



# 2014 Student Program Communication Warm Up Lesson Plan

For step-by-step help in completing this document, please see the accompanying guide.

<b>Date:</b>	<b>July 30, 2014</b>	<b>Class:</b>	<b>Communication Warm Up: How to introduce Yourself and Others</b>
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## Definition and Guiding Question

LESSON	LEARNING EPISODE
<p>For the purpose of this STARTALK template a <i>lesson</i> is defined as a single learning experience lasting no more than ninety minutes. Learning experiences occur both in the classroom and/or in other settings. Longer blocks of time will involve several learning episodes and lesson plans.</p>	<p>For the purpose of this STARTALK template a <i>learning episode</i> is defined as a learning experience that addresses a specific aspect of a learning target or can-do statement. Learning episodes typically provide a limited amount of input with time allowed for guided and independent practice. The amount of time allotted for a learning episode is approximately equivalent to the age of the learner and will rarely be more than twenty minutes.</p>

## Questions to Consider Before and During Lesson Planning

**Do the activities in the lesson**

- provide sufficient opportunities for understanding new words before expecting production?
- provide multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent?
- provide students with an authentic purpose for using words and phrases?
- engage all students (as opposed to just one or two students at a time)?
- give students a reason for needing to/wanting to pay attention and be on task?
- vary in the level of intensity and the amount of physical movement required?
- take an appropriate amount of time considering the age of the learner?
- make the learner, not the teacher, the active participant?

## STAGE 1: What will learners be able to do with what they know by the end of this lesson?

<p style="text-align: center;"><b>DO</b></p> <p style="text-align: center;"><i>What are the learning targets for this lesson?</i></p>	<p style="text-align: center;"><b>KNOW</b></p> <p style="text-align: center;"><i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i></p>
<p><b>Interpersonal Communication</b></p> <p>Students can provide information on professional and work topics while introduce “guests” to each others during role-play communication ““Snob” Magazine Party” with clarity and detail <b>Int. H.;</b></p>	<p>Use appropriate socio-cultural communicative strategies in face-to-face communication:</p> <p>Use the pronominal system correctly based on the socio-cultural implications of the way it operates in Russian;</p> <p>Appropriate word order and intonation based on understanding socio-cultural implications;</p> <p>System of names (first name in official and familiar forms; when to use patronymics, use of emotional suffixes with first names name); neutral and offensive terms of address);</p>
<p><b>Cultures</b></p> <p>Students can use appropriate socio-cultural communicative strategies in face-to-face communication in official settings;</p>	<p>Use the pronominal system correctly based on the socio-cultural implications of the way it operates in Russian;</p>

<p>Students can understand similarities and differences between Russian and American professional etiquette and communication.</p>	<p>System of names (first name in official and familiar forms; when to use patronymics, use of emotional suffixes with first names name); neutral and offensive terms of address).</p>
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**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?**

<p><b>What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?</b></p>
<p>During the role-play communication ““Snob” Magazine Party”, students are able to use appropriate socio-cultural communicative strategies to introduce themselves and “guests” to each other.</p>

**STAGE 3: What will prepare learners to demonstrate what they can do with what they know?**

<p><b>How will you facilitate the learning?</b>          What activities will be used to ensure learners accomplish the lesson can do? What will the teacher be doing? What will the students be doing?</p>
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**Opening Activity**

<p><i>How can you capture the students’ energy and commitment for today’s lesson?</i></p> <p>Question to discuss: How different social settings influence our way to introduce ourselves and others?</p>	<p>Time: 3 min.</p>
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## Learning Episode

The students work in pairs: Compare Russian and American business cards and answer questions about similarities and differences of their content.

Time: 7 min.

## Learning Episode

The students work in groups of five: using the business cards they introduce each other to the group in formal settings.

Time: 10 min.

## Learning Episode

The students read articles from the “Snob” Magazine about real Russian celebrities, search for information about their profession and achievements, and write “business cards”.

Time: 10 min.

## Learning Episode

The students introduce “guests” to each other during the role-play communication ““Snob” Magazine Party” and exchange information on professional and work topics.

Time: 10 min.

Add additional learning episodes if necessary.

**Materials needed for this lesson**

1. PowerPoint Presentation,
2. Authentic Russian and American business cards,
3. Articles from "Snob" Magazine about real Russian celebrities,
4. Some party accessories (optional).

## Reflection/Notes to Self