



Depuis quelques années, la **D**irection de la **P**édagogie et de la **F**ormation Continue 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.

La formation, cette année, inclut davantage de pratique du fait de l'allègement des programmes éducatifs opérés suite aux effets négatifs de la COVID-19 sur le calendrier scolaire.

Trois 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 une semaine, 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 de bâtir sur cette base pour leur rayonnement professionnel.

Bonne séance 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 – Démontrer – Connaître – Echanger – Appliquer

## 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 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.

Description de la discipline

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 Terminale A	03 heures	96	
	Premières C/D Terminales C/D	02 heures	64	

**IV- LE CORPS DU PROGRAMME EDUCATIF**

Le corps du programme éducatif **donne 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 ivoirien 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 actuellement. 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	
<b>Habiletés</b> (Actions de l'apprenant)  <i>Elles correspondent aux plus petites unités cognitives attendues de l'élève au terme d'un apprentissage.</i>	<b>Contenus</b> (Description du contenu disciplinaire sur lequel porte l'action)  <i>Ce sont les notions à faire acquérir aux apprenants</i>

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

**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 cours de l'école au Collège Moderne de Dimbokro. Après le premier cours d'anglais, en vue de mieux faire connaissance, les élèves de la 6<sup>ème</sup> 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- LES PROGRAMMES EDUCATIFS ALLEGES

Dans le cadre du réaménagement des programmes éducatifs et progressions décidé par le Ministère de l'Education Nationale et de la Formation Professionnelle, suite aux conséquences de la COVID19 sur les contenus d'enseignement-apprentissage de l'année scolaire 2020-2021, la Commission Pédagogique Nationale Anglais a organisé une séance de travail le lundi 31 Mai 2020, à l'APFC Abidjan 1. L'objectif de la séance a consisté à valider un travail préliminaire fait par un groupe restreint d'encadreurs pédagogiques sous la direction du Coordonnateur National Disciplinaire.

Le principe directeur du travail était de réduire de façon substantielle les contenus des programmes éducatifs avec un impact subséquent sur les progressions de l'année.

### Réduction des progressions

Les progressions ont été réduites selon les critères ci-après:

- Révision de renforcement des capacités des apprenants d'un mois et demi (14 Septembre-30 Octobre) basée sur les contenus du troisième trimestre de l'année scolaire 2019-2020.
- Réduction du nombre de leçons par unité. Au premier cycle, il s'est agi de passer de trois leçons par unité à deux. Au second cycle, le nombre de compétences (Listening, Writing, Reading, Speaking) est passé de 4 par unité à 2.
- Au premier cycle, les titres des leçons sont exclusivement basés sur le manuel de la série *English For All*. Cependant, les conseils d'enseignement utilisant d'autres manuels au programme devront adapter les leçons en privilégiant les thèmes des unités et les compétences.
- Le volume horaire est 93h pour 31 semaines au premier cycle, en seconde, Première A et Terminale A. En première et Terminale C et D, le volume horaire est de 62 heures pour 31 semaines.

### Réduction des programmes éducatifs

Les programmes éducatifs ont été révisés sur la base de deux critères principaux:

- Révision des verbes taxonomiques au niveau des tableaux des habiletés;
- Réduction des quatre compétences (Listening, Writing, Reading & Speaking);
- Congruence entre les programmes éducatifs et progressions réaménagés;

**NB: L'enseignant devra adapter les situations d'apprentissage préalablement suggérés au réaménagement**

## VI- 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
- Intégration des contenus lifeskills dans les leçons ( EvF /Emp, VIH / SIDA)
- Exemples de fiches de leçons intégrant les 4 aptitudes

**VII- L'UTILISATION DE LA SITUATION D'APPRENTISSAGE****A- Obstacles liés à l'exploitation de la situation d'apprentissage**

**De nombreux obstacles entravent encore l'exploitation efficace de la situation d'apprentissage. Ce sont, entre autres :**

- 1- Compréhension insuffisante du concept de situation d'apprentissage par les enseignants.
- 2- Méconnaissance des fonctions de la situation d'apprentissage par les enseignants
- 3- Méconnaissance de la structure de la situation d'apprentissage
- 4- Problème de positionnement de la situation d'apprentissage en rapport avec les moments didactiques
- 5- Inadéquation des ressources avec les leçons/thèmes
- 6- Mauvaise communication de la situation d'apprentissage
- 7- Non maîtrise des programmes éducatifs
- 8- Discours pédagogique autour de la situation d'apprentissage non harmonisé
- 9- Difficulté d'élaboration de la situation d'apprentissage.

**B- 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.

**C- Grille d'appréciation de la démarche d'exploitation de la situation d'apprentissage**

Les obstacles identifiés imposent la nécessité de construire une grille d'appréciation de l'exploitation de la situation d'apprentissage.

CRITÈRES		APPRECIATIONS	
		OUI	NON
1	<b>Existence d'une situation d'apprentissage.</b>		
2	<b>Mise à disposition de la situation d'apprentissage</b>	Oralisation de la situation.	
		Visualisation de la situation.	
3	<b>Pertinence de la situation d'apprentissage.</b>	Existence d'un contexte approprié.	
		Existence de(s) circonstance(s) adéquates.	
		Existence de tâches précises.	
		Congruence entre la situation et le support (texte/image)	
4	<b>Adéquation de la situation avec la séance.</b>	Existence d'une habileté en lien avec la connaissance.	
		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	<b>Elucidation du sens de la situation d'apprentissage par l'enseignant(e).</b>		
6	<b>Identification des différentes tâches par les apprenants(es)</b>		
7	<b>Installation des habiletés.</b>		
8	<b>Vérification progressive de l'acquisition des habiletés installées</b>		
<b>Observations</b>			

Voici un exemple de situation 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 day of literacy in Cote d'Ivoire. The students of 2<sup>nd</sup> C2 in Lycée Moderne of Divo read a newspaper article in English on girl illiteracy in Africa so as to get information to organise a campaign to sensitise parents on the benefits of sending girls to school.

**Context:** It is the national day of literacy in Cote d'Ivoire. The students of 2<sup>nd</sup> C2 in Lycée Moderne of Divo

**Tâche :** read a newspaper article in English on girl illiteracy in Africa

**Circonstance :** to get information to organise a campaign to sensitise parents on the benefits of sending girls to school

### **COMMUNICATION ACTIVITY (SITUATION D'EVALUATION)**

Many parents don't send their daughters to school in a liberian refugee camp in Cote d'Ivoire. On the National Day of literacy, your English club wants you to organise there a campaign to sensitise these parents on the benefits of sending their girls to school.

In your preparation :

- 1/ Identify the causes of illiteracy**
- 2/ Determine its consequences**
- 3/ Describe the benefits of sending girls to school**

**Context :** Many parents don't send their daughters to school in a liberian refugee camp in Cote d'Ivoire. On the National Day of literacy, 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 illiteracy**
- 2/ Determine the 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

- **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 <i>ing</i> et les verbes suivis de l' <i>infinitif</i>
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 <i>ing</i> et les verbes suivis de l' <i>infinitif</i>
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 6<sup>ème</sup>**

Compétences	Thèmes	Leçons	Habilités	Contenus
<b>1 Traiter des situations relatives à la communication orale au moyen d’un langage très simple.</b>	A L’ECOLE (At school)	<b>Leçon 1</b> <b>Les salutations</b> (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
<b>Nous sommes dans la cours de l’école au Collège Moderne de Dimbokro. Les élèves de la 6<sup>ème</sup> 2 se saluent et se présentent les uns aux autres en anglais pour faire connaissance.</b>	<b>Contexte :</b> Nous sommes dans la cours de l’école au Collège Moderne de Dimbokro. Les élèves de la 6 <sup>ème</sup> 2	<b>Nous sommes dans la cours de l’école au Collège Moderne de Dimbokro. En qualité d’élèves de la 6<sup>ème</sup> 2 de cet établissement,</b> 1. saluez-vous ; 2. présentez-vous les uns aux autres pour faire connaissance.
	<b>Circonstance :</b> Pour faire connaissance	
	<b>Tâche :</b> se saluent et se présentent les uns aux autres en anglais	

**PROGRAMME EDUCATIF – SITUATION D’APPRENTISSAGE ET SITUATION  
D’EVALUATION-NIVEAU 4<sup>ème</sup>**

Compétences	Thèmes	Leçons	Habilités	Contenus
2. Traiter des situations relatives à la communication orale au moyen d’un langage élaboré	LA FEMME AU TRAVAIL (Women at work)	<b>Leçon 1:</b> 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
<b>Au cours d’une réunion du club d’anglais, un groupe d’élèves de la 4<sup>e</sup> 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.</b>	<b>Contexte</b> Au cours d’une réunion du club d’anglais, un groupe d’élèves de la 4 <sup>e</sup> 2 du Petit Bayu de Bouaké (...) à l’occasion de la journée de la femme	<b>Au cours d’une réunion du club d’anglais, un groupe d’élèves de la 4<sup>e</sup> 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 :</b> <ul style="list-style-type: none"> <li>- cite les activités des femmes rurales;</li> <li>- relève les difficultés liées à ces activités;</li> <li>- Echanger des opinions sur la condition de la femme rurale</li> </ul>
	<b>Circonstance :</b> en vue de montrer leur courage.	
	<b>Tâche :</b> fait 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 text book? 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 methods and / or approaches do you know for the teaching of English?**

.....  
.....

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

.....  
.....  
.....

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

.....  
.....  
.....

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

.....  
.....  
.....

**9. 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) ⇒ 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 ) ⇒ 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:
    - 1<sup>st</sup> for their own
    - 2<sup>nd</sup> with their partners and teacher in class.
    - 3<sup>rd</sup> with society.

### **CONCLUSION**

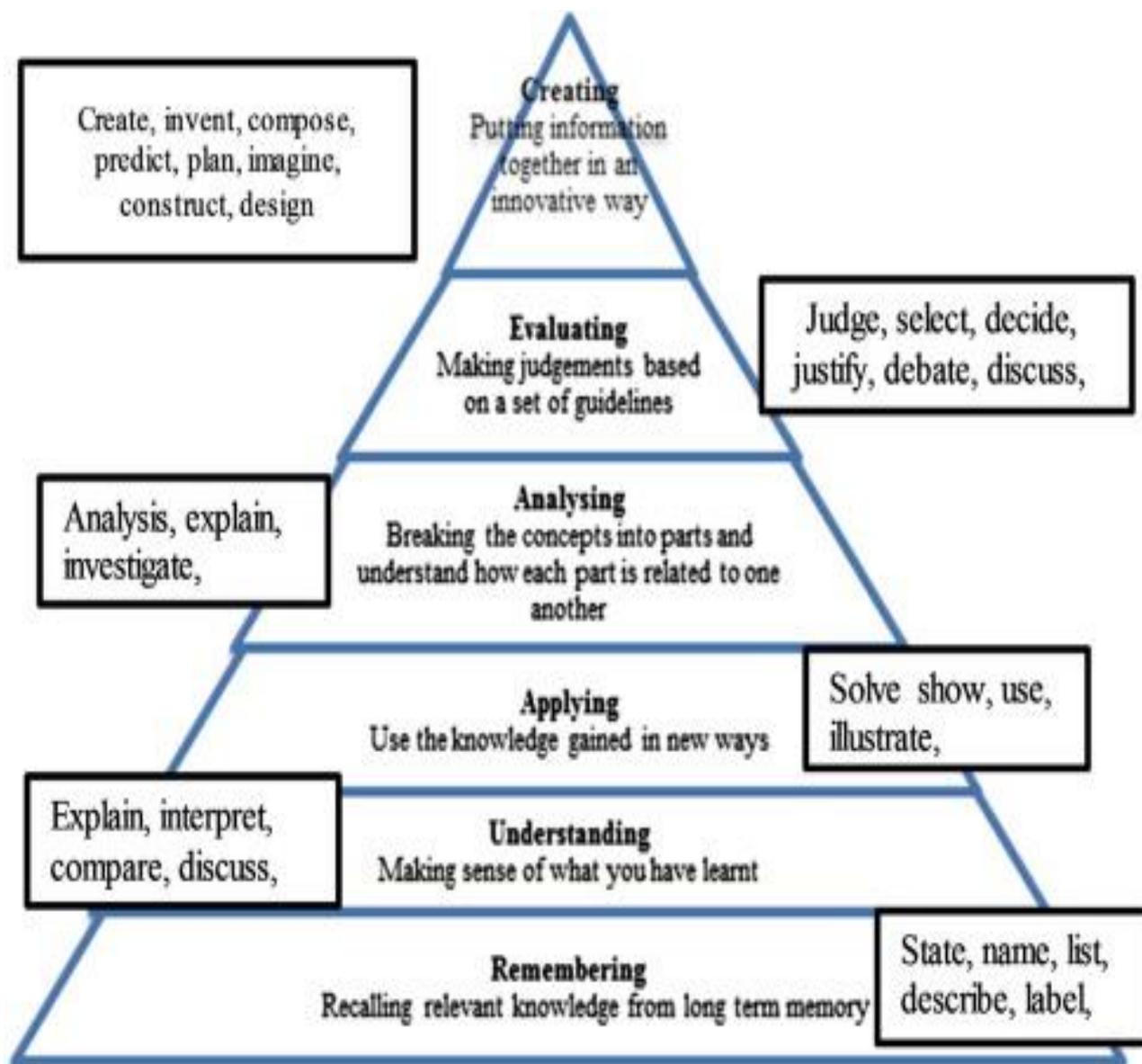
C.L.T gives the students the communicative ability. One of the most important features of C.L.T is that it pays systematic attention to the language.

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



Bloom's Taxonomy diagram

**Using Bloom’s Taxonomy for Lesson Planning**

When planning assignments and class discussions, include activities that encourage students to practice the level of thinking they have already mastered and challenge them to higher levels. The following chart shows the types of questions and activities for each of the six levels of the taxonomy.

Level	Questions/Discussion	Activities
<b>Knowledge</b>	Who, what, when, where? What does...mean? Identify the main characters... What is the rule...? Describe... Recall the sequence of events... What did...say when...? According to this graph, what percentage of people...? According to this invitation, when does the party begin? According to this map, what are the principal natural resources of Brazil? Label the body parts of an insect. Make a list of the things ...took on his journey	-Recalling facts, -defining vocabulary, -identifying, -matching, -listing, -reciting, -quoting, -naming, -learning rules, -retrieving information from graphs, diagrams or text, -arrange, order, categorize, label
<b>Comprehension</b>	Summarize this chapter... Explain in your own words... How is ... like ...? Retell... What caused ... to happen? What is a good title for this...? What is this passage mostly about? What do you think will happen next? Illustrate the story... What sort of person is...? What character trait causes ...’s troubles? Write an entry that ...might have made in his journal that day. How would the outcome have been different if...?	-Grasping meaning, -summarizing, -explaining, -inferring information not given explicitly, -predicting, -generalizing, -rewriting, -observing cause and effect, -making charts or diagrams of information known, -paraphrasing,
<b>Application</b>	How is ... related to...? Demonstrate how to... How could...help you solve this problem? How could you change...? Find as many examples as you can of... Build a model of... How would this story be different if it happened in the ...century? Write a poem/essay using this form. Write an essay explaining how to... What...would best be used to...?	-Applying rules/knowledge to new situations and projects, -demonstrating, -solving, -showing, -constructing, -manipulating materials, -reporting, -adapting,

	<p>What else do you know about...that would help you understand this passage?</p> <p>What was happening in the world at the time of this story?</p> <p>Using what you learned in the story, try to make your own...</p>	
<b>Analysis</b>	<p>What was...’s motive?</p> <p>Compare ... to ...</p> <p>What is the evidence for...?</p> <p>Support your position on ...</p> <p>How would you advertise...?</p> <p>How many different kinds of ... can you think of?</p> <p>Classify...according to ...criteria</p> <p>Is...symbolic?</p> <p>What idea does ... represent?</p> <p>Why did the author name him...?</p> <p>How did...feel about...?</p> <p>What was most important to...?</p> <p>Outline the plot of...</p> <p>Would Aristotle call this plot comic or tragic? Why?</p> <p>What was the author’s purpose?</p> <p>What was the intended audience of this work?</p> <p>What are the major themes of this work?</p> <p>Is there a pattern in ...’s sins and repentance?</p> <p>Are there parallels between the two families in this story?</p> <p>Identify the Biblical allusions in this piece.</p> <p>Has this author read Aesop? Homer? Spencer?</p> <p>What historical events influenced this author’s thinking?</p> <p>What technological advancements did this futuristic author fail to anticipate?</p> <p>What are other possible outcomes of this story?</p> <p>Write another ending to this story. (All answers should be supported by facts/evidence rather than mere preferences or hunches.)</p>	<p>-Distinguishing,</p> <p>-outlining,</p> <p>-relating,</p> <p>-breaking something down to its component parts,</p> <p>-discriminating,</p> <p>-subdividing,</p> <p>-classifying,</p> <p>-dissecting,</p> <p>-debating,</p> <p>-empathizing,</p> <p>-recommending,</p> <p>-editorializing,</p> <p>-taking apart and putting together again,</p> <p>-seeing patterns,</p> <p>-interpreting symbolism and hidden meaning,</p> <p>-finding allusions to other works</p>
<b>Evaluation</b>	<p>What is the most important thing about...?</p> <p>Why is this work valuable?</p> <p>Which would you recommend?</p> <p>By what criteria should this decision/choice be made?</p>	<p>-Appraising,</p> <p>-critiquing,</p> <p>-discriminating,</p> <p>-supporting judgments with facts/reason,</p> <p>-using criteria for evaluations,</p>

	<p>Which is the best argument for...?  Did the author support his thesis?  Is this argument persuasive?  Is this information useful?  What objections did the author anticipate and/or fail to anticipate?  What material used here is unnecessary?  Rank the importance of...  Is this book worth reading?  Do you know of another work that makes the same point more effectively?  Is this thesis in keeping with or in contradiction to Scripture/another author/another theory?  Which model of ...is most useful in this particular situation?  (All answers should be supported by facts/evidence rather than mere preferences or hunches.)</p>	<p>-persuading,  -concluding,  -testing,  -prioritizing,  -estimating</p>
<b>Synthesis</b>	<p>What ideas can you add to...?  Invent something that will...  What would happen if you combined...?  What is your hypothesis? How can you test it?  Set up an experiment that will...  Research the answer to this question...  Compare and contrast the major theories about...  How did the work of various scientists/authors/theologians contribute to our understanding of ...?  How would you revise this experiment to improve the results?  Which form of poetry/type of essay/ tone of speech would you choose to express this idea?  How would you persuade young children/educated adults/your peers to agree with you on...  Revise this advertisement for a different audience.  Write a story using this author's style.  Write a story that illustrates the same moral as this fable.  Rewrite this poem in sonnet form.  Compare and contrast the symbolism this author uses in at least three different works.</p>	<p>-Designing,  -creating,  -combining various sources of knowledge,  -designing tests and interpreting results,  -inventing,  -revising,  -assembling,  -collecting,  -composing,  -organizing,  -planning,  -rearranging,  -relating information from various authors/disciplines/ theories</p>

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# **B-FICHES DE LEÇONS**

<b>ETAPES DU COURS – OBJECTIFS – ACTIVITES POSSIBLES</b>
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Pour chacune des étapes du cours, proposez :

1. des objectifs
2. des activités susceptibles d'être menées

ETAPES DU COURS		OBJECTIFS	ACTIVITES POSSIBLES
<b>I</b>  <b>PRESENTATION</b> <i>(Introductory phase)</i>	a. <b>Mise en train</b> ( <i>Warm up</i> )		
	b. <b>Revision</b> ( <i>review</i> )		
	c. <b>Exercice introductif et situation d'apprentissage</b> <i>(Introductory activity)</i> <i>(Brainstorming, situation transition).</i>		
<b>II</b>  <b>DEVELOPPEMENT</b> <i>(Input phase)</i>	a- <b>Vocabulaire</b> ( <i>Vocabulary</i> )		
	b- <b>Fonction langagière /Grammaire</b> <i>(language function / Structure / grammar)</i> <b>Mode de présentation (lettre, carte postale,...)</b> <i>(Layout)</i>		
<b>III</b>  <b>APPLICATION</b> <i>(Activation phase)</i>	a- <b>Vocabulaire</b> ( <i>Vocabulary</i> )		
	b- <b>Fonction langagière /Grammaire</b> <i>(language function / Structure / grammar)</i> <b>Mode de présentation (lettre, carte postale,...)</b> <i>(Layout)</i>		

<p style="text-align: center;"><b>IV</b></p> <p style="text-align: center;"><b>SITUATION D’EVALUATION</b> <i>(Problem solving situation)</i></p>			
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<b>EXEMPLE DE FICHE PEDAGOGIQUE PREMIER CYCLE</b>
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**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	Teacher's activities /questions	Student's activities /answers	Traces on the board
<b>I – PRESENTATION</b> <i>(Introductory phase)</i> <b>a. Mise en train</b> <i>(Warm up)</i> <b>b. Revision</b> (review) <b>c. Exercice introductif et situation d'apprentissage</b> <i>(Introductory activity)</i> (Brainstorming, <i>situation transition</i> ).	Cassette  Video...  Image, Cassette...	Date, chanson, récitation, expression physique...  Questionnement, simulation  Questions, images, cassette, chanson...		-Date
<b>II - DEVELOPPEMENT</b> <i>(Input phase)</i> <b>- Vocabulaire</b> <i>(Vocabulary)</i>  <b>-Fonction langagière /Grammaire</b> <i>(language function / Structure / grammar)</i>  <b>-Mode de présentation (lettre, carte postale,...)</b> <i>(Layout)</i>	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
<b>III - APPLICATION</b> <i>(Activation phase)</i>	Fiche d'exercices Cahier d'activités Cahier d'exercice	Appariement (Synonymes, antonymes, définitions) exercice à trous, QCM, question / réponses, ...		-Corrigé des exercices

## Schéma de la séance 3

## COMMUNICATION SITUATION / PROBLEM SOLVING SITUATION

STAGES/ TIMING	TEACHING MATERIALS	TEACHER'S ROLE	LEARNER'S ROLE	TECHNI QUES	AIMS	TRACES ON BOARD
<b>PREPARING</b>						
<b>Warm up</b> (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
<b>SETTING THE TASK</b>						
<b>Preliminary activities</b> (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 monitoring	1-Listen to teacher's instructions  2-Start working with peers		Equip students with the necessary tools to solve the communication situation.	
<b>SOLVING THE PROBLEM</b>						
<b>Solving the problem</b>  (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
<b>PERFORMING</b>						
<b>Presentation</b>  (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.	
<b>Feedback</b> (10 min)		-Conducts a consensual production	Listen and react	T/S interaction	Evaluate the outcome.	Final production written on the board
<b>Copying</b> (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		
<u>Vocabulary</u>	<u>Language function</u>	<u>Structures</u>

**INTRODUCTION PHASE (.....min.)**

1. Warm up (.....min)
2. Revision (.....min)
3. Lead-in activity (2 min)

4. Learning context /Situation d'apprentissage (..... min)

.....  
 .....

**INPUT PHASE (....min.)**

Teacher: Let's begin by some vocabulary work.

VOCABULARY(.....min)

GRAMMAR (..... min)

**PRACTICE PHASE(... min)**

**EXERCISES**

- 1-
- 2-
- 3-
- 4-
- Etc.

**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 skills /Lesson type: .....

Duration: 55 min

Source/Reference: .....

1. Warm up (.....min):

2. Revision (.....min.)

**COMMUNICATION ACTIVITY / SITUATION D’EVALUATION (... min)**

.....  
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## EXEMPLES DE FICHE

## DETAILED LESSON PLAN

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)

Session 1

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

**I-INTRODUCTORY PHASE (5mn)****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 a meeting of the English Club of L.M. Dimbokro, the members are invited to do some research about a famous African independence hero of their choice for their next encounter as they're preparing for a competition. To do the task, the students of 3ème2 meet their teacher of English to have more information. They also go on the Internet for more research.

**Nb:** Teacher checks understanding of the learning context by asking some few 'wh' questions and students answer. Eg: What did I say? What's the situation I described about? How would you get more information?

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

## **II-INPUT PHASE (15 mn)**

### **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. Morocco 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.

### III. ACTIVATION PHASE (25min)

**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.

- History
- Yes, they were because Gondo's mother said: that sounds interesting! And both parents asked a lot of questions.
- Houphouët Boigny, Léopold Sédar Sèghor, and Sékou Touré
- Nelson Mandela, Kwamé Nkrumah, Julius Nyerere and Jomo Kenyatta
- 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
<b>I. Presentation</b> (Lead in stage/introductory phase: <b>(5mn)</b> -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 Houphouët Boigny -The learning context written on a paper stuck on the bb	-Greet 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 -Teacher sticks the picture on the bb -Asks this question: what do you know about President Félix Houphouët Boigny (FHB)? -Teacher introduces the learning context -Teacher checks comprehension of the learning context through	Date on bb
<b>II. Input phase: (15mn)</b> -Vocabulary (see detailed teacher's notes)	Aim -To equip ss with the material they need to be successful in	Teacher's voice - Vocabulary items	Presents the new materials/ items in context (see teacher's detailed notes. Always	Ss listen and react (repeat) -Try to give illustrative sentences to	Traces of new items on the bb in illustrative sentences (see

-Language function (see teacher's notes)	carrying out the tasks.	-Structure : expressing past events (see detailed teacher's notes)	illustrative self-sustained sentences) -Asks ss to repeat after him -Helps ss in illustrating the new materials presented.	show comprehension	detailed teacher's-notes)
<b>III. Activation phase: (25 mn)</b>	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 <b>say lively</b> : 'Now you can start!' -Teacher moves around class to see what's happening	Ss do the activities	Traces of the good answers
<b>IV. Note-taking</b>	Aim: For ss to keep traces and tracks for helping learning.				Notes on bb

## DETAILED LESSON PLAN

LM Dimbokro

Wednesday, December, 20

Class: 3<sup>e</sup> 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)Session 2

Teaching points		
Vocabulary	Language function	Grammar
To praise- to defeat- Victor- to rise up- troops- bravery- to abdicate- farewell	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.

**I. INTRODUCTORY PHASE (10 mn)****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 a meeting of the English Club of L.M. Dimbokro, the members are invited to do some research about a famous African independence hero of their choice for their next encounter as they're preparing for a competition. To do the task, the students of 3ème2 meet their teacher of English to have more information. They also go to the Internet for more research.

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

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

## II.PRESENTATION PHASE (15 mn)

### 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 abandon. The King of Spain abdicated the throne for his son.
- Bravery: great courage: despite King 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.

### III. ACTIVATION PHASE (25 mn)

**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.

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

Lesson stages and timing	Aims of stages	Teaching materials	Teacher's activities/questions	Students' activities	Traces on bb
<b>I. Presentation</b> (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. -Teacher 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	- 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	Date on bb 

			<p>learning context.</p> <p>-Teacher checks comprehension of the learning context through elicitation questions:</p> <p>-What did I say? What's the situation I described about? How would you get more information?</p>	<p>understanding of the learning context.</p>	
<p><b>II. Input phase: (15mn)</b></p> <p>-Vocabulary -Language function</p>	<p>Aim</p> <p>-To equip ss with the material they need to be successful in carrying out the tasks.</p>	<p>Teacher's voice</p> <p>- Vocabulary items</p> <p>-Structure: expressing unfinished actions (see detailed teacher's notes</p>	<p>Presents the new materials/ items in context (see teacher's detailed notes. Always illustrative self-sustained sentences)</p> <p>-Asks ss to repeat after him</p> <p>-Helps ss in illustrating the new materials presented.</p>	<p>Ss listen and react (repeat)</p> <p>-Try to give illustrative sentences to show comprehension</p>	<p>Traces of new items on the bb in illustrative sentences (see detailed teacher's-notes)</p>
<p><b>III. Activation phase: (25 mn)</b></p>	<p>Aim:</p> <p>-To develop ss' speaking fluency practice.</p> <p>-Feedback on content: to give ss the opportunity to respond to the speaking task.</p>	<p>Teacher's voice</p> <p>-Activities (see teacher's detailed notes) (3 activities in aggregate</p>	<p>Teacher sets activities</p> <p>-Checks tasks comprehension through 'wh' questions. A question like "Do you understand?" is useless for it won't actually inform any teacher anyway!</p> <p>Rather, Teacher and ss do an example first.</p> <p>-Teacher monitors group formation</p> <p>-Teacher sets timing and task starts on his</p>	<p>Ss do the activities</p>	<p>Traces of the good answers</p>

			instruction. He may <b>say lively</b> : 'Now you can start!' -Teacher moves around class to see what's happening		
<b>IV. Note taking: (5mn)</b>	Aim: For ss to keep traces and tracks for helping learning.				Notes on bb

## DETAILED LESSON PLAN- SESSION 3

## DETAILED LESSON PLAN

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)**I.INTRODUCTORY PHASE****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...

**II.COMMUNICATION PHASE (50mn)**

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

**Task1** (30mn): Work in groups of 4. Discuss and choose a hero you really like and make a poster of the hero you agree on. Then present him/her to the whole class.

Here are some indications to include in your work if you like. Find out important facts about your hero: Birth place and year of birth. Information about family and Country. Studies. Diplomas. Marital status. Number of kids. Election year. Important achievements. Trade Union group, political party, etc. Date of death... (20 mn student work and 10 mn presentation and feedback). Use a flow chart or a time line to show the facts. See an example on page 23 of your book.

**Task2** (15mn): I give the students some work sheets on which there're 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
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**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)

[ 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
<b>I. Presentation</b> (Lead in stage/introductory phase: <b>(5mn)</b> ) -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 everyday? 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
<b>II. Problem solving situation: 35mn</b> (ss' work) and <b>(10 mn)</b> 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 <b>gives the 'go!'</b> -Task 1 -Task2 - Teacher butterflies (moves around the class) and helps if need be on ss' request. -Monitors the feedback. -Makes notes during students' presentation. -Corrects errors and mistakes on	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 . He was sent to school and history reported that he was a brilliant pupil.

			the spot if time allows. If not another day.		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
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					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: <b>(5mn)</b>	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.



<p><b>Rewriting jumbled sentences and Organising text (15 min)</b></p>	<p>or on the Board</p>	<p><i>correctly. You have 6 min (I keep 4 min for feedback. I ask three students to read their sentences.)</i>  <i>What do you think is sentence n°1? n°2 ? .....</i>  <i>(If there is no answer I show the students the « correct order » of the information in the letter : name, age, country, address, job, passtime/hobbies)</i>  <b>a - name my Doumantay is</b>  <b>b- live I Bardot in</b>  <b>c - Côte d’Ivoire from I am</b>  <b>d - school girl I at am Lycée Inagoi a</b>  <b>e - 14 am years I old</b>  <b>f - Like «coupé décalé» I</b></p>	<p>them correctly                  Students read their answers                  It’s a. It is .....                  No answer</p>	<p>2 - e : I am 14 years old                  3 - c : I am from Côte d’Ivoire                  4 - b – I live in Bardot                  5 – d : I am a school girl at Lycée Inagoi                  6 - f : I like « coupé décalé »</p>
<p><b>III – ACTIVATION ACTIVITY ONE Organising texts : Reordering (10 min)</b></p>	<p>A letter on a poster                  A letter Layout</p>	<p><b>(I stick the poster on the board).</b> <i>Read the letter on the poster and rewrite it, putting the sentences in a better order.</i>  <b>(I Draw a model layout on the board)</b> and tell the students to follow it. <i>Do it individually first (6 min) and check with your neighbour (3 min).</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Dear penfriend,                      Let me introduce myself.                      I am <u>15 years old</u>.                      My name is <u>John Water</u>.                      I am from <u>England</u>.                      I am a <u>musician</u>.                      I live at <u>10 Oxford Street, London</u>.                      I like <u>basketball and music</u>.                      Write to me and tell me about yourself.</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Dear penfriend,                      .....                      .....                      .....                      .....</p> </div>	<p>Students read and organise the text</p>	<p>Dear penfriend,                  Let me introduce myself.                  My name is <u>John Water</u>.                  I am <u>15 years old</u>.                  I am from <u>England</u>.                  I live at <u>10 Oxford Street, London</u>.                  I am a <u>musician</u>.                  I like <u>basket ball and music</u>.</p>
<p><b>IV- EVALUATION ACTIVITY TWO (20 min)</b></p>		<p><i>Now write a reply to John with information about yourself, following the example. Do it individually. You have 20 minutes</i>  <b>(In case I am short of time I ‘ll ask students to complete the task at home)</b></p>		
<p><b>HOMEWORK</b></p>		<p><b>Complete the task at home</b></p>		

**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 minSource/Reference: .....**TEACHING POINTS/LESSON CONTENT/LESSON FOCUS**VocabularyLanguage functionStructures**INTRODUCTION PHASE (.....min.)**

1. Warm up (.....min)
2. Revision (..... min.)
3. Lead-in activity (.....min)

Learning Context: Situation d'apprentissage (.....Min)

.....  
.....**INPUT AND PRACTICE PHASE (.... min.)**VOCABULARY (.... min)GRAMMAR (.... min.)EXERCISES

1

2

3

Etc.

**COMMUNICATION ACTIVITY /SITUATION D’EVALUATION (...min)****APC METHODOLOGY - READING COMPREHENSION**

NAME OF THE SCHOOL: .....

DATE: .....

Class: 1ère    Number of pupils: .....    Girls: .....    Boys: .....Contact days: .....; ..... ; .....**UNIT 3: DEADLY VIRUSES AND DISEASES**Lesson ....: .....Language skill/Lesson type: Reading for comprehensionDuration : 55 minSource/Reference : Les Programmes Educatifs**TEACHING POINTS/LESSON CONTENT/LESSON FOCUS**

<u>Language function</u>	<u>Structures</u>	<u>Vocabulary</u>
Using the passive	<ul style="list-style-type: none"> <li>The virus was first discovered in 1976.</li> <li>Health-care workers have been infected while treating patients</li> <li>Ebola is introduced into the human population through close contact with infected blood</li> </ul>	acute, outbreaks, occurred, spread, fruit bats, mucous, fluids, Burial, deceased, remain

**PRE-READING PHASE (..... min.)****1. Warm up (2– 3 min)**

<b>TEACHER</b>	<b>STUDENTS (Expected reactions and answers)</b>
I Greet the students, and tell them to sit down.	They greet back, and sit down.
I tell the students to close their books and copy books- I go round to make sure that they do so	They close their books and copy books.
I ask a student to say the date, and another one to write it on the board.	The named students do so
I display <b>picture 1</b> (covered) on the board and conduct a guessing game-I uncover the picture progressively, giving clues: people- a room- health-... I congratulate the ‘winner’.	They try to guess what the picture is about. <b>Answer:</b> people in a hospital

**2. Revision (5 min)**

TEACHER	STUDENTS (Expected reactions and answers)
-I tell the students to take out their exercise books and I conduct the correction of the homework. -I tell the students to close their exercise books	-They take out their exercise books and give their answers...  -They close their exercise books

**3. Lead-in activity (...min)**

TEACHER	STUDENTS (Expected reactions and answers)
I catch students' attention by clapping my hands.	They keep silent and look at me.
I point to picture one (still on the board) and ask some questions about it. <ul style="list-style-type: none"> <li>• How many people can you see on this picture?</li> <li>• How many men / women can you see?</li> <li>• Where are they?</li> <li>• What is that women?</li> <li>• What about the man?</li> <li>• Is she at the hospital to take pills?</li> <li>• Why do you think she is having a blood test?</li> <li>• Can you name some diseases?</li> <li>• Tell me! Is there any difference between malaria and Aids?</li> <li>• What other diseases caused by a virus do you know?</li> <li>• Now, tell me! What information do you have about Ebola?</li> <li>• Why is Ebola particularly dangerous</li> </ul>	They look at the picture and answer the questions... <ul style="list-style-type: none"> <li>• There are two.</li> <li>• There is one man and one woman.</li> <li>• They are at a hospital</li> <li>• She is a patient</li> <li>• He is a doctor.</li> <li>• No, she is there for an injection / a <b>blood test</b> etc.</li> <li>• To check if she suffers from a disease</li> <li>• <b>Malaria</b>- Tuberculosis – Flu -<b>Ebola</b> - <b>Aids</b>...</li> <li>• Yes: <b>malaria is caused by a parasite</b> (plasmodium) but <b>Aids is caused by a virus</b>.</li> <li>• Flu, polio, warts, smallpox, Ebola...</li> <li>• It is dangerous- It is transmitted by blood, animals, infected fluids, it is difficult to cure...</li> <li>• Its virus changes...</li> </ul>
<ul style="list-style-type: none"> <li>• Ok. Today, we are going to learn more about Ebola</li> </ul> I show the students pictures 2-5 (of the Ebola virus) and 6-7 (of a porcupine and fruit bats) <b>Note:</b> <ul style="list-style-type: none"> <li>• Students who give god answers are congratulated</li> <li>• Sentences in the passive are written on BB</li> </ul>	<ul style="list-style-type: none"> <li>• Look, listen and repeat...</li> </ul>

**4. Learning context (.....min)**

TEACHER	STUDENTS (Expected reactions and answers)
<p>OK. Now we are going to learn more about Ebola. For, here is the learning context of our lesson. I stick it on the board.</p> <p>You have 2 minutes to read it silently.</p> <ul style="list-style-type: none"> <li>• Now, tell me. What are we going to do?</li> <li>• What are you going to do next?</li> </ul>	<p>They read the learning context on the board silently.</p> <ul style="list-style-type: none"> <li>• Read a text about Ebola</li> <li>• Sensitize our friends about the dangers of Ebola.</li> </ul>

**Learning context**

*It's the celebration of the World Health Day. Your school English club has received an English text about Ebola. You are going to read it and get informed in order to sensitize your friends about the dangers of this disease.*

**WHILE-READING PHASE (.....min.)**

- **Skimming (reading for the gist)**

TEACHER	STUDENTS (Expected reactions and answers)
<p>-I distribute the worksheets (<i>Text with activity one</i>)</p> <ul style="list-style-type: none"> <li>• What do you have to do in activity 1?</li> <li>• OK, do it now!</li> </ul> <p>-When time is over:</p> <ul style="list-style-type: none"> <li>• Stop now! I make sure that everybody has stopped writing.</li> <li>• Answer?</li> </ul>	<p>-They get the sheets</p> <ul style="list-style-type: none"> <li>• We have to find the general idea of the text.</li> </ul> <p>-They read the text and write down its gist.</p> <ul style="list-style-type: none"> <li>• <i>The text is about the origins of Ebola, how it is transmitted and how dangerous it is.</i></li> </ul>

- **Scanning (reading for specific information)**

<b>TEACHER</b>	<b>STUDENTS (Expected reactions and answers)</b>
<ul style="list-style-type: none"> <li>• OK! Now, let's move to activity 2.</li> </ul> -I distribute the sheets for activity 2 <ul style="list-style-type: none"> <li>• What do you have to do in activity 2?</li> <li>• OK, do it now!</li> </ul>	-They get the sheets <ul style="list-style-type: none"> <li>• We have to match some words from the text with their meanings.</li> </ul>
-When time is over: <ul style="list-style-type: none"> <li>• Stop now! I make sure that everybody has stopped writing.</li> </ul> -Approval or not is given and correct answers are written on the board.	-They voice out their answers with named partners. -They write down the correct answers.
<ul style="list-style-type: none"> <li>• OK! Now, let's move to activity 3.</li> </ul> -I distribute the sheets for activity 3 <ul style="list-style-type: none"> <li>• What do you have to do in activity 3?</li> <li>• OK, do it now!</li> </ul>	-They get the sheets <ul style="list-style-type: none"> <li>• We have to answer some questions about the text.</li> </ul>
-When time is over: <ul style="list-style-type: none"> <li>• Stop now! I make sure that everybody has stopped writing.</li> </ul> -Approval or not is given and correct answers are written on the board.	-They voice out their answers with named partners. -They write down the correct answers.

## COMMUNICATION ACTIVITY (SITUATION)

TEACHER	STUDENTS (Expected reactions and answers)
-Now class, we are going to do our last activity. You will have to play roles (Remember that you have to sensitize your friends about the Ebola virus	-They listen -They get the sheets -They do the activity.
-I distribute sheets 4-A and 4-B, making sure that neighbours don't have the same exercise.	

TEACHER	STUDENTS
-When time is over: <ul style="list-style-type: none"> <li>• Stop now. All the students with sheet 4-A, stand up. Form groups of 'five'...</li> <li>• All the students with sheet 4-B, stand up. Form groups of 'five'...</li> <li>• Now, in your group, share your answers and <b>write down a unique sheet.</b></li> </ul> <i>-I go round to clarify instructions, and give additional instructions accordingly to prepare the role play...</i>	-They stop writing -They form groups of five. -They discuss and write down a single sheet of answer.

TEACHER	STUDENTS (Expected reactions and answers)
-When time is over: Named groups are called to play roles. Notes are taken for eventual correction / feedback.	-They play roles -They assess their friends' work.
Now, class. This is the end of our lesson. For homework, do ... Copy the lesson now. When time is up: <ul style="list-style-type: none"> <li>• X, clean the board, please.</li> <li>• Good bye class.</li> </ul>	-They copy the lesson. -X cleans the board.  • Good bye sir.

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

**Class:** 1ère...

**UNIT 3:** DEADLY VIRUSES AND DISEASES

**Lesson type:** Reading for comprehension

## WORKSHEET THE EBOLA VIRUS

**Activity 1: (5 min) Read the text quickly and write down what it is about.**

.....  
.....

The Ebola virus causes an acute illness which is often fatal if untreated. Ebola virus disease (EVD) first appeared in 1976 in two simultaneous outbreaks, one in what is now, Nzara, South Sudan, and the other in Yambuku, Democratic Republic of Congo. The latter occurred in a village near the Ebola River, from which the disease takes its name.

5 The 2014–2016 outbreak in West Africa was the largest and most complex Ebola outbreak since the virus was first discovered in 1976. There were more cases and deaths in this outbreak than all others combined. It also spread between countries, starting in Guinea then moving across land borders to Sierra Leone and Liberia.

10 The virus family Filoviridae includes three genera: Cueva virus, Marburg virus, and Ebola virus. Within the genus Ebolavirus, five species have been identified: Zaire, Bundibugyo, Sudan, Reston and Tai Forest. The first three have been associated with large outbreaks in Africa. The virus causing the 2014–2016 West African outbreak belongs to the Zaire ebolavirus species.

15 It is thought that fruit bats of the Pteropodidae family are natural Ebola virus hosts. Ebola is introduced into the human population through close contact with the blood, secretions, organs or other bodily fluids of infected animals such as chimpanzees, gorillas, fruit bats, monkeys, forest antelope and porcupines found ill or dead or in the rainforest.

Ebola then spreads through human-to-human transmission via direct contact (through broken skin or mucous membranes) with the blood, secretions, organs or other bodily fluids of infected people, and with surfaces and materials (e.g. bedding, clothing) contaminated with these fluids.

20 Health-care workers have frequently been infected while treating patients with suspected or confirmed EVD. This has occurred through close contact with patients when infection control precautions are not strictly practiced.

25 Burial ceremonies that involve direct contact with the body of the deceased can also contribute in the transmission of Ebola. People remain infectious as long as their blood contains the virus.

The World Health Organization (WHO) aims to prevent Ebola outbreaks by maintaining surveillance for Ebola virus disease and supporting at-risk countries to developed preparedness plans.

*Adapted from [www.who.int/mediacenter/factsheets/fs103/en](http://www.who.int/mediacenter/factsheets/fs103/en)*

**Activity 2:**

A-The words in column A are from the text. Match each of them with its meaning in column B. Write your answers like in the example (...min). Then, compare your answers with your neighbour (...mn)

**Example:** 7-(k) sheets, covers that we put on a bed

Column A	Column B
1- acute (Line 1)	a-dead person
2- outbreaks (Line 2)	b- stay
3- occurred (Line 4)	c- state of being ready
4- spread (Line 7)	d-serious
5- fluids (Line 16)	e-things that start to happen suddenly
6- mucous (Line 19)	f- the act of putting a dead body into a grave
7- bedding (Line 20)	g-happened
8- burial (Line 25)	h-thick liquid produced in parts of your
9- deceased (Line 25)	i-affected more people
10- remain (Line 26)	j-liquids
11- preparedness (Line 29)	k-sheets, covers that we put on a bed

**Activity 3:** Read the text again and answer the following questions (...mn). Then, compare your answers with your neighbour (...mn).

- 1- Where the Ebola virus was first discovered?
- 2- Which genera are included in the virus family Filoviridae?
- 3- Which virus have caused the large outbreaks in Africa?
- 4- How is the Ebola virus introduced in the human population?
- 5- Why have health workers been infected by the Ebola virus?
- 6- What measures are taken by the WHO to prevent Ebola outbreaks?

**Activity 4:** Communication activity (...min)**STUDENT A**

You are a health officer visiting a Liberian village. You meet the villagers to tell them about the Ebola virus in order to avoid any outbreak. Answer the villagers' questions about this disease. Your answers will include:

- The origins of the Ebola virus;
- How the virus is transmitted to humans;
- What can be done to avoid the Ebola disease?

**STUDENT B**

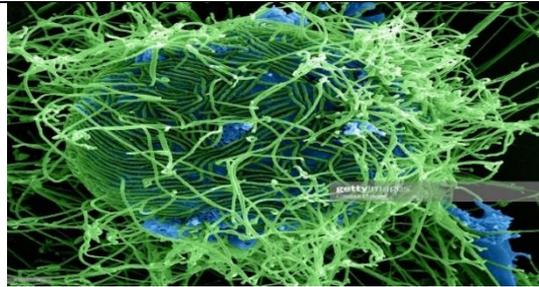
You are in a Liberian village. Some health officers have come to talk to you about the Ebola virus. Ask them questions about this deadly virus. Your questions will include:

- Where the virus comes from;
- The way humans are infected;
- The actions that can be taken to avoid the virus.

PICTURES FOR THE LESSON



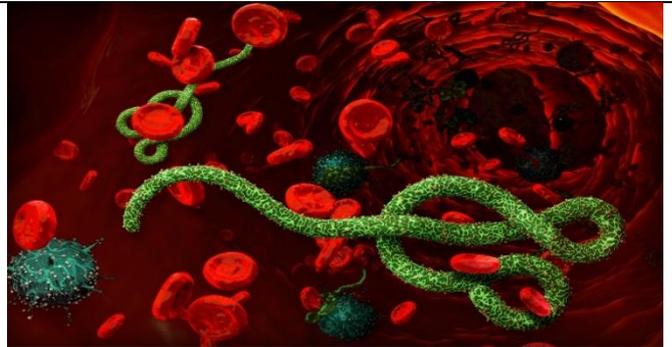
Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6



Picture 7



Picture 8

PROCESS WRITING

## DIFFERENT STAGES IN A PROCESS APPROACH

### SESSION 1

#### I- PRE-WRITING STAGE (Activities)

*(Time allotted: 5-10 min.)*

The teacher stimulates learners' interest and creativity about the **topic**, getting **ideas** and selecting the main ones. He helps students

to get them thinking how to approach a writing activity. How? By using any of these techniques:

- Brainstorming: Students quickly produce words and ideas about the writing.
- Reading text or passage, interpreting graphs or maps, etc.
- Questioning & answering to generate lots of ideas about the topic
- Discussion and debate about the topic.

#### II- WRITING STAGE (Activities)

1- Teacher provides any input that would be necessary for the writing: (Vocabulary, Grammar & Language Functions)

*(Time allotted: 10-15 min.)*

**(Writing first draft)**

2- **Teacher** gives topic for writing, helps students with the structure/layout of the writing task. Teacher can use techniques such as:

mind web, word web, spider gram, or paragraph blocks, etc.

*(Time allotted: 5-10 min.)*

3- **Groups are made:** Students are organized in pairs or small groups, and quickly start writing their first draft on a topic

without worrying about correct language or punctuation.

During this stage, students write without much attention to the accuracy of their work or the organization. The most important

feature is meaning, and students should mainly concentrate on content.

*(Time allotted: 10-15 min.)*

**(Sharing and Revising 1<sup>st</sup> draft)**

4- **Peer/Proof reading:** Students exchange copies and provide feedback by making/offering suggestions or alternatives in order to

improve their own drafts. **An editing grid can be given by teacher to help focus on key areas.** This is done under teacher supervision.

*(Time allotted: 5-10 min.)*

## SESSION 2

**REVIEW SESSION: (Time allotted: 5-10 min.)**

### (Writing 2nd draft)

**Revising:** Students receive their draft, rewrite and reshape it, making improvements based upon peer feedback.

(They should focus this time on content, form, and accuracy (grammar, vocabulary, word choice)

*(Time allotted: 10-15 min)*

## III- POST WRITING STAGE (Activities)

### (Peer review/Peer feedback)

Students once again exchange and read each other's work. They proofread for conformity to the conventions of the English language. The teacher too helps with error correction and provide any organizational advice.

Students reduce writing to the required length.

*(Time allotted: 5-10 min)*

### (Writing final draft & Evaluation)

Students write their final drafts, reducing their production to required length, considering style, writing conventions such as spelling, punctuation and capitalization.

Teacher provides rubrics and criteria for marking final production.

Students present a “final” copy according to the purpose and topic of the task (e.g. mark, publish, send/mail, or present).

*(Time allotted: 10-15 min.)*

### Giving feedback and Correction codes

It is advisable to use marking codes or symbols when giving feedback on students' writing. This allows teachers to give meaningful feedback, and gives students the responsibility for recognizing, correcting their mistakes and improving their writing accordingly. Students can then build confidence and create good feeling for the next writing task.

ERROR SYMBOLS	SYMBOL MEANING	ERROR SYMBOLS	SYMBOL MEANING
<b>S</b>	Subject missing	<b>?</b>	I don't understand
<b>V</b>	Verb form error	<b>Sp</b>	Spelling mistake
<b>A</b>	Article error	<b>Ss</b>	Sentence structure error
<b>T</b>	Tense error	<b>Adv</b>	Misplaced adverb or adverb missing
<b>SV</b>	Subject-verb concord error	<b>Prep/Pr</b>	Preposition error
<b>Adj</b>	Adjective missing or misplaced	<b>Np</b>	New paragraph needed
<b>!</b>	Careless mistake	<b>P</b>	Punctuation

Adapted from *Tasks For Teacher Education* by Rosie Tanner & Catherine Green. Page 86

## A SAMPLE WRITING LESSON

### PAGE DE GARDE/FRONT PAGE

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

**CLASS:** ..... **NBER of STUDENTS:** ..... **GIRLS:** ..... **BOYS:** .....

**CONTACT DAYS:** ..... ; ..... ; .....

**UNIT 6:** Technology and our lives (1ere Level)

**LESSON TYPE:** Writing an opinion essay (a process approach to five paragraph essay)  
(Les techniques de rédaction d'une dissertation pour exprimer ses opinions)

**DURATION:** 2 hrs: 110 min

**SOURCE:**

**TEACHING MATERIALS:** Blackboard, model essay plan or layout

<b>TEACHING POINTS</b>		
<b>Vocabulary</b>	<b>Language functions</b>	<b>Structure/Useful Phrases</b>
<i>Vocabulary related to modern technological devices and social networks</i>	<p><i>1- Expressing general opinions and points of view</i></p> <p><i>2- Expressing own opinions or points of view</i></p>	<p>1- People think/say/believe/argue that, etc. 2- There are people who think/believe/argue/say that, etc. 3- It is thought that/It is considered that, etc. 4- For most people/According to many people etc.</p> <p>1- In my opinion/As far as I am concerned/I personally, etc. 2- I think/believe that /I feel that, etc. 3- My belief /opinion is that ... /From my point of view...</p>

**NOTE:** An opinion essay is a piece of writing in which you are asked to give your point of view or opinion about a particular topic. In this type of writing, you need to state your opinion and support it with examples or reasons.

**MASTER PLAN (Session I)**

T = teacher; Stds = students; WC = whole class

STAGES	ACTIVITY	TIMING	TEACHER'S ROLE	LEARNERS' ROLE	TRACES ON BOARD
<b>STAGE I: PRE-WRITING</b>					
<b>I</b> <b>Introductory Phase</b>	<b>Warm up</b>	<b>5-10 min</b>	<i>T initiates any techniques: Song, game, joke, etc. Then T asks date question</i>	<i>Stds respond to T, day's date is given</i>	<i>Date written on board</i>
	<b>Review</b>		<i>T asks some questions as review of previous lesson</i>	<i>Stds answer T's questions</i>	
	<b>Lead in Activity</b>		<i>T brainstorms class to stimulate Stds' schemata abt the issue</i>	<i>Stds produce ideas and back-ground info about the issue.</i>	<b>Have modern devices really affected our society today?</b>  <i>Stds give ideas that are written on board.</i>
	<b>Learning Context</b>		<i>Today, modern technologies have totally affected our society. You decide to <b>write</b> a short essay to <b>give</b> your point of view about three which have most influenced our daily lives.</i>		
<b>STAGE II: WRITING</b>					
<b>II</b> <b>INPUT</b>	<b>1) Vocabulary Input</b>	<b>35- 40 min.</b>	<i>T elicits words, idioms that are necessary for the writing activity</i>	<i>Stds listen, practice, and use words and idioms in context.</i>	<b>1) VOCABULARY:</b> <b>Mobile devices:</b> smartphones and tablets, computers, laptops, etc. <b>Social media websites</b> Facebook, Messenger, etc.
	<b>2) Grammar and Lang. funct input</b>		<i>T elicits lang. funct. related to: Giving general opinions and Expressing one's point of view.</i>	<i>Stds listen, practice and use Expressions in context</i>	<b>2) LANG FUNCT:</b> <b>- Expressing general opinions:</b> people say that/ For most people, etc.  <b>- Giving one's point of view:</b> In my opinion, for me, As I see it, etc.
			<i>T introduces topic &amp; quickly</i>	<i>Stds listen to T's instructions</i>	<b>Topic:</b> <b>Which three modern inventions have had the</b>

<b>PRACTICE</b>	<b>Writing first Draft</b>		<i>organize stds in pairs or groups. T guides Stds to plan and structure the essay using techniques such as: mind web, word web, spider gram, or paragraph blocks</i>	<i>carefully, and discuss to find out possible plan or layout.</i>	<i>most impact on our society? In a five paragraph essay, give your opinion in 15-20 lines maximum</i>
	<b>Revising 1<sup>st</sup> draft</b>		<i>T asks stds to exchange their copies (content, relevant details, clarity)</i>	<i>In groups Stds read peer' copies and give feedback</i>	<i>Relevant points are written on board for class to consider</i>
		<b>END OF SESSION 1 END OF SESSION 1 – END OF SESSION 1</b>			
		<i>Homework: T asks stds to individually continue task at home focusing on T's comments, suggestions and feedback to improve first draft</i>			

**MASTER PLAN (Session II)**

T = teacher; Stds = students; WC = whole class

STAGES	ACTIVITY	TIMING	TEACHER'S ROLE	LEARNERS' ROLE	TRACES ON BOARD
<b>STAGE II: WRITING</b>					
<b>PRACTICE</b> <i>(to be ctuned)</i>	<i>Review session</i>	<i>0-5 mins</i>	<i>T asks Stds few questions to recall previous lesson</i>	<i>Stds listen to T and answer T's questions</i>	<i>Answers written on board</i>
	<i>Writing 2nd draft</i>	<i>10-15 mins</i>	<i>T asks stds to start rewriting Their 2<sup>nd</sup> draft focusing on content, form, and accuracy.</i>	<i>Stds start doing task in their respective groups.</i>	<i>Suggestions, comments and important details on board for stds to follow.</i>
	<i>Peer/review Peer Fback</i>	<i>5-10 mins</i>	<i>Once again, T asks stds to exchange their drafts and proofread for conformity, error correction and form.</i>	<i>Groups exchange copies and start reading peer's work.</i>	<i>Structure and main aspects of essay on board.</i>
<b>STAGE III: POST WRITING</b>					
<b>COMMUNICATI-ON/PBLEM SOLVING TASK</b>	<i>writing Final draft</i>	<i>10-15 mins</i>	<i>T asks stds to give peer copies back, then gives them instructions to write their final version T monitors activity</i>	<i>In their respective groups, stds write their final productions following form, style, &amp; writing competencies: mecha-nics spelling, punctuation, capitalization, etc.</i>	<i>T provides worksheets, Rubrics and criteria for assessing final production.</i>
	<i>Performing</i>	<i>5-10 mins</i>	<i>T asks some groups to read their work to class</i>	<i>- T and WC listen and appreciate. Positive comments and feedback given.</i>	<i>Groups take notes.</i>
	<i>Task</i>	<i>Each student produces a copy according to the purpose of the task: (to mark, publish, send/mail, present)</i>			

**WORKSHEET 1****STRUCTURE OF THE FIVE-PARAGRAPH ESSAY**

**A) Introduction:** Start with two or three sentences that contain the supporting points.

**B) Three Body paragraph**

Para 1: Develop the first supporting point.

Para 2: Develop the second supporting point.

Para3: Develop the third supporting point.

**C) Conclusion:** It sums up your main point, and restates your topic sentence in slightly different words

**WORKSHEET 2 WORKSHEET 2; List of Logical Connectors**

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 examples	For example, for instance, such as, etc.
Expressing reason	Since, because, etc.

**WORKSHEET 3 WORKSHEET 3:  
Stating personal & General point of view.**

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 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.

**CRITERIA FOR MARKING**

- Does your essay respond to the topic?
- Have you organized your essay in five distinct paragraphs?
- Have you used linking words to connect sentences and paragraphs?
- Is your essay free of grammatical errors?
- Have you used writing mechanics correctly?

## PARALLEL WRITING

### UNIT 1: PEOPLE

**Text:** Muhammad Ali

**Session 2:** Writing a parallel text

**Warm up:** Which family member or friend are you very close to? Say what makes you very close to this family member or friend.

**Review:** correction of a homework on the use of **like** and **as**

### Lead-in activity

Description of the picture of a male candidate for a beauty contest at the Popo carnival of Bonoua.



1. What do you see in this picture?
2. Is this man weak or strong? How do you know?
3. Say everything that comes to your mind in observing this man.

**T:** All the information you have obtained can serve to write the portrait of this man. Today's lesson is about portrait writing. Here is the learning context.

### Learning context:

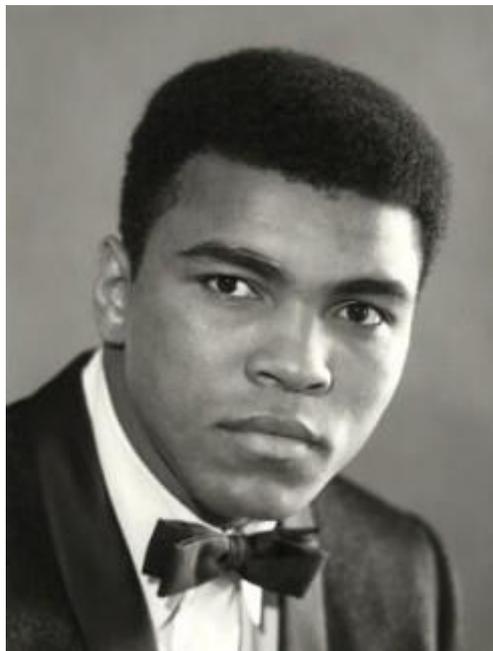
**T:** In order to participate in a competition organized by the cultural affairs of the American embassy in Cote d'Ivoire on portrait writing, the students of Seconde C7 of Lycée Moderne 2 Abobo are reading a text about a historical figure to get inspired.

### INPUT PHASE: PLANNING THE WRITING OF THE PORTRAIT

**T:** In session 1, we read a text about the life of Muhammad Ali. Here is another text about this great historical figure. Read it silently. While reading,

1. Note down the information related to his origins.
2. Find out two important dates in his life and the events related to them.
3. List the words or expressions that best describe Muhammad Ali's personality.

## Muhammad Ali (1942-2016)



**Boxer, heavyweight champion and Olympian**

Muhammad Ali was an African-American boxer, activist and philanthropist. Born in Kentucky as Cassius Clay, he took up boxing as a teenager, carving a niche for himself as a professional. He changed his name when he converted to Islam in 1965. He was outspoken and a lifelong ambassador for his chosen faith, taking every opportunity to share his experiences and understanding of Islam in interviews. He was renowned for the 'Ali Shuffle', a unique foot manoeuvre designed to outwit his opponents. He went on to win the heavyweight championship of the world three times. He won gold in boxing at the 1960 Rome Olympics. As a conscientious objector to the Vietnam War, he refused to be drafted into the army for which he was arrested, charged with draft evasion and stripped of his boxing titles (this was appealed and the decision was later overturned). His political activism and support of the civil rights movement gave him iconic status from the emerging counterculture generation.

<https://www.npg.org.uk/collections/search/person/mp62923/muhammad-ali>

### COMMUNICATIVE ACTIVITY

**Topic:** Write the portrait of a family member or a friend who has impressed you positively or negatively. In your writing,

- Say where he or she is from
- Mention his or her physical characteristics and moral qualities.
- List the key actions in the life of this family member or friend.

## SPEAKING

### UNIT 3: DEVELOPMENT ISSUES

#### LESSON TYPE: SPEAKING LESSON

##### Main Aim/ Lesson objective:

By the end of the lesson, the learners should be able to give their opinions and react to their peers' ideas on the fight against poverty.

##### Learning context

After studying a text on development issues, the English club of Lycée Moderne 1 Agboville organizes a debate on poverty in Africa. In order to contribute, the students of Terminale A1 give their opinions and exchange viewpoints.

#### MASTER PLAN

STAGES/TIMING	TEACHING MATERIALS	TEACHER'S ROLE	LEARNERS' ROLE	TECHNIQUES	TRACES ON THE BOARD
<b>PREPARING</b>					
<b>Warm up</b> Mise en train (3 mins)		Greets students, asks the date and initiates a song. <b>Good morning.</b> <b>How are you?</b> <b>Can anyone tell today's date?</b> <b>Let's sing...</b>	Sing with the teacher.  One or two students try. <b>Today's ....</b>	In chorus  One or two trials	The day's date
<b>SETTING THE TASK</b>					
<b>Preliminary activities</b> (5 min)		1- Asks a few questions on the topic of the unit: <b>What was the topic of the text we read last time? OK.</b> <b>Today we're going to have a discussion related to 'Poverty'</b> 2- Sets and organizes learners in groups. 3- Gives clear instructions : <b>-You will work in groups of four students.</b> <b>- Exchange on the following topic:</b>  After studying the text on Development	Listen to the teacher and answer his/her questions. (expected answer: <b>Poverty</b> )  -Listen to teacher's instruction -Work with groups	Teacher-whole-class  Interactions with groups	The problem-solving task or communicative (Situation d'évaluation) <b>Can poverty be eradicated?</b> <b>Justify your point of view.</b> <b>If you say yes, say how it can (be eradicated).</b>

		<p>Issues, you are asked you to give your viewpoint on the following topic: ‘Can poverty be eradicated? If yes, give some strategies to eradicate it in your country.’</p> <p>To participate,</p> <ul style="list-style-type: none"> <li>- Give your opinion,</li> <li>- Justify your opinion with arguments</li> </ul> <p><b>4-</b> Sets appreciation criteria.</p> <p>The best group will be the one which will give more reasons and more solutions</p> <p><b>5-</b> Times activity and starts monitoring it.</p> <p><b>‘You have 20 minutes.’</b></p>			
<b>SOLVING THE PROBLEM</b>					
<b>Solving the problem</b> (20 mins)	Notebooks, sheets of paper	<ul style="list-style-type: none"> <li>- Monitors</li> <li>- Support when necessary</li> </ul>	Exchange in their groups and do the task.	Individual Interaction in groups	Activity written on the board+ instructions to follow
<b>PERFORMING</b>					
<b>Presentation</b> (10 mins)		<ul style="list-style-type: none"> <li>- Points out some groups to present their works.</li> <li>- Takes note of recurrent mistakes</li> <li>- Correct collected mistakes</li> </ul>	<ul style="list-style-type: none"> <li>- Some groups present their work to the rest of the class.</li> <li>- Listen to the presentations</li> </ul>	Whole class presentation per group ( by the spokesperson of each group)	
<b>Feedback</b> (10 mins)	Board	<ul style="list-style-type: none"> <li>- Conducts feedback on language / error correction</li> <li>- Conducts a consensual production</li> </ul>	Listen, react; appreciate and evaluate presentations	Teacher-students and students-students interactions	Final /consensual production
<b>Copying</b> (7 mins)		Checks the note taking	Copy the consensual production	Individual note taking	

**TEACHER'S NOTES****1- Communication activity**

After studying the text on **Development Issues**, you are asked to give your viewpoint on the following topic: **'Can poverty be eradicated? If yes, give some strategies to eradicate it in your country.'**

To participate,

- Give your opinion,
- Justify your opinion with arguments.

**2- Some useful words or expressions related to the topic of the unit the students might need during the speaking lesson**

to end poverty, a strategy, effective policy, prosperity, reduce poverty, to attain or achieve a target, to estimate, an estimate; to live on, to eradicate poverty, eradication, wealth, wealthy, gap between rich and poor, absolute or extreme poverty, hunger, to relief hunger, thrive (to flourish; prosper), invest; an infrastructure, to embezzle, embezzlement

**3- Some expected ideas**

<b>Poverty can never be eradicated</b>	<b>Poverty can be eradicated</b>
<ul style="list-style-type: none"> <li>- There has always been poor people and rich people in every society. It is part of life.</li> <li>- Poor people cannot get out of poverty by themselves (they cannot have the means to become rich) and the rich will never help them become rich like them.</li> <li>- The rich (people) will never favour access to wealth.</li> <li>- If everybody is rich no one will work.</li> <li>- The eradication of poverty was tried in communist countries but it failed.</li> <li>- Capitalism is stronger than communism.</li> <li>- That is the law of capitalism: some people create their company and flourish while some others can go bankrupt</li> <li>- Etc.</li> </ul>	<ul style="list-style-type: none"> <li>- If the rich (rich people) agree to share their wealth with the poor (poor people).</li> <li>- The rich could stop exploiting the poor</li> <li>- Poor people could be helped to create their own wealth.</li> <li>- Poor farmers could be given the means to develop their farms.</li> <li>- People should have equal access to lands.</li> <li>- Slavery should be banned.</li> <li>- The state could grant (give) loans to poor entrepreneurs to develop their enterprises.</li> <li>- If corruption is eradicated there will be more wealth to share.</li> <li>- Embezzlement should be eradicated</li> <li>- People who embezzle should be put in jail.</li> <li>- Etc.</li> </ul>

## Listening Comprehension

**Class** : Seconde

**Unit 3** : Technology

**Text** : Solar hit handbag

**Source** : [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

### PRE-LISTENING ACTIVITIES

**A. Brainstorming** : \_Build a word web about Technology and its uses (in groups)

[Teacher uses this opportunity elicit vocabulary and phrases linked to technology : eg design, invention, improvement of human conditions – eco-friendly technologies, etc (in groups)]

**B. Guessing, predicting from the title** : You're going to listen to a text entitled 'solar lit handbag'

- For what reason(s) do you think the solar lit handbag was designed ?
- Can you guess the technological device on the bag that makes it function?

### WHILE-LISTENING ACTIVITIES

A. Listen to the text and check if your predictions were correct.

B. Listen to the text again and complete the chart below

Designer of the handbag	Reason (s) for the invention	What the bag can do

### POST- LISTENING ACTIVITY : Designing a technological application

As a group, design an application that can solve a problem or help meet a need in your environment.

1. Identify the need in your environment. It can be in any of the following sectors : education, transportation, health, agriculture, security, etc
2. Design a technological device that can help solve the problem. Give it a name.
3. Present your invention to your class following the steps below :
  - The name of your device
  - What pushed you to design it ?
  - How does it work ?
  - What do you want to do with your invention ?

### **Solar lit handbag**

There are many uses for a portable solar panel. You can recharge a number of things such as computer notebooks, torches, mobile phones, even water pumps, with them. The latest design, however, features the handbag. Noticing how often her friends searched for keys and other items at the unseen bottom of their bags, Rosanna Kilfedder, a student at Brunel University, had a bright idea. She designed a handbag with its very own inside light. She called it the Sun Trap, and it works by having a solar cell fitted on the outside. The cell stores solar energy to a battery which lights up the inside of the bag whenever the zip, acting as a switch, is used. What's more, the handy battery is friendly enough to act as an emergency charger for your mobile phone and other small gadgets.

### **Group discussion**

In your groups, discuss the following :

1. What's the rationale behind the pre-listening activities ? Specify the reason for questions A&B
2. What's the rationale for the while-listening activities ? Specify the reason for questions A&B
3. What's the rationale for the post-listening activities ?
4. Design a master plan and teacher's detailed notes for this worksheet.

# C-EXERCICES

**A- Améliorez les fiches de leçon ci-dessous****LEÇON 1****DETAILED LESSON PLAN**

Collège ..... de.....

Monday 18<sup>th</sup> December 2016Class: 3<sup>ème</sup> Number of students: 34 (Girls: 12 Boys: 22)**Contact days:** Monday; Wednesday; Thursday.**TOPIC: CITY OR VILLAGE?****UNIT 2: TRADITIONS AND CELEBRATIONS****Lesson 3: Thanksgiving****Session 1****Language skill: Writing****Duration: 55 min****Source/Reference: Let's Keep in Touch 3<sup>è</sup>, pp 20 – 21****LESSON CONTENT**

<u>Vocabulary</u>	<u>Language function</u>	<u>Structures</u>
Holiday, settler, safe, potatoes, turkey, beans, pumpkin,	Using prepositions <i>in</i> and <i>on</i> to express dates and years	<b>In</b> the 17 <sup>th</sup> century/ <b>In</b> 1863/ <b>In</b> Cote-d'Ivoire, <b>On</b> the 25 of October, <b>On</b> Tuesday

**INTRODUCTION PHASE****1. Warm up (2 min):** a song (Example: The more we are together)**Teacher:** Good morning, Class. How are you? Do you feel like singing? Right! Let's stand up and sing 'The more we are together'... Excellent! Clap for yourselves and sit down, please.**2. Revision(4 min)****Teacher:** Ok, class let's correct our homework (Exercise 3 on page 13)**3. Leading activity (6 min)****Teacher:** Good! Now, class take your English books on page 20. What can you see in this picture?**Ss:** People who are eating or celebrating Thanksgiving**Teacher:** alright! The day's lesson is the "Thanksgiving" and this is the learning context. (I ask two students to read it)**Learning context:**

During the Christmas holiday, the USA ambassador invites the students of 3<sup>ème</sup>1 of Collège Catholique Saint Joseph Ouvrier de Borotou-koro in order to take part in the Thanksgiving celebrations and to explain them the importance of this celebration.

**INPUT PHASE (10MIN)****1-Vocabulary (5min)**

**Teacher:** Ok, class let's do some vocabulary activity.

**Holiday:** Class, listen! On the 25<sup>th</sup> of December, we celebrate "Christmas". Christmas is a holiday.  
Holiday, class repeat (Individual and choral repetition)

**Potatoes:** (I show them a potatoe and make a sentence with the word "potatoe")

**Example:** I like eating fried potatoes every Saturday.

**Beans:** (I show the students some beans and I make a sentence with the word "beans")

**Example:** Mahou people like eating beans.

**Settler:** (Teacher: Class, listen, who is Louis Gustave Binger? He is a settler, Gabriel Angoulvant is a settler. A settler, class repeat "a settler" (Individual and choral repetition) **Example:** Gabriel Angoulvant was one of the first settlers in Cote-d'Ivoire.

**Safe:** (Teacher: I give the students the synonym of safe= protected/ out of danger

**Turkey:** (Teacher shows the students a picture of a turkey and makes a sentence containing the word "turkey".

**Example:** During the Thanksgiving celebrations, American eat turkey meat) A turkey, class repeat(choral and individual repetition)

**Pumpkin:** (I show the students a picture of pumpkin and make a sentence with the word "pumpkin") A pumpkin, class repeat (Individual and choral repetition)

**Example:** The American people like eating pumpkin pie at the diner.

**2-Grammar (5min): Using prepositions in and on to express dates and years**

**Teacher:** Now, let's deal with grammar point. Today, we're going to do a revision about prepositions *in* and *on*.

(1)The French settlers came in Cote-d'Ivoire in the 18<sup>th</sup> century - Houphouet Boigny was born in 1905. Class, what do you notice with the use of the preposition inthe two sentences?

(2)The students of 3ème1 always have class on Monday.

Class, what do you notice with these two sentences?

**Ss:** (Answers may vary)

**Teacher:** We notice that in expresses places, years and dates; On expresses dates and days. Ok, now let's do some activities.

**ACTIVATION PHASE (30min)****Activity 1**

**Exercise 2** on page 20 in the Student's book

**Answers**

- a) Thanksgiving is celebrated on the 4th Thursday of November every year in the USA.
- b) The first Thanksgiving celebrations were held in the 17th century.
- c) The American Indians taught the settlers how to catch fish, how to hunt and how to grow crops.
- d) Thanksgiving was (or is) a religious celebration.
- e) A Thanksgiving dinner consists of roast turkey with stuffing, mashed potatoes, cranberry sauce, sweetcorn and pumpkin pie.

**Activity 2:** Use appropriate prepositions to complete these sentences.

1-Cote-d'Ivoire became independent .....the 7<sup>th</sup> of August 1960.

2-The event took place.....the USA, Canada and Grenada.

3-.....February, people from many countries take part the yam festival.

4-Someone gave me a pair of proper running shoes.....2015.

**Homework:** What are these? You will find the three (3) correct answers in the box.

wound	settler	turkey	pumpkin
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- 1) A round, orange vegetable that is served at Thanksgiving dinners.
- 2) A person who goes to live in another place where there not many other people.
- 3) A big bird that is often eaten at celebrations such as Thanksgiving and Christmas.
- 4) An injury, like a cut or a burn, on your skin.

**Session 2**

Vocabulary	Language function	Structures
Fast food, dietician, panel	Names of jobs	Scientist doctor singer dietician (The suffixes –IST, -ICIAN, -OR and –ER are often used in names of jobs and professions.)

**INTRODUCTORY PHASE (10min)****1-Warm up** (5min)

Teacher: Good morning everybody! Anybody to read me the date please

Ok, now from these jumbled letters on the board, find the right words according to the text on page 44.

**BB**.ehHlatyetrnagi = Healthy eating, hluagTo = To laugh, ofdo = Food

**2- Revision**

Teacher: Let's correct exercise n°3 on page 34

Students: a) Drinking b) Washing c) Covering d) Eating e) Cutting

Teacher: Good, now let's finish with vocabulary point today

**3- Vocabulary**

**BB** (as the teacher writes the words on the board, pupils repeat chorally and individually)

Fast food = junk food

Dietician: is a doctor who gives pieces of advice to people about what they should eat in order to be healthy.

Panel: a group of persons brought together in order to participate to a debate.

Teacher: Ok, let's deal with grammar

**4- Grammar** (5min): Names of jobs

Teacher: Someone who studies science is a **scientist**, so class repeat "scientist". It is the same with a doctor, a singer, a dietician. So all these underlined words are called suffixes.

(The suffixes –ist, -ician, -or and –er are often used in names of jobs and professions.)

**ACTIVATION/PRACTICE PHASE (30min)****Activity1**: (10min)

Let's do an exercise. Use suffixes to make nouns which describe the work or jobs that people do.

- a) Dent...    b) nutrition...    c) scient...    d) teach...    e) farm...    f) act...

**Session 3****COMMUNICATION ACTIVITY (SITUATION D’EVALUATION) (20min)**

During the ceremony of the English club of Collège Catholique St Joseph Ouvrier de Borotou- koro, a student of 4<sup>ème</sup>1 reads an article about the Health Watch Programme in order to sensitize his friends about healthy eating.

- Define ‘healthy diet’
- Say how we can have a healthy diet
- Give some reasons why we should have a healthy eating.

**LEÇON 2****LESSON PREPARATION (Teacher’s notes)**

School: ..... de ..... Date: 2/3/2016

Class: 3<sup>ème</sup>1 Number of students: 12 (Girls: 9 Boys: 3)

Contact days: Monday, Wednesday, Thursday

**TOPIC**: HEALTH AND HYGIENE

**UNIT 5**: FOOD AND HEALTH

**Lesson 1**: You are what you eat

LANGUAGE SKILLS: Listening and Speaking

Source: Let’s keep in touch, 3<sup>ème</sup> (Student’s book pp. 40-41)

**SESSION 1****TEACHING POINTS**

<b>Vocabulary</b>	<b>Language function</b>	<b>Structures</b>
Fibre, starch, balanced diet, carbohydrates, dietician, junk food	.Give advice	You <b>should</b> eat fruits and vegetables every day. You <b>shouldn’t</b> smoke. You <b>must</b> drink clean water every day. You <b>mustn’t</b> take drugs. He <b>ought to</b> eat less. We <b>ought not to</b> drink too much alcohol. (Use a verb stem after all modal verbs except ought) <b>Try to eat</b> healthy fats like the fats in avocados. <b>Try not to eat</b> too much sugar. (Use not to make negative forms of infinitives)

**INTRODUCTORY PHASE (10min)****1. Warm up** (3min)

TPR game:

Teacher: Good morning class. How are you? (Answer: Fine, thank you.) Good. Let's start by our game "Simon says".

Teacher: Simon says:"Sit down. (The whole class sits down)

Simon says: "Stand up". (The whole class stands up)

Simon says:"Stretch your arms" (The pupils stretch their arms)

Simon says:"Show me your right hands". "Turn your heads around". Clap for yourselves"

**2.Revision**(5min) Exercise n°2 on page 29

Do you know what these English abbreviations mean? Use a dictionary or work in pairs.

a)Mrs.:..... b)Dr.:..... c)St.:..... d)N°:..... e)kg:.....

**3. Leading activity** (10min)

Teacher: Ok, let's do the exercise n°1 on page 40(Read this comic strip to find out what these students are talking about.Let the students read the comic strip silently. Then read it aloud to them or ask some students to read aloud. Ask the students to say in one sentence what this is about.)

Answer: These students are talking about *eating healthy food to have a healthy body*, or it's about the proverb '*You are what you eat*'

Teacher: Very good! Ok so the day's lesson title is "You are what you eat". In this first lesson of the fifth unit, we're going to talk about reasons why we should have a balanced diet. And this is the learning context.

**Learning context**

During a ceremony of the English club of CollègeCatholique Saint Joseph de Borotou-Koro, a student of 3ème1 reads an article about a health watch programme in order to sensitize his friends about the benefits of having a healthy diet/balanced diet.

**INPUT PHASE (10min)****1. Vocabulary** (5min)

Teacher: Ok, class what does a balanced diet mean?

It means a diet made up of or composed of all the nutritious elements you need to have a good health. Class repeat "**a balanced diet**"/(Choral, individual repetition). And in balanced diet we will need to eat food which contains fiber and carbohydrates. Class repeat "**fiber**", "**carbohydrates**", "**starch**"(choral and individual repetitions).Ok, let's continue, for example if you have time to cook food at home, you eat junk food. Class repeat "**junkfood**"/(Choral and individual repetition). And in order to have a healthy diet, you need the pieces of advice of a dietician. Class repeat "**a dietician**" (Choral and individual repetition)

**BB**

## 1-Vocabulary

**Balanced diet**=healthy diet

**Fiber, carbohydrates, starch**=nutritious elements we can find in some foods.

**Junk food**= fast food

**Dietician**= a doctor who tells to people what they should eat in order to a good health

## 2-Grammar (5min)

Teacher: Now, let's do something different. One of your friends say that "you should eat fruits and vegetables every day". Question: What does your friend is doing?

Answer: My friend is giving me advice.

Teacher: it means that it is necessary for you to eat fruits and vegetables every day

## BB

**LANGUAGE FUNCTION**: .Giving advice to someone

You **should eat** fruits and vegetables every day.

You **shouldn't smoke**.

You **must drink** clean water every day.

You **mustn't take** drugs.

He **ought to eat** less.

We **ought not to drink** too much alcohol.

(Use a verb stem after all modal verbs except ought)

**Try to eat** healthy fats like the fats in avocados.

**Try not to eat** too much sugar.

(Use not to make negative forms of infinitives)

**ACTIVATION/PRACTICE PHASE (35min)****Activity 1 (10min)** Exercice n°5 page 41/Correction

- a) False. Grandma Béhazi does know how old she is.
- b) False. Grandma Béhazi was born about 10 years before World War2.
- c) False. When Grandma Béhazi was born there was a drought in the village.
- d) False. Grandma Béhazi likes to get up early in the morning.
- e) False. Grandma Béhazi keeps healthy because she works.
- f) True. Grandma Béhazi believes that one of the secrets of a healthy life is to smile and laugh.
- g) False. The young men from the village had to fight in World War2.

**Activity2 :** Exercice n°6 page 46 (Student's book)

Correction:

- a) We should not eat lots of fats and sweets.
- b) He ought not to eat so much.
- c) Our teacher advised us not to take drugs.
- d) Try not to drink water from the river.
- e) You must not believe everything you hear about healthy diets!
- f) Girls did not have to go to school when Grandma was young.

## SESSION 2

TEACHING POINTS		
Vocabulary	Language function	Structures
Amount, to pound, to refine, dawn, sunset, value	.Have to	The young men <b>had to</b> go to France. The women <b>did not have to</b> go.(Have to means ‘must’ or ‘obliged to’. Use <i>do not</i> to make the negative, not The women had not to go.)

## INTRODUCTORY PHASE

**1. Warm up** (3min)

TPR game:

Teacher: Good morning class. How are you? (Answer: Fine, thank you.) Good. Let’s start by our game “Simon says”.

Teacher: Simon says:”Sit down. (The whole class sits down)

Simon says: “Stand up”. (The whole class stands up)

Simon says:”Stretch your arms” (The pupils stretch their arms)

Simon says:”Show me your right hands”. “Turn your heads around”. Clap for yourselves”

**2. Revision** (5min)

Teacher: Class, make one sentence with *should* and *mustn’t* to give advice to a friend.

(Answer): We should learn our lessons every day./She mustn’t have sex before marriage.

Teacher: Good, now don’t forget that we use the modal “must” to express obligation and we use “should” and “ought” to give advice. Ok? Today, we’re going to learn more about healthy diet and another way of expressing obligation. Now let’s learn more about some vocabulary words.

**1.Vocabulary** (5min)

Teacher: Class, when you want to eat, you put an amount of food in your plate. Class repeat “**amount**” (Choral and individual repetitions). Amount=quantity

Teacher: Now, class when we are in the afternoon, maybe at 17 o’clock. How is the sun? (Answer: the sun is down)

Teacher: Very good, this is the sunset. Class repeat “**sunset**”(Choral and individual repetitions) Sunset≠sunrise.

Teacher: Ok, let’s continue. If you want to eat some foutou banana, what do you need to do after cooking the bananas? (Answer: I’m going to pound the bananas).

Teacher: Right! I’m going to pound the bananas. Class repeat “**to pound**” (Choral and individual repetitions). Now if I do  $1+3=4$ . How can you call 4?

(Answer: 4 is the result.)

Teacher: Right! But we can say too that 4 is a value; class repeat “**value**” (Choral and individual repetitions)

Teacher: Now, when you wake up in the morning, how do we call this period of time?

(Answer: Nobody answers)

Teacher: It is the dawn. Class repeat “dawn” (Choral and individual repetitions) Dawn= early in the morning.

Teacher: Ok, let’s finish. Sucrivoire makes two kinds of sugar. There is the white sugar and the russet sugar. Now how can we qualify the white sugar?

(Answer: No sound answers)

Teacher: Sucrivoire refines the red sugar to make it white. So class repeat “to refine” (Choral and individual repetitions). To refine = to make more pure.

## 2. Grammar (10min)

Let’s do some grammar with another word to express obligation. You must know that Have to is used to express obligation.

### **BB**

#### **Have to**

The young men **had to** go to France.

The women **did not have to** go.

(Have to means ‘must’ or ‘obliged to’. Use do not to make the negative, not ~~The women had not to go.~~)

### ACTIVATION / PRACTICE PHASE

## **WORKSHEET**

**Activity1:** Exercise n°4 on page 41

④ Revise the use of modal verbs to give advice and teach the students how to use ‘have to’ and to try’ to express advice. Refer to the Grammar check. Then let the students work in pairs and use these structures to give one another advice about healthy eating.

### **Answers**

Accept all sensible suggestions and be sensitive to students who may not have much choice about what they eat every day.

**Activity 2:** Exercise n°1 on page 46

### **Answers**

①

a) We used to get up at dawn when the cock woke us up.

b) Did you use to go to bed early, after sunset?

c) My grandfather likes to use honey on his porridge, to make it taste sweet.

d) Are the cows in the cowshed? ‘I hope so!’

e) Gondo’s grandmother is very old but she still does her chores every day.

Homework: Exercise n°7 on page 41

⑦

a) Proteins: meat, beans, fish...

Vitamins: fruits, vegetables...

Sugar: sugar cane, cakes, chocolates...

Oil: nuts, avocados, fish...

Fat: meat, cakes...

Minerals: fruits, vegetables, water...

Fibre: cereal, fruits, vegetables...

Starch: bread, potatoes...

b) Foods to eat every day: fruits, vegetables, some meat/fish.

c) Foods to eat in moderation: cakes, sweets, foods with high fat/oil content, processed foods.

## LEÇON 3

## DETAILED LESSON PLAN/TEACHING NOTES

Collège Municipal Maféré

17December, 2015

Class: 6è 2 Number of students: 61 (Girls: 25 Boys: 36)

TOPIC: Food and drinks

COMPETENCE 6 : Reconnaître les sons des mots et la structure d'un énoncé oral et en construire le sens.

Lesson 3: My mother's recipes**Session 1**

Language skill/Lesson type: Speaking, Listening

Duration: 55 min

Source/Reference: Let's Keep in Touch 6è, pp 60 – 61

TEACHING POINTS/LESSON CONTENT/LESSON FOCUS		
<u>Vocabulary</u>	<u>Language function</u>	<u>Structures</u>
fire, oil, salt, to peel, to clean, to cut up, meat, tomato, recipe pepper, ingredients, carrot,	Expressing a process	First, secondly, after that, then... finally

**INTRODUCTION PHASE****1. Warm up** :a song (Example: If you're happy and know it clap your hands)Teacher: Fantastic! I feel you're really happy. Now, take your exercise books for the correction of the homework.**2. Revision**: Correction of a homework related to the previous lesson. (Names of food items and classification between eatable items and ones)

At the end of the correction

Teacher: You did a great job. Now look**3. Lead-in activity**Teacher: (showing a woman cooking in a kitchen) Imagine what this woman is cooking

Students: Suggest answers

T: Do you know how to cook (+ name of a popular dish) ? Today's lesson is about recipes.

**4. SITUATION D'APPRENTISSAGE (1 min):**

Les élèves de la 6ème 2 du Lycée Municipal de Maféré discutent d'une recette en vue de leur future participation à un concours culinaire organisé par le club d'Anglais.

**BB**

TOPIC: Food and drinks

**C 6: Traiter des situations relatives à l'écoute au moyen d'un langage simple.**

**INPUT PHASE**

Teacher: Let's study some words related to cooking

**I- Vocabulary**

To cook a specific food it is important to know the procedure or the recipe

**Recipe:** Cooking procedure

To cook, we need all these elements (showing different pictures), he teaches **fire, cooking pan, oil,** and **meat**. Then using realia, he teaches **pepper, carrot,** and **salt**. After these words,

Teacher (action using a knife): I am cutting up the carrot. **Cut up** (after the teaching of each new item, individual and choral repetitions are conducted)

**Transition: To cook, it is essential to respect a specific order**

**II- Grammar: Expressing process with connectors**

Teacher: To cook, we **first** need a fire. **Secondly**, we need a cooking pan. **Then** we need.....,  
(individual and choral repetitions of the new notions)

**Fixation questions:** To cook Garba, what do you need first? Then what do you need? What do you do after? Etc.

**BB:** The new vocabulary and the new grammatical structures.

**III- PRACTICE/APPLICATION PHASE**

**Activity 1:** Remets en ordre les lettres pour trouver des mots liés à la cuisine. Ecris tes réponses comme dans l'exemple.

**Exemple :** 1. MEAT

- |                 |                 |
|-----------------|-----------------|
| 1- TEAM. ....   | 2- TARROC ..... |
| 3- LATS .....   | 4- ILO .....    |
| 5- RFIE .....   | 6- NAP .....    |
| 7- CIPERE ..... | 8- REPEPP ..... |

**Activity 2:** Remets ces phrases en ordre pour obtenir un paragraphe relatif à une recette de salade.

- A- Next, cut up the onions and the tomatoes
- B- Finally, mix the leaves, the onions and the tomatoes and get a delicious salad.
- C- Then, pour some vinegar and oil on the leaves and add some salt.
- D- First, wash the salad leaves.

## DETAILED LESSON PLAN/TEACHING NOTES

College Municipal Maféré

17 December, 2015

Class: 6<sup>e</sup> 2 Number of students: 61 (Girls: 25 Boys: 36)

TOPIC: Food and drinks

COMPETENCE 6 : Reconnaître les sons des mots et la structure d'un énoncé oral et en construire le sens.

Lesson 3: My mother's recipes

## Session 2

Language skill/Lesson type: Speaking, Listening

Duration: 55 min

Source/Reference: Let's Keep in Touch 6<sup>e</sup>, pp 60 – 61

## TEACHING POINTS/LESSON CONTENT/LESSON FOCUS

<u>Vocabulary</u>	<u>Language function</u>	<u>Structures</u>
to boil, to taste, to fry, to add, <b>to pour, to grind, to pound, to peel</b>	Giving instructions	-Boil the meat, -Fry the fish,

## INTRODUCTORY PHASE

- 1. Warm up:** a guessing game (Example: a box containing candies. They will be given to the student with the correct guess.)

Teacher: Very good. Now who can tell me the title of our last lesson?

- 2. Revision:** A few questions about the vocabulary and the grammatical structures of the previous lesson.

At the end of this stage

- 3. Lead-in activity(2 min)**

Teacher: Today, we are going to learn more about recipes.

- 4. SITUATION D'APPRENTISSAGE (1 min):**

*(Rappel de la situation d'apprentissage lue lors de la première séance)*

Les élèves de la 6<sup>ème</sup> 2 du Lycée Municipal de Maféré discutent d'une recette en vue de leur future participation à un concours culinaire organisé par le club d'Anglais.

**INPUT PHASE**

Teacher: Let's study other words about cooking and recipes.

**I- Vocabulary**

The new words are taught in contexts

Teacher: I like hot coffee. To obtain hot coffee, I boil some water. **To boil.** (Individual and choral repetitions). Then, he writes.

**To boil water:** put water on fire to make it hot.

He then continues the teaching of the remaining words in the following way.

Teacher: When the water is hot, I (gesture) pour it into a glass. **To pour.** Then I (gesture) **add** coffee and sugar. **To add.** (repetitions) To know if my coffee is good enough or not, I taste it. (Action with a coffee spoon). **To taste** (repetitions). In Cote d'Ivoire, some people like yam foutou. To cook yam foutou, we first (action) peel the yam. **To peel** (repetitions). After, we boil the yam. Then, we (gesture) pound it to obtain the foutou. **To pound.** (repetitions)

Teacher: Do you know how we obtain alloco? SS: suggest answers.

Teacher: To obtain alloco, we fry plantain in oil. **To fry.**

(Transition) Teacher: Now, be careful. I'm going to give you some instructions about cooking and you're going to mime the actions. But first, look at me.

**II- Language function: Giving instructions**

Teacher (miming): Pound some yam. Peel the carrot. Taste the coffee. Etc.

Teacher: Now, it's your turn. I give the instructions and you mime the actions.

Add sugar to the coffee, pour water into the glass.....

**BB:** The new vocabulary and the new grammatical structures.

**III- Practice / Application phase**

**Activity1** : Ecris l'action que tu vois dans chaque image. Le numéro 1 est un exemple.

**Exemple** : to boil

Image d'un aliment en train d'être bouilli	Image d'une femme en train de frire un aliment	Image d'une femme en train d'ajouter du sel	Image d'une femme en train de piler	Image d'une femme en train d'éplucher un aliment
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1-.....

2.....

3.....

4.....

5.....

Image d'une femme en train de goûter un aliment

Image d'une femme en train de verser un liquide dans une casserole

6 .....

7.....

**Activity 2** : Associe chaque mot de la colonne A au mot ou expression appropriés dans la colonne B pour obtenir des instructions liées à la cuisine. Ecris ta réponse comme dans l'exemple ci-dessous. Certains mots peuvent être utilisés plusieurs fois.

**Exemple** : 1-d

Colonne A	Colonne B
1. Peel	a. the soup
2. Fry	b. the alloco
3. Taste	c. salt
4. Pour	d. the yam
5. Pound	e. the meat
6. Taste	f. the salad
7. Boil	g. the vinegar
8. Add	h. the pepper

**Session 3****Activité de communication**

Elève en 6ème 2 au Lycée Municipal de Maféré, tu téléphone à ta mère pour obtenir une recette typique de ta région en vue de ta participation à un concours culinaire organisé par le club d'Anglais. Ecoute ta mère et note

1. le nom de la recette et la liste des ingrédients nécessaires.
2. Les différentes étapes de sa confection.
3. A quelle(s) occasion(s) ce type de mets est généralement consommé.

**LEÇON 4****DETAILED LESSON PLAN / TEACHING NOTES****COMPETENCE 3:**

Class: 3<sup>ème</sup> 2      Number of students: 62      Girls: 37      Boys: 25  
 Contact days:      Monday - Wednesday- Thursday

**TOPIC:** TRAVELLINGLesson 3: Tourism**Session: 1**Language skill: WritingDuration : 55minSource: Programme Educatif APC 4è/3è**SESSION 1**

<b>TEACHING POINTS/FOCUS</b>		
<b>VOCABULARY</b>	<b>LANGUAGE FUNCTION</b>	<b>STRUCTURES</b>
Tourism – tourist – tourist site – tourist guide – a stay – a trip - craftsman - tour	Expressing suggestions	- How about / what about + V. + ing - We could + V - Why don't / doesn't + S +V

**INTRODUCTION PHASE**

1. Warm up: (A song) Teacher: sings with the class a song previously taught to them.
2. Revision (4mn): Correction of a homework on the previous lesson
3. Lead in activity:

T: (to the class): Where do you go when there are holidays? SS: suggest answers.

T: Some people use holidays to visit some countries or places they have never seen.

They make tourism. Our lesson today is about tourism.

4. Learning context: In order to participate in a competition organized by the ministry of tourism about how well you know your country, the students of 3eme 2 of Lycée Moderne Songon are making a brochure about the most important tourist sites.

## INPUT PHASE

### 1. Vocabulary

T: When there are holidays, some people stay in the same city. Other people move to other cities. They make a trip to other cities. A trip. (repetitions)

A trip = a journey

T: A person who goes on tourism is a tourist. Tourist (repetitions).

T: A place that can attract tourists is called a tourist site. Tourist site. (repetitions)

T: A person who guides the tourists in their visit is a tourist guide. Tourist guide. (repetitions)

T: The tourist guides can help the tourists to move from one place to another. They can Help them to make a tour. A tour. (repetitions)

T: During the period the tourists spend in a place, they can buy several souvenir articles. During their stay, they can buy several souvenir articles. Their stay (repetitions). A stay (repetitions)

T: The souvenir articles are generally made by artisans or craftsmen. A craftsman (repetitions). Craftsmen (repetitions)

T: Now, listen carefully.

For the next holidays two friends, Yeo and Akpa are making suggestions about which places they can visit. Here is a part of their discussion.

BB: trip; tourist; tourist site; tourist guide; tour; craftsman; stay; tourism

### **2. Language function: Making suggestions**

Yeo: Akpa, we visited Bouake last year. What places do you think we can visit in the next holiday?

Akpa: We could go to Korhogo.

Yeo: Korhogo is my home town, so there is nothing new there for me. Why don't we go to Man?

Akpa: It's too far. How about going to Aboisso to visit the Krindjabo kingdom?

BB: You could + infinitive

Why don't you + infinitive

How about + V+ ing

**ACTIVATION PHASE**

**ACTIVITY I:** Complete the following text with the appropriate words from this box. Write your answers like in the example.

**Example:** 1. tourist sites

tourist guides - stay – tourism – tourist sites – tourists – tour – craftsmen

Côte d’Ivoire is a wonderful country located in West Africa. It is famous not only for its agricultural products, but also for its numerous ... (1) .... Every year, the country receives ... (2) ... from diverse origins: Europeans, Americans, Chinese, etc. The arrival of foreigners in a country is a good source of money for people like hotel owners, restaurant workers, and also ... (3) ... who help them discover the most attractive places. Sometimes, they go on a ... (4) ... for several days. During his two-week ... (5) ... in Cote d’Ivoire last year, a Japanese tourist bought a very beautiful statue. He was very surprised to learn later that it was made by local... (6) ... Although the economy of certain country is mainly based on ... (7) ... others like Cote d’Ivoire take little advantage from their big potential in this field.

**ACTIVITY II:** Using the words in brackets, make a suggestion to each person asking for your help. Number one is done for you as an example.

**Example:** 1. Why don’t you call a mechanic?

**Situation 1**

**Yao:** “My car has broken down”

**You:** (to call a mechanic / Why)

**Situation 2**

**Your junior brother:** “I always get bad marks at school.”

**You:** (to learn your lessons / How about)

**Situation 3**

**Your best friend:** How are we going to spend the next weekend?

**You:** (to watch a football match on television / We could)

**Situation 4**

**Awa:** “I have a terrible toothache”

**You:** (to see a dentist / Why)

**COMPETENCE 3:****DETAILED LESSON PLAN / TEACHING NOTES**

Class: 3<sup>ème</sup> 2      Number of students: 62      Girls: 37      Boys: 25  
 Contact days:      Monday - Wednesday- Thursday

**TOPIC:** TRAVELLING      Lesson 3: Tourism

Language skill: Writing

Duration : 55min      Source: Programme Educatif APC 4è/3è

**SESSION 2**

TEACHING POINTS / FOCUS		
VOCABULARY	LANGUAGE FUNCTION	STRUCTURES
To bring in money – abroad – to provide – foreign currency – camera – tourism infrastructures	Accepting or refusing suggestions	- Yes, thank you - That would be nice - No, I'm afraid I can't - No, thanks

**INTRODUCTION PHASE**

1. **Warm-up** (3 min): Song: Do you see

2. **Revision** (5 min)

Questions about the words and structures of session 1

3. **Lead-in activity** (5 min)

**Teacher:** “When people leave their country to another one to rest and visit interesting places, what is it?”

**Students:** “This is tourism”

**Teacher:** Ok! Today we're going to deal with: the second part of Tourism

4. **Learning context:** In order to participate in a competition organized by the ministry of tourism about how well you know your country, the students of 3eme 2 of Lycée Moderne Songon are making a brochure about the most important tourist sites.

**INPUT PHASE**

1. **Vocabulary** (10 min)

**Teacher** (introduces the following words)

**To bring in** = Tourism is useful because it *brings in* money to the economy of a country

**Abroad** = outside the home country

**To provide** = to give

**Foreign currency** # local currency

**T:** What is CFA? How about Euro?

**Camera**= electronic object for taking photographs or pictures

**Tourist infrastructures**= hotels, restaurants, roads, etc.... are tourist infrastructures

**BB: Tourist infrastructures; camera; foreign currency; abroad; to bring in; to provide**

**2. Language function: Accepting or refusing suggestions (10 min)**

John invites his friends to the beach saying: "Let's go to the beach." They can accept or refuse his suggestion. Here are some possible answers.

<u>1. ACCEPTING</u>	<u>2. REFUSING:</u>
a) It's a very good idea b) That's excellent! c) Interesting! d) That would be great!	a) I'm afraid I can't b) Thank you, but I'm very busy c) I would rather not d) I'm sorry

**BB:** I'm afraid I can't; I'm sorry; interesting; that would be great; I'm afraid I can't; I would rather not; It's a very good idea.

### ACTIVATION PHASE

**ACTIVITY 1:** Complete the following text with the appropriate words from the box below. Write your answers like in the example.

**Example:** 1. bring in

abroad – brings in money – camera – tourist infrastructures – foreign currencies

Tourism is very important in the economy of a country; it can ... (1) ... a lot of financial resources through taxes, restaurants and hotels. Thanks to tourism our country receives a lot of ... (2) ... . Several Africans often go ... (3) ... not for tourism, but for higher studies. Tourists generally travel with a ... (4) ... in order to take pictures of attractive sites. The development of tourism in a country requires the development of... (5) ...

**ACTIVITY 2:** Say if the expression used to reply to each of the following suggestions means accepting or refusing. Write **A** for accepting and **R** for refusing. Write your answers like in the example.

**Example:** 1- R

#### Situation 1

**Raissa:** "Let's go out to see a movie this evening"

**Koffi:** "I'm sorry; I am too busy"

<p><b>Situation 2</b>  <b>Dave:</b> “How about having a hot glass of tea?”  <b>Abby:</b> “Great idea!”</p>	<p><b>Situation 3</b>  <b>Bob:</b> “Can I give you a drive?”  <b>You:</b> “That’s very kind of you.”</p>
<p><b>Situation 4</b>  <b>Sylla:</b> “Why don’t you have dinner before leaving?”  <b>Jack:</b> “Sorry, I don’t have much time.”</p>	<p><b>Situation 5</b>  <b>Chantal:</b> “Let’s go to the zoo”  <b>Peter:</b> “That’s wonderful!”</p>

**COMPETENCE 3:****DETAILED LESSON PLAN / TEACHING NOTES**

Class: 3<sup>ème</sup> 2      Number of students: 62      Girls: 37      Boys: 25  
Contact days:      Monday - Wednesday- Thursday

**TOPIC:** TRAVELLINGLesson 3: TourismSession: 1Language skill: WritingDuration: 55minSource: Programme Educatif APC 4<sup>e</sup>/3<sup>e</sup>**SESSION 3**

1. **Warm-up** (3 min): A guessing game
2. **Revision** (5 min): Questions about the words and structures of session 2
3. **Communication activity**

In order to contribute to the promotion of tourism in your country, write an article about the main attractions. In your article,

1. Say where your country is located
2. Name and describe the sites tourists can visit
3. Give two reasons why it is better to come to country rather than going to another country.

Your article will be published in the English club’s magazine.

**(Teacher moves around to check students’ work. At the end of the allocated time, he asks a few of them to read their productions. One of the productions is improved by the whole class and copied as a model.)**

**BB:      The model production.**

**B- PRODUCTIONS PREMIER CYCLE**

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

**C- 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 <b>bio-, mano-, multi-</b> - 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 <b>bio-, mano-, multi-</b> - 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)

**THEME / UNITE 5: MANAGING RESOURCES****How agriculture can be intensified in Africa without causing harm**

*September 1, 2016 1.10pm EDT*

Africa has the potential to take the lead in the drive to achieve sustainable agriculture.

Sustainable agriculture is a popular concept. It's warmly embraced as a guiding light for the future of food production. But there is still a great deal of disagreement about what the concept actually means and entails.

There is broad agreement about what sustainable agriculture's main aim should be. It ought to optimise locally available natural resources without negatively affecting the resource base. Social integrity is also a priority. For example, the welfare of animals and labourers should be taken care of.

***Here's the Sustainable Agricultural Institute's definition:***

... Adopting productive, competitive and efficient production practices, while maintaining or improving the natural environment and the global ecosystem, as well as the socioeconomic conditions of local communities.

Conventional agriculture differs. It aims to maximise yields and economic returns. This is often done with little regard for the environment and the impact on society. Sustainable agriculture, on the other hand, is designed to address problems like environmental pollution from excessive use of fertilisers. It also tries to arrest the collapse of farm economies because of rising production costs and to preserve social integrity.

Intensive agriculture is nevertheless expected to increase because of population growth and greater demand for food as incomes rise. But unless agricultural intensification incorporates sustainable practices, environmental and social problems will persist.

We believe that it's possible to increase production without doing harm. This involves a process of sustainable intensification.

***How to intensify without doing damage***

Sustainable intensification envisages increasing productivity while decreasing the agriculture's negative impact on the environment.

This approach to farming was initially aimed at smallholders in developing countries. But the concept has now been widely adopted by other agrarian sectors.

In addition, agriculture in Africa is better positioned to adopt the key tenets of increasing production without causing undue harm. This is because agriculture on the continent has generally been less intensive. It has always incorporated aspects of sustainability practices.

Agriculture in Africa has always incorporated aspects of sustainability practices. Shutterstock  
For example, very few chemicals have been used. There have been higher levels of social integrity including environmental protection, economic viability and social integrity. This can be seen from the fact that African farmers have always employed practices like crop rotation and inter-cropping. These were initially dismissed in favour of monoculture and plantation agriculture as colonialism took hold.

### *The difficulty of measuring success*

Various tools have been developed to assess progress towards sustainable agriculture. But a lack of agreement about what should be measured, and how, has led to a great deal of confusion and frustration, particularly for farmers. It has also left consumers unsure about what really constitutes sustainable agricultural production.

But agricultural systems are complex and diverse. This makes the use of a single blueprint for assessment impractical. Nevertheless, success can be measured by using appropriate environmental, economic and social parameters. These can give an indication of whether certain trends are stabilising, rising or declining.

The three most important dimensions to measure are environmental protection, economic viability and social equity.

But all will be affected by location, production system, scale of operation and time of assessment. Measuring nitrogen balance - the measure of nitrogen input through fertiliser minus output through crop uptake - is a good example. This is an important environmental indicator in field crops but not as much in greenhouses.

### *Looking at the problem from different angles*

For any indicators to work properly they need to involve researchers as well as local farmers. But adopting the appropriate principles and technologies requires an interdisciplinary view. Unfortunately, agricultural training institutions in Africa limit graduates to single disciplines. Academic institutions need programmes that break away from this.

It is also vital to synchronise assessment tools across all production systems. Agricultural production is just one component of the food system. It also includes food transportation, distribution, processing, trade, policy, consumption and food waste production.

Sustainability assessments must cover the entire food system. It requires a diverse team of experts from different disciplines. But to achieve this two problems need to be overcome: tensions between disciplines and the cost of bringing experts together. One solution is to develop training programmes that produce researchers with expertise across a variety of fields.

If these problems can be solved it will see Africa take the lead in the drive to achieve sustainable agriculture.

By Tawanda Marandure and Kennedy Dzama

<http://theconversation.com/how-agriculture-can-be-intensified-in-africa-without-causing-harm-64259>

# MODULE 3 EVALUATION

**TESTING**

**What is test? How many types of test 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 Test:**

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

**2. Diagnostic Tests:**

Diagnostic tests are used 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 measure 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 below.

**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 banned smoking 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 should 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-ECRIT

## FORMAT DE L'ÉVALUATION 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 :

- I- READING (LECTURE ET COMPREHENSION)**
- II- LANGUAGE IN USE (MANIEMENT DE LA LANGUE)**
- III- WRITING (EPRESSION ECRITE)**

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 :

<b>Type:</b>	descriptif, narratif, argumentatif, explicatif, dialogue ou portrait, etc.
<b>Longueur:</b>	12 à 15 lignes maximum (texte accompagné ou non d'image (s))
<b>Niveau de difficulté:</b>	adapté au niveau 3 <sup>ème</sup> .
<b>Contenu:</b>	- en congruence avec les thèmes et leçons de la 6 <sup>ème</sup> à la 3 <sup>ème</sup> . - non orienté du point de vue politique, culturel, religieux ou du genre.
<b>Source :</b>	à préciser (auteur, ouvrage, magazine, internet, etc.)
<b>NB:</b>	- le texte doit être <b>inédit</b> , 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)
- **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);
- **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
    - Texte explicatif
  - **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'ÉVALUATION AU SECOND CYCLE

### Durée:

- 2 heures pour les classes de **seconde**
- 3 heures pour les classes de **première et de terminale**

### 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 (Lecture et Compréhension)**
- II- LANGUAGE IN USE (Maniement de la langue)**
- III- WRITING (Expression écrite)**

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 2<sup>nde</sup>)  
20 à 25 lignes maximum (classe de 1<sup>ère</sup>)  
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 définitions/synonymes/antonymes)
- **Odd one out** (Exercices à intrusion)
- etc.

**NB :** Proposer **11 items** dont un exemple.

### **C- Comprehension Check (30%)**

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 IN 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).

**Chaque exercice doit 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)

**Ces sujets doivent avoir les caractéristiques ci-dessous :****A Le sujet de l'Expression écrite doit comporter :**

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

**PART ONE: READING COMPREHENSION (8 points)****DEFORESTATION**

Forests are cut down for many reasons, but most of them are related to money or to people's needs to provide for their families. The biggest driver of deforestation is agriculture. Some is caused by a combination of human and natural factors like wildfires and subsequent overgrazing, which may prevent the growth of young trees

- 5 Deforestation has many negative effects on the environment. The most dramatic impact is a loss of habitat for millions of species. Seventy percent of Earth's land animals and plants live in forests, and many cannot survive the deforestation that destroys their homes. Deforestation also drives climate change. Forest soils are moist, but without the trees that protect them, they quickly dry out.
- 10 The quickest solution to deforestation would be to simply stop cutting down trees. Although deforestation rates have slowed a bit in recent years, financial realities make this unlikely to occur. A more workable solution is to carefully manage forest resources by eliminating clear-cutting to make sure that forest environments remain intact. The cutting that takes place should be balanced by the planting of enough young trees to replace the older ones

*Adapted from <http://environment.nationalgeographic.com/environment/global-warming/deforestation-overview/>*

**A-Vocabulary check:** The words or expression 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

**B- Comprehension questions:** Read the text again and answer the questions that follow in not more than two (2) lines.

- List three factors of deforestation mentioned by the writer.
- What are the responsible for the deforestation?
- What are the main effects of deforestation on animals and the nature?
- Find in the text two solutions to deforestation.

**PART TWO: LANGUAGE IN USE (6 points)**

**Task1:** The text says that trees are cut. Here are some other things that happen in our environment: wildfires sometimes (1) burn down trees. The cattle (2) overgraze the grass and this damages the land. To solve this problem people (3) must plant new trees to replace the old ones. Otherwise, the land will turn into desert. People (4) should avoid doing this.

**Rewrite these sentences, starting by the underlined words.**

**Example:** 1-Trees are sometimes burnt down by wildfire.

**Task 2:** Choose the correct option in each sentence and write it down like in the example.

**Example:** 1-the largest

The Amazon is situated in Latin America. It is the **1**-(large, larger, largest) forest in the world. Today, it has become one of the **2**-(threatened, most threatened, more threatened) area on earth. A lot of animals are losing their habitat. If people do not have a **3**- (quick, quickest, quicker) reaction, they will disappear. That will be a pity to see one of the **4**- (nice, nicer, nicest) bit of the earth vanish.

**PART THREE: WRITING (6 points)**

**Topic:** As a member of the English Club of your school, you are asked to write an article on deforestation for your school magazine. In your own words,

- give a short definition to “Deforestation.”
- tell its effect on people, the animals and the environment.
- propose some solutions to the cutting down of trees.

(15 lines maximum)

**EXEMPLE DE SUJET (BAC)****PART ONE: READING FOR COMPREHENSION (40%)**

West African migrants are being bought and sold openly in modern-day slave markets in Libya, survivors have told a UN agency helping them return home.

Trafficked people passing through Libya have previously reported violence, extortion and slave labour. But the new testimony from the International Organisation for Migration (IOM) suggests that the trade in human beings has become so normalised that people are being traded in public. The North African nation is a major exit point for refugees from Africa trying to take boats to Europe. But since the overthrow of autocratic leader Muammar Gaddafi, the vast, sparsely populated country has slid into violent chaos and migrants with little cash and usually no papers are particularly vulnerable.

One 34-year-old survivor from Senegal said he was taken to a dusty lot in the south Libyan city of Sabha after crossing the desert from Niger in a bus organised by people smugglers. The group had paid to be taken to the coast, where they planned to risk a boat trip to Europe, but their driver suddenly said middlemen had not passed on his fees and put his passengers up for sale. Many other migrants flee Libya with similar stories, said Giuseppe Loprete, chief of mission at IOM Niger. “It’s very clear they see themselves as being treated as slaves,” he said. Loprete’s office has arranged for the repatriation of 1,500 people in the first three months of this year – almost the same number as in the whole of 2015. He fears more horrors are likely to emerge.

The organisation is working to spread awareness across West Africa of the horrors of the journey through the personal stories of those who return. Though most migrants know the boat trips to Europe are extremely risky, fewer realise they may face even worse dangers in Libya before even reaching the coast.

“Tragically, the most credible messengers are migrants returning home with IOM help,” said spokesman Leonard Doyle. “Too often they are broken, brutalised and have been abused. Their voices carry more weight than anyone else’s.”

Adapted from <https://www.usakatimes.com/2017/12/01/slavery-libya-au/>

**VOCABULARY CHECK (10%)**

Match each word from the text in column A with its meaning or definition in column B. One option in column B not concerned. Write your answers like in the example

**Example:** 1-h

Column A	Column B
1. previously (L3)	a- remove from power by force
2. labour (L4)	b- payments to someone in return for service
3. exit (L.6)	c- evidence
4. overthrow (L.7)	d- intermediaries
5. smugglers (L12)	e- knowledge
6. middlemen (L13)	f- a way out of a place
7. fees (L13)	g- disseminate, propagate
8. flee (L14)	h- before
9. spread (L19)	i- run away from
10. awareness (L.19)	j- mistreated
11. abused (L24)	k- traffickers
	l- work

### COMPREHENSION CHECK (30%)

**Give short answers to the following questions. 2 lines maximum.**

- 1- Is the trade of human beings in Libya secret? Justify your answer.
- 2- What is the source of the information about human trade in Libya?
- 3- What is the importance of Libya for the migrants?
- 4- Give the origin of the violent chaos in Libya.
- 5- How did the 34 year-old survivor from Senegal join Libya?
- 6- How do migrants hope to reach Europe?
- 7- Which pretext did the driver give to sell the migrants?
- 8- Is Mr Loprete optimistic or pessimistic about the future? Justify your answer.
- 9- What is the target of the IOM awareness campaign?
- 10- How do the migrants feel after their misfortune?

### PART TWO: LANGUAGE IN USE (30%)

**TASK A:** Some verbs in the following text about slave trade in Libya are missing. Chose one from the box below to fill in each of the blanks to make it meaningful. One verb in the box is not concerned. Write your answers like in the example.

**Example:** 1-are

have – were – would – cares – are – be – exist – continued – seen – were – seeing - are

Libya is committing crimes against humanity while the African Union and the UN are watching as black people .....1..... enslaved on the African soil! Arab slave trade in Africa .....2..... long after it was abolished. This repeat of the trade of hell in Africa must .....3..... stopped now. Our people .....4..... smuggled out and auctioned across the world because of the color of their skin. Since then, we black people .....5..... been taken advantage. We.....6..... at the mercy of white or light-skinned people. We .....7..... black people but not full humans. We are commodities to be sold at will. We are humans without sanctity. We are simply too black to be .....8..... I can assure you that the world .....9..... react differently if white people .....10.....

enslaved in Libya. But these are black animals. Who.....**11**.....? There is no reason to pretend we are not seeing it.

**TASK B:** Here are some sentences against slavery in Libya. Re-write each of them starting by the underlined words.

**Example: 1-** A summit was organised by African leaders to discuss the problem.

- 1- African leaders organised a summit to discuss the problem.
- 2- We will send back migrants to their countries.
- 3- They have launched a military action to dismantle slave traders networks.
- 4- They are treating our people like goats.
- 5- The IOM has repatriated 13,000 people from Libya since 2015.
- 6- Someone is going to stop that shameful trade.

### **PART THREE: WRITING (30%)**

Do **only one of the two** tasks in **not** more than 25 lines

**Task 1-** Your Nigerian pen-friend wrote you a letter in which he told you his intention to stop school in order to go to Europe. Since he does not have enough money, he wants to take the chance through Libya. Reply to his letter in order to persuade him not to take such a risk.

In your letter,

- describe him the situation of West Africans migrants in Libya,
- tell him the dangers of a boat trip to Europe,
- show him the advantages of staying home.

**Task 2-** In order to contribute to the fight against illegal migration of Africans to Europe, write an article for the English club magazine to sensitize the readers. In your article,

- Give a brief definition to illegal migration.
- Mention the main reasons why African people migrate illegally to Europe.
- Suggest solutions to maintain the people in their home countries.

## 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 ( <b>11 pour le BAC</b> ).
		-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 ( <b>11 pour le BAC</b> ).
		-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 ( <b>11 pour le BAC</b> ).
	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 ( <b>11 pour le BAC</b> ).
		-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 ( <b>11 pour le BAC</b> ).
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 ( <b>11 pour le BAC</b> ).
	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 ( <b>11 pour le BAC</b> ).
		-Odd one out (Exercice à intrusion)	-Concevoir un exercice de 4 points de grammaire avec des intrus. Utiliser un point comme exemple ( <b>11 pour le BAC</b> ).
		-Gap filling -etc.	-Concevoir un exercice à trou de 4 éléments thématiquement proche du texte à l'étude dont un servira d'exemple ( <b>11 pour le BAC</b> ).
WRITING	Topic	- <u>Nature</u> : lettre amicale, dialogue à compléter, récit, article	Concevoir une situation d'évaluation tenant compte des points suivants -un contexte -une motivation -2 à 3consignes
		<u>Type</u> : texte descriptif/portrait, narratif, argumentatif, explicatif	

## EXEMPLES D'EXERCICES D'APPLICATION

TYPE D'EXERCICE	EXEMPLE																						
<b>Matching</b> (Appariement)	<p><b>A-Vocabulary check:</b> 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.</p> <p><b>Example: 1-i</b></p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">A</th> <th style="text-align: center;">B</th> </tr> </thead> <tbody> <tr> <td>1-provide for (L2)</td> <td>a-living plants and animals</td> </tr> <tr> <td>2-driver (L2)</td> <td>b-humid</td> </tr> <tr> <td>3-subsequent (L3)</td> <td>c-stop</td> </tr> <tr> <td>4-prevent (L4)</td> <td>d-later</td> </tr> <tr> <td>5-species (L6)</td> <td>e-compensated</td> </tr> <tr> <td>6-moist (L8)</td> <td>f-eliminated</td> </tr> <tr> <td>7-unlikely (11)</td> <td>g-not probable for</td> </tr> <tr> <td>8-occur (12)</td> <td>h-responsible</td> </tr> <tr> <td>9-balanced (L14)</td> <td>i-look for</td> </tr> <tr> <td></td> <td>j-happen</td> </tr> </tbody> </table>	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
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<b>-MCQ/MCI</b> (questions / assertions à choix multiple)	<p><b>Vocabulary check:</b> Choose the best options according to the text and write it on your answer sheet. Write your answers like in the example.</p> <p><b>Example: 1- c</b></p> <ol style="list-style-type: none"> <li><b>1. Worn out (line 1) means:</b> <ul style="list-style-type: none"> <li>a- very sad</li> <li>b- very sick</li> <li>c- very tired</li> <li>d- very weak</li> </ul> </li> <li><b>2. merely (line 2) means:</b> <ul style="list-style-type: none"> <li>a- simply</li> <li>b- finally</li> <li>c- actually</li> <li>d- absolutely</li> </ul> </li> <li><b>3. losing weight (line 5) means:</b> <ul style="list-style-type: none"> <li>a- becoming fatter and fatter</li> <li>b- becoming sicker and sicker</li> <li>c- becoming thinner and thinner</li> <li>d- becoming hungrier and hungrier</li> </ul> </li> <li><b>4. swelling (line 5) means:</b> <ul style="list-style-type: none"> <li>a- getting small</li> <li>b- getting large</li> <li>c- getting hard</li> <li>d- getting smooth</li> </ul> </li> <li><b>5. warned (line 7) means:</b> <ul style="list-style-type: none"> <li>a- informed</li> <li>b- seen</li> </ul> </li> </ol>																						

	<p>c- advised d- visited</p> <p><b>6. worried (line 10) means:</b></p> <p>a- reassured b- alarmed c- comforted d- pleased</p> <p><b>7. diagnosed (line 13) means:</b></p> <p>a- treated b- found c- operated d- classified</p> <p><b>8. due to (line 13) means:</b></p> <p>a- as a result of b- as a reason for c- as an obstacle to d- as well as</p> <p><b>9. passed away (line 15) means:</b></p> <p>a- ran away b- died c- recovered d- suffered more</p> <p><i>(Caïman plus, texte 23, Part 1, Vocabulary)</i></p>
<p><b>-Odd one out</b> (Exercice à intrusion)</p>	<p>The following lists of words are from the text. Find the odd in each list. Write your answers like in the example.</p> <p><b>Example:</b> 1-when</p> <p>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)</p> <p><i>(Caïman plus, texte 10, Part 2, task 1-Vocabulary)</i></p>
<p><b>-True/False</b> (Vrai ou faux +justification)</p>	<p><b>Comprehension:</b> 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.</p> <p><b>Example: 1-F (L. 1)</b></p> <p>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.</p>

	<p>9- The organisations want equal rights both for men and women.</p> <p><i>(Caïman plus, texte 7, Part 1, B-Comprehension questions)</i></p>																					
<p><b>-Gap filling</b></p>	<p>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.</p> <p><b>Example: 1-his</b></p> <table border="1" data-bbox="778 477 1182 539"> <tr> <td>her – them – she – their – his</td> </tr> </table> <p>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.</p> <p><i>(Caïman plus, texte 16, Part 2, task 2)</i></p>	her – them – she – their – his																				
her – them – she – their – his																						
<p><b>Sentence transformation</b></p>	<p>Put the following sentences from the text in tense indicated in parenthesis Write your answers like in the example.</p> <p><b>Example:</b> 1.Was it good to be on the peak?</p> <p>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)</p> <p><i>(Caïman plus, texte 12, Part 2, task 1)</i></p>																					
<p><b>Sentence formation</b></p>	<p>Select an element from each column to ask meaningful questions. <b>Example:</b> Where can Musa boil some water?</p> <table border="1" data-bbox="587 1279 1377 1583"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>-Who is...</td> <td>-I</td> <td>-get some clean water?</td> </tr> <tr> <td>-Where can.....</td> <td>-Musa</td> <td>-looking at?</td> </tr> <tr> <td>-How can.....</td> <td>-people</td> <td>-wash hands?</td> </tr> <tr> <td>-Why are....</td> <td>-we</td> <td>-throw rubbish?</td> </tr> <tr> <td></td> <td>-you</td> <td>-complaining?</td> </tr> <tr> <td></td> <td></td> <td>-boil water?</td> </tr> </tbody> </table>	A	B	C	-Who is...	-I	-get some clean water?	-Where can.....	-Musa	-looking at?	-How can.....	-people	-wash hands?	-Why are....	-we	-throw rubbish?		-you	-complaining?			-boil water?
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# EXERCICES

**I- 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 jeans. 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 and 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 Time, Wednesday 12<sup>th</sup> 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 plain 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, Obi looked in their direction. The policeman 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 a 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 he has no right to take money from you," Obi answered.

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

**II- 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 exists 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 can be an aggravating factor, through high staff turnover or "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 UNESCO Courier, April 2001.*

# **B-ORAL**

<b>CONDUCTING THE ORAL EXAM (B.E.P.C. and BAC)</b>
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**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.**

	<b>WH</b>	<b>YES/NO</b>	<b>EITHER OR</b>
<b>Literal</b>	Literal questions "Wh."	Literal questions "Yes or no".	Literal questions "Either or".
<b>Inferential</b>	Inferential questions "Wh."	Inferential questions "Yes or no".	Inferential questions "Either or".
<b>Personal</b>	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,  
16<sup>th</sup> printing, 2002*

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## POSSIBLE EVALUATION GRID FOR ORAL EVALUATION

N.	Names	Comp				Gram				Vocab				Pron				Fluency				Mark
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
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	
29		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	REPOSES
1	Que signifie le sigle A.P.C. ?	Approche Par les Compétences
2	Pourquoi l'APC ?	<ul style="list-style-type: none"> <li>• Améliorer les résultats scolaires</li> <li>• Harmoniser les pratiques pédagogiques au sein des pays de la CONFEMEN</li> <li>• 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.</li> </ul>
3	Quelles sont les théories éducatives qui sous-tendent l'A.P.C. ?	<p>Le constructivisme : l'apprenant participe à la construction de ses connaissances</p> <p>Le socio constructivisme : les pairs participent à la construction des connaissances par l'apprenant.</p>
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 ?	<p><u>Le profil de sortie</u> : ce qui est attendu de l'apprenant au terme de sa formation.</p> <p><u>Le domaine</u> : ensemble des disciplines ayant des affinités.</p> <p><u>Le régime pédagogique</u> : taux horaire de la discipline par rapport à l'ensemble des disciplines d'un niveau d'enseignement.</p> <p><u>Le corps du programme</u> : informations utiles à la préparation d'une leçon.</p>
7	Citez les composantes du corps du programme éducatif.	<p><u>La compétence</u> (traitement réussi d'une situation)</p> <p><u>Le thème</u> (unité de contenus scientifiques comportant plusieurs leçons)</p> <p><u>La leçon</u> (ensemble de contenus d'enseignement/apprentissage pouvant être exécutés en une ou plusieurs séances)</p> <p><u>L'exemple de situation</u> (une situation est un ensemble de circonstances contextualisées incluant des tâches que</p>

		l'apprenant est appelé à exécuter. C'est un support pédagogique qui donne du sens à l'apprentissage)
		<u>Le tableau des habiletés / contenus à enseigner.</u>
<b>8</b>	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 (6 <sup>ème</sup> , 5 <sup>ème</sup> ,4 <sup>ème</sup> )	Intermediate Skills in Reading (3 <sup>ème</sup> , 2 <sup>nd</sup> , 1 <sup>ère</sup> )	Upper Intermediate/Advanced Skills in Reading (1 <sup>ère</sup> , Tle)
<p><b>Visual skills</b></p> <ul style="list-style-type: none"> <li>- Recognize shapes of words;</li> <li>- Discriminate between letters and words of similar configuration, e.g. big, bag;</li> </ul> <p><b>Audio-oral skills</b> (Phonic skills)</p> <ul style="list-style-type: none"> <li>- Recognize and pronounce words and sentences;</li> </ul>	<p><b>Comprehension skills</b></p> <ul style="list-style-type: none"> <li>- Identify facts and details in a paragraph or passage;</li> <li>- Trace sequence of events, ideas, facts;</li> <li>- Identify cause and effect relationships;</li> <li>- Identify main points in a sentence or paragraph;</li> <li>- Read and recall</li> </ul>	<ul style="list-style-type: none"> <li>- Identify main and subsidiary points in a passage;</li> <li>- Trace development of ideas;</li> <li>- Identify linking ideas within and between paragraphs and passages;</li> <li>- Summarize a paragraph or passage;</li> <li>- Identify writer's purpose;</li> <li>- Predict outcomes;</li> <li>- Identify and discriminate between fact and opinion;</li> </ul>

<ul style="list-style-type: none"> <li>- Recognize varying pronunciation of the vowel sounds in words</li> <li>- Recognize and pronounce words with consonant clusters, silent consonants, etc.</li> </ul> <p style="text-align: center;"><b>Comprehension skills</b></p> <ul style="list-style-type: none"> <li>- Identify word and sentence meanings;</li> <li>- Follow sequence in a simple story;</li> <li>- Read and recall words, facts, details.</li> </ul>	<p>ideas, facts, ideas, events;</p> <ul style="list-style-type: none"> <li>- Classify things, ideas, events;</li> <li>- Identify linking words, facts, ideas (anaphoric, cataphoric reference) within a paragraph or a passage;</li> <li>- Identify relationship between facts, events, ideas, persons in a reading passage;</li> <li>- Predict outcomes of simple description or narrative;</li> <li>- Apply what is read</li> </ul> <p><b>Vocabulary skills</b></p> <ul style="list-style-type: none"> <li>- Use content clues to derive meaning;</li> <li>- Use words clues, e.g. roots, suffixes, prefixes, compounds to derive meaning of words;</li> <li>- Use structural analysis clues, e.g. <i>-ing</i> endings, apostrophes, plural forms, contractions, inflectional endings.</li> </ul> <p style="text-align: center;"><b>Dictionary skills</b></p> <ul style="list-style-type: none"> <li>- Select appropriate meanings</li> <li>- Use pronunciation keys.</li> </ul>	<ul style="list-style-type: none"> <li>- Detect bias;</li> <li>- Identify tone, mood, style;</li> <li>- Identify purpose and meaning of anecdotes, examples, figurative language.</li> </ul> <p><b>English Literature Study skills</b></p> <ul style="list-style-type: none"> <li>- Understand literary form;</li> <li>- Identify plot and development of narrative;</li> <li>- Identify character traits, nature of characters;</li> <li>- Interpret ideas, events, actions, words spoken by characters in a shorts story, novel, play, poem.</li> </ul> <p><b>Reference and Study skills</b></p> <ul style="list-style-type: none"> <li>- Locate information in dictionaries, encyclopedias, magazines, journals, reference books</li> <li>- Interpret and use cross-references, footnotes, tables, charts, maps, etc.</li> <li>- Skimming skills.</li> </ul>
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## SKILL AND SUB-SKILLS FOR WRITING

Initial / Beginning Skills in Writing (6 <sup>ème</sup> , 2 <sup>nd</sup> , 1 <sup>ère</sup> )	Intermediate Skills in Writing (3 <sup>ème</sup> , 2 <sup>nd</sup> , 1 <sup>ère</sup> )	Upper Intermediate / Advanced Skills in Writing (1 <sup>ère</sup> , Tle)
<ul style="list-style-type: none"> <li>- Copy words and simple sentences correctly;</li> <li>- Write single words to describe an action or a picture;</li> <li>- Write words to complete a sentence or fill in a blank in a sentence</li> <li>- Listen and write words and short sentences;</li> <li>- Write simple sentences to describe an action or a picture using guide words or phrases;</li> <li>- Recall and write a short verse or song read and memorized;</li> <li>- Write simple question</li> <li>- Write simple and short answer to question;</li> <li>- Write a few sentences in sequence using connectors;</li> <li>Use basic punctuation such as coma, full stop, and question mark;</li> <li>-Simple abbreviations;</li> <li>- use upper and lower case letters appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>- 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);</li> <li>- Describe an object, incident, experience (using guide notes and using up to 60 words in a paragraph);</li> <li>- Write questions and answer on a reading passage (using guide notes);</li> <li>- Write questions about a process;</li> <li>- Write questions asking for directions;</li> <li>- Write out a memorized speech of 50-60 words;</li> <li>- Complete a dialogue or conversation;</li> <li>- Write simple formal and informal letters using a model, or guide notes ;</li> <li>- Write a dictated passage previously read and studied using correct punctuation including inverted comas.</li> </ul>	<ul style="list-style-type: none"> <li>- Write a story previously heard or read (300-400 words)</li> <li>- Write an original story;</li> <li>- Write a description of an event, object, process, experience, place, etc.</li> <li>- Write formal and informal letters of invitation, apology, welcome, congratulation, complaint, explanation;</li> <li>- Take down notes;</li> <li>- Write dictated text in full;</li> <li>- Write dialogues and conversations;</li> <li>- Write reports on meetings, events, seminars;</li> <li>- Write reviews of books, plays, films, television programmes;</li> <li>- Write essay-type answers to examination questions;</li> <li>- Write expository, descriptive and narrative essays (300-400 words);</li> <li>- Write out in full talks, speeches, lectures;</li> <li>- Write summaries of passages</li> </ul>

## SUGGESTIONS PEDAGOGIQUES ET MOYENS POUR CHAQUE TYPE DE LEÇON

TYPE DE LEÇON	CONSIGNES POUR CONDUIRE LES ACTIVITES	TECHNIQUES PEDAGOGIQUES	MOYENS ET SUPPORTS DIDACTIQUES
<b>Expression orale (Speaking)</b>	<ul style="list-style-type: none"> <li>-Donner des consignes claires</li> <li>- Amener les élèves à échanger entre eux en se posant des questions</li> <li>-Organiser une discussion entre les apprenants</li> <li>-Se déplacer pour apprécier le travail des apprenants</li> <li>-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.</li> </ul>	<ul style="list-style-type: none"> <li>-Travail en groupes de deux et plus (pair/group work)</li> <li>-Variation des partenaires de travail (voisin du même banc, voisin de devant ou de derrière)</li> <li>-Démonstration (exemple par soi-même ou par des apprenants)</li> <li>- Jeux de rôles (dialogues)</li> <li>-Dramatisation (mettre les apprenants en situation fictive).</li> </ul>	<ul style="list-style-type: none"> <li>-Supports audio-visuels (CD, cassette audio/vidéo)</li> <li>-Posters</li> <li>-Objets extérieurs relatifs au thème du jour</li> <li>-Manuels scolaires</li> </ul>
<b>Expression écrite (Writing)</b>	<ul style="list-style-type: none"> <li>-Commencer par des activités guidées (guided activities)</li> <li>-Evoluer progressivement vers des activités moins guidées (less guided)</li> <li>-Donner des consignes claires</li> <li>-Se déplacer pour apprécier le travail des apprenants</li> <li>-Dans l'impossibilité de circuler dans les allées, faire arrêter le travail pour écouter une pair ou un groupe de travail de temps en temps.</li> </ul>	<ul style="list-style-type: none"> <li>-Travail individuel suivi d'échange de production en vue de corrections par les pairs (peer correction)</li> <li>-Types d'activités : copie (copying), exercices a trous (gap filling), complétion de phrases (sentences completion), résumé (summary), narration, lettre, rapporter, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Supports audio-visuels (CD, cassette audio/vidéo)</li> <li>-Posters</li> <li>-Objets extérieurs relatifs au thème du jour</li> <li>Manuels scolaires</li> </ul>
<b>Compréhension orale (Listening)</b>	<ul style="list-style-type: none"> <li>-Lire un passage relativement court et simple à une vitesse légèrement inférieure a la normale</li> <li>-Faire écouter un passage (dialogue, conversation, chanson, etc.) du niveau de l'apprenant</li> <li>-Amener les apprenants à connaître les questions ou le type d'activité avant l'écoute</li> <li>-Accorder deux possibilités d'écoute au moins pour chaque activité</li> </ul>	<ul style="list-style-type: none"> <li>-L'écoute peut évoluer en d'autres compétences comme l'expression écrite et l'expression orale</li> <li>-Aller du plus simple au plus complexe</li> </ul>	<ul style="list-style-type: none"> <li>-Supports audio-visuels (CD, cassette audio/vidéo)</li> <li>-Posters</li> <li>-Objets extérieurs relatifs au thème du jour</li> <li>Manuels scolaires</li> <li>NB : S'assurer de la bonne marche des supports audio-visuels et des installations électriques. Prévoir du matériel secours pour parer à toutes éventualités</li> </ul>
<b>Lecture (Reading)</b>	<ul style="list-style-type: none"> <li>-Faire lire un texte pour en extraire l'idée générale</li> <li>-Faire lire un texte pour trouver des informations spécifiques</li> <li>-Faire résumer un texte</li> </ul>	<ul style="list-style-type: none"> <li>-Skimming (lire un texte pour en extraire l'idée générale)</li> <li>-Scanning (lire un texte pour trouver des informations spécifiques)</li> <li>- La lecture peut évoluer en d'autres compétences comme l'expression écrite et l'expression orale</li> </ul>	Textes écrits sous diverses formes (bandes dessinées, dialogues, passages écrits)

# L'ÉVALUATION

## EXEMPLE DE SUJET (BEPC)

### PART ONE: READING COMPREHENSION (8 points)

#### DEFORESTATION

Forests are cut down for many reasons, but most of them are related to money or to people's needs to provide for their families. The biggest driver of deforestation is agriculture. Some is caused by a combination of human and natural factors like wildfires and subsequent overgrazing, which may prevent the growth of young trees

- 5 Deforestation has many negative effects on the environment. The most dramatic impact is a loss of habitat for millions of species. Seventy percent of Earth's land animals and plants live in forests, and many cannot survive the deforestation that destroys their homes. Deforestation also drives climate change. Forest soils are moist, but without the trees that protect them, they quickly dry out.
- 10 The quickest solution to deforestation would be to simply stop cutting down trees. Although deforestation rates have slowed a bit in recent years, financial realities make this unlikely to occur. A more workable solution is to carefully manage forest resources by eliminating clear-cutting to make sure that forest environments remain intact. The cutting that takes place should be balanced by the planting of enough young trees to replace the older ones

**Adapted from** <http://environment.nationalgeographic.com/environment/global-warming/deforestation-overview/>

**A-Vocabulary check:** The words or expression 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

**B- Comprehension questions:** Read the text again and answer the questions that follow in not more than two (2) lines.

- 5- List three factors of deforestation mentioned by the writer.
- 6- What are the responsible for the deforestation?
- 7- What are the main effects of deforestation on animals and the nature?
- 8- Find in the text two solutions to deforestation.

**PART TWO: LANGUAGE IN USE (6 points)**

**Task1:** The text says that trees are cut. Here are some other things that happen in our environment: wildfires sometimes (1) burn down trees. The cattle (2) overgraze the grass and this damages the land. To solve this problem people (3) must plant new trees to replace the old ones. Otherwise, the land will turn into desert. People (4) should avoid doing this.

**Rewrite these sentences, starting by the underlined words.**

**Example:** 1-Trees are sometimes burnt down by wildfire.

**Task 2:** Choose the correct option in each sentence and write it down like in the example.

**Example:** 1-the largest

The Amazon is situated in Latin America. It is the **1**-(large, larger, largest) forest in the world. Today, it has become one of the **2**-(threatened, most threatened, more threatened) area on earth. A lot of animals are losing their habitat. If people do not have a **3**- (quick, quickest, quicker) reaction, they will disappear. That will be a pity to see one of the **4**- (nice, nicer, nicest) bit of the earth vanish.

**PART THREE: WRITING (6 points)**

**Topic:** As a member of the English Club of your school, you are asked to write an article on deforestation for your school magazine. In your own words,

- give a short definition to “Deforestation.”
- tell its effect on people, the animals and the environment.
- propose some solutions to the cutting down of trees.

(15 lines maximum)

**CORRIGE (BEPC)****DEFORESTATION****PART ONE: READING COMPREHENSION (8 points)****A-Vocabulary check:**

1- i(example) 2- h 3- d 4- c 5- a 6- b 7- g 8- j 9- e

**B- Comprehension questions:**

- 1- People cut down the forest to make money. They also cut trees to fulfill the needs of their families.
- 2- Man, the animals and also nature through wildfires are responsible for deforestation.
- 3- Deforestation destroys the habitat of living creatures. The climate also changes with deforestation. The soil may dry out.
- 4- Two solutions are required. First, people should stop cutting down trees. Secondly, they should replace dead plants by planting new ones.

**PART TWO: LANGUAGE IN USE (6 points)****Task1:**

- 1- Trees are sometimes burnt down by wildfire (example).
- 2-The grass is overgrazed by the cattle.
- 3-New trees must be planted by people.
- 4-Thus should be avoided by people.

**Task 2:**

- 1-the largest (example)
- 2-the most threatened
- 3-quick
- 4-the nicest

**PART THREE: WRITING (6 points).**

- Does the article have a title?
- Does the article have a headline?
- Did the student give a definition to the word “deforestation?”
- Did the student mention its effect on people, animals and the environment?
- Did the student propose any solution?
- Did the student follow the writing mechanics? (Spelling, punctuation capitalization,)
- Are the student’s ideas well organized?

**EXEMPLE DE SUJET (BAC)****PART ONE: READING FOR COMPREHENSION (40%)**

West African migrants are being bought and sold openly in modern-day slave markets in Libya, survivors have told a UN agency helping them return home.

5 Trafficked people passing through Libya have previously reported violence, extortion and slave labour. But the new testimony from the International Organisation for Migration (IOM) suggests that the trade in human beings has become so normalised that people are being traded in public. The North African nation is a major exit point for refugees from Africa trying to take boats to Europe. But since the overthrow of autocratic leader Muammar Gaddafi, the vast, sparsely populated country has slid into violent chaos and migrants with little cash and usually no papers are particularly vulnerable.

10 One 34-year-old survivor from Senegal said he was taken to a dusty lot in the south Libyan city of Sabha after crossing the desert from Niger in a bus organised by people smugglers. The group had paid to be taken to the coast, where they planned to risk a boat trip to Europe, but their driver suddenly said middlemen had not passed on his fees and put his passengers up for sale. Many other migrants flee Libya with similar stories, said Giuseppe  
15 Loprete, chief of mission at IOM Niger. “It’s very clear they see themselves as being treated as slaves,” he said. Loprete’s office has arranged for the repatriation of 1,500 people in the first three months of this year – almost the same number as in the whole of 2015. He fears more horrors are likely to emerge.

20 The organisation is working to spread awareness across West Africa of the horrors of the journey through the personal stories of those who return. Though most migrants know the boat trips to Europe are extremely risky, fewer realise they may face even worse dangers in Libya before even reaching the coast.

“Tragically, the most credible messengers are migrants returning home with IOM help,” said spokesman Leonard Doyle. “Too often they are broken, brutalised and have been abused. Their voices carry more weight than anyone else’s.”

Adapted from <https://www.usakatimes.com/2017/12/01/slavery-libya-au/>

**VOCABULARY CHECK (10%)**

Match each word from the text in column A with its meaning or definition in column B. One option in column B not concerned. Write your answers like in the example

**Example:** 1-h

Column A	Column B
1. previously (L3)	a- remove from power by force
2. labour (L4)	b- payments to someone in return for service
3. exit (L.6)	c- evidence
4. overthrow (L.7)	d- intermediaries
5. smugglers (L12)	e- knowledge
6. middlemen (L13)	f- a way out of a place
7. fees (L13)	g- disseminate, propagate
8. flee (L14)	h- before
9. spread (L19)	i- run away from
10. awareness (L.19)	j- mistreated
11. abused (L24)	k- traffickers
	l- work

**COMPREHENSION CHECK (30%)**

**Give short answers to the following questions. 2 lines maximum.**

- 1- Is the trade of human beings in Libya secret? Justify your answer.
- 2- What is the source of the information about human trade in Libya?
- 3- What is the importance of Libya for the migrants?
- 4- Give the origin of the violent chaos in Libya.
- 5- How did the 34 year-old survivor from Senegal join Libya?
- 6- How do migrants hope to reach Europe?
- 7- Which pretext did the driver give to sell the migrants?
- 8- Is Mr Loprete optimistic or pessimistic about the future? Justify your answer.
- 9- What is the target of the IOM awareness campaign?
- 10- How do the migrants feel after their misfortune?

**PART TWO: LANGUAGE IN USE (30%)**

**TASK A:** Some verbs in the following text about slave trade in Libya are missing. Chose one from the box below to fill in each of the blanks to make it meaningful. One verb in the box is not concerned. Write your answers like in the example.

**Example:** 1-are

have – were – would – cares – are – be – exist – continued – seen – were – seeing - are

Libya is committing crimes against humanity while the African Union and the UN are watching as black people .....**1**..... enslaved on the African soil! Arab slave trade in Africa .....**2**..... long after it was abolished. This repeat of the trade of hell in Africa must .....**3**..... stopped now. Our people .....**4**..... smuggled out and auctioned across the world because of the color of their skin. Since then, we black people .....**5**..... been taken advantage. We.....**6**..... at the mercy of white or light-skinned people. We .....**7**..... black people but not full humans. We are commodities to be sold at will. We are humans without sanctity. We are simply too black to be .....**8**..... I can assure you that the world .....**9**..... react differently if white people .....**10**..... enslaved in Libya. But these are black animals. Who.....**11**.....? There is no reason to pretend we are not seeing it.

**TASK B:** Here are some sentences against slavery in Libya. Re-write each of them starting by the underlined words.

**Example: 1-** A summit was organised by African leaders to discuss the problem.

7- African leaders organised a summit to discuss the problem.

8- We will send back migrants to their countries.

9- They have launched a military action to dismantle slave traders networks.

10- They are treating our people like goats.

11- The IOM has repatriated 13,000 people from Libya since 2015.

**12-** Someone is going to stop that shameful trade.

**PART THREE: WRITING (30%)****TOPIC**

Your Nigerian pen-friend wrote you a letter in which he told you his intention to stop school in order to go to Europe. Since he does not have enough money, he wants to take the chance through Libya. Reply to his letter in order to persuade him not to take such a risk.

In your letter,

- describe him the situation of West Africans migrants in Libya,
- tell him the dangers of a boat trip to Europe,
- show him the advantages of staying home.

(Not more than 20 lines)

**CORRIGE (BAC)****READING FOR COMPREHENSION (40%)****VOCABULARY CHECK (10%)** :Donner **1 point** par réponse juste.

1-h (Exemple) 2-l 3-f 4-a 5-k 6-d 7-b 8-i 9-g 10-e 11-j

**COMPREHENSION CHECK (30%)**- Donner **2 points** par réponse juste.

- 1- No; in the text, it is said that slaves are openly sold and paid in public.
- 2- The victims themselves.
- 3- It is a major exit point to Europe for them.
- 4- The overthrow of leader Muammar Kaddafi.
- 5- He crossed the desert in a bus from Niger.
- 6- By boat
- 7- He said the middlemen had not paid him.
- 8- He is pessimistic: he says that more horror are likely to come.
- 9- West Africa.
- 10- They are broken, brutalized and have been abused

**LANGUAGE IN USE (30%)****TASK A:** Donner **2 points** par réponse juste.

1-are	2- continued	3-be	4-were (exemple)	5-have	6- are
7-are	8-seen	9-would	10-were	11 cares	

**TASK B:** Donner **2 points** par réponse juste.

- 13- A summit was organized by African leaders to discuss the problem (exemple).
- 14- Migrants will be sent back to their counties.
- 15- A military has been launched to dismantle slave traders networks.
- 16- Our people are being treated like goats.
- 17- Has repatriated 13,000 people from Libya Since 2015.
- 18- That shameful trade is going to be stopped by someone.

**PART THREE: WRITING (30%)**

- 1- **Présentation** (Lettre amicale, paragraphes...) **5points**
- 2- **Contenu:** (Les contenus demandés sont présents: La vie des migrants en Lybie, les dangers de la traversée pour l'Europe, les avantages à rester chez soi) **5points**
- 3- **Vocabulaire:** (Justesse des mots utilisés/ cohérence des idées...) **10 points**
- 4- **Grammaire :** (Justesse des temps, structures,...) **10 points**

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