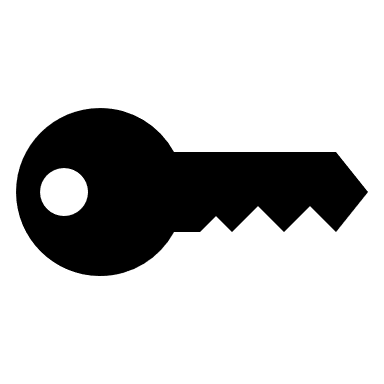
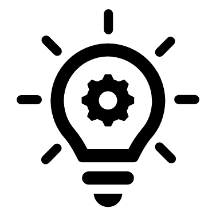
**Для учителя (ответы к заданиям рабочего листа)**

*Схема движения группы: экспозиция «Начало пути», экспозиция «Любовь и дружба», экспозиция «Кино и театр», экспозиция «Песни и стихи».*



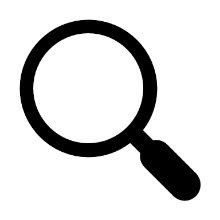
Ответы отмечены значком

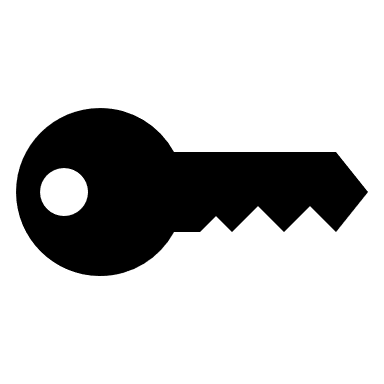
Задания с открытым ответом сопровождаются предполагаемыми ответами, критериями оценивания ответов или соответствующими методическими рекомендациями и отмечены значком

1. **Экспозиция «Начало пути»**

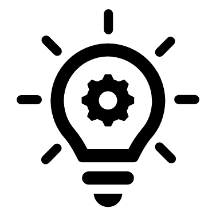
Greet the students and present the museum. Allow a few minutes to examine the first hall and do Activity 1.

**№ 1. Youth**

Study the exhibits of Hall 1 – *The Starting Point* – and complete the timeline of Vladimir Vysotsky’s youth with the dates.



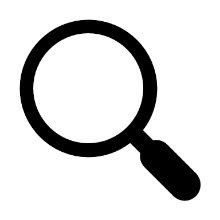
Do you think the historic period when Vysotsky was young influenced his work as a poet and an actor? Support your answer with the evidence found in the exhibition. Discuss with a partner/group.

Vysotsky was definitely influenced by the war and the Soviet realities surrounding him. Any additional answers are also acceptable if sufficient evidence is provided. The point of the activity is looking for explanations in the available data and using evidence to support one’s views. Answers may differ depending on the students’ knowledge of Vysotsky’s work, history and personal attitudes.

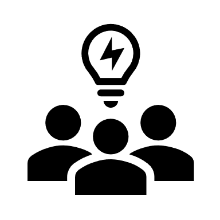
1. **Экспозиция «Любовь и дружба»**

**№ 2. Travel**

Move on to the next hall – *Love and Friendship*.

Study the showcases devoted to the poet’s travelling and do the following task in two groups.

Organize work in two groups.



Group A:

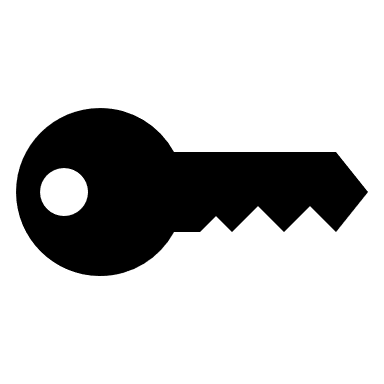
Study the map where Vysotsky marked the places he had visited. Then read poems I, VI and VIII from his *Road Diary* series.

Use the QR-code to access the poems:



Which **four** countries did he visit during his road trip in 1973? Are they the same countries today?

Draw his approximate route and prepare a brief report to share with the other group.

Vysotsky meant Poland, the German Democratic Republic (GDR, East Germany), the Federal Republic of Germany (FRG, West Germany) and France. Today, they are still four countries but they are Belarus (which used to be part of the USSR), Poland, Germany (as one country) and France.



|  |  |
| --- | --- |
| Period |  |
| Route |  |
| Notable facts |  |

Group B:

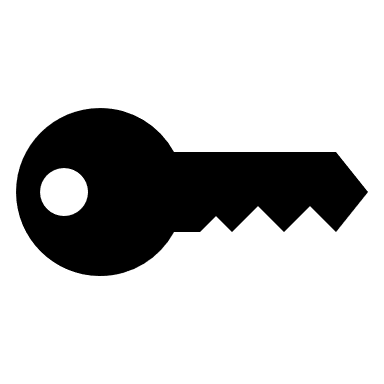
Study the map where Vysotsky marked the places he had visited. Then read the interview with Feliks Dashkov, who used to be captain of the Belorussiya cruise ship, about his two trips with Vysotsky in 1975 and 1976.

Use the QR-code to access the interview script:



How many countries and continents did they visit?

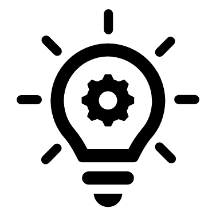
Draw their approximate route and prepare a brief report to share with the other group.

They visited Italy (Genoa), Spain (Malaga, Barcelona, Granada, islands of Lanzarote and Tenerife – the Canary Islands), Morocco (Casablanca), Portugal (Madeira) – 4 countries and 2 continents (Europe and Africa).



|  |  |
| --- | --- |
| Period |  |
| Route |  |
| Notable facts |  |

Share information with the other group. Compare your maps with each other and Vysotsky’s map. Which places are left out? When do you think he visited them and why? Use the museum exhibits to obtain more information. Present your ideas to your teacher and ask for verification.

The students are to draw approximate routes and find the right years in the task instructions. The notable facts may differ, they may refer to the poet’s feelings expressed in the poets or the concerts and excursions the cruise captain mentions in the interview.

The cities left behind are cities of the former Soviet Union, such as Kiev, Odessa, Riga, which Vysotsky visited during his tours as an actor and singer.

In 1975, Vysotsky went to London with his wife, a European actress Marina Vladi, and gave a couple of informal concerts.

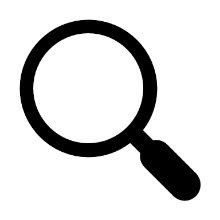
In September 1976, Vysotsky with Taganka made a trip to Yugoslavia where *Hamlet* won the annual BITEF festival's first prize, and then to Hungary for a two-week concert tour.

1. **Экспозиция «Кино и театр»**

**№ 3. Cinema**

Move on to the next hall – *Cinema and Theatre*.

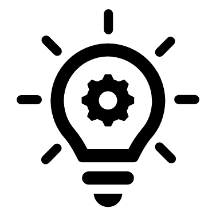
Organize the discussion of the suggested posters.

Study the two posters. Have you seen these films?

If yes, do the posters express the ideas of the films in your view?   
Why/why not?

If no, what do the posters tell you about the films? Would you like to watch them? Why/why not?

****



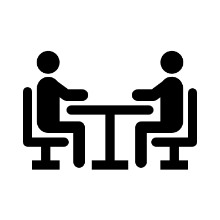
Интервенция

<https://ru.wikipedia.org/wiki/%D0%98%D0%BD%D1%82%D0%B5%D1%80%D0%B2%D0%B5%D0%BD%D1%86%D0%B8%D1%8F_(%D1%84%D0%B8%D0%BB%D1%8C%D0%BC)>

Хозяин тайги

<https://ru.wikipedia.org/wiki/%D0%A5%D0%BE%D0%B7%D1%8F%D0%B8%D0%BD_%D1%82%D0%B0%D0%B9%D0%B3%D0%B8>

Organize pair work, monitor the activity and provide support.

Work in pairs.

Student A

In 1.5 minutes be ready to compare and contrast the pictures:

• give a brief description of the picture (action, location);

• say what the pictures have in common;

• say in what way the pictures are different;

• say which of the posters better shows what the film is about;

• explain why.

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

Student B

Listen to your partner and assess his or her talk using the checklist:

|  |  |
| --- | --- |
| Organization (introduction, conclusion, structure, logic) |  |
| Brief description |  |
| Similarities |  |
| Differences |  |
| Which is better |  |
| Why |  |
| Language accuracy (grammar, vocabulary, linkers) |  |

Monitor the activity, provide help and take notes of typical mistakes and things to be corrected in the future.

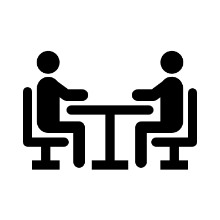
**№ 4. Theatre**

Organize the discussion.

Are you a theatre lover? Why/why not?

How are theatre posters different from the cinema ones in terms of design and information?

Organize pair work.

Work in pairs. Student A would like to learn more information about a play. Student B is a theatre attendant and provides necessary information. Role-play one of the following situations.

**1**

Student A. You are considering seeing a play and you'd like to get more information. In 1.5 minutes, you are to ask questions to find out the following:

1) the name of the theatre;

2) location;

3) dates;

4) producer;

5) actors and actresses.

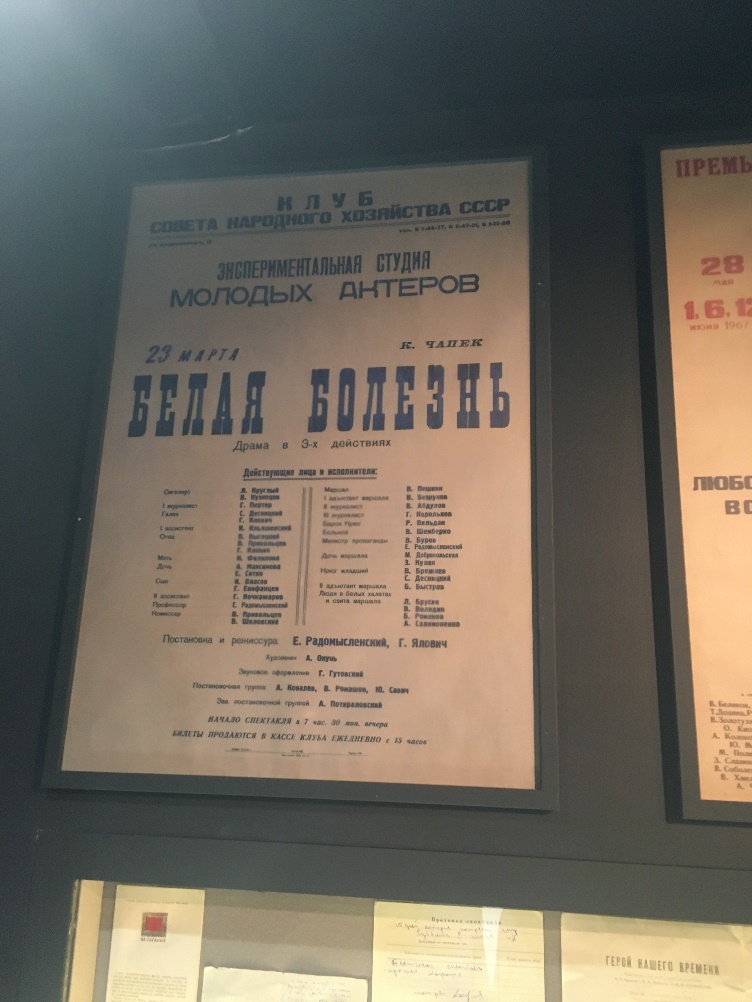
Student B. You are to provide your partner with the answers. Study the poster to find the necessary details. You have 1.5 minutes to get ready.

**2**

Student A. You are considering seeing a play and you'd like to get more information. In 1.5 minutes, you are to ask questions to find out the following:

1. the name of the theatre;
2. the name of the play;
3. producer;
4. composer;
5. dates available.

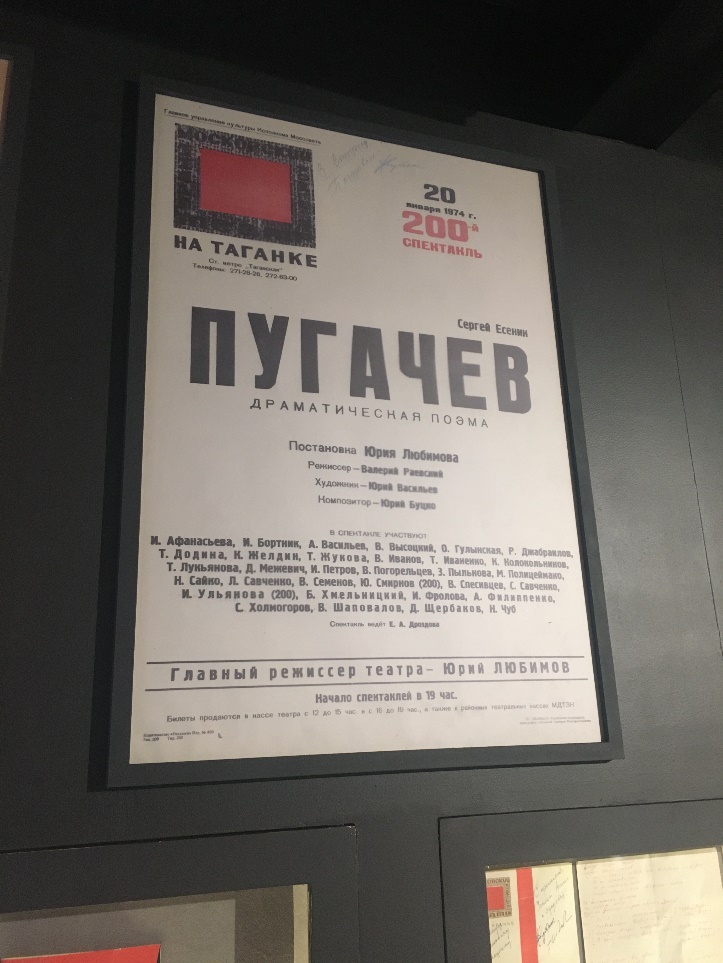
Student B. You are to provide your partner with the answers. Study the poster to find the necessary details. You have 1.5 minutes to get ready.

**3**

Student A. You are considering seeing a play and you'd like to get more information. In 1.5 minutes, you are to ask questions to find out the following:

1. where;
2. when;
3. number of acts;
4. tickets available;
5. actors and actresses.

Student B. You are to provide your partner with the answers. Study the poster to find the necessary details. You have 1.5 minutes to get ready.

**4**

Student A. You are considering seeing a play and you'd like to get more information. In 1.5 minutes, you are to ask questions to find out the following:

1. the name of the theatre;
2. special occasion;
3. telephone number;
4. the type of play;
5. the time of the performance.

Student B. You are to answer five questions. Use the information on the poster. You have 1.5 minutes to get ready.

Monitor the activity, provide support and take notes for future correction.

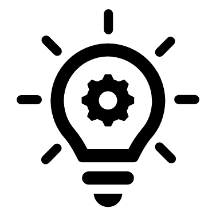
**№ 5. Poster Design**

Organize the discussion.

Look at the poster of the film *A Bad Good Man*. Have you seen it?

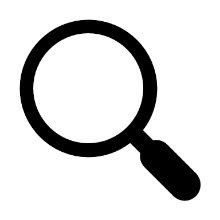
If yes, what is it about and how can you explain the title?

If no, what might it be about? Would you like to see it? Why/why not?

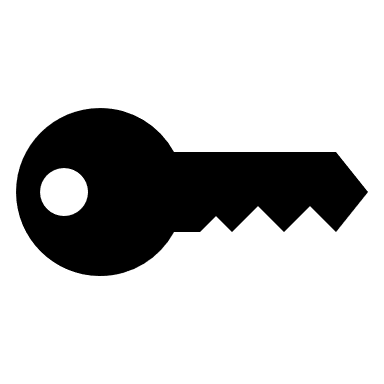


Плохой хороший человек

<https://ru.wikipedia.org/wiki/%D0%9F%D0%BB%D0%BE%D1%85%D0%BE%D0%B9_%D1%85%D0%BE%D1%80%D0%BE%D1%88%D0%B8%D0%B9_%D1%87%D0%B5%D0%BB%D0%BE%D0%B2%D0%B5%D0%BA>

Study the poster and read the description. Think of the word which best fits each gap and complete the text.

|  |
| --- |
| Look \_\_\_\_\_\_\_\_\_\_ this colourful poster. It shows us different people. \_\_\_\_\_\_\_\_\_ the foreground you can see a woman wearing an elegant hat with a pink \_\_\_\_\_\_\_\_\_ and kissing a man wearing a \_\_\_\_\_\_\_\_\_ suit. Just \_\_\_\_\_\_\_\_\_ them you can see two men discussing something. They \_\_\_\_\_\_\_\_\_ wearing sea captain caps and white jackets. The man on the \_\_\_\_\_\_\_\_\_ is wearing a uniform.  \_\_\_\_\_\_\_\_\_ the background you can see two men as well. The man \_\_\_\_\_\_\_\_\_ on the rock is wearing a grey jacket, brown trousers and a white cap. The man standing \_\_\_\_\_\_\_\_\_ to him is wearing a long white robe and a \_\_\_\_\_\_\_\_\_ hat. He is \_\_\_\_\_\_\_\_\_ a tree branch in his hand. They \_\_\_\_\_\_\_\_\_ look thoughtful.  Further still, you can see a wonderful seascape. \_\_\_\_\_\_\_\_\_ looks fantastic.  I decided to show you this photo because I would like to recommend this fascinating film \_\_\_\_\_\_\_\_\_ you. I hope you’ll watch it soon! |

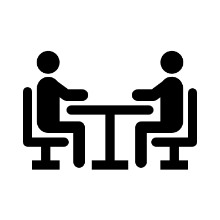
Look **at** this colourful poster. It shows us different people. **In** the foreground you can see a woman wearing an elegant hat with a pink **ribbon** and kissing a man wearing a **white** suit. Just **behind** them you can see two men discussing something. They **are** wearing sea captain caps and white jackets. The man on the **left** is wearing a uniform.

**In** the background you can see two men as well. The man **sitting** on the rock is wearing a grey jacket, brown trousers and a white cap. The man standing **next** to him is wearing a long white robe and a **straw** hat. He is **holding** a tree branch in his hand. They **both** look thoughtful.

Further still, you can see a wonderful seascape. **It** looks fantastic.

I decided to show you this photo because I would like to recommend this fascinating film **to** you. I hope you’ll watch it soon!

Organize pair work or mingling.

Choose a poster of the film you’d like to see. Describe it to your partner so that he or she can find it in the exhibition hall.

Was it easy for you to guess your partner’s choice? Why/why not?

Do you and your partner have similar tastes?

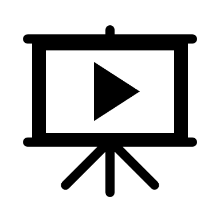
**№ 6*.* Hamlet**

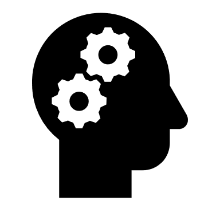
Organize the discussion.

Have you read *Hamlet* by W. Shakespeare or seen it on stage?

If yes, what impression did it make on you? Why?

If no, would you like to read and/or see it? Why/why not?

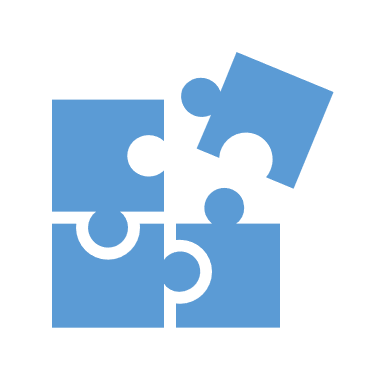
Watch a video showing Vladimir Vysotsky as Hamlet.

How would you characterize his version of Hamlet? Choose the best adjectives to describe the character and support your view with the details you’ve noticed in the video (gestures, tones and intonations, etc).

|  |
| --- |
| *contemplative, playful, aggressive, calm, nervous, fidgety, dreamy, uncertain, depressed, decisive, violent, secretive, relaxed, excited, passive, reserved, volatile* |

What do you think of Vysotsky’s interpretation of Hamlet?

Share your ideas with the group. Explain your opinion. To what extent do you agree with each other?

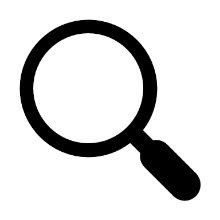
*Hamlet* is a vast topic for studying and discussion. If you are interested in learning more about this play and its various interpretations, do the ***Case Study***.

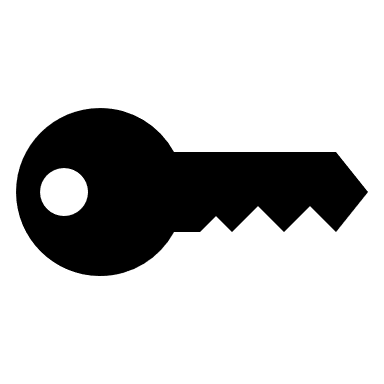
The Case Study would be most suitable for students studying the Liberal Arts more profoundly. The answers are provided after the basic part.

1. **Экспозиция «Песни и стихи»**

**№ 7. Songs and Poems**

Organize work with the infographics.

Study the chart showing Vysotsky’s creative productivity. What kind of chart is it:

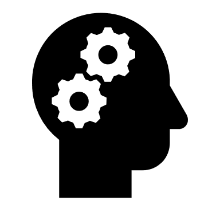


A) a line graph;

B) a pie chart;

**C) a bar chart;**

D) a Venn diagram.

Why is it suitable to present such data? Which of the other charts can be used for the same purpose?

This type of chart allows comparing data describing differet periods. A line graph would show similar patterns.

Read the description and fill in the missing words from the box.

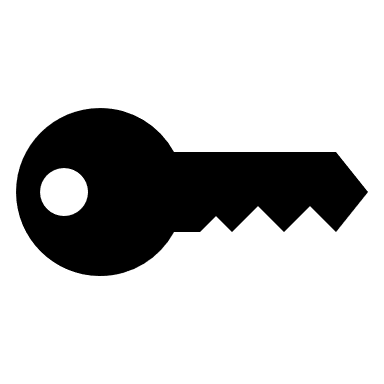
|  |
| --- |
| ***fluctuated, slight, rise, mirrored, dropped, correspondingly, equal, witnessed*** |

Vladimir Vysotsky started his musical career with only one song in 1960. There was a \_\_\_\_\_\_\_\_\_\_\_\_ in the number of songs in 1961 and 1962 from 8 to 11 but in 1963 it \_\_\_\_\_\_\_\_\_\_\_\_ to 9.

The year 1964 \_\_\_\_\_\_\_\_\_\_\_\_ a dramatic increase in the number of songs which was \_\_\_\_\_\_\_\_\_\_\_\_ to 29. During the decade from 1964 to 1974, the number of written songs \_\_\_\_\_\_\_\_\_\_\_\_ from 22 to 28. The year 1973 brought the largest number of songs (52).

Interestingly, the number of songs in the years 1966, 1968, and 1971; in 1961 and 1977; 1979 and 1980, 1962, and 1979 \_\_\_\_\_\_\_\_\_\_\_\_ each other with the numbers of songs 31, 8, 3, and 11 \_\_\_\_\_\_\_\_\_\_\_\_.

From 1975 to 1978 there was a \_\_\_\_\_\_\_\_\_\_\_\_ fluctuation from 16 to 11 songs followed by a drop to 3 songs.

**Vladimir Vysotsky started his musical career with only one song in 1960. There was a rise in the number of songs in 1961 and 1962 from 8 to 11 but in 1963 it dropped to 9.**

**The year 1964 witnessed a dramatic increase in the number of songs which was equal to 29. During the decade from 1964 to 1974, the number of written songs fluctuated from 22 to 28. The year 1973 brought the largest number of songs (52).**

**Interestingly, the number of songs in the years 1966, 1968, and 1971; in 1961 and 1977; 1979 and 1980, 1962, and 1979 mirrored each other with the numbers of songs 31, 8, 3, and 11 correspondingly.**

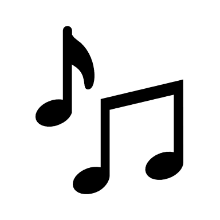
**From 1975 to 1978 there was a slight fluctuation from 16 to 11 songs followed by a drop to 3 songs.**

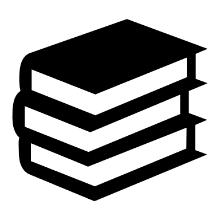
How can you explain the changes in Vladimir Vysotsky’s creative productivity? Which events of his life might have caused them? Use the evidence to support your answers among the exhibits.

Organize the discussion. Encourage the students to refer to the facts they’ve learnt and make conclusions.

**№ 8. Alice in Wonderland**

Find the machine that plays recordings from the *Alice in Wonderland* radio play.

Listen to the songs *Alice’s Fall* (Падение Алисы) and *The Antipodes’ Song* (Песня антиподов). Which events of the story by Lewis Carroll do they describe?

Read the corresponding extract from *Alice’s Adventures in Wonderland* by Lewis Carroll.

**CHAPTER I**

**Down the Rabbit-Hole**

***quoted from THE MILLENNIUM FULCRUM EDITION 3.0*** (<http://www.gutenberg.org/files/11/11-h/11-h.htm>)

*\*the unabridged text with the original spelling*

<…>

In another moment down went Alice after it, never once considering how in the world she was to get out again.

The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down a very deep well.

Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her and to wonder what was going to happen next. First, she tried to look down and make out what she was coming to, but it was too dark to see anything; then she looked at the sides of the well, and noticed that they were filled with cupboards and book-shelves; here and there she saw maps and pictures hung upon pegs. She took down a jar from one of the shelves as she passed; it was labelled “ORANGE MARMALADE”, but to her great disappointment it was empty: she did not like to drop the jar for fear of killing somebody underneath, so managed to put it into one of the cupboards as she fell past it.

“Well!” thought Alice to herself, “after such a fall as this, I shall think nothing of tumbling down stairs! How brave they’ll all think me at home! Why, I wouldn’t say anything about it, even if I fell off the top of the house!” (Which was very likely true.)

Down, down, down. Would the fall never come to an end? “I wonder how many miles I’ve fallen by this time?” she said aloud. “I must be getting somewhere near the centre of the earth. Let me see: that would be four thousand miles down, I think –” (for, you see, Alice had learnt several things of this sort in her lessons in the schoolroom, and though this was not a very good opportunity for showing off her knowledge, as there was no one to listen to her, still it was good practice to say it over) “– yes, that’s about the right distance – but then I wonder what Latitude or Longitude I’ve got to?” (Alice had no idea what Latitude was, or Longitude either, but thought they were nice grand words to say.)

Presently she began again. “I wonder if I shall fall right through the earth! How funny it’ll seem to come out among the people that walk with their heads downward! The Antipathies, I think –” (she was rather glad there was no one listening, this time, as it didn’t sound at all the right word) “– but I shall have to ask them what the name of the country is, you know. Please, Ma’am, is this New Zealand or Australia?” (and she tried to curtsey as she spoke – fancy curtseying as you’re falling through the air! Do you think you could manage it?) “And what an ignorant little girl she’ll think me for asking! No, it’ll never do to ask: perhaps I shall see it written up somewhere.”

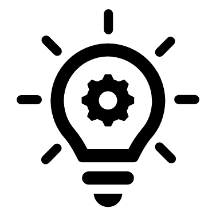
Down, down, down. There was nothing else to do, so Alice soon began talking again. “Dinah’ll miss me very much to-night, I should think!” (Dinah was the cat.) “I hope they’ll remember her saucer of milk at tea-time. Dinah my dear! I wish you were down here with me! There are no mice in the air, I’m afraid, but you might catch a bat, and that’s very like a mouse, you know. But do cats eat bats, I wonder?” And here Alice began to get rather sleepy, and went on saying to herself, in a dreamy sort of way, “Do cats eat bats? Do cats eat bats?” and sometimes, “Do bats eat cats?” for, you see, as she couldn’t answer either question, it didn’t much matter which way she put it. She felt that she was dozing off, and had just begun to dream that she was walking hand in hand with Dinah, and saying to her very earnestly, “Now, Dinah, tell me the truth: did you ever eat a bat?” when suddenly, thump! thump! down she came upon a heap of sticks and dry leaves, and the fall was over.

<…>

Complete the table below summing up the differences and similarities between the book and the radio play.

|  |  |  |
| --- | --- | --- |
| **Accurate Interpretation** | **Creative Interpretation** | **Added or missing details** |
|  |  |  |

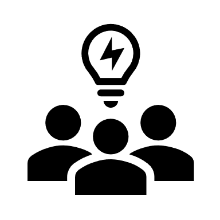
Compare notes. Do you think the play gives the right impression of the story? Does it stimulate listeners to read the book? Which text do you find more appealing? Why?

The answers may differ. However, it may be noted that the plot is preserved, as well as the major images and puns (cats, bats etc.). The main difference lies in the metaphors (while Carroll literally meant people living in the other hemisphere, Vysotsky implied the situation in the country where he lived).

**№ 9. Vysotsky in New-York**

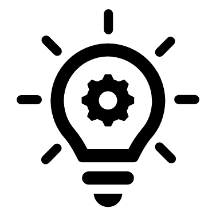
***In 1979, Vladimir Vysotsky came to the USA, which was an important occasion for both the poet and the US audience. He was invited to give concerts and interview. That, of course, called for professional translation.***

Here, you can try yourselves as translators.

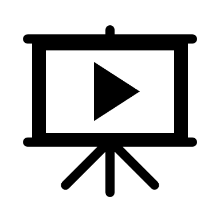
In groups, translate the following words and find at least one synonym to each of them both in English and Russian.

|  |  |  |
| --- | --- | --- |
| Word | Translation | Synonyms (R + E) |
| *conventional* |  |  |
| *violate* |  |  |
| *unpatriotic* |  |  |
| *protest (n)* |  |  |
| *goal* |  |  |
| *accomplish* |  |  |
| *public (n)* |  |  |
| *познакомиться* |  |  |
| *интересный* |  |  |
| *сниматься в кино* |  |  |
| *изумительный* |  |  |
| *сочинять* |  |  |
| *выступать* |  |  |
| *зал* |  |  |

Compare your notes with other groups and select the best options.

 **Suggested key:**

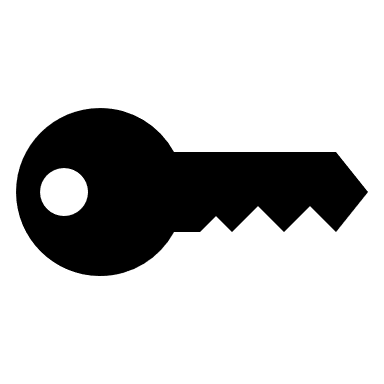
|  |  |  |
| --- | --- | --- |
| Word | Translation | Synonym |
| conventional | светский, общепринятый | traditional, accepted |
| violate | нарушать | disobey, defy |
| unpatriotic | непатриотичный | faithless, untrustworthy |
| protest (n) | протест | demonstration, revolution |
| goal | цель | aim, purpose |
| accomplish | достигать | achieve, fulfill |
| public (n) | публика | audience, people |
| познакомиться | introduce oneself | get acquainted, meet *(please, meet…)* |
| интересный | interesting | engaging, entertaining |
| сниматься в кино | act | star, appear in |
| изумительный | marvelous | fabulous, splendid |
| сочинять | compose | conceive, write |
| выступать | perform | play, act |
| зал | concert hall | venue, house |

Watch the show with Warren Beatty devoted to Vysotsky’s visit to the USA. How different is the translation in the subtitles from your ideas?

*There are differences between translation and interpretation. The key differences between interpretation and translation are found in each service's medium and skill set: interpreters translate spoken language orally, while translators translate the written word. Both translation and interpretation are fine arts of balancing the character of the original language and giving it a new life in a fresh language.*

**Listen to the characteristics of Vladimir Vysotsky given by Warren Beatty in 1979. Read the Russian subtitles. Fill in the gaps with the words from the video.**

Two weeks ago on “60 minutes” a leading Soviet dissident Vladimir Bukovsky \_\_\_\_\_\_\_\_\_\_\_ the Soviet Union as one huge \_\_\_\_\_\_\_\_\_\_\_. Recently, it seems, a new Soviet dissident \_\_\_\_\_\_\_\_\_\_\_almost every day. According to these dissidents led by the Nobel Prize winner Andrei Sakharov, Russia is \_\_\_\_\_\_\_\_\_\_\_ the Helsinki Accords by denying the citizens basic \_\_\_\_\_\_\_\_\_\_\_\_. In light of all this, it surprised us to hear that somebody sings antiestablishment songs in that very established communist country. His name is Vladimir Vysotsky. Some people call him the Bob Dylan of the Soviet Union. Vysotsky is a famous actor in Russian movies and on the stage. That’s his conventional side but he also writes and sings \_\_\_\_\_\_\_\_\_\_\_ satirical poems about life in the Soviet Union. He said that what he writes and sings is not unpatriotic, so he doesn’t classify himself as a political \_\_\_\_\_\_\_\_\_\_\_\_\_. But there is no doubt; Vysotsky is a strong critic of his society.  
The Soviet authorities, it seems, don’t know of anything to do about him. They didn’t know what to do about him when he got on the plane recently and came to New York. One of his strongest statements is a song called *«Я не люблю»* - *“Things that I don’t like”*,such as *“...I don’t like \_\_\_\_\_\_\_\_ cynicism, I don’t like strangers reading my mail. I hate \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_. I don’t like people being shot in the back or in the front. I am upset when the innocent suffer.”*  
In a way, Vysotsky plays a dangerous game, but he seems confident that he will get away with it. He’s not \_\_\_\_\_\_\_\_\_\_\_\_ but he’s also not \_\_\_\_\_\_\_\_\_\_\_\_\_. Appearing on our program was a \_\_\_\_\_\_\_\_\_\_ act.

****Two weeks ago on “60 minutes” a leading Soviet dissident Vladimir Bukovsky described the Soviet Union as one huge prison camp. Recently, it seems, a new Soviet dissident pops up almost every day. According to these dissidents led by the Nobel Prize winner Andrei Sakharov, Russia is violating the Helsinki Accords by denying the citizens basic civil rights. In light of all this, it surprised us to hear that somebody sings antiestablishment song in that very established communist country. His name is Vladimir Vysotsky. Some people call him the Bob Dylan of the Soviet Union. Vysotsky is a famous actor in Russian movies and on the stage. That’s his conventional side but he also writes and sings biting satirical poems about life in the Soviet Union. He said that what he writes and sings is not unpatriotic, so he doesn’t classify himself as a political rebel. But there is no doubt; Vysotsky is a strong critic of his society.

The Soviet authorities, it seems, don’t know of anything to do about him. They didn’t know what to do about him when he got on the plane recently and came to New York. One of his strongest statements is a song called *«Я не люблю»* – *“Things that I don’t like”*,such as *“...I don’t like cold cynicism, I don’t like strangers reading my mail. I hate tattletales and slanderers. I don’t like people being shot in the back or in the front. I am upset when the innocent suffer.”*

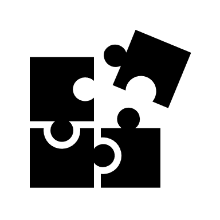
In a way, Vysotsky plays a dangerous game, but he seems confident that he will get away with it. He’s not defiant but he’s also not submissive. Appearing on our program was a daring act.

Organize further discussion.

Compare the Russian subtitles in the video to the original words of Warren Beatty. Are they different? In what way? Discuss in groups.

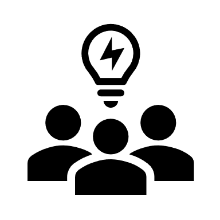
Why do you think there is such a great difference?

Why does translation sometimes not strictly correspond to the original text? What are the most important features of a well-translated text?

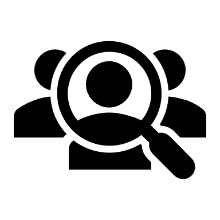
Why do you think Vladimir Vysotsky was able to leave the country and had some privileges even though he criticized the Soviet authorities in his lyrics?

**№ 10. Interpreting**

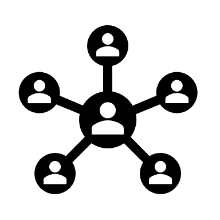
Now, try yourselves as interpreters.

Listen to the extract from Vladimir Vysotsky’s message to Warren Beatty filmed in MSU in 1979 and translate it in groups.

Organize work in small groups, provide support but do not do the students’ work for them. This task calls for a greater degree of learner autonomy.

Present your translation to the other group. While listening to the opponent team, fill in the checklist. Compare the results.

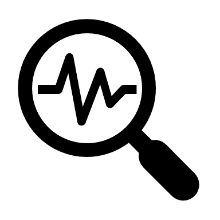
|  |  |  |  |
| --- | --- | --- | --- |
| ***Group*** | ***Accuracy*** | ***Style*** | ***Use of English (grammar/vocabulary/expressive means)*** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Vote for the best translation that has the potential to be used as a museum resource for foreign visitors.

Help the students choose the most appropriate translation that can be actually used in the museum practice.

**№ 11. Creative Writing**

This task is best as a follow-up and further research. It can be assigned as homework or a project.

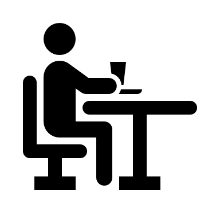
You might be surprised to find out that there is ***the Vladimir Vysotsky Centre for Russian Studies***, a Research Centre of Russian Language and Culture within the School of Humanities, Language and Global Studies at the University of Central Lancashire in the UK.

Use the QR-code to access the official website:



One of the fundamental questions the Centre is attempting to answer is:

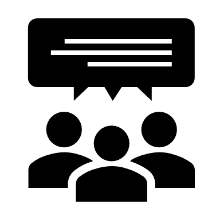
***How does the phenomenon of Vladimir Vysotsky resonate with the concept of Russian character and embody its essential traits?***

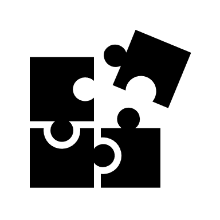
Use the information and ideas obtained during the lesson to write a discursive essay or a reflective article dwelling on this.

Use the QR-codes to freshen up your knowledge of essay and article writing rules with the BBC lessons:

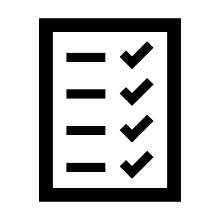
Discursive Essay Writing 

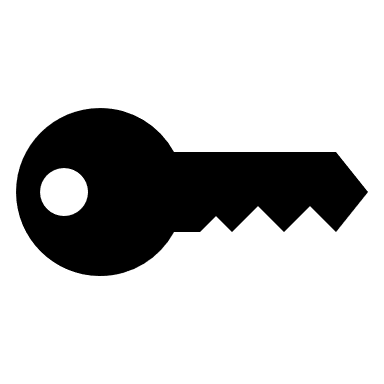
Reflective Article Writing 

Share your works within the class and hold a class discussion on the issues and opinions raised.

**Consolidation**

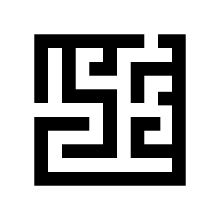
To conclude the lesson, organize a reflective discussion and/or suggest doing a test to sum up the information gained during the class.

Brush up your vocabulary and knowledge obtained during the lesson with the ***Final Test***!

**The Test**

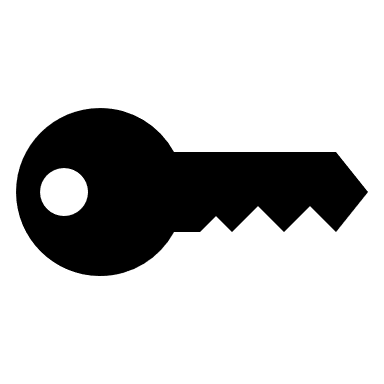
1. 1 B; 2 A; 3 C; 4 B; 5 D; 6 A; 7 C.
2. 1 B; 2 F; 3 D; 4 C; 5 A; 6 G.
3. Assessing criteria with the maximum total of 7 points:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Points | Communicative Achievement | Organization | Grammar and Vocabulary | Spelling and Punctuation |
| 2 | All points covered; clear ideas efficiently conveyed | Logical; appropriate linkers are used; clear structure | No mistakes or minor mistakes that do not impede communication |  |
| 1 | Some points are missing and/or the ideas are vague | Some slips in logic and/or structure and/or use f linkers | Some mistakes might impede communication or the language is overly simplistic | No mistakes or minor mistakes that do not impede communication |
| 0 | The text is not related to the topic or impossible to comprehend | Illogical, unstructured, no or inappropriate linkers | Multiple mistakes and/or significant mistakes impeding communication | Multiple mistakes and/or mistakes impeding communication |

**The Case Study**

The performance in question uses the translation by B. Pasternak. It is usually considered to be less accurate but more appropriate for the stage (simpler, more expressive).

The archaic constructions to be noted are *‘tis* (= *it is*) and *so long life* (today, we use *such* with a noun – *such a long life*).



1. Heir:
2. a person who inherits or has a right of inheritance in the property of another following the latter's death;
3. a person who inherits or is entitled to inherit the rank, title, position, etc., of another;
4. **a person or group considered as inheriting the tradition, talent, etc., of a predecessor.**
5. Rub:
6. an act or instance of rubbing;
7. **something that annoys or irritates one's feelings, as a sharp criticism, a sarcastic remark, or the like.**
8. Respect:
9. a particular, detail, or point (usually preceded by in);
10. relation or reference;
11. esteem for or a sense of the worth or excellence of a person, a personal quality or ability, or something considered as a manifestation of a personal quality or ability;
12. the condition of being esteemed or honoured;
13. ***Archaic.* a consideration.**

The more accurate translations:наследье, трудность, причина (Лозинский).

The other tasks suggest individual, subjective answers and can be used as a basis for further debating or research.