

# SECOND LANGUAGE (RUSSIAN) PROGRAM OUTLINE

## SECOND LANGUAGE

### PROGRAM OUTLINE

**4 weeks to teach this module of work for ➡ Unit 1 Outcome 1**

<p><b>Theme</b> The individual</p>	<p><b>Examples of learning activities</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen to a dialogue between a brother and a sister and complete a survey</li> <li>• Listen to a song "U menya bratishki net, u menya sestrjonki net" and create a story based on the facts.</li> <li>• Watch the film " Moya Estonua" and answer comprehension Q.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Present a speech about yourself and your family</li> <li>• Recite the poem " Babushka moja"</li> <li>• Answer the Q. about this city after watching the movie "Primorskij Boulvar"</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read the story "Ja shagayu po Leningradu" and compare life the past and the present in this particular town. Read the article " How to arrive" in the "Moscow Times" and create a timeline and diary entries. Read the book "Semja" and create a poster illustrating Family life both in a City and in a village.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write a personal dairy entry about 200 words (one week living with a Russian family).</li> <li>• Write a short story after listening to a song (200 words)</li> <li>• Grammar drill exercise</li> <li>• Compile a list of prices comparing costs in the City and in the country</li> </ul>
<p><b>Topic</b> Personal identity</p> <p><b>Sub-topic</b> My family, my city</p>	
<p><b>Grammar</b> Nouns(gender, conjugation, ending) Verbs (past, present &amp; future) Conditional, imperative Formal &amp; informal language.</p>	
<p><b>Text Types</b> "Arbat, moj Arbat"-song B. Okudzhava "Babushka moja"-poem A.Barto "Devichja bashnya"-film about Baku "Moj dom"-poem Isaakovskij Moscow Times- newspaper "Ot 2 do 5" - book K.Chukovskij "Primorskij bulvar"- film about Odessa "Semja"-book A.Barto "Stihi about different cities"-collector "U menya bratishki net"-song "Ja shagau po Leningradu"-book A. Alexandrov</p>	
<p><b>Unit 1 Outcome 1</b> Establish and maintain a written or spoken exchange related to personal areas of experience.</p> <p><b>Assessment Task</b> Informal conversation. or Reply to personal letter/fax/email.</p> <p><b>Details of Task</b> Conversation between a mother and a son about moving from the City to the country.</p>	<p><b>ASSESSMENT</b> <b>Apply SSP Performance Descriptors</b> <b>For Unit 1 Outcome 1</b></p>

# SECOND LANGUAGE

## PROGRAM OUTLINE

4 Weeks to teach this module of work for ➡ **Unit 1 Outcome 2(a)**

<p><b>Theme</b> The changing world</p> <hr/> <p><b>Topic</b> Historical prospective <b>Sub-topic</b> Famous People</p> <hr/> <p><b>Grammar</b> Nouns Conjunctions Accusative and nominative cases Adjectives (hard, soft and mixed) The function and the position of the adjective in the sentence The interrogative and demonstrative pronouns (kakoj &amp; etot) Russian Names and Patronymics</p> <hr/> <p><b>Text Types</b> Album collections "Hermitage" Iljin. Poem "My Favourite" Fonvizin. Poem "Oda to the Queen" ( Velikaya katya) Letter from the Lord's wife to her mother about Katherine the Great. Narushkin "Velikaya khyaginya" Russian topics through discourse, (book 2) Song "Imperatritsa"</p>	<p><b>Examples of learning activities</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listen to the song "<i>Imperatritsa</i>" and answer questions.</li> <li>Listen to the poem "Velikaja Katya" and indicate the meaning of provided vocabulary in the context of the song.</li> <li>Look at the photo collection from the Hermitage and describe the appearance and clothes of Katherine the Great.</li> </ul> <p><b>Speaking</b></p> <p>Retell the story by Narushkin M." Velikaya knyaginya" Present a speech about Katherine the Great's youth . Learn the poem "My Favourite" by heart and recite.</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read the story by Narushkin M " Velikaya knyaginya"</li> <li>Read the poem " My Favourite" and learn it by heart</li> <li>Read the short story about the time when Katherine the Great became a monarch and make a list in dot points indicating how people lived at that time and participate in groups of 4 on guided Q.</li> <li>Read the text about Katherine the Great in "Russian topics through Discourse" and complete multiple choice.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write an article for the school newspaper about Katherine the Great (200-250 w)</li> <li>Record new words from the poem in Russian and find the meaning from the dictionary.</li> <li>In dot form indicate why Katherine the Great has been given the title "Great".</li> </ul>
<p><b>Unit 1 Outcome 2 (a)</b> <b>Listen to, read and obtain information from spoken And written text.</b></p> <p><b>Assessment Task</b> Listen to spoken texts (conversation) to obtain information complete notes, charts or tables in Russian or English</p> <p><b>Details of Task</b> <b>Listen to a taped conversation between a mother and daughter about the role of Katherine the Great In Russian history and complete notes in English.</b></p>	<p><b>ASSESSMENT</b> <b>Apply SSP Performance Descriptors For Unit 1 Outcome 2 (a)</b></p>

# SECOND LANGUAGE

## PROGRAM OUTLINE

### 4 weeks to teach this module of work for Unit 1 Outcome 2(b)

<p><b>Theme</b> The changing world</p> <hr/> <p><b>Topic</b> Travel and tourism <b>Sub-topic</b> Holiday in Russia</p> <hr/> <p><b>Grammar</b> Expressing likes and dislikes Conjunctions Impersonal and personal constructions Genitive, dative and prepositional cases Adverbs Prepositions Ordinal and cardinal numbers</p> <hr/> <p><b>Text Types</b> Books: Novel A. Gajdar "Chuk i Gek" Film: Russia and her remarkable places Photo album about old and modern Russia Poems: Isaakovskij "My beautiful country" Song "The young tourist" Newspaper "Literaturnaja Gazzete"</p>	<p><b>Examples of learning activities</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listen to the song <i>Young tourist</i> and fill in blank, which may require a word or phrase to complete the meaning of the sentence.</li> <li>Watch a film "<i>Russia and her remarkable places</i>" and answer the Q. in English</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Look at the photo album of old Russia and Modern Russia and make a speech comparing them and expressing your own personal views.</li> <li>Recite a poem "My beautiful country" Isaakovskij</li> </ul> <p><b>Reading.</b></p> <ul style="list-style-type: none"> <li>Read an extract from the novel A. Gaidar "<i>Chuk i Gek</i>" and answer questions in Russian</li> <li>Read the article in <i>Literaturnaya Gazetta</i> about the children's camp in Artek and write a response to a letter.</li> <li>Read a short story about Russian costal resorts and compile a list of the place, which you would like to visit and explain why.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write an informative letter to your Australian friend about: The historical places in Russia which you have visited explaining the historical significance (200-250 words)</li> <li>Grammar drills.</li> </ul>
<p>Unit 1 <b>Outcome 2(B)</b> Listen to, read and extract and use information and ideas from Spoken and written texts.</p> <p><b>Assessment Task 2(b)</b> Read written text (letter from Russia) to complete notes, charts, or tables in Russian or English</p> <p><b>Details of Task 2(b)</b> Read the letter about your friend's holiday in Russia and respond with queries and make suggestions about similar places that could be visited explaining your reasons in Russian.</p>	<p><b>ASSESSMENT</b> <b>Apply SSP Performance Descriptors For Unit 1 Outcome 2(b)</b></p>

## SECOND LANGUAGE PROGRAM OUTLINE

**4 weeks to teach this module of work for Unit 1 Outcome 3**

<p><b>Theme</b> The Changing World</p>	<p><b>Examples of learning activities</b></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>Listen to the song "I would like to have a choice" and list the jobs and the tasks they fulfill.</li> <li>Listen to a dialogue between 2 friends about their new jobs and dot point the advantages of both jobs.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>Present an oral response for 1 min expressing your opinion about a song</li> <li>Present a telephone role play conversation between jobseeker and prospective employer</li> <li>Arrange interview over the phone with Job Centre</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Read job advertisement</li> <li>Read the poem V.Mayakovsky "Kem bit"</li> <li>Read available Jobs at the Job Centre</li> <li>Read the poem D.Rodary "Chem pahnut remjosla"</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Write an application form for a job at McDonalds</li> <li>Write a letter to your friend about your new job</li> <li>List professions in the poem "Chem pahnut remjosla"</li> <li>Fill the blank from song</li> </ul>
<p><b>Topic</b> World of Work <b>Sub-topic</b> Jobs for Youth</p>	
<p><b>Grammar</b> Noun: Instrumental Case Formal and informal language Verbs: Infinitive, past, present And future Adjective: agreement between Nouns and qualifiers</p>	
<p><b>Text Types</b> Application form Book: A.Gajdar "Chuk I Gek" D.Rodari" Chem pahnut remjosla" Newspaper" Classification" Song" I would like to have a choice" V.Mayakovskij" Kem but</p>	
<p><b>Unit 1 Outcome 3</b> Produce a personal response to a text focusing on real or imaginative experience.</p> <p><b>Assessment Task</b> Article</p> <p><b>Details of Task</b> <b>Read a letter from a friend, in which he/she tells you that he/she has found the perfect job late in their life. Write an article for a magazine presenting your view as to why young people would find the article worth reading.</b></p>	<p><b>ASSESSMENT</b> <b>Apply SSP Performance Descriptors For Unit 1 Outcome 3</b></p>

# SECOND LANGUAGE

## PROGRAM OUTLINE

4 weeks to teach this module of work for => Unit 2 Outcome 1

<p><b>Theme</b> The Individual</p>	<p><b>Examples of learning activities</b></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• Listen to song "Mu Jedem, jedem, jedem" and fill the blank.</li> <li>• Listen to the conversation between travel agent and the tourist and make a notes about his destination</li> <li>• Listen to the lecture on the radio about active and passive holiday</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Learn to the poem 'My time in the children camp' by heart</li> <li>• Make a speech about the place, where you want to go on a Holiday</li> <li>• Participate in a role-play with your friend about the conversation with travel agent and the tourist.</li> <li>• Make necessary arrangement to have all necessary documents (Such as visa, passport and ext.)</li> <li>• Answer the Q. from the book "Russian Topics"</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Read The article "New tour" and make a list of all new words and phrases.</li> <li>• Read the book " Russian Topics" and answer the Q.</li> <li>• Read the poem "Vacation..." And explain how you Understand it.</li> <li>• Read the text "Solnechnuj veter" and write a diary.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Write the diary entry from the text "Solnechnuj veter"</li> <li>• Drilling exercise with the grammar</li> <li>• Write a post card from Russia</li> <li>• Write a script about the place, where you want to go</li> <li>• Write a new words in the dictionary</li> </ul>
<p><b>Topic</b> Leisure and Lifestyle <b>Sub-topic</b> Vacation and sport</p>	
<p><b>Grammar</b> Revision of the present tense. Reflexive verbs Instrumental and Dative cases in plural Comparative degree, superlative degree Nado, Nuzhno.</p>	
<p><b>Text Types</b> Article in a newspaper "Horizon" "New tours" Barto A. Poem "My time in the children Camp" Egno P. "Solnechnij veter" Radiopereclchka "Active and passive holiday" Russian Topics through discourseleisure time Song "Mu jedemjedemjedem" Tarusov V.N. Poem "Vacation is my favourite time"</p>	
<p><b>Unit 2 Outcome 1</b> Participate in a spoken or written exchange related to making arrangement and completing Transactions</p> <p><b>Assessment Task</b> Role-Play</p> <p><b>Details of Task</b> Participate in a role -play with a friend. You are a travel agent. Your friend wants to go to Russia on the special time on his holiday. You need to organize him a visa, find out good route and not very expensive ticket. Also you can offer him an interesting things to see( like tourist attractions, historical place and ext.)</p>	<p><b>ASSESSMENT</b> Apply SSP Performance Descriptor For Unit 2 Outcome 1</p>

## SECOND LANGUAGE PROGRAM OUTLINE

4 weeks to teach this module of work for => Unit 2 Outcome 2(a)

<p><b>Theme</b> The Individual</p>	<p><b>Examples of learning activities</b></p> <p>Listening</p> <ul style="list-style-type: none"> <li>• Listen to the song "V hockey grout nastojaschie Muzhchinu" and make list of new words and phrases</li> <li>• Listen to the interview on a radio station and fill the blank.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Make a speech about your national sport hero</li> <li>• Retell us about L. Jachin using text and photo.</li> <li>• Learn' Sportivhaya zarejadka by heart.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Read the poem "Sportjvnaja" and learn it by heart</li> <li>• Read the magazine" Sportivhij meridian" and produce a poster about your favorite sportsmen</li> <li>• Read the article about L. Jashin life write a formal letter to the Soccer Federation</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Write exercise with grammar</li> <li>• Write a list with a new words and phrases</li> <li>• Write a formal letter to the Soccer Federation, about the very poor living condition of national soccer hero.</li> <li>• Compare in writing Sport hero And Famous Artist (in tables)</li> <li>• Write an article for sport magazine about Michael Jordan success.</li> </ul>
<p><b>Topic</b> Leisure and Lifestyle</p> <p><b>Sub-topic</b> Sport</p>	
<p><b>Grammar</b></p> <p>Verbs of motion Personal and possessive pronouns Interrogative Sentences Conjugations 1 &amp; 2 The Infinitive Nouns Denoting Nationality Adverbs</p>	
<p><b>Text Types</b></p> <p>Article Magazine Poems Radio interview. Poster.</p>	
<p><b>Outcome 2</b></p> <p>Listen to, read and extract and use information and ideas from spoken and written text <b>Assessment Task 2(a)</b></p> <p>Listen to spoken or written text (e.g. conversations, interviews, broadcasts) and reorganize information and ideas in a different text type.</p> <p><b>Details of Task</b></p> <p><b>Listen to a radio interview with Michael Jordan and using this information write a short article to the sport magazine about his success</b></p>	<p><b>ASSESSMENT</b></p> <p><b>Apply SSP Performance Descriptor</b></p> <p><b>For Unit 2 Outcome 2(a)</b></p>

# SECOND LANGUAGE

## PROGRAM OUTLINE

**4 weeks to teach this module of work for -> Unit 2 Outcome 2(b)**

<p><b>Theme</b> The changing words</p>	<p><b>Examples of learning activities</b></p> <p>Listening</p> <ul style="list-style-type: none"> <li>• Listen to a conversation between employee and prospective employer and write in points what sort of job he/she is going to do</li> <li>• Watch a documentary about volunteer group, who is coming every week to the nursing home in Dandenong and write a paragraph about there work.</li> <li>• Listen to a radio advertising about volunteer requesting people for home visit elderly people and persuade your parents to let you do this.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Discuss informative article from the " Literaturnaya gazetta" about the new job and write a letter to your friend</li> <li>• A range of vocabulary and expressions for use in the article.</li> <li>• Participate in a role-play with your friend. Arrange to convenient time to go to a work experience for a week.</li> <li>• Learn poem J.Rodari "What the jobs smell?"</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Read J. Rodari "Stihi" Chem pahnut remesla</li> <li>• Read an article in the "Literaturnaya Gazeta" "Kern butj"</li> <li>• Read 2 stories from the book "Russian throw discourse" and summaries the content.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Write a personal letter to your friend about your new job</li> <li>• Drill exercise</li> <li>• Write a summary of content from two story " Rabota" and "I can do it"</li> <li>• Write an E-mail to a friend expressing your filling about new p/time job</li> <li>• Write a list of jobs from the poem "Chem pahnut remjosla"</li> <li>• Write a short article for your school magazine about</li> </ul>
<p><b>Topic</b> Social issues <b>Sub-topic</b> Working for others</p>	
<p><b>Grammar</b> Revision of adjective/noun agreements Irregular verb forms Time phrases Revision of compound verb tenses Revision of pronouns</p>	
<p><b>Text Types Documentary</b> Advertising( Radio programm) Article "Literaturnaya Gazzeta" Poem D.Rodari "Chem pahnut remesla?" Short stories from the book "Russian from discocourse" Documentary film</p>	
<p><b>Unit 2 Outcome 2(b)</b> Listen to, read and extract and use information and ideas from spoken and written texts. <b>Assessment Task</b> Read written texts (e.g. extracts, advertisements, letters)and reorganize information and Ideas in a different text type. <b>Details of Task 2(b)</b> <b>You are a year 12 student. Read an advertisement for a new jobs and write a short informative letter to your friend about it.</b></p>	<p><b>ASSESSMENT</b></p> <p><b>Apply SSP Performance Descriptors</b></p> <p><b>For Unit 2 Outcome 2 (b)</b></p>

## SECOND LANGUAGE

### PROGRAM OUTLINE

**4 weeks to teach this module of work for => Unit 2 Outcome 3**

<p><b>Theme</b> The Individual</p>	<p><b>Examples of learning activities</b></p> <p>Listening</p> <ul style="list-style-type: none"> <li>• Listen to the song about new City and make a list with new words</li> <li>• Listen to a broadcast about Rural life and write a letter to your friends</li> <li>• Watch a commercial about jobs advertising in the village and write an application form</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Brainstorm a range of expressions and vocabulary for use when discussing the City and Urban life</li> <li>• Make a telephone call to arrange the job interview in the village.</li> <li>• Make a speech to the rural students to convince them to stay in the village after finishing school.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Read the book by Harin A. "Ya uedu" and answer the questions.</li> </ul> <p>Questions.</p> <p>Read the article "Village today" and analyse the writer's layout and format of the article.</p> <p>Read the short story V Vasiljev" Moja mat- dojarka" And make a speech to your classmates.</p> <p>Read the article" Where to life better" and write in dot points your personal view, where is life better. Writing</p> <ul style="list-style-type: none"> <li>• Write an application form for job in the village</li> <li>• Write a personal letter to your friend about your life in the farm (village)</li> <li>• Write a script to the rural students to convince them to stay in the village after finishing school.</li> <li>• Write an a personal account about your life in a village</li> </ul>
<p><b>Topic</b> Leisure and Lifestyle</p> <p><b>Sub-topic</b> Rural and Urban life</p>	
<p><b>Grammar</b> Complex verb structure Formal and Informal language Declension of nouns Expressions</p>	
<p><b>Text Types</b> Advertising a job on TV Article "Village today" Article "Where to life better?" Book "Ya uedu" A. Harin Broadcast "Rural life" Song "Golubuje goroda" V.Vasiljev "Moya mat - dojarka"</p>	
<p><b>Unit 2 Outcome 3</b> Give expression to real or imaginary experiences in Spoken or written form <b>Assessment Task</b> Personal account</p> <p><b>Details of Task</b> <b>Your are a 12 year student who lives in the village. In Russian, write a personal account about your life in the country and compare it with City life.</b></p>	<p><b>ASSESSMENT</b> <b>Apply SSP Performance Descriptors For Unit 2 Outcome 3</b></p>



# SECOND LANGUAGE

## PROGRAM OUTLINE

4 weeks to teach this module of work for => Unit 3 Outcome 1

<p><b>Theme</b> The individual</p>	<p><b>Examples of learning activities</b></p> <p>Listening</p> <ul style="list-style-type: none"> <li>Listen to the song "Mama, mama...." And make a list with a new words and phrases</li> </ul>
<p><b>Topic</b> Personal Identity Sub-topic Relationship with family and friends</p>	<ul style="list-style-type: none"> <li>Listen to a conversation between two friends and prepare the speech about your relationship with your parents</li> <li>Watch film "Chuchelo" and write an informative article to the school newspaper</li> <li>Listen to the radio program about friendship and make a questions for the interview</li> </ul>
<p><b>Grammar</b> Verb: Imperfective, perfective, condition; Noun review Declension in plural Adverb</p>	<p>Speaking</p> <ul style="list-style-type: none"> <li>Discuss the problem between the generations.</li> <li>Learn of by heart song V.Vusotskij "Pesnya o druge"</li> <li>Prepare the speech about your relationship with your parents.</li> <li>Revise the songs and poems about friendship. In groups plan a Quiz in which you read out the parts of the songs and poems and others</li> </ul>
<p><b>Text Types</b> Article Generation's problem" magazine "Mlado" Extract from the lecture about relationship. Poems about friendship by V.Vusotskij "Letters to the editors" from book Russian through Topics" Songs; "Mama, mama" "Pesni o druge" Turgenev "Otsy I deti"</p>	<p>respond orally to Identify the songs and poems presented.</p> <ul style="list-style-type: none"> <li>Answer the questions on the book "Chuchelo"</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Read the story by Turgenev "Otsu I deti" and fill the blank.</li> <li>Read the article in the youth magazine "Mlado"</li> <li>Read the poems by V.Vusotskij about friendship.</li> <li>Read the extract of the lecture about relationship Between parents and children <ul style="list-style-type: none"> <li>Read to letters to the editor and compare the Reaction of this two letters about their parents.</li> </ul> </li> </ul> <p>Read the story "Chuchelo" by N.Zheleznikov and answer the questions.</p> <p>Writing</p> <ul style="list-style-type: none"> <li>Write Drilling exercise with the grammar</li> <li>Fill the blank after reading the story</li> <li>Write an informative article to the school newspaper</li> <li>Write an imaginative short story about Disagreement between friends</li> </ul> <p>Write a personal letter to the friends to asking her advise in regards to disagreement with her parents.</p>
<p><b>Unit 3 Outcome 1</b> Express ideas through the production of original text <b>Assessment Task</b> A 250 words Personal or imaginative writtenpiece. <b>Details of Task</b> You are a year 12 student; you have been asked to write a short imaginative story about a disagreement with your friend about the meaning of friendship. Personalize the disagreements using content in the song "Mama, mama" and the film "Chuchelo" (Scarecrow) Or You are a year 12 student. Write a letter to your friend about a the relationship with a parent, using the characteristics of the father in Turgenev's "Otsu I deti")</p>	<p><b>ASSESSMENT</b> Apply SSP Performance Descriptors for Unit 3 Outcome 1</p>

## SECOND LANGUAGE PROGRAM OUTLINE

**4 weeks to teach this module of work for => Unit 3 Outcome 2**

<p><b>Theme</b> Russian-speaking community</p>	<p><b>Examples of learning activities</b></p> <p>Listening</p> <ul style="list-style-type: none"> <li>• Listen to the song "Proschaj, ljubimyj gorod" And make a list with a new words and phrases</li> <li>• Listen to a conversation between mother and son about where to live after finishing school a write a comment in table (one for mother, one for son)</li> <li>• Watch film "Rural and urban life" and compare the differences and similarities in urban and rural life.</li> <li>• Listen to the radio program about life on a bee farm and write application to get a job over there.</li> <li>• Watch the photo album and discuss the differences between life in village and in the City and prepare a list with synonyms.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Discuss the differences between life in a village and in a City.</li> <li>• Learn of by heart poem by Nekrasov "Zabutaya Derevnja"</li> <li>• Prepare a 2 min speech about life in a village before revolution</li> <li>• Answer the questions(oral) on the book "Ne ponimaju"</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Read the story "Ne ponimaju" and answer the Q.</li> <li>• Read the article "Farewell, my land" and write an informative script to the school newsletter.</li> <li>• Read the poems by Nekrasov N "Zabytaya derevnja"</li> <li>• Read the book "Uezzhaju" and make a list of antonyms</li> <li>• Read the book "Moj ljubimuj gorod" and fill the blank</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Write Drilling exercise with the grammar</li> <li>• Fill the blank after reading the story "Moj ljubimuj gorod"</li> <li>• Write an informative script to the school newsletter about old people's life in a village</li> <li>• Prepare the lists of synonyms and antonyms</li> <li>• Write a personal letter to the friend in a village about your live in a City</li> </ul>
<p><b>Topic</b> Lifestyle</p> <p><b>Sub-topic</b> Rural and urban life</p>	
<p><b>Grammar</b> Demonstrative pronouns Declension pronouns Adverbs Adverbs phrases of time, manner And place. Revision of noun and verb Expressions Synonyms and antonyms</p>	
<p><b>Text Types</b> Article "Farewell, my land" Collection of short stories by Russian writer :Ne ponimaju Uezzhaju Moj ljubimuj gorod Film "Rural and Urban Russia Before and after second war" Newspaper "Panorama" Describing life in a farm in Russia Photo album about Russian houses and huts in different periods of time. Poem "Zabytaya derevnja" by Nekrasov N Radio program about job on the bee farm Song "Proschaj, ljubimuj gorod"</p>	
<p><b>Unit 3 Outcome 2</b> Analyze and use information from spoken text <b>Assessment Task</b> A respond to specific questions, messages or instructions, extracting and using the information requested <b>Details of Task</b> <b>Listen to a telephone conversation between Tanya, who just finished University and her friend Sasha and answer questions about where young people would prefer to live after completing their studies.</b></p>	<p><b>ASSESSMENT</b> <b>Apply SSP Performance Descriptors for Unit 3 Outcome 2</b></p>

# SECOND LANGUAGE

## PROGRAM OUTLINE

4 weeks to teach this module of work for => Unit 3 Outcome 3

<p><b>Theme</b> The changing words</p>	<p><b>Examples of learning activities</b> Listening</p> <ul style="list-style-type: none"> <li>Listen to the song "Sigaretta" And make a list with a new words and phrases(slang)</li> </ul>
<p><b>Topic</b> Social issue Sub-topic Addictions</p>	<ul style="list-style-type: none"> <li>Listen to a conversation between mother and son about smoking danger and answer the questions.</li> <li>Watch the documentary film "Our youth yesterday, today and tomorrow" and compare in writing the differences and similarities in addictions to (drugs, smoke, computers etc)</li> </ul>
<p><b>Grammar</b> Prepositions Declension pronouns and adjectives Adverbs Adverbs phrases of time, manner And place. Formal and Informal language Extensions of vocabulary Expressions Review of conjunctions</p>	<ul style="list-style-type: none"> <li>Listen to the lecture on a radio program to the medical students about addictions to smoke and write 5 points against it.</li> <li>Watch the Website <a href="http://gazeta.ru">gazeta.ru</a> and make a research to present a role-play about stopping drinking alcohol.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Discuss the differences between youth life before and now in addictions to drugs, smoke and computers.</li> <li>Learn of by heart poem by A.Voznesenskij "Sigaretta"</li> <li>Prepare a role-play about stopping drinking</li> <li>Answer the questions on the book "Pervaya poputka"</li> <li>Present a 2 min speech about the danger of smoking</li> </ul>
<p><b>Text Types</b> Articles Collection of short stories by Russian writer Film Newspaper Poems Radio program Song Website</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read the story" Pervaya poputka" and answer the Q.</li> <li>Read the article "Zeljonyj zmej" and Write a descriptive article to the newspaper.</li> <li>Read the poems by Vosnesenskij "Sigaretta" and make a speech.</li> <li>Read the article "Dymok ot papirosu" and write a persuasive letter to you friend about stopping to smoke.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write Drilling exercise with the grammar</li> <li>Write 5 points against smoking</li> <li>Write the differences and similarities in addictions in Russia before and now.</li> <li>Write a descriptive article to the newspaper</li> <li>Write a persuasive letter to the friend about stopping smoking.</li> </ul>
<p><b>Unit 3 Outcome 3</b> Exchange information, opinions and experiences. <b>Assessment Task</b> A 3-4 minute role-play focusing on the resolution of an issue <b>Details of Task</b> <b>You are a non-smoker; participate in a role-play with an older family member who smokes and try to convince them to give up smoking.</b> <b>Discuss peer pressure and parental pressure, health &amp; cost.</b></p>	<p><b>ASSESSMENT</b> <b>Apply SSP Performance Descriptors For Unit 3 Outcome 3</b></p>

# SECOND LANGUAGE

## PROGRAM OUTLINE

4 weeks to teach this module of work for =. Unit 4 Outcome 1

<p><b>Theme</b> The changing world</p>	<p><b>Examples of learning activities</b></p> <p>Listening</p> <ul style="list-style-type: none"> <li>Listen to a radio program describing people's opinion about friendship. Discuss.</li> <li>View a film "Chuchelo"(Scare-crow) and discuss how you will be finished this film</li> <li>Listen a song "O druge" and explain few words and phrases.</li> </ul>
<p><b>Topic</b> Youth issues <b>Sub-topic</b> Finding happiness and disappointments in The friendship,</p>	<p>Speaking</p> <ul style="list-style-type: none"> <li>ICT Make a Power points presentation of youth issue: How the bad habits impact on the friendship.</li> <li>Interview with psychologist: develop linguistic strategies for responding the argument about the Problem "Parents and teenagers"</li> <li>Develop a role-play such as parental relationship.</li> </ul>
<p><b>Grammar</b> Relative pronouns Prepositions Proverbs Conjunctions Expressions and idioms</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>Read ICT Search the internet for information about marriage in a young age</li> <li>Read short story "Week as week", article about family problem such as live a few generation in the same flat, letter to the friend complain about relationship with schoolmates, poem "Life is beautiful' and make a list with differences and similarities.</li> <li>Practise transporting stories how parents do not like my friends to an informative article or a persuasive speech.</li> </ul>
<p><b>Text Types</b> Articles in the newspaper "Moscow komsomolets" Film "Chuchelo" Power Point presentation Song "O druge" V.Vusotskij Story Nefedova "Week as week" Letter to the friend from "Russian trough discourse"</p>	<p>Song "O drudge" V.Vusotskij Writing,</p> <ul style="list-style-type: none"> <li>Write a list with differences and similarities about relationship with a schoolmates using different kind of writing</li> <li>ICT Word process the results of information about getting married in a young age</li> <li>Write an informative article to the school newspaper about parental relationship</li> </ul>
<p><b>Unit 4 Outcome 1</b> Analyze and use information from written text <b>Assessment Task</b> A response to specific questions, messages or instructions, extracting and using information requested <b>Details of Task</b> <b>You a year 12 student. Read your friend's e-mail and also read the interview about "parental relationships" and write an informative article for the school newspaper comparing two perceptions - that of adults and youth.</b></p>	<p><b>ASSESSMENT</b> <b>Apply SSP performance descriptors for Unit 4 Outcome 1</b></p>

## SECOND LANGUAGE

### PROGRAM OUTLINE

15 hours to teach this module of work for ^

Unit 4 Outcome 2 Detailed Study

<p><b>Theme</b> The Russian-speaking community</p>	<p><b>Examples of learning activities</b></p> <p>Listening</p> <ul style="list-style-type: none"> <li>Listen to the song "Pyst vseгда budet solntse" and analysed meaning</li> <li>View film "Childhood" Gorky and write in dot points about his hard childhood.</li> <li>View a documentary film about revolution and discuss how these people effected change at a turning point in the history of Russia.</li> <li>Watch the films "Kortik" and "Bronsovaya ptitsa" and fill in tables the differences between the children of the same age in past and present.</li> </ul> <p>View the photo albom of the artist-peredvizhniki and express your own Opinion.</p> <p>Speaking</p> <ul style="list-style-type: none"> <li>ICT in pairs visit a website and view visual representation of the times you are studying( eg. Life in the 18-19 century, revolution), make notes of ideas and discuss in class.</li> <li>Revise key ideas in the content of children's life before and after revolution, text type and kind of writing</li> <li>Discuss outcomes 2(a) (b), prepare and answer the questions</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Read a biographical extract about A.P.Chehov</li> <li>Read the extract from book "Detstvo" by Gorky and compare with the portrayal of the person in the film</li> <li>ICT Search the internet for short historical events which affect the history very much and discuss it in class</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Write an exercises turning indirect speech into direct speech</li> <li>ICT Plan and draft on a computer an evaluative report about pre-Revolutionary time in Russia</li> <li>Write an informative article to the school magazine about children's Life Before revolution</li> <li>Use a on-line dictionary to collect right words and phrases.</li> </ul>
<p><b>Topic</b> Historical perspective Sub-topic Children in past and present</p>	
<p><b>Grammar</b> Revision of tenses, adjective, adverbs and pronouns</p>	
<p><b>Text Types</b> A.Chehov "Vanjka" A.Makarenko"Pedagogicheskaja poema" Article from the newspaper "The hungry children from rich North" Films: Kortik, Detstvo, Bronzovaja ptitsa. Poslednee leto detstva Photo albom the artist -peredvizhniki Songs "Pust vseгда budet solntse" "Gimn molodjozhi"</p>	
<p><b>Unit 4 Outcome 2</b> Respond critically to spoken and written texts which reflect aspects of the language and culture of the Russian-speaking community. <b>Assessment Task 2(a) Written</b> A 250-300 words informative, persuasive or evaluative written response&lt; for example, report, comparison or review. <b>Details of Task 2(a)</b> Based on the texts you have studied for your Detailed Study, write a 250 – 300 word informative report for the Russian Historical Association on the difficulties and tragedies children faced during the Russian Revolution. <b>Assessment Task 2(b)</b> A tree- to four- minutes interview on a issue related to the text studied. <b>Details of Oral Task</b> Possible focus areas : What were the positive government initiatives straight after the Revolution? Are there always elements of gain and loss during a time of turbulence? How did this time of turbulence directly impact children's lives? Can we believe that we have an accurate view of history? Provide examples. How have the sources depicted the Tsarist times as opposed to Communist times in the treatment of children? How does the Communist era compare to today's treatment of children. Indicate which materials helped you to learn more about children's lives? Indicate how the Intelligencia tried to better the life of children prior to the Revolution Are there any initiatives by the Russian rich today trying to improve the lot of homeless children? People say that nothing changes, that life just goes on. Do you think this is true? Which sources best indicate the life of children before and after the Revolution?</p>	<p><b>ASSESSMENT by performance descriptors for Unit 4 outcome2(a)</b> <b>ASSESSMENT by performance descriptors for Unit 4 outcome 2(b)</b></p>

## SECOND LANGUAGE

### PROGRAM OUTLINE

## Detailed Study

TOPIC : Historical perspectives

SUB-TOPIC: Children's life before and after Revolution

#### Texts or excerpts used:

- Short stories: A.P.Chehov "Vanjka", "Beglets", "Spat hochetsja" poem by Nekrasov "Odnazdu v stydenuy zimnuj poru" (ref. 1)
- Extract from books : " Biography of Chehov", Makarenko "Pedagogicheskaja poema"(ref.2)
- Photo's(pictures) artists-peredvizhnikov Perov" Troyka" and Makovskij "Svidanije"(ref.3)
- Films "Detstvo". "Moji universitetu", "Respublika SHKTD"(ref.4)
- Song "Sirotkka" music by Musorgskij (ref. 5)
- Chart of timeline about life before and after revolution (ref. 6)

#### Hour 1.

Listen to the words of the song "Sirotkka" written by Nekrasov N.A. and the music ( Musorgskij) (ref.5). Analyse the words/meaning(eg. Sirotkka-orphan.( can be used in both gender male and female), barin-old version of master or gentleman) and ext.) and song's cultural significance.

H/w. Preparation of vocabulary and annotation ideas about this song. Answer the Q. how do you understand the action of the rich "barin".

Background reading about Chehov (ref.2) and his story "Vanjka"

#### Hour 2.

In class begin reading and going over short story "Vanjka" by A.P.Chehov . Discuss the historical background of that time. Explain the peasants and there children situation in Russia in tsar's time. How did it feel? How was there education and health? How many hospitals the had<sup>9</sup> What means "to go to people- idti v ludi" Discuss the context, Is it possible for grandfather to take Vanjka back home? Why author made an end that grandfather never get this letter from Vanjka?

H/w. Make notes on the time in which the story is set and prepare the reminder of the story by annotating vocabulary and ideas.

Describe in writing the routine of Vanjka's life at home and the place where he lives now.

Background reading on the setting in which the story took place. Read also the story "Beglets"

#### Hour 3.

Complete reading the story "Beglets" and discuss the differences and similarities between 2 heroes, two boys in the same age and the same hard life. Hand out the chart for homework( ref.6 )Explain more new words used in old Russian language.

H/w. Revise and make notes on the class work.

Make in tables similarity and differences between 2 boys. Using the historical chart complete a time line entering the significant past (revolution) which have influenced modern times

#### **Hour 4**

Take up the time lines. Listen to the short text about artists -{peredvizhnikov) Discuss ensuring that student has grasped the key points. Practice oral work using an Affinity diagram; Working alone students first respond to Q. by writing individual responses on post-it notes to stick on a board, then discuss similar responses as a group. They negotiate the sorting process in Russian and present the final information orally; E.g. What benefits do you think the three topics selected for this study bequeathed to posterity?

H/w. Plan a poster to show how three artists(or there works) links with the modern world.

#### **Hour 5**

Begin viewing the film "Detstvo"(ref.4) after having provide some lexical input and background information.

H/w. In Russian write down some notes on attitudes and values about Gorky as it shown in the film. How did these events contribute to that turning point in history? Which details of the past life in the film you like or you can criticise? Keep these notes for revision later on.

#### **Hour 6.**

Ask Q. about the first part of the film "Detstvo" before continuing to view the film (ref.4).

H/w. Imagine you are to meet the Aljosha Peshkov (hero in the film)

You are able to bring him to the present zone for five-minutes interview. Write down the points you would wish to raise with him to help you to understand those times.

Undertake some extended reading from the biographical extract about Chehov, Perov and Gorkij.(ref.2)

Summarise there similarity and tell us in Russian about there contribution in Russian history.

#### **Hour 7.**

The teacher briefly consult with individual over the time lines, while students group go over the points to raise at the interview with Aljosha Peshkov and discuss these. Read a brief biographical extract about Gorky and discuss him as described historically and the one invented in the film industry. How he exert influence during his lifetime and afterwards? H/w Begin the preparation and annotation of the book " Respublika SHKTD". Student know the context as they listen a summary of the few first chapters on a radio program. Undertake background reading.

#### **Hour 8.**

Begin reading about the final of this story "Respublika SHKTD". Discuss this text, which is situated at a similar time to the film. Do we still have the same problem today? H/w.

Complete the preparation of vocabulary and annotation of the extract from the book "Respublika SHKTD" (ref. 1) Background reading.

#### **Hour 9.**

Complete reading of this book and discuss one of the historical impacts of a past event in modern times (E.g. exploitation of children's labour in the past and now).

H/w. As a journalist write a 200-250 words evaluative review in Russian on the film you just seen. You contrast examples of children's life then and now, Show how the people today are still challenged by the same problems as people in the past.

#### **Hour 10.**

Take up homework. Discuss the painting "Troyka" by Perov and "Svidaniye" by Makovsky.( Ref.3).What was the painter trying to tell us? How is life mirrored in those days? Is it true to live like this?