** UW Russian Student Program Lesson Plan**

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

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| **Date:** |  | **Class:** | **How to conduct an interview** |

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| **Definition and Guiding Question** |

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| **LESSON** | **LEARNING EPISODE** |
| For the purpose of this STARTALK template a *lesson* 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. | For the purpose of this STARTALK template a *learning episode* is defined asa 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. |

**Questions to Consider Before and During Lesson Planning**

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

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| **DO***What are the learning targets for this lesson?*  | **KNOW***What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?* |
| **Interpersonal Communication** I can conduct and participate in interviews with Russian-speaking professionals. **Adv.M.** | Use appropriate socio-cultural communicative strategies in face-to-face communication:Use the pronominal system correctly based on the socio-cultural implications of the way it operates in Russian;Appropriate word order and intonation based on understanding socio-cultural implications;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); |
| **Interpretive Listening** I can understand factual information about everyday life, study-, or work-related topics while listening to a guest speaker**. Int. H.** | Terms related to Russian education system, academic career, and job topics: *закончить институт по специальности <…>; заниматься разработкой проблем <…>; защитить кандидатскую диссертацию, посвященную <…>; автор ряда статей по проблематике <…>;*Knowledge of significant difference between Russian and American systems of education; |
| **Interpretive Reading** I can follow a short autobiography of a guest speaker. **Adv.M.** | Terms related to Russian education system, academic career, and job topics: *закончить институт по специальности <…>; заниматься разработкой проблем <…>; защитить кандидатскую диссертацию, посвященную <…>; автор ряда статей по проблематике <…>* |
| **Presentational Speaking** I can provide information on academic and work topics while introducing a guest speaker with clarity and detail. **Int. H.** | A range of synonymic expressions for introducing people in official way:* *Я рад/счастлив представить вам…*
* *Позвольте/разрешите представить вам…*
* *Я с удовольствием представляю вам…*
* *Сегодня у нас в гостях <…>;*

Terms related to Russian education system, academic career and job topics: *закончить институт по специальности <…>; заниматься разработкой проблем <…>; защитить кандидатскую диссертацию, посвященную <…>; автор ряда статей по проблематике <…>;* |

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| **STAGE 2:** How will learners demonstrate what they can do with what they know by the end of the lesson? |

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| **What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?** |
| **At the end of the lesson learners will:** * Demonstrate appropriate etiquette in the situation of formal speech;
* Provide information on academic and work topics while introducing a guest speaker with clarity and details;
* Be ready to conduct and participate in an interviews (ask questions and understend answers ) with a native-speaking professional;
* Read and understand many autobiographical details about a guest speaker;
* Write brief notes and questions while preparing for an interview.
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| **STAGE 3:** What will prepare learners to demonstrate what they can do with what they know?  |

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| How will you facilitate the learning? **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?** |

**Opening Activity**

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| *How can you capture the students’ energy and commitment for today’s lesson?* Teacher asks learners about what parts an interview consists of Learners list all parts of an interview, and teacher writes them down on a class board and helps to organize them  | Time: 5 min |

**Learning Episode 2**

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| Teacher shows some movie and interview excerpts to give learners examples of introduction in formal and informal styleTeacher helps students to extract some vocabulary and clichés from the excerpts  | Time: 10 min |

**Learning Episode 3**

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| Teacher asks learners to work with a partner and introduce some people and/or movie characters to each other | Time: 5 min |

**Learning Episode 4**

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| Teacher asks learners to read guest speaker’s biography for information and prepare to introduce him/her in formal style | Time: 10 min |

**Learning Episode 5**

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| Learners work in groups and practice to introduce a guest to each other | Time: 10 min |

**Learning Episode 6**

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| Teacher asks learners to brainstorm and create interesting questions for a guest speaker based on his/her biography provided.Learners work in groups of five: brainstorm and write down questions, then share them with peers  | Time: 15 min |

**Learning Episode 7**

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| Learners plan an interview and discus who is going to greet and introduce a guest speaker and conduct an interview. | Time: 5 min |

Add additional learning episodes if necessary.

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| **Materials needed for this lesson**  |

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| 1. **PowerPoint Presentation**
2. **Guest speaker’s bio**
3. [**http://tvkultura.ru/video/show/brand\_id/20898/episode\_id/1155178/video\_id/1117016/viewtype/picture/**](http://tvkultura.ru/video/show/brand_id/20898/episode_id/1155178/video_id/1117016/viewtype/picture/)
4. Russian film: *Moskva Slezam Ne Verit.*
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