**Book2 Unit5 Expanding your world**

**Samovar— the Special Teapot**

**Learning Objectives:**

By the end of the lesson, students should be able to:

1. Understand the significance of cultural artifacts and family traditions.
2. Engage in meaningful discussions about cultural differences and their impact.
3. Create and present a speech about their family traditions or treasures.
4. Analyze and extract the key points from a speech.

**Teaching Procedure:**

**Step 1 lead in & prediction**

* ***What is this? How to use it?***
* ***What questions do you have about it?***

**Step 2 reading comprehension**

**Read para1 solve the question ——what is a Samovar？**

**Read para2 explore the story of Samovar**

* ***What is author’s great-grandmother’s great-grandmother attitude to the Samovar? How do you know that?***
* ***What can you infer from “has been in use ever since”?***

**Read para3 What is special about its tea-making process?**

**The ending happiness of it**

**Step 3 Post reading**

1. ***Group Discussion: Except its special tea-making & tea-drinking process, what else makes the Samovar special? Read the text again and try to find the supporting evidence.***
2. **Share your family treasure and traditions**

**Assignment**

**Take a picture of your family treasure and share your**

 **story on Jinhua Wechat plateform.**

1. **Key Questions**:
	* What is a Samovar? How does it relate to the family and Russian culture?
	* Why is the Samovar special in the speaker's family?
	* What cultural significance does the Samovar carry?
2. **Vocabulary Check**: Focus on words such as "samovar," "fostering," "adoption," and phrases like "passed down from generation to generation."
3. **Discussion**:
	* How do cultural objects serve as a bridge across generations?
	* What does the speaker mean by the Samovar symbolizing happiness?

**Activity 2: Group Discussion (15 minutes)**

1. **Group Breakout**: Divide the students into small groups. Ask them to discuss the following questions:
	* What is the most important family treasure in your family?
	* How is it passed down through generations?
	* What values or traditions are associated with it?
	* Do you have any items in your house that symbolize happiness or family unity?
2. **Guiding Discussion Points**:
	* Compare how family treasures and traditions are represented in the students' cultures versus the Russian context described in the speech.
	* Encourage students to consider how the Samovar could be seen in other cultures.

**Activity 3: Create Your Speech (15 minutes)**

1. **Speech Writing**: Ask each student to write a short speech about their family treasure or tradition. They should include:
	* **Introduction**: What the family treasure or tradition is.
	* **Story**: Why it is special, how it’s passed down, and its significance.
	* **Conclusion**: How it represents values such as family, happiness, or cultural pride.
2. **Encourage creativity**: Students can draw on personal experiences, family stories, or even objects they feel are important.

**Activity 4: Presentation (5 minutes)**

1. **Student Presentations**: Allow students to volunteer and present their speeches to the class. Encourage them to make eye contact and use gestures to make their speech engaging.

**Homework Assignment:**

* **Family Treasure Story**: Ask students to take a picture of their family treasure (e.g., a piece of jewelry, an old book, a traditional item) and write a brief story about it. They should share the story on a school WeChat platform or class blog.

**Assessment:**

* **Group Participation**: Evaluate how actively students engage in group discussions.
* **Speech Quality**: Assess the clarity, creativity, and structure of the students' individual speeches.
* **Presentation Skills**: Observe students' confidence and ability to speak in front of the class.