

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



Дорога из аэропорта в Москву.

Когда мы с Дашей встретились в аэропорту, мы были буквально атакованы московскими таксистами. Хорошо, что меня встречали Даша и ее папа на своей машине.

Когда мы вышли из здания аэропорта, мы, наконец-то, встретили Ивана Петровича. Он ждал нас на **стоянке**. Мне было интересно, какая же у них машина. Оказалось, что у них американская машина **марки** Форд Фокус. Правда, сделана она на российском автомобильном заводе.

Мы выехали на **скоростное шоссе**. На дороге было много машин разных марок. Казалось, все люди ехали сегодня в город. Из окна можно было увидеть высокие красивые деревья, невысокие дома и **заправочные** станции. Вдоль дороги было много рекламных **щитов**. Мне было интересно читать рекламу по-русски, правда, мне не всё было понятно. А еще мне посоветовали **сменить язык** на мобильном телефоне с английского на русский, чтобы учить больше новых слов.

Потом мы вдруг остановились и Иван Петрович с досадой сказал: “Ну вот, пробка. Полчаса простои́м здесь, как минимум.” Москва - огромный город и транспортные пробки здесь обычное дело. Если посмотреть на карту Москвы, то увидишь, что дороги расположены **кольцами**. Центральные транспортные кольца в Москве появились исторически, сначала как крепостные стены города, пока город рос. В Москве есть Бульварное кольцо, Садовое кольцо, Кольцевая линия метро и МКАД (Московская кольцевая автодорога).

Когда мы ехали по Москве, меня удивило, что здесь только многоэтажные дома и совсем нет одноэтажных домов, как во многих американских городах. Так выглядят центры больших американских городов, а здесь целый город такой.

**Comprehension Checks****Упражнение 1**

Type of activity: Who? What? Where? How? Summary

Directions: Create a one-sentence summary of the blog posting about the trip from the airport to Dasha's family's apartment. You should spend no more than two minutes writing your summary. Your summary should include information that answers the following:

Кто? Где? Что? Как?

Write your one-sentence summary here:

Упражнение 2

Type of activity: Yes/No

Directions: Listen to the e-blog message and check the statements below based on what you hear.

- | | |
|---------------------------------------|----------------|
| 1. Они ехали в Москву на такси. | Да ___ Нет ___ |
| 2. У семьи Даши есть Форд Фокус. | Да ___ Нет ___ |
| 3. Они сидели в пробке. | Да ___ Нет ___ |
| 4. В Москве есть транспортные кольца. | Да ___ Нет ___ |
| 5. В Москве есть одноэтажные дома. | Да ___ Нет ___ |

Lesson 2 **Дорога домой / From the airport to my new home****Упражнение 3**

Activity type: Blog entry

Directions: Write a brief blog entry about what Dasha would see on the way into the town or city where you live. Use vocabulary from the text as needed. Below are suggestions for vocabulary to include:

можно увидеть
скоростное шоссе
дорога
центр

машины
деревья
дома
рекламные щиты

пробка
многоэтажные
высокие
одноэтажные

Упражнение 4

Directions: Work with a partner to ask and answer questions in complete sentences about transportation.

1. Где люди встречаются в аэропорту?

2. Какая марка машины тебе нравится? Это американская машина?

3. Как называется скоростное шоссе недалеко от твоего города?

4. Ты читаешь рекламы по-русски? Какие?

5. Реклама каких американских брендов тебе нравится?

6. Какой язык ты используешь в своем мобильном телефоне?

7. У вас в городе есть транспортные кольца?

8. У вас в городе есть многоэтажные дома?

STUDENT PROGRAM LEARNING PLAN



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

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

| |
|---|
| <p>Lesson Can-Do Statements</p> <p>Identify specific Lesson Can-Do statement(s) from the Program Can-Do statements in the Curriculum Template (column 2) that are appropriate for and specific to <u>this</u> learning plan.</p> <p>I can understand the main idea of a posting on a blog site. (IR)</p> <p>I can understand when and where an event took place. (IL)</p> <p>I can write about a place I have visited. (PW)</p> <p>I can talk about transportation. (IS)</p> |
|---|

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

| Culture | Content | Language |
|---|---|--|
| <p>Peculiarities of transportation in Moscow</p> | <p>Describing traffic jams in Moscow</p> | <p>пробка, скоростное шоссе, рекламные щиты, МКАД</p> |

EPISODE # 1

Number of minutes
for this episode: 20

| | |
|---|--|
| STAGE 1 Lesson Can-Do Statement(s) Addressed: See box above | STAGE 2 Check for Learning <i>Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).</i> |
| I can understand the main idea of a posting on a blog site. (IR) | Learners will create a summary after reading a blog. They will write one sentence answering the following questions: Who? What? Where? How? |
| STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Learners will create a one-sentence summary of the blog posting about the trip from the airport to Dasha’s family’s apartment. Learners should spend no more than two minutes writing their summary. Their summary should include information that answers the following questions. | |
| Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i> | |

EPISODE # 2

Number of minutes
for this episode: 30

| | |
|--|--|
| STAGE 1 Lesson Can-Do Statement(s) Addressed: See box above | STAGE 2 Check for Learning <i>Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).</i> |
| I can understand when and where an event took place. (IL) | Learners will participate in a Yes/No Activity. They will answer questions upon listening to a blog. |
| STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Learners will listen to the e-blog message and check the statements below based on what they hear. | |
| Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i> | |

EPISODE # 3

Number of minutes
for this episode: 20

| | |
|--|--|
| STAGE 1 Lesson Can-Do Statement(s) Addressed: See box above | STAGE 2 Check for Learning <i>Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).</i> |
| I can write about a place I have visited. (PW) | Learners will write a blog entry about what their Russian friend might see on the way to learners' home. |
| STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Learners will write a brief blog entry about what Dasha would see on the way into the town or city where the exchange student lives. Learners will use the vocabulary from the text as needed. There are suggestions for vocabulary in the exercise. | |
| Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i> | |

EPISODE # 4

Number of minutes
for this episode: 20

| | |
|---|--|
| STAGE 1 Lesson Can-Do Statement(s) Addressed: See box above | STAGE 2 Check for Learning <i>Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).</i> |
| I can talk about transportation. (IS) | Learners will participate in an activity and talk about transportation in their cities. |
| STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Learners will work with a partner to ask and answer questions about transportation. | |
| Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i> | |

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

MATERIALS NEEDED

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

PERSONAL REFLECTION

How did this lesson go? What could you do to improve this learning plan if you do these activities again?