

# **Ruslan Russian 1**

# **Teachers Notes**

Suggestions, ideas and activities for the classroom  
for teachers using the Ruslan Russian course.  
Photocopiable worksheets.

John Langran

## **Acknowledgements**

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To see the full range of Ruslan materials from beginner to advanced level and for different language speakers, please go to [www.ruslan.co.uk/ruslanorders.htm](http://www.ruslan.co.uk/ruslanorders.htm)

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**Ruslan 1 Video Cartoons**

There is a separate note for teachers about using these мультфильмы on a link from [www.ruslan.co.uk/ruslancartoons.htm](http://www.ruslan.co.uk/ruslancartoons.htm)

## Introduction.

These notes are designed to help teachers using the Ruslan Russian course. There are notes on using the lessons and some additional ideas and material.

Ruslan Russian 1 is a range of materials from which teachers can pick and choose, according to the needs of their group.

These include:

- Ruslan Russian 1 Course Book
- Ruslan Russian 1 Audio CD
- Ruslan Russian 1 Student Workbook
- Ruslan Russian 1 Cartoons DVD

For absolute beginners there is the Ruslan Russian Alphabet Starter, a 96 page booklet to introduce the alphabet.

Unfortunately the old Ruslan CDROMs no longer work with the latest Windows versions. If your learners have an old computer, for example with Windows XP, then encourage them to try the demo at [www.ruslan.co.uk-demos.htm](http://www.ruslan.co.uk-demos.htm).

An new electronic version that will work with all platforms is in preparation. Lesson 1 and the Alphabet Introduction are ready and are free on a link from [www.ruslan.co.uk/interactive.htm](http://www.ruslan.co.uk/interactive.htm)

This book contains notes for each lesson of the Ruslan 1 course, plus notes on the alphabet introduction.

Each lesson has the following sections:

- Suggestions for introducing the main points of the lesson;
- Словарь: comments on the vocabularies and suggestions for introducing particular words if appropriate;
- Диалоги: suggestions on working with the dialogues;
- Информация: comments on the information sections and notes on additional questions you may be asked;
- Грамматика: suggestions on using the grammar section and anticipation of learners' questions;
- Упражнения: suggestions for using the exercises in the course book and in the workbook. Suggestions for additional exercises;
- Слушайте!: suggestions for using the listening exercises;
- Говорите!: suggestions for using the speaking exercises, with additional language activities;
- Notes on using the Reading passages, songs and poems.
- Notes on using the translation exercises
- Appendices: additional support material, cross referenced to the other sections, including language games and visuals.

John Langran, September 2014



## The Ruslan Russian Alphabet Starter

This is a 96 page booklet, separate from the Ruslan Russian course, but ideal for people who want a thorough start to learning the alphabet.

There are introductions to the letters and sounds in different categories, followed by practice pages in full colour where you can work out the meaning of new words that you are likely to meet on your travels.

Recordings of all the words are free on a link from [www.ruslan.co.uk/alphabetstarter.htm](http://www.ruslan.co.uk/alphabetstarter.htm)

For teachers there is a Powerpoint presentation of some of the words, letter by letter, also on a link from [www.ruslan.co.uk/alphabetstarter.htm](http://www.ruslan.co.uk/alphabetstarter.htm) . This will be useful when you are teaching the alphabet whether or not you use the booklet.



## Approaches

There are two schools of thought on introducing the Russian alphabet. One is that you should introduce the letters a few at a time, carefully limiting what you present to the learner, and adding a few new letters each lesson. The second is that you should give the whole alphabet at once and tell learners to go away and learn it!

The "Ruslan" course falls somewhere between these extremes. The whole alphabet is given at the beginning of the book, with notes on the basic sounds and with lists of international words to assist retention. However, in the actual lessons not all the difficult letters come at once, giving a more gradual learning curve.

## Suggestions

Give learners lots of opportunities to repeat the international words pages 5 and 6 in the book, both after you and after the CD.

Don't spend too much time on handwriting. Most learners won't need to write much.

Don't use longhand on the board until learners have mastered the alphabet in print.

Work with whole words as well as with individual letters.

Use more international words of your own.

Use transcriptions of learners' names. If any of your group has been to Russia ask how their name was written in their visa.

Do not let learners write out words "as they sound in English". This will slow up their learning of the alphabet severely.

Point out the "friends": o, a, e, т, к, м, с, э

and the "false friends": р, у, н

"c" can be considered both a friend and a false friend. It sounds like the "c" in "receive" as well as like the "s" in "sit".

Point out similarities to Greek if any of your learners can benefit from this, but avoid it if none of them know any Greek.

Don't spend a lot of time on difficult sounds - р / ы / х - you can come back to these later. Confidence is more important than perfection at this stage. Learners can be demoralised if they cannot produce a correct sound. Many older English learners of Russian (including the author) cannot roll the Russian "p", and are unlikely ever to be able to do so!

Point out the effect of the stress on the vowels, especially on the unstressed "o", and keep referring to this as you come across new examples. (Most foreign learners of Russian meeting пиво for the first time think it is feminine).

Native speaker teachers don't forget that it is more difficult for British learners to learn the Russian alphabet than it was for you to learn the Latin one - because of less exposure.

Remember that the process of learning the alphabet will continue over 4 or 5 lessons of the book.

If and when you start work on handwriting, remember that foreign learners of Russian don't need to win any handwriting competitions! They need to be able to write legibly, mainly for their own purposes (eg vocabulary book, workbook). It will probably be more important for them to be able to read Russian handwriting than to produce it perfectly.

## Using the Student Workbook

The Alphabet section in the Ruslan 1 Workbook gives more structured opportunities for learners to practise recognising and writing the letters, all based on international words and including some original photos.

Unless you have a large number of contact hours it is probably not a good idea to set these exercises for class work. They can be set for homework or they can be used orally in class.

## The interactive version

The Alphabet Introduction in the interactive version will be extremely useful if you have learners arriving after the first few lessons, when others have already made a start with the alphabet. It is free with the demo at [www.ruslan.co.uk/interactive.htm](http://www.ruslan.co.uk/interactive.htm)

## Pronunciation

Some learners may notice that some letters are pronounced differently in different positions. You can refer to the pronunciation notes on page 154 but make it clear that it is not a good idea to study these in detail until later in the course.

## Exercises:

1. To introduce some of the letters (and to help learners get to know each other), first introduce yourself:

Я - Джон

and print this in the centre of the board.

Then ask people their English names, and print these in Russian transliterations on the board, roughly according to where people are sitting in the room.

You can then ask:

- Кто Мартин?

for learners to answer: - Это я!

и т.д.



2. Use the wordlist from pages 5 & 6 of the book (appendix 1) as an OHP or large photocopy. Ask learners to read out the words after you, then before you.
3. Ask learners to read from a list of the same words, but with no stress marks. (appendix 2).
4. Ask a learner at the front of the class to point to a word quickly when you read it
5. Ask learners to repeat words after you, but NOT if they contain one of 3 or more key letters.
  - Write the key letters on the board. eg. к / ж / о.
  - When you read out туалет learners should repeat it.
  - When you read out футбол or журнал they should not.
6. Use the letter page (appendix 3) as an OHP or large photocopy, or write the letters on the board (not all at once of course, as you wish).
  - Learners repeat the letters after you.
  - Learners read out the letters before you and then check their pronunciation against yours.
  - When you read out letters learners have to touch them with a ruler. This can be a contest for two learners in front of the class.
7. Letter Bingo. Use the prepared cards (appendix 4) in the traditional way. Teach learners to say "Я всё!" for a full house.
8. With a large group, make 2 or 3 copies of the smaller cards. All the cards have some letters the same, but other letters are different..

For example:



Ask learners to go round the room and find other people in the group who have the same letters as them, without looking at each other's card!

а́том	кри́зис	хокке́й
бага́ж	ла́мпа	ца́рь
вино́	меню́	ча́й
грамм	но́ль	шокола́д
до́ктор	о́пера	щи
э́вро	пробле́ма	объеќт
ёлка	ру́бль	му́зыка
журна́л	спорт	контро́ль
зоопáрк	такси́	экспе́рт
иде́я	у́лица	ю́мор
йо́гурт	футбо́л	ябло́ко

атом	кризис	хоккей
багаж	лампа	царь
вино	меню	чай
грамм	ноль	шоколад
доктор	опера	борщ
евро	проблема	объект
ёлка	рубль	музыка
журнал	спорт	контроль
зоопарк	такси	эксперт
идея	улица	юмор
йогурт	футбол	яблоко

а в г д е ё ж  
з и й к л м н о  
п р с т у ф х ц  
ч ш щ ы э ю я  
ь

Ы	В	Н	Р	Г
Ш	Ч	И	О	Е
М	Д	Щ	Ж	Я

Ы	В	Н	К	Г
Ш	Ч	П	О	Е
М	Ф	Щ	Ж	Я

Э	В	Н	Р	Г
Ш	Ц	И	О	Е
М	Д	Ч	Ж	Я

Ы	Р	Н	К	Г
Ш	Ч	П	И	Е
М	Ф	Д	Ж	Я

Ы	Ю	Н	Р	Г
Ш	Ч	И	О	Е
М	Д	Щ	Л	Я

Ы	Ю	Н	Р	Г
Ш	Ч	И	В	Е
М	Д	Щ	Ж	А

Ы	В	Х	Р	Г
Ш	Ч	И	К	Е
М	Д	Щ	С	Я

Ы	У	Н	Р	Ё
Ш	Ч	З	О	Е
Х	Д	Щ	Ж	Я

Т	В	Н	Р	Г
Ш	Ч	К	О	Е
М	Д	Х	Ж	Я

С	В	Н	Р	Г
Ш	Ч	Э	О	Е
М	Д	Щ	Т	Я

Ы	Л	Н	Р	Г
Ф	Ч	И	О	Е
М	Д	Щ	Ж	А

И	В	Н	Р	Г
Ш	Х	И	О	Е
М	Д	Щ	Ж	А

Ц	В	Л	Р	Г
Ш	Ч	И	З	Е
М	Д	Щ	А	Я

С	Л	Н	К	Г
Ш	Ш	П	О	Е
М	Х	Щ	Ж	Я

Э	П	Н	Р	Г
Ш	Ш	И	О	Е
М	Х	Ч	Ж	К

В	С	Н	К	Г
Ш	Б	П	И	Е
М	Ф	Д	Ж	Я

У	Ю	Н	Р	Г
Ф	Ч	И	О	Е
Т	Д	Щ	Л	Я

К	Ю	Н	Л	Г
Ц	Ч	И	В	Е
О	Д	Щ	Ж	А

Ц	В	Х	Р	Г
Ш	Ч	И	К	Ё
З	Э	Щ	Ж	Я

И	У	Н	Г	Ё
Щ	Ч	Л	О	Е
В	Д	Щ	Ж	Я

П	В	Н	Р	Г
Б	Ч	К	О	Е
К	Д	Х	Ж	Я

С	Б	Н	Р	Г
Ш	Ц	Д	О	Е
М	Ы	Щ	Т	Я

У	Л	Н	В	Г
Ю	Ч	И	О	Е
Ы	Д	Щ	Ж	А

И	В	Н	Р	К
Щ	Х	И	О	Я
М	Д	Щ	Ф	А

М Д Щ

М Ф Д

Ц Ф С

М Б Щ

М Р Д

Ц Ф Ч

В Д Щ

М Г Д

Ц Ф Р

Я Д Щ

М К Д

Ц Ф П

А Д Щ

М Л Д

Ц Ф Ю

У Д Щ

М Н Д

Ц Ф З





## 1. Preliminary oral work

### 1.1 Teach “Что это?” and “Кто это?”

Use the pictures on page 27 of the book and the cartoon page 17 of the book.  
Use additional pictures - appendix 1 of these notes.  
For “Кто?”, learners will have difficulty pronouncing “к” and “т” together.  
Note that “Кто?” does not occur in the dialogues until lesson 3.

Game. Palmenism.

Photocopy some of the pictures and cut them out as individual cards.  
Place them on the table and talk about them using “Что это?” / “Кто это?”  
Then turn them over. Learners have to remember which is which.  
When they remember a card correctly they pick it up.

- Это лампа?
- Нет, это лимонад.
- Это билет?
- Да, билет.

Refer to page 20 in the book on the intonation of questions and answers.

### 1.2 Teach вы and я

Use names. (avoid using Меня зовут ... at this stage. Wait for lesson 3)

- Я Джон. Вы Мэри?
- Да, я Мэри.
- Вы Мартин?
- Нет, я Питер.

Use пессимист, оптимист, реалист, циник.

Use professions. See list in the workbook, page 18.

Read out the list. Ask learners to see which jobs they can recognise.  
Ask learners to choose three jobs from the list.

Then ask "Yes/No" questions to find out which jobs they have chosen.

- Вы биолог?
- Нет.
- Вы пенсионер?
- Да!

(Unless pressed, leave complicated translations of learners' jobs until later.)

## 2. Словáрь

Formal presentation of vocabulary page 19. Ask learners to repeat the words individually after you, concentrating on the pronunciation.

Splitting up the dialogues, the sequence is:

аэропорт	to	журналистка
ваш	to	вот
спасибо	to	сумка
билет	to	сувенир
типичный	to	Нет-нет!

### 3. **Listen to the dialogues. Take each section in turn.**

(Remember that learners who have the CD or have used the Electronic version may have listened to the dialogues before you come to them in class)

Ask learners to listen without looking at the text. Ask what they have understood. Ask them to listen with the text. Check that they have understood everything and give any necessary explanations.

Ask learners to listen and repeat, either using the pause button, or repeat after you. They can do this with and without the text in front of them.

Play the dialogues, stopping at key words. Ask learners to give you the next word.

Use the DVD cartoons of the dialogues for reinforcement. Later, play the video clips without sound and ask learners to give the sound track. The cartoons for this lesson are free at [www.ruslan.co.uk/ruslancartoons.htm](http://www.ruslan.co.uk/ruslancartoons.htm)

There is a set of notes for teachers about using these cartoons on the same page: [www.ruslan.co.uk/ruslancartoons.htm](http://www.ruslan.co.uk/ruslancartoons.htm)

Ask learners to read the parts, then reenact them, working in pairs, and then present the dialogues to the rest of the class. Record learners' conversations so that they can compare them with the CD.

### 4. **Информация**

англичанин - if any Welsh, Scottish or Irish learners are annoyed at this point it is worth mentioning that the British tend to do the same to the different nationalities of the Russian Federation, calling them all Russian!

### 5. **Грамматика**

Most learners will appreciate a thorough formal reading through the grammar points in class, with explanations of anything that is unclear. Be very careful about making any additional points. One question can lead to another and if the teacher is not careful he can be drawn in to an exposé of the whole Russian grammar system, especially if there is a "clever" non-beginner in the group! If you have a learner in the group who persists in asking grammatical questions that are too advanced for the others, take him / her aside at an early stage and explain that you don't want to answer such questions regularly in class. Offer to answer them separately if you can

Make up additional examples. Eg, when you have demonstrated the intonation in "Это Москва?" you can ask learners to make up other questions with other nouns.

### 6. **Упражнения**

Work through the exercises in the book (page 22-24). You can do these orally in class, or learners can be asked to do them at home and bring them to the next lesson. In either case you need to check how successfully they are writing in Russian for those exercises that require this, and give help if necessary.

There are additional exercises in the workbook. As a teacher you can decide which to use in class and which to ask learners to do on their own.

You can either have all your students buy a copy of the Ruslan 1 workbook, or you can ask your school / college to purchase a licence for you to photocopy the individual pages. You may not make copies without such a licence.

Many of the workbook exercises encourage learners to do quite a lot of written work, and this may not be one of the aims of your group. In this case you can ask them to do the exercises orally, as a whole class activity or as pair work.

## 7. **Слушайте!**

Page 39 in the book.

Play the recording while learners answer the questions.

Play it more than once as needed. You can let learners look at the text at the end of the book, after they have done the comprehension exercise, but don't get drawn into grammatical explanations.

Page 20 in the workbook.

- For each dialogue, first ask learners to listen and then tell you just the names of the people involved. You print the names on the board.
- Learners listen again, and tell you the answers, or write them in the book.
- To then exploit this material interactively, you then give the answers. Also give some wrong answers, so that learners can correct you!

(Learners who have the CD or workbook at home may of course have done these exercises before you come to them in class).

## 8. **Говорите!**

Work through the activities on pages 25 and 26, both as pair work and whole class activities.

Exercise 1.

Make sure learners point when using “Вот .....!”.

Exercise 2.

Act these out yourself with one learner in front of the class before moving to free pairwork. Then the role plays can be rehearsed several times by pairs of learners and then performed by them in front of the class.

Exercise 3 can also be used with “пессимист”, “оптимист”, “реалист”, “циник”.

## 9. **Reading. Санкт-Петербург**

This gives a better balance to the lesson, with something about Saint Petersburg as well as Moscow!

You may decide to use the reading passage in class for reading practice, or ask learners to work with it at home. The questions on the text could be pairwork exercises for the classroom.

## 10. **Перевод**

These simple exercises use only words and phrases that learners have met during the lesson. Use them for pairwork in class or for homework. You could ask learners to write their answers, or to make recordings of the answers.

## 11. **Song**

It gives a huge confidence burst to be able to listen to and enjoy a simple song in the very first lesson. Don't ask learners to sing in class unless they want to!

## 9 Additional speaking exercises:

9.1 Learners are likely to confuse “я” and “да”, especially if they have previously learned German (“ja” = “yes”).

To practise, mime at the front of the class:

When you nod your head learners have to say: “да”.

When you shake your head learners have to say: “нет”.

When you point at yourself learners have to say: “вы”.

When you point at a learner he/she has to say: “я”.

Then increase the speed, especially between “да” and “я”.

Later you can add “он”, “она”. Point at one learner, but look at another learner to give the response.

9.2 он / она

Use the list of nouns from page 15 in the workbook. Read them out one at a time. Learners have to quickly work out whether they are masculine or feminine and say “он” or “она” accordingly. This is a good point to explain the pronunciation of the unstressed “о” as in “она”.

Learners can then repeat the same exercise in pairs or small groups.

9.3 мой / моя / ваш / ваша

Write the list of nouns (appendix 2) on the board, or make an OHP transparency. Take two rods, one blue and one red. When you point to a word with a red rod the learners have to say it is theirs:

- Это моя водка

When you point with a red rod they have to say it is yours:

- Это ваш паспорт

9.4 Learners can then repeat the same exercise in pairs or small groups, using red / blue biro instead of rods. Make copies of some of the pictures on page 18 of the book and in appendix 1 of these notes, but this time on blue and red paper.

First work with one learner. The blue objects belong to him, the red ones to you. Talk about them on the table:

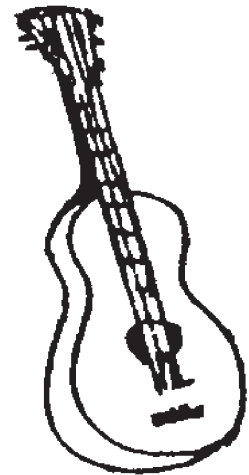
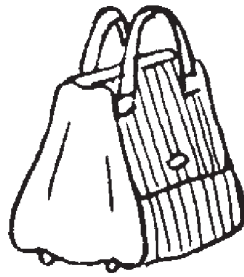
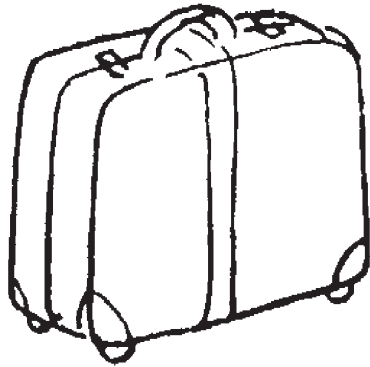
- Это мой билет! А что это?

- Это ваша лампа!

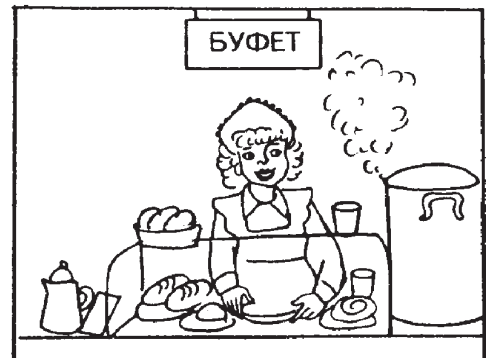
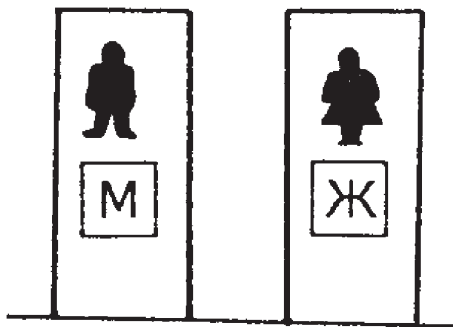
9.5 Role play exercises. Page 21 in the workbook.

In the early lessons, as learners have only a small vocabulary, role play work has to follow the dialogues very closely. Later in the course there will be more scope for variety.

These role play exercises are also useful revision work to return to later in the course.



ТУАЛЕТ



пáспорт

чемодáн

сúмка

билéт

декларáция

багáж

сувені́р

в́иза

телефóн

шоколáд

журнáл

лáмпа

компью́тер

прíнтер

лимонáд

вóдка

газéта

аспирíн

наркóтик

гитáра

## 1. Preliminary oral work

### 1.1 Teach я знаю / вы знаете

Use UK towns (see lists on page 37 in the book and page 25 in the workbook)  
Find out which towns learners know (ie know well).

- Вы знаете Бирмингем?
- Нет, я не знаю Бирмингем!
- Вы знаете Лондон?
- Да, я знаю Лондон!

As soon as learners have grasped the structures they can work in pairs.

Avoid using я знаю / вы знаете with people's names because of the animate accusative endings. Also, if possible, avoid using Russian town names because of the feminine "-y" ending. However, if one of your students has just been to Samara, and says proudly "Я знаю Самара" you will have to correct him gently and look ahead with the group to lesson 6 grammar explanations.

You are likely to be tempted to move on to он / она знает, with people reporting to you which towns their partner knows. If you do this you can refer learners ahead to lesson 4 grammatical explanations, page 46, with the full conjugation of знать.

Questions with я знаю / вы знаете can lead naturally to classroom use of "Скажите..."

### 1.2 Teach "здесь" and "есть".

Expect difficulties with pronunciation, especially later in the dialogues: "Здесь есть метро?"

Use the cartoon of Arbat (page 30 in the book)

- Вот Арбат. Где здесь театр?
- Вот театр!
- Хорошо. А ресторан есть?
- Да, вот ресторан!

(other places on map: кинотеатр - Макдоналдс - метро - музей - кафе)

If you have to call a register (for example in an Adult Education class), you can use this to reinforce здесь:

- Фред Смит?
- Я здесь!

### 1.3 Teach направо / налево / прямо

Teach "Посмотрите!". Then say "Посмотрите направо!" Learners should look right. Then "Посмотрите налево!", "Посмотрите прямо!". Once you have demonstrated this a learner can take over and give the instructions.

Teach "Идите!" Have one of the learners at the front of the class. He / she has to follow your directions: "Идите направо!", "Идите налево!", "Идите прямо!"... Again another learner can take over the instructions.

Reproduce the plan (page 37 exercise 2) on the board. Develop the exercise in the book first with you at the front of the class, then with learners in pairs.

#### 1.4 Teach **далеко** and **близко**

Use towns. For example, if you are teaching in Birmingham:

- Ковентри, это близко?
- Да, это близко.
- А Санкт-Петербург, это близко?
- Нет, это далеко!

И т.д.

It is worth explaining that what is a long way away for us is often not far away by Russian standards. However this comes up in the dialogues in Lesson 4.

#### 2. **Словарь**

Formal presentation of vocabulary page 33. Ask learners to repeat the words individually after you, concentrating on the pronunciation.

The sequence is:

вы знаете	to	автобус
центр	to	на
налево	to	улица
я не знаю	to	направо
Большой театр	to	оно

The card on page 33 of "Ruslan 1" is a visiting card, not an address on a letter (which would have the name in the dative case). Do not mention dative endings at this stage, unless learners show you addresses written out by Russian friends. If so names are likely to be in the dative and this will cause confusion. If learners bring examples of such addresses to class you may have to take the plunge and explain the dative (lesson 9).

#### 3. **Listen to the dialogues. Take each section in turn.**

Standard procedure as in lesson 1.

#### 4. **Информация**

If you have any Bulat Okudzhava music this would be a good moment to play some, but briefly.

If appropriate, add a word about the Bolshoy Theatre. See photo page 42.

Founded in 1776, the Bolshoy is the largest and most famous theatre in Russia and Moscow. Was a centre of excellence in the Soviet period. Presently going through a period of financial difficulty.

You may be asked about Коломенское. In southern Moscow, on a cliff high above the Moscow River, Kolomenskoye is a former Tsarist estate, dating from the 15th century. In the 17th century a remarkable wooden fortress was built on the site, but this was destroyed in 1768. The site now has a famous church, and a museum, including several interesting buildings, and Peter the Great's wooden house transported from the Baltic.



## 6. Numbers

- 6.1 Have learners repeat the numbers after you, looking at numbers printed on the board, rather than at the text page 34.  
Ask learners to come to the front and point to the number with a pen / ruler when you read it out / when other learners read it out. This can be a competition between 2 people to touch the number first if you wish.  
Avoid using numbers with nouns, for obvious reasons.
- 6.2 Teach ключ. Have a collection of keys, one for each learner, all looking different. If you can't get together enough keys, cut out the outlines (appendix 1).  
Single keys only. Hand the keys out.  
Practice: Это ваш ключ / Это мой ключ...  
Collect them in again and fix them next to the numbers on the board with blutak.  
Then ask questions, using the fact that people will be able to remember the shape of their key.
- Ваш ключ номер пять?
  - Нет!
  - Нет? Ваш ключ номер шесть? .... и т.д.

## 7. Handwriting

Learners may feel the need to practise Russian handwriting. One useful activity is to handwrite on the board:

театр : кинотеатр : станция метро (x2) : ресторан (x2) : музей

Ask them to find these places on the map page 31, and to pronounce the full name of each place.

## 8. Грамматика

If learners ask for the full conjugation of знать there is no harm in giving it to them now if you think they can cope with it. See lesson 4 page 61.

в / на with the prepositional come in lesson 4. It is advisable to avoid mentioning this here. Also don't mention that "В центр" and "На Арбат" are accusative unless you have to. As these don't change here learners don't need to know yet.

An excellent example for the difference between the meanings of "yes" and "no" and "да" and "нет" is an imaginary conversation between Kennedy and Khrushchev at the time of the Cuban missile crisis.

- You aren't going to press the button, are you Nikita?

- Yes, I'm not - Nikita started to reply, but it was too late. Kennedy heard the "yes", and pressed his button first ...

Include words of foreign origin (такси, кино, бюро, меню) as examples of neuter nouns. Point out the exceptions: кофе can be either masculine or neuter. евро is masculine.

## 9. Упражнения

Work through the exercises in the book (pages 36-38). Learners can do these in class or at home. There are additional exercises in the workbook.

When working with the gender exercise (page 23 in the workbook)

avoid adding "площадь", which appears on the map of Arbat. The gender of soft sign nouns is not dealt with until lesson 7.

## 10. Слушайте!

Page 39 in the book and page 28 in the workbook.  
Standard procedure. See lesson 1.

Exercise 13 in the workbook

Do this first without the book.

Ask learners to listen and tell you the names of the places.

Print the places on the board.

Then ask learners to listen and tell you how to get to each place.

Instead of writing the instructions on the board, draw arrows against the places.

e.g. - Прямо и направо:



You can then recap for extra speaking practice, using your boardwork.  
Ask learners the way. Get them to ask you, and give them some wrong instructions to correct.

Make sure that in their questions learners use “Где?” at this stage.  
“Как пройти к ...?” is used in the dialogues for comprehension only.

Exercise 15 in the workbook.

The town names in this exercise are too difficult for most learners to be asked to read at this stage. They are for comprehension only.

## 11. Говорите!

Use the exercises in the book (page 39).

11.1 The Russian towns exercise (page 26 in the workbook) can be used for practice of я знаю / вы знаете. Ask learners if they know where different towns are:

- Вы знаете, где Мурманск?
- Да, я знаю. Это номер 5.

11.2 “кто” first occurs in lesson 3 dialogues, but can be introduced earlier.

Use the pictures of famous Russians (appendix 2). Students work in pairs and point to the pictures asking each other:

- Вы знаете, кто это?
- Да, я знаю. Это Толстой.
- Нет, я не знаю.

И т.д.

A useful technique is to hold a card over individual pictures and slide it off gradually while learners try to guess who it is. When they are ready to guess they interrupt with:

- Я знаю!

11.3 Role play exercises page 29 in the workbook.

11.4 Copy and cut out the pictures of Moscow and Saint Petersburg, or use postcards. Learners pass the pictures round and ask each other questions.

- Это Москва или Санкт-Петербург?
- Это Москва. Это Большой театр.

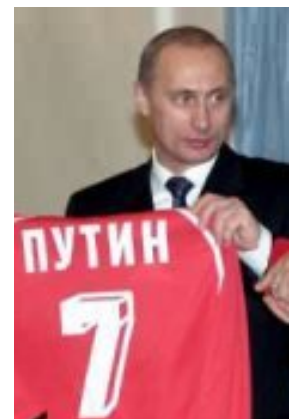
## 12. Reading and Перевод

Standard procedure, see lesson 1.





Иосиф Сталин  
Юрий Гагарин  
Валентина Терешкова  
Борис Ельцин  
Антон Павлович Чехов  
Никита Сергеевич Хрущёв  
Лев Николаевич Толстой  
Владимир Путин  
Анна Курникова



## 1. Preliminary oral work

### 1.1 Introduce "Можно?"

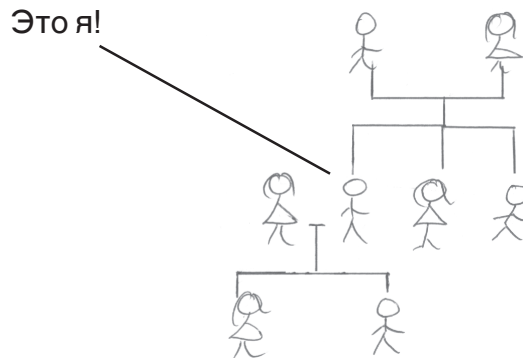
Use this early on in the lesson to ask learners to borrow a pen, a book , etc.

### 1.2 Teach the vocabulary for family members

To start with use just the first part of the list on page 47, as far as "отец".

Tell learners they can use the rest of the list for reference later.

Draw a real or imaginary family tree for yourself on the board:



Practise: "Это я, это мой отец, это моя сестра, и т.д.

Get learners to ask you questions using ваш / ваша. The revision of possessives from lesson 1 will also be useful for them.

Ask learners to make a quick stick drawing of a family member:

- You ask them questions: Это ваша мать? и т.д.
- They ask each other questions
- You collect in all the drawings and give them to one learner at the front of the class who has to remember who the drawings belong to and ask questions accordingly: Питер, это ваш сын? и т.д.

### 1.3 Teach "сувенир из ...".

Use this as an introductory presentation of the genitive. Use your own realia, or the pictures in the workbook page 35. (The teddy is from Moscow duty free!)

Write on the board:

Лондон - из Лондона

Москва - из Москвы

and explain the genitive as meaning "of" and after из and other prepositions.

Avoid using countries in this initial presentation (because of the -ия endings), and avoid any other complications.

### 1.4 Add the idea of "Я из Лондона"

Say where you are from. Try to guess where learners are from.

"Вы из Шеффилда?..."

Use yes / no questions. Avoid using "Откуда вы?" in the first few exchanges, but add it as the conversation develops.

### 1.5 Use матрёшки, your own or the pictures, appendix 1.

Rehearse the names. Once these have been learnt they can be hidden. Tell learners where the characters are from. To help memory use a town / place with the same first letter:

Маша из Москвы, Саша из Санкт-Петербурга, Даша из Дагестана  
Таня из Томска, Наташа из Новосибирска

Ask easy questions first:

- Кто из Томска?

Then ask questions with mistakes for learners to correct:

- Маша из Минска?

- Нет, она из Москвы!

Then get learners to ask each other questions in pairs.

The use of матрёшки is particularly effective in 1:1 teaching.

## 1.6 Teach "Как вас зовут?" and "Меня зовут ..."

Stress that this is used with first names. It should not be used in official meetings etc. If necessary teach "Как ваша фамилия?".

(It is interesting that course books primarily designed for children are likely to use "Как вас / тебя зовут?")

## 2. Словарь

Page 47. Ask learners to repeat the words after you.

The sequence is:

сейчас to кофе

так to меня зовут

мне to гостиница

and just кажется in the last short dialogue.

## 3. Listen to the dialogues. Take each section in turn.

Standard procedure - see lesson 1. There are several longer phrases and sentences that need careful presentation and extra practise.

## 4. Информация

### 4.1

For more practice of names, use appendix 2, lesson 2 of these notes, and ask the group what other Russian names they know.

To avoid confusion, point out that endings in "-ович" that learners have come across as family names (eg. Милосович) are likely to be non-Russian (in this case Serbian).

Exercises 14-16 in the workbook can be used in class without the learners looking at the book.

Ex14. Read out the names. For each name you read, learners say "имя!", "отчество!" or "фамилия!".

Ex15. Read out the "фамилии". Learners try to give the other names.

Ex16. Learners look at the book, but cover up the right column. You read out the diminutive names. Learners try find the name in the left column. Explain that male diminutives can end in "-а". Then read out the diminutives again. Learners have to say "он" or "она".

### 4.2

You may be asked about Saransk. This is a large industrial town south of Moscow (15 hours by train), generally considered to be rather provincial.

## 5. **Грамматика**

Treat the genitive examples systematically. Avoid irregular endings and plurals. However, if you are asked questions about these you can refer learners to the review of case endings pages 150/151.

"У" is often best explained as usually meaning "in the possession of ..."  
Avoid trying to explain the animate accusative in any detail.

## 6. **Упражнения**

Work through the exercises in the book (pages 51-52). Learners can do these in class or at home. There are additional exercises in the workbook.

If your students are writing answers in the workbook this would be a good point to make a check on their handwriting and give help if necessary.

## 7. **Слушайте!**

Page 53 in the book and page 38 in the workbook.

For exercises 18 and 19 in the workbook, first ask learners to listen and make a list of the names mentioned. In exercise 19 they are likely to find it difficult to make out the name "Анна". The sentence is "А у вас, Анна, есть машина?" and the difficulty is caused by the "с" running in to the "А" of "Анна". It will help to write the sentence on the board.

Then ask learners to listen again and make a list of the characters' cars.

## 8. **Говорите!**

Work through the activities on pages 53 and 54.

There is a set of cards for exercise 1 page 53 in appendix 2. Masculine names in -ей have been included for you to introduce the "-я" endings. Once learners have understood the endings you can have them pass the "tickets" round the circle, telling others what they are when they hand them on:

- Это билет Людмилы ....

For exercise 3 page 54, I have prepared a set of heads with names. Appendix 3. First spot the people in the picture and check their name. Practise the names and revise "Вот он / она"! Then speculate about who is related to whom.

## 9. **Additional speaking exercises:**

9.1 Make sure learners know each others' names. If you are using Russian names, so much the better. Ask learners to quickly draw a house. Then collect in all the houses and fix them to the board with blutak. Give them numbers, and have learners guess which house belongs to whom:

- Номер 2 - это дом Питера!

9.2 У кого есть ключ?

One of the group turns his back. Give a key to someone else. The learner who has turned his back has to guess who has the key:

- Ключ у Питера!

You can of course use several objects / cards at the same time.

9.3 Additional role plays. Page 39 in the workbook.

## 10. **Reading and Перевод**

Standard procedure, see lesson 1.

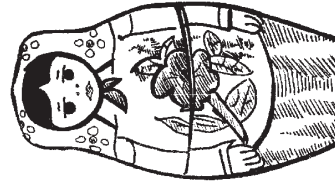
## 11. **Стихотворение**

Give a homework to learn the poem and practice reading it.

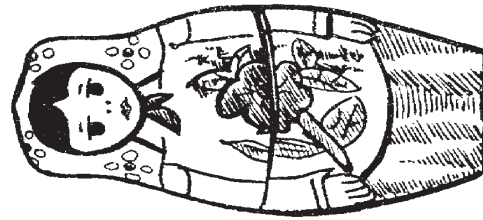




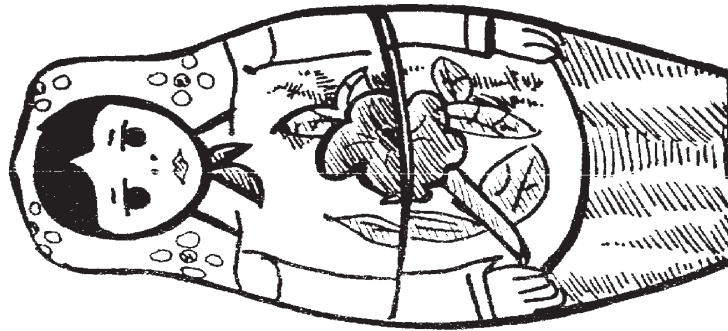
Наташа



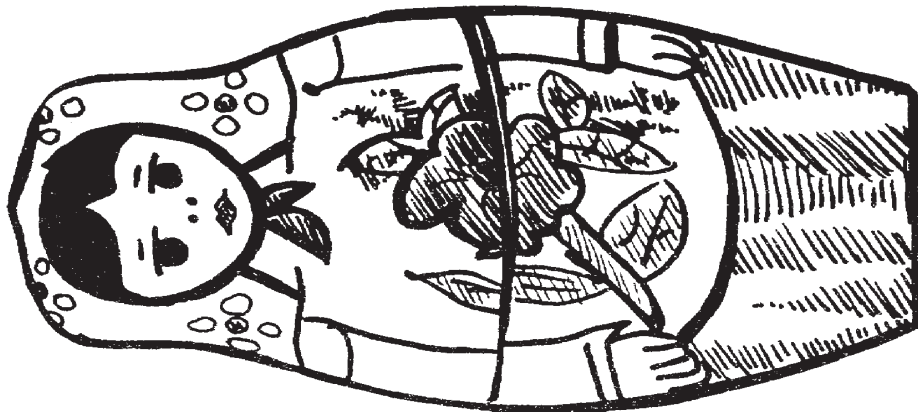
Таня



Да́ша



Са́ша



Ма́ша



Билет  
Борі́с

Билет  
Людмі́ла

Билет  
Ива́н

Билет  
Ната́ша

Билет  
Вади́м

Билет  
Тамара́

Билет  
Андре́й

Билет  
Анна

Билет  
Серге́й

Билет  
Татья́на

Билет  
Михаи́л

Билет  
Валенти́на



Юрий



Елена



Борис



Зоя



Мария



Саша



Таня



Нина



Валентин



Лиза



Андрей



Валерий



Анатоль



Елизавета



Сергей



Оксана



Дмитрий



Иван



Людмила



Руслан



Тамара



Райса



Владимир

## 1. Preliminary oral work

### 1.1 Present the prepositional endings in "-е".

1.1.1 Have a bag on the table in front of you with some known items in it (or use the pictures from the book, page 27, cut up on cards). Put some of them in the bag and some on the table. Build up the conversation:

- Где паспорт? В сумке, да? А где билет?
- На столе.
- Нет, билет тоже в сумке!

и т.д.

The activity is most effective when learners can't see all the objects and have to rely on memory.

If you want to the activity can be developed, adding "мой" and "ваш":

- Где мой паспорт? В сумке, да? А где мой билет?
- На столе.
- Нет, мой билет тоже в сумке! А где ваш билет?

using different coloured cards, blue for mine, red for yours.

1.1.2 Use матрёшки. See lesson 3 appendix 2. Draw a map of Russia on a large paper on the table. Mark in a few towns. Put the матрёшки in different places and talk about where they are.

- Маша в Москве?
- Нет, она в Мурманске!

и т.д.

1.1.3 General knowledge about Moscow and St. Petersburg. First show postcards of famous sights and places or refer back to the pictures on pages 42 and 43. Say where the places are:

- Это Мавзолей Лёнина. Это в Москве...

Then ask questions. To help learners get the endings right use questions with "или".

- Где Эрмитаж? В Москве или в Санкт-Петербурге?

Use the list in appendix 1. If learners don't know the places they can say so:

- Я не знаю!

Mention that though Ленинград is now Санкт-Петербург, the Ленинградский вокзал hasn't changed its name and seems unlikely to!

It may be worth pointing out at this stage that the prepositional ending differs from the genitive in that most feminine and masculine endings are the same!

### 1.2 Present the past tense:

The past tense is given early in Ruslan 1 as it is in general easy, or easier than other foreign languages. However, avoid talking about aspects if you can. See the note on page 61.

1.2.1 Я был / была́

Start by saying where you have been in Russia. Avoid soft sign towns (Пермь etc), although if any of your group have been there you are likely to have to explain the feminine "-и" endings later!

Once you have mentioned a couple of places, you can extend this by getting the learners to ask you:

- Вы были в Мурманске?
  - Нет!
- и т.д.

You can then ask learners where they have been. You may be able to ask some of them about a few Russian towns, but you can extend the exercise by using Western towns. See exercise 2 page 65 in the book.

For a pairwork exercise, use the list of British towns in the workbook, page 25.

### 1.2.2 Я работал(а) / я обедал(а)

Teach “работать” and “сегодня” from the vocabulary page 59.

Ask questions:     - Вы работали сегодня?  
                          - Да, я работал(а) / Нет, я не работал(а).

Do the same with “обедать”:

- Вы обедали сегодня? ...

Then develop the questions to include the new prepositional endings:

- Вы работали в офисе / в школе и т.д. ?
- Вы обедали в ресторане / в буфете? ...

Then ask learners to have the same conversations in pairs.

## 2. Словарь

Formal presentation of vocabulary page 59. Ask learners to repeat the words individually after you, concentrating on the pronunciation.

The sequence is:

быть	to	тоже
слышать	to	интересно
ты	to	по-английски

Explain "ты" in detail - see page 60. Most learners will have come across this in other European languages.

## 3. Listen to the dialogues. Take each section in turn.

Standard procedure - see lesson 1.

## 4. Информация

You could expand on the point about Moscow and the provinces by talking about the former internal passports...

## 5. Numbers 10-100

Write the numbers on the board. Point to them and read them out. Learners repeat after you. Contrast 13/30, 15/50 etc.

Learners come to the board with rulers. When you (another learner) calls out the number they have to point to it.

## 6. Months of the year

If you have a copy of Ruslan 2 you could use an enlargement of the cartoon on page 45 to present these.

To practise "in" a month, reinforcing the prepositional endings, teach "День рождения". Learners then ask each other:

- Когда ваш день рождения?

or try to guess:

- Ваш день рождения в марте?

Beware of stress changes. See the grammar section.

## 7. Грамматика

Formal reading through the grammar pages 60, 61.

Point out stress changes in some locative endings:

Кремль - В Кремлѐ  
дека́брь - в декабрѐ

At this stage most groups will appreciate a list of infinitives they have had so far. The point will stick better if you ask them to make it themselves. Check it against exercise 2 page 40 in the workbook.

When presenting the past tense explanations avoid discussions of verb aspects. See the note on page 61 of the book.

For examples of the genitive in -ии look at the list of countries page 66.

## 8. Упражнения

Work through the exercises in the book (pages 62-63). Learners can do these in class or at home.

Once learners have mastered exercise 1 page 62 they can ask each other the same questions in pairs, first with the book, then without it.

You will need to explain the genitive ending on the months in the calendar of "Национальные праздники", page 63.

Many of the exercises in the workbook, exercises 8 and 9 page 43 for example, lend themselves to pair work before the students write their answers.

For exercise 4 page 41 of the workbook, you call out the 2 words, for the learners to decide which is in or on which and give you the answer.

Be careful now and in the future with Афины, which is given in the workbook, page 43. Students will have difficulty if they try to decline this word.

## 9. **Слушайте!**

Page 64 in the book and page 48 in the workbook.

You can ask learners to use the interviews from exercise 16 and 18 in the workbook to make up their own conversations in pairs and record them for reinforcement and possibly for assessment purposes.

## 10. **Говорите!**

Work through the activities on pages 65 and 66, both as pair work and whole class activities. For exercise 5 perhaps add "Чуть-чуть" to the vocabulary. A popular phrase with learners, and often very useful!

## 11. **Additional speaking exercises:**

11.1 You can develop exercise 5 by asking people imagine a new identity and to decide which 2 languages from the list in the book they speak very well (apart from English!). Ask them then to get up and talk to everyone else in the group to find out who can also speak their languages.

Add to the mini conversations:

тоже / Как жаль! (lesson 5)

11.2 Give each learner a dice. Write 6 towns on the board, against numbers 1-6:

1. Москва 2. Самара и т.д.

Learners throw the dice twice, keeping it hidden. The first throw tells them where they are now. The second throw tells them where they were yesterday. They can then have mock phone conversations:

- Алло! Мария?
- Кто говорит?
- Это я, Иван Иванович.
- Здравствуйте! А где вы сейчас?
- Я в Москве.
- А вчера, вы были в Томске?
- Нет, я был в Самаре.
- Как интересно!

You will need to teach "Алло!" and "Кто говорит?"

11.3 It is important that while learners are learning the prepositional case they don't forget about the genitive. For this perhaps use a memory game with the матрёшки:

Где офис Маши?

Офис Маши в Москве. А где офис Даши?

Офис Даши в Доне́цке. А где о́фис Тани?

и т.д.

11.4 Additional role play. Page 49 in the workbook.

## 12. **Reading, Перевод and Song**

Standard procedure, see lesson 1.

Где Эрмита́ж? В Москвѣ или в Санкт-Петербу́рге?

## Москва́

Кремль

Большо́й теа́тр

Кра́сная пло́щадь

Храм Васи́лия Блаже́нного

магазин "ГУМ"

Историче́ский музе́й

Мавзоле́й Ле́нина

Третьяко́вская галере́я

Новодеви́чий монасте́рь

музе́й "Коло́менское"

улица "Арба́т"

Ленингра́дский вокза́л

Киевский вокза́л

Оста́нкинская телеба́шня

## Санкт-Петербу́рг

Эрмита́ж

Авро́ра

Не́вский проспéкт

Иса́акиевский собо́р

пло́щадь Декабри́стов

Моско́вский вокза́л

Финляндский вокза́л





## 1. Preliminary oral work

### 1.1 Teach "открыт / закрыт"

Ask the group to give you the names of places in the town. Use the list (appendix 1) if necessary. As they give you the names of the places, draw symbols on the board. e.g. 

М
---

 = музей

Then tell students that only you know which is open. They ask you to find out. Build up mini conversations such as:

- |                 |   |
|-----------------|---|
| - Театр открыт? | - Гостиница открыта?                      |
| - Он открыт.    | - Нет, она закрыта.                       |
| - Очень хорошо! | - Как жаль! (this is in lesson 5 словарь) |

This can be continued as a memory game.

### 1.2 Teach the days of the week (page 74)

First practise reading from a list on the board or ОНП. Learners will find this difficult because of the length of some of the new words. To make the activity more exciting, once they have become familiar with the words, cover over all but the first two or three letters and ask learners to give you the whole word.

Depending on the group, you may want to point out roots and meanings:

- |             |   |                  |
|-------------|---|------------------|
| вторник     | - | второй           |
| четверг     | - | четыре           |
| пятница     | - | пять             |
| суббота     | - | the Sabbath      |
| воскресенье | - | the Resurrection |

Avoid using "в" with the days of the week. If you do this you would have to explain во вторник, as well as the accusative (в пятницу) This is not covered until Ruslan 2 lesson 4.

### 1.3 Teach "у меня (есть) ... / у вас (есть) ..."

("у" with the genitive was given in lesson 3, but not practised except in the listening exercise 19, page 38 in the workbook about cars).

Start by asking about a single item. Perhaps "машіна" again. Use the picture (appendix 2) if you wish. Explain "какая", and then ask:

- Мартин, какая у вас машина?
- У меня Фольксваген.

Write the names of the cars in Russian on the board, but not the people's names. Then try to remember who has what, but make deliberate mistakes, so that you can be corrected:

- Мартин, у вас есть Форд?
- Нет, у меня Фольксваген.

Someone may of course have to use:

- У меня нет машины.

Other words you could use to practise "у меня (есть) ... / у вас (есть) ..." :  
телевизор / компьютер / видеомагнитофон / муж или жена / велосипед

Then play a game with objects or cards from previous lessons.  
E.g. lesson 1 page 27. Hand out the cards. Learners have to guess what each other has.

- У вас лампа?
- Да, у меня лампа.

## 2. Словарь

Formal presentation of vocabulary page 73. Ask learners to repeat the words individually after you, concentrating on the pronunciation.

The sequence is:

администратор	to	бланк
ключ	to	с часа
касса	to	напротив
Алло!	to	До свидания

and just "дежурная", "Интернет" and "фойе" in the last short dialogue.

The cockroach in the dialogues of the first edition of Ruslan 1 unfortunately caused some offence. The offending dialogue has been replaced but the cockroach has not been completely exterminated and still appears in the workbook.

Teach "с часа" and "До свидания" as vocabulary items. If asked be prepared to explain that "с" and "до" take the genitive case, but don't get learners to use these constructions actively, as they can't transfer them to higher numbers. ("с двух часов" и т.д.)

## 3. Listen to the dialogues. Take each section in turn.

Standard procedure - see lesson 1.

## 4. Информация

There is obvious scope for expanding on the given information from your own experiences or from other sources.

## 5. Грамматика

Formal reading through the grammar pages 74, 75.

When explaining short adjectives, don't forget that learners haven't yet met long ones!

When explaining "с часа", warn learners that they can't use this yet with other times.

When explaining "говорить", it may help to refer to the verb review (page 152).

Point out the stress change in the conjugation of *смотреть*.

Avoid trying to explain verb aspects in any detail.

## 6. Упражнения

Work through the exercises in the book (pages 76-78). Learners can do these in class or at home.

Once learners have mastered exercise 1 page 76 they can ask each other the same questions in pairs, first with the book, then without it.

Use exercise 1 page 78 as a pairwork exercise for speaking before learners write out the answers.

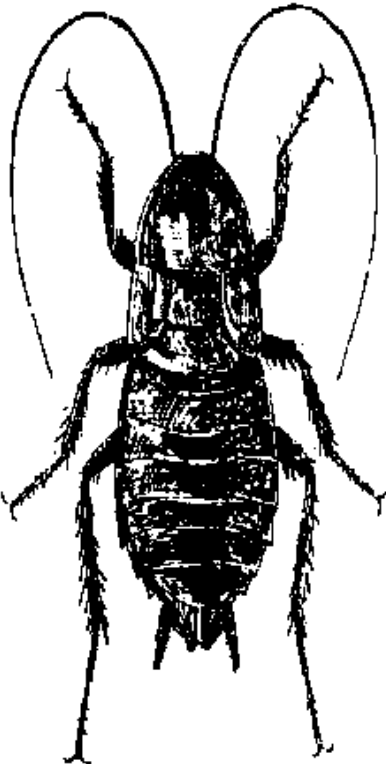
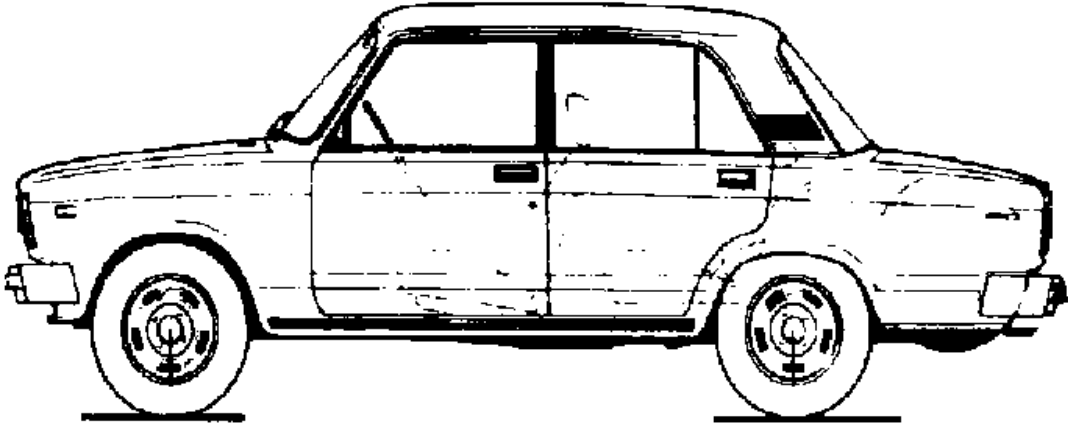
There are additional exercises in the workbook.

- 7. Слушайте!**  
Page 78 in the book and page 56 in the workbook.
- 8. Говорите!**  
Work through the activities on pages 79.
- 9. Additional speaking exercises:**
- 9.1 Use cards to practise the present conjugation of *говорить* and *смотреть*, as well as other verbs. (appendix 3). This technique is described in the course book, page 103.
- 9.2 Use rods to practise "работает / не работает". Pin cards on the board (use pictures appendix 4). When you point to the card with a blue rod the item is working, with a red rod it is not. You can point to real objects in the classroom in the same way, of course.
- 9.3 Expand on this with a language game. Give each learner a small piece of paper with 7 objects (appendix 5). Tell them to decide which 2 of their 7 things are working. Then ask them to talk to other members of the group until they have found 7 objects they can use:
- Извините, у вас душ работает?
  - Нет, у меня душ не работает.
  - Как жаль! У вас принтер работает?
  - Да, работает.
  - Очень хорошо! Можно ваш принтер?
  - Да, пожалуйста.
- Practise the rising intonation of the questions before you start this game.
- 9.4 Use the last dialogue on page 72 (telephone conversation) as a pairwork activity. One learner takes the part of Ivan and the other the part of Zoya Petrovna. Be prepared to give learners additional vocabulary if they need it.
- 9.5 First drill "Я приглашаю вас...". This can be done by pointing to pictures of places etc. Then ask learners to make up more conversations inviting each other out, using the above dialogue as a model. Learners are unlikely to try to use feminine nouns, but if they do you will have to teach the feminine accusative.
- 9.6 Ask learners to make up sentences about the cartoon, page 71.
- 9.7 Additional roleplays, page 57 in the workbook.
- 10. Reading and Перевод**  
Standard procedure, see lesson 1.
- 11. Гостиница Новосибирск**  
This is quite a difficult exercise. Learners should be encouraged to start using the dictionaries at the back of the book.

аэропóрт  
теáтр  
ресторáн  
бар  
буфéт  
банк  
музéй  
киóск  
магазiн  
центр  
цирк  
зоопáрк  
стадиóн  
университéт

кинó  
бюрó  
метрó  
кафé

гостiница  
кáсса  
пóчта  
шкóла  
стáнция  
поликлиника  
аптéка  
больни́ца  
óпера



Я

ТЫ

ОН

ОНА́

МЫ

ВЫ

ОНИ́

говори́ть

де́лать

смотре́ть

ду́мать

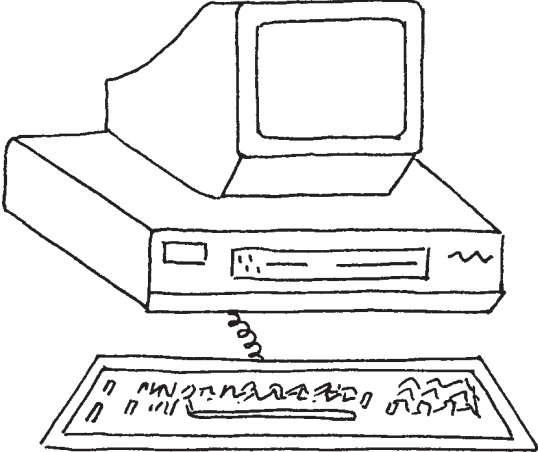
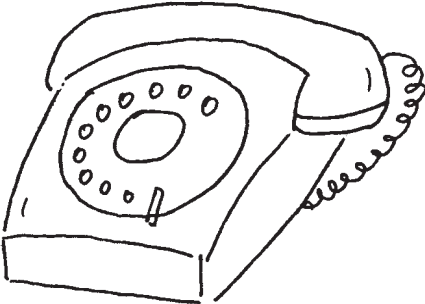
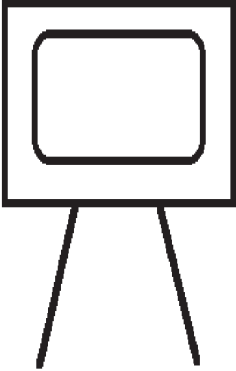
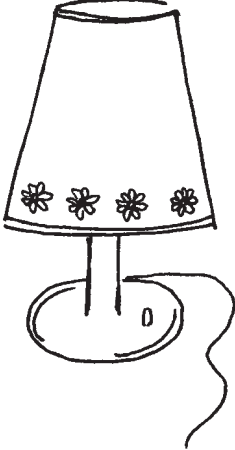
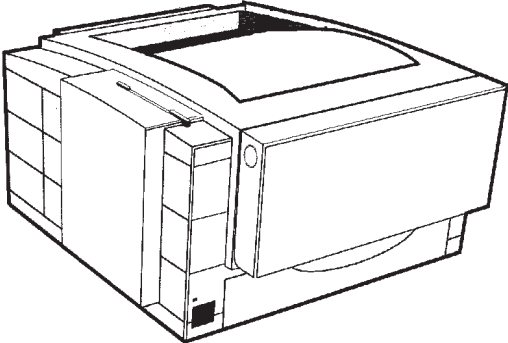
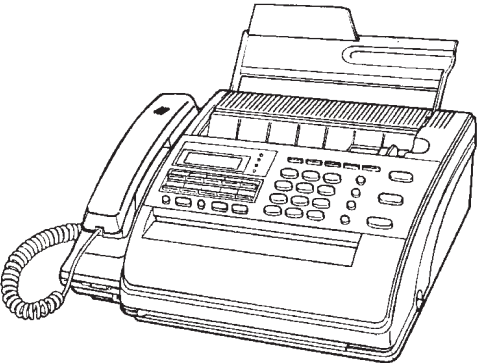
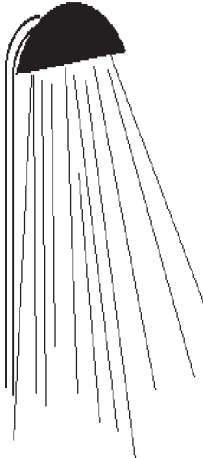
рабо́тать

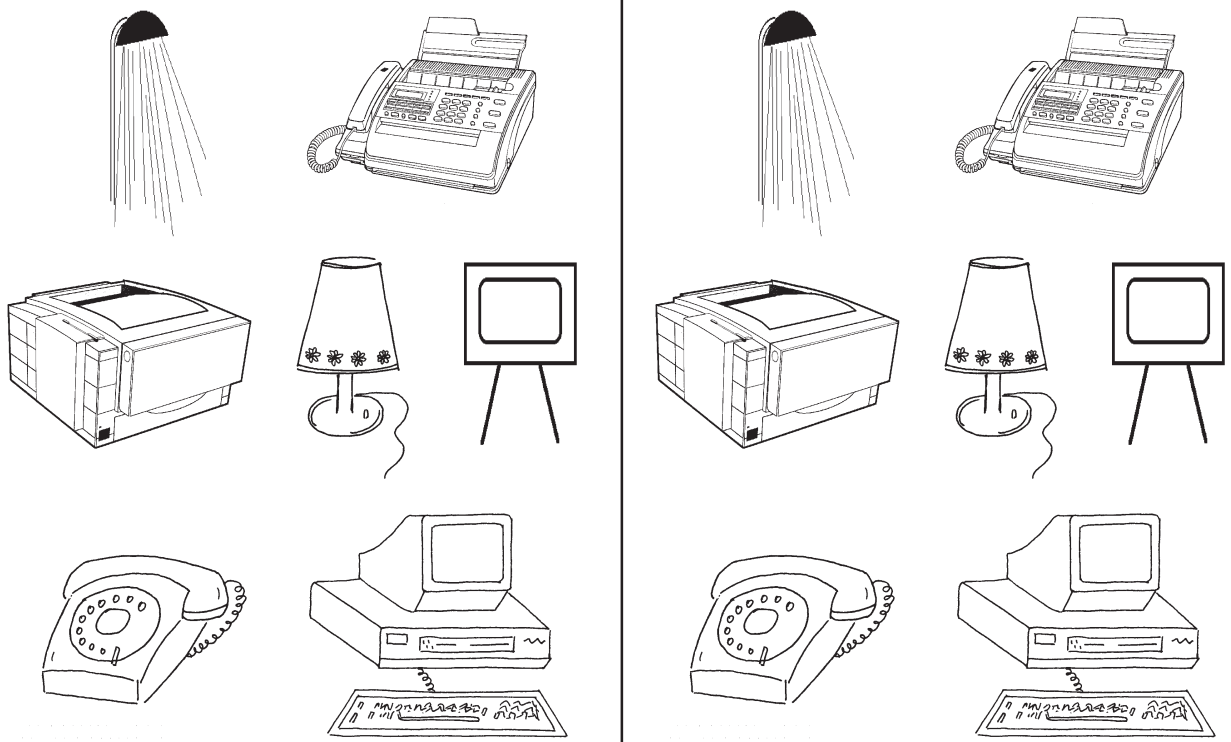
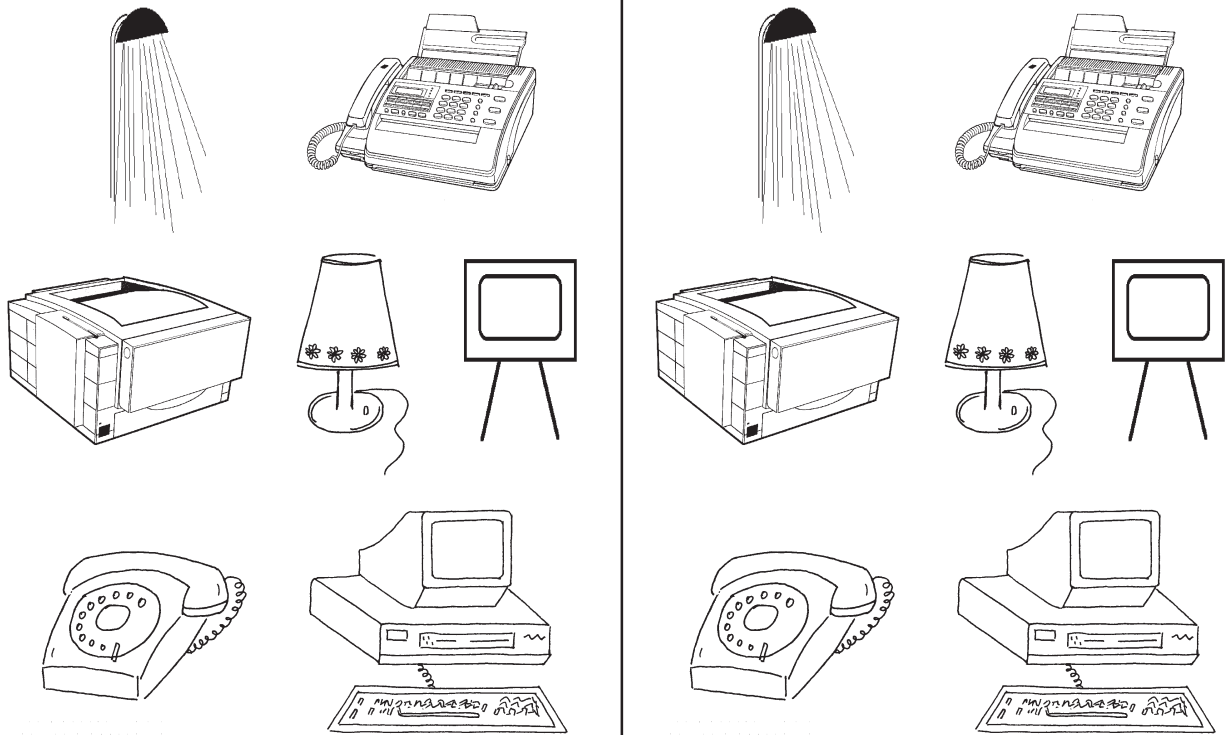
знать

понима́ть

приглаша́ть

чита́ть







**1. Preliminary oral work****1.1 Present the feminine accusative ending.**

Use я знаю / вы знаете with towns, including feminine towns e.g. Москва / Рига / Самара. This will be easier in the event that someone in the group knows one of these towns. You can say that you know these towns, or you can get learners to use "Я не знаю ..."

Use the матрёшки. First talk about which towns they know. Use the first letters of their names as clues: Маша знает Москву... Then talk about them knowing each other: Маша знает Таню ... и т.д. Avoid masculine names at this stage because of the animate accusative.

**1.2 Present other basic food vocabulary and "Я хочу / вы хотите..."**

Ask what Russian food items people already know. Write these on the board .

Use the basic "menu" (appendix 1). Go through the items and practise the pronunciation. Explain "Я хочу / вы хотите" and then ask learners to choose one item each for each section of the "menu". Use questions with "или" to help them get the feminine accusative ending, but this will also need explaining. Be careful with "пиво". Learners will think this is feminine unless you explain the sound of the reduced "о". Mention the stress change: "водá" - "вóду".

Learners can then work in pairs to agree what to have for an imaginary meal. You can use the listening exercise 16 in the workbook as a model.

Note that many English speakers will think that "котлета" means "a cutlet" (отбивная котлета).

**1.3 Explain nominative adjective endings using food/drink examples:**

- московский салат
- белое вино
- красная икра

Remind learners of :

- Большой театр
- типичный англичанин

**2. Словарь**

Formal presentation of vocabulary page 85. Ask learners to repeat the words individually after you, concentrating on the pronunciation.

The sequence is:

хороший to Минуточку!  
 посмотреть to хотеть  
 Дайте! to дорогой  
 теперь to опера

and just "Что такое ....?" in the last short dialogue.

Vocabulary for the food items is listed separately (page 89).

**3. Listen to the dialogues. Take each section in turn.**

Standard procedure - see page 15. Discourage your students from using "Девушка!" to call the waitress.. Too chauvinist.

#### 4. **Информация**

Learners will normally be interested in discussion of Russian food, menus and recipes.

You may want to bring other examples of Pushkin's poetry or writing to class, but don't alienate members of the group who don't want to spend a lot of class time on this. Mention that the 200th anniversary of his birth was in 1999.

#### 5. **Грамматика**

Formal reading through the grammar pages 86, 87.

Don't spend much time on *дать*. As it is a perfective infinitive, learners won't be able to use it yet! Later when you do teach *дать*, remember to point out that there are two verbs "to give" in Russian with separate meanings that we do not have in English. English learners often remember *давать/дать* and forget *дарить/подарить*

#### 6. **Упражнения**

Work through the exercises in the book (page 88). Learners can do these in class or at home.

There are additional exercises in the workbook.

#### 7. **Слушайте!**

Page 90 in the book and page 64 in the workbook.

#### 8. **Говорите!**

Work through the activities on pages 91, 92.

Develop exercise 2 page 91 with the "матрёшки" as a memory game. Tell the learners what each of the "матрёшки" wants and then ask them to remember.

#### 9. **Additional speaking exercises:**

9.1 Expand on the dialogue excerpt page 84, asking the learners to build short exchanges:

- |                              |                     |
|------------------------------|---------------------|
| - Какое у вас вино?          | - Какая у вас икра? |
| - Красное и белое!           | - Чёрная и красная! |
| - Какой у вас сыр?           |                     |
| - Голландский и французский! | И т.д.              |

Nouns to use: пиво, хлеб, суп, колбаса, чай, кофе (masculine), and сок.

9.2 If you have a copy of the Ruslan video "Москва для Вас" you can show the sequence:

"А какие русские блюда вы знаете?" first for the group to understand, then with the sound muted, to ask them to give the commentary.

You can then show the sequence again with no sound, pausing when each item comes up on the screen. In pairs, for each item learners have to ask each other a question. Use different types of questions:

- |                   |                       |
|-------------------|-----------------------|
| - Вы хотите икру? | - Это российский сыр? |
| - Нет             | - Да                  |

И т.д.

9.3 To practise food vocabulary, teach "холодильник" (little cold one!) and then ask "Что у вас дома в холодильнике?".

You may have to teach additional food items, and be ready for irregularities and difficulties.

- 9.4 Revise the use of the genitive after "нет" - lesson 3.  
Then cross items сыр / икра off a copy of the menu page 89 and ask learners to try to order the same meal as Ivan and Lyudmila in the dialogues. Learners working first with you and then in pairs, with the официант(ка) using the amended menu.
- 9.5 Ask learners to make up a continuation of the restaurant dialogue with Ivan and Lyudmila ordering main dishes, sweets, coffee.
- 9.6 Practise "Что такое .....?"  
Use the lists appendix 2. Make sure learners know the words in list (a). They then ask you about the items in list (б).  
- Что такое борщ?"  
- Это суп. И т.д.
- 9.7 To practise the feminine accusative after "идти". Use the list of places from lesson 5 teachers' notes (appendix 1).  
Before starting the exercise ask learners to tell you which of these nouns take "в" and which take "на".  
Ask learners to say they are going to places you point to on the list.  
Then use the "Game in a Circle" technique, adding a new person every time:  
- Я иду на оперу.  
- Вера идёт на оперу, а я иду в банк.  
И т.д.  
Learners can also work in pairs to practise "мы идём".
- 9.8 Write 6 names of places on the board against numbers 1-6. Give the learners a dice each. They have to throw the dice and say where they are going.  
Alternatively, write the words on cards and learners have to say where they are going as soon as they turn over a card.
- 9.9 You can also use the "матрёшки" to practise this construction as a memory game. Tell the learners where each of the "матрёшки" is going and then ask them to remember.
- 9.10 Repeat the activity from lesson 5 teachers notes, 12.1, adding in "хотеть", "идти", also "давать" if you want to. Appendix 3.
- 9.11 Repeat the activity from lesson 1 teachers notes 9.3, adding in neuter nouns to practise "моё". Pictures to use in appendix 4.
- 9.12 Additional roleplay, page 65 in the workbook.
- 10. Reading and Перевод**  
Standard procedure, see lesson 1.

## МЕНЮ

во́дка / пи́во / вода́ / лимона́д

сыр / колбаса́ / икра́

борщ / щи / окро́шка

пельме́ни / котле́ты

фрукто́вый сала́т / бана́н

чай / ко́фе



"Что такое ...?"

(а)

борщ  
щи  
окрошка  
банан  
ананас  
апельсин  
яблоко  
"Столичная"  
"Привет"  
"Жигулёвское"  
"Надежда"  
лосось  
форель  
Лада  
Москвич

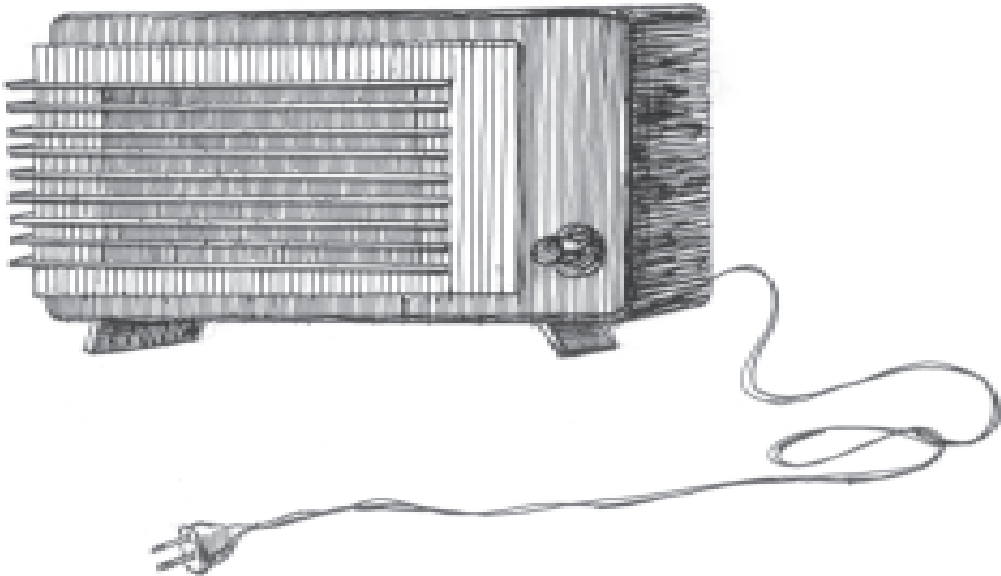
(б)

суп  
водка  
фрукт  
пиво  
рыба  
шампанское  
машина

ХОТЕТЬ

ДАВАТЬ

ИДТИ



## 1. Preliminary oral work

### 1.1 Present the prepositional ending after "о".

Hold up pictures and ask: О чём вы думаете?

Use the матрёшки. First talk about which towns they know. Use the first letters of their names as clues: Маша знает Москву... etc., as in lesson 6. Then say that they are away from home, and homesick.

Questions and answers:

- Кто думает о Москве?
- Маша.
- Таня думает о Санкт-Петербурге?
- Нет. Она думает о Томске.

Use exercise 4 page 101, orally. First check learners can pronounce the professions. Then they cover over the left hand column, while you ask:

- Кто говорит о театре?
- и т.д.

Then they cover over the right hand column, while you ask:

- О чём говорит журналист?
- и т.д.

### 1.2 Present and practise important verbs for talking about yourself:

#### **ЖИТЬ**

Present "я живу" by talking about yourself.

Then ask questions:

- Вы тоже живёте в Бирмингеме?
- Вы живёте в центре?

и т.д.

Use the матрёшки. Ask who lives where:

- Кто живёт в Москве?
- А где живёт Таня?

и т.д.

#### **ЛЮБИТЬ**

Use food items from the list page 89.

Point out the "-л-" in "я люблю", and the stress change.

Point out that "любить" means "to love", ie. more than "to like".

Use the матрёшки. Ask who loves which town:

- Кто любит Москву?
- Маша.
- Таня тоже любит Москву?
- Нет. Она любит Томск.

и т.д.

Again, the trick is to use town names with the same first letter as the names of the матрёшки.

### 1.3 Present and practise: "Что вы любите делать в свободное время?"

Use the phrases from the dialogues:

"ходить в кино, в театр, смотреть телевизор, слушать музыку, читать"

These are all new verbs. However learners will be able to guess much of the meaning from the nouns, except with "читать". You may want to have a book handy to mime this. Also you will need to explain that "ходить" means "to go". Learners might think from the context that it means "to watch". Try to avoid giving a lecture on verbs of motion at this stage!

## 2. Словарь

Formal presentation of vocabulary page 97. Ask learners to repeat the words individually after you, concentrating on the pronunciation.

Suggested sequence :

красивый	to	время	
ходить	to	Пойдёмте!	(nb "известный" has been left
счёт	to	рублей	out of the list in the 3rd edition)
холодный	to	всегда	

## 3. Listen to the dialogues. Divide into sections.

Standard procedure - see lesson 1.

## 4. Информация

This is an opportunity to talk again about the sheer size of Russia and to show any pictures you may have of the Volga. A map of the river is at appendix 1 for this and for additional conversation practice.

- Самара на Волге?
- Да. На Волге.
- А Саранск?
- Нет. Саранск не на Волге.

## 5. Грамматика

Formal reading through the grammar pages 99, 100.

- 5.1 There is a list of soft sign nouns in "Ruslan 1" at appendix 2 and an exercise to reinforce this point in the workbook (page 70). Tell learners that when they meet a new soft sign noun they have to check on its gender.
- 5.2 The only "-мя" nouns in Ruslan 1 are "имя" and "время"  
The form "времени" does not occur until lesson 8.
- 5.3 For the point on impersonal constructions there is a list of adjectives and corresponding adverbs in Ruslan 1 at appendix 3. Read words from the list. When you read out an adjective learners have to ask "Какой"; when you read out an adverb they ask "Как?".
- Интересный
  - Какой?
  - Хорошо
  - Как?





- 7. Слушайте!**  
Page 103 in the book and pages 73, 74 in the workbook. The workbook text on Novosibirsk may be better used first for a reading homework.
- 8. Говорите!**  
Work through the activities on pages 103, 104.
- 9. Additional speaking exercises:**
- 9.1 Use the "game in a circle" to practise the prepositional case after "о". The first student says "Я думаю о спорте", the second "Питер думает о спорте, а я думаю о ресторане" и т.д.
- 9.2 For the verb practice exercise on page 103, you have already had some master cards for verbs in lesson 5 and 6 appendices. There are more for this lesson in appendix 6.
- 9.3 To practise the higher numbers, page 100, first have learners repeat these after you from the book. Then write a few numbers, close enough to each other to cause difficulty, on the board:
- 555 - 556 - 565 - 566 - 655 - 656 - 665 - 666
- Ask learners to come up to the board and point to the numbers when you / another learner calls them out.
- When learners can manage the hundreds in this way, build up to thousands and tens of thousands. Spread the work over several lessons.
- Learners will want to know how to ask for a number to be written down:  
- Напишите, пожалуйста!
- 9.4 Additional roleplay page 75 in the workbook.
- 10. Reading and Перевод**  
Standard procedure, see lesson 1.
- 11. Стихотворение**  
Give a homework to learn the poem and practice reading it.

# РЕКА ВОЛГА



Lesson 7, Appendix 2

"Soft Sign" nouns in Ruslan 1.  
Not including months and numbers.

виолончѐль	(fem.)
гармо́нь	(fem.)
гость	(masc.)
день	(masc.)
дочь	(fem.)
контрóль	(masc.)
любо́вь	(fem.)
мать	(fem.)
ме́бель	(fem.)
нефть	(fem.)
ноль	(masc.)
пло́щадь	(fem.)
по́дпись	(fem.)
роль	(fem.)
рояль	(masc.)
рубль	(masc.)
спекта́кль	(masc.)
царь	(masc.)

## Adjectives and adverbs:

како́й?

вкúсный

довóльный

дорого́й

интерéсный

интíмный

закрýтый

красíвый

культúрный

обы́чный

открýтый

отлíчный

плохо́й

приятный

профессиона́льный

романти́чный

свётлый

свобóдный

типíчный

удóбный

холо́дный

хоро́ший

как?

вкúсно

довóльно

до́рого

интерéсно

интíмно

закрýто

красíво

культúрно

обы́чно

открýто

отлíчно

плóхо

приятно

профессиона́льно

романти́чно

светло́

свобóдно

типíчно

удóбно

хóлодно

хорошо́

### 23. Неудачное свиданье

(30-е годы 20-го века.

Слова Б. Тимофеева, музыка А. Цфасмана.)

Тебя просил я быть на свиданье,  
Мечтал о встрече, как всегда.  
Ты улыбнулась, слегка смутившись,  
Сказала: Да, да, да, да!

С утра побрился и галстук новый  
С горошком синим я надел.  
Купил три астры, в четыре ровно  
Я прилетел.

- Я ходил!	неудачный	unsuccessful
- И я ходила!	свиданье	date, (romantic) meeting
- Я вас ждал!	мечтать	to dream of
- И я ждала!	слегка	a little
- Я был зол!	смутившись	to be embarrassed
- И я сердилась!	смутившись	having got a bit embarrassed
- Я ушёл!	побриться	to shave
- И я ушла!	горошек	polka dot pattern
Мы были оба:	надеть	to put on
- Я у аптеки!	астра	aster
- А я в кино искала вас!	злой	in a rage
- Так, значит, завтра,	сердиться	to be angry
на том же месте, в тот же час!	оба	both

Голос:



### 23. Неудачное свиданье - An unsuccessful meeting

I asked you to come for a date,  
Dreamt about meeting, as always.  
You smiled, were a bit embarrassed,  
Said: Yes, yes, yes, yes!

In the morning I shaved and a new tie  
With a blue dot pattern I put on.  
Bought three asters, and at four exactly,  
I arrived (in a rush).

- I walked around!  
- And I walked around!  
- I waited for you!  
- And I waited for you!  
- I was in a rage!  
- And I was angry!  
- I left!  
- And I left!

We were both (there):  
- I (was) by the chemist's!  
- I was looking for you at the cinema!  
- So that means, tomorrow, same place,  
at the same time!

## БИРМИНГЕМ

Бирмингем находится в центре Англии. Потому эмблема города - сердце.  
Бирмингем - большой город, второй в Англии после Лондона.

Бирмингем крупный индустриальный центр. Здесь находятся большие автомобильные заводы.

В Бирмингеме находится самая большая шоколадная фабрика в Великобритании. Бирмингем - крупный транспортный центр страны. Здесь есть аэропорт и два вокзала. Бирмингем - центр системы автомобильных магистралей страны. Здесь соединяются четыре магистрали.

Сто лет назад Бирмингем был центром водного транспорта страны. У нас ещё есть много каналов, но это только для туризма.

Бирмингем - культурный центр. Здесь есть театры, выставки и королевский дом балета. У нас 3 университета и 500 (пятьсот) школ. В Бирмингеме много хороших магазинов.

### СЛОВАРЬ

находиться	to be situated
потому	therefore
эмблема	emblem
сердце	heart
после	after
крупный	very big
завод	factory
самый большой	the biggest
Великобритания	Great Britain
страна	country
магистраль	motorway
соединяться	to join up
назад	ago
водной	water (adj.)
выставка	exhibition
королевский	royal

знать

обедать

спрашивать

жить

говорить

смотреть

любить



## 1. Preliminary oral work

### 1.1 Present the basics of telling the time in whole hours.

Use both "Который час?" and "Сколько времени?"

Revise numbers 1-24.

Use a small cheap clock, or make one from plywood/cardboard. Show the time and say it for learners to repeat. Then use "yes/no" questions. Then show the time and ask learners to tell you.

Stress the ending "5 часов" and let learners know that this is the genitive plural, but avoid giving further examples of the genitive plural or detailed grammatical explanations at this stage of the lesson.

Explain the use of the 24-hour clock and continue with numbers 13-24.

Use the матрёшки. Tell learners where they each are going at 1 o'clock, 2 o'clock, 5 o'clock etc. Then ask learners to remember:

- Кто идёт в магазин в час?
- Маша.
- Таня идёт в кино в 5 часов?
- Нет. Она идёт в театр.

и т.д.

Use the cartoons page 109. Make a statement about the activity and ask learners to tell you the time. Then recap using "В котором часу?"

### 1.2 Present the nominative plural of nouns. This is a simple point which learners usually pick up easily.

#### 1.2.1 Most of your students will have a bunch of keys with them.

Show them your keys:

- Это мои ключи!

Ask for theirs:

- А где ваши ключи?

Put all the keys together and ask people to remember whose are whose:

- Питер, это ваши ключи?

и т.д.

#### 1.2.2 Use the pictures appendix 1 & 2 to give learners the basic idea: турист / туристы - сумка / сумки и т.д.

Start with:    - Где турист?    - Вот он!  
                  - Где туристы?    - Вот они!

Then use "Кто это?" and "Что это?"

Use simple plurals. Don't use numbers with the genitive at this stage - this can lead to a great deal of confusion. As well as the pictures supplied use your own items, but stick to regular endings. Point out the stress change: ключ / ключи.

Note that "они" may present difficulties. It has not yet occurred in the dialogues, only in the grammar explanations.

Then use nouns from the lists of regular and irregular nouns in appendix 3 for more drills.

Point out the use of "-ы" and "-и". Refer to the spelling rule lesson 3 (page 48).

Use exercise 2, page 95 for reinforcement. Learners are likely to understand the adjective endings without difficulty, but don't try to teach these too soon.

Then work from plural to singular. You call out the plural form and learners have to give you the singular. This is more difficult as they have to remember the gender of the nouns. When English speakers meet "коллеги" they expect the singular to be "коллег", rather than "коллега", and when they meet "бананы" they expect the singular to be "банана" rather than "банан"! Exercise 6 page 78 in the workbook gives practice of this.

## 2. Словарь

Formal presentation of vocabulary page 111. Ask learners to repeat the words individually after you, concentrating on the pronunciation.

There are two fairly long dialogues, both with good dramatic content, and learners will probably be able to cope with them as whole items.

The vocabulary sequence is:

Который час? to деньги

Вот как! to мы встретимся

Add "Добрый день!" so that learners have all three expressions.

## 3. Listen to the dialogues. Divide into sections.

Standard procedure - see lesson 1.

## 4. Информация

This is an opportunity to talk about the difficulties of telephoning in Russia.

You may want to use the reading exercise page 94 as an opportunity to mention different literary figures, if you feel your group will appreciate this.

You might also recommend the Новодевичье кладбище as a visit for any of your group expecting to go to Moscow.

## 5. Грамматика

### 5.1 Plurals

Refer to appendix 3. This gives you nouns from the course, with nouns with irregular and unusual plural forms separated. This includes stress changes and "fleeting o and e" which are not explained until Ruslan 2, lesson 1. Learners may be surprised that there are so many irregularities and exceptions.

"Деньги": point out that some words exist in the plural only in English also. Eg. "scissors". Point out that "щи" (lesson 6) is also a plural word.

Do not stress the adjective plural forms until you are sure that learners have mastered the nouns.

## 5.2 Masculine genitive plural.

Use an oral drill based on exercise 5 page 114:

- В Москве есть автобусы?
- Да, в Москве много автобусов  
(театры, рестораны, вокзалы, парки, туристы, магазины и т.д.)

At the same time use the exercise about Novosibirsk, page 119.

## 5.3 "Мочь"

Practise the conjugation intensively. First get learners to repeat after you.

Then give the conjugated verb and ask them to give the pronoun.

Then give the pronoun and ask them to give the verb.

## 6. Упражнения

Work through the exercises in the book (page 93,94). Learners can do these in class or at home. There are additional exercises in the workbook.

The purpose of the "cemetery" exercise is to check learners' mastery of the alphabet, which should be complete by this stage. As an extension ask learners to read out the names. Correct them as necessary.

## 7. Слушайте!

Page 116 in the book and page 84 in the workbook.

## 8. Говорите!

Work through the activities on pages 116, 117.

## 9. Additional speaking exercises:

9.1 Use the "game in a circle" to practise the time. The first student says "Я обедаю в двенадцать часов", the second "Он обедает в двенадцать часов, а я обедаю в час." и т.д.

9.2 Teach "завтракать" and "ужинать" and continue the same exercise with these verbs.

9.3 Use the same exercise with the "матрёшки".

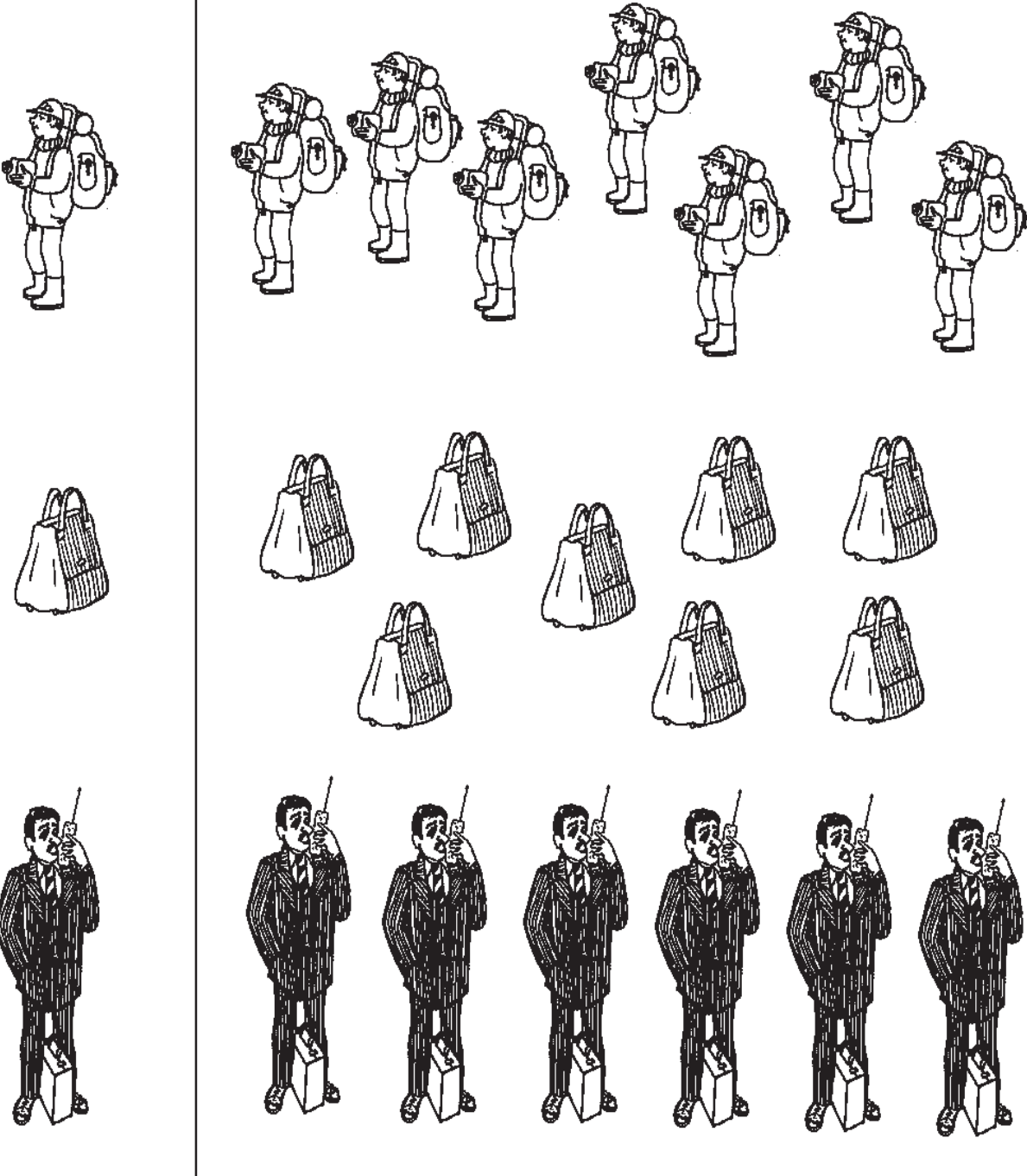
9.4 To practise "нужно", put learners in an imaginary situation and ask questions:

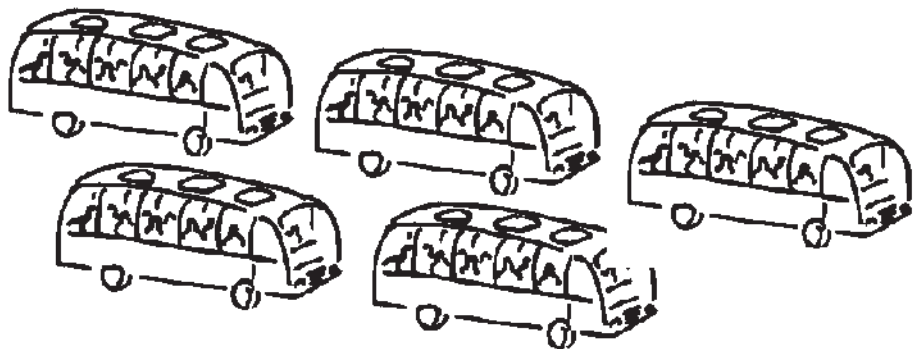
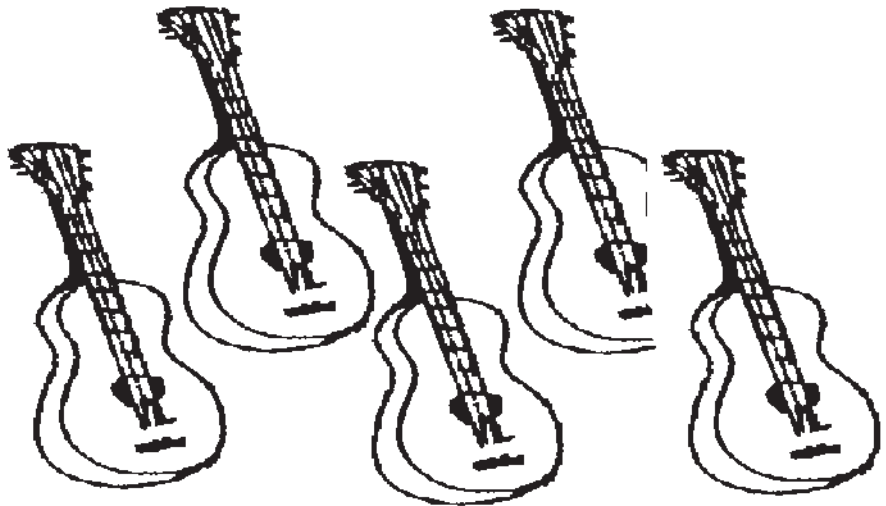
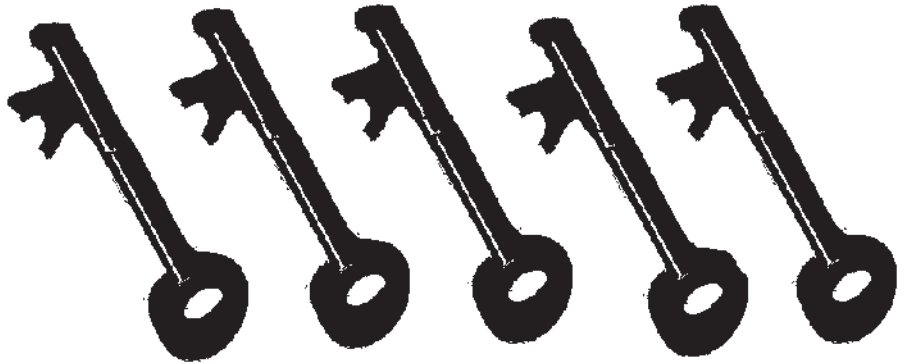
- Вы хотите поехать в Россию. Что вам нужно?
- Мне нужна виза.
- Да, а билет?
- Да, мне нужен билет.
- А паспорт? А декларация? А деньги? А гостиница? А экскурсовод?...
- Вы хотите позвонить в Лондон. Что вам нужно?
- Мне нужен телефон.
- Да, а деньги?

## 12. Reading and Перевод

Standard procedure, see lesson 1.

- 9.5 To practise “встретимся” first get students to repeat the sentence from the dialogue: *Встретимся в гостинице в шесть часов.* Ask them to practise repeating it as quickly as they can. It is quite a mouthful for English speakers. Then use this as a base for a drill:  
First you call out a number and they change the sentence accordingly:  
- 3! - *Встретимся в гостинице в три часа!*  
Then you call out a place and a number:  
- *ресторан / 5!* - *Встретимся в ресторане в три часа!*
- 9.6 To practise "я не могу", give learners a blank diary for the week (appendix 4). Ask them to invite different people out on different days, using the content of the dialogue page 90, and filling in the diary:  
- *Мэри, я приглашаю вас в ресторан.*  
- *Когда?*  
- *Во вторник вечером.*  
- *Во вторник я не могу.*  
- *Тогда в среду в семь часов. Вы свободны в среду?*  
- *В среду? Да. А где мы встретимся?*  
- *Встретимся в ГУМе около фонтана в шесть часов. Хорошо?*  
- *Хорошо. До среды.*  
Learners will need to practise with you before doing it on their own, and probably will need revision of the days of the week and their use with the accusative and genitive cases.
- 9.7 Practise *завтракать* and *ужинать* again and remind learners of *обедать*.  
  
Ask learners to write on a piece of paper when they have their meals to the nearest whole hour, and then compare their meal habits with a neighbour. Then do the same for Sundays after pronunciation practice of "в воскресенье".
- 9.8 Present the full version of the conference programme - appendix 5.1 - on the board or ОНР. Practice pronunciation of all the vocabulary and the times. Use the programme for questions and answers, first with yes/no questions, then with either/or questions, then with direct questions.  
ie - *Кофе в 10 часов?*  
- *Кофе в 10 часов или в 11 часов?*  
- *Когдá кофе?*  
  
Then work in pairs, one learner has the full version of the programme and the other has the version without the times - appendix 5.2 - and has to find them out.
- 9.9 Additional roleplay, page 85 in the workbook.
- 9.10 To integrate skills, ask learners to write you a short note inviting you out.  
*Джон! Я приглашаю Вас в ресторан в субботу вечером. Позвоните пожалуйста! Мэри.*  
Then collect all the notes and use them as the basis for mock telephone conversations.
- 10. Слушайте!**  
Page 95 in the book and page 84 in the workbook.





## Lesson 8, Appendix 3

A list of nouns in Ruslan 1, with irregular plural forms given.

### Урoк 1

аэропoрт  
турист  
бизнесмeн  
чемодан  
сумка  
билeт  
декларация  
сувенир  
виза

англичанин  
паспорт

англичане  
паспорта

### Урoк 2

автoбус  
центр  
станция  
улица  
план  
театр  
кинотеатр  
площадь  
ресторан

переулок  
адрес  
дом

переулки  
адреса  
дома

### Урок 3

аллергия  
книга  
комната  
гостиница

### Урoк 3 - family words

родственник  
родственница  
племянник  
племянница  
бабушка  
дедушка  
внук  
внучка

семья  
сестра  
брат  
сын  
дочь  
муж  
жена  
мать  
отец

семьи  
сестры  
братья  
сыновья  
дочери  
мужья  
жены  
матери  
отцы

### Урoк 4

сюрприз  
столица  
командировка  
миллионер  
фирма  
кинокритик  
визитка

поезд      поезды

### Урoк 5

бланк  
телевизор  
душ  
буфет  
бар  
касса  
магазин  
таракан  
администратор

номер      номера  
ключ      ключи

### Урoк 6

столик  
официантка  
девушка  
бутылка  
вопрос  
опера  
мен-      мен-

### Урoк 6 food items

ананас  
котлета  
салат  
сок  
суп      супы  
напиток      напитки

### Урoк 7

обед  
имя      имена  
человек      л - ди  
город      города  
счет      счета  
рубль      рублей

### Урoк 8

утро      утра  
вечер      вечера  
дело      дела

### Урoк 9

балкон  
антракт  
роль  
программка  
коридор  
акт  
подруга  
место  
врач

места  
врачи

### Урoк 10

квартира  
кухня  
спальня  
туалет  
полка  
диван  
этаж  
удобство  
стол  
стул  
кресло  
сад  
дело

этажи  
удобства  
столы  
стулья  
кресла  
сады  
дела

Понедѣльник	
Втóрник	
Средá	
Четвѣрг	
Пя́тница	
Суббóта	
Воскресѣнье	



## **Рúско-Брита́нский Проéкт Конференция - "Инфля́ция" Ни́жний Но́вгород**

### **Пя́тница**

18.00	Прие́зд Регистра́ция
19.00	Ужин
20.00	Презента́ция - "Инфля́ция сегóдня"
21.00	Рабо́та в гру́ппах

### **Суббо́та**

07.00	Заря́дка
08.00	За́втрак
09.00	Презента́ция - "Инфля́ция в Англии"
10.00	Рабо́та в гру́ппах
11.00	Чай/Ко́фе
11.30	Презента́ция - "Инфля́ция и нало́ги"
12.30	Рабо́та в гру́ппах
13.00	Обе́д
14.30	Презента́ция - "Инфля́ция и ма́лый биз́нес"
15.30	Рабо́та в гру́ппах
16.30	Ито́ги
17.00	Экску́рсия по го́роду
19.00	Ужин
21.00	Конце́рт

## **Рúсско-Брита́нский Проéкт Конференция - "Инфля́ция" Ни́жний Но́вгород**

### **Пя́тница**

Приéзд  
Регистра́ция  
Ужин  
Презента́ция - "Инфля́ция сегóдня"  
Рабо́та в гру́ппах

### **Суббо́та**

Заря́дка  
За́втрак  
Презента́ция - "Инфля́ция в Англии"  
Рабо́та в гру́ппах  
Чай/Ко́фе  
Презента́ция - "Инфля́ция и нало́ги"  
Рабо́та в гру́ппах  
Обе́д  
Презента́ция - "Инфля́ция и ма́лый биз́нес"  
Рабо́та в гру́ппах  
Ито́ги  
Экску́рсия по го́роду  
Ужин  
Конце́рт

## 1. Preliminary oral work

### 1.1 Introduce reflexive verbs.

Use appendix 1. First practise the pronunciation of the titles of the plays etc. Then ask questions such as: "Три сестры" - это пьеса или балет? When learners are familiar with the titles of the productions, tell them when events start and end, reading from the chart. Then use yes/no and simple questions:

- Пьеса "Три сестры" начинается в 8 часов, да?
- Нет. Она начинается в 7 часов.
- А когда она кончается?
- Она кончается в 10 часов.

Learners will need group repetition to practise the pronunciation of the verbs.

Vary this with a different style of questioning:

- 5 часов. Балет "Щелкунчик" начинается или кончается?
- Он кончается.

## 2. Present "нравиться".

Do not explain the grammar at this stage. Present "Вам нравится...?" and "Мне нравится...." as set phrases.

Explain the difference between "нравиться" and "любить".

Show people pictures, eg. postcards of Moscow, Saint Petersburg. Ask questions:

- Вот это Красная площадь. А как вам нравится ?"

People will have pronunciation problems, especially with all the consonants in "Мне нравится...". English speakers can have difficulty sounding the first "м" and the result is that "Мне нравится..." sounds like "Не нравится...!"

This once happened to me when at passport control when leaving the FSU in charge of a school coach trip:

- Как вам понравился Советский Союз?
- (М)Не понравился!

The officer was not impressed, and the result was a 2 hour search of the bus. Perhaps it is safer to advise learners to leave off the "мне" altogether once they have grasped the concept!

## 3. Introduce the concept of the dative case.

Use a watered-down version of exercise 3 page 128. Give people in the room imaginary professions. (For 1:1 use матрёшки). Tell people to give each other different things:

- Дайте паспорт солдату.
- Дайте книгу медсестре.

И т.д.

## 2. Словарь

Formal presentation of vocabulary page 123. Ask learners to repeat the words individually after you, concentrating on the pronunciation.

There are five short dialogues. The vocabulary sequence is:

начинаться	to	плохой
антракт	to	программка
видеть	to	акт
кончаться	to	врач
Всё в порядке?	to	день рождения

## 3. Listen to the dialogues. Divide into sections.

Standard procedure - see lesson 1.

## 4. Информация

This is an opportunity to mention other Russian fairy tales and folk lore if you wish to, and to talk about the severity of the winter climate etc.

You may want to mention B. Yeltsin and V Putin, as they appear a couple of times in the lesson. There's an excellent Putin website: [www.vladimirputin.4u.ru](http://www.vladimirputin.4u.ru)

## 5. Грамматика

5.1 If some of your learners have previously learned French, they may find a comparison with the reflexive in French useful.

5.2 You might decide to add more examples:

открываться  
закрываться  
целоваться

5.3 Возвращаться will give pronunciation problems. Practise this with cue cards (appendix 2). Cut out the words, enlarge if necessary, perhaps paste them on cards, or use the ОНР.

First hold up the verb and ask learners to say the verb with the pronoun:

- Возвращаемся
- Мы возвращаемся

Then hold up the pronoun and ask learners to give the pronoun with the verb:

- Мы
- Мы возвращаемся

5.4 "Видеть"

Practise the conjugation intensively. First get learners to repeat after you.

Then give the conjugated verb and ask them to give the pronoun.

Then give the pronoun and ask them to give the verb.

## 6. Упражнения

Work through the exercises in the book (pages 125, 126, 127).

Learners can do these in class or at home. There are additional exercises in the workbook.

- 7. Слушайте!**  
Page 127 in the book and pages 91 and 92 in the workbook.
- 8. Говорите!**  
Work through the activities on pages 105,106.
- 9. Additional speaking exercises:**
- 9.1 Ask learners to work with the telephone conversation on page 122 in pairs, one using the book, the other giving Zoya Petrovna's responses. (See exercise 2 page 125)
- 9.2 Ask learners who they want to telephone (as in the advert "Who do you want to have a 1:1 with?". Use the list of people with simple dative endings (appendix 3)
- Кому вы хотите позвонить?
  - Я хочу позвонить Юрию Гагарину.
- Explain that they should not try to decline non-Russian female names that do not end in "-а" or "-я", or male names that end in "-у" or "-и" etc.
- Я хочу позвонить Маргарэт Тэтчер.
  - Я хочу позвонить Джону Кеннеди.
- 9.3 To practise "по коридору" use the plan appendix 4.  
You are lost in a Russian building.
- Скажите пожалуйста, где комната 311?
  - Идите по коридору и налево. Комната 311 слева.
  - Скажите пожалуйста, где буфет?
  - Идите прямо по коридору. Буфет слева.
- Perhaps teach "до конца коридора"
- 9.4 It is difficult to find communicative exercises to practise "я вижу". One method is to use the puzzle (appendix 5) enlarged or on the OHP.
- Вы видите суп?
  - Нет, я не вижу.
  - А я вижу его. Вот он!
- This can be continued as pair work.
- 9.5 Appendix 6 gives a list of additional specialist theatre vocabulary for those who require this.
- 9.6 Additional roleplay, page 93 in the workbook.
- 10. Reading and Перевод**  
Standard procedure, see lesson 1.
- 11. Song**  
It gives a huge confidence burst for learners to be able to listen to and enjoy a simple song. Don't ask learners to sing in class unless they want to!

“Борис Годунов”	Опера	1800-2100
“Три сестры”	Пьеса	1900-2200
“Кот в сапогах”	Пьеса	2000-2200
“Бахчисарайский фонтан”	Балет	1800-2100
“Снегурочка”	Опера	1900-2200
“Щелкунчик”	Балет	1400-1700
“Доктор Живаго”	Фильм	1900-2200
“Из России с любовью”	Фильм	1800-2000
“Дядя Ваня”	Пьеса	1500-1800
“Норд-Ост”	Мюзикл	1900-2100

Я возвраща́юсь

Ты возвраща́ешься

Он возвраща́ется

Она́ возвраща́ется

Мы возвраща́емся

Вы возвраща́етесь

Они́ возвраща́ются

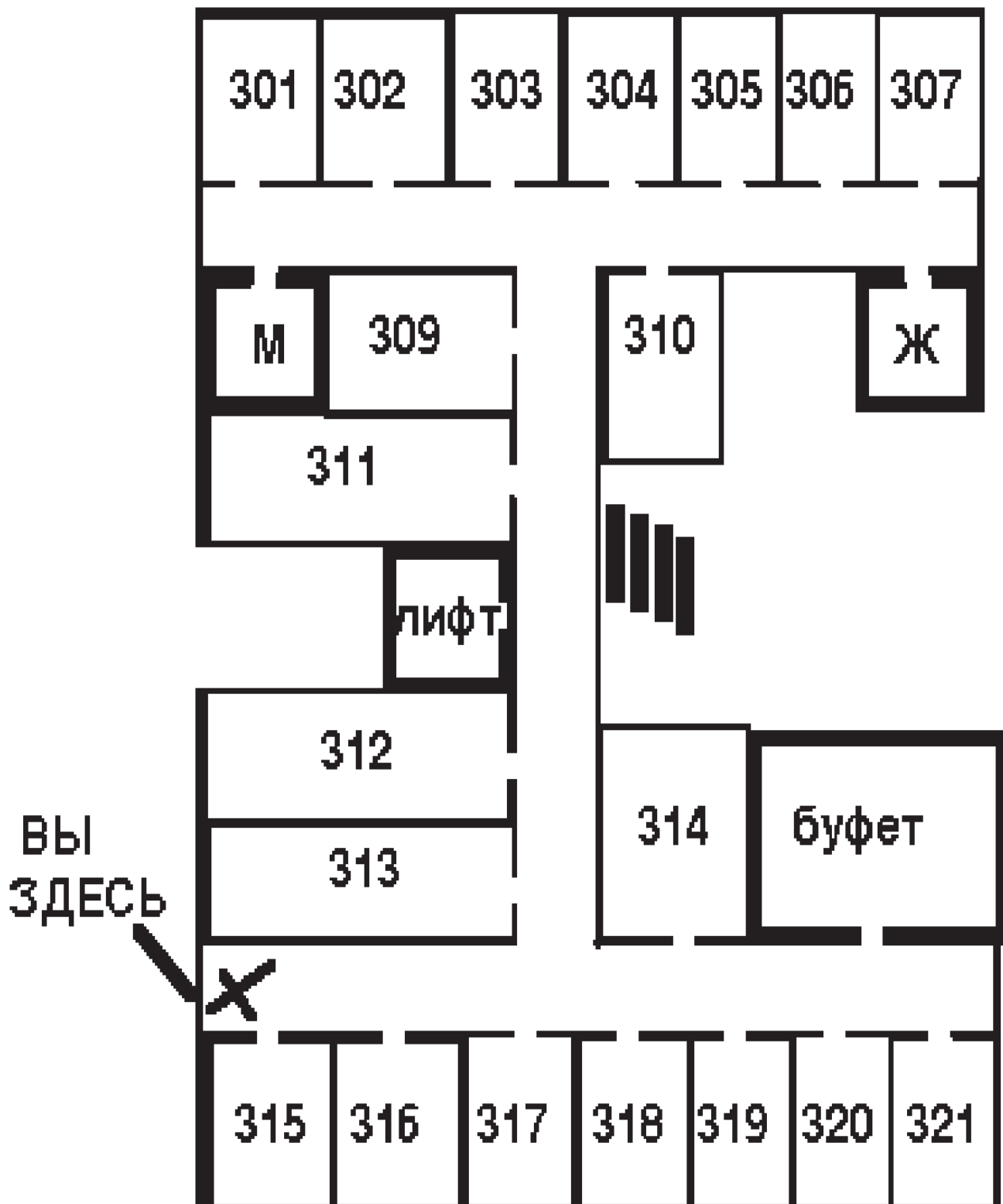
## Кому́ вы хотíte позвонить?

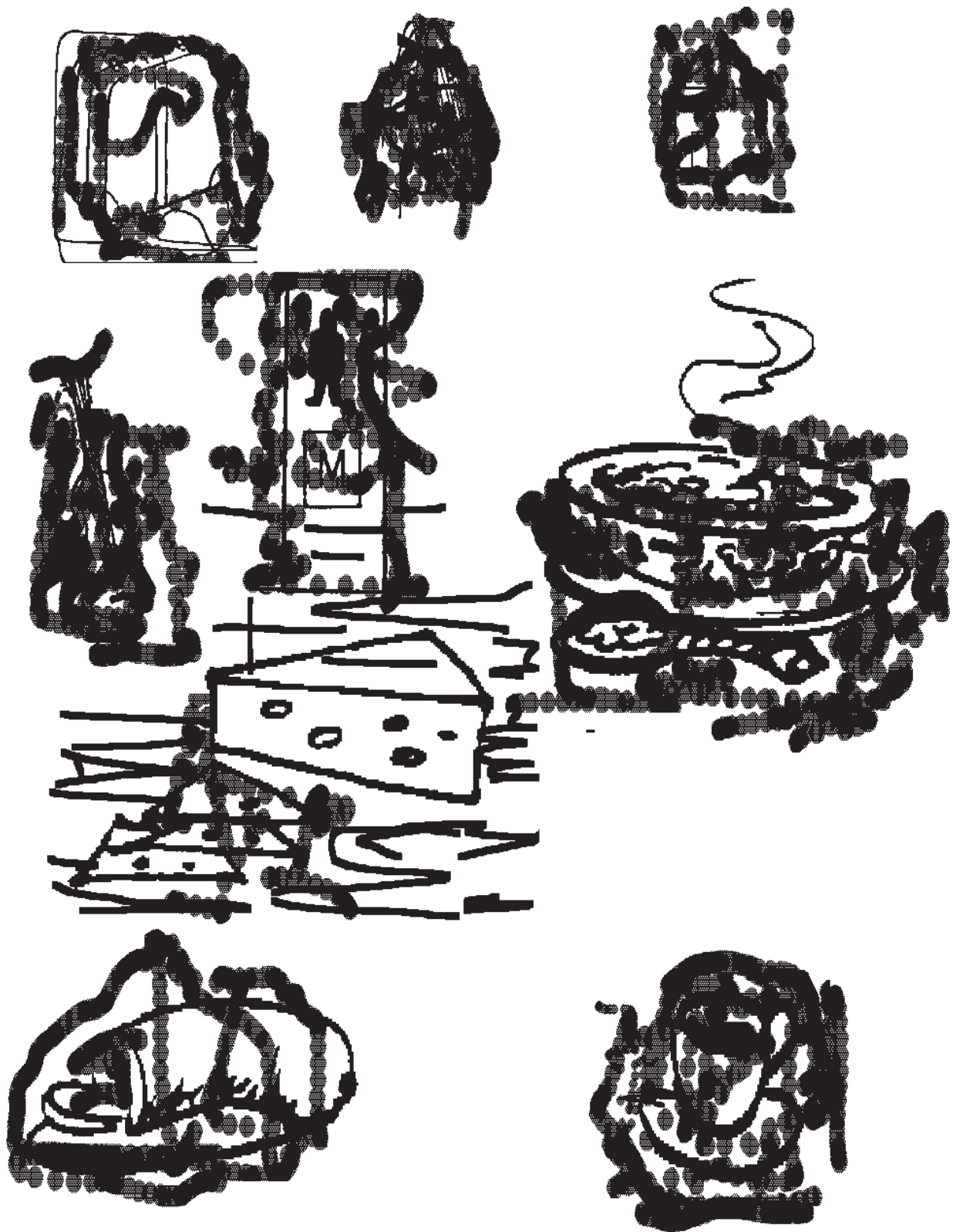
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Алекса́ндр Пу́шкин  
Карл Маркс  
Влади́мир Ильи́ч Ле́нин  
Бори́с Ельцин  
Ники́та Хрущёв  
Леони́д Бре́жнев  
Михаи́л Горбачёв  
Влади́мир Пу́тин

Ива́н Козло́в  
Руслан  
Людми́ла

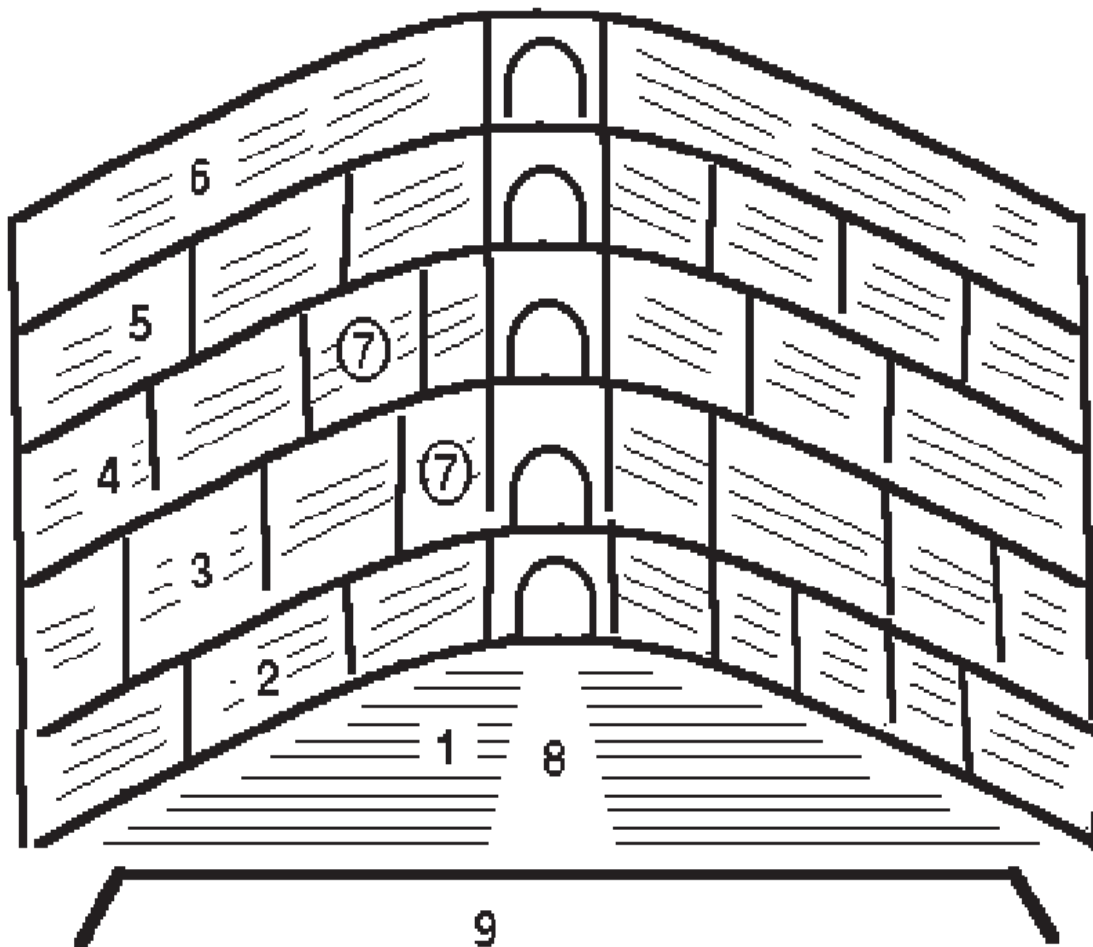
Ма́ргарет Тэ́тчер  
Джон Ке́ннеди  
То́ни Блэр







Чемодан / сумка / ресторан / гитара / туалет / суп / сыр / колбаса / кофе



- |    |              |   |                                 |
|----|--------------|---|---------------------------------|
| 1. | партёр       | - | stalls                          |
| 2. | бенуár       | - | boxes on he level of the stalls |
| 3  | бельэта́ж    | - | dress circle                    |
| 4  | пéрвый ярус  | - | circle                          |
| 5  | второ́й ярус | - | upper circle                    |
| 6  | балко́н      | - | balcony                         |
| 7  | ло́жа        | - | box                             |
| 8  | прохо́д      | - | aisle                           |
| 9  | сцена́       | - | stage                           |



## 1. Preliminary oral work

### 1.1 Introduce the instrumental singular of nouns.

First the masculine. Learners have almost certainly already met "с молоком" (but do they know the nominative "молоко"?) and "с сахаром". They may also have met "с лимоном". Either practise this at any coffee break opportunities in the meetings before you start this lesson, or bring into the class a couple of cups and mime a serving of tea / coffee.

Then introduce the feminine. The only example of this in the dialogues is: "Питер живёт с мамой".

Use "матрёшки":

- Маша живёт с мамой в Москве. А Таня?
  - Таня живёт с мамой в Томске.
- и т.д.

### 1.2 Revise он, она, оно, and они.

In class use learners' names:

- Где Питер?
- Вот он!
- Где Анна?
- Вот она!
- Где Мартин и Алан?
- Вот они!

The purpose of this is to be ready for the declension of these pronouns, which is an important point in the lesson, but easily overlooked.

## 2. Словарь

Formal presentation of vocabulary page 135. Ask learners to repeat the words individually after you, concentrating on the pronunciation.

There are two short and one long dialogue. The long dialogue might be better split into sections. If you do this the vocabulary sequence is:

спасибо за	то	ладно
ничего	то	спальня
туалет	то	цветной
любовь	то	петь
наконец	то	Спокойной ночи

(teach this last phrase as a vocabulary item.

No need to mention the genitive unless asked)

Don't miss the point that learners will be expecting "на улице" to mean "in the street". The phrase "Туалёт на улице" may cause amusement!

When you come to жениться learners will want to know the form for a woman as well. Refer to "Ruslan 2" page 8.

Why have we included "цветной"? I suppose that when we first wrote this course there were still a higher proportion of black and white televisions in Russia than in the UK, but now I doubt that this is the case!

**3. Listen to the dialogues. Divide into sections.**

Standard procedure - see lesson 1.

**4. Информация**

This is an opportunity to talk about housing in Russia and show other photos. If members of your group have been to Russia and stayed with / visited families, encourage them to talk about this / bring in their own photos.

The cartoon on page 133 is not really typical of an average Russian flat. The plan in appendix 1 is more usual.

**5. Грамматика**

To reinforce the endings of personal pronouns use the exercise in appendix 2. and the exercises on page 97 of the workbook.

For other nouns in Ruslan 1 and 2 with irregular prepositional endings see the list appendix 3.

Perhaps use the exercise page 118 when you present the item on musical instruments, rather than later. Some useful pictures for this in appendix 4b.

"Спать"

Practise the conjugation intensively. First get learners to repeat after you. Then give the conjugated verb and ask them to give the pronoun. Then give the pronoun and ask them to give the verb.

Review of case endings. This is included as part of the lesson so that teachers are more likely to actually spend time on it systematically in class.

Help your learners to build up their own reference sheets for each case, consisting of the examples that they can remember. An example of such sheets is included, appendix 5. If your learners can produce cyrillic on their computers, suggest that they start a file for each case and add to it as they come across more examples.

**6. Упражнения**

Work through the exercises in the book (pages 140, 141). Learners can do these in class or at home. There are additional exercises in the workbook.

**7. Слушайте!**

Page 142 in the book and pages 101 and 102 in the workbook.

**8. Говорите!**

Work through the activities on pages 142, 143.

For exercise 1 page 142 perhaps ask learners to bring in a drawing / photos of their houses, and, after successful pairwork, to give a presentation to the rest of the group.

For exercise 4 there is a set of cards in appendix 6.

For the names use lesson 3 appendix 5.

## 9. Additional speaking exercises:

9.1 Use the list of specialist musicians to ask the class who plays what.

- Как ты думаешь, на чём играет скрипач?
- На скрипке.
- А кто играет на аккордеоне?
- Аккордеонист.

Point out that the -ист ending is always stressed.

9.2 The dialogues avoid the use of the prepositional case with the names of rooms because of the feminine adjective ending. This comes in Ruslan 2 lesson 5. However, with a good group it would be advantageous to teach this here as it opens up the possibility of talking about what item of furniture is in which room, and of making better use of the cartoon page 132. Alternatively, return to these activities later in the course.

The next 2 suggestions can be used if you introduce the prepositional with the names of the rooms:

9.3 Use the cartoon page 132. Ask learners to remember what is in which room. Then test their memory without them looking at the picture.

9.4 Use the матрёшки. Make an enlarged copy of the flat plan, appendix 1. Place the матрёшки in different rooms. Give learners a few seconds to memorise who is where, then ask them to look away from the plan and test them.

9.5 To practise "один день / два дня / пять дней"  
Ask learners which cities they have been to. Then ask how many days they were there.

9.6 For more practice ask around the class:

- У вас есть компьютер?
- Вы часто работаете с компьютером?
- У вас есть сад?
- Вы часто работаете в саду?
- У вас есть телевизор?
- Вы часто смотрите телевизор?
- У вас есть музыкальный инструмент?
- Вы часто играете на .....?

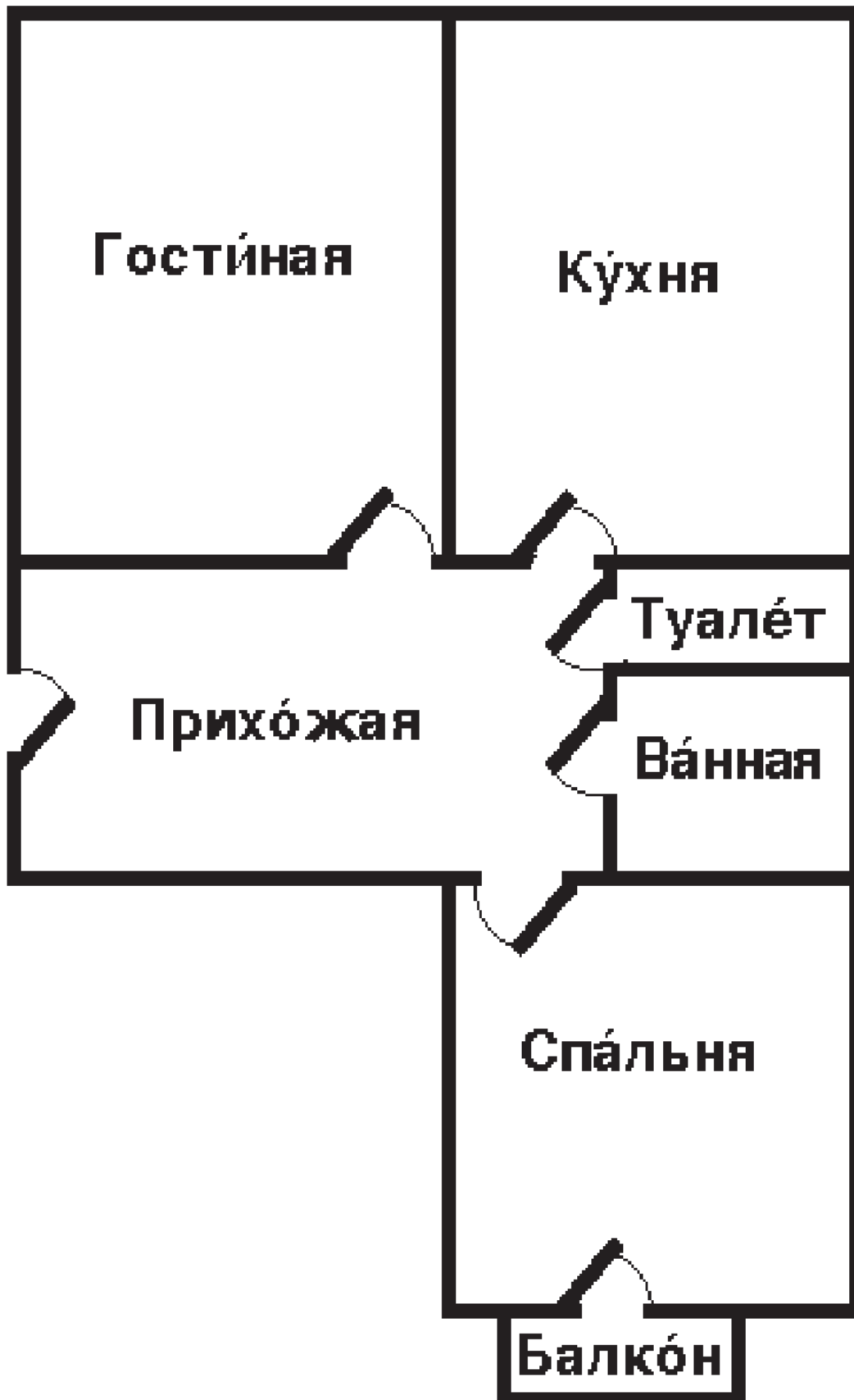
9.7 Additional roleplays, page 103 in the workbook.

## 10. Reading and Перевод

Standard procedure, see lesson 1.

11. Песня - "Степь да степь кругом". Page 146.

Learners who haven't got a copy of the CD are likely to want to listen to this in class. The song is by the Rossica Choir, who recorded the Ruslan 1 dialogues.





### Тамара и Людмила разговаривают о Питере

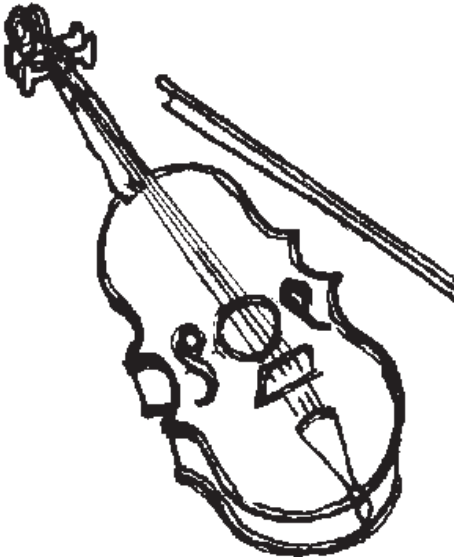
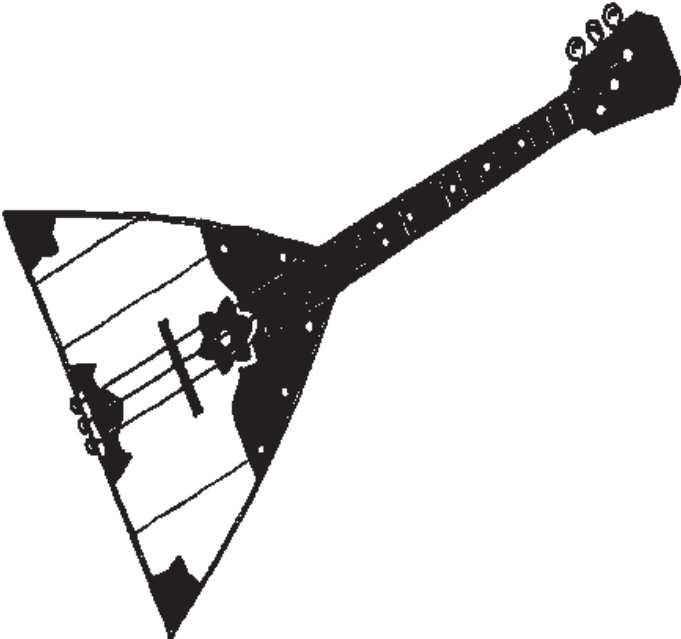
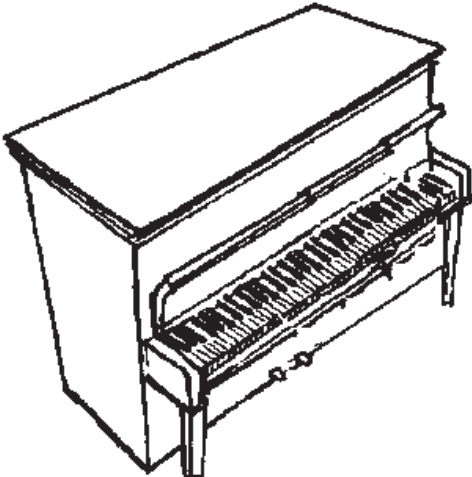
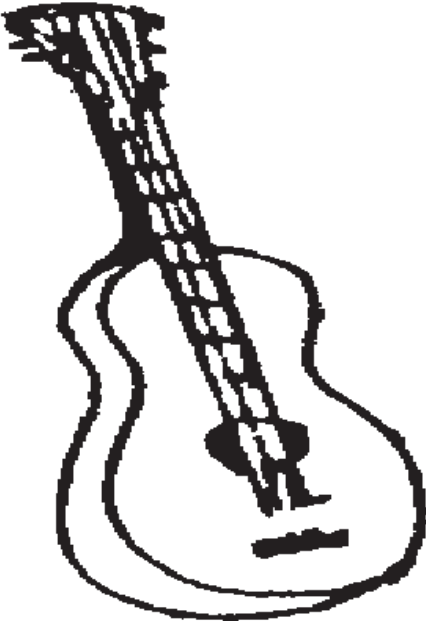
- Тамара: Я думаю, что \_\_\_\_\_ надо жениться. Он живёт один?
- Людмила: Нет. Он живёт с мамой. Ты знаешь, сад \_\_\_\_\_ очень красивый.  
Питер \_\_\_\_\_ очень любит и работает \_\_\_\_\_ каждый день.  
\_\_\_\_\_ в саду очень много овощей.
- Тамара: Сад! Это не интересно! Когда \_\_\_\_\_ можно познакомиться  
с Питером?
- Людмила: Я не знаю. Он очень занят. Он здесь по делу.  
А ты знаешь, \_\_\_\_\_ очень хорошо играет на гитаре и поёт.
- Тамара: Хорошая ты подруга! У \_\_\_\_\_ есть миллионер из Саранска.  
Я \_\_\_\_\_ ещё не видела. Ну и, конечно, Вадим... он о \_\_\_\_\_ всё  
время говорит... А теперь этот англичанин!
- Людмила: Ой, не надо! \_\_\_\_\_ пора идти!

Fill in the gaps. Use some of the prepositions more than once!

мне  
тебе  
тебя  
он  
в нём  
его  
у него  
ему

аэропóрт	в аэропортú
бéрег	на берегú
год	в годú
Крым	в Крымú
лес	в лесú
нос	на носú
сад	в садú
úгол	на углú
ход	на ходú

аккордеонíст  
кларнетíст  
барабáнщик  
флейтíст  
гитарíст  
пианíст  
саксофонíст  
трубáч  
скрипáч



Lesson 10, Appendix 5. Review of case endings. Summary sheets produced for a Ruslan 1:1 learner who had reached Ruslan 2 lesson 3.

**Nominative - for the subject of a sentence or for naming an object.**

Кто это?  
Что это?

Это я  
Это он  
Это рыба  
Это Борис  
Это Таня  
Это конференция

Это билеты  
Это письма  
Это дома

Борис работает

Москва большой город

**Accusative - for the direct object. Also after "в" and "на" meaning "to", answering the question "Куда?"**

Что вы видите?  
Кого вы любите?

Я вижу рыбу  
Я люблю классическую музыку

Я люблю Таню  
Я забыл ключ  
Я пью вино

Я люблю вас  
Вы любите меня  
Он любит её  
Она любит его

Я хочу послать телеграмму  
Я хочу послать телеграмму в Англию

Маша едет в Москву  
Борис идёт на вокзал

Я иду на конференцию

**Genitive - to express "of", after certain prepositions, after "нет" for "none of", after numbers...**

У кого есть....?

У Бориса  
У Людмилы  
У меня / у вас / у нас / у него / у неё / у них

Это билет Маши  
Это дом Ивана  
обмен валюты  
без сахара  
Таня из Томска  
Маша из Москвы  
недалеко от Абердина  
после обеда

В магазине нет водки, нет вина, нет хлеба  
2/3/4 часа

5 часов  
из каждого номера  
в Москве много туристов  
в Бирмингеме много каналов  
в Петербурге много рек  
Сколько градусов?  
До тридцати градусов мороза  
Это для вас

**Dative - for indirect objects and after "к" - "towards" - and "по" - "along"**

Кому вы пишете?  
Кому вы хотите позвонить?

Я хочу позвонить Борису  
Людмила хочет позвонить Зое Петровне  
Иван хочет позвонить родителям  
Я пишу письмо коллегам

Мне / вам / ему / ей 20 лет

Вам нравится пьеса

По коридору  
По телефону  
По улице

Я иду к врачу

**Instrumental - is used to express "with",  
after certain verbs describing a state, after  
"за" - "behind"**

С кем вы живёте?

С мужем

С женой

С Таней

С Борисом

С родителями

Чай с молоком

Конвэрт с марками

Я еду поездом

Вечером, утром

Весной, летом, осенью, зимой

Он был спортсменом

Он занимается футболом

Я интересуюсь театром

За рулём

**Prepositional - Used after "о" - "about"  
Used after "в" - "in" or "at", "на" - "to" or  
at" to answer the question "Где"?**

О ком вы думаете?

О чём?

О Борисе

О Маше

О машинах

О фотографиях

Где вы живёте?

В Бирмингеме

В Москвэ

В Сибири

На первом этаже

Туалёт на улице

В декабрэ

На углу

В саду

В аэропорту

В Крыму

О ком вы думаете?

У кого есть новый билет?

Кто был в гостинице?

Кому вы звоните?

Вы были в доме Вадима?

С кем вы играли?