**Teacher: Mr.** OUEDRAOGO

**Text: African emigration**

In recent years a combination of factors, including the bad economic situation of most African countries, permanent conflicts and environmental degradation, have provoked a new movement of Africans going out of the continent. The difficult socioeconomic environment has brought many skilled workers to leave the continent.

This migration has been from Africa to Europe, North America and the Gulf states and has come to be known as the ***brain drain****.* That is thousands of highly skilled migrants, including doctors, nurses, teachers, engineers, scientists, technologists, and other professionals, have moved from many African countries to the destination states where there is relatively higher salaries and better working and living conditions. This is in addition to movements from poorer to relatively richer regions of the continent. Also, many students in various disciplines did not return to their home countries from these richer countries at the end of their studies.

Clandestine migration, an old phenomenon, has reached new proportions as young migrants are adopting more sophisticated and courageous methods to enter the countries of the North even if these destination countries continue to increase their border controls. Many clandestine migrants enter the host states as tourists or students and later work and live there without officially changing their status. Others travel via intermediary countries, where they obtain false documentation for some money.

Another phenomenon is autonomous female migration, which is also a response to poverty in the sub-region. With several families forced to adopt migration as a solution, the migration is becoming increasingly feminized. A significant proportion of females now migrate independently. Higher education level among females has also increased their mobility and their desire to migrate both locally and internationally.

**From Free Encyclopedias, Internet, ADAPTED**

**Vocabulary**

**Brain drain:** the migration of educated or talented people from less economically advanced areas to more economically advanced areas.

**Host state:** a country that welcomes migrants.

**Clandestine:** illegal or illicit, hidden

Regional Direction: Plateau Central

School: Lycée de Sao

Class level: 2nd A

Class size: 43 - boys: 21 - girls: 22

Presents: …..Absentees: …

Date: 10/05/2020

Nature of the lesson: Reading comprehension

Title of the lesson: ***African emigration***

Teacher: Mr OUEDRAOGO

Duration: 55 minutes

**Aim:** To help 2nd A students develop their reading skills through a text entitled ***African emigration*** for their daily use.

**Objectives:** By the end of this lesson, 2nd A students will be able to:

1. ***Guess five words, expressions or ideas which are likely to be in the text on the basis of the title;***
2. ***Say whether four statements based on the text are true or false;***
3. ***Provide correct answers to four wh- comprehension questions after reading the text;***
4. ***List three (03) advantages and three (03) disadvantages of emigration on African emigrants.***

**Prerequisites**: Students already know:

* how to answer wh-questions;
* how to write a paragraph;

**Anticipated problems**: Some difficult words may prevent students’ understanding of the text.

**Anticipated solutions**: Some difficult words are explained at the bottom of the text.

**Teaching aids**: board, pieces of chalk, duster, bucket of water, and text.

***UNFOLDING OF THE LESSON***

***Warm up (4mns)***

**Step one**: The teacher greets the students and asks for the date.

He has the date telling and written on the board.

**Step two:**  Lead-inand announcement of the lesson.

Teacher:if you have to travel abroad, where would you go?

Students :America, Ghana, Côte d’Ivoire, etc.

Teacher:good**,** why?

Students:to study, to make money, to live there…

Teacher: right, what are called people who leave their country to another country? For example, leaving Burkina Faso to France or USA.

Students: emigration, emigrants.

Teacher: very good. Today we are going to have a Reading Comprehension lesson and the title of the text is ***African emigration.***

**Step three:** The teacher writes the nature of the lesson and the title of the text on the board.

**Stage one (1): Pre-reading (8mns)**

***Step one****:* students make predictions (1mns)

Teacher: Before you read the text, predict five words, expressions or ideas you are likely to see in the text on the basis of the title.

The teacher selects some volunteers to give their prediction words, expressions or ideas related to the title of the text.

***Step two:*** Guiding question (1mn)

Teacher: Read carefully the text and answer this question at the end of your reading.

* *Where do African migrants move to?*

***Step three:*** distribution of the text (1mn)

***Step four:*** students read the text silently (5mns)

**Stage two: While reading** (17mns)

***Step one:*** checking predictions (1mn)

The teacher asks the students word after word, expression after expression or idea after idea, if their predictions are truly found in the text.

The teacher praises the students if they predicted well and encourages them.

***Step two:*** answering the guiding question (1mns)

The teacher asks a student to say orally the answer and report it on the board.

Expected answer:

* *African migrants move from Africa to Europe, North America and the Gulf states*

The teacher asks the class if the student got right and praises him.

***Activity one***: True/False statements (Oral and individual)

***Instruction:*** listen to me and say whether these statements are true or false according to the text and justify by giving the line(s). (5mns) (oral)

1. Conflicts constitute a reason of emigration of Africans out of the continent.
2. People migrate to Asia and South America.
3. Students always return to their home country at the end of the studies.
4. Girls are now concerned with the phenomenon of emigration.

After the students’ answer, the teacher asks the class for peer assessment and he praises them.

**Expected answers**

1. **True, line2**
2. **False, line5**
3. **False, line11**
4. **True, line20**

***Activity2*: (Written and individual) (10mns)**

***Instruction:*** Read the text again and answer the following questions. (5mns)

1. What are the causes of the movement of Africans going out of the continent?
2. What is qualified as brain drain in the text?
3. According to the text, how do clandestine migrants enter the host states?
4. What are the types of emigration that are mentioned in the text?

***Step one:*** Students complete the task.

***Step two:*** Correction (5mns)

* The students exchange their exercise books.
* The teacher asks the students to answer the questions orally and then report them on the board

**Expected answers:**

1. *The causes of the movement of Africans going out of the continent are the bad economic situation of most African countries, permanent conflicts and environmental degradation.*
2. *It is the migration of skilled African workers from Africa to Europe, North America and the Gulf states which is qualified as brain drain in the text.*
3. *Referring to the text, clandestine migrants enter the host states as tourists or students.*
4. *The types of migration mentioned in the text are clandestine migration and female migration and the brain drain.*

***Step three:*** Assessment.

The teacher asks those who got 5/5, 4/5,3/5,2/5,1/5,0/5 to raise their hands.

The teacher praises those who got the average, encourages those who did not perform well and tells them to take the correction.

**Stage three: Post reading (26mns)**

***Activity:*** Written and pair work (10mns)

***Instruction:*** With your neighbour,list three (03) advantages and three (03) disadvantages of emigration on African emigrants.

***Step one***: students complete the task. (10mn)

***Step two:*** feedback and adjustment (10mns)

The teacher listens to some productions, writes the best ones on the board and praises them.

***Step three:*** ***Follow up:***

**Instruction**: at home, use the advantages and the disadvantages of emigration you listed to build two paragraphs.

* **Note taking and administrative duties** (6mns

The teacher tells the students to take note, monitors the note taking, checks the students’ attendance and fills the textbook.

* ***Closing***: Teacher thanks the students, reminds them not to forget doing the homework and says goodbye.