**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

BURKINA FASO
Unité - Progrès - Justice

ENGLISH FOR FIRST YEAR

(classe de 6e)

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 first Year**, 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 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 first year (classe de 6^e), the learners will be able to communicate in speech and writing through simple language dealing with various situations of their daily lives.

Unit one	Lessons	Aims	Objectives	Functions	Structures/Lexis	Skills
AT SCHOOL	**1** **Greetings**	To introduce formal and informal greetings	The pupils will be able to : - greet formally - greet informally - introduce themselves to one another - introduce another person	- Greeting - Introducing oneself - Introducing another person - Expressing thanks	- Simple present - Personal pronouns - Possessive adjectives - This / that is (that's) - These / those are	- Listening - Speaking - Reading - Writing
	2 **Classroom objects and cardinal numbers**	To help the pupils acquire vocabulary of classroom objects and cardinal numbers	The pupils will be able to : - identify classroom objects - locate classroom objects - count from 1 to 12	- Naming classroom objects - Locating classroom objects - Counting	- There is / are - This / that is - These / those are - Prepositions of place - How many	- Listening - Speaking - Reading - Writing
	3 **Classroom language**	To introduce the pupils to routine classroom language	The pupils will be able to : - give orders - give instructions to one another - ask for information - ask for permission - ask for clarification - ask for repetition - apologise (e.g. for being late)	- Giving orders - Giving instructions - Apologising - Seeking permission - Giving permission - Asking for information	- Imperatives - wh-questions - Yes / no questions - Sorry … - May I …?	- Listening - Speaking - Reading - Writing

Unit two	Lessons	Aims	Objectives	Functions	Structures/Lexis	Skills
PLANS AND ACTIVITIES	**1** **Time and days of the week**	To help the pupils speak about the timetable	The pupils will be able to: - tell the time from an analogue watch as well as a digital watch - ask the time - name the days of the week. - ask questions about their daily timetables - answer questions about their daily timetables	- Asking and telling the time - Telling about a day's timetable - Identifying - Telling about a week's programme	- Wh-questions - Yes / no questions - There is / are - Simple Present - Present continuous - An, at	- Listening - Speaking - Reading - Writing
	2 **The date**	To familiarise the pupils with the date	The pupils will be able to: - name the months of the year - count ordinal numbers from 1st to 31st - use ordinal numbers with days and months - tell, ask and write the date	- Identifying - Telling the date - Asking the date - writing the date - Giving specific dates (events, birthdates …)	- Wh-questions - Yes / no questions - There is / are - Present continuous	- Listening - Speaking - Reading - Writing
	3 **Holidays and sports**	To help the pupils learn vocabulary of holidays and sports	The pupils will be able to: - name some sports - give the dates of their school events and holidays	- Naming - Giving dates	- Possessive adjectives - Wh- questions	- Listening - Speaking - Reading - Writing

Unit three	Lessons	Aims	Objectives	Functions	Structures/Lexis	Skills
SOCIALISATION	**1** **Family members**	To familiarise the pupils with family relationships	The pupils will be able to: - name various members of the family - use vocabulary of household chores in their own sentences	- Identifying family members - Asking questions - Answering questions - Talking about family members' activities	- Simple present (to have got) - Possessive adjectives - Wh-questions - Yes / no questions	- Listening - Speaking - Reading - Writing
	2 **School regulations**	To familiarise the pupils with school regulations	The pupils will be able to: - list regulations of their school - identify what they must or must not do at school	- Asking questions - Answering questions - Expressing obligation and prohibition	- Simple present - Must - Mustn't	- Listening - Speaking - Reading - Writing
	3 **Good manners**	To help the pupils learn expressions related to good manners	The pupils will be able to use appropriate expressions in given situations	- Apologising - Expressing regret - Expressing gratitude - Making suggestions	Idiomatic expressions: - I'm sorry - Excuse me - Thank you / thanks - What / how about … + -ing	- Listening - Speaking - Reading - Writing

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Unit four	Lessons	Aims	Objectives	Functions	Structures/Lexis	Skills
DESCRIPTION OF PEOPLE AND THINGS	**1** **Colours and clothing items**	To familiarise the pupils with vocabulary related to colours and clothing items	The pupils will be able to : - identify colours - name clothing items	- Identifying colours - Naming clothing items	- Wh-questions - Yes / no questions - Possessive adjectives - Plural of nouns - Definite and indefinite articles	- Listening - Speaking - Reading - Writing
	2 **Describing people**	To familiarise the pupils with adjectives used to describe people's moods and physical appearances	The pupils will be able to describe : - people's moods - people's physical appearances	- Describing people's moods - Describing people's physical appearances	- To be - To have - Adjectives of quality	- Listening - Speaking - Reading - Writing
	3 **Comparing people and things**	To familiarise the pupils with the comparison of people and things	The pupils will be able to: - compare people and things using the comparison of superiority - compare people and things using the comparison of inferiority - compare people and things using the comparison of equality	Comparing	- To be - Comparatives (equality, inferiority, superiority)	- Listening - Speaking - Reading - Writing

Unit five	Lessons	Aims	Objectives	Functions	Structures/Lexis	Skills
POSSESSION	**1** **Possession**	To help the pupils express possession	The pupils will be able to express possession: - using possessive adjectives - using possessive pronouns	Expressing possession	- Possessive adjectives - Possessive pronouns	- Listening - Speaking - Reading - Writing
	2 **People and their properties**	To help the pupils express possession	The pupils will be able to use the possessive case	Expressing other people's properties	- Possessive case - Whose + noun (Whose book …?)	- Listening - Speaking - Reading - Writing
	3 **Attitudes towards public and private properties**	To raise the pupils' awareness about the importance of public and private properties	The pupils will be able to choose appropriate actions to preserve public and private properties	- Talking about attitudes towards public and private properties - Identifying correct attitudes towards regulations	- Must - Mustn't	- Listening - Speaking - Reading - Writing

Unit six	Lessons	Aims	Objectives	Functions	Structures/Lexis	Skills
OUR HEALTH	**1** **Common diseases in Burkina Faso**	To familiarise the pupils with names and causes of some common diseases in Burkina Faso	The pupils will be able to: - list common diseases in Burkina Faso - give causes of some diseases - recommend measures to prevent some common diseases	- Giving information about common diseases in B.F. - Advising people on how to protect themselves from common diseases	- Must - Mustn't - Can - Imperatives	- Listening - Speaking - Reading - Writing
	2 **At the clinic**	To help the pupils acquire vocabulary related to clinical environment	The pupils will be able to: - identify some workers of the clinic - identify different services of the clinic - match symptoms and diseases - use given words to describe symptoms of common diseases	- Describing symptoms of some diseases - Identifying	Simple present	- Listening - Speaking - Reading - Writing
	3 ***STIs and HIV/AIDS**	To familiarise the pupils with basic vocabulary of STIs and HIV/AIDS and preventive measures	The pupils will be able to: - define STIs and HIV/AIDS - recommend measures to prevent STIs and HIV/AIDS	- Giving information about STIs and HIV/AIDS - Advising to avoid getting STIs and HIV/AIDS	- Must - Mustn't - Can - Imperatives	- Listening - Speaking - Reading - Writing

* - STI: Sexually Transmitted Infections
  - HIV / AIDS: Human Immunodeficiency Virus / Acquired Immune Deficiency Syndrome

Unit seven	Lessons	Aims	Objectives	Functions	Structures/Lexis	Skills
CHILDREN'S RIGHTS AND DUTIES	**1** **Children's rights**	To raise the pupils awareness about children's rights	The pupils will be able to: - enumerate the first 10 articles of the Convention on child's rights - identify the specific rights respected or violated	- Listing - Enumerating - Identifying - Agreeing /disagreeing	- Must / have to - Mustn't - Can	- Listening - Speaking - Reading - Writing
	2 **Children's duties**	To raise the pupils' awareness about children's duties	The pupils will be able to list a few common children's duties in Burkina Faso	- Listing - Enumerating - Identifying	- Must / have to - Mustn't - Can	- Listening - Speaking - Reading - Writing
	3 **Children and their rights and duties**	To reinforce the pupils' knowledge of children's rights and duties	The pupils will be able to discriminate between rights and duties	Discriminating between rights and duties	- Must / have to - Mustn't - Can	- Listening - Speaking - Reading - Writing

Unit eight	Lessons	Aims	Objectives	Functions	Structures/Lexis	Skills
COOKING AND FOOD	**1** **Meals , dishes and cutlery**	To familiarise the pupils with the names of various meals and dishes	The pupils will be able to: - name the various meals and dishes - name the various cutlery items - choose their preferred meals	- Talking about meals and dishes - Talking about cutlery - Choosing	- Wh-questions - Yes / no questions	- Listening - Speaking - Reading - Writing
	2 **Ways of cooking food (frying, boiling, grilling, baking, roasting)**	To familiarise the pupils with vocabulary related to cooking	The pupils will be able to: - name the various cooking ways and some appropriate ingredients - name some cooking materials - describe the process of cooking a meal	- Talking about cooking methods and utensils - Describing	- Wh-questions - Yes / no questions - Sequence adverbs (first, then, next, after that, finally) - Quantifiers (any, some)	- Listening - Speaking - Reading - Writing
	3 **At the restaurant**	To familiarise the pupils with practices at the restaurant	The pupils will be able to: - ask for the menu at a restaurant - order meals and drinks on the menu - ask for the bill	Ordering meals at the restaurant	- Wh-questions - Yes / no questions (What can I do for you? Have you got any …?) - Quantifiers (any, some) - Can - Imperatives	- Listening - Speaking - Reading - Writing

Unit nine	Lessons	Aims	Objectives	Functions	Structures/Lexis	Skills
A VISIT IN TOWN	**1** **Travelling**	To help the pupils acquire vocabulary related to travelling	The pupils will be able to : - identify a few common travel documents - name means of transportation - use vocabulary related to a given means of transportation	- Identifying - Giving information - Asking for information	- Wh-questions - Yes / no questions - Can - Simple future	- Listening - Speaking - Reading - Writing
	2 **Places and their locations.**	To familiarise the pupils with finding their way	The pupils will be able to : - locate places - ask for directions - give directions	- Locating places - Asking for directions - Giving directions	- Wh-questions - Yes / no questions - Imperatives (go straight, turn left …) - Prepositions of place	- Listening - Speaking - Reading - Writing
	3 **Entertainment in town.**	To help the pupils acquire vocabulary and expressions related to entertainment in town	The pupils will be able to : - name a few types of entertainment - invite somebody to a given entertainment - accept invitations - decline invitations	- Naming - Inviting - Accepting invitations - Declining invitations	- Would you like to …? - Can I invite you to...? - Future (going to + infinitive e.g. When is the game going to be / start? Who is going to play?)	- Listening - Speaking - Reading - Writing

Unit ten	Lessons	Aims	Objectives	Functions	Structures/Lexis	Skills
ROAD SAFETY	**1** **Roads, road signs and signals**	To familiarise the pupils with vocabulary related to the highway code	The pupils will be able to: - name common road signs - identify the shapes of road signs - name the colours of some road signs	- Naming - Identifying - Describing	- This / that is - These / those are - To be	- Listening - Speaking - Reading - Writing
	2 **Meaning of Road signs**	To sensitise the pupils to the importance of road signs	The pupils will be able to: - decode the message of road signs - recommend the correct attitude in a given traffic situation	- Explaining - Expressing obligation - Expressing prohibition	- Must / have to - Mustn't - Can't	- Listening - Speaking - Reading - Writing
	3 **Correct behaviours and road safety**	To develop the pupils' awareness about other road users	The pupils will be able to: - recommend correct attitudes toward other road users - advise people about correct attitudes in traffic	- Advising - Making recommendations	- Must / have to - Mustn't - Imperatives	- Listening - Speaking - Reading - Writing

Unit eleven	Lessons	Aims	Objectives	Functions	Structures/Lexis	Skills
SHOPPING	**1** **Shopping places and practices**	To help the pupils learn about shopping places and practices	The pupils will be able to name shopping places	Talking about shopping places and shopping practices	- Simple past - Yesterday - Last Saturday / weekend / week / month / year ...	- Listening - Speaking - Reading - Writing
	2 **Routine shopping**	To help the pupils learn to do routine shopping	The pupils will be able to: - ask the appropriate questions when buying - use the appropriate quantifiers with shopping items	- Expressing quantities and prices - Inquiring about quantities and prices	- Wh - questions (How much? How many...?) - Yes/no questions - quantifiers (much, many, a lot of, a few, a little) - Too + adjective - Adjective + enough - Any, some	- Listening - Speaking - Reading - Writing
	3 **Grocery shopping**	To familiarise the pupils with vocabulary related to grocery shopping	The pupils will be able to : - make a grocery shopping list - use the vocabulary related to grocery items in their own sentences	- Listing - Talking about grocery items	- Simple past - Yesterday - Last Saturday/week/ weekend/month/year...	- Listening - Speaking - Reading - Writing

Unit twelve	Lessons	Aims	Objectives	Functions	Structures/Lexis	Skills
AT THE FARM	**1** **Vegetables and farm animals**	To provide the pupils with names of vegetables, farm animals and farming tools	The pupils will be able to: - name farming tools, vegetables and farm animals - explain: a) the use of farming tools b) the importance of farm animals c) the importance of vegetables	- Naming - Explaining	Simple present	- Listening - Speaking - Reading - Writing
	2 **Growing tomatoes**	To get the pupils familiarised with the process and benefits of growing tomatoes	The pupils will be able to: - distinguish varieties of tomatoes - describe the process of growing tomatoes - share views about growing tomatoes	- Describing - Differentiating - Reporting information - Agreeing - Disagreeing	- I think - I don't think - I agree - I don't agree … - Sequence adverbs (first, then, next, after that, finally)	- Listening - Speaking - Reading - Writing
	3 **Rearing chickens**	To help the pupils learn the process of rearing chickens	The pupils will be able to: - describe the process of rearing chickens - advise about rearing chickens	- Describing - Explaining - Advising	- Can - Must - Imperatives - Sequence adverbs (first, then, next, after that, finally)	- Listening - Speaking - Reading - Writing

Unit thirteen	Lessons	Aims	Objectives	Functions	Structures/Lexis	Skills
INFORMATION AND COMMUNICATION TECHNOLOGIES	**1** **Means of information and communication**	To familiarise the pupils with ICTs	The pupils will be able to: - name the various means of information and communication - describe the various means of information and communication	- Naming - Describing	- Wh-questions - Yes / no questions - Simple present - Simple past	- Listening - Speaking - Reading - Writing
	2 **The computer: parts and uses**	To help the pupils learn the names of the computer parts and their uses	The pupils will be able to: - identify the different parts of a computer - describe the roles of computer parts	- Identifying - Describing	- Wh-questions - Yes / no questions - Simple present	- Listening - Speaking - Reading - Writing
	3 **The use of the mobile phone and the computer**	To expand the pupils' knowledge of the use of IC devices	The pupils will be able to say: - what the mobile phone is used for - what the computer is used for	- Naming - Describing	- Wh-questions - Yes / no questions - Simple present	- 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 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** 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 some 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?

V.   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 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. 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 down 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: 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 pupils 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 pupils 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.

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 follows: **"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.

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

(*Some common fillers are: well, o.k., em, you see, you know, er, um, sort of, kind of...)

2. Writing

Aim: To teach the 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/her 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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