**MINISTERE DES ENSEIGNEMENTS
SECONDAIRE, SUPERIEUR
ET DE LA RECHERCHE SCIENTIFIQUE**

SECRETARIAT GENERAL

**DIRECTION GENERALE
DES INSPECTIONS ET DE LA FORMATION DES
PERSONNELS DE L'EDUCATION**

DIRECTION DES INSPECTIONS

INSPECTION D'ANGLAIS

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ENGLISH FOR FOURTH YEAR

(Classe de 3^{e})

SYLLABUS

2010

FOREWORD

The present syllabus contains texts dealing with the current themes not taken into account in the textbook used in the fourth year *Go for English 3^e*. This syllabus aims at helping teachers enrich, update and vary their current teaching practices. Its framework displays the following items: *Units, Lessons, Aims, Objectives, Functions, Structures/Lexis,* and *Skills.* Attached appendices contain suggestions about how to better use the syllabus

Teaching a lesson requires setting **aims** and **objectives**. However, the **aims** and **objectives,** as they appear on the framework, are suggestions the teacher may adapt depending on the teaching environment (levels, materials, etc.)

The **"Skills"** column on the framework refers not only to the four skills (listening, speaking, reading, and writing), but also to any other sub-skills (vocabulary, pronunciation ...). It is up to the teacher to lay emphasis on the skills or sub-skills he / she thinks appropriate for the lesson to be taught.

The **"Structures/Lexis"** column is to help the teacher determine which grammar and/or vocabulary items are relevant when teaching a given lesson. There is not a strict selection of one lesson, one structure or lexis because, while teaching a specific lesson, the teacher may resort to structures or lexis already taught. This accounts for the repetition of items that can be noticed in various lessons. In addition, the structures and/or lexis proposed for each lesson are not to be taught necessarily in a one-hour lesson.

The **"Functions"** column refers to the use of language taught to achieve situational communication tasks. It can involve interaction between at least two people. The following are examples of functions: **suggest*ing*, promis*ing*, apologis*ing*, greet*ing***… Then it remains important to bear in mind that grammar should be taught communicatively taking into account the function(s) for which the language is used and not just limiting it to the mere teaching of structures.

OUTCOMES

At the end of the fourth year (classe de 3^e), the learners will be able to produce in speech and writing meaningful language in various situations.

African emigration

In recent years a combination of factors, including the bad economic situation of most African countries, permanent conflicts, and environmental degradation, have provoked a new movement of Africans going out of the continent. The difficult socioeconomic environment (created by the diminution of public sector workers in states across the continent using programs of structural adjustment, the decline in real incomes, and the hostile political environment) has brought many skilled workers to leave the continent. This migration has been to Europe, North America (United States and Canada), and the Gulf states. This phenomenon has come to be known as the *brain drain.* Thousands of highly skilled migrants, including doctors, nurses, teachers, engineers, scientists, technologists, and other professionals, have moved from a number of African countries to the destination states attracted by relatively higher salaries and better working and living conditions. This is in addition to movements from poorer to relatively richer regions of the continent. Also, many pupils in various disciplines did not return to their home countries from these richer countries at the end of their studies.

Clandestine migration, an old phenomenon, has reached new proportions as young migrants are adopting more sophisticated and courageous methods to enter the countries of the North — even if these destination states continue to increase their border controls. Many clandestine migrants enter the host states as tourists or pupils and later work and live there without officially changing their status. Others travel via intermediary countries, where they obtain false documentation for some money. Another phenomenon is autonomous female migration, which is also a response to poverty in the subregion. With several families forced to adopt migration as a solution, the migration is becoming increasingly feminized. A significant proportion of females now migrate independently. Higher education level among females has also increased their mobility and their desire to migrate both locally and internationally.

Adapted from *Free Encyclopedias*

Unit	Lesson	Aim	Objectives	Functions	Structures/Lexis	Skills
POPULATION	**African emigration**	To raise the pupils' awareness about the issue of emigration from Africa	The pupils will be able to : - define emigration - enumerate the main causes of emigration from Africa - describe some emigration conditions (travel, life in host countries) - discuss positive and negative aspects of emigration from Africa	- Defining - Enumerating - Describing - Giving opinions - Persuading	- If clauses (2nd and 3rd conditionals) - Coordination (yet, however, still, as well as...) - Comparatives: review + Focus on comparison without **than** - Present perfect (simple + continuous) - Affixes (prefixes and suffixes)	- Listening - Speaking - Reading - Writing

Population and the environmental issue: who is responsible?

It's easy to blame the poor for increasing pressure on the world's resources. But still the rich West takes the lion's share.

According to many environmentalists, population is "our number one environmental problem". In rich nations in the 1970s the question was over-emphasised, as it is the one environmental problem for which poor nations are largely to blame. But the question still needs to be answered. Is population really our number one environmental problem?

Those who emphasise the dangers of population growth maintain that times have changed: they are not concerned only with population growth in the poor world, but primarily with growth in the rich world, where people consume much more.

Population growth in the rich world, largely due to immigration, is more environmentally damaging than an increase in population in the poor world. In the US and the UK, its ecological impact has become another stick with which immigrants can be beaten.

Surely there is one respect in which the growing human population constitutes the primary threat. The amount of food the world eats depends directly on the number of mouths. After years of abundance, the storerooms are suddenly empty and grain prices are rocketing. How will another 3 billion be fed?

Another sector is expanding much faster. The UN's Food and Agriculture Organisation thinks that global meat production will double by 2050. Farm animals now take up 70% of all agricultural land and eat one third of the world's grain. In the rich nations we consume three times as much meat and four times as much milk per capita as the people of the poor world. While human population growth is one of the factors that could contribute to a global food deficit, it is not the most urgent.

None of this means that we should forget about it. Even if there were no environmental pressures caused by population growth, we should still support the measures required to tackle it: universal sex education, universal access to contraceptives, better schooling and opportunities for poor women. Stabilising or even reducing the human population would ameliorate almost all environmental impacts. But to suggest, as many people do, that population growth is largely responsible for the ecological crisis is to blame the poor for the excesses of the rich.

The Guardian, Tuesday, 29 January 2008 (adapted)

Unit	Lesson	Aim	Objectives	Functions	Structures/Lexis	Skills
POPULATION	**Population and the environmental issue: who is responsible?**	To raise the pupils' awareness about the impact of population growth on the environment	The pupils will be able to: - list the adverse effects of population growth on the environment - identify adverse effects of man's behaviour on the environment - discuss the impact of population growth on the development of a country	- Listing - Identifying - Giving opinions	- -ing forms (verbs and nouns) - prefix+ verb (underestimate, overemphasize...)	- Listening - Speaking - Reading - Writing

Deforestation

Several factors are responsible for deforestation in the tropics: clearing for agriculture, fuel wood cutting, and harvesting of wood products. By far the most important of these is clearing for agriculture in the tropics, the age-old practice of shifting, sometimes called "slash-and-burn" agriculture, has been used for centuries. In the primitive system, local people cut a small patch of forest to make way for subsistence farming. After a few years, soil fertility declines and people move on, usually to cut another patch of trees and begin another garden.

In the abandoned garden plot, the degraded soil at first support only weed and shrubby trees. Later, soil fertility and trees return, but that may take decades. As population pressure increases, the fallow (rest) period between cycles of gardening is shortened, agricultural yields decrease, and the forest region is further degraded to small trees, brush, or eroded savannas.

Conversion to sedentary agriculture is an even greater threat to tropical forests. Vast areas that once supported tropical forests are now permanently occupied by subsistence farmers and ranchers and by commercial farmers who produce sugar, cocoa, palm oil, and other products.

In many tropical countries there is a critical shortage of firewood. For millions of rural poor, survival depends on finding enough wood to cook the evening meal. Every year more of the forest is destroyed, and the distance from home to the forest increases. Not only do people suffer by having to spend much of their time in the search for wood, but so does the land. Damage is greatest in dry tropical forests where firewood cutting converts forests to savannas and grasslands.

Unit	Lesson	Aim	Objectives	Functions	Structures/Lexis	Skills
ENVIRONMENTAL EDUCATION	**Deforestation**	To help the pupils learn about the factors, methods and consequences of deforestation	The pupils will be able to: - identify some factors of deforestation - describe some consequences of deforestation - analyse the practices leading to deforestation; - discuss various solutions to deforestation	- Identifying - Describing - Analysing - Giving opinions	- Short answers (So is he, so does she…) - Conditional clauses (unless, inverted conditional form…)	- Listening - Speaking - Reading - Writing

Sanitation

Sanitation is the hygienic means of preventing human contact from the hazards of wastes to promote health. Hazards can be either physical, microbiological, biological or chemical agents of disease. Wastes that can cause health problems are human and animal feces, solid wastes, domestic wastewater (sewage, greywater), industrial wastes, and agricultural wastes. Hygienic means of prevention can be provided by using engineering solutions (e.g. sewerage and wastewater treatment), simple technologies (e.g. latrines, septic tanks), or even by personal hygiene practices (e.g. simple handwashing with soap).

The term "**sanitation**" can be applied to a specific aspect, concept, location, or strategy, such as:

- **Basic sanitation** - refers to the management of human feces at the household level. This terminology is the indicator used to describe the target of the Millennium Development Goal on sanitation.
- **On-site sanitation** - the collection and treatment of waste is done where it is deposited. Examples are the use of pit latrines and septic tanks.
- **Food sanitation** - refers to the hygienic measures for ensuring food safety.
- **Environmental sanitation** - the control of environmental factors that form links in disease transmission. Subgroups of this category are solid waste management, water and wastewater treatment, industrial waste treatment and noise and pollution control.
- **Ecological sanitation** - a concept and an approach of recycling to nature the nutrients from human and animal wastes.

Unit	Lesson	Aim	Objectives	Functions	Structures/Lexis	Skills
HEALTH AND SANITATION	**Sanitation**	To sensitise the pupils to various forms of sanitation	The pupils will be able to: - enumerate various kinds of sanitation - categorise individual and communitarian actions - choose a healthy lifestyle - recommend a healthy lifestyle	- Enumerating - Categorising - Making recommendations	- Special uses of the indefinite article **a/an** (twice a week, ten miles an hour…)	- Listening - Speaking - Reading - Writing

The Internet: advantages and disadvantages

The Internet provides opportunities galore, and can be used for a variety of things. Some of the things that you can do via the Internet are:

- **E-mail:** E-mail is an online correspondence system which works like writing letters. With e-mail you can send and receive instant electronic messages. Your messages are delivered instantly to people anywhere in the world, unlike traditional mail that takes a lot of time.
- **Access Information:** The Internet is a virtual treasure trove of information. Any kind of information on any topic under the sun is available on the Internet. The 'search engines' on the Internet can help you to find data on any subject that you need.
- **Shopping:** Along with getting information on the Internet, you can also shop online. There are many online stores and sites that can be used to look for products as well as buy them using your credit card. You do not need to leave your house and can do all your shopping from the convenience of your home.
- **Online Chat:** There are many 'chat rooms' on the web that can be accessed to meet new people, make new friends, as well as to stay in touch with old friends.
- **Downloading Software:** This is one of the most happening and fun things to do via the Internet. You can download innumerable games, music, videos, movies, and a host of other entertainment software from the Internet, most of which are free.

There are certain cons and dangers relating to the use of the Internet that can be summarized as:

- **Personal Information:** If you use the Internet, your personal information such as your name, address, etc. can be accessed by other people. If you use a credit card to shop online, then your credit card information can also be 'stolen', which could be akin to giving someone a blank check.
- **Pornography:** This is a very serious issue concerning the Internet, especially when it comes to young children. There are thousands of pornographic sites on the Internet that can be easily found and can be a detriment to letting children use the Internet.
- **Spamming:** This refers to sending unsolicited e-mails in bulk, which serve no purpose and unnecessarily clog up the entire system.

If you come across any illegal activity on the Internet, such as child pornography or even spammers, then you should report these people and their activities so that they can be controlled and other people deterred from carrying them out.

Such illegal activities are frustrating for all Internet users, and so instead of just ignoring it, we should make an effort to try and stop these activities so that using the Internet can become that much safer.

That said, the advantages of the Internet far outweigh the disadvantages, and millions of people each day benefit from using the Internet for work and for pleasure.

Adapted from *Wikipedia*, the Free Encyclopedia (May 28th, 2009)

Unit	Lesson	Aim	Objectives	Functions	Structures/Lexis	Skills
INFORMATION AND COMMUNICATION TECHNOLOGIES	**The Internet: advantages and disadvantages**	To help the pupils talk about the positive and negative uses of the Internet	The pupils will be able to: - enumerate the advantages and the disadvantages of using the Internet - express their opinions regarding the use of the Internet - suggest attitudes to avoid the negative impact of the Internet	- Enumerating - Expressing opinions - Suggesting - Advising	- If clauses (all 3 types) - Complete infinitives (ask, tell, teach …) - Expressions for giving opinions (I think, in my opinion, my point of view is, to me, for me, as far as I'm concerned...)	- Listening - Speaking - Reading - Writing

APPENDICES

APPENDIX ONE

LESSON PLANNING

I.   DEFINITION

The effectiveness of a lesson presented in class is mostly influenced by its preparation. As stated by Harmer (1998:256): "*The best teachers are those who think carefully about what they are going to do in their classes, and who plan how they are going to organise the teaching and learning.*"

It follows that lesson planning is a process during which the teacher thinks about **what** to teach, **how** to teach the lesson and **which** aids could help make learning take place.

That is to say the teacher carefully plans every sequence of the lesson in advance. This work is done before the lesson is presented in class.

II.   THINGS TO CONSIDER BEFORE GOING INTO CLASS

Before going into class, the teacher should take into account the following elements:
- Date on which the lesson is to be taught (that is for the teacher's own reference later on)
- Level of the class
- Size of the class
- Age of the pupils
- Gender of pupils
- Recent / previous work: if the teacher remembers recent work, it can help him/her make reasonable decisions for the lesson being planned or even for the future.
- Duration of the lesson
- Topic of the lesson
- Aims and objectives of the lesson
- Prerequisites (refer to knowledge required as a condition for learning something else.)
- Stages of the lesson
- Activities
- Teaching aids (picture, chart, book, handout, map, video cassette recorder, etc.)
- Techniques (refer to teaching devices, to very specific types of learning activities.)
- Time management
- Class organisation (whole class or lockstep, in groups, in pairs individually…)
- Assessment procedure
- Anticipated problems and their solutions: think about any problem which may interfere with the lesson and try to find solutions.

III.   **CONTENTS OF THE LESSON**

After the preliminary work has been done at home, the teacher has to implement the lesson in class. **When going into the classroom, the teacher should have a lesson plan clearly written out**. It should comprise the same elements as in the preliminary work (see I and II). But here, emphasis should be laid on the procedure.

This consists of the:
- stages of the lesson
- steps of the lesson
- activities to be carried out
- class organisation
- timing of the activities
- teaching aids

IV.   **PRINCIPLES OF LESSON PLANNING**

When planning a lesson:
- **Vary the activities**: select a wide range of materials and techniques. This will give you an interesting lesson;
- **Be flexible** i.e. do not be a slave of your lesson plan. In case some unexpected difficulties arise and necessitate immediate action, be ready to adapt the lesson;
- **Do not be the slave of the textbook**: although the textbook is a good resource which provides the teacher with interesting material and progression in the language items, the teacher should be able to omit, select, supplement or combine;
- **Have clearly defined aims and objectives**: a lesson is a progression of interrelated activities, which consolidate each other. Clearly defined aims and objectives will determine how well activities will be carried out to achieve these aims and objectives;
- **Make the activities congruent with the defined objectives** i.e. the activities to be carried out must tally with the objectives set by the teacher;
- **Do not be too ambitious**: do not plan too many things at the same time; plan what is feasible within the allotted duration of the lesson;
- **Allow sufficient time for pupils to practise the language**
- **Think out your homework/project carefully and give clear instructions**; otherwise pupils might not be able to perform some tasks by themselves. Out-of-class activities (homework, projects) are destined to consolidate learning done in class, not to test it.

V. FACTORS WHICH CAN INFLUENCE THE LESSON

The teacher has to take into account some factors which can negatively influence the lesson. Some depend on the teacher, and others do not. These factors are the:

- choice of methods and techniques: choose the ones which are appropriate according to your context

- duration of the lesson: is it a session of one hour or two hours?

- frequency of the course: once or twice a week?

- time of the day

- class size: does it allow every pupil's participation? Does it better allow pair work or group work?

- nature of furniture: is it easy to move desks, make pupils go around the classroom? Can the teacher himself go between rows?

- availability of teaching aids: will you plan an activity which necessitates the use of a tape recorder while your school does not have electricity? Will you plan to use pictures you cannot find anywhere?

VI.   A MODEL LESSON PLAN

The model adopted here is a three-stage plan that is easy to handle by beginning teachers, and can be used for all skills.

Let us see what can be done at each stage:

STAGES	ACTIVITIES
I	At the very first step of this stage, prepare the pupils either psychologically or physically for the day's lesson. Whether you call it motivation, ice-breaking, warm-up, filler, lead-in…, do something interesting and motivating. Then you announce the lesson and you introduce it. You may present the new language (structure, vocabulary, pronunciation, meaning, concept, context, etc.), help the pupils gather necessary vocabulary and organise ideas for a writing or a speaking session, arouse the pupils' interest in a text etc. Here, remove any obstacle which could make the following steps difficult to understand. Therefore, new words or structures should be explained.
II	At this stage, set the pupils to work. They should be fully and actively involved in activities. Make the pupils use what they were presented at stage I to practise their English, but under your control and guidance. The types of activities could be gap filling, sentence completion, matching, answering questions, writing a paragraph, etc. This stage should help develop pupils' accuracy.
III	At this stage, give your pupils the opportunity to **produce their own language freely**, using the elements of the first two previous stages and their background knowledge of the topic of the lesson or of the world. Devise the activities so as to give the pupils the opportunity to use their English as much as possible and encourage them to produce as naturally as possible. Possible activities are debates, discussions, and interviews. As a closing to the lesson, sum up the main points or get the pupils to do it. Then, give the pupils a follow-up activity (homework) clearly explained to them. The follow-up is to reinforce what has been taught in class, it is not a test. Allow the pupils some time for copying the lesson and then move on to procedural work i.e. checking the attendance[*] and filling in the record book. If time permits, end on a relaxing activity (game, song, etc.). This removes the stress and concentration they have been under during the lesson, and may make them look forward to another class instead of resenting it.

*Some teachers prefer to do this at the beginning of the lesson.

Topic of the lesson   **Date**
Aim (s)   **Class**
Objectives   **Size**
Prerequisites   **Duration of the lesson**
Teaching aids   **Lesson taught by**
Anticipated problems

STAGES	STEPS	DURATION	ACTIVITIES	MATERIALS	REMARKS
I	1				
	2				
	3				
II	1				
	2				
	3				
	4				
III	1				
	2				
	3				

WARM-UPS

I. DEFINITION

Warm-up / opening / ice breaking / warmer: important stage of a lesson to motivate pupils, to create a warm and friendly atmosphere during the lesson.

According to G. Rees it is "*a short activity that demands an active involvement from the students. We use warmers at the beginning of lessons for a variety of reasons. Firstly and perhaps most importantly to get the students going at the beginning of the day or the beginning of the lesson, to warm them up just like an athlete would warm up before their big race. Also it gives the students a chance to switch on to using English, to get their brains ready to use a different language.*"

II. PURPOSES

- To motivate/capture interest
- To warm up
- To enjoy (for fun)
- To introduce a lesson
- To frame the mind
- To loosen up the tongue
- To relax / put at ease
- To get to know each other
- To prepare the pupils for the information and activities in the lesson
- Etc.

III. TYPES

- Reviewing a previous lesson
- Discussing the topic of the lesson
- Stating the aim of the lesson
- Linking the previous lesson to the new one
- Getting to know each other
- Starting with music / a song
- Repeating a riddle
- Using proverbs or English idioms
- Raising a discussion of common interest

The list is far from being exhaustive; therefore, teachers could rely on their own creativity to find other types of warm-ups.

APPENDIX THREE

AIMS AND OBJECTIVES

I. DEFINITION OF AIMS

An aim (objectif général) is a **purpose, an intention.** It should be defined in such a way that it answers the following question: "What skill(s) does the teacher want the pupils to acquire?)".

Aims refer to **competence** (i.e. what the teacher wants the pupils to learn); they are latent, cognitive.

II. DEFINITION OF OBJECTIVES

According to Robert F. Mager "An objective is a description of the performance you want learners to exhibit before you consider them competent. An objective describes an intended result of instruction rather than the process itself".

The characteristics of a useful objective are:
1. Performance (what the learner is able to do)
2. Conditions (important conditions under which the performance is expected to occur)
3. Criterion (the quality or level of performance that will be considered acceptable).

Objectives deal with what the pupils will be able to do as a result of the competence they acquire. They are expressed in verbs of action and are formulated as followed: **"By the end of the lesson the pupils will be able to…"**

Examples of conditions:
- by the end of the course/ lesson /term
- given a list...
- without a calculator...

Examples of behaviour or performance:
- identify from a list
- recite
- solve an equation...

Examples of acceptable standards or criteria:
- without error
- with no more than two errors
- in five minutes...

An objective is defined taking into account all the elements above: "By the end of the chapter on equations, the pupils [...] will be able to solve a first degree equation in five minutes without a calculator. No error is allowed".

Examples of aims and objectives (of speaking and writing)

1. Speaking

Aim: The pupils will be taught the common fillers* and their use in a conversation. (*Some common fillers are: well, o.k., em, you see, you know, er, um, sort of, kind of...)

Objective: By the end of the lesson the pupils will be able to use 5 fillers in a free and fluent six-utterance dialogue.

2. Writing

Aim: To teach pupils how to write a business letter.

Objective: By the end of the lesson the pupils will be able to write a 100-word letter of complaint in 30 minutes without any mistake and without any document.

III. ADVANTAGES OF INSTRUCTIONAL OBJECTIVES:

Although some people question the usefulness of educational objectives, they are in our context, so far, the only medium by which to measure the instructional progression. Instructional objectives are valuable in that they enable the teacher to:

- evaluate/assess the effectiveness of his teaching
- identify the pupils needing remedial work
- develop adequate strategies to meet the needs of all the pupils
- in addition, they have **one** interpretation and can help to reduce the time spent in learning

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