

**Становление вторичной языковой личности:  
развитие социокультурной компетенции школьников  
через работу с аутентичными текстами и\или  
постижение культурных норм и ценностей России  
*(на примере нового российско-британского УМК  
ВМЕСТЕ (TEAM UP) для 9-11 классов)***

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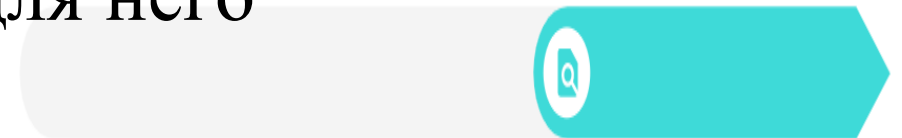


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## *Вторичная языковая личность*

- вербально-семантическим код изучаемого языка, то есть "языковая картина мира" носителей этого языка
- "глобальной" (концептуальной) картина мира, позволяющая человеку понять новую для него социальную действительность
- первичная языковая личность





# ТРАНСФОРМАЦИЯ КОНЦЕПТА «ЯЗЫКОВАЯ ЛИЧНОСТЬ» Людмила Петровна Халяпина

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# Компонентами формирования языковой личности



- лингвистическая компетенция
- языковая компетенция
- коммуникативная компетенция
- культурологическая компетенция



ПРОСВЕЩЕНИЕ

ОСНОВАНО В 1930



корпорация  
РОССИЙСКИЙ  
учебник



ИЗДАТЕЛЬСТВО  
БИНОМ

академия  
ПРОСВЕЩЕНИЕ

# *Необходимость формирования и развития социокультурной компетенции*

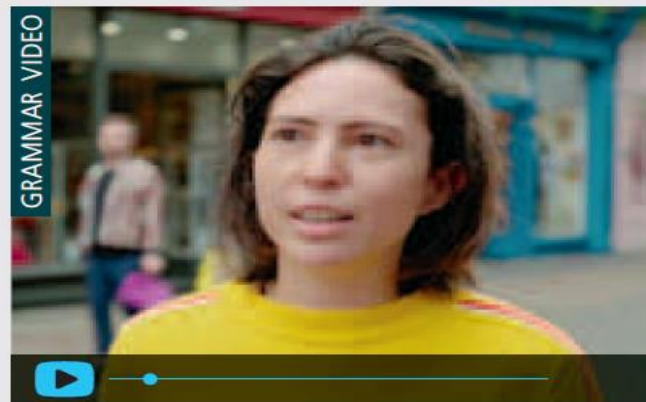


# 1) аутентичность используемых материалов;

7 There could be 100–200 billion stars in our ...

**10 SPEAKING** In pairs, role play the situations. Student A, go to page 204. Student B, go to page 207.

**4** Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.  
What have scientists been working on recently?



the Present Perfect Simple and the Present Perfect Continuous  
to talk about recent finished or unfinished activities.

## 2) информационная насыщенность;

5 In pairs, discuss what you usually wear on school days and at the weekend. Use the words from Exercises 3–4.

### GREAT STYLE HAS NO SIZE

My style icon is Ashley Graham. She is stunning and glamorous. She has dark eyes, pale skin and long, straight hair. She's also well-built with a full figure and wide hips. In this photograph, she's wearing an elegant **fake fur** jacket over a **loose-fitting** black cotton dress, a **wide leather** belt and stylish black high-heeled shoes with a **matching** handbag. Ashley is probably the most famous plus-size model in the world. She believes the fashion industry is wrong to use skinny size-zero models and tours schools to talk about the importance of accepting one's body shape.



### DIFFERENT LOOKS FOR DIFFERENT TIMES

My style icon is Tinie Tempah. He is slim and handsome with short curly hair. This rapper and TV personality often appears on lists of the world's best-dressed men. But Tinie doesn't always dress the same. When he performs on stage, he usually wears **casual** clothes. In the photo on the right he's wearing a white **cotton** T-shirt **with a logo on it**, a short blue **nylon** jacket, faded ripped jeans, **designer** sunglasses and white trainers. But in the photo on the left, Tinie is all dressed up. He looks fashionable in a shiny red suit with **tight** trousers, a **plain** white shirt and a black bow tie. I love his flexible style!



8 ☐ I can talk about physical appearance and clothes.



### 3) новизна и актуальность информации для адресата;

**7 SPEAKING** Use the phrases from Exercise 6 to make three true sentences and one false one about yourself. Can your partner guess which one is false?

**1** Read the questions and watch the video. Say what the speakers answer. Then in pairs, ask and answer the questions.

- 1 What's everyone wearing this year?
- 2 What clothes styles are you wearing this season?



Continuous to talk about habits and temporary situations. | 7

## 4) учет интересов и увлечений учащихся;

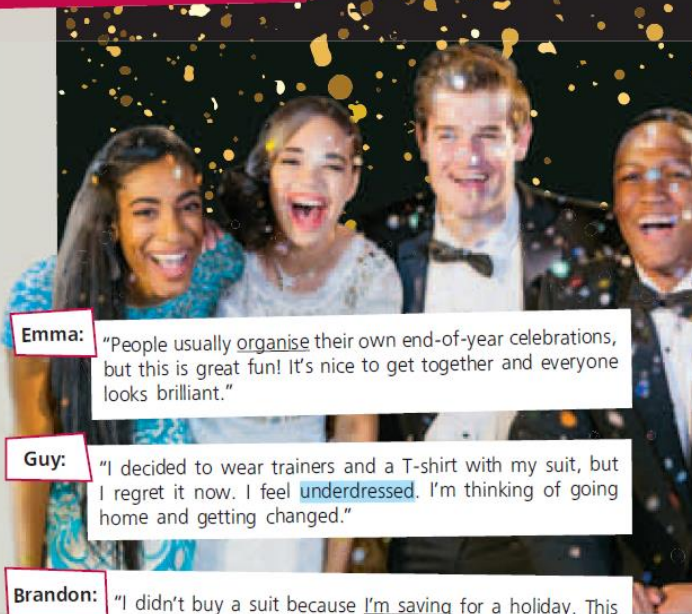
### A Night to *Remember*

It's 9 p.m. and in the ballroom of a large UK hotel, a group of well-dressed secondary school students are dancing, gossiping and taking selfies. Exams are finished and everyone is waiting for their results. However, this is the school's first prom, and no one is worrying about grades tonight.

Proms first became popular in the US in the 1930s. For some teens, this 'night to remember' is their first real chance to get dressed up. Preparations often cost a fortune, and the average US family spends nearly \$1,000 per child on clothing, accessories, hair, etc.

The high cost of proms and the pressure to look good mean that attitudes are changing. Organisations such as Operation Prom, which provide low-income students with free formal clothing are becoming more and more popular. Moreover, an increasing number of students are organising their own cheaper, more relaxed celebrations.

At the same time, prom nights are becoming more common in the UK, probably thanks to the influence of American film and TV culture. Everyone here in the hotel tonight seems happy and relaxed, but what do they really think of their first prom night?



**Emma:** "People usually organise their own end-of-year celebrations, but this is great fun! It's nice to get together and everyone looks brilliant."

**Guy:** "I decided to wear trainers and a T-shirt with my suit, but I regret it now. I feel underdressed. I'm thinking of going home and getting changed."

**Brandon:** "I didn't buy a suit because I'm saving for a holiday. This one belongs to my brother. I usually dress casually, but actually I think smart clothes are OK. Several people have told me I look good, although one of them was my mum."

# 5) соответствие речевых высказываний литературной норме изучаемого иностранного языка;

Complete the Speaking box with headings a–f.

- a Ask for explanation or clarification
- b Ask for repetition
- c Clarify your message
- d Get others to speak
- e Hold attention
- f Interrupt politely

## SPEAKING | Participating in conversations

### When you're speaking

1...

What I mean is ...

The thing is, ...

Let me put it another way.

2...

Just a second,  
I haven't finished.

Hold on! Let me finish!

### Check others understand

Do you know/see what I mean?

Does that make sense?

Do you get it?

3...

What do you think?

Tell us what you think.

What's your opinion?

### When someone else is speaking

4...

Excuse me, can I say something?

That's true/a good point, but ...

Sorry to interrupt but ...

5...

Sorry, I didn't get that. Could you say it again?

I'm sorry, I missed that.

6...

Do you mean ...?

I'm not sure what you mean. Are you saying ...?

Did you say/mention ...?

Confirm you understand  
Right, I've got that.

Yes, I know/see/get what you mean.

Ah right! Now I get it.

Penny Yes, but a holiday lasts a week and a jacket is for life!

Pete Are <sup>2</sup>... that you only have one jacket?

Penny Hold on! Hold on! Let <sup>3</sup>... This jacket is the latest fashion. It's really special. It's so cool!

Sam Ah right! Now I <sup>4</sup>... ! You just want to be the coolest girl in the group! You're really a fashion victim but you don't like to admit it.

Pete And look at the price – that means no holiday this year, or next!

Penny The <sup>5</sup>..., it's really my style and I just have to have it! Does that <sup>6</sup>... ?

Pete OK, I see <sup>7</sup>.... Anyway, it's your money, you decide how to spend it!

Penny Yes, but there is a problem ... It goes on sale tomorrow and the queue is already two blocks long ...

Sam Sorry, I <sup>8</sup>... that. Did you <sup>9</sup>... a queue?

Pete You're joking, aren't you?

Sam Do you <sup>10</sup>... you have to go and stand in the queue today?

7 Work in groups. Use the phrases from the Speaking box to discuss these statements.

- Shopping for clothes is boring.
- There aren't any good clothes for young people in this town.
- Good clothes are really expensive
- Fashion magazines are boring – they're just advert after advert.

6) доступность для понимания (соответствие уровню владения иностранным языком и интеллектуальному уровню обучающихся);



VIDEO

Grammar

Documentary

Communication



## I'VE BEEN THINKING ABOUT OUR PHYSICS PROJECT

**Kit** Hi, Jen. How's it going?

**Jen** I'm fed up. I've been revising Chemistry all day.

**Kit** All day? Seriously? How long have you been revising?

**Jen** I've been revising for hours, ever since I had breakfast. So far, I've read three units of the book and I've memorised almost all the formulas. How

## The Voyager Programme

**PHYSICS PROJECT Kit Hart & Jennifer Jordan**

The mission of the Voyager space probes is to study the outer planets and to voyage beyond our solar system into interstellar space.

They've <sup>1</sup>travelled/been travelling for over forty years. Voyager 2 left Earth on August 20, 1977, and sixteen days later, on 5 September, Voyager 1 was launched.

Voyager 1 has <sup>2</sup>travelled/been travelling over 21 billion kilometres. No man-made object has ever <sup>3</sup>gone/been going so far from the Sun. It has <sup>4</sup>flown/been flying past Jupiter and Saturn and their moons. Since August 2012 it's <sup>5</sup>travelled/been travelling through our galaxy in the direction of the constellation Ophiuchus.

Voyager 2 hasn't <sup>6</sup>gone/been going quite as far as its sister spaceship. It's <sup>7</sup>travelled/been travelling about 17.6 billion kilometres and it's <sup>8</sup>visited/been visiting four planets: Jupiter, Saturn, Uranus and Neptune. However, it hasn't <sup>9</sup>reached/been reaching interstellar space yet.

Since they began their amazing voyages, the probes have <sup>10</sup>continuously sent/been continuously sending back radio waves together with images and other scientific data. So far, they've <sup>11</sup>sent/been sending tens of thousands of photographs and a lot of valuable information about the planets and their satellites.

7) организация отобранных материалов в соответствии с принципами тематичности и нарастания сложности.



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*«приобщение к культуре, традициям, реалиям стран/страны изучаемого языка в рамках тем, сфер и ситуаций общения, отвечающих опыту, интересам, психологическим особенностям учащихся основной школы на разных ее этапах»*

## 2B VOCABULARY | Education

- Which do you think is better: a) to leave school to become a top sports star or b) to study to get a university degree? Is it possible to do both?
- In pairs, look at photos A–C. Which people do you recognise? Then read the article. Whose story do you find particularly surprising?
- Read the article again. In pairs, decide if statements 1–4 are true.
  - Natalie Portman studied at Harvard before she was in the *Star Wars* films.
  - Venus Williams was never a student and tennis player at the same time.
  - The musicians in Coldplay met when they were at university in London.
  - One of the celebrities studied something that helped his/her career.
- Find three synonyms for *intelligent* in the article.
 

c \_ \_ \_ \_ b \_ \_ \_ \_ s \_ \_ \_ \_
- Study *Watch out!* and say these sentences in a more polite way.
  - She's unintelligent.  
*She's not very bright.*
  - I'm a slow student.
  - You're bad at sport.
  - He's ugly.

### WATCH OUT!

## VIPs = VERY INTELLIGENT PEOPLE?

We know them today because they're famous actors, musicians or sports stars. But many celebrities used to have promising academic careers. *Team Up Magazine* looks at some very clever VIPs.



Brainy actor **Natalie Portman** was very good at Science at school and always got top marks. She didn't go to the premiere of her first major film (*Star Wars: The Phantom Menace*), because she wanted to revise for school exams. Natalie has a degree in Psychology from Harvard University and used to publish her scientific research.

Tennis star **Venus Williams** used to be world number 1. She's still a top player but she's also very smart. In 2011, Venus began to study at Indiana University. It wasn't easy to pass exams while playing professional tennis, but Venus studied online in her free time and in 2015 she got a degree in Business Administration.



## 2F SPEAKING



- In pairs, look at the photo. Who are the people? What do you think is happening?
- 7 1.22 Watch or listen and say which of these situations happen in the class.
  - arriving late for class ✓
  - cheating in an exam
  - copying an essay from the Internet
  - running in the corridor
  - not wearing the correct school uniform
  - not handing in homework/projects on time
- 1.23 Listen to four dialogues. Write down the expressions the speaker uses to accept the apology in each situation 1–4.
  - That's OK!*
- In pairs, role play the situations. Take turns to tell your partner why you're angry, listen to his/her apology and accept it.
  - You arranged to meet your partner on Saturday. You waited twenty minutes but he/she didn't appear.
  - Your partner took your English textbook home by mistake and you couldn't do your homework.

Социокультурная компетенция – это **не только знания** о культурных особенностях страны изучаемого языка, но и ***практические навыки и умения строить свое речевое и неречевое поведение, понимать и адекватно интерпретировать культурные ценности и факты в ситуациях иноязычного общения.***



guy? how do we know?

### SPEAKING | Expressing interest

#### Echo questions

- 'He loves animals.' 'Does he?'
- 'My sister's really into music.' 'Is she?'
- 'We've got a band.' 'Have you?'

#### Other expressions

- Awesome! ✓
- Cool!
- Wow!
- Really?
- Amazing!
- That's (really) interesting!

- My granddad is really into in-line skating.
- My mum comes from Belorussia.
- I'm interested in Russian history.

A *We speak English at home.*

B *Do you? Amazing!*

- Check you understand the phrases in the box. Write six sentences about your hobbies and interests using the box to help you. Then in pairs, read your sentences and express interest with phrases from the Speaking box.

I'm interested in ... I love ... I'm really into ...  
I'm a big fan of ... I collect ... I support ...

A *I'm interested in mountain biking.*

B *Are you? Awesome!*



☐ I can use echo questions and other expressions to show interest in a conversation. | 13

### Speaking Asking for and offering help

#### Asking for help

Can / Could you help me?  
Excuse me. Would you mind helping me?  
Can / Could you give me a hand (with sth)?

#### Replying

Of course. / Sure! | I'll be with you in a minute.

#### Offering help

Do you need any help? | Can I get you anything?  
Do you need anything else? | May I help you?  
Can I give you a hand with ...? | What can I do for you?

#### Replying

That would be great, thanks. | That's really nice of you, thanks.  
Thanks for helping / your help. | No, I'm fine, but thanks anyway.

#### Be careful!

Would you mind helping me? | No, of course not.

- Complete the dialogue with phrases from the Speaking box. Listen and check. Then practise the dialogue.

A: Excuse me. Would *'you mind helping me?'* I don't know where the school office is.

B: No, of <sup>2</sup>... It's over there. I'll show you.

A: Thanks for your <sup>3</sup>...

B: Do you <sup>4</sup>... else?

A: No, <sup>5</sup>..., but thanks anyway.

- In pairs, read the situations and take it in turns to ask for and / or offer help.

#### Student A

- Ask your teacher to help you with your homework.
- Offer to help your friend to carry a big bag and a guitar.

#### Student B

- Ask your friend to help you buy food and drink for your party.
- A classmate isn't feeling well. Offer to help.

## Социокультурные знания и умения

- осуществлять межличностное и межкультурное общение;
- понимать и использовать наиболее употребительную тематическую фоновую лексику и реалии в более широком круге ситуаций общения;
- понимать речевые различия в ситуациях официального и неофициального общения в рамках отобранного тематического содержания и использовать лексико-грамматические средства с их учетом;
- представлять социокультурный портрет родной страны и стран изучаемого языка.



# **Совершенствование навыков прагматического чтения на основе аутентичного текста межпредметной направленности**

*(на основе разделов*

*Russian Files и My Culture).*

# 4

## Team work

### VOCABULARY

Jobs | Finding and losing a job |  
Working conditions | Success  
at work

### GRAMMAR

Talking about the future |  
Future Continuous

### Grammar: Exciting news



### Speaking: A tough day!



### Russian Files: Jobs and work experience



## My world



Lisa: It's great to have hands-on  
experience. I didn't ...

[CLICK FOR MORE](#)



Alex: I've really enjoyed it and  
it looks good on my CV!  
It was ...

[CLICK FOR MORE](#)



Jack: It's helped me decide what  
I want to do in the future  
and it's given ...

[CLICK FOR MORE](#)



Ella: It was more interesting  
than I expected. I learned  
so much ...

[CLICK FOR MORE](#)

### 4.1

### VOCABULARY Work and jobs

I can talk about jobs and work experience.

- CLASS VOTE** Copy these words into your notebook. What are the most important factors in a job? Order the factors below (1 = very important, 5 = not important). Can you think of any other things which are important?

holidays hours money people place of work

- 2.18** Study the Vocabulary A box. Find some of the jobs in the photos. Listen and check.

### Vocabulary A Jobs

cleaner cook engineer interpreter librarian lifeguard manager  
painter plumber psychologist scientist writer

### Compound nouns

app designer computer programmer dentist's assistant fashion designer  
film director flight attendant lorry driver music critic travel agent  
veterinary assistant

- 2.19** Listen to six students talking about work experience. What jobs do they refer to?

1 ... 3 ... 5 ...  
2 ... 4 ... 6 ...

- I KNOW!** Work in pairs. How many more jobs can you add to the Vocabulary A box?

- In pairs, take it in turns to describe a job for your partner to guess.

*I help people understand each other when they  
don't speak the same language.*

- 2.20 WORD FRIENDS** Complete the Word Friends box with the verbs below. Listen and check.

apply earn get (x2) meet quit sign write

### Word Friends

look for a job  
write a CV  
... for a job  
have an interview  
have training  
... a contract  
... your colleagues  
be part of a team  
... a salary / a wage

gain work experience  
... a promotion  
get fired  
give up / ... work  
be unemployed  
get unemployment benefits  
be retired  
... a pension

- Complete the sentences with verbs from the Word Friends box. In pairs, discuss the questions.

- Do you think it's important to be 100 percent honest when you write your CV?
- How do most people feel when they ... an interview? Why?
- Do you like to ... part of a team or do you prefer to work alone? Why?
- Do you think it's important to ... some work experience before you leave school?
- Can you think of some reasons why people ... fired from their job?
- At what age do people ... a pension in your country? Do you think this is the right age?

- 2.21** Study the Vocabulary B box. Complete the article with the words and phrases below. Listen and check.

company flexible overtime  
hourly rate part-time paid holiday

### Vocabulary B Working conditions

It's a full-time / part-time / temporary / permanent / summer job.  
I work for a big company / for a small firm.  
It's well-paid / badly-paid.  
The hourly rate is ...  
We work shifts / flexible hours / nine to five.  
We often work overtime.  
You can get a bonus / a pay rise.  
You have paid holidays.

## Could you be a teen trep?

Lots of young people I know are starting to get **part-time** and full-time jobs. They work <sup>2</sup>... a lot, so they are too tired to go out. The <sup>3</sup>... for their jobs is low — for example, my friend, who is a waiter, earns £4.50 an hour. When they complain, I want to say, "Why don't you start your own <sup>4</sup>... then?" I'm a teen "trep" — that's short for "entrepreneur". I create online games. OK, so I don't get any <sup>5</sup>... and I usually save money during the year so I can take a break in the summer. On the other hand, the hours are <sup>6</sup>... and there's lots of freedom. So what makes a successful trep? First of all, you need to think outside the box. You'll also need people skills and good problem solving skills. If this sounds like you, why not be the next teen trep?

- Answer the questions.

- What's a teen trep? What are the advantages and disadvantages of starting your own company?
- What skills do you need to be a young trep?
- What do you think the phrase *think outside the box* means?

And  
YOU

- In pairs, discuss the questions.

- In your opinion, which jobs should be better paid? Why?
- What job would you like to do? What job wouldn't you want to do? Why?
- Do you think it is important to learn a foreign language for your future job? Why/ why not?





## RUSSIAN FILES

### CRITICAL THINKING AND VALUES IN RUSSIA

## JOBS AND WORK EXPERIENCE

### I can

- understand the difference between words
- ask and answer appropriate questions
- read the text for general information
- demonstrate public-speaking skills
- give reasons for my opinion
- make people see my point of view

### People who make Matryoshka

Every Russian child is familiar with a positive-looking, bright wooden doll. It is an unforgettable experience for everyone to open each part of it and find out what kind of a new doll is inside. For Russian girls the most remarkable feature of it was its outfit. Everyone gave this doll as a present to their foreign friends once in their life.

Matryoshkas differ from one another like collectable\* dolls differ from any toys you can find in shops. A high-quality Matryoshka has a unique design. There are skilled and gifted craftsmen who make a work of art out of every doll. Most of the exclusive Matryoshka artists are successful painters or graphic-artists who studied in the best Russian Art-Schools.

Some of these artists began to make Matryoshka many years ago in their youth and they have been mastering their skills ever since. Dolls made by them have become real paintings on wood and now appear in famous local galleries along with pictures and sculptures. Artists often say that the special form and structure of the Matryoshka Doll is the symbol of personality. Its "simple-looking" form encourages an artist to tell their own story of Motherhood, Love, or well-known fairy tales. Some artists turn to such serious topics as Bible Stories and World History.



Some authors have a queue\* of customers waiting for their lovely unique\* Matryoshkas. Such people know that buying these dolls they get not only a well-known Russian souvenir but the creation of a gifted artist, as well as a story told step by step – from the "elder" doll to the smallest.



### WORK OUT THE DIFFERENCE

- Look at the following expressions and the sentences below. Try to work out the difference between the meaning of these expressions.
  - to be fired / to quit
  - employer / employee
  - income / expense
- Tom spends 25% of his income on video games.
- I'm going on a business trip. My employer will pay my travel expenses.
- One of my dad's employees was regularly late for work. He was fired a week ago.
- I stopped getting any job satisfaction, so I decided to quit.

### 2 Find the appropriate definition for each expression:

- money that you earn / make
- money that you spend on something
- a person or company that pays people to work for them
- someone who works for a person or company
- to lose your job because you did something wrong
- leave a job

### DISCUSS

### 3 Answer the questions and give reasons for your opinion.

- If a person who was fired applied for the same job again, should the employer give him / her a second chance?
- What is more important: a steady income or a job satisfaction?
- Why do people quit their jobs?

### READ AND THINK

### 4 Read the text about the famous Russian craftsmen who create matryoshkas.

#### Words to remember:

- collectable – worth collecting, of interest to a collector  
queue – a line of people  
unique – special, one of a kind

### THINK OF YOUR VALUES

### 5 Read the statements. Decide which ones are true for you personally.

- Most young people in Russia want to set up their own business.
- The work of a craftsman is well-paid in Russia.
- The most important things about the job are salary and promotion prospects.
- The jobs of craftsmen are still popular in Russia.
- My parents let me make my own career choices.
- I would like to run my own business one day.

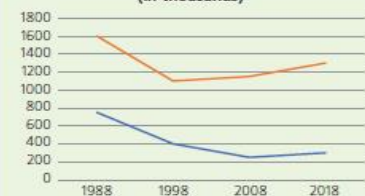
### 6 Work in pairs. Compare your answers to your partner's.

### ANALYSE AND WRITE

- Look at the line graph below. Write a short report (70–90 words) analysing the numbers and figures given in the chart.

#### Line graph. Employment

Number of men and women teachers in Russia (in thousands)



Vocabulary to use:

pie chart, bar chart, graph, grow / growth  
to decrease / to increase, go up / go down  
to represent, to show, to demonstrate,  
to highlight, to display  
gradually / slightly, dramatically / sharply

### MAKE A PROJECT

#### The Teacher of the Year

#### 8 Discuss:

- the job of a teacher is very popular in Russia;
- only girls want to be teachers;
- the job of a teacher is creative and interesting.

Work in pairs and give reasons for your opinion.

#### 9 Now you have to create a speech for the award: The best teacher of the year.

Imagine you are a teacher and you were nominated for the award "The best teacher of the year".

Work on your own. You should think about your speech and prepare it following the plan below.

- the subject you teach and why you like this subject;
- the personal qualities which make you a good teacher;
- the ways you make your students interested in your subject;
- the best event you organised for your students.

#### 10 Give your speech of 2–3 minutes at the ceremony to the class.





## CRITICAL THINKING AND VALUES IN RUSSIA

# FORMS OF COMMUNICATION

### I can

- understand the difference between similar words and expressions
- read the text for general information
- give reasons for my opinion
- talk about graphs and charts
- make a presentation

## Trends in Russian communication styles



Knowledge of foreign languages (for example, English) **varies\*** greatly in Russia. Many younger people especially in big Russian cities **fluently\*** speak not only English, but often several other European languages. Yet in other more provincial towns it is not unusual to meet young people who have little or no foreign language skills.

In Russia like in many other cultures (Mediterranean and Middle Eastern, for example) much more stress is placed upon the spoken rather than the written word. People believe things when they have heard them from someone with whom they have a trusting relationship. Therefore, it is often much more efficient

to hold face-to-face meetings when things can be fully explained, rather than send information in a written form.

When they communicate Russian people give very little visual or verbal **feedback\***. People listen silently and with little body language displayed. This does not, however, mean that the listener is uninterested or does not understand — it is simply a cultural feature which Russians share with the Finns and the Japanese. Russians will tend to wait and think before reacting to a point made to them. So the people talking to them need patience. The Russian people need the time and space to fully participate in the conversation.



## WORK OUT THE DIFFERENCE

- Look** at the following words and the sentences below. **Work out** the difference between the meaning of these words
  - response / feedback
  - write / text
  - I called him 3 times and sent a few messages, but there was no **response**.
  - When the students finished the course, they all gave us positive **feedback** about it.
  - In those days people would **write** each other letters, and now they **text** each other.
- Find** the appropriate **definition** for each expression:
  - write messages to someone
  - your experience of doing something, given to the person/people who provided you with this activity
  - express your thoughts on paper, usually using a pen or a pencil
  - an answer or reaction to something

## READ AND THINK

- Read** the text about the Russian communication style.

Words to remember:

**to vary** — to differ  
**efficient** — productive  
**fluently** — well and freely  
**feedback** — reaction

## THINK OF YOUR VALUES

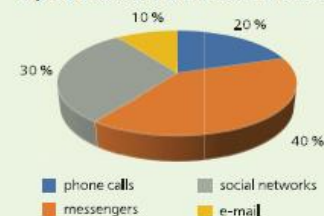
- Read** the statements. **Decide which ones** are true **for you personally**.
  - Russian people prefer oral communication to written one.
  - The Russians like to talk on the phone for a long time.
  - Many Russian teenagers use social networks to communicate with their foreign friends.
  - More and more Russian young people get to know foreign languages well.
  - Messengers are a very useful invention.
  - Russian people use a lot of gesture when they talk.
- Work in pairs**. **Compare** your answers to your partner's.

## ANALYSE AND WRITE

- Look** at the pie chart below. **Write** a short report (70–90 words) analysing the numbers and figures given in the chart.

**Pie chart: Forms of communication**

Popular means of communication in Russia



## DISCUSS

- Discuss**. Work in small groups.
  - talking on the phone is the most popular way of communication among teenagers
  - texting is more efficient than talking on the phone
  - skype is the best way to get in touch with people who live abroad
- Now **make a questionnaire** to interview your classmates about what means of communication they use when they communicate with:
  - their friends
  - their foreign friends
  - their parents
  - their grandparents
- Interview** your classmates and **present** your information in a pie chart.

## MAKE A PROJECT

**Russian Teens and Their Ways of Communicating**

## USE OF ENGLISH



Read the text below. Change the word in capitals to form a word that fits in the gap.

- 1 GLORY   2 BEGIN   3 RUSSIA   4 HISTORY  
5 NUMBER

### Saint Petersburg

Founded by the <sup>1</sup>... tsar Peter the Great on 27 May 1703, the seaport of Saint Petersburg is still to be seen sitting right on the Neva River, at the head of the Gulf of Finland on the Baltic Sea.

However, the city has been developing by leaps and bounds since the <sup>2</sup>... of the eighteenth century, reaching the point of being known as the second-largest <sup>3</sup>... city and even Russia's cultural capital. The latter name is not only the reference to the fact that The <sup>4</sup>... Centre of Saint Petersburg and Related Groups of Monuments constitute a UNESCO World Heritage Site, but also to the <sup>5</sup>... architectural and cultural sites the city takes great pride in, for instance the renowned Hermitage.





## MY CULTURE The Urals

- I can read and discuss the text.
- I can read the text aloud.
- I can talk about ecological problems in my country / region.
- I can answer questions about pocket money.
- I can write a letter about the ways of getting further education.

### Before you read

In pairs, discuss the quote. Do you agree with it?

*"Pride goes before destruction and haughty spirit before a fall."*

Joseph Addison

### A legend about Lake Zyuratkul

There are many legends about Highland Zyuratkul. It was long ago. No one really knows when exactly it was. Tribes of hunters and fishermen lived along the shores in a little mountain city. Years, decades, centuries were passing. Children were born, grew, got married, grew old, died. Though there happened something that **shattered** the **ancient foundations** of the tribe. **Rumors about it spread** among the inhabitants of this tribe. A girl was born into the tribe; her name was Amina. As she grew, she was not any different from her girl peers. Her growing up went unnoticed and over the years she turned into a girl of **unspeakable beauty**. She became the object of discussions, she got much attention from people.

Many hunters were eager to marry Amina. Even the head of the tribe himself, the Great Mountain Master, a mighty knight Taganai, who held the Moon on his shoulders, was also trying to win Amina's heart. But the girl opened her heart only to a young, handsome and brave hunter Akbulat. He loved her as well and was thought of as her fiancé-to-be.



Once the hunters **headed for** the search of new places. Women and children were the only ones left in the village. Longing for Akbulat, Amina came to the shore of the lake and went down to the water. The lovely Moon was shining, resting on Taganai's shoulders. The surface of the lake was smooth. Amina leaned over the water and **stiffened in astonishment**. A girl of **incomparable beauty and charm** was looking at her. Amina didn't realise right away that it was herself. She was beautiful and her **heart rejoiced**.

Shortly afterwards Amina forgot the young hunter and started looking forward to knight Taganai's arrival so as to climb up his shoulders and lighten up the **nocturnal world** with her beauty. "I am the only one worthy of becoming a wife of the Great Conqueror of the Mountains." However, the girl's heart, **outraged by a betrayal**, suddenly started beating heavily, leaped out of her chest and dissolved in the lake. Amina stiffened in a dumb posture and then turned into a stone statue. The news of this misfortune reached the hunters. Feeling miserable, young Akbulat left his comrades and climbed a tall mountain. Longing for his beloved, who had rejected his love, he died out of grieving.

The young knight Taganai was saddened by the girl's death. He left the tribe forever, headed further into the mountains and stayed there forever, having hardened into a massive stone peak.

The mountain lake has been called Urak-kul since then, which means "the lake of the lost heart" or just "heart-lake".

These days this lake is more known as Zyuratkul.



### GLOSSARY

**shatter ancient foundations** — пошатнуть древние устои  
**rumors about it spread** — слухи об этом распространились  
**unspeakable beauty** — невиданная красота  
**head for** — отправиться  
**stiffened** ['stɪf(ə)nd] **in astonishment** — застывший от удивления  
**incomparable beauty and charm** — несравненной красоты и обаяния  
**heart rejoiced** — сердце возрадовалось  
**nocturnal world** — ночной мир  
**outraged by a betrayal** — возмущённый изменой

### After you read

What is the moral of the legend? Discuss with your partner and tell the class.

### EXAM PRACTICE Learning to learn tips > PAGE 90

#### SPEAKING

**Task 1.** You are going to read paras 2–4 of the text aloud. You have 1.5 minutes to read the text silently, and then be ready to read it aloud. Remember that you will not have more than 2 minutes for reading aloud.

**Task 2.** You are going to take part in a telephone survey. You have to answer six questions. Give full answers to the questions. Remember that you have 40 seconds to answer each question.

#### Tapescript for Task 2

**Electronic assistant:** Hello! It's the electronic assistant of the general statistics in Russia. We kindly ask you to take part in our survey. We need to find out what teens feel about pocket money in Russia. Please answer six questions. The survey is anonymous — you don't have to give your name. So, let's get started.

**Electronic assistant:** How old are you?

**Student:** ...

**Electronic assistant:** How much pocket money do you get?

**Student:** ...

**Electronic assistant:** Do you think the sum of money you get is enough?

**Student:** ...

**Electronic assistant:** What do you usually spend your money on?

**Student:** ...

**Electronic assistant:** Why do you think saving money is a good idea?

**Student:** ...



**Electronic assistant:** What would you buy if you saved much pocket money?

**Student:** ...

**Electronic assistant:** This is the end of the survey. Thank you very much for your cooperation.

**Task 3.** You are going to give a talk about ecology. You will have to start in 1.5 minutes and speak for not more than 2 minutes (10–12 sentences).

Remember to say:

- why people have to care about the environment;
- what ecological problem is the most serious in your region;
- if common people can improve the ecological situation, why / why not;
- what your attitude to protecting the environment is.

You have to talk continuously.

#### WRITING

You have received a letter from your English-speaking pen friend, Nick.

... I have just watched a film about Cambridge University and I am really impressed ...

Have you ever wanted to study abroad? Why/why not? Where exactly would you like to study? Where would you recommend an exchange student to study in Russia and why? ...

Write Nick a letter and answer his 3 questions. Write 100–120 words. Remember the rules of letter writing.



# несформированная социокультурная компетенция



языковой барьер



страх общения



Согласно ФГОС основного общего образования основная цель обучения иностранному языку – это **формирование коммуникативной компетенции учащихся.**

Коммуникативная компетенция, в свою очередь, включает в себя **лингвистическую, социолингвистическую, социальную, дискурсивную и социокультурную компетенции.**

Соответственно, для достижения общей цели учитель должен развивать в своих учениках каждый ее компонент.



# Спасибо за внимание