

*Tatar-American Regional Institute, Kazan, Tatarstan, Russia*



*English Language Office (ELO)*

*Public Affairs Section, U.S. Embassy, Moscow*



*ENGLISH THROUGH CULTURAL AND SOCIAL ACTIVITIES  
IN A LANGUAGE CAMP©*

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## ***Acknowledgements***

*The following handbook is based on the experience of Tatar-American Regional Institute's (TARI) running two English language (EL) summer camps together with the American Embassy and the Tatarstan Education Ministry, thanks to the enormous help given by the English Language Office (ELO) of the Embassy of the United States who inspired and supported all aspects of the program, Dr. Bridget Gersten and her staff, Elena Lubnina and Natalia Fomenko. We would also like to express deep gratitude to Director of American Programs in Russia, John Seckel, and Project Harmony Director, David Koenig.*

## ***2. Why organize English language camps?***

Before starting organizing any camp you must decide for yourself what the camp objective will be.

1 – You want to earn some extra money. In this case you can take the school schedule and program and include as many lessons of English during a day as possible, as children's parents will be paying for the "additional services" such as teachers' work (as it is stated by the Ministry of Education).

2 – You have been told to organize a camp by your school administration (this is the worst case, as you might not be willing to do it).

3 – Your aim is to improve children's language skills and to teach them cross-cultural communication as well as the values and history of the country the language of which they study.

4 – Your aim is to make it feasible for children from deprived families "to immerse" themselves into the English language, improve their language and teach cross-cultural communication skills. Your goal is to help them get acquainted with teach the values and history of the country the language of which they study together as well as build their team skills and (improve) social behavior habits.

If you chose points number 1 or 2, this manual will be somewhat helpful to you. If you chose number 3 or 4 go ahead, it was written for you!

## ***2. Where to organize EL camps?***

There are several possible locations:

- the city camps on the premises of schools;
- out-of-city camps on the grounds of some departmental camps;
- out-of-city camps on the grounds of camps run by industrial enterprises;

- an individually organized camp only for this particular language shift.

Even though it seems that the last camp will give the best possibilities for teaching and learning, it will be extremely expensive and only children from rather rich families will be able to take part in it.

In-city camps are the best possible solution for teachers and counselors as they will work only half a day and spend the remaining part with their families at home. However, in the evenings children will use only their native language with their parents and friends, thus weakening the sense of the foreign language environment.

Out-of city camps are the best suitable condition for achieving the goals of immersing children into the language environment as in these cases they will use English from the very moment they wake up till the time they go to bed with rare exceptions.

**In each case you have to work with educational authorities of your city or region.**

*Note: If you are organizing an in-city camp, then it will certainly be located in one of the schools.*

*In the case of out-of-city camps it is advisable that they have an easy access either by a highway or a train, bus and other kinds of public transport. It will make it easier for you to get to the city if some work needs to be done urgently and there are no such facilities in the camp.*

#### **4. Working with authorities**

When organizing camps in the city you can work directly with the city education Directorate or its Department responsible for children's holidays organization. If you do not know the right person in the directorate, ask the school headmaster, who is interested in having a camp at his/her school, to book an appointment and to go with you. The headmaster will need official permission to organize a camp on the premises of the school. Otherwise, you may face a lot of problems and checks from fire, medical and other authorities and demands for additional documents from these authorities, which in the long run can ban your camp.

The best for you and the camp will be if you work with the Ministry of Education of your republic or region. Before first meeting with the officials think over the following questions, which can arise at the meeting:

- what the camp objectives are;
- where the camp can possibly be located and requirements for the camp utilities;
- how the camp language studies supplement or develop the school program developed on the basis of the Russian state standard;
- how many children will be able to take part in the camp;

- how many teachers and counselors will work (including native speakers, if you have any);
- who of the ministry officials will be responsible for working with you preparing and running the camp;
- who will pay for the work of teachers and staff and how much;
- what equipment will be used (tell what you already have and what is expected to be supplied by the ministry, for example, an internet access);
- how everybody will benefit from organizing such a camp.

After having discussed all these questions at the meeting:

1. Prepare some kind of a written document stating responsibilities of each project participant.
2. Arrange visits to possible camp sites (usually you have to provide the transportation for the ministry officials).
3. Prepare the list of what is to be refurbished or repaired in the camp.
4. Get acquainted with camp financing procedure and secure that these procedures will work for your camp.
- 5. Follow up all developments of the preparation and secure that your camp is included into the state (or regional) program of organizing children's holidays.**

### ***5. Preparing for the camp***

1. Define how many teachers and counselors will work at the camp. The ministry regulations say that there should be at most 5.5 of them per every 100 kids. To make the language camp efficient we need at least eight teachers and eight counselors for the same number of children. You will have to find some additional financing – either by the ministry or sponsors. In our case I wrote about 20 letters and found additional money given by sponsors to pay for our additional 29 teachers and counselors. *(See a sample letter)*. We also pursued the Ministry of Education to allocate additional 700, 000 rubles to purchase furniture, have a special menu and provide the internet access out in the field.
2. In case there are new people in your team or people coming from other cities and regions, organize their training sessions, so that they can get acquainted with the camp requirements, methods of teaching etc.
3. Constantly keep in touch with your team letting them know about progress and any changes that take place in the situation.

4. Define the list of courses you are planning to teach in the camp and let every teacher pick one.
5. Choose the overall topic to be realized through all the classes and out-of class activities. For example, your overall uniting topic can be preparing an election of the camp president, or formation of “a citizen of the world”.
6. Define the list of possible out-of-class activities for the camp and let every counselor pick one.
7. Define the teaching materials you need for each course and out-of-class activities.
8. Define the equipment you will need for the camp work and think who will supply what. For example, some of the equipment can be purchased on the grant money (if there is any). Some can be provided by your school or university and some – by the ministry and the city education directorate.
9. Prepare a general camp schedule and a lessons schedule. Samples are on page

## ***6. Main figures working in the camp and their responsibilities***

1. Camp Coordinator. This is usually one person and his or her responsibilities are as follows:
  - organizing workshops for teachers and counselors to train them for working in the camps;
  - building a team (if there are more than one camp, we mean the whole staff for these camps) and teaching it how to work in a team;
  - coordination of work with ministries and departments involved in the project with the aim of providing timely state approval documents necessary for the camp language shifts (such as the state program of summer holidays organization, financing, etc.)
  - defining the best possible camp site for the shifts;
  - working out the shift program and schedule;
  - defining necessary textbooks and teachers manuals to be used in class and out-of-class activities;
  - developing camp symbols and logos;
  - findings the firms and signing contacts with them to provide the staff and children with T-shirts and baseball caps (may also be some writing-pads and file folders) with the camp symbols;
  - defining and purchasing necessary amount of stationery to be used in class and out-of-class activities;

- regular, on-going communication with all projects participants (shift directors, the staff, the ELO of the American Embassy, the grant providing organization (if any), children and their parents;
- coordinating the work of all project participants;
- developing tests and testing children – future camp students; basing on test results formation of groups;
- finding camp sponsors (to take care of additional expenses not covered by the project or ministries);
- taking care of the camp work during the shift so that it works efficiently and smoothly; having a back-up plan in case of emergencies (no power or water supply, outbreak of diseases, violation of rules, parents intrusion, etc.);
- disseminating the experience among other teachers or organizations willing to do the similar work (by organizing corresponding workshops, publishing a manual with the camp results, etc.);
- planning the program evaluation, evaluation of the work of staff (see the sample on page)
- working with corresponding ministries and organizations to continue the project;
- working with the mass media.

2. Camp Director. The number of directors depends on how many camps you are planning to run. His or her responsibilities are as follows:

- responsibility for health and life of every student;
- helping the coordinator in organizing and holding workshops for teachers and counselors to train them for working in the camps;
- building a team for the camp the director is responsible for and teaching it how to work in a team;
- developing the camp philosophy and the work schedule;
- working with school principles when testing the picking up children for the camp;
- keeping in touch with the staff, children and parents during the whole period of the camp project;
- on-going communication with parents (meetings);
- copying handouts;
- doing his or her best to carry out the language shift with best possible results and efficiency;
- having a back-up plan in case of emergencies (no power or water supply, outbreak of diseases, violation of rules, parents intrusion, etc.);
- keeping in touch with the camp alumni and their parents to continue the project;

- writing a report about the results of the language shift and how they can be used in the future.

3. Teachers. The number of teachers depends upon the number of kids trained in the camp. To make the work more efficient it is advisable to have one teacher and one counselor for every 10 students. Teachers can either be recruited from American programs alumni or trained from the school or university faculty. Teachers are responsible for:

- developing a language course for the language shift;
- giving 15 classes for camp students;
- carrying out out-of-class language skills training activities together with counselors;
- preparing teaching material to be copied if needed;
- defining what is needed for the course (equipment, handouts, paper, etc.);
- preparing and holding different competitions in the camp;
- pursuing creative development of children using language classes and plays;
- providing that each student follows the language camp regulations and discipline requirements;
- preparing a file for each student;
- writing a report about the work in the camp with the aim of sharing the experience with other teachers interested or willing to run similar camps.

4. Counselors. The number of counselors depends upon the number of kids trained in the camp. To make the work more efficient it is advisable to have one counselor for every 10 students. Counselors are responsible for:

- watching that the children follow the schedule and regulations of the language camp;
- helping teachers to organize and carry out out-of-class and other kinds of activities;
- playing with children and helping them to prepare for different competitions;
- reading books and discussing their content during the afternoon rest;
- helping children to prepare wall newspapers and newsletters displayed at walls, decorating their rooms and the territory around the building they live in;
- watching that children follow safety regulations;
- writing a report about their work in the camp.

5. Native Speakers. They can either be staying with you in the camp or coming from time to time to organize an event or take part in different events in the camp. In case they stay in the camp they can take a definite language course or carry out different out-of-class activities, such as teaching children to play baseball or American football, organizing different competitions concerning history and culture of America or discuss problems worrying the youth in both



countries. Native speakers are of great importance and help as they can teach and explain those things which are different from our environment and are not easily understood by other cultures. Inviting native speakers you should always think about their special needs and make sure that they will have a separate room each at the camp, indoor toilets and washing facilities, fewer working hours than other teachers and, if possible, a car to take them to the town and back in case of their need.

### ***7. Working with children and their parents***

It is much easier when you work at school or your university has affiliated schools where it provides educational services. There are several things which we think are necessary when choosing children who will participate in the camp.

1. The first step is to define the age interval, for example from grades 7 - 10, or only the 7 or the 10.
2. You can ask you teachers to prepare a language test or can do it yourself to test kids' skills and knowledge. Take into consideration the school program requirements.
3. It is necessary to work as close with school teachers as possible as they will help you to pick up kids not only with good language but also social skills. When compiling the list you can leave several slots for children who will surely be recommended by the education authorities.
4. It is also very important to meet parents and tell them everything about the camp, including the information about how much they will have to pay, and what you expect from their children. Tell them also about the discipline requirements. While working with parents prepare: info packages; schedule of meetings; pre-departure meeting schedule; rules of visits; emergencies.
5. After you have chosen the kids, it is advisable to have an interview with each of them to see if there are any psychological or other problems so that the staff can help them to solve these problems during the shift.
6. Start a file for each kid, which should include all necessary documents, such as medical certificates, salary amount proof, agreements signed by their parents and school recommendations.

### ***8. Working with the camp staff***

After having defined the team to work at the camp you start their training according to the camp philosophy and objectives.

1. Choose a camp shift director. It can be either an American exchange program alumnus or alumna or a person you work with and who has excellent administrative qualities.

In the first case the director will understand the specificity of the courses and extra-curricular activities will be able to help with any language problems which arise during the shift, sometimes prepare the distribution material, communicate with native speakers who stay or come to the camp, etc. It can be either a person living in the same city or a visitor (this is less desirable as then he or she will not be able to communicate with local people efficiently). Ideally the camp director should be fluent in English. If this is a problem find a liaison between the staff and the director to help him/her to fulfill all English language camp requirements.

In the second case, the director will manage to provide all necessary facilities and requirements for the shift, work close with the camp administration, parents, will be able to help people in moving around, give directions, opening a bank account, etc.

2. Organize regular workshops for training the staff how to use new (unfamiliar to them) efficient methods of teaching the language through various activities. If the staff is not from the host city (in our case, Kazan) and if there is a grant to cover their travel expenses traveling you can organize several training sessions in the beginning of the preparation work and a month before the camp starts. You can ask experienced teachers to help you to prepare instruction classes for their younger colleagues. For example, one of our directors gave a workshop in overcoming psychological problems of communication with children from deprived families. Another teacher, an American exchange program alumna, gave a workshop in how to combine creative activity and teaching of language. In this case it is advisable to think about some bonuses for those who will make presentations and conduct master-classes. (*See the program of 2005 winter training session.*)
3. Get every teacher and counselor familiar with their responsibilities at the camp.
4. Have a class on First Aid techniques for all staff members.
5. In case there is a grant, secure that all contracts with teachers and counselors are sent on time so that they can get acquainted with them and receive their bonuses in due time.

## ***9. Working at the camp***

Teaching at the camp can be organized by different formats. However, it is advisable to make classes no longer than 30 minutes and to have at most five of them before lunch.

Here are the goals of the EFL curriculum at the camp:

1. To expose students to as much language practice as possible. For example, in one of our camps children were not allowed to use Russian when speaking to teachers, counselors and sometimes to their mates. However, they were allowed to use their native language in their rooms, canteen, discotheques, etc.
2. To use mainly out-of-class activities to organize children's free time and encourage them to speak English most of the time.
3. To create a positive motivation of the language camp participants.
4. To create a positive psychological atmosphere and learning environment in the team of children and the staff.
5. To monitor and evaluate results of all intermediate and final stages of language courses and out-of-class activities.

This list does not mean that every camp should be limited to it. Everybody is welcome to add more or cross out those goals they do not ready to achieve.

## ***10. Camp Daily Routine***

Camp life is organized according to the following regulations. When preparing this, we followed the common schedule in our summer camp, which is fixed by the educational authorities, but added language classes.

8.30	Wake up, morning exercises, cleaning up
9.15-9.50	Breakfast
10.00-10.30	I class
10.35-11.05	2 class
11.10-11.40	3 class
11.45-12.15	4 class
12.15-13.00	Leisure time
13.00-14.00	Lunch
14.00-15.30	Afternoon rest
16.00-16.30	Five-o'clock tea
16.30-17.00	5 class
17.05-18.30	Out-of-class activities based on active language use (games, songs, drama)

performances, sporting events)

19.00-19.30	Dinner
19.30-22.00	Cultural events, Discotheques
22.00-22.30	Time to go to bed

### 11. Schedule of language classes

The language classes schedule can also vary. Usually a shift lasts for 18 days and every teacher should have 15 classes, five of them sometimes held out of class. Here is a sample schedule which was used at our camp:

№ Ур./Гр	Odd week-days					Odd week-days				
	1	2	3	4	5	6	7	8	9	10
1	A	B	C	D	E	F	G	H	I	J
2	B	C	D	E	A	J	F	G	H	I
3	C	D	E	A	B	I	J	F	G	H
4	D	E	A	B	C	H	I	J	F	G
5	E	A	B	C	D	G	H	I	J	F

7.5	Even week-days					Even week-days				
	1	2	3	4	5	6	7	8	9	10
1	F	G	H	I	J	A	B	C	D	Д
2	J	F	G	H	I	B	C	D	E	A
3	I	J	F	G	H	C	D	E	A	B
4	H	I	J	F	G	D	E	A	B	B
5	G	H	I	J	F	E	A	B	C	Г

where A, B, C ... are teachers and 1, 2, 3,... are students' groups consisting at most of 10 children (students are divided into groups according to their language skills level).

### 12. Subjects Taught at the Camp and Sample Course Descriptions

Here is the list of subjects we taught at our camps. You can change it the way you like. Remember that in every case your primary goal is first to improve kids' language skills and second, to teach them history, the culture of the country and social behavior patterns.

1. English Grammar through Games and Songs
2. Civics education through English
3. History and Culture of the USA in Songs
4. US Geography and Culture through Role Plays
5. English through Video
6. English through Communicative Games
7. English + Civics through Computers
8. Leadership Qualities through Communicative Games in English

9. American Studies through Interactive Reading
10. English and Team-building through Creative Activities
11. Development of Cross-Cultural Understanding and Tolerance through Role Plays

By this time every teacher has already prepared his or her course description. We did not have any prescribed format for that, but it is desirable to define the topic of each class and skills you are going to train. If you cannot provide each kid with a book, you can use copies which either have been made beforehand or are made at the site. We hope that some course descriptions will be of interest for you.

## **Civics Education through English**

**(using computer programs)**

**Ben's Guide to U.S. Government for kids: compiled by Svetlana Tuganova, TARI**

Date	Topics of the lessons	Activities
27.06 .05	Lesson 1 ABC; Our Capital: Washington D.C.; Our Nation: North America	Expand Ben's Vocabulary; Crossword: The Original 13 States
28.06 .05	Lesson 2 Symbols of U.S. Government: The Flag; Bald Eagle; The Liberty Bell; Independence Hall	Design your own flag; Bald Eagle Crossword; Liberty Bell Matching;
29.06 .05	Lesson 3 White House; The Statue of Liberty; The Great Seal; The Pledge of Allegiance	White House Scramble; Lady Liberty; Pattern Mania
30.06 .05	Lesson 4 Branches of U.S Government: Legislative Branch (Congress; House of Representatives, Senate); Executive Branch ( Election of the President)	Preamble Scramble; Reveal the hidden Message: Congress and the Legislative Process; Word Search: Find the Hidden Message: Congress and Legislative; Your Member of Congress
1.07. 05	Lesson 5 Judicial Branch (Supreme Court); Rights of Citizens: The Bill of Rights;	Mystery Word Puzzle; Supreme Court Justices Word Find

	The Gettysburg Address The Declaration of Independence	
2.07. 05	Lesson 6 Constitution;	Signers of the Constitution; Constitution Crossword;
3.07. 05	Lesson 7 Your Neighborhood and Beyond: The Fire Fighter; The Doctor; The Letter Carrier; The Librarian; The Teacher; The Police Officer	Role-play: Our Neighborhood has many people who are there to help you.
4.07. 05	No lessons	
5.07. 05	Lesson 8 Housing the Homeless	All different –all equal; Role-play
6.07. 05	Lesson 9 National Anthem	Songs and Oaths: The Star- Spangled Banner
7.07. 05	Lesson 10 Overview of U.S. Government: Political Parties	Working in the computer class
8.07. 05	Lesson 11 Arlington National Cemetery; Vietnam Veterans Memorial	Arlington Activity; Wall of Remembrance
9.07. 05	Lesson 12 Korean War Veterans Memorial; Marine Corps War Memorial; Washington Monument	Honoring Veterans; Raising the Flag; Washington Monument Activity
10.07 .05	No lessons	
11.07 .05	Lesson 13 Songs and Oaths: The Oath of Office	Presidential Names - Word Scramble
12.07 .05	Lesson 14 Washington Monument; Jefferson Memorial; Mount Rushmore	Life, Liberty and Happiness; Mount Rushmore Word Find
13.07 .05	Lesson 15 Civics Review -	Working in the computer class; Giving out the students' portfolios
14.07 .05	No lessons	

Computer class activities:

INFO USA CD –ROM

Steven J. Molinsky, Bill Bliss Side by Side Interactive CD-ROM:

Lesson 16.9 Branches of Government

Lesson 17.6 Life skills and Civics Lessons

Lesson 18.10.1 The Congress

Lesson 18.10.4 Telling About the Legislative Branch

## **American Studies through English**

Compiled by Liliya Apakova, TARI

### RESOURCES

**B1** - FOR THE PEOPLE BY THE PEOPLE: U.S. Government and Citizenship. Short, D. J., Seufert-Bosco, M.,

Guss Grognet, A, 1995. McHenry, Illinois: Delta Systems Company, Inc.

**B2**- ABOUT THE USA, English through Citizenship: Student Book Intermediate. Kim E. 1989. Mc Henry, Illinois:

Delta Systems Co., Inc

**B3** - HOLIDAYS IN THE USA. Porter , C., Minicz, E., Cross, C. 1996, Glencoe, McGraw-Hill

**B4** PLACES TO KNOW IN THE USA. Porter , C., Minicz, E., Cross, C. 1996, Glencoe, McGraw-Hill

**B5** 101 AMERICAN CUSTOMS. Collis, H. 2000, Passport Books: NTC/Contemporary Publishing Group

### Activities

#### **THEME 1 : NATIONAL SYMBOLS**

##### **Lesson 1 : State Symbols**

Goals: identify national US symbols and compare them with Russian ones,

1. Warm up: show pic (p16 - Flag, Bell, 4th July, Eagle, etc), brainstorm other symbols, make a list

2. Activity 1: pictures and sites

understanding vocabulary, quick word match: exhibit-museum, Inauguration - President, promise-pledge, Lenin - memorial

3. Activity 2: Interpreting information about 4 symbols

Cool Down- memory game

Possible extensions: puzzle1

##### **Lesson 2: American Flag and History**

Goals: get to know the history of the flag, understand time order and sentences with because

1. Activity 1: American Flag and Flag Day, reading, understanding new words, marking the holiday, "because" sentences (B3 76-79)

2. Activity 2 :Reading, T-F statements, gap filling (B1 p 1-2)

3. Game - time order (B3 p 79), B2 p2 ex.D

4. Cool Down - Listening to Pledge of Allegiance and Star- Spangled Banner

### **Lesson 3: Statue of Liberty**

Goals: identify Statue of Liberty, to know its history

1. Warm up and revision: matching stripes- 13 colonies, stars - 50 states, Star-Spangled Banner - anthem, flag- freedom and justice
2. Activity 1: pre- reading, talk about Statue of Liberty photo (B4 p17), video (if available)
3. Activity 2: Reading: Statue of Liberty and Ellis Island, understanding new words, marking the map, T-F statements

4. Cool Down. Activity 3: Listening to the text and filling the gaps (B1 p 146)

### **Lesson 4: Sites in Washington DC**

Goals: identify symbols of WDC and their meaning

1. Activity 1: Interpreting Information about symbols of WDC, T-F statements (OR substitute for CDRom)
  2. Activity 2 Reading 2 and chart
  3. Game - Reviews B1 p 149, B2 p3, B1 p 152-153 ex C (matching and puzzle)
- 8 Cool Down - task - create a new symbol (draw) or the capital song

Possible extensions: puzzle 2

## **THEME 2 LEGAL HOLIDAYS**

### **Lesson 5-6: Independence Day**

Goals: knowing how Americans celebrate Independence Day, understanding sentences with “so”, sequence of the text, thinking development, ranking ideas, revising date formats and superlatives

1. Warm up - (decoration of class), discussing a picture (B3 p 83)
2. Activity 1. Reading: put into order the scrambled paragraphs ( B3 p 84)  
reading the paragraphs, understanding voc., T-F statements, marking the calendar,  
reading and acting the dialogue  
understanding sentences with “so”.
3. Activity 2. Ranking rights and freedoms (B 4 p 88), drawing a symbol for 3 most important values for you,  
game - guess it (draw a symbol of the most important for you, the class guesses it)
4. Cool down : find the phrases now connected with Independence Day.

Singing America the Beautiful

5. Extra activity filling the gaps

Possible extensions: extra activity, puzzle 3

### **Lesson 7: Legal Holidays**

Goals: Identify main legal holidays, their purpose and days of celebration,  
revise *Days of the week*, learn to sing *We Shall Overcome*

1. Warm up - game or quiz “*How well do you know American Holidays?*” (Jan 1, July 4,  
4th Thursday in November  
2nd Monday in October, 25th December)
2. Activity 1: Interpreting the chart on legal US holidays and making sentences
3. Making the chart of holidays.

Extra Activity: Fill in the chart B2 p5, compose a poem on holidays, puzzle 4



### **Lesson 8: Martin Luther King Day**

Goals: know about the beginning of civil rights movement, life of M.L. King and his contribution to civil rights.

#### 3. Activity 2 Reading M. Luther King Day , T-F Statements

game - identify numbers (1964, April 4, 1968, 200000, 1950-60) 381, 1056, January 15.

#### 3. Activity 2: discussing the picture (B3, p 9)

reading M. Luther King Day (1 paragraph), understanding new words, mark the map

#### 4. Activity 3: Listen to "I have a dream", Sing and mime We Shall Overcome

#### 5. "The black man became angry" - emotions game " How are you feeling today"

#### 5. Review and Cool Down: filling the gaps, T-F

Possible extensions: Montgomery Bus Boycott, The Life of MLK Puzzle

### ***THEME 3 : ASPECTS OF CULTURE***

#### **Lesson 9-10: Superstitions and Customs**

Goals: Compare and contrast American and Russian superstitions and customs, train memory

#### 1. Warm up. Horseshoe, lucky and evil superstitions (pictures)

#### 2. Activity 1: Dialogue , listening, reading and acting

#### 3. Activity 3: Crossing your fingers

#### 4. Activity 4 Other non- verbal customs (Ok sign, the high five, hand over the mouth, Bless you!, man outside)

reading situations and finding an appropriate sign, making chart with Russian customs - similar or different

#### 5. Activity 5: Reading personal advice columns (Internet if possible or print outs)

#### 6. Activity 6: He Doesn't Know I'm Alive (discussing the real personal advice column)

Possible extensions: Square Dancing

### ***THEME 4 : US GOVERNMENT***

#### **Lesson 11: Levels of Government**

Goals: explain why we have governments, identify 3 levels of government, work with map, interpret charts

#### 1. Warm up. Talking to the partner about the pictures (B1 p 3)

#### 2. Activity 1: Understanding new vocabulary

#### 3 Activity 2: Map skills: finding us, Russia, province, local area

#### 4 Activity 3: Studying the chart and filling gaps: Levels of Government

#### 5. Activity 4: Reading: Governments

#### 6. Quiz.

#### **Lesson 12: The Structure of Federal Government**

Goals: to identify the 3 branches of the federal government and their responsibilities

#### 1. Warm up - filling the chart- 3 levels of government

#### 2. Activity 1 . The three branches of Federal Government: listening and matching/filling the chart

#### 3 Activity 2. Executive Branch (the Cabinet) - interpreting the sequence of pictures

4. Activity 3: Legislative Branch (Congress) - interpreting the chart on duties of the congress

9 Review and cool down:

Possible Extensions System of Checks and Balances B1 p 86-87, Political Parties B2 p 87-88

Who Votes? Election Promises (quiz)

### **Lesson 13 : Local Government**

Goals: Identify services provided by the local government,

1 Warm up and review: memory game - filling the chart (3 levels, 3 branches )

2. Activity 1: Discussing pictures (B 1 p 108-109)

3. Activity 2: Understanding vocabulary (p 109)

4. Activity 3: Interpreting chart information, problem situations (B1 p 110-11)

5. Review and Cool Down

### **Lesson 14: Rights and Responsibilities of Citizen**

Goals: learn the rights and responsibilities of citizens, compare them with those of Russian citizen

1. Warm up: Who is a citizen?

2. Activity 1: Matching the responsibilities of citizen and picture (B1 p 129, 127)

2. Activity 2: Duties of Citizen (Quiz): B2 p 118

Possible extensions : The rights of citizen - scrambled sentences

research for a hero, active citizen or famous person in the USA, write him/her a letter

Citizenship Day Quiz.

### **Lesson 15: REVISION AND RESULTS**

#### **POSSIBLE EXTENSION FOR THE COURSE- PROJECT WORK**

## **Development of Cross-Cultural Understanding and Tolerance through Role Games**

**Teacher: Kuzmina Olga, TARI**

Date	Lessons	Activities
27.06.05	No lessons	Arrival. Getting acquainted with the rules of the camp. Decorating the rooms, the Cabinet; Design of a Group Wallpaper. Preparation for the Ambassador's visit
28.06.05	Lesson 1 Cross-cultural Communication. Types of the Culture	Outdoor Competition "Chalk Drawings", Group 7 decorated the doors of the classrooms, Ambassador's Visit, Outdoor games, English songs and poems
29.06.05	Lesson 2 Cross-cultural Communication. Types of the Culture	Official Opening of the Summer English Camp; Concert, outdoor games
30.06.05	Lesson 3	Competition "Symbol of America"; Voting for the best symbol.

	Nation and nationality. The population of the Earth	Games in the open air.
1.07.05	Lesson 4 Nation and nationality. The population of the Earth	Intellectual Game “20 questions/20 answers”, Outdoor Games, Oriental dance.
2.07.05	Lesson 5 Stereotypes	Parents’ Day; Volunteers went to forest; Competition “Find a Treasure”; Choosing the best symbol of America.
3.07.05	Lesson 6 Stereotypes	Making American, Tatar, Russian Flags of beads; Outdoor games; English songs
4.07.05	No lessons	Celebrating Independence day; Sugar Cookie Day; National Toasted Marshmallow Day; Different Sport Activities and Competitions during “Tatar Sabantui”; Group 7 prepared the game “Carrying Books”. Bonfire.
5.07.05	Lesson 7 Cultural Shock	Elections of the Judges; Outdoor games: football, volleyball, baseball; soccer
6.07.05	Lesson 8 Cultural Shock	The Citizenship test “Who Votes?”; Dividing into Democrats and Republicans
7.07.05	Lesson 9 Body Language	Preparation of Candidates’ Speeches; Freedom of fear of public speaking; Presidential Running Company of Democratic Party; Going to the Forest
8.07.05	Lesson 10 Body Language	Presidential Running Company of Republican Party; Debates: Republicans vs. Democrats; Beginning of Election Campaign for Presidency; National Soap Box Derby Day
9.07.05	Lesson 11 Success in Communication	International Joke Day; Designing the wallpaper for the Competition “Mr. and Mrs. Teacher”; Competition.
10.07.05	No lessons	Indoor Games: Table games; Computer Games; Karaoke; Hawaiian Dances; National Relaxation Day; Romantic Evening for Mr. and Ms. Teacher
11.07.05	Lesson 12 Mentality and the national Character	Elections of the President
12.07.05	Lesson 13 Global Process in the Modern World	President’s Day
13.07.05	Lesson 14 Peace in the World	Counselors’ Show; Disco; Bonfire
14.07.05	No lessons	Departure from the camp

Literature:

Alvino E. Fantini “New Ways in Teaching Culture”

Hall E. T. “The Silent Language”

National Fables, Fairy Tales, Jokes

## English Grammar through Games and Songs

Compiled by Yuliana Amanova, TARI

Date	Topic	Crazy Holidays Calendar Arrangements
27.06.05	Lesson 1 Theme: Getting Acquainted. The structure of an English Sentence; Linking verb to be	Decorating the Hall and the Class Room; Design of Group wall newsletter; introducing each other in the Group and choosing a Group’s Motto.
28.06.05	Lesson 2 The Use of General (yes/no), Special (WH), Alternative and Tag Questions.	Outdoor Competition “Chalk Drawings” Ambassador’s Visit
29.06.05	Lesson 3 Present Continuous( Progressive) Tense, Its Formation and its Meaning	Official Opening of the Summer English Camp; Concert
30.06.05	Lesson 4 Present Continuous in different grammar exercises; Present Continuous Tense in the song “Where is the Love”	Competition “Symbol of America”; National Cousins Day: Students wrote letters from the Summer English language Camp.
1.07.05	Lesson 5 Present Simple(Indefinite) Tense: its Formation and Its Meaning	Intellectual Game “20 questions/20 answers”
2.07.05	Lesson 6 Using Present Simple Tense in Grammar exercises And in the song “Kiss the	Parents’ Day; Volunteers went to forest; Don’t Step on A Bee Day ; Competition “Find a Treasure”; Choosing the best symbol of America.

	Rain”	
3.07.05	Lesson 7 Past Simple (Indefinite) Tense: its Formation and its Meaning	Love-test; Compliment Your Mirror day and Hugging Day
4.07.05	No lessons	Celebrating Independence day; Sugar Cookie Day; Bingo Game; National Toasted Marshmallow Day; Different Sport Activities and Competitions during “Tatar Sabantui”; Group #8 is on duty in the canteen
5.07.05	Lesson 8 Past Simple(Indefinite) Tense in Grammar Exercises and in Song “Yesterday”	Elections of the Judges; Outdoor games: football, volleyball, baseball; soccer
6.07.05	Lesson 9 Future Simple( Indefinite) Tense: its formation and its Meaning	The Citizenship test “Who Votes?”; Dividing into Democrats and Republicans
7.07.05	Lesson 10 Future Simple (Indefinite) Tense in Grammar Exercises and in song “ I Believe”	Preparation of Candidates’ Speeches; Freedom of fear of public speaking; Presidential Running Company of Democratic Party; Volunteers went to forest
8.07.05	Lesson 11 Past Continuous(Progressive Tense) Improving grammar through” Bingo” game	Presidential Running Company of Republican Party; Debates: Republicans vs. Democrats; Beginning of Election Campaign for Presidency; National Soap Box Derby Day
9.07.05	Lesson 12 Future Continuous (Progressive) Tense, Its Formation and its Meaning; Singing the Song “My Heart Will Go on”	International Joke Day; Designing the wallpaper for the Competition “ Mr. and Mrs. Teacher”
10.07.05	No lessons	Indoor Games: Table games; Computer Games; Karaoke; Hawaiian Dances; National Relaxation Day; Romantic Evening for Mr. and Ms. Teacher
11.07.05	Lesson 13 Theme: The revision of learned tenses ( Present Continuous (Progressive)	Election of the President

	Tense, Present Simple (Indefinite) Tense, Past Simple (Indefinite) Tense, e Future Simple (Indefinite) Tense, Past Continuous (Progressive) Tense, Future Continuous (Progressive) Tense Representation of the Projects	
12.07.05	Lesson 14 Adjectives: Types of Adjectives, Formation of Adjectives, Adjectives when Describing People and Things; Singing the Song “Skater Boy”	President’s Day
13.07.05	Lesson 15 Nouns: Types of Nouns, Formation of Nouns, Nouns in Different Forms; Singing the Song “Let It Be”	Counselors’ Show; Disco; Bonfire
14.07.05	No lessons	Departure from the camp

## **English and Team-Building through Creative Activities**

Compiled by Yelena Savina, TARI

### **Lesson 1**

#### **Introduction. Making rules of work in group**

1. Discussion about the role of communication
2. Exercise. Every student composes nickname for this course and writes it on the card
3. A teacher tells about the rules for this course
4. Creating a call for the beginning and finishing of each lesson
5. Introduction. Every student tells biography of his imaginary character whose name he chose
6. Discussion
7. Call

**Lesson 2**  
**Idea of yourself (2)**

1. Call
2. Discussion
3. Exercise "Idea of yourself"
4. Discussion
5. Exercise "Draw your joy"
6. Discussion
7. Call

**Lesson 3**  
**Idea of yourself**

1. Call
2. Exercise "Association"
3. Discussion
4. Exercise "T-shirt with an inscription"
5. Discussion
6. Call

**Lesson 4**  
**Becoming proficient in ways of nonverbal communication (2)**

1. Call
2. Discussion
3. Exercise "Spectrum of feelings"
4. Discussion
5. Exercise "Give me a glass of water"
6. Discussion
7. Exercise "Guess an emotion"
8. Discussion
9. Call

**Lesson 5**  
**Becoming proficient in ways of nonverbal communication**

1. Call
2. Discussion
3. Exercise "Pass to the next one"
4. Discussion
5. Exercise "Conversation through the glass"
6. Discussion
7. Exercise "Staging a song"
8. Discussion
9. Call

**Lesson 6**  
**Development of observation in communication**

1. Call
2. Discussion
3. Exercise "What do I remember?"

4. Discussion
5. Exercise "Find differences"
6. Discussion
7. Exercise "Custom-house"
8. Discussion
9. Call

**Lesson 7**  
**Development of ability to listen to the other person**

1. Call
2. Discussion
3. Exercise "Back to back"
4. Discussion
5. Exercise "Ability to listen"
6. Discussion
7. Exercise "I listen to You"
8. Discussion
9. Call

**Lesson 8**  
**Development of exact information transfer skills**

1. Call
2. Discussion
3. Exercise "Retelling a text"
4. Discussion
5. Exercise "Who is the fastest?"
6. Discussion
7. Call

**Lesson 9**  
**My rights and rights of other people**

1. Call
2. Discussion
3. Exercise "My rights" (20 minutes)
4. Discussion
5. Call

**Lesson 10**  
**Completion of working with the group**

1. Call
2. Exercise "New Year tree"
3. Discussion
4. Exercise "A telegram"
5. Discussion
6. Test "Captain or Passenger"
7. Discussion
8. Call



# **History and Culture of the USA**

**Developed by Anastasiya Platonova, FLEX, St Petersburg**

## **Aims:**

To give children a general idea of main events in American history and the development of American culture.

To teach students the following skills:

- \*Listening
- \* Speaking
- \* Reading
- \*Writing

## **Materials and tools**

1. The map of the USA
2. A book “In the USA” and audiocassettes.
3. Pictures of paintings.
4. A book about American Literature.
5. Paper, paints, brushes.

## **Topics for discussion**

1. The “Mayflower ship’ and first settlers
2. War for Independence
3. Civil war
4. First states. National symbols.
5. American Presidents.
6. Native Americans and their art
7. Literature and poetry
8. American painting
9. American cinema
10. American music.

Every lesson is held in the form of cooperative learning- peoples are divided into groups and get different tasks (exploring handouts and books) In the end of the lesson the share their new knowledge and in the evening, at additional faculty lessons they make creative tasks- to write, to draw or to sew something connected to the topic of the lesson. The last lesson is a great presentation of all creative works and a quiz with prizes.

# **American Values through Video**

**Developed by Yevgeniya Platonova, PIE, Volgograd**

## **Aims:**

This course is aimed at presenting American values compared to Russian values through watching feature films and discussing the American values afterwards.

## **Skills developed:**

- \*Listening
- \* Speaking
- \* Critical thinking
- \* Debates organization.

## **Materials and teaching aids**

### **Video and TV**

Films:

1. Armageddon.
2. Forest Gump
3. Titanic
4. Matrix
5. Beethoven
6. Free Willy
7. Meet Joe Black

### **Topics for discussion**

1. American democracy, patriotism (Forest Gump)-2 lessons
2. Success in life, ambitions, psychology of winners (Armageddon) –2 lessons
3. High standard of science technologies (Matrix) –2 lessons
- 4 Tolerance and diversity (Meet Joe Black)
5. Family values, American way of life (Beethoven) - 2 lessons

### **Additional topics for discussion in faculty lessons**

1. Teenager related problems ( Free Willy)-2 hours
2. Love to nature and animals ( Beethoven)-2 hours
3. Final celebration of the course- presentation of a hand –made magazine “Video and us”.

### **Assessment of the course**

- \* self-evaluation
- \* feedback

## **History and Culture of the USA in Songs** **compiled by Mikhail Gorbachov of TARI, Kazan**

### **LESSON 1**

Teaching materials: copies of the questionnaire.

1. Let’s be friends. Meeting the group. Introductions. Questions and answers (What’s your name? , etc.).
2. Filling in the questionnaire “Music: the International Language”.

### **LESSON 2**

Teaching materials: copies of the lyrics of “Billy Boy”.

1. Talks on likes and dislikes.
2. Let’s sing. “Billy Boy”.
  - a) The history of the song (the teacher’s introduction).
  - b) Singing together.

### **LESSON 3**

Clean sheets of paper will be needed.

1. Singing together “Billy Boy”.
2. Picasso dictation. (The content depends on the level of the group).
3. Assessment of results.

## LESSON 4

Teaching materials: copies of the story “For Life’s Sake” will (“Forum”, Oct. 24, 20904, p.33).

1. Reading of the story “For Life’s Sake”.
  - a) Explanations by the teacher.
  - b) Questions to students (What do you know about Native Americans? Etc.)
  - c) Reading the text.
  - d) Comprehension questions.

## LESSON 5

Teaching materials: copies of the lyrics of “Home On the Range”.

1. Singing “Home on the Range”.
  - a) About the song (the teacher’s introduction).
  - b) Singing together.

## LESSON 6

Teaching materials: copies of the lyrics of “Home on the Range”. Copies of the text “The First Americans” (“Forum”, Oct. 2004, p.41).

1. Singing “Home on the Range”.
2. Listening comprehension and reading (“The First Americans”).
3. Activation of vocabulary.

## LESSON 7

Teaching materials: copies of the lyrics of “Go Tell Aunt Rhody”

1. Grammar exercises: Present Simple and Present Continuous.
2. Singing the song “Go Tell Aunt Rhody”.
  - a) About the song (the teacher’s introduction).
  - b) Singing together.

## LESSON 8

Teaching materials: the lyrics of “Billy Boy”, “Home on the Range” and “Go Tell Aunt Rhody”.

1. Let’s sing the songs we know: Billy Boy, Home on the Range, Go Tell Aunt Rhody.
2. What are the songs about?

## LESSON 9

Teaching materials: the lyrics of the song “Red River Valley”.

1. Teacher’s story about cowboys (First comes the question of “What do you know?”-Type).
2. Singing of the song.
  - a) Teacher’s introductory word.
  - b) Singing together.

## LESSON 10

Teaching materials: the lyrics of the song “Red River Valley”.

1. Singing “Red River Valley” together.
2. Dramatizing the song.

## LESSON 11

Teaching materials: lyrics of the song “She’ll be coming round the mountain”.

1. What is the role of railroads in human history?
2. Singing the song “She’ll be coming round the mountain”.
  - a) Teacher’s introductory word.
  - b) Singing together.

## LESSON 12

Teaching materials: lyrics of the songs “She’ll be coming round the mountain” and “I’ve Been Working on the Railroad”.

1. Singing “She’ll be coming round the mountain” together.
2. Singing “I’ve Been Working on the Railroad”.
  - a) Listening to the song.
  - b) What is the song about. Discussion.
  - c) Singing “I’ve Been Working on the Railroad” together.

## LESSON 13

1. Dramatizing the song “She’ll Be coming Round the Mountain”.
2. Singing the song “Jingle Bells”.
  - a) Teacher’s introductory word about the song.
  - b) Singing “Jingle Bells” together.

## LESSON 14

Teaching materials: the lyrics of the song “Brown Girl in the Ring”, a high cap for one of the girls of the “Boney-M”-group.

1. Singing the song “Brown Girl in the Ring”.
2. Let’s play “Boney – M” (Imitation of the popular group).

## LESSON 15

Teaching materials: the lyrics of all the songs that have been learned.

Singing together: “Billy Boy”, “Home on the Range”, “Go Tell Aunt Rhody”, “Red River Valley”, “She’ll Be Coming Round the Mountain”, “I’ve been Working on the Railroad”, “Jingle Bells”, “Brown Girl in the Ring”.

### ***13. Resource Center in the Camp***

All teaching materials, stationery supplies, and extra equipment are kept in a special room at the camp and the director is responsible for providing everything necessary for classes and put-of-class activities. In addition, there should also be a resource center where the camp participants can:

- borrow any book in English they want to read;
- play language-teaching games (together with their counselor or on their own);

- borrow a movie to watch in their free time (in our camp there were American movies for kids, such as “ET”, “Beethoven” and cartoons such as “The Ice Age”, “Shrek” etc. which the students watched on their own or with the teaching staff);
- listen to some music (for example, popular songs or musicals in English).

#### ***14. Teaching materials used at the camp***

We highly appreciate help given to our camps by the ELO of the American Embassy in Moscow and personally by Dr. Bridget Gersten who not only provided us with the teaching materials catalogue but also ordered the literature we needed and had it delivered to the camps. It is much better if you prepare the list long in advance and adjust it to the courses and extra-curricular activities which will be carried out at the camp. In this way you can get the staff acquainted with what they will be using in their work already at one of the training workshops. Besides you will be able to make the needed number of copies (if the textbooks can be copied) to have everything ready right before the shift starts. In our case, we also used a number of books from the library of our institute, where they were donated by the ELO and which we use in our everyday teaching process. We also used movies and cartoons from our language department library (See the bibliography).

#### ***15. Extracurricular Activities at the Camp***

Not only the counselors but also teachers and native speakers were involved in organizing and carrying out out-of-class activities with children in our camps. Here are just several of them and we think that any cultural events can be organized according to the regional traditions and culture.

- Our Fulbright student Sam Hirst taught our children how to play baseball and discussed teenagers’ problems with the kids, played simple games like “Twenty Questions” and “I See Something You Don’t See” with them.
- Rick Hughes organized drama classes and staged different episodes from American plays;
- Children chose Mr. and Miss Teacher;
- Every group of students made wall newsletters dedicated to different events;
- Students took part in an election campaign , which included discussions, debates, nominating their candidates, and carried out the camp presidential election;
- Together with American guests the camp participants celebrated the Independence Day (played baseball, sang American songs round a camp fire, roasted marshmallows, etc.);
- Children under the guidance of counselors and teachers organized and carried out a Tatar national holiday Sabantuy with American guests taking part in it (there such competitions

- as running with a spoon in the mouth with an egg in it, running in sacks, trying to get a coin from a bowl filled with yogurt, etc);
- Under the guidance of teachers children made American and Russian flags from colored glass beads on pins;
  - Together with teachers and counselors children designed and made symbols of America;
  - Children played “Twister”, “Boggle”, “Chutes and Ladders” together with counselors;
  - Children hunted for hidden treasures (which were hidden beforehand by the staff). Every group was given a map and had to follow it to find a treasure, which could be a chocolate bar, a book, a pen etc;
  - Children prepared and took part in a Thanksgiving Day celebration;
  - In the second camp children were provided a psychological support in case there were any problems;
  - Children played team games such as volleyball, football, baseball. All instructions were given in English.
  - Together with the rest of the camp the language shift students went to dances.

***16. Good things about the project: Results achieved***

- thanks to help and great support from the ELO, the kids got the access to the best teaching materials and games;
- thanks to all attention from the ELO and Dr. Gersten, these children for the first time in their lives became equal among equals and became the center of the camp life;
- they lived side by side with people from other, quite different, culture and understood that they were not much different;
- kids became more self-assured, lost their fear of teachers and getting bad grades, as they did not get any grades but rather different incentives at the camps;
- some of kids for the first time in their lives got unlimited access to the Internet and used it during the classes and after them either to do some language training by playing different games, or for communication, when they wrote letters to their imaginary American friends;
- kids improved their language and communicating skills by taking part in various activities and becoming a part of a team;
- teachers and counselors have received a unique experience working in a out-of-city camp and with children from deprive families, as they had to take care of them, provide for their safety and security, even though many counselors were not used to think about anyone else but themselves first;

- teachers got used to a different environment and not just in the classrooms, using different teaching techniques and equipment;
- the experience makes it possible to organize language camps at any time of a year during children's holidays. If the camp is not supported by the Education Ministry and is not financed by the regional government, the students will be chosen from those who can pay for their participation. The money could then be used to organize similar camps for foster homes.

### ***17. What could be improved***

- Administrative communication
- from the very start people involved into the project should know that they will be paid by the end of their work;
- it is advisable to work with different private sector companies rather than just state ministries;
- it could be better to have copying machines in the camps rather than carrying the materials to the city and back;
- if it is possible, future projects participants should sign some kind of liability papers so that they cannot refuse at the last moment without good excuses and let down their colleagues;
- it might be better to decrease the money to be paid to teachers and counselors, forming some kind of a fund, which upon the work completion can be used to ad bonuses to those who worked really hard;
- it is quite feasible to find volunteers who will work at city camps in their free time without any payment (it can be a short- or a long-time camp). The money for tuition paid by the kids can be used to organize similar activities for children's homes at their site (in this case kids will be fed there and the only expenses will be stationery purchase and a modest payment for teachers and counselors.)
- all teaching materials should be ordered and delivered in due time, so that all teachers can get acquainted with them and pick up those they will use in their work;
- the shift leaders can be chosen from American programs alumni, who are eager to work not only for money.

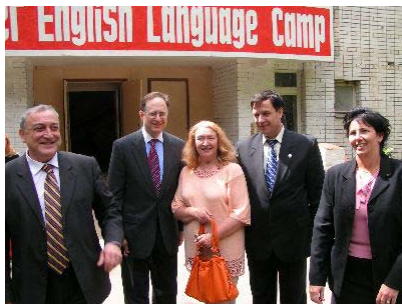
## 18. Camp memories



Ready to go



We are the team!!!



Thank you Bridget and Mr. Ambassador

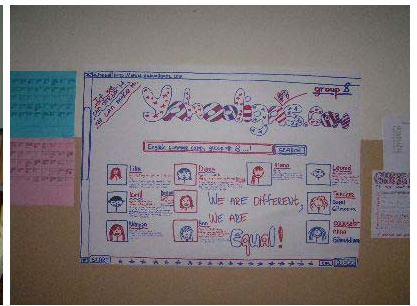


Are you glad to be here?





What is it America?



All work and no play...



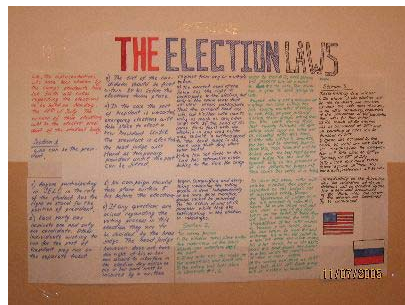
Outside



Having fun with American friends



Our best people



Our president is the best!!



We are so happy!!

## 18. Appendices

## 19.

### APPENDIX I

РОССИЙСКАЯ ФЕДЕРАЦИЯ

ТАТАРСТАН  
РЕСПУБЛИКАСЫ

ТАТАР-АМЕРИКА

РЕГИОНАЛЬ ИНСТИТУТЫ



РЕСПУБЛИКА  
ТАТАРСТАН

ТАТАРСКО-АМЕРИКАНСКИЙ

РЕГИОНАЛЬНЫЙ ИНСТИТУТ

TATAR-AMERICAN REGIONAL INSTITUTE

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№ \_\_\_\_\_

200\_\_ г.

Генеральному директору Татнефтехиминвест  
Холдинга Р. Яруллину  
Координатора Татарско-американского  
проекта лагерей для малообеспеченных  
детей, зав. каф. лингвистики ТАРИ  
Г.Т. Нежметдиновой

Уважаемый г-н Яруллин!

Предлагаем Вашему холдингу принять участие в проекте английских лагерей для детей из социально малообеспеченных семей и оказать спонсорскую поддержку на проживание и питание 28 преподавателей и вожатых в лагерях Заречье и Звездочка в размере 84 000 рублей (по 42 000 рублей на каждый лагерь). Проект реализуется по соглашению между посольством США, ТАРИ и Министерством образования и науки РТ под непосредственным патронажем Аппарата Президента и Кабинета Министров РТ и смена будет проходить с 27 июня по 14 июля. В случае Вашего согласия мы передадим Вам информацию о расчетных счетах лагерей. Все участники проекта будут отмечены в специальном письме Посольства США на имя Президента РТ и получат благодарность от правительства нашей республики.

Координатор проекта  
Зав. кафедрой лингвистики ТАРИ

Г.Т. Нежметдинова

## APPENDIX II

### JANUARY 26, 2005

*Teaching Training Sessions for Summer Camp for Youth for USG Exchange Program Alumni, Kazan, TARI, Ministry of Education of Tatarstan*

#### January 26 - Arrival, registration

#### January 27, 2005 Thursday

Time	Event		
8.00-9.00 9.00-10.00*	Breakfast Registration/Reimbursement		
10:00-10:15	<b>Official Opening. Greetings.</b>		
10:15-11.00	Dr. Bridget Gersten, <b>English Language Officer, PAS, American Embassy in Moscow</b>  <b>“Principles of EFL Teaching for Young Learners”</b>		
11.00-11.45	<b>Ufa team (Dr. Vyacheslav D.Shvaiko, Director of American-Bashkir InterCollege (ABIC), Dr.Flyura M.Garipova, Anvar A.Galyautdinov (ABIC), Ludmila Volova (BSPU), Gulnara Stover (ABIC), Gulnara Abzalova (ABIC)</b>  CHAIR: <b>Dr.Bridget Gersten</b> , ELO, PA American Embassy “Administrative, Methodology Aspects of Summer Camps for Children”		
11.45-12.00	Tea\Coffee-break		
12:00-12:45	Master Class 1 Eric Lundell, <b>Senior EFL Fellow in Ufa</b> “Using Games to Teach Grammar, Geography and Civics” (Assembly Hall)	Master Class 2 <b>Kevin McCaughey</b> , Senior EFL Fellow in Vladivostok “1001 Word Games”  (Library)	Master Class 3  <b>John Harrington</b> , <i>Senior EFL Fellow in Rostov-on-Don</i> "American English Pronunciations and Speech Practices" (Hall, Floor # 5)

13:00-13:45	Master Class 2 <b>Kevin McCaughey</b> , Senior EFL Fellow in Vladivostok “1001 Word Games”  (Library)	Master Class 3  <b>John Harrington</b> , <i>Senior EFL Fellow in Rostov-on-Don</i> "American English Pronunciations and Speech Practices" (Hall, Floor # 5)	Master Class 1 Eric Lundell, <b>Senior EFL Fellow</b> “Using Games to Teach Grammar, Geography and Civics”  (Assembly Hall)
13:45-14:30	Lunch		
14:30-15:15	Master Class 3  <b>John Harrington</b> , <i>Senior EFL Fellow in Rostov-on-Don</i> "American English Pronunciations and Speech Practices"  (Hall, Floor # 5)	Master Class 1 Eric Lundell, <b>Senior EFL Fellow</b> “Using Games to Teach Grammar, Geography and Civics”  (Assembly Hall)	Master Class 2 <b>Kevin McCaughey</b> , Senior EFL Fellow in Vladivostok “1001 Word Games”  (Library)
15:15 –16:15	Discussion time Kazan Camp # 1 Led by <b>Taktamysheva</b> (Hall, Floor # 5)	Discussion time Kazan Camp # 2 Led by <b>Mironova</b>  (Library)	Discussion time Ufa Camps Led by <b>Dr.Shvaiko</b>  (Assembly Hall)
16:15-17:00	<b>Anna Poplavko</b> , Alumni Coordinator, PAS, American Embassy in Moscow “Alumni Networking” (Assembly Hall)	<b>City Tour for teachers</b> Meeting place- lobby on the ground floor	
17:00-18:00	<b>Maksim Kaledin</b> (FLEX Program Alumnus) Social\Sports Activities (for counselors) (Hall, Floor # 5)		
18:00-20:00	Dinner/Reception sponsored by ELO (canteen, Floor # 1)		

JANUARY 28, Friday, 2005

Time	Event
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8:00 – 9:00	Breakfast		
10:00- 10:35	<b>Dr. Vyacheslav D. Shvaiko</b> , Ufa “Teaching American History and Culture Through Songs” (Assembly Hall)		
10:35- 11:20	<b>Kevin McCaughey</b> , EFL Senior Fellow, Vladivostok “Camp Songs in the Key of English” (Assembly Hall)		
11.20- 12:05	<b>Erik Lundell</b> , Senior EFL Fellow in Ufa Using Songs for Creative Expressions” (Assembly Hall)		
12.05 – 12:20	Tea/coffee-break		
12:20- 13:05	<b>Gulnara Stover</b> , FLEX Alumna, Ufa Master Class for all counselors “Cultivating Leadership Skills in Children in the English Summer Camp  (Assembly Hall)	<b>Gulnara R.Abzalova</b> , Ufa Master Class <b>for teachers</b> “Communicative Games in a Camp Setting”  (Hall, Floor # 5)	Master Class for teachers <b>J. Harrington</b> , <b>Senior EFL Fellow in Rostov-on-Don</b> "Tapping into Teen Interests: Classroom Activities with Special Appeal for Teenagers." (Library)
13:15- 14:00	<b>Gulnara R.Abzalova</b> , Ufa Master Class for teachers “Communicative Games in a Camp Setting”  (Hall, Floor # 5)	Nataliya Fomenko,  ELO Assistant  (Takhtamysheva Rushaniya and Mironova Margarita assist)  Open Space Training for counselors  (Assembly Hall)	Master Class for teachers <b>J. Harrington</b> , <b>Senior EFL Fellow in Rostov-on-Don</b> "Tapping into Teen Interests: Classroom Activities with Special Appeal for Teenagers." <b>(Library)</b>
14:00 – 14-15	John Seckel, <b>Program Officer Teachers Training Teachers Program, American Councils</b> “Information on new 3TP Program” (Assembly Hall)		
14:15 – 15:00	Lunch		

15:00-15:30	<b>Ludmila V. Volova, IV</b> Alumna, Ufa Master Class for <b>teachers</b> “Teaching English Grammar Through Games in the English Summer Camp Setting” (Library)	K. McCaughey, <b>Senior EFL Fellow in Vladivostok</b>  Master Class for <b>counselors</b> “Speaking Games” <b>and Erik Lundell (?)</b> (from 15:00 till 16:00)
15:30-16:00	<b>Flyura M. Garipova, IV</b> Alumni, Ufa Master Class for <b>teachers</b> “Teaching American Geography in the English Camp Setting” (Library)	
16:15-18:00	<b>Teachers’ Networking Event</b>  (Assembly Hall)	<b>City Tour for Counselors</b> <b>Meeting place- lobby on the ground floor</b> <b>City Tour for</b>
18:00-19:00	Dinner	
	Social Activities	

JANUARY 29, Saturday, 2005

<b>Time</b>	<b>Event</b>	
8:00 – 9:00**	Breakfast	
10:00-11:00	Discussion Group for <b>Counselors</b> Led by <b>Rushaniya Taktamysheva</b> (Hall, Floor # 5)	Discussion Group for <b>Teachers</b> Led by <b>Margarita Mironova</b>  (Assembly Hall)
11:00-12:15	<b>Gouzel Nizhmetdinova, TARI, Rushaniya Taktamydheva (TARI), Margarita Mironova (TARI), Elena Lubnina, ELO Assistant, Nataliya Fomenko, ELO Assistant</b> Meet in May (Orientation session about work to be done from February till May and May conference) (Assembly Hall)	
12:15-12:30	Tea-break	
	Time to get ready for the departure	

## APPENDIX III

### *Bibliography of teaching materials used at the camps*

1. New Ways in Using Communicative Games in Language Teaching.
2. Laughing Matters: Humour in the Language
3. Lessons from Nothing
4. New Ways in Using Computers in Language Teaching
5. Using Authentic Video in the Language Classroom
6. Language Activities for Teenagers
7. New Ways in Teaching Culture
8. Second Language Learning: Through Cooperative Learning
9. New Timesavers for English Teachers
10. Purple Cows and Potato Chips
11. Timesaver Photocopiable Games
12. Timesaver Photocopiable Holidays and Special Days in the USA
13. Timesaver Photocopiable Mixed-Ability Grammar Lessons
14. Timesaver Photocopiable Project Work
15. Look Again Pictures: For Language Development and Life skills
16. Drawing Out: Creative, Personalized, Whole Language
17. Creative Cards
18. My Word! Word Game
19. Syzygy: That Word Game
20. ESL Spinner Combo Kit
21. Verb It Up! Bingo
22. Sentence Scramble
23. 10 Days in the USA
24. English Through Citizenship
25. Mindlines: A Multimedia Language Game
26. Side by Side Interactive CD\_Rom Program (with Civics and Lifeskills)
27. American Karaoke: Sing Along In English Video
28. Live Action English
29. Small Talk: More Jazz Chants
  
30. Photo Library: Food Items. Fresh Produce. Prepared Foods.
31. ESL Teacher's Activities Kit
32. The United State: its Land and People.
33. Survival English: English Through Conversation
34. Grammar in Context
35. Phonics Bingo
36. Teen stories
37. Teen Scene
38. One Nation: Fifty States
39. Illustrated American Crossword Puzzles
40. Celebrating American Heroes: Plays for Students in English

#### ***Movies***

Armageddon  
Forest Gump  
Titanic  
Matrix  
Beethoven



Free Willy  
 Meet Joe Black  
 The Ice Age  
 ET  
 Shrek  
 Finding Nemo

**APPENDIX IV**

**Final Report**  
**On**  
**Teacher’s work in a summer camp “Zarechyie”**  
**27.06.05-15.07.05**  
*Teacher: Platonova Evgenia Konstantinovna*

<b>Date</b>	<b>Topic</b>	<b>Crazy Holidays Calendar Arrangements</b>
<b>27.06.05</b>	<b>Lesson 1 (5 a day) Getting to know America</b>	<b>Decorating the Hall, the Cabinet; Design of Group Wallpaper ; Creating group motto and cheering rhyme Preparations for Ambassador’s visit Installation of a video class Open lesson for a TV</b>
<b>28.06.05</b>	<b>Lesson 2 (5a day) Discovery of America</b>	<b>Outdoor Competition “Chalk Drawings” Ambassador’s Visit Bedrooms decorations</b>
<b>29.06.05</b>	<b>Lesson 3 ( 5 a day) First Settlements in America</b>	<b>Official Opening of the Summer English Camp; Concert Group #3 is on duty in a canteen Playing boarding games</b>
<b>30.06.05</b>	<b>Lesson 4 ( 5 a day) Independence Day</b>	<b>Competition “Symbol of America”- creating sculptures of plastic National Cousins Day</b>
<b>1.07.05</b>	<b>Lesson 5 (5 a day) US Constitution</b>	<b>Intellectual Game “20 questions/20 answers” A walk in the forest Playing boarding games</b>

	<b>and 13 first states</b>	
<b>2.07.05</b>	<b>Lesson 6 (5 a day) Movement westwards</b>	<b>Parents' Day; Volunteers went to forest; Don't Step on A Bee Day ; Competition "Find a Treasure"; Choosing the best symbol of America.</b>
<b>3.07.05</b>	<b>Lesson 7 (5 a day) Indian culture</b>	<b>Love-test; Compliment Your Mirror day and Hugging Day Making American flags of beads</b>
<b>4.07.05</b>	<b>No lessons</b>	<b>Celebrating Independence day; Sugar Cookie Day;; National Toasted Marshmallow Day; Different Sport Activities and Competitions during "Tatar Sabantuy" Bonfire</b>
<b>5.07.05</b>	<b>Lesson 8 (5 a day) Culture map and General notion of culture</b>	<b>Elections of the Judges; Outdoor games: football, volleyball, baseball; soccer Watching "Titanic" in the evening</b>
<b>6.07.05</b>	<b>Lesson 9 (5 a day) American Painting</b>	<b>The Citizenship test "Who Votes?"; Dividing into Democrats and Republicans Group #3 creates an 'Achievement rainbow"</b>
<b>7.07.05</b>	<b>Lesson 10 (5 a day) Music and dance in American culture</b>	<b>Sanitary check Preparation of Candidates' Speeches ; Freedom of fear of public speaking; Presidential Running Company of Democratic Party; Volunteers went to forest Singing songs with karaoke</b>
<b>8.07.05</b>	<b>Lesson 11 (5 a day) American movie</b>	<b>Presidential Running Company of Republican Party; Debates: Republicans vs. Democrats; Beginning of Election Campaign for Presidency; National Soap Box Derby Day</b>
<b>9.07.05</b>	<b>Lesson 12 (5 a day)</b>	<b>International Joke Day</b>

	<b>Sports games as an element of American culture</b>	<b>; Designing the wallpaper for the Competition “ Mr. and Mrs. Teacher” Evening contest “Mr. and Mrs. Teacher’</b>
<b>10.07.05</b>	<b>No lessons</b>	<b>Indoor Games: Table games; Computer Games; Karaoke; Hawaiian Dances; National Relaxation Day; Romantic Evening for Mr. and Ms. Teacher</b>
<b>11.07.05</b>	<b>Lesson 13 ( 5 a day) Pop-culture</b>	<b>Elections of the President Celebration</b>
<b>12.07.05</b>	<b>Lesson 14 ( 5 a day) Preparation of a portfolio after the course</b>	<b>President’s Day Inauguration Festivities</b>
<b>13.07.05</b>	<b>Lesson 15 Final presentation -</b>	<b>Counselors’ Show; Disco; Bonfire</b>
<b>14.07.05</b>	<b>No lessons</b>	<b>Departure from the camp</b>

## APPENDIX V

### Report of the work done during the “Summer English Language Camp” in Kazan - Tatarstan. (By Liliya Iskhakova – counselor).

- June the 26<sup>th</sup>:
  - Arrived at camp and cleaned rooms of kids, got ready to welcome kids.
- June the 27<sup>th</sup>:
  - Went back to Kazan, met kids, and brought them to camp.
  - Kids then were divided into groups, so I took care of my kids and made sure that they are comfortable in their rooms.
  - Played active games with them.
  - Took kids to lunch and back.
  - Got ready for the U.S. Ambassador arrival:
    - Rehearsed lining up
    - Came up with the name of our team (Dragon Kids) and found a symbol.
  - Took kids to dinner and back.
  - Made our team’s newspaper together with kids and also found and created our own anthem.
  - Put kids in bed.
- June the 28<sup>th</sup>:
  - Woke kids up
  - Took them to gym outside
  - Took kids to breakfast and back.
  - Had last rehearsal before ambassador’s arrival.
  - Welcomed ambassador
  - Had an open video lesson.
  - While kids had classes we (counselors who finished “flex” program) communicated with an ambassador and shared impressions
  - Took kids to lunch and back
  - At nap time put kids in bed and made sure they were having rest
  - Got the “twister” game and played together with kids
  - Took kids to the disco and back
  - Put kids into bed, made sure that they were all cleaned up
- June the 29<sup>th</sup>:
  - Woke kids up
  - Took kids to gymnastics outside
  - After kids got ready went to dining room to prepare the meals and room ready before all the camp came
  - After breakfast cleaned the dining room up
  - Took kids to classes
  - Took kids to dining room to prepare it for lunch
  - After lunch cleaned the dining room up
  - Made sure that kids have rest/nap
  - After kids had their last class took them out and played games on psychology, like finishing up the stories.
  - Took kids to dining room to get room ready
  - After dinner cleaned everything up
  - Took kids to disco and back
  - Put kids in bed
- June the 30<sup>th</sup>:
  - Woke kids up

- Took out to gym (kids)
- Made sure that kids got their rooms cleaned
- Took kids to breakfast and back
- Took kids to classes
- Played games with kids before lunch
- Took kids to lunch and back
- Made sure that kids are having rest/nap
- Made (created) a symbol of America out of plastic dough with kids and put it on an exhibition of our camp
- Took kids to dinner and back
- Went to forest walk with some kids
- Made sure everyone's ready for sleep and put kids into bed
- July the 1<sup>st</sup>:
  - Woke kids up
  - Took outside for gym
  - Made sure everyone's clean and room are tidy
  - Took kids to breakfast and back
  - Took kids to classes
  - After kids have had some personal time took them to lunch and back
  - Made sure kids were having rest/nap
  - After the kids last class and some free time took them to an intellectual show called "20 questions/20 answers" where kids were solving different problems given by their teachers
  - Took kids to dinner and back
  - Took kids to play soccer
  - Made sure everyone's ready for sleep and put in bed
- July the 2<sup>nd</sup>:
  - Woke kids up
  - Took out to gym
  - Made sure rooms and kids are clean
  - Took to breakfast and back
  - Took to classes
  - After personal time took to lunch and back
  - Made sure kids were having rest/nap
  - Played a game "finding the treasure" with the whole camp
  - Voted for the best symbol of America made of plastic dough
  - Took kids to dinner and back
  - Personal time (made sure kids were fine)
  - Put kids into bed
- July the 3<sup>rd</sup>:
  - Woke kids up
  - Took out to gym
  - Made sure rooms and kids are clean
  - Took to breakfast and back
  - Took to classes
  - After personal time took to classes and back
  - Made sure kids were having nap/rest
  - After last class took kids to sing songs, play in drama, also hand made American flags, Russian flags, got ready to celebrate the Independence day
  - Took kids to diner and back
  - Took kids to play soccer
  - Put kids into bed

- July the 4<sup>th</sup>:
  - Woke kids up
  - Took out to gym
  - Made sure rooms and kids are clean
  - Took to the breakfast and back
  - Met Shelly (one of our American friends who came to celebrate with us the Independence day of America)
  - Took Shelly to an excursion of our camp
  - Organized “Sabantuy” (whole bunch of funny games, where me and my team were responsible for “running with a spoon in mouth with an egg on top of it”), played
  - Went to lunch and back
  - Made sure kids were having rest/nap
  - While nap time had a seminar with Traci (one of our American friends, teacher In a primary school) on a subject of “how to teach alphabet to kids”
  - Took kids to a baseball game organized by our American friends
  - Took kids to dinner and back
  - Played soccer with kids
  - Sat around the fire and ate some sweets and marshmallows
  - Said bye bye to our American friends
  - Got ready and put kids in bed
- July the 5<sup>th</sup>:
  - Woke kids up
  - Took out to gym
  - Made sure kids and rooms were clean
  - Took to breakfast and back
  - Took to classes
  - Took to lunch and back
  - Made sure kids were having rest/nap
  - After last class we elected judges for the court of appeal, because we have found out that the elections of a symbol of America were improperly and unfairly completed
  - Took kids to the dinner and back
  - Took kids to the disco and back
  - After kids were ready put them in bed
- July the 6<sup>th</sup>:
  - Woke kids up
  - Took outside to gym
  - Made sure kids and room were ready
  - Took kids to breakfast and back
  - Took to classes
  - Took to lunch and back
  - Made sure kids were having nap/rest
  - After last class I have organized a seminar for kids over general information about the president elections in the United States, since the camp was divided into two (republican and democratic) parties and there was to be an election day
  - Took kids to dinner and back
  - Had a talk with my group, chose a representative of our group on the elections
  - Spent time creating new wallpapers
  - Put kids into bed
- July the 7<sup>th</sup>:
  - Woke kids up

- Took out to gym
- Made sure kids and rooms are clean
- Took to breakfast and back
- Took to classes
- After classes took kids to lunch and back
- During rest time went to forest with whole camp, made sure kids were fine
- After some personal time sang karaoke together with kids
- Took kids to dinner and back
- Took kids to play soccer
- Made sure kids were ready for bed, and put them to sleep
- July the 8<sup>th</sup>:
  - Woke kids up
  - Took kids out to gym
  - Made sure that rooms and kids are clean
  - Took to breakfast and back
  - Took to classes
  - As republican parties voted for (chose) our candidate at the presidential elections
  - Took kids to lunch and back
  - Made sure kids were having rest/nap
  - After the kids' last class took them to debates of the candidates of the presidential elections
  - Took kids to dinner and back
  - After some of the kids played soccer and some went to disco made sure they were clean and put them into bed
- July the 9<sup>th</sup>:
  - Went to dining room with kids to prepare it for the breakfast
  - Took care of the dining room after everyone was done with the breakfast
  - Went to dining room at lunch to prepare everything there
  - Cleaned up after everyone was done with the lunch
  - Went to a "Mr. and Mrs. Teacher" competition organized by kids
  - Helped kids during dinner in dining room
  - Put kids into bed
- July the 10<sup>th</sup>:
  - Woke kids up
  - Took them to morning exercise
  - Made sure rooms and kids were clean
  - Took kids to breakfast and back
  - Created figures out of plastic dough, drew pictures, played games with kids
  - Took kids to lunch and back
  - Made sure kids were having rest/nap
  - Continued creating our art exhibition (pictures, paintings, figures out of plastic dough)
  - Took kids to dinner and back
  - Played sports, sang karaoke, disco
  - Put kids into bed
- July the 11<sup>th</sup>:
  - Woke kids up
  - Took them to morning exercise
  - Made sure rooms and kids were clean
  - Took kids to breakfast and back
  - Took kids to classes
  - After some free time took kids to lunch and back

- Made sure that the kids were having rest/nap
- After the kids had their last class took them to the presidential elections, so all of them voted
- Then took kids to the dinner and back
- After dinner all lined up and the president of the camp was announced
- Took kids to the disco and back
- After making sure all kids are ready for sleep put them into bed
- July the 12<sup>th</sup>:
  - Woke kids up
  - Took them to morning exercise
  - Made sure rooms and kids were clean
  - Took kids to breakfast and back
  - Took kids to classes
  - After some free time took kids to lunch and back
  - Made sure that the kids were having rest/nap
  - After kids last class took them to inauguration of the new president
  - Cleaned camp territory
  - Took kids to dinner and back
  - Sang karaoke with kids
  - Put kids into bed
- July the 13<sup>th</sup>:
  - Woke kids up
  - Took them to morning exercise
  - Made sure rooms and kids were clean
  - Took kids to breakfast and back
  - Took kids to classes
  - After some free time took kids to lunch and back
  - Made sure that the kids were having rest/nap
  - Cleaned rooms with kids and helped them to pack and get ready for the departure next day
  - After all work was done started “bye-bye” party with disco
  - Moved outside and sat around fire, sang songs
  - Continued with disco
  - Made sure kids were ready for sleep and put them into bed
- July the 14<sup>th</sup>:
  - Woke kids up
  - Took them to morning exercise
  - Made sure they’ve packed everything up
  - Took kids to the breakfast and back
  - Loaded all luggage and kids on the bus
  - Brought them on the bus back to Kazan and met with parents
  - End of the camp, said bye to everyone.



## APPENDIX VI

### EVALUATION FORM

#### 2005 ENGLISH LANGUAGE SUMMER CAMP

Please evaluate your experience at the English language summer camps. Your feedback is important in evaluating this experience and involving future alumni, American students and professionals in such camps.

Name:

Alumna/alumnus of what program:

Contact Information:

- home address
- e-mail

Institution:

Major Field and Year of Study (for students):

Camp(s) you attended:

Place: \_\_\_\_\_

Date : \_\_\_\_\_

Your title at camp:      Counselor                      Teacher                      Administrator

Please answer the following questions and email the responses to [moscowelo@state.gov](mailto:moscowelo@state.gov).  
**Please add extra sheets as needed.** Kindly return to ELO within two weeks after finishing camps.

1. On a scale of 1-10, with 10 being the highest score, how would you rate the following:
  - a. your overall experience at the camp(s)
  - b. accommodations at the camp(s)
  - c. quality of interactions with students and teachers
  - d. quality of interactions with administrators
  - e. your achieving the aims you set out to achieve when you joined this project
  - f. on-site availability of resources for teaching and extracurricular activities
2. Please describe briefly your duties at the camp(s) and evaluate how successful these were.
3. One goal of the camps is to provide quality instruction in English as well as help students learn more about American culture, civic education, and leadership skills. Another goal is to build mutual understanding through public diplomacy outreach programs. Please evaluate whether we achieved these goals during your camp experience.

4. In what area/issue, do you think you made a difference?

5. What was the most difficult for you?

6. If you are invited to participate in a similar project next year, will you agree?

YES NO

If your answer is YES:

- if the camp is in your region .....
- if the camp is in another region .....
- only if a bonus is not less than..... ( please write the sum)

7. Do you plan to start a similar project next year in your region?

YES NO

8. Recommendations for future participants in camps, for ELO or the host institution who organized camps.

9. Other comments and/or recommendations. Please add any comments and/or recommendations that you think might be useful in the future for ELO and/or the hosts when inviting alumni, Americans to participate in camps. **Continue, as needed, on a separate page**