



По Карелии с иностранцами

*Серия уроков, разработанная в рамках
реализации Программы поддержки НИОКР
студентов, аспирантов и лиц, имеющих ученую
степень, финансируемой Правительством
Республики Карелия.*

“По Карелии с иностранцами|In Karelia with foreigners”

Проект посвящен знакомству школьников Республики Карелии с культурными, религиозными особенностями разных стран. Часто существует предубеждение, что английский язык может пригодиться только в Великобритании, США или Австралии. Однако необходимо понимать, что английский язык - язык международного общения, на котором говорят во всем мире. Учащиеся могут встретиться с ним в любом неожиданном месте, например, в отпуске за границей. Как начать говорить, если страшно?

Проект «По Карелии с иностранцами» помогает школьникам преодолеть языковой барьер. Наблюдая за общением носителей языка, которые тоже делают ошибки, школьники учатся относиться к этому более спокойно и уверенно общаться.

Исследования, описанные в данной работе, были проведены в рамках реализации Программы поддержки НИОКР студентов, аспирантов и лиц, имеющих ученую степень, финансируемой Правительством Республики Карелия.

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Методические рекомендации для учителей английского языка.

Обучение иностранным языкам носит комплексный характер, однако обучение английскому языку, который является сегодня языком международного общения и языком посредником имеет еще больше особенностей. Социокультурная компетенция является интегральной частью иноязычной коммуникативной компетенции – цели иноязычного образования. Однако сегодня концепция обучения английскому языку как языку международного общения (English as an International Language/English as Lingua Franca) приходит на смену концепции английского языка как иностранного (English as a Foreign Language). Смена парадигмы требует новых материалов, которые, согласно исследованиям М. Victor должны включать в себя информацию о странах-носителях англоязычной культуры, мировой культуре и родной культуре обучающихся в примерно равной пропорции.

Также, одной из значимых целей образования, в том числе иноязычного является формирование межкультурной компетенции, и потенциал иностранного языка как учебного предмета в формировании межкультурной компетенции очень высок, при условии наличия в УМК достаточного количества учебных материалов.

Исследование показало, что современные учебники английского языка не соответствуют данным требованиям, в них преобладает информация о США и Великобритании. Существующая реальность такова, что вероятность встретить британца или американца на ситуации реально общения очень низка, в то время как студенты из Африки, Индии и Китая говорят на английском языке и могут быть источником диалога культур.

С целью взаимосвязанного формирования социокультурной и межкультурной компетенций был разработан комплекс уроков для обучающихся 9-11 классов школ Республики Карелия. В основе комплекса из 7 уроков лежат видео материалы (7 видео) с участием 7 иностранных студентов из разных стран, обучающихся в ПетрГУ. Длительность видео составляет от 5 до 14 минут. К каждому видеоматериалу сделана методическая разработка с заданиями для обучающихся и методические материалы для учителя. Каждый из видеоматериалов может использоваться как в комплексе, так и отдельно для аудиторной и самостоятельной работы.

Отличительной особенностью снятых материалов является описание иностранными студентами не только своих стран и культур, но и их сравнение с культурой Карелии и впечатления о Карелии и жизни в регионе.

Методическая разработка для учителя содержит задания для подготовки у просмотру, активизация и закрепление новой лексики, проблемные задания,

задания во время просмотра (ответы на вопросы и заполнение чек-листа), пост-просмотровые задания (обсуждение, составление диалога, написание письма).

Учитель может использовать задания частично или в полном объеме и варьировать их содержание при необходимости.

Все задания, предложенные в файле построены в логичной последовательности, но часть из них является вариативной. Минимальный комплекс рекомендованных заданий представлен в виде алгоритма, который был разработан на основе ФГОС для основного общего и среднего общего образования.

1. Организационный этап

- Настрой учащихся на работу с видео материалом
- Знакомство учащихся с новой темой, представителем другой страны

2. Актуализация знаний

- Задание на актуализацию знаний о изучаемой стране
- Что вы знаете об этой стране? (What do you know about this country?)

3. Первичное усвоение новых знаний

- предпросмотровые задания
- знакомство и семантизация новой лексики
- знакомство в реалиями страны

4. Просмотр видео

- Introduction
- Location
- Climate
- Sights
- National food
- National character and behaviour
- Difficulties in adapting to Russia
- Coping with these difficulties

5. Первичная проверка понимания

- вопросы об услышанном в тексте с использованием новой лексики

6. Первичное закрепление

- What did you learn about ... (Name of the country)?

- What is special about ... (Name of the country)?
- What are the biggest differences between Russia and ... (Name of the country)?
- Would you like to visit this country (Name of the country)? Why yes? Why not?

7. Объявление домашнего задания

- Диалог/письмо

Надеемся, что наши материалы будут использованы Вами и Вашими учениками!

**Технологическая карта и конспект урока по английскому языку для учащихся
9-11 классов**

**Серия уроков, разработанная в рамках реализации Программы поддержки
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| ТЕХНОЛОГИЧЕСКАЯ КАРТА УРОКА |

<i>Предмет</i>	Английский язык
<i>Тема урока</i>	«[страна иностранного студента]»
<i>Класс</i>	9-11
<i>Тип урока</i>	«Открытие» нового знания
<i>Ресурсы</i>	Методическая разработка для урока, компьютерная презентация, индивидуальные чек-листы
<i>Цель учащихся</i>	Освоить новый материал, научиться использовать новую лексику по теме, познакомиться с культурой Замбии и сравнить ее с культурой России.
<i>Цель учителя</i>	Формировать социокультурную, межкультурную и коммуникативную компетенцию учащихся через коммуникацию с иностранным студентом с последующим введением нового материала.
<i>Планируемые результаты: Личностные</i>	<ul style="list-style-type: none"> - Развивать мотивы учебной деятельности и формировать личностный смысл учения. -Принятие традиционных национальных, общечеловеческих гуманистических и демократических ценностей. - Формировать межкультурную компетенцию.
<i>Метапредметные Регулятивные УУД</i>	<ul style="list-style-type: none"> -Самостоятельно осуществлять познавательную деятельность, выявлять проблемы, ставить и формулировать собственные задачи в образовательной деятельности и жизненных ситуациях. - Давать оценку новым ситуациям. - Оценивать приобретённый опыт.
<i>Познавательные УУД</i>	<ul style="list-style-type: none"> - Самостоятельно формулировать и актуализировать проблему, рассматривать её всесторонне. - Владеть видами деятельности по получению нового знания, его интерпретации, преобразованию и применению в различных учебных ситуациях, в том числе при создании учебных и социальных проектов.
<i>Коммуникативные УУД</i>	<ul style="list-style-type: none"> - Осуществлять коммуникации во всех сферах жизни; распознавать невербальные средства общения, понимать значение социальных знаков, распознавать предпосылки конфликтных ситуаций и смягчать конфликты. -Уметь слушать других и вступать в диалог.

	- Владеть различными способами общения и взаимодействия, в том числе на иностранном (английском) языке; аргументированно вести диалог и полилог.
Предметные умения	<ul style="list-style-type: none"> - Вести диалог; - Освоить новые лексические единицы по теме «Культура». - Воспринимать на слух и понимать аутентичные тексты, содержащие отдельные неизученные языковые явления - Заполнять таблицу, кратко фиксируя содержание прочитанного/прослушанного текста или дополняя информацию в таблице

| КОНСПЕКТ УРОКА |

Этапы урока	Деятельность учителя	Деятельность учащихся	УУД
I. Организационный этап	<p>Проверяет готовность к уроку; приветствует учащихся. Создаёт эмоциональный и деловой настрой для работы. Представляет иностранного студента.</p> <ul style="list-style-type: none"> • <i>Hello my dear students! Nice to meet you today and I'm glad to introduce you to our topic today. It's the project «In Karelia with Foreigners»</i> • <i>International students of PetrSU took part in this project and our guest [имя иностранного студента] will present information about his country and culture in comparison with Russia.</i> 	<p>Приветствуют учителя. Ведут элементарный этикетный диалог, оперируя необходимым языковым и речевым материалом</p>	<p>К - Уметь слушать других и вступать в диалог.</p>

II. Постановка учебной задачи	<p>Создаёт условия для осознания учащимися проблемы и подводит их к самостоятельной постановке учебной задачи. Предлагает посмотреть на карту страны и догадаться о теме урока. <i>Look at the screen. What country do you see on the map? (показывает карту страны) Where is it located? What do you know about this country?</i></p>	<p>Смотрят видеофрагмент, отвечают на вопросы учителя, самостоятельно формулируют тему урока. Определяют цели и задачи урока. <i>The country is... The topic is...</i></p>	<p>Л- Развивать мотивы учебной деятельности и формировать личностный смысл учения. Р- Выявлять проблемы, ставить и формулировать собственные задачи в образовательной деятельности К- Уметь слушать других и вступать в диалог.</p>
III. Актуализация знаний	<p>Снимает лексико-грамматические трудности по распознаванию и употреблению новой тематической лексики. Организует беседу.</p> <p><i>Here is the list of the vocabulary. 1. Match the words with their definitions. 2. Complete the sentences using the words from the list.</i></p>	<p>Отвечают на вопросы учителя, выполняют упражнения, работают в парах.</p>	<p>К- Уметь слушать других и вступать в диалог. Предметные умения: - Освоить новые лексические единицы по теме.</p>
IV. «Открытие» нового знания	<p>Развивает навыки распознавания и употребления</p>	<p>Смотрят видеоматериал, в паузах отвечают на</p>	<p>Р. Уметь взаимодействовать с</p>

	<p>изученной ранее и новой лексики. Развивает умения аудирования и говорения на основе просмотренного видео. Поясняет, что учащиеся должны внимательно слушать монолог иностранного студента и заполняют чек-листы с информацией.</p> <p><i>"Listen carefully to [имя студента] monologue about his country and complete the information in the checklists."</i></p> <p>[чек-лист индивидуальный у каждой страны]</p>	<p>вопросы по видеоматериалу, заполняют информацию по видеоматериалу в чек листе.</p>	<p>учителем и другими учащимися в учебной деятельности .</p> <p>- Оценивать свою деятельность. К- Уметь слушать других и вступать в диалог. Предметные умения: - Понимать использование изученной лексики в контексте, использовать умения аудирования</p>
V. Первичная проверка понимания	<p>После монолога иностранного студента проверяет понимание прослушанного:</p> <p>Where is this international student from?</p> <p>What is the population of this country?</p> <p>What is it famous for?</p> <p>Why did he come to Russia? Why did he choose PetrSU to get a degree?</p> <p>What was his first impression about Russia?</p>	<p>Отвечают на вопросы учителя, работают в парах, сверяют записи, обсуждают, комментирую полученную информацию</p>	<p>Р. Уметь взаимодействовать с учителем и другими учащимися в учебной деятельности</p> <p>К Уметь слушать других и вступать в диалог.</p>
VI. Первичное закрепление	<p>Организует обсуждение просмотренного</p>	<p>Отвечают на вопросы,</p>	<p>К - Организовыв</p>

	<p>материала, проверку заполненной информации в чек листах. Дает ученикам возможность задать иностранцу вопросы.</p> <ul style="list-style-type: none"> • What did you learn about ... (Name of the country)? • What is special about ... (Name of the country)? • What are the biggest differences between Russia and ... (Name of the country)? • Would you like to visit this country (Name of the country)? Why yes? Why not? <p><i>Work in pairs, please, and make at least 2 questions you would like to ask the foreigner about this country. (Pairwork)</i></p>	<p>сравнивают культуру России и другой страны, работают в парах, составляют и презентуют диалоги по теме</p>	<p>ать учебное взаимодействие в парах.</p> <p>Р - Уметь осознанно строить диалогическое высказывание</p> <p>Л – формировать уважительное отношение к культурам и ценностям разных стран</p>
VII. Рефлексия деятельности	<p>Учитель просит учащихся оценить результаты своей деятельности.</p> <p><i>T: Let`s summarize our work. What have we done today? Did you learn something new? Did you like the lesson? What did you like best of all?</i></p> <p><i>Finish the sentences: Now I know... Now I can...</i></p> <p><i>It was interesting...</i></p> <p><i>It was difficult...</i></p> <p>Сообщает задание на дом.</p>	<p>Отвечают на вопросы, заканчивают фразы:</p> <p>Теперь я знаю....</p> <p>Теперь я умею\могу..</p> <p>Мне было интересно...</p> <p>Мне было трудно ...</p> <p>Записывают дом. задание.</p>	<p>К. - Уметь слушать других и вступать в диалог.</p> <p>Р - Оценивать свою деятельность.</p>

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1. Warm-up

- Today, we are going to discuss a new country. Do you think Russia is different from other countries? In which ways?
- Look at the flag. What country does this flag belong to? What do you know about this country? Where is it located?



- Look at the map. Where is it?



During this lesson, we will learn something new about the country on the southeast coast of Africa – The Republic of Mozambique.

2. Pre-watching activities

2.1. Read the words, translation and example sentences

To explore — исследовать

People in Mozambique always swim and explore new parts of the sea.

Attraction — притяжение, развлечение

The beach is probably the biggest attraction of Mozambique

To end up — оказаться, закончить (чем-либо), прийти к (чему-либо)

A lot of people end up doing business in Russia.

Surgeon — хирург

I want to become a surgeon.

Course — курс, учебный курс

It includes a lot of courses such as medicine for the medical students

Stuff — вещи, штуковины

And they ended up telling us and teaching us about so much stuff that was completely different from what we knew.

To be used to — быть привыкшим к

In my country we're not used to the extreme weathers

Vibe — атмосфера, настроение, вибрация (в переносном смысле)

When you eat it it's like it gives you such a relaxing and home type of vibe like you're always gonna be at home

To tend — иметь тенденцию, как правило

People tend to be more reserved.

Reserved — сдержанный, застенчивый

To approach — подходить, обращаться, приближаться

Most people here aren't really just approaching everybody like how I'm used to

Awkward — неловкий, неудобный

It ended up being awkward when I try to communicate with people

Relaxing — расслабляющий, успокаивающий

To remind — напоминать

it ended up reminding me of being like with my family

Gonna — собираюсь (сокращение от "going to")

To volunteer — вызываться добровольцем, предлагать помощь

I was volunteering at my group

To embrace — принимать (что-либо), принять (решение)

How do I embrace this?

To contain — содержать, включать, сдерживать

It contains a lot of flavors

Savory – соленый

It's like a savory type of soup

To depend on – зависеть от

Your studies are going to be very important and extremely hard, especially depending on what you're going to do.

2.2. Match the word on the left with its definition on the right:

Words:	Definitions:
1. to explore	a. A series of lessons or classes.
2. attraction	b. Shy and quiet. Not very talkative.
3. surgeon	c. Uncomfortable or embarrassing.
4. course	d. Something that is interesting or enjoyable.
5. vibe	e. Having a salty or spicy taste, not sweet.
6. reserved	f. A doctor who performs operations.
7. savory	g. To look around a place to learn about it.
8. awkward	h. Making you feel calm and peaceful.
9. relaxing	i. To accept something
10. to embrace	j. The feeling or atmosphere of a place or situation.

Answers:

1. g
2. d
3. f
4. a
5. j
6. b
7. e
8. c
9. h
10. i

2.3. Match the word on the left with its synonym on the right:

Word:	Synonym:
1. Attraction	A. Programme of study
2. Vibe	B. To accept
3. Stuff	C. Fascination
4. To approach	D. Things
5. To embrace	E. To include
6. Course	F. To research
7. To explore	G. To proceed towards
8. To contain	H. Atmosphere

Answers:

1. c
2. h
3. d
4. g
5. b
6. a
7. f
8. e

2.4. Match the word on the left with its antonym on the right:

Word:	Antonym:
1. Relaxing	A. Convenient
2. Reserved	B. To be conscripted
3. Savory	C. To be independent
4. To end up	D. Stressful
5. To depend on	E. To begin
6. Awkward	F. Sweet
7. To be used to	G. Outgoing
8. To volunteer	H. To be unfamiliar with

Answers:

1. *d*
2. *g*
3. *f*
4. *e*
5. *c*
6. *a*
7. *h*
8. *b*

2.5. In pairs, make up your own sentences, using the new vocabulary.

2.6. Before watching the video read the statements and decide if they are True or False?

1. Byron found it easy to communicate with people in Russia.
2. Byron learned about Russian culture through volunteering.
3. The food in Byron's country is mostly bland and simple.
4. Byron thinks Russian food makes them feel at home.
5. Byron's favorite Russian dish is borscht.
6. Byron believes being shy is helpful when studying in Russia.

3. Watching the video

Now, we are going to watch the video. Byron will tell you about Mozambique, its culture and himself. During his speech, you need to complete the **check-list** and then we will check your answers. Also, there are some tasks in the video.



Republic of Mozambique

1) Capital _____

2) Sights _____

3) Climate _____

4) National food _____



4. After watching

4.1. Let's see your answers in your check-lists.



Republic of Mozambique

1) Capital _____

2) Sights _____

3) Climate _____

4) National food _____



We will do the task true-false again to find out if your answers were correct before watching the video.

4.2. True or False?

1. Byron found it easy to communicate with people in Russia.
2. Byron learned about Russian culture through volunteering.
3. The food in Byron's country is mostly bland and simple.
4. Byron thinks Russian food makes them feel at home.
5. Byron's favorite Russian dish is borscht.
6. Byron believes being shy is helpful when studying in Russia.

Answers:

1. False
2. True
3. False
4. True
5. False
6. False

4.3. Answer the questions.

1. What does Byron study here?
2. Where is he from?
3. What is difference between Russia's and Mozambique's weather?
4. Why does he study in Russia?
5. What does Byron recommend to other foreign students?

Answers:

1. He studies at the Institute of Mathematics and Informatics and Technology.
2. He is from Mozambique.
3. Russian climate is much colder.
4. His cousine recommended him to choose PetrSU.
5. His advice for the foreign students who are trying to come to study here would not to be shy. In addition, they also should learn Russian language.

4.4. Fill in the gap based on the video and vocabulary.

So try as much as possible to be as open and try as much as possible to talk with the people, because not only will it make your experience here easier, it will also make things _____(1) for you as well, even when you come to see your studies. Because when you need _____(2), at the end of the day, you're going to need people's help. And being shy, most of the people aren't going to approach you because you're going to be keeping yourself _____(3). So they end up thinking that you're not a person who wants to be _____(4). And also, focus on your Russian. That's the number one advice I can give you here. Because again, not everyone here speaks Russian. And it's going to be hard. Not everyone here speaks _____(5). So you're going to have to learn Russian anyway.	approached help better English quiet
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Answers:

1. *better*
2. *help*
3. *quiet*
4. *approached*
5. *English*

4.5. Make up 1-2 questions about what you have learned from the video and interview your classmates. Summarise the answers and report to the class.

4.6. Make a dialog in pairs using one of the scenarios below.

Speaker 1: A foreign student looking for a place to live in Russia.

Speaker 2: A foreign student who has already found accommodation.

Instructions:

Speaker 1: Ask questions about finding housing, such as:

- How did you find your apartment?
- Is it better to live on campus or off-campus?
- What should I consider when choosing a place?

Speaker 2: Describe your experience and provide advice, including:

- Tips for dealing with landlords.
- Information about costs and utilities.
- Suggestions for neighborhoods that are student-friendly.

4.7. Discuss with your partner.

1. Byron was really surprised by Russian climate and found the winter very cold. Give some tips for people who tries to adapt to the new climate.
2. It was difficult for the speaker at first to communicate with people in Russia. What was the reason of it?
3. According to Byron's opinion, he has truly adapted to the Russian culture. What did he do for it?
4. The foreigner recommended not to be shy and quiet. How can it help you to adapt abroad?
5. Is it important when the country is multinational? Why?

4.8. Put a slash (/) where the spaces are:

And we basically end up going there due to the country being mostly related to fishing, and most of the time people are always swimming or exploring new parts of the sea. So yeah, that's one of the things I would say about my country. And also, I would say the beach is probably the biggest attraction of my country.

Answer:

And we basically end up going there due to the country being mostly related to fishing, and most of the time people are always swimming or exploring new parts of the sea. So yeah, that's one of the things I would say about my country. And also, I would say the beach is probably the biggest attraction of my country.

5. Homework

You have received a letter from your English-speaking pen-friend Byron from Mozambique who writes:

You watched the video about my country and now I would like to know more about Russia. What is your favorite holiday in your country, and how do you celebrate it? Can you describe a traditional dish from your culture? How do people in your country greet each other? Is it different from other countries?

I will come to Russia soon...

Write a letter to Byron.

In your letter

- answer his questions
- ask 3 questions about his trip to Russia

Write 100–140 words.

Remember the rules of letter writing.

Скрипт видео:

Programme 3 (Byron)

Hello everyone! Today we will take a virtual tour around 7 countries and get acquainted with their representatives and cultures. Good morning, my name is Byron. I'm a first-year student at the Institute of Mathematics and Informatics and Technology as well. Okay, so I'm from Mozambique and my main city is Maputo and our country is more tropical than just two seasons and we end up having a lot of things to do. Some of the things include beaches, which is what we call it, but in English, it'd probably be barbecues. And we basically end up going there due to the country being mostly related to fishing, and most of the time people are always swimming or exploring new parts of the sea. So yeah, that's one of the things I would say about my country. And also, I would say the beach is probably the biggest attraction of my country. So yeah. So what I would say that motivated me to study at PetruGU would probably be my cousin as he ended up talking with my parents and he ended up telling us of how good a university is and there's a lot of things to do here. It includes a lot of courses such as medicine for the medical students who hope to become doctors or surgeons later on. And for us who are doing informatics, it's also a very good course, as you can learn a lot. And here, I would say it is a bit hard, but it includes quite a lot of stuff to know. And there's also the biggest course, which I would say is probably business, as a lot of people end up doing business here. What I would say my first impression of Russia at the beginning is that it was extremely cold because like in my country we're not used to the extreme like weathers. Usually our temperatures are probably plus maybe 18 is probably winter for us while summer is probably plus 40. And it's a completely different vibe from where I come from because here people tend to be more reserved. Another word for reserved would probably be unsociable, but not really. It tends to happen because most people here aren't really just approaching everybody like how I'm used to. So I ended up thinking that at the beginning. But now I realize it was mostly just because you probably don't know the person and people tend to be reserved and they don't end up talking to just everybody until they know you. So the recommended thing is that I would say to do is be yourself kind of and like express yourself and try to meet people as much as you can. That's something that would be incredibly helpful for you here. So one thing I would say that is extremely different for me, it would probably be the communication with people. Because as I didn't know how to speak the language, it ended up being kind of awkward as like when I try to communicate with people because there's not that many people that like learning English to a certain level where everybody can just communicate. So the communication difference was a big problem at the beginning and trying to learn the language was also extremely hard because our languages are extremely different. And then there also comes the food. The food in my country is mostly like spices. We tend to use a lot of spices and it's mostly food for going out. Well, when you eat food here, it seems like

food for mostly like when you're at home with family and friends instead of just the food that you eat outside. So one thing I would say is how I adapted to here was probably when, mostly in summer, is when I can probably say I truly adapted to the Russian culture. Because I ended up moving a lot in summer. I ended up just walking around the city and meeting up a lot of people who I didn't know before. And they were extremely friendly, just like, oh my God, a new person. And then they wanted to meet us and my brother. So we ended up talking with them, I ended up meeting them, and they ended up becoming probably my closest friends in Russia. And they ended up telling us and teaching us about so much stuff that was completely different from what we knew. They ended up teaching us about how to cook some stuff here, and how to properly enjoy the stuff like that, and everybody's different tastes on what people prefer. And I would say that was a big cultural difference between us because I ended up learning a lot that was different and a lot that was the same. So what I would say is probably the most interesting part of Russia for me was probably like when I did volunteering at my group and ended up participating in an event where we did a talent show. And I ended up seeing a lot of different cultures, especially things about like the Russian culture that I didn't know. such as this one specific dance that they did with this specific costume and it was extremely like an amazing show I would say because it's not something that you usually see a lot and also the would say is probably the differences is probably the spices when they cook stuff There's like so much like a home type of feeling when you eat stuff over here. And it's like, how do I explain this? Well, it probably be something that when you're best described, this is basically when you're with your family at home and relaxing. probably in a celebration type of thing and the food when you eat it it's like it gives you such a relaxing and home type of vibe like you're always gonna be at home and it ended up reminding me of being like with my family even though I was far away from them. My first impression of Russian food is probably like I've said before it's like makes you feel like you're at home and where it's even if there's not a lot of people it makes you feel like there's a lot of friends around you is what I would say about it and my favorite Russian dish would probably be blini as it's sweet like and it contains a lot of flavors and it's like a It's not a lot, but it feels like so much more than it is. And then there's also borscht, which is like my favorite soup. My favorite Russian soup, I'd say, because it's like, how do I embrace this? It's kind of like being like red. It tastes like sweet-ish, but not really. It's like savory. Yeah, savory type of soup. And then in my country, the most popular dish would probably be feijoada, which is like a food where it includes beans. It's basically a bean curry, trying to make it simpler. And then there's also the national dish, which is matapa. It's kind of like where it's a dish made with specific vegetables that only are in my country. So it'd be difficult to make it here if anyone wanted to try it. So one thing that would probably be different is how you handle day-to-day tasks. For me, I used to, at least before, use the translator for everything. Like, even when I was trying to talk to people,

when I was trying to do some shopping, and the stores, when I used to try to, like, take specific items and everything, the lady would be like, she would say something in Russian, and then I could not understand what she was saying. So I had to take out my phone and try to use it to explain to her what I was trying to say. And then later on, also when I was trying to take buses or anything like that to ask for locations, I used to ask, oh, does this bus, for example, go to this location? And then they'd say, no, it doesn't. And I had to use a translator for that, which ended up making it hard for the people to understand me. And then also, People here are very welcoming, is what I would say. If you don't know how to speak the language, at least in Petrozavodsk, from what I've experienced, they will, most of the time, tell you where you need to go, what you need to do, and what is best for you, as a foreigner, what to do. And also, one thing that I would say was kind of difficult was probably communication with my friends as well, because not everybody who comes here ends up speaking the same language. So you're probably going to have to use a translator most of the time to do most of the things. My advice for the foreign students who are trying to come to study here would probably not to be shy. Being shy is one of the worst things you can do here. I can completely understand why you're going to be shy. but it's really going to make it harder for you. So try as much as possible to be as open and try as much as possible to talk with the people, because not only will it make your experience here easier, it will also make things better for you as well, even when you come to see your studies. Because when you need help, at the end of the day, you're going to need people's help. And being shy, most of the people aren't going to approach you because you're going to be keeping yourself quiet. So they end up thinking that you're not a person who wants to be approached. And also, focus on your Russian. That's the number one advice I can give you here. Because again, not everyone here speaks Russian. And it's going to be hard. Not everyone here speaks English. So you're going to have to learn Russian anyway. And especially for your studies. The main thing is your studies here. Your studies are going to be very important and extremely hard, especially depending on what you're going to do, so you're going to have to know the language, try your hardest, even if you don't get completely everything, there's always going to be people to help you out, there's groups around the university who are always going to try to help you, and always you can communicate with people and everything. And also, don't keep yourself in one place only. Try to move around as much as possible, but not too much where you can get yourself in trouble. That was what I would say is my biggest advice for you guys. Thank you all for your attention and for listening to me, and it's been a pleasure. Bye.