

<ul style="list-style-type: none"> • read the text and answer the questions • arrange the given sentences in the correct order according to the text • read the text and complete the sentences • read the text, some sentences are missing, match each sentence (A-E) to a gap (1-4) • read the text and match headings to paragraphs • read the text and make notes under the headings • read the text and do multiple choice tasks • read the texts and fill in the table <p>Students can be asked to do tasks on grammar and vocabulary (finding synonyms, antonyms, homophones, homonyms, etc.)</p>	<ul style="list-style-type: none"> • Students should write a short story about a legendary creature in their country and read it to the class. • A talk on the tale "The Mistress of the copper mountain" • Interpretation of the words королек с витком/ bead with coil • Making a list of stone and mineral names used in the tales. Designing a stand with the information the students got on the excursion, photos the students' creative work <p>Differentiation As it is a project, students work in groups. Students have different roles. The leader is responsible for all the work done. There are those who take photos, find necessary information, draw pictures, design the stand, prepare the presentation and give it. All the work is assessed equally as they are members of the group. Everyone participates.</p>
<p>Resources Ресурсы</p> <ul style="list-style-type: none"> • Bazhov's tales • Article "About the underground world, insidious keepers and dynamite. P.P. Bazhov" from the book "My Perm <u>Krai</u>. The inquest is being done by the citizens of Perm: literary inquiry" • Explanatory dictionaries • Information that students got at the excursion to the Mineralogical museum of Perm State University • Audio disk 	

- Student's book "Starlight 6"
- A book "Russian fairy tales"

Reflection: Considering the planning, process and impact of interdisciplinary inquiry
Рефлексия:

Prior to teaching the unit До изучения темы	During teaching Во время изучения темы	After teaching the unit После изучения темы
<p>The teacher asked Ss about the myths and legends they knew. Ss brainstormed the ideas. They named the main characters, mentioned the creatures they encountered in the legends, spoke about the actions the main characters are involved in. The topic is interesting for most students so they reacted actively.</p> <p>Students were reminded of the grammar and vocabulary necessary for studying the topic.</p> <p>Past Simple of the verbs, adjectives and their synonyms.</p>	<p>Students studied the vocabulary related to legendary creatures. For expanding the vocabulary students were given adjectives with their synonyms and they practiced using them.</p> <p>Students listened to the recordings in which they had to match each creature with the description, besides they had to explain the words in bold.</p> <p>Students had to read 2 texts about the giant and the mermaid and do some tasks on the texts such as prediction after looking at the title, the subheadings and the pictures; and they had to complete the sentences with the words they encountered in the texts.</p> <p>Students had to practice asking and answering questions based on the texts.</p> <p>Later students revised the material about translation of sentences, word order, use</p>	<p>The topic was studied, conclusions were made. From the point of view of the English language Ss should continue working on grammar and vocabulary.</p> <p>Ss were greatly satisfied with their collaborative work. The teachers came to a conclusion that Arts should be involved into the process because Ss are fond of drawing, they want to create their own illustrations. The teachers put all these ideas into the action plan for the future.</p>