

Mohamed V High School

Lâayoune Delegation

Lâayoune Boujadour Saguia Elhamra Academy

Morocco

Pedagogical document:

READYMADE LESSON PLANS
BASED ON SECOND YEAR BAC SYLLABUS

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Prologue

This booklet is a collection of all my lesson plans that I have devised since "Gate Way 2" has been launched in 2007-2008. I have gone through a discovery journey. I learnt how patient gifted teachers should be, and how many elected flowers should they collect to satisfy the needs of the waiting learners.

I do believe that a teacher should be aware of the ministerial given guidelines, before choosing the appropriate materials to be introduced into the classroom. I do also believe that it is every teacher's duty to make any textbook an awe-inspiring, or a disappointment one.

I would like to share this outcome with all my colleagues, educators, supervisors, and all those who are interested in teaching English.

If I have been successful, it was by the help of the almighty God, if it is a failure, it is from my part, and I am willing to learn more.

Abdesalam ZOUITA

Lâayoune Saturday, June 19, 2011.

If a lot of different variables contribute to the building of a successful language lesson, none of these can really be as important as lesson planning

A lesson plan in the classroom is as vital to the teacher as a logbook (carnet de bord) is to a driver on a highway.

*A lesson plan is developed by the teacher OUTSIDE the classroom to guide the teaching that will eventually take place INSIDE that classroom. **Planning a lesson** is thus much more difficult than **delivering a lesson**. Planning is when you look at the curriculum standards and develop lesson content that match those standards. Luckily, textbooks that are adopted for our classrooms are typically written with this in mind. A lot of details are written down to assist the smooth delivery of the content. The extent of the detail will vary depending on the number of years of experience that the teacher has and the number of times he/she has taught the lesson. Obviously, a teacher with several years of experience may have plans that are much less detailed than beginning teachers...*

The English language teaching community usually raises the question as to what extent a qualified teacher may need a lesson plan

Or whether a lesson plan is necessary at all!

The obvious and logical answer is an all-capital-letters YES.

However qualified, experimented and well-trained a teacher may be, s/he always needs a road map to guide his lesson. That road map is the lesson plan.

Obviously not all good lesson plans warrant good lessons, but there can be no good lesson without a good lesson plan.

*The lesson plans here suggested by **Mr. Zouita** are in essence based on Gateway to English 2 textbook for second year baccalaureate. Nonetheless, their use may indeed be extended to the other books in use by the Moroccan (and non-Moroccan) teachers nationwide*

*And since Lesson plans are in principle flexible and usually made to be changed somewhere along the teaching process, **Mr. Zouita's** lesson plans can also be a model to follow and an impetus for other teachers who use other textbooks to do a similar work.*

Youssef Najah
English inspector
Lâayoune

Foreword

By Mohammed Hassim,
ELT supervisor and textbook writer

Textbooks are teaching tools among others, but they take a major place in the world of instructional materials. However, they are not the most vital element in teaching and learning. Teachers are. Textbooks do not bear their real value in themselves. Their real value is based on how they are used. The evidence is that teachers' views about textbooks differ from one teacher to another. Sometimes these views are contradictory. Moreover, a good teacher can make a bad textbook function well. By the same token, a bad teacher can make a good textbook look awfully bad.

Many teachers in Morocco complain about textbooks, which is totally normal. Nothing can satisfy all people. A major complaint is that the textbooks are overloaded. It is true that the cause is mainly related to the Ministry's decision to reduce the number of ELT hours while keeping the same syllabus content. And here comes the role of the active teacher to solve this dilemma. The textbook cannot. It is static. Planning is a key word here. To adjust the content to available time budget, careful planning is necessary. Mid-term and long-term planning is important in all cases but it is even more important when there is a problem like the one we have in our Moroccan context.

Going in line with this path of thought, Mr. **Abdesalam Zouita** is providing a whole year's lesson preparation. It is a huge and tedious but rewarding work that he kindly shares with the Moroccan ELT community of teachers. We hope that such kind of initiatives is numerous. This way, teachers present themselves as active agents and at the same time proactive in the sense that they provide solutions to problems, they are victims of. Complaining alone will not change the situation but collaboration and taking initiatives can.

The lesson plans are presented in a clever way. Each lesson plan is in a one-page format, which makes it concise, economic and practical. It also allows for changes and additions. The objectives are clearly stated and time divisions are provided. When you have a whole year's lesson planning readymade on your desk, you can anticipate problems ahead of time, especially problems related to time budgeting and content distribution. Also, you can think of alternatives. You can change, replace, supplement, omit, modify, etc. There is room for maneuvering as long as content, time and material are concerned.

These lesson plans are based on **Gateway to English 2** textbook for second year baccalaureate. This is not restrictive because the other two textbooks are based on the same syllabus. Also, Mr. Zouita's initiative can be a model to follow and an impetus for other teachers who use other textbooks to do a similar work.

Mr. Zouita's work is an interesting contribution that other teachers are advised to follow. He has opened his classroom to other teachers. We hope that other teachers can open their classrooms too so that all teachers can benefit from one another. I do not want to be judgmental in this case. It is for you to judge the quality of the work. But from the onset, I consider the work as highly positive mainly because the initiative comes from a practicing teacher as an attempt to solve an existing problem. It is a real lesson to follow. Thanks Si **Abdesalam**.

Level: **Second year baccalaureate**
 Topic: **Formal, informal, and non-formal Education**
 Lesson and standards: Connection- cultural
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard Post cards,
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning, discussion

Unit 1
Lesson 1

Competencies: by the end of the lesson, students should be able to

Use their background and the pictures, to talk about education in general, and the three forms that are treated in the unit

Learn related vocabulary through visual aid

Exchange opinions, views and information and relate the content to their own context

Tasks	Steps / activities	Timing	Observations																								
<ul style="list-style-type: none"> To break the ice and create fruitful learning opportunities 	<p>Opening The lesson</p> <p>Post card:</p> <p>Poster related to education</p> <p>Proverbs or sayings</p> <ul style="list-style-type: none"> We cannot hold a torch to light another's path without brightening our own. Ben Sweetland You can lead a man up to the university, but you cannot make him think. Finley Peter Dunne Remember that our nation's first great leaders were also our first great scholars. John F. Kennedy Education is a progressive discovery of our own ignorance. Will Durant 	5 mn	The Socratic method of teaching can be used to trigger more information																								
<ul style="list-style-type: none"> Matching letters and numbers Categorizing Which situation is it Quest for resources 	<p>A. Definitions</p> <table border="1"> <tr> <td>FE</td> <td>NFE</td> <td>IE</td> </tr> <tr> <td>c</td> <td>b</td> <td>a</td> </tr> </table> <p>B. Visuals</p> <table border="1"> <tr> <td>Formation education</td> <td>b- Secondary education i- University Studies</td> </tr> <tr> <td>Non-Formal education</td> <td>c- Evening classes d- Literacy classes g- Vocational training workshop</td> </tr> <tr> <td>Informal education</td> <td>f- Television h- At restaurant e- Newspapers a- Theater</td> </tr> </table> <p>C. Situations</p> <table border="1"> <tr> <td>FE</td> <td>NFE</td> <td>IE</td> </tr> <tr> <td>b</td> <td>a</td> <td>c</td> </tr> </table> <p>D. Sources</p> <table border="1"> <tr> <td>Informal education</td> <td>Television, Internet, journals, magazines, Dictionaries, Encyclopedia, Documents, , Radio, Rumor, Gossiping , Storytelling catching phrases, Jokes, Proverbs, Sayings</td> </tr> <tr> <td>Formal education</td> <td>training institutions leading to recognised diplomas and qualifications , University, college, primary school, secondary school, high school, Institutions of higher education</td> </tr> <tr> <td>Non-formal education</td> <td>evening classes, extra-hours, kindergarten, Koran school, home-schooling , museums, youth organisations, trades unions and political parties community-based organizations, Libraries, workshops, lectures</td> </tr> </table>	FE	NFE	IE	c	b	a	Formation education	b- Secondary education i- University Studies	Non-Formal education	c- Evening classes d- Literacy classes g- Vocational training workshop	Informal education	f- Television h- At restaurant e- Newspapers a- Theater	FE	NFE	IE	b	a	c	Informal education	Television, Internet, journals, magazines, Dictionaries, Encyclopedia, Documents, , Radio, Rumor, Gossiping , Storytelling catching phrases, Jokes, Proverbs, Sayings	Formal education	training institutions leading to recognised diplomas and qualifications , University, college, primary school, secondary school, high school, Institutions of higher education	Non-formal education	evening classes, extra-hours, kindergarten, Koran school, home-schooling , museums, youth organisations, trades unions and political parties community-based organizations, Libraries, workshops, lectures	5 mn 10 mn 10 mn 15 mn	
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<ul style="list-style-type: none"> Follow up 	⇒ Students will write one paragraph essay about their choice of education beyond all regulations	5 mn	If there is more time, students will write two-line introduction																								

Level: Second year baccaalaureate
 Topic: **Formal, informal, and non-formal Education**
 Lesson and standards: **Collocations : language development**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard Post cards,
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning, discussion

Unit 1
 Lesson 2

Competencies: by the end of the lesson, students should be able to

- Learn collocation
- Discover the importance of word order in collocation
- Practice collocation related to education

Tasks	Steps / activities	Timing	Observations																																										
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	Opening The lesson Greetings to introduce formal/informal To greet a friend/ teacher/ headmaster	5 mn	The Socratic method of teaching can be used to trigger more information																																										
<ul style="list-style-type: none"> • Collocate the appropriate words together 	A. Definitions <table border="1" style="margin-left: 20px;"> <tr> <td>Educational</td> <td>Background System goals</td> </tr> <tr> <td>School</td> <td>Subject Uniform Year</td> </tr> <tr> <td>Private</td> <td>Lessons School Institution</td> </tr> <tr> <td>Equal</td> <td>Opportunity Rights Status</td> </tr> </table>	Educational	Background System goals	School	Subject Uniform Year	Private	Lessons School Institution	Equal	Opportunity Rights Status	10 mn																																			
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<ul style="list-style-type: none"> • Student match the letters with the numbers to find the collocation 	B. Matching <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Column A</th> <th>Column B</th> </tr> </thead> <tbody> <tr> <td>1. Higher</td> <td>c. degree/ i. education</td> </tr> <tr> <td>2. University</td> <td>c. degree/ a. graduation</td> </tr> <tr> <td>3. Free</td> <td>d. access /b. classes</td> </tr> <tr> <td>4. Learning</td> <td>j. needs</td> </tr> <tr> <td>5. Gender</td> <td>h. discrimination</td> </tr> <tr> <td>6. Mixed</td> <td>b. classes</td> </tr> <tr> <td>7. Cultural</td> <td>e. background</td> </tr> <tr> <td>8. Adult</td> <td>f. illiteracy</td> </tr> <tr> <td>9. Rural</td> <td>g. poverty</td> </tr> <tr> <td>10. basic</td> <td>i. education/ j needs</td> </tr> </tbody> </table> <table border="1" style="margin-left: 20px;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td>c/i</td><td>c/a</td><td>d/b</td><td>j</td><td>h</td><td>b</td><td>e</td><td>f</td><td>g</td><td>i/j</td> </tr> </table>	Column A	Column B	1. Higher	c. degree/ i. education	2. University	c. degree/ a. graduation	3. Free	d. access /b. classes	4. Learning	j. needs	5. Gender	h. discrimination	6. Mixed	b. classes	7. Cultural	e. background	8. Adult	f. illiteracy	9. Rural	g. poverty	10. basic	i. education/ j needs	1	2	3	4	5	6	7	8	9	10	c/i	c/a	d/b	j	h	b	e	f	g	i/j	10 mn	
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<ul style="list-style-type: none"> • Use the given words to fill in the blanks. 	C. Filling Blanks <ol style="list-style-type: none"> 1. The problem of adult illiteracy can be solved through organizing non-formal evening classes. 2. University graduates are finding it difficult to find a job. 3. When girls and boys study in the same class, gender discrimination gradually disappears. 4. With free access to the school library, any students can borrow reference books. 5. Every individual has the right to a basic education to act as an active member of society. 	15 mn																																											
<ul style="list-style-type: none"> • Follow up 	⇒ Review the vocabulary introduced in the meeting hour ⇒ Making sentences as examples.	10 mn																																											

Level: **Second year baccalaureate**
 Topic: **Formal, informal, and non-formal Education**
 Lesson and standards: forms of education – cultural interpretive
 Estimated time: 50 minutes
 Materials: Student’s books, visual aids, chalkboard Post cards,
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning, discussion

Unit 1
Lesson 3

Competencies: by the end of the lesson, students should be able to

- Check and share information
- Listen for specific information
- Talks about form of education
- Use contextual clues to get the meaning of new words

Tasks	Steps / Activities	Timing	Observations		
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	Opening The lesson Proverbs related to education Education is a progressive discovery of our own ignorance. Will Durant	5 mn	The Socratic method of teaching can be used to trigger more information		
<ul style="list-style-type: none"> • Possible answer would be written for further checking up while listening. 	A. Relationship: <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Non-Formal</td> <td>Schools/ teachers/ Environment attendee Scheduled , material and setting Educational objectives curriculum</td> </tr> </table>	Non-Formal	Schools/ teachers/ Environment attendee Scheduled , material and setting Educational objectives curriculum	10 mn	
Non-Formal	Schools/ teachers/ Environment attendee Scheduled , material and setting Educational objectives curriculum				
<ul style="list-style-type: none"> • Listen to complete the chart 	B. Listening to Part of a radio C. Checking answers: <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Non-formal</td> <td>a.It is a systematic out of school activity b. Serves voluntary learners of all ages c.Involves part time study d. Flexible criteria for admission e.Fighting Literacy is its main objective f. Basic education + life and work skills</td> </tr> </table>	Non-formal	a.It is a systematic out of school activity b. Serves voluntary learners of all ages c.Involves part time study d. Flexible criteria for admission e.Fighting Literacy is its main objective f. Basic education + life and work skills	10 mn	
Non-formal	a.It is a systematic out of school activity b. Serves voluntary learners of all ages c.Involves part time study d. Flexible criteria for admission e.Fighting Literacy is its main objective f. Basic education + life and work skills				
<ul style="list-style-type: none"> • Explaining the words 	D. Explanation 6. Non-formal education is a second chance: for students who cannot perform well or continue their studies in the classroom. It serves special needs. 7. Substitute Program: for learners who receives no prior education. It is acting or serving in place of... 8. Complementary program: It is an extension programs for youth who completed primary school. It is serving as a completing first education.	10 mn			
<ul style="list-style-type: none"> • Comparing the chart in activity “A” with activity “E” 	E. Formal education <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">formal</td> <td> <ul style="list-style-type: none"> ▪ It is a systematic school activity ▪ Serves specific learners of specific ages ▪ There is no part time study ▪ Strict criteria for admission ▪ Basic education + particular life and work skills </td> </tr> </table>	formal	<ul style="list-style-type: none"> ▪ It is a systematic school activity ▪ Serves specific learners of specific ages ▪ There is no part time study ▪ Strict criteria for admission ▪ Basic education + particular life and work skills 	10 mn	
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<ul style="list-style-type: none"> • Follow up 	⇒ Review the vocabulary introduced in the meeting hour ⇒ Making sentences as examples.	5 mn			

Level: **Second year baccalaureate**
 Topic: **Formal, informal, and non-formal Education**
 Lesson and standards: Request – Communication: interpersonal
 Estimated time: 50 minutes
 Materials: Student’s books, visual aids, chalkboard Post cards,
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning, questioning

Unit 1
Lesson 4

Competencies: by the end of the lesson, students should be able to
 Make requests
 Respond to requests

Tasks	Steps / activities	Timing	Observations																			
<ul style="list-style-type: none"> To break the ice and create fruitful learning opportunities 	<p>Opening The lesson</p> <p>Multiple choice: to request means:</p> <ol style="list-style-type: none"> To endeavor to obtain (something) by expressing one's needs or desires. To bring an appeal to the attention of. To meet a need or requirement. <p>Synonyms: Appeal, apply, beg, beseech, bespeak, call for, demand, desire, entreat, hit, hit up for, hold out, hustle*, inquire, petition, pray, promote, put in for, requisition, seek, solicit, sponge*, sue, supplicate, touch Antonyms: answer, reply</p>	5 mn																				
<ul style="list-style-type: none"> Students match the letters with the numbers. 	<p>A. Mini-dialogues:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">a</td> <td style="text-align: center;">b</td> <td style="text-align: center;">c</td> </tr> </table>	1	2	3	a	b	c	10 mn														
1	2	3																				
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<ul style="list-style-type: none"> Students sort out the expressions from the mini-dialogue 	<p>B. Chart filling:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Making request</th> <th>Responding</th> </tr> </thead> <tbody> <tr> <td>- Would you</td> <td>- Sure</td> </tr> <tr> <td>- Would you mind...?</td> <td>- Certainly not...</td> </tr> <tr> <td>- Can you...</td> <td>- Yes, please...</td> </tr> <tr> <td></td> <td>- That'll be fine</td> </tr> </tbody> </table>	Making request	Responding	- Would you	- Sure	- Would you mind...?	- Certainly not...	- Can you...	- Yes, please...		- That'll be fine	5 mn										
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<ul style="list-style-type: none"> Coming up with different expressions 	<p>C. Other expressions:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Making request</th> </tr> </thead> <tbody> <tr><td>- Would you mind awfully</td></tr> <tr><td>- Would you mind terribly</td></tr> <tr><td>- It would be of help (to me) if you could</td></tr> <tr><td>- It would suit me if (nicely) if you could</td></tr> <tr><td>- We would like to</td></tr> <tr><td>- We wish to</td></tr> <tr><td>.....</td></tr> <tr><td>- Can I ask you, please</td></tr> <tr><td>- We are counting on you to</td></tr> <tr><td>- I insist on ...being</td></tr> <tr><td>- Could you...</td></tr> <tr><td>.....</td></tr> <tr><td>- Could you possibly...</td></tr> <tr><td>- Would you be so kind as to</td></tr> <tr><td>- I would appreciate if you would please</td></tr> <tr><td>- I would / would be grateful if you would</td></tr> <tr><td>- We request that you</td></tr> <tr><td>- we should be obliged if you could</td></tr> </tbody> </table>	Making request	- Would you mind awfully	- Would you mind terribly	- It would be of help (to me) if you could	- It would suit me if (nicely) if you could	- We would like to	- We wish to	- Can I ask you, please	- We are counting on you to	- I insist on ...being	- Could you...	- Could you possibly...	- Would you be so kind as to	- I would appreciate if you would please	- I would / would be grateful if you would	- We request that you	- we should be obliged if you could	15 mn	
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<ul style="list-style-type: none"> Role play 	<p>D. Role play</p> <ol style="list-style-type: none"> A: You: I would like to enquire about my sister’s school result. B: Monitor: Sure, just a minute. A: You: Could you send someone to take some dirty linen to the laundry? B: Certainly, I would do. A: You: I would suite me nicely, if you could lend me some money to repair my motorcycle? B: I am terribly sorry; I do not have some on me. A: You: Could I borrow your newspaper for a while? B: That'll be fine. 	10 mn																				
<ul style="list-style-type: none"> Follow up 	<p>⇒ Students will produce their own situations and respond to them ⇒ Making sample to be copied on lesson copybook</p>	5 mn																				

Level: **Second year baccalaureate**
 Topic: **Formal, informal, and non-formal Education**
 Lesson and standards: Reading: tools for learning - interpretive
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard Post cards,
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning, discussion, questioning

Unit 1
Lesson 5

Competencies: by the end of the lesson, students should be able to

- Predict content of the text/ survey it
- Identify and transform information into a diagram form
- Read for specific information
- Recall and review information
- Relate information to their own experience

Tasks	Steps / activities	Timing	Observations												
<ul style="list-style-type: none"> • Opening The lesson • To break the ice and create fruitful learning opportunities 	<ul style="list-style-type: none"> ✓ Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime (Chinese proverb) ✓ It takes a whole village to raise a child (African proverb) ✓ Learning acquired in youth is an inscription on stone (Indian proverb) ✓ Learning in the childhood is as graving on a stone. <p style="text-align: center;">carve, chisel, incise, letter, enchase</p>	10 mn													
<ul style="list-style-type: none"> • Students answer question A • Students come up with titles • Charts & paragraphs 	<p>A. 1- How do illiterate learn and pass their knowledge?</p> <ul style="list-style-type: none"> ○ Through oral transmission of culture, knowledge ○ Daily practices ○ Painting and craving ○ Memorization ○ Observations ○ Traditions and customs ○ "Necessity is the mother of creation" ○ Imitating their ancestors and the elder. <p>2- Modern tools for learning?</p> <ul style="list-style-type: none"> ○ Internet ○ Writing, ○ Mass media: Radio, T.V, journals, magazines, internet, posters ○ Online, websites, blogging, PBwiki... ○ Mobiles, blue tooth <p>B. Possible titles:</p> <p>C. Checking them reading the txt</p> <ul style="list-style-type: none"> • What is the history of learning tools? • How successful was man at learning? • Why should Man maintain learning? • What are the tools used to learn? • Differences and similarities of old and modern learning tools • How can we develop learning tools? • What are these learning tools? <p>D. Matching the charts and paragraphs:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Charts</th> <th>A</th> <th>B</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>Paragraphs</td> <td>4</td> <td>1</td> <td>2</td> </tr> <tr> <td></td> <td>learning training types</td> <td>remembering, Expecting, observing others</td> <td>observe, think write, oral</td> </tr> </tbody> </table> <p>E. Comprehension questions:</p> <ol style="list-style-type: none"> 1.They learn through experience, observation, and listening- memorization. 2.Invention of writing, life expectancy (leisure), literacy, life expectancy, supportive technology, capacity and prosperity towards learning through life. 3.Planned, managed and evaluated by individual him-or herself. 	Charts	A	B	C	Paragraphs	4	1	2		learning training types	remembering, Expecting, observing others	observe, think write, oral	<p>15 mn</p> <p>15 mn</p> <p>5 mn</p> <p>5 mn</p>	
Charts	A	B	C												
Paragraphs	4	1	2												
	learning training types	remembering, Expecting, observing others	observe, think write, oral												

Students' Possible questions for reading

- ❖ How has human learning evolved through history?
- ❖ What are some useful ways of exploring good learning styles?
- ❖ Are there other ways that can be discovered in our present time?
- ❖ What are the main reasons behind the development of human learning?
- ❖ What are the features of human learning?
- ❖ What are the advanced places of human beings learning?
- ❖ What are of the resources of human learning progress?
- ❖ What are the skills of human learning in the 21st century?
- ❖ What is human learning?
- ❖ What are the responsible institutions of human knowledge?

Main ideas of each paragraph:

Interest of man to learn ⇒ Through observation & experience Language improvement ⇒ codification and next generation can learn more Listening + remembering ⇒ oral transmission of knowledge / contemporary culture : change
Writing creation ⇒ insights and experience no matter what is the distance or generation Beside the information ⇒ life expectancy, leisure time ➤ live longer/ learn more : thinking & learning : literacy makes a difference
similar intellectual ability, but healthy live longer free time , plus technology
More inclination to learn ⇒ incidentally, unplanned / intentional and deliberate: formal+ informal : observation/ interaction ; individual/ group; writing/ reading

"Leading kids to learning treasures, gives the teacher untold pleasures."

Level: **Second year baccalaureate**
 Topic: **Formal, informal, and non-formal Education**
 Lesson and standards: Gerund and infinitive- Language development
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard Post cards,
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning, discussion, questioning

Unit 1
Lesson 6

Competencies: by the end of the lesson, students should be able to

To infer the source of the text
 Use correctly the gerund and the infinitive

Tasks	Steps / Activities	Timing	Observations						
<ul style="list-style-type: none"> Opening The lesson To break the ice and create fruitful learning opportunities 	<p>✓ What is the difference between these each pair of sentences?</p> <p>1- Remember to switch off the lights (Future) Do you remember switching off the lights?(Past)</p> <p>2- Go on to read. (start the action) Go on reading.(Continue the action)</p> <p>3- I stopped to smoke. (interrupt) I stopped smoking.(terminate)</p> <p>4- I started to read. / I started reading. (same meaning)</p>	10 mn							
<ul style="list-style-type: none"> Students Expectation Students read to fill in the chart Students add more verbs from the list Which one to use? Considering the summary Follow up activity 	<p>A. it is a diary B. Infinitive or gerund?</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Verbs before gerund (verb + -ing) 5</th> <th>Verbs before infinitive 2</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> imagine help stopped spent enjoyed </td> <td> <ul style="list-style-type: none"> decided began </td> </tr> </tbody> </table> <p>C. More infinitive or gerund?</p> <table border="1" style="width: 100%;"> <tbody> <tr> <td> <ul style="list-style-type: none"> love hate avoid suggest finish dislike miss detest </td> <td> <ul style="list-style-type: none"> love hate manage promise afford pretend agree </td> </tr> </tbody> </table> <p>D. Contextualizing</p> <p>1- The boy began crying/ to cry when his mother left him at the kindergarten. 2- Would you mind waiting for a few minutes? 3- Have you finished using the computer? 4- We expect hearing from him soon. 5- Tom has given up smoking.</p> <p>E. Using the correct form</p> <p>1. John's car has begun to make/ making a terrible noise. 2. Paul pretended not to see/ seeing her boyfriend and crossed the street to avoid meeting him. 3. Most people in Morocco prefer spending/ to spend Ramadan in their homes. 4. I do not feel like playing/ to play football today. I'm going to phone my friends to apologize for not being able to come. 5. I couldn't help laughing when I saw Brian wearing that funny hat.</p> <p>Students draw a chart for each group: Gerund, infinitive or both (lesson part)</p>	Verbs before gerund (verb + -ing) 5	Verbs before infinitive 2	<ul style="list-style-type: none"> imagine help stopped spent enjoyed 	<ul style="list-style-type: none"> decided began 	<ul style="list-style-type: none"> love hate avoid suggest finish dislike miss detest 	<ul style="list-style-type: none"> love hate manage promise afford pretend agree 	10 mn 10 mn 10 mn	
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Level: Second year Baccalaureate
 Topic: **Formal, informal, and non-formal Education**
 Lesson and standards: Writing: **Linking words**- Presentational
 Estimated Time: 50 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: Gateway 2
 Seating Arrangement: Pair work, cooperative learning, questioning

Unit 1
Lesson 7

Competencies: By the end of the lesson, students should be able to

Use correctly a set of linking words to achieve cohesion and coherence in writing a paragraph

Tasks	Steps / Activities	Timing	Observations																		
<ul style="list-style-type: none"> Opening The lesson To break the ice and create fruitful learning opportunities 	<p>What is the difference</p> <ol style="list-style-type: none"> And & in addition Yet & however <p>Coordinating conjunctions : and, but, or, yet, for, nor, so</p>	10 mn																			
<ul style="list-style-type: none"> Students match the letters and the numbers Students add more linking words to the chart 	<p>A. Matching</p> <p>B. More linking words</p> <table border="1"> <thead> <tr> <th>Objectives</th> <th>Linking words</th> <th>More linking words</th> </tr> </thead> <tbody> <tr> <td>4 purpose</td> <td>a in order to to... so as to... so that...</td> <td><i>in case</i> <i>in order that</i></td> </tr> <tr> <td>3 contrast</td> <td>b ...but... While... on the other hand ...whereas...</td> <td>Alternatively instead then again otherwise</td> </tr> <tr> <td>1 addition</td> <td>c both...and... ...too/ as well in addition... not only...but also...</td> <td><i>moreover</i> <i>what is more</i> <i>furthermore</i> <i>Likewise</i> <i>Moreover</i></td> </tr> <tr> <td>5 concession</td> <td>d although Yet... However... Though</td> <td>Regardless Notwithstanding Nonetheless After all</td> </tr> <tr> <td>2 cause and effect</td> <td>e ...because... Consequently... Due to... Thanks to...</td> <td><i>therefore</i> <i>for that reason</i> <i>hence</i> <i>thus</i> <i>as a result</i> <i>accordingly</i></td> </tr> </tbody> </table>	Objectives	Linking words	More linking words	4 purpose	a in order to to... so as to... so that...	<i>in case</i> <i>in order that</i>	3 contrast	b ...but... While... on the other hand ...whereas...	Alternatively instead then again otherwise	1 addition	c both...and... ...too/ as well in addition... not only...but also...	<i>moreover</i> <i>what is more</i> <i>furthermore</i> <i>Likewise</i> <i>Moreover</i>	5 concession	d although Yet... However... Though	Regardless Notwithstanding Nonetheless After all	2 cause and effect	e ...because... Consequently... Due to... Thanks to...	<i>therefore</i> <i>for that reason</i> <i>hence</i> <i>thus</i> <i>as a result</i> <i>accordingly</i>	10 mn	
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<ul style="list-style-type: none"> Provide suitable connectors 	<p>c. Appropriate missing word:</p> <table border="1"> <tbody> <tr> <td>a- And 1</td> <td>f- However 9</td> </tr> <tr> <td>b- But 2</td> <td>g- In addition 3</td> </tr> <tr> <td>c- not only 5</td> <td>h- As well 4</td> </tr> <tr> <td>d- but also 10</td> <td>i- Because 6</td> </tr> <tr> <td>e- although 7</td> <td>j- because of 8</td> </tr> </tbody> </table>	a- And 1	f- However 9	b- But 2	g- In addition 3	c- not only 5	h- As well 4	d- but also 10	i- Because 6	e- although 7	j- because of 8	10 mn									
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d- but also 10	i- Because 6																				
e- although 7	j- because of 8																				
<ul style="list-style-type: none"> Supplying a checking list 	<p>d. Writing a paragraph: Providing a checking list</p>	10 mn																			
<ul style="list-style-type: none"> Follow up activity 	<p>Students write a paragraph about one means of learning (reading, listening, TV, internet, journal...) while using appropriate linking words.</p>																				

Level: **Second year baccalaureate**
 Topic: **Cultural issues and values**
 Lesson and standards: Communication- interpersonal
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard Post cards,
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning, discussion

Unit 2 Lesson 1

Competencies: by the end of the lesson, students should be able to

- Familiarize with what "culture" means
- Learn related vocabulary
- Talk about culture and values

Tasks	Steps / Activities	Timing	Observations																		
<ul style="list-style-type: none"> To break the ice and create fruitful learning opportunities 	<p>Opening The lesson</p> <p>Post card:</p> <p>Poster related education</p> <p>Proverbs or sayings</p> <p>"Practice your father's craft to succeed in life"</p>	5 mn	The Socratic method of teaching can be used to trigger more information																		
<ul style="list-style-type: none"> Students match the definition with the suitable picture Beyond the cultural aspects The importance of the stated criteria and reaction Make a list related to appropriateness or inappropriateness 	<p>A. Definitions</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td> </tr> <tr> <td>d</td><td>a</td><td>g</td><td>c</td><td>f</td><td>b</td><td>i</td><td>h</td><td>e</td> </tr> </table> <p><i>Taking about each picture for further discussion</i></p> <ol style="list-style-type: none"> Spicy food, categories, sweet, meat, fruit, readymade, time of eating...single/shared dish... Weather, geographical site, religion... Religion, customs, tradition, children/ adult, male/female, young/ old... Gestures, speech, (history of shaking hands) Single child, single mother, parents from the same sex, lesbianism, homosexuals, Law: using horns, respecting laws despite being stupid, queuing, punctuality, president can go to jail Marriage, new-born, receiving guests, Taboos, sacred/ blasphemous Religion differences. <p>B. Behavioral situations</p> <ol style="list-style-type: none"> Very common Common Not strange but not common Strange Very strange <p>C. Culturally inappropriate aspects:</p> <ul style="list-style-type: none"> Eating together with parents in law. Dating Married person have mutual friend of opposite sex Women smoking publicly Indecent clothes should not be worn Not respecting your parents Using corruption to achieve goals Lying to or about people <p>D. Culturally appropriate aspects:</p> <ul style="list-style-type: none"> Visiting your family the moment you like Fast days other than Ramadan Eat more meal or drinks as you like Be wealthy 	1	2	3	4	5	6	7	8	9	d	a	g	c	f	b	i	h	e	5 mn 10 mn 10 mn 15 mn	
1	2	3	4	5	6	7	8	9													
d	a	g	c	f	b	i	h	e													
Follow up	⇒ Students will write one paragraph essay one the inappropriate aspects of their community or culture.	5 mn	More time: write two-line intro.																		

Level: **Second year baccalaureate**
 Topic: **Cultural issues and values**
 Lesson and standards: Listening and speaking: **cultural- interpretive**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard Post cards,
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning, discussion

Unit 2
Lesson 3

Competencies: by the end of the lesson, students should be able to

- Predict the topic
- Listen to specific information
- Discuss content

Tasks	Steps / Activities	Timing	Observations
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	Opening The lesson Opening the lesson Proverbs related to stereotypes	4 mn	
<ul style="list-style-type: none"> • Brain storming 	A. Discussion: 1- Can give an exaggerated or wrong image about different cultures. <ul style="list-style-type: none"> - Arab are terrorist - Thieves, and witchcraft, scenery, diabolism: KALAATE SRAGHNA - Humor (Marrakech) - Arab Saudi: richness and propagation - Casablanca's people: thief's <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> A convention, formulaic, and oversimplified conception, opinion or ... </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Categorize, convention, mold, and pattern, standard, typecast, catalogue, define, dub, conventionalize, institutionalize, normalize, regulate, pigeonhole, standardize, systemize, and take to be... </div> 2- Good/ wrong culture "a child is naturally born as aw white page, only their parents can make him/ her Jewish, Christian or a Muslim".	10 mn	
<ul style="list-style-type: none"> • Good/ Bad 	Part 1 B. b- Specific information C. Checking the answers <ol style="list-style-type: none"> 1- Stereotypes 2- Cultural conflicts 3- Cultural and mass media 4- Cultural and youth 5- The number of existing cultures 6- Culture and the race 	10 mn	
<ul style="list-style-type: none"> • Pre-listening 	D. 1- Race refers to skin color but culture is about human development. 2- After a long conflict between the French culture and the British one in Canada, they co-exist and complement each other for the benefits of Canada.	8 mn	
<ul style="list-style-type: none"> • Sentences completion 	Part 2 E. <ol style="list-style-type: none"> 1- True, because also, there is not much time to deeply understand how people from different culture behave. 2. False, they reduce the difficulties of understanding people who are different from us. 3- False, the differences do not mean you are wrong or not important. 	8 mn	
<ul style="list-style-type: none"> • Post- listening 			
Follow up	F. How does culture diversity empowers or weakens a country? -enrich language Several suggestions Continuous learning process		

Level: Second year baccalaureate
 Topic: **Cultural Issues and Values**
 Lesson and standards: Reading: **Globalization-** Interpretive
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard Post cards,
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 2
Lesson 5

Competencies: by the end of the lesson, students should be able to

- Predict the main ideas of the text/ Read for the main idea
- Read for specific information
- Showing understanding of ideas in the text
- Discuss idea from the text and express personal opinions

Tasks	Steps / Activities	Time	Observations				
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	Globalization: Globalize: universalize/ secularize/ Homogenize <ul style="list-style-type: none"> • make world-wide in scope or application. • to extend to other or all parts of the globe • make worldwide 	5 mn					
<ul style="list-style-type: none"> • Discussion 	A. "Globalization as a threat to our culture" What are some of the benefits and shortcomings of observable fact? (See attached sheet) *****	30 mn					
<ul style="list-style-type: none"> • Making sure 	B. Answer: Culture and globalization in Japan. Why the other answers are not correct? C. True/False statements: <ol style="list-style-type: none"> 1. True, It tends to make people richer economically and gentler psychologically, people may be able to accept cultural differences more easily. 2. False, it is not current. It went back to the post World War I era about 80 years ago. 3. False, It seems to better equipped with for globalization, but also more independent-minded and bias-free. 	10 mn 10 mn					
<ul style="list-style-type: none"> • Understanding ideas 	D. Open questions: <ol style="list-style-type: none"> 1. To practice more actively in international movement and organizations and contribute to the creation of a better global standard, which would be more consistent with our culture. 2. The views often expressed in mass media are annihilating the local values. There is a discrepancy between reality and what do they say. 3. Yes, they are. They complement each other and the virtual word does not necessary substitute human relationship. 4. The key to prosperity is to go back to our culture roots to preserve and promote our culture traits while adapting to the global standard. 	15 mn					
<ul style="list-style-type: none"> • Follow up 	E. Sharing views: American standard <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Konoe's view</td> <td> <ul style="list-style-type: none"> • Misguided • culturally harmful </td> </tr> <tr> <td>Yashino's view</td> <td> <ul style="list-style-type: none"> • Adaptation • adjustment to a better standard • preserving Japan's own culture </td> </tr> </table> <p>Your personal view: I strongly share the view of Because.....</p>	Konoe's view	<ul style="list-style-type: none"> • Misguided • culturally harmful 	Yashino's view	<ul style="list-style-type: none"> • Adaptation • adjustment to a better standard • preserving Japan's own culture 	20 mn	
Konoe's view	<ul style="list-style-type: none"> • Misguided • culturally harmful 						
Yashino's view	<ul style="list-style-type: none"> • Adaptation • adjustment to a better standard • preserving Japan's own culture 						

Globalization

Some Advantages

- Increased free trade between nations
- Increased liquidity of capital allowing investors in developed nations to invest in developing nations
- Corporations have greater flexibility to operate across borders
- Global mass media ties the world together
- Increased flow of communications allows vital information to be shared between individuals and corporations around the world
- Greater ease and speed of transportation for goods and people
- Reduction of cultural barriers increases the global village effect
- Spread of democratic ideals to developed nations
- Greater interdependence of nation-states
- Reduction of likelihood of war between developed nations
- Increases in environmental protection in developed nations

Some Disadvantages

- Increased flow of skilled and non-skilled jobs from developed to developing nations as corporations seek out the cheapest labor
- Increased likelihood of economic disruptions in one nation affecting all nations
- Corporate influence of nation-states far exceeds that of civil society organizations and average individuals
- Threat that control of world media by a handful of corporations will limit cultural expression
- Greater chance of reactions for globalization being violent in an attempt to preserve cultural heritage
- Greater risk of diseases being transported unintentionally between nations
- Spread of a materialistic lifestyle and attitude that sees consumption as the path to prosperity
- International bodies like the World Trade Organization infringe on national and individual sovereignty
- Increase in the chances of civil war within developing countries and open war between developing countries as they vie for resources
- Decreases in environmental integrity as polluting corporations take & advantage of weak regulatory rules in developing countries

Level: **Second year baccalaureate**
 Topic: **Cultural issues and values**
 Lesson and standards: Past perfect: language development
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard Post cards,
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning, discussion

Unit 2
Lesson 6

Competencies: by the end of the lesson, students should be able to

Fully understand past perfect
 Use correctly the past perfect

Tasks	Steps / Activities	Timing	Observations																										
<ul style="list-style-type: none"> To break the ice and create fruitful learning opportunities 	Opening The lesson Describing the picture Setting, characters/ weather/ Country What sort of lesson is it?	10 mn																											
<ul style="list-style-type: none"> Getting ready Completion Matching Summary use Distinction Past continuous 	A. Discovering Karim felt it was good enough to fully B. Table completion Understand what British people say. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Simple past</th> <th>Past perfect</th> </tr> </thead> <tbody> <tr><td>Went</td><td>Had always thought</td></tr> <tr><td>Were</td><td>Had redecorated</td></tr> <tr><td>Did</td><td>Had furnished</td></tr> <tr><td>Said</td><td>Had planned</td></tr> <tr><td>Was served</td><td>Had invited</td></tr> <tr><td>Discovered</td><td>Had arrived</td></tr> <tr><td>Had served</td><td>Had learnt/ learned</td></tr> </tbody> </table> B. Matching: <table border="1" style="margin-left: 20px;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>e</td><td>d</td><td>b</td><td>c</td><td>a</td></tr> </table> <ol style="list-style-type: none"> The children had already done their homework when their mother arrived. My wife didn't watch the film with me, because she had already seen it. It was my first flight. I had never traveled by plane before. When Tom arrived, the party had already begun. Jimmy had phoned his girl-friend at work before he left for his trip. C. Contextualizing: <ol style="list-style-type: none"> I went to bed as soon as I had finished my homework. Sam turned on the TV after he had washed the dishes. Marian had already fed the cat when she went to work. By the time we got to the cinema, the film had already started. We had played cards for several hours before we went to bed. D. Contextualizing: <ol style="list-style-type: none"> By the time we went to cinema, the film had already started. We had prepared the meal before children came. Maria went to work after she had fed the baby. The employees had stopped smoking as soon as she saw the boss coming into. I had stayed in the hospital until I recovered. E. Past perfect continuous : <ol style="list-style-type: none"> Sarah was exhausted. She had been washing the dishes for more than three hours. We had been walking for several hours before we reached the summit of the mountain. Mary decided to buy a new watch with the money her father had given her for her birthday. Sue had been watching her favorite TV program when the light went off. The children had already gone to bed when their mother came from work. 	Simple past	Past perfect	Went	Had always thought	Were	Had redecorated	Did	Had furnished	Said	Had planned	Was served	Had invited	Discovered	Had arrived	Had served	Had learnt/ learned	1	2	3	4	5	e	d	b	c	a	5 mn 5 mn 5 mn 10 mn 10 mn	
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e	d	b	c	a																									
Follow up	Write few examples to differentiate among simple past, past continuous, and past perfect simple or continuous.																												

Level: Second year baccalaureate
 Topic: **Cultural Issues and values**
 Lesson and standards: **Writing and Learner training-Presentational**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 2
Lesson 7

Competencies: By the end of the lesson, students should be able to:

- Use passive voice adequately
- Practice passive voice perfectly
- Students make their own examples.

Tasks	Steps / Activities	Time	Observations										
• Choose the correct answer	<p>A. The text about: c- Both a love marriage and a pre-arranged marriage. They love each other and got along with each other and later they got their families involved.</p>	10 mn											
• transitions	<p>B. Find the transitions of each paragraph: a. Another fifteen minutes- before- and then b. About a week- so- when- after- then c. As soon as- then- d. Finally- while- then- and then- and then- then e. A few minutes after- before- and then- but- because- but</p>	5 mn											
• Jumbled paragraphs	<p>C. Reread and rearrange the paragraphs in the correct order</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>b</td> <td>d</td> <td>a</td> <td>c</td> <td>e</td> </tr> </table>	1		2	3	4	5	b	d	a	c	e	10 mn
1	2	3		4	5								
b	d	a		c	e								
• Boost your skills	<p>D. Consolidate your transitional expressions</p>	5 mn											
• E-mail	<p>E. Writing an e-mail: Some professionals get scores of e-mails a day. Follow these tips in order to give your recipients the information they need in order to act on your message sooner rather than later.</p> <ol style="list-style-type: none"> 1. Write a meaningful subject line 2. keep the message focused 3. Avoid attachment 4. identify yourself clearly 5. be kind—don't flame 6. proofread 7. don't assume privacy 8. distinguish between formal and informal situations 9. respond Promptly 10. Show respect and restraint 	10 mn											
• Training;	<p>F. Training:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Memorizing</td> <td> <ul style="list-style-type: none"> • Use your knowledge of parts or roots of the new words • </td> </tr> <tr> <td>Using</td> <td> <ul style="list-style-type: none"> • Put the words into sentences • Organize the vocabulary you write down in your note-book In some way </td> </tr> <tr> <td>Recycling</td> <td> <ul style="list-style-type: none"> • Play audio-tapes repeatedly • Write a story using the words you have learned • Watch movies or read particular books or magazines on the same topic </td> </tr> </table>	Memorizing	<ul style="list-style-type: none"> • Use your knowledge of parts or roots of the new words • 	Using	<ul style="list-style-type: none"> • Put the words into sentences • Organize the vocabulary you write down in your note-book In some way 	Recycling	<ul style="list-style-type: none"> • Play audio-tapes repeatedly • Write a story using the words you have learned • Watch movies or read particular books or magazines on the same topic 	10 mn					
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Level: Second year baccalaureate
 Topic: **Gifts of Youth**
 Lesson and standards: Introducing the theme: culture
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 3
Lesson 1

Competencies: By the end of the lesson, students should be able to:

- Discover and be aware of the different characteristics of younger age
- Talk about youth
- Adopt the positive characteristics and try to get rid/correct the negative ones

Tasks	Steps / Activities	Timing	Observations																				
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	<p>Opening The lesson</p> <p>A. Idiomatic expressions and culture</p> <ul style="list-style-type: none"> • Kicked the bucket • at the eleventh hour • be broke • all ears • burn the midnight oil 	10 mn																					
<p>Students Find the appropriate meaning from the poem</p> <ul style="list-style-type: none"> • Beyond the cultural aspects <p>The youth characteristics</p>	<p>B. Find lines in the poem which shows that the boy:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">The boy's intention</th> <th style="width: 50%;">Poem</th> </tr> </thead> <tbody> <tr> <td>• Has a strong desire to excel</td> <td>I want to be a team captain</td> </tr> <tr> <td>• Is ready for the challenge</td> <td>I have to score</td> </tr> <tr> <td>• Is a bit worried about the future</td> <td>I wonder if I'll be a star</td> </tr> <tr> <td>• Is keen on becoming a leader</td> <td>I want to be a team captain</td> </tr> <tr> <td>• Is proud of himself</td> <td>I am the captain</td> </tr> <tr> <td>• Is determined to achieve his goal</td> <td>I can do it</td> </tr> <tr> <td>• Is realistic</td> <td>I am small/ I am scared</td> </tr> <tr> <td>• Is being supported by others</td> <td>I hear that I will</td> </tr> <tr> <td>• Is aware of responsibility</td> <td>I understand I have to score</td> </tr> </tbody> </table>	The boy's intention	Poem	• Has a strong desire to excel	I want to be a team captain	• Is ready for the challenge	I have to score	• Is a bit worried about the future	I wonder if I'll be a star	• Is keen on becoming a leader	I want to be a team captain	• Is proud of himself	I am the captain	• Is determined to achieve his goal	I can do it	• Is realistic	I am small/ I am scared	• Is being supported by others	I hear that I will	• Is aware of responsibility	I understand I have to score	10 mn	
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	<p>C. Common characteristics of teenagers</p> <p>Common characteristics of teenagers</p> <p>* From the poem:</p> <ul style="list-style-type: none"> ○ Wish to do extremely well ○ Defying ○ Worrying about the future ○ Becoming person in charge ○ Proud of the self ○ Strong-minded to achieve aims ○ Pragmatic/ practical ○ Supported by others ○ Conscious of responsibility <p>* Students' suggestions: Taking risks/ Adventurous/ Leaders/ Showing skills Knowledgeable /Changers/ Rebellious/ revolutionary To better than their fathers and peers/ Explorers</p>	15 mn																					
Follow up	<ul style="list-style-type: none"> • Writing a paragraph about three features of the ones each student has. 	15 mn	If there is more time, students will write two-line introduction																				

Level: Second year baccalaureate
 Topic: **Gifts of Youth**
 Lesson and standards: **Idiomatic Expressions-** language development
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 3
Lesson 2

Competencies: By the end of the lesson, students should be able to:

- Use a set of idiomatic expressions correctly
- To be aware of the culture values of idiomatic expressions
- Make use of their own culture idiomatic expressions

Tasks	Steps / Activities	Timing	Observations												
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	<p>More Idiomatic expressions from Arabic</p> <ul style="list-style-type: none"> - under the weather - rain cats and dogs - read someone's mind - make up one's mind - make a mountain out of a molehill - live from hand to mouth - couch potato - call it a day - burn the midnight oil 	10 mn													
<ul style="list-style-type: none"> • Multiple choice • Contextualizing • Blank filling 	<p>A. Find lines in the poem which shows that the boy:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">idioms</th> <th style="width: 50%;">Meaning</th> </tr> </thead> <tbody> <tr> <td>1. In the bag</td> <td>c. Certain to pass the exam</td> </tr> <tr> <td>2. A dead loss</td> <td>a. Isn't successful</td> </tr> <tr> <td>3. With flying colors</td> <td>b. Did it successfully</td> </tr> <tr> <td>4. Does not let ... through her fingers</td> <td>a. Seizes all opportunities</td> </tr> <tr> <td>5. Went cold turkey</td> <td>a. Suffering because of not smoking</td> </tr> </tbody> </table> <p>B. Explaining:</p> <ol style="list-style-type: none"> 1. When someone is in the bag. You are certain to get it or achieve it. 2. To be very bad at particular activity or subject. 3. Complete success 4. Someone slips through your fingers when you do not manage to achieve it/ get it. 5. Suffering for not stopping gradually <p>C. Find lines in the poem which shows that the boy:</p> <ol style="list-style-type: none"> 1. Hicham Elgarouj won the race with flying colors. 2. Nadia's mother is always complaining because, according to her, her daughter shouldn't have let that marriage slip through her fingers. 3. In order not to go cold turkey, you should give up taking those sleeping drugs gradually. 4. The coach of our national team disagreed with journalists who said that the coming match is in the bag. 5. Bob, who is famous actor, is a dead loss in swimming. <p>D. Some American idiomatic expression</p> <p>By the same token By the book Speak for yourself</p>	idioms	Meaning	1. In the bag	c. Certain to pass the exam	2. A dead loss	a. Isn't successful	3. With flying colors	b. Did it successfully	4. Does not let ... through her fingers	a. Seizes all opportunities	5. Went cold turkey	a. Suffering because of not smoking	<p>10 mn</p> <p>10 mn</p> <p>10 mn</p> <p>5 mn</p>	
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Follow up	⇒ Students find idiomatic expression from their culture	5 mn	If there is more time, students will translate them												

Level: Second year baccalaureate
 Topic: **Gifts of Youth**
 Lesson and standards: **Listening and speaking- Cultural- interpretive**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 3
Lesson 3

Competencies: By the end of the lesson, students should be able to:

- Listening for the main idea
- Listen to specific information
- Check understanding
- Discuss ideas from personal experience

Tasks	Steps / Activities	Time	Observations																				
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	<p>Opening The lesson</p> <p>A. A small paragraph to write:</p> <p>What are the things you are good at and how you will achieve success in the future?</p> <ul style="list-style-type: none"> • Computer skills • Fishing • Mobiles talent • Jailbreak codes • Writing poetry or short stories • Providing help for others • Politics • Mathematics, geography, French, English. 	10 mn																					
<ul style="list-style-type: none"> • Matching • True/false • Questions • Chart-filling • Gap-filling: 	<p>B. People and their gifts;</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Names</th> <th>Areas of gifts</th> </tr> </thead> <tbody> <tr> <td>1.Sami Obaid</td> <td>b. Science and sport</td> </tr> <tr> <td>2.Heather Muir</td> <td>d. Voluntary work</td> </tr> <tr> <td>3.Keith Peiris</td> <td>c. Information technology</td> </tr> <tr> <td>4.Maren Beeston</td> <td>d. music</td> </tr> </tbody> </table> <p>C. People and their gifts:</p> <ol style="list-style-type: none"> 1. False, because he says that "don't think that intellectual pursuits take up all my time" 2. False because his "goal in life? Well, do something big for humanity" <p>D.</p> <ol style="list-style-type: none"> 1. Because she herself needed blood. 2. Because it has collected 40% of the editable donors. <p>E. Chart filling:</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Questions</th> <th>Info.</th> </tr> </thead> <tbody> <tr> <td>1. Age at which Keith started his company</td> <td>11</td> </tr> <tr> <td>2. Date of the foundation of the company</td> <td>1999</td> </tr> <tr> <td>3. Number of employees in the company</td> <td>5</td> </tr> <tr> <td>1. Date of Keith's business mission to China</td> <td>2001</td> </tr> </tbody> </table> <p>F. Gap-filling: I addressed this challenge by 1 founding Summer Slam rock music school that 2 focused and guitar, piano drums and vocals. I successfully 3 established and led a community of youth to budget, fundraise and coordinate this project.</p>	Names	Areas of gifts	1.Sami Obaid	b. Science and sport	2.Heather Muir	d. Voluntary work	3.Keith Peiris	c. Information technology	4.Maren Beeston	d. music	Questions	Info.	1. Age at which Keith started his company	11	2. Date of the foundation of the company	1999	3. Number of employees in the company	5	1. Date of Keith's business mission to China	2001	10 mn 10 mn 5 mn 10 mn 5 mn	
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<ul style="list-style-type: none"> • Follow up 	Students will think how to achieve important things for their community																						

Level: Second year Bacculaureate
 Topic: **Gifts of Youth**
 Lesson and standards: **Making and responding to complaints**-interpersonal
 Estimated Time: **50 minutes**
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning

Unit 3
Lesson 4

Competencies: by the end of the lesson, students should be able to

- Express and make complain
- Respond to complain

Tasks	Steps / Activities	Time	Observations						
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	<p>Opening The lesson Your neighbor is always making noise all the time. It is unbearable one during the day and night. What can you do?</p> <p>Synonyms: Complain: accusation, annoyance, , charge, clamor, criticism, dissatisfaction, expostulation, fault-finding, grievance, gripe, grouse, grumble, kick, lament, moan, objection, plaint, protest, protestation, remonstrance, remonstration, representation, reproach, rumble*, squawk, stink, trouble, wail, whine</p> <p>Antonyms: applause, approval, commendation, contentedness, happiness, praise, recommendation, sanction</p>	5 mn							
<ul style="list-style-type: none"> • Comprehension question • Rely on the text to find expressions • Adding up expressions: 	<p>A. What is ATM Automated Teller Machine</p> <p>B. :</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%; text-align: center; vertical-align: middle;">Making complaints</td> <td> <ul style="list-style-type: none"> ○ Sorry, I have a complaint ***** ○ I just don't know how to say it, but... ○ I am afraid I have to make a serious complaint. ○ Oh, I've got a bit of a problem here, you see... ***** ○ I am sorry to say this but... ○ I want to complain about... ○ I am afraid I have a complaint ... ○ I am angry about... ○ I have a complaint to make. ... ○ I'm afraid I've got a complaint about.... </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Accepting a complaint</td> <td> <ul style="list-style-type: none"> a.I am sorry about that. ***** b.Oh, I am sorry about that... c.I can't tell you how sorry I am. d.Oh, dear. I'm really sorry. ***** e.I'm so sorry, but this will never occur again. f. I'm sorry, I promise never to..... g.I'm really sorry, I'll do my almost/best not to..... h.I'll see to that right away ma'am. i. I'll correct the situation immediately, sir. j. I accept full responsibility for... </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Rejecting a complaint</td> <td> <ul style="list-style-type: none"> k.Well, I am afraid there is nothing we can do about it actually l. Well, I am afraid there isn't much we can do about it. ***** ▪ Well, I think that was not my fault ▪ That' none of my business ▪ Right, but you know I have no control over the situation ▪ That's none of your business ▪ Right, but you know, I have no control over it. </td> </tr> </table>	Making complaints	<ul style="list-style-type: none"> ○ Sorry, I have a complaint ***** ○ I just don't know how to say it, but... ○ I am afraid I have to make a serious complaint. ○ Oh, I've got a bit of a problem here, you see... ***** ○ I am sorry to say this but... ○ I want to complain about... ○ I am afraid I have a complaint ... ○ I am angry about... ○ I have a complaint to make. ... ○ I'm afraid I've got a complaint about.... 	Accepting a complaint	<ul style="list-style-type: none"> a.I am sorry about that. ***** b.Oh, I am sorry about that... c.I can't tell you how sorry I am. d.Oh, dear. I'm really sorry. ***** e.I'm so sorry, but this will never occur again. f. I'm sorry, I promise never to..... g.I'm really sorry, I'll do my almost/best not to..... h.I'll see to that right away ma'am. i. I'll correct the situation immediately, sir. j. I accept full responsibility for... 	Rejecting a complaint	<ul style="list-style-type: none"> k.Well, I am afraid there is nothing we can do about it actually l. Well, I am afraid there isn't much we can do about it. ***** ▪ Well, I think that was not my fault ▪ That' none of my business ▪ Right, but you know I have no control over the situation ▪ That's none of your business ▪ Right, but you know, I have no control over it. 	10 mn 20 mn	
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<ul style="list-style-type: none"> • Follow up 	Students will add up other situations for further understanding	15 mn							

Level: Second year Bacculaureate
 Topic: **Gifts of Youth**
 Lesson and standards: **Phrasal verbs: Grammar-** language development
 Estimated Time: 50 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning, questioning

Unit 3 Lesson 6

Competencies: by the end of the lesson, students should be able to

Predict the main idea of the text

Use a set of phrasal verbs formed with the particles **up** and **down** correctly

Tasks	Steps / Activities	Timing	Observations																																																								
<ul style="list-style-type: none"> Opening The lesson To break the ice and create fruitful learning opportunities 	<p>A. What is the difference of the following verbs in its context:</p> <ul style="list-style-type: none"> - I switched the light to see clearly the small objects. - I switched off the light when I finished the task. - Please, switch on the light. It is getting dark. <p>Phrasal verb is of two parts:</p> <ol style="list-style-type: none"> 1. Root; base; Origin; Source; Foundation; Derivation 2. Particle; constituent part 	10 mn																																																									
<ul style="list-style-type: none"> Students Expectation Students read to fill in the chart Students add more verbs from the list Which one to use? Considering the summary Follow up activity 	<p>B. Phrasal verbs in a context</p> <table border="1"> <thead> <tr> <th>Phrasal Verbs</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>1.To stay out</td> <td>a. Not to return home</td> </tr> <tr> <td>2.Hand in</td> <td>b. To submit a paper, a document</td> </tr> <tr> <td>3.Log out</td> <td>c. To leave</td> </tr> <tr> <td>4.Put out</td> <td>d. To extinguish</td> </tr> <tr> <td>5.Ask in</td> <td>e. To invite somebody</td> </tr> <tr> <td>6.Lock out</td> <td>f. To leave someone outside a building</td> </tr> <tr> <td>7.Let in</td> <td>g. To allow somebody access to a building</td> </tr> <tr> <td>8.take out</td> <td>h. To ask someone to go out with you so as to have fun together</td> </tr> <tr> <td>9.pass out</td> <td>i. To lose consciousness</td> </tr> <tr> <td>10. pull out</td> <td>j. To leave</td> </tr> </tbody> </table> <p>C. Matching activity</p> <table border="1"> <thead> <tr> <th>Column A</th> <th>Column B</th> </tr> </thead> <tbody> <tr> <td>1. We started out</td> <td>b. our journey early in the morning</td> </tr> <tr> <td>2. He let out</td> <td>e. a deep sigh of relief when the exam results came out.</td> </tr> <tr> <td>3. Watch out</td> <td>c. a car is coming.</td> </tr> <tr> <td>4. Have the police</td> <td>d. found out who the criminal was?</td> </tr> <tr> <td>5. The boys sneaked out of the house</td> <td>a. when their mother refused to let them go out</td> </tr> </tbody> </table> <p>D. Contextualizing</p> <ol style="list-style-type: none"> 1. The little kid let out a loud cry when he saw a monkey in the zoo. 2. When we got to the hotel. We checked in and went up straight to our room. 3. When Rim finished her exam, she handed her paper in and went out. 4. Jack tried everything to remove that link spot from his shorts, but it didn't come out. 5. The boxer knocked his opponent out with a hard blow on the face. <p>Students will write some common used phrasal verbs:</p> <table border="1"> <thead> <tr> <th>Phrasal verbs</th> <th>Meanings</th> </tr> </thead> <tbody> <tr> <td>Look out</td> <td>Be watchful/</td> </tr> <tr> <td>Take out</td> <td>beware Remove, extract</td> </tr> <tr> <td>Break in (conversation)</td> <td>To interrupt</td> </tr> <tr> <td>Break out</td> <td>To begin (s.th) evil</td> </tr> <tr> <td>Carry out</td> <td>perform</td> </tr> <tr> <td>Come out</td> <td>be revealed/ exposed</td> </tr> <tr> <td>Give out</td> <td>become exhausted</td> </tr> <tr> <td>Try out</td> <td>test</td> </tr> <tr> <td>Hand out</td> <td>distribute</td> </tr> <tr> <td>Drop in</td> <td>pay a short visit</td> </tr> </tbody> </table>	Phrasal Verbs	Meaning	1.To stay out	a. Not to return home	2.Hand in	b. To submit a paper, a document	3.Log out	c. To leave	4.Put out	d. To extinguish	5.Ask in	e. To invite somebody	6.Lock out	f. To leave someone outside a building	7.Let in	g. To allow somebody access to a building	8.take out	h. To ask someone to go out with you so as to have fun together	9.pass out	i. To lose consciousness	10. pull out	j. To leave	Column A	Column B	1. We started out	b. our journey early in the morning	2. He let out	e. a deep sigh of relief when the exam results came out.	3. Watch out	c. a car is coming.	4. Have the police	d. found out who the criminal was?	5. The boys sneaked out of the house	a. when their mother refused to let them go out	Phrasal verbs	Meanings	Look out	Be watchful/	Take out	beware Remove, extract	Break in (conversation)	To interrupt	Break out	To begin (s.th) evil	Carry out	perform	Come out	be revealed/ exposed	Give out	become exhausted	Try out	test	Hand out	distribute	Drop in	pay a short visit	10 mn 10 mn 10 mn	
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Level: Second year baccalaureate
 Topic: **Gifts of Youth**
 Lesson and standards: **Project work- connections**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 3
Lesson 8

Competencies: By the end of the lesson, students should be able to:

- o Discover what SQ4R is and identify its comments
- o Use effective reading technique s strategies to learn vocabulary
- o Use what SQ4R techniques to reading a text

Tasks	Steps / Activities	Timing	Observations
<ul style="list-style-type: none"> • Defining 	<p>Opening The lesson</p> <p>What is SQ4R Survey- Question- Read- Recall- Review- Reflect Survey- Question- Read- remember - evaluate - reproduce</p> <p>There is more information on the joined doc.</p>	5 mn	
<ul style="list-style-type: none"> • Matching activity 	<p>A. Matching the instructions and the four components of SQ4R</p> <ol style="list-style-type: none"> 1. Recall 2. Read 3. Survey 4. Question 5. Relate 6. Review 		
<ul style="list-style-type: none"> • Students will practice the method 	<p>Text page 53</p> <ul style="list-style-type: none"> - Survey: visuals, number of paragraphs, intro: summary - Question: What are the rights of women? <ul style="list-style-type: none"> • Do women have their own rights? • Are they involved in their societies: economy, politics, and social life? • What is role of education for girls? • Do all girls receive enough education? • How to empower women in their societies? • What are these resources? • What responsibilities should women undertake? • What is the importance of educated women? - Read: trying to answer the above question and be sure that they are in the text or not - Recall: what is the message of the text? Taking note, underline or highlight, key words - Review: linking ideas to your own life - Reflect: read your notes and quiz yourself Answer the questions in the text. 		
Follow up activities	Students either will be given text to apply the method or they will come up with their own texts		

Level: Second year bacallaureate
 Topic: **Women and Power**
 Lesson and standards: Culture- practice products
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 4
Lesson 1

Competencies: By the end of the lesson, students should be able to:

- o Use their background knowledge to identify the women in the pictures
- o Find out what things are common among them and what things are different
- o Talk about what has made them famous
- o Exchange opinions and views as well as information about the theme of the unit\

Tasks	Steps / Activities	Timing	Observations																		
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	Opening The lesson - Women are watches that keep bad time. (<i>German</i>) - Women know a point more than the devil. (<i>Italian</i>) - Women naturally deceive, weep and spin. (<i>Italian</i>) - Women's tears are a fountain of craft. (<i>Italian</i>) - Women, money, and wine have their balm and their harm. (<i>Fre</i>) - Women, wind, and fortune, soon change. (<i>Spanish</i>)	5 mn																			
<ul style="list-style-type: none"> • Discussion 	A. Finding famous Moroccan women <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Moroccan women</th> <th>fame</th> </tr> </thead> <tbody> <tr> <td>Nawal Elmotaouakkil</td> <td>Minister of Youth and Sports</td> </tr> <tr> <td>Aziza Banani</td> <td>Ambassador to UNESCO</td> </tr> <tr> <td>Amina Benkhadra</td> <td>Minister of Energy, Water and Environment</td> </tr> <tr> <td>Zoulikha Nasiri</td> <td>Royal Advisor</td> </tr> <tr> <td></td> <td>2002-06 Secretary of State of Education and Youth</td> </tr> <tr> <td>Latifa Akherbach</td> <td>Secretary of State of Foreign Affairs and Cooperation</td> </tr> <tr> <td>Touriya Jabrane</td> <td>2007- Minister of Culture</td> </tr> <tr> <td>Latifa Labida</td> <td>Secretary of State of Education in charge of Primary Education</td> </tr> </tbody> </table>	Moroccan women	fame	Nawal Elmotaouakkil	Minister of Youth and Sports	Aziza Banani	Ambassador to UNESCO	Amina Benkhadra	Minister of Energy, Water and Environment	Zoulikha Nasiri	Royal Advisor		2002-06 Secretary of State of Education and Youth	Latifa Akherbach	Secretary of State of Foreign Affairs and Cooperation	Touriya Jabrane	2007- Minister of Culture	Latifa Labida	Secretary of State of Education in charge of Primary Education	10 mn	
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1	2	3	4	5	6																
e	d	f	b	a	c																
<ul style="list-style-type: none"> • Discussion 	D. Women participation in politics: *Factors which have made women's participation low: - The participation is at its beginning - Women did not use to go to school in a great numbers - It was a shame to see a woman participating in the tribes' issues - She used to take care of children and cook for the males - There was less training to get them engaged in the arena of politics - The boys were treasured in the community *Factors to have wider participation in higher positions: - Education is the most important factor owing to its advantages: health, use of resources - Having active associations for better training - Allow the women to take significant choices in their life - Benefiting from the other countries' experiences - Making effective use of our Islamic culture as it gives great roles for women	10 mn																			
Follow up	⇒ Students will write one paragraph essay about the involvement of Moroccan women in politics.	5 mn	More time: write two-line intro.																		

Level: Second year bacculaureate
 Topic: **Women and Power**
 Lesson and standards: **Prefixes and suffixes: language development**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 4
 Lesson 2

Competencies: By the end of the lesson, students should be able to:

- o Review what the words 'suffixes' and 'prefixes' mean.
- o Learn the meanings of different suffixes and prefixes.
- o Use a set of prefixes and suffixes correctly

Tasks	Steps / Activities	Timing	Observations																																								
<ul style="list-style-type: none"> To break the ice and create fruitful learning opportunities 	<p>Opening The lesson</p> <p>A. Consider the following word to recognize suffixes:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Fable</td> <td>Incredible</td> </tr> <tr> <td>Arable</td> <td>Washable</td> </tr> <tr> <td>Acceptable</td> <td>Terrible</td> </tr> <tr> <td>enjoyable</td> <td>valuable</td> </tr> </table>	Fable	Incredible	Arable	Washable	Acceptable	Terrible	enjoyable	valuable	10 mn																																	
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<ul style="list-style-type: none"> Write the suitable prefix or suffix The importance of the stated criteria and reaction 	<p>C. Adding the right suffix or prefix</p> <ol style="list-style-type: none"> For investigation for sound evidence, the police replayed the cassette many times. Officials know that such policy has predictable consequences. The fans of the visitor team outnumber the fans of our team. The situation is suitable to ask for an increase in your salary. Some officials misuse their power. If we don't cooperate and join our effort, we won't succeed in human development. Barbara came to the party with a lovely fashionable dress. We went to cinema but the film was horrible. We didn't like it. <p>D. More prefixes</p> <p><u>"A) With the meaning "not)</u> e.g. : un, in, im, il, ir, dis, re, over, and mis]</p> <p>Prefixes : can be added to some words to give them a negative meaning</p> <p>un : is the most common // unfriendly , unusual , unnecessary , unemployed , untidy or unkind</p> <p>in : is often used before words with a Latin origin // invisible , informal or inadequate</p> <p>im : is used before some words beginning with M or P // impolite , impossible , immoral or impatient</p> <p>il : can be used before L // illegible</p> <p>ir : is only used before a few words beginning with R // irresponsible</p> <p>dis : is used before some adjectives // dishonest .. and a few verbs (dislike or disagree)</p>	10 mn 15 mn																																									
Follow up	⇒ Students will come with some verb from some nouns	5 mn																																									

Level: Second year baccalaureate
 Topic: **Women and Power**
 Lesson and standards: **Listening and speaking cultural- interpretive**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard, laptop
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 4
Lesson 3

Competencies: By the end of the lesson, students should be able to:

- o Listen to specific information
- o Recall information
- o Interpret ideas from the text

Tasks	Steps / activities	Time	Observations
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	<p>A. "Global Summit of Women"</p> <ul style="list-style-type: none"> • To participate in a truly unique global gathering of women influencers and opinion leaders from government and business • To be inspired by women from across all continents and all areas of leadership • To learn from and to share with peers ways to improve business, career, life ... and the lives of others • To expand global network • To Promote Wider Economic Participation • Women entrepreneurs exchange ideas, establish networking alliances • Focuses on fostering women's economic development by enabling participants to engage in cross-border business and professional relationships 	10 mn	
<ul style="list-style-type: none"> • Questions • True/false • Multiple choice • Questions • Gap-filling: 	<p>B. Questions</p> <ol style="list-style-type: none"> 1. She is director of global summit of women 2. The Summit is about solutions to women's problems. <p>C. True/false statements:</p> <ol style="list-style-type: none"> 1. The first Global Summit of Women was held fourteen years ago. True, see the date 2. The Global Summit of Women insists on problems. False, it is about solutions. 3. Irene has been contributing to the summit for ten years. False, it's been 14 years. <p>D. The first Arab Women's Ministerial Roundtable was held in Morocco.</p> <p>E. Questions:</p> <ol style="list-style-type: none"> a. The Summit started biannually then became annually. b. The Summit organizers have started to contact women through the internet because of the unreliable post offices. <p>Whole Listening:</p> <p>F. Sentences completion:</p> <ol style="list-style-type: none"> 1. The Global Summit of Women was created in order to help women meet, share ideas, and discuss solutions for current problems. 2. The best moments for Natividad were those when she watched women dancing to the music of other countries. 3. Now, almost all registrations for the Summit come through the internet. 4. The last Summit brought almost 4700 Women to Morocco from 80 countries. 	<p>5 mn</p> <p>10 mn</p> <p>5 mn</p> <p>10 mn</p> <p>10 mn</p>	
<ul style="list-style-type: none"> • Follow up 	<p>Students will discuss some points raised in this listening: Reasons that will persuade the women to be engaged actively in politics and how to empower their participations.</p>		

Level: Second year Baccalaureate
 Topic: **Women and Power**
 Lesson and standards: **Apologizing- interpersonal**
 Estimated Time: **50 minutes**
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning

Unit 4
Lesson 4

Competencies: by the end of the lesson, students should be able to

- Express and make apologies
- Respond to apologies

Tasks	Steps / Activities	Time	Observations																
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	<p>Opening The lesson What is another word for apologize? admit guilt, ask forgiveness, ask pardon, , beg pardon, bow to, clear oneself, confess, cop a plea, excuse oneself, get down on knees, give satisfaction, make amends, make reparations, make up for, make up with, offer compensation, offer excuse, say one is sorry,</p>	10 mn																	
<ul style="list-style-type: none"> • Matching: <p>Practice</p>	<p>A. Matching:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">A</td> <td style="width: 50%; border: none;">B</td> </tr> <tr> <td style="border: none;">1. Why are you late?</td> <td style="border: none;">d. I'm sorry, sir for this delay.</td> </tr> <tr> <td style="border: none;">2. I don't accept being treated that way. I'll leave this job.</td> <td style="border: none;">c. I deeply regret that.</td> </tr> <tr> <td style="border: none;">3. You shouldn't have told our neighbors.</td> <td style="border: none;">b. Forgive me. I didn't mean it.</td> </tr> <tr> <td style="border: none;">4. You tarnished my reputation on groundless evidence</td> <td style="border: none;">a. Please, accept our sincere apology.</td> </tr> </table> <p>Activities B and C:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center; vertical-align: middle;">Apologizing for one's action</td> <td> <ul style="list-style-type: none"> I deeply regret that. Forgive me ... Please, accept my sincere apology for ... I'm terribly sorry... I sincerely apologize for... ***** o Sorry I... o Excuse me for... o I'm sorry I'm really sorry about... o I'm sorry to ...but ... o I admit that ... o Please excuse... o Please excuse me for... o Let me assure you that... o We wish to apologize for... </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Apologizing for being unable to do something</td> <td> <ul style="list-style-type: none"> o I am sorry about that. ***** o I'm really sorry I can't... o Unfortunately, it's impossible for me to... o I'm terribly sorry but... o We regret that we are unable to ... o I regret that I'm unable to... o We regret to... o I'm ashamed of being... o I should not have been ... </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Responding to apologies</td> <td> <ul style="list-style-type: none"> • That's (quite) all right. • Never mind. • That's ok. • Forget about it. • It doesn't matter. • Don't worry about that. • Don't mention it. </td> </tr> </table>	A	B	1. Why are you late?	d. I'm sorry, sir for this delay.	2. I don't accept being treated that way. I'll leave this job.	c. I deeply regret that.	3. You shouldn't have told our neighbors.	b. Forgive me. I didn't mean it.	4. You tarnished my reputation on groundless evidence	a. Please, accept our sincere apology.	Apologizing for one's action	<ul style="list-style-type: none"> I deeply regret that. Forgive me ... Please, accept my sincere apology for ... I'm terribly sorry... I sincerely apologize for... ***** o Sorry I... o Excuse me for... o I'm sorry I'm really sorry about... o I'm sorry to ...but ... o I admit that ... o Please excuse... o Please excuse me for... o Let me assure you that... o We wish to apologize for... 	Apologizing for being unable to do something	<ul style="list-style-type: none"> o I am sorry about that. ***** o I'm really sorry I can't... o Unfortunately, it's impossible for me to... o I'm terribly sorry but... o We regret that we are unable to ... o I regret that I'm unable to... o We regret to... o I'm ashamed of being... o I should not have been ... 	Responding to apologies	<ul style="list-style-type: none"> • That's (quite) all right. • Never mind. • That's ok. • Forget about it. • It doesn't matter. • Don't worry about that. • Don't mention it. 	10 mn	
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<ul style="list-style-type: none"> • Rely on the text to find expressions 		20 mn																	
<ul style="list-style-type: none"> • Adding up expressions: 																			
<ul style="list-style-type: none"> • Follow up 	Students will add up other situations for further practice	5 mn																	

Level: Second year Bacallaureate
 Topic: **Women and Power**
 Lesson and standards: **Reading: empower women- Interpretive**
 Estimated Time: 50 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning

Unit 4 Lesson 5

Competencies: by the end of the lesson, students should be able to

- Predict the main ideas of the text
- Survey the text
- Read for specific information
- Understand vocabulary from context
- Recall and review information

Tasks	Steps / Activities	Time	Observations															
• To break the ice	Politic; Diplomatic; Prudent/ far-sighted; Wise; Expedient; sensible; prudent; tactful; discreet # foolish/ reckless/ hasty	5 mn																
• Discussion	<p>A. Women participation in politics: *Important factors that empower women:</p> <ul style="list-style-type: none"> - Education is the most important factor owing to its advantages: health, use of resources - Having active associations for better training - Allow the women to take significant choices in their life - Benefiting from the other countries' experience - Making effective use of our Islamic culture as it assigns great roles to women - Make them share responsibilities and take decisive decision - Equal rights and opportunities - Use of traditional art craft - Work outside the house - Mass media importance - Work and mass media - Traditional crafts - Equal opportunities - Equal rights 	15 mn																
• Matching	<p>B. Checking the suggestion: *****</p> <p>C. Paragraphs and content:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 60%;">Content</th> <th style="width: 10%;">para</th> <th style="width: 30%;">line</th> </tr> </thead> <tbody> <tr> <td>1. The role of education</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1-2</td> </tr> <tr> <td>2. The different consequences of empowered women.</td> <td style="text-align: center;">2</td> <td style="text-align: center;">7</td> </tr> <tr> <td>3. Giving women more control over the family's resources.</td> <td style="text-align: center;">4</td> <td style="text-align: center;">1</td> </tr> <tr> <td>4. What research has firmly and clearly concluded about the positive role of empowered women</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>	Content	para	line	1. The role of education	3	1-2	2. The different consequences of empowered women.	2	7	3. Giving women more control over the family's resources.	4	1	4. What research has firmly and clearly concluded about the positive role of empowered women	1	2	10 mn	
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4. What research has firmly and clearly concluded about the positive role of empowered women	1	2																
• Finding a title	<p>D. Choosing the suitable title:</p> <ol style="list-style-type: none"> 1. Women's rights 2. <u>Empowering women</u> 3. women' role in society <p>We are discussing the ways to make women more powerful. It is not about society or rights.</p>	5 mn																
• Which paragraph?	<p>E. Words and their meaning in the text</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">Words</td> <td style="width: 50%; text-align: center;">meanings</td> </tr> <tr> <td>1. In the end § 1</td> <td>1. Ultimately 4</td> </tr> <tr> <td>2. In a way that is large or important §3</td> <td>2. Significantly 5</td> </tr> <tr> <td>3. Very important and needing immediate attention or action § 3</td> <td>3. Imperative 2</td> </tr> <tr> <td>4. Of little importance. § 4</td> <td>4. Trivial 3</td> </tr> </table>	Words	meanings	1. In the end § 1	1. Ultimately 4	2. In a way that is large or important §3	2. Significantly 5	3. Very important and needing immediate attention or action § 3	3. Imperative 2	4. Of little importance. § 4	4. Trivial 3	5 mn						
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• Blanks to fill in	<p>F. Filling in the blanks: Two of the most important elements in the empowerment of women are education and (1) control over resources. Educated women tend to have smaller (2) family (3) better nutrition and (4) health For their children. On the other side, women with more (5) control, spend more money on the family-related matters. Simply put, empowering women in an imperative to (6) development.</p>	10 mn																
• Follow up	<p>Discussion: Proverbs: What do these proverbs suggest?</p> <p>Words are female, deeds are male. (<i>Italian</i>) Women when injured are generally not easily appeased. (<i>Latin</i>) Women in state affairs are like monkeys in glass-houses. (<i>Irish</i>)</p>																	

Level: Second year Bacculaureate
 Topic: **Women and Power**
 Lesson and standards: **Grammar: Passive voice- Language development**
 Estimated Time: 90 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning, questioning

Unit 4
Lesson 6

Competencies: by the end of the lesson, students should be able to

Explore a tentative way to passive voice
 Use the passive voice correctly

Tasks	Steps / Activities	Timing	Observations												
<ul style="list-style-type: none"> To break the ice and create fruitful learning opportunities 	<p>Tenses Review: 3. Present/ past and future a. Simple b. Continuous c. Perfect simple d. Perfect continuous Form- Uses- Special cases-</p>	30 mn													
<ul style="list-style-type: none"> Exploring the passive Putting sentences into passive Being + some verbs Two objects What people generally say Follow up activity 	<p>A. Phrasal verbs in a context</p> <table border="1"> <thead> <tr> <th>Sentences in the passive</th> <th>Grammatical explanations</th> </tr> </thead> <tbody> <tr> <td>1. A man was found murdered in the street yesterday.</td> <td>b. The who and what are unknown</td> </tr> <tr> <td>2. a. we were offered a special dinner to celebrate the company's thirty years of access. b. The company's thirty years of access were offered a special dinner to be celebrated.</td> <td>e. With two objects: two passive sentences</td> </tr> <tr> <td>3. we got stuck in a traffic jam while we were driving to work</td> <td>d. get can be used instead of the passive</td> </tr> <tr> <td>4. Many accidents were caused by dangerous driving.</td> <td>a. What happens to subject not what the subject does</td> </tr> <tr> <td>5. The building is being built</td> <td>c. The passive of doing= is being done</td> </tr> </tbody> </table> <p>B. Sentences: 1. *When we got to the airport, we found that our flight had been cancelled. 2. *Mary was offered the job, but she refused it. 3. *The job was offered to Mary, but she refused it 4. *..., I think we are being followed. 5. *I was not told what I should exactly do. 6. *I was stopped while I was driving home.</p> <p>C. Using "being" + tell- call- laugh- mug- give 1. You should do you're your homework without being told. 2. Most people go home before dark to avoid being mugged in the street. 3. Peter hates being laughed at by his friends. 4. I remember being given a precious watch as a present for my birthday. 5. Ilham doesn't like being called by her nickname.</p> <p>D. A passive with two objects: 1. Mr. Wilson's colleagues gave him a present when he got promoted. *Mr. Wilson was given a present by his friends after he got promoted. *A present was given to Mr. Wilson by his friends after he got promoted. 2. I think we should give our teacher due respect. *Our teacher should be given due respect. *Due respect should be given to our teacher.</p> <p>E. F, A passive with two objects: 1. Most scientists believe that current environment catastrophes are due to global climatic changes. *It is said/believed that current environment catastrophes are due to global climatic changes. 2. Most activists believe that community service plays an important role in alleviating poverty. *Community service is believed to play an important role in alleviating poverty. 3. Economists say that without advanced information and communication technology, we can't become competitive. *It is thought that without advanced information and communication technology, we can't become competitive. 4. Some people say that extraterrestrials visit our planet from time to time. *Extraterrestrials are said to visit our planet from time to time.</p> <p>Students will write some more examples of passive voice</p>	Sentences in the passive	Grammatical explanations	1. A man was found murdered in the street yesterday.	b. The who and what are unknown	2. a. we were offered a special dinner to celebrate the company's thirty years of access. b. The company's thirty years of access were offered a special dinner to be celebrated.	e. With two objects: two passive sentences	3. we got stuck in a traffic jam while we were driving to work	d. get can be used instead of the passive	4. Many accidents were caused by dangerous driving.	a. What happens to subject not what the subject does	5. The building is being built	c. The passive of doing= is being done	<p>10 mn</p> <p>15 mn</p> <p>10 mn</p> <p>10 mn</p> <p>15mn</p>	
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5. The building is being built	c. The passive of doing= is being done														

Level: Second year baccalaureate
 Topic: **Women and Power**
 Lesson and standards: **Writing: Cause and effect-Presentational**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 4
Lesson 7

Competencies: By the end of the lesson, students should be able to:

- Use process writing techniques
- Use brainstorming to generate ideas related to the topic they would write about
- Plan, draft and edit their writing

Tasks	Steps / Activities	Timing	Observations
• To break the ice	Process writing: What are the benefits that our society can draw from women's participation in the process of development	5 mn	
• Brainstorming	<p style="text-align: center;">Women's participation in development:</p> <p>Introduction:</p> <ul style="list-style-type: none"> • How much do women contribute in society? • What are the major domains of women's participation? • What are the main differences of past and modern partaking/ involvement? <p style="text-align: center;">Impediments obstacle hindrance hurdle Some Customs and traditions Father</p> <p>Body:</p> <p>*At the political level</p> <ul style="list-style-type: none"> • High political position: Minister • Councilors • Parliament members • Municipality • Head quarters • Political parties • national and international leaders: diplomacy • roles to handle successfully national and international issue, which made a big change in their community <p>* At the social level</p> <ul style="list-style-type: none"> • Nursery • Upbringing children • School: primary and secondary ones • Associations • Public Administration • Journalists, hospitals, • Preserving the heritages of the family, hence that of society. • <p>* At the economic level</p> <ul style="list-style-type: none"> • Owning their own resources • Financially independent • Business/ companies • Money equals power + authority • Income equals good health for them and their children <p>Conclusion: What are the possible ways to empower women to get more involved in society, economy, and politics? Despite all this involvement, women have a long way to struggle to be a full effective participants</p>	20 mn	
Follow up	⇒ Students will write a complete draft at home.	20 mn	

Level: Second year baccalaureate
 Topic: **Women and Power**
 Lesson and standards: **Learner training/ connections**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 4
Lesson 8

Competencies: By the end of the lesson, students should be able to:

- Discover and acquire new strategies to memorize vocabulary
- Use these strategies more effectively

Tasks	Steps / Activities	Timing	Observations
• Defining	Opening The lesson Learning styles review: Kinetic/ tactile Visual Auditory	5 mn	
Training strategies	A. Reading a loud , then closing the books after a while Write the maximum of the words they can remember	5 mn	
	B. Back to the list to check the words they can remember	5 mn	
	C. Carrying out the second memory suggested game	5 mn	
	D. Back to the list to check the words they can remember	5 mn	
	E. They will be encouraged to find out what made them be more successful to remember more vocabulary items	5 mn	
	F. They will be encouraged to expand the list of the tips on the basics of their own experience	5 mn	
	Game of multiple intelligences <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>Multiple intelligent:</p> <ol style="list-style-type: none"> 1. Kinesthetic 2. Musical 3. Verbal/ linguistic 4. Logical/ Mathematical 5. Interpersonal 6. Intrapersonal 7. Visual/ special </div>	10 mn	
Follow up	⇒ Students will try to further practice. They will be asked to make their own lists	5 mn	

Level: Second year baccalaureate
 Topic: **Advances in science and technology**
 Lesson and standards: Culture- practice products
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 5
Lesson 1

Competencies: By the end of the lesson, students should be able to:

- Talk about technology
- Ask and answer questions about different technological tools
- Talk about technological situation in relation to problems
- Exchange opinions and views as well as information about theme of the unit

Tasks	Steps / Activities	Timing	Observations																												
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	<p><i>What is technology?</i></p> <ul style="list-style-type: none"> • It has become appallingly obvious that our technology has exceeded our humanity. –Albert Einstein • Technological progress has merely provided us with more efficient means for going backwards. ~Aldous Huxley • It is a medium of entertainment, which permits millions of people to listen to the same joke at the same time, and yet remain lonesome. ~T.S. Eliot, about radio 	10 mn																													
<ul style="list-style-type: none"> • Exploring tools 	<p>A. Do you know these technological tools</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>tools</th> <th></th> </tr> </thead> <tbody> <tr><td>• Brain scanner</td><td>g</td></tr> <tr><td>• Laptop</td><td>m</td></tr> <tr><td>• iPod</td><td>b</td></tr> <tr><td>• spacecraft</td><td>j</td></tr> <tr><td>• Robot</td><td>l</td></tr> <tr><td>• Interactive white board</td><td>c</td></tr> <tr><td>• Credit card</td><td>a</td></tr> <tr><td>• Telescope</td><td>h</td></tr> <tr><td>• Nuclear plant</td><td>i</td></tr> <tr><td>• Vacuum cleaner</td><td>f</td></tr> <tr><td>• Satellite</td><td>d</td></tr> <tr><td>• Palm computer</td><td>e</td></tr> </tbody> </table>	tools		• Brain scanner	g	• Laptop	m	• iPod	b	• spacecraft	j	• Robot	l	• Interactive white board	c	• Credit card	a	• Telescope	h	• Nuclear plant	i	• Vacuum cleaner	f	• Satellite	d	• Palm computer	e	10 mn			
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<ul style="list-style-type: none"> • What field? 	<p>B. Do you know these technological tools</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Field</th> <th>Tools</th> </tr> </thead> <tbody> <tr><td>• education</td><td>Interactive white board</td></tr> <tr><td>• space</td><td>Telescope</td></tr> <tr><td>• medicine</td><td>Brain scanner</td></tr> <tr><td>• telecommunication</td><td>Satellite</td></tr> <tr><td>• music</td><td>iPod</td></tr> <tr><td>• astronomy</td><td>Telescope, spacecraft</td></tr> <tr><td>• banking</td><td>Credit card</td></tr> <tr><td>• business</td><td>Palm computer</td></tr> <tr><td>• energy</td><td>Nuclear plant</td></tr> <tr><td>• domestic life</td><td>Vacuum cleaner</td></tr> <tr><td>• industry</td><td>Credit card</td></tr> <tr><td>• personal use</td><td>Palm computer</td></tr> <tr><td>Common</td><td>Robot, Laptop,</td></tr> </tbody> </table>	Field	Tools	• education	Interactive white board	• space	Telescope	• medicine	Brain scanner	• telecommunication	Satellite	• music	iPod	• astronomy	Telescope, spacecraft	• banking	Credit card	• business	Palm computer	• energy	Nuclear plant	• domestic life	Vacuum cleaner	• industry	Credit card	• personal use	Palm computer	Common	Robot, Laptop,	10 mn	
Field	Tools																														
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Common	Robot, Laptop,																														
<ul style="list-style-type: none"> • Discussion <p>Students will think of their tool (pair or impair)</p>	<p>C. Which technological tool do you most often use in your everyday life? What is it for?</p> <ul style="list-style-type: none"> - Easy to use - The person is always available - Emergency - Parents' confidence - Children safety - Not heavy - Homes security - Entertainment - Information - Timer/ reminder - Used by intelligencers <p>- Negative sides:</p>	10 mn																													
Follow up	⇒ Students will write one paragraph essay about the importance of cell phones.	5 mn	More time: write two-line intro.																												

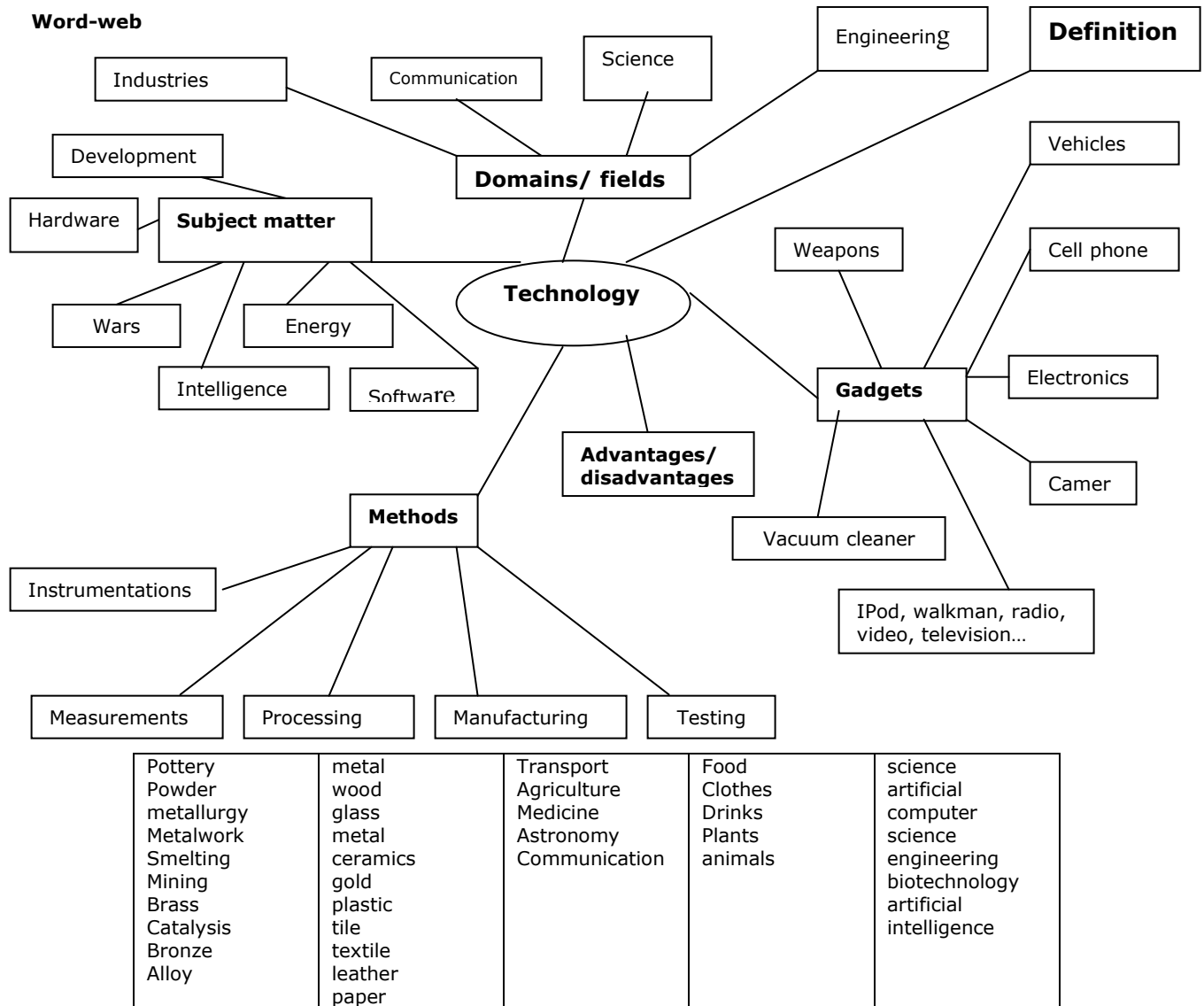
Level: Second year baccalaureate
 Topic: **Advances in science and technology**
 Lesson and standards: **Prefixes and suffixes: language development**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 5
Lesson 2

Competencies: By the end of the lesson, students should be able to:

- o Use vocabulary related technology

o **Word-web**



o **Technology Collocations:**

Easily accessible Make great strides Online scam / fraud/ swindle Technological advances Accurate identification Make great headways	Extremely possible Scientific laboratories Forensic science Natural disaster Facial features Light bulb	Laser technology Space explorations Technology industries Savings account Bank customers
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Technological development/ electronic communication/ cell phones/ global world/ food processing/ drink manufacturing/
 Applied science, electronic components, high tech, hi tech, industrial science, scientific know-how, scientific knowledge,
 technical knowledge,

o **Blanks' filling:**

1. A large number of people are computer **addicted**. They spend too much time on the internet.
2. **Information** technology can be a valuable means of development.
3. The **pre-paid** Option can be more economical for cell phone users.
4. The internet is an efficient way of **networking** at the international level.
5. More technologies that are sophisticated are necessary for **scientific** experiments.
6. Easy **access** to the internet may back up our present educational system.

Level: Second year baccalaureate
 Topic: **Advances in science and technology**
 Lesson and standards: **Listening and speaking: cultural- interpretive**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard, laptop
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 5
Lesson 3

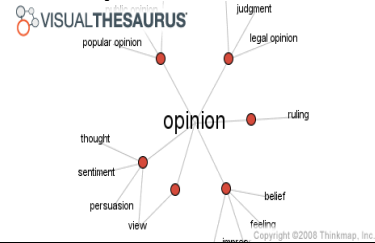
Competencies: By the end of the lesson, students should be able to:

- Listen to the main idea
- Listen to specific information
- Check information
- Explain words from a context
- Discuss ideas from the listening text

Tasks	Steps / Activities	Time	Observations
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	<ul style="list-style-type: none"> • Silver surfer: A silver surfer is an elderly person who uses the internet. • Garbage in, garbage out: a computer system or database built badly, the results will be bad. • Fire on all cylinders: it is going as well as it could. • Don't push my buttons! Someone who is starting to annoy you • All singing, all dancing: it is the latest version with the most up-to-date features. 	5 mn	
<ul style="list-style-type: none"> • Pre-listening 	<p>A. Questions Nancy Hafkin is interested in ICT (information computer technology)</p> <p>B. Advantages of ICT</p> <p>Part 1 line</p> <p>C. The most concerned with the proposed ICT for development solutions are rural areas.</p> <p>D. False, they are concerned with bringing ICT to schools at all levels 2- False, it is concerned with women in rural areas 3- False, because they want to use a CD-ROM in Luganda, to learn ways in which they can increase their own and families 'income.</p> <p><u>Part 2</u></p>	5 mn 5 mn 10 mn	
<ul style="list-style-type: none"> • While-listening: 	<p>E. A paragraph to complete: Information technology is a (1) tremendous tool for women in developing counties. Women far (2) outnumber men among the pour of the world. They are far more likely to be isolated, to lack (3) education and be devoid of resources to (4) ameliorate their situation and that of their families.</p>	10 mn	
<ul style="list-style-type: none"> • Questions 	<p>F. Checking answers: <u>Part 3</u></p>	10 mn	
<ul style="list-style-type: none"> • Gap-filling: 	<p>G. Questions to answers: 1. She is optimistic about the future of ICT in Africa since African countries have done a lot of to take up the information technology for development priority. 2. Her dream for ICT in Africa is that boys and girls having the same access to information and knowledge from an early ages as in rich courtiers.... an end to information poverty and digital divide. 3. 'Digital divide' some people have access to the use of technology others do not.</p> <p>"Most people who have access to the Internet, either at work or at home and those most likely to know how to take advantage of its resources are more affluent (born with a silver spoon in their mouth), better educated, urban, and are not members of ethnic or racial minorities".</p> <p>Whole Listening:</p> <p>H. Why governments, world organizations, and NGO'S are much concerned about implementing ICT in Africa? 2- Does the introduction of ICT in poorer countries can have a direct effect on people's lives?</p>	5 mn	
<ul style="list-style-type: none"> • Follow up 	<p>Students will discuss some points raised in this listening: the importance of implementing ICT in poorer areas and its effects on developing countries.</p> <ul style="list-style-type: none"> • eradicate extreme poverty and hunger • achieve universal primary education • promote gender equality and empower women • reduce child mortality and Goal • improve maternal health • combat HIV/AIDS, malaria and other diseases • ensure environmental sustainability • develop Improve teaching and learning with <i>ICT</i> across all subject <i>areas</i> • assist and enhance interventions in <i>areas</i> of strategic <i>importance</i> in <i>ICT</i> development 		Filler

Competencies: by the end of the lesson, students should be able to

- Express opinions
- Respond to opinions

Tasks	Steps / Activities	Time	Observations								
<ul style="list-style-type: none"> To break the ice and create fruitful learning opportunities 	<p>What is another word for opinion?</p> 	10 mn									
<ul style="list-style-type: none"> Reading: Rely on the text to find expressions Adding up expressions: Practice: 	<p>A. Who The person who is determinant about not buying a cell phone for his kids is Mr. Karimi</p> <p>B. activities :</p> <table border="1" data-bbox="470 724 1161 1648"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Asking for opinion</td> <td> <ul style="list-style-type: none"> In your opinion, what, who why, how...? What is your opinion...? Do you think...? Don't you think that...? What are your views...? As far as you are concerned, what, when...? </td> </tr> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Giving opinions</td> <td> <ul style="list-style-type: none"> I think..... I feel..... I believe..... As I see it..... In my opinion..... As far as I'm concerned..... My point of view is that..... In my view..... It seems to me that..... I figure that..... From my point of view..... </td> </tr> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Agreeing with an Opinion</td> <td> <ul style="list-style-type: none"> My view about this is positive. I agree with this idea. I agree completely with this idea. I agree partially with this idea. This idea is absolutely right. This idea is partially right. I couldn't agree more on this. I think this idea is good. </td> </tr> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Disagreeing with an Opinion:</td> <td> <ul style="list-style-type: none"> I think this idea is impossible/ impractical/bad I think this idea is possible, but... I think this idea cannot be implemented. I don't agree with this idea. I think it is a bad idea. I'm not sure that I agree with this idea. The project is feasible, but... </td> </tr> </table> <p>C. Copy the chart in lesson part Responding to opinions on Page 66</p> <p>All the answers will be accepted as far as they express an opinion, asking, ageing or disagreeing/ formal or informal</p>	Asking for opinion	<ul style="list-style-type: none"> In your opinion, what, who why, how...? What is your opinion...? Do you think...? Don't you think that...? What are your views...? As far as you are concerned, what, when...? 	Giving opinions	<ul style="list-style-type: none"> I think..... I feel..... I believe..... As I see it..... In my opinion..... As far as I'm concerned..... My point of view is that..... In my view..... It seems to me that..... I figure that..... From my point of view..... 	Agreeing with an Opinion	<ul style="list-style-type: none"> My view about this is positive. I agree with this idea. I agree completely with this idea. I agree partially with this idea. This idea is absolutely right. This idea is partially right. I couldn't agree more on this. I think this idea is good. 	Disagreeing with an Opinion:	<ul style="list-style-type: none"> I think this idea is impossible/ impractical/bad I think this idea is possible, but... I think this idea cannot be implemented. I don't agree with this idea. I think it is a bad idea. I'm not sure that I agree with this idea. The project is feasible, but... 	10 mn 20 mn	
Asking for opinion	<ul style="list-style-type: none"> In your opinion, what, who why, how...? What is your opinion...? Do you think...? Don't you think that...? What are your views...? As far as you are concerned, what, when...? 										
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<ul style="list-style-type: none"> Follow up 	Students will add up other situations for further practice	5 mn									

Level: Second year Baccalaureate
 Topic: **Advanced in science and technology**
 Lesson and standards: **Reading: Women and politics- interpretive**
 Estimated Time: 50 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning

Unit 5 Lesson 5

Competencies: by the end of the lesson, students should be able to

- Predict the main ideas of the text
- Survey the text
- Read for specific information
- Identify and transformation in note form
- Discuss ideas in the text

Tasks	Steps / Activities	Time	Observations										
• To break the ice	Politic; Diplomatic; Prudent/ far-sighted; Wise; Expedient; sensible; prudent; tactful; discreet # foolish/ reckless/ hasty	5 mn											
• Discussion	A. Women participation in politics: *Important factors that empower women: - Education is the most important factor owing to its advantages: health, use of resources - Having active associations for better training - Allow the women to take significant choices in their life - Benefiting from the other countries' experience - Making effective use of our Islamic culture as it assigns great roles to women - Make them share responsibilities and take decisive decision B. Checking the suggestion: - ***** C. Paragraphs and content:	15 mn											
• Matching	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Content</th> <th style="width: 40%;">paragraph</th> </tr> </thead> <tbody> <tr> <td>5. The role of education</td> <td style="text-align: center;">3</td> </tr> <tr> <td>6. The different consequences of empowered women</td> <td style="text-align: center;">2</td> </tr> <tr> <td>7. Giving women more control over the family's resources.</td> <td style="text-align: center;">4</td> </tr> <tr> <td>8. What research has firmly and clearly concluded about the positive role of empowered women</td> <td style="text-align: center;">1</td> </tr> </tbody> </table>	Content	paragraph	5. The role of education	3	6. The different consequences of empowered women	2	7. Giving women more control over the family's resources.	4	8. What research has firmly and clearly concluded about the positive role of empowered women	1	10 mn	
Content	paragraph												
5. The role of education	3												
6. The different consequences of empowered women	2												
7. Giving women more control over the family's resources.	4												
8. What research has firmly and clearly concluded about the positive role of empowered women	1												
• Finding a title	D. Choosing the suitable title: 4. Women's rights 5. <u>Empowering women</u> 6. women' role in society We are discussing the ways to make women more powerful. It is not about society or rights.	5 mn											
• Which paragraph?	E. Words and their meaning in the text <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #333; color: white;"> <th style="width: 60%;">Words</th> <th style="width: 40%;">meanings</th> </tr> </thead> <tbody> <tr> <td>5. In the end § 1</td> <td>5. ultimately</td> </tr> <tr> <td>6. In a way that is large or important §2</td> <td>6. significantly</td> </tr> <tr> <td>7. Very important and needing immediate attention or action § 3</td> <td>7. imperative</td> </tr> <tr> <td>8. Of little importance. § 4</td> <td>8. trivial</td> </tr> </tbody> </table>	Words	meanings	5. In the end § 1	5. ultimately	6. In a way that is large or important §2	6. significantly	7. Very important and needing immediate attention or action § 3	7. imperative	8. Of little importance. § 4	8. trivial	5 mn	
Words	meanings												
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6. In a way that is large or important §2	6. significantly												
7. Very important and needing immediate attention or action § 3	7. imperative												
8. Of little importance. § 4	8. trivial												
• Blanks to fill in	F. Filling in the blanks: Two of the most important elements in the empowerment of women are education and (1) control over resources . Educated women tend to have smaller (2) fewer children , (3) provide better nutrition and (4) health For their children. On the other side, women with more (5) control , spend more money on the family-related matters. Simply put, empowering women is an imperative to (6) development .	10 mn											
• Follow up	Discussion: Proverbs: What do these proverbs suggest? Words are female, deeds are male. (<i>Italian</i>) Women when injured are generally not easily appeased. (<i>Latin</i>) Women in state affairs are like monkeys in glass-houses. (<i>Irish</i>)												

Level: Second year Baccalaureate
 Topic: **Advances in science and technology**
 Lesson and standards: **Grammar: Future perfect: Language development**
 Estimated Time: 90 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning, questioning

Unit 5
Lesson 6

Competencies: by the end of the lesson, students should be able to

Form the future perfect
 Use the future perfect correctly

Tasks	Steps / Activities	Timing	Observations
<ul style="list-style-type: none"> To break the ice and create fruitful learning opportunities 	<p>Future simple and continuous:</p> <ul style="list-style-type: none"> Tomorrow, my family will visit the local museum. You will have a test next week, so revise your notebooks. The tourists will be listening to the tourist guide talking about history and traditions. I will go to the beach next holidays. We will be swimming and playing various games. <p>Which tense is it?</p>	10 mn	
<ul style="list-style-type: none"> Exploring : Writing examples Form Practice 	<p>A. Contextualizing: Yes, Yassin thinks that he has enough time to read the book. He will have finished it before the deadline.</p> <p>B. Sentences:</p> <ul style="list-style-type: none"> The brown will have painted their house within two weeks. Yassin will have received his entire Math lesson by the end of this week. Yassin will have handed his own projects before Thursday. Yassin will have finished reading a 274-pages book before the deadline. <p>More Examples:</p> <ul style="list-style-type: none"> We had to wait until March. The person in charge will have returned from the meeting. Next week, we will have completed unit five. By the end of this year, Mr. Azmi will have lived in Lâayoune for twenty years The government will have equipped all school with sufficient computers by the end of this decade. <p>C. Form of future perfect:</p> <div style="border: 1px solid black; padding: 2px; text-align: center;">Will + have + past participle</div> <p>We use the future perfect to say that an action or event will be complete at a specific time in the future. I will have finished my project by the weekend. (by = not later than) This time next year, I <u>will have graduated</u>.</p> <p>* We use the future perfect to predict the present. Don't bother going to see him he'll have left.</p> <p>D. Verbs in their context:</p> <ol style="list-style-type: none"> Next week, that football player (play) will have played with our national team for six years. By 2020, our population (increase) will have increased enormously. By the beginning of June, my father (return) will have returned from France. Students (hand in) will have handed in their answer sheets by 6:05 p.m. Scientists (possibly, develop) will have possibly developed a new vaccine for AIDS in ten years time. 	5 mn 10 mn 5 mn 10 mn	
<ul style="list-style-type: none"> Follow up activity 	<p>Complete with a suitable adverb of time and put the verbs between brackets in the correct form:</p> <ol style="list-style-type: none"> I (finish) this report. We (have) dinner. She (leave) Paris. John (meet) Lucy. They (take) the exam. It (stop) snowing. I (read) all of this book. You (fall) asleep. She (watch) the film. He (arrive). 	10 mn	

Level: Second year baccalaureate
 Topic: **Advances in science and technology**
 Lesson and standards: **Writing: descriptive essay -Presentational**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 5

Lesson 7

Competencies: By the end of the lesson, students should be able to:

- o Write a descriptive piece of writing

Tasks	Steps / Activities	Timing	Observations																						
<ul style="list-style-type: none"> To break the ice 	Can you describe the picture on page 69	5 mn																							
<ul style="list-style-type: none"> Justification Components Elements 	<p>A. I took a seat at my usual booth. Paragraph 3</p> <p>B. Descriptive essay components:</p> <table border="1"> <tr><td>A person</td><td>3</td></tr> <tr><td>A place</td><td>2</td></tr> <tr><td>A memory</td><td>4</td></tr> <tr><td>An expression</td><td>5</td></tr> <tr><td>An object</td><td>1</td></tr> <tr><td>Feeling- emotions</td><td>6</td></tr> </table> <p>C. Elements</p> <table border="1"> <tr><td>Sight</td><td>See the restaurant, outside slightly titling, bronze status of podgy monk,</td></tr> <tr><td>Smell</td><td>Smell steaming rice,</td></tr> <tr><td>Touch</td><td></td></tr> <tr><td>Sound</td><td>My ears fill with sound of the booming noise, sweetest sounding voice I had ever heard ...</td></tr> <tr><td>Taste</td><td>Gobble down Japanese food, taste Cung Pow chicken</td></tr> </table>	A person	3	A place	2	A memory	4	An expression	5	An object	1	Feeling- emotions	6	Sight	See the restaurant, outside slightly titling, bronze status of podgy monk,	Smell	Smell steaming rice,	Touch		Sound	My ears fill with sound of the booming noise, sweetest sounding voice I had ever heard ...	Taste	Gobble down Japanese food, taste Cung Pow chicken	<p>5 mn</p> <p>5 mn</p> <p>20 mn</p> <p>20 mn</p>	
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Taste	Gobble down Japanese food, taste Cung Pow chicken																								
<ul style="list-style-type: none"> Be creative 	<p>I was having a walk along Niagara river which flows across Kent city. It is the north of Ohio state. I was coming from the river in a cold, sunny and snowy day. I was over a bridge when I noticed sophisticated wooden stairs leading to a platform or a sort of deck. It was attractive and beautiful. The smell of dead laves emanating from area made you think that you are faraway forest. You could imagine that none was there because of the weather. However, few people were passing by. The majority of people has their own cars or uses the public transportations.</p> <p>From time to time, you would hear the church' bell ringing or the train coming or going to the local station. The streams of the rivers were heard as far as you remained closer the edge of the river. It is a recall of Niagara fall along part of the boarders of Canada and the United states, in New Work Beefalo states. I image of a boat going under the falling water above us. We were wearing a blue plastic overcoats</p>																								
Follow up	⇒ Students will write a complete draft at home.																								

Level: Second year baccalaureate
 Topic: **Advances in science and technology**
 Lesson and standards: **Mind-map: Learner training- connections**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 5
Lesson 8

Competencies: By the end of the lesson, students should be able to:

- o Make mind-maps
- o Use mind-maps efficiently

Procedures:

- D.** Read the definitions
- E.** Read about how useful mind-maps are
- F.** Study a sample mind-map
- G.** Follow the given instructions and draw a mind-map concerning a given topic

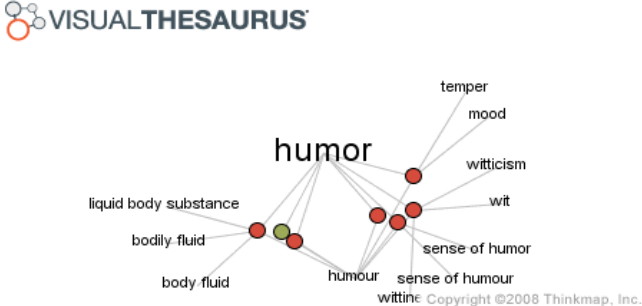
Tasks	Steps / Activities	Timing	Observations
• Defining	<p>Opening The lesson</p> <p>What is mind-map?</p> <p>It is a visual presentation of connection between concepts and ideas related to the central idea. It organizes information. It is a tool for making notes</p>	5 mn	
o Word-web	<p>It is the infliction of physical pain upon a person's body as punishment for a crime or infraction. Corporal punishments include flogging, beating, branding, mutilation, blinding, and the use of the stock and pillory. In a broad sense, the term also denotes the physical disciplining of children in the schools and at home.</p>	40 mn	
Follow up	⇒ Students will write an article about the topic of their mind-map	5 mn	

Level: Second year baccaulaureate
 Topic: **Humor**
 Lesson and standards: Culture- practice products
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 6
Lesson 1

Competencies: By the end of the lesson, students should be able to:

- o Use their background knowledge to identify the people in the pictures
- o Find out what they do
- o Give names of other humorists
- o Talk about their best humorists
- o Exchange opinions and views as well as information about humor

Tasks	Steps /Activities	Timing	Observations										
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 		5 mn											
<ul style="list-style-type: none"> • Background knowledge: • Reasons for humor: • Laughing together : • Inside the classroom: 	<p>A. Identification 1- Hana</p> <table border="1" data-bbox="516 810 1003 951"> <thead> <tr> <th>Names</th> <th>Job</th> </tr> </thead> <tbody> <tr> <td>Hanan Fadeli</td> <td>T.V presenter</td> </tr> <tr> <td>Charley Chaplin</td> <td>Actor</td> </tr> <tr> <td>Adil Imam</td> <td>Actor</td> </tr> <tr> <td>Mr. Ben</td> <td>Actor</td> </tr> </tbody> </table> <p>B. Notices and reason for their fun</p> <ol style="list-style-type: none"> 1. In Budapest Zoo: the guard on duty is considered as an animal 2. In the office of Romanian doctor: women are diseases 3. In a butcher hotel lobby: Everybody is supposed to stay away before that the lift is fixed <p>C. Jokes to read:</p> <ol style="list-style-type: none"> 1. The worker thinks that the boss is also late. 2. The couple does not know that the movie title is Romeo and Juliet. 3. The woman does not want her mother in law to live longer by benefiting from the book. <p>D. Discussion:</p> <ol style="list-style-type: none"> 1. Yes, we have humor in the classroom; it is unplanned. It does not last much time. 2. Sure, it is vital. It energizes our life and helps us cope with the difficulties of certain situations. 3. Certainly, it is used to teach or pre-teach some concepts or vocabulary items 	Names	Job	Hanan Fadeli	T.V presenter	Charley Chaplin	Actor	Adil Imam	Actor	Mr. Ben	Actor	<p>5 mn</p> <p>10 mn</p> <p>10 mn</p> <p>10 mn</p>	
Names	Job												
Hanan Fadeli	T.V presenter												
Charley Chaplin	Actor												
Adil Imam	Actor												
Mr. Ben	Actor												
<ul style="list-style-type: none"> • Follow up 	<p>Synonyms: Amusement, badinage, banter, buffoonery, clowning, comicality, comicalness, drollery, facetiousness, farce, flippancy, fun, gag, gaiety, happiness, high spirits, jest, jesting, jocoseness, jocularly, joke, joking, joyfulness, kidding, levity, lightness, playfulness, pleasantry, raillery, tomfoolery, whimsy, wisecrack, wit, witticism, wittiness</p> <p>Antonyms: depression, drama, sadness, seriousness, tragedy, unhappiness</p>	10 mn	Students will look for synonyms and antonyms: Make a poem										

Level: Second year baccaulaureate
 Topic: **humor**
 Lesson and standards: **Collocation with "do" and "make" language development**
 Estimated time: 45 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 6
Lesson 2

Competencies: By the end of the lesson, students should be able to:

- o Discover the meaning of the word "collocation"
- o Learn some "do" and "make".
- o Use collocation with "do" and "make" correctly.

Tasks	Steps / Activities	Timing	Observations																		
<p>To break the ice and create fruitful learning opportunities</p> <ul style="list-style-type: none"> • Matching exercise • Fill in the blanks • More Practice 	<p>Opening The lesson</p> <p>A. Definition: Do we say: make a joke or do a joke? person that is made fun of</p> <ul style="list-style-type: none"> • Words or actions intended to excite laughter or amusement/ An object of amusement or laughter • To make jokes; behave playfully • To tease or mock good-humoredly • <p>Who are the heroes of jokes in your area?</p> <ul style="list-style-type: none"> • Jaha / Chartat/ • Social/ political/ economical <p>B. Do/ make</p> <table border="1" data-bbox="479 751 1075 991"> <thead> <tr> <th>Make</th> <th>Do</th> </tr> </thead> <tbody> <tr> <td>A mess</td> <td>The homework</td> </tr> <tr> <td>A mistake</td> <td>A test</td> </tr> <tr> <td>The beds</td> <td>A job</td> </tr> <tr> <td>Noise</td> <td>Someone a favor</td> </tr> <tr> <td>A wish</td> <td>The shopping</td> </tr> <tr> <td>A promise</td> <td>Your hair</td> </tr> <tr> <td>A speech</td> <td>A Damage</td> </tr> <tr> <td>A telephone call</td> <td>Harm</td> </tr> </tbody> </table> <p>C. Blank filling:</p> <ol style="list-style-type: none"> 1. We've particularly run out of everything in the kitchen. I have to do the shopping this afternoon. 2. Will you do me favor a favor, please? Take this letter to the post office. 3. The kids have to learn to do their hair before they go to school> 4. I've got to make a speech for my boss's farewell party. 5. The little kid makes a wish before blowing off the birthday cake candles. <p>More examples:</p> <ol style="list-style-type: none"> 1. The only thing that matters for this young businessperson is to _____ a lot of money. 2. We'll go back to our country when the people there have _____ peace. 3. He deserves all our support because he always _____ his best. 4. Don't worry; we'll have _____ all the arrangements for you and your friends. 5. I knew that this had nothing to _____ with my wife. 6. When you have no comfort at all, you have to _____ without. 7. The speech he _____ yesterday was excellent. 8. He dislikes school because his classmates always _____ fun of him. 9. Will you marry him or not? It's time you _____ a decision! 10. You should _____ an effort and help me with the ironing. 	Make	Do	A mess	The homework	A mistake	A test	The beds	A job	Noise	Someone a favor	A wish	The shopping	A promise	Your hair	A speech	A Damage	A telephone call	Harm	<p>10 mn</p> <p>10 mn</p> <p>10 mn</p> <p>15 mn</p>	
Make	Do																				
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Follow up	⇒ Students will come more examples using the internet:	5 mn																			

Level: Second year baccaalaureate
 Topic: **Humor**
 Lesson and standards: **Listening and speaking: cultural- interpretive**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard, laptop
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 6
Lesson 3

Competencies: By the end of the lesson, students should be able to:

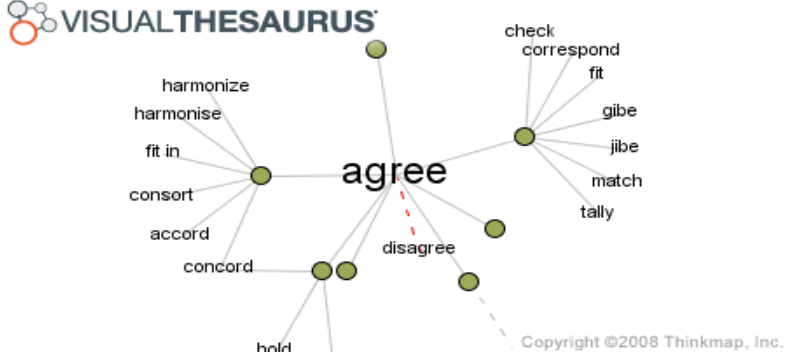
- Listen to specific information
- Show understanding of context
- Interpret ideas from the text

Tasks	Steps / Activities	Time	Observations
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	<p><u>Match the words and phrases below to their definitions:</u></p> <p>1. a) irony b) satire c) dry humor d) a practical joke</p> <ol style="list-style-type: none"> 1. A humor which depends on a writer or performer suggesting the opposite of what is actually expressed. 2. Making people or institutions appear ridiculous to show how foolish or bad they are. 3. You have this sense of humor when you can keep a straight face and let your voice sound as though you are being serious when you are joking. 4. A joke that involves tricking people and making them feel silly. 	5 mn	
<ul style="list-style-type: none"> • Pre-listening 	<p>A. "Laughter is the best medicine" Laugh, life will laugh for you</p>	5 mn	
<ul style="list-style-type: none"> • While-listening: 	<p>B. Best answer:</p> <ol style="list-style-type: none"> 1. This interview was given in a radio program. 2. In the interview, Dr. Steven Wilson talks about the importance of humor and laughter. 	5 mn	
<ul style="list-style-type: none"> • Questions 	<p>C. True/false and justification:</p> <ol style="list-style-type: none"> 1. False, to laugh and smile are something which is exclusively human. 2. False, humor is the ability to see non serious element in a situation. And laughter is a physical act. It is the physical response to humor. 3. True, it is not always timely. Humor has to be appealing to the tastes of the individual. 	10 mn	
<ul style="list-style-type: none"> • Gap-filling: 	<p>D. Blanks filling:</p> <ol style="list-style-type: none"> 1. A sense of humor is the ability to see the funny elements in a situation. 2. It is the power of humor to help foster and create connections between people in such an important point. 3. Laughter is almost always the physical response to humor. 4. The use of humor is not necessarily always appropriate. It has to be appealing to the tastes of the individual. 	10 mn	
<ul style="list-style-type: none"> • Follow up 	<p>E. Ideas from the interview:</p> <ol style="list-style-type: none"> 1. The health benefits of laughter can be compared to the benefits one gets from exercising. 2. It is much easier to measure physiological changes that accompany laughter. 	5 mn	
<ul style="list-style-type: none"> • Follow up 	<p>F. Discussion: "Laughter is the shortest distance between people."</p>		Filler

Level: Second year Bacculaureate
 Topic: **Advanced in science and technology**
 Lesson and standards: **Expressing agreement/ disagreement: interpersonal**
 Estimated Time: **50 minutes**
 Material : Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning

Unit 6
Lesson 4

GLOBAL OBJECTIVES: by the end of the lesson students will be able to
 Express agreeing and disagreeing using different expressions

Tasks and Objectives	Steps / procedures	Time	Observations						
<ul style="list-style-type: none"> To break the ice and create fruitful learning opportunities 	<p>What is another word for opinion?</p> 	10 mn							
<ul style="list-style-type: none"> Reading: Rely on the text to find expressions Adding up expressions: Practice: 	<p>A. Who James tends to be less critical of the company's new policy. He talks about the benefits of reducing firing out employees.</p> <p>B. activities :</p> <table border="1" data-bbox="479 884 1170 1717"> <tr> <td data-bbox="479 884 553 1192" style="writing-mode: vertical-rl; transform: rotate(180deg);">Agreeing</td> <td data-bbox="553 884 1170 1192"> m. Well, I think you `re right n. You're absolutely right o. I agree completely (with what you say). p. That's just/exactly what I think/believe. q. In my opinion, you are right/ correct. r. That's my opinion, too. s. I couldn't agree more. t. There's no doubt about it. u. You can say that again! v. You bet! </td> </tr> <tr> <td data-bbox="479 1192 553 1430" style="writing-mode: vertical-rl; transform: rotate(180deg);">Disagreeing</td> <td data-bbox="553 1192 1170 1430"> w. I am not sure I agree with you. x. I disagree with what you're saying. y. I don't agree with you/think so/see it that way. z. I couldn't agree less. aa. I couldn't disagree more. bb. You've got to be joking/kidding! cc. You can't really be serious! dd. Come off it! </td> </tr> <tr> <td data-bbox="479 1430 553 1717" style="writing-mode: vertical-rl; transform: rotate(180deg);">Partially disagreeing</td> <td data-bbox="553 1430 1170 1717"> ee. That's true, but..... ff. Yes, you're right, but..... gg. I respect your opinion/ You have a right to your opinion, but I think... hh. I'm not sure I can agree with what you say about... ii. I understand what you're saying but... jj. You could be right, but... kk. But I thought... ll. Yes, but... </td> </tr> </table> <p>C. Copy the chart in lesson part D. Practice 79 All the answers will be accepted as far as they express agreeing and disagreeing</p>	Agreeing	m. Well, I think you `re right n. You're absolutely right o. I agree completely (with what you say). p. That's just/exactly what I think/believe. q. In my opinion, you are right/ correct. r. That's my opinion, too. s. I couldn't agree more. t. There's no doubt about it. u. You can say that again! v. You bet!	Disagreeing	w. I am not sure I agree with you. x. I disagree with what you're saying. y. I don't agree with you/think so/see it that way. z. I couldn't agree less. aa. I couldn't disagree more. bb. You've got to be joking/kidding! cc. You can't really be serious! dd. Come off it!	Partially disagreeing	ee. That's true, but..... ff. Yes, you're right, but..... gg. I respect your opinion/ You have a right to your opinion, but I think... hh. I'm not sure I can agree with what you say about... ii. I understand what you're saying but... jj. You could be right, but... kk. But I thought... ll. Yes, but...	10 mn	
Agreeing	m. Well, I think you `re right n. You're absolutely right o. I agree completely (with what you say). p. That's just/exactly what I think/believe. q. In my opinion, you are right/ correct. r. That's my opinion, too. s. I couldn't agree more. t. There's no doubt about it. u. You can say that again! v. You bet!								
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<ul style="list-style-type: none"> Follow up 	Students will add up other situations for further practice	5 mn							

Level: Second year Baccalaureate
 Topic: **Humor**
 Lesson and standards: **Grammar: Conditional type III: Language development**
 Estimated Time: 90 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning, questioning

Unit 6
Lesson 6

GLOBAL OBJECTIVES: by the end of the lesson, students will be able to
 Learn about and practice conditional type III

Tasks and Objectives	Steps / procedures	Timing	Observations
<ul style="list-style-type: none"> To break the ice and create fruitful learning opportunities 	<p>Review Conditional : Much the sentence with the suitable letter</p> <ol style="list-style-type: none"> Type zero: Type one: Type two: <ol style="list-style-type: none"> If + simple present + simple present If + simple present + simple future If + simple past: subjunctive + Would do 	5 mn	
<ul style="list-style-type: none"> Exploring conditional type III 	<p>A. Comprehension</p> <ol style="list-style-type: none"> He ought his family would not hear of the idea/ would not give him permission Because they had an accident and one of his friends was seriously hurt. The taxi driver was driving so quickly and the road was so narrow and in bad conditions. He felt so ashamed of having made such a big mistake. 	10 mn	
<ul style="list-style-type: none"> Discovering the rule 	<p>B. Rule:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>If + past perfect, + would have done would have done + If + past perfect</p> </div>	5 mn	
<ul style="list-style-type: none"> Exploring the rule 	<p>C. Matching</p> <ol style="list-style-type: none"> If James had driven more carefully, he wouldn't have had an accident. If Karima had got up early, she wouldn't have got into trouble. I would have come to visit you, if had known you were ill. Louis would not have gone to the wedding if she hadn't been invited. If my sister had followed my advice, she wouldn't have been late for school. 	10 mn	
<ul style="list-style-type: none"> Practice: 	<p>D. Rewriting sentences:</p> <ol style="list-style-type: none"> If he had not felt asleep while driving, he wouldn't have crashed his car. If we had had enough money, we could have gone to the concert. I wouldn't have lost my job if I hadn't always been late for work. If the wind had been so strong, the bridge wouldn't have collapsed. I would have called Sally if I hadn't lost her number. 	10 mn	
<ul style="list-style-type: none"> More practice 	<p>Complete the Conditional Sentences Type III.</p> <ol style="list-style-type: none"> If the midfielders (pass)the ball more exactly, our team (have)more chances to attack. If the forwards (run)faster, they (score) more goals. Their motivation (improved) if they (kick) a goal during the first half. The fullbacks would have prevented one or the other goal if they (mark) their opponents. If the goalie (jump) up, he would have caught the ball. 	10 mn	
<ul style="list-style-type: none"> Follow up activity 	<p>Students will write some more examples of conditional type III</p>		

Abdesalam Zouita

Level: Second year baccalaureate
 Topic: **Women and Power**
 Lesson and standards: **Writing: cohesive devices-Presentational**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 6
Lesson 7

Global objectives: By the end of the lesson, students should be able to:

- o Use correctly a set of transition words

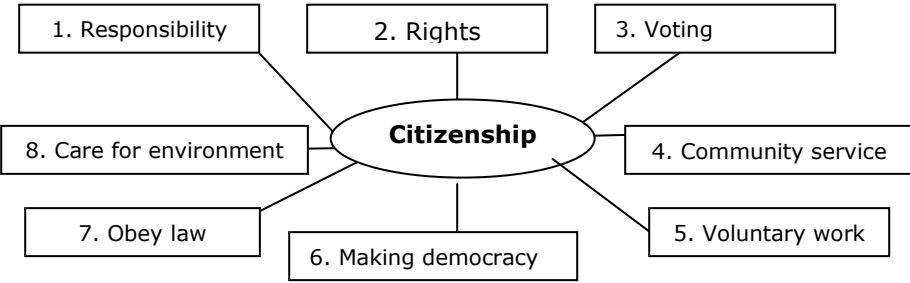
Process writing: Watching comedy films is worthless	Observations
<p>Introduction:</p> <ul style="list-style-type: none"> ✓ Many ways to change the routine: exercising, travelling, listening to music, playing games ✓ Watching comedy films is my favorite one. ✓ What pull out factors that push me to prefer them? ✓ Do they, really have any drawbacks? <p>Body:</p> <p>Good sides of watching comedy films:</p> <ul style="list-style-type: none"> • Seeking for relief from life's burden • Learning about special historical events amusingly • It cures some psychological troubles • Recharging the batteries • Making friendship, and important connections • Working in a free-anxiety situation beyond wok' tension • <p>Bad sides of watching comedy films:</p> <ul style="list-style-type: none"> • One should be eclectic concerning people, situation, and environment of making comic scene • You have to pay to get valuable film • Waste of time, and energy (electricity bill) • You may need to go to cinema • You may need to download film, which would be tedious if you have a slow connection <p>Conclusion:</p> <ul style="list-style-type: none"> • Despite some of the mentioned shortcomings, watching comedy films would of importance to human beings. 	

Level: Second year baccalaureate
 Topic: **Citizenship**
 Lesson and standards: Culture- practice products
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 7
Lesson 1

Global objectives: By the end of the lesson, students should be able to:

- Use their background knowledge and the pictures to talk about the issues related to citizenship
- Review and expand vocabulary related to the topic
- Talk about personal experience and their local content and exchange information about the topic

Tasks and Objectives	Steps / procedures	Timing	Ob																														
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	<p>Opening The lesson</p> <ul style="list-style-type: none"> - Citizenship consists in the service of the country. Jawaharlal Nehru - The test of good citizenship is loyalty to country. Bainbridge Colby - There can be no daily democracy without daily citizenship. Ralph Nade - We started a movement... to build character, citizenship, and confidence in young people. Andrew Shue 	5 mn																															
<ul style="list-style-type: none"> • Semantic map • Poll • Discussion 	<p>A. What is citizenship?</p>  <p>B. Are a good citizen? 1- Which one of these statements may apply to you?</p> <table border="1" data-bbox="370 1119 1239 1402"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>a. I take responsibility for what goes on in our neighborhood.</td> <td></td> <td></td> </tr> <tr> <td>b. I participate in the community service.</td> <td></td> <td></td> </tr> <tr> <td>c. I help take care of the environment.</td> <td></td> <td></td> </tr> <tr> <td>d. I obey the law.</td> <td></td> <td></td> </tr> <tr> <td>e. I respect other people's opinions even if they are even totally different from mine.</td> <td></td> <td></td> </tr> <tr> <td>f. I help make our democracy work voicing my opinion</td> <td></td> <td></td> </tr> <tr> <td>g. I vote</td> <td></td> <td></td> </tr> <tr> <td>h. I belong to association or development club.</td> <td></td> <td></td> </tr> <tr> <td>i. I do voluntary work</td> <td></td> <td></td> </tr> </tbody> </table> <p>2- Sentence completion I think I am/ am not a good citizen because.....</p> <p>C. Find lines in the poem which shows that the boy:</p> <p>Traits of good citizenship:</p> <ul style="list-style-type: none"> • Being a good neighbor by caring about others • Sharing your time and skills to the community to make it better, cleaner, and safer • Conserving resources by practicing the three R's: Reduce. Re-use. Recycle. • Staying informed on issues and voicing your opinions by voting. <p>Traits of bad citizenship:</p> <ul style="list-style-type: none"> • Looking out only for yourself • Littering and wasting resources. • Leaving all political matters to the so-called "experts". <p>You can be a positive role-model for citizenship by doing the following:</p> <ul style="list-style-type: none"> • Show concern for the success and safety of others. • Use non-judgmental language that does not offend or demean. • Do the right thing, especially when it is difficult. • Do the right thing, even when no one is looking. • Take responsibility for your actions. • Reflect on how your actions affect the welfare of others. 		Yes	No	a. I take responsibility for what goes on in our neighborhood.			b. I participate in the community service.			c. I help take care of the environment.			d. I obey the law.			e. I respect other people's opinions even if they are even totally different from mine.			f. I help make our democracy work voicing my opinion			g. I vote			h. I belong to association or development club.			i. I do voluntary work			15 mn 15 mn 10 mn	
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Follow up	⇒ Students will write one paragraph essay about the good traits of a good citizen.	5 mn																															

Level: Second year baccalaureate
 Topic: **Citizenship**
 Lesson and standards: **Idioms: language development**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 7
Lesson 2

Global objectives: By the end of the lesson, students should be able to:

- Understand the meaning of some idioms
- Use these idioms in their writing and speech

Tasks and Objectives	Steps / procedures	Timing	Observations																		
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	Against The Clock: Rushed and short on time. A Toss-Up: A result that is still unclear and can go either way. An Arm and A Leg: Very expensive/ A large amount of money. Apple of My Eye: Someone who is cherished above all others. Beat A Dead Horse: To force an issue that has already ended. Cry Wolf: Intentionally raise a false alarm.	10 mn																			
<ul style="list-style-type: none"> • Multiple choice 	A. Multiple choice My mother loves gardening; she has green fingers . Key: My mother has a talent for gardening.	5 mn																			
<ul style="list-style-type: none"> • Matching activity 	B. Matching idioms and definitions <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">idioms</th> <th style="width: 50%;">Definitions</th> </tr> </thead> <tbody> <tr> <td>1. To a piece of cake</td> <td>d - to be very easy</td> </tr> <tr> <td>2. Be on the go</td> <td>c. to hope For the best.</td> </tr> <tr> <td>3. To cram</td> <td>b- To try to learn much as possible in a short time</td> </tr> <tr> <td>4. To keep one's fingers crossed</td> <td>h- to be very busy</td> </tr> <tr> <td>5. To get on one's nerves</td> <td>f- to irritate someone, make someone upset</td> </tr> <tr> <td>6. To be green</td> <td>a- to be inexperienced</td> </tr> <tr> <td>7. To feel blue</td> <td>g- to feel sad and depressed</td> </tr> <tr> <td>8. Rain cats and dogs</td> <td>e- rain heavily</td> </tr> </tbody> </table>	idioms	Definitions	1. To a piece of cake	d - to be very easy	2. Be on the go	c . to hope For the best.	3. To cram	b - To try to learn much as possible in a short time	4. To keep one's fingers crossed	h - to be very busy	5. To get on one's nerves	f - to irritate someone, make someone upset	6. To be green	a - to be inexperienced	7. To feel blue	g - to feel sad and depressed	8. Rain cats and dogs	e - rain heavily	15 mn	
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<ul style="list-style-type: none"> • Blanks' filling 	C. Fill in with suitable idioms; <ol style="list-style-type: none"> 1. My friend said the test was difficult, but I thought it was a piece of cake. 2. I did well in the last test because I spent the whole week-end cramming for it 3. Mary is too green to do this job. 4. I don't know whether I'll be accepted for the job or not. The decision will be taken tomorrow. I am on the go. 5. Sally said she was sorry for not calling. She was keeping my fingers crossed all week long. 6. Peter's feeling blue these days 7. Would you switch off that radio, Bob? It is really getting on my nerves. 8. During my stay in London, it was raining cats and dogs. We spent most of our time in the hotel room. 	15 mn																			
Follow up	⇒ Students will further know about other idioms	5 mn																			

Level: Second year baccalaureate
 Topic: **Citizenship**
 Lesson and standards: **Listening and speaking: cultural- interpretive**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard, laptop
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 7
Lesson 3

Global objectives: By the end of the lesson, students should be able to:

- Predict the main idea of the listening text
- Listen for specific information
- Listen for detail
- Show understanding of the speaker's attitude
- Discuss ideas in the listening text

Tasks and Objectives	Steps / procedures	Time	Observations
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	<ul style="list-style-type: none"> • autonomy, independence, independency, liberty, self-government, sovereignty • By improving the vacant lot, Nubbs and his friends performed a community service. What does good citizenship have to do with community service? 	10 mn	
<ul style="list-style-type: none"> • Questions 	<p>A. Questions</p> <ul style="list-style-type: none"> c. The picture is about community service d. gardening; voluntary work, taking care of environment 	5 mn	
<ul style="list-style-type: none"> • Main idea 	<p>B. Main idea of the listening:</p> <p>3. It is about the role of formal education in fostering active and responsible citizenship.</p>	5 mn	
<ul style="list-style-type: none"> • Supported idea 	<p>C. Individuals exercise citizenship in different degrees because they enjoy different rights and responsibilities.</p>	5 mn	
<ul style="list-style-type: none"> • Questions 	<p>D. Questions:</p> <ul style="list-style-type: none"> e. variety of personal and social circumstances f. Parents, media, and opportunity for community based learning. g. No, both school and community 	5 mn	
<ul style="list-style-type: none"> • Discussion 	<p>Whole Listening:</p> <p>E. Discussion:</p> <ul style="list-style-type: none"> h. list some of the things you have learned at school which you think aim at preparing you for active and responsible citizenship i. helping others i. What other things do you think Moroccan schools should do effectively educate young people for active and responsible citizenship i. Sincerity <p style="text-align: center;">HOW TO BE A GOOD CITIZEN</p> <ul style="list-style-type: none"> • Do your share to make your school, your community, and the world a better place. . • Take responsibility for what goes on around you. • Participate in community service. • Help take care of the environment. • Be a good neighbor. • Treat other people with respect and dignity. • Follow the rules of your family, your school, and your society. 	20 mn	

Level: Second year Bacculaureate
 Topic: **Citizenship**
 Lesson and standards: **Functions: Expressing regret: interpersonal**
 Estimated Time: 50 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning

Unit 7
Lesson 4

GLOBAL OBJECTIVES: by the end of the lesson students will be able to

Express regret
 Use different ways to express regret

Tasks and Objectives	Steps / procedures	Time	Observations
<ul style="list-style-type: none"> To break the ice and create fruitful learning opportunities 	Opening The lesson To say what you wish about the past, you use the past perfect: <ul style="list-style-type: none"> I wish I had passed my ESL class last semester! (You didn't pass.) I wish she had given me her phone number. (She didn't give it to you.) To say what you wish about the present, you use the past: <ul style="list-style-type: none"> I wish I had a good job. (You have a bad job now.) I wish I had a million dollars. (You don't have a lot of money.) To say what you wish about the future, you use would: <ul style="list-style-type: none"> I wish Clinton would do more to help the poor. I wish you would quit smoking soon. 	10 mn	
<ul style="list-style-type: none"> From the dialogue: Practice 	A. Regret expressions from the text: <ul style="list-style-type: none"> I feel sorry I wish I hadn't If I had gone... I could have been... I regret having chosen... B. Complete the sentences with the appropriate expression: <ol style="list-style-type: none"> I wish I _____ a bigger house. I cannot have a party for a big crowd here. I hope she _____ a good job soon. She is three months behind in her rent. I wish he _____. Those cigarettes have given him a terrible cough! I wish you _____ at the party with me last night. It was so much fun! I hope she _____ the stadium tonight with that map we drew for her. I wish the teacher _____ things more clearly. I am always confused in this class. I wish I _____ some well-connected people who could help me with my problem. I wish politicians _____ more honest! It seems that they are always lying. 	10 mn	
<ul style="list-style-type: none"> Rely on the text to find expressions Practice 	C. Situations <ol style="list-style-type: none"> I wish I had not spent too much time in the cybercafé. If I had gone, I could have enjoyed myself. I regret having not joined you in the English evening class. I feel sorry for not attending your birthday party. D. If only/ wish <p>Wish and if only are used alternatively to express regret.</p> <ol style="list-style-type: none"> I wish I had not missed the bus yesterday/ if only I had got up early. If only I had locked my scooter, it would not be stolen. If only I had not gone on picnic to the mountain. I wish I had not lent my iPod to my friend. 	10 mn	
<ul style="list-style-type: none"> Follow up 	Students will add up other situations for further practice	5 mn	

Level: Second year Bacculaureate
 Topic: **citizenship**
 Lesson and standards: **Reading: Youth and politics: interpretive**
 Estimated Time: 50 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning

Unit 7
Lesson 5

GLOBAL OBJECTIVES: by the end of the lesson students will be able to

- Survey the text for the main ideas
- Read for specific information
- Paraphrase and interpret ideas
- Expand ideas by giving examples

Tasks an Objectives	Steps / procedures	Time	Observations
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	<p>What is voluntary work? It means simply, to be motivated and give one's time or energies to work towards a project or cause that you are interested in. Voluntary work falls mainly in three broad categories: (a) long term, paid positions; (b) short, medium and long term, unpaid positions; and (c) short term expeditionary conservation projects where volunteers are self-funding</p>	5 mn	
<ul style="list-style-type: none"> • Discussion 	<p>A. Should Young people be involved in voluntary work? The importance of voluntary work:</p> <ul style="list-style-type: none"> ➤ Add something valuable to your CV ➤ Develop new skills ➤ Give you responsibility ➤ Develop your resourcefulness ➤ Give you independence ➤ Boost your confidence ➤ Widen your circle of friends ➤ Provide adventure <p>Give you a chance to make a contribution</p>	15 mn	
<ul style="list-style-type: none"> • Complete the sentences 	<p>B. Answer: 4- What is citizenship and what are its implication.</p> <p>C. Sentences completion:</p> <p>7. As citizens, we enjoy different sorts of rights, but at the same time we have responsibilities</p> <p>8. Citizenship does not only mean concerns individuals, but it also concerns communities and institutions.</p>	5 mn	
<ul style="list-style-type: none"> • Paraphrasing 	<p>D. Paraphrasing "Young people should be regarded as citizens of today rather than citizen in waiting"</p> <ul style="list-style-type: none"> - Youth must be educated to serve the future - The young should have a say in the building of the community - Decision makers have to resort to young generation in every policy launching judgment - They should be trained well to shoulder responsibility - They should not be neglected since they are citizens. - We should involve them in various activities in different fields. 	10 mn	
<ul style="list-style-type: none"> • Communities: 	<p>What is meant by citizenship education? Citizenship education can be defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society. 'Society' is here understood in the special sense of a nation with a circumscribed territory that is recognized as a state.</p> <p>E. 1- Local community: Association: sport, culture, environment , social well-faire</p> <p>2- global communities: Green peace, Doctors without frontier, Amnesty international</p>	5 mn	
<ul style="list-style-type: none"> • Follow up 	<p>Why should there be voluntary work?</p> <ul style="list-style-type: none"> • To build young people's self-esteem and self-confidence; • To develop their ability to manage personal and social relationships; • To offer worthwhile and challenging new experiences; • To provide learning opportunities to enable young people to gain knowledge and develop new skills; • To build young people's capacity to consider risks and consequences and make informed decisions and take responsibility; • To help young people to develop social awareness and a sense of social solidarity; • To give young people a voice in decision-making which affect their lives; • To enhance young people's role as active citizens; • To listen to and hear what young people have to say. 	15 mn	

Level: Second year Bacculaureate
 Topic: **Citizenship**
 Lesson and standards: **Grammar: Reported speech: Language development**
 Estimated Time: 90 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning, questioning

Unit 7
Lesson 6

GLOBAL OBJECTIVES: by the end of the lesson students will be able to
 Use reported speech correctly
 Use other reporting verbs

Tasks and Objectives	Steps / procedures	Timing	Observations
<ul style="list-style-type: none"> To break the ice and create fruitful learning opportunities 	<p>Review:</p> <ol style="list-style-type: none"> That statement Yes/No questions W/h questions 	10 mn	
<ul style="list-style-type: none"> Comprehension: Conversation: Comparing Checking rules: Making report speech Reporting verbs: More practice Follow up activity 	<p>A. The American guest teacher spent three weeks in Ifrane.</p> <p>B. Conversational form using direct speech:</p> <p>Principal: Mr. Karimi, This is Mr. Watson, the new American guest teacher. Mr. Watson: Please to meet you, Mr. Karimi. Mr. Karimi: It is my pleasure. I hope you are enjoying your stay in Ifrane. Mr. Watson: I think it is a beautiful city, but it is a bit cold. I have been staying in a hotel for three weeks and it has not stopped raining since I have arrived. Of course, this wouldn't surprise me if it weren't May! Mr. Karimi: You should have bought warm clothes. Mr. Watson: I am going to fly back home next week. I can't wait to enjoy some sunny weather.</p> <p>C. Comparing answers</p> <p>D. Changes that have occurred in the statements:</p> <ol style="list-style-type: none"> tenses adverbs of time and place reporting modal verbs <p>Grammar summary can be use as a reference for students</p> <p>E. Answering exercise "E":</p> <ol style="list-style-type: none"> The father told his son that he would buy him a new scoter if his school result were better. Salah offered to teach me how to create a webpage. He said he could not remember how much he had paid for that computer Peter said that he had met Sally at the supermarket that evening. <p>F. A passive with two objects:</p> <ol style="list-style-type: none"> Bob's friend suggested thinking of finding another gob. The children's mother promised to take them out for dinner if they behaved themselves. Susan's colleagues complained that her neighbor's were always having parties. - Susan's colleagues complained about her neighbor's parties. He threatened him to call the police if he didn't stop that noise. Adam admitted that it had been his fault. 	<p>10 mn</p> <p>5 mn</p> <p>5 mn</p> <p>10 mn</p> <p>10 mn</p>	

Level: Second year bacallaureate
 Topic: **Citizenship**
 Lesson and standards: **Writing: Cause and effect- presentational**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 7
Lesson 7

Global objectives: By the end of the lesson, students should be able to:

- Use process writing techniques
- Use brainstorming to generate ideas related to the topic they would write about
- Plan, draft and edit their writing

Tasks and Objectives	Steps / procedures	Timing	Observations
• To break the ice	Process writing: "Are you for or against voluntary work"	5 mn	
• Brain-storming	<p style="text-align: center;">Women's participation in development:</p> <p>Introduction:</p> <ul style="list-style-type: none"> • How much do women contribute in society? • What are the major domains of women's participation? • What are the main differences of past and modern partaking/ involvement? <p style="padding-left: 40px;">Impediments obstacle hindrance hurdle Some Customs and traditions Father</p> <p>Body:</p> <p>*At the political level</p> <ul style="list-style-type: none"> • High political position: Minister • Councilors • Parliament members • Municipality • Head quarters • Political parties • national and international leaders: diplomacy • roles to handle successfully national and international issue, which made a big change in their community <p>* At the social level</p> <ul style="list-style-type: none"> • Nursery • Upbringing children • School: primary and secondary ones • Associations • Public Administration • Journalists, hospitals, • Preserving the heritages of the family, hence that of society. • <p>* At the economic level</p> <ul style="list-style-type: none"> • Owning their own resources • Financially independent • Business/ companies • Money equals power + authority • Income equals good health for them and their children <p>Conclusion: What are the possible ways to empower women to get more involved in society, economy, and politics? Despite all this involvement, women have a long way to struggle to be a full effective participants</p>	20 mn	
Follow up	⇒ Students will write a complete draft at home.	20 mn	

Level: Second year baccalaureate
 Topic: **Citizenship**
 Lesson and standards: **Learner training/ connections**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 7
Lesson 8

Global objectives: By the end of the lesson, students should be able to:

- Improve their listening abilities
- Use these strategies more effectively
- Telephone conversation skills


Tasks and Objectives	Steps / procedures	Timing	Observations
• Defining	Opening The lesson How to improve Listening skills		
Training strategies	Brush your listening ability: G. Be mentally ready to listen H. Be emotionally ready to listen I. Listen with purpose J. Listen with an open mind K. Be attentive L. Be active listener M. Accept the challenge N. Triumph over the environment	10 mn	
	Ten effective way to improve your listening skills: a. Face the speaker b. Maintain eye contact c. Minimize external distractions d. Respond appropriately e. Focus solely on what the speaker is saying f. Minimize internal distractions g. Keep an open mind. h. Avoid letting the speaker know how you handled a similar situation. i. Even if the speaker is launching a complaint against you, wait until they finish defending yourself. j. Engage yourself.	10 mn	
	Ten tips to improve listening skills on the telephone 1. Stay focused 2. Detect emotions 3. Ask questions 4. Don't interrupt 5. Don't pre-empt 6. Recap key facts 7. Pen and paper at the ready 8. Say it again 9. Watch the stereotypes 10. Be aware of the barriers to listening	10 mn	
Follow up	⇒ Students will come up with some short effective presentations		

Level: Second year baccalaureate
 Topic: **Brain drain**
 Lesson and standards: Culture- practice products
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 8
Lesson 1

Global objectives: By the end of the lesson, students should be able to:

- Use their background knowledge and the pictures to talk about the issues related to brain drain
- Review and expand vocabulary related to the topic
- Express their attitudes about the topic

Tasks and Objectives	Steps / procedures	Timing	Observations																		
• Ice breaker Using the visual		5 mn																			
• Reflections	<p>A. Critical thinking:</p> <ul style="list-style-type: none"> • The brain is tracing its way towards the unknown. The luggage is quite heavy. Hands and feet are seen. The basic thing is the brain, which is in the head. It is immigration of the intellect • The person is carrying a piece of paper, which would be a certificate or a valuable document to justify a particular deed. It emanating from darkness; again as a symbol of the obscurity. Are these certificates significant in our life? • A big question is blocking the horizon of the large highway. This main road is leading to nowhere. There is light coming from the scope. That represents hope. • It is a school from an Islamic country equipped with old furniture. The students appear to be aged. They must be illiterate in an evening class. Still, these people are optimistic; they are the hope of the future through education. 	15 mn																			
• Logic	<p>B. Logical order: Question, school, certificate, then immigration</p> <p>C. The action of having highly skilled and educated people leaving their own country to work abroad is brain drain.</p>	5 mn																			
• Defining	<p>The expression 'brain-drain migration' was popularized in the 1960s with the loss of skilled labor-power from a number of poor countries, notably India. Of particular concern was the emigration of those with scarce professional skills, like doctors and engineers, who had been trained at considerable expense by means of taxpayers' subsidies to higher education.</p> <p>It is impossible for political reasons to forbid emigration. This was a strategy closely associated with the repressive regimes in the Soviet Union and East Germany and would not be feasible or acceptable in virtually any country today. What, then, are the possible solutions to the brain drain?</p>	10 mn																			
	<p>D. Push factors versus Pull factors</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #cccccc;">Causes of Brain drain</th> </tr> <tr> <th style="width: 50%;">Push factors</th> <th style="width: 50%;">Pull factors</th> </tr> </thead> <tbody> <tr> <td>2. low wages and income</td> <td>1. High wages and income</td> </tr> <tr> <td>4. unsatisfactory living conditions</td> <td>3. Substantial funds for research Advanced technology, modern facilities</td> </tr> <tr> <td>5. lack of research and other facilities, including support staff</td> <td>7. Political stability</td> </tr> <tr> <td>6. Declining quality of educational system</td> <td>9. Better working conditions</td> </tr> <tr> <td>8. social unrest, political conflicts and wars</td> <td>11. Intellectual freedom</td> </tr> <tr> <td>10. Discrimination in appointment and promotion</td> <td></td> </tr> <tr> <td>12. lack of satisfactory working conditions</td> <td></td> </tr> </tbody> </table>	Causes of Brain drain		Push factors	Pull factors	2. low wages and income	1. High wages and income	4. unsatisfactory living conditions	3. Substantial funds for research Advanced technology, modern facilities	5. lack of research and other facilities, including support staff	7. Political stability	6. Declining quality of educational system	9. Better working conditions	8. social unrest, political conflicts and wars	11. Intellectual freedom	10. Discrimination in appointment and promotion		12. lack of satisfactory working conditions			
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• Good/bad sides	<p>E. What is the prevailing factor in your country?</p> <p>F. Negative and positive effects of brain drain</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Negative effects</th> <th style="width: 50%;">Positive effects</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Reduce the numbers of dynamic and innovative people whether entrepreneurs or academics • Increases dependence on foreign technical assistance • Slows the transfer of technology and widens the gap between African and industrialized countries • Negatively affects the continent's scientific output • Money lost in income tax revenues and in potential contributions to gross domestic product </td> <td> <ul style="list-style-type: none"> • Skilled immigrants contribute new skills and expertise when they return • National currency • Contribution of new skills when migrants return • Remittances from skilled migrants boosts household welfare • Remittances support the balance of payments </td> </tr> </tbody> </table>	Negative effects	Positive effects	<ul style="list-style-type: none"> • Reduce the numbers of dynamic and innovative people whether entrepreneurs or academics • Increases dependence on foreign technical assistance • Slows the transfer of technology and widens the gap between African and industrialized countries • Negatively affects the continent's scientific output • Money lost in income tax revenues and in potential contributions to gross domestic product 	<ul style="list-style-type: none"> • Skilled immigrants contribute new skills and expertise when they return • National currency • Contribution of new skills when migrants return • Remittances from skilled migrants boosts household welfare • Remittances support the balance of payments 	10 mn															
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• Which one is it?																					
Follow up	⇒ Students will look for more definition of brain drain using the internet																				

Level: Second year baccalaureate
 Topic: **Brain drain**
 Lesson and standards: **concession links: language development**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 8
Lesson 2

Global objectives: By the end of the lesson, students should be able to:

- o Use concession links

Tasks and Objectives	Steps / procedures	Timing	Observations									
• Ice breaker	<p>Despite the heavy traffic, we got there on time. Despite being much older, he won the race. In spite of the heavy traffic, we got there on time. In spite of the fact that he is much older, he won the race.</p>	5 mn										
• Despite/ In spite of / Although	<p><u>I Despite, In spite of, Although</u> A- Studying despite and in spite of In spite of has the same meaning as despite. We use despite in one half of a sentence to make the rest of the sentence surprising.</p> <p>B- Matching idioms and definitions</p> <table border="1"> <tr> <td>In spite of + verb + -ing / In spite + noun</td> </tr> <tr> <td>Despite + noun</td> </tr> <tr> <td>Although + subject</td> </tr> </table> <p>C-Complete ; 9. Although we understand our lesson, we make mistakes from time to time. 10. In spite of having worked for many years, Jack can't buy that nice house. 11. Despite the increase in the oil prices, people continue to travel by car.</p> <p>D- Complete ; 1. In spite of taking all pills, I still feel pain in my shoulder. 2. Despite his old age, my grandfather exercise in the morning. 3. Although he has been working in the company for many years, Bob was dismissed yesterday.</p> <p><u>II However, Nevertheless</u></p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>c</td> <td>a</td> <td>b</td> </tr> </table> <p>1) Humor is valuable to the quality of life; however, a lot of people spend days if not weeks in a stern mood. 2) Money does not mean happiness. Nevertheless, many people are becoming very materialistic. 3) Reading is an important activity for our brain. However, this activity is neglected by many people.</p> <p>Change the following sentences to in spite of 1. Even though Sherry had excellent grades, she was not admitted to the university. 2. The firefighters rescued the dog in the burning house although it was very dangerous. 3. Though the weather was very cold, we went swimming last week. 4. Even though the work was very hard, we enjoyed doing that job. 5. Although Jane <u>has</u> very little money, she is happy.</p> <p>More practice: 1. Although Maria is a clever student, she did not receive a scholarship. 2. Maria did not receive a scholarship although she is a clever student. 3. Although the cafe was crowded, we found a table. 4. Though it was raining, they swam in the sea. 5. I liked the sweater. I decided not to buy it though.</p>	In spite of + verb + -ing / In spite + noun	Despite + noun	Although + subject	1	2	3	c	a	b	15 mn	
In spite of + verb + -ing / In spite + noun												
Despite + noun												
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• However/ Nevertheless	<p>1) Humor is valuable to the quality of life; however, a lot of people spend days if not weeks in a stern mood. 2) Money does not mean happiness. Nevertheless, many people are becoming very materialistic. 3) Reading is an important activity for our brain. However, this activity is neglected by many people.</p> <p>Change the following sentences to in spite of 1. Even though Sherry had excellent grades, she was not admitted to the university. 2. The firefighters rescued the dog in the burning house although it was very dangerous. 3. Though the weather was very cold, we went swimming last week. 4. Even though the work was very hard, we enjoyed doing that job. 5. Although Jane <u>has</u> very little money, she is happy.</p> <p>More practice: 1. Although Maria is a clever student, she did not receive a scholarship. 2. Maria did not receive a scholarship although she is a clever student. 3. Although the cafe was crowded, we found a table. 4. Though it was raining, they swam in the sea. 5. I liked the sweater. I decided not to buy it though.</p>	15 mn										
Follow up	⇒ Students will come with more examples	5 mn										

Level: Second year baccalaureate
 Topic: **Brain Drain**
 Lesson and standards: **Listening and speaking: cultural- interpretive**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard, laptop
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 8
Lesson 3

Global objectives: By the end of the lesson, students should be able to:

- Predict the main idea of the listening text
- Listen for specific information
- Listen and check information
- Relate the topic to their personal experience

Tasks and Objectives	Steps / procedures	Time	Observations
• Ice breaker	The three million Moroccans living abroad represent around 10 per cent of the country's resident population and their money transfers are its biggest foreign currency source after tourism.	5 mn	
• Pre-listening:	A. Brainstorming 1. Yes, Morocco suffers from brain drain 2. Some reasons of this phenomenon are: <ul style="list-style-type: none"> • sluggish economic growth • economy's reliance on drought-prone agricultural • very few smaller, job-creating enterprises • complex administrative procedures • long delays in getting the right documents • Perception that you need powerful contacts in business and government • High percentage of illiteracy • High percentage of poverty • Difficulties in getting a job • Better opportunities abroad • Tempting salaries 	10 mn	
Part I • While-listening	B. All the above C. Checking the answer	5 mn	
• Questions	D. Right answer: 1. people living in foreign countries represent more or less than 10% of the country's resident population 2. Moroccan government efforts focus on boosting slow economic growth	10 mn	
Part II • True/ false	E. Questions: 1. true, expatriates appear loath to sink their money into smaller, job-creating enterprises 2. False, anyone wanting to start up a business could have all the documents; they need from one location within 48 hours not 24 hours. 3. True, by enacting investment-friendly reforms and making the banking sector more robust to cut lending rates	10 mn	
• After listening Discussion	F. Opportunities to work in Morocco and to work abroad <ul style="list-style-type: none"> • <i>Work experience abroad</i> is a proven way to boost your employability and enhance career prospects ... • programs to spend your summer break exploring the desired <i>country</i> • <i>Volunteering abroad is the opportunity of a lifetime, and our flexible short-term programs let you design your ideal experience overseas</i> • Experience the culture of a foreign country • <i>Cultural Embrace partners with local humanitarian organizations to share more knowledge about the people and culture</i> • <i>risk taking communities and improvement of standards of living</i> 	10 mn	
• Follow up	Students will discuss some points raised in this listening: The importance of brain drain		

Level: Second year Baccalaureate
 Topic: **Brain Drain**
 Lesson and standards: **Asking and giving advice: interpersonal**
 Estimated Time: 40 to 50 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning

Unit 8 Lesson 4

GLOBAL OBJECTIVES: by the end of the lesson, students will be able to
 Use expressions of giving and asking for advice

Tasks and Objectives	Steps / procedures	Time	Observations				
<ul style="list-style-type: none"> To break the ice and create fruitful learning opportunities 	Opening The lesson What can you say in these situations: <ul style="list-style-type: none"> Your friend is ill and refuses to take medicines. Your neighbor is very lazy. She is unwilling to change. Your brother is working hard and he never takes a rest. 	5 mn					
<ul style="list-style-type: none"> From the dialogue: Enriching your repertoire Practice 	A. Advice expressions: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center; vertical-align: middle;">Asking for advice</td> <td> What should I do...? What's your advice...? What ought I to do? ***** <ul style="list-style-type: none"> What do you think I should do? What do you advocate? What would you do What can I do? What do you think I ought to do? Is there anything else I can do? Do you have any ideas? . </td> </tr> <tr> <td style="width: 20%; text-align: center; vertical-align: middle;">Giving advice</td> <td> mm. ...should ... nn. ...Ought to ... oo. "If I were you, I'd..." pp. I advise you to ... qq. You ought to... ***** <ul style="list-style-type: none"> "If I were you, I would..." "Have you thought about...?" "You really ought to..." "Why don't you..." "In your position, I would..." "You should perhaps..." I think you should Maybe you should "Have you thought about "You should perhaps..." "You could always" You'd better If you take my advice ... It might be a good idea to..... You should consider..... </td> </tr> </table>	Asking for advice	What should I do...? What's your advice...? What ought I to do? ***** <ul style="list-style-type: none"> What do you think I should do? What do you advocate? What would you do What can I do? What do you think I ought to do? Is there anything else I can do? Do you have any ideas? . 	Giving advice	mm. ...should ... nn. ...Ought to ... oo. "If I were you, I'd..." pp. I advise you to ... qq. You ought to... ***** <ul style="list-style-type: none"> "If I were you, I would..." "Have you thought about...?" "You really ought to..." "Why don't you..." "In your position, I would..." "You should perhaps..." I think you should Maybe you should "Have you thought about "You should perhaps..." "You could always" You'd better If you take my advice ... It might be a good idea to..... You should consider..... 	30 mn	
Asking for advice	What should I do...? What's your advice...? What ought I to do? ***** <ul style="list-style-type: none"> What do you think I should do? What do you advocate? What would you do What can I do? What do you think I ought to do? Is there anything else I can do? Do you have any ideas? . 						
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	B. More expressions C. Complete the sentences with the appropriate expression: 1. You ought to practice for sometimes. 2. If I were you, I would fly by plane. 3. In your position, I would follow a rigid diet. 4. I advice you to practice and read more stories to foster your English	5 mn					
	D. More examples: <ul style="list-style-type: none"> Their sister stays up late and she is always feeling tired. Soufien is terrible at English. He wastes his times watching movies. 	5 mn					
<ul style="list-style-type: none"> Follow up 	Students will add up other situations for further practice	5 mn					

Reference:

- <http://www.eslgold.com/speaking/phrases.html>
<http://www.smic.be/smic5022/index.htm>
<http://www.ego4u.com/en/cram-up/grammar>

Level: Second year Baccalaureate
 Topic: **Brain Drain**
 Lesson and standards: **Reading: Brain drain- interpretive**
 Estimated Time: 50 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning

Unit 8
Lesson 5

GLOBAL OBJECTIVES: by the end of the lesson, students will be able to

Survey the text for main ideas of the text
 Read and specify topic sentences
 Specific reference / Make correct inference

Tasks and Objectives	Steps / procedures	Time	Observations												
Ice breaker	Could you remind me of reasons of brain drain? concerns <ul style="list-style-type: none"> • Heavy workload, • Lack of facilities, • A declining health service, • Inadequate living conditions, and • High levels of violence and crime Prospects for <ul style="list-style-type: none"> • Better remuneration, • Upgrading qualifications, • Gaining experience, • A safer environment, and • Family-related matters 	5 mn													
<ul style="list-style-type: none"> • For/Against • Matching • Which Para. • Finding a title • Questions 	A. Are you then, for or against this observable fact? B. Matching: Topic sentences <ul style="list-style-type: none"> • There is no doubt that more and better opportunities in Europe and North America are one of the attractions to moving there. • Strategies used in the past, which attempted to reverse the brain drain through rendition, and returned of skilled migrants to their countries of origin proved efficient. • Brain drain, or human capital flight, refers to the growing number of highly skilled people, in the fields ranging from health and science to engineering and information technology, engineering to Europe or North America • Brain drain has negative impacts on the country's economic prospects and competitiveness. • The government and the private sector should be working together to ensure they are making adequate investment in Africa in terms of research and development and creating an environment with attractive opportunities for graduate and researches. Main idea d. causes of brain drain b. ways to bring back immigrated brains a. definition of brain drain e. negative effects of brain drain c. measures to prevent brain drain C. Checking the suggestion: <table border="1" data-bbox="500 1182 1013 1247"> <tr> <td>Paragraphs</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Topic sentences</td> <td>3</td> <td>4</td> <td>1</td> <td>5</td> <td>2</td> </tr> </table> D. Giving titles: <ul style="list-style-type: none"> ○ Brain drain ○ How to turn brain drain negative sides to positive one ○ For or against brain drain ○ E. Questions to answer: <ul style="list-style-type: none"> • capital flight • immigrant of the best college and university graduates • It means creating adequate opportunities and conditions of work • expatriate knowledge networks 	Paragraphs	1	2	3	4	5	Topic sentences	3	4	1	5	2	10 mn 10 mn 5 mn 10 mn	
Paragraphs	1	2	3	4	5										
Topic sentences	3	4	1	5	2										
<ul style="list-style-type: none"> • Follow up 	F. Discussion: Is "Diaspora option" an effective way to reintegrate skilled expatriates in native country development? Turning Brain Drain into Brain Gain 2. members must be mostly nationals of a particular country living and working or studying abroad; 3. members must be highly skilled, active in a number of professional fields, specifically conducting scientific research; 4. the networks must have as their main purpose the economic and social development of the country of origin; 5. There must be a degree of connection or linkage between different network members and between network members and their counterparts in their country of origin	10 mn													

Level: Second year Baccalaureate
 Topic: **Brain Drain**
 Lesson and standards: **Grammar: Relative clause: Language development**
 Estimated Time: 90 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning, questioning

Unit 8 Lesson 6

GLOBAL OBJECTIVES: by the end of the lesson students will be able to
Use relative pronouns effectively

Tasks and Objectives	Steps / procedures	Timing	Observations																																																																													
<ul style="list-style-type: none"> Ice breaker 	<p>What is a clause and a defining clause? A Clause is a part of a sentence that usually contains a Subject and a Verb. It is usually connected to the other part of the Sentence by a Conjunction. It is not a complete sentence on its own. A defining relative clause gives essential information about the noun or noun phrase it modifies, without which the sentence would not make sense as the listener or reader would not be able to identify the noun in the sentence.</p>	5 mn																																																																														
<ul style="list-style-type: none"> Exploring From the text Restriction 1 Restriction 2 Restriction 1 	<p>A. Chaibia's painting were mainly about rural life because its origin, her root and a place where she had nice moments.</p> <p>B. Clauses in the text</p> <table border="1"> <thead> <tr> <th>Cluses</th> <th>R.</th> <th>N.R</th> </tr> </thead> <tbody> <tr> <td>1. Who become famous</td> <td>✓</td> <td></td> </tr> <tr> <td>2. who started painting when she was still a young girl</td> <td></td> <td>✓</td> </tr> <tr> <td>3. which depicted the Moroccan rural life</td> <td></td> <td>✓</td> </tr> <tr> <td>4. who lived to 85</td> <td></td> <td>✓</td> </tr> <tr> <td>5. who appears in her paintings</td> <td>✓</td> <td></td> </tr> <tr> <td>6. who painted without formal training</td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>C. Restricted or not?</p> <table border="1"> <thead> <tr> <th>Cluses</th> <th>R</th> <th>N-R</th> </tr> </thead> <tbody> <tr> <td>1. who returned to the country to exploit their potentials</td> <td>✓</td> <td></td> </tr> <tr> <td>2. who owns a well-renewed restaurant in Washington D.C.</td> <td></td> <td>✓</td> </tr> <tr> <td>3. which caught fire in Paris last night</td> <td>✓</td> <td></td> </tr> <tr> <td>4. who have got their French visa</td> <td>✓</td> <td></td> </tr> <tr> <td>5. who was considered the father of modern Moroccan novel</td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>D. Relative clause can be removed:</p> <table border="1"> <thead> <tr> <th>Cluses</th> <th>R.</th> <th>N-R</th> </tr> </thead> <tbody> <tr> <td>1. Which lived the American continent</td> <td></td> <td>✓</td> </tr> <tr> <td>2. who met representatives of Moroccan communities living abroad</td> <td></td> <td>✓</td> </tr> <tr> <td>3. who left his country in search for appropriate environment to fulfill his project in biology</td> <td>✓</td> <td></td> </tr> <tr> <td>4. which boosted by remittent from our communities in five continents</td> <td>✓</td> <td></td> </tr> <tr> <td>5. where many conferences are organized</td> <td></td> <td>✓</td> </tr> <tr> <td>6. every year</td> <td></td> <td>✓</td> </tr> <tr> <td>7. which they played last night</td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>E. Which relative is it?</p> <table border="1"> <thead> <tr> <th>Sentences</th> <th>It modifies</th> </tr> </thead> <tbody> <tr> <td>1. Do you know the girl who/whom I danced with?</td> <td>object</td> </tr> <tr> <td>2. Do you know the girl who/whom danced with me?</td> <td>subject</td> </tr> <tr> <td>3. The apples that lying on the table are bad?</td> <td>subject</td> </tr> <tr> <td>4. The apples that we bought in the shop are bad</td> <td>object</td> </tr> <tr> <td>5. We will stay at a hotel which is not far from the beach</td> <td>subject</td> </tr> <tr> <td>6. We will stay at a hotel which my friend has recommended to us</td> <td>object</td> </tr> </tbody> </table> <p>F. Omitted or not Omitted 4, 5, 6 Not omitted: 1, 2, 3</p> <p>Students will write some more examples of relative clauses</p>	Cluses	R.	N.R	1. Who become famous	✓		2. who started painting when she was still a young girl		✓	3. which depicted the Moroccan rural life		✓	4. who lived to 85		✓	5. who appears in her paintings	✓		6. who painted without formal training		✓	Cluses	R	N-R	1. who returned to the country to exploit their potentials	✓		2. who owns a well-renewed restaurant in Washington D.C.		✓	3. which caught fire in Paris last night	✓		4. who have got their French visa	✓		5. who was considered the father of modern Moroccan novel		✓	Cluses	R.	N-R	1. Which lived the American continent		✓	2. who met representatives of Moroccan communities living abroad		✓	3. who left his country in search for appropriate environment to fulfill his project in biology	✓		4. which boosted by remittent from our communities in five continents	✓		5. where many conferences are organized		✓	6. every year		✓	7. which they played last night		✓	Sentences	It modifies	1. Do you know the girl who/whom I danced with?	object	2. Do you know the girl who/whom danced with me?	subject	3. The apples that lying on the table are bad?	subject	4. The apples that we bought in the shop are bad	object	5. We will stay at a hotel which is not far from the beach	subject	6. We will stay at a hotel which my friend has recommended to us	object	10 mn 10 mn 10 mn 5 mn	
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R: restricted
 N.R: not restricted

Level: Second year baccalaureate
 Topic: **Brain Drain**
 Lesson and standards: **Writing: cause and effects- presentational**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 8
Lesson 7

Global objectives: By the end of the lesson, students should be able to:

- Use cause and effect in their writing
- Write a formal letter

Tasks and Objectives	Steps / procedures	Timing	Observations
<ul style="list-style-type: none"> • To break the ice 	Topic: Some measures that may solve the problem or at least reduce the negative effects		
<ul style="list-style-type: none"> • Introduction 	Introduction: <p>The expression 'brain-drain migration' was popularized in the 1960s with the loss of skilled labor-power from a number of poor countries, notably India. Of particular concern was the emigration of those with scarce professional skills, like doctors and engineers, who had been trained at considerable expense by means of taxpayers' subsidies to higher education. What are, then, the possible solutions to the brain drain?</p>	10 mn	
<ul style="list-style-type: none"> • Body: 	a- Causes of brain drain <ul style="list-style-type: none"> • Low wages and income • Unsatisfactory living conditions • Lack of research and other facilities, including support staff • Declining quality of educational system • Social unrest, political conflicts, and wars • Discrimination in appointment and promotion • Lack of satisfactory working conditions 	15 mn	
<ul style="list-style-type: none"> • Conclusion: 	b- Negative aspects of brain drain: <ul style="list-style-type: none"> • Reduce the numbers of dynamic and innovative people whether entrepreneurs or academics • Increases dependence on foreign technical assistance • Slows the transfer of technology and widens the gap between African and industrialized countries • Negatively affects the continent's scientific output • Money lost in income tax revenues and in potential contributions to gross domestic product <ul style="list-style-type: none"> ▪ Turning Brain Drain into Brain Gain ▪ Members must be mostly nationals of a particular country living and working or studying abroad; ▪ Members must be highly skilled, active in a number of professional fields, specifically conducting scientific research; ▪ The networks must have as their main purpose the economic and social development of the country of origin; ▪ There must be a degree of connection or linkage between different network members and between network members and their counterparts in their country of origin 	15 mn	
		10 mn	
Follow up	⇒ Students will write their final draft for correction		

Level: Second year baccalaureate
 Topic: **Brain drain**
 Lesson and standards: **Brain drain: Note taking- Learner training**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Global objectives: By the end of the lesson, students should be able to:

- o Discover and acquire new strategies to memorize vocabulary
- o Use these strategies more effectively

Tasks and Objectives	Steps / procedures	Timing	Observations
<ul style="list-style-type: none"> • Defining 	<p>Taking notes: <i>Noun</i></p> <ol style="list-style-type: none"> 1 a brief informal letter 2. a brief record in writing for future reference 3. a critical comment or explanation in a book 4. an official written communication, as from a government or from a doctor 5. short for banknote 6. <i>Brit & NZ</i> a musical sound of a particular pitch 7. a written symbol representing the pitch and duration of a musical sound 8. <i>Chiefly Brit</i> a key on a piano, organ, or other keyboard instrument 9. a particular feeling or atmosphere: an optimistic note 10. a distinctive vocal sound, as of a type of animal 11. a sound used as a signal or warning: the note to retreat was sounded 12. short for promissory note 	10 mn	
<p>Training strategies</p>	<p>Develop a note taking method that works for you.</p> <p><i>"Learn, compare, and collect the facts."</i> - Ivan Petrovic Pavlov (1849 - 1936), Russian physiologist.</p> <p>Fine-tune the structure and organization of your notes to increase your note taking speed and comprehension later.</p> <ul style="list-style-type: none"> ➤ Start each new lecture on a new page, and date and number each page. The sequence of material is important. ➤ Write on one side of the paper only. You can set them out side-by-side for easier reviewing when studying for an exam. ➤ Leave blank spaces. This allows you to add comments or note questions later. ➤ Make your notes as brief as possible. "Never use a sentence when you can use a phrase, or a phrase when you can use a word" (Berkeley). ➤ Develop a system of abbreviations and symbols you can use wherever possible. ➤ Note all unfamiliar vocabulary or concepts you don't understand. This reminds you to look them up later <p>Also, you have to:</p> <ul style="list-style-type: none"> ➤ Improve your listening skills ➤ Review and edit your notes 		

Level: Second year baccalaureate
 Topic: **Sustainable development**
 Lesson and standards: Culture- practice products
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 9 Lesson 1

Global objectives: By the end of the lesson, students should be able to:

- Use their background knowledge and the pictures to talk about the main theme of the unit
- Review and acquire vocabulary through visual clues
- Identify the requirement of sustainable development

Tasks and Objectives	Steps / procedures	Timing	Observations
• Ice breaker	<ul style="list-style-type: none"> ➢ Let there be peace on Earth, and let it begin with me ➢ We are richer when we give and poorer when we keep ➢ To lead others out of darkness, let them see your light ➢ A little encouragement; sparks a great accomplishment ➢ A little act of kindness can have multiple results 	5 mn	
• Justify your choice	<p>A. Developed/ underdeveloped</p> <ol style="list-style-type: none"> 1. a- Using harvesters in large field to achieve quality and more products, it is saving time, energy, and money. 2. b- High way facilities: speed the traffic, ease the movement oh heavy vehicles, more organized, more safe and secure. Cater for more occupations and contribute to the economy f the country as part of the infrastructure. 3. c- It is an uninhabited place. It is a hectic industrial area. It must be a nuclear region, which can be used either for safe or to be equipped with nuclear arms. 4. d- It denotes child labor. These children are half-naked and deprived from going to schools. 5. e- It is a big library at school, which is equipped with all the technological facilities. Students can do their assignments online, and do their projects effectively since all the resources are at hand. 6. f- Crowded old means of transports, it is not organized. There are too many people in the county and not enough facilities to supply the needs of the dwellers. 7. g- Scanner provides medicinal facilities, despite its high cost. These services are of paramount importance for every citizen to lead a good life. 8. h. Ploughs are used in poor countries for the limited areas for agriculture. The financial resources are imperfect. 9. Modern cities providing well shipshape and aired dwellings with all the necessary facilities. <p>B. 1- Basic elements of development</p> <ul style="list-style-type: none"> • Good infrastructure • Poverty reduction • Providing more effective resources • Deciding on successful projects • Encouraging education • Eradicating poor quality • Fighting dishonesty • High percentage of literacy • Strong economy • Investment • Give chance to young people to set up their project effectively • Enhancing intellectual freedom <p>2- Negative sides of development</p> <ul style="list-style-type: none"> • Noisy atmosphere more suited the lifestyle • Mushrooming of flats • Traffic congestion • Water scarcity problems • Pollution/ stress/ • Change of landscape • Invention of destructive weapons • Ozone layers problem: environment problems <p>3- sustainable development</p> <p>In a broad sense, it is the ability to maintain a certain process or state. It is now most frequently used in connection with biological and human systems. In an ecological context, sustainability can be defined as the ability of an ecosystem to maintain ecological processes, functions, biodiversity, and productivity into the future.</p>	30 mn	
• Brainstorming:	<p>C. "Think globally, but act locally":</p> <ul style="list-style-type: none"> • Refers to the argument that global environmental problems can turn into action only by considering ecological, economic, and cultural differences of our local surroundings 	15 mn	
• Discussion	<p>C. "Think globally, but act locally":</p> <ul style="list-style-type: none"> • Refers to the argument that global environmental problems can turn into action only by considering ecological, economic, and cultural differences of our local surroundings 	5 mn	
• Follow up	⇒ Students will write one paragraph essay about the importance of sustainable development.		

Level: Second year baccalaureate
 Topic: **Sustainable Development**
 Lesson and standards: **Listening and speaking: cultural- interpretive**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard, laptop
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 9
Lesson 3

Global objectives: By the end of the lesson, students should be able to:

- o Interpret title/ Check for information/ Listen for specific information/ Identify development banks/ Use mind-map

Tasks and Objectives	Steps / procedures	Time	Observations																																																				
<p>• Pre-listening 9</p> <p>• Whole Listening: Part One:</p> <p>• Part Two:</p>	<p>A. Semantic map:</p> <table border="0"> <tr> <td>Check</td> <td>Cash in hand</td> <td>Money</td> </tr> <tr> <td>Saving bank</td> <td></td> <td>Funds</td> </tr> <tr> <td>Funding projects</td> <td></td> <td>Giving loans</td> </tr> <tr> <td>Deposit</td> <td></td> <td>Coin bank</td> </tr> <tr> <td>Giving credits</td> <td>Bank</td> <td></td> </tr> <tr> <td>Transact</td> <td></td> <td>Finances</td> </tr> <tr> <td>Helping investors</td> <td></td> <td>High interest</td> </tr> <tr> <td>enclose</td> <td></td> <td>Bankrupt</td> </tr> <tr> <td>Supervising projects</td> <td>Stockpile</td> <td>World trade- transform money</td> </tr> </table> <p>B. Bank' interests:</p> <ul style="list-style-type: none"> • Developing economy • Funding projects • Prepare for future competition • Acquiring a trust business certificate from trust companies • Enable the banks with more profitable • Investment • Transferring money <p>2. Main clients of banks:</p> <ul style="list-style-type: none"> • Businessman/ employees/ governments/ companies/ factories • Everyone who cannot keep money at home <p>3. Reasons for going to the bank:</p> <ul style="list-style-type: none"> • Seeking for safety • Getting loans and credits to draw money • Have had checking or savings accounts • Meet the minimum balance requirements • Courteous and helpful services • Easiness appears to be a significant factor <p>C. Title: "Development Bank: leaders with interest in progress" They seek to help the browsers develop and make progress.</p> <p>A. Checking the title interpretation</p> <p>B. True/ false statements:</p> <ol style="list-style-type: none"> 1. False, they are international lending groups. 2. True, the money come from members countries and borrowing on word market 3. True, they provide long-term loans at market rate and technical assistance advice. <p>C. Checking the above answers</p> <p>A/ B. Chart completion:</p> <table border="1"> <thead> <tr> <th></th> <th>Development bank</th> <th>Starting date</th> <th>place</th> <th>Number of member counties</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>The inter-American Development bank</td> <td>1959</td> <td>Washington DC., USA</td> <td>47</td> </tr> <tr> <td>2</td> <td>The African Development Bank</td> <td>1963</td> <td>Abidjan, Ivory Cost</td> <td>24 + 53</td> </tr> <tr> <td>3</td> <td>The Asian Development Bank</td> <td>1966</td> <td>Manila, Philippines</td> <td>63</td> </tr> <tr> <td>4</td> <td>The European Bank for Reconstruction and development</td> <td>1991</td> <td>London</td> <td>Not provided</td> </tr> </tbody> </table> <p>D. Questions:</p> <ol style="list-style-type: none"> 1. European Bank 2. Asian Development Bank 3. Inter-American Development Bank 4. Inter-American Development Bank 	Check	Cash in hand	Money	Saving bank		Funds	Funding projects		Giving loans	Deposit		Coin bank	Giving credits	Bank		Transact		Finances	Helping investors		High interest	enclose		Bankrupt	Supervising projects	Stockpile	World trade- transform money		Development bank	Starting date	place	Number of member counties	1	The inter-American Development bank	1959	Washington DC., USA	47	2	The African Development Bank	1963	Abidjan, Ivory Cost	24 + 53	3	The Asian Development Bank	1966	Manila, Philippines	63	4	The European Bank for Reconstruction and development	1991	London	Not provided	<p>10 mn</p> <p>10 mn</p> <p>5 mn</p> <p>10 mn</p> <p>10 mn</p> <p>5 mn</p>	
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<p>• Follow up activity</p>	<p>Development Banks international 1 Lending groups. They lend money to 2 developing countries to help fuel economic growth and social 3. progress. They are not 4 part of the world Bank, The international Monetary Fund or United Nations. The money comes from member countries and borrowing on the world markets.</p> <p>Development banks provide long-term 5 Loans at the market rates. They provide even long-term loans at below market interest rates. The banks also provide technical 6. assistance and advice.</p>		<p>If no time, task to be finished at home</p>																																																				

Level: Second year Baccalaureate
 Topic: **Sustainable development**
 Lesson and standards: **Certainty and uncertainty: interpersonal**
 Estimated Time: 40 to 50 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning

Unit 9
Lesson 4

GLOBAL OBJECTIVES: by the end of the lesson students will be able to
 Express certainty and uncertainty

Tasks and Objectives	Steps / procedures	Time	Observations																										
• Ice breaker	Do you know that There is no national exam this year! What is your reaction? - Doubt - Certain - Uncertain	5 mn																											
• Identification	<p>A. Identifying certainty and uncertainty:</p> <table border="1"> <thead> <tr> <th>Expressions of certainty</th> <th>Expressions of uncertainty</th> </tr> </thead> <tbody> <tr> <td>Certainly ...</td> <td>Doubtful ...</td> </tr> <tr> <td>Believe ...</td> <td>It is possible...</td> </tr> <tr> <td>.....</td> <td>I'm not sure...</td> </tr> <tr> <td>Sure, ...</td> <td>.....</td> </tr> <tr> <td>Of course ...</td> <td>I am uncertain...</td> </tr> <tr> <td>I strongly believe...</td> <td>it might be ...</td> </tr> <tr> <td>... must be...</td> <td>I very much doubt...</td> </tr> <tr> <td>It is certain that...</td> <td></td> </tr> <tr> <td>I am absolutely sure...</td> <td></td> </tr> <tr> <td>Evidently ...</td> <td></td> </tr> <tr> <td>There is no doubt that...</td> <td></td> </tr> <tr> <td>It goes without saying</td> <td></td> </tr> </tbody> </table>	Expressions of certainty	Expressions of uncertainty	Certainly ...	Doubtful ...	Believe ...	It is possible...	I'm not sure...	Sure,	Of course ...	I am uncertain...	I strongly believe...	it might be must be...	I very much doubt...	It is certain that...		I am absolutely sure...		Evidently ...		There is no doubt that...		It goes without saying		10 mn	
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• What is it?	<p>B. What is expressed,</p> <p>9. uncertainty 10. probability 11. certainty</p>	10 mn																											
• Practice	<p>C. Situations</p> <p>1. I'm not sure that the problem of employment in Morocco will be solved completely in a few years. 2. It goes without saying that sustainability is not just a dream for some economists, but a reality if we join our effort. 3. Evidently, in a globalised market, it is very easy to predict the future of many of our companies.</p>																												
• Adverbs	<p><u>ADVERBS OF CERTAINTY</u></p> <p>These adverbs express how certain or sure we feel about an action or event.</p> <p>Common adverbs of certainty: <i>Certainly, definitely, probably, undoubtedly, surely</i></p> <p>Adverbs of certainty go before the main verb but after the verb 'to be':</p> <p>He <i>definitely</i> left the house this morning. He is <i>probably</i> in the park.</p> <p>With other auxiliary verb, these adverbs go between the auxiliary and the main verb:</p> <p>He has <i>certainly</i> forgotten the meeting. He will <i>probably</i> remember tomorrow.</p> <p>Sometimes these adverbs can be placed at the beginning of the sentence:</p> <p><i>Undoubtedly</i>, Winston Churchill was a great politician.</p> <p>BE CAREFUL! With <i>surely</i>. When it is placed at the beginning of the sentence, it means the speaker thinks something is true, but is looking for confirmation:</p> <p>Example: <i>Surely</i>, you've got a bicycle?</p>	10 mn																											
• Follow up	Students will add up other situations for further practice	5 mn																											

Level: Second year Baccalaureate
 Topic: **Sustainable Development**
 Lesson and standards: **Reading: Sustainable development: interpretive**
 Estimated Time: 50 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning

GLOBAL OBJECTIVES: by the end of the lesson, students will be able to

- Predict the main ideas of the text
- Survey the text for specific information
- Show Understanding of context
- Relate text to personal experience

Tasks and Objectives	Steps / procedures	Time	Observations																																											
<ul style="list-style-type: none"> • Ice breaker ice 	<ul style="list-style-type: none"> • What is the theme of the unit we are studying? • What is sustainable development? <p>The question should be answered before opening their textbook.</p>	5 mn																																												
<ul style="list-style-type: none"> • Discussion • Matching • Finding a title • Which paragraph ? 	<p>A/B. check the answer for their question "Sustainable development is to meet the needs of the present without compromising the ability of future generations to meet their needs"</p> <p>*****</p> <p>C. Matching the Paragraphs:</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: center;">Statements</th> <th style="text-align: center;">paragraph</th> </tr> </thead> <tbody> <tr> <td>9. Sustainable development and the need for life quality improvement</td> <td style="text-align: center;">4</td> </tr> <tr> <td>10. Problems encountered by people as their resources are badly affected</td> <td style="text-align: center;">2</td> </tr> <tr> <td>11. The new strategy needed in interdependent fields</td> <td style="text-align: center;">3</td> </tr> <tr> <td>12. Roles to play towards the coming generations</td> <td style="text-align: center;">1</td> </tr> </tbody> </table> <p>D. Questions</p> <p>9. It is warning call (We inherited a lot of natural resources but we have exhausted most of them.</p> <p>10. Communities are facing various problems related to economy, society, and environment.</p> <p>11. Progress and improvement of quality of life without harming the environment</p> <p>12. Human factor is the challenge in this factor. Without human empowerment no development can occur.</p> <p>13. Existence of many obstacles in different fields requires integrated actions three key areas: economic growth and equity, conserving natural resources and environment and social development.</p> <p>E. Word formation</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Verb</th> <th style="text-align: center;">adjective</th> <th style="text-align: center;">Noun</th> </tr> </thead> <tbody> <tr> <td>1. develop</td> <td>developed/ developing</td> <td>development</td> </tr> <tr> <td>2. sustain</td> <td>sustainable</td> <td>sustainability</td> </tr> <tr> <td>3. populate</td> <td>populated</td> <td>population</td> </tr> <tr> <td>4. pollute</td> <td>polluted</td> <td>pollution</td> </tr> <tr> <td>5. prosper</td> <td>prosperous</td> <td>prosperity</td> </tr> <tr> <td>6. inter-depend</td> <td>interdependent</td> <td>interdependence</td> </tr> <tr> <td>7. determine</td> <td>determined</td> <td>determination</td> </tr> <tr> <td>8. improvise</td> <td>improvised</td> <td>impoverishment</td> </tr> <tr> <td>9. destroy</td> <td>Destroyed- destructive</td> <td>destruction</td> </tr> <tr> <td>10. interconnect</td> <td>interconnected</td> <td>interconnection</td> </tr> </tbody> </table>	Statements	paragraph	9. Sustainable development and the need for life quality improvement	4	10. Problems encountered by people as their resources are badly affected	2	11. The new strategy needed in interdependent fields	3	12. Roles to play towards the coming generations	1	Verb	adjective	Noun	1. develop	developed/ developing	development	2. sustain	sustainable	sustainability	3. populate	populated	population	4. pollute	polluted	pollution	5. prosper	prosperous	prosperity	6. inter-depend	interdependent	interdependence	7. determine	determined	determination	8. improvise	improvised	impoverishment	9. destroy	Destroyed- destructive	destruction	10. interconnect	interconnected	interconnection	<p>10 mn</p> <p>15 mn</p> <p>10 mn</p>	
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<ul style="list-style-type: none"> • Follow up 	<p>Discussion: What do the following statements mean?</p> <ul style="list-style-type: none"> ❖ A little act of kindness can have multiple results ❖ A little encouragement; sparks a great accomplishment ❖ A world in darkness needs the light ❖ Be quick to judge yourself, but slow to judge others ❖ It is never too soon to invest in eternity ❖ Pride, is the mother of all sin ❖ Real love expects nothing in return ❖ Reconciliation begins with actions not words 	10 mn																																												

Level: Second year baccalaureate
 Topic: **Sustainable development**
 Lesson and standards: **Giving presentations- Learner training**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Lecturing, cooperative learning

Unit 9
Lesson 8

Global objectives: By the end of the lesson, students should be able to:

- o Give presentations

<p>Outline:</p> <ul style="list-style-type: none"> ❖ Planning the Presentation ❖ Be Concise and Brief ❖ Use Audio-Visual Aids for Top-Quality Presentation ❖ Achieve a Presentation with Impact ❖ Presenter's Skills and Confidence 	<p>Observations</p>
<p>❖ Planning the Presentation There is a basic sequence. That will capture the initial interest of audience who are already customers or prospects.</p> <ol style="list-style-type: none"> 1. Explain clearly the unique advantages of the products or services 2. Emphasize all the successes that the products have achieved, backing up claims with up-to-date statistics, and better still, if endorsements can be produced from other customers 3. Explain to audience the possible disadvantage of lagging behind in the marketplace 4. Aim to persuade the audience that the purchase of the product/s or service/s will improve their status in the market 5. Encourage audience to act immediately to guarantee fulfillment of their order. <p>❖ Be Concise and Brief The presentation must be as short as possible and to the point. However, the concluding statements must end positively. Simply put, "Tell them what you want to say." "Say it!" "Reiterate what you have just said."</p> <p>❖ Use Audio-Visual Aids for Top-Quality Presentation The assumption is that the speaker knows how to use comfortably presentation tools like PowerPoint, slides and other audio-visual aids, otherwise, a specialist or a technician should be on hand to assist. Thanks to the age of technology, nowadays personal computers with particular software can create colored texts, images, and animations, all for audience viewing. Another important thing to remember is to tailor audio-visual presentations to the perceived needs of the audience.</p> <p>❖ Achieve a Presentation with Impact The speaker or presenter always comes prepared. Therefore, speech is not read and presentation is delivered with confidence and knowledge. Effective messages are much easier to recall, convincing and distinctive, and stimulate audience to positive action:</p> <ul style="list-style-type: none"> • Be emphatic about the benefit of the offer and start with an arresting statement that hooks • Follow the golden sales rule of addressing solutions not problems, and introduce product or service (visual, the better) at the earliest possible time • Repeat business brand name frequently. • Never bad mouth the competition to make good one's products and services • Do not over-emphasize technology if audience is non-technical. This is a put off. • Be sincere with what the message • End with a repeat image of the products or services. <p>❖ Presenter's Skills and Confidence Presentation skills are important for effective delivery. The speaker or presenter must be confident and at ease with his/her audience and the fear of public speaking must be overcome. Courses and seminars are available like public speaking course, presentation skills training and presentation techniques seminar. To an audience, nothing beats an interesting presentation in which they have an element of fun, at the same time, wowed by the speaker. Moreover, to the presenter, it means a potential business sale.</p>	

Level: Second year baccalaureate
 Topic: **International organizations**
 Lesson and standards: **Adjective order: language development**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 10
Lesson 2

Global objectives: By the end of the lesson, students should be able to:

- o Distinguish Use the adjectives in the appropriate order

Tasks and Objectives	Steps / procedures	Timing	Observations																																									
<ul style="list-style-type: none"> • Ice breaker 	<p>Adjective Placement When using more than one adjective to describe a noun place the adjectives in the following order before the noun. NB: We usually use no more than three adjectives preceding a noun.</p> <ol style="list-style-type: none"> 1. Opinion: an interesting book, a boring lecture 2. Dimension/ size: a big apple, a thin wallet 3. Age: a new car, a modern building, an ancient ruin 4. Shape: a square box, an oval mask, a round ball 5. Color: a pink hat, a blue book, a black coat 6. Origin: some Italian shoes, a Canadian town, an American car 7. Material: a wooden box, a woolen sweater, a plastic toy 8. Purpose: 	10 mn																																										
<ul style="list-style-type: none"> • Defining: • Identification 	<p>A- Describing a dream car:</p> <ul style="list-style-type: none"> • gorgeous big up-to-the-minute round navy American metal exercise car • elegant tiny new round blue American metal sport car • Beautiful undersized new streamline black Japanese metal sport car • attractive slight new rationalize black Chinese metal sport car • around blue sugar bowl • a handsome slim Canadian snowboarder • a boring old physics teacher <p>C. Appropriate place</p> <table border="1"> <thead> <tr> <th rowspan="2">opinion</th> <th colspan="4">Describing adjectives</th> <th>Classifying adjectives</th> </tr> <tr> <th>size</th> <th>age</th> <th>shape</th> <th>color</th> <th>Origin/ Material/ Purpose</th> </tr> </thead> <tbody> <tr> <td>efficient</td> <td>enormous</td> <td>new</td> <td>oval</td> <td>yellow</td> <td>wooden/ silken/ leather</td> </tr> <tr> <td>crucial</td> <td>small</td> <td>ancient</td> <td>square</td> <td>white</td> <td>human</td> </tr> <tr> <td>amazing</td> <td>huge</td> <td>modern</td> <td>round</td> <td></td> <td>Developing/ cutting</td> </tr> <tr> <td>futile</td> <td></td> <td></td> <td></td> <td></td> <td>business/ spying</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Moroccan</td> </tr> </tbody> </table>	opinion	Describing adjectives				Classifying adjectives	size	age	shape	color	Origin/ Material/ Purpose	efficient	enormous	new	oval	yellow	wooden/ silken/ leather	crucial	small	ancient	square	white	human	amazing	huge	modern	round		Developing/ cutting	futile					business/ spying						Moroccan	10 mn 15 mn	
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Level: Second year Bacculaureate
 Topic: **International organizations**
 Lesson and standards: **Responding to good bad and good news- interpersonal**
 Estimated Time: 40 to 50 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning

Unit 10
Lesson 4

GLOBAL OBJECTIVES: by the end of the lesson students will be able to

Respond to good bad and good news


Objectives	Steps / procedures	Time	Observations								
• Ice breaker	<p>"You marks will be modified"</p> <ul style="list-style-type: none"> - Wow! - Yes! - Really <p>(Nonverbal communication: maintaining eye contact, displays of position emotions, such as genuine smiling, touching, laughing).</p>	5 mn									
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• Practice	<p>B. Adding more expressions: see the chart</p> <p>C. Messages:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #e0f2f1;">D. Katy</th> <th style="background-color: #e0f2f1;">E. Paul</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1, 4, 5, 8, 9</td> <td style="text-align: center;">2, 3, 6, 7, 10</td> </tr> </tbody> </table> <p>D/E. Other expressions: see the chart</p> <p>F. Using expressions of good new 1 and 3 Using expressions of good new 2R</p> <p>React to someone's good news</p> <table border="1" style="width: 100%;"> <tbody> <tr> <td> 1: A: I'm pregnant! a: How, really? b: Wow, really? c: Cow, really? 2: A: We're engaged! a: That fantastic news! b: That fantastic! c: Fantastic! </td> <td> 3: We're so excited ____ you! a: at b: to c: for 4: Dear Mark, _____ ! a: Congratulations for to get your new job b: Congratulations for your new job c: Congratulations on getting your new job </td> </tr> </tbody> </table>	D. Katy	E. Paul	1, 4, 5, 8, 9	2, 3, 6, 7, 10	1: A: I'm pregnant! a: How, really? b: Wow, really? c: Cow, really? 2: A: We're engaged! a: That fantastic news! b: That fantastic! c: Fantastic!	3: We're so excited ____ you! a: at b: to c: for 4: Dear Mark, _____ ! a: Congratulations for to get your new job b: Congratulations for your new job c: Congratulations on getting your new job	10 mn			
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• Follow up	Students will add up other situations for further practice	5 mn									

Level: Second year Baccalaureate
 Topic: **International organizations**
 Lesson and standards: **Reading: International labor organizations- interpretive**
 Estimated Time: 50 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning

Unit 10
 Lesson 5

GLOBAL OBJECTIVES: by the end of the lesson, students will be able to

- Predict and survey content
- Read for specific information
- Recall and review content
- Infer word meaning from context
- Discuss ideas

Objectives	Steps / procedures	Time	Observations
<ul style="list-style-type: none"> • Ice breaker ice 	 <p>See the poster</p>	5 mn	
<ul style="list-style-type: none"> • Pre-reading • While-reading 	<p>A. Reading the first sentence: International labor organization</p> <p>B. Reasons for founding this organization:</p> <ul style="list-style-type: none"> • Non-state funding and public-private partnerships • Mainstreaming gender equality • Promotion of tri-parties and support to employers and workers' organizations • Greater coordination among ILO donors • Streamlining internal priority setting • Local resource mobilization • Partnership agreements • Implementation status and outcomes • Overall trends in approvals • Working in harmony with the UN system • Global trends in development assistance • Recapitulating ILO policy and recommendations of the Governing Body <p>.....</p> <ul style="list-style-type: none"> • To protect employees • To solve problem between employers and employees • To guarantee the respect of international law related to employment <p>C. Checking answers:</p> <p>D. True/ false statements:</p> <ol style="list-style-type: none"> 1. False, it was formed through the negotiations of the treaty of Versailles, and was initially an agency of the League of Nations. It became a member of the United Nations system after the demise/ end of the league. 2. False, the primary goal of the ILO today is to promote opportunities for women and men to obtain decent and productive work, in freedom, equity, security, and human dignity." 3. True, they are crafted and adopted by the majority decision <p>E. True/ false statements:</p> <ol style="list-style-type: none"> 1. end demise 2. to make official ratify 3. very large overwhelming <p>F. Main goals of ILO:</p> <ul style="list-style-type: none"> • Standards and fundamental principle and rights at work • Employment • Social protection • Social dialogue <p>G. Comparing answers</p>	<p>10 mn</p> <p>10 mn</p> <p>10 mn</p> <p>10 mn</p> <p>5 mn</p>	
<p>Post-reading</p>	<p>H. Importance ILO in protecting human rights of labor force:</p> <ul style="list-style-type: none"> ❖ Strengthening the rule of law by adoption in national law of relevant international standards to protect rights of non-nationals ❖ Making racist and xenophobic discrimination, behavior and action unacceptable and illegal ❖ Elaborating administrative measures and procedures to ensure full implementation of legislation, and accountability of all government officials ❖ Establishing independent national human rights/anti-discrimination monitoring bodies to monitor and enforce anti-discrimination legislation; and receive and act on individual complaints ❖ Promoting respect for diversity and multicultural interaction ❖ Encouraging communications media to emphasize positive images of diversity and of migration ❖ Incorporating multi-cultural and diversity training in educational curricula ❖ Addressing multiple discrimination — race, ethnicity, gender — in policies and monitoring 	Class or at home	

Level: Second year Bacculaureate
 Topic: **International organizations**
 Lesson and standards: **Phrasal verb with up and down: Language development**
 Estimated Time: 65 minutes
 Material: Students' book, Post cards, visual aids, chalkboard
 Source: GATEWAY 2
 Seating Arrangement: Pair work, cooperative learning, questioning

Unit 10 Lesson 6

GLOBAL OBJECTIVES: by the end of the lesson, students will be able to

Practice the use of modals in the present, past and passive voice

Objectives	Steps / procedures	Timing	Observations																																																																							
• Ice breaker • • • • • •	<p>Defining a phrasal verb: A phrasal verb is a type of verb in English that operates more like a phrase than a word. Tom McArthur in the <i>Oxford Companion to the English Language</i> notes that these verbs are also referred to by many other names such verb phrase, discontinuous verb, compound verb, verb-adverb combination, verb-particle construction (VPC), AmE two-part word/verb and three-part word/verb (772). David Crystal in the <i>Cambridge Encyclopedia of the English Language</i> calls this linguistic phenomenon a "multi-word verb" that is best described as a lexeme, a unit of meaning that may be greater than a single word (118).</p>	5 mn																																																																								
• Needs • • • • Meaning • • • Needs • • • • Needs • • • Needs • • • Needs	<p>A. What is expressed? Down: 1, 3, Up: 2, 4, 5,6</p> <p>B. Meaning</p> <table border="1"> <thead> <tr> <th>Phrasal verbs</th> <th>Meaning</th> <th>Phrasal verbs</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>pull down</td> <td>demolish</td> <td>speak up</td> <td>talk louder</td> </tr> <tr> <td>set up</td> <td>establish</td> <td>speed up</td> <td>increase the speed</td> </tr> <tr> <td>turn down</td> <td>refuse</td> <td>eat up</td> <td>complete the entire food</td> </tr> </tbody> </table> <p>C. Sentences and definition</p> <table border="1"> <thead> <tr> <th>Phrasal verbs</th> <th>Meaning</th> <th>Separate/ inseparate</th> </tr> </thead> <tbody> <tr> <td>1. brought up</td> <td>c. mention a topic</td> <td>Separate</td> </tr> <tr> <td>2. held up</td> <td>d. delay</td> <td>inseparate</td> </tr> <tr> <td>3. held up</td> <td>g. rob</td> <td>Separate</td> </tr> <tr> <td>4. break down</td> <td>f. stop functioning</td> <td>inseparate</td> </tr> <tr> <td>5. showed up</td> <td>h. arrive</td> <td>inseparate</td> </tr> <tr> <td>6. look ... up</td> <td>b. search a list</td> <td>Separate</td> </tr> <tr> <td>7. made up</td> <td>a. invent</td> <td>Separate</td> </tr> <tr> <td>8. turned down</td> <td>e. reject</td> <td>inseparate</td> </tr> </tbody> </table> <p>D. phrasal verb/ meaning</p> <table border="1"> <thead> <tr> <th>Phrasal verbs</th> <th>Meanings</th> </tr> </thead> <tbody> <tr> <td>1. calm down</td> <td>become more relaxed</td> </tr> <tr> <td>2. build up</td> <td>increase the amount of something</td> </tr> <tr> <td>3. give up</td> <td>stop attempting to do something</td> </tr> <tr> <td>4. bring up</td> <td>educate/ mention</td> </tr> <tr> <td>5. cheer up</td> <td>try to feel happier</td> </tr> <tr> <td>6. go up</td> <td>prices rise/ burst into flames</td> </tr> <tr> <td>7. go down</td> <td>received with approval/ become less</td> </tr> </tbody> </table> <p>E. Matching</p> <table> <tbody> <tr> <td>1. Hakim was raised in an area not far from the city.</td> <td>Bring up</td> </tr> <tr> <td>2. We did everything to make up him happy.</td> <td>cheer up</td> </tr> <tr> <td>3. Don't be nervous or angry. Everything will be alright.</td> <td>calm down</td> </tr> <tr> <td>4. Graham decided to quit smoking</td> <td>cheer up</td> </tr> <tr> <td>5. Prices have increased by 15% these days. That's why Unionists are not happy</td> <td>has went up</td> </tr> <tr> <td>6. Yassine is trying to make his body stronger by exercising every day.</td> <td>build up</td> </tr> </tbody> </table>	Phrasal verbs	Meaning	Phrasal verbs	Meaning	pull down	demolish	speak up	talk louder	set up	establish	speed up	increase the speed	turn down	refuse	eat up	complete the entire food	Phrasal verbs	Meaning	Separate/ inseparate	1. brought up	c. mention a topic	Separate	2. held up	d. delay	inseparate	3. held up	g. rob	Separate	4. break down	f. stop functioning	inseparate	5. showed up	h. arrive	inseparate	6. look ... up	b. search a list	Separate	7. made up	a. invent	Separate	8. turned down	e. reject	inseparate	Phrasal verbs	Meanings	1. calm down	become more relaxed	2. build up	increase the amount of something	3. give up	stop attempting to do something	4. bring up	educate/ mention	5. cheer up	try to feel happier	6. go up	prices rise/ burst into flames	7. go down	received with approval/ become less	1. Hakim was raised in an area not far from the city.	Bring up	2. We did everything to make up him happy .	cheer up	3. Don't be nervous or angry . Everything will be alright.	calm down	4. Graham decided to quit smoking	cheer up	5. Prices have increased by 15% these days. That's why Unionists are not happy	has went up	6. Yassine is trying to make his body stronger by exercising every day.	build up	5 mn 10 mn 10 mn 10 mn	
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