

Ss Targeted	Unit	Text book	Lesson content	Date	Timing	School name	T's name
2 nd year Bac	8 Brain Drain	Gateway to English	Cause and effect, A letter to the editor	Tuesday, May 6 th , 2014.	45-50 mn	Benssouda High School.	Oussama Boutehol

Competencies and standards	In this lesson, Ss learn how to write a cause and effect essay, and know the formal procedure of writing a letter to the editor.
Tools and materials	White board, textbook, handouts, colorful cards.
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Stages of the lesson	Teacher's role	Students' role	Objective	Estimated time	Real time
Warm up	- T greets Ss: "Good afternoon" "how are you today" - T asks lead in questions: "Are you tired of studying?" "Are you scared of the national exam?" "Do you wish to get your diplomat and work?" - T keeps asking: "What kind of work do you want to do?"	- Ss respond: "Good afternoon" "Good/fine/we're Okay" - Ss' possible answers: "yes, we are very tired" "yes, we are. / No, we aren't." " Yes, we want to work" - Ss may answer by: "doctor/engineer/pilot..."	- Getting acquainted and release tension. - Gradually introducing the topic to Ss.	1 mn 2 mn 2 mn	
Presentation	- T asks the students who chose some professions to imagine that they have already got their degrees, and they want to leave their country called "Benssoudeland" to another one called "dreamland" - T asks Ss' opinion: "do you think it's a good idea?" "Are you going to let your friends go?" - T asks SS: "What do we call this phenomenon?" - T asks Ss to read the instructions of ex A page 111 and give them time to fill in the causes and effects first. - T listens to Ss' answers and writes the most suitable on the board. - T asks Ss to complete the diagram, suggest some solutions to the problem, and advise their fellow citizens. (friends) - T corrects with students and writes best solutions on the board.	-Ss put themselves in the hypothetical situation and get prepared to play the role. - Ss possible answer: "Yes, it's a good idea. /no, it isn't" "no, they should stay with us" - SS answer: "Brain drain" - Ss read the instructions of the first exercise and complete the causes and effects diagram. - Ss give their own answers. - Ss try to provide feasible solutions and give a piece of advice to their friends. - Ss tell the class about their possible solutions and provide a piece of advice.	- Contextualizing Ss in a real life situation. - Creating the need to talk about causes and effects. - Checking Ss' vocabulary. - Challenging Ss abilities to come up with reasonable causes and effects of brain drain. - Checking Ss' general knowledge on the topic. - Challenging Ss' reason and problem solving competency. - Gathering information to be used in the production stage.	2 mn 3 mn 1 mn 5 mn 2 mn 4 mn 3 mn	

Practice	- T distributes handouts related to cause and effect linking words along with pink and blue cards. - T asks one student to read the instructions loudly and make sure that Ss understood that they need to raise the pink card when it's a cause linking word and the blue when it's an effect one. - T asks Ss to flip the handout over, reads loudly each sentence, check Ss' choice of cards, and give the right answer. - T asks Ss to read the instructions of exercise D and give sometime for SS to do the activity. - T goes over the structured steps of the letter with the help of the Ss, relating it to the letter they are supposed to produce. - T asks Ss to copy the lesson.	- Ss help the teacher handing out materials to all students. - Ss read the instructions loudly and prepare their cards to start the activity. - Ss listen attentively to the teacher and raise the correct color. - Ss read the instructions and link the different heading with the correct part of the formal letter. - Ss help the teacher through the formal procedure of writing a letter to the editor. - Ss take their copybooks and write the lesson on the writing part.	- Involving Ss in the activity preparations. - Clarifying instructions. - Providing linking tools to be used at later stage. - Making Ss aware of the traditional format of a letter to the editor. - Emphasizing on the importance of the structured steps. - Asserting organization.	1 mn 1 mn 5 mn 3 mn 5 mn 5mn	
Production	- T asks student to read the instructions of exercise B. - T makes sure that Ss understood what they are supposed to write. - T assigns Ss to write their first draft as homework.	- Ss read the instructions and try to prepare for the production stage. - Ss ask the teacher if the writing activity is still not clear. - Ss Start writing in class and leave the rest as homework.	- Preparing Ss to engage in the writing process. - Encouraging questions. - Engaging Ss in the writing process.	2 mn 2 mn 1 mn	

Self reflection	Points of strength:	Points of weakness: