: <i>a samovar, Tula gingerbread, Tula Kremlin, The Brick citadel, Tula museum of arms, Yasnaya Polyana,</i>	Pictures of these items, a whiteboard (projector screen), a computer, a	learn written form of new vocabulary

		<i>the armament, pryantik, coal, weapon, a cannon, a rifle, a gunsmith, outskirts, a glade, a serf.</i>	multimedia projector	
5	T conducts a choral and individual drill with the new vocabulary.	Ss listen to the correct pronunciation and repeat the words.	Pictures of the items, a whiteboard (projector screen), a computer, a multimedia projector	Train pronunciation; pre-teach new vocabulary, prepare Ss for reading
Reading Skills				
10	T asks Ss which Tula sights they can name. T gives students a list of true-false statements and asks to discuss them in pairs and mark as true or false (ex.1). Then T gives Ss the text and asks them to check their guesses with the help of the text.	Ss name Tula sights. Learners should decide if the statements are true or false (ex.1). Ss read the text to check their guesses.	The text, pictures, a computer and a whiteboard (projector screen), a multimedia projector	practice new vocabulary items and improve reading skills, to give interesting information about the place
Grammar in Use				
15	T asks what Ss remember about Yasnaya Polyana. Elicits the answers. Students read the text to see which facts they haven't mentioned or didn't know before. T asks them to complete the sentences from the text using the correct form of the verbs in brackets.	Ss read the text to see which facts about the place have been mentioned and which not. Then students complete the text with correct forms of the verbs using <i>Present Simple, Past Simple, Past Continuous, Past Perfect tenses, and, also, Passive Voice.</i>	The text, pictures, a computer and a whiteboard (projector screen), a multimedia projector	Improve reading skill, grammar skills, revise and learn Present Simple, Past Simple, Past Continuous, Past Perfect tenses, and, also, Passive Voice; to learn interesting information about the place
Writing skills (Closing)				
6	Homework: Teacher asks students to write the descriptive essay (about 150-200 words) about the sights that they want to visit in Tula region or in other Russian regions using the plan (ex.3)	Ss write a descriptive essay (about 150-200 words) about the sights which they want to visit in Tula region or in others Russian regions.	plan (ex.3)	To revise grammar, improve writing skills; to awake students' interest in Tula's famous places and other Russian sights.

LESSON MATERIALS

Ex. 1. Discuss if the statements are true or false. Read the text and check.

- 1) In the past you needed coal to boil water in a samovar.
- 2) There is a special saying with a samovar.
- 3) The secret of pryanik production was passed from generation to generation.
- 4) In the museum of gingerbread visitors can see only the smallest cakes.
- 5) Tula's masters have been known for 6 centuries.
- 6) In the Museum of Arms only Russian and European arms are presented.
- 7) The Museum of Arms has a large collection of different types of arms.

Text 1. Tula sights

Tula is well known for its samovars (an iron self-boiler apparatus for tea with the help of a high boot and coal). Now we have the Museum of Samovars (a grey building with columns). There is a proverb: To go to Tula with your own samovar. The proverb has the same meaning as an English one: To carry coal to New Castle.

Tula is also well known for its cake that is called pryanik. Tula cake is produced at factories; special technique is used to make it, it's a kind of art. In the XIX century there were dynasties of skilled workmen who knew secrets of producing pryanik. There is the Museum of Gingerbread in Tula. There you can see the smallest cake (a size of a coin) and the biggest one (about 16 kg).

Since the XVIth century Russia is famous for its weapons. Tula's masters produced cannons, rifles, sabres and guns. In the Museum of Arms you can see unique collections of weapons that display the evolution of arms. Russian, European (Belgian, German, French, English, Italian) and oriental (Turkish, Iranian, Japanese) weapons in the museum give a chance to compare achievements of Russian and foreign gunsmiths. The Museum of Arms has a large collection of sporting, hunting and decorated arms.

(Adapted from <http://www.canaryzoo.com/World%20-%20Tula.htm/>)

Ex.2. Read the text and fill in the gaps with verbs in the correct tense form:

Text 2. Yasnaya Polyana – A Home with History by Shea Robinson

On the outskirts of Tula (1) _____ (lie) the former home and resting place of one of the greatest novelists of the 19th century, Leo Tolstoy. Yasnaya Polyana (2)

_____ (mean) 'bright glade'. The estate formally (3) _____(become) a memorial museum to Tolstoy in 1921.

Yasnaya Polyana estate (4) _____ (buy) by Prince Nikolai Volkonskiy, Leo Tolstoy's grandfather, in the 18th century. Prince Nikolai (5) _____(design) English and French gardens throughout the grounds. As time went by, Tolstoy (6) _____ (marry) and (7) _____(move) into Yasnaya Polyana.

At Yasnaya Polyana Leo Tolstoy (8) _____(open) thirteen schools for the serf children who (9) _____ (live) on his land, opening 'The School at Yasnaya Polyana'. This short essay (10) _____(describe) Tolstoy's educational beliefs and (11) _____ (claim) as the first example of the theory of democratic education. He (12) _____ (spend) the next seven years (13)_____ (live) among the serfs and (14)_____ (write) his masterpiece 'War and Peace'.

In 1919 the Soviet government officially placed Yasnaya Polyana under protection. After World War II (15) _____(finish), Yasnaya Polyana (16) _____ (restore) to how it (17) _____ (look) when Tolstoy (18) _____ (live) there.

The whole estate of Yasnaya Polyana is now a museum which (19) _____ (welcome) its guests to walk around and fully explore the grounds.

(Adapted from <http://europetravelz.com/yasnaya-polyana-a-home-with-history/>)

Ex. 3. Homework

You should write the descriptive essay (about 150-200 words) about the sights which you want to visit in Tula region or in others Russian regions. Use the following plan:

- make an introduction (name the place you want to describe)
- say why you would like to visit it
- describe the place and the activities one can do there
- draw a conclusion (say why you recommend to visit it)

Answers:

Ex. 1 1)T 2)T 3)T 4)F(In the museum of gingerbread visitors can see the smallest cake and the biggest one) 5)T 6)F(Russian, European (Belgian, German, French, English, Italian) and oriental (Turkish, Iranian, Japanese) weapons are presented in the museum) 7)T.

Ex. 2 1) lies 2)means 3)became 4)was bought 5) designed 6) had married 7) moved 8)opened 9)lived 10)described 11) has been claimed 12)spent 13)living 14)writing 15) had finished 16)was restored 17)had looked 18)was living 19) welcomes.

Additional exercises:

Read the text “Tula overview” and answer the questions which are presented below by choosing one right answer (a,b,c,d):

Tula overview

Tula is a city and administrative center of Tula region of Russia.

The town of Tula was first mentioned in the year of 1146. The Brick citadel (Kremlin) was built in the 16th century. The city played an important role during the World War II producing various armaments.

Tula is known for traditional Russian cookies made with honey and gingerbread - pryaniki. It is also famous as one of the Russian samovar production centers.

“Yasnaya Polyana” is the place where famous Russian writer Leo Tolstoy lived. It is popular among tourists from all over the world. “Yasnaya Polyana” is located about 14 km south-west of Tula. It is the place where the famous novel “War and Peace” was written.

(Adapted from <http://russiatrek.org/tula-city>)

Fun Quiz:

1) In what country is the city of Tula located?

a) Australia. b) Canada. c) Russia. d) Singapore.

2) In what century was Tula first mentioned?

a) In the 15th century. b) In the 12th century. c) In the 20th century. d) In the 5th century.

3) What is the synonym (an other word) which was used in the text for a word “Kremlin”?

a) A brick fortress. b) A red citadel. c) A white fortress. d) A brick citadel.

4) Why did the city play an important role during the World War II, according to the text?

a) The city was producing armaments.

b) The city was making satellites.

c) The city was producing submarines.

d) The city was making airplanes.

5) What special ingredient do people use to cook Tula pryanik?

a) Maple syrup. b) Peanut oil. c) Honey. d) Olive oil.

6) What a famous person lived in Yasnaya Polyana?

a) Fyodor Tyutchev b) Fyodor Dostoyevsky c) Peter I d) Leo Tolstoy

7) Where is Yasnaya Polyana located?

a) Closer to Moscow than to Tula. b) Near Tula. c) In the centre of Tula. d) Closer to Ryazan than to Tula.

8) What literary work was written in Yasnaya Polyana?

a) The Captain's Daughter. b) Fathers and Sons. c) War and Peace.

d) The Cherry Orchard.

Answers to additional exercise: 1)c 2) b 3)d 4)a 5)c 6)d 7)b 8)c

Pictures (downloadable from <http://diverserussia.ru>):

A samovar, Tula gingerbread (pryanik), Tula Kremlin, The Brick citadel, Tula museum of arms, Yasnaya Polyana, the armament and weapon, coal, a cannon, a rifle, gunsmiths, outskirts, a glade, a serf.

Pictures:

1) <http://www.liveinternet.ru/users/slavyankali/post219164021/>

- 2) <http://www.nekf.ru/>
- 3) Tula Kremlin http://www.ratingtour.ru/reception/museum_tula/tula_kreml.html)
- 4) The Brick citadel (<http://turbina.ru/guide/Malbork-Polsha-85763/Zametki/Marienburg-samy-bolshoy-v-mire-kirpitchnyy-zamok-52020/>)
- 5) Tula museum of arms (<http://www.n71.ru/news/section191/show37615/>)
- 6) Yasnaya Polyana (<http://www.2r.ru/objects/28644>)
- 7) The armament and weapon (<http://warweapons.ru/voinyi-dospehi-i-vooruzhenie-antichnogo-sredizemnomorya-karashhuk-a-v-prodolzhenie/>)
- 8) Coal (<http://theenergycollective.com/ecsjessica/278901/epa-restrictions-can-encourage-clean-coal>)
- 9) A cannon
(http://commons.wikimedia.org/wiki/File:Leather_Cannon_GNM_Nuremberg_W614.jpg)
- 10) A rifle (<http://www.springfield-armory.com/m1a-series/>)
- 11) A gunsmith (http://www.iavalley.edu/mcc/careers_degrees/gunsmithing.html)
- 12) Outskirts (<http://photoshare.ru/photo7328729.html> Автор: Михаил Сенчихин)
- 13) A glade (<http://www.panoramio.com/photo/35272971>)
- 14) A serf (<http://ryazankreml.ru/e/204/>)

Pictures for texts.

Text 1:

- 1) Tula Kremlin (<http://deartravel.ru/5865-tulskiy-kreml-zakryli-dlya-posescheniy.html>)
- 2) A samovar (<http://samovartula.ru/>)
- 3) Yasnaya Polyana (<http://ria.ru/culture/20120913/749202029.html>)

Text 2:

- 1) Tula museum of samovars (<http://www.protulu.ru/museums/muzey-tulskie-samovaryi/>)
- 2) Tula museum of gingerbread (pryanik) (<http://www.tula.aif.ru/culture/details/162730>
Фото: Дмитрия ТИМАЧЕВА)
- 3) Tula museum of arms (http://svetlo.pro/portfolio/arhitekturno-hudozhestvennoe-osveschenie/tulskij_gosudarstvennyj_muzej_oruzhiya)

Text 3:

- 1) Yasnaya Polyana (<http://www.kultprosvetmag.ru/yp-usadjba/>)
- 2) Yasnaya Polyana (<http://altertravel.ru/view.php?id=630>)

VISIT TO POLENOVO

The Teachers' Names: Nadezhda Maslova, Anastasia Khodakova

General topic: People and Places

Level: pre-intermediate - intermediate

Form: Form 11

The main aim of the lesson:

- ✓ develop speaking, reading, grammar skills for State Exam (EGE);
- ✓ acquaint students with Polenovo Estate.

Time: 2 lessons, 45 min each (90 min)

Materials and equipment required: sheets of paper with texts, exercises and questions, photographs of required objects, a blackboard or iPads / a whiteboard (iBooks lesson at <http://diverserussia.ru>)

Teacher's Preparation: print out the hand-outs

LESSON PROCEDURE

Time	Teacher does/says	Students do/say & interaction pattern	Materials	Stage Objective
Opening				
2	T greets the students and tells them that he/she has visited a beautiful place in Tula region. T shows a photograph of Polenovo and offers Ss to guess what place it was.	T→Ss Ss greet the teacher and try to guess what place the teacher has visited.	A photograph of Polenovo / iPads	Generate interest in the topic; provide a context of a lesson
Warm-up				
7	T asks Ss to look at the pictures and answer the questions (ex.1): <i>Who painted these pictures? Which genre do they belong to? What impression do they make? What's your favourite artist?</i>	Ss→T Ss answer the questions.	Sheets of paper with the pictures and questions / iPads	Check the student's ability to define the genre of paintings and to express their attitudes to them
Reading				
12	Teacher asks students to read the text about Vasily Polenov and answer the questions (ex.2).	T→Ss Ss read the text about Vasily Polenov and answer the questions.	Ex.2 / iPads	Check the understanding of the text, develop reading skills (for specific information)

10	T asks students to read the article about Polenovo Estate and complete the text (ex.3.1).	T→Ss, Ss Ss read the article about Polenovo Estate and complete the text.	see above	Check the general understanding of the text
8	T asks students to say which statements are true, false or not stated (ex.3.2). T corrects the mistakes if it's needed.	T→Ss Ss answer True-False questions.	see above	Check the understanding of the text (reading for details)
8	T asks students to match the words to their definitions.	T→Ss Ss match the words to their definitions.	see above	Understanding new vocabulary
8	T asks students to match prepositions and then fill them in the gaps.	T→Ss Ss match prepositions and fill them in the gaps.	see above	Practice the use of the prepositions (to, for, of, on) after verbs and adjectives
New Grammar Practice				
5	T asks students to pay attention to the sentence «I wish we could settle there» in the article (ex.3). T explains the rule of using the grammar construction "I wish". She/he writes down the rule on the blackboard and answers students' questions.	T→Ss Ss write down a new grammar construction to their copybooks, ask questions if it's needed.	A black-board / iPads	Introduction of a new grammar construction
7	T offers students to do exercise 4 to practice a new grammar construction. She/he corrects the mistakes if it's needed.	T→Ss Ss do the exercise on the grammar topic "I wish".	Sheets of paper with the text, questions and exercises / iPads	Practice a new grammar construction
Speaking				
10	T asks students to answer the questions: <i>Have you ever been to Polenovo? What impression did it make on you? Do you agree with Polenov's words "our church which celebrates painting, music and poetry....a temple of art"? Why did he call his church a temple of art? What other places to visit in Tula Region do you know? What</i>	T→Ss , Ss → T Ss answer the questions.	Sheets of paper with the text, questions and exercises; a photograph of Polenov's church / iPads	Practice speaking skills

	<i>do you know about their history?</i>			
10	T offers students to look at the two pictures and compare and contrast them. She/he says that each student has 2 minutes to talk and 1.5 minutes to be ready for his/her presentation. After that T asks some Ss to present their speeches. T gives them recommendations and corrects the mistakes.	T→Ss Ss prepare their presentations for 1.5 minutes and compare and contrast the two pictures. Several students present their speeches.	Sheets of paper with the pictures and questions / iPads	Practice speaking skills for State Exam (EGE), develop analytical skills
Closing				
3	At home T asks Ss to write an essay on the following topic «Many people prefer to travel abroad; others say that there is much to be seen in our own country». She/he writes down the topic on the blackboard.	T→Ss Ss write down their home task.	A black-board / iPads essay plan	

LESSON MATERIALS

Ex. 1. Warm Up.



1. Who painted these pictures?
2. Which genre do they belong to?
3. What feelings do they evoke?
4. Who is your favourite artist?

Ex. 2. Read the text and answer the questions about Polenov.

Among the most talented of Russian artists from the second half of the 19th century, Vasily Polenov was an active member of **the Itinerants Association** (*Товарищество передвижных художественных выставок (Передвижники)*) and a regular participant in their art exhibitions. Most famous for his landscape painting, he also painted a series of original biblical pictures. His other major contribution to the Russian art was his teaching: he was a Professor at Moscow School of Painting, Sculpture and Architecture, where his pupils included Konstatin Korovin, Isaac Levitan, Abram Arkhipov and Mikhail Nesterov. Patronized by the art collector Pavel Tretyakov, he was also a participant in Savva Mamontov's Abramtsevo art circle. Polenov's best known paintings include his landscape *Moscow Courtyard*, *Overgrown Pond* and his Biblical art like *Christ and the Woman Taken in Adultery* (*супружеская измена*).

(Adapted from <http://www.visual-arts-cork.com/famous-artists/vasily-polenov.htm>)

Questions:

1. What kind of pictures did Polenov paint apart from his landscape painting?
2. What was his major contribution to the Russian art?
3. What art circle did Polenov belong to?
4. Name some Polenov's paintings of biblical art genre.

Ex. 3 Read the article and do the tasks.

Visit Vasily Polenovo's estate in Russia

by Phoebe Taplin

The riverside estate of artist Vasily Polenov is almost unknown to foreign tourists to Russia, yet its combination of nature and culture should put it on everyone's must-see list.

«*The landscapes along the Oka River. . . are beautiful. I wish we could settle there*», wrote Russian painter Vasily Polenov in 1887. In the spring of 1890, he bought an estate in the village of Byokhovo overlooking the wide water.

As he got to know the area, he came to love the views from a nearby hill, and in 1892 he built a new house there, which became a museum **A**_____. Decorated with works by fellow painters such as Ilya Repin and Polenov's pupil Isaac Levitan, the house attracted tourists from nearby towns.

*«My wish came true **B**_____, fit for putting up collections, and I am extremely glad to see the visitors coming and examining them»*, wrote Polenov.

The three-storey white mansion is made of plastered wood and modelled on the home of Polenov's parents near St Petersburg. Repin's oval portrait of Polenov hangs over the door. The portrait room, covered with paintings and photographs of the extended family, also contains collections from Greece and Egypt, assembled by the painter's father, Dmitry.

Next door, the library, with its painted fireplace, carved wood, stained glass and crowded gallery of masterpieces, embodies the spirit of this exceptional house. Creative flower arrangements and huge windows with views of the surrounding countryside add to the charm.

Behind the house, the gardens slope down to the river. In 1904, Polenov decided to build an orange-roofed studio next to the main house.

«This summer I was building a studio, but for some reason it turned out to be an abbey. Nevertheless I am extremely pleased: the window is large, the light is wondrous,» he wrote to his friend Ivan Tsvetaev, the founder of the Pushkin Museum of Fine Arts.

Inside, the artist's brushes, compounds, oils and stove are laid out like an apothecary's kitchen⁵. The side room has an exhibition about the estate's theatre, including some brilliantly spooky puppets. In 1910 Polenov started **C**_____, when he invited local people to a play he had staged with his children.

There are changing exhibitions from the museum in the old barn. Recently it was of paintings and fairytale illustrations by Polenov's talented younger sister, Elena Polenova.

⁵ apothecary's kitchen - a cabinet with different things to use, which are organized in a strict way.

A path leads from the studio door, past the boathouse towards a sandy beach on the river. A spectacular view opens up in both directions and it is even possible to swim there. From a little way above the beach, another path leads along the riverbank all the way to the Trinity Church at Byokhovo where a steep flight of steps leads up to the ancient, cliff-top graveyard. Polenov and his family are buried under simple wooden crosses above a flowery bank near a small chapel. From this hill, the views over the meandering river are better than ever.

Polenov designed the picturesque church and friends and family helped to decorate it. He called it «*our church D_____ . . . a temple of art*». Nearby there are cottages with flowering gardens

A visit to Polenovo estate allows you to walk through the dreams of an extraordinary artist. As Polenov wrote **E**_____ : «*I've been dreaming of it all my life and now I can hardly believe that this has come true*».

(Adapted

from

<http://www.telegraph.co.uk/sponsored/rbth/features/7906631/Visit-Vasily-Polenovos-estate-in-Russia.html>)

I. Read and complete the text (A-E). There is one extra option:

1. when we succeeded in building a house on the bank of the Oka
2. which celebrates painting, music and poetry
3. while he still lived in it
4. what has now become a long-running tradition
5. when he had finished building his studio
6. since it is visited by thousands of people

II. Read the text and say which of the following statements are true (T), false (F) or not stated (NS):

1. The author strongly recommends to visit Polenovo.
2. Polenovo became a museum only after V. Polenov's death.
3. There was a special room planned in the house for the collection of Polenov's paintings.
4. Polenov used his family house as a sample for his house-museum.

5. Polenov didn't intend to build an abbey.
6. The artist didn't have any siblings.
7. Polenov was a very religious person.

III. Match the words to the definitions:

1 . to assemble	a. to be an example of or express (an idea, principle, etc), esp in action
2 . to embody	b. extremely impressive
3. wondrous	c.to come or bring together; collect or congregate
4. spooky	d. a place for graves
5. spectacular	e. following a winding course
6. graveyard	f. scary
7. meandering	g. remarkable or extraordinary, wonderful

IV. Match the following prepositions with the verbs and fill in the gaps:

1.to be unknown	a. on
2. to be made	b. to
3. to be modelled	c. of
4. to add	d. for
5. to fit	e. to

1. There were many temple columns _____ gold and semiprecious stones in ancient times.
2. This cathedral was built in the middle of the town and _____ buildings of the Renaissance.
3. Many important historical sights in Russia are _____ foreigners.
4. Patterned stairs and great chandeliers _____ the majesty.
5. The area is _____ building a new Museum of Modern Art.

V. Grammar rules. I wish...

A. We use **wish** to say that we regret something, that something is not as we would like it. When we use **wish** in this way, we use the *past* (**knew/lived** etc.), but the meaning is *present*:

I **wish I knew** what to do about the problem. (I don't know and I regret this)

I **wish you didn't** have to go so soon. (You have to go)

B. I wish I could (do something) = I regret that I cannot do it:

I'm sorry I have to go. I **wish I could stay** longer. (but I can't)

Practice:

Put the verb into the correct form.

1. It's a difficult question. I wish.....the answer. (I / know)
2. You are lucky to be going away. I wish.....with you. (I / can / come)
3. I've met that man before. I wish his name. (I / can / remember)
4. Polenovo is a picturesque and peaceful place. I wish..... there. (I / live)

VI. Questions for discussion:

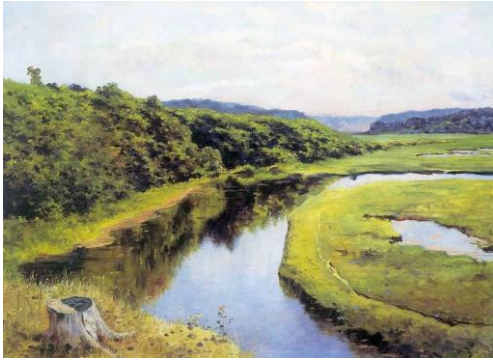
1. Have you ever been to Polenovo? What impression did it make?
2. Do you agree with Polenov's words «our church which celebrates painting, music and poetry....a temple of art»? Why did he call his church a temple of art?
3. What other places to visit in the Tula region do you know? What do you know about their history?

Speaking task. Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which kind of weather you prefer
- explain why

You will speak for not more than 2 minutes. You have to talk continuously.

1.



2.



Homework:

Comment on the following statement.

Some people prefer travel abroad; others say there is much to be seen in our own country.

What is your opinion? Do you agree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

Answers:

Ex 3.1. A) 3 B) 1 C) 4 D) 2 E) 5

Ex. 3.2. 1) T 2) F 3) NS 4) T 5) T 6) F 7) NS

Ex. 3.3. 1) c 2) a 3) g 4) f 5) b 6) d 7) e

Ex. 3.4. 1) b\|e 2) c 3) a 4) b\|e 5) d

1) made of 2) modelled on 3) unknown to 4) add to 5) fit for

Ex. 3.5. 1) I knew 2) I could come 3) I could remember 4) I lived

