**MANUELLE PEDAGOIQUE**

**MODULE D’ORAL (COE)**

**LMD1**

**SEMESTRE 1 & 2**

**Dr HADDAM Faiza**

**ORGANISATION OF ORAL PRODUCTION SESSIONS**

**LMD1**

**FIRST SEMESTER (13 WEEKS/3H)**

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| **COURSE CONTENT** | **HOURS** | **Course/TD** |
| ***LESSON 1 :***  *« Introducing yourself »* | 4H30 | 1H30 |
| 3h (TD) |
| ***LESSON 2 :***  *« Meeting People »* | 4H30 | 1H30 |
| 3h (TD) Real speaking & Listening |
| ***LESSON 3 :***  *« Idiomatic expression »* | 6H | 1H30 |
| 4H30 (TD: Role Play/Story Telling) |
| ***LESSON 4 :***  *« Phrasal verbs »* | 4H30 | 1H30 |
| 1H30 (TD) |
| ***LESSON 5 :***  *« Situational Dialogues »* | 7H30 | 1H30 (The use of Lge Lab) |
| 3H (1H30/Group of listening)  3H ( Role Play) |
| ***LESSON 6 :***  *« Job Interview »* | 4H30 | 1H30 |
| 3H ( TD) |
| ***LESSON 7 :***  *« TelephoningConversation »* | 4H30 | 1H30 |
| 3H (TD) |
| ***LESSON 8 :***  *« Note Taking »* | 4H30 | 1H30 |
| 1H30 (TD)  1H30 (Peer Correction) |

**LESSON PLAN**

**LESSON 1:** « Introducing Yourself »

**THEME**: Individual Introduction

**Objectives: -** To be able to introduce themselves in front of their new classmate

* To first exchange with the teacher
* To evaluate their speaking level for the first time

**Functions:** - Key phrases to introduce yourself

* Phrases to introduce questions
* Order and select personal information
* Different accents from different countries

**Icebreaker**

■ Ask some students to introduce themselves spontaneously

**Activity One  *Listening***

**■** Listento the recording and answer the following questions

***Content of the recording:***

1. What does this speak about?
2. What is the first think that you notice from this video?
3. What are the main common expressions used by all the speakers?
4. Could you detect the origin of each speaker by his/her accent?

**Activity Two** ***Speaking***

■ Use the different expressions that you learnt from the previous video and use them to introduce yourself. Talk about your family, job/studies, home, hobbies and likes/dislikes.

■ Speak about your motivation for learning English as a first year students.

**LESSON 2:** « Meeting People»

**THEME:** Formal vs Informal Conversation

**Objectives:** - To be aware about the formal and informal situations

* To use the appropriate adjectives to describe a person
* To learn different cultural codes
* To learn how to engage oneself into a conversation

**Functions:** - Ask and answer questions about basic personal information in both

situations

* Being social conversation and respond appropriately
* Great people and say goodbye in a variety of ways
* Use the right intonation in the right situation
* Cultural awareness

**Icebreaker**

■ Ask students the following question: When you meet someone you don’t know. Do you prefer to talk or to listen?

■ Which of the following adjectives describe you the most:

a/ Sociable b/ Friendly c/Shy e/ Talkative f/Polite g/ Easy going

■ What Recording n◦ 2

are other adjectives that describe the best your trait of character.

**Activity One  *Listen &Speak***

■ Listen to the different recordings and complete this hand-out

***Content of the recordings:*** (Source: Real Listening &Speaking)

Recording n◦ 2

Recording n◦ 3

Recording n◦ 4

Recording n◦ 5

Recording n◦ 6

Recording n◦ 7

***Content of the hand-out:***

**Activity Two** Role Play

■ Pair group exercise: Imagine any situation (either formal or informal) in any context and create your own conversation.

**LESSON 3:** «Idiomatic Expressions»

**THEME:** The Role of Idiomatic Expressions in Speaking

**Objective:** - To make them aware about the importance of using idiomatic expressions in a

Speech

* To make them aware about their difference in a literary meaning

**Functions:** - Teaching the meaning, forms and uses of idiomatic expressions

* Contexts in which each expression could be used
* New vocabulary
* Differences vs similarities in different cultures (Algerian vs BrItish/American English)
* Cultural shocks or awareness

**Icebreaker**

■ Do you what is an idiomatic expression?

■ Do you know the role of idiomatic expressions in speaking?

■ Could you give some well-known ones?

**Activity One  *Listen & write***

■ Listen to the conversation and complete the following exercises:

***Content of the recording:*** (Source: All Clear 2) scanner la page

Exercise 1: List all the idiomatic expressions used in this recording

Exercise 2: Read the sentences about the conversation. Circle *T* for *true* and *F* for *false*, or ? if you don’t know

1. Rick and Jana are going to get married in two weeks T F ?
2. Jana is nervous about getting married, but Rick isn’t nervous T F ?
3. Ellen and Tim are married T F ?
4. Ellen thinks Rick and Jana should get married after they have

enough money for furniture T F ?

1. Rick and Jana will have a happy marriage T F ?

Exercise 3: Guess the meaning. When you say the same thing with different words, you are paraphrasing. Read the paraphrasing below, and find an expression in the conversations that means the same thing. Make sure the paraphrase would easily fit into the conversation.

Paraphrase Idiomatic Expressions

**Example:** getting very, very nervous getting cold feet

1. Don’t have enough money to
2. Really want to
3. Relax
4. In your heart
5. Forever

Exercise 4: Choosing the idiom (scanner la page)

**Activity Two  *Speaking***

■ Group discussion. Did you ever get cold feet before a big event? If yes, what happened- did you change your plans, or did you deal with scary situation?

**■** Create your own story by including different new idiomatic expressions that fit into the context of the story

**HOME ASSIGNMENT**

■ Find some idiomatic expressions and find their equivalent within the Algerian, british and American English culture ( They must present them in the next session)

**LESSON 4:** «Phrasal Verbs»

**THEME:** The Importance of Phrasal Verbs in Speaking

**Objective: -** To be aware about the importance of phrasal verbs while expressing

themselves

**Functions: -** How phrasal verbs are formed

* Grammar structure of phrasal verbs
* The role and meaning of phrasal verbs within a conversation

**Icebreaker**

■ Listen to the following recording. (The teacher explains at the same time)

***Content of the recording:***

■ It’s an audio-visual video about phrasal verbs (ajouter le lien)

**Activity One  *Read & write***

■ Read the following passage and pick up the different phrasal verbs or gap filling exercise

**Activity Two  *Speaking***

■ Exercise from you tube

**LESSON 5:** «Situational Dialogues»

**THEME:** The use of the right expression in the right situation

**Objective: -** To learn and practice the type of informal conversational English in current,

everyday use

* To memorise as many as possible expressions and phrases in a given situation
* To develop their listening skill
* To get accustomed of using language laboratory

**Functions:** - Enrich their vocabulary

* Grammatical structure of the sentence
* Intonation and stress (falling and rising tune)
* Spelling of the word

**Activity One  *Listening & Write (part 1)***

**■** Training session. (Simulation exercise by using the language laboratory)

■ Group work. Listen to the following situation and write it down

**Activity Two  *Listening & Write (part 2)***

■ The whole class is divided in two groups (one session for each group)

■ Listen to the following dialogues as much time as you need and write it completely (by using individual speakers)

**Activity Three  *Error Correction***

■ The teacher highlight all mistakes made by students

■ The teacher send back students’ copies (by using the lge lab system) and mistakes must be corrected either by the student himself or by peers

**Activity Four  *Speaking***

■ Role play (group work). Create a situation in which you must include at least four situations in one

**LESSON 6:** «Job Interview»

**THEME:** Get ready for a well-prepared job interview

**Objective: -** To get prepared for a job interview

* Things to do and to avoid while dealing with a job interview

**Functions: -** Use the right expressions in that formal situation

* Prepare a CV
* Right posture and behaviour during a job interview

**Activity One  *Listen &Speak***

■ Listen to the first part of the recordings then few minutes later part 2 and answer orally the following question: Check the differences between the two parts of the recording

***Content of the recordings:***

***Part one:*** A bad job interview

***Part two:*** A good job interview

* Students must mention things to avoid during a job interview and what you must really do in that situation

**Activity Two  *Speaking***

■ Role Play (pair work). With a partner role play a conversation between an interviewer and an interviewee either a good or a bad situation. Use the expression that have been mentioned in the previous video.

**LESSON 7:** «Telephoning Conversation»

**THEME:**  The difference between telephoning and face to face conversation

**Objective: -** To learn how to deal with phone conversation

* To understand the difference between face to face conversation

**Functions:** - key sentences in phone conversation

* Strategies dealing with such situation
* Intonation

**Activity One  *Listen***

■ Listen to the following recording. (The teacher explains at the same time)

***Content of the recording:***

■ It’s an audio-visual video about phone conversation strategies (ajouter le lien)

**Activity Two  *Speaking***

■ Role Play (pair work). With a partner role play a conversation by phone.

**LESSON 8:** «Note Taking»

**THEME:**  Taking notes while speaking

**Objective: -** To learn different technics of note taking

* To sum up while listening

**Functions: -**  Summerizing an oral speech or while telling a story

* Story telling
* Grammar structure
* Writing technics
* Use of own ideas
* Select key phrases

**Activity One  *Listening & Write***

■ Listen to the following recording and take notes of the main key sentence of the story

***Content of the recording:***

**Activity Two  *Error Correction***

■ The teacher expose the most common mistakes and correct them with the whole class

■ The select the best composition by explaining the appropriate technics for taking notes