



Lesson Plan: Interviews

Teacher Name:	Svetlana Abramova
Grade or Level:	High school to early college
Language(s):	Russian
Target Proficiency Level:	Intermediate or higher in Speaking/Listening Novice Mid or higher in Reading/Writing
Age of Students:	15-21

A. Theme

This is the umbrella theme that frames the lesson and provides context for language and culture learning.

Unit Title: Interviews

Lesson Title: How to Make a Good Interview

B. Enduring Understandings and Essential Questions for your Theme

Students will understand that...

- 1) An interview is a complex genre.

Essential Questions

- 1) What parts an interview consists of?
- 2) How to introduce a person before an interview?
- 3) How to create interesting questions?
- 4) How to thank a person after an interview (both in speech and writing)

C. Standards and Expected Outcomes—Can-Do Statements

What will students know and be able to do in the target language and culture? Identify what students will do in terms of the standards. Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.

Standards Targeted	Students Can
Communication - Interpretive	<ul style="list-style-type: none"> • Read and understand authentic texts: Russian articles and biographies; • Listen and understand texts (from Russian movie and interviews) how to introduce people
Communication - Interpersonal	<ul style="list-style-type: none"> • discuss with partners how to introduce people • ask questions and understand answers during interview • begin to use some terms related to interviewing and IT
Communication - Presentational	<ul style="list-style-type: none"> • Shortly present orally essential information about guest speaker • Write thank-you e-mail using appropriate grammar, vocabulary and etiquette formulas <p>Note: presentations may vary in length or complexity to accommodate varied proficiency levels of the students.</p>
Cultures	<p>2.1 Practices</p> <ul style="list-style-type: none"> • Demonstrate appropriate Russian etiquette in the situation of formal speech • Choose appropriate strategies and social registers when communicating with teachers, guest speakers, and peers <p>2.2 Products</p> <p>Relate a variety of video-clips from an authentic Russian film and Russian social and communicative practices.</p>
Connections	IT, Journalism
Comparisons	Russian and American speech and writing etiquette
Community	Communicate with an IT professional from Russian community using questions prepared in advance (for less proficient speakers) and spontaneous questions (for more proficient speakers).
Others: (such as STEM)	IT

D. Materials & Other Resources

Describe the primary resources that you plan to use for the lesson.

Resources	Description
Title of textbook, if applicable	N/A
Realia / Authentic materials	<ul style="list-style-type: none"> • «Покровские ворота» (movie) • a biography of guest speaker • http://www.znaikak.ru/howwriteinterview.html article about interviewing
Multimedia / Technology	<ul style="list-style-type: none"> • PPT Presentation • http://www.rus.corpora • http://www.polit.ru/article/2010/05/29/zaliznyak_live1/

E. Detailed Lesson plan (one class period)

Time	Teacher Activity	Student Activity	Rationale	Assessment (how will you know students are learning?)
2 min	Introduction the topic	Listening	To set the goal of the lesson	
4 min	<p>Ask a question: What parts an interview consists of?</p> <p>Write on the whiteboard student's answers and help to organize them</p>	Brainstorming	To list all parts of the interview and show весь объем работы	The student give adequate responses about the question

Time	Teacher Activity	Student Activity	Rationale	Assessment (how will you know students are learning?)
8 min	Ask how to introduce guest speaker in official/ unofficial style; demonstrate some movie and interview scene/ excerpts of introduction	Watch, listen and understand	To give real examples	
3 min	Help students to extract some vocabulary and cliché from the excerpts	Analyzing the material	To enrich students' vocabulary and prepare them for real communication	The students start to use added words
6 min	Ask the students to introduce some people and characters	working with a partner	To practice	The students introduce some people and characters
12 min	Ask students to read guest speaker's biography and introduce him	Read the biography and discuss with partners	To get information they need for interviewing	Students work together: read, find essential information, discuss this information in groups, ask teacher's help if they need it
10 min	Ask students brainstorm and create interesting questions	Work in groups of five: reading, discussing, brainstorming and creating questions, than share them with peers	To be prepared for interview	List of questions
6 min	Give the students	Listening, asking	To enrich	Writing

Time	Teacher Activity	Student Activity	Rationale	Assessment (how will you know students are learning?)
	vocabulary and guide how to write thank-you e-mail	questions if necessarily	students' vocabulary and prepare them for writing assessment	assessment
5 min	Planning an interview: ask students who is going to greet and introduce a guest speaker, conduct an interview, and write thank-you e-mail	Discussing who is ready to greet and introduce a guest speaker, conduct an interview, and write thank-you e-mail	To be fully prepared for interview	Form groups

F. Reflect, in a paragraph or two, how your lesson follows the principles and techniques of a communicative approach to language teaching.