Target language: мама, папа, бабушка, дедушка, брат, сестра, сын, дочь, муж (depends on what family members the instructor can/chooses to talk about).

Goals: This is a structured input exercise. The students will listen to the instructor talking about his/her family. This exercise can be the students’ first exposure to the target vocabulary; the first stage of making form-meaning connections.

Description: The instructor will show pictures of his/her family (for example, as .pptx slides) while naming each family member and adding some facts about each person (such as their names, profession – if a cognate, where they live etc.) During this activity, the instructor can use vocabulary that the students are unfamiliar with, provided that the sentences are simple, there is enough repetition, there are a lot of cognates, and the meaning is made clear through gestures and facial expressions.

It is important that the instructor’s story is followed up by a task that will ask the students to do something with the information they just learned. For example, they can jot down 5 facts that they learned about the instructor’s family and then talk to other students (pairwork, small or large group work) to gather as many facts as they can and then report the summary back to the teacher.

If necessary, the story can be told twice.

Below, is a story that I used in my own class during the third week of instruction. The students understood almost everything, even though their vocabulary at that time was very limited (a lot of the instruction hours were dedicated to learning the alphabet, reading print, and writing in cursive) and this was their first exposure to familial terms and to possessive pronouns.

Sample script

Сейчас я буду говорить о себе (while pointing at myself) и о моей семье (showing a picture of a generic family tree and a drawing of a family).

Это моя мама (showing a photo of my mother). Её зовут Ирина. Ирина это неформально. Неформально. А если формально – Ирина Борисовна. А если ОЧЕНЬ формально – Пашкова Ирина Борисовна.

(Switching to the next slide with the photo of my father). Это мой папа. Его зовут Алексей. (Вы знаете, что я – Марина Алексеевна. Алексеевна – это потому что моего папу зовут Алексей). Но Алексей – это неформально. А если формально – Алексей Васильевич. Алексей Васильевич. А его фамилия ... А как его фамилия? (showing through the intonation
that this is an actual question). Меня зовут Пашкова Марина Алексеевна. Мою маму (switching back to my mom’s photo) зовут Пашкова Ирина Борисовна. Какая у нас фамилия? Фамилия? (students respond). Да, я Пашкова, моя мама Пашкова, мой папа Пашков. Ещё раз: это моя мама (showing my mom’s photo again), а это мой папа (switching to my dad’s photo). Это тоже моя мама и мой папа (switching to the picture where they are together). Но это не очень хорошая фотография (showing thumbs down).

…etc. Further in the story, I also included the information about my parents living in Russia, my grandparents being from Ukraine, my university friends in Rostov. Here is an excerpt:

(Showing a picture of my friends and myself in a café) Это мои подруги в Ростове. Это в 2006 году (write out the year on the board). Мы вместе учились в университете. В университете. В Ростове. Ростов – это город (Колумбус – это город, Лос-Анджелес – это город, Бостон – это город).

(Pointing at one of the girls in the photograph) Это моя подруга Лена. Она русская, но сейчас (making gestures to explain the meaning of the word сейчас) она живёт в Нью-Йорке... etc.
**Target language:** мой, моя, мама, папа, бабушка, дедушка, брат, сестра, друг, подруга, парень, девушка, профессор.

**Goals:** This is an introductory exercise that can be used to have the students notice the differences between мой and моя and asked to make conclusions about these differences.

To complete this exercise, the students should remember the concept of gender and be able to recognize familial terms.

**Description:** The students will be asked to look at short phrases (such as моя мама) and sort them out into он and она columns depending on their gender. They will probably do the sorting based on the meaning and the endings of the nouns.

Once they have completed sorting out the words, the instructor will ask them to read out their entries into the two columns. After that, the students will be asked to look at the word for ‘my’ and see if they noticed anything unusual, what that unusual thing is, and whether they can explain it.

**Instructor/student copy**

Рассортируйте! [if the students sound out this word and look at the format of the exercise, they should understand what they need to do].

<table>
<thead>
<tr>
<th>мой папа</th>
<th>моя мама</th>
<th>моя бабушка</th>
<th>мой дедушка</th>
<th>мой брат</th>
<th>моя сестра</th>
</tr>
</thead>
<tbody>
<tr>
<td>моя подруга</td>
<td>мой друг</td>
<td>мой профессор</td>
<td>моя девушка</td>
<td>мой парень</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>женщина (она)</th>
<th></th>
<th>мужчина (он)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Target language: мама, папа, бабушка, дедушка, брат, сестра, друг, подруга, мой, моя.

Goals: This is a structured input exercise for both familial terms and the possessive pronoun мой (masculine and feminine forms) and to review pronouns он and она. The students are exposed to input containing target words and grammar which they would need to understand and process in order to complete the task. This exercise can be done when the students can understand familial terms when they encounter them and they need to understand the meaning of мой/моя and the difference between the two, but they don’t need to be able to actively produce the forms. These forms are a step towards being able to produce the target language later.

To complete this exercise, the students should also be able to read and understand the meaning of some cognates referring to nationalities, occupations and personality traits.

Description: The students will be asked to describe the different members of their family without actually having to produce novel language from scratch. (This is not a production exercise, this is an input exercise.) The students will read sentences containing the target language and fill in the gaps to provide true, personalized answers – selecting from the provided options.

After the students complete the exercise, there should be an extra step. They should be asked to share their information with the rest of the class or the teacher.

Student/instructor copy

Tell us about your family and friends. Use the words in the box at the bottom to complete the sentences about the members of your family and friends. Try to use 2-3 words per family member. If none of the words below work for your family, you can look up the words you need in a dictionary/on your laptop/on your phone. Pay attention to gender. Some nouns below have different versions depending on whether you are talking about a woman or a man. Oh, and don’t forget to write their names. See if you can spell them using Russian letters!

Also, if you have several brothers and sisters add more lines. If you don’t have some of the family members below, leave those lines blank.

If you cannot recognize any of the words in the box, ask your classmates or your instructor for help.

1. Это мой папа. Его зовут _____________. Он _________________________________.
2. Это моя мама. Её зовут _____________. Она _________________________________.
3. Это моя сестра. Её зовут _____________. Она _________________________________.

Student/instructor copy

Tell us about your family and friends. Use the words in the box at the bottom to complete the sentences about the members of your family and friends. Try to use 2-3 words per family member. If none of the words below work for your family, you can look up the words you need in a dictionary/on your laptop/on your phone. Pay attention to gender. Some nouns below have different versions depending on whether you are talking about a woman or a man. Oh, and don’t forget to write their names. See if you can spell them using Russian letters!

Also, if you have several brothers and sisters add more lines. If you don’t have some of the family members below, leave those lines blank.

If you cannot recognize any of the words in the box, ask your classmates or your instructor for help.

1. Это мой папа. Его зовут _____________. Он _________________________________.
2. Это моя мама. Её зовут _____________. Она _________________________________.
3. Это моя сестра. Её зовут _____________. Она _________________________________.

Student/instructor copy

Tell us about your family and friends. Use the words in the box at the bottom to complete the sentences about the members of your family and friends. Try to use 2-3 words per family member. If none of the words below work for your family, you can look up the words you need in a dictionary/on your laptop/on your phone. Pay attention to gender. Some nouns below have different versions depending on whether you are talking about a woman or a man. Oh, and don’t forget to write their names. See if you can spell them using Russian letters!

Also, if you have several brothers and sisters add more lines. If you don’t have some of the family members below, leave those lines blank.

If you cannot recognize any of the words in the box, ask your classmates or your instructor for help.

1. Это мой папа. Его зовут _____________. Он _________________________________.
2. Это моя мама. Её зовут _____________. Она _________________________________.
3. Это моя сестра. Её зовут _____________. Она _________________________________.

Student/instructor copy

Tell us about your family and friends. Use the words in the box at the bottom to complete the sentences about the members of your family and friends. Try to use 2-3 words per family member. If none of the words below work for your family, you can look up the words you need in a dictionary/on your laptop/on your phone. Pay attention to gender. Some nouns below have different versions depending on whether you are talking about a woman or a man. Oh, and don’t forget to write their names. See if you can spell them using Russian letters!

Also, if you have several brothers and sisters add more lines. If you don’t have some of the family members below, leave those lines blank.

If you cannot recognize any of the words in the box, ask your classmates or your instructor for help.
4. Это мой брат. Его зовут _________________. Он ________________________________.

5. Это мой дедушка. Его зовут _________________. Он ________________________________.

6. Это моя бабушка. Её зовут _________________. Она ________________________________.

7. Это мой друг _________________. Он ________________________________.

8. Это моя подруга _________________. Она ________________________________.

| русский | русская | американец | американка | не американец | не американка | канадец | канадка | англичанин | не англичанин | англичанка | не англичанка | инженер | бизнесмен | студент | студентка | не студент | не студентка | профессор | программист | доктор | буддист | пацифист | дентист | биолог | физик | футболист | футболистка | теннисист | теннисистка | политик | не политик |
Target language: мой, моя, мама, папа, бабушка, дедушка, брат, сестра

Goals: This is a production exercise, where the students will use the new vocabulary and grammar to create personalized meaning in a narrow, controlled context.

Description: See the task below.

Student/instructor copy

Draw your family tree. The tree should include three generations (you, your parents, your grandparents). Make sure you tag all the people in the tree (e.g. my Dad, my Mom etc – only in Russian, of course!) If you can, add extra information about them (e.g. their occupations), which you can look up if you need to.
Target language: мой, моя, мама, папа, бабушка, дедушка, брат, сестра + personalized vocabulary

Goals: This is an open-ended production exercise, where the students will use the new vocabulary and grammar to create personalized meaning which can vary greatly from student to student. This exercise should come when the students already know all the relevant vocabulary, grammar, and structures.

Description: The students will be asked to prepare a presentation about their family. They should use photos (unless they are reluctant to do so in front of the entire class) and they should try to say as many things about the members of their family as they can possible do.

The should also prepare the questions (in English) to the rest of the class about their own family to make sure that everybody else was paying attention and that they understood what was said.

Student/instructor copy

Prepare a short presentation about your family. Make sure you use photos of your family members or use drawings to represent them. Try to say as many things about each family member as you can. If you want, you can look up some extra things, such as professions. If you do look things up, make sure that your present them in a way that your classmates can understand because they probably won’t know these knew words.

Make sure you practice your presentation several times – because you won’t be allowed to use any notes while doing the presentation in front of your class! 😊

Also, prepare a few questions in English about the things from your presentation. You will ask these questions when you are done talking about your family – after all, you want to see how well your classmates could understand you and how much they can now remember.
Target language: мама, папа, бабушка, дедушка, брат, сестра, муж, жена, сын, дочь

Goals: This family tree can be used to introduce/practice/test the words denoting family members.

Description: The image can be stretched a little without losing the resolution.