

Level: Second year baccalaureate
 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> 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; width: 100%;"> <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>	Educational	Background System goals	School	Subject Uniform Year	Private	Lessons School Institution	Equal	Opportunity Rights Status	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"> • Student match the letters with the numbers to find the collocation 	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"> • Use the given words to fill in the blanks. 																																																					
<ul style="list-style-type: none"> • Follow up 	⇒ Review the vocabulary introduced in the meeting hour ⇒ Making sentences as examples.	10 mn																																																			