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| ***Dirah high school***  ***Accademic year: 2011-2012 Unit 04: Buisiness is buisiness***  ***Level:2nd year Sequence 01:Discover the language***  ***Text book:Getting through Lesson01:Before/As you read*** |

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| ***Learning objectives*: *By the end of this lesson pupils will be able to :***  ♣ ***Read business letters: complaints,Dispatch,advice...***  ♣***Read for general ideas .***  ♣***Write a letter of enquiry*** .  ***Competencies***:  ***Interactive,Interpretive*: pupils interact and interpret the shown picture to get acquainted with the new vocabulary and the topic of topic of the lesson,they also interpret and analyze the texts contents to get appropriate answers to the given tasks .**  ***Productive: through interpreting some information and re-investing their background knowledge ,pupils will write a letter of enquiry .***  ***Teaching Aids*: *Text book(Getting through)***  ***Extra resources***: ////////////// |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| **Pre-reading**  **While –reading**  **Post -reading** | **The teacher skim his learners to look at the picture on page 160,and answer the question :**  **a-Why is the the meaning of the expression**  **« Handle with care » ?**  **Ppls answer :**  **The expression “handle with care” is written on packets/boxes containing (easily broken) fragile objects which are in transit**  **b-What do you think the woman does for a living ?**  **ppls answer : I think that she sells vases**.  **c-What does she feel ?**  **ppls answer :**  **She feels angry because the vases have been damaged in transit** .  **The teacher informs his learners that they are going to read a short letters .**  **Teacher asks one learner to read the instruction**  **Task 01 :Read the text carefully , then identify the one which the picture best illustrates .**  **Key :**  **The letter which the picture p.160 best illustrates is letter C.**  **Task 02 : the teacher asks his learners to read the letters again and answer the questions :**  **Key :**  **A: The letters are business letters. They are written for business transaction.( There are other possible answers.)**  **B: 1-order placement-D**  **2- letter of complaint-C**  **3- order/receipt of acknowledgement-B**  **4- advice of dispach-A**  **C: Chronological order in which the letters are sent: D-B-A-C .**  **Task 03 :the teacher tells his pupils that they are going to imagine they are a group of foreign investors interested in opening a buisiness in algeria,send a facsimile to their consulate to ask for information.**  **Pupils are asked to use the information in the box on page 163.**  **Pupils are encouraged to work in small groups.**  **Teacher turns around ,check his pupilsproductions,help if necessary.**  **\*pupils are invited to read their productions.**  **Key :**  **Dear Mr \_\_\_\_\_,**  **We are writing to ask for information about the city of Oran. We are a group of manufacturers of air conditioners from Leeds and we are interested in opening a business in Oran. Would you please send us information about the following:**  **a. working hours b. languages spoken**  **c. working force ...**  **Thank you in advance for any information you can provide us with.**  **We look forward to receiving your reply.**  **Yours faithfully,**  **Air and Co.,** | -**Pupils will interpret the picture then answer the questions.**  **-Pupils answer the questions.**  **-Pupils will read letters and find the appropriate answer**.    -**Pupils will read and answer questions related to previous task**  **-Pupils will be able to ask for information.**  **-Pupils will acquire new words related to business.**  **-Pupils will be able to write a**  **facsimile**. | **15mns**  **15mns**  **15mns**  **15mns** |

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| ***Dirah high school***  ***Accademic year: 2011-2012 Unit 04: Buisiness is buisiness***  ***Level:2nd year Sequence 01:Discover the language***  ***Text book:Getting through Lesson02 :Grammar desk*** |

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| ***Learning objectives*: *By the end of this lesson pupils will be able to :***  ♣ ***Recognize the linking words:in order to,so as to ..***  ♣ ***know the uses of the present perfect (for,just,still,yet..).***  ***Competencies***:  ***Interactive,Interpretive*: pupils interact and interpret with the teacher about some examples to understand the topic of the lesson(expressing purpose ).**  ***Linguistic: pupils will recognize the notion of expressing purpose(in order to,so as to..), To derive rules.***  ***Productive: pupils will write an introductory sentence to express the purpose of each of the subjects on page 162 ( in order , so as to..)***  ***Teaching Aids*: *Text book(Getting through)***  ***Extra resources***: ////////////// |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| **Warming up**  **Reminder**  **Practice** | **The teacher writes an example and discusses the example with his students:**  **Example :**  **A-Why did you call him ?**  **B-I called him in order/to/so as to invite him.**  **So as to , in order to, to express :purpose**  **TO**:**We use 'to + verb' to say why we do something :**  **Examples: I'm going to Ireland to visit my family.**  **I went to the post office to buy some stamps.**  **In order to/so as to : We can also use 'in order to' or 'so as to'**  **Examples: I'm going to Ireland in order to visit my family.**  **I went to the post office so as to buy** **some stamps.**  **Note :**  **1-  'in order to' and 'so as to' are more common before stative verbs like:  be, have, know, appear, seem, understand, etc.**  **Example: she left work early in order to be at home with the children.**  **2-  Before a negative infinitive, we normally use 'so as' or 'in order'.**  **Example: I am leaving now so as not to be late.**  **(not: I am leaving now not to be late).**  **3-  Do not use 'for' before the infinitive of purpose.**  **Example: I phoned Jenny to invite her to dinner.**  **(not: I phoned Jenny for invite her to dinner**).  **Task : Fill in the blanks in messages (A-D)with : in order to,so as to or their negatives :**  **A-We are writing……………..congratulate you for your success in the competion.**  **B-……………………….complete your registration,you have to pay fees before september 12.**  **C-I will goto university……………………...studyMathematics,but …………….study literature.**  **D-Read your message silently……………………….disturb the other internauts.**  **Key :**  **A-to/in order to**  **B-in order to / soas to**  **C-in order not to / not to**  **D-in order not / so as not to** | -**to express purpose** | **15mns**  **15mns**  **10mns** |

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| ***Dirah high school***  ***Accademic year: 2011-2012 Unit 04: Buisiness is buisiness***  ***Level:2nd year Sequence 01:Discover the language***  ***Text book:Getting through Lesson03: Say it loud and clear*** |

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| ***Learning objectives*: *By the end of this lesson pupils will be able to :***  ♣ ***Recognize sentence stress,word stress,sound spelling links .***  ♣  ***Competencies***:  ***Interactive,Interpretive*: pupils interact and interpret with the teacher about some examples to understand the topic of the lesson(expressing purpose ).**  ***Linguistic: pupils will recognize the notion of expressing purpose(in order to,so as to..), To derive rules.***  ***Teaching Aids*: *Text book(Getting through)***  ***Extra resources***: ////////////// |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| **Task 01**  **Task 02 p.164:**  **Task 03** | **♣The teacher asks his learners to listen to him reading the sentences. Each time s/he reads a sentence, underline the word which is stressed most ?**  **Key:**  **You can put stress on the words starting either from the beginning or from the end of the sentence. The focus is on the shift of stress at the sentence level.**  **a-June b-Algiers c-business d- going e-you**    **Pair work: answer the questions above correcting your partner as in the short dialogue below?**  **Key: The focus is on corrective stress.**  **You: Are you going on a business trip to Algiers in June?**  **Your partner: No, I’m going on a business trip to Algiers in July.**  **You: Are you going on a business trip to Algiers in June?**  **Your partner: No, I’m going on a business trip to Oran in July**  **You: Are you going on a business trip to Algiers in June?**  **Your partner: No, I’m going on a holiday trip to Oran in July**  **You: Are you going on a business trip to Algiers in June?**  **Your partner: No, Mary is going on a business trip to Oran in July.**  **♣Listen to your teacher, then discuss with him spelling sounds links in English. Learn the poem by heart.**  **Key :**  **The teacher will discuss with his pupils.** | -**Pupils will identify the words the most stressed.**  **-Pupils will interact with their class mates**    **-To discuss the spelling sound links in English** | **10mns**  **10mns**  **10mns** |

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| ***Dirah high school***  ***Accademic year: 2011-2012 Unit 04: Buisiness is buisiness***  ***Level:2nd year Sequence 01:Discover the language***  ***Text book:Getting through Lesson03: working with words*** |

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| ***Learning objectives*: *By the end of this lesson pupils will be able to :***  ♣ ***build opposites using the suffixes : mis , dis , im , in , un , mal .***  ♣  ***Competencies***:  ***Interactive,Interpretive*: pupils interact and interpret with the teacher about some examples to understand the topic of the lesson.**  ***Linguistic: pupils will use suffixes to build words .***  ***Productive : pupils will write a profit and loss statement,a balance sheet .***  ***Teaching Aids*: *Text book(Getting through)***  ***Extra resources***: ***dictionaries*** |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| **Task 01**  **Page 165**  **Task 02**  **Page 165** | **The teacher explains the suffixes : im, in , un , dis…to his pupils to form new words out of the underlined words. Then replace the underlined words with the new words.**  **Key:**  **Memo**  **The employees of the company are dissatisfied with their working conditions. Some of them complain about mistreatment and malpractice while others say that the wages are unfair and that the managers are insensitive to their feelings.**  **The present organization of our company is not efficient. It is time to rearrange and reorganize it so as to re-establish good labour relations.**  **It is impossible to improve production and productivity if the policy of wages is not reconsidered.**  ♣**the teacher asks his learners to** **Check the meaning of the words in their dictionary and use them to write a profit and loss statement and a balance sheet.**  **Key:**  **Students will write their own Profit and Loss statements and Balance Sheets. If necessary they can get help from their accountancy teacher**. | **-Pupils will practice the use of prefixes like dis-, in-, re-……**  **-Pupils will check some words meanings.**  **-pupils will be able to write a profit and loss statement**. | **15mns**  **15mns** |

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| ***Dirah high school***  ***Accademic year: 2011-2012 Unit 04: Buisiness is buisiness***  ***Level:2nd year Sequence 02: Developing skill***  ***Text book:Getting through Lesson04 : Listening and speaking*** |

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| ***Learning objectives*: *By the end of this lesson pupils will be able to :***  ♣ ***Listen to a conversation.***  ♣***Listening for a general ideas.***  ♣ ***Make an interview .***  ***Competencies***:  ***Interactive,Interpretive*: pupils interact orally with the teacher,interpret the given short texts toget acquainted with the new vocabulary and the topic of the lesson.they also interpret the ideas expressed in the texts.**  ***Productive : pupils will re-invest what has been already acquired to act out a dialogue using Yes-No questions using cues on p 167,making coments each time and giving further informationeach time .***  ***Teaching Aids*: *Text book (Getting through)/magic board.***  ***Extra resources***: ***///////////*** |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| **Pre-listening**  **Post -listening** | **The teacher asks his learners to read the texts ,and answer the questions :**  **\*What type of texts are ?**  **\*Where do we generally read such types of texts ?**  **\*What’s the difference between the short texts on the left and the texts on the right ?**  **Pupils interacts orally with the teacher and give various answers helps and guides his learners.**  **Possible answers :**  **a-advertisement**  **b-in newspapers and magazines**  **c-The short texts on the lefthand side of the page are ‘work wanted’ ads; the text on the righthand side is a firm offer of recruitment (situations vacant).**  **Task 01 :The teacher invites his learners to listen to him simulating a dialogue and say which advertisement the speakers are talking about.**  **Key :**  **The speakers are talking about the advert on the righthand side of the page. (offer of recruitment/situations vacant .**  **Task 03 :**  **Listen to your teacher again and take notes. Then synthesise and summarize the dialogue in your own words.**  **Key:**  **Pupils will listen and summarize the dialogue**  **Make sure your students use their own words in giving their summaries. They are supposed to identify the situation, the actors and the problem**  **Task 04 : pupils are asked to use the informformation on page 167 to write a short dialogue using yes-no questions and make some comments and give further information each time they answer.**  **-ppupils are told to work in small groups.**  **-the teacher turns around,checks and helps if necessary.**  **-learners are invited to read their productions.**  **Task 05 :**  **Pupils are asked to Study the dialogue sample on page 168 and act out snippets of it to rehearse for a job interview?**  **Key:**  **Illustrate the difference between the present perfect simple and the present perfect continuous. Then make the students play the snippets of the dialogue as indicated in the instruction.** | **-to motivate pupils and introduce the topic**  **-Pupils will read the text and answer the questions.**  **-to get new vocabulary words**  **-Pupils listen to the teacher and predict the answer.**  **-Pupils willlisten and take notes to summarize the dialogue.**  **-Pupils will interact with each other.**  **-Pupils will be able to make comments and give information.**  **-Pupils will interact and act out snippets.**  **-Pupils will be able to ask for a job.** | **10mns**  **10mns**  **15mns**  **15mns**  **10mns** |

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| ***Dirah high school***  ***Accademic year: 2011-2012 Unit 04: Buisiness is buisiness***  ***Level:2nd year Sequence 02: Developing skill***  ***Text book:Getting through Lesson04 : Write it up*** |

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| ***Learning objectives*: *By the end of this lesson pupils will be able to :***  ♣ ***write a business report .***  ♣ ***use the present perfect,the present perfect-continuous.***  ***Competencies***:  ***Interactive,Interpretive*: pupils interact orally with the teacher,interpret the information on page 168,**  ***Productive : pupils will write an annual report for a company using the appropriate tense .***  ***Teaching Aids*: *Text book (Getting through)/magic board.***  ***Extra resources***: ***///////////*** |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
|  | **♣The teacher asked his learners to write an annual repoport using the information on the page**  **Key:**  **Before setting the Pupils to task,the teacher checks that they know the vocabulary included on page 169. The graphs can help learners to illustrate the meaning and the use of the words needed for writing an annual report.**  **The production has increased steadily from 650,000 to over 1 million packets of pasta. The number of accidents has fallen sharply from 20 to 2. Absenteism has fallen to the lowest point. ... (The students will give figures to support their statements) ( If necessary refer to SE1 book to have ideas about how graphs can be read.)** | **-Pupils will be able to write an annual report** | **1h** |

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| ***Dirah high school***  ***Accademic year: 2011-2012 Unit 04: Buisiness is buisiness***  ***Level:2nd year Sequence 02: Developing skill***  ***Text book:Getting through Lesson04 : the present perfect/perfect-continuous*** |

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| ***Learning objectives*: *By the end of this lesson pupils will be able to :***  ♣ ***Correct use of present perfect and present perfect continuous .***  ♣ **consolidate the form and function of Present Perfect Tense;**  **♣distinguish the difference between Present Perfect Tense and Simple Past Tense;**  **♣use appropriate adverbs (ever, yet, for, since, etc.) (last night, yesterday, in 1999, etc.) together with present Perfect Tense and Simple Past Tense when forming questions and statements.**  ***Competencies***:  ***Interactive,Interpretive*: pupils interact orally with the teacher,interpret the information on page 168,**  ***Productive : pupils will write an annual report for a company using the appropriate tense .***  ***Teaching Aids*: *Text book (Getting through)/magic board.***  ***Extra resources***: ***///////////*** |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
|  | **♣The Present Perfect is constructed this way:**   |  | | --- | | **subject + have/has + past participle** |   **The function of the present perfect :**  **The present perfect is Started in the past and continues until the present, may or may not continue into the future (there just isn't a short way to describe this function) .**  **1-We don't know when it happened**  **(*e.g.,* I have lost my keys), or**  **2-When it happened is not important**  **(*e.g.,* She has traveled to Ethiopia).** |  |  |

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| ***Dirah high school***  ***Accademic year: 2011-2012 Unit 04: Buisiness is buisiness***  ***Level: 2nd year equence 02: Developing skill***  ***Text book:Getting through Lesson04 : Reading and writing*** |

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| ***Learning objectives*: *By the end of this lesson pupils will be able to :***  ♣ ***Read and understand a text about woman’s work and her role after the second world war.***  ♣ **Analyzing the text’s content through identifying its main information.**  **♣ Write a short paragraph about the importance of women’s work beside their traditional work.**  ***Competencies***:  ***Interactive and Interpretive*:**  **pupils interact and interpret the shown pictures to get acquainted with the new vocabulary and the topic of the lesson.they also interpret and analyse the text’s content to get appropriate answers to the given tasks.**  ***Productive :***  ***Through interpreting the video content and re-investing their background knowledge,pupils will write a short paragraph about the importance of women’s work beside their traditional work .***  ***Teaching Aids*: *data show ,pictures, video, Handouts , Magic board***  ***Extra resources***: ***the internet*** |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| **Pre-Reading**  **While –**  **Reading**  **Post-Reading** | **The teacher shows her pupils different pictures,and asks them to look at them and answer the questions :**  **C:\Users\asus\Desktop\CAPES DA AMINA\Nouveau dossier\woman work in the army.jpgC:\Users\asus\Desktop\CAPES DA AMINA\Nouveau dossier\woman working in a factory during the second world war.jpgC:\Users\asus\Desktop\CAPES DA AMINA\Nouveau dossier\join us at work.jpg**  **\*What do the pictures represent ?**  **\*what are they doing ?**  **\*what are different fields can women join ?**  **Possible answers :**  **\*the pictures represent : women**  **\*they are working different jobs**  **\*Different jobs can women join are : nurse,join army,work in a factory ……**  **Teacher informs her lerners that they are going to read a short passage about women at work after the second world war.**  **She supplies them with handouts,asks them to read the text silently and do the first task.**  **Teacher asks one learner to read the instruction.**  **Task one :**  **Read the text carefully,and answer the questions :**    **Task two :**  **Pupils are asked to read the text again,then say whether these statements are true or false,(pupils justify their answers )**  **\***  **\***  **\***  **Task four :**  **The teacher tells her pupils that woman plays an important role in our society,and then shows them different pictures which shows different fields that woman works in,then write a short passage about :Do you agree ar disagree of woman’s work.**  **Pupils are encouraged to work in groups .**  **Teacher turns around,checks her pupils productions.helps if necessary.**  **Pupils are invited to read their productions .**  The teacher tells her pupils that women contributed to build a good society in many fields,and it’s very important to give them opportunities to show their capacities and their qualifications.  Pupils are asked to watch a short video which represents different positions that women are in,then write a short paragraph about it |  |  |