



Read the email from a Russian friend and listen to the audio prompt.

Привет!

Да, у меня тоже много друзей. Мои одноклассники – отличные ребята. Я тебя с ними познакомлю. Мы вместе в школе и общаемся после уроков. Одного из моих друзей зовут Игорь. Он очень умный и хорошо знает физику и математику. Игорь занял первое место в школьной олимпиаде по физике. Он хочет поступить в Московский Университет и стать учёным. Игорь добрый и внимательный, он помогает нам делать домашнее задание по физике. А тебе нравится физика? А математика? Мне нравится. Я тебе уже писала о моём учителе по физике.

Моя лучшую подругу зовут Катя. Она весёлая и симпатичная. Мы проводим вместе много времени. С Катей никогда не скучно. Она всё время придумывает новые занятия и развлечения. Катя увлекается музыкой, играет на пианино. Она недавно выступала на школьном концерте. Мы любим слушать музыку. А какая музыка тебе нравится? Тебе нравится рок или поп-музыка? Ты что-нибудь слышал о российских группах? Я хочу купить билеты на концерт Димы Билана. Он популярный певец. Пойдёшь с нами?

Пока!

Даша



Comprehension Checks

Упражнение 1

Write a sentence that summarizes what you have learned about Dasha’s friends. You should spend no more than two minutes writing. The sentence will then help you prepare to write a blog entry about your upcoming trip.

Упражнение 4

In preparation for the interviews you expect to have with media representatives, practice asking and answering questions about music. Work with a partner, with one person writing 5 questions and the other person answering the questions.

You might use some of the following words in your questions and answers. You will need to change some of the forms of the words to use them correctly in your questions and answers.

Слушать

Играть на...

Выступать

Концерт

Певец, певица

Поп-музыка

STUDENT PROGRAM LEARNING PLAN

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

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

LEARNING GOALS

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

- I can talk with someone about hobbies and interests. (IS)
- I can understand the main idea of a message on a familiar topic (friends). (IR)
- I can describe someone's appearance and personality. (PS/PW)
- I can post messages on a shared blog page for the Russian hosts. (PW)
- I can write journal entries about their travel plans and preparations. (PW)

OPENING ACTIVITY

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

An American student receives a reply from Dasha about her friends.

STAGE 1

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

STAGE 2

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

EPISODE 1

| Learning Targets <i>What specific can-do addresses this episode?</i> | Culture, Content & Language <i>What do learners need to know to meet the can-do?</i> | Checking for Learning <i>How will you know that learners have met the learning target for this episode?</i> |
|---|---|---|
| I can understand the main idea of a message on a familiar topic (friends). (IR) | Да, у меня тоже много друзей. Мои одноклассники - отличные ребята. Я тебя с ними познакомлю. Мы вместе в школе и общаемся после уроков. | Learners read aloud the text and listen to the audio prompt. Learners write a sentence that summarizes what they have learned about Dasha's friends. Learners should spend no more than two minutes writing. The sentence will then help the learners prepare to write a blog entry about their upcoming trip. |

EPISODE 2

| Learning Targets <i>What specific can-do addresses this episode?</i> | Culture, Content & Language <i>What do learners need to know to meet the can-do?</i> | Checking for Learning <i>How will you know that learners have met the learning target for this episode?</i> |
|---|---|---|
| I can describe someone's appearance and personality. (PS/PW) I can talk with someone about hobbies and interests. (IS) | Умный, умная, Хочет стать, Добрый, добрая, Внимательный, внимательная, Весёлая, весёлый, Симпатичная, симпатичный, Увлекается | In classroom: Learners will talk in pairs about their friends. They write some notes about what they want to tell Dasha about one of their friends. Independent Learner: Learners will summarize the text aloud to the best of their ability. |

EPISODE 3

| Learning Targets <i>What specific can-do addresses this episode?</i> | Culture, Content & Language <i>What do learners need to know to meet the can-do?</i> | Checking for Learning <i>How will you know that learners have met the learning target for this episode?</i> |
|--|--|---|
| I can post messages on a shared blog page for the Russian hosts. (PW) | Answering questions “Who, what, when, where.” | Learners prepare a blog entry about what they plan to do in Moscow with Dasha and her friends. |

EPISODE 4

| Learning Targets <i>What specific can-do addresses this episode?</i> | Culture, Content & Language <i>What do learners need to know to meet the can-do?</i> | Checking for Learning <i>How will you know that learners have met the learning target for this episode?</i> |
|--|--|---|
| I can write journal entries about travel plans and preparations.(PW) | Слушать, Играть на..., Выступать, Концерт, | In the classroom: Learners work with a partner, with one person writing 5 questions and the other person answering the questions. Make journal entries individually afterwards. |
| I can talk with someone about hobbies and interests. (IS) | Певец, певица, Поп-музыка | Independent learner: Write questions and answer them aloud. Make journal entries. |

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

MATERIALS NEEDED

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

Text, audio

REFLECTION/NOTES TO SELF

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

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

STAGE 3

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

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

LEARNING ACTIVITIES FOR EPISODE 1

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

Learners will read the reply from Dasha and listen to the audio prompt. Learners write a sentence that summarizes what they have learned about Dasha’s friends. You should spend no more than two minutes writing. The sentence will then help learners prepare to write a blog entry about your upcoming trip.

TIME: 15

LEARNING ACTIVITIES FOR EPISODE 2

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

Learners are preparing for a Skype conversation with Dasha. They write some notes about what they want to tell her about one of their friends.

They might include a description of their friend’s appearance, personality, and interests. They might talk about what they and their friend do together. They might use some of the words from the text in your notes or other vocabulary that describes your friend.

Learners will repeat the text aloud to the best of their ability, paying attention to the stress on the words.

TIME: 15

LEARNING ACTIVITIES FOR EPISODE 3*What activities will be used to ensure learners accomplish the learning targets from Episode 3?*

Learners prepare a blog entry about what they plan to do in Moscow with Dasha and her friends. Include information about “Who, what, when, where.” Learners will include questions they have about their plans and about other activities they would like to do while they are in Moscow.

TIME: 15**LEARNING ACTIVITIES FOR EPISODE 4***What activities will be used to ensure learners accomplish the learning targets from Episode 4?*

In preparation for the interviews the learners expect to have with media representatives, they will practice asking and answering questions about music.

In the classroom: Learners work with a partner, with one person writing 5 questions and the other person answering the questions.

Independent learner: Write questions and answer them aloud.

The learners might use some of the words listed in the assignment in their questions and answers. Learners will need to change some of the forms of the words to use them correctly in their questions and answers.

TIME: 15