

PLAN FOR UKR 211

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CLASS/SECTION: <ul style="list-style-type: none"> • Ukrainian (4 hrs/week) ✓ Conversation Hour 	DATE: October 19, 2009
UNIT: <ul style="list-style-type: none"> • UKR 211 – focuses on contemporary language and culture as practised by Ukrainians in Ukraine and diaspora. ✓ The required fourth hour is designed to develop students’ conversational skills. For this conversational hour, the class is divided into two smaller groups. 	TOPIC: Advertising

LANGUAGE OF INSTRUCTION: Ukrainian

CLASS OBJECTIVES:

By the end of this class the students will

- learn new adjectives for describing appearance and traits of character (*рослий, кирпатий ніс, добрий, веселий, з почуттям гумору, спокійний, поміркований, мудрий, відповідальний, християнин*, etc.);
- learn the structure and will be able to compose the following types of advertisements:
 - “Looking for a friend”,
 - “Missing”,
 - “Wanted”.

TIME	TYPE OF ACTIVITY	PEDAGOGICAL RATIONALE
50 min - total		
11:00 – 11:07	GREETINGS WARM UP/REVIEW: Students recollect three-four items of clothes they had on yesterday. All other students try to guess where this person was. Explain in the context: “Сьогодні соняшно, але вчора йшов дощ. <u>У що ви були взуті вчора?</u> <u>У що ви були взуті одягнені?</u> Подумайте про ще 2 речі. Інші ж спробують здогадатися, де саме ви були.”	<ul style="list-style-type: none"> • to refresh the previous vocabulary which may be useful for this class; • to practise <i>взутий у, одягнений у</i> expressions; • to get ready for the further activities in Ukrainian.
11:07 – 11:12	ANALYSIS OF COMMON MISTAKES: Analysis of common mistakes in the compositions from the previous assignment. Use different colours. - <i>школа</i> → <i>університет</i> - <i>класи</i> → <i>заняття, пари</i> - <i>корпус, будівля (про універ.), рідко будинок</i>	<ul style="list-style-type: none"> • to avoid similar mistakes in the future; • to avert the possibility of other students making these mistakes; • to encourage the students to use the correct forms in their speech;

	<p>- <i>викладач</i> (not necessarily professor) Explanations on the whiteboard</p>	<ul style="list-style-type: none"> • To check the effectiveness of this kind of correction for future feedback in the group.
11:12 – 11:22	<p>INPUT AND ACTUALIZATION:</p> <ul style="list-style-type: none"> • Work with a projector <p>Pictures and words/phrases on the screen:</p> <ol style="list-style-type: none"> 1) read+explain new words and phrases <i>Як ви розумієте ...? Що ви знаєте про ...?</i> 2) You are planning to find a friend on the Web. What words would you choose to describe yourself? Why? <p>Different students read and translate, if necessary, I repeat and then all together. Other students explain these words in Ukrainian.</p>	<ul style="list-style-type: none"> • to ensure that the students know how to read and pronounce the new words; • to check if the students know the meaning of all the words and can explain them in Ukrainian; • to provide students with concrete situations in the context which require the correct use of the new topical vocabulary.
11:22 – 11:32	<p>WORK WITH MEDIA - THE WEB: Check authentic Ukrainian advertisements online.</p> <ol style="list-style-type: none"> 1) What do these contractions mean? Why are they used? Would you use them in your own advertisements? Why (not)? 2) What is common in both of these advertisements? <p>Let the students discern the structure, the form and the specific vocabulary.</p>	<ul style="list-style-type: none"> • to observe what tactics are used in this type of electronic communication in Ukrainian (short sentences, descriptive adjectives, contractions); • to practise the new vocabulary and note the peculiarities of the language used in Ukrainian advertisements and the (Web) tactics employed.
11:32 – 11:38	<p>DISCUSSION: Ensure that the discussion is dynamic, brief and on the topic.</p> <p>Do Canadian advertisements of the same type differ from Ukrainian advertisements? In what way are they different/similar?</p> <p>Have you ever composed a real advertisement yourself? For what purpose? Why (not)? Was it successful? Why (not)?</p> <p>Is it true that “advertising is the “engine” of commerce? Why (not)?</p>	<ul style="list-style-type: none"> • to avoid potential mistakes when the students might use their native language structures and vocabulary in the TL; • to elicit more TL use on the topic by encouraging the students to share their own experiences in the TL; • to make students ready for the further creative activity in the TL relying on the active vocabulary and the tactics discussed.
11:38 – 11:48	<p>WORK IN GROUPS: 3 groups, 3 types of advertisements (“Looking for a friend”, “Missing”, “Wanted”). 3-2 (depending on the available time) presentations to the whole class</p>	<ul style="list-style-type: none"> • to put the new vocabulary in practice; • to practise speaking and other communicative skills in the TL.

11:48 – 11:50	CLOSURE: 1) Home work: Consult the handouts on E-Class/Moodle 2) Questions – answers, mini-session	<ul style="list-style-type: none"> • to develop communicative skills on the topic.
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The objectives of this class were to learn the new topical vocabulary and three different types of TL advertisements. Importantly, my purpose was to make the students use as much TL structures and topical vocabulary as possible. For this reason the class was structured around various communicative situations and relied on authentic materials on the Web. It is worth mentioning that the use of the Web turned out to be a successful solution in connection with the objectives of this class: first, this approach made the learning process more interesting for the students who, thus were more motivated to participate in the activities in the TL; second, the students also took the opportunity to note the use of Web specific terms in the TL (e.g. *домашня сторінка, назад, пошук*, etc.). Finally, the students felt positively about being able to compose real advertisements in the TL. The importance of the practical aspect of learning has been emphasized by Brandl (2008) who notes that “learners should do something...” with their new knowledge (p. 109) in order to ensure better retention of the new material and easier retrieval of the information in the future.

References

Brandl, K. (2008). *Communicative language teaching in action: Putting principles to work*. Upper Saddle River, New Jersey: Pearson Prentice Hall.

HAND-OUT

Паньковський Ярослав
19 жовтня 2009 р.
УКР 211
Заняття № 4

Оголошення

Робота в класі:

<p>1. Вікторія</p> <p>Жінка шукає чоловіка для довготривалих дружніх стосунків і створення родини. Україна, Київська область, Київ, 22 роки, 170 см, 65 кг.</p> <p>Про мене: гарна господиня, весела, активна, добра, з почуттям гумору.</p> <p>Хобі: читання, пишу вірші.</p> <p>Хочу зустріти чоловіка розумного, з почуттям гумору, доброго, веселого. :)</p> <p>Email: vitanosulja@gmail.ua</p>	<p>2. Андрій</p> <p>Християнин, добрий, лагідний, з почуттям гумору, відповідальний, без шкідливих звичок. Освіта вища. Не був одружений.</p> <p>Захоплююсь філософією, психологією. + спорт, книги, прогулянки, подорожі, комп'ютер, музика (рок, класика).</p> <p>Шукаю віруючу дівчину, україномовну, без шкідливих звичок. Для знайомства, дружби і подальших стосунків.</p> <p>Email: andrijkrasen@gmail.ua</p>
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Зниклий без вісті - розшук:

1. Де?

У м. Вінниця (Харків, Київ, Запоріжжя і т.д.)

2. Хто?

Неповнолітній ...

Повнолітній...

3. Скільки років?

На вигляд 5 років ...

4. За яких обставин зник?

Зник за невідомих обставин.

Пішов з дому та не повернувся.

5. Коли?

5-го вересня, приблизно у 20:00.

05.09.2009, приблизно у 20:00.

Пішов із дому й не повернувся.

6. Опис особи.

худорлявий, -а
повний, -а
русяве, коротке волосся
довге волосся, і т.д.
очі чорні, і т.д.

7. Був одягнений, -а у ...

чорна сорочка
темно-сині джинси

8. Особливі прикмети

родимка на щоці
шрам на правому плечі

Домашнє завдання на 26-е жовтня 2009 р.: Напишіть репортаж про людину, яка зникла без вісті або у розшуку. Слідуйте плану, об'єм – від 7 речень. Будь ласка, додайте фотографію, малюнок (або покажіть викладачу).

Успіхів!