MINISTERE DE L'EDUCATION NATIONALE
ET DE L'ALPHABETISATION

DIRECTION DE LA PEDAGOGIE ET
DE LA FORMATION CONTINUE

SOUS-DIRECTION DE LA FORMATION
PEDAGOGIQUE CONTINUE

REPUBLIQUE DE COTE D'IVOIRE

UNION - DISCIPLINE - TRAVAIL

FORMATION DES PROFESSEURS DU PRIVE 2024

MODULE DE FORMATION

ANGLAIS

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Introduction

Depuis quelques années, la **D**irection de la **P**édagogie et de la **F**ormation **C**ontinue met un point d'honneur à former les enseignants des écoles privées en vue de leur donner les fondamentaux en matière de pédagogie et de didactique dans leurs disciplines respectives. Trois (**3**) modules sont abordés dans ce programme :

- **Module 1** : le passage en revue des programmes éducatifs
- **Module 2** : la Méthodologie de l'enseignement de l'Anglais
- **Module 3** : l'évaluation

Il est évident qu'en moins de deux semaines, l'on ne peut donner que l'essentiel de la pratique de la didactique de la discipline anglais. C'est pourquoi nous exhortons les auditeurs non seulement à intégrer et à s'approprier ce qu'ils auront reçu, mais aussi à continuer inlassablement à bâtir sur cette base pour leur rayonnement professionnel.

Bonne formation à tous et à toutes !

MODULE 1
LES PROGRAMMES EDUCATIFS

L'A.P.C. : RAPPEL DES PRE REQUIS

1- Que signifie le sigle A.P.C. ?

2- Pourquoi l'APC ?

3- Quelles sont les théories éducatives qui sous-tendent l'A.P.C. ?

4- Quelle(s) différence(s) y a-t-il entre l'APC et la P.P.O. ?

5- Qu'est-ce qu'un programme éducatif ?

6- Quelle est la structure d'un programme éducatif ?

7- Citez les composantes du corps du programme éducatif.

8- Ranger les verbes taxonomiques suivants du plus simple au plus complexe.

Identifier-connaître-appliquer- échanger-démontrer- analyser

LES PROGRAMMES EDUCATIFS

INTRODUCTION

Dans son souci constant de mettre à la disposition des établissements scolaires des outils pédagogiques de qualité appréciable et accessibles à tous les enseignants, le Ministère de l'Education nationale et de l'Alphabétisation vient de procéder au toilettage des Programmes d'Enseignement.

Cette mise à jour a été dictée par :

-La lutte contre l'échec scolaire,

-La nécessité de cadrage pour répondre efficacement aux nouvelles réalités de l'école ivoirienne,

-Le souci de garantir la qualité scientifique de notre enseignement et son intégration dans l'environnement,

-L'harmonisation des objectifs et des contenus d'enseignement sur tout le territoire national.

L'exploitation optimale des programmes recadrés nécessite le recours à une pédagogie fondée sur la participation active de l'élève, le passage du rôle de l'enseignant de celui de dispensateur des connaissances vers celui d'accompagnateur de l'élève.

Les programmes aident à atteindre des objectifs définis pour chaque niveau, chaque cycle, des profils de sortie à la fin de chaque cycle.

I- PROFIL DE SORTIE

A la fin de la classe de 3ème, l'apprenant doit avoir acquis / construit des connaissances lui permettant :

- de comprendre un texte simple écrit en anglais et traitant de son environnement immédiat et du monde extérieur,
- de s'exprimer de façon efficace dans un anglais simple,
- d'utiliser des structures lexicales et grammaticales simples pour s'exprimer en anglais,
- de communiquer de façon compréhensible à l'oral avec toute personne s'exprimant en anglais,
- de communiquer de façon compréhensible à l'écrit avec toute personne s'exprimant en anglais.

II- DOMAINE DES LANGUES

a- Description du domaine :

Le domaine des langues comprend : le français, l'anglais, l'allemand et l'espagnol.

L'enseignement de l'anglais dans la formation du citoyen ivoirien vise à mettre à sa disposition un outil de développement personnel et de maintien des relations humaines intra et internationales. L'anglais est également un outil d'étude et de travail dans différents domaines de la vie contemporaine : diplomatie, politique, monde académique, sciences, commerce international et les TICs.

b- Place de la discipline dans le domaine et interactions avec les autres disciplines :

Dans le domaine des langues vivantes (anglais, allemand, espagnol), l'anglais est la première langue étrangère enseignée à partir de la première année du secondaire. En outre, l'anglais est obligatoire pour toute la population scolaire en Côte d'Ivoire à la différence des autres langues vivantes qui se partagent le même public-cible à partir de la troisième année du secondaire.

III- REGIME PEDAGOGIQUE

A- Au premier cycle

Discipline	Nombre d'heures/semaine	Nombre d'heures/année	% annuel par rapport à l'ensemble des disciplines
Anglais	03 heures	96 heures/niveau 384 heures (4 niveaux)	13,63%

B- Au second cycle

Discipline	Niveau	Volume horaire/semaine	Volume horaire/an	% annuel par rapport à l'ensemble des disciplines
Anglais	Secondes A/C Première A, C et D Terminale A	03 heures	96	
	Terminales C/D	02 heures	64	

IV- LE CORPS DU PROGRAMME EDUCATIF

Le corps du programme éducatif fournit **des informations indispensables à la préparation et à la conduite des activités pédagogiques par les enseignants.**

Il comporte les éléments suivants :

1. *La compétence*
2. *Le thème*
3. *La (les) leçon(s)/Séances*
4. *L'exemple de situation*
5. *Les habiletés/contenus* - (Tableau de spécification)

1- La compétence

Une compétence est le résultat du traitement efficace d'une situation par une personne ou un groupe de personnes. Quelle que soit la compétence évoquée, celle-ci ne peut l'être qu'en référence à une situation.

Dans les programmes éducatifs une compétence est annoncée pour un thème/une leçon. Un exemple de situation est associé à chaque leçon.

La compétence évoque un traitement d'une situation et des tâches qui convoquent des éléments de la discipline ou du domaine du programme.

2- Le Thème

Le thème est une unité de contenus scientifiques comportant plusieurs leçons. Il découle de la compétence.

3- La leçon

C'est un ensemble de contenus d'enseignement /apprentissage susceptibles d'être exécutés en une ou plusieurs séances.

4- La situation

Une situation est un ensemble plus ou moins complexe et organisé de *circonstances* et de *ressources* qui permettent à une personne de réaliser des tâches en vue d'atteindre un but qu'elle s'est assignée.

L'enseignant agit sur certaines de ces circonstances pour organiser l'activité de ses élèves au cours des différentes leçons et séances d'enseignement/apprentissage.

Une *situation* est plus restrictive et est incluse dans un contexte qui lui donne du sens. C'est par le contexte des situations que l'activité peut avoir du sens pour l'élève. ***Contextualisés dans l'environnement des élèves, les exemples de situations permettent de rendre les programmes éducatifs réellement endogènes et donc ivoiriens.***

Dans le programme éducatif, une situation est suggérée pour chaque leçon. Elle fournit à l'enseignant un modèle qu'il devra contextualiser dans sa salle de classe. Il s'agit de contextualiser l'action de l'apprenant(e). Cette situation a pour fonction d'organiser l'activité d'enseignement / apprentissage. Elle oriente l'apprenant(e) vers les tâches déclinées en termes d'habiletés et de contenus.

La formulation d'une situation exige de connaître les concepts ci-dessous.
« Toute connaissance acquise est fondamentalement liée et structurée par les situations et les circonstances dans et par lesquelles elle s'est développée au travers de l'activité ».

D'où l'option d'une entrée dans les apprentissages par les situations qui répondent à certaines caractéristiques, à savoir :

- **Le contexte**

Le contexte est le cadre général, spatio-temporel mais aussi culturel et social, dans lequel se trouve une personne à un moment donné de son histoire. Il inclut l'ensemble des autres concepts, mais aussi la personne en situation, une série de ressources, des contraintes et des obstacles.

Inclusif, le contexte comprend la personne et la situation à laquelle cette dernière participe effectivement. La situation à son tour inclut les tâches. La personne en situation, elle – même incluse intégralement dans la situation, donne du sens à ses actions, parce que le contexte a du sens pour elle. Un contexte est caractérisé par des paramètres de temps et d'espace, et par des paramètres sociaux et culturels, voire économiques.
De façon simple, le contexte inclut les notions 'Qui', Quoi', 'Où' et 'Quand' ?

- **La tâche**

Une tâche est définie par les actions qu'une personne pose en se référant à ses connaissances, aux ressources et aux contraintes de la situation comme à des ressources externes, pour atteindre un but intermédiaire dans le traitement de la situation. La personne utilise à bon escient ce qu'elle connaît déjà, ainsi que les ressources offertes par la situation ou

des ressources externes. Une tâche requiert simplement l'application de ce qui est connu et l'utilisation de ressources accessibles, sans plus.

En d'autres termes, c'est *l'action à mener, l'activité à exécuter.*

- **Les circonstances**

En fonction des tâches, les circonstances de la situation peuvent être des ressources ou des contraintes pour son traitement.

La circonstance doit *motiver* l'exécution de la tâche.

5- Les habiletés / contenus

Habiletés / Contenus	
Habiletés	**Contenus**
(Actions de l'apprenant) *Elles correspondent aux plus petites unités cognitives attendues de l'élève au terme d'un apprentissage*.	(Description du contenu disciplinaire sur lequel porte l'action) *Ce sont les notions à faire acquérir aux apprenants*

6- <u>Exemple de tableau d'habiletés et de contenus</u> (6ème)

COMPETENCE 1 : Traiter des situations relatives à la communication orale au moyen d'un langage très simple.

THEME: A L'ECOLE (At school)

Leçon 1: Les salutations (Greetings)

Situation : Nous sommes dans la cour de l'école au Collège Moderne de Dimbokro. Après le premier cours d'anglais, en vue de mieux faire connaissance, les élèves de la 6ème 2 se saluent et se présentent les uns aux autres.

HABILETES	CONTENUS
Connaître	-Les mots, les expressions, les formules de salutations et de présentations -Les structures grammaticales appropriées aux salutations et aux présentations -Les moments de la journée
Prononcer	-Les mots, les formules de salutations et de présentations
Utiliser	-Des intonations correctes, des mots et expressions liés aux formules de salutations et de présentations
Construire	-Les formules de salutations et de présentations
Echanger	-Des civilités

V- GUIDE D'EXECUTION DES PROGRAMMES EDUCATIFS

C'est un outil d'orientation dans l'exécution des PEs. Cet outil donne notamment des suggestions pédagogiques sur les points ci-après :

- Exemple(s) de progressions annuelles
- Suggestions d'activités pour les 4 aptitudes
- Exemples de fiches de leçons pour les 4 aptitudes
- Exemples de fiches de leçons intégrant les 4 aptitudes

VI- L'UTILISATION DE LA SITUATION D'APPRENTISSAGE

A- Proposition de démarche d'exploitation efficace des situations d'apprentissage à partir d'exemples.

Dans un cours de langue, la situation d'apprentissage trace le cadre de référence de l'acte de communication visé. Pour le réaliser, la démarche suivante s'impose :

1- Mettre la situation d'apprentissage à la disposition des apprenants (l'exposer en la disant et en la visualisant).
2- Amener les apprenants à comprendre le sens de la situation d'apprentissage et à identifier les différentes tâches par un questionnement approprié.
3- Faire installer les habiletés à partir des tâches identifiées.
4- Faire vérifier progressivement l'acquisition des habiletés installées à travers des activités interactives.

B- Grille d'appréciation de la démarche d'exploitation de la situation d'apprentissage

<table>
<tr><td colspan="3" rowspan="2" align="center">**CRITÈRES**</td><td colspan="2" align="center">**APPRECIATIONS**</td></tr>
<tr><td>**OUI**</td><td>**NON**</td></tr>
<tr><td>1</td><td colspan="2">**Existence d'une situation d'apprentissage**.</td><td></td><td></td></tr>
<tr><td rowspan="2">2</td><td rowspan="2">**Mise à disposition de la situation d'apprentissage**</td><td>Oralisation de la situation.</td><td></td><td></td></tr>
<tr><td>Visualisation de la situation.</td><td></td><td></td></tr>
<tr><td rowspan="4">3</td><td rowspan="4">**Pertinence de la situation d'apprentissage.**</td><td>Existence d'un contexte approprié.</td><td></td><td></td></tr>
<tr><td>Existence de(s) circonstance(s) adéquates.</td><td></td><td></td></tr>
<tr><td>Existence de tâches précises</td><td></td><td></td></tr>
<tr><td>Congruence entre la situation et le support (texte/image)</td><td></td><td></td></tr>
<tr><td>4</td><td>**Adéquation de la situation avec**</td><td>Existence d'une habileté en lien avec la connaissance.</td><td></td><td></td></tr>
</table>

la séance.	Existence d'une habileté en lien avec la compréhension.			
	Existence d'une habileté en lien avec l'application.			
	Existence d'une habileté en lien avec le traitement.			
5	**Elucidation du sens de la situation d'apprentissage par l'enseignant(e).**			
6	**Identification des différentes tâches par les apprenants(es)**			
7	**Installation des habiletés.**			
8	**Vérification progressive de l'acquisition des habiletés installées**			
Observations				

Exemple de situation d'apprentissage adapté à l'unité 5 du programme de Seconde (Reading for comprehension).

UNIT 5: GENDER AND EDUCATION (READING)

LEARNING CONTEXT (SITUATION D'APPRENTISSAGE)

It is the National Literacy Day in Cote d'Ivoire. We are going to read a newspaper article on girls' illiteracy in Africa to collect information to organise a talk to sensitise the parents on the benefits of sending girls to school.

Context: It is the National Literacy Day in Cote d'Ivoire.

Task: We are going to read a newspaper article in English on girls' illiteracy in Africa

Circumstance: to get information to organise a talk to sensitise the parents on the benefits of sending girls to school.

COMMUNICATION ACTIVITY (SITUATION D'EVALUATION)

Many parents in a Liberian refugee camp in Cote d'Ivoire don't send their female children to school. For the next National Literacy Day, your English club wants you to organise there a campaign to sensitise those parents on the benefits of sending their daughters to school.
In your preparation:
- **Identify the causes of girls' illiteracy;**
- **Determine its consequences;**
- **Describe the benefits of sending girls to school.**

Context: Many parents in a Liberian refugee camp in Cote d'Ivoire don't send their female children to school. For the next National Literacy Day, your English club wants you to organise there a campaign

Motivation: to sensitise these parents on the benefits of sending their girls to school.

Instructions:
   1/ Identify the causes of girls' illiteracy
   2/ Determine its consequences
   3/ Describe the benefits of sending girls to school

LES COMPOSANTES DU CORPS DU PROGRAMME EDUCATIF AU SECOND CYCLE

CLASSES DE SECONDE

COMPETENCES LINGUISTIQUES

Chaque unité au second cycle doit faire l'objet de leçons relatives aux 4 habiletés.

- **Speaking** (Expression orale) : C1 Traiter des situations relatives à la communication orale
- **Writing** (Expression écrite) : C2 Traiter des situations relatives à l'expression écrite
- **Listening** (Compréhension orale): C3. Traiter des situations relatives à l'écoute
- **Reading** (Compréhension écrite) : C4 Traiter des situations relatives à la compréhension d'un texte écrit

THEME/UNITE 1: PEOPLE

EXEMPLE DE SITUATION D'APPRENTISSAGE (READING)

The students of seconde A of the Lycée Municipal of Abobo are reading a text during their English class to prepare a debate about people's migration in the world.

HABILETES	CONTENUS
Connaître	-les mots et expressions relatifs aux personnalités et aux apparences physiques des personnes -les antonymes, locutions verbales et expressions idiomatiques -les adverbes, -le présent simple et progressif -les gérondifs et les infinitifs -les verbes suivis de la forme *ing* et les verbes suivis de l'*infinitif*
Identifier	-les mots et expressions d'un texte relatif aux personnalités et aux apparences physiques des personnes les adverbes, -le présent simple et progressif -les gérondifs et les infinitifs

	-les verbes suivis de la forme *ing* et les verbes suivis de l'*infinitif*
Appliquer	-les stratégies de la compréhension écrite et orale d'un texte relatif à la description physique et morale des personnes -les techniques de la rédaction d'une description physique et morale des personnes
Démontrer	-sa compréhension écrite et orale d'un texte relatif à la description physique et morale des personnes
Echanger	-oralement et par écrit des informations relatives à la description physique et morale des personnes

PROGRAMME EDUCATIF – SITUATION D'APPRENTISSAGE ET SITUATION D'EVALUATION-NIVEAU 6ème

Compétences	Thèmes	Leçons	Habiletés	Contenus
1Traiter des situations relatives à la communication orale au moyen d'un langage très simple.	A L'ECOLE (At school)	**Leçon 1 Les salutations** (Greetings)	Connaître	- les mots, les expressions, les formules de salutations et de présentations - les structures grammaticales appropriées aux salutations et aux présentations - les moments de la journée
			Prononcer	- les mots, les formules de salutations et de présentations
			Utiliser	- des intonations correctes, des mots et expressions liés aux formules de salutations et de présentations
			Construire	- les formules de salutations et de présentations
			Echanger	- des civilités

Situation d'apprentissage		Situation d'évaluation
Nous sommes dans la cour de l'école au Collège Moderne de Dimbokro. Les élèves de la 6ème 2 se saluent et se présentent les uns aux autres en anglais pour faire connaissance.	**Contexte :** Nous sommes dans la cour de l'école au Collège Moderne de Dimbokro. Les élèves de la 6ème 2 **Circonstance :** Pour faire connaissance **Tâche :** se saluent et se présentent les uns aux autres en anglais	**Nous sommes dans la cour de l'école au Collège Moderne de Dimbokro. En qualité d'élèves de la 6ème 2 de cet établissement,** 1. Saluez-vous ; 2. Présentez-vous les uns aux autres pour faire connaissance.

PROGRAMME EDUCATIF – SITUATION D'APPRENTISSAGE ET SITUATION D'EVALUATION-NIVEAU 4ème

Compétences	Thèmes	Leçons	Habiletés	Contenus
2. Traiter des situations relatives à la communication orale au moyen d'un langage élaboré	LA FEMME AU TRAVAIL (Women at work)	**Leçon 1:** La femme rurale (Rural women)	Connaître	-les structures grammaticales pour exprimer la capacité à faire quelque chose - les mots et expressions relatifs aux activités de la femme rurale
			Prononcer	- les mots et expressions relatifs aux activités de la femme rurale
			Construire	- des phrases pour exprimer la capacité à faire quelque chose
			Utiliser	- les mots et structures grammaticales pour exprimer la capacité à faire quelque chose - l'intonation correcte
			Echanger	-des informations relatives aux activités de la femme rurale

Situations d'apprentissage		Situation d'évaluation
Au cours d'une réunion du club d'anglais, un groupe d'élèves de la 4è 2 du Petit Bayu de Bouaké fait un exposé sur les activités des femmes rurales à l'occasion de la journée de la femme en vue de montrer leur courage.	**Contexte** Au cours d'une réunion du club d'anglais, un groupe d'élèves de la 4è 2 du Petit Bayu de Bouaké (…) à l'occasion de la journée de la femme	**Au cours d'une réunion du club d'anglais, un groupe d'élèves de la 4è 2 du Petit Bayu de Bouaké fait un exposé sur les activités des femmes rurales pour marquer la journée de la femme. En tant que membre de ce club :** - cite les activités des femmes rurales ; - relève les difficultés liées à ces activités ; - Echange des opinions sur la condition de la femme en milieu rural.
	Circonstance : en vue de montrer leur courage.	
	Tâche : fais un exposé sur les activités des femmes rurales	

MODULE 2
METHODOLOGIE

A-GENERALITES

PLANNING LESSONS: EXPOSÉ QUESTIONNAIRE

Answer the following questions

1. **What do you understand by 'planning a lesson?'**

……
……

2. **Is the teacher obliged to follow the suggestions made in his textbook? Justify your answer.**

……
……

3. **What are the objectives of the teaching of English in Côte d'Ivoire?**

……
……

4. **What types of lessons do you know?**

……
……
……
……

5. **What are the main characteristics of C.L.T.?**

……
……
……

6. **List the points you think a teacher should take into account when preparing a lesson.**

……
……
……

7. **List some types of exercises a teacher can give his students during a lesson.**

……
……
……

8. **What's the difference between a master plan and a teacher's detailed notes?**

……
……

COMMUNICATIVE LANGUAGE TEACHING (C.L.T.)

SOME THEORETICAL BASES

- We use language for communication. Therefore, language learning should aim at promoting communicative competence.
- Language is used to fulfill different social functions.

    Ex: - Expressing feelings
    - Giving orders
    - Apologizing.

SOME CHARACTERISTICS OF C.L.T

1 – C.L.T (student centered) $\Rightarrow$ students should be in the center of the learning process.

2 – Use of authentic material.

3 – Everything is done with a communicative purpose.

NB: Real communicative activities imply:

a. A communication gap
b. A choice
c. A feedback.

4 – Activities are carried out in small groups to favour interaction.

INTERACTIONS:

Two (2) forms of interaction in C.L.T.

1- a / Teacher → Student (T → S) limited because the teacher only initiates the activity.

b/ Student → Teacher (S → T) $\Rightarrow$ clarification, assistance, …

2- Student → Student which is emphasized

S → S through | - pairs (diads)
- triads – quartets
- small groups – whole class

NB: 4 skills in C.L.T (Reading – Speaking – Listening – Writing).

- We test students on their competence of the 4 skills.

TEACHER'S ROLE

1 – The profile of the teacher of English:

- He must be open minded.
- He must be receptive to new teaching techniques.
    ❖ Today the teacher is: -
        ➢ a partner
        ➢ a co-communicator
        ➢ a facilitator

> ➢ a resource person
> ➢ a guide
> ➢ an organizer
> ➢ a planner
> ➢ a motivator
> ➢ a friend
> ➢ a father
> ➢ an icebreaker.

– He must have a good sense of organization, a good sense of anticipation.
– He must master the language (pronunciation – intonation….)
– He must be familiar with the teaching methods and techniques.
– He must be a model.

THE LEARNERS

– They are demanding, changing, close to the environment they live in.
– They want to have a "say" in the learning process.
– They want to share their ideas with friends and teachers too.
– They do not all have the same capacity to learn.
– Their relationship with the teacher can be affected by his behaviour and limits.
– They may see the teacher as a partner, as a friend or as an enemy for their personal development.

STUDENT'S ROLE

- A participant – a tryer- a darer – a risk taker.

NB: To learn it, they must do it (practice).

see Benjamin Franklin's saying:

- tell me and I forget.
- teach me and I remember.
- involve me and I learn.

– They are co-communicators with the teacher.
– They negotiate meanings.
– They do the activities.
– They learn to use the input that they receive to solve problems:

- 1st for their own
- 2nd with their partners and teacher in class.
- 3rd with society.

CONCLUSION

C.L.T gives the students the communicative ability. One of the most important features of C.L.T is that it pays systematic attention to the language.

C.L.T must always serve a context.

APC VS PPO: QUELLES DIFERENCES?
(Cf. Jonnaert, Ph. (2007)

Paramètres de l'apprentissage	APC	PPO
(1) Entrée	**par les** *classes de situations* **et les** *situations* **pertinentes par rapport aux formations**	**par les** *contenus disciplinaires* **décomposés et hiérarchisés en micros - unités.**
(2) Processus	un *traitement compétent* des situations basé sur les actions et les expériences de l'apprenant ; l'apprenant est *actif* et construit ses connaissances et ses compétences.	un *comportement observable* de l'apprenant basé sur la transmission de contenus disciplinaires par l'enseignant; l'apprenant est *passif* et reproduit les contenus décontextualisés, transmis par l'enseignant.
(3) Nature des contenus	une pluralité *de ressources contextualisées, inter disciplinaires et signifiantes* pour l'apprenant.	un *contenu mono disciplinaire* enseigné pour lui-même et décontextualisé.
(4) Résultats	des connaissances et des compétences *construites* par l'apprenant à travers ses propres activités et expériences en situation.	des contenus disciplinaires transmis par l'enseignant, *reproduits et restitués* par l'apprenant.
(5) Profil de sortie	Des *classes de situations* à traiter avec compétence au terme de la formation	Des *contenus monos disciplinaires décontextualisés* à reproduire au terme de la formation.
(6) Référence épistémologique	Peut se référer à *différents paradigmes épistémologiques* ; dans le cadre des reformes actuelles, se réfèrent au *Constructivisme*	Se réfère exclusivement au *comportementalisme*

B-FICHES DE LEÇONS

LESSON STAGES - OBJECTIVES - POSSIBLE ACTIVITES

Fill in each box of the board below about planning a lesson

LESSON STAGES		OBJECTIVES	POSSIBLE ACTIVITES
I **INTRODUCTORY PHASE** (Présentation)	**Warm up** (Mise en train)		
	Review (Révision)		
	Introductory actitity (Brainstorming, learning context). (Exercice introductif et situation d'apprentissage)		
II **INPUT PHASE** (Développement)	**Vocabulary** (*Vocabulaire)*		
	Language Function / structure (Fonction langagière/ Structure/grammaire)		
III **ACTIVATION PHASE** (Application)	**Vocabulary practice** (Exercice de vocabulaire)		
	Language function / structure practice (Fonction langagière / Structure)		

IV **COMMUNICATION ACTIVITY** (Situation d'évaluation)			

EXEMPLE DE FICHE PEDAGOGIQUE PREMIER CYCLE

I- PLAN DE COURS

Une leçon est dispensée en trois séances d'une heure comme le prévoient les progressions annuelles. La répartition des séances pour chaque leçon est la suivante :

- Les deux premières séances s'arrêteront à la Phase d'Application
- La troisième séance est réservée aux activités d'Intégration et problèmes à résoudre ; elles peuvent se présenter sous forme de projets de classe.

Schéma des séances d'apprentissage 1 et 2

Lesson stages and timing	Teaching materials	Taecher's activities /questions	Student's activities /answers	Traces on the board
I – PRESENTATION (*Introductory phase*) **a. Mise en train** (*Warm up*) **b.Revision** (review) **c. Exercice introductif et situation d'apprentissage** (*Introductory activity*) (**Brainstorming**, *situation* transition**).	Cassette Video… Image, Cassette…	Date, chanson, récitation, expression physique… Questionnement, simulation Questions, images, cassette, chanson…		-Date
II - DEVELOPPEMENT (*Input phase*) **- Vocabulaire** (*Vocabulary*) **-Fonction langagière /Grammaire** (*language function / Structure / grammar*) **-Mode de présentation (lettre, carte postale,…)** (*Layout*)	Photos, dessins, objets réels…	Présentation des nouveaux items lexicaux en contexte, avec des images, des objets réels, des définitions, des synonymes ou antonymes, questionnement… La grammaire s'enseigne de façon inductive ou déductive (avec une préférence pour l'inductive afin d'éviter que les professeurs se perdent dans des explications interminables des règles).Le professeur donne un exemple et l'écrit au tableau. Lettres (dispositions), articles de journaux…	Répétition (individuel, pair, groupe, rangée, filles, garçons, classe…) Les apprenants construisent des phrases similaires à partir d'un contexte ou d'éléments donnés	- Phrases illustratives -Fonction langagière -Structure
III - APPLICATION		Appariement (Synonymes,		-Corrigé des

(Activation phase)	Fiche d'exercices Cahier d'activités Cahier d'exercice	antonymes, définitions) exercice à trous, QCM, question / réponses, …		exercices

Schéma de la séance 3

COMMUNICATION SITUATION / PROBLEM SOLVING SITUATION

STAGES/ TIMING	TEACHING MATERIALS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	AIMS	TRACES ON BOARD
PREPARING						
Warm up (3 mins) (Mise en train)		Greets class and initiates a song with learners	Sing with teacher	In chorus	Set a stress-free atmosphere	Day's date
SETTING THE TASK						
Preliminary activities (05 min) Setting the task		**1-**Sets activity and organizes learners in groups **2**- Presents the communication situation. **3**- Gives clear instructions **4**- Sets appreciation criteria. **5**- Times activity and starts moni - toring	1-Listen to teacher's instructions 2-Start working with peers		Equip students with the necessary tools to solve the communication situation.	
SOLVING THE PROBLEM						
Solving the problem (20 min)		Monitors, helps if necessary,	Students do the task following teacher's instructions	Interactions in groups/pairs	Practice the competence	Activity written on the board + instructions to follow
PERFORMING						
Presentation (10 min)		Jots down recurring mistakes	- Present their work to the class - Listen and evaluate	Role-play / individual presentations	Perform publicly / Show the outcome of their work.	

Feedback (10 min)		. -Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.	Final production written on the board
Copying (7 min)			Copy the consensual production		Keep trace of the lesson.	

APC METHODOLOGY FOR SESSIONS 1 AND 2 FIRST CYCLE

NAME OF THE SCHOOL: ……………..……..   **DATE**: ……............……

Class: …………   **Number of pupils**: ………**Girls**: …………   **Boys**: ………..

Contact days: ………………..…; ……………………; …….…………………

UNIT: ……………………………………………………………………………

Lesson…: ………………………………………………………………………..

Session: ....

Language skill/Lesson type: …………...…………………………………………

Duration: 55 min

Source/Reference: …………………………….………………………………

TEACHING POINTS/LESSON CONTENT/LESSON FOCUS		
Language function	**Structures**	**Vocabulary**

INTRODUCTION PHASE (… min)

1. Warm up (… min)
    Teacher   : …………………………...……………………………………………
    Student (s): …………………………...……………………………………………
    Teacher   : …………………………...……………………………………………

2. Revision (… min)
    Teacher   : …………………………...……………………………………………
    Student (s): …………………………...……………………………………………
    Teacher   : …………………………...……………………………………………

3. Lead-in activity (2 min)
    Teacher   : …………………………...……………………………………………
    Student (s): …………………………...……………………………………………
    Teacher   : …………………………...……………………………………………

4. Learning context (… min)
…………………………………………...…………………………………………
…………………………………………...………………………………………...

INPUT PHASE (… min)

Teacher : …………………………...……………………………………………………
Student (s) : …………………………………………………………………………………
Teacher : …………………………...……………………………………………………

Vocabulary (… min)

Teacher : …………………………...……………………………………………………
Student (s): …………………………...……………………………………………………
Teacher : …………………………...……………………………………………………

Language function / Grammar (… min)

Teacher : …………………………...……………………………………………………
Student (s): …………………………...……………………………………………………
Teacher : …………………………...……………………………………………………

PRACTICE PHASE

Exercises 1 :

Teacher : …………………………...……………………………………………………
Student (s): …………………………...……………………………………………………
Teacher : …………………………...……………………………………………………

Exercises 2 :

Teacher : …………………………...……………………………………………………
Student (s): …………………………...……………………………………………………
Teacher : …………………………...……………………………………………………

Exercises 3 :

Teacher : …………………………...……………………………………………………
Student (s): …………………………...……………………………………………………
Teacher : …………………………...……………………………………………………

APC METHODOLOGY FOR SESSION 3 – FIRST CYCLE

NAME OF THE SCHOOL: …………………..……. DATE: ……………

Class: …… Number of pupils: ………….. Girls: ………   Boys: ……….

Contact days: ………..……..…..; ………..…………….. ; …………………..

UNIT….: …………………………………………………………………………

Lesson: ……………………………………………………………………………...

Session 3

Language kills /Lesson type: ……………………………………………..…

Duration: 55 min

Source/Reference: …………………………………………………………

PREPARING

1. Warm up (… min)
  Teacher   : …………………………..……………………………………………
  Student (s): …………………………..……………………………………………
  Teacher   : …………………………..……………………………………………

2. Revision (… min)
  Teacher   : …………………………..……………………………………………
  Student (s): …………………………..……………………………………………
  Teacher   : …………………………..……………………………………………

SETTING THE TASK (The teacher gives instructions, grouping mode, material…)
  Teacher   : …………………………..……………………………………………
  Student (s): …………………………..……………………………………………
  Teacher   : …………………………..……………………………………………

SOLVING THE PROBLEM (Students do the task-Teacher helps…)
  Teacher   : …………………………..……………………………………………
  Student (s): …………………………..……………………………………………
  Teacher   : …………………………..……………………………………………

PERFORMING

- **Presentation**
- **Feedback**
- **Copying**

EXEMPLE DE FICHE DE LEÇON

DETAILED LESSON PLAN SESSION 1

LM Dimbokro   **Monday, June 17th, 2019**

Class: 3è 2   Number of students: 63 (Girls: 30 Boys: 33)
Contact days: Monday; Wednesday; Friday.

Duration: 55mn
Level: 3e
Topic: Life at school
Unit 1: African Heroes
Lesson 1: Heroes
Language skills: Speaking and listening (I naturally integrate the two skills with a focus on speaking)
Source: Let's Keep in Touch 3e/ Teaching English Worldwide (Paul Lindsay)

Lesson content		
Language function	**Language function / Grammar points**	**Vocabulary**
Expressing past events with the simple past tense	-we studied some past events during our last lesson. -we talked about African Independence heroes.	Kingdom- hero – heroine- famous- struggle- leader- former- warrior

INTRODUCTION PHASE (5 min)

1- Warmer and icebreaker: Song and date (2min)
Teacher: I ask the student to sing a song they already know (You can get it if you really want by Jimmy Cliff which I taught them during our first contact: Prise de contact). After the song, I ask a student to say the date. I write it on the bb and make some students repeat it.
NB: No review because it's the first lesson of the year.

2- Introductory activity (3min)
Teacher: I show the students a folded photo of Félix Houphouët Boigny (from Wikipedia) then I say:
Class, look here, please. This is a folded picture of an important historical person in our country. Can you guess who that person is?

Students guess answer: Alassane Ouattara, Didier Drogba, etc…

Teacher: No! I said a person in the past.

Students: Ok, Yacé Philippe, Mamadou Coulibaly etc…

Teacher: I unfold the photo and show it to them.

Students: Félix Houphouët Boigny (from Wikipédia) (yes, yes…they echo back clapping)

Teacher: Very good. Then I stick the photo on the board. What do you know about him?

Student: He was the 1st president of Côte d'Ivoire.

Teacher: Not bad! Yes, he was the 1st president of Côte d'Ivoire, but he also led this country to its independence. He was a hero.

In this first lesson, we're going to learn about the African independence heroes. For this, here is the learning context.

Learning context: During the English class, the students of 3èmme 2 in LM Dimbokro exchange with their teacher on African independence heroes and make research on the Internet for more information in order to prepare a competition on that topic at their next English Club meeting.

Nb: Teacher checks understanding of the learning context by asking a few questions on it and the students answer. Eg: What is the topic? What do the students do? Why do they exchange with their teacher?

Now, let us do some vocabulary work that will help you a lot for the coming tasks.

INPUT PHASE (15 min)

1-Vocabulary (10 mn)

Teacher: I present the vocabulary words in context to clarify the meaning of each item I introduce.

- A kingdom: Krindjabo is a kingdom in Côte d'Ivoire. Morroco is a kingdom.
- A hero / a heroine. These words are cognate but essential here. Teacher checks understanding through elicitation. Students build sentences to show comprehension:
- President Félix Houphouët Boigny is admired for his courage and determination: He is a hero. Queen Abla Pokou sacrificed her only baby. She was a heroine.
- Famous = very important, well known: Drogba is a famous football player.
- To struggle = to fight: African heroes struggled for the Independence of their countries.
- A leader: F.H. Boigny was the first political leader of Côte d'Ivoire.
- Former: Laurent GBAGBO, the former president of Côte d'Ivoire, is not in his country.
- Warrior: Soldiers fight for their country. They are warriors.

Teacher: (I make some SS repeat the new vocabulary items at each time individually, chorally etc.)

NB: Students contribute to the traces on the chalkboard by proposing their own illustrative sentences after each item is presented for the teacher to check understanding.

2-Language function: Expressing past events with the simple past tense **(5 min)**

Teacher: Class, listen: what did we talk about a moment ago?
Student: We talked about African Independence heroes.

Teacher: Good, now Class, listen again: This morning I came to school by taxi. I took a taxi.
　　　Class, how did I come to school this morning?

Student 1: You took a taxi.
Student 2: You came to school by taxi.

Teacher: Excellent! Clap for yourselves.

PRACTICE PHASE (25 min)

Activity 1: Students' Work Time (SWT) (5min); Feedback (FB) (2min) Teacher: Class take your books (Students' Book: (SB)). Read the conversation on page 8 and list the verbs which are in the simple past tense. Do it individually first then check your answers with your neighbor. (I walk around to check if the work is done).

 Feedback: I take note on the board as the SS identify and say the verbs.

Notes on Blackboard: Had- was - were- did- learned- struggled.

Activity 2: page 9 (SB) (5min)

Teacher: Alright. Now, let's deal with activity no4 on page 9. Listen to the intonation in the following sentences and repeat. I utter the sentences and the students listen and repeat after the model.

Activity 3: page 8 (SB): (15MN)

Teacher: Now in groups of three read the conversation on page 8 and role play it among yourselves (agree on the roles). Make sure you don't speak too loud to disturb your neighbours. Then discuss and answer the questions. (Ex.2 SB p9). I move around purposely to check if the pupils are doing the task.

Teacher: Now, let's answer the questions on page 9 (SB). Someone to start. Then I give the floor to pupils who offer to start. The students read and answer the questions, then I chalk the right answers up on the BB.

a) History
b) Yes, they were because Gondo's mother said: that sounds interesting! And both parents asked a lot of questions.
c) Houphouët Boigny, Léopold Sédar Seghor, and Sékou Touré
d) Nelson Mandela, Kwamé Nkrumah, Julius Nyerere and Jomo Kenyatta
e) They fought for the independence of their countries.

10 min for traces which are essentially the items in the Input phase: vocabulary and language function

Teacher: Home work. For next time do activity 5 page 5 in your Workbook) at home.

Unit 1: African Heroes Lesson 1: Heroes   **MASTER PLAN, SESSION I**

Lesson stages and timing	Aims of stages	Teaching materials	Teacher's activities/questions	Students' activities	Traces on bb
I. Presentation (Lead in stage/introductory phase: (**5mn**) -warm up -introductory activity -learning situation/context	Aim: -To set a learner friendly atmosphere -Establish the context of learning.	Teacher's voice -Song -A picture of President Félix Houphouêt Boigny -The learning context written on a paper stuck on the bb	-Greets class -Asks students (ss) to sing	-Class greets back -Students sing -say the date Asks ss to say the date -Asks ss to guess the name of the person in the folded picture -Teacher unfolds the picture -Teachers sticks the picture on the bb -Asks this question: what do you know about President Félix Houphouêt Boigny (FHB)? -Teacher introduces the learning context -Teacher checks comprehension of the learning context through	Date on bb
II. Input phase: (**15mn**) -Vocabulary (see detailed teacher's notes) -Language function (see teacher's notes)	Aim -To equip ss with the material they need to be successful in carrying out the tasks.	Teacher's voice -Vocabulary items -Structure: expressing past events (see detailed teacher's notes)	Presents the new materials/ items in context (see teacher's detailed notes. Always illustrative self-sustained sentences) -Asks ss to repeat after him -Helps ss in illustrating the new materials presented.	Ss listen and react (repeat) -Try to give illustrative sentences to show comprehension	Traces of new items on the bb in illustrative sentences (see detailed teacher's-notes)
III. Activation phase: (25 mn)	Aim: -To develop ss'	Teacher's voice	Teacher sets activities	Ss do the activities	Traces of the good

	speaking fluency practice. -Feedback on content: to give ss the opportunity to respond to the speaking task.	-Activities (see teacher's detailed notes) (3 activities in aggregate	-Checks tasks comprehension through 'wh' questions. A question like "Do you understand?" is useless for it won't actually inform any teacher anyway! Rather, Teacher and ss do an example first. -Teacher monitors group formation -Teacher sets timing and task starts on his instruction. He may **say lively**: 'Now you can start!' -Teacher moves around class to see what's happening		answers
IV. Note-taking	Aim: For ss to keep traces and tracks for helping learning.				Notes on bb

DETAILED LESSON PLAN SESSION 2

LM Dimbokro   **Wednesday, December, 20**

Class: 3è 2   Number of students: 63   (Girls: 30   Boys: 33)
Contact days: Monday; Wednesday; Friday.
Duration: 55mn
Topic: Life at School
Unit 1: African Heroes
Lesson 1: Heroes
Language skills: speaking and listening (I integrate the two with a focus on speaking)
Source: LKT 3e / Teaching English Worldwide (Paul Lindsay)

Teaching points		
Language function	**Grammar**	**Vocabulary**
Expressing unfinished actions with the present perfect tense including since and for	The present perfect: the present tense of have + past participle of the verb. Eg: I have learnt English for 3 years/ She has learnt English since the first form.	To praise- to defeat- Victor- to rise up- troops- bravery- to abdicate- farewell

INTRODUCTION PHASE (10 min)

1- Warm up and icebreaker: (2min)
Teacher: (Students get up as teacher enters.) Good morning, class!
Students: Good morning, sir!

Teacher: How are you doing?
Students: Fine thanks, and you?
Teacher: I'm alright thank you. Sit down, please. Ok class, let us listen to a song (I play the song "Jah
     Houphouët" by Alpha Blondy. After a few minutes I stop the song. Then I ask the students
     these questions)

2- Review (5min)
Teacher: Who is the song about?
Students: Félix Houphouët Boigny

Teacher: What do you know about him?
Student 1: He was the first president of Côte D'Ivoire

Student 2: He fought against injustice and discrimination
Student 3: He was a hero and was very famous
Student 4: He got the independence of Côte d'Ivoire. He died in 1993 etc.

Teacher: Very good class. A clap for yourselves!
Students: claps!
Teacher; again, again
Students: clap three times for themselves

Teacher: Now class, let's correct our homework no5 in the workbook on page 5. I check a few exercise books at random and then we correct the activity together. Meanwhile, I write the good answers on the BB as the students give them.
Tonny : heard of him ?
Helen: president
Tonny: Anglophone
Helen: Francophone
Tonny: poet
Helen: struggled
Tonny: independence
Helen: president

Teacher: Please, take the correction. You have two minutes.
Students: copy down the right answers in their exercise books.

3-Introductory activity (3min)
Teacher: Right. Today, we're going to learn about an African King who was also a hero and famous.
Here is his photo (From Wiki pédia). I stick a photo of an old man with a long pipe in his
mouth on the board. Who knows him? Students try in vain.

Teacher: He is king Béhanzin of Dahomey (present Benin). Students clap for he's very impressive
with the pipe. We're going to listen to a famous speech made By Béhanzin…
Teacher: Now, let's recall the learning context. (I recall it)
Learning context: During the English class, the students of 3èmme 2 in LM Dimbokro exchange with their teacher on African independence heroes and make research on the Internet for more information in order to prepare a competition on that topic at their next English Club meeting.

NB: Teacher checks again understanding of the learning context by asking some questions on it.
Eg: What did I say? What's the learning context about? How would you get more information on the topic?

Now, let us do some vocabulary work that will help you a lot for the coming tasks.

INPUT PHASE (15 min)

1-Vocabulary
Teacher: Before we listen to king Béhanzin's speech we're going to learn some vocabulary words first. Then we're going to deal with a grammar point. (I always present new Items and deal with grammar points in context).

- To rise up: Stand up and struggle. Women must rise up and fight for their rights.
- Victor: winner: the Amazons in Dahomey were often the victors in all the wars.
- Troops=soldiers. King Béhanzin had many troops when he fought against white colonizers.
- To defeat: In 1894 the white colonizers defeated the army of Dahomey.
- To praise: say very good things about someone. King Béhanzin praised his soldiers because he was proud of them. He said they were courageous, brave, passionate, indomitable…fighters.
- To abdicate=to give up, to abanbdon. The King of Spain abdicated the throne for his son.
- Bravery: great courage: despite Kind Béhanzin's troops' bravery, they couldn't defeat the white people's troops.
- Farewell: goodbye: we said farewell to each other before we separated for X-mas holidays.

2-Language function: Expressing unfinished actions with the present perfect tense with for and since.

Ex1: African continent has fought against injustice for many years. The fight continues.

Ex2: The freedom Fighters of Nelson Mandela in South Africa have stopped the struggle since their country's independence.

PRACTICE PHASE (25 min)

Activity 1: Solving a puzzle. Teacher draws the puzzle on the board. **The indications (clues) are in the workbook** p4 (WB) (7min): (SWT) (5min) / (FB) (3min)
Teacher: Now take your workbooks on page 4 and do activity 2; Do the activity individually first and then check your answers with your neighbor. You have 5min.

Teacher: Ok class, pens down, put your pens down. Let us correct the activity (we do the correction together and I chalk the right answers up on the BB)

1-abdicate- 2 rise up – 3 warrior – 4 Victor – 5 defeat – 6 farewell – 7 bravery.

Activity 2 (6min) (SWT) 4min / (FB) (4min) (This is teacher-made exercise)

Teacher draws a table on the bb. Alright class, draw the table on the blackboard in your exercise books and appropriate sentences (self-sustaining sentences) with the verbs: 4min. Do it individually first and then compare your work with your neighbor's. Build self-sustaining sentences like this: Gondo has always studied his lesson since primary school.

N'dri and Ali have played together for many years.

Infinitive	Present perfect
Ex: to be	1………………
1- to learn	2…………….
2- to struggle	3………………
3- to defeat	4………………
4- to abdicate	

(After 4min)

Teacher: Let's correct now; then we correct together. I write the answers on the BB.

Teacher: Good! Let's listen now to King Béhanzin's famous speech delivered on January 20 th 1894 and do activity 5 on page 9 (SB). Don't worry if you don't understand every single word. It's not necessary. Listen for the main ideas. I'll read it several times. Listen carefully.

Activity 3: Page 9, task 5 (SB): 5min

Teacher: But before read the questions silently, first.

Next, I read the speech aloud for the students to listen. Then I ask them to read the questions again and try to answer the questions. The process goes on three times. Finally, we correct the activity together. I write the answers on the BB as the students give them.

a- He was the last King of Dahomey (Benin)

b- (He addressed his speech) To his soldiers

c- He was fighting because the French were trying to take their ancestral land.

d- They were the chiefs of the Amazons (women soldiers)

e- The general of the French colonial army

g- No, he refused to abdicate

f- He was arrested and deported to Gabon where he died in 1906.

Teacher: Now, class take the traces on the BB. (**5min)**

(Presentation phase above constitutes the main traces in students' note books: vocabulary and language function)

Homework: At home, go back to pp8-9 and get more information on the heroes we've already studied.

<u>Unit 1</u>: African Heroes <u>**Lesson 1**</u>: Heroes   **MASTER PLAN, SESSION II**

Lesson stages and timing	Aims of stages	Teaching materials	Teacher's activities/questions	Students' activities	Traces on bb
I. Presentation (Lead in stage/introductory phase: (**5mn**) -warm up -introductory activity -learning situation/context	Aim: -To set a learner friendly atmosphere -Establish the context of learning.	Teacher's voice -Song -A picture of King Béhenzin	Greets class -Initiates the day's song and asks ss to sing. -Asks ss to say the date. -Teachers sticks a picture of Béhenzin on the bb. -Asks a question: -Teacher gives the name of Béhenzin. -What do you know about this man? -Teacher introduces the learning context. -Teacher checks comprehension of the learning context through elicitation questions: -What did I say? What's the situation I described about? How would you get more information?	- Class greets back -Ss warmly sing -Ss say the date -Ss guess the person in vain. -Ss clap when the teacher gave the name and they see the King's exceptionally long pipe. Ss answer the questions about the understanding of the learning context.	Date on bb
II. Input phase: (**15mn**)	Aim -To equip ss with the material they	Teacher's voice	Presents the new materials/ items in context (see	Ss listen and react (repeat) -Try to give	Traces of new items on

-Vocabulary -Language function	need to be successful in carrying out the tasks.	-Vocabulary items -Structure: expressing unfinished actions (see detailed teacher's notes	teacher's detailed notes. Always illustrative self-sustained sentences) -Asks ss to repeat after him -Helps ss in illustrating the new materials presented.	illustrative sentences to show comprehension	the bb in illustrative sentences (see detailed teacher's - notes)
III. Activation phase: (25 mn)	Aim: -To develop ss' speaking fluency practice. -Feedback on content: to give ss the opportunity to respond to the speaking task.	Teacher's voice -Activities (see teacher's detailed notes) (3 activities in aggregate	Teacher sets activities -Checks tasks comprehension through 'wh' questions. A question like "Do you understand?" is useless for it won't actually inform any teacher anyway! Rather, Teacher and ss do an example first. -Teacher monitors group formation -Teacher sets timing and task starts on his instruction. He may **say lively** : 'Now you can start!' -Teacher moves around class to see what's happening	Ss do the activities	Traces of the good answers

IV. Note taking: (5mn)	Aim: For ss to keep traces and tracks for helping learning.				Notes on bb

DETAILED LESSON PLAN- SESSION 3

LM Dimbokro   **Friday, December, 2015**

Class: 3è 2   Number of students: 63 (Girls: 30   Boys: 33)
__Contact days:__ **Monday; Wednesday; Friday.**

Duration: 55mn

__Topic:__ Life at school

__Unit 1:__ African Heroes

__Lesson 1:__ Heroes

__Language skills:__ Speaking and Listening (I integrate the 2 skills with a focus on Speaking)

__Source:__ LKT 3e / Teaching English Worldwide (Paul Lindsay)

PREPARING

1-warmer and icebreaker: Greeting, interviewing and saying the date (5min)

Teacher: I ask my students to interview each other in pairs. Next, I ask the students to introduce the person he or she interviewed to the whole class (it could be to another pair as well).

Aim: fluency building.

Then, I ask a student to say the date. Boni Grace, what's the date today? I write it on the BB as she says it. I make some other students repeat it.

2-Revision: 5min

Teacher: What are the names of some of the famous African Heroes that we learnt about?
Students: (answer): Félix Houphouët Boigny: Kouamé N'Krumah, Jomo Kenyatta, Julius Nyerere- Sékou Touré, Senghor, Modibo Keita, Yaméogo Maurice, Hamani Diori.

Teacher: Very, very good class. A clap for yourselves. Now what is the structure of the present perfect tense?
Students: (answer in chorus) subject+ has/ have + past participle of the verb.

Teacher: Some examples, please.
Student 1: We have learnt about some African heroes.
Student 2: They have fought against their enemies, etc.

Teacher: Someone to give us some examples of verbs into simple past.
Students: learned – struggled – did – was – studied – helped – fought etc.

Teacher: Excellent! Who did the heroes fight? Struggle against? What have they got? Etc.

Student1: The heroes fought the white men.
Student 2: They struggled against the colonizers…
Student 3: They've got/won independence for their countries…

SETTING THE TASK (The teacher gives instructions, grouping mode, material…)

Teacher   : …………………………..……………...…..…………………………………………………
Student (s): …………………………...…………………...……………………………………………
Teacher   : …………………………..……………...…..…………………………………………………

SOLVING THE PROBLEM (Students do the task-Teacher helps…)

Teacher: Now let's tackle our 1st communication activity

Task1 (30mn): After getting some information about your favourite African independence hero, you are asked by the chairman of the English Club to prepare a presentation about him. In your presentatipn
1.Say the name of your favourite African independence hero, his.
2. Give information about his place and year of birth, country, family and studies
3. Describe what he was famous for (important achievements, trade union group, death of death)

Task2 (15mn): I give the students some worksheets on which there are the first two paragraphs of King Béhanzin's speech on page 102 SB. I take out some words and put them in a box.

> defeat – bravery – learned – fought – rose up – warriors – troops

Teacher: I ask the students to use the words in the box above to fill in the gaps in the speech then act it out before the class. They work in groups of 4. (10 mn work and 5 mn presentation)

PERFORMING

- **Presentation**
- **Feedback**
- **Copying**

[As students present, I take notes of any mistakes and do some remediation]

Nb: In the box below are the abbreviations used in this work

LKT: Let's Keep in Touch	FB: Feedback
BB: Blackboard	SB: Student's book
SWT: Student's Working Time	WB: Workbook

Unit 1: African Heroes Lesson 1: Heroes   **MASTER PLAN, SESSION III**

Lesson stages and timing	Aims of stages	Teaching materials	Teacher's activities/questions	Students' activities	Traces on bb
I. Presentation (Lead in stage/introductory phase: (**5mn**) -warm up -introductory activity -learning situation/context	Aim: -To set a learner friendly atmosphere -Establish the context of learning.	Teacher's voice -The problem solving task on the bb. -The worksheets	Ss answer back -Students interview each other and report on the person they interviewed. Eg: what's your father? How about your mother? How many sisters and brothers do you have? How do you come to school every day? How did you come to school today? What do you know about Béhenzin? etc. -Ss say the date -Students correct homework	- Class greets back -Ss warmly sing -Ss say the date -Ss guess the person in vain. -Ss clap when the teacher gave the name and they see the King's exceptionally long pipe. Ss answer the questions about the understanding of the learning context.	Date on bb
II. Problem solving situation: **35mn** (ss' work) and (**10 mn** note making).	Aim -To develop ss' speaking fluency they need to be successful in real life contexts. -Feedback on content: to give ss the opportunity to respond to the speaking task.	Teacher's voice -Problem solving tasks -Worksheet	Sets the 2 tasks in turn. -Time each task and warmly **gives the 'go!'** -Task 1 -Task2 - Teacher butterflies (moves around the class) and helps if need be on ss' request. -Monitors the	Do task 1 in their groups (groups of 4) - Do task 2 in their groups (groups of 4) -Present the result of the group work	Instance of a trace of the problem solving task1: (This is a description of FHB's time line: FHB was born in 1905 on October 18th in N'Gokro, Yamoussoukro

| | | | feedback.
-Makes notes during students' presentation.
-Corrects errors and mistakes on the spot if time allows. If not another day. | | . He was sent to school and history reported that he was a brilliant pupil. He studied in Dimbokro. He also studied in Bingerville and then in William-Ponty, Dakar. He became a medical Doctor and worked in Guiglo. He was frustrated to see that African farmers were not benefiting from their work as coffee and cocoa planters. He expressed this famous view: "They have too much stolen us!". Then he created the union of African planters with some friends. Later, this union became a political party. He worked with people like Winzin Coulibaly (former Upper |

					Volta), Sourou Migan Apithy (former Dahomey), Fily Dabo Sissoko (former French Soudan). He sent some Ivorian students to France to continue their studies in 1946. He was elected as an MP and was at Palais Bourbon in France. He even served many times as a French Minister. Later he became the first President of Côte d'Ivoire. He was known as the founding Father of Côte d'Ivoire. He died on December 7th 1993.
III. Note- taking: (**5mn**)	Aim: For ss to keep traces and tracks for helping learning			Copy the traces	The time line of FHB

Task 1: FHB's time line: hero chosen: Félix Houphouet Boigny

Birthday: 18/10/1905

School: Dimbokro, Bingerville, Dakar

Professional life: Medical Doctor and Planter

Trade union: African Planters' Syndicate

Got Independence of CI: 7/08/ 1960

Political life: Created the RDA (October 1946) with some friends and the PDCI

Prime Minister of CI: 1959

President of CI: 1960

Death: 1993

NB: Since this lesson is basically concerned with 'speaking', students ought to present their work without reading their production. The focus is on **fluency** not accuracy as such providing what is spoken is comprehensible. Students should clearly be told this.

Task 2: A Gap filling task, on page 102 of students' book (LKT), left to the teacher to delete whatever items he feels like in Béhenzin's address to his people. Each 7th or 8th word could reasonably be left out. The task is a group work between 4 students. The first two paragraphs of King Béhenzin's speech are the ones I suggested for this 2nd activity.

APC METHODOLOGY FOR SECOND CYCLE (Detailed Lesson plan)

NAME OF THE SCHOOL: …………..…………….. DATE: ……...………

Class: ……**Number of pupils**: …..……**Girls:** ………….… **Boys**: ……..…….
Contact days: ……………..…..; …………………….. ; …………………..

UNIT …. :……………………………………………………………….
Lesson …: ………………………………………………………………..
Language skill/Lesson type: ………………………………………………
Duration: 55 min
Source/Reference: ………………………………………………………

TEACHING POINTS/LESSON CONTENT/LESSON FOCUS		
Vocabulary	**Language function**	**Structures**

INTRODUCTION PHASE (… min)

1. Warm up (… min)
  Teacher   : …………………………………………………………..…….
  Student (s): …………………………………………………………..…….
  Teacher   : …………………………………………………………..…….

2. Revision (… min)
  Teacher   : …………………………………………………………..…….
  Student (s): …………………………………………………………..…….
  Teacher   : …………………………………………………………..…….
3. Lead-in activity (… min)
  Teacher   : …………………………………………………………..…….
  Student (s): …………………………………………………………..…….
  Teacher   : …………………………………………………………..…….
4. Learning Context: (… min)
………………………………………………..…………………………………
………………………………………………..…………………………………

INPUT AND PRACTISE PHASE (… min)

<u>**Vocabulary**</u> **(… min)**
  Teacher : ……………………………………………………………………...……
  Student (s): ……………………………………………………………………...……
  Teacher : ……………………………………………………………………...……

<u>**Grammar**</u> **(… min)**
  Teacher : ……………………………………………………………………...……
  Student (s): ……………………………………………………………………...……
  Teacher : ……………………………………………………………………...……

Exercises 1 :
  Teacher : ……………………………………………………………………...……
  Student (s): ……………………………………………………………………...……
  Teacher : ……………………………………………………………………...……

Exercises 2 :
  Teacher : ……………………………………………………………………...……
  Student (s): ……………………………………………………………………...……
  Teacher : ……………………………………………………………………...……

Exercises 3 :
  Teacher : ……………………………………………………………………...……
  Student (s): ……………………………………………………………………...……
  Teacher : ……………………………………………………………………...……

COMMUNICATION ACTIVITY (…min)

SETTING THE TASK (The teacher gives instructions, grouping mode, material…)

  Teacher : …………………………………………………………………
  Student (s): …………………………………………………………………

SOLVING THE PROBLEM (Students do the task-Teacher helps…)

  Teacher : …………………………………………………………………
  Student (s): …………………………………………………………………

PERFORMING

- **Presentation**

  Teacher   : ……………………………………………………………………

  Student (s): ……………………………………………………………………

- **Feedback**

  Teacher   : ……………………………………………………………………

  Student (s): ……………………………………………………………………

- **Copying**

  Teacher   : ……………………………………………………………………

  Student (s): ……………………………………………………………………

SOME EXAMPLES OF LESSON PLANS

SPEAKING LESSON : FLUENCY

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Level : …………..

UNIT **3**: **Technology**

Language skill/Lesson type: **SPEAKING (Focus on fluency)**

Duration**: 55 min**

Source/Reference:

Teaching materials:

TOPICS FOR DEBATE/DISCUSSION		Rubric and criteria for scoring: 20/20
TOPIC 1: Groups 1 and 2 Which of these tools are mostly used by students to stay in touch, communicate and be kept informed? Email, skype, blogs, online discussion, texting and social medias (e.g. Facebook, Twitter, etc.) Decide and agree on three and say why	TOPIC 2: Groups 3 and 4 Do you agree that modern technologies and social medias have freed people or they have rather enslaved them?	I- Group marks will be given for: *Organisation* - topic for debate understood. - organisation of ideas - timing *Content* - ideas - argument *Interest* - presentation - variety of language - awareness of audience
TOPIC 3: Groups 5 and 6 Do you think that Modern technologies have made life far more interesting than when our parents were teenagers?	TOPIC 4: Groups 7 and 8 Do you think that children should should be discouraged from using modern technologies and social medias?	
TOPIC 5: Groups 9 and 10 Do you agree that modern technologies have made young people antisocial?	TOPIC 6: Groups 11 and 12 Do you think that introducing modern technological devices at school will have a negative effect on students' results?	II- Individual marks will be given for: *Language* - pronunciation - grammatical accuracy - use of appropriate expressions & phrases, etc. *Communicative quality* - Fluency, speed, etc. - ability to communicate ideas - awareness of audience
TOPIC 7: Groups 13 and 14 Do you think that teenagers should be allowed to play computer games?	TOPIC 8: Groups 15 and 16 Do you think that with social medias people are becoming more isolated?	

NOTE:

1) This activity is meant for both large and small classes and focuses on fluency. Two groups will discuss the same
topic; one group will find arguments for, and the other group arguments against. Finally, the groups defend their
points of view, and the other students will appreciate.
It follows the task structure proposed by Willis and Willis, which consists of:
 - *The pre-task*: (groups are formed, instructions are given, examples are set, etc.)
 - *The task*: (learners perform task under teacher guidance, assistance, monitoring)
 - *The feedback*: (teacher provides feedback and assesses task)

2) For efficient group discussions, 3 to 5 members per group is adequate, it is better not to form very large groups;
because quiet students may avoid contributing in large groups. The group members can be either assigned by the
teacher or the students may do it by themselves. Finally, it is important that the teacher encourages students to
ask questions, paraphrase ideas, express support, check for clarification, etc.

3) Teachers should handle correction with care during speaking activities; because in some situations, correction
may do more harm than good. For example, it is not a good idea to interrupt a student during fluency practice or
to concentrate on individual errors in front of the whole class. This can create inhibitions in students and make
learning a painful experience. Evidence also shows that constant correction does not necessarily lead to
improvement. Teachers should thus reduce correction to the maximum during speaking activities, and
concentrate on errors which may cause misinterpretation or misunderstanding.

   Source: Hayriye Kayi: http://unr.edu/homepage/hayriyek

STAGES/TIMING	TEACHING MATERIALS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNIQUES	AIMS	TRACES ON BOARD
		I- PREPARING				
WARM UP	Hello class, pleased to meet you; today's session is devoted to group discussion; but before we start, I have a funny story to tell you. Here it is: (The tortoises' picnic)					
		II- SETTI NG THE TASK				
PRELIMINARY ACTIVITIES

5-10 min | handsout

worksheet | T organizes class in different groups; then gives instructions, explains task clearly. T gives assessment criteria , and asks class to start working. T times activity and stars moni-toring, and bringing help if necessary. **1**- *Class, you are going to form groups of 5 students, so we will have 16 groups.* **2**- *You have on this sheet 8 to-pics for debate. Right?* **3**- *Now listen to me carefully. 2 groups are going to work on the same topic; one group will defend the topic whereas the other will be against. Right? The two opposing groups will debate, trying to convince audience with strong arguments.* 4- *You have the criteria to assess your work on the handsout.* | Stds form groups as suggested by T.

- Stds look at the top-ics given by T on the sheet

- | Group work: Stds discuss in their differ - rent groups; each group will find arguments to defend their view point. | Coopera-tion & collaboration.

Develop- ing crit-ical thin-king | |

		Ok? *5- You all have 15 min for preparation and 5 min for debate. You can start working now.*				

	III- SOLVING THE PROBLEM
SOLVING THE PROBLEM 20-15	Each group starts working and discussing in order to find out arguments to defend their position. At this level the class may be noisy; and this is quite normal in a communicative class. However, T should make sure learners are really working and not doing something else.
	IV- PERFORMING
PRESENTATION 20-25	*Here, T becomes an organiser; he gives floor to the two opposing groups to present their views. This is followed by 3-5 min discussion; then T may turn to two other groups.* **NB**: *There may surely be a problem of time constraint. The remaining groups may do other presentations or activities in the coming lessons, and this, all year long.*
FEEDBACK 5 min	T should avoid detailed feedback; they are useless, but T should rather encourage peer correction, and only focuses on serious errors and recurrent mistakes.
COPYING TAKING NOTES 5 min	Before leaving class, T should make sure that learners have taken note

WRITING

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NAME OF THE SCHOOL: ……………………………….   DATE: ……...……………

Class: ………….   Number of pupils: ………… Girls: ……….…   Boys: …………

Contact days: ………………..; ………………….. ; ………………..;

UNIT **3**: **Technology**

Language skill/Lesson type: **WRITING** (**Session 1: controlled writing**)

Duration: 55 min

Source/Reference:

Teaching materials:

TEACHING POINTS		
Vocabulary	**Language function**	**Structures**
Internet safety, Internet censorship, to tweet, to surf, virtual world/real-world, virtual communities, discussion forums, **Social websites**: (twitter, google, viber, YouTube, skype, linkedin, messenger, WhatsApp, Instagram, Wikipedia, etc.)	**1) Expressing a general opinion/point of view** **2) Giving or expressing your opinion/point of view**	**1**) People think/say/believe/argue that/There are people who think/believe/argue/say that/It is thought that/It is considered that, For most people/According to many people … etc. **2**) In my opinion/As far as I am concerned/I personally think/believe that /I feel that .../My belief /opinion is that .../From my point of view
Note: Some of the phrases that help express opinions are more appropriate for written English (essays) whereas others can be used in spoken English.		

I- INTRODUCTION PHASE

- ✓ Warm up
- ✓ Review session
- ✓ Lead-in activity

- ✓ **Learning context:** Most students and teenagers are addicted to modern technologies. You decide to **write** a short paragraph to be published in your English club newspaper in order to **describe** the phenomenon, give your opinion and sensitize your fellow students against the possible dangers they may face.

II- INPUT PHASE

➢ **Vocabulary**
➢ **Grammar/Language Function**

III- PRACTICE/ACTIVATION PHASE

- **Activity A**: It checks Input 1
- **Activity B**: It checks Input 2

IV- COMMUNICATION ACTIVITY

MASTER PLAN				
Lesson stages	**Timing**	**What do teachers do or say?**	**What do students do or say?**	**Interactions & traces on board**
Introductory Phase	5-10 min	*Warm-up: Hello class, nice to see you again; are you all in good shape?* *- I feel good.* *Class, what is the lastest news* *today from Liberia?* *Do you think he will make a good president?*	Yes sir, what about you? - Yes sir, Georges Weah was elected president - Stds give their opinions.	T- Stds Stds - Stds
		Review: *Ok, let's come back to what we did last time; what topics did we discuss?*	Stds give some examples	
		Lead-in: (brainstorming) *As students, what do you think of modern devices and social medias? Are they useful for you?* *As you said, mew technologies are useful; however they may present some dangers. Ok* *Learning context: (see front page)*	Stds discuss in pairs, then share with whole class. Some would say that they are useful whereas others would agree that they may present some dangers. (all the opinions are written on the board)	T- stds Stds - stds
		Vocab: Direct teacher input *Google and twitter are examples of social websites that you often visit; you surf and tweet to leave messages in discussion forums. Very often you make lots of friends and you create a virtual world or community, which is different from real-world.*	Stds listen to teacher and repeat words for correct pronunciation. *social websites, surf, tweet discussion forums, virtual world or communities, real-world, internet safety Internet censorship* - Class listen and study the different	T- Stds

Input Phase	10-15 min	*Today we are all worrying how to make the internet safe; so internet safety is a major problem; to protect young people, some countries have opted for internet censorship, that is, denying access to suspicious sites.* Lang: Direct teacher input *- Ok, class, during debates or discussions, you express your point of view; here are some expressions or phrases you can use: In my opinion/As far as I am concerned* *- Do you any other way to express personal opinions?* *- Now look! Here is how you express a general opinion or point of view: People think /say/ believe /argue that* T writes on board/gives stds handouts related to expressing general opinion/personal view	expressions: *In my opinion/As far as I am concerned, etc.* - Stds may add some other expressions they know - Stds study in pairs or whole class study handsout:	
Practice/Activation Phase	15-20 min	*- For more practice, do activity 1 and 2 on your worksheet (pairwork)*	In pairs, Stds do activities and report when time is up	
Communication	15-20	*- Now class, you are going to write about an opinion essay; but first of all, in groups try to reorder the ideas you have found during the*	In groups (4-5) students discuss, create columns and classify ideas accordingly: Column 1: useful	

Activity	min	*discussion session; right? Modern devices useful or harmful for students.* *- Ok, class time is up! We shall continue next time. Before you leave, here is an assignment for you. Goodbye! (worksheet)*	Column 2: harmful Stds stop when time is up.	

INTEGRATED SKILLS WORKSHEET
Activity 1:
Language focus activity 1: Vocabulary
Complete each blank in this text with a word or groups of words among the ones given below. (*surfing - discussion forums - internet censorship - tweeting - social websites - internet safety - virtual communities*) **Example**: *1. Internet safety* I am often worried about the security of my students; because the way most of them use the Internet is almost dangerous. Today, (…**1…**) is a critical issue as many teenagers have joined (…**2…**) where they discuss with people on platforms or (…**3…**). Some young people would spend the whole day chatting and (…**4…**) online with friends and even with people unknown to them. This is where internet (…**5…**) is dangerous because in these (…**6**….), they may get in contact with sexual predators. In many parts of the world, (…**7**….) is highly developed and young people do not have access to suspicious sites.
Language focus activity 2: expressing general and personal opinions

1) Rewrite the sentences below including phrases so as to express general opinions
   - Most young people use modern technologies in an antisocial way.
   - Modern technologies have made our lives interesting than it was before.
   - Social medias have helped people keep in contact.
 	
2) Rewrite the sentences below including phrases so as to express personal opinions
   - Most teenagers spend too much time on the internet.
   - Lots of computer games are violent and dangerous for children.
   - Staying up late at night playing computer games seriously affects children's health.

Homework: Think about the organisation of an opinion essay/argumentative essay (different parts)

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 UNIT 3 : **Technology**
Language skill/Lesson type: **WRITING**: (**Session 2: process writing**)
Duration: 55 min

Lesson stages	Timing	What do the teachers do or say?	What do learners do or say?	Interactions and traces on board
Prewriting: Generating ideas	0- 5 mn	- Hello class, how do you feel? - What is the date today? Thank you; now I would like you to join your respective groups, right? Last time, we discuss the topic: students/young people, modern devices and social medias. What did we say? - Fine! You gave many examples showing how these devices can be useful or harmful for them. - Now in your groups, choose three ideas among the answers you have given; (any side of the prob-lem: useful or harmful?)	- Class responds - a std gives the date We said that modern devices can be useful but at the same time they may represent a danger for students. - Stds work in groups and make their choices (see work-sheet for number 1 for possible answers) - T monitors and when T gives feedback and moves to second step)	Date on board T may write some of stds answers on board - Social medias affect the way youth communicate - Modern devices help teenagers interact with friends
Planning: outline	5-10 min	Good class, let's continue; I would like you now to write a short par-agraph for each idea you have selected and give a fact or example to support it, Right?	- Stds work in groups and – T monitors; when time is up, T provides feedback	T may write some sample sentences on board
Writing first draft	**10-15 min**	- Class in your different groups, you will write an opinion essay; last time I asked you to find out the outline. So let's check what you found. - Ok, now write your essay: here is the topic on the board. Use some of	- Stds report to class what they found about the format of the essay, and T provides feedback - Stds listen to T, and start working in groups	Format of an opinion essay on board **Topic**: **Should modern devices and**

		the ideas you have on your work-sheet, and develop each idea into a paragraph; don't forget to start your essay with a general opinion or point of view. Don't care about mistakes, Ok?	- T monitors activity	**social networks be allow-ed in schools?**
Revising	10-15 min	Ok, it's time, I need volunteers to read their productions. (T then proceeds)	Some groups read their productions and teacher gives feedback.	
Re-writing/editing	10-15 min	Now study worksheet N° 3 and revise your work, see if you have all the paragraphs required, see if you've supported your ideas with details. Check also your product-ion for possible mistakes.	Groups follow T's instruct - tions and resume work - T monitors and gives help where necessary.	Model writing on stds worksheet/ board
Final draft	10 min	Ok, are you through with this step? Now start writing out your final productions. NB: in case groups have not finished, T can ask to complete their writing at home. This will be an assignment	Groups may have finished or not; Groups write out their final productions and hand it to T for marking or any other purpose.	

Worksheet 1 worksheet 1 worksheet 1 Worksheet 1 worksheet 1 worksheet 1	
Modern technologies useful	**Modern technologies harmful**

- Communication: interact with friends & parents
- Source of information: ways to find news online
- A learning tool for educational and academic purposes: doing research, sharing and expanding knowledge (smartphone, tablet)
- Teaching and learning tool as virtual classrooms
- Application in foreign institutions: to
	- can be misused: cyberbullying/sharing inappropriate content
	- excessive use of technology affects physical and mental health;
	  suffer from sleep deprivation
	- affect school work, lower grades: long hours at night on phones,
	  affect grades; they are tired and unfocused in school.
	- Social media platforms threat of cyber-bullying and online
	  sexual predators being more prevalent

accept/deny applicants' social media profiles, and activities
- Students' digital skills.
You Tube to watch videos: ask questions and discuss content
	- computer games harmful; turn teenagers into potential killers
	  become antisocial, aggressive
	- influenced by advertising: influences buying habits.
	- Social media may expose children to images of alcohol, tobacco,
	  and sexual behaviors
	- affect the way youth communicate: new forms of language:
	  abbreviation "LOL" has become globally recognized;

Worksheet 2 worksheet 2 worksheet 2 Worksheet 2 worksheet 2 worksheet 2	
Starting introduction	According to…/ It is commonly believed/thought that… etc…
Listing different points, showing order	First, first of all, firstly, to begin with, second, next, then, finally, lastly, etc.
Reinforcing or adding an idea	And, also, in addition, besides, moreover, another, furthermore, etc.
Showing result, or consequence	So, then, thus, since, for, therefore, as a result, consequently, etc.
Showing opposition, conceding	But, yet, however, nevertheless, although, on the other hand,
Showing examples	For example, for instance, such as, etc.
Expressing reason	Since, because, etc.
Summarising, concluding	In short, finally, to sum up, to conclude, in conclusion, etc.

Worksheet 3 worksheet 3 worksheet 3 Worksheet 3 worksheet 3 worksheet 3	
Topic 1: Modern devices and social networks should be allowed in schools. *For most people, modern devices are now in our daily lives and for many they should be allowed in schools.* ***First of all****, modern devices such as smart phones help students interact………………………………………….. ………………………………………………….. ……………………………………………………* ***Secondly****, they can be used as learning tools. A smart phone for example ……………………………………….. …………………………………………………..* ***Another reason*** *is that some modern devices can be used for entertainment………………………………......…… ……………………………………………………* ***In conclusion****, modern devices are useful for students and teachers as well; so they should be allowed in schools.*	**Topic 2: Modern devices and social networks should not be allowed in schools.** *Many people argue that modern devices are useful. However, they should not be allowed in schools for many reasons.* ***To begin with****, many parents are fearful of the dangers of having social media in schools because…* *……………………………………………….* ***Next****, the excessive use of ... affects students' mental and physical health……………………………….* *……………………………………………………* ***Lastly****, modern devices have affected the way students communicate ……………………………….* *……………………………………………………* ***To sum up****, modern devices are harmful devices; so, they should not be allowed in schools*

LISTENING

SCHOOL: Lycée ………..   **Date :……………………………………**

Class: 1ère   **Number of students:** ……………..   **Girls :………………**   **Boys :** ………….

Contact days: ………………………………………………………………………….

UNIT 6: Technology and our Lives

Lesson 3: Mobile phones addiction

Language skill/Lesson type: Listening

Duration: 55 min

Source: Winskills, 1ère pp 118,119

Lesson content

Vocabulary	Language function	Structures
huge, hugely, productive, interfere, compulsive, addiction, assess	Expressing purpose	- The mobile phone is used to communicate. - The mobile phone is used for communicating.

MASTER PLAN

STAGES/ TIMING	TEACHING MATERIALS	TECHNIQUES	TEACHER'S ROLE	STUDENTS' ROLE	AIMS	TRACES ON THE BOARD
PRE-LISTENING PHASE						
Warm up **(2 min)**	Voice chalk board	Guessing game (Teacher starts drawing something on the board, by stages)	Asks students to guess what he is drawing	Try to guess what Teacher is drawing	To set a stress-free atmosphere	-Date
Homework correction **(4 min)**	Voice chalk board	Question/answer	Asks revision questions	Answer teacher's questions	To check students' intake of the previous	Sentences related to the expression of

					lesson	conditions
Introductory activity/lead-in (1 min)	Voice chalk board	Question/answer	Asks questions about the use of the cell phone	Answer teacher's questions	To introduce the day's activity	
Learning context (2 min)	Voice	Reading aloud, question/answer	Reads the learning context/asks comprehension questions	Listen and answer teacher's questions	To arouse students' interest in the days lesson	
Pre-listening activity (2 min)	Voice	Question/answer	-asks sdts to guess what the listening passage will be about.	Answer teacher's questions	To prepare stds for the listening task	

WHILE-LISTENING PHASE

Listening for general idea (Activity 1) Swt :3min Fb: 1min	Voice Audio Player Worksheets	Listening to the audio passage	-Sets the task and Plays the audio. -Leads feedback	-Listen to the audio and do the task - contribute to feedback	To check stds understanding of the general idea	The general idea of the passage
Listening for specific information (Activity 2) Swt: 8 min Fb: 4min	Voice Audio Player Worksheets	Listening to the audio passage	-Sets the task and Plays the audio. -Leads feedback	-Listen to the audio and do the task - contribute to feedback	To check stds ability at getting specific information	Correct answers from feedback
Listening for details (activity 3) Swt :6 min Fb :3min	Voice Audio Player Worksheets	Listening to the audio passage	-Sets the task and Plays the audio. -Leads feedback	-Listen to the audio and do the task - contribute	To check stds ability at understanding details	Correct answers from feedback

				to feedback		

POST LISTENING PHASE

Communication activity **Swt :10min** **Fb :5min**	Voice Worksheet	Writing an article	Sets the task. -Leads feedback	-Do the task -contribute to feedback	To have stds produce from what they have learnt	-Relevant ideas -Consensual article
Setting homework						

TEACHER'S PERSONAL NOTES

WARM UP: 2 min

Teacher starts drawing something (just little lines). At each step he asks students to guess what he is drawing. Then little by little we can make a cell phone out of the drawing

Homework correction: 4 min

Ok, we'll come back to our phone. For the time being, let's correct the homework of last time.

LEAD-IN: 1 min

* Well, finally you guessed right. The drawing is really a mobile phone! Now, tell me:

*What do we use the mobile phone for? (Students: for calls, messages, games, as a clock, as an organizer, recording and playing music, videos, Audios, etc.…)

- Ok today we are going to listen to an audio. It is about the phones. But before that, here is our learning context.

LEARNING CONTEXT: 2 min

As the chairman of your School English Club, you are taking part in a conference on people's addiction to mobile phones in Accra. Take notes, in order to be able to sensitize other people against this danger.

PRE-LISTENING ACTIVITY: 2 min

Comprehension check questions

1. What are you doing in Accra as the chairman of the English club?

2. Why are you taking part in the conference?

Transition

Teacher: Great! Now, we are going to listen to a passage about the same topic. Let's listen carefully and complete the different activities related to it. Here is the first one.

WORK SHEET

ACTIVITY 1. (3 min) The passage is about:

    a.   the dangers of phones
    b.   the addiction to phones
    c.   the revision of phones

ACTIVITY 2. (8 min) As you listen to the passage find the answers to the following questions.

1-What can be a hugely productive tool?...

2-What do people spend more time on?...

3-What is the colloquial name for the mobile phones…………………………………………

4-Which of these two is creating the addiction: smartphones or games?..............................

ACTIVITY 3 (6 min)

Listen and say if the following statements are true or false. Write **T** for true and **F** for false. Correct the false statements.

    1-   For the narrator, technology has made life complex today.

    2-   The tablet, the smartphone, and the computer are always compulsive according to the audio.

    3- When you spend more time on social media, you need to reassess your technology use.

    4- Nomophobia is the desire to fight against phone use.

COMMUNICATION ACTIVITY: 15 min

During your visit in his country, you noticed that Franck Dankwa, your Ghanaian pen-friend was fond of video games and spent all his time playing. Back to your country, you decide to send him an e-mail to convince him to change his wrong attitude. In your e-mail,

    - give your opinion about Dankwa's mobile phone addiction;

    - mention three drawbacks of this addiction;

    - suggest three activities he can do to become less dependent to the mobile phone.

Feedback

Activity 1

The passage is about

(b.) the addiction to phones

Activity 2

1. a smartphone, tablet, or computer.

2. social media or games.

3. Nomophobia.

4. The games, apps and online world

Activity 3

1. F. Technology has made life easier.

2. F. They can be hugely productive tools.

3. T

4. F. It is the fear to live without phone.

Communication activity

Possible ideas:

- disagree with Franck

- It interferes with:

 work (you become a bad worker)

school (bad school results)

relationship (poor relations with family and neighbours)

- It damages your health (eyes, being motionless for long)

- unknown effects of waves

- You can practice sports, restart reading books and newspapers

-**LISTENING PASSAGE (**audio disponible sur : jdeditionsnumeriques.net)

Thanks to technology, today's life is easier than in ancient time's life. While a smartphone, tablet, or computer can be a hugely productive tool, compulsive use of these devices can interfere with work, school, and relationships. When you spend more time on social media or playing games than you do interact with real people, or you can't stop yourself from repeatedly checking texts, emails, or apps; even when it has negative consequences in your life ; it may be time to reassess your technology use. Smartphone addiction, sometimes colloquially known as "Nomophobia" (fear of being without a mobile phone), is often fueled by an Internet overuse problem or Internet addiction disorder. After all, it's rarely the phone or tablet itself that creates the compulsion, but rather the games, apps, and online worlds it connects us to.

https: //www.helpguide.org/articles/addictions/smartphone-addiction.htm#

READING

FRONT PAGE

School: **Academic Year**: 2023 – 2024

Teacher: **Date:** 19 / 12 / 2023

Level: 2nd   **Duration**: 55min

UNIT 6: CITIZENSHIP

Source: Far Ahead 2nde Unit 6 p 72-73

LESSON TYPE: Reading

LESSON: Clean-up day

LEARNING CONTEXT: During the World Clean Up Day celebrated in EAJP/ENS, the students of 2nde C2 are reading a text in order to sensitize their mates about the importance of keeping their local environment cleaner and healthier.

Lesson content

Vocabulary	Language function	Structures

MASTER PLAN

STAGES/TIMING	TEACHER'S ROLE	STUDENTS' ROLE	MATERIALS / AIDS	AIMS	TRACES ON THE BOARD
WARM UP (3 min) A song	-greets students -asks for the date -initiates a song	-greet back -give the date -sing with the teacher	-voice -blackboard	Have the students feel relax and enjoy the lesson	-the date

PRE-READING PHASE

BRAINSTORMING (3 min) Questions and answers)	-shows pictures or relia -asks questions	-look, listen -answer the questions	-pictures	Raise interest in the day's lesson	Students' answers (non-permanent)

PRESENTATION (2min)	-presents the learning context -asks questions	-read the learning context silently -answer the questions	-voice -poster	-check students understanding	-no trace

WHILE- READING PHASE

ACTIVITY 1- 3min (General idea) Swt: 2min Fb: Imin	-asks ss to do activity 1 -supervises ss work -conducts feedback	-do the activity - take part in the feedback	-voice -worksheet -board	Make ss find the main idea of a text	-correct answers (permanent traces)
ACTIVITY 2 - 8min (Vocabulary) Swt: 5min Fb: 3min	-asks ss to do activity 2 supervises ss' work -conducts feedback	-do the activity in pairs) -take part in the Fb	-voice -worksheet -board	Make ss acquire new vocabulary words in context	-correct answers (permanent traces)
ACTIVITY 3 - 9 min (True or false) Swt: 6min Fb: 3min	-asks ss to do activity 3 supervises ss' work -conducts feedback	-do the activity (individually then in pairs) -take part in the Fb	-voice -worksheet -board	Make the ss read the text for detailed information	Correct answers (permanent traces)

POST-READING PHASE

COMMUNICATION ACTIVITY 20min (Writing) Swt:12min Fb: 8min	-sets the task - supervises ss' work -conducts feedback	- do the activity in groups -take part in the Fb	-voice -worksheet -board	Enable the ss to write to sensitize on the importance of putting girls to school	Correct answers (permanent traces)
HOMEWORK 2min	Gives instructions for the homework and explain it	Listen in order to do the homework	-voice -worksheet	Keep ss working at home for more consolidation	No trace

NOTE TAKING 5min	-tells the ss to write down the day's lesson check the ss presence -fills the record book	-copy the day's lesson	-copy book -call register -record book	Have clear notes of the lesson and be able to learn from it at home	(key information on the board)

TEACHER'S DETAILED NOTES

Warm-up: (2min)

Teacher: Good morning class!

Students: Good morning, Sir!

Teacher: How are you?

Students: We're fine, thanks and you?

Teacher: I'm doing well, thank you. Well, sit down

Teacher: What's the date today?

Students: (One student gives the date; meanwhile the teacher writes on the board)

Teacher: Now let's sing the song: "There seven days in the week"

Students: They sing

BRAINSTORMING (3 min)

Teacher: (*showing a picture or realia of a bin to the students*) Class, look at this picture, what is it?

Students: It is a (rubbish) bin

Teacher: Very good! Now, tell me; what is it used for?

Students: (*expected answers*) It is used for collecting garbage or anything no more in use.

Teacher: That's right! According to you, is collecting rubbishes a good action to do? Why?

Students: Yes sir, it is a good action because any inhabitant or citizen should be doing it every time to save the environment.

Teacher: You are right! In order to have a healthier place, such behaviors are to be congratulated and encouraged. There many other actions like that, they're called citizenship and this is what we are going to talk about in this unit entitled **Citizenship** (writing the title of the lesson on the board). But before all, class, look here! read silently this situation (learning context) and answer some questions).

During the World Clean Up Day celebrated in EAJP/ENS, the students of 2nde C2 are reading a text in order to sensitize their mates about the importance of keeping their local environment cleaner and healthier.

Teacher :

- which event is celebrated in the situation?
- What are the students of 2nde C2 doing?
- Why?

Students: (answer the questions)

Students:

- It is the World Clean Up Day.

- They are reading a text.

- To sensitize about the importance to keep the local environment cleaner and healthier.

Teacher: Ok class! This is the communicative situation that we are going to solve by the end of this lesson. However, let's do some activities first.

ACTIVITY 1: General idea (5 min)
Teacher: Okay class, do the activity 1 in 5 min. First, do it individually.

Students: listen to their teacher's instructions and do the activity 1 in 5 min.

Teacher: Time is up, let's correct the activity 1. What is the best answer?
Students: b-The actions of clean up the world community for the environment
(The teacher sets the task, monitors and conducts the feedback)

ACTIVITY 2: Gap-filling with vocabulary words (8 min)
Teacher: Excellent! Now class, for the activity 2, first, do it individually then compare your answers with your immediate neighbor's. Example: *1- turned into*
Students: Listen to their teacher's instructions and do the activity 2.
Teacher: It's time, let's correct the second activity. A volunteer to give the first answer
(The teacher chooses volunteer students and praises good answers)

ACTIVITY 3: True/False statements (9 min)
The teacher sets the task, monitors and conducts the feedback.
Teacher: Class**,** work in pairs to do this activity
Students: Listen to their teacher's instructions and do the activity 2.
Teacher: it is time to correct the activity 3. Some volunteers to give their answers?
(The *teacher chooses some volunteer students and praises good answers*)

PROBLEM-SOLVING TASK: Communication activity (20 min)

After reading a text during the celebration of the World Clean Up Day, the students of 2nde at EAJP/ENS decide to write about a community involved in environmental issues.

Task

In your production,
1. Name one community-based environmental campaign that you know or heard about.
2. Mention the actions they have taken to keep the environment healthier and cleaner every day.
3. Tell us how these are important and your contribution to help them achieve the goal.

WORKSHEET

Activity 1: General idea (3 min)

Read the text quickly and find out the general idea. The text deals with:

a- The rubbish that pollutes the oceans as potential dangers

b- The actions of Clean up the World community for the environment

c- peace in the world

d- The mission and actions of *Clean Up the World* in Africa

Text

Do you know 'Clean up the world'?

Clean Up the World's mission is to inspire and empower communities around the world to clean up and conserve their local environment, so it is a healthier and cleaner place to live.

During a round-the-world voyage, Australian sailor lan Kiernen was shocked at the huge **amount** of rubbish that pollutes the ocean. A lot of our rubbish ends up in the sea, so he decided to take action. In 1990, he started *Clean Up Australia Day* which was so successful that in 1993, *Clean Up the World (CUW)* was launched.

CUW is one of the largest community-based environmental campaigns in the world. Around 35 million volunteers in 130 countries participate each year. The organization's main annual event is *Clean Up the World Weekend* in September. Being a member of CUW is easy-your group simply signs up online (on the website www.cleanuptheworld.org) and organizes an environmental activity. Anyone can take part-business, community groups, schools, governments or simply a group of people getting together.

Groups organize activities which include planting trees, cleaning beaches and rivers, conserving water, or running awareness-raising initiatives. Activities can take place **throughout** the year, but can also be a part of *Clean Up the World* weekend in September.

CUW Weekend Action

The Algerian Scouts movement organized a clean-up in a forest park where local people relax at weekends. The 1,000 volunteers who took part were scouts of all ages. Theypicked up enough rubbish to fill 2,000 bags! They also distributed **leaflets** whichencouraged visitors to protect the environment.

A beach clean-up was organized in Dakar, Senegal the 25 volunteers who took part where from two local NGOs. They collected a large amount of waste including plastics papers, bottles and even shoes. The groups plan **to extend** their action to other beaches next year.

900 volunteers participated in a clean-up in three towns in Argentina. They collected a total of 3 tons of waste which was processed by local councils. Organic waste was **turned into** compost and recyclable materials were sent to a recycling plant.

ACTIVITY 2: Gap-filling (8 min)

Fill in the gaps with the words in bold from the text. Example: *1- turned into*

1. Leaves and plant waste can be……compost.
2. Some groups continue their work…..the year.
3. The charity wants to…….its work to the other countries.
4. A large…….of plastic rubbish ends up in the oceans.
5. They gave out……..about recycling.

ACTIVITY 3: True/False statements (09 min)
Decide which sentences are True (T) and which are False (F). Justify your answers and correct the false sentences (8mns). Example: 1-True

1. *Clean up the World (CUW) was* started in 1990.
2. CWU groups only carry out actions in September.
3. Only NGOs and students' groups can become members of CUW.
4. Members choose the environmental action they want to organize
5. In Algeria, the volunteers carried out an awareness activity.
6. In Dakar, volunteers cleaned streets and school yards.
7. Argentinian volunteers recycled some of the waste they collected.

COMMUNICATION ACTIVITY (20 min)

After reading a text during the celebration of the World Clean Up Day, the students of 2nde at EAJP/ENS decide to write about a community involved in environmental issues.

Task

In your production,

1. Name one community-based environmental campaign that you know or heard about.
2. Mention the actions they have taken to keep the environment healthier and cleaner every day.
3. Tell us how these are important and your contribution to help them achieve the goal.

C-EXERCICES

PRODUCTIONS PREMIER CYCLE

Préparer une fiche de leçon (sessions 1, 2 et 3) avec pour support le manuel *English For All (EFA), 6ème*, Unité 3, Leçon 1

PRODUCTION SECOND CYCLE

A partir du tableau d'habiletés et du texte ci-dessous du **programme éducatif de Terminale**, concevoir une fiche de cours (Reading, writing, listening ou speaking).

THEME / UNITE 5 : MANAGING RESOURCES

Exemple de situation d'apprentissage : (Exemple : Reading)

The students of Terminale A 4 of Lycée Moderne of Toulepleu read an article on the economy of African countries written by a specialist of the African Development Bank in order to raise their awareness on opportunities and challenges in economy and business in Africa and discuss the issue.

HABILETES	CONTENUS
Connaître	-les mots et expressions relatifs aux problèmes des terres cultivables, à l'agriculture (culture vivrières et cultures de rente, à l'eau et à la santé (hygiène et propreté) - les préfixes *bio-, mano-, multi-* - les doubles comparatifs pour décrire un changement - les phrases conditionnelles - les propositions relatives - les formes passives impersonnelles
Identifier	-- les mots et expressions relatifs aux problèmes des terres cultivables, à l'agriculture (culture vivrières et cultures de rente, à l'eau et à la santé (hygiène et propreté) - les préfixes *bio-, mano-, multi-* - les doubles comparatifs pour décrire un changement - les phrases conditionnelles - les propositions relatives
Appliquer	-les techniques de la compréhension écrite et orale d'un texte relatif aux problèmes des terres cultivables, à l'agriculture (culture vivrières et cultures de rente, à l'eau et à la santé (hygiène et propreté) - les techniques de rédaction d'un exposé : la structuration de l'exposé
Démontrer	-sa compréhension écrite et orale d'un texte aux problèmes des terres cultivables, à l'agriculture (culture vivrières et cultures de rente, à l'eau et à la santé (hygiène et propreté)
Echanger	-oralement et par écrit des informations relatives aux problèmes des terres cultivables, à l'agriculture (culture vivrières et cultures de rente, à l'eau et à la santé (hygiène et propreté)

MODULE 3
EVALUATION

What is test? How many types of tests are there? Discuss the qualities of a good test. Discuss the difference between test and assessment.

Test is an inevitable element of learning process and plays a significant role especially in language learning. It is a reliable way by which a teacher can evaluate his or her students' knowledge of something which he/she has taught them. The students also get a chance to prove their skill or competence of what they have learnt. So it is significant for both the learner and the teacher.

Definition of test:

The very term 'Test', in ELT, refers to a process of measuring learners' knowledge or skill in a particular issue through some oral or written procedures. It is a means to show both the students and the teacher how much the learners have learnt during a course. Tests could be used to display the strength and weaknesses of the teaching process and help the teacher improve it. Now we will look into what the test is.

Oxford Advanced Learner's Dictionary defines test as:

"...an examination of somebody's knowledge or ability, consisting of questions for them to answer or activities for them to perform"

Cambridge Advanced Learner's Dictionary describes test as:

"...a way of discovering, by questions or practical activities, what someone knows, or what someone or something can do or is like"

Andrew Harrison in his "A Language Testing Handbook" (1983) writes:

"A test is seen as a natural extension of classroom work, providing teacher and students with useful information that can serve each as a basis for improvement."

Types of Tests:

According to some scholars like Thompson, 2001; Hughes, 1989; Alderson, 1996; Heaton, 1990; Underhill, 1991, there are four main reasons for testing which give rise to four traditional categories of tests.

1. Placement tests:

Placement tests, as their name suggests, are intended to provide information that will help to place students at the stage of the teaching programme most appropriate to their abilities. Typically they are used to assign students to classes at different levels. The term "placement test" does not refer to

what a test contains or how it is constructed, but to the purpose for which it is used. "Longman Dictionary of LTAL" defines 'placement test as:

"...a test that is designed to place test takers at an appropriate level in a programme or course."

Various types of tests or testing procedure such as dictation, an inter-view, a grammar test can be used for placement purposes.

2. Diagnostic Tests:

Diagnostic testsareused to spot the learners' strengths and weakness. Heaton (1990:13) compares such type of test with a diagnosis of a patient, and the teacher with a doctor who states the diagnosis. "Longman Dictionary of LTAL" defines '**diagnostic tests'** as:

"...a test that is designed to provide information about L2 learners' strengths and weaknesses."

Underhill (1991:14.) adds that a diagnostic test provides the student with a variety of language elements, which will help the teacher to determine what the student knows or does not know. Thus, when the teacher identifies what the learners' problems are, he can do something about them.

3. Progress or achievement tests:

Progress or achievement tests aim to measure what has been learnt over a longer period of time. Jeremy Harmer in his "The Practice of English Language Teaching" writes:

"These tests are designed to measure learners' language and skill progress in relation to the syllabus they have been following."

Here the progress is significant and, therefore, is the main point which is tested.Achievement tests at the end of a term should reflect progress, not failure. They should reinforce the learning that has taken place, not go out of their way to expose weaknesses. They can also help teacher to decide on changes to future teaching programs where students do significantly worse in the test than expectation.

4. Proficiency Tests:

Proficiency tests give a general picture of a student's knowledge and ability rather than measure progress. Longman Dictionary of LTAL suggests:

"A proficiency test is not linked to a particular course of instruction, but measures the learner's general level of language mastery."

The examples of such tests could be the TOEFL that is used to measures the learners' general knowledge of English in order to allow them to enter any high educational establishments or to take up a job in the USA.

Types of test item:
There are two types of test item which we are going to discuss bellow.

1. Direct test item:

A test item is direct if it asks candidates to perform the communicative skill which is being tested. Direct test items also try to "replicate real-life interaction" as much as possible. In direct test item types, candidates usually face an essay type question on such a topic which creates a "level playing field" for all. It means that all candidates have the same chance of success to answer the question such as:

"Some businesses now say that no one can smoke cigarettes in their offices. Some governments have bannedsmoking in all public places - whether outside or inside. This is a good idea but it also takes away some of our freedom. Do you agree or disagree? Give reasons for your answer."

2. Indirect test items

Indirect test items, unlike direct test item, try to measure a student's knowledge and ability by getting at what lies beneath their receptive and productive skills. Indirect items also try to find out about a student's language knowledge through more controlled items, such as multiple choice questions or grammar transformation items etc.

Discrete-point testing and integrative testing:

Whereas discrete-point testing only tests one thing at a time such as asking students to choose the correct tense of a verb, integrative test items expect students to use a variety of language at any one given time - as they will have to do when writing a composition or doing a conversational oral test.

Characteristics of Good Tests:
There are four principles to be taken into consideration in order to judge the effectiveness of any test, as follows:

1. **Reliability**: This is the ability of a test to produce consistent results whatever the conditions. A test should give reliable results for students. For example, If a student takes the same test on two separate occasions, s/he should get the same marks each time. Similarly, if two students of same level of ability take the test they should get similar marks, whereas if two students of differing abilities take the test, the better student should get higher marks. Reliability is particularly important where different students take different versions of the same test.

2. **Validity**: A test is valid if it tests what it is supposed to test. Thus, it is not valid, for example, to test writing ability with an essay question that requires specialist knowledge of history or biology - unless it is known that all students share this knowledge before they do the test.

There are mainly two types of 'validity': 'Content Validity' and 'Face Validity'. The content validity means that the test should cover all the areas to be assessed in suitable proportions. The face validity means that the test should look on its 'face', as if it is valid. If the learners feel the test unreasonable for its being too difficult or irrelevant then it loses its face validity.

3. **Practicality**: A test should not be too time-consuming. It should not be too expensive to produce nor should it take too long to mark. Finally, it should not need equipment which is not usually available. Test should be set considering time, physical facilities and expense. The contents and questions of test should be kept secret at all times prior to the day of each test.

4. **Accountability**: teachers should be able to provide learners parents, institutions and wider society with information about the aims of tests and what progress has been made, also about how the test results reflect students' achievement. The teachers should be able to explain their rationales and how decisions have been made about the test content, rather than keeping the information secret.

Hughes, A. Testing for Language Teachers. Cambridge: Cambridge University Press,1989.

Harmer, Jeremy. The Practice of English Language Teaching. New York: Longman

Hicks, D. Littlejohn, A. Cambridge English for Schools (CES). Teacher's Book. Level Two. Cambridge: Cambridge University Press.1998

A-L'ECRIT

FORMAT DE L'EVALUATION AU BEPC

Durée : 2 heures

INTRODUCTION

L'élaboration de l'épreuve en vigueur au BEPC en Côte d'ivoire requiert une compréhension des spécifications du format qui comprend trois (**3**) parties principales :

READING

      I- LANGUAGEIN USE

      II- WRITING

   Pour l'élaboration des parties **WRITING** et **LANGUAGE IN USE**, il faudra :

- Définir un contexte (WRITING), ou une introduction *(*LANGUAGE USE) ;
- Créer une motivation/circonstance ;
- Donner des consignes précises.

PART ONE: READING (8 points)

TEXTE

Le texte utilisé doit avoir les caractéristiques suivantes :
 	
 Type :   descriptif, narratif, argumentatif, explicatif, dialogue ou portrait, etc.
 	
 Longueur :   12 à 15 lignes maximum (texte accompagné ou non d'image (s))
 Niveau de difficulté :   adapté au niveau 3$^{\text{ème}}$.
 Contenu :   - en congruence avec les thèmes et leçons de la 6ème à la 3ème.
            - non orienté du point de vue politique, culturel, religieux ou du genre.
 Source :   à préciser (auteur, ouvrage, magazine, internet, etc.)
 NB :   **-** le texte doit être **inédit,** c'est-à-dire n'avoir jamais été utilisé pour une évaluation à l'examen ou en classe ;
            - le texte ne doit pas être tiré d'annales ou des ouvrages au programme.

A- Vocabulary Check (*4 points.)*

   Cette partie est l'évaluation de la compréhension des mots du texte par le candidat. Elle peut prendre diverses formes :

- **Multiple choice items/questions** (Questions à choix multiple)
- **Matching** (Exercices d'appariement des mots à leurs définitions/synonymes/antonymes)
- **Odd one out** (Exercices à intrusion).
- etc.

NB : Proposer 9 items dont un exemple.

B- Comprehension Check (*4 points*)

Il s'agit ici d'évaluer la compréhension du texte par le/la candidat(e). Cette partie peut également prendre diverses formes :

- **Multiple choice items/questions** (Questions à choix multiple)
- **Open-ended questions** (Questions de compréhension du texte)
- **True/False statements** +evidence from the text (Des assertions vraies/fausses suivies de justifications à partir du texte)
- **Information transfer** through (Transfert d'informations par) :
    - **Table completion** (Remplissage d'un tableau/diagramme avec les informations du texte)
    - **Note-taking** (Prise de note sous forme de diagramme/tableau à partir du texte)
    - **Text summary** (le Résumé d'un texte)
- **Choice of the best titles** (Choix du meilleur titre du texte), etc.

PART TWO: LANGUAGE USE (*6 points*)

- Proposer deux exercices portant sur les structures grammaticales du texte à l'étude.

Ces exercices doivent avoir :

- **Une introduction** (pour préciser le contexte du texte d'évaluation) ;
- **Un exemple** en guise de mode d'exécution de la tâche ;
- **Quatre (04)** items dont un (1) exemple.

Chaque exercice peut prendre diverses formes :

- **Multiple choice items/questions** (Questions à choix multiple)
- **Matching** :(Exercices d'appariement des mots à leurs définitions/synonymes/antonymes)
- **Odd one out** (Exercices à intrusion) etc.
- **Sentence construction**
- **Sentence completion**
- **Sentence transformation**
- **Word formation**
- **Cloze test**
    etc.

PART THREE : WRITING : (*6 points*)

Pour cette troisième partie, il faudra proposer **un seul sujet portant sur le thème du texte à l'étude**. Ce sujet doit avoir les caractéristiques ci-dessous :

A	Le sujet de l'Expression écrite doit comporter :

- **Un contexte :** - le thème (le sujet à traiter)
  - le public-cible/destinataire/lecteur imaginaire du texte à produire
- **Une motivation/circonstance :** l'objet de l'expression écrite (ce pour quoi le candidat doit écrire)

B Le texte à produire par les candidats doit être de **10-12 lignes**, et avoir les caractéristiques suivantes :

- **Nature** :
  - Lettre amicale
  - Dialogue à compléter
  - Récit
  - Article de magazine/journal
- **Type :**
  - Texte descriptif/Portrait
  - Texte narratif
  - Texte argumentatif
  - Texteexplicatif
- **Consignes** :
  - Donner **3 consignes précises** au maximum en partant de la plus simple à la plus complexe ;
  - Tenir compte du type de texte à produire.

LE FORMAT DE L'EVALUATION AU SECOND CYCLE

Durée :
- ➢ **2 heures** pour les classes de **seconde**
- ➢ **3 heures** pour les classes de **première A et de terminale A.**

INTRODUCTION

La conception et l'élaboration des épreuves écrites au second cycle doit désormais se faire sur la base de l'APC. Cette épreuve doit comprendre trois (3) parties principales :

I- **READING**

II- **LANGUAGE USE**

III- **WRITING**

Pour la conception et l'élaboration des deux dernières parties (Language use et Writing), il faudra :

- définir un contexte,

- créer une motivation / circonstance,

- donner des consignes précises.

PART ONE : READING (40%)

A- Texte

TEXTE

Le texte utilisé doit avoir les caractéristiques suivantes :

Nature :   - Dialogue - Récit- Article de magazine / journal - Lettre officielle ou amicale – discours, etc.

Type : Texte descriptif / Portrait- Texte narratif- Texte argumentatif- Texte explicatif ;

Longueur :   15 à 20 lignes maximum (classe de 2nde)

                  20 à 25 lignes maximum (classe de 1ère)

                  25 à 30 lignes maximum (classe de Tle)

Niveau de difficulté :   adapté aux différents niveaux du second cycle.

Contenu :   - en congruence avec les thèmes au programme

                - non orienté du point de vue politique, culturel, religieux ou du genre.

Source :   à préciser (auteur, ouvrage, magazine, site web avec date de consultation, etc.)

NB :   - le texte doit être **inédit,** c'est-à-dire n'avoir jamais été utilisé pour une évaluation à l'examen ou en classe ;

                - le texte ne doit pas être tiré d'annales ou des ouvrages au programme.

B- Vocabulary Check (*10%.*)

Cette partie est l'évaluation de la compréhension des mots de vocabulaire du texte par le candidat. Elle peut prendre diverses formes :

Multiple choice items/questions (Questions à choix multiple)

Matching (Exercices d'appariement de mots à leurs défintions/synomymes/ antonymes)

Odd one out (Exercices à intrusion).

- etc.

NB : Proposer 11 items dont un exemple.

C- Comprehension Check (3*0%*)

Il s'agit ici d'évaluer la compréhension du texte par le candidat. Cette partie peut également prendre diverses formes :

- **Multiple choice items/questions** (Questions à choix multiple)
- **Open-ended questions** (Questions de compréhension du texte)
- **True/False statements** +evidence from the text (Des assertions vraies/fausses suivies de justifications à partir du texte)
- **Information transfer** through (Transfert d'informations par) :
    - Table completion (Remplissage d'un tableau/diagramme avec les informations du texte)
    - Note-taking (Prise de note sous forme de diagramme/tableau à partir du texte)
- **Text summary** (le Résumé d'un texte)
- **Choice of the best title** (Choix du meilleur titre du texte), etc.

PART TWO : LANGUAGE USE (*30%*)

Proposer deux exercices portant sur les éléments linguistiques du texte à l'étude (phrasal verbs, structures grammaticales et lexicales, proverbs and sayings, idioms).

Ces exercices doivent avoir :
- une introduction (pour préciser le contexte du texte d'évaluation) ;
- un exemple en guise de mode d'exécution de la tâche ;
- **Onze (11)** items dont un (1) exemple.

Chaque exercice peut prendre diverses formes :
- Multiple choice items/questions (Questions à choix multiple)
- Matching (Exercices d'appariement des mots à leurs définitions /synonymes/ Antonymes)
- Odd one out (Exercices à intrusion) etc.
- Sentence construction
- Sentence completion
- Sentence transformation
- Word formation
- Cloze test
- etc.

PART THREE : WRITING : (*30%*)

Pour cette troisième partie, il faudra proposer **deux sujets** de situation d'évaluation **au choix**, portant sur le thème à l'étude. Pour chacun des sujets, il faudra donner au plus trois (**3**) consignes précises en partant de la plus simple à la plus complexe. (Cf. taxonomie de Bloom)

Ce sujet doit avoir les caractéristiques ci-dessous :

A   **Le sujet de l'Expression écrite doit comporter :**

-un contexte : - le thème (le sujet à traiter)

             - le public-cible / destinataire / lecteur imaginaire du texte à produire

- une motivation/circonstance **:** l'objet de l'expression écrite (ce pour quoi le

            candidat doit écrire)

- des consignes : Donner **3 consignes précises** au maximum en partant de la plus

         simple à la plus complexe (tenir compte du type de texte à produire).

B   Autres caractéristiques

Les deux sujets devront porter sur deux genres différents (Exemple :

Lettre officielle / article de journal ; texte narratif / texte argumentatif, etc.)

Le texte à produire par les candidats doit être de **20 à 25 lignes**

EXEMPLE DE SUJET (BEPC)

<u>**PART ONE**</u>**: READING COMPRÉHENSION (8 points)**

My first flight

I am Anna. I clearly remember my first airplane ride. It was in my last year of high school, and instead of taking the usual more affordable trip to Costa Brava in Spain, my friends and I decided to go to Italy. I was both really excited and really afraid. I put my luggage in order a week earlier than my friends, and every day I would add something more in my case. We were non-stop talking about our

5 trip. I read the security rules for airports and airplanes a hundred times, so that I would not miss anything.

The day finally arrived. My mother drove me and one of my friends to the airport. We got there early, as usual, because my mother is English and she never runs late. After my mother left, we went outside for a while and waited for the rest of the group. From our position, we could see every plane taking off. I was mesmerised. The planes were so close to us; I could almost feel their wind. My

10 mesmerisation was also tinted with a fear that a plane might crash at any time. I was at my limit, so we went back inside. I decided to eat some candy and some chocolate before the flight. As I was eating, I observed people around me. They all seemed so calm like it was just another day. I just couldn't understand their states of peace.

Finally, the rest of the group arrived. Once we got into the plane and found our seats, I could only do

15 one thing: look for the lifebuoys and the oxygen masks!

*Adapted from **Airplanereading.org/story/318/my-first-time, 11/03/2022***

1/3

A- <u>Vocabulary Check</u>

The words in column A are from the text. Match each of them with its synonym or definition in column B. One option in column B is not concerned. Write your answers like in the example.

Example : 1-f

Column A	Column B
1- ride (L.1)	a- accompanied by
2- affordable (L.2)	b- procedures
3- luggage (L.3)	c- wait for
4- rules (L.5)	d- fascinated, captivated
5- mesmerized (L.9)	e- journey
6- tinted with (L.10)	f- objects for preserving life
7- crash (L.10)	g- fall down violently
8- flight (L.12)	h- departure
9- lifebuoys (L.15)	i- economical
	j- baggage

B- <u>Comprehension Check</u>

Read the text again and decide if the following statements are true or false. Write (T) for true and (F) for false, then give the line(s) to justify your answers. Write your answers like in the example.

Example: 1-T (L 1)

1- Anna had her first flight when she was a high school student.
2- Anna and her friends travelled to Costa Brava in Spain.
3- Anna packed her baggage a month before the flight.
4- Anna wanted to be informed about the security rules.
5- Anna and her mother arrived late at the airport.
6- Anna stayed inside after her mother had departed.
7- Anna was fascinated by the planes but also afraid by them.
8- The people around Anna were all panicked.
9- Once on the plane, Anna wanted to make sure about the security conditions.

PART TWO: LANGUAGE IN USE (6 points)

Task A: The statements below are about means of transport. Complete them with the appropriate prepositions from the box to make them meaningful. One option in the box is not concerned. Write your answers like in the example.

Example: 1- by

for – by – in – at – on

1- Travelling …… plane is so exciting.

2- Every day, many students get …… crowded buses.

3- Look, some are waiting…… the bus stop.

4- I'm currently……a taxi. I will see you in 20 minutes.

Task B: Dylan, your classmate, is talking about the different means of transport he has used in his life. Choose the most appropriate options between parentheses to make the passage meaningful. Write your answers like in the example.

Example 1- cheaper

In my life, I have used various means of transport. I have also noticed that travelling by coach is **(1. cheap – cheapest - cheaper)** than travelling by train. However, I believe that trains are **(2. safer – safe – safest)** than coaches. In most countries, I have found that renting a personal car is **(3. more expensive – most expensive - expensive)** than travelling by train or coach. Anyway, from my experience, I conclude that the plane is the **4 (most comfortable – more comfortable – comfortable)** means of transport.

PART THREE: WRITING (6 points)

Your Nigerian pen-friend wants to visit you soon. He sent you a WhatsApp message to get information about the means of transport in your country.

In your response,

- list five (05) means of transport used in your country;

- tell him how you go to school;

- mention your favourite means of transport, and explain why you like it more than other means.

(Not more than 12 lines)

3/3

PART ONE: READING (40%)

Read the text and do all the activities that follow it.

SMOKING AND CANCER

Americans smoke six thousand million cigarettes every year (1970 figures). This is roughly the equivalent of 4,195 cigarettes a year for every person in the country of 18 years of age or more. It is estimated that 51% of American men smoke compared with 34% of American women.

Since 1939, numerous scientific studies have been conducted to determine whether smoking is a
5   health hazard. The tendency of the proof has been consistent and indicates that there is a serious health risk. Research teams have conducted studies that show beyond all reasonable doubt that tobacco smoking, particularly cigarette smoking is associated with a shortened life expectancy.

Cigarette smoking is believed by most research workers in this field to be an important factor in the development of cancer of the lungs and cancer of the throat and is believed to be related to cancer
10   of the oral cavity. Male cigarette smokers have a higher death proportion from heart disease than non-smoking males. Female smokers are thought to be less affected because they do not breathe in the smoke so profoundly. The majority of physicians and researchers consider these relationships proved to their satisfaction and say, "Stop smoking, if you don't smoke- don't start!"

Some competent physicians and research workers- though their small number is becoming smaller
15   even further- are less sure of the effect of cigarette smoking on health. They consider the increase in respiratory diseases and various forms of cancer may possibly be explained by other factors in the complex human environment- atmospheric pollution, increased nervous stress, chemical substances in processed food, or chemical pesticides that are now being used by farmers in vast quantities to destroy insects and small animals. Smokers who develop cancer or lung diseases, they say, may
20   also, by coincidence, live in industrial areas, or eat more processed food. Gradually, however, research is isolating all other possible factors and proving them to be statistically irrelevant.

Apart from statistics, it might be helpful to look at what smoking tobacco actually does to the human body. Smoke is a combination of gases, vaporized chemicals, minute particles of ash, and other solids. There is also nicotine, which is a powerful poison, and black tar. As the smoke is
25   breathed in, all these components form deposits on the membranes of the lungs and create cancer.

While all tobacco smoking affects life expectancy and health, cigarette smoking appears to have a much greater effect than cigar or pipe smoking. However, nicotine consumption is not diminished by the latter forms, and current research indicates a causal relationship between all forms of smoking and cancer of the mouth and throat.

Adapted from https://slideplayer.com/slide/8781476/

Published by Charlotte Hart

A- VOCABULARY CHECK: The following words are from the text. Match each of them with its synonym or meaning. One has been done for you as an example.

Example: *1-a*

1- roughly (L 1) could best be replaced by:

a- approximately
b- clearly
c- properly
d-exactly

7- increase (L 15) could best be replaced by:

a- reduction
b-augmentation
c- enlargement
d- extension

2- hazard (L 5) could best be replaced by:

a- chance
b- danger
c- fortune
d- probability

8- processed food (L 18) is closest in meaning to:

a- fast food
b- raw food
c- fresh food
d- cooked food

3- life expectancy (L 7) is closest in meaning to:

a- walk of life
b- cost of life
c- life's duration
d- natural life

9- irrelevant (L 21) could best be replaced by:

a- not important
b- not appropriate
c- not real
d- not pertinent

4- lungs (L 9) is closest in meaning to:

a- organs that take oxygen off the body
b- organs that provide the body with carbon dioxide
c- organs of the circulation system
d- organs of the respiratory system

10- minute (L 23) is closest in meaning to:

a- very clean
b- very big
c- very large
d- very small

5- breathe in (L 11) could best be replaced by:

a- expel
b- smell
c- expire
d- inhale

11- components (L 25) could best be replaced by:

a- elements
b- characteristics
c- segments
d- units

6- physicians (L 12) is closest in meaning to:

a- physical trainers
b- medical practitioners
c- physics teachers
d- herbalists

B- COMPREHENSION CHECK: Read the text again and decide whether the following statements are true (T) or false (F). Justify your answers by indicating the line(s). One has been done as an example.

Example: *1-T (L 2)*

1- An adult Amercican smokes more than 4,000 cigarettes per year.

2- More American men smoke than women do.

3- Since 1939, scientists have shown that smoking is not a health risk.

4- According to some resarches, cigarette smoking has no particular impact on life expectancy.

5- Cigarette smoking is suspected to be the cause of three types of cancer.

6- Men smokers die less from heart disease than non-smoker men do.

7- It is believed that women smokers are less affected because they don't inspire the smoke profoundly.

8- The number of physicians and researchers doubting the effects of smoking on health is getting higher and higher.

9- Some physicians think that the increase in respiratory diseases and various forms of cancer could be explained by other factors than smoking.

10- The physicians who doubt the impact of smoking on health are being gradually contradicted by research.

11- Lung cancer is a combination of different dangerous elements that form deposits on the membranes of the lungs.

PART TWO: LANGUAGE IN USE (30%)

TASK A: This is a summary of the reading passage. Use the words from the box to complete it.

Example: *1-men*

smoking—researchers—physicians—cancer—shortened—men—contribute—majority—consistently—smoked--risks

In 1970, Americans smoked six billion cigarettes annually, averaging 4,195 per adult. At that time, 51% of **(1)………** and 34% of women **(2)………** Research since 1939 has **(3)………** shown that **(4)………** poses serious health **(5)………**, leading to **(6)………** life expectancy and higher rates of lung, throat, and oral **(7)………**, particularly among male smokers. Most researchers and **(8)………** advocate quitting smoking to avoid these risks. While a few **(9)………** argue other environmental factors like pollution and stress might also **(10)………** to cancer and respiratory diseases, the **(11)………** find smoking to be the primary cause. Cigarette smoking is particularly harmful compared to cigars or pipes, but all forms of smoking are linked to cancer.

TASK B : These sentences are about smoking. Choose the best option from the words in parentheses to complete them. Do like in the example.

Example : 1- *to be*

1- Smoking is said (be/ to be/ being/ been) harmful to the body.

2- Women's bodies seem to be more (protect/ protecting/ protection/ protected) against heart diseases.

3- Cigarette is (make/ made/ making/ makes) up of a combination of components.

4- Cigarette smoking represents the (great/ greatest/ greater/ the greater) dangers of all tobacco forms.

5- Nicotine and tar (caused/ are caused/ have caused/ are causing) many damages to his lungs for the last two years.

6- There are (few/ a few/ fewer/ fewest) deaths among female smokers than male ones.

7- I don't know what women find pleasant (with/ about/ on/ at) tobacco !

8- Tobacco use is the (leader/ leading/ lead/ led) cause of preventable cancers.

9- Smoking significantly increases the risk of cardiovascular diseases, (such/ such as/ similar/ likely) heart attacks, strokes, and hypertension.

10- Tobacco smoke irritates and damages the respiratory system, leading (to/ toward/ by/ over) chronic obstructive pulmonary disease (COPD).

11- Nicotine in tobacco is highly (addict/ addictive/ addicting/ addicted), making it difficult for users to quit.

PART THREE: WRITING (30%)
Do only one task in 20 to 25 lines.

TASK 1:

You have just been informed that your Kenyan friend Ruto has started smoking. Shocked by this information, you decide to write him a letter to raise his awareness about the dangers of cigarette smoking. In your writing,

- tell him what cigarette is made up of;

- name at least three diseases linked to smoking;

- beg him to stop smoking immediately, given the dangers he is facing.

TASK 2:
Some American doctors don't think that cigarette smoking is responsible for health risks. After reading some facts about tobacco, the chairperson of your English Club asks you to express your opinion about the issue. In your production,

    - state your opinion;

    - Give examples that support your opinion.

TABLEAU RECAPITULATIF DES POINTS CLES

PARTIES	CONTENU	TYPE D'EXERCICE	EXPLICATION
COMPREHENSION	**Vocabulary**	**-MCQ/MCI** (Question à choix multiple)	-Concevoir 9 énoncés à 4 propositions pour tester la compréhension du vocabulaire. Utiliser un des énoncés comme exemple.
		-Matching (Appariement)	-concevoir un exercice pour faire correspondre 9 mots du texte d'une colonne A à 10 synonymes ou définitions dans une colonne B, dont un détracteur. Proposer un choix à titre d'exemple.
		-Odd one out (Exercice à intrusion) -etc.	-Concevoir un exercice constitué de 9 familles de mots dont l'un est un intrus. Utiliser une des familles comme exemple.
	Comprehension questions	**-MCQ/MCI** (question à choix multiple)	-Concevoir 9 énoncés à 4 propositions pour tester la compréhension du texte. Utiliser un des énoncés comme exemple.
		-Closed-ended questions (questions fermées)	-Concevoir des questions fermées qui font appel à des informations objectives ou factuelles.
		-True/False statement (Vrai ou faux +justification -etc.	-Concevoir un exercice de 9 énoncés à propos du texte dont les réponses consistent à dire s'ils sont « VRAI » ou « FAUX ». Un énoncé servira d'exemple.
LANGUAGE IN USE	**TASK1**	**-MCQ/MCI** (question à choix multiple)	-Concevoir un MCQ de 4 éléments sur un point de grammaire du texte à l'étude dont un élément servira d'exemple.
	TASK2	**-Matching** (Appariement)	-Concevoir un exercice d'appariement de 4 éléments sur un point de grammaire du texte à l'étude dont un élément servira d'exemple.
		-Odd one out (Exercice à intrusion)	-Concevoir un exercice de 4points de grammaire avec des intrus. Utiliser un point comme exemple.
		-Gap filling -etc.	-Concevoir un exercice à trou de 4 éléments thématiquement proche du texte à l'étude dont un servira d'exemple.
WRITING	**Topic**	**-Nature** : lettre amicale, dialogue à compléter, récit, articl	Concevoir une situation d'évaluation tenant compte des points suivants -un contexte
		Type : texte descriptif/portrait, narratif, argumentatif, explicatif	-une motivation -2 à 3consignes

EXEMPLES D'EXERCICES D'APPLICATION

TYPE D'EXERCICE	EXEMPLE
Matching (Appariement)	**A-Vocabulary check:** The words or expressions in column A are from the text. Find their meanings or synonyms in column B. One word in column B is not concerned. Write your answers like in the example. **Example: 1**-i **A** **B** 1-provide for (L2) a-living plants and animals 2-driver (L2) b-humid 3-subsequent (L3) c-stop 4-prevent (L4) d-later 5-species (L6) e-compensated 6-moist (L8) f-eliminated 7-unlikely (11) g-not probable for 8-occur (12) h-responsible 9-balanced (L14) i-look for j-happen

-MCQ/MCI
 	
 (Questions / assertions à choix multiple)
	Vocabulary check: Choose the best options according to the text and write it on your answer sheet. Write your answers like in the example.
	
	    Example: **1- c**
	
	1. **Worn out** (**line 1**) means:
	  a- very sad
	  b- very sick
	  c- very tired
	  d- very weak
	
	2. **merely** (**line 2**) means:
	  a- simply
	  b- finally
	  c- actually
	  d- absolutely
	
	3. **losing weight** (**line 5**) means:
	  a- becoming fatter and fatter
	  b- becoming sicker and sicker
	  c- becoming thinner and thinner
	  d- becoming hungrier and hungrier
	
	4. **swelling** (**line 5**) means:
	  a- getting small
	  b- getting large
	  c- getting hard
	  d- getting smooth

	5. warned (**line 7**) means: a- informed b- seen c- advised d- visited **6. worried** (**line 10**) means: a- reassured b- alarmed c- comforted d- pleased **7. diagnosed** (**line 13**) means: a- treated b- found c- operated d- classified **8. due to** (**line 13**) means: a- as a result of b- as a reason for c- as an obstacle to d- as well as **9. passed away** (**line 15**) means: a- ran away b- died c- recovered d- suffered more *(Caïman plus, texte 23, Part 1, Vocabulary)*
-Odd one out (Exercice à intrusion)	The following lists of words are from the text. Find the odd in each list. Write your answers like in the example. **Example:** 1-when 1. most of (L.1) a few (L.1) when (L.10) more than (L.14) 2. wanders (L.1) breath (L.4) clothe (L.3) grows (L.8) 3. his (L.3) on (L.5) through (L.6) from (L.8) 4. tiny (L.2) muscular (L.2) usually (L.5) disrupting (L.12) *(Caïman plus, texte 10, Part 2, task 1-Vocabulary)*
-True/False (Vrai ou faux +justification)	**Comprehension:** Decide if the following sentences are true **"T"** or false **"F"**. Justify your answers by indicating the lines. Write your answers like in the example. **Example : 1-F (L. 1)** 1- It's useless to talk about women's rights. 2- A women's rights treaty will be signed in a few decades. 3- There are no more problems about women's rights. 4- Women and men have the same salaries.

	5- Gender discrimination affects women only when they are young.
	6- "Women's rights" is no more a problem in countries where religion is law.
	7- Some organisations fight for women's rights.
	8- Organisations offer protection only to women victims of discrimination.
	9- The organisations want equal rights both for men and women.
	(Caïman plus, texte 7, Part 1, B-Comprehension questions)
-Gap filling	Fill in each blank in the sentence below with an appropriate word from the box. One word in the box is not concerned. Write your answers like in the example. **Example : 1-his** her – them – she – their – his At the age of 10, Saramatah's parents married her to an old man. He was with (….1….) brother and (….2….) was forced to follow (….3….) in (….4….) village in the forest. *(Caïman plus, texte 16, Part 2, task 2)*
Sentence transformation	Put the following sentences from the text in tense indicated in parenthesis Write your answers like in the example. **Example:** 1. Was it good to be on the peak? **1**- Is it good to be on the peak? (title) (past simple) **2**- All women completely shaved their eyebrows (l.14) (present simple) **3**- Fashion today is more elegant and democratic (l.8-9) (present perfect) **4**- There's no need to completely change your fashion every season (past perfect) *(Caïman plus, texte 12, Part 2, task 1)*
Sentence formation	Select an element from each column to ask meaningful questions. **Example:** Where can Musa boil some water?

A	B	C
-Who is... -Where can…. -How can…. -Why are….	-I -Musa -people -we -you	-get some clean water? -looking at? -wash hands? -throw rubbish? -complaining? -boil water?

EXERCICES

A partir des textes ci-dessous, proposer deux sujets type BEPC

TEXTE A: THE HIGHWAY OF CHEAP LOVE

On Saturday nights, many young women line the pavements of E55, a Czech highway near the German border. Their costumes vary: short skirts and dresses, and very tight jean. They speak various languages: Czech, Romanian, Bulgarian, Hungarian and German. But they have only one thing to sell: sex. The travelers can stop have a rest and for just three dollars, pick up a girl of 15 years old or less for half an hour in the bushes or in a truck cabin or in a shabby hotel. Sometimes, those visitors can buy more than one girl and go with them at the same time in very humiliating conditions.

For the young women, the story is different. Many have been compelled into sexual servitude. Some hardly accept these practices, but their poor living condition bad friendship drive them to that highway. As the girls are having sex in those uncomfortable places, their pimps sit in luxurious cars in the shadows, calculating the dark money they earn. But not all the pimps are gangsters. Often it is the father sitting in a car parked a few meters away who negotiates the deal for the daughter.

But the effect of this activity is devastating. Poor women and children are traded on the streets as goods against hunger. This is a quick route to profits.

Adapted from <u>Time</u>, Wednesday 12th 2006

TEXTE B: THE JOURNEY

The driver of the lorry was a very quiet man. He was either eating kola nuts or smoking cigarettes. The kola was to keep him awake at night because the journey began in the afternoon, took all night and ended in the early morning. From time he asked Obi to strike a match and light his cigarette for him. Actually, it was Obi who Offered to do it in the first place. He had been alarmed to see the man driving with one hand while he tried to find a box of matches with the other.

Some forty miles or so beyond Ibadan, the driver suddenly said: "There's the police". Obi noticed two policemen by the side of the road about three hundred yards away, signaling the lorry to stop.

"Your particulars?" said one of them to the driver. It was point that Obi noticed that the seat they sat on was also a place for keeping money and important documents. The driver asked his passenger to get up. He unlocked the box and brought out a sheaf of papers. The policeman looked at them critically. "Where is your trading licence?" The driver took it and showed it to him.

Meanwhile the driver's mate was approaching the other policeman. But just as he was about to hand something over to him, Omi looked in their direction. The police man was not prepared to take a risk: Obi might be an inspector. So he said to the driver's mate: "What are you doing here? Go away!" Meanwhile the other policeman had found fault with the driver's papers. The driver pleaded and begged in vain. Finally he drove away. About a quarter of mile up the road, he stopped.

"Why did you look at the man when we wanted to give him some money?" he asked Obi.

"Because has no right to take money from you," Obi answered.

Adapted from *No longer at Ease, Chinua ACHEBE, "Heinemann",* 1981

I- A partir du texte ci-dessous, proposer un sujet type BAC

Violence in school: A Worldwide Affair

Violence in schools is a worldwide problem: it is exits in rich and poor countries alike. It's chiefly a male phenomenon, hitting a peak when boys turn 16 years old in some countries, and 13 in others. Experts agree at least on one point: this violence cannot be pinned to a single cause. Instead, they point to complex patterns linked to family situations, socio-economic conditions and teaching methods.

But these are just indicators and do not justify any deterministic explanations. When researchers say that 10 to 20 percent of risk factors are linked to single-parent families, this suggests that 80 to 90 percent of such families are not the source of any violence. Likewise, a child from a black slum area with a teenage mother or father in jail will not automatically be violent! Likewise, experts say there is "hard core" of violent children about five percent of the total. But in comparing several schools in similar problem French neighbourhoods, I've found that this figure can vary between one and 11 percent. The school itself cans an aggravating factor, through high staff turnover ore "ghetto classes" to which poorly-performing students are relegated. These "hard core" groups then cannot be deemed "inalterable". On country, something can be done about them.

Should they simply be expelled, as some advocate? Such a measure would only make their segregation and sense of exclusion worse. And they are, after all, at the root of the whole problem. The solution lies partly in developing customized projects, but most importantly, in strengthening economic and social participation.

To put an end to school violence, we need a well-established state with the means to compensate for inequalities, a state that tries to re-establish diversity in neighbourhoods and schools, one that does not give up on the notion of justice for children, as some are demanding.

We should also try to lift schools out of their fortresses, so they do not become the symbol of a society that excludes people. Projects in the Netherlands, Brazil and the United States have shown that schools can be vibrant places that ^provide social, medical and cultural services to a neighbourhood.

In the Brazilian state of Minas Gerais, for example, there is a vocational school where elderly craftsmen teach their skills to teenagers. Such contact between generations can offer a very social seek out these opportunities, even in the most heartless cities.

Adapted from the <u>UNESCO Courier</u>, April 2001.

B- A L'ORAL

CONDUCTING THE ORAL EXAM (B.E.P.C. and BAC)

A- Below are some questions and prompts.

a- *Grade them from easiest to most difficult to answer.*

b- *Discuss your choice (s) with the members of your group.*

1- Why do you learn English?
2- What's your name?
3- How much can governments do to relieve unemployment?
4- Do you like speaking English?
5- **Tell me about your family.**
6- Can you tell me the time?
7- What's the date today?
8- What's the weather like?
9- How are you?
10- Should big cities heavily subsidise public transport? Why / Why not?
11- Can you spell your name?
12- Tell me the things you did yesterday.
13- Where do you live?
14- What will you do during the next holidays?
15- What do you like doing in your spare time?
16- Do you think men and women are equal?
17- Do you speak English outside the classroom?
18- What job would you like to do?
19- How long have you been living in this town?
20- Do you enjoy travelling? Where to? Why?

B- Why can number 5 be difficult to deal with? Can you make it easier for a 3ème student?

C- The board below shows the main types of questions we use in class. With the members of your group, write down the characteristics of each of them.

	WH	YES/NO	EITHER OR
Literal	Literal questions "Wh."	Literal questions "Yes or no".	Literal questions "Either or".
Inferential	Inferential questions "Wh."	Inferential questions "Yes or no".	Inferential questions "Either or".
Personal	Personal questions "Wh."	Personal questions "Yes or no".	Personal questions "Either or".

D- Identify the questions in part A.

Adapted from ***Testing Spoken Language,*** by Nic Underhill, 16th printing, 2002.

Test types

people to sit and talk, like ordinary adults going about their ordinary business. The interviewer as well as the learner will be able to relax a little more in natural surroundings, and they can lower the fearful masks of professional tester and unwilling victim that they normally have to wear. A special test in a special room becomes a world apart for all involved, and nobody benefits from that.

2.12   On being friendly

An oral test is a direct meeting between two or more people, and it can provide results that we can't get from conventional written tests. But because it is live, and the interviewer is dealing with a different person every time, she must take great care to present herself as an interested and friendly person, and not as an interviewer conducting her fifteenth identical test of the day. If you treat your testee like a specimen under a microscope, you can expect to get a thoroughly defensive and suspicious performance. Try to be human, and you will get a more human response.

There are several friendly things that you can do.

2.12.1   Before the test:

— Use the learner's name (first name or family name as appropriate).
— Identify yourself — put a name to the faceless tester!
— Describe the purpose of the test — even if the learner knows it already, he will be relieved to hear that you know it too.
— Outline the tasks involved in the test.
— Mention the likely duration.

2.12.2   During the test:

— Take the opportunity, once or twice, to personalise the test to the learner. In an interview-type test, look for an area of common interest. If the learner does, or has done, something interesting or unusual, get him to talk about it. Everybody has a story to tell; it is a challenge to the interviewer to find out what that story is in a matter of minutes, just as taking a test in a foreign language is a challenge to the learner. Even if it's not a part of the fixed test procedure, a couple of minutes of personal conversation will help relax the atmosphere and encourage free conversation.
— Say something about yourself, too, if a natural opportunity occurs. Give the learner a glimpse of yourself as a person: your interests, your experiences, your opinions. You don't have to agree with him, just show him that you, as a human being, want to talk to him, as a human

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2.12   On being friendly

being, and not just to process him as test fodder. Be prepared to become involved with the learner; how can you expect to get to know a person without some degree of involvement, however slight?

2.12.3   At the end of the test:

— Announce the end of the test.
— Leave the learner with a sense of accomplishment, feeling that he has done something interesting and learned something useful.
— Explain any deviations from procedure.
— Ask the learner if he has any questions.
— Give the score or result if it is appropriate and possible.
— Thank him!

Testing Spoken Language, by Nic Underhill, 16th printing, 2002

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POSSIBLE EVALUATION GRID FOR ORAL EVALUATION

N.	Names	Comp				Gram				Vocab				Pron				Fluency				Mark
1		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
2		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
3		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
4		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
5		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
6		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
7		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
8		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
9		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
10		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
11		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
12		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
13		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
14		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
15		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
16		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
17		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
18		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
19		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
20		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
21		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
22		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
23		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
24		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
25		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
26		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
27		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
28		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	

ANNEXES

L'APC AU SECOND CYCLE : EXPOSE QUESTIONNAIRE- GENERALITES

N.	QUESTIONS	REPONSES
1	Que signifie le sigle A.P.C. ?	*Approche Par les Compétences*
2	Pourquoi l'APC ?	• *Améliorer les résultats scolaires* • *Harmoniser les pratiques pédagogiques au sein des pays de la CONFEMEN* • *Appliquer les acquis des recherches en sciences de l'éducation : changement de paradigme des enseignements/apprentissages : passage d'une pédagogie transmissive à une pédagogie de construction et de co-construction.*
3	Quelles sont les théories éducatives qui sous-tendent l'A.P.C. ?	*Le constructivisme : l'apprenant participe à la construction de ses connaissances*
		Le socio constructivisme : les pairs participent à la construction des connaissances par l'apprenant.
4	Quelle(s) différence(s)y a-t-il entre l'APC et la P.P.O. ?	*Voir document : APC vs PPO*
5	Qu'est-ce qu'un programme éducatif ?	*Appellation agréée par l'UNESCO pour désigner les programmes d'enseignement des écoles, lycées et collèges*
6	Quelle est la structure d'un programme éducatif ?	*Le profil de sortie : ce qui est attendu de l'apprenant au terme de sa formation.*
		Le domaine : ensemble des disciplines ayant des affinités.
		Le régime pédagogique : taux horaire de la discipline par rapport à l'ensemble des disciplines d'un niveau d'enseignement.
		Le corps du programme : informations utiles à la préparation d'une leçon.
7	Citez les composantes du corps du programme éducatif.	*La compétence (traitement réussi d'une situation)*
		Le thème (unité de contenus scientifiques comportant plusieurs leçons)
		La leçon (ensemble de contenus d'enseignement/apprentissage pouvant être exécutés en une ou plusieurs séances)
		L'exemple de situation (une situation est un ensemble de circonstances contextualisées incluant des tâches que

		l'apprenant est appelé à exécuter. C'est un support pédagogique qui donne du sens à l'apprentissage)
		Le tableau des habiletés / contenus à enseigner.
8	Ranger les verbes taxonomiques suivants du plus simple au plus complexe. Identifier – Démontrer – Connaître – Echanger – Appliquer	Connaître –Identifier – Appliquer – Démontrer – Echanger

READING COMPREHENSION

A- STAGES

I-Pre – Reading Activities

- ➢ Picture comment / description
- ➢ Questions / answers
- ➢ Students' presentations
- ➢ Anticipation (questions / answers)
- ➢ Brainstorming (questions / answers)
- ➢ Song / music

II-While – Reading Activities

- ➢ Questions (open – ended)
- ➢ True / false statements
- ➢ Matching
- ➢ Table completion
- ➢ Multiple choice questions
- ➢ Information transfer

III-Post – Reading Activities

- ➢ Discussion – Group questions/Answer – Paragraph writing – Dialogue
- ➢ Follow – up activity (e.g. evaluation)

B-SKILLS AND SUB-SKILLS FOR READING

Initial /Beginning Skills in Reading (*6ème, 5ème,4ème*)	Intermediate Skills in Reading (*3ème, 2nd, 1ère*)	Upper Intermediate/Advanced Skills in Reading (*1ère, Tle*)
Visual skills	**Comprehension skills**	- Identify main and subsidiary points in a passage;
- Recognize shapes of words;	- Identify facts and details in a paragraph or passage;	- Trace development of ideas;
- Discriminate between letters and words of similar configuration, e.g. big, bag;	- Trace sequence of events, ideas, facts;	- Identify linking ideas within and between paragraphs and passages;
- Audio-oral skills (Phonic skills)	- Identify cause and effect relationships;	- Summarize a paragraph or passage;
- Recognize and pronounce words and sentences;	- Identify main points in a sentence or paragraph;	- Identify writer's purpose;
	- Read and recall	- Predict outcomes;

- Recognize varying pronunciation of the vowel sounds in words
- Recognize and pronounce words with consonant clusters, silent consonants, etc.

Comprehension skills

- Identify word and sentence meanings;
- Follow sequence in a simple story;
- Read and recall words, facts, details.

ideas, facts, ideas, events;
- Classify things, ideas, events;
- Identify linking words, facts, ideas (anaphoric, cataphoric reference) within a paragraph or a passage;
- Identify relationship between facts, events, ideas, persons in a reading passage;
- Predict outcomes of simple description or narrative;
- Apply what is read

Vocabulary skills
- Use content clues to derive meaning;
- Use words clues, e.g. roots, suffixes, prefixes, compounds to derive meaning of words;
- Use structural analysis clues, e.g. *–ing* endings, apostrophes, plural forms, contractions, inflectional endings.

Dictionary skills
- Select appropriate meanings
- Use pronunciation keys.

- Identify and discriminate between fact and opinion;
- Detect bias;
- Identify tone, mood, style;
- Identify purpose and meaning of anecdotes, examples, figurative language.

English Literature Study skills
- Understand literary form;
- Identify plot and development of narrative;
- Identify character traits, nature of characters;
- Interpret ideas, events, actions, words spoken by characters in a shorts story, novel, play, poem.

Reference and Study skills
- Locate information in dictionaries, encyclopedias, magazines, journals, reference books
- Interpret and use cross-references, footnotes, tables, charts, maps, etc.
- Skimming skills.

SKILL AND SUB-SKILLS FOR WRITING

Initial / Beginning Skills in Writing *(6ème, 2nd, 1ère)*	Intermediate Skills in Writing *(3ème, 2nd, 1ère)*	Upper Intermediate / Advanced Skills in Writing *(1ère, Tle)*
- Copy words and simple sentences correctly; - Write single words to describe an action or a picture; - Write words to complete a sentence or fill in a blank in a sentence - Listen and write words and short sentences; - Write simple sentences to describe an action or a picture using guide words or phrases; - Recall and write a short verse or song read and memorized; - Write simple question - Write simple and short answer to question; - Write a few sentences in sequence using connectors; Use basic punctuation such as coma, full stop, and question mark; -Simple abbreviations; - use upper and lower case letters appropriately.	- Write sentences in sequence to tell a story with a picture series using up to 200 words (using guide notes in the form of words, phrases or sentences provided); - Describe an object, incident, experience (using guide notes and using up to 60 words in a paragraph); - Write questions and answer on a reading passage (using guide notes); - Write questions about a process; - Write questions asking for directions; - Write out a memorized speech of 50-60 words; - Complete a dialogue or conversation; - Write simple formal and informal letters using a model, or guide notes; - Write a dictated passage previously read and studied using correct punctuation including inverted comas.	- Write a story previously heard or read (300-400 words) - Write an original story; - Write a description of an event, object, process, experience, place, etc. - Write formal and informal letters of invitation, apology, welcome, congratulation, complaint, explanation; - Take down notes; - Write dictated text in full; - Write dialogues and conversations; - Write reports on meetings, events, seminars; - Write reviews of books, plays, films, television programmes; - Write essay-type answers to examination questions; - Write expository, descriptive and narrative essays (300-400 words); - Write out in full talks, speeches, lectures; - Write summaries of passages

SUGGESTIONS PEDAGOGIQUES ET MOYENS POUR CHAQUE TYPE DE LEÇON

TYPE DE LEÇON	CONSIGNES POUR CONDUIRE LES ACTIVITES	TECHNIQUES PEDAGOGIQUES	MOYENS ET SUPPORTS DIDACTIQUES
Expression orale (Speaking)	-Donner des consignes claires - Amener les élèves à échanger entre eux en se posant des questions -Organiser une discussion entre les apprenants -Se déplacer pour apprécier le travail des apprenants -Dans l'impossibilité de circuler dans les allées, faire arrêter le travail pour écouter une paire ou un groupe de travail de temps en temps.	-Travail en groupes de deux et plus (pair/group work) -Variation des partenaires de travail (voisin du même banc, voisin de devant ou de derrière) -Démonstration (exemple par soi-même ou par des apprenants) - Jeux de rôles (dialogues) -Dramatisation (mettre les apprenants en situation fictive).	-Supports audio-visuels (CD, cassette audio/vidéo) -Posters -Objets extérieurs relatifs au thème du jour -Manuels scolaires
Expression écrite (Writing)	-Commencer par des activités guidées (guided activities) -Evoluer progressivement vers des activités moins guidées (less guided) -Donner des consignes claires -Se déplacer pour apprécier le travail des apprenants -Dans l'impossibilité de circuler dans les allées, faire arrêter le travail pour écouter une paire ou un groupe de travail de temps en temps.	-Travail individuel suivi d'échange de production en vue de corrections par les pairs (peer correction) -Types d'activités : copie (copying), exercices a trous (gap filling), complétion de phrases (sentences completion), résumé (summary), narration, lettre, rapporter, etc.	-Supports audio-visuels (CD, cassette audio/vidéo) -Posters -Objets extérieurs relatifs au thème du jour Manuels scolaires
Compréhension orale (Listening)	-Lire un passage relativement court et simple à une vitesse légèrement inférieure a la normale -Faire écouter un passage (dialogue, conversation, chanson, etc.) du niveau de l'apprenant -Amener les apprenants à connaître les questions ou le type d'activité avant l'écoute -Accorder deux possibilités d'écoute au moins pour chaque activité	-L'écoute peut évoluer en d'autres compétences comme l'expression écrite et l'expression orale -Aller du plus simple au plus complexe	-Supports audio-visuels (CD, cassette audio/vidéo) -Posters -Objets extérieurs relatifs au thème du jour Manuels scolaires NB : S'assurer de la bonne marche des supports audio-visuels et des installations électriques. Prévoir du matériel secours pour parer à toutes éventualités
Lecture (Reading)	-Faire lire un texte pour en extraire l'idée générale -Faire lire un texte pour trouver des informations spécifiques -Faire résumer un texte	-Skimming (lire un texte pour en extraire l'idée générale) -Scanning (lire un texte pour trouver des informations spécifiques) - La lecture peut évoluer en d'autres compétences comme l'expression écrite et l'expression orale	Textes écrits sous diverses formes (bandes dessinées, dialogues, passages écrits)

LESSON STAGES – OBJECTIVES – POSSIBLE ACTIVITES

SESIONS 1 and 2

LESSON STAGES		OBJECTIFS	POSSIBLES ACTIVITES	SELF EVALUATION
I **INTRODUCTORY PHASE** *(Présentation)* **Q: What does it consist of?** (Ans. It consists of 4 steps which are: **Warm up**, **review**, **introductory activity** and **learning context**.) (8 to 12 min)	**a. Warm up** (*mise en train*) **Q: How do you introduce this step**? (Ans. I greet the students and give instructions depending on the chosen activity) **Q: How long could it last?** (Ans. 2 to 3 min)	**Q: What is the objective of this step?** (Ans. It is to set a stress-free atmosphere in the classroom)	**Q: Which activities can be done at this step?** (Ans. - songs, - Games, - Riddles, - TPR-physical movements) - Etc.	**Q: How do I know I conducted a successful warm up?** (Ans. When learners feel relax, happy, etc. When they are smiling, laughing, etc.)
	b. Review (*Révision*) **Q: How do you introduce this step**? (Ans. I give instructions depending on the chosen activity) **Q: Are the traces of this step, permanent or not?** (Ans. They are non-permanent traces) **Q: How long could it last?** (Ans. 2 to 3 min)	**Q: What is the objective of this step?** (Ans. It is to check students' intake of the previous lesson.)	**Q: Which activities can be done at this step?** (Ans. - Homework correction - Questions on the previous lesson) - Etc.	**Q: How do I know I conducted a successful review?** (Ans. When I succeed in reformulating unanswered questions. When learners give good answers.)
	c. Introductory activity (*Exercice introductif*) **Q: How do you introduce this step?** (Ans. - I call students' attention - I set and conduct the task)	**Q: What is the objective of this step?** (Ans. It is to arouse	**Q: Which activities can be done at this step?** (Ans.	**Q: How do I know I conducted a successful introductory activity?**

	Q: Are the traces of this step, permanent or not? (Ans. They are non-permanent traces) **Q: How long could it last?** (Ans. 2 to 3 min)	student's interest in the day's session.)	Brainstorming (picture interpretation, eliciting, question-answer)	(Ans. When I succeed in reformulating unanswered questions. When learners react.
	d. Learning context *(situation d'apprentissage)* **Q: How do you introduce this step during session 1?** (Ans. - I call students' attention - I provide the written or oral form - I ask some questions to identify **the context**, **the task** and **the motivation** - I tell the students that they will be equipped with the necessary language to be able to do the task) **Q: How do you introduce this step during session 2?** - I call students' attention - I recall the learning context orally - I tell the students that I will continue to equip them with the necessary language to be able to do the task) **Q: Are the traces of this step, permanent or not?** (Ans. They are non-permanent traces) **Q: How long could it last?** (Ans. 2 to 3 min)	**Q: What is the objective of this step?** (Ans. It is to present the objectives of the lesson and motivate the learners.)	**Q: Which activities can be done at this step?** (Ans. A presentation followed by some questions)	**Q: How do I know I conducted a successful learning context?** (Ans. When I succeed in reformulating unanswered questions. When learners give the expected answers (identifying the context, task and motivation).
II **INPUT PHASE** *(développement)*	**a. Vocabulary** (*Vocabulaire*) **Q: How do you select the content of the vocabulary?** (Ans. I select the vocabulary items in accordance with the problem-solving task.) **Q: How do you conduct this step?** (Ans. For each item:	**Q: What is the objective of this step?** (Ans. It is to equip learners with some new language and prepare	**Q: Which techniques can be used to present the items?** (Ans. • **Ostensive means**	**Q: How do I know I conducted a successful vocabulary?** (Ans. When the practice phase is an achievement.)

Q: What does it consist of? (Ans. It consists of 2 steps which are: **vocabulary** and **language function (structure)**.)	- I call students' attention (clap hands, look here, listen, repeat) - I show the meaning - I provide the oral form - I make students repeat in chorus and individually - I provide the written form **Q: What is the maximum number of words to be taught?** (Ans. I teach maximum 8 words per session) **Q: Are the traces of this step, permanent or not?** (Ans. They are permanent traces) **Q: How long could it last?** (Ans. 8 to 10 min)	them for the problem-solving task in session 3.)	(demonstrating, miming, showing: realia or real object, pictures and drawings, diagrams) **• Linguistic means** (explanations through definitions, synonyms, antonyms and examples; running context (which is the fact of linking the different items in one same context and story line which means telling a story)	
	b. Language Function / structure (*Fonction langagière/ Structure/grammaire*) **Q: How do you select the language function and the structure to be taught?** (Ans. I select them in accordance with the problem-solving task.) **Q: How do you conduct this step?** (Ans. - I call students' attention (clap hands, look here, listen, repeat) - I show the meaning (contextualization) - I provide the oral form - I provide the written form - I make students repeat in chorus and individually - Oral activation (immediate check) **Q: What is the maximum number of structures**	**Q: What is the objective of this step?** (Ans. It is to equip learners with some new language and prepare them for the problem-solving task in session 3.)	**Q: Which techniques can be used to present the items?** (Ans. **• Deductive way or rule driven path** (the rule is presented and the learner studies it and does cognitive exercises) **• Inductive way or rule discovery path** (the learner studies examples of the language and derives an understanding	**Q: How do I know I conducted a successful language function or structure?** (Ans. When the practice phase is an achievement.)

	to be taught? (Ans. I teach only 1 structure per session) **Q: Are the traces of this step, permanent or not?** (Ans. They are permanent traces) **Q: How long could it last?** (Ans. 6 to 8 min)		of the rule) • **Ostensibly** (demonstrating, miming, showing: realia or real object, pictures and drawings, diagrams) • **Linguistically** (explanations through definitions, synonyms, antonyms and examples; running context (which is the fact of linking the different items in one same context and story line which means telling a story)	
III **ACTIVATION PHASE** *(Application)* **Q: What does it consist of?** (Ans. It consists of 2 steps which are: **vocabulary practice** and **language function (structure)** practice.)	**a. Vocabulary practice** *(Exercice de vocabulaire)* **Q: Is it necessary to use all the words you have taught? Justify.** (Ans. Yes. This permits: - to check learners' intake of the vocabulary presentation **Q: How do you conduct this step?** (Ans. - I call students' attention (clap hands, look here, listen) - I make sure all the learners are following (right page and exercise, handouts distribution, poster display, etc.) - I read/give the instructions - I check learners' understanding of the instructions	**Q: What is the objective of this step?** (Ans. It is to get learners practise the newly taught language.)	**Q: What exercises can be done at this step?** (Ans. - MCI/MCQ - Matching - Odd-one-out - Gap filling)	**Q: How do I know I conducted a successful vocabulary practice?** (Ans. When the learners give the expected answers.)

	- I give the timing
	- I monitor their work (moving around)
	- I make sure that they compare their answers using the language
	- I stop the work at the end of the devoted time
	- I conduct/give feedback
	Q: How do you conduct feedback? (Ans.
	  - I set feedback strategies
	  - I give the floor to the learners
	  - I reinforce learners' good answers
	  - I encourage peer correction
	  - I correct mistakes)
	Q: Are the traces of this step, permanent or not?
	(Ans. They are permanent traces)
	Q: How long could it last? (Ans. 8 to 10 min)			

	b- Language function / structure practice
	(*fonction langagière / Structure*)
	Q: How do you conduct this step? (Ans.
	  - I call students' attention (clap hands, look here, listen)
	  - I make sure all the learners are following (right page and exercise, handouts distribution, poster display, etc.)
	  - I read/give the instructions
	  - I check learners' understanding of the instructions
	  - I give the timing
	  - I monitor their work (moving around)
	  - I make sure that they compare their answers
		Q: What is the objective of this step?
		(Ans. It is to get learners practise the newly taught language.)
			Q: What exercises can be done at this step? (Ans.
			  - MCI/MCQ
			  - Matching
			  - Odd-one-out
			  - Gap filling)
				Q: How do I know I conducted a successful language function or structure practice? (Ans. When the learners give the expected answers.)

	using the language - I stop the work at the end of the devoted time - I conduct/give feedback **Q: How do you conduct feedback?** (Ans. - I set feedback strategies - I give the floor to the learners - I reinforce learners' good answers - I encourage peer correction - I correct mistakes) **Q: Are the traces of this step, permanent or not?** (Ans. They are permanent traces) Q: How long could it last? (Ans. 8 to 10 min)			
Homework setting and Note taking	**a.Homework setting** **How do you conduct this step?** (Ans. - I call students' attention (clap hands, look here, listen) - I make sure all the learners are following (right page and exercise, handouts distribution, poster display, etc.) - I tell learners to do the task at home for the coming session.	**Q: What is the objective of this step?** (Ans. It is to get learners working at home.)	**Q: What exercises can be done at this step?** (Ans. - MCI/MCQ - Matching - Odd-one-out - Gap filling)	**Q: How do I know I set the homework successfully?** (Ans. When learners give good answers during feedback in the coming session.)
	b.Note taking **How do you conduct this step?** (Ans. - I call students' attention (clap hands, look here, listen,) - I tell learners to copy the lesson - From the bottom of the classroom, I check the permanent traces - I move around to check)	**Q: What is the objective of this step?** (Ans. It is to get learners keep traces of the lesson.	**Q: Which strategies can be used at this step?** (Ans. Giving instruction)	**Q: How do I know I conducted this step successfully?** (Ans. It is when the learners are effectively copying the lesson.

SESSION 3: COMMUNICATION ACTIVITY

LESSON STAGES		OBJECTIVES	POSSIBLES ACTIVITES	SELF EVALUATION
I **INTRODUCTORY PHASE** *(Présentation)*	**a. Warm up** *(mise en train)* **Q: How do you introduce this step**? (Ans. I greet the students and give instructions depending on the chosen activity) **Q: How long could it last?** (Ans. 2 to 3 min)	Q: What is the objective of this step? (**Ans. It is to set a stress-free atmosphere in the classroom**)	**Q: Which activities can be done at this step?** (Ans. - songs, - Games, - Riddles, - TPR-physical movements) - Etc.	**Q: How do I know I conducted a successful warm up?** (Ans. When students feel relax, happy, etc. When they are smiling, laughing, etc.)
	b. Review *(Révision)* **Q: How do you introduce this step?** (Ans. I give instructions depending on the chosen activity) **Q: Are the traces of this step, permanent or not?** (Ans. They are non-permanent traces) **Q: How long could it last?** (Ans. 2 to 3 min)	**Q: What is the objective of this step?** (Ans. It is to check students' intake of the previous lesson.)	**Q: Which activities can be done at this step?** (Ans. - Homework correction - questions on the previous lesson)	**Q: How do I know I conducted a successful review?** (Ans. When I succeed in reformulating unanswered questions. When students give good answers.)
II **TASK SETTING**	**Q: How do you conduct this step?** (Ans. - I call students' attention (clap hands, look here, listen) - I give the grouping mode - I present the communication situation - I make sure all the learners are following	**Q: What is the objective of this step?** (Ans. It is to organize the activity.)	**Q: Which techniques can be used to set the task?** (Ans. Explanations, reformulation, etc.)	**Q: How do I know I set the task successfully?** (Ans. When the presentation is an achievement.)

	(right page and exercise, handouts distribution, poster display, etc.) - I read/give the instructions - I check learners' understanding of the instructions - I give the timing - I tell the learners to start doing the task			
III **PROBLEM** **SOLVING**	**Q: How do you conduct this step**? (Ans. - I monitor their work (moving around) - I make sure that they are doing the task - I provide help when necessary - I stop the work at the end of the devoted time - I conduct/give feedback **Q: How long could it last?** (Ans. 10 to 15 min)	**Q: What is the objective of this step?** (Ans. It is to make the learners use the language in a real life situation.)	Q: What exercises can be done at this step? (Ans. - **Oral exercises** (role-play, group discussion, dialogue, etc.) - **Written exercises** (paragraph writing, informal letter, etc.)	**Q: How do I know I conducted a successful problem solving?** (Ans. When the presentation is an achievement.)
IV **PERFORMING** **Q: What does it consist of?** (Ans. It consists of 3 steps which are: **Presentation**,	**a. Presentation** **Q: How do you conduct this step?** (Ans. - I call students' attention (clap hands, look here, listen,) - I give the floor to the learners - I jot down recurrent mistakes **Q: How long could it last?** (Ans. 8 to 10 min)	**Q: What is the objective of this step?** (Ans. - To get the learners perform publicly. - Show the outcome of learners' work.)	**Q: What exercises can be done at this step?** (Ans. Whole class presentation, whole class discussion, etc.)	**Q: How do I know I conducted this step successfully?** (Ans. - When the learners present their work freely. - When the learners react as expected)

feedback and note taking	b. Feedback **Q: How do you conduct feedback**? (Ans. - I set feedback strategies - I conduct a consensual production - I correct mistakes) **Q: Are the traces of this step, permanent or not?** (Ans. They are permanent traces) **Q: How long could it last?** (Ans. 10 to 15 min)	**Q: What is the objective of this step?** (Ans. - Evaluate the outcome - Provide learners with a consensual production - Correct mistakes	**Q: Which strategies can be used at this step?** (Ans. question-answer, whole class discussion etc.)	**Q: How do I know I conducted a successful feedback?** (Ans. - When I succeed in jotting down and correcting mistakes - When we design a consensual production.)
	c. Note taking **How do you conduct feedback?** (Ans. - I call students' attention (clap hands, look here, listen,) - I tell learners to copy the lesson) - From the bottom of the classroom, I check the permanent traces - I move around to check)	**Q: What is the objective of this step?** (Ans. It is to get learners keep traces of the lesson.	**Q: Which strategies can be used at this step?** (Ans. Giving instruction)	**Q: How do I know I conducted this step successfully?** (Ans. It is when the learners are effectively copying the lesson.)

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- **Site:** [Strategies to Extend Student Thinking](http://www.crlt.umich.edu/gsis/P4_4.php), http://www.crlt.umich.edu/gsis/P4_4.php

- **Additional Resources**

- Online:

- Video clips of GSIs at the University of Michigan actively engaging students in a practice teaching session: https://crlte.engin.umich.edu/engineering-gsi-videos/

- Plan the First Day's Session: How to create to a lesson plan for the first day of class: http://gsi.berkeley.edu/gsi-guide-contents/pre-semester-intro/first-day-plan/

- References

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