*Teacher:*

**Stream:** 3rd year Lit &Philo **Source:** New Prospects

**Unit I:** **Education in the World**  **Input: Listen and Consider**

**Materials needed:** **Pupil's course book**. *Time expected: 60mns*

**Designing an educational prospectus**

**Project: 7mns**

Teacher uses the two pictures to introduce the theme of the unit. Then asks the students what they expect in terms of project outcome. Finally, he gets them to skim through p.103 to check their guesses and sets them thinking about the project.

### Goal

*To increase understanding of educational systems in the world*

*To familiarize the students with the unit content*

**Language outcomes: 05mns**

***Procedure***: Have the students skim through the preview before you move on to the **Getting started** rubric.

-T reads the instructions

-Ss listen, interact & take notes

**Aim:**

*Introducing the unit by supplying the Ss with vocabulary related to the unit.*

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| Timing | Stage | Interaction  Pattern | Procedure | Aims |
| 10mns  05mns | Getting started  Let’s hear it | Discussion  Study of qqs | **T asks his students to look at the pictures; then discuss the following questions.**  **The questions in this rubric are personalized and seek to elicit opinions. The varied answers could lead to a brief discussion about the theme of the unit.**  T asks questions, corrects and guides students.  Ss listen, interact & take notes  ***The answers:***   1. What will you study at the university if you pass the *Baccalaureate* examination?  * I ***will study*** biology at the university ***if*** I ***pass*** the *Baccalaureate* examination.  1. Do you think your parents will accept your choice? What if they don’t?  * I think / As far as I am concerned, my parents will accept my choice. * ***If*** my parents ***don’t accept*** my choice, we ***will talk*** about it to find what suits me best.  1. In your opinion, what is the most important thing about education: training for citizenship, preparing people for life, or creating a workforce? Many possible answers.  * In my opinion, the most important thing about education is training for citizenship *because students can learn about what makes a good citizen*. * In my opinion, the most important thing about education is creating a workforce *because students can learn about creating a labor force.-work-*  1. Parents should ask to see a headmaster to be informed if their children are interested in learning.   Before setting the students to the listening task they should study the questions A-F. | *To encourage pupils' guided oral communication in English while reacting to a given support.*  *- To express condition with if and when through picture study and eliciting opinion.*  *-To study a set of questions.* |
| 15mns | Listening Script | Listening | **Now students are led to listen to the conversation and answer questions A-F above.**  Teacher’s role: reads the passage  Students’ role: listen, interact & take notes  ***The answers:***  ***A.*** Why did Mr. Harris go to see the headmaster?  - Mr. Harris went to see with the headmaster about his son in order to discuss about his son, William.  ***B.*** What has Mr. Harris's son, William, decided to do?  - William has decided to become an artist.  ***C.*** What do Mr. and Mrs. Harris feel William ***ought to do***? Why?  - He ***should/ought to*** choose something more secure.  ***D.*** What alternative job could be taken up by William according to the headmaster?  - The alternative job that could be taken up by William is that of commercial artist.  ***E.*** Where would William study if he wanted to become a commercial artist?  - ***If*** he ***wanted*** to become a commercial artist, he ***might do*** very well to take an art course.  ***F.*** What ***advice*** does the headmaster give Mr. Harris about William's choice?  - He ***shouldn’t stand*** in his way. | *-Test students understanding by listening to a script.*  *-To listen for specific information* |
| 15mns | Exercise 1+2, p.16 ( Combined) |  | After making students understanding the conversation, the teacher guides them to summarize the conversation in their own words.  The summary can be developed on the basis of the answers to the questions in task 1. T makes sure he limits the time for the students to do the task.  The teacher helps them doing the task by asking the following questions:  *Who:* Child's Parent, Mr. Harris & the Headmaster.  *Where:* A School / in the Headmaster's Office.  *What:* Problem: The choice of William to become an artist.  *When:* Future.  *Why:* The headmaster / *advice* / Mr. Harris / *ought to* respect William’s choice.  Summary:  William has decided to become an artist. His father, Mr. Harris, thinks that something should be done to make his son change his mind because he thinks that there is no future for such a choice and the boy should (ought to) choose something more secure. Therefore, he went to see the headmaster of the school in order to discuss the matter with him. Throughout the discussion, teaching as a career seems to be rejected by everyone. The headmaster, then, tries to convince Mr. Harris to respect his son’s choice and not to stand in his way. | *To summarize a conversation.* |

*Teacher: Abdelghani Berrahou*

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**Unit I:** **Education in the World**  **Input: Listen and Consider**

**Materials needed:** **Pupil's course book**. *Time expected: 60mns*

**Grammar Explorer I: the Conditionals**

**The general objective:**

*-To introduce the conditional types 1, 2 &3*

*- To express condition in real and unreal situations.*

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| Timing | Stage | Interaction pattern | Procedure | Aims |
| 05mns | Warming up | Discussion | Before starting the lesson, the teacher makes a brief revision to remind the students with the conditionals type 1, 2 and 3. | *To revise the condition* |
| 20mns | Task one p.20 | Presentation | T reads the instructions to the students. He explains the task, and helps his students answer the questions.  Students consider sentences 1-4 and do tasks A and B that follow.  Students’ role: read the sentences and identify their structure  Teacher’s role: asks students, explains and interacts.  Key: A) The conditional types of the sentences:  1) If he went to an Art School, there’d be no guarantee that he could get a job afterwards. (Type *2)*  2) He wouldn’t be a teacher even if it were the last job on earth. (Type *2)*  3) I wouldn’t have been a teacher myself if I‘d had my way. (Type *3)*  4) If he wants to be an artist, he’ll have to decide what sort of artist he wants to be. (Type *1)*  Sentence 1→ type 2 Sentence 2→ type 2 Sentence3→ type 3 Sentence4→ type 1  B) Explain what each conditional type expresses and draw the rules governing the forms and uses of the various conditional types.  1. *Type II* IF + PAST SIMPLE / WOULD + STEM Unreal Situation  2. *Type II* IF + PAST SIMPLE / WOULD + STEM Unreal Situation  3. *Type III* IF+PAST PERFECT/WOULD HAVE PP + STEM different past  4. *Type I* IF + PRESENT SIMPLE / WILL + STEM Possible in the future  Note:  We do not use will in the if-clause, even though it refers to the future.  e.g. *If* I *will* pass my Brevet, I*'ll* celebrate.  e.g. *If* you *go* out in the rain, you *will* get wet.  {if} + {present} | {will} + {infinitive} | *To study sentences so as to elicit rules about conditional type I, II, and III.*  *- To express condition in real and unreal situations.* |
|  |  |  | ● If I *see* your brother, I *will tell* him the news.  (If – clause) (Main clause)  ► (A *comma between the clauses)*  ● I *will tell* him the news if I *see* him.  (Main clause) (If – clause)  ► (No *comma)*  *(Revise Grammar Reference in 2AS Book, pp 201-202).* *It’s better to refer here to the different types of conditional* |  |
| 15mns | Task 1p.77 | Practice | Students now move the task to practise the use of the conditional types 1, 2 and 3.  Students consider situations A- G below and write sentences with if.  Teacher helps and guides.  Students read and answer.  Key:  A. If I *were* tall enough, I’*d/would be* a policeman or a firefighter. ► (Type 2)  B. If he *had got* the required marks, he *would have gone* on a training course to be a doctor. He *wouldn’t have taken* a course in computer science (instead). ► (Type 3)  C. If you *work* hard, you *will succeed*. (Type 1)  D. If you *get* your Baccalaureate, *I’ll offer* you a motorcycle. ► (Type 1)  E. If she *had worked* hard, she *wouldn’t have failed* her Baccalaureate examination. ► (Type 3)  F. If Farida *had taken* into account the job market at the time of her enrolment at university, she *would have got* a job. / Or: she *wouldn’t have been* jobless. ► (Type 3)  G. If you *don’t study* harder, you *won’t pass* your Baccalaureate. ► (Type 1)  Or: If you *studied* harder, you *would pass* your  Baccalaureate with distinction.► (Type 2)  *Note: if* can be either in initial or mid position. | *To give students opportunity so as to practise conditional type I, II and III.* |
| 15mns | Task 2p.77 | Practice | Working in pairs, students are going to write four sentences telling his partner what he would do to improve our educational system if he were the Minister of Education.  Teacher makes sure the students produce a short and coherent statement.  *1-* I *would provide* white boards to improve our educational system *if* I *were* the Minister of Education.  *2-* I *would provide* the Internet to improve our educational system *if* I *were* the Minister of Education.  *3- If* I *were* the Minister of Education I *would provide* school books for everyone to improve our educational system.  *4- If* I *were* the Minister of Education I *would provide* the right educational working conditions for both the students and the teachers to improve our educational system. | *To use a given situation to practise conditional type II* |

*Teacher: Abdelghani Berrahou*

**Stream:** 3rd year Lit &Philo **Source:** New Prospects

**Unit I:** **Education in the World**  **Input: Listen and Consider**

**Materials needed:** **Pupil's course book**. *Time expected: 60mns*

**Grammar Explorer II: Unless**

**The general objective:**

*Make the students discover the use of unless and it’s different meanings.*

*To make students aware of how to express wish in the past, present and future*

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| Timing | Stage | Interaction pattern | Procedure | Aims |
| 08mns | Warming up | Discussion | The teacher starts his lesson by making a short revision of the last grammar “the conditional if” | *To prepare the students for the new lesson.* |
| 25mns | Task p.77 | Presentation | The teacher reads the instructions and explains them. Learns should consider the following sentence answer questions A-C that follow on page 77.  -T asks students, explains and interacts.  - Ss read the sentences and identify their structure.  Key:  ● **Unless** you ***let*** him make his own choice **,**  (present simple)  he ***will***  ***reproach*** you later. (***comma between***)  (future simple)  ● He ***will reproach*** you later **unless** you ***let*** him  (future simple)  make his own choice. ( ***No comma*** )  (present simple)   1. What tenses are the verbs preceding and following ***unless***?   ***Unless*** + ***Present Simple + Future***   1. Which of the following can be used in ***replacement*** of ***unless***?   a. except if b. if + not  c. even if d. only if  **b.** (If you don’t let him) / or **a.** except if.  **C.** What does **unless** express?  a. promise b. wish c. warning   |  | | --- | | ***unless = if … not = except if*** → ***(warning)*** |   **If** you ***do not let*** him make his own choice,he ***will reproach*** you later  ***Except if*** you ***let*** him make his own choice,he ***will reproach*** you later.  *Teacher refers his students to see Grammar Reference, p 220* | *To express condition using unless and its equivalent words.* |

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| 20mns | Task (bottom of p.77) | Practice | With the help of the teacher students now are going to introduce the grammar notion unless in different contexts.  Students read and do the task.  Teacher helps and guides.  Key:  ***A.*** You must study more or you won't pass your *Baccalaureate.*  - Unless you study more, you won’t pass your *Baccalaureate*.  ***B.*** You must listen carefully or you won't know what to do in your exam.  - Unless you listen carefully, you won’t know what to do in your exam.  ***C.*** We must hurry or we'll miss the school bus.  - Unless we hurry, we’ll miss the school bus.  ***D.*** She must get more information or she won't complete her project.  - Unless she gets more information, she won’t complete her project.  **N.B Unless** can be in mid position. | *To introduce unless in different contexts.* |

*Teacher: Abdelghani Berrahou*

**Stream:** 3rd year Lit &Philo **Source:** New Prospects

**Unit I:** **Education in the World**  **Input: Read & Consider**

**Materials needed:** **Pupil's course book**. *Time expected: 60mns*

**Think, pair, share (p.89)**

**The general objective:**

*To provide students with a letter writing techniques and modals.*

* **When we describe things/people we generally express personal feelings. So start with an interesting topic sentence. T reminds Ss the four types of sentences when writing well paragraphs.**

*Aim: to express personal feelings in topic sentences when writing descriptive letters.*

**E.g.****School is the only place in the world where I feel free.**

* **Descriptive writing relies on an appeal to the five senses. Use the clustering below to list what you can see, smell and what these sensations remind you of, etc.**

*What can / will you see?* *What textures / shapes do you feel?*

*What can / will you hear?* *-What can you taste?*

*- What does it remind you of?*

*What odors / smells can you identify?*

**➂ Details are very important in descriptive writing. So indicate exactly the location of objects, their shapes, their colors and most importantly the feelings they evoke by using similes, i.e. comparisons with like or as.**

*Aim: to give specific details when describing as; location, shape, colour and showing feelings while writing.*

**➃ Write a draft letter of your ideal school. Then exchange drafts with your partner for error checking.**

*Aim: to train students to write the first draft for any writing, and learn the self correction between students.*

**➄ Write a final version of your letter taking into account your partner's remarks. Then hand it to your teacher.**

*Aim: to write the final version of the letter after students check for errors.*

🖂  **Describing My School / a letter writing**

Dear Linda,

Today, I’ll write to you about my school. And the least I can say is that I feel quite happy and comfortable in it.

First, let me mention its old stone building, surrounded by a nice flower garden. The flowers are carefully arranged, and in spring, they give off nice scent when we head for the classes through the garden.

Further back, there are two large courtyards with enough space and benches to play or relax. There are also big, ancient olive trees near the walls, where birds perch and nest. We can hear them warble and chirp all year round.

Let me also describe my classroom. It is large and well decorated, with old-fashioned brown desks, and posters and pictures all over the walls. And then, there are those cabinets full of books which smell of old paper. Actually, I like borrowing a book from to time and dream of all the adventures and mysteries I read about.

I’ll finally say a few words about my teachers. I’m lucky to have such good and considerate people around me. They are so keen to see the students do well. They are always prepared to answer our questions, and they really want to make sure we understand the hard parts of the lessons and exercises. I like the way teachers get us involved. They surely have children of their own at school, which explains why they understand how we feel.

So if there is one good reason why I like my school, it surely is because the teaching staff is so caring, and so friendly. I can’t dream of a better school!