**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**
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**DIRECTION DES INSPECTIONS**
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**INSPECTION D'ANGLAIS**

**BURKINA FASO**
Unité - Progrès - Justice
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# ENGLISH FOR SECOND YEAR

## (classe de 5$^e$)

## SYLLABUS

**2010**

# FOREWORD

From what has been observed during class visits and inspections, most English teachers in Burkina Faso teach grammar and reading basically. This may be largely due to the way the contents of the textbook, ***English for second Year*** (classe de 5$^e$)**,** are organised. Yet teaching involves more than these two language aspects.

The present 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 subskills (vocabulary, pronunciation...). It is up to the teacher to lay emphasis on the skills or subskills 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 level of the second year (classe de 5$^e$), the learners will be able to produce in speech and in writing meaningful language related to their immediate environment.

| Unit one | Lessons | Aims | Objectives | Functions | Structures/Lexis | Skills |
|---|---|---|---|---|---|---|
| **CITIZENSHIP** | **1**<br><br>**Elections** | To help the pupils acquire vocabulary related to elections | The pupils will be able to:<br>- identify and name voting materials<br>- enumerate the conditions to be an elector or be elected (age, mandate, nationality...) | - Identifying<br>- Enumerating<br>- Naming | - Simple present<br>- Present progressive<br>- Passive voice<br>- Relative pronouns (who, whom, that…) | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **2**<br><br>**National institutions** | To familiarise the pupils with national institutions | The pupils will be able to:<br>- name the main institutions (parliamentary, executive, judicial ...)<br>- specify the role of each institution | - Naming<br>- Specifying | - Simple present<br>- Simple past<br>- Relative pronouns (which, that…) | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **3**<br><br>**Local institutions** | To familiarise the pupils with local institutions | The pupils will be able to:<br>- name the main institutions at the levels of the region, province, department and village<br>- specify their roles | - Naming<br>- Specifying | - Simple present<br>- Relative pronouns (which, that…) | - Listening<br>- Speaking<br>- Reading<br>- Writing |

| Unit two | Lessons | Aims | Objectives | Functions | Structures/Lexis | Skills |
|---|---|---|---|---|---|---|
| **CHILDREN'S RIGHTS AND DUTIES** | **1** <br><br> **Children's rights at home and at school** | To sensitise the pupils to their rights at home and at school | The pupils will be able to: <br> - define children's rights <br> - enumerate some children's rights at home and at school <br> - write  slogans on children's rights | - Defining <br> - Enumerating <br> - Sensitising | - Must (have to) <br> - Mustn't <br> - Simple present <br> - Passive voice <br> - Quantifiers (each, every, all the, the whole…) | - Listening <br> - Speaking <br> - Reading <br> - Writing |
| | **2** <br><br> **Children's duties at home and at school** | To sensitise the pupils to their duties at home and at school | The pupils will be able to: <br> - define children's duties <br> - enumerate some children's duties at home and at school <br> - write  slogans on children's duties | - Defining <br> - Enumerating <br> - Sensitising | - Must (have to) <br> - Mustn't <br> - Simple present <br> - Passive voice <br> - Imperatives <br> - Question tags <br> - Quantifiers (each, every, all the, the whole…) | - Listening <br> - Speaking <br> - Reading <br> - Writing |
| | **3** <br><br> **Children and the law** | To familiarise the pupils with the legislation related to children | The pupils will be able to: <br> - enumerate some laws dealing with children's protection <br> - identify some laws about children's education | - Enumerating <br> - Identifying | - Must (have to) <br> - Mustn't <br> - Quantifiers (each, every, all the, the whole....) | - Listening <br> - Speaking <br> - Reading <br> - Writing |

| Unit three | Lessons | Aims | 0bjectives | Functions | Structures/Lexis | Skills |
|---|---|---|---|---|---|---|
| **GENDER ISSUE** | **1**<br><br>**Gender discrimination at home** | To raise the pupils' awareness about gender discrimination at home | The pupils will be able to:<br>- define discrimination<br>- enumerate some forms of discrimination at home<br>- distinguish between convenient and inconvenient attitudes at home<br>- suggest solutions to fight discrimination* | - Defining<br>- Enumerating<br>- Distinguishing<br>- Suggesting | - May (to be allowed to/to be permitted to)<br>- Can (to be able to)<br>- Must (have to, to be obliged to)<br>- Imperatives (do / don't …)<br>- Comparatives<br>- Superlatives | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **2**<br><br>**Gender discrimination at school** | To raise the pupils' awareness about gender discrimination at school | The pupils will be able to:<br>- enumerate some forms of discrimination at school<br>- distinguish between convenient and inconvenient attitudes at school<br>- suggest solutions to fight discrimination* | - Enumerating<br>- Distinguishing<br>- Suggesting | - Can<br>- Why not + infinitive without "to"?<br>- What about + noun?<br>- What about …+-ing?<br>- Gerund<br>- Comparatives<br>- Superlatives | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **3**<br><br>**Gender equity** | To raise the pupils' awareness about the necessity for gender equity | The pupils will be able to:<br>- define gender equity<br> - enumerate some advantages of gender equity<br>- identify some obstacles to gender equity<br>- suggest solutions to gender inequity* | - Defining<br>- Enumerating<br>- Identifying<br>- Suggesting | - Simple present<br>- Simple past<br>- Must ( have to)<br>- Quantifiers (all the, the whole, every, both…)<br>- Comparatives<br>- Superlatives | - Listening<br>- Speaking<br>- Reading<br>- Writing |

*Example: write a slogan or a letter

| Unit four | Lessons | Aims | Objectives | Functions | Structures/Lexis | Skills |
|---|---|---|---|---|---|---|
| **ENVIRON-MENTAL EDUCATION** | **1**<br><br>**Environment and health** | To sensitise the pupils to house and classroom wastes. | The pupils will be able to :<br>- identify some household and classroom wastes.<br>- enumerate appropriate environmental attitudes using "Must "and "Mustn't"<br>- say why they should keep their environment clean and nice. | - Identifying<br><br>- Enumerating<br><br>- Giving reasons | - If clause (first conditional)<br>- Must<br>- Mustn't<br>- Adverbs of frequency (always, often, usually, sometimes, never …)<br>- The reason why …<br>- The reason for … + noun<br>- The reason for…+ -ing | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **2**<br><br>**Pollution** | To sensitise the pupils to the impact of pollution on climate and life in general. | The pupils will be able to :<br>- identify the main sources of pollution (plastic waste, gases, …)<br>- list appropriate environmental attitudes<br>- recommend appropriate environmental attitudes using "Must "and "Mustn't" | - Identifying<br><br>- Listing<br><br>- Making recommendations | - Simple future<br>- Must<br>- Mustn't<br>- Adverbs of frequency (always, often, usually, sometimes, never …) | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **3**<br><br>**wild life** | To sensitise the pupils to the importance of fauna and flora in our lives. | The pupils will be able to :<br>- identify some wild animals<br>- identify some plants<br>- name some plants<br>- name some wild animals<br>- give reasons for protecting wildlife (fauna and flora) | - Identifying<br><br>- Naming<br><br>- Explaining | - If clause (second conditional)<br>- The reason why …<br>- The reason for … + noun<br>- The reason for…+ -ing | - Listening<br>- Speaking<br>- Reading<br>- Writing |

| Unit five | Lessons | Aims | Objectives | Functions | Structures/Lexis | Skills |
|---|---|---|---|---|---|---|
| **HEALTH AND SANITATION** | **1**<br><br>**Cleanliness** | To sensitise the pupils to the appropriate attitudes towards cleanliness | The pupils will be able to:<br>- define cleanliness<br>- explain the necessity of cleanliness<br>- write slogans to promote cleanliness | - Defining<br>- Explaining<br>- Persuading | - Must (have to)<br>- If clause (1$^{st}$ conditional)<br>- That is why …<br>- That is the reason why … | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **2**<br><br>**Food and hygiene** | To sensitise the pupils to the importance of sound nutrition and hygiene | The pupils will be able to :<br>- define a balanced diet*<br>- describe appropriate hygienic attitudes (washing hands, oneself, clothes, protecting food ...) | - Defining<br>- Describing | - Reflexive pronouns<br>- Exclamatory forms<br>- Must | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **3**<br><br>**Sports and health** | To raise the pupils' awareness about the importance of sports on health | The pupils will be able to:<br>- name some popular sports<br>- give some advantages of the practice of sports<br>- explain the impact of their favourite sports on their health<br>- compare two sports | - Naming<br>- Explaining<br>- Comparing | - Comparatives<br>- Double comparatives<br>- Superlatives | - Listening<br>- Speaking<br>- Reading<br>- Writing |

*The teacher could work in collaboration with a science teacher

| Unit six | Lessons | Aims | Objectives | Functions | Structures/Lexis | Skills |
|---|---|---|---|---|---|---|
| **STIs and HIV/AIDS*** | **1**<br><br>**STIs and AIDS: modes of transmission** | To sensitise the pupils to the modes of transmission of STIs and HIV/AIDS | The pupils will be able to:<br>- name some STIs<br>- use vocabulary related to STIs and HIV / AIDS through sentences of their own<br>- list some modes of transmission of STIs and HIV / AIDS<br>- describe some modes of transmission of STIs and HIV/AIDS | - Naming<br>- Listing<br>- Describing | - Present perfect<br>- Present perfect + Since / for | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **2**<br><br>**STIs and AIDS: some symptoms** | To help the pupils learn about some symptoms of STIs and HIV/AIDS | The pupils will be able to:<br>- list some symptoms of STIs and AIDS<br>- describe some symptoms related to STIs and HIV/AIDS<br>- match symptoms and their corresponding diseases | - Listing<br>- Describing<br>- Showing correspondence | - Present perfect continuous<br>- Present perfect continuous + Since / for | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **3**<br><br>**Fighting STIs and AIDS** | To raise the pupils' awareness about some ways of fighting STIs and HIV / AIDS | The pupils will be able to:<br>- enumerate ways to protect themselves and other people against STIs and HIV / AIDS<br> - suggest some ways of fighting STIs and HIV / AIDS<br>- write slogans against STIs and AIDS | - Enumerating<br>- Suggesting<br>- Advising | - Can<br>- Must<br>- Mustn't<br>- Why not + infinitive without "to"?<br>- What/how about + noun?<br>- What/how about … + -ing<br>- Should | - Listening<br>- Speaking<br>- Reading<br>- Writing |

*- STI= Sexually Transmitted Infections

 - HIV / AIDS= Human Immunodeficiency Virus / Acquired Immune Deficiency Syndrome

| Unit seven | Lessons | Aims | Objectives | Functions | Structures/Lexis | Skills |
|---|---|---|---|---|---|---|
| **INFORMATION AND COMMUNICATION TECHNOLOGIES** | **1** <br><br> **Writing a personal letter** | To familiarise the pupils with letter writing | The pupils will be able to: <br> - identify the different parts of a letter <br> - write a letter | - Identifying <br> - Exchanging information through letters | - Simple present <br> - Present continuous <br> - Simple past <br> - Present perfect | - Listening <br> - Speaking <br> - Reading <br> - Writing |
| | **2** <br><br> **The computer and office work today** | To help the pupils learn about the use of computers at the office | The pupils will be able to: <br> - list office tasks done with a computer <br> - enumerate advantages of doing office work with a computer | - Listing <br> - Enumerating | - Simple present <br> - Can <br> - Comparative of superiority <br> - Double comparative | - Listening <br> - Speaking <br> - Reading <br> - Writing |
| | **3** <br><br> **The Internet** | To help the pupils learn about the use of the Internet | The pupils will be able to: <br> - enumerate the various uses of the Internet <br> - list the advantages and disadvantages of using the Internet <br> - discuss the advantages and disadvantages of using the Internet | - Enumerating <br> - Listing <br> - Giving opinions | - Relative (which) <br> - If clause (1$^{st}$ conditional) <br> - Comparative of superiority <br> - Double comparative | - Listening <br> - Speaking <br> - Reading <br> - Writing |

| Unit eight | Lessons | Aims | Objectives | Functions | Structures/Lexis | Skills |
|---|---|---|---|---|---|---|
| **GOING ABROAD** | **1**<br><br>**Arriving in a foreign country** | To acquaint the pupils with immigration formalities | The pupils will be able to:<br>- fill in immigration forms<br>- answer questions at immigration services<br>- ask questions | Filling in forms<br>- Answering questions<br>- Asking questions | Reported speech (commands)<br>- Wh- questions<br>- Yes/No questions | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **2**<br><br>**Discovering other peoples' cultures** | To help the pupils discover other peoples' cultures | The pupils will be able to:<br>- identify cultural similarities and differences<br>- give their feelings and impressions about the new country | - Identifying<br>- Expressing feelings and opinions | - Reported speech (statements)<br>- Infinitive with "to" (after *like, prefer* | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **3**<br><br>**Going about** | To help the pupils enquire about places, prices of goods and services | The pupils will be able to:<br>- find their way to and from places<br>- read maps<br>- enquire about the location of places<br>- enquire about the cost of transport and other items | - Enquiring about location of places, costs, fares ...<br>- Reading maps<br>- Finding information | Reported speech (questions) | - Listening<br>- Speaking<br>- Reading<br>- Writing |

| Unit nine | Lessons | Aims | Objectives | Functions | Structures/Lexis | Skills |
|---|---|---|---|---|---|---|
| ROAD SAFETY | **1**<br><br>**Dangerous attitudes in the traffic** | To raise the pupils' awareness about dangerous attitudes in the traffic | The pupils will be able to:<br>- enumerate dangerous attitudes in the traffic<br>- distinguish between appropriate and inappropriate attitudes in the traffic<br>- warn peers against dangerous attitudes in the traffic<br>- draw pictures sensitising their peers to dangerous attitudes in the traffic | - Enumerating<br>- Warning<br>- Discriminating<br>- Sensitising | - Imperatives (do/don't)<br>- Must<br>- Mustn't<br>- Can<br>- Can't<br>- If clause (1st conditional) | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **2**<br><br>**Risky places in the traffic** | To raise the pupils' awareness about risks in the traffic | The pupils will be able to:<br>- identify risky places on roads<br>- describe appropriate attitudes to avoid accidents at risky places<br>- give advice to their peers about the appropriate attitudes to adopt at risky places | - Identifying<br>- Describing<br>- Advising | - Can<br>- Can't<br>- Must<br>- Mustn't<br>- Never<br>- Imperatives<br>- May | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **3**<br><br>**Safe practices in the traffic** | To help the pupils develop safe attitudes in the traffic | The pupils will be able to:<br>- identify safe attitudes to adopt<br>- give advice about safe attitudes in the traffic<br>- write slogans promoting safe attitudes in the traffic | - Identifying<br>- Giving advice<br>- Sensitising | - Adverbs of frequency<br>- Imperatives (do/don't)<br>- Must<br>- Mustn't<br>- Can<br>- Can't | - Listening<br>- Speaking<br>- Reading<br>- Writing |

| Unit ten | Lessons | Aims | Objectives | Functions | Structures/Lexis | Skills |
|---|---|---|---|---|---|---|
| **ART AND CULTURE** | **1**<br><br>**Major cultural events in Burkina Faso** | To familiarise the pupils with major cultural and artistic events | The pupils will be able to:<br>- identify the major cultural and artistic events in Burkina Faso<br>- describe the events | - Identifying<br>- Describing | -Passive voice<br>- Perception verbs | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **2**<br><br>**Tourism** | To sensitise the pupils to the tourist potentialities in Burkina Faso | The pupils will be able to:<br>- write slogans advertising Burkina Faso tourist sites<br>- identify tourist sites<br>- enumerate major tourist activities taking place in Burkina Faso<br>- describe some tourist activities or sites | - Enumerating<br>- Identifying<br>- Describing | - Prepositions of place<br>- Exclamatory forms | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **3**<br><br>**Market day** | To raise the pupils' awareness about the cultural aspects of a village market day | The pupils will be able to:<br>- enumerate goods on a typical village market<br>- describe people on a typical village market day<br>- describe activities in a market | - Enumerating<br>- Describing | - Relative pronouns (who, which…)<br>- Exclamatory forms<br>- The day when ….<br>- The place where … | - Listening<br>- Speaking<br>- Reading<br>- Writing |

| Unit eleven | Lessons | Aims | Objectives | Functions | Structures/Lexis | Skills |
|---|---|---|---|---|---|---|
| **FASHION** | 1<br><br>**At the tailor's** | To help the pupils acquire vocabulary of measurements, clothing items, tools, and styles | The pupils will be able to:<br>- name clothing items and styles<br>- name some materials and tools used for sewing clothes<br>- give the size of items<br>- describe clothing styles | - Naming<br>- Identifying<br>- Giving measurements<br>- Describing | - Infinitive without "to" (after "let and make")<br>- Question tags<br>- Imperatives | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | 2<br><br>**At the hairdresser's** | To help the pupils acquire vocabulary of products, hairstyle and tools for hair-doing and hair keeping | The pupils will be able to:<br>- identify hairstyles<br>- name some products and tools used for hair-doing and keeping<br>- describe hairstyles | - Identifying<br> - Naming<br>- Describing | - Prepositions of place<br>- Infinitive without "to"<br>- "To do" vs. "to make" | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | 3<br><br>**In a music shop** | To help the pupils acquire vocabulary of musical genres, musical instruments and acoustic devices | The pupils will be able to:<br>- name some musical genres<br>- identify some acoustic devices<br>- identify some musical instruments<br>- express likes and dislikes for musical genres | - Naming<br>- Identifying<br>- Expressing likes and dislikes | - Infinitive with "to"<br>- Exclamatory forms<br>- Double comparatives<br>- Superlatives | - Listening<br>- Speaking<br>- Reading<br>- Writing |

| Unit twelve | Lessons | Aims | Objectives | Functions | Structures/Lexis | Skills |
|---|---|---|---|---|---|---|
| **SCHOOLING OPPORTUNITIES IN BURKINA FASO** | **1**<br><br>**Going to school in the village** | To inform the pupils of the schooling conditions in the village environment | The pupils will be able to:<br>- list some advantages in attending school in the village<br>- enumerate some difficulties in attending school in a village<br>- describe some schooling conditions in the village | - Listing<br>- Giving opinions<br>- Enumerating<br>- Describing | - Gerund (verb + -ing)<br>- Relative clauses (when) | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **2**<br><br>**Going to school in town** | To inform the pupils of the schooling conditions in the town environment | The pupils will be able to:<br>- list some advantages in attending school in town<br>- enumerate some difficulties in attending school in town<br>- describe some schooling conditions in town<br>- compare schooling conditions in the village and in town | - Listing<br>- Describing<br>- Comparing<br>- Enumerating | - Comparatives<br>- Linking words of contrast (but, yet, however...) | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **3**<br><br>**Equal access to school** | To sensitise the pupils to the issue of equal access to school | The pupils will be able to:<br>- define equal access to school<br>- identify obstacles to equal access to school<br>- suggest solutions to unequal access to school | - Defining<br>- Identifying<br>- Suggesting | - Quantifiers (each, every, all the, both...) | - Listening<br>- Speaking<br>- Reading<br>- Writing |

| Unit thirteen | Lessons | Aims | Objectives | Functions | Structures/Lexis | Skills |
|---|---|---|---|---|---|---|
| **13**<br><br>**JOBS AND ACTIVITIES** | **1**<br>**At the farm** | To familiarise the pupils with the vocabulary related to farm activities | The pupils will be able to:<br>- name various farm activities (sowing, ploughing, harvesting, breeding, ...)<br>- identify some farming tools on pictures or drawings<br>- describe the use of some farming tools | - Naming,<br>- Identifying,<br>- Describing | - Gerunds as nouns<br>- Formation of nouns derived from verbs (farm → farm*er*) | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **2**<br>**On the construction site** | To familiarise the pupils with some jobs on the construction site | The pupils will be able to:<br>- identify various jobs on the construction site<br>- name the various professional workers on the construction site according to activities<br>- describe the various jobs on the construction site | - Identifying<br>- Naming<br>- Describing | - Formation of nouns derived from verbs (build → build*er*)<br>- Prepositions of place | - Listening<br>- Speaking<br>- Reading<br>- Writing |
| | **3**<br>**At the office** | To familiarise the pupils with the names of various office workers, equipment and stationery | The pupils will be able to:<br>- name various office workers<br>- identify different office equipment<br>- identify stationery<br>- match workers' professions with their activities<br>- describe office activities | - Naming<br>- Identifying<br>- Matching<br>- Describing | - Prepositions of place<br>- Passive voice<br>- Relative pronouns | - Listening<br>- Speaking<br>- Reading<br>- 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***: don't be the 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***: 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
- **Do in class what cannot be done outside the class**: 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 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?
- the 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, announce the lesson and introduce it.<br><br>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.<br><br>Here, remove any obstacle which could make the following steps difficult to understand. Therefore, explain new words or structures. |
| **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.<br><br>The types of activities could be gap filling, sentence completion, matching, answering questions, writing a paragraph... 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 stages and their background knowledge of the topic of the lesson or of the world. Devise activities so as to give the pupils the opportunity to use their English as much as possible and to encourage them to produce as naturally as possible. Possible activities are debates, discussions, interviews...<br><br>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.<br><br>Allow the pupils some time for copying down the lesson and then move on to procedural work: checking the attendance[*] and filling in the record book.<br><br>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: an important step 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...

## 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...

## 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?"

An aim refers 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 (*objectif spécifique*) 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 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 follows: **"By the end of the lesson the pupils will be able to list, name describe, compare ..."**

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 filler 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:

Some people question the usefulness of educational objectives, but until they are replaced by more convenient instruments, they can be used to measure 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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