**Mohamed lamine debbaghine setif 2 university**

**Feculty of foreign languages**

**Department of English**

**Level: 3rd year**

**Dr. Hanane KICHOU**

**Subject: Oral expression**

***Week 1*: Gossiping and keeping secrets**

**The teacher classroom discussion by asking students some questions:**

**1**. What do you know about gossip? What is gossip?

**Gossip** is informal conversation or information about other people or their actions, often including unkind or disapproving comments about their private affairs.

**A gossip** also refers to the person who enjoys talking informally to people, especially about the private affairs of other people.

2. Have you known any gossips?

3. What were they like?

4. What did they talk about?

5. What is your idea of a typical gossip?

6. Are you a gossip yourself?

In your country, province, or town, men are greater gossips than women or the opposite? Why or why not?

**Agree or disagree:** Gossip is harmless? Explain the reasons for your opinions.

Gossip is a good thing/ gossip is a bad thing

Gossips are friendly/ gossiping is cruel and can be harmful

Curiosity is only human/ interfering in other people’s lives is wrong

It’s a good way of getting to know people/ gossip is the cause of friction and quarrels.

**All ears:** students listen totwo people talking about gossiping. Do they think gossip is a good or a bad thing overall? Do you agree with their opinions? Compare your views.

**With a partner**, decide whether gossip is likely to be harmful in the following situations:

1. Two friends at work about the fact that a colleague has applied secretly for another job

2. A newspaper reports gossip about a government minister’s fraud affair

Students should think of other similar situations, and then share them with the whole class.

**SECRETS: Should you tell…?**

Are there times when you think it’s best to tell a secret rather than keep it?

When should you tell a secret? When should you not tell a secret? Share situations from you personal life.

**Week 2: let’s talk**

Students are divided into groups of three or four and each group is given an envelope that contains these topics. Students take turn talking for 3 minutes about each topic that they draw from the envelope.

My high school years

My hometown

My career goals

My favorite book

Volunteering

Cheating

Something you have never done

Something you would never do

Something you love to do

Something you hate to do

Something you would like to give others

Something you could never eat

Something you would lie about

Something you would never forget

Something you should not leave unattended

Something you should never complain about

Something you should be proud of

**Week 3:**

**Theme: culture shock**

**One week before, the teacher asks students to watch a Ted talk on YouTube about culture shock (a talk given by Ibrahim Sow) and then transcribe it.**

 **When we meet in class:**

a/ The teacher asks students some questions which are meant for classroom discussion.

1. what is culture shock?

2. have you ever experienced culture shock when you arrived in a new country?

Are you homesick?

3. How do you socialize? Do you believe meeting people through communities and schools is a good way to adjust to a new country?

4. what do you like about your culture? Is there anything you would like to change about it?

5. what are the main points of interest in your country?

6. name some differences between your culture and the other culture (depending on the country the student states).

7. would it a problem if someone married a person of a different culture or religion and to have mixed babies?

**The teacher specifies certain points in culture for students to compare and contrast with other cultures such as** celebrating new year’s eve- celebrating weddings, greetings.

b/ students read their transcripts of the ted talk about culture shock and then a classroom discussion is held about the content of the video.

**Week 4:** **Watching the news**

**Search and share**

“Search and share” exercise asks you to find information on your own and bring the information back to your classmates to discuss in class. This exercise which starts as a homework and continues in class gives students the opportunity to use real English materials, and bring their voice into the classroom.

For homework, watch a news report in English (the teacher this time specifies the abc, DW, and ALJAZEERA English news channels as sources). The video last from 10-15 minutes.

First, watch the news with the sound “mute”, or with the volume down, so you can focus on the presenter’s body language. As you watch, look at the speaker’s face esp his mouth, and on the speaker’s hand and body movements. Then watch it with the volume up.

**Video:** ………………………………………………………………………………………..

**Source:**………………………………………………………………………………………..

**Captions or descriptions**:……………………………………………………………………..

In class, present the piece of news to your classmates (play the role of a news presenter).

In groups, the teacher and students discuss the presentation.