



The Democratic popular Republic Of Algeria

Ministry of National Education

Lesson Plans

For Secondary Education Year one

Literary and Scientific Streams

A Pair work Prepared By:

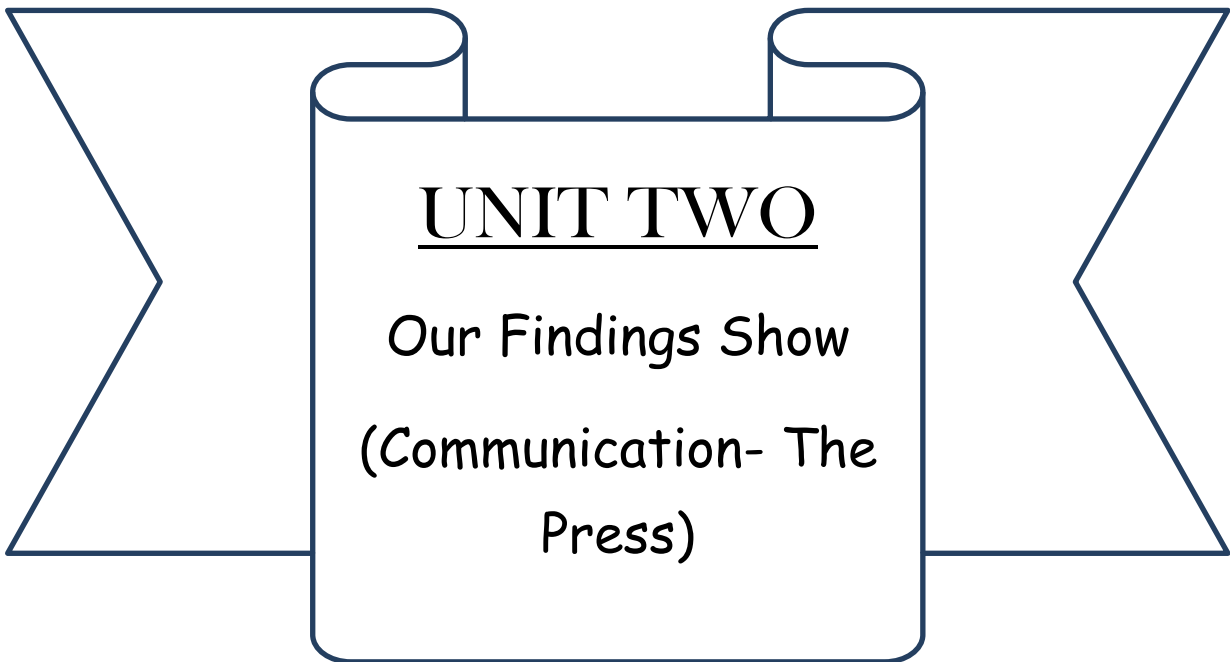
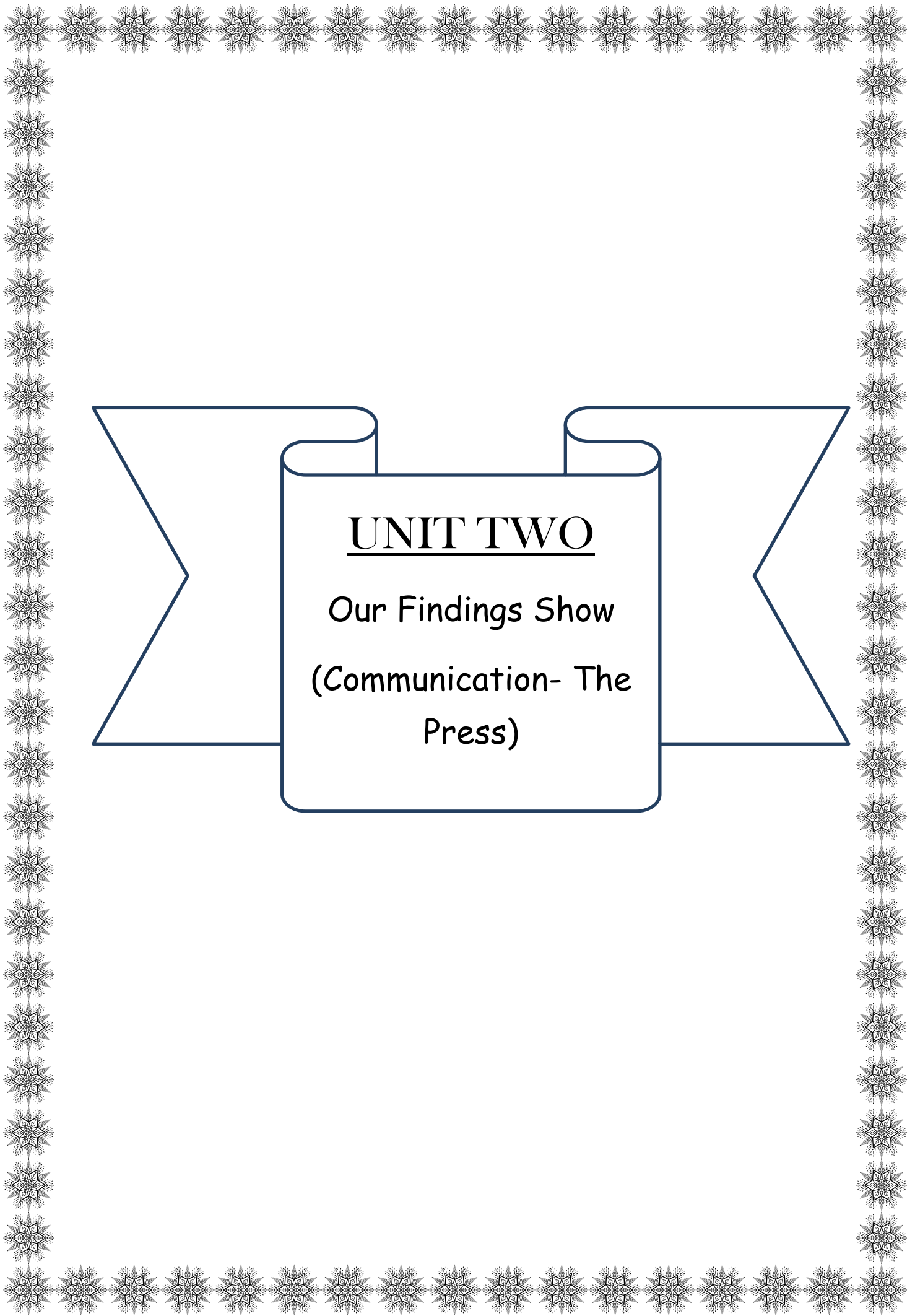
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UNIT TWO

Our Findings Show
(Communication- The
Press)



Sequence One :

Listening and Speaking

stage	Rationale (Aims of the lesson) Students Will Be Able To :	Interaction patterns	Procedure (how the lesson is going on)
<ul style="list-style-type: none"> • <i>Anticipate</i> - Task 01 p78 - Task 02 p78 	<ul style="list-style-type: none"> - Introduce the topic by interpreting pictures. - Be provided with more vocabulary items 	<p style="text-align: center;">T</p> <p style="text-align: center;">SS</p>	<ul style="list-style-type: none"> - T starts an open discussion with SS about tasks 1.2.3 p78. - T asks questions to engage SS into the unit's main theme « Communication and Press » and to elicit as much as new vocabulary related to the topic.
<ul style="list-style-type: none"> - Task 03 p78 	<ul style="list-style-type: none"> - Test their knowledge with regard to Algerian newspapers. 	<p style="text-align: center;">T</p> <p style="text-align: center;">SS</p>	<p>Questions as follows could be useful :</p> <ul style="list-style-type: none"> ▪ What does the picture represents? ▪ Can you read the titles of the newspapers and magazines? ▪ Look at the small pictures in Task 02.what do they represent? ▪ Can you give equivalent titles from your country? ▪ Why do you read newspapers / magazines? ▪ What kind of newspapers or magazines do you prefer reading? ▪ Which rubrics do you prefer reading?
<ul style="list-style-type: none"> - Task 04 p78 	<ul style="list-style-type: none"> - Express an opinion 	<p style="text-align: center;">T</p> <p style="text-align: center;">SS</p>	<ul style="list-style-type: none"> - T asks SS to read the three views in task 04 and tries to explain any difficult vocabulary for them. - After reading, SS express their opinion using one of the three ones that they've read.

<ul style="list-style-type: none"> • <u>Listen and check</u> - Task 01 p 79 	<ul style="list-style-type: none"> - SS listen to an interview and check their answers to the previous task 	<p>T</p> <p>SS</p>	<ul style="list-style-type: none"> - T explains to SS what they are supposed to do (listen and check). - SS close their books and listen to the interview simulated by the T and another student. - T reads the interview with simple, easy English and loudly so that SS would understand what they listen to. - When the T ends reading the interview, he gives a small time for SS to think and check their answers.
<ul style="list-style-type: none"> - Task 02 p79 - Task 03 p79 	<ul style="list-style-type: none"> - Listen to specific information. - Learn new vocabulary related to the topic. 	<p>T</p> <p>SS</p>	<ul style="list-style-type: none"> - T, along with SS, discusses what is needed in task 02 and try to interpret the table and what is supposed to do. - T reads again the interview, SS listen and ,in the same time, do tasks 02 and 03 (by ticking the appropriate information. If it is possible, T can read the interview for a second time.
<ul style="list-style-type: none"> • <u>Say It Clear :</u> - Task 01 p80 	<ul style="list-style-type: none"> - Build compound nouns 	<p>T</p> <p>SS</p>	<ul style="list-style-type: none"> - T gives a brief definition of compound nouns to SS. - T explains to SS what is in the table then lets SS join each noun from column A with another noun from column B so that they get compound nouns.

<ul style="list-style-type: none"> - Task 02 p80 	<ul style="list-style-type: none"> - Recognize stress in compound nouns 	<p>T SS</p>	<ul style="list-style-type: none"> - After SS finish forming compound nouns in the previous task, they close their books and listen to T reading the nouns loudly and identify the stress in each noun.
<ul style="list-style-type: none"> - Task 03 p80 	<ul style="list-style-type: none"> - Deal with stress shift 	<p>T SS</p>	<ul style="list-style-type: none"> - T asks SS to listen to him reading the first column of the table and ask them to identify the stress in each noun after he reads it. - SS listen to T and say “stress is on the first syllable....” - Then, T reads the second column of the table and do with SS the same as with the first column. - After putting stress on all the words, T asks SS to notice what happened. - SS notice that the stress has moved from its position and say “Stress shifted rightward”. - T asks SS about the reason that make stress shift. - SS look at the table and say “when we add suffixes like : -ic/-ian-... stress shifts rightward”.
<ul style="list-style-type: none"> - The hidden message 	<ul style="list-style-type: none"> - Deal with phonetic symbols. 	<p>T SS</p>	<ul style="list-style-type: none"> - T refers SS to the phonetic symbols in the beginning of the course book and asks them to decipher the message. - SS, with the help of the phonetic symbols given in the course book, read the message with the alphabet letters.

<ul style="list-style-type: none"> • <u>It's your turn :</u> 	<ul style="list-style-type: none"> - Reporting orally and then in writing what the horoscope says 	<p>T</p> <p>SS</p> <p>T-S</p>	<ul style="list-style-type: none"> - T refers SS attention to the horoscope signs in the book and asks each one to identify his star sign. - T acts a dialogue with one pupil to let the others see how the dialogue is going on. - Then, SS act dialogues with each other in pairs. - After T gets a big number of dialogues acted out, he chooses the best one to be written on the board.
<ul style="list-style-type: none"> • <u>Say it in writing :</u> 	<ul style="list-style-type: none"> - Change the dialogues into short paragraphs. - Report spoken passage into a written one. 	<p>SS</p>	<ul style="list-style-type: none"> - T asks SS to write short paragraphs about their star sign 'partners. - Each pupil asks his friend about his star sign and reports it starting as follows: «The stars say that (partner's name).....”



Sequence Two :

Reading and Writing

stage	Rationale (Aims of the lesson) Students Will Be Able To :	Interaction patterns	Procedure (how the lesson is going on)
<ul style="list-style-type: none"> • <u>Anticipate :</u> 	<ul style="list-style-type: none"> - Read and interpret graphs and charts 	<p>T-SS SS</p>	<ul style="list-style-type: none"> - T directs the pupils' attention to the graph on p82 and gives them a small time to look at the graph. - Before going on the questions A-E on the same page, T brainstorms the SS by asking usual questions about the graph given on the page such as : <ul style="list-style-type: none"> ▪ What do the picture represents? ▪ What is a graph/chart? ▪ What is used for? ▪ Where do you usually find this? - After that, T gives a time for SS to work on questions A-B-C-D, and then continues the discussion with them using the above questions. - When answering all the questions, T asks SS to write answers A-B on the copybook and let the others to be checked later. - Now that SS have a good idea about the graph, T asks them to do answer question E and check it in the coming rubric.

<ul style="list-style-type: none"> • <u>Read and Check</u> - Task 01 p83 	<ul style="list-style-type: none"> - To analyze a report 		<ul style="list-style-type: none"> - SS read the text again and answer the questions below. - T corrects.
<ul style="list-style-type: none"> • <u>Read and check</u> - Task 02 p83 	<ul style="list-style-type: none"> - Tackle a report - Scan a text for details 		<ul style="list-style-type: none"> - T asks SS to read the text again and answer the question that follow. - SS read the text and do the task (Task 02 p83) - T guides, checks and corrects. - SS exchange answers for error checking.
<ul style="list-style-type: none"> • <u>Discover the language</u> - Task 01 p 84 - Task 02 p 84 	<ul style="list-style-type: none"> - To act out a dialogue using reported questions 		<ul style="list-style-type: none"> - Imagine you were one of the 60 informants interviewed about the computer use. Take turns to interview each other. - T , in this stage, is just controlling and guiding SS while they act out the dialogues. - SS Act out a dialogue reporting the questions that the interviewer asked using the cues given.
<ul style="list-style-type: none"> • <u>Write it right :</u> - Task p85 	<ul style="list-style-type: none"> - To demonstrate their ability in transforming sports questionnaire into a report 		<ul style="list-style-type: none"> - SS read the results of the sports questionnaire below and complete the report that follows. - They can use the report on page 83 as a model. - T is just guiding SS. - T and SS interact and write a model report on the board.

<p><u>Developing skills :</u></p> <ul style="list-style-type: none"> - Task 01 p86 - Task 02 p86 - Task 03 p86 - Task 04 p86 	<ul style="list-style-type: none"> - Deduce types of form using their shapes. - Interpret the results of a survey and transform it into a report. - Respond to a text 		<ul style="list-style-type: none"> - SS look at the form below and guess what type of form it is. Then, circle the right item. - T explains and guides SS. - Group work : SS collect the forms and interpret the results of the survey in order to move to the next step ; writing the final report. - SS use the questions in the tactics summary box on the next page. - T explains difficult vocabulary and guides SS. - T and SS interact and write the final report on the board.
<p><u>Developing Skills :</u></p> <ul style="list-style-type: none"> - Task 01 p88 - Task 02 p88 	<ul style="list-style-type: none"> - Interpret a picture and read for a gist. - Check guesses made previously. 		<ul style="list-style-type: none"> - T asks SS to say what the picture represents. - SS guess and answer. - T sets SS to read the text on p88 in order to check their guesses. - SS read the text and check their answers.
<ul style="list-style-type: none"> - Task 03 p 89 - Task 04 p89 - Task 04 p89 - Task 05 p89 	<ul style="list-style-type: none"> - Scan and respond to a text - Practice reporting statements. 		<ul style="list-style-type: none"> - T sets SS to read the text again. - SS read the text and do task 03. - T explains difficult vocabulary. - T asks SS to read the text and do task 04. - SS read and do the task. - T guides, checks and corrects. - T and SS correct the two tasks together and write the answers on the board.



Stop and Consider

stage	Rationale (Aims of the lesson) Students Will Be Able To :	Interaction patterns	Procedure (how the lesson is going on)
<p><u>Reminder I</u> Task p92</p>	<ul style="list-style-type: none"> - Demonstrate their ability to report requests and orders using reporting verbs such as “tell” and “ask” 		<ul style="list-style-type: none"> - T discusses two example sentences on the board : *could you close the door ?(request) *Don’t come back (order). - T asks SS to report both sentences using reporting verbs “asked” and “told”. - SS report the sentences while T corrects. - T asks SS if they know other reporting verbs. (Beg, order, instruct...). - T leads SS to deduce the rules of reporting requests and orders. - T lets SS practice reporting by doing Task on p92.
<p><u>Reminder II</u> Task 01 p93 Task 02 p93</p>	<ul style="list-style-type: none"> - Report statements and questions (yes-no and WH). 		<ul style="list-style-type: none"> - T asks SS to read the reminder. - SS read the reminder. - T interacts with SS about the reminder and deduce, each time, rules about reporting statements and questions. - SS practice direct and reported speech by doing tasks 01 and 02 p93. - T moves around, checks and corrects. - SS exchange answers for error checking.

<p>Other changes from direct to reported speech</p>	<ul style="list-style-type: none"> - Know other changes that occur from direct to reported speech (changes in tense, place and time markers and pronouns) and practice reporting. 		<ul style="list-style-type: none"> - T gives SS handouts containing changes that occur in reported speech. - T and SS discuss them to deduce simple rules. - Then, T checks SS understanding by giving them an extra task about reporting different situations.
<p><u>Reminder IV</u> Task 1 p95 Task 02 p95 <u>Reminder V</u> Task 01 p95 Task 02 p95</p>	<ul style="list-style-type: none"> - Recognize other summarizing verbs used in reporting. - Practice direct speech. - Form adjectives by adding the suffixes -ful/-less to words. - Practice pronouncing the suffixes -ful/-less in words. 		<ul style="list-style-type: none"> - T asks SS to read the reminder and interacts with them about it. - T asks SS to do the first task (01 p95). - SS refer to the rules given so far, do the task and exchange answers for error checking. - T may give SS the first answer as a help. - T sets SS to do the second task (02 p95). - SS do the task and compare answers for error checking. - T move around, checks and corrects. - T asks to read the reminder V and do Task 01 p95. - SS read the reminder, do the task and interact with T for checking. - SS practice pronouncing the adjectives formed in the previous task - T guides, checks and corrects



Sequence Four :

Consolidation and Extension

stage	Rationale (Aims of the lesson) Students Will Be Able To :	Interaction patterns	Procedure (how the lesson is going on)
<p><u>Write it out :</u> Task 01 p96 Task 02 p96</p>	<ul style="list-style-type: none"> - Practice reporting in writing. - Filling blanks with appropriate words. - Recognize punctuation in reporting. 		<ul style="list-style-type: none"> - T explains to SS what they are supposed to do in tasks 01 and 02 p96 and gives them enough time to discuss and compare answers for error checking while he moves around, checks and corrects.
<p><u>Work it out</u> Task 01 p99 Task 02 p99</p>	<ul style="list-style-type: none"> - Identify silent letters in words. - Practice pronouncing words with silent letters. 		<ul style="list-style-type: none"> - T interacts with SS to explain what a silent letter is by giving examples. - T asks SS do think of Task 01 p99. - SS do the task and compare answers. - T pronounces the words one by one while SS check their answers. - T asks SS to pronounce the words paying attention to the silent letters. - SS pronounce the words while T checks and corrects.