

**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 THIRD YEAR

(Classe de 4^e)

SYLLABUS

2010

FOREWORD

The present syllabus contains texts dealing with the current themes not taken into account in the textbook used in the third year **Go for English 4^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: **suggesting, promising, apologising, greeting**... 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 third year (classe de 4^e), the learners will be able to produce in speech and writing meaningful language on some familiar topics.

First Aid on the Scene: Trauma Check and cardiopulmonary resuscitation (CPR)

Being involved in any type of motor vehicle accident can be a harrowing experience. Clear thinking and deliberate action at the scene can mean the difference between life and death, even more so in the case of motorcycle accidents. A motorcycle accident poses greater risk of injury to the rider than do many automobile accidents pose to passengers. However, the right equipment can go a long way toward protecting a rider in some accident situations. Gloves, boots, durable pants, and a sturdy jacket can minimize cuts and abrasions, while a quality helmet can protect against serious head injury. Riders should carry a first aid kit that includes disinfectants, gauze pads, wire splint, antibiotic ointment, and adhesive and elastic bandages.

If you witness or come across a motorcycle accident, there are steps you can take to help stabilize the victim before the paramedics arrive.

If there is no immediate danger, do not move the motorcycle accident victim until you can assess the severity of his or her injuries. Ask the victim what happened. This will help you determine if the victim is lucid and can give you a better idea about his or her condition.

Begin CPR by opening the victim's airway by gently tilting the head back and moving the jaw forward. A motorcycle accident victim may have a neck injury, so it is crucial that this step be performed as carefully as possible. With the airway open, listen for breathing. If the victim is still not breathing, remove anything that may be obstructing the airway, pinch the nose, and place your mouth over the victim's to create a tight seal. Blow until the victim's chest rises. Let the chest fall and repeat. Each breath should be about one second in duration. If the victim is still unresponsive, begin chest compressions. Place the heel of one hand on the victim's breastbone, and the other hand on top of the first with fingers interlocked. Compress the chest between 1½ and 2 inches. Try for about 100 compressions per minute. Alternate every 15 compressions with two breaths into the victim's mouth.

CPR is an important skill to master. Consider attending a CPR course to learn how to perform it properly and perfect the technique.

Unit	Lesson	Aim	Objectives	Functions	Structures/Lexis	Skills
ROAD SAFETY	First Aid on the Scene: Trauma Check and CPR	To help the pupils make the right moves in front of a victim of an accident	<p>The pupils will be able to:</p> <ul style="list-style-type: none"> - enumerate the necessary gestures - describe the process of CPR - give a list of actions - order actions according to the emergency of the situation 	<ul style="list-style-type: none"> - Describing - Enumerating - Ordering - Listing 	<ul style="list-style-type: none"> - Sequence adverbs (first, then, next, after that, finally) - Prepositions (before, after, without ...) + -ing - Modals (may, might, should, ought to) 	<ul style="list-style-type: none"> - Speaking - Writing - Reading - Writing

Neck Injury

Any injury to the neck is potentially serious, and should be handled with the greatest degree of caution. If the victim is unconscious or experiencing pain or numbness in the neck or limbs, which may indicate a neck fracture, make sure he or she remains still. Moving the victim could result in paralysis or death, and should only be attempted if the victim's further safety is threatened. Do not remove the helmet unless the victim has stopped breathing and requires cardiopulmonary resuscitation (CPR).

Bleeding

To control bleeding after a motorcycle accident injury, apply direct pressure to the wound with gauze or a clean rag or T-shirt. Determine if it is safe to move the victim, and get the victim prone, elevating the injury so that it is above the heart. If the first rag or shirt soaks through, place a new one directly over the old one and continue applying pressure.

Broken Limbs

A splint is used to immobilize the fractured limb and take the place of the broken bone. Lengths of wood, pipe, wire, or even rolled newspapers can make an effective splint. Position the splint around the fracture, being careful not to straighten a limb that is twisted. The limb should be splinted in the position it was found. If possible, arrange the splint to include the joints above and below the fracture. This will help to immobilize the injured area. Secure the splint against the limb; an elastic bandage is ideal, but if that is not available, tape, belts, cloth strips, or other material that can be tied or wrapped around the splinted area can be used instead. Make sure the binding is not pressing on the injury, and it is not tied so tight as to cut off circulation. Check the injured area repeatedly for swelling, paleness, or numbness, and loosen the splint if necessary. Wait for medical assistance.

Unit	Lesson	Aim	Objectives	Functions	Structures/Lexis	Skills
ROAD SAFETY	First Aid on the Scene: Neck Injury, Bleeding and Broken Limbs	To help the pupils learn the necessary gestures	The pupils will be able to: - list some measures in case of bleeding - describe the process of limb immobilization - describe some actions in case of neck injury - coordinate the various steps of limb immobilization	<ul style="list-style-type: none"> - Listing - Describing - Coordinating 	<ul style="list-style-type: none"> - Imperatives - Sequence adverbs (first, then, next, after that, finally) 	<ul style="list-style-type: none"> - Speaking - Writing - Reading - Writing

The Internet

The Internet or the World Wide Web is indeed a wonderful and amazing addition in our lives. The Internet can be known as a kind of global meeting place where people from all parts of the world can come together. It is a service available on the computer, through which everything under the sun is now at the fingertips of anyone who has access to the Internet.

To get “online”, meaning to connect to the Internet, you need to have:

- *A Computer:* Computer equipment is a sizeable investment and thus you should select a computer carefully. Before buying a computer, understand your needs and then choose one accordingly. See that it comes with a warranty and that after sales service is available in case you need it.
- *Internet Service Provider:* This is the software that you will require to get online. You can now choose from a dial-up service or 24-hour broadband services. This is the service that will help you to connect to the Internet and start your surfing experiences.

From Wikipedia, the free encyclopedia (adapted)

Unit	Lesson	Aim	Objectives	Functions	Structures/Lexis	Skills
INFORMATION AND COMMUNICATION TECHNOLOGIES	The Internet	To expand the pupils' knowledge of the Internet	The pupils will be able to: - say what the Internet is - identify the conditions for connecting to the Internet	- Defining - Identifying	- Past perfect - If clause (1 st conditional) - Passive voice	- Reading - Speaking - Writing - Listening

The mobile phone

A mobile phone or **mobile** (also called **cellphone** and **handphone**, as well as **cell phone**, **cellular phone**, **cell**, **wireless phone**, **cellular telephone**, **mobile telephone** or **cell telephone**) is an electronic device used for mobile voice or information communication. Mobile phones may support many additional services such as SMS for text messaging, email, for access to the Internet, gaming, camera with video recorder and MMS for sending and receiving photos and video, and radio .

The history of cell phones is based upon radio technology that was developed in the 1940s. The first official mobile phone was used in Sweden by the Swedish police in 1946. The technology was connected to the telephone network. The phone was not very practical: it was only able to make six phone calls before the car's battery was drained. Then Doctor Martin Cooper invented the modern cell phone. He is known as the first person to make a call on a cell phone.

Nowadays many Burkinabe in villages and towns have cell phones. They use them for making or receiving calls. A lot of young people prefer sending SMS because it is cheaper.

From Wikipedia, the Free Encyclopedia (adapted)

- SMS: (short message service)
- MMS: (multimedia messaging service)

Unit	Lesson	Aim	Objectives	Functions	Structures/Lexis	Skills
INFORMATION AND COMMUNICATION TECHNOLOGIES	The mobile phone	To expand the pupils' knowledge of the mobile phone	The pupils will be able to: <ul style="list-style-type: none"> - give the different designations of the mobile phone - identify the primary and associated applications of the mobile phone - list some historical facts of the device - discuss the importance of the device 	<ul style="list-style-type: none"> - Naming - Identifying - Listing - Agreeing/disagreeing 	<ul style="list-style-type: none"> - Used to - I agree/so do I/I think so - I disagree/I don't think so/neither do I/nor do I/I don't either 	<ul style="list-style-type: none"> - Reading - Speaking - Writing - Listening

Rural exodus and local communities

Morocco has undergone a population explosion, growing by about 150% since the beginning of the 1960s. This growth has been accompanied by a population explosion in the urban areas (52% of the country's total population), a high rate of illiteracy, and finally a low income per inhabitant. The change has led to visible destructive consequences for the environment, particularly the lack of balance in natural ecosystems, the diminution of productivity in pastoral, agricultural, and forest resources, and the pollution affecting all cities. The rapid urbanisation was due mainly to the rural exodus whose evolution became more pronounced. This process led to the development of large sectors of unsanitary housing. These areas are characterized by a shortage or even an absence of infrastructure. Local communities have the duty to preserve the urban heritage by direct action to make the population aware of all types of hazards and, to do this, the population must be informed and educated.

Adapted from Lahlou M; Zouiten,

Unit	Lesson	Aim	Objectives	Functions	Structures/Lexis	Skills
POPULATION	Rural exodus	To sensitise the pupils to the problems caused by rural exodus	The pupils will be able to: - define rural exodus - enumerate some negative impacts of rural exodus on rural areas - enumerate some negative impacts of rural exodus on urban areas - give some reasons for rural exodus - suggest some solutions to stop rural exodus	- Defining - Giving reasons - Enumerating - Suggesting	- ...'a time when' - The reason why - Until/till - So as to ... - Present perfect	- Speaking - Writing - Reading - Listening

What is pollution?

Pollution is when water, air or land becomes very dirty. Pollution can come in four different types affecting different types of areas in the world. Air pollution affects the air, water pollution affects the water and marine life, land pollution affects the land destroying life and the environment and there is also noise pollution that can affect our hearing. We all contribute to pollution in some way or another. Whether it be with a large amount or small amount we can still cause major damage to our health and the environment. Although we can all stop the increase of pollution, very few people realize that pollution is very harmful because they don't think of the environment, themselves and other people and what it can do. Pollution is an important factor to our lives. It involves our society and all other animals. Pollution is gradually destroying our planet and killing ourselves too. Like air pollution, smog and acid rain are killers to all of us. They destroy marine life, our own health, historical monuments and statues.

From the Internet (source unknown)

Unit	Lesson	Aim	Objectives	Functions	Structures/Lexis	Skills
ENVIRONMENTAL EDUCATION	What is pollution?	To raise the pupils' awareness about problems related to pollution	The pupils will be able to: - define pollution - enumerate the different types of pollution - describe the effects of the various types of pollution on humans, animals and the environment - suggest solutions to each type of pollution	- Defining - Enumerating - Describing - Suggesting	- Imperatives - Should - Ought to - Must - Mustn't - How/what about + -ing ? - Let's ... - Why not ...?	- Reading - Speaking - Writing - Listening

Deforestation

Deforestation both for commercial timber and to make room for agriculture, is the major concern and represents an enormous loss of natural economic wealth to the continent. Selective vegetation removal (during logging and wood fuel collection) contributes to the loss of forest quality and biodiversity. Over harvesting of non-timber forest resources, including medicinal plants, adds to this problem. There is also concern that the bush meat trade, which is prevalent in Central and Western Africa, may be endangering a number of forests-dwelling mammals. The pressure on forests and woodlands is exacerbated by the construction of access roads (by forestry and mining companies), which opens up closed forest areas, making the resources more accessible, and their trade more profitable.

From the UNEP (United Nations Environmental Protection Agency) website

Unit	Lesson	Aim	Objectives	Functions	Structures/Lexis	Skills
ENVIRONMENTAL EDUCATION	Deforestation	To raise the pupils' awareness about the causes and effects of deforestation	The pupils will be able to: - enumerate some causes of deforestation - identify some effects of deforestation - discuss ways and means to control deforestation	- Enumerating - Identifying - Giving opinions	- Passive voice - Should - Ought to - Must - Mustn't	- Reading - Speaking - Writing - Listening

Tiga and his 8th child

Tiga is well-known in his district. He has been living there for more than thirty years. His former field is now occupied by people's houses. Tiga is now involved in some small businesses which barely allow him to survive with his family. Brave Tiga never misses an opportunity to make a little money from any favourable situation.

When his 8th child was born, Tiga spoke to Bila, a man from his neighbourhood about getting a birth certificate for his new born daughter. Bila offered to help Tiga who was very grateful to his saviour. Tiga still remembers the series of hardships he had to go through when he tried to enrol his 4th child at school. He regretted he had let his brother Saga convince him to send his children to school. One after the other, the requests came from Bila. One day Tiga had to give money for some stamps which were lost; the next day it was money for the motorbike petrol since many trips were said to be necessary; and another day it was money supposed to encourage some workers to do the job faster. Finally, Tiga spent three times the amount required for the birth certificate but still could not get it.

"You never listen to what I tell you! This is only a small part of the problems of having a child", Tiga's wife said; and she concluded, "Eight children means a number of problems eight times. Anyway, I will not help you get a 9th child."

Unit	Lesson	Aim	Objectives	Functions	Structures/ Lexis	Skills
POPULATION	Family planning : Tiga and his eighth child	To raise the pupils' awareness about the importance of family planning	The pupils will be able to: - define family planning - identify advantages of family planning - advise other people about the advantages of family planning	- Defining - Identifying - Advising	- Ought to / should - You'd better ... - How/what about + - ing? - Why not...? - In order to ... - If clauses (2 nd conditional)	- Speaking - Writing - Reading - Listening

Young People and AIDS

Today's young people are the AIDS generation. They have never known a world without HIV. Millions already have died. Yet the HIV/AIDS epidemic among youth is still largely invisible to adults and to young people themselves. To stop HIV/AIDS requires many strategies that focus on youth. Of the over 60 million people who have been infected with HIV in the past 20 years, about half became infected between the ages of 15 and 24. Today, nearly 12 million young people are living with HIV/AIDS.

For every person living with AIDS, a family and community are affected. As the disease kills parents, it fuels poverty and despair among children and adolescents and reduces family resources a lot. The impact of HIV and AIDS on children is seen most dramatically in the rising numbers of children and adolescents orphaned by AIDS. Such children have difficulties that put their education, health, and well-being at risk. They may have to stop going to school; there may be less food or clothing for them in the household; they may suffer from anxiety, depression and abuse.

Source: Population Reports. Series L: *Issues in World Health, 2001 Fall; (12)*

Unit	Lesson	Aim	Objectives	Functions	Structures/Lexis	Skills
STIs AND AIDS	Young People and HIV / AIDS	To sensitise the pupils to the impact of HIV/AIDS on young people's lives	The pupils will be able to: - list the consequences of HIV/AIDS on youth and community - identify the proportion of youth infected by HIV/AIDS - discuss the impact of HIV/AIDS on individuals and communities	- Listing - Identifying - Giving opinions	- Adjectives as nouns (the young, the old, the poor ...) - Pronouns (one, oneself, one another, one's own ...) - Expressions of time (for, during)	- Reading - Listening - Writing - Speaking

Avoiding Risky Behaviours

Recommended Behaviours

Knowledge of how HIV is transmitted and studies of how people have become infected have identified behaviours that increase the chance of infection. In general, you prevent HIV infection by avoiding contact with infected blood and other bodily fluids, especially semen and vaginal fluid. These actions prevent an uninfected person from contracting the infection and prevent the virus from spreading from an infected to an uninfected person. A goal of AIDS education is to prevent HIV transmission by promoting the adoption of these good behaviours:

- Do NOT have sex with multiple partners
 - Do NOT have sexual relations without condoms
 - Do NOT fear blood testing
 - Do NOT use unsterilized instruments for piercing, tattooing, and acupuncture
 - Do NOT share needles or other equipment that may have infected blood
 - Do NOT donate blood if you have clinical evidence of HIV infection
-
- Avoid anal intercourse
 - Avoid anal-oral and oral-genital contact
 - Avoid alcohol and other drugs –They make it harder to say “no” to having sex or to use a condom if you do have sex.

Source: *How Effective is AIDS Education?*

Unit	Lesson	Aim	Objectives	Functions	Structures/Lexis	Skills
STIs AND AIDS	Avoiding risky behaviours	To sensitise the pupils to the risks of inappropriate behaviours about HIV/AIDS	The pupils will be able to: - enumerate some dangerous behaviours about HIV/AIDS - advise peers against inappropriate behaviours about HIV/AIDS - write a letter advising someone about the dangers of HIV/AIDS	- Enumerating - Advising	- Do - Don't - Should - Ought to - Must - Mustn't - You'd better... - It's a good idea to ... - Indirect questions	- Reading - Listening - Writing - Speaking

School rules

Pupils at school will be expected to:

1. show respect to other pupils and adults.
2. follow classroom rules set by individual teachers.
3. avoid fighting.
4. use appropriate language at all times.
5. take or keep only those things which belong to them.
6. respect school property and/or the property of others.
7. carry out grade level responsibilities

These rules make it possible to develop a climate in which individuals can live and grow with one another. Failure to follow these rules will result in a discipline referral to the principal/assistant principal. If your child is referred to the office for discipline, the principal or assistant principal will contact you. All parents will receive a copy of the specific discipline procedure.

Unit	Lesson	Aim	Objectives	Functions	Structures/Lexis	Skills
CIVICS AND MORALS	Respect of school rules	To sensitise the pupils to the respect of school rules as a key to discipline	The pupils will be able to: - enumerate the rules of their school regulation - identify some classroom rules - point out the consequences for breaking the rules	- Enumerating - Identifying - Explaining	- Imperatives - Should/ought to - Must - Mustn't - If clauses (2 nd conditional)	- Speaking - Reading - Listening - 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 the 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?
- 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	<p>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.</p> <p>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.</p> <p>Here, remove any obstacle which could make the following steps difficult to understand. Therefore, new words or structures should be explained.</p>
II	<p>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.</p> <p>The types of activities could be gap filling, sentence completion, matching, answering questions, writing a paragraph, etc. This stage should help develop pupils' accuracy.</p>
III	<p>At this the 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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

Topic of the lesson
Aim (s)
Objectives
Prerequisites
Teaching aids
Anticipated problems

Date
Class
Size
Duration of the lesson
Lesson taught by

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

APPENDIX TWO

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
- 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 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.

REFERENCES

HARMER, J. (1998). The Practice of English Language Teaching. Longman Group UK Limited

MATTHES, A., SPRATT, M., DANGERFIELD, L. (1985). At the Chalkface. Edward Arnold

ROBERTSON, C., ACKMAN, R. (2000) Action Plan for Teachers. A guide to teaching English. BBC World Service

UR, P. (1996). A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press