

Russian

Teacher's Instructional Manual

Grade 13

(To be implemented from year 2010)



**Faculty of Languages Humanities and Social Science
National Institute of Education
Maharagama**

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Unit 01

Complex Sentences

Competency: Identifies the structure and acquires knowledge of common usage of complex sentences.

Competency Level: 1. 1 Understands what complex sentence is
1. 2 Acquires nature of the complex sentences
1. 3 Makes complex sentences using conjunctive words

No of Periods: 50

Learning Outcomes: The student will be able to understand what complex sentence is. to acquire nature of the complex sentences and to make complex sentences using conjunctive words.

Introduction: There are mainly two types of sentences.

- 1) Simple sentence and
- 2) Complex sentence.

Guideline for Explaining the Target Subject Input –

1. Понятие о сложном предложении
2. Сложносочиненное предложение
3. Синтаксический разбор сложносочиненного предложения
4. Сложноподчиненное
5. Бессоюзное сложное предложение

References: Русская Грамматика; Том I, II – (Синтаксис)

Learning and Teaching process:

1. Определительные
2. Изъяснительные
3. Образа действия
4. Меры и степени
5. Сравнительные
6. Временные
7. Места

8. Причины
9. Цели
10. Следствия
11. Условные
12. Уступительные
13. Присоединительные

School based assessment:

Activity 1.: Build complex sentences using conjunctive words

Activity 2: Collect conjunctive words and classify them according to above mentioned categories. (e.g. Определительные ,Изъяснительные, Образа действия, Меры и степени....)

Activity 3: Analyze complex sentences

Unit 02

Comprehension 1

Competency: Listens, understands and responds

Competency Level: 2. 1 Listens and understands

2. 2 Answers the questions

2. 3 Asks questions

2. 4 Direct and Indirect speech

No of Periods: 40

Learning Outcomes: The student will be able to listen recorded materials and be able to answer the questions pertaining to the content, to read and understand the meaning, to retell the texts in own words.

Guideline for Explaining the Target Subject Input : The Class teacher should bring and introduce relevant materials to the classroom.

References: Hemantha Sirisena, Introduction to Spoken Russian Author Publication 2006, or any other materials.

Learning and Teaching process: To achieve above mentioned learning outcomes it is recommended to practice various situational dialogues and text books in electronic version.

School based assessment:

Activity 1: Role play, presentations (e.g. myself)

Activity 2: Compose dialogues on given themes

Activity 3: Collecting common stereotype expressions in Russian.

Unit 03

Comprehension 11

Competency: Reads and comprehends meaning

Competency Level: 3. 1 Reads texts aloud

3. 2 Reads and understands the meaning

3. 3 Retells the texts in own words

No of Periods: 30

Introduction: It is expected to improve vocabulary and ability of comprehension.

Learning Outcomes: The student will be able to read texts aloud, read and understand the meaning and retell the texts in own words.

Guideline for Explaining the Target Subject Input : Materials provided by the class teacher. (E.g. Russian journals and news papers)

School based assessment: **Activity 1.:** Group/individual presentations

Unit 04

Communication

Competency: Engages in communication clearly and effectively

Competency Level:

- 4. 1 makes situational dialogues
- 4. 2 practices the language with a student or groups
- 4. 3 makes individual speeches
- 4. 4 role play
- 4.5 group/individual presentations

No of Periods: 35

Learning Outcomes: The student will be able to compose situational dialogues and practice them individually or by groups, and make individual speeches, role play and group/individual presentations.

References: Materials provided by the class teacher. (E.g. texts, photos and pictures)

Learning and Teaching process: description of the characteristic of persons

School based assessment:

Activity 1: organizing a Russian language literary circle

Activity 2: presentations of poems, dialogues and short dramas.etc.

Unit 5

Uses of Verbs of Motion

Competency: Uses Verbs of Motion

Competency Level:

- 5.1 Uses verbs of Motion unique to the language
- 5.2 Writes sentences using Verbs of Motion
- 5.3 Uses grammatical components

Number of periods: 30

Learning outcomes: The Student will be able to use properly Verbs of Motion.

Introduction: Глаголы – это слова, обозначающие действия или состояния. действия могут совершаться в различное время: в настоящем, прошедшем, будущем, поэтому глаголы имеют форму времени. действия могут совершаться одним или несколькими лицами, поэтому глаголы имеют форму лица и числа. в прошедшем времени глаголы имеют форму рода и числа. в большинстве языков для обозначения определенного действия или состояния употребляется один глагол, на пример: to read и.т.д. в русском языке для обозначения того же действия употребляется два глагола, один из которых несовершенного, а другой совершенного вида: читать, прочитать. эти глаголы образуют видовую пару: читать – несовершенный вид; прочитал – совершенный вид.

Guideline for Explaining the Target Subject Input:

1. Conjugation of Russian verb in present/past/future tenses
2. The use of verbs according to person and Number
3. The use of past tense according to Gender and Number
4. The aspect of verb
5. The uses of verbs with prefixes

References: 1. Russian in Exercises by *S. Khavronina* and *A. Shirochenskaya*, Moscow
2. රුසියන් ව්‍යාකරණය – ක්‍රියාපද සාධනය, ආචාර්ය ජේමන්ත සිරිසේන 2009

Learning and Teaching process: Introduction to the verb formation. Comparison of the verb conjugation with mother language/ English.

School based assessment:

Activity. 1. Compilation of Russian verbs
(conjugated in three tenses)

Unit 6 Composition

Competency: Understand the peculiarities of verbs with particle (-ся)

Competency Level: 6.1 Conjugate verbs
6.2 make sentences

Number of periods: 10

Learning outcomes: The student will be able to conjugate verbs with particle (-ся) and make sentences.

Guideline for Explaining the Target Subject Input: Explain the difference between verbs with -ся and without.

References: 1. Russian in Exercises by *S. Khavronina* and *A. Shirochenskaya*, Moscow
2. රුසියන් ව්‍යාකරණය – ක්‍රියාපද සාධනය, ආචාර්ය නේමන්ත සිරිසේන 2009

Learning and Teaching process: In this unit the teacher should explain the specific characters of the verbs ending with particle -ся.

School based assessment:

Activity 1: Collect verbs with particle -ся and conjugate them in three tenses.

Activity 2: Build ten sentences using verbs with particle-ся.

Unit 7

Verbs with particle "ся"

Competency: Writes compositions

Competency Level: 7.1 Composes

Number of periods: 35

Learning outcomes: Student will be able to gather relevant information on a given topic and compose arranging them according to a consequence order.

Guideline for Explaining the Target Subject Input: Class teacher should introduce how to make an outline to write a well organized composition.

References: Class teacher should provide deferent kind of sample essays

Learning and Teaching process: making several sample essay outlines in the classroom.

School based assessment:

Activity 1: Making essay outlines

Activity 2: Writing and evaluating them in front of students.

Unit 8 Composition

Competency: Translates sentences and paragraphs

Competency Level: 8.1 Reads and comprehends meanings

8.2 Translates

Number of periods: 30

Learning outcomes: The student will be able to comprehend and translate

Guideline for Explaining the Target Subject Input: It is expected to explain syntax in Russian, how to understand and to translate sentences and paragraph in to mother language.

References: Русская грамматика Изд. Академия Наук Том. I и II

Learning and Teaching process: After selecting a paragraph, analyze it into words, phrases and sentences. Then develop the meaning on the basis of them and write the translation.

School based assessment:

Activity 1. Translate simple sentences

Activity 2. Translate complex sentences

Activity 3. Translates paragraphs

Unit 9

Cultural expression

Competency: Familiarizes with cultural expressions

Competency Level:

9.1 Compares and contrasts

9.2 Compares and contrasts Russian & Sri Lankan cultures and society

Number of periods: 10

Learning outcomes: The student will acquire knowledge about Russian culture and society.

Guideline for Explaining the Target Subject Input :

Materials provided by the class teacher

References: Russian films and dramas

Learning and Teaching process: Presentation of rituals (праздник масленица, новый год и другие славянские праздники)

School based assessment:

Activity 1: Make a project on the Ethno-characteristics of Slavonic nations.

Unit 10

Textual analysis

Competency: Evaluates textual analysis

Competency Level:

10.1 Identifies literary language

10.2 Makes simple comments

Number of periods: 30

Learning outcomes: The student will be able to demonstrate the skills in reading, writing, speaking and listening, to interpret, evaluate and use information in Russian for any purposes.

Guideline for Explaining the Target Subject Input:

Extracts from the prescribed literature compilation and any other materials provided by the class teacher.

References:

Russian Literature (A Text Book for General Certificate Examination [Advanced Level] in Russian) 2009, Author Publication, ISBN 978-955-51636-1-3

Learning and Teaching process:

Group and individual presentation on the given literary text to achieve the learning outcomes.

School based assessment: Activity 1: Gather biographies of Russian writers

School Based Assessment

School Based Assessment - Introduction

Learning Teaching and Evaluation are the three major components of the process of Education. It is a fact that teachers should know that evaluation is used to assess the progress of the learning –teaching process. Moreover, teachers should know that these components influence mutually and develop each other. According to Formative Assessment (Continuous Assessment) fundamentals, assessment should take place during the process of teaching. Formative Assessment can be done at the beginning, in the middle, at the end and at any instance of the learning teaching process.

Teachers who expect to assess the progress of learning of the students should use an organized plan. School Based Assessment (SBA) process is not a mere examination method or a testing method. This programme is known as an intervention to develop learning of students and teaching of teachers. Furthermore, this process can be used to maximize the students' capacities by identifying their strengths and weaknesses closely.

When implementing SBA programmes, students are directed to exploratory processes through Learning Teaching activities and it is expected that teachers should be with the students facilitating, directing and observing the task they are engaged in.

At this juncture, students should be assessed continuously and the teacher should confirm whether the skills of the students get developed up to expected levels by assessing continuously. The learning-teaching process should not only provide proper experiences to the students but also check whether the students have acquired them properly. For this to happen, proper guidance should be given.

Teachers who are engaged in evaluation (assessment) would be able to supply guidance in two ways. They are commonly known as feedback and feed-forward. Teacher's role should be providing feedback to avoid learning difficulties when the students' weaknesses and inabilities are revealed and provide feed-forward when the abilities and the strengths are identified, to develop such strong skills of the students.

For the success in the teaching process, students need to identify which objectives of the course of study could be achieved and to what extent. Teachers are expected to judge the competency levels students have reached through evaluation and they should communicate information about student progress to parents and other relevant parties. The best method that can be used to assess is the SBA that provides the opportunity to assess students continuously.

Teachers who have got the above objectives in mind will use effective learning, teaching, and evaluation methods to make the teaching process and learning process effective. Following are the types of evaluation tools students and teachers can use. These types were introduced to teachers by the Department of Examination and National Institute of Education with the new reforms. Therefore, we expect that the teachers in the system would be well aware of them.

Types of assessment tools:

- | | |
|------------------------------|--------------------------|
| 1. Assignments | 2. Projects |
| 3. Survey | 4. Exploration |
| 5. Observation | 6. Exhibitions |
| 7. Field trips | 8. Short written reports |
| 9. Structured essays | 10. Open book test |
| 11. Creative activities | 12. Listening Tests |
| 13. Practical work | 14. Speech |
| 15. Self-creation | 16. Group work |
| 17. Concept maps | 18. Double entry journal |
| 19. Wall papers | 20. Quizzes |
| 21. Question and answer book | 22. Debates |
| 23. Panel discussions | 24. Seminars |
| 25. Impromptus speeches | 26. Role-plays |

Teachers are not expected to use the above-mentioned activities for all the units and for all the subjects. Teachers should be able to pick and choose the suitable type for the relevant units and for the relevant subjects to assess the progress of the students appropriately.

The types of assessment tools are mentioned in the Teacher's Instructional Manual. If the teachers try to avoid administering the relevant assessment tools in their classes, there will be lapses in exhibiting the growth of academic capacities, affective factors and psycho- motor skills in the students

Term : 1.

Competency : 1.0

Competency Level : 1-3

Type of assessment : **Written Exercises, Presentations**

Activity 1: Build complex sentences using conjunctive words

Activity 2: Collect conjunctive words and classify them according to above mentioned categories.

(e.g. Определительные, Изъяснительные, Образа действия, Меры и степени....)

Activity 3: Analyze complex sentences

Students' name	Recognition of Word Order	Content of Complex Sentence	Usage of Conjunctions and Conjunctive Words	Comparison of Simple & Complex Sentence

Mark range

Reached the competency level 4

Satisfactory 3

Not reached the competency level 2

Term : 1.

Competency : 2.0

Competency Level : 2-4

Type of assessment : **Written assignment/Presentation**

Activity1 : Role play, presentations (e.g. myself)

Activity 2.: Compose dialogues on given themes

Activity 3.: Collecting common stereotype expressions in Russian.

Students' name	Convert Direct Speech into Indirect Speech	Role Play between students	Application of stereotype expressions in Russian	Accuracy and ability to express impromptu

Mark range

Reached the competency level 4

Satisfactory 3

Not reached the competency level 2

Term : 1.

Competency : 3.0

Competency Level : 3-3

Type of assessment : Written and oral assignment

Activity 1: Group/individual presentations

Students' name	Ability to read aloud	Ability to grasp meaning	Convey ideas in written form	Retell the text in own words

Mark range

Reached the competency level	4
Satisfactory	3
Not reached the competency level	2

Term : 2.

Competency : 4.0

Competency Level : 4-5

Type of assessment : Written assignment/presentation

Activity 1: organizing a Russian language literary circle

Activity 2: presentations of poems, dialogues and short dramas.etc.

Students' name	Presentation of Poems	Presentation of Dialogues	Presentation of short Dramas	Organizing of a literary circle

Mark range

Reached the competency level 4

Satisfactory 3

Not reached the competency level 2

Term : 2.

Competency : 5.0

Competency Level : 5-3

Type of assessment : Written types of assignments and presentation

Activity 1 : Compilation of Russian verbs
(conjugated in three tenses)

Students' name	Conjugation of verbs in past	Conjugation of verbs in present	Conjugation of verbs in future	Application of verbs with prefixes	Aspect of verbs

Mark range

Reached the competency level	4
Satisfactory	3
Not reach the competency level	2

Term : 2.

Competency : 6.0

Competency Level : 6-2

Type of assessment : Written Assignments

Activity 1: Collect verbs with particle - *ся* and conjugate them in three tenses.

Activity 2: Build ten sentences using verbs with particle–*ся*.

Students' name	Identification of verbs with particle - <i>ся</i>	Construction of sentences using verbs with particle - <i>ся</i>	Comparison of sentences verbs with –<i>ся</i> and without

Mark range

Reached the competency level	4
Satisfactory	3
Not reached the competency level	2

Term : 3.

Competency : 7.0

Competency Level : 7-2

Type of assessment : Written assignment

Activity 1: Making essay outlines
Writing and evaluating them in front of students.

Students' name	Making outlines for compositions	Usage of punctuation marks	Writing paragraphs according to the outline	Order of content and the flow

Mark range

Reached the competency level	4
Satisfactory	3
Not reached the competency level	2

Term : 3.

Competency : 8.0

Competency Level : 8-2

Type of assessment : written assignment

- Activity 1:**
1. Translate simple sentences
 2. Translate complex sentences
 3. Translates paragraphs

Students ' name	Read a translated short story and the original.	Recognition of word order of a given paragraph	Translate the meaning of sentences (not the word by word)	Consider what the writer had tried to convey and present in target language

Mark range

Reached the competency level	4
Satisfactory	3
Not reached the competency level	2

Term : 3.

Competency : 10.0

Competency Level : 10.3

Type of assessment : Written assignment

Activity 1: . 1. Make a project on the Ethno-characteristics of Slavonic nations.
2. Gather Biographies of Russian writers

Students' name	Project on evolution of Slavonic nation	Themes of writers	Main characters of their literary works	Usage of Russian Language in famous literary works	Making a list of famous Novels and Short stories by Russian writers

Mark range

Reached the competency level 4

Satisfactory 3

Not reached the competency level 2