



Yamalia  
English Language  
Teachers' Association

# YAMALIA – THE BACK OF BEYOND

A Series of English Lessons in Yamalia Studies

**Edited by** Eugene Kolyadin  
Yelena Gorshkova  
Oxana Sokolenko  
Irina Kolyadina

**Based on teaching materials created by** Alevtina Andreyeva (*Salema*), Svetlana Bochkaryova (*Salekhard*), Natalia Bordzilovskaya (*Noyabrsk*), Natalia Derevyanko (*Noyabrsk*), Yelena Gorshkova (*Gubkinsky*), Olga Grinkevich (*Muravlenko*), Tamara Khokhlova (*Noyabrsk*), Anzhelika Khokhlyutina (*Muravlenko*), Irina Kolyadina (*Gubkinsky*), Yulia Rudakova (*Nadym*), Irina Rusina (*Noyabrsk*), Diana Saitova (*Nadym*), Yulia Sibulatova (*Nadym*), Natalia Soip (*Nadym*), Yelena Ten (*Nadymsky district*), Natalya Togo (*Nyda*), Olga Yelizarova (*Noyabrsk*), Alfiya Yusupova (*Muravlenko*), Irina Zinkovskaya (*Nadym*)

Phonetic and Listening Comprehension tapescripts sounded by **Svetlana Filippova**, Associate Professor, Nizhny Novgorod Dobrolyubov State Linguistics University

Gubkinsky  
Yamalo-Nenets Autonomous Okrug  
2015

**Yamalia – the Back of Beyond.** A Series of English Lessons in Yamalia Studies: Сборник учебно-методических материалов для проведения учебных занятий по регионоведению Ямало-Ненецкого автономного округа на английском языке в 8 – 11 классах средних общеобразовательных организаций / Под ред. Е.А. Колядина, Е.А. Горшковой, И.А. Колядиной, О.Б. Соколенко. – Губкинский, 2015. – 82 с. – На англ. яз.

## FOREWORD

The booklet you are holding in your hands now is a fruit of collaboration of tens of Yamalia teachers of English from different parts of the okrug. The main goal of the authors' team was to summarise the best practices developed by the okrug educators as well as their expertise in teaching regional studies and disseminate that all around Yamalia. We think that it is a brilliant idea to arm our teachers with ready-made though flexible to adaptation lessons to teach students to different aspects of life in our lands in English. This knowledge will enable them to speak, discuss and think of the peculiarities in different areas of the okrug life. We hope that our younger generation will be decent representatives of their Motherland able to tell about the magic of our land to people all around the globe and thus become cultural ambassadors of Yamalia and Russia to all the lands of the world.

The booklet presents 15 lesson plans in Yamalia region studies that can be implemented in secondary schools (as well as schools of the same educational level) in Forms 8 – 11, four lessons a year or one lesson for an academic 'quarter'. Thus the fifteen lessons are divided into four parts according to students' age. This division is actually conventional due to different level of English of students in different schools, classes and even groups. This is why the teacher is completely free in both arranging the order of the lessons offered and simplifying or complicating, i.e. adapting the lessons to the learners' actual level of L2, and their own methodological views and beliefs.

The topics of the lessons are quite varied and the variation is based on two principles: first, we would like to make the lessons interesting for the learners though we understand that such themes rarely interest teenagers. Making the lessons more communicative and personalised we create a motivational basis that can be further developed by studying related or similar topics. The motivation features are based on using various alternating tasks of different types accounting for different learners' styles (based on multiple intelligences theory). We have also tried to enrich the lessons with modern teaching techniques such as mind-mapping, Venn diagrams and the like.

Developing the lessons presented in the booklet the authors take into consideration two major points: introducing the idea of communicativeness into the majority of the tasks and preparing the students to the State National Examination in English, so a lot of tasks in the

lessons are built to develop students' linguistic competence, expertise and examination skills while learning about the region.

The booklet contains the lesson plans. As the majority of the lessons are text-centred, we have provided texts as well as hand-outs and tapescripts. However, each of the lessons in the book has a digital PowerPoint presentations which you can either find on the CD or download at the 'Yamalia-the Back of Beyond' page of Yamalia ELTA Internet site at [www.yamelta.ru](http://www.yamelta.ru) alongside with other materials (recordings, hand-outs and cut-outs in a convenient digital form)

We would like to thank all the teachers who have taken part in the project and who have contributed tremendously to the creation of the booklet. They are: Alevtina Andreyeva (*Salemal*), Svetlana Bochkaryova (*Salekhard*), Natalia Bordzilovskaya (*Noyabrsk*), Natalia Derevyanko (*Noyabrsk*), Yelena Gorshkova (*Gubkinsky*), Olga Grinkevich (*Muravlenko*), Tamara Khokhlova (*Noyabrsk*), Anzhelika Khokhlyutina (*Muravlenko*), Irina Kolyadina (*Gubkinsky*), Yulia Rudakova (*Nadym*), Irina Rusina (*Noyabrsk*), Diana Saitova (*Nadym*), Yulia Sibulatova (*Nadym*), Natalia Soip (*Nadym*), Yelena Ten (*Nadymsky district*), Natalya Togo (*Nyda*), Olga Yelizarova (*Noyabrsk*), Alfiya Yusupova (*Muravlenko*), Irina Zinkovskaya (*Nadym*).

We would also like to thank Svetlana Filippova, Associate Professor, Nizhny Novgorod Dobrolyubov State Linguistics University, who have made fabulous recordings for listening and listening comprehension exercises in the lessons, as well as Alexander Bibik, an old friend of our Association who helped us greatly with creating visuals and the booklet itself.

We heartily hope that you will like the booklet and the lessons. We also look forward to the continuation of this great work: the existing lessons will be refined and new lessons in Yamalia Studies will appear and we believe that you can take an active part in this work. Please share your ideas with us sending them to our email address: [yamelta@mail.ru](mailto:yamelta@mail.ru).

We wish you good luck and professional success!

*Sincerely yours,  
YamELTA Board Members*

**YEAR 8****LESSON 1. THE SONG OF LIFE****The practical objectives of the lessons:**

developing reading, listening, speaking and thinking skills;  
teaching tolerance and mutual understanding;  
studying Yamalia peoples' traditions.

**Time:** 40 minutes

**Materials and equipment required:** a whiteboard (projector screen), a PC, a multimedia projector, hand-outs, a digital presentation (attached)

**Teacher's Preparation:** print out the hand-outs and cut-outs (1 copy of the text hand out for each student, Bears and Boys/Girls, wordcloud hand-outs – 1 copy for each pair of Ss), get the PC ready with the presentation; study the lesson plan and the digital presentation before the lesson!

**LESSON PROCEDURE**

Time	Stage Activity (Teacher's and Students' Activities)	Materials to Be Used at the Stage	Stage Aim
1	2	3	4
<b>Warm-Up</b>			
4'	T greets the class and asks Ss to look at the wordcloud. T asks the questions: Look at the wordcloud please and study the words. There you can find the words we'll use at the lesson. What do you think we are going to speak about at the lesson? The Ss sound their suppositions.	a wordcloud, Presentation Slide 2	practising thinking and speaking skills, focusing on vocabulary
<b>Reading</b>			
2'	T asks if Ss have some traditions in their families and what they are (in case of difficulty the T may give hints: New Year presents, get-togethers etc.) T may want to ask Ss of different nationalities.	Presentation Slide 3	developing thinking and speaking skills



2'	T asks Ss to find the English equivalents for the phrases: <i>шерсть встала дыбом,</i> <i>хозяин леса, давай жить на своей земле мирно,</i> <i>отдохнуть, тихо сидеть</i> in the text.		developing lexis and vocabulary skills
1'	T asks Ss to look at the slide and match the parts of the text (1-5) with Pictures A-E. (Key: 1E, 2B, 3C, 4A, 5D)	Presentation Slide 7	developing reading skills
<b>Writing and Speaking</b>			
6'	<b>Pair work.</b> T asks Ss to work in pairs and fill in the hand-outs with the information about the bears (a brown bear and a polar bear in each of the pairs) and then ask questions like: Who are you? Where do you live? What is your land? etc. to each other. In case of necessity T can elicit the questions from Ss right after they have filled in the hand-outs to facilitate the exercise.		developing writing. grammar and speaking skills
4'	T asks Ss to speak about the differences between the bears		developing thinking and speaking skills
4'	T asks Ss to find the similarities between the bears and speak on them		developing thinking and speaking skills
5'	T asks whether the Ss like the fairy-tale and why, if they think the fairy-tale is teaching, what it teaches. T makes (leads the discussing to) a point that in spite of the differences all the people must be friendly and respect other people's rights, personalities, territories etc.	Presentation Slide 8	developing thinking and speaking skills
<b>Home Task Assigning</b>			
1'	T gives Ss boy/girl hand-outs to fill in at home and get ready to speak about yourself at the	Boy/girl had-outs	developing writing, thinking and

<p>next lesson using the handout as a plan. T says Ss are free to add any information they want. T will ask Ss to work in pairs, ask questions, find differences and similarities.</p>		<p>speaking skills</p>
--	--	------------------------

**The teacher whose materials are used in developing the lesson:** Olga Yelizarova (Noyabrsk, 'Juventa' – Centre for Children's Intellectual Development);  
**Edited by** Eugene Kolyadin

### The Wordcloud



### The text

#### **The Polar Bear and the Brown Bear**

##### *A Nenets Fairy Tale – The Song of Life*

**(1)** Once the Brown Bear, who lived in the forest, went to the sea in the north. **(2)** At that moment the White Bear, who lived in the sea went to the lands on ice.

They met near the seashore (*морской берег*).

The White Bear's hair stood on end. He said:



- You, Brown Bear! What are you doing here in my land?

The Brown Bear answered:

- You have never had any land of your own. Your place is in the sea. The ice is your land!

**(3)** The White Bear and The Brown Bear began to fight (*бороться*). They fought till evening.

At last they sat silently to have some rest.

The Brown Bear was the first to speak. He said:

- White Bear, you are stronger. But I am dodgy (*увёртливый*). That's why nobody will win. And we are brothers, aren't we?

The White Bear said:

- That's right, we are brothers. We mustn't quarrel (*ссориться*) about anything. We have large lands.

The Forest Bear said:

- As for me, I have nothing to do in your forest. Let's live on our own lands and be friendly.

**(4)** The Forest Bear went to the forest. The Polar Bear stayed on the seashore.

Since that time the Brown Bear has been the Master of the Forest, the Polar Bear has been the Master of the Sea.

**(5)** They never quarrel with each other.

## LESSON 2. NORTHERN LIFE

### The practical objectives of the lessons:

developing reading, listening and speaking skills;  
teaching tolerance and mutual understanding;  
teaching group work and collaboration skills;  
studying Yamalia peoples' lifestyles.

**Time:** 40 minutes

**Materials and equipment required:** a whiteboard (projector screen), a PC, a multimedia projector, hand-outs, a digital presentation and the audio recording (attached), three envelopes

**Teacher's Preparation:** print out the hand-outs (1 copy for each of the three groups), get the PC ready with the presentation, the listening comprehension recording, three letters printed out (hand-outs), sheets of paper; study the lesson plan and the digital presentation before the lesson!

## LESSON PROCEDURE

Time	Stage Activity (Teacher's and Students' Activities)	Materials to Be Used at the Stage	Stage Aim
1	2	3	4
<b>Warm-Up</b>			
1'	T greets the class and says that they are going to work in three groups representing three different Nenets families: the Syrottetos, the Kharyuchis and the Salinders and divides the class into three groups		
<b>Vocabulary</b>			
2'	T shows the pictures and asks the Ss to name them aloud	Presentation Slide 2	developing vocabulary
1'	After that the T asks the Ss to repeat the words aloud	Presentation Slide 3	developing pronunciation skills
3'	T offers the Ss to fill in the gaps in the words in hand-outs	Hand-outs, Presentation Slide 4	developing vocabulary skills
3'	T asks the Ss to unscramble words	Hand-outs, Presentation Slide 5	developing vocabulary skills
1'	T asks Ss to match the words with their Russian equivalents and they check the exercise on the board as a class	Presentation Slide 6	developing vocabulary skills
<b>Listening and Reading</b>			
5'	The T asks the Ss to look at the board and read the questions before they listen to the text (play the recording twice if necessary)	Presentation Slide 7, recording	developing listening skills
4'	T asks Ss to answer the questions	Presentation Slide 7	developing speaking skills
4'	T asks Ss to open the envelopes and read the letter to check their answers		developing reading skills
5'	T asks the Ss to answer the true/false questions according	Presentation Slide 8, had-outs	developing reading skills

	to the text		
<b>Writing</b>			
1'	T asks the Ss' groups to write their replies to the letter using the letter they have read as a model	sheets of paper	developing writing skills
	T asks the Ss to present their letters to the class (if time permits)		developing reading skills
	T asks the Ss what they have learnt about the life of northern peoples during the lesson and asks them to draw a choom at home and get ready with a story about it		

**The teacher whose materials are used in developing the lesson:** Yulia Rudakova, Diana Saitova, Yulia Sibulatova, Natalia Soip (Nadym, School #3);

**Edited by** Eugene Kolyadin

Hand outs

**1. Fill in the gaps:**

ch \_\_\_ m

d \_\_\_ er

cl \_\_\_ ud \_\_\_ er \_\_\_ y

mo \_\_\_ s

bl \_\_\_ e \_\_\_ er \_\_\_ y

**2. Make up the words:**

xof rpola

ardtnu

byerrocw

shfitewih

lghsti rthonern

**3. Match**

reindeer

песец

cloudberry

муксун

cowberry

северный олень

moss

черника

polar fox

мох

whitefish

морошка

Luosto, Finland  
January, 14<sup>th</sup>

Dear Misha,

How are you? Did you enjoy your winter holidays?

I am writing to tell you some interesting information about our traditional life.

At first, I'm going to tell you some words about our people. The Sami people are the keepers of traditions of reindeer herding in Finland. The reindeer is a very special animal for us, because it's our home (Lavvu), clothes, food and transportation.

And now, I'd like to describe our dwelling. This is a conical-shaped tent made from reindeer hide on heavy poles.

Reindeer meat is also the most important part of our diet because it is rich in vitamins. The Sami usually eat fried, boiled and even raw meat of deer, moose and fish. As for drinks we like tea, coffee and deer milk. We also eat white salmon, perch and pike, gather blueberry, cowberry and cranberry during the summer months.

What about you? What traditions are there in your country? Tell me please about the choom.

Write soon.

Best wishes,

Wille

**Vocabulary:**

**the Saami people**-саамы (коренной малочисленный народ в Финляндии)

**reindeer herding**-оленоводство

**lavvu**- вежа (временное жилище саамов, внешне похожее на чум)

**dwelling**- жилище

**conical-shaped**- конической формы

**reindeer hide**- шкура оленя

**raw**- сырой

**salmon**- сёмга

**perch**- окунь

**pike** - щука

**cranberry** - клюква

Read the text and find out whether the following statements are true (T) or false (F):

1. The Sami people keep the traditions of reindeer herding in Finland. T / F
2. The reindeer is a home, clothes, food and transportation for the Sami. T / F
3. Lavvu is a a conical-shaped dwelling on heavy poles with reindeer hide around. T / F
4. They live in wigwams. T / F
5. Lavvu is the Sami dwelling. T / F
6. People in Finland do not eat raw meat of deer, moose and fish. T / F
7. Reindeer meat is rich in vitamins. T / F

## LESSONS 3 & 4. YAMALIA FESTIVALS AND CELEBRATIONS

**The practical objectives of the lesson:**

developing students' skills in reading, listening and speaking, bringing up respect and tolerant attitude towards the Yamalia native peoples, their way of life, customs and traditions.

**Time:** 80 minutes

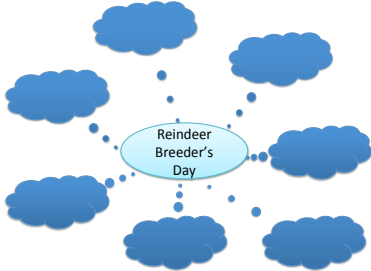
**Materials and equipment required:** cut-outs with the matching tasks, hand-outs with the text and the tasks, mind-maps for each student, a mind-map on the chalk board, a multimedia projector, a digital presentation (attached), "Reindeer Breeder's Day" video (attached), two smartphones (or hand-held video cameras) for shooting video-letters.

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

### LESSON PROCEDURE

Time	Stage Activity (Teacher's and Students' Activities)	Materials to Be Used at the Stage	Stage Aim
1	2	3	4
<b>Warm-Up and Phonetic Practice</b>			
5'	T greets the class and concentrates students' attention before the lesson. T draws students' attention to the map of Yamalo-Nenets Autonomous Okrug, asks to name and show its main towns. Ss show the main towns of the	Presentation slide1	engaging the class and getting students' thinking on the topic

	area.		
7'	<p>Pair Work. T asks Ss to read some facts about the towns of our area and match them with the town names.</p> <p>Ss get acquainted with the facts about the towns, match the facts with the town names and check the answers with the white board.</p> <p>Ss read the information aloud.</p>	<p>hand-outs with the task, the answers (Presentation slide 2)</p>	<p>developing reading skills</p>
<b>Introducing the Topic of the Lesson</b>			
11'	<p>T asks Ss what events can vividly illustrate the main features of peoples' culture.</p> <p>Ss can probably answer that festivals and celebrations reflect national culture.</p> <p>T introduces the topic of the lesson.</p> <p>T asks if the students know any traditional Northern peoples' holidays.</p> <p>T suggests two pictures - Reindeer Breeder's Day and Raven's Day.</p> <p>Ss choose one picture and describe it using the answers to the given questions.</p> <p>Ss work in pairs describing one of the pictures.</p> <p>T monitors the class.</p> <p>One student describes the photo aloud.</p>	<p>presentation slides 3 and 4, hand-outs with the questions</p>	<p>developing speaking skills</p>
<b>Reading Practice</b>			
7'	<p>T suggests discussing the main native peoples' traditions and learning some new facts about one of the most popular festivals in Yamalia - Reindeer Breeder's Day.</p> <p>T asks to read the text aloud in a chain and be ready to</p>	<p>hand-outs with the text</p>	<p>developing reading skills</p>

	<p>enumerate the main Northern peoples' activities while celebrating Reindeer Breeder's Day.</p> <p>Ss read the text and answer the T's question.</p>		
<b>After-Reading Practice</b>			
4'	<p>Ss read and complete the sentences using the information from the text.</p> <p>T listens to the Ss' answers and corrects the mistakes.</p>	hand-outs with the tasks	
<b>Thinking and Speaking Practice</b>			
3'	<p>T asks Ss if they have taken part in the festival of reindeer breeders before and asks to share the thoughts and emotions about the festival.</p> <p>Ss who have visited the festival tell the class about their impressions about that.</p>	mind-maps for each student	developing thinking and speaking skills
3'	<p><b>Individual work</b></p> <p>T suggests completing the mind map putting Ss' associations about the festival.</p>		
			
<b>Watching and Thinking Practice</b>			
5'	<p>T suggests watching the video and asks Ss to add new items into their mind-maps.</p>	a video, a mind-map on the chalkboard	developing listening and reading skills
6'	<p>Ss finish working with their own mind-maps and complete the overall class mind-map on the chalkboard with their associations.</p>		

After-Watching Practice			
5'	<p>Ss discuss the video answering T's questions and sharing the ideas about the festival. Questions for discussion:</p> <ol style="list-style-type: none"> <li>1. How do the native northern people look like?</li> <li>2. What are their main activities?</li> <li>3. Do the tundra children often fall ill?</li> <li>4. Would you like to take part in celebrating Reindeer Breeder's Day? Why?</li> <li>5. Why is it important to keep traditional holidays?</li> </ol>		developing speaking skills
13'	<p><b>Group work</b></p> <p>T suggests preparing the material for a video-letter about the main Northern peoples' tradition – Reindeer Breeder's Day, using the mind-map.</p> <p>Ss choose the role of either a cameraman or a speaker and shoot the video-letters with the help of smartphones.</p>	a smartphone for each group, a mind-map	developing speaking skills
11'	Groups present their video-letters, using a pc and a projecting camera; answer other students' questions if any.	a PC with a projector, a smartphone.	developing speaking skills

**The teachers who developed the lesson:** Irina Kolyadina (Gubkinsky School #5), Yelena Gorshkova (Gubkinsky School #5)



*Task 1**Match the facts with the names of the towns*

It was decided to choose the name of this town to perpetuate (увековечить) the memory of the first arrival in November 1976	Novy Urengoy
This town was founded in 1986 and was named in honor of a soviet geologist I.M.Gubkin	Nadym
This is the largest town in Yamalia.	Salekhard
This town is the administrative center of Yamalo-Nenets Autonomous Okrug and the closest town to the Polar circle	Gubkinsky
The name of this town derives from the Nenets word "nyaidem", which translates into English as "mossy place"	Noyabrsk

*Task 2**Describe the pictures, using the answers to the following questions:*

1. What is the picture about?
2. Where is it from? Why do you think that?
3. Who is in the photo?
4. What is happening?
5. What are they doing?
6. What are they feeling?

*Task 3*

*Read the text aloud in chain and be ready to enumerate the main Northern peoples' activities while celebrating Reindeer Breeder's Day*

Reindeer Breeder's Day is one of the traditions of the native people of Yamalia. It's celebrated every year at the end of March when they can take a break and relax singing their national songs, competing in their strength in traditional northern contests. Each year this event is held in different Yamalia towns. And a great number of people attend the festival with great pleasure - women in green and blue robes decorated with national ornaments, men dressed in their clothes decorated with fur and special leather shoes get ready for traditional competitions. This is the time when the Nenets gather from all the corners of Yamalia share news, compete in speed reindeer sledge running. We should respect and take care of this cultural tradition.

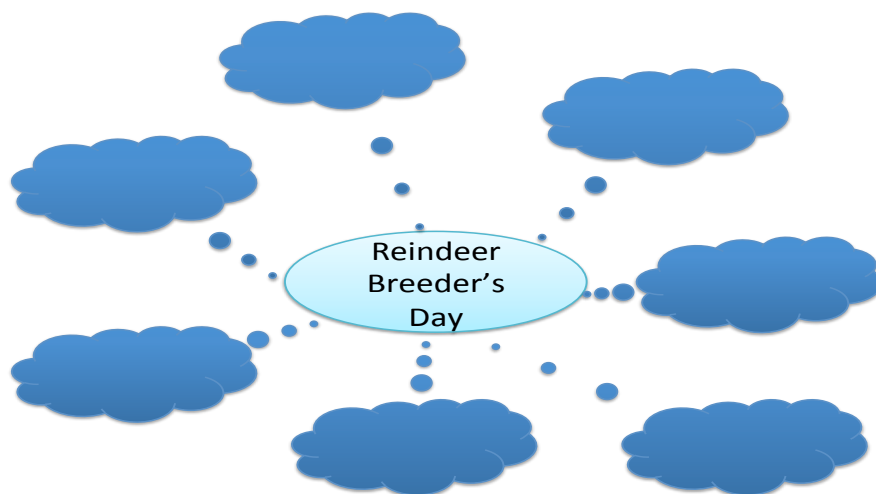
*Task 4*

*Complete the sentences*

1. Reindeer Breeder's Day is held in ...
2. The men are dressed in their clothes decorated with ...
3. The festival is celebrated ...
4. The Nenets gather from all the corners of Yamalia to ...

*Task 5*

*Complete the mind-map*



**YEAR 9****LESSON 5. THE NENETS FOOD****The practical objectives of the lesson:**

developing communicative skills through the various types of speech activities

developing listening and reading skills, bringing up the sense of respect towards the culture of Yamalia indigenous peoples

**Time:** 40 minutes

**Materials and equipment required:** a whiteboard (projector screen), a PC, a multimedia projector, a print-out of the reading text for each of the students and hand-outs, a digital presentation (attached)

**Teacher's Preparation:** print out the reading text and hand-outs, get the PC ready with the presentation.

**LESSON PROCEDURE**

Time	Stage Activity (Teacher's and Students' Activities)	Materials to Be Used at the Stage	Stage Aim
1	2	3	4
<b>Warm-Up</b>			
5'	T greets the class and asks the Ss to look at the board. T reads the words and Ss read after him/her. Ss look at the board with the pictures of different kind of food. There is usual and Nenets food. T asks Ss whether they eat all kind of this food or there is some strange food for them. T suggests Ss to divide the words into two groups: usual and unusual for them. T asks who can eat such kind of food and asks about the topic of the lesson. The Ss answer the T's questions; divide the words into two groups.	Presentation Slide 1	practicing pronunciation, speaking skills, focusing on vocabulary, introducing the theme of the lesson
2'	T asks Ss about their favorite food, what they have for breakfast/dinner/supper, what	Presentation Slide 2	practicing grammar and speaking skills

	they eat, what they ate, what they will and would eat (practicing Tenses).		
5'	T asks Ss what they know about the Nenets food, what animals/fish/berries they eat. T asks Ss to work in groups of four. Ss work <b>in groups</b> .	Presentation Slide 2	Specifying the lesson topic
<b>Listening</b>			
4'	T asks the Ss to match the words, their definitions and pictures. The T&Ss check answers	Presentation Slide 3, hand-outs	developing lexis skills
7'	T asks Ss to listen to the text and say what it is about/choose true or false sentences and right answers.	Presentation Slide 4 Presentation Slide 5	developing listening and speaking skills
<b>Reading</b>			
6'	T asks Ss to read the text and solve the puzzle first	Presentation Slide 6, printed text and puzzles	developing reading, writing and thinking skills
4'	T asks Ss to answer the questions after the text in pairs.	Presentation Slide 7	developing reading and thinking skills
<b>Thinking &amp; Speaking</b>			
2'	T asks Ss to answer the questions about the Nenets food, if it is different from their usual food, why. T asks Ss if they would try some Nenets food, why / why not.		developing thinking and speaking skills
<b>Conversational Skills</b>			
4'	<b>Pairwork.</b> T assigns tasks to pairs: Imagine you are the Nenets people and you have some guests from Russia. What food would you suggest to your guests?	Presentation Slide 2	Developing speaking skills
<b>Home Task Assigning</b>			
1'	<i>T asks Ss to find some recipes of Nenets food and draw the pictures of this food.</i>		

**The teacher whose materials are used in developing the lesson:** Natalya Togo  
(Nyda Boarding School)  
**Edited by** Irina Kolyadina

### **THE FOOD OF NENETS PEOPLE**

In the North people need more food than in the south. Why? Because it's very cold in the north, the days are short but the nights are long. So people need more calories to be energetic. The health of Nenets depends on them, but nature helps them to survive. Northern animals and plants have much vital energy. And they can give their energy to people. Nenets people eat meat and fish. They eat raw fish and raw meat. They kill a deer and eat it at once. They also drink the warm blood of deer. It is very healthy for them, because it has a lot of vitamins. In winter they also eat frozen fish – stroganina. It's very tasty and useful. British scientists say that people, who eat fish, have no headache. Another wonderful fact is that fish helps Nenets to be strong. British scientists say that eating fish also helps people when they are very tired.

And what about forest plants? Such berries as cloudberries, bilberries, and others are popular among Northern people. They have a lot of vitamins too. Also the North people like to drink tea very much; they often drink herbal tea, which is very useful for their health. The plants, which grow in the north, have more vitamins than the same plants in the south. Northern plants must be strong to survive, so they can help people to be healthy.

#### Tapescript

Nowadays it is popular for Nenets people to eat stroganina. Many people of different nationality like stroganina too. What is stroganina? Stroganina is from frozen fish. There is an old tradition of eating raw meat. The reindeer peoples prefer to drink deer's blood. It has a lot of vitamins. The Nenets use the reindeer for several reasons: as a food source, for clothing, as a means of transportation. They also sell reindeer meat. Without reindeer, it would be extremely difficult for the Nenets to survive. Hunting and fishing supplement the Nenets way of life. When meat can't be stored, during summer months, it makes more sense to fish for subsistence rather than to slaughter, at these times the main diet becomes fish, both raw and cooked. During the winter the Nenets fish through ice holes using a large net that is set underneath the ice. When fishing in this way Nenets men can be seen plunging their hands into ice cold water, to warm them up! They say "If you don't drink warm blood and eat fresh meat, you are doomed to die on the tundra".

## LESSON 6. THE BLUEBERRY

### The practical objectives of the lesson:

developing reading, listening and speaking skills,  
bringing up the sense of respect towards the culture of Yamalia  
indigenous peoples

**Time:** 40 minutes

**Materials and equipment required:** a whiteboard (projector screen), a PC, a multimedia projector, a print-out of the reading text for each of the students and hand-outs, a digital presentation (attached), sets of cut-outs for students groups

**Teacher's Preparation:** print out the text and hand-outs, get the PC ready with the presentation; study the presentation before the lesson

### LESSON PROCEDURE

Time	Stage Activity (Teacher's and Students' Activities)	Materials to Be Used at the Stage	Stage Aim
1	2	3	4
<b>Warm-Up</b>			
5'	T greets the class and asks the Ss some questions about fairy tales. The Ss answer the T's questions whether they like fairy tales, why they think people created fairy tales in the old times, if they like reading folk fairy tales, what their favourite fairy tales are. The T may write out some words the Ss say or they need on the board.	Presentation Slide 2	practising speaking skills, focusing on vocabulary
2'	T tells the Ss that there have lived many peoples since the old times in Yamalia - the vast land that stretches far to the north and east, fenced off from other lands by the rocky Urals, whose top may reach the heavens, hidden from other people by a blanket of white snow. Much water has flowed over the land, many lives have passed and things have come	Presentation Slide 3	introducing the theme of the lesson

	and gone. The peoples living here composed fairy tales to explain different things around them.		
2'	T offers Ss to get acquainted with a Nenets fairy tale that explains the birth of the blueberry.		Specifying the lesson topic
<b>Vocabulary &amp; Grammar Practice</b>			
5'	T asks the Ss to match the words, their definitions and pictures. The T&Ss check answers	Presentation Slide 4	developing lexis skills
2'	T asks Ss to do an exercise on inserting the right prepositions into the phrases proposed. The exercise supposes discussion, then the Ss check their suppositions with the correct answers	Presentation Slide 5 Presentation Slide 6	developing grammar skills
3'	Group Work. T asks the Ss to put the words in the correct order. The groups put the cards with the words on them in the order they think to be correct and check the task with the presentation slide	Cut-outs, Presentation Slide 7, Presentation Slide 8	developing grammar and thinking skills
<b>Speaking and Thinking</b>			
2'	T asks Ss about their suppositions what the story of the birth of the blueberry will be like. Ss give their versions	The Presentation Slide 10	developing thinking and speaking skills
<b>Listening</b>			
2'	T asks Ss to read the questions and the answer options, T asks Ss to guess the correct answers before listening	The printed hand-out with the comprehension questions, Presentation Slide 11	developing reading and thinking skills
3'	T asks Ss to listen to the fairy tale and mark the answer options for each of the questions	The printed hand-out with the comprehension questions	developing listening comprehension skills
<b>Reading</b>			

4'	T gives Ss copies of the fairy tale. Ss read the text out loud sentence by sentence in a chain. T asks Ss to underline the words they do not know or understand	printed copies of the text	developing pronunciation and reading skills
1'	Ss ask T the words or phrases they do not know or understand	the same	forming lexis skills
1'	T now asks Ss to check their listening versions of the comprehension test with their answers after reading the text	printed copies of the text; printed hand-out with the comprehension questions	developing reading and thinking skills
<b>Thinking &amp; Speaking</b>			
3'	T asks Ss to describe Lynzermia, the Squirrel and the men with adjectives. T reminds Ss to use the phrases 'I think, I believe, In my opinion, to my mind' and others.	Presentation Slide 13	Developing thinking and speaking skills
<b>Conversation Skills</b>			
5'	Pairwork. T assigns tasks to pairs: Imagine you are the Squirrel and Lynzermia / Lynzermia and the man. Act out their conversations out loud. Ss deliver the dialogues to the group	Presentation Slide 14	Developing speaking skills
<b>Home Task Assigning</b>			
1'	T asks Ss to paint pictures for the fairy tale they have read at the lesson		

**The teachers whose materials are used in developing the lesson:** Natalia Bordzilovskaya (Noyabrsk School # 12), Natalia Derevyanko (Noyabrsk, School # 12).

**Edited by** Eugene Kolyadin

### **The Blueberry**

#### *A Nenets Fairy Tale*

There once lived a girl named Lynzermia who was so small that she could easily hide behind a hummock or a shrub.

One day Lynzermia was sitting alone, sewing, when all of a sudden it grew dark in the chum.

"Someone has sat right on top of the smoke hole in the roof," Lynzermia told herself.



She lifted her head, and what saw a Squirrel.

"Go away, Squirrel, you're blocking my light, I can't sew when it's so dark," said Lynzermia.

But instead of doing that the Squirrel began throwing cones at the girl.

Lynzermia was very angry.

"I'll kill you, Squirrel, if you don't stop!" the girl said.

But the Squirrel went on pelting her with cones, and Lynzermia took up a pole and pretended to strike the Squirrel with it. The Squirrel was very frightened and she begged Lynzermia to let her go, promising to bring her some nice mole skins if the girl let her alive.

"Very well," said Lynzermia, "Just don't forget to do what you have promised."

Off ran the Squirrel, came back a say later, bringing three tiny mole skins, the tiniest the girl had ever seen.

Lynzermia was very pleased. She took the skins, cut them up and made herself a coat, a hat and a pair of mittens out of them. Then she brought out some meat she had in the chum and put a piece into each of the sledges standing outside near her housing.

Some time passed, and Lynzermia saw two strangers coming towards the chum. They came inside, and Lynzermia stood up, went outside and brought in a large piece of meat. The girl cooked a part of it and prepared another part for eating raw.

"You are a good housekeeper," the men said. "Won't you marry one of us?"

Lynzermia didn't know them, and she was frightened. How could she marry someone who had come from far away? Why, she would have to follow the man and leave her native lands. She thought it all over and then she said:

"How will the one I shall marry take me home with him? What will he carry me in?"

"In his mitten," said the men.

"I'll be squashed."

"In his coat."

"The fur will stick to me."

"In his shoe."

"I'll be trampled on and killed."

"In his hat."

"I'll strangle there."

"Where can we put you, then?"

"In this iron box here."

The men put Lynzermia into the little iron box, locked it and set off homewards.

On and on they were walking, and on the way Lynzermia slipped out of the box through the keyhole and fell onto the ground. But she grasped a little branch as she was falling and hid under the leaves. There she was sitting on the branch, and, not knowing how to get back to her chum, crying and weeping.

The men came home and unlocked the box. They looked in, and wow! – there was no one there. They began searching for Lynzermia, they searched and searched but they could not find her.

And Lynzermia was sitting on the branch, and so hard did she cry that she became very blue in the face after some time. She shrank, too, and became very, very tiny, even tinier than before. She did not know it but she had turned into a berry – a little round blueberry.

And if ever you go picking it, you won't find blueberry so easily. It hides behind leaves, for it fears that strangers might find it.

### Comprehension Questions

- 1) A girl named Lynzermia lived in ....
  - a) a cave
  - b) a chum
  - c) a little iron box
  
- 2) The squirrel brought her tiny ... skins.
  - a) fox
  - b) bear
  - c) mole
  
- 3) In some days she saw ... coming toward the chum.
  - a) her brothers
  - b) two strangers
  - c) two wolves
  
- 4) The men put Lynzermia in ...
  - a) a mitten
  - b) a shoe
  - c) an iron box
  
- 5) A tiny girl Lynzermia turned into ...
  - a) a blueberry
  - b) a strawberry
  - c) a gooseberry

Cut-Outs

named	once	tiny
there	very	girl
lived	Lynzermia	a

## Set 2

to sew	much	the girl
very	liked	

## Set 3

a squirrel	she	her head
and	saw	lifted

## LESSON 7. GIFTS OF YAMALIA

### The practical objectives of the lesson:

introducing and practicing new region-oriented vocabulary,  
developing students' skills in reading,  
bringing up love, respect and careful attitude towards nature.

**Time:** 40 minutes

**Materials and equipment required:** *hand-outs with tasks; pictures of fish, animals and berries; a computer, a multimedia projector, a digital presentation (attached)*

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

### LESSON PROCEDURE

Time	Stage Activity (Teacher's and Students' Activities)	Materials to Be Used at the Stage	Stage Aim
1	2	3	4
<b>Warm-Up and Phonetic Practice</b>			
2'	T concentrates students' attention before the lesson, shows the pictures and reads the new words (the most difficult words such as a partridge, a red whortleberry are repeated several times)	print-outs with the pictures; the words (slide1)	generating interest and getting students' thinking on the topic
3'	Ss repeat the words, then read them aloud; in pairs they match the words with the sounds.	hand-outs with the phonetic task	developing pronouncing skills
3'	T draws Ss' attention to the pictures of berries, animals and fish again asks Ss to guess the lesson's topic; Ss do the quiz to formulate the topic	print-outs with the pictures and a quiz in the presentation (slide3)	introducing new vocabulary for the playing stage
<b>Vocabulary Practice</b>			
5'	T asks the Ss to match the words and the pictures in pairs. The T&Ss check answers	hand-outs with pictures and words	developing lexis skills
2'	T explains the rule of the game "Muddle" (T says a wrong statement (e.g.: A salmon has wings. A pike can fly. A partridge can swim. A duck has		practicing listening and speaking skills focusing on the vocabulary

	teeth. A deer cannot run fast.), Ss should correct it). The student, who corrects the statement, creates his own one, etc.		
<b>Pre-reading Practice</b>			
5'	<p>T shows the picture of smelt and says that there is plenty of it in Yamalia rivers, and this kind of fish is so popular all over the world that Smelt Festivals are held in some of the countries. T suggests to get acquainted with some interesting facts connected with it and shows the pictures of the festival in different countries.</p> <p>Ss read the new vocabulary guess about the meaning of the words.</p> <p>Ss read the geographical names and find the biggest of them at the world map: South Korea, Soyang Lake; Italy, region of Calabria; the village of Lewiston, New York; Lithuania, Palanga; the Neva River, Finland, Gulf of Finland, the Baltic Sea, Saint Petersburg</p>	<p>pictures of smelt (slide 5) and Smelt Festival in different countries (slides 6-9);</p> <p>hand-outs with the pre-reading activities;</p> <p>a world map in the presentation (slide 10)</p>	<p>introducing the new vocabulary and geographical names for the reading stage</p>
<b>Reading and After-Reading Practice</b>			
6'	Ss read aloud the text "Smelt Festivals All over the World" in chain.	the printed hand-out with the text "Smelt Festivals All over the World"	developing reading skills
4'	Ss read the questions after the text and pose them to their classmates for answering.	the printed hand-out with the questions	practicing speaking skills
<b>Thinking and Speaking Practice</b>			
6'	T suggests Ss to work in pairs,	printed copies of	developing

	choose one of the festivals and make up a dialogue between a reporter and a festival participant. Ss role-play the dialogue with the help of the prompts. T goes round the class and monitors the students' work.	the text hand-outs with prompts for making the dialogue.	conversation skills
<b>Reflection</b>			
4'	T asks students what they have learnt at the lesson and suggests the prompts for discussing it. Ss reflect on the work done according to the plan.	Presentation slide 11	reflecting on the material covered
<b>Home Task Assigning</b>			
1'	T assigns a home task (get ready to describe any tundra animal without naming it, the class will guess about its name)		

**The teachers whose materials are used in developing the lesson:** Yelena Ten (Nyda Boarding School, Nadymsky district)

**Developed and created by:** Yelena Gorshkova (Gubkinsky School #5)

## **Smelt Festivals All Over the World**

### **Vocabulary**

annually = yearly, every year

to coincide = to correspond

to breed = to give birth

### **Geographical names**

South Korea, Soyang Lake

Italy, region of Calabria

the village of Lewiston, New York

Lithuania, Palanga

the Neva, the Baltic Sea, Saint Petersburg

Finland, the Gulf of Finland

In the city of Inje, South Korea, the Ice Fish Festival is held annually from January 30 to February 2 on Soyang Lake coinciding with the smelt's yearly run into fresh water to breed. They are locally known as *bing-o* and typically eaten alive or deep fried.

In Finland, the province of Paltamo has yearly *Norssikarnevaali* festivals in middle of May.

For some Italians, especially from the region of Culabria, fried smelts are a traditional part of Christmas Eve dinner consisting of multiple courses of fish.

The village of Luiston, New York, on the lower part of Niagara River, celebrates an annual two-day smelt festival the first weekend in May.

Lithuania celebrates an annual weekend smelt festival in Palanga *Palangos Stinta* every early January.

At the time of smelt spring passing in the Neva at the head of the Gulf of Finland on the Baltic Sea in Saint Petersburg, Smelt Festival (*Prazdnik Koryushki*) is celebrated.

1. Where is the Ice Fish Festival held?
2. How often is the Ice Fish festival held in South Korea?
3. How are smelts eaten in South Korea?
4. When is the Festival held in Finland?
5. When do the Italians usually eat smelts?
6. Where do the New Yorkers celebrate the Festival?
7. Do the Russians have Smelt Festival?

### **Prompts for creating a dialogue**

Ask your partner about:

the place

the time

the food

the activities

the people invited to the Festival,...

## LESSON 8. YAMALIA: LAND AND PEOPLE

### The practical objectives of the lesson:

developing reading, discussing and speaking skills, skills of group and pair work,  
bringing up the sense of respect towards the culture and lifestyle of Yamalia indigenous peoples

**Time:** 40-45 minutes

**Materials and equipment required:** a whiteboard (projector screen), a PC, a multimedia projector, a print-out of the reading text for each of the students and hand-outs, a digital presentation (attached), sets of cut-outs for students groups

**Teacher's Preparation:** print out the text and hand-outs, get the PC ready with the presentation; get acquainted with the presentation before the lesson

### LESSON PROCEDURE

Time	Stage Activity (Teacher's and Students' Activities)	Materials to Be Used at the Stage	Stage Aim
1	2	3	4
<b>Warm-Up Activities</b>			
3'	T greets the Ss and informs them of the topic of the lesson. T asks the Ss to read and comment on the given saying. 2 or 3 pupils express their opinions.	Presentation Slides 1 and 2	Practicing speaking skills, focusing on the topic of the lesson
3'	T suggests the Ss to answer the questions: What image of Yamalia do you have? Why is Yamalia called "The Back of beyond"? Can you name any place in Yamalia which is internationally known? What do you think makes Yamalia interesting for visitors?		Involving Ss into the lesson activities  Specifying the lesson topic
<b>Reading, Thinking and Speaking Practice</b>			
3'	T asks the Ss to read the information of the brochure extract to learn more facts about Yamalia and speak about them. Ss make up	Presentation Slide 3	developing reading and speaking skills



	questions while reading and ask them one another after they are done with reading		
3'	T asks Ss to do an exercise on matching the information about the town and its name. After some time the Ss give their answers.	Presentation Slide 4	developing skills of reading and speaking
<b>Developing Vocabulary, Reading and Speaking Skills</b>			
3'	T asks the Ss to work with the new vocabulary: look through list of new words, read their definitions and try to give the Russian equivalents for them. The T asks the Ss to repeat the new words aloud	The printed hand-out with the list of new words (supplement 1)	developing thinking and interpreting skills
2'	T asks the Ss to read the text "Yamalia: Land and People". Ss read the text by themselves or in other order, according to the teacher's choice (aloud in a chain sentence by sentence to practice reading aloud).	The printed hand-out with the text (supplement 2)	developing reading (pronunciation) and thinking skills
3'	The Ss are suggested to check understanding of the text by agreeing or disagreeing with the given statements. T corrects the wrong ones or asks for other variants and proofs from the text	The printed hand-out with the comprehension true/false statements	developing reading comprehension skills
<b>Discussing and Speaking Practice</b>			
6'	<b>Pair work.</b> T asks the Ss to discuss the problems raised in the text in the form of short dialogues using the given phrases for speaking. T gives 4-5 minutes to make up dialogues and after that time he\she asks to reproduce them.	Presentation Slide 5	developing discussing and speaking skills , practicing the ability to work in pairs

<b>Speaking Practice</b>			
8'	T asks the Ss to foretell and describe the problems that can occurred in different spheres of life of native peoples of Yamalia according to the presentation. T reminds Ss to use in their speech the following phrases 'I think, I believe, In my opinion, To my mind' and others. The Ss read the information on the slides of presentation and together try to form the problem and write them down.	Presentation Slide 6	Developing thinking, discussing and speaking skills
2'	T asks the Ss to compare the Ss' lists of possible problems and the suggested list.	Presentation Slide 6	
<b>Discussing, Speaking and Making solutions Practice</b>			
8'	<b>Groupwork.</b> T asks the students to work in groups of 3 or 4 pupils, choose one of the mentioned problems according think of possible solutions for the problems and present the results of their discussions to the class	The printed hand-out cards, Presentation Slide 6	Developing speaking skills and the ability to work in a group
<b>Home Task Assigning</b>			
1'	T asks the Ss to design the results of their discussion into the Resolution and be ready to introduce it next time (or any other task the T finds effective to sum up the results of the discussions)		

**The teachers whose materials are used in developing the lesson:** Tamara Khokhlova (*Juventa* Centre, Noyabrsk)

**Edited by:** Oxana Sokolenko (Gubkinsky School #4)

Text

Indigenous – native people of the territory

To promote – to advertise something or to help smb./smth. Become well-known

Reindeer – a large deer with long wide horns, that lives in cold northern areas

Worship – to show respect and love for a God, especially praying in a religious building

Deity – a god or goddess

Essential – extremely important and necessary

Heritage – the traditional beliefs, values of a country or society

Upbringing – the way that your parents teach you to behave

Relate – if two things relate, they are connected in some way

Minority – a small group of people

Funeral – a religious ceremony for burying someone who has died

To preserve – to save smth.\smb. From being harmed or destroyed

### **Yamal: Land and People**

The Yamal-Nenets Autonomous Area is the native place of its indigenous ethnic groups – the Nenets, Khantys and Selkups. The Nenets form the bulk of Yamal's native population.

Unique features of northern ethnic economies and their world outlook helped to promote culturally important features of the natives' traditional lifestyle. They still travel by sled and reindeer, live in teepees or "chums", live off the land and still worship their own deities.

They have retained their essential cultural heritage, lifestyle and customs. First of all they retained their traditional economy which is centered around reindeer farming, fishing and hunting as well as their reverent perception of nature. There is no strict limitation in upbringing. Traditional upbringing methods promote maximum self-reliance of children. They are hardly ever taught anything purposely. Children simply watch the adults and reproduce their behaviour in their games, developing the necessary skills in the process. Kids are involved in their parents' life from a very early age. The entire body of knowledge and skills includes rational and irrational parts. Rational skills are related to household occupations, features of the natural environment and being able to use them to your advantage. The irrational part includes their notion of a supernatural world surrounding a human being. The minorities are very devoted to their traditional beliefs, customs and rites. On the spiritual plan the pantheon of household spirits and the funeral ritual have survived with the least amount of changes. Traditional clothing is ideally suited to tundra environment. Yamal cuisine is an important part of natural culture of the minority people. The gifts of nature are on the Yamal table.

Keeping up their culture they try to preserve their history and vision of life. The native aboriginal population have different attitude to nature as compared with the urbane population. For them the world of nature and the world of human being is a unit, which can't be separated.

### Statements to the text

1. The Nenets, Khantys and Selkups are the indigenous people of Yamal.
2. Native people of Yamal live in modern comfortable flats.
3. Their traditional economy is centered around reindeer farming, fishing and hunting.
4. Traditional up-bringing methods promote maximum self-reliance of children.
5. The minorities don't care about their traditional beliefs, customs and rites.
6. You can't find the gifts of nature on the Yamal table.
7. Keeping up their culture they try to preserve their history and vision of life.
8. Traditional clothing is ideally suited to tundra environment.

## YEAR 10

### LESSON 9. THE NORTHERNERS' HEALTH

#### The practical objectives of the lesson:

developing skills of reading and listening for specific information, speaking skills,  
bringing up the sense of respect towards the native region.

**Time:** 40 minutes

**Materials and equipment required:** a whiteboard (projector screen), a PC, a multimedia projector, a print-out of the reading text for each group and hand-outs (4 copies), a digital presentation (attached), the audio recording

**Teacher's Preparation** print out the text and hand-outs, get the PC ready with the presentation; get acquainted with the presentation before the lesson

### LESSON PROCEDURE

Time	Stage Activity (Teacher's and Students' Activities)	Materials to Be Used at the Stage	Stage Aim
1	2	3	4
<b>Warm-Up</b>			
2'	T greets the class and asks the Ss to look at the proverbs on the screen and repeat them aloud. <u>If the teacher wants the Ss to formulate the lesson</u>	Presentation Slide 2	practising pronunciation skills, developing thinking skills

	<u>topic themselves, it is advisable not to demonstrate the first slide of the presentation with the topic on it.</u> <u>read proverbs after him/her.</u> T asks Ss to guess the topic of the lesson.		
1'	T presents the topic and tells the Ss they are going to talk about northern people food and their health asking if there is any dependence between our health and food	Presentation Slide 2	introducing the theme of the lesson
1'	T offers Ss to divide into 4 groups FISH, MEAT, PLANTS, ECOLOGY		preparing the class for the following lesson stage
<b>Reading and Speaking</b>			
10'	T offers the Ss to read the whole text and paying special attention and taking notes on the topics of their groups FISH, MEAT, PLANTS, ECOLOGY	Printed texts	developing reading for specific information skills
6'	<b>Group Work.</b> T asks the Ss to tell the other groups the information on their topic from the text. The Ss from other groups can make notes while listening	Cut-outs	developing reading and speaking skills
<b>Speaking and Thinking</b>			
5'	T asks Ss to answer the questions from the cards. Each group has its own cards	Cut-outs	developing thinking and speaking skills
6'	T asks Ss to interpret some sentences from the text. Ss from different groups can do this task	Cut-outs	developing thinking and interpretation skills
<b>Listening and Speaking</b>			
7'	T asks Ss to listen to the whole text but with four mistakes. Ss listen and find the mistakes and tell the class. <u>(The T decides whether the Ss use the printed text or not</u>	Recording	developing listening for specific information and speaking skills

	depending on the Ss' level of English)		
<b>Thinking &amp; Speaking</b>			
5'	T asks Ss to read the text once again and find out positive and negative features of the northern food	Printed text	developing reading, thinking and speaking skills
<b>Conversation Skills</b>			
3'	T asks Ss to answer the question of the lesson – The Food of Northern People: is it healthy or not? Why?	Presentation Slide 3	Developing speaking skills
<b>Home Task Assigning</b>			
1'	T asks Ss to write an abstract about northern people food using all the materials from the lesson.		

**The teacher whose materials are used in developing the lesson:** Svetlana Bochkaryova (Salekhard, Secondary School with the Emphasis on Selected Subjects)  
**Edited by** Irene Kolyadina

### **THE FOOD OF NORTHERN PEOPLE IS THE PART OF NATURE**

What is food for people? Food helps them to live and to be healthy. In the North people need more food than in the south. WHY? Because it's very cold in the north, the days are short but the nights are long. So people need more calories to be energetic. The health of people depends on them, but nature helps them to survive. Northern animals and plants have much vital energy. And they can give their energy to people.

Many years ago Northern people began to eat meat and fish. They ate raw fish and raw meat. Meat was usually warm. They killed a reindeer and ate it at once. They also drank the warm blood of that animal. It was very healthy for them, because it had a lot of vitamins.

Now people in the North eat raw meat too. In winter they eat frozen meat or fish, they call it 'stroganina'. Also the aborigines of the North like to eat animal's fat. It helps them to be strong, when they hunt during many days.

Today our scientists say that venison (meat of deer) has more vitamin C than any other sort of meat, they also think that warm blood of deer is very useful for everybody.

And what about fish? People started eating fish many years ago, they liked it very much, and today they like it too. British scientists say that people, who eat fish, have no headache. Eskimos eat fatty fish. That is why their hearts don't hurt. Also scientists think that fish helps people to be clever. It's interesting to know that the quiet character of Northern people depends on eating

fish too. Another wonderful fact is fish helps people to be strong. British scientists say that eating fish also helps people, when they are very tired.

Many years ago Northern people began to give small pieces of raw meat and raw fish to their children, when they were babies. Today Northern people also like to eat fish. And not only the aborigines, but also the people, who came to the North from other parts of Russia (and even from other countries of the world), like stroganina – the frozen northern fish, it's very tasty and good for health. Some sea plants are wonderful too, they are rich in vitamins. Fresh seaweed has more vitamins than fruit and vegetables. The main element of seaweed is iodine.

And what about plants, which grow in the forest? Such berries as cloudberry, red bilberry, great bilberry and others have been popular among Northern people for many years. They have a lot of vitamins too. Also the aborigines like to drink tea very much. They often drink herbal tea, which is very useful for their health.

The plants, which grow in the north, have more vitamins than the same plants in the south, as our scientists say. Northern plants must be strong to survive, so they can help people to be healthy.

But now our ecology all over the world is very bad, many rivers and seas are dirty. Our industry pollutes the air and the water. North is the part of our great world, its forests and rivers have become dirty too. So eating meat and fish has become not so healthy. And sometimes it's dangerous for everybody. Our president and our government must think about it and take care of nature!

What do you think about the food of Northern people? Is it healthy or not?

### QUESTION CARDS

#### Card 1 FISH

- a) Why do the aborigines like to eat animal's fat?
- b) What berries are popular among Northern people?
- c) Why are meat and fish today dangerous for Northern people?

#### Card 2 MEAT

- a) What is the best medicine for Northern people?
- b) What helps the aborigines to have a quiet character?
- c) Why do Northern animals and plants have much vital energy?

#### Card 3 PLANTS

- a) What do you know about the health of Eskimos?
- b) What can you say about ecology today?

c) When did Northern people begin to give the pieces of raw meat and raw fish to their children?

#### CARD 4 NATURE AND ECOLOGY

- a) Why do the aborigines drink deer's blood?
- b) What do British scientists say about eating fish today?
- c) Do plants in the north or in the south have more vitamins?

### INTERPRETATION CARDS

#### GROUP 1 FISH

Please, translate the sentences from Russian into English:

- а) Оленина полезна для здоровья;
- б) Сегодня мясо и рыба могут быть опасными для здоровья людей;
- в) Травяной чай помогает людям быть здоровыми.

#### GROUP 2 MEAT

Please, translate the sentences from Russian into English:

- а) Люди загрязняют реки и леса;
- б) Британские учёные говорят, что люди, которые едят рыбу не имеют головной боли;
- в) Растения на Севере имеют много жизненной энергии;

#### GROUP 3 PLANTS

Please, translate the sentences from Russian into English:

- а) Здоровье людей зависит от экологии;
- б) Оленья кровь полезна для здоровья, потому что она богата витаминами;
- в) Эскимосы едят рыбу и их сердца не болят;

#### GROUP 3 PLANTS

Please, translate the sentences from Russian into English:

- а) Морская водоросль богата йодом;
- б) Растения и животные помогают коренным жителям выживать;
- в) Сырая рыба и сырое мясо полезны для здоровья, потому что они имеют много витаминов.



## Tapescript

What is food for people? Food helps them to live and to be healthy. In the South people need more food than in the North. WHY? Because it's very cold in the north, the days are short but the nights are long. So people need more calories to be energetic. The health of people depends on them, but nature helps them to survive. Northern animals and plants have much vital energy. And they can give their energy to people.

Many years ago Northern people began to eat cooked meat and fish. They ate raw fish and raw meat. Meat was usually warm. They killed a reindeer and ate it at once. They also drank the warm blood of that animal. It was very healthy for them, because it had a lot of vitamins.

Now people in the North eat raw meat too. In winter they eat frozen meat or fish, they call it "stroganina". Also the aborigines of the North like to eat animal's fat. It helps them to be strong, when they hunt during many days.

Today our scientists say that venison (meat of deer) has more vitamin D than any other sort of meat, they also think that warm blood of deer is very useful for everybody.

And what about fish? People started eating fish many years ago, they liked it very much, and today they like it too. British scientists say that people, who eat fish, have no headache. Eskimos eat fatty fish. That is why, their hearts don't hurt. Also scientists think that fish helps people to be clever. It's interesting to know that the quiet character of Northern people depends on eating fish too. Another wonderful fact is fish helps people to be strong. British scientists say that eating fish also helps people, when they are very tired.

Many years ago Northern people began to give small pieces of raw meat and raw fish to their children, when they were babies. Today Northern people also like to eat fish. And not only the aborigines, but also the people, who came to the North from other parts of Russia (and even from other countries of the world), like stroganina – the frozen northern fish, it's very tasty and good for health. Some sea plants are wonderful too, they are rich in vitamins. Fresh seaweed has more vitamins than fruit and vegetables. The main element of seaweed is iodine.

And what about plants, which grow in the forest? Such berries as cloudberry, red bilberry, great bilberry and others have been popular among Northern since last year. They have a lot of vitamins too. Also the aborigines like to drink tea very much. They often drink herbal tea, which is very useful for their health.

The plants, which grow in the north, have more vitamins than the same plants in the south, as our scientists say. Northern plants must be strong to survive, so they can help people to be healthy.

But now our ecology all over the world is very bad, many rivers and seas are dirty. Our industry pollutes the air and the water. North is the part of our great world, its forests and rivers have become dirty too. So eating meat and fish has become not so healthy. And sometimes it is

dangerous for everybody. Our president and our government must think about it and take care of nature!

What do you think about the food of Northern people? Is it healthy or not?

## LESSON 10. TUNDRA TRANSPORTATION

### The practical objectives of the lesson:

developing reading and speaking skills, practicing group- and project-work skills

bringing up the sense of respect towards the native region and its native peoples

**Time:** 40 minutes

**Materials and equipment required:** a whiteboard (projector screen), a PC, a multimedia projector, a print-out of the reading text for each group and hand-outs, a digital presentation (attached)

**Teacher's Preparation** print out the text and hand-outs, get the PC ready with the presentation; get acquainted with the presentation before the lesson

### LESSON PROCEDURE

Time	Stage Activity (Teacher's and Students' Activities)	Materials to Be Used at the Stage	Stage Aim
1	2	3	4
<b>Warm-Up</b>			
1'	T greets the class introduces the topic of the lesson	Presentation Slide 1	<b>Introducing the topic of the lesson</b>
3'	T asks the Ss about the means of transportation used nowadays to travel in tundra. The Ss organize their ideas according to the proposed mind map	Presentation Slide 2	Revising lexis, developing thinking skills
<b>Pre-reading Practice</b>			
7'	T asks the Ss to look through some slides of the presentation to get some information on the topic. The Ss may read the text on the slides aloud in a chain	Presentation Slides 3-11	developing reading skills
4'	T asks the Ss to fill in the	Hand-outs, Task	checking

	blanks in Task 1 sentences to check comprehension and revise the information	1	reading comprehension, developing vocabulary skills
5'	T asks the Ss to look through the list of Nenets proverbs and choose the ones that illustrate traditional Nenets means of transport. The Ss may also be asked to comment on them	Presentation Slide 12 Hand-outs, Task 2	
<b>While-Reading Practice</b>			
12'	Group work. The Ss are offered to read the texts and define what text each of the statements refers to (Task 3, #1)	Hand-outs: texts, statements and task 3	developing reading skills
<b>Post-Reading Practice</b>			
7'	T asks the Ss to complete Task 3 and give their answers as a class		developing reading and speaking skills
<b>Home Task Assigning</b>			
1'	T asks Ss to create a 'northern glossary' as a project in the same groups using the instructions and present the results of their work at the following lesson	Presentation Slide 13  Hand-outs with instructions	

**The teacher whose materials are used in developing the lesson:** Irina Rusina (Noyabrsk, School # 2)

**Edited by:** Oxana Sokolenko, Eugene Kolyadin

### Task 1

Look through the presentation. Choose the words below and fill in the missing words:

deer-sledge get around old covered folk hunting sledge  
travelled universal

1. The principal means of transport was the reindeer... .
2. There was no better way to ... in tundra.
3. Domestic reindeer became a ... "transport" animal.
4. In summer the Nenets ... both by reindeer harness and by boat.
5. The Nenets proverb says: *Like Master, like...*

6. "Golitsy" skis are mainly used for... .
7. Kamus - light and durable skin from deer's legs .  
Kamus skis - wide skis, ... with kamus underneath.
8. Another Nenets proverb says: *Getting ... make a pair of kamus skis, a sledge, a lasso and a rifle ready for your son.*
9. Nowadays the Nenets are quite modern people but still keeping their ... traditions.

### **Task 2**

1. Nenets people have many nature signs and wise proverbs. Choose the ones that tell us about severe tundra conditions:
  - 1) Keep your name as high and mighty as a deer keeps his head.
  - 2) The stronger the snow-storms in the tundra – the warmer the partridges in the snow.
  - 3) Like Master, like deer-sledge.
  - 4) Our eyes are narrow because our snows are white.
  - 5) Don't be as lazy as the last deer in argish, going along the tramped path.
  - 6) The Sun puts on red mittens – cold weather is coming.
  - 7) The stock left in the tundra is for anyone in need.
  - 8) Getting old make a pair of kamus skis, a sledge, a lasso and a rifle ready for your son.
2. Which of them illustrate traditional Nenets means of transport?

### **Texts: Means of transportation in the tundra**

1. Nomadic lifestyle of Yamal Nenets communities was formed in, and perfectly suited to severe Arctic conditions. The tundra - a frozen desert in northern Russia. The principal means of transport was the reindeer sledge there. There was no better way for deer farmers to get around in tundra. Dog sleds were mostly used by those hunters who owned no reindeer. The Nenets used two types of skis: "golitsy skis" and "podvoloki" skis padded with reindeer kamus. Kamus - light and durable skin from deer's legs. Kamus skis - wide skis, covered with kamus underneath. Skis were mostly used by hunters in the wood, and very rarely – when attending to reindeer herds at pasture. No sticks were used. In summer the Nenets travelled both by reindeer harness and by boat. The most ancient type of native boat is a canoe dug in a whole tree trunk. The other later type is a boat made of planks.
2. Scholars are at variance to the origin of the Nenets reindeer sledge. It is suggested that the reindeer sledge was modified from the dog sledge, the log canoe or cargo sled. Apparently, the original Nenets reindeer sledge had a single runner and looked like a sledge with a boat-shaped body and a single broad runner underneath. One old Nenets explained, "First, our people had no sledges. In summer they would get around by boat; in winter they

would attach runners made from split larch trunks underneath the boats and ride them.” This is confirmed by drawings from the old chronicles. The Nenets reindeer sledge could have been created as an imitation of a similar dog sledge.

3. When the Samoyeds first came to tundra, they were mainly engaged in hunting wild animals. They kept a number of domestic animals as an emergency stock of meat. They hardly used reindeer for transportation. Due to severe climatic conditions the species of northern reindeer is rather small and not suitable for riding. So northern reindeer were used only as harness animals. Domestic reindeer became a universal transport animal while the dog sledge became less popular. As the migrant Samoyeds were too numerous for tundra, the population of wild reindeer gradually declined while the number of domestic reindeer increased in keeping with the needs of human livelihood.
4. A nomadic caravan – argish – consisted of sledges arranged in a certain order. The owner’s sledge would come first, followed by a sledge laden with sacred articles, a women’s sledge, and several shipping sledges with clothing and other possessions. The last sledges in the convoy carried poles and boards for the teepees. Reindeer drivers used khoreys to drive their harnesses. A khorey is a long birch pole with a bone tip attached to protect the reindeer from injuries. The main tool of a reindeer farmer has always been “tynzyan” – a long rope (lasso) with one end tied in a circle, used for catching deer.

### Statements:

- A. First the Samoyeds hunted wild reindeer and kept a number of them as a stock of meat and later began to use reindeer for transportation.
- B. A teepee (choom) – a Nenets dwelling of conical form made of sticks covered with reindeer skins, used for nomadic life in tundra.
- C. Different kinds of transportation in tundra are connected with nomadic lifestyle and suit to severe Arctic conditions.
- D. Reindeer farmers use different tools for catching reindeer and to drive their harnesses.
- E. The original Nenets sledge looked like a boat with one runner and then was developed as an imitation of a similar dog sledge.

### Task 3

1. Find which text each statement refers to. There is one extra statement!
2. Answer the questions on the text:
  - 1) How many definitions can you find in the text? What are they? Write them out to make a project.

- 2) What means of transport in tundra can you name?
- 3) Why do the Nenets use reindeer sledge for transportation though there are many other means of transport? (*Use: due to climatic conditions; swamps, rivers and lakes cover tundra territory; domesticate wild reindeer; vital necessity; save nature resources, protect environment; keep folk traditions, respect nature; folk wisdom*)
- 4) What means of transport would you prefer if you had an excursion around tundra? Why?
- 5) In what situation can you use this information?

### **A Project: "Northern glossary"**

- 1) Decide whether you will work in groups, in pairs or independently.
- 2) Discuss what glossary should contain. Use the definitions from the text.
- 3) Discuss the glossary format (PowerPoint presentation, a book, a poster, a map, etc.)
- 4) If you work in groups deliver the roles: do task 1 in writing; find suitable visual materials; select the materials collected; make a design, etc.
- 5) Present it in the class.
- 6) Choose the best glossary

## **LESSON 11. THE NORTHWESTERN SIBERIA NATIVES**

### **The practical objectives of the lesson:**

developing reading, listening and speaking skills;  
practicing group- work skills;  
bringing up the sense of respect towards the native region and its native peoples

**Time:** 45 minutes

**Materials and equipment required:** a whiteboard (projector screen), a PC, a multimedia projector, a print-out of the reading texts for each group and hand-outs, a digital presentation (attached), recordings

**Teacher's Preparation** print out the text and hand-outs, get the PC ready with the presentation; get acquainted with the presentation before the lesson

## LESSON PROCEDURE

Time	Stage Activity (Teacher's and Students' Activities)	Materials to Be Used at the Stage	Stage Aim
1	2	3	4
<b>Warm-Up</b>			
3'	T greets the class and asks Ss what striking features of the Yamalia natives' life they can name, what is most amazing for them	Presentation Slide 1	practising speaking skills, focusing on vocabulary
<b>Vocabulary Development</b>			
3'	Ss look at the presentation slide and match the pictures with the words. The T may ask the Ss to give comments on the pictures and the notions	Presentation Slide 2	developing vocabulary, thinking and speaking skills
<b>Reading Comprehension</b>			
6'	T asks the Ss to read the text and match the paragraphs with the pictures on the presentation slide	Presentation Slide 3	developing reading skills
4'	T asks the Ss to compose two or three questions to each of the paragraphs and pose them to other students in the classroom. The ss answer the peers' questions aloud		developing grammar skills (questioning), reading and speaking skills
5'	<b>Group work.</b> The T divides the class into two groups and gives them hand outs with the paragraphs of the texts and asks them to put them into the correct order	Cut out hand-outs with the paragraphs of the texts for 2 groups	developing reading skills
3'	The T asks the groups to retell the scopes of their texts to the other groups		
1'	The Ss listen to the whole text to check the correctness of the ordering exercise	Recording 1	developing reading and listening skills

Dictogloss <sup>3</sup>			
6'	The T asks the Ss to listen to the text twice. When listening for the second time, the Ss are offered to note the keywords of the text	Recording 2	developing listening skills
3'	<b>Group work.</b> The Ss are divided into groups to work together at reconstructing the text		developing thinking skills
3'	The groups (speakers) represent their versions to the class		developing speaking skills
Speaking			
2'	The T asks the Ss to tell 5 things that they have found interesting to learn about the indigenes' life during the lesson		developing speaking skills

**The teachers whose materials are used in developing the lesson:** Anzhelika Khokhlyutina (Muravlenko, Multi-Profile Lyceum)

**Edited by:** Eugene Kolyadin

### The Northern People of Siberia

1. Some of the native inhabitants of northwestern Siberia to this day lead a nomadic way of life, following deer herds from the edge of woodlands to the Arctic seashore in winter or to the mountain tundra in summer. They annually cover up to thousands of miles. Dozens of small sledges, with portable dwellings and household utensils, are driven by deer across the tundra in both winter and summer. Like cars, sledges differ in size and purpose.

2. In 1822, outstanding Russian statesman M.M. Speransky drafted a number of decrees to reform the administration of Siberia. Among other things, Russians were forbidden to settle of their own free will on lands inhabited by the local tribes. Hunting, fishing and haying grounds could only be used on terms of rent, provided the indigenes had no objections.

---

<sup>3</sup> *Dictogloss* is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction. Dictogloss is often regarded as a multiple skills developing activity. Learners practise listening, writing and speaking and use vocabulary, grammar and speaking skills in order to complete the task.



3. Due to cultural and physical assimilation, with other nations living next to them the Northern tribes have gradually been losing their languages and cultures. Their economic foundations, as well as cultural and spiritual life, are being undermined. These processes are precipitated by their shrinking habitat due to industrial development.

4. Skillful hunters and fishermen of the Far North use today powerful cross-country vehicles capable of wading through snow or crossing shallow marshes, and have metal motorboats to go by water. Deer-breeders, too, make wide use of modern machines but, as before, they use *tynsyān*, a local analogue of a cowboy lasso, to catch deer.

5. The indigenes of Siberia often used gongs as a signal instrument: in the past they used to put up their tents within gong hearing distance. In clear weather a gong is heard at a distance of nearly twenty kilometers. Hunters would beat a suspended gong to pass news. The northern «telephone» line was thus invented long ago.

6. The same as in the rest of Russia, deer-breeders' children go to school on September 1 and have summer vacations from late May. In fall, helicopters pick up schoolchildren from pasture corrals and bring them back to the native tundra at the end of the school year. To take their kids home for winter vacations, parents come driving their *Buran* snowmobiles or harnessed deer. Winter is the right time for this type of transport.

7. During the school year children live at boarding schools, their second home. The aim is to enable the children of the native population to get an education while preserving their national traditions, mode of life, culture and customs so as to help them to find their bearings in a new civilization.

### **Reconstructing the text (the paragraphs are to be cut out)**

#### **GROUP 1**

Northern nomads' traditional dwelling is a kind of tent, which is quickly put up and dismantled. The Nenets call their conical portable house *chum*. The framework of the *chum* consists of long poles, covered on the outside by big deer hides or tarpaulin. Earlier they used birch bark for that purpose.

-----

The owner of the *chum* is usually a woman: she gets it as dowry from her parents. Her duties include procuring firewood, making a fire and keeping an eye on it. It is a kind of northern

matriarchy. Progress has brought next to no change in the dwelling structure, household chores and way of life of reindeer breeders, fishermen and hunters.

-----  
Until recently, men took practically no part in putting up a *chum*. This tradition is gradually disappearing though, and in many Nenets families men take an active part in the hardest stages of building a dwelling, such as fixing poles and getting up *chum* covers. It takes an hour and a half or so to put up a *chum* in winter, and an hour or so in summer.

-----  
In addition to *chum*, the indigenes of the North - small ethnic groups - build forest huts. Inside they are like *chum*. Somewhat elevated plank beds covered with deerskins make a kind of sleeping quarters. In the middle is a stove, an iron one - the fruit of civilization - in the last decades.

## **GROUP 2:**

To prevent the deer from straying far into the taiga, the Forest Nenets put special stocks on the animal's neck or foot. To drive away mosquitoes and midges in summer, the Nenets make enclosures surrounded by a smoke screen not far from the nomad camp. This is usually done by teenagers, who make holes in the ground and fill them with wet moss.

-----  
One of the main tools used by the deer breeder is a lasso for catching deer. Its width and length depend on the physical ability and craftsmanship of the owner and usually ranges between twenty and twenty-five meters long. The technique of throwing a lasso is an art, to master which one needs dexterity and marksmanship to master - skills to be developed from early childhood. Boys of five or six play by throwing a lasso on a standing poll or a dog's head.

-----  
Reindeer herdsman are daring men, skillfully throwing a lasso on deer horns. They heel deer, nursing the very young and sick ones. Dressed in traditional attire, they look smart, rushing on their sledges at great speed.

-----  
In the last few years, new fishing and hunting tackle has appeared, and sledges have mostly been replaced with snowmobiles, which develop a speed higher than any daredevil horseman.

### **A Nomad Camp of the Forest Nenets**

Northern nomads' traditional dwelling is a kind of tent, which is quickly put up and dismantled. The Nenets call their conical portable house *chum*. The framework of the *chum*

consists of long poles, covered on the outside by big deer hides or tarpaulin. Earlier they used birch bark for that purpose.

The owner of the *chum* is usually a woman: she gets it as dowry from her parents. Her duties include procuring firewood, making a fire and keeping an eye on it. It is a kind of northern matriarchy. Progress has brought next to no change in the dwelling structure, household chores and way of life of reindeer breeders, fishermen and hunters.

Until recently, men took practically no part in putting up a *chum*. This tradition is gradually disappearing though, and in many Nenets families men take an active part in the hardest stages of building a dwelling, such as fixing poles and getting up *chum* covers. It takes an hour and a half or so to put up a *chum* in winter, and an hour or so in summer.

In addition to *chum*, the indigenes of the North - small ethnic groups - build forest huts. Inside they are like *chum*. Somewhat elevated plank beds covered with deerskins make a kind of sleeping quarters. In the middle is a stove, an iron one - the fruit of civilization - in the last decades.

To prevent the deer from straying far into the taiga, the Forest Nenets put special stocks on the animal's neck or foot. To drive away mosquitoes and midges in summer, the Nenets make enclosures surrounded by a smoke screen not far from the nomad camp. This is usually done by teenagers, who make holes in the ground and fill them with wet moss.

One of the main tools used by the deer breeder is a lasso for catching deer. Its width and length depend on the physical ability and craftsmanship of the owner and usually ranges between twenty and twenty-five meters long. The technique of throwing a lasso is an art, to master which one needs dexterity and marksmanship to master - skills to be developed from early childhood. Boys of five or six play by throwing a lasso on a standing poll or a dog's head.

Reindeer herdsman are daring men, skillfully throwing a lasso on deer horns. They heel deer, nursing the very young and sick ones. Dressed in traditional attire, they look smart, rushing on their sledges at great speed.

In the last few years, new fishing and hunting tackle has appeared, and sledges have mostly been replaced with snowmobiles, which develop a speed higher than any daredevil horseman.

## Dictogloss

### **Reindeer**

The reindeer are very nice animals, the epitome of kindness. There are more than enough predators, such as bears, wolves, wolverines and armed poachers, in the taiga and the tundra, quite willing to hurt this gracious and handsome animal.

Several reindeer harnessed to a small wooden sledge form a reindeer team, which the indigenes use to go hunting, fishing or picking firewood, to visit neighbors and so on.

They feed on Iceland moss all year round and can get it with their hooves even from under deep snow in winter. In summer they seem to deliberately avoid rich pastures, leaving vast areas

with Iceland moss untouched. They fatten up by winter, in particular by eating a lot of mushrooms in the fall. Incidentally, many indigenes eat no mushrooms and leave them for the reindeer.

They do not ride reindeer in northwestern Siberia: reindeer and people weigh approximately the same in these parts. A reindeer weighing over a hundred kilos is considered to be very large. The reindeer are not fast runners - even the bear, a huge and fairly clumsy animal, can easily catch up with the reindeer, especially a sick one, both in the taiga and the tundra.

## LESSON 12. YAMALIA: GEOGRAPHY

### The practical objectives of the lesson:

developing listening, reading and speaking skills;  
teaching the students to describe the region in English;  
bringing up the sense of respect towards the native region

**Time:** 40 minutes

**Materials and equipment required:** a whiteboard (projector screen), a PC, a multimedia projector, a set of worksheets (for each of the student) and a copy of the wordsearch (if necessary for the extra task to work in pairs or small groups), a digital presentation (attached)

**Teacher's Preparation** print out the text and hand-outs, get the PC ready with the presentation; get acquainted with the presentation before the lesson

### LESSON PROCEDURE

Time	Stage Activity (Teacher's and Students' Activities)	Materials to Be Used at the Stage	Stage Aim
1	2	3	4
Warm-Up			
5'	T greets the class and says to the students that they finished studying Geography the previous year. They learnt how to give a geographic and economic description of different regions. T proposes SS to look at the slide and say what main characteristics a region description usually include. If the classroom is equipped with an interactive	Presentation Slide 2	practising speaking skills, focusing on vocabulary

	whiteboard Ss may write their ideas right on the slide. Ss discuss their variants.		
5'	<b>Pairwork.</b> T asks to fill in a mindmap about Yamalia with the same or similar characteristics groups but this time with three keywords for each of them, e.g. Yamalia – Resources – Gas/Oil/...	Presentation Slide 2, Yamalia Description Mindmap Hand- Outs	practising thinking, speaking, vocabulary skills
<b>Listening</b>			
3'	T asks to listen to the text with a description of Yamalia and listen for the characteristics and keywords the Ss mentioned in their mindmaps.	Yamalia Description Mindmap Hand- Outs, Recording	developing listening for gist skills
3'	T asks which characteristics Ss have mentioned in their mindmaps and which ones they have not.		developing speaking skills
<b>Reading</b>			
4'	T asks Ss to listen to the text again and read it, underlining the words they do not know	Worksheets, Recording	developing listening and reading skills
4'	Ss ask T the words they do not know in the text and T explains/translates them using adequate techniques of semantisation.	Worksheets	developing vocabulary skills
5'	T asks Ss to identify the sentences as true, false or not stated. Ss discuss their variants as a class.	Worksheets, Presentation Slide 4	developing reading skills
5'	T asks Ss to find out what the numbers in ex.2 in the worksheets refer to in the text and reply with full sentences with these digits.	Worksheets, Presentation Slide 5	developing reading for detail and speaking skills
<b>Speaking</b>			
5'	T asks Ss continue the sentences whose beginnings they can see in ex.3 in the Worksheets using information from the text.	Worksheets, Presentation Slide 6	developing speaking skills

	<b>Extra task.</b> T gives the Ss wordsearches to find 13 words from the text (Yamalia, okrug, oil, bowel, Nents, Khanti, Mansi, Selkups, nomad(s), mosquito, Salekhard, Noyabrsk, Nadym) and explain in 1-2 sentences what the words stand for. The task may be done in pairs or small groups.	Wordsearch copies	developing speaking skills
<b>Home Assignment</b>			
1'	T asks Ss to put 10 questions to different parts of the text and get ready to play role interviews about the okrug geography at the following lesson.		

**The teachers whose materials are used in developing the lesson:** Alevtina Andreyeva (Salemal, Salemal Boarding School)

**Edited by** Eugene Kolyadin

### **Yamalo-Nenets Autonomous Okrug**

Yamalo-Nenets Autonomous Region (or Okrug, in Russian) is situated in the very heart of the Russian Arctic zone.

The region is well known in the domestic and world economics as a major fuel and energy supplier: natural gas and oil resources are accumulated inside the region's bowels. The region also supplies its customers with products of deer-breeding, fishing and fur trade. The perspective plans for Yamalia include creation of a major mining industry base here. The area of the Yamalo-Nenets Autonomous Okrug is 750.6 thousand square kilometers. The population is about 500,000 people, 83% of the population live in towns, and 17% live in villages. Representatives of different nations who live in the Russian Federation and small ethnic groups of indigenous peoples inhabit the vast territories of the Okrug.

Yamalia is the native land for some of the smaller peoples of the Far North, such as Nenets, Khanti, Mansi, Selkups and others. About 14 thousand natives are nomads.

As for the climate, it is continental, with long and severe winters. Average temperatures in January fall down to 27 degrees below zero, with the absolute minimum being minus 59 degrees Centigrade.

Summers are quite short and cool; with average temperatures in July not exceeding 16 degrees above zero Celsius, with the absolute minimum being minus 5 degrees Centigrade. It is recommended to use insect repellents in summer to protect oneself from mosquitoes and gnats.

The territory of the autonomous okrug consists of Nadymsky, Priuralsky, Purovsky, Selkupsky, Tazovsky, Shuryshkarsky and Yamalsky districts and the towns of Salekhard, Gubkinsky, Labytnangui, Muravlenko, Nadym, Noyabrsk, Novy Urengoy, as well as eight industrial settlements and 103 villages.

Salekhard is the administrative centre of the Okrug, the oldest settlement in Yamalia and the only city in the world standing on the Polar Circle with a history of more than 400 years.

**Exercise 1. Are the following statements true (T), false (F) or the information is not stated in the text (NS)?**

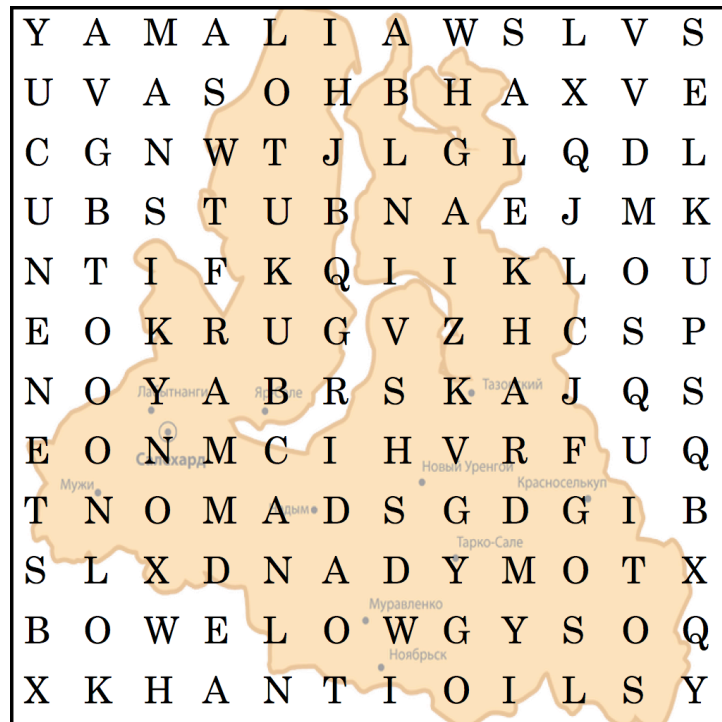
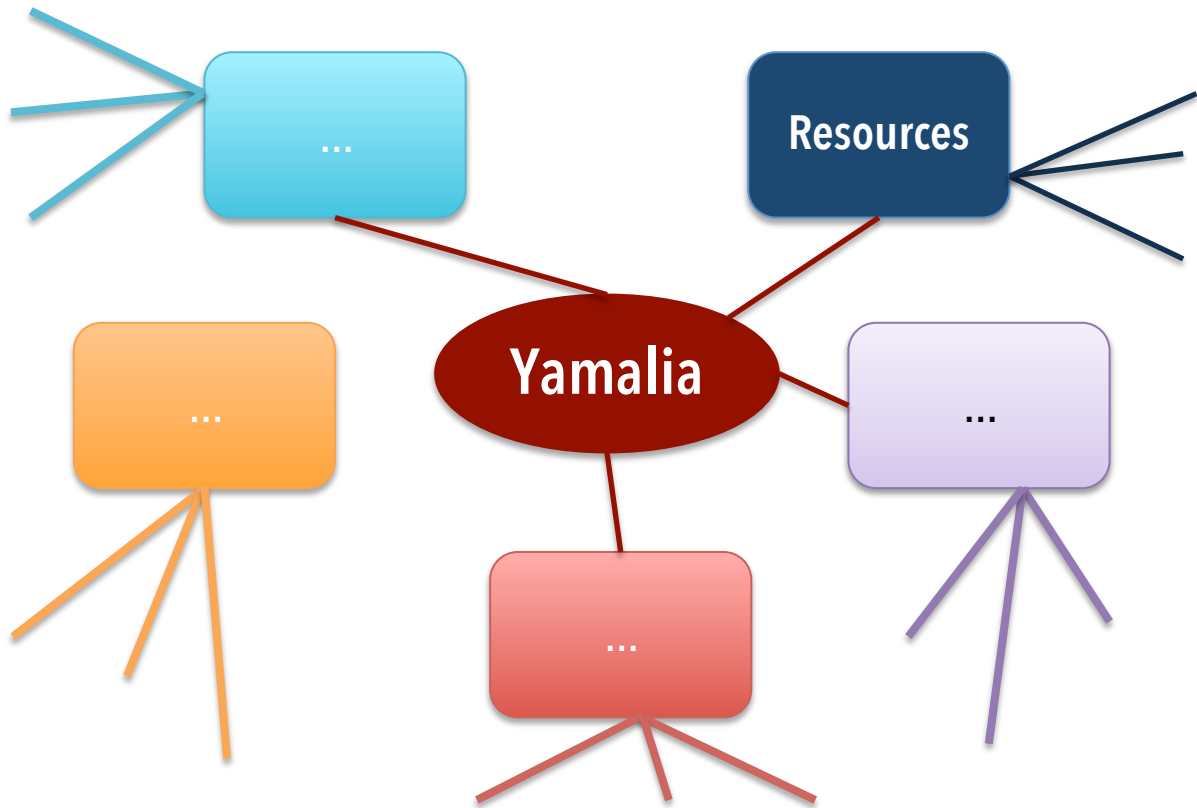
1. The region provides a great part of Russia's natural gas, crude oil.
2. One second of the world's natural gas resources is accumulated inside the region's bowels.
3. The area of the Yamalo-Nenets Autonomous Okrug is 640.6 thousand square kilometers.
4. About 20 thousand natives are nomads.
5. The summer is brief and warm.
6. In summer people protect themselves from mosquitoes.
7. The territory of the region consists of seven districts.
8. Salekhard is the youngest city on the Polar Circle.

**Exercise 2. What do these numbers refer to in the text? Give full answers, please:**

<b>750</b>	<b>400</b>	<b>500.000</b>	<b>103</b>	<b>83</b>	<b>5</b>	<b>17</b>	<b>16</b>	<b>14.000</b>	<b>59</b>	<b>27</b>
------------	------------	----------------	------------	-----------	----------	-----------	-----------	---------------	-----------	-----------

**Exercise 3. Continue the sentences using information from the text.**

1. The region also supplies its customers with...
2. One third of the world's natural gas resources...
3. The region provides...
4. The area of Yamalo-Nenets Autonomous Okrug is...
5. Salekhard is...
6. The territory of the autonomous region consists of...
7. The main towns of the Okrug are...
8. The average temperature in July is...
9. The representatives of...
10. The climate of the region is...



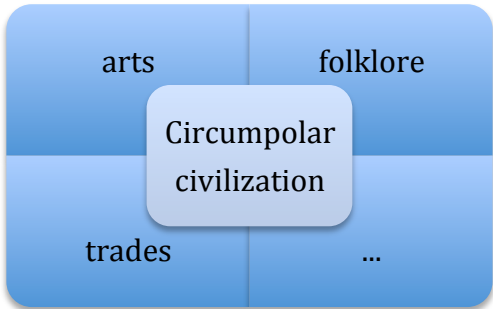


**YEAR 11****LESSON 13. PEOPLES' LIFESTYLES IN THE ARCTIC****The practical objectives of the lesson:**

introducing and practicing new vocabulary,  
 developing reading skills (prediction, scanning, inferring),  
 revising some grammatical points (asking questions, using the right tense forms)  
 developing the ability to in small groups  
 bringing up respect and tolerant attitude towards the lifestyles and culture of northern indigenous peoples

**Time:** 40 minutes**Materials and equipment required:** a whiteboard (projector screen), a PC, a multimedia projector, a digital presentation, hand-outs with the texts, word squares, questions, sensory images and Venn diagram, glossaries and dictionaries**Teacher's Preparation** print out the text and hand-outs, get the PC ready with the presentation; get acquainted with the presentation before the lesson**LESSON PROCEDURE**

Time	Stage Activity (Teacher's and Students' Activities)	Materials to Be Used at the Stage	Stage Aim
1	2	3	4
<b>Warm-Up</b>			
4'	<p>T greets the class and shows two pictures of indigenous people of the North.            T asks Ss to make questions about:</p> <ul style="list-style-type: none"> <li>✓ when the photos were taken</li> <li>✓ who is in the photo</li> <li>✓ what nationalities the people belong to</li> <li>✓ what is happening</li> <li>✓ what the pictures have in common</li> <li>✓ in what way the picture are different</li> </ul> <p>Ss ask and answer the</p>	<p>Presentation slide 1, hand-outs with the hints for the questions</p>	<p>generating interest and getting students' thinking on the topic, revising the grammatical point of asking the questions.</p>

	questions, describe the photos.		
<b>Introducing the Topic of the Lesson And Pre-Reading Practice</b>			
6'	<p>T asks to guess about the topic of the lesson;</p> <p>T asks in what part of the Russian Federation Yamalia and Chukotka are located;</p> <p>Ss find the areas on the map;</p> <p>T says that as the both areas are situated in the Arctic the peoples belong to the circumpolar civilization (translates the notion into Russian), and asks Ss to guess and complete the word web on the board answering what the circumpolar civilization include.</p> 	<p>Presentation slide 2, a word web on the board</p>	<p>prompting Ss' interest in the new material; developing thinking skills</p>
7'	<p>T reads the new words and suggests them to the groups for discussing and completing the Word Squares (WS).</p> <p><b>Group work</b></p> <p>Ss in groups of 4 complete each box using a glossary, a dictionary, pictures and their own ideas. Each member completes one box.</p> <p>Ss display the WS</p>	<p>hand-outs with the Word Squares</p>	<p>Introducing and practicing new vocabulary for the reading stage</p>

	Ss listen to the words that others explain and make notes about them in their notebooks.		
<b>While-Reading Practice</b>			
8'	<p><b>Individual work</b></p> <p>T asks Ss to read the text and to complete the Sensory Images chart.</p> <p>Ss read the information and try to imagine what they are seeing, hearing, smelling, tasting or touching through the images in the text.</p> <p>Ss note the feelings on a five senses chart.</p>	hand-outs with the texts and sensory images	developing reading and thinking skills
<b>After-Reading Practice</b>			
5'	<p>T asks what the students were seeing, hearing, smelling, tasting or touching while reading.</p> <p>Ss share their feelings.</p> <p>Ss read the statements to the text and say whether they are True or False.</p> <p>T listens to the Ss' answers and corrects the mistakes.</p>	hand-outs with the tasks	
8'	<p>Ss read the text aloud again.</p> <p><b>Pair work</b></p> <p>T asks Ss to complete the Venn Diagram answering the questions to the text and explains that they should put down the information about the Chukchi in the right-hand circle, and the answers about the Nenets in the left-hand circle, the information about the both peoples should be placed in the space where the circles overlap.</p>	the printed hand-out with the questions and the Venn diagram	developing reading and writing skills
<b>Speaking Practice</b>			
5'	Ss talk about the common and		developing

	different features of the Chukchi and the Nenets lifestyles and culture using the Venn Diagrams.		thinking and speaking skills
<b>Reflection</b>			
3'	T asks Ss to add some associations about circumpolar civilization to the word web. Ss complete the word web.	a word web on the chalkboard	Reflecting on the material covered

**The lesson is developed by** Yelena Gorshkova (Gubkinsky)

Text

### **Peoples' Lifestyles in the Arctic**

#### **Vocabulary**

*indigenous people*

*a circumpolar civilization*

*proximity*

*a solid log*

*nomadic herders*

*embroidery*

*bone carving*

*walrus moustache*

*anthropomorphous figures*

The culture of the peoples that inhabit the Arctic is distinctive and self-sufficient. At the foundation of the culture and life of indigenous peoples is a concept called circumpolar civilization - one of the oldest in the world.

It includes artifacts, rock art, languages, folklore, rituals, trades and tools of the northern peoples. The relationship with nature and the proximity of the land are the main features of circumpolar civilization.

#### **Homes**

The lifestyles and culture of Arctic peoples have always depended on the living conditions in harsh environments. A house for a northern settler could be a solid log house or a house on stilts; nomadic herders prefer portable chums (the Nenets) or yarangas (the Chukchi), insulated with deer skins and heated with whale or walrus fat.

#### **Clothing**

For centuries, the peoples of the north have chosen the perfect patterns for clothes, and every seam has had its place. Winter clothing is made from deer skin, it is traded with sea hunters for

seal skin - used to make waterproof footwear. To finish items they use the skins of small fur animals (squirrel, ermine). Women master the art of deer hair embroidery. In Chukotka, a use is found for walrus moustache, and the Nenets often use coloured thread. The art of sewing beads passed from generation to generation among the northern peoples.

### **Trades**

The main trades of indigenous peoples of the north are associated with hunting and hunters' trophies.

Bone carving has become a traditional craft of the Chukchi. The Chukchi carved miniatures made out of walrus tusks are highly regarded throughout the world. Each work is unique and distinguished by the graphic quality of the image and the fluidity of the lines.

The Nenets are famous for the wooden monumental sculpture art. Cultic anthropomorphous figures 2,5 meters high are set in the open areas of tundra.

### **Hunting culture**

Hunting also had a profound influence on the northern peoples' culture. There is a particular hunting culture. For example, the Nenets peoples make an effort to always catch fish in a different place to allow the river time to rest. There is an unwritten law that you should not take from nature more than you need. The Chukchi incorporated the step-by-step process of hunting whale into their dance. In the culture of the Chukchi whaler there is a rule that you should not save a drowning partner. This is based on the idea that water is the territory of the sea devil Keli, whom it is best not to upset.

### **Task 1**

#### ***Complete the Sensory Images Chart***

<b>See</b>	<b>Hear</b>	<b>Smell</b>	<b>Taste</b>	<b>Touch</b>

## **Task 2**

### **Say if the statements are true or false**

1. Peoples' lifestyles in the Arctic depend on the political situation of the country.
2. Nomadic herders live in chums or in yarangas.
3. The Arctic peoples make their clothes from bearskin.
4. The main trades of the Northern peoples are connected with reindeer breeding.
5. Bone carving is a traditional craft of the Chukchi.
6. The Nenets try to catch fish in different places.
7. Hunting has a profound influence on the Northern peoples' culture.

## **Task 3**

**Answer the questions completing the Venn diagram** (put down the information about the Chukchi in the right-hand circle, and the answers about the Nenets in the left-hand circle, the information about the both peoples should be placed in the space where the circles overlap).

1. What is the foundation of the culture and life of indigenous Arctic peoples?
2. What kind of homes do the nomadic herders prefer?
3. What are the arctic peoples' clothes made of?
4. What do the women use for decorating clothes?
5. What are the main trades of indigenous peoples of the North associated with?
6. What is the main traditional craft of the Chukchi?
7. What traditional trades are the Nenets famous for?
8. What are some examples of a hunting culture?

**Word Square**

word	symbol or picture
translation	sentence with the word

Ask your partner about:

- ✓ when the photos were taken
- ✓ who is in the photo
- ✓ what nationalities the people belong to
- ✓ what is happening
- ✓ what the pictures have in common
- ✓ in what way the picture are different

## **LESSON 14. THE INDIGENOUS YAMALIA PEOPLE - WHO ARE THEY?**

**The practical objectives of the lesson:**

developing students' knowledge about the indigenous peoples, living on the territory of Yamalo-Nenets Autonomous Okrug;  
 developing students' skills to find the information and to do logical operations of analyzing, classifying, generalizing and using the information;  
 developing students' communicative ability (competence);  
 bringing up students' active attitude towards the problems of the indigenous peoples, based on tolerance, co-existence, mutual respect and readiness to help.

**Time:** 45 minutes

**Materials and equipment required:** a whiteboard (projector screen), a PC, a multimedia projector, hand-outs (diagrams and texts), a digital presentation (attached)

**Teacher's Preparation** print out the text and hand-outs, get the PC ready with the presentation; get acquainted with the presentation before the lesson

### LESSON PROCEDURE

Time	Stage Activity (Teacher's and Students' Activities)	Materials to Be Used at the Stage	Stage Aim
1	2	3	4
<b>Warm-Up And Introducing the Topic of the Lesson</b>			
2'	T greets the students involving them into the atmosphere of English through the question-answer talk: T asks who was born in Yamal and what Yamal is for the students. Ss answer T's questions.	Presentation Slide 1	generating interest and motivating Ss for cognitive activity at the lesson
4'	T creates a situation of defining the topic of the lesson by the students: T draws Ss' attention to the list of words on the slide (gas, sandy beaches, car industry, polar bears, jungles, reindeer, cattle-farming, oil (wells), skyscrapers, white nights, polar lights, agriculture, native people, palms, tigers, fishing, hunting, dairy industry, coal-mining, tundra, corals) and asks to read those which are associated with Yamalia. Ss make up the sentences using the chosen words. T says that one of the notions Ss have mentioned is native (indigenous) people and asks if Ss know how the indigenous Yamalia peoples are called. Ss answer the questions and define the topic of the lesson	Presentation Slide 2	practicing speaking skills; realizing the ability to use available knowledge



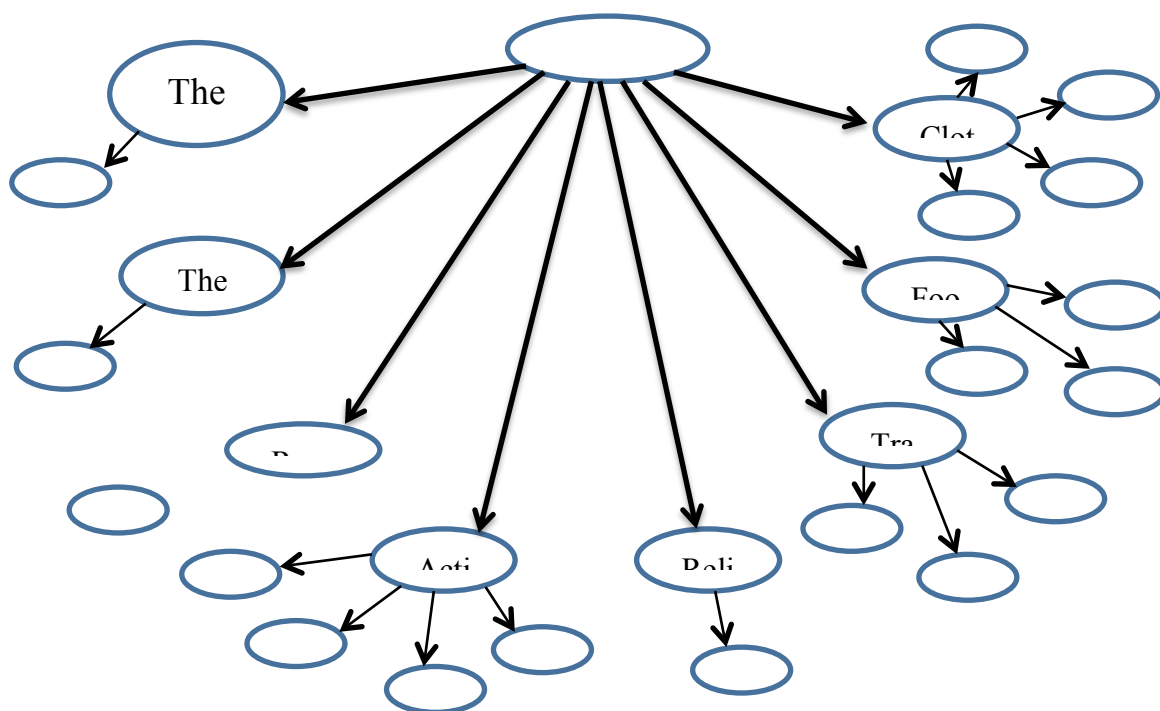
	themselves.		
3'	T asks students to read the definition of the notion "Indigenous people"; Ss read it and try to interpret the definition of the notion.	Presentation Slide 5	developing thinking and speaking skills
<b>Reading Practice</b>			
8'	T makes an introductory speech on the topic: T says that nowadays the Yamal-Nenets Autonomous Okrug is a home to about 20 peoples. Most of them settled on the Yamal Peninsula after the second half of the 20th century, which is associated with the development of the Soviet Union of the northern lands. Only few of the peoples have been living in the far north since time immemorial, the Yamal Peninsula and the Lower Ob is the historical homeland of the Khanty, the Nenets and the Selkups. T organizes <b>group work</b> (each group has different texts) and asks to read the texts about three main Yamalia peoples and to fill in the diagram (the cluster) classifying the necessary information into the appropriate categories.	hand-outs with the texts; diagrams for each group	developing exploratory reading skills (to find and classify the information); practicing making diagrams; learning to work in a group; developing thinking skills of analyzing, comparing and generalizing
<b>After-Reading Practice</b>			
9'	Ss of each group choose the one who will introduce one of the Yamalia peoples, mentioning all the aspects of the diagram. Each speaker presents the material they have found in the text using the diagram.	Presentation Slides 6,7,8,9,10	developing speaking skills using the diagram; developing thinking abilities of analyzing, comparing and

	<p>Ss describe the general features of the Khanty, the Nenets and the Selkups (they can use the slide presentation). T asks Ss to name the differences of Yamalia indigenous peoples.</p>		generalizing
<b>Thinking And Speaking Practice</b>			
10'	<p>T makes an introductory speech and sets the main problems of the Indigenous peoples nowadays: He says that years of Soviet rule brought great changes in the traditional life of the indigenous peoples as the development of the industry does not tally with the traditional way of life, and children in boarding schools were taught things that did not help them survive in their native North. Today most of the indigenous population does not live in traditional nomad camps but in villages built by authorities. Sharp rejection of the traditional way of life inevitably leads to the rejection of their national language, which simply does not have names for many thousands of new objects and concepts. All this results in inability of many people to fit in conditions alien to them, and their lives were ruined. Local youth increasingly seek to integrate into Western culture, abandoning their roots. Oil production is increasingly moving to the North, sweeping away everything in its path:</p>		<p>practicing solving problematic tasks; developing thinking and speaking skills</p>

	<p>and environmental systems, and entire nations.  T asks Ss to think of problems solution and asks how we can help the locals?  Ss discuss it <b>in pairs</b> and share their ideas with the class.</p>		
<b>Reflection And Home Task Assigning</b>			
5'	<p>T motivates the Ss to sum up the lesson by means of a cinquain.  T asks Ss what the key notion of the lesson is.  T suggests making up a cinquain to “Indigenous people” (T explains the principles of a cinquain).  <b>Example:</b>  <u>Indigenous Peoples</u>  original, helpless  to help, to admire, to study  <u>Indigenous people must be protected</u>  uniqueness.</p>	Presentation Slide 11	developing creative thinking; forming lexical skills
2'	<p>T explains the home task: asks to make up cinquains to 3 different notions, connected with Yamalia, and draws Ss' attention to the example.</p>		
2'	<p>T motivates Ss to discuss the results of the lesson through the questions;  The possible questions:  - What was new for you at the lesson?  - What tasks were easy (difficult) for you?  - What do you like to do most (least) of all?  - Who was the best speaker?  -Whose cinquain was the most original?</p>		estimating the results of the lesson and Ss' own results

**The teachers whose materials are used in developing the lesson:** Alfiya Yusupova (Muravlenko)

**Edited by** Yelena Gorshkova (Gubinsky)



## The Selkups

The Selkups is one of the smallest peoples of Siberia. According to the census of 1926-1927, the total number of the Selkups was about 6,000 people, according to the Census of 2002 - 1797 people. In ethnography two types are usually distinguished: northern and southern Selkups. These groups are separated geographically. Northern Selkups call themselves Selkups and "sholkup", which means "forest people".

Anthropologically the Selkups represent the Ural transitional race. The Selkup language belongs to the Samoyed group of the Ural language family. Until the end of the XIX century the Selkups, along with the Khanty, Mansi were called "Ostyaks" or "ostyakosamoedy".

Before the XVI century ceramic production, metalworking and weaving (ткачество) were highly developed with the Selkups. Various dishes, pipes, toys, cult sculptures were made of clay. According to the legend the Selkups smelted metal from "stone" and considered themselves the first inventors of metal melting. The Selkups smiths were famous for their ability to produce weapons, helmets, masks, mirrors and jewelry.

The main traditional occupations of the Selkups are hunting and fishing. Since the end of the XVIII century the northern Selkups have developed reindeer borrowed from the Nenets and Evenks.

Hunting has always been of great importance in economic activity of the Selkups. Fur boom that lasted until the end of the XVIII century, led to the depletion (истощение) of fur resources in Western Siberia.

Fishery products had no special value. The Selkups fished for food both for their families and for reindeer. Picking berries (cloudberries, cranberries, cowberries and pine nuts) was widely spread among the Selkups.

Besides the Selkups bought bread, tea, salt, cereals, milk from Russians.

The Selkups reindeer was mainly of transport importance. As transport means along with a reindeer sledge the Selkups used dogs, skis, and boats of various sizes.

Winter clothes were made from the skins of animals, deer, summer - from nettles canvas: Párga - a short swing coat of deerskin, Sokka - a dull fur garment with a hood, caps *uka* in the form of a bonnet made of furskin, footwear Pei - from camus and cloth or *rovduga*.

The Selkups settlements usually consisted of 2-10 dwellings located on the high banks of rivers. Traditional dwellings of Northern Selkups were large log semi-dugouts (*mot poi*) with long underground corridors overlooking the river and a chum. Two-three families lived in each dugout. The entrance to the log home was oriented to the river or to the East.

Nowadays the main type of dwelling becomes a portable tent - a chum, borrowed from the Nenets, but with some distinctive features. It has replaced log dugouts.

The Selkups, although considered officially baptized, continued to maintain the ancient religious ideas and rituals. They believed in the spirit of "owner" of the forest, the spirit of the "master" of water, etc. In order to ensure success in the fishery or hunting, the "owner" of the forest and the "master" of water were sacrificed to.

## **The Khanty**

The Khanty (Ostiaks) - INDIGENOUS Ugric people living in the north of Western Siberia. The word "Khanty" means people.

According to 2010 Census population of Khanty increased to 30,943 people, 61.6 % of which live in the Khanty- Mansi Autonomous District, 30.7% - in Yamalo - Nenets Autonomous District.

Khanty ancestors entered from the south and occupied the territory of modern Khanty-Mansiysk and southern Yamal- Nenets Autonomous District. They refer to the Ural race.

The Khanty language (formerly known the Ostyak language) together with Mansi and Hungarian is the Ob-Ugric language belonging to the Ural language family. It has a lot of dialects.

Many Khanty tried to stick to the traditional way of life of its people, choosing a profession of environmental rangers. They have to do a great job of cleaning the forests of garbage left there by visitors.

Traditional religion of the Khanty people is shamanism and Orthodoxy. Shamans were hit by serious persecution in Soviet times, so the Khanty prefer not to speak much about their

traditional beliefs. Old rituals are performed secretly. For example, in the forest near the camps on the branches of trees hanging things can be seen - by tradition a man must leave their old things in the forest, and not to destroy them.

Traditional crafts are fishing, hunting and reindeer herding. Hunting for the Khanty is a vital necessity. The Khants since early childhood should be able to live in the forest, to understand the animal tracks, to know their habits, learn how to navigate. Other economic activities of the Khanty are fishing and reindeer herding.

The basis of the diet consists of meat, fish, reindeer meat - venison, berries.

Log cabins are usually low, with one large room and a small closet located in front of it. This cabin has usually only two windows and a flat roof. It's very difficult for a person to survive in the forest. The temperature in winter can drop to -60 degrees. To heat quickly their small house the Khanty use metal stoves. These stoves are easily controlled, take up very little space and quickly heat their houses, though it takes a lot of fuel. More traditional dwelling of the Khanty - chum, is similar to the Nenets one with small differences.

Khanty clothes were made of animal skin, furs, fish skin, cloth, and linen canvas. For children's clothing the most archaic material - bird skins was used.

Men wore winter coats of deer and hare fur, squirrel and fox paws and a short summer robe of coarse cloth. Winter boots were made of fur worn with fur stockings. Men's shirts were made of nettle canvas, pants were made of rovduga, fish skin, canvas, cotton fabrics. Women in winter wore fur coats of deer. In summer they wore cloth or cotton robe decorated with stripes of beads, colored cloth and tin plaques. In summer and winter women covered their heads with a shawl decorated with fringe.

Khanty life is so closely associated with water, that it is difficult to imagine them without light boats called oblasok. In winter the sliding skis were used to move. Children learned to walk at the age of 6-7 years.

The main transport in winter is sledge - dog or deer. The total length is 250 cm. The reindeer sled is identical to the manual sledge described above. The difference lies in the larger sizes of reindeer sledge and its more massive individual parts.

## **The Nenets**

The Nenets – Samoyed people inhabiting the Eurasian Arctic seashore from the Kola Peninsula to Taimyr. In the 1st millennium AD they migrated from the southern Siberia to the place of modern living.

The Nenets are one of the most numerous indigenous people of the Russian North. Following the results of the 2002 census about 27,000 lived in the Yamal- Nenets Autonomous District.

The Nenets are divided into two groups: the tundra Nenets and the forest Nenets. The tundra Nenets is the majority. They live in two autonomous regions.

In anthropological terms Nenets belong to the contact Ural race, the representatives of which are characterized by a combination of anthropological features of Europoids and Mongoloids.

The Nenets language belongs to the Samoyed group of the Ural language family and consists of two dialects – a tundra dialect, which breaks up the western and eastern dialects, the differences between which do not interfere with understanding, and a forestry dialect.

Locals get everything needed for the body from deer meat. The need to survive in the harsh conditions of the Far North has taught its people to eat raw meat with blood. This not only the treat but also the need for vitamins, especially C and B2, and deer meat is rich in it. Therefore the Nenets never suffer from scurvy (цынга). Besides venison (оленина), the Nenets eat beef and pork, the meat of marine animals, as well as freshwater fish: whitefish, pike, white salmon. They drink tea, fruit drinks made from cranberry, cloudberry, blueberry jelly from starch and berry juice.

The traditional occupations of Nenets people are reindeer and more archaic activities: hunting, fishing, gathering. The material culture of the Forest Nenets has much in common with the Khanty.

The main vehicle is the Nenets deer sled, in some areas - dog sleds, skis and in summer – a boat.

The Nenets typical dwelling is a chum, a conical skeleton structure, covered with sheets of deerskin, perfectly adapted to the harsh climate and nomadic lifestyle.

Nenets clothing retained a number of features of the ancient southern origin. Men's clothing consisted of a jumper (malitsa), fur stockings and boots, jumper shirts. Women wear fur coats, hats, rovduga pants.

Their religion is based on the principles of shamanism and characterized by personification of nature. According to the beliefs of the Nenets, each object or phenomenon of nature has its own "boss" - an independent entity, merged with this object or phenomenon. This perception testifies to deification of nature and wildlife worship.

## LESSON 15. YAMALO-NENETS AUTONOMOUS OKRUG IN NUMBERS

**The practical objectives of the lesson:**

introducing and practicing new vocabulary,  
developing reading and listening skills,  
revising grammar (numerals);

developing group work skills;  
 developing skills of describing graphs and charts;  
 bringing up respect towards the Okrug

**Time:** 40 minutes

**Materials and equipment required:** a whiteboard (projector screen), a PC, a multimedia projector, a digital presentation, hand-outs with the texts and exercises

**Teacher's Preparation** print out the text and hand-outs, get the PC ready with the presentation; get acquainted with the presentation before the lesson

### LESSON PROCEDURE

Time	Stage Activity (Teacher's and Students' Activities)	Materials to Be Used at the Stage	Stage Aim
1	2	3	4
<b>Warm-Up</b>			
4'	T greets the class and asks Ss to look at the whiteboard to match the pictures with the words and give some commentaries or definitions) to each of the notions	Presentation Slide 2	practising speaking skills, focusing on vocabulary
1'	T asks the Ss to formulate the topic of the lesson and guess what they are going to speak about at this lesson		practising speaking skills
<b>Listening &amp; Vocabulary</b>			
3'	T says to the Ss that they are going to listen to a text about Yamalia. To understand it in detail they should revise pronouncing numbers in English. Ss repeat the numbers	Presentation Slide 3, Recording 1	developing pronunciation skills & grammar
3'	T asks the Ss to look at the board and read the glossary for the text they are going to listen to (The Ss may read the definitions aloud and give the Russian equivalents to check understanding)	Presentation Slide 4	developing (pronunciation and) vocabulary
3'	T asks the Ss to read the	Presentation	developing



	while-reading task on the board. The Ss listen to the text and do the task	Slide 4,	listening comprehension skills
3'	T asks the Ss to listen to the text once again and fill in the blanks in the exercise in the hand-outs with the numbers they hear	Recording 2, hand-outs	developing listening for detail skills
<b>Reading</b>			
5'	T asks the Ss to read the text and choose the best title for it	Hand-outs, Presentation Slide 5	developing reading for the gist skills
3'	Ss are asked to scan the texts once again and answer the questions	Hand-outs	developing reading for specific information skills
5'	T offers the Ss to study the data of different censuses of Yamalia and analyse them using the questions	Hand-outs	developing reading and thinking skills
3'	Ss tell the class the results of the study		
<b>Home Task Assigning</b>			
1'	T asks the Ss to look at the board and study different types of data visual representation ways	Presentation Slide 6	developing thinking skills
3'	T offers to choose two or three lines of data in the censuses table and represent them graphically and describe them using a sample description on the hand-out	Hand-outs	

**The teachers whose materials are used in developing the lesson:** Olga Grinkevich (Muravlenko, Multi-Profile Lyceum)

**Edited by** Eugene Kolyadin (Gubkinsky)

**Fill in the blanks with the numbers you hear, please:**

1. The Yamalo-Nenets autonomous okrug has an area of ... square kilometers.
2. The Yamal summer is short - ... days on average.
3. Salekhard was founded by Russian Cossacks in ... and called Obdorsk until ....

4. The distance between the okrug capital and Moscow is ... km.
5. The population density is ... people per one square kilometer.
6. More than ... of small indigenous peoples lead a nomadic way of life.
7. More than ... of Russia's natural gas is being produced here.
8. The region also accounts for ... of Russia's oil production.

### Read the text and answer the questions

For many hundreds and thousands of years some peoples had been conquering the other ones, took their lands, brought in their own customs, religion, and culture. The peoples and generations changed. Today such peoples as Khants, Nenets, Mansis, Selkups are officially considered to be the indigenous population of the North of Western Siberia. Some of them had been nomadic by nature, and they stay to be nomadic. They follow deer herds from the edge of woodlands to the Arctic seashore in winter or to the mountain tundra in summer. They annually cover up to thousands of miles.

The Russian people having conquered the native tribes came here 20-25 generations ago. In 1822, outstanding Russian statesman M.M. Speransky drafted a number of decrees to reform the administration of Siberia. Among other things, Russians were forbidden to settle of their own free will on lands inhabited by the local tribes. Hunting, fishing and pasture grounds could only be used on terms of rent, provided the indigenes had no objections.

During a short period of time several millions of people from all over our large country came to northwestern Siberia 1-2 generations ago to develop the oil and gas fields. That was the most intensive period of inhabiting this region.

- 1) Why are Nenets and Khants considered to be the natives of Yamalia?
- 2) Why do the nomads roam across the territory?
- 3) When did the Russians come to the Western Siberia?
- 4) Why could not the Russians settle on Yamalian territories in the 19<sup>th</sup> century?
- 5) Why have a lot of people from all over the ex-USSR come to the territory of the okrug over the last decades?

Study the censuses (перепись населения) information and interpret it using the questions below

Ethnic group	1939 Census		1959 Census		1979 Census		1989 Census		2002 Census		2010 Census	
	number	%	number	%	number	%	number	%	number	%	number	%
Nenets	13,454	29.3	13,977	22.4	17,404	11.0	20,917	4.2	26,435	5.2	29,772	5.9
Khants	5,367	11.7	5,519	8.9	6,466	4.1	7,247	1.5	8,760	1.7	9,489	1.9
Komi	4,722	10.3	4,866	7.8	5,642	3.6	6,000	1.2	6,177	1.2	5,141	1.0
Selkups	87	0.2	1,245	2.0	1,611	1.0	1,530	0.3	1,797	0.4	1,988	0.4

Russians	19,308	42.1	27,789	44.6	93,750	59.0	292,808	59.2	298,359	58.8	312,019	61.7
Ukrainian	395	0.9	1,921	3.1	15,721	9.9	85,022	17.2	66,080	13.0	48,985	9.7
Tatars	1,636	3.6	3,952	6.3	8,556	5.4	26,431	5.3	27,734	5.5	28,509	5.6
Others	871	1.9	3,065	4.9	9,694	6.1	54,889	11.1	71,664	14.1	74,625	14.3

1. What tendency can you see from the table?
2. When do you notice the greater change in the population of our region was?
3. What ethnic groups did that change apply to? Why?
4. In what figure are you/ your parents included?

### A sample description of a graph:

The graph shows the **fluctuation** in the number of people at a London underground station over the course of a day.

The busiest time of the day is in the morning. There is a **sharp increase** between 06:00 and 08:00, with 400 people using the station at 8 o'clock. After this the numbers **drop quickly** to less than 200 at 10 o'clock. Between 11 am and 3 pm the number **rises**, with a **plateau** of just under 300 people using the station.

In the afternoon, numbers **decline**, with less than 100 using the station at 4 pm. There is then a **rapid rise** to a **peak** of 380 at 6pm. After 7 pm, numbers fall **significantly**, with only a **slight increase** again at 8pm, tailing off after 9 pm.

Overall, the graph shows that the station is most crowded in the early morning and early evening periods.

## LESSON 16. MADE IN YAMALO-NENETS AUTONOMOUS OKRUG

### **The practical objectives of the lesson:**

- developing reading, speaking and listening skills,
- developing pair work skills;
- bringing up respect towards the Okrug

**Time:** 40 minutes

**Materials and equipment required:** a whiteboard (projector screen), a PC, a multimedia projector, a digital presentation, hand-outs with the texts

**Teacher's Preparation** print out the text and hand-outs, get the PC ready with the presentation; get acquainted with the presentation before the lesson

## LESSON PROCEDURE

Time	Stage Activity (Teacher's and Students' Activities)	Materials to Be Used at the Stage	Stage Aim
1	2	3	4
<b>Warm-Up</b>			
1'	T greets the class and introduces the topic of the lesson. T asks the students what associations they have when they hear about Yamalia industries and why	Presentation Slide 1	practising speaking skills, introducing the topic of the lesson
<b>Listening</b>			
3'	T offers the Ss to listen to a text about one of the industries of the region and define what it is	Recording 1	developing listening skills
3'	T asks the Ss what the text is about and what details the Ss can remember from the text	Presentation Slide 2	developing listening and speaking skills
5'	T offers the Ss to listen to the text once again and answer the questions on the board	Recording 1, Presentation Slide 3	developing listening skills
<b>Reading and Speaking</b>			
7'	<b>Pair work. Jigsaw reading.</b> T asks the Ss to divide into pairs and decide who is Student A and Student B in each of the pairs. The Ss get copies of their texts. While reading Ss can ask the T for unknown words or use dictionaries if available. The Ss must not look into the partners' texts!	Texts A&B Hand outs	developing reading skills
7'	The Ss begin posing the questions (in the hand-outs and on the presentation slide) on the peers' texts and take notes. When Student A is through with asking the questions, the Ss swap roles and Student B starts asking the same questions on Student A's	hand-outs, Presentation Slide 4	developing reading and speaking skills

	text and taking notes.		
7'	The Ss get ready to tell about their partner's factory using their notes and the questions as a plan. The pairs exchange partners so that the Ss A retell the text to Ss B from other pairs. The Ss listen to the new peers and cross-check each other.	Presentation Slide 4	developing speaking and listening skills
7'	T offers a discussion about possible solutions in developing other industries in Yamalia	Presentation Slide 5	developing speaking skills
<b>Home Task Assigning</b>			
	As a hometask the T can ask students to describe an existing industry or a factory or one that can be created in the okrug		

**The teachers whose materials are used in developing the lesson:** Irina Zinkovskaya (Nadym, Secondary School # 6 with Emphasis on Selected Subjects)  
**Edited by** Eugene Kolyadin

Student A

### **Salekhard "Yamalia Reindeer" Factory**

A modern high-tech complex for reindeer meat production was built in 2002 in Yar-Sale. It can process 360 reindeer a day, that means – 20 000 reindeer during the season. The municipal factory "Yamalia Reindeer" was founded to service (*обслуживать*) the complex. It was built according to the project of the Finnish company "Kometos" and was certified according to the European Union norms for the production of reindeer meat and semi-products equipment.

The leading specialists of "Yamalia Reindeer" factory took courses at the training centre in Finland. For training the workers during the season of butchering (*зabойный*) specialists from the center of the Sami region were invited for consultations. Nowadays this factory is the largest and the only plant of the kind in Yamalia region. Currently the butchering complex consists of 14 modules: for butchering, processing and freezing deer; for processing, cooling and producing meat semi-products.

At the end of 2004 sausage production was started, and in April 2005 they started to make pelmeni. In 2006 a shop for production of meat - bone flour began to work.

The factory has its own certified transport for delivering ready products.

Today "Yamalia deer" can produce more than 500 tons of high-quality meat and semi-finished products of reindeer meat per year for sale at the market.

It's not a secret that reindeer meat is very good for health. It is very good for those on a diet. That's why it so popular among people who take care of their health. A contract for delivering deer meat was signed with a German company because European consumers are interested in organic (*экологически чистый*) food. And the meat produced in our region is really contaminants-free (*не содержащий отравляющих веществ*) because our reindeer live in an ecologically clean environment in tundra where there are no factories or plants.

### **Questions to Student B**

What is the factory name?

Where is the factory situated?

What kinds of products does it produce?

What equipment does the factory have?

What modules (parts) of the factory are mentioned in the text? What can you say about them?

Why is the factory production healthy?

Where is the factory production delivered?

Are the factory products sold only in Yamalia?

Student B

### **Salekhard Fish Factory**

The geographical position of Yamalia is quite specific. A considerable part of the okrug is situated on Yamal peninsula, which is washed by the waters of the Kara Sea, besides there are many rivers and lakes. The northern flora is not diverse at all, but the water here is famous for its fish all over the world.

Water is almost everywhere, so fishing is popular in every corner of the okrug. The biggest fish factories are in Salekhard, Tarko-Sale and Tazovsk district. 500 tons of fish are caught only in Tazovsk a year.

It's not surprising that many people here have fishing like a hobby. Native people fish too. They eat fish all year round and sell it.

*Salekhard fish factory* is the largest manufacturer of fish products in Yamalo-Nenets Autonomous district. It is often called the fish brand of Yamalia. It is a real pride of the okrug as the factory is equipped according to the latest European standards and keeps the traditions and specialists of old fish cannery (*консервирование*) at the same time.

The excellent taste of the products the factory makes is also conditioned by the ecologically clean waters where the Yamalian fish live. The latest technologies and modern foreign equipment are used to manufacture fish products. A high quality of the products is a result of innovative

development in the production process, up-to-date (*современный*) technologies and strict accordance to the state standards in the field of fish production.

Half-ready pike (*щука*), vendace (*корюшка*) and other popular fish are usually kept in the refrigerator room of the fish factory where the temperature is -18 degrees below zero. The work of refrigerators is constantly monitored by the factory employees because it is very important for the nutritional safety of the Yamalia delicacies.

*Salekhard fish factory* specializes in producing tinned (*консервированный*) fish. Vendace is specially popular not only in our okrug but in other regions of the country too. More than 20 kinds of preserves are produced in Salekhard factory: vendace, muksun in tomato sauce, muksun in jelly and Siberian whitefish (*пыжьян*) are the most popular products.

### Questions to Student A

What is the factory name?

Where is the factory situated?

What kinds of products does it produce?

What equipment does the factory have?

What modules (parts) of the factory are mentioned in the text? What can you say about them?

Why is the factory production healthy?

Where is the factory production delivered?

Are the factory products sold only in Yamalia?

### Tapescript

#### **Nadym Milk Factory**

At first Nadym milk factory produced only milk and cheese, but soon the product choice was increased. There appeared yogurt, four sorts of cheese and two sorts of drinking milk in the product line of the manufacturer.

The plant produces 8 tons of milk, 850 kg of cheese and 350 litres of kefir a week. Recently the plant has started making other products such as buttermilk and sour cream.

Nowadays buttermilk and milk are delivered to all kindergartens of the town. Every child in Nadym gets a glass of milk a day at school or kindergarten free of charge because milk is necessary for kids' bones development. The largest shops sell products of local dairy.

Some people say that our dairy is expensive, but it is always fresh because it is not delivered from other regions and it is never frozen.

**TABLE OF CONTENTS**

Foreword.....	3
<u>YEAR 8</u>	
Lesson 1. The Song of Life.....	5
Lesson 2. Northern Life.....	9
Lessons 3&4. Yamalia Festivals and Celebrations.....	13
<u>YEAR 9</u>	
Lesson 5. Nenets Food.....	19
Lesson 6. The Blueberry.....	22
Lesson 7. Gifts of Yamalia.....	28
Lesson 8. Yamalia: Land and People.....	32
<u>YEAR 10</u>	
Lesson 9. The Northerners' Health.....	36
Lesson 10. Tundra Transportation.....	42
Lesson 11. The Northwestern Siberia Natives.....	46
Lesson 12. Yamalia: Geography.....	52
<u>YEAR 11</u>	
Lesson 13. Peoples' Lifestyles in the Arctic.....	57
Lesson 14. The Indigenous Yamalia People – Who Are They?.....	63
Lesson 15. Yamalo-Nenets Autonomous Okrug in Numbers.....	71
Lesson 16. Made in Yamalo-Nenets Autonomous Okrug.....	75