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2

COMMISSION NATIONALE POUR L'ANGLAIS
(C.N.A.)

ENSEIGNEMENT MOYEN ET SECONDAIRE
PROGRAMMES DE L.V. ANGLAIS

3^{ème} EDITION (Revue & Corrigée)

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AU PROFESSEUR D'ANGLAIS

Les programmes ci-après, proposés pour les différents niveaux des lycées, collèges et établissements d'enseignement général, technique ou professionnel ont été conçus pour répondre aux préoccupations des Etats Généraux de l'Education et de la Formation, EGEF, notamment le souci d'ancrer l'enseignement dans les réalités sénégalaises.

Ils ont aussi été élaborés suivant les principes d'une approche communicative d'enseignement de l'anglais. Pour qu'ils soient exploités judicieusement, les enseignants d'anglais sont invités à les discuter et échanger des idées au sein des cellules pédagogiques de leur établissement scolaire ou localité. Leurs remarques et suggestions sont encouragées; elles permettront d'apporter les correctifs qui pourraient se faire sentir pendant la période de mise œuvre des programmes.

L'attention des professeurs est attirée sur le caractère cyclique des fonctions contenues dans ces programmes. Ainsi une même fonction peut être abordée à des niveaux différents, en 6^e et 3^e par exemple; seules les structures grammaticales servant à la réaliser peuvent, compte tenu de leur complexité, être traitées à des niveaux bien déterminés.

L'objectif visé ici est de donner une certaine flexibilité aux programmes et par conséquent plus d'initiatives au professeur. Ainsi celui-ci pourra bien tirer ses supports pédagogiques de diverses sources (manuels, coupures de journaux, etc.) et les exploiter en fonction des besoins des apprenants tout en restant dans le cadre des programmes.

L'application de ces nouveaux programmes appelant des exigences supplémentaires des professeurs sur le terrain, on ne saurait insister assez sur la nécessité qu'il y a pour eux de se mettre au niveau de ces exigences en s'impliquant dans les activités de formation continue.

PROGRAMMES DE LANGUE VIVANTE ANGLAIS ENSEIGNEMENT MOYEN ET SECONDAIRE GENERAL

1-1 INTRODUCTION

Le Sénégal est un pays francophone qui compte plusieurs langues nationales et où la population, en général, porte un grand intérêt à l'étude des langues étrangères. En particulier, l'anglais y est considéré comme une importante langue de communication internationale et figure, pour cette raison, parmi les principales matières d'enseignement. Cette importance accordée à l'anglais tient de son statut international qui ne cesse de se développer, ainsi qu'aux relations diplomatiques, économiques et culturelles que le Sénégal entretient avec les pays de langue anglaise. De plus, la connaissance de l'anglais s'avère nécessaire pour la recherche dans tous les domaines et pour la poursuite d'études diverses dans les pays anglophones.

1-2 FINALITES ET OBJECTIFS

1.2.1 Finalités

L'enseignement de l'Anglais au Sénégal est intégré naturellement, au système général d'éducation et vise essentiellement les buts suivants:

- contribuer d'une manière générale, à enraciner le citoyen sénégalais dans ses valeurs culturelles propres, et, en même temps, le préparer à s'ouvrir avec profit à d'autres cultures et à tirer parti des acquis de la science, de la technologie et de la recherche, conformément aux recommandations des Etats Généraux de l'Education et de la Formation;
- aider à développer chez les élèves, des qualités intellectuelles et morales telles que la créativité, l'esprit de coopération, la persévérance et le respect mutuel, pour contribuer ainsi à la formation et à l'enrichissement de leur personnalité et à leur épanouissement socioprofessionnel;
- répondre aux besoins et aux aspirations de l'individu ainsi qu'aux buts poursuivis par la société et la politique éducative du pays;
- aider les jeunes sénégalais à acquérir une certaine maîtrise de la langue anglaise qui leur permettra de faire face éventuellement aux exigences de la vie moderne;
- développer au plus haut niveau possible les aptitudes de l'élève en matière de compréhension orale et écrite d'une part et d'expression orale et écrite d'autre part;

- faire acquérir à l'élève un niveau qui lui permet de communiquer dans la langue étrangère et de satisfaire les exigences et normes des examens et concours nationaux et internationaux;

1.2.2 Objectifs

1.2.2.1 Enseignement moyen

Les objectifs à ce niveau peuvent se résumer comme suit: à la fin de ce cycle les élèves auront :

- acquis des connaissances linguistiques et aptitudes communicatives de base: (la qualité des performances exigibles à ce niveau devant être raisonnable);
- acquis des connaissances lexicales et grammaticales correspondant à leurs besoins et à leurs niveaux ;
- acquis et pratiqué les fondements de la prononciation, de l'accentuation, du rythme et de l'intonation de la langue anglaise;
- acquis des aptitudes à lire et à comprendre des textes écrits dans un anglais simple;
- acquis des aptitudes à rédiger des phrases, des paragraphes, et des textes de formats divers ;
- acquis des aptitudes à communiquer dans un anglais simple et intelligible;
- acquis une compréhension orale acceptable aussi bien en classe que dans la vie de tous les jours;
- reçu une initiation à certains aspects de la vie et de la culture du monde anglophone par le biais de situations ou de faits culturels significatifs, matériels didactiques appropriés tels que textes, images, enregistrements, chansons, jeux, etc.

1.2.2.2 Enseignement secondaire

L'enseignement de l'anglais au niveau secondaire doit viser à consolider et à développer les acquis du cycle moyen. A la fin du cycle secondaire et selon les séries élèves auront:

- appris à communiquer de façon effective. selon le sujet et le contexte social, ils doivent être en mesure de comprendre des documents authentiques écrits ou sonores ;
- étudié et discuté d'aspects significatifs de la culture locale et des cultures du monde anglophone : littérature, histoire, us et coutumes, politique, cadre physique et humain, etc.;

- acquis des aptitudes en compréhension orale et écrite d'une part et en expression orale et écrite d'autre part;
- appris à lire pour:
 - dégager l'impression générale ou la teneur d'un texte;
 - tirer d'un texte des informations particulières;
 - exécuter correctement des instructions ;
 - etc.
- été préparés à :
 - saisir les idées et les sentiments implicites développés dans un texte;
 - juger les techniques d'expression d'un auteur;
 - prendre goût et s'enrichir à la lecture d'un texte.
 - etc.
- développé des aptitudes à écrire à des fins diverses et pour différents publics dans une forme ou un style appropriés pour:
 - communiquer succinctement des informations ou des données techniques;
 - exprimer des idées, les exposer, les discuter, les évaluer, etc.;
 - décrire des expériences vécues, des sentiments et des réactions personnels;
 - rédiger divers types de correspondances ;
 - etc.
- acquis des aptitudes en compréhension orale pour:
 - avoir une compréhension globale du message;
 - obtenir des informations particulières;
 - saisir les idées ou les sentiments du locuteur ;
 - etc.
- été entraînés à juger et à apprécier les attitudes, opinions et arguments du locuteur;
- acquis des aptitudes à s'exprimer oralement dans des situations et à des fins variées, et dans une forme et un style appropriés pour:
 - communiquer des informations;
 - solliciter des éclaircissements, des conseils ou avis sur un problème donné;
 - donner des instructions et des explications dans un contexte donné ;
 - développer, exposer, discuter, etc.;

- décrire des expériences vécues, des sentiments et des réactions personnels.
- Etc.

- préparés à prendre en charge leur propre apprentissage ;

1.3 METHODOLOGIE et MATERIEL DIDACTIQUE

1.3.1 Méthodologie

La méthodologie préconisée doit tenir compte du contexte éducatif local, de la nature des matériels didactiques disponibles et des effectifs des classes

La démarche pédagogique doit favoriser l'acquisition et l'utilisation des aptitudes linguistiques requises pour communiquer effectivement dans cette langue.

Il est recommandé d'adopter une approche méthodologique centrée sur les élèves pour leur permettre de faire de véritables exercices de communication à travers des activités de groupes, ou des tâches et/ou projets à réaliser collectivement en classe et/ou extra muros.

Selon le cas, le maître proposera d'abord aux élèves des activités dirigées où l'expression linguistique requise sera nettement prévisible, et passera ensuite à des modes de production linguistique plus libres qui donneront lieu à des échanges entre les élèves et le maître, d'une part, et entre les élèves eux-mêmes, d'autre part, dans un but ou sur un sujet déterminés. Ainsi placé dans un contexte approprié, l'élève apprendra à s'exprimer convenablement en anglais.

L'implication des élèves dans des activités variées les incitera à apprendre l'anglais avec davantage d'intérêt et de motivation. De ce fait le maître aura également à jouer un rôle d'assistance, d'encadrement et d'animation.

1.3.2 Matériel didactique

Le Ministre de l'Education recommande les manuels conformes aux programmes.

Tout matériel didactique utilisé doit servir à réaliser les objectifs visés.

En outre, le maître peut utiliser des supports supplémentaires pour répondre à des besoins spécifiques

1-4 EVALUATION DES CONNAISSANCES ET APTITUDES DES ELEVES

Il importe que le système d'évaluation corresponde bien aux contenus et méthodes didactiques/pédagogiques. Il faudrait donc considérer l'évaluation comme faisant partie intégrante du processus d'enseignement et d'apprentissage. Elle devrait offrir aux élèves l'occasion de donner la preuve de leur aptitude à utiliser l'anglais appris pour communiquer de manière pratique et effective.

L'évaluation doit ainsi donner à l'élève une idée de sa progression, et au maître une mesure de son efficacité pédagogique. Pour l'essentiel, il s'agit donc plus d'établir non point un simple classement des élèves mais plutôt des repères à la fois pour l'enseignant et pour l'apprenant.

Parallèlement à l'évaluation effectuée de façon régulière sous différentes formes au cours de l'apprentissage de la langue, les élèves subissent également une évaluation globale récapitulative sous forme de compositions périodiques et d'examens de fin de cycle comme le BFEM et le BACCALAUREAT. A cet égard il importe de bien préparer les élèves aux différentes formes d'évaluation auxquelles ils seront soumis.

La nature des matériels utilisés dans l'évaluation des connaissances et des aptitudes des élèves variera naturellement selon le niveau de ces derniers. L'évaluation revêtira progressivement un caractère plus intégré et plus complexe en fonction des niveaux.

1-5 LA FORMATION DES MAITRES

Pour une bonne application du présent programme, les maîtres doivent s'imprégner des méthodes et des matériels didactiques proposés grâce à un processus continu de mise à niveau, de sensibilisation et d'acquisition des aptitudes requises. Par conséquent, la formation pédagogique des maîtres devra comporter trois composantes étroitement liées: la formation initiale, la formation continuée et l'autoformation. Au cours de la formation initiale, le futur professeur sera formé à l'utilisation de méthodes différentes et de matériels didactiques variés, ainsi qu'à des techniques d'apprentissages qui rendront ses apprenants plus autonomes. En tout état de cause, le programme de formation pédagogique reposera sur un équilibre raisonnable entre la théorie et la pratique.

La Structure de Formation Continuée ou ce qui en tient lieu, s'appuyant sur les conseillers pédagogiques, constitue un espace approprié pour le perfectionnement pédagogique des maîtres en activité. A ce niveau, la formation s'articulera autour des cellules pédagogiques et pourrait comporter, entre autres activités, des séries de séminaires de courte durée consacrés à des points précis correspondant à des besoins déterminés et/ou ressentis chez les enseignants. Les Conseillers Pédagogiques assureront l'animation et le suivi de ces actions de formation. Les séminaires doivent être organisés en étroite collaboration avec les formateurs de l'Ecole Normale

Supérieure, les Inspecteurs de spécialité et naturellement, l'Inspection Générale d'anglais pour leur assurer le maximum d'efficacité et de cohésion.

Mais si la formation pédagogique initiale et la formation continuée sont une nécessité vitale pour le développement des qualités professionnelles du maître, l'autoformation constitue également un processus sûr de mise à jour des connaissances et des compétences pédagogiques et devrait, par conséquent, être vivement encouragée.

1 – 6 CONTENU POUR LE CYCLE MOYEN

A – 6^{ème}

BY THE END OF 6^e, PUPILS WILL HAVE BEEN INTRODUCED TO THE FOLLOWING IN TERMS OF THEMES, SKILLS, FUNCTIONS / NOTIONS, GRAMMATICAL STRUCTURES AND ELEMENTS OF PHONOLOGY

TOPICS Pupils will learn to talk in general terms about	SKILLS Pupils will be able to	FUNCTIONS/NOTIONS Pupils will learn to	GRAMMAR Pupils will learn these grammar points	PHONOLOGY Pupils will be introduced to these aspects of pronunciation
<ol style="list-style-type: none"> 1. Greetings and Introductions 2. School/classroom 3. Addresses & telephone numbers 4. Jobs 5. Time, dates 6. Personal identification 7. Countries & Nationalities 8. Family relationships 9. Homes, furniture items 10. Food, drinks & meals 11. Months, days of the week 12. The body 13. The weather / seasons 14. Clothes 15. Health (simple terms only) 16. Shopping 17. Sports 18. Village, town 19. Plants and animals 20. Cultural and social events 	<ol style="list-style-type: none"> 1. Listen to and understand simple English 2. Orally communicate simple information 3. Read and understand simple English 4. Write simple compositions (sentences, short paragraphs, etc.) 	<ol style="list-style-type: none"> 1. introduce themselves and other people 2. ask and give names 3. greet people formally/informally 4. locate things and people 5. ask for and give directions 6. use numbers up to 10,000 7. use ordinals 1st, 2nd, 3rd, etc. 8. give time, date, age 9. express family relationships 10. express likes and dislikes 11. ask for prices, express quantities, colours, shapes and size 12. describe people, eg. body, clothes 13. describe things and places 14. describing conditions using to be (hungry, cold, etc.) 15. talk about past actions 16. talk about future actions 17. request assistance, permission 18. make comparisons 19. describe what people do/are doing 20. make and accept apologies 	<ol style="list-style-type: none"> 1. present simple and continuous 2. possessive adjectives 3. personal pronouns (subject/object) 4. articles a/an/the, omission of articles 5. demonstrative adjectives: this/that, this/these, that/those 6. there is/there are 7. have (got) 8. 's for possession 9. noun plurals: regular and irregular (men women, children) 10. Question formation: Yes/No, WH, How much (cost), How many 11. adjectives (a) position (b) comparatives & superlatives, 12. adverbs of degree, frequency 13. prepositions (place, direction and time) 14. modals: (obligation and order) must; (ability) can; (permission) : may/can 15. simple past tense 16. imperatives 17. sequence markers: first, next, 	<ol style="list-style-type: none"> 1. the English alphabet, (simple pronunciation, recognition, phonetic transcription) 2. word stress 3. weak forms / (as in <i>at, as, from, f</i>) 4. rhythm 5. linking final consonants to initial 6. th /θ/, /ð/ 7. rising and falling intonation 8. plural endings 9. intonation of polite questions 10. simple past tense endings 11. stress in sentences 12. strong and weak forms of <i>was & were</i> 13. 'long' and 'short' vowels 14. linking vowels (diphthongs, triphthongs) 15. letter 'o' pronounced / ðu / & /ɔ/ 16. consonants /s/, /ʃ/ /dʒ/ /tʃ/ 17. consonant clusters eg. /st/, /sp/, /sk/, /str/, etc.

		<ul style="list-style-type: none"> 21. make, accept, decline offers 22. make requests 23. give reasons 24. talk about the weather (simple terms only.) 25. express feelings (sad, happy) 26. give and carry out instructions 	<ul style="list-style-type: none"> then, after that, finally, etc. 18. future to be going (to express intention & plans) 19. impersonal it (it's hot / cold, etc.) 20. do as pro-verb 21. selected uncountable 22. quantifiers: some, any, all, every, everybody, everything 23. linking words: and, so, but, because 24. punctuation 	
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B – 5 ème

BY THE END OF 5e, PUPILS WILL HAVE BEEN INTRODUCED TO THE FOLLOWING IN TERMS OF THEMES, SKILLS, FUNCTIONS / NOTIONS, GRAMMATICAL STRUCTURES AND ELEMENTS OF PHONOLOGY

TOPICS Pupils will learn to talk in general terms about	SKILLS Pupils will be able to	FUNCTIONS/NOTIONS Pupils will learn to	GRAMMAR Pupils will learn these grammar points	PHONOLOGY Pupils will be introduced to these aspects of pronunciation
<ol style="list-style-type: none"> 1. personal identification: family relationships, friends, homes, furniture items, addresses & telephone, 2. food and drink 3. school/classroom 4. the body: health (simple terms only) meals, food and cooking, 5. sports/leisure/hobbies 6. numbers 7. jobs 8. time, dates 9. months, days of the week 10. the weather / seasons 11. clothes 12. village, town 13. plants and animals 14. cultural and social events 	<ol style="list-style-type: none"> 1. Listen to and understand simple English 2. Orally communicate simple information 3. Read and understand simple English 4. Write simple compositions (sentences, short paragraphs, etc.) 	<p>Numbers 1-14 are new to the 5e curriculum. From 15 on, the items are repeated from 6e.</p> <ol style="list-style-type: none"> 1. discuss everyday activities 2. express quantity 3. give orders & prohibition, talk about past and present obligation 4. ask for & give information 5. express possibility and uncertainty 6. agree/disagree; ask for information 7. describe a process 8. express duration, talk about past events that are still relevant 9. talk about times and timetables 10. talk about ownership 11. give advice 12. talk about smells and tastes 13. express conditions and consequences 14. report what people say <p>The following points should have been covered in 6e. They should be reviewed/expanded upon in 5e.</p> <ol style="list-style-type: none"> 15. describe what people do/are doing 16. talk about frequency 	<ol style="list-style-type: none"> 1. present continuous 2. present simple 3. simple past tense 4. simple future tense with will 5. be going to future 6. adverbs: degree, frequency, manner 7. prepositions (distance, time, used with means of transport etc.) 8. like + ING 9. countable & uncountable 10. expressions of quantity: - some/ any/ much/ many/a lot of / both/ all / how much? /how many? 11. quantifiers: some, any, a few, etc. 12. one(s) as substitute words 13. can/be able to (ability/ permission), may/be allowed to (permission, possibility) 14. tag questions 15. must/have to/had to 16. passive voice (present simple & simple past) 17. present perfect tense 	<ol style="list-style-type: none"> 1. word stress 2. weak vowels (as in <i>at, as, from</i>) 3. rhythm 4. linking final consonants to initial 5. th /θ/, /ð/ 6. rising and falling intonation 7. plural endings 8. intonation of polite questions 9. simple past tense endings 10. stress in sentences 11. strong and weak forms of <i>was & were</i> 12. 'long' and 'short' vowels 13. linking vowels (diphthongs triphthongs) 14. letter 'o' pronounced / ðu / & /ɔ/ 15. consonants /s/, /ʃ/, /ʒ/, /dʒ/, /tʃ/ 16. consonant clusters eg. /st/, /sp/, /sk/, /str/

17. talk about past actions
18. talk about future actions and intentions
19. introduce themselves and other people
20. ask and give names
21. greet people formally/informally
22. locate things and people
23. ask for and give directions
24. use numbers up to 10,000
25. use ordinals 1st, 2nd, 3rd, etc.
26. give time, date, age
27. express family relationships
28. express likes and dislikes
29. go shopping
30. make requests
31. describe people, eg. body, clothes
32. describe things and places (weather/seasons in simple terms only)
33. request assistance
34. make comparisons
35. make and accept apologies
36. make, accept, decline offers
37. express feelings (sad, happy, etc.)
38. give and carry out instructions
39. describe past activities

- have +
18. past participle with just, already, yet, for, since, ever, never
 19. prepositions (after, before, without) + noun / verb + ING
 20. comparatives and superlatives of adjectives and adverbs
 21. simple past tense with ago and other time markers
 22. present continuous for future actions
 23. possessive pronouns
 24. want + object + pronoun + to INF (I want him/her to.....)
 25. should/shouldn't
 26. past continuous
 27. verbs of perception
 28. if clauses first conditional
 29. relative clauses with who & that
 30. reported speech
 31. indirect commands

B – 4^{ème} & 3^{ème}

PUPILS WILL HAVE BEEN INTRODUCED TO THE FOLLOWING IN TERMS OF TOPICS/ THEMES, SKILLS, FUNCTIONS / NOTIONS, GRAMMATICAL STRUCTURES AND ELEMENTS OF PHONOLOGY
4^è & 3^è unless otherwise specified

TOPICS	SKILLS	FUNCTIONS/NOTIONS	GRAMMAR Pupils will learn these grammar points	PHONOLOGY Pupils will be introduced to these aspects of pronunciation
<p>1) <u>PERSONAL IDENTIFICATION</u></p> <p>a) Name, first name, surname, terms of address, address, nationality, country of origin, telephone number, date and place of birth, age, sex, religion, ethnic group, likes, dislikes, character, temperament, disposition</p> <p>b) Family: relationships, profession, occupation, members of the family</p> <p>c) House and Home: Types of accommodation, rooms, furniture, bedclothes, rent, services, amenities, region, flora and fauna, food and drinks, relations, visits to families /friends/strangers</p> <p>d) Families /friends/strangers</p> <p>2) <u>CITY LIFE</u></p> <p>a) Public notices</p> <p>b) Places: Government buildings, squares, entertainment and places of entertainment: cinemas, stadiums, theaters, etc.</p>	<p><u>1/ Listening and Speaking</u></p> <p>Pupils will be able to</p> <p>a) Listen to and understand comparatively more complex everyday English</p> <p>b) Communicate in formal and informal everyday situations with other speakers of English</p> <p><u>2/ Reading:</u></p> <p>read and understand comparatively simple authentic texts</p> <p><u>3/ Writing:</u></p> <p>Write longer compositions (narrative, descriptive, argumentative) in various formats (letters,</p>	<p><u>Pupils will learn to</u></p> <p><u>1. Socialize</u></p> <p>a) make introductions</p> <p>b) greet people formally/informally</p> <p>c) use expressions of welcome and leave taking</p> <p>d) attract someone's attention</p> <p>e) interrupt another speaker politely, ask someone to repeat something</p> <p>f) change an embarrassing subject (3^è)</p> <p>g) congratulate</p> <p>h) express wishes (3^è)</p> <p><u>2. Impart and Seek Factual Information</u></p> <p>a) describe places, people, size, daily routines, physical characteristics of things, impressions</p> <p>b) ask and talk about the past</p> <p>c) make arrangements</p> <p>d) explain, define, illustrate, classify, compare, contrast, make conditions, give reasons and purposes, (3^è)</p> <p>e) make assumptions, draw</p>	<ol style="list-style-type: none"> 1. all verb tenses 2. passive voice (all tenses) 3. modals 4. I wish you, 4^è , I wish I were 5. declarative sentences, using verbs of saying (e.g., to say) thinking (e.g., I think...) 6. complement clauses, 7. indirect speech 8. adverbs 9. interrogative sentences (yes-no, WH, declarative sentences + question intonation,) 10. question tags: You aren't afraid, are you? 11. negative sentences 12. comparatives: such as, same as, like, similar to, unlike, likewise. 13. the + comparative + the + comparative (3^è) 14. Comparing two elements : the taller of the two, the former the latter, (3^è) irregular comparatives 15. superlatives 16. coordinating conjunctions 17. conjunctive adverbs 18. use of gerunds 19. Would rather, had better 20. To be going to and will future 21. Used to, would 	<p><u>1/ Discriminating sounds in</u></p> <ol style="list-style-type: none"> a) connected speech : b) Vowels, consonants, diphthongs c) Strong and weak forms d) Neutralization of weak forms <p><u>2/ Articulating sounds in isolate words forms:</u></p> <ol style="list-style-type: none"> a) Long and short vowels b) Consonants c) Consonant clusters d) Diphthongs <p><u>3/ Discriminating sounds in connected speech :</u></p> <ol style="list-style-type: none"> a) Strong and weak forms b) Neutralization of weak forms c) Reduction of unstressed vowels d) Modification of sound through : e) Assimilation f) Elision g) Liaison <p><u>4/ Articulating sound in</u></p>

<p>c) Public services: post-office, police station, petrol station, museums, galleries, exhibitions, harbor, book - shops, bus station, railway station, hotels, restaurants, hospitals, markets, shops, banks, supermarkets,</p> <p>d) Environmental problems: pollution, urbanization (slums, slum clearance schemes, delinquency, transportation, prostitution, etc.)</p> <p>3) <u>VILLAGE LIFE</u></p> <p>a) Crafts, occupations b) Cattle breeding and crops c) Fauna and flora d) Fishing e) Environmental problems: floods, drought, desertification, soil erosion, soil preservation, irrigation f) Weather, seasons, climate g) Migration, rural exodus h) Free time</p> <p>4) <u>TRAVEL AND EXPLORATION</u></p> <p>a) Communications b) Mass-media c) Stories of imagination d) Tourism: holiday camps, national sites, transportation</p> <p>5) <u>CAREERS AND EMPLOYMENT</u></p>	<p>stories, articles, essays, etc.)</p>	<p>conclusions</p> <p>f) make similarities & differences (3è)</p> <p>3. <u>Express and Find Intellectual</u></p> <p>a) argument (Exchange of information and views): asking for/giving and responding to views and information b) agreement c) disagreement d) denial e) permission/prohibition f) concession g) ability/inability h) capability/incapability i) probability/certainty j) expressing/inquiring about possibility/impossibility k) expressing/inquiring about obligation and necessity</p> <p>4. <u>Express and Find Out Emotional</u></p> <p>a) Express and Inquire about: b) likes and dislikes c) pleasure/ displeasure d) satisfaction/dissatisfaction e) hope, fear or worry, preference f) gratitude, sympathy, want, desire g) disappointment, surprise, hostility, reassurance, willingness, intention, h) past experience</p> <p>5. <u>Express and Find out Moral Attitudes</u></p>	<p>22. Make + NP + ifn, get + NP + to inf, 23. declarative sentences with you as subject (emphatic imperative) 24. imperatives 25. nouns – count and non-count 26. pronoun reference 27. prepositions</p>	<p><u>connected speech:</u></p> <p>a) Strong and weak forms b) Neutralization of weak forms c) Reduction of unstressed vowels d) Modification of sounds</p> <p><u>5/ Discriminating Stress Patterns within words</u></p> <p><u>6/ Articulating stress pattern within words</u></p> <p><u>7/ Manipulating variation in stress in connected speech</u></p> <p><u>8/ Recognizing the use of stress in connected speech for indicating information units</u></p> <p><u>9/ Recognizing the use of stress in connected speech for indicating emphasis</u></p> <p><u>10/ Producing Intonation Patterns</u></p> <p>a) Rising tone with declarative/moodless clauses b) Rising tone with Imperative clauses c) Falling tone with Yes/No interrogative clauses</p> <p><u>11/ Expressing/Interpreting attitudinal meaning through :</u></p> <p>a) Pitch height b) Pitch range c) Pause</p>
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<p>a) Crafts, jobs, trades, professions, occupations, means of finding employment, behavior patterns in various situations</p> <p>b) Interviews, letter writing</p> <p>c) Reading/writing ads</p> <p>d) interpreting charts, diagrams, tables, graphs,</p> <p>6) <u>CULTURAL HERITAGE</u></p> <p>a) Cult, religion (church, mosque), animism</p> <p>b) Beliefs, customs, ceremonies</p> <p>c) Moral values, ethics</p> <p>d) Arts, holidays, festivals</p> <p>e) Heroes and history</p> <p>f) Etc.</p> <p>7) <u>EDUCATION</u></p> <p>a) <u>Traditional Education</u></p> <ol style="list-style-type: none"> 1. Community life 2. Solidarity 3. Age groups 4. Respect for elders 5. Initiation 6. Moral values, ethics <p>b) <u>Modern Education</u></p> <ol style="list-style-type: none"> 1. School system 2. Subjects 3. Qualifications 4. Job opportunities 5. Educational Problems <p>8) <u>HEALTH</u></p> <p>a) Malaria</p> <p>b) AIDS</p> <p>c) TB</p> <p>d) Cholera</p>		<p>a) apologizing</p> <p>b) granting/asking for forgiveness</p> <p>c) expressing approval/</p> <p>d) disapproval</p> <p>e) expressing appreciation, indifference, regret, preference</p> <p>6. <u>Get things done (Suasion)</u></p> <p>a) suggesting a course of action including the speaker</p> <p>b) asking others to do something</p> <p>c) warning others to take care/refrain from doing something</p> <p>d) instructing/directing others to do something</p> <p>e) offering/requesting assistance</p> <p>f) making suggestions</p>		<p>d) Tempo</p>
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This listing of what should be covered in each year is not intended to be constricting for teachers. There may be aspects omitted that thoughtful teachers want to include in classes. If in doubt, please check with your CP/CPI or the Bureau d'Anglais. In addition, please inform the Bureau d'Anglais with suggestions. Our belief is that language is living; therefore it is necessary to continuously update this document.

PROGRAMME DU SECOND CYCLE

Préambule

Dans le Second Cycle, les finalités et les objectifs fondamentaux de l'enseignement de l'anglais sont les mêmes que ceux du Premier Cycle. Le professeur aura pour tâche de consolider et développer les acquis du Cycle Moyen.

Mais pour ce qui est du contenu, il conviendra de tenir compte des différences entre séries (littéraires, scientifiques, techniques et tertiaires) en évitant une spécialisation excessive.

Les élèves devront acquérir les connaissances et aptitudes nécessaires pour les études supérieures.

Les supports pédagogiques devront permettre d'atteindre les objectifs fixé.

I. ENSEIGNEMENT SECONDAIRE GENERAL

Le programme comportera:

1. Les Thèmes qui serviront de centre d'intérêt à l'enseignement
2. Les Aptitudes à maîtriser
3. Les Notions et fonctions et les structures à consolider et à développer
4. La phonologie à consolider et à développer

BY THE END OF SECONDE CLASS, ALL STREAMS, THE FOLLOWING HAVE BEEN PRACTICED, REVIEWED AND REINFORCED

TOPICS Teachers will cover at least 2 (two) subtopics under each of the headings in bold	SKILLS	FUNCTIONS/ NOTIONS	GRAMMAR	PHONOLOGY	
<p>1. Personal Identification</p> <p>a) Family ties: relationships in the family</p> <p>b) Relationships with others</p> <p>c) Club membership</p> <p>d) Political and social views</p> <p>e) Love and marriage: Interracial and inter-religious issues, etc.</p> <p>2. Education</p> <p>a) Traditional education</p> <p>b) Schooling (system, perspectives)</p> <p>c) Information & communication</p> <p>d) Changing values</p> <p>e) The heritage of the past</p> <p>f) Civics</p> <p>g) Peace, etc.</p> <p>3. Social Roles</p> <p>a) Lifestyles</p> <p>b) Youth</p> <p>c) Women (gender issues)</p> <p>d) Social classes, etc.</p> <p>4. City and Village Life</p> <p>a) Types of accommodation</p> <p>b) Public services</p> <p>c) Consumer services : stores, banks, etc.</p> <p>d) Food and drinks</p> <p>e) Religions</p> <p>f) Mobility and its effects on society: migration, rural exodus</p> <p>g) Places of recreational interest: parks, libraries, cinemas, etc</p> <p>h) Demography: population growth and population control, environmental issues</p>	<p>1) Listening:</p> <p>a. listening for gist</p> <p>b. listening for details</p> <p>c. understanding explicit information</p> <p>d. understanding meaning through intonation and stress</p> <p>e. identifying the main point or important information in a piece of discourse</p> <p>f. identifying text types: (narrative, descriptive, argumentative etc.)</p> <p>g. recognizing discourse indicators and sequencing</p> <p>2) Speaking:</p> <p>a. expressing explicit information</p> <p>b. expressing meaning through intonation and stress</p> <p>c. producing various text types (narrative, descriptive, argumentative, etc.)</p> <p>d. using discourse markers and sequencing</p> <p>e. initiating, maintaining, and terminating discourse</p> <p>f. reformulating information and paraphrasing to avoid repetition</p> <p>3) Reading:</p> <p>a. skimming to obtain the gist of the text</p> <p>b. scanning to locate specific information</p> <p>c. understanding explicit information</p> <p>d. identifying the main point of important information in a text</p> <p>e. identifying text types. (narrative, descriptive, argumentative etc.)</p> <p>f. understanding text organisation</p>	<ol style="list-style-type: none"> socialising; introducing; greeting people formally and informally; seeking/ giving personal information; giving opinion; persuading; expressing likes and dislikes; etc. making plans arguing agreeing disagreeing congratulating comparing expressing likes and dislikes apologising and accepting apologies expressing conditions expressing wishes giving directions / instructions placing orders making/accepting & declining offers / invitations inquiring about prices suggesting. expressing obligation threatening inquiring requesting inviting agreeing /disagreeing, etc. 	<ol style="list-style-type: none"> Pronouns; adjectives; adverbs; quantifiers; adverbs of frequency; comparisons relative clauses verb tenses prepositions of time; time reference; prepositions of place & movement/direction nouns: singular and plural; compounds articles; phrasal verbs Modals Declarative sentences 	<p><u>1/ Discriminating sounds in</u></p> <ol style="list-style-type: none"> connected speech : vowels, consonants, diphthongs strong and weak forms neutralization of weak forms <p><u>2/ Articulating sounds in isolate words forms:</u></p> <ol style="list-style-type: none"> Long and short vowels Consonants Consonant clusters Diphthongs <p><u>3/ Discriminating sounds in connected speech :</u></p> <ol style="list-style-type: none"> Strong and weak forms Neutralization of weak forms Reduction of unstressed vowels Modification of sound through: <ul style="list-style-type: none"> - Assimilation - Elision - Liaison <p><u>4/ Articulating sound in connected speech:</u></p> <ol style="list-style-type: none"> Strong and weak forms Neutralization of weak forms Reduction of unstressed vowels Modification of sounds <p><u>5/ Discriminating Stress Patterns within words</u></p> <p><u>6/ Articulating stress pattern within words</u></p>	<p>BY THE END OF PREMIERE CLASS, THE FOLLOWING SHOULD HAVE BEEN PRACTICED, REVIEWED, AND REINFORCED</p> <p>Teachers will deal with the topics relevant to their streams (L = literary; S = Scientific), but they are free to teach any other topic if time allows.</p> <p><i>Teachers in 'L' will cover two subtopics under each heading in bold. Teachers in 'S' will cover at least one subtopic under each heading in bold</i></p>
<p>TOPICS growth and population control, environmental</p>	<p>SKILLS</p>	<p>FUNCTIONS/</p>	<p>GRAMMAR</p>	<p>PHONOLOGY</p>	
<p>5. Delinquency, Crime and Punishment</p> <p>i) Culture shock</p>	<p>e. identifying text types. (narrative, descriptive, argumentative etc.)</p> <p>f. understanding text organisation</p>			<p><u>7/ Manipulating variation in stress in connected speech</u></p> <p><u>8/ Recognizing the use of stress in</u></p>	<p>20</p>

		NOTIONS		
<p>1. Trade Professions and Occupation (L & S)</p> <ol style="list-style-type: none"> Jobs, arts & crafts Places & conditions of work Employment & unemployment Professional training Social taboos Income Prospects Economy & migration Child labour Etc. <p>2. Free Time and Entertainment (L)</p> <ol style="list-style-type: none"> Hobbies Sports Radio, TV, Cinema, Theatre, Concerts Museums, Galleries, Exhibitions Intellectual and artistic pursuits <p>3. Economy (S & L)</p> <ol style="list-style-type: none"> Shopping : Prices, weights & measurements Shopping facilities Foodstuffs, clothes, fashion, etc. Household articles The consumer society The ups and downs of the economy Poverty Development (Sustainable, etc.) Starvation Agriculture Industry Mining 	<p>1. Listening</p> <ol style="list-style-type: none"> Understanding implicit information Understanding meaning through intonation /stress Understanding the communicative value (function) of utterances Transferring information in speech to diagrammatic display Evaluating a piece of discourse (register, style, tone, etc.) <p>2. Speaking</p> <ol style="list-style-type: none"> having an interview expressing implicit information expressing meaning through intonation /stress using relevant points to make a summary Organising information in expository discourse (especially presentation of report, expounding an argument, evaluating evidence) interpreting or comparing diagrams/tables/ graphs reformulating information and paraphrase to avoid repetition relaying information <p>3. Reading</p> <ol style="list-style-type: none"> understanding implicit information filling out forms 	<ol style="list-style-type: none"> Expressing intention Approving/disapproving forbidding Expressing regret Expressing obligation Expressing necessity / lack of necessity Making polite requests Agreeing/disagreeing Making plans Expressing purpose Expressing ability Giving advice Making suggestions Expressing preference Expressing similarities & differences Drawing conclusions Making decisions Giving advice and making suggestions Requesting advice Giving instructions Expressing feelings & emotions Giving reasons Expressing purpose Expressing past habits Expressing intentions Making plans Describing on - going Process Expressing personal beliefs/emotions Asking for/giving clarifications Expressing possibility / probability Describing process 	<ol style="list-style-type: none"> Nouns : <ol style="list-style-type: none"> Articles; noun phrases ; defining/non defining relative clauses Quantifiers pronouns possessives plurals Adjectives <ol style="list-style-type: none"> comparisons adjective of degree superlatives word order Adverbs <ol style="list-style-type: none"> formation adverbs of frequency Verbs <ol style="list-style-type: none"> present tenses future tenses passive progressive perfect modals modals + perfect (should/shouldn't have + past participle); conditional (3 types) phrasal verbs subjunctive Other <ol style="list-style-type: none"> question formation sentence structure coordinating conjunctions 	<p>1/ Discriminating sounds in</p> <ol style="list-style-type: none"> connected speech : Vowels, consonants, diphthongs Strong and weak forms Neutralization of weak forms <p>2/ Articulating sounds in isolate words forms:</p> <ol style="list-style-type: none"> Long and short vowels Consonants Consonant clusters Diphthongs <p>3/ Discriminating sounds in connected speech :</p> <ol style="list-style-type: none"> Strong and weak forms Neutralization of weak forms Reduction of unstressed vowels Modification of sound through : Assimilation Elision Liaison

<p>m. Technology n. Etc.</p> <p>4. Health, Welfare & Environment (S & L)</p> <p>a. Physical and mental disabilities b. Pollution c. Hygiene and cleanliness d. Ailments and accidents e. Insurance f. Keeping fit g. Medicine h. Diseases i. The progress of medicine : genetics, cloning, transplants, euthanasia j. Etc.</p> <p>5. Events and Changes (L)</p> <p>a. Colonial time and the struggle for Independence b. English in the World c. War and violence d. International relationships e. Administration f. Politics and government : politics, elections, freedom & basic changes g. Contemporary Africa h. Building the society i. The march of progress: -Looking to the future -Building a better society j. Etc.</p> <p>6. Cultural Heritage (L)</p> <p>a. Religions b. Religious events c. Social events, customs, ceremonies and festivals</p>	<p>c. understanding the communicative value (function) of utterances d. understanding/using graphic presentation, tables, cross-referencing, etc. e. interpreting or comparing diagrams/tables/ graphs f. transcoding information in writing to diagrammatic display</p> <ul style="list-style-type: none"> o Directly (commentary /description concurrent with action) ; o Indirectly (reporting) <p>g. Evaluating a piece of discourse (register, style, tone, etc.)</p> <p>4. Writing</p> <p>a. letter of application b. résumé c. filling out forms d. expressing information implicitly e. using relevant points to make a summary f. organising information in expository discourse (especially presentation of report, expounding an argument, evaluating evidence) g. understanding/ using graphic presentation, tables, cross-referencing, etc. h. organising information presented in diagrammatic display into writing i. interpreting or comparing diagrams/tables/ graphs j. reformulating information</p>	<p>32. Reporting factual information 33. Giving instructions 34. Giving instructions 35. Making offers 36. Comparing 37. Expressing similarities and differences</p>	<p>d. conjunctive adverbs e. subordinating conjunctions f. prepositions g. prepositional phrases h. reported speech (statements, questions , reporting verbs, time adverbials)</p>	<p><u>4/ Articulating sound in connected speech:</u></p> <ul style="list-style-type: none"> a. Strong and weak forms b. Neutralization of weak forms c. Reduction of unstressed vowels d. Modification of sounds <p><u>5/ Discriminating Stress Patterns within words</u></p> <p><u>6/ Articulating stress pattern within words</u></p> <p><u>7/ Manipulating variation in stress in connected speech</u></p> <p><u>8/ Recognizing the use of stress in connected speech for indicating information units</u></p> <p><u>9/ Recognizing the use of stress in connected speech for indicating emphasis</u></p> <p><u>10/ Producing Intonation Patterns</u></p> <ul style="list-style-type: none"> a. Rising tone with declarative/modal clauses b. Rising tone
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<p>d. Moral values : (tolerance, solidarity, charity)</p> <p>e. Etc.</p> <p>7. <u>Science and Technology</u> (S)</p> <p>a. Inventions and Discoveries</p> <p>b. ICT</p> <p>c. Science and Information</p> <p>d. Information and ethics, etc.</p> <p>8. <u>Information and Communication</u> (S & L)</p> <p>a. Communication facilities : telephone, mail, newspapers, radio, TV, etc.</p> <p>b. Information and Communication Technologies</p> <p>c. Explosion of information</p> <p>d. Information and ethics: sensitive information, taboos</p> <p>e. Advertisements</p> <p>f. The right to information</p> <p>9. <u>Education</u> (L)</p> <p>a. Traditional education</p> <p>b. Schooling (systems, perspectives)</p> <p>c. Changing values</p> <p>d. The heritage of the past</p> <p>e. Civics</p> <p>f. Peace</p>	<p>and paraphrase to avoid repetition</p> <p>k. relaying information</p> <p>o Directly (commentary /description concurrent with action);</p> <p>o Indirectly (reporting)</p> <p>1. Study skills</p> <p>a. doing project work :</p> <p>o Organising</p> <p>o Presenting</p> <p>o Evaluating</p> <p>b. taking notes while reading and listening</p> <p>c. using reference materials (dictionaries, computers, libraries, etc.)</p>			<p>with Imperative clauses</p> <p>c. Falling tone with Yes/No interrogative clauses</p> <p><u>11/ Expressing / Interpreting</u></p> <p>attitudinal meaning through:</p> <ul style="list-style-type: none"> - Pitch height - Pitch range - Pause - Tempo
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“TERMINALE” BEING AN EXAM CLASS AND THE LAST OF SECONDARY SCHOOL, TEACHERS WILL REVISIT THE TOPICS, SKILLS, FUNCTIONS & NOTIONS , STRUCTURES, AND ASPECTS OF PHONOLOGY STUDIED IN “SECONDE & PREMIERE”. SPECIAL EMPHASIS WILL BE LAID ON TEST TAKING SKILLS RELATED TO THE WRITTEN AND ORAL EXAM

Teachers will deal with the topics relevant to their streams(L = literary ; S = Scientific). But they are free to teach any other topic if time allows.

Teachers in "L" will cover two subtopics under each heading in bold. Teachers in "S" will cover at least one subtopic under each heading in bold

TOPICS	SKILLS	FUNCTIONS/ NOTIONS	GRAMMAR	PHONOLOGY
<p>1. Trade Professions and Occupation (L & S)</p> <p>a. Jobs, arts & crafts b. Places & conditions of work c. Employment & unemployment d. Professional training e. Social taboos f. Income g. Prospects h. Economy & migration i. Child labour j. Etc.</p> <p>2. Free Time and Entertainment (L)</p> <p>a. Hobbies b. Sports c. Radio, TV, Cinema, Theatre, Concerts d. Museums, Galleries, Exhibitions e. Intellectual and artistic pursuits, etc.</p> <p>3. Economy (S & L)</p> <p>a. Shopping : Prices, weights & measurements b. Shopping facilities c. Foodstuffs, clothes, fashion, etc. d. Household articles e. The consumer society</p>	<p>1. Listening</p> <p>a. Skimming to obtain the gist / general impression of the text b. Scanning to locate specific information c. Understanding /expressing explicit information d. Understanding /expressing meaning through intonation/stress e. Identifying the main point or important information in a piece of discourse f. Identifying text types (narrative, descriptive, argumentative etc.) g. Recognizing/ using discourse indicators: sequencing h. Transferring information in speech/writing to diagrammatic display i. Evaluating a piece of discourse (register, style, tone, etc.)</p> <p>2. Speaking</p> <p>a. expressing explicit information b. expressing meaning through intonation/stress c. Producing various text types (narrative, descriptive, argumentative, etc.) d. Recognizing/ using discourse indicators: sequencing e. Organising information in expository discourse (especially presentation of report, expounding an argument, evaluating evidence) f. organising information presented in diagrammatic display, into speech</p>	<p>1. Expressing intention 2. Approving/disapproving 3. forbidding 4. Expressing regret 5. Expressing obligation 6. Expressing necessity / lack of necessity 7. Making polite requests 8. Agreeing/disagreeing 9. Making plans 10. Expressing purpose 11. Expressing wishes and hopes 12. Expressing ability 13. Giving advice 14. Making suggestions 15. Expressing preference 16. Expressing similarities & differences 17. discussing 18. Reporting 19. Expressing ability 20. Giving advice 21. Making suggestions 22. Expressing preference 23. Expressing similarities & differences 24. Expressing habits 25. Expressing intentions 26. Making plans 27. Describing on - going Process 28. Expressing personal beliefs/emotions 29. Asking for/giving</p>	<p>1. Verbs:</p> <p>a) Tenses - Present, Pasr, Perfect, future b) Conditionals c) Modals - obligation. - prohibition, - permission., - possibility, - probability, - capability, - ability, etc. d) passive and active e) imperative f) infinitive and ing g) had better ; h) would rather i) direct & indirect speech</p> <p>2. conjunctions :</p> <p>a. coordinatng conjunctions b. conjunctive adverbs c. subordinating conjunctions</p> <p>3. adjectives</p> <p>a. comparisons b. order of adjectives c. intensifiers d. possessive adjectives</p>	<p><u>1/ Discriminating sounds in</u></p> <p>a. connected speech : b. Vowels, consonants, diphthongs c. Strong and weak forms c. Neutralization of weak forms</p> <p><u>2/ Articulating sounds in isolate words forms:</u></p> <p>a. Long and short vowels b. Consonants c. Consonant clusters d. Diphthongs</p> <p><u>3/ Discriminating sounds in connected speech :</u></p> <p>a. Strong and weak forms b. Neutralization of weak forms c. Reduction of unstressed vowels d. Modification of sound through : e. Assimilation f. Elision g. Liaison</p>

<ul style="list-style-type: none"> f. The ups and downs of the economy g. Poverty h. development (Sustainable, etc.) i. Starvation j. Agriculture k. Industry l. Mining m. Technology n. Etc. 	<ul style="list-style-type: none"> g. interpreting or comparing diagrams/tables/graphs h. Reformulating information and paraphrase to avoid repetition h. Relaying information <ul style="list-style-type: none"> o Directly (commentary /description concurrent with action) ; o Indirectly (reporting) 	<ul style="list-style-type: none"> clarifications 30. Expressing possibility / probability 31. Describing process 32. Reporting factual information 33. Giving instructions 34. Making offers 35. Making plans 36. arguing 37. agreeing disagreeing 38. congratulating 39. comparing 40. expressing likes and dislikes 41. apologising 42. accepting apologies 	<p>4. Nouns</p> <ul style="list-style-type: none"> a. Mass and count nouns b. Personal pronouns c. Possessives <p>5. Articles</p> <ul style="list-style-type: none"> a. Indefinite b. Definite <p>6. adverbs</p> <ul style="list-style-type: none"> a. word order b. Position <p>7. relative clauses</p> <p>8. Prefixes and suffixes;</p>	<p><u>4/ Articulating sound in connected speech:</u></p> <ul style="list-style-type: none"> a. Strong and weak forms b. Neutralization of weak forms c. Reduction of unstressed vowels d. Modification of sounds
<p>4. Health, Welfare & Environment (S & L)</p> <ul style="list-style-type: none"> a. Physical and mental disabilities b. Pollution c. Hygiene and cleanliness d. Ailments and accidents e. Insurance f. Keeping fit g. Medicine h. Diseases i. The progress of medicine : genetics, cloning, transplants, euthanasia j. Etc. 	<p>3. Reading</p> <ul style="list-style-type: none"> a. Skimming to obtain the gist / general impression of the text b. Scanning to locate specific information c. Understanding /expressing explicit information d. Identifying the main point or important information in a piece of discourse e. Identifying text types (narrative, descriptive, argumentative etc.) f. Understanding text organisation g. Recognizing/ using discourse indicators: sequencing h. Understanding/using graphic presentation, tables, cross-referencing, etc. i. organising information presented in diagrammatic display, into speech/writing j. interpreting or comparing diagrams/tables/graphs k. transcoding information in speech/writing to diagrammatic display l. Evaluating a piece of discourse (register, style, tone, etc.) 			<p><u>5/ Discriminating Stress Patterns within words</u></p> <p><u>6/ Articulating stress pattern within words</u></p> <p><u>7/ Manipulating variation in stress in connected speech</u></p> <p><u>8/ Recognizing the use of stress in connected speech for indicating information units</u></p> <p><u>9/ Recognizing the use of stress in connected speech for indicating emphasis</u></p> <p><u>11/ Producing Intonation Patterns</u></p> <ul style="list-style-type: none"> a. Rising tone with declarative/moo
<p>5. Events and Changes (L)</p> <ul style="list-style-type: none"> a. Colonial time and the struggle for Independence b. English in the World c. War and violence d. International relationships e. Administration f. Politics and government : politics, elections, freedom & basic changes g. Contemporary Africa h. Building the society 	<p>4. Writing</p> <ul style="list-style-type: none"> a. expressing explicit information b. producing various text types (narrative, descriptive, argumentative, etc.) c. Using salient relevant points to make a summary d. recognizing/ using discourse 			

<p>i. The march of progress :</p> <p>a. Looking to the future</p> <p>b. Building a better society</p> <p>j. Etc.</p> <p>6. Cultural Heritage (L)</p> <p>a. Religions</p> <p>b. Religious events</p> <p>c. Social events, customs, ceremonies and festivals</p> <p>d. Moral values : (tolerance, solidarity, charity)</p> <p>e. Etc.</p> <p>7. Science and Technology (S)</p> <p>a. Inventions and Discoveries</p> <p>b. ICT</p> <p>c. Science and Information</p> <p>d. Information and ethics, etc.</p> <p>8. Information and Communication (S & L)</p> <p>a. Communication facilities : telephone, mail, newspapers, radio, TV, etc.</p> <p>b. Information and Communication Technologies</p> <p>c. Explosion of information</p> <p>d. Information and ethics: sensitive information, taboos</p> <p>e. Advertisements</p> <p>f. The right to information</p> <p>g. Etc.</p> <p>9. Education</p>	<p>indicators :: sequencing</p> <p>e. Organising information in expository discourse (especially presentation of report, expounding an argument, evaluating evidence)</p> <p>f. Understanding/using graphic presentation, tables, cross-referencing, etc.</p> <p>g. organising information presented in diagrammatic display, into speech/writing</p> <p>h. interpreting or comparing diagrams/tables/graphs</p> <p>i. Reformulating information and paraphrase to avoid repetition</p> <p>j. Relaying information</p> <ul style="list-style-type: none"> o Directly (commentary /description concurrent with action); o Indirectly (reporting) <p>5. Study skills and other</p> <p>a. Doing project work :</p> <ul style="list-style-type: none"> o Organising o Presenting 			<p>dless clauses</p> <p>b. Rising tone with Imperative clauses</p> <p>c. Falling tone with Yes/No interrogative clauses</p> <p><u>12/ Expressing / Interpreting</u></p> <p>attitudinal meaning through:</p> <ul style="list-style-type: none"> -Pitch height -Pitch range -Pause -Tempo
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<p>(L)</p> <ul style="list-style-type: none"> a. Traditional Education b. Schooling (systems, perspectives) c. Changing values d. The heritage of the Past e. Civics f. Peace g. Etc. 				
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du 2. ENSEIGNEMENT TECHNIQUE ET PROFESSIONNEL

2-1 FINALITES

Dans l'élaboration d'un profil diplômé des séries techniques industrielles et commerciales, il faut prendre en considération deux catégories de diplômés:

- a) ceux qui entreront dans le secteur productif immédiatement après le baccalauréat;
- b) ceux qui entreprendront des études supérieures.

Il faudrait donc un profil général qui cherche à satisfaire ces deux catégories dans des situations où l'apprenant peut être amené à utiliser l'anglais pour :

- constituer et gérer un stock de données techniques;
- diriger des projets;
- conduire des études de faisabilité;
- concevoir des équipements;
- exécuter ou faire exécuter des travaux de réalisation ou de montage, de réparation ou de maintenance d'équipements;
- assurer le contrôle et la coordination de travaux effectués sous sa direction;
- participer à l'évaluation des coûts de production;
- travailler sous le contrôle de ses supérieurs hiérarchiques;
- participer à la formation des agents placés sous son autorité ;
- gérer le personnel ;
- préparer, organiser et participer à des rencontres, voyages, conférences, etc. ;
- rencontrer et accueillir des personnes ;
- passer des commandes par écrit ou par téléphone, Internet, etc. ;
- fournir des informations concernant différents produits et services ;
- communiquer et rédiger différents types de correspondance :
 - faire des présentations, exposés, etc. ;
 - suivre des études supérieures ;
 - etc. ...

2.2 OBJECTIFS

- Le programme d'anglais, destiné aux séries techniques et commerciales, doit prendre en considération le profil ci-dessus défini, sans négliger les besoins de communication des apprenants. En d'autres termes, outre le caractère utilitaire de l'anglais de spécialité visant à doter les élèves de techniques d'exploitation de documents qui les aideront à saisir rapidement et efficacement toute information utile, il s'agira aussi, en définissant les objectifs, de tenir compte de l'aspect communication.

- Ces objectifs se présentent comme suit :

2.2.1 Former des apprenants ayant une maîtrise acceptable de l'anglais parlé et surtout écrit et capables de communiquer avec tout utilisateur de cette langue.

2.2.2 Former des apprenants capables d'utiliser l'anglais parlé et surtout écrit, dans leur vie professionnelle.

2.2.3 Former des apprenants capables de se servir de l'anglais parlé et écrit, dans le cadre de leurs études ou de leurs travaux de recherche en général.

- Pour ce faire, le programme devra développer en eux un certain nombre de savoir-faire et de savoir être qui doivent nécessairement refléter les réalités de la vie en général, de leurs professions et de leur vie d'élèves et d'étudiants. Ainsi, le l'apprenant devra pouvoir:

- exprimer ses points de vue et sentiments en anglais, par écrit ou oralement, et comprendre son interlocuteur dans cette même langue et en dehors de toute motivation professionnelle;
- identifier un objet ou un outil et son emplacement à partir d'une description orale ou écrite;
- faire une description d'un objet, d'une pièce ou d'un outil permettant leur identification ;
- comprendre des instructions qui lui sont adressées et agir en conséquence;
- donner des instructions assez claires, oralement ou par écrit, pour l'exécution d'une tâche ;
- prendre des notes en vue d'un résumé oral ou écrit ;
- produire des arguments solides pour faire valoir ses points de vue sur des questions d'ordre technique et professionnel,
- exprimer sa satisfaction ou son manque de satisfaction par rapport à un travail donné,
- faire des présentations orales ou écrites pour rendre compte des tâches effectuées ;
- suivre une présentation orale et en relever l'essentiel ;

- comprendre des présentations non linéaires accompagnant un texte (diagrammes, graphes, schémas, etc.) ;
- faire accompagner un texte qu'il aura rédigé de ce même type de représentation non linéaire ;
- parcourir un texte et en extraire l'idée générale ;
- parcourir un texte et en extraire des informations précises, etc. ;

Dans la classe, le professeur veillera à fournir à l'apprenant des types d'activités lui permettant pratiquer avec ses pairs les savoir-faire et savoir être ci-dessus mentionnés.

Ainsi, les élèves seront entraînés à la pratique de techniques variées de lecture telles que:

- i. Scanning
- ii. Skimming
- iii. Speed reading
- iv. Lecture en contexte
- v. Prédiction
- vi. Référence contextuelle
- vii. Présentation de la structure de l'information dans le texte (utilisation de diagrammes appropriés au type de texte exploité)
- viii. Repérage des relations structurelles dans le texte (les problèmes de cohésion et de cohérence)
- ix. Application au texte d'une gamme variée d'activités faisant appel à la mémoire, la translation, la réorganisation, le transfert, l'interprétation, l'application, l'analyse, la synthèse, l'évaluation.

En plus de ces activités d'exploitation de texte, inclure des activités orales telles que :

- Simulation
- Role play
- Exposé / Présentation
- Discussion
- Etc.

Dans ce programme, les contenus et objectifs ne sont présentés ni dans un ordre chronologique, ni sous forme de liste exhaustive. Compte tenu de l'horaire imparti à l'enseignement de l'anglais de spécialité et du matériel dont dispose l'enseignant, compte tenu des objectifs immédiats ou différés, compte tenu enfin de ce que les élèves savent déjà, l'on s'attachera à satisfaire les besoins les plus urgents et les moins incontournables. Ainsi, le choix de l'enseignant établira la chronologie des éléments d'enseignement.

2-3 CONTENUS

Les tableaux ci-dessous présentent de manière non exhaustive les savoir faire, fonctions/notions, structures grammaticales, thèmes à couvrir et les types d'activités à initier en classe.

A – Secondes Techniques et Commerciales

By the end of ‘‘Seconde’’, all streams (S₃, T, G) students should have been trained to practice, review and reinforce the following in terms of Skills, Functions & Notions, Grammar, Topics.

TOPICS/SETTINGS/ SITUATIONS/VOCABULARY	SKILLS	FUNCTIONS/ NOTIONS	GRAMMAR	SUGGESTED ACTIVITIES
<ol style="list-style-type: none"> 1. The Industrial World 2. At the Workplace 3. Tools and Machine Tools 4. Production 5. Manufacturing 6. Servicing (Spare Parts) 7. Information Technology 8. Buying & Selling 9. Currencies 10. Banking & Means of Payment 11. Shopping 12. Management & Company Organization 13. Advertising 14. Transportation 15. Training & Jobs 	<ol style="list-style-type: none"> 1. Reading <ol style="list-style-type: none"> a. Skimming to obtain the gist b. Scanning to locate specific information c. Structure of a text d. Identifying/producing text types e. Evaluating a piece of discourse(register, style, tone, etc.) f. Understanding symbols and abbreviations g. Interpreting diagrams 2. Writing <ol style="list-style-type: none"> a. letters b. memos c. reports d. CVs e. summarizing f. Using abbreviations/symbols g. Using diagrams, tables 3. Listening <ol style="list-style-type: none"> a. Evaluating a piece of discourse (register, style, tone, etc.) b. Following oral presentation 4. Speaking <ol style="list-style-type: none"> a. Making an oral report b. Initiating, maintaining, and terminating a discourse c. Summarizing 5. Note-taking 	<ol style="list-style-type: none"> 1. Identifying through description of shape, size, texture, location; 2. Asking questions 3. Identifying faults including: - description of fault, location 4. Suggesting a course of action 5. Giving/understanding instructions and warnings 6. describing a process 7. evaluating a process 8. expressing quantity and measurements 9. Assessing work done, including expressing satisfaction and dissatisfaction 10. agreeing/disagreeing 11. Proposing solutions to a problem 12. Identifying problem by -exposition, -evaluation -conclusion -solution and. -argument 13. Asking/answering questions 14. Giving information 15. Organizing/Presenting Personal information , etc. 	<ol style="list-style-type: none"> 1. to be + adj. 2. Adverbs/prepositions of location: here, there, etc. 3. Demonstratives 4. Imperatives, 5. Passives 6. Don't + verb; 7. Be careful 8. You may + verb; 9. Comparatives 10. Superlatives 11. If-clause 12. Modals 13. First, second, then, etc. 14. Interrogatives 15. Neither...nor 16. Because...; 17. therefore 18. If... then, it is 19. Past tenses 20. First conditional 21. Tag questions 22. Simple Present 23. Direct/indirect Speech 24. Numbers 25. Quantifiers 26. Etc. 	<ol style="list-style-type: none"> 1. Information gap, 2. Diagram completion / labeling, from oral/-written description 3. Role Play 4. Simulation 5. Marking Text 6. Discussion 7. Project Work

B – Premières Techniques et Commerciales

By the end of Première, all streams (S₃, T, G) students should have been trained to practice, review and reinforce the following in terms of Skills, Functions & Notions, Grammar, Topics.

Topics/Settings/Situations/ Vocabulary	SKILLS In addition to reviewing & reinforcing what has been introduced in Seconde Class, students will be able to	FUNCTIONS / NOTIONS	GRAMMAR	SUGGESTED ACTIVITIES
1. Places and Conditions of Work 2. Employment and Unemployment 3. Professional Training 4. Economy and Migration 5. Child Labour 6. The Industrial Sector 7. e – commerce 8. Manufacturing technology 9. Trade unions 10. Privatisation 11. Globalisation 12. Maintenance 13. Industry and pollution 14. Finance/Insurance 15. Freight 16. Customs -	1. Reading a. Understand implicit information b. Understand the communicative value or function of a piece of discourse c. Understand/use graphic representations, tables, cross-referencing d. Transcode information 2. Writing a. express information implicitly b. use graphic representations, tables, cross-referencing c. plan and organise information in expository language d. reformulate information by paraphrasing to avoid repetition e. relay information f. use relevant points to make a summary g. produce written summaries from notes 3. Listening a. Understand implicit information b. Understand the communicative value or function of a piece of discourse c. Transfer information 4. Speaking a. express implicit information	1. Predicting 2. Expressing cause / effect 3. Agreeing/disagreeing 4. Seeking information 5. Describing 6. Expressing satisfaction / dissatisfaction 7. Explaining 8. Expressing/understanding prohibition 9. Warning 10. Apologising 11. Giving/understanding instructions 12. Expressing similarities and differences 13. Expressing obligation 14. Necessity/lack of necessity 15. Possibility 16. Permission 17. Ability 18. Expressing reason 19. Complaining 20. placing an order 21. booking a hotel 22. registering for a service	1. If clauses 2. Modals 3. Tenses 4. First, second, then, therefore, so, thus, etc. 5. Passives 6. Comparatives, Superlatives 7. Prepositions/postpositions 8. Adverbs 9. Phrasal verbs 10. Reported speech 11. Neither..., nor 12. Either..., or 13. Quantifiers 14. Wh-questions 15. Infinitive / ING forms	1. Information gap, 2. Diagram completion / labeling, from oral/written description 3. Role Play 4. Simulation 5. Marking Text 6. Discussion 7. Project Work 8. Letter writing 9. Reordering / jumbled sentences 10. Presentation

	<ul style="list-style-type: none">b. use relevant points to make a summaryc. Plan and organise information in expository languaged. reformulate information by paraphrasing to avoid repetitione. relay informationf. summarize orally from notesg. use the telephone			
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C – Terminales Techniques et Commerciales

By the end of Terminale, all streams (S, T, G), students should have been trained to practice, review and reinforce the following in terms of Skills, functions,/ notions, Grammar, Topics.

Topics/Settings/ Situations/ Vocabulary Teachers should deal with the topics relevant to their streams	SKILLS In addition to reviewing & reinforcing what has been introduced in Seconde Premiere Classes, students will be able to	FUNCTIONS / NOTIONS	GRAMMAR	SUGGESTED ACTIVITIES
1. The consumer society 2. The global economy 3. Multinational and transnational companies 4. e – commerce 5. Maintenance 6. Setting up a new company 7. Business trends 8. Business ethics 9. The developing economies 10. Technological trends 11. The tourism industry 12. ICT 13. Automation 14. The information society 15. The information technology and ethics	1. Reading a. Skim to obtain the gist b. Scan to locate specific information c. Transfer information (Text ↔diagram) d. understand explicit information e. Use reference books f. Understand text organisation g. Understand discourse markers h. Evaluate a piece of discourse 2. Writing a. Express explicit information b. Business correspondence c. use discourse markers d. Organise information presented in a diagrammatic display into writing e. Reformulate information to avoid repetition 3. Listening a. Listen for gist b. Listen for specific information c. Transfer information (Text	1. Approving/disapproving 2. Agreeing/ disagreeing 3. Expressing /understanding prohibition 4. Expressing /understanding requests 5. Giving/understanding instructions 6. Complaining 7. Inviting 8. Making suggestions 9. Expressing purpose 10. Describing similarities and differences 11. Making plans and arrangements 12. Asking for/giving clarifications 13. Expressing a. Obligation b. Necessity/lack of necessity c. Possibility d. Permission e. Ability f. Habits g. Regret 14. Reporting	1) Discourse markers 2) Tenses 3) If clauses 4) Modals 5) Passive/active 6) Infinitive/ING forms 7) Imperative 8) Had better 9) Would rather 10) Direct/indirect speech 11) Adjectives/Adverbs 12) Comparisons 13) Intensifiers 14) Possessives (adjectives & pronouns, Posses case) 15) Demonstratives 16) Nouns 17) Mass & count nouns 18) Word order 19) Nominal compounds 20) Refelexive pronouns 21) Articles -Indefinite -Definite -Zero 22) Word formation 23) Prefixes 24) Suffixes 25) Used to/Would	1. Diagram completion / labeling, from oral/- written description 2. Role Play 3. Simulation 4. Marking Text 5. Discussion 6. Project Work 7. Letter writing 8. Reordering / jumbled sentences 9. Presentation

	<ul style="list-style-type: none"> ↔diagram) d. understand explicit information e. understand meaning through stress, intonation f. evaluate a piece of discourse g. use the telephone 			
	<p>4. Speaking</p> <ul style="list-style-type: none"> a. express explicit information b. express meaning through stress, intonation c. organise information presented in a diagrammatic display into speech d. reformulate information to avoid repetition e. relay information f. use the telephone 			

This listing of what should be covered in each year is not intended to be constricting for teachers. There may be aspects omitted that thoughtful teachers want to include with classes. If in doubt, please check with your CP/CPI or the Bureau d'Anglais. Please also inform the Bureau d'Anglais with suggestions. Our belief is that language is living; therefore, it is necessary to continuously update this document.

4 METHODOLOGIE

La méthodologie à adopter devra tenir compte des objectifs visés et du contexte d'enseignement : les matériels disponibles, le nombre d'élèves dans la classe, le système d'évaluation des connaissances, etc.

En tout état de cause, étant donné que ce seront des techniques d'exploitation de texte qui seront plus particulièrement utilisées, le texte constituera un élément de base. Il est souhaitable qu'il puisse être suppléé par tout support susceptible d'en faciliter l'étude et la compréhension: dessins, diagrammes, transparents, diapositives, films, etc.

L'approche en classe devra être caractérisée par le souci de placer l'élève au centre de l'apprentissage. L'apprenant sera l'acteur principal qui doit agir et s'exprimer face à un partenaire ou dans un groupe, au cours d'exercices variés.

La motivation et l'intérêt des élèves seront d'un grand apport dans la réalisation des objectifs et une attitude de facilitateur chez l'enseignant stimulera ces deux facteurs. Le professeur de langue ne disputera pas la spécialité aux élèves ou aux professeurs des matières techniques et commerciales. Bien au contraire, il en fera des alliés précieux en reconnaissant leurs expertise et en leur demandant leur part de contribution.

2-5 EVALUATION

Inséparable de l'enseignement, elle revêt une forme multiple et s'applique à différents niveaux.

2.5.1. Evaluation de l'élève

10. l'évaluation est en premier lieu, un moyen de tester les acquis de l'apprenant, de mesurer ses aptitudes.

Son application permet, en outre, d'évaluer le programme établi.

Elle doit enfin être pour l'élève l'occasion de mettre en pratique les aptitudes acquises.

Il est entendu que les types d'exercices choisis seront familiers à tous les élèves.

A court terme, des contrôles de connaissances réguliers seront organisés en moyenne une à deux fois par mois.

A long terme enfin, un examen final, de forme écrite, testant différents aspects de la langue, sanctionnera la fin du second cycle.

L'évaluation en anglais technique évitera:

11. les épreuves trop longues ou trop courtes, en tenant compte du temps imparti, de deux heures en général.

12. Les sujets complexes ou trop spécifiques, compte tenu des différentes séries ayant à subir une épreuve commune,
13. les épreuves nécessitant des connaissances techniques ou culturelles spécifiques auxquelles seront préférés des sujets plus généraux.

Elle sera dans la mesure du possible:

14. de forme intégrée, faisant appel à diverses aptitudes,
15. objective, grâce à un système de notation invariable d'un correcteur à l'autre, donc fiable,
16. valide par son contenu, en rapport avec le programme et les activités d'apprentissage ;
17. pratique dans sa présentation, son libellé, son barème de notation.

2.5.2. Evaluation du programme

L'application du programme n'exclut pas une évaluation régulière et les révisions nécessaires afin de l'adapter aux besoins réels des élèves, au niveau de la classe, aux objectifs du cours et au contexte du moment.

2.5.3. Evaluation de l'enseignement

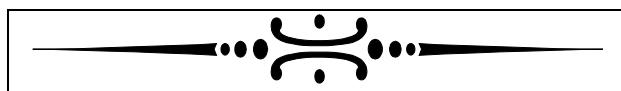
En dehors des inspections éventuelles, il est souhaitable que l'enseignant procède à une autoévaluation ponctuelle de son travail.

L'enseignement pourrait aussi être évalué entre collègues, de manière informelle, sous forme de discussions, ou d'observation de cours par exemple.

Les élèves pourraient aussi contribuer à l'évaluation du programme ou du cours, selon des critères clairs et définis, sous forme de questionnaires par exemple, qu'ils rempliraient. Le dépouillement et le feed-back ainsi obtenus pourraient mener à des changements ou ajustements adéquats

Cette forme d'évaluation impliquant le professeur et l'apprenant peut aussi créer une atmosphère de confiance, un sentiment de satisfaction de participer à l'amélioration du programme ou du cours

Il est souhaitable que toutes les remarques tirées de ces différentes évaluations puissent être envoyées au niveau de la Commission Nationale d'Anglais.



APPENDICES

APPENDIX A: Principles for teaching and learning English in Sénégal

The following principles sum up the approach to the teaching and learning of English in Senegal as expressed in this curriculum document.

The English secondary school curriculum subscribes to the communicative language teaching approach. It is based on the following principles:

It is a learner-centered approach in which learners' needs and interests are taken into account. This will help learners' motivation.

There is an emphasis on active learning with a variety of activities, such as pair and group work and task-based activities. The activities should cater for the different learning styles and levels of learners.

Learners should be encouraged to take responsibility for their learning. For example, learners could be encouraged to bring their own materials or collect their own resources.

Interactive activities.

There should be a sequence of activities from pre-communicative to communicative.

Enlightened eclecticism: shop around.

Language use and classroom tasks should relate to real-life tasks. Alternative wording from another group: The teaching/learning process should be as close to real life as possible. Learners should be placed in situations where they need to communicate in an authentic way.

Teachers should endeavor to create a relaxed and stress-free atmosphere in the classroom.

Making and correcting errors should be seen as part of the learning process. Teachers should ensure that there is sensitivity and flexibility in error correction.

Teachers and learners should take into account psychological considerations involved in error correction. Some students are more receptive and sensitive in error correction than others.

The teacher's role is varied: it includes being a facilitator and a monitor.

Cultural context should be taken into account.

There is an emphasis on the integration of the four skills of listening, speaking, reading and writing in class activities to ensure good coverage of these skills. (Listening has been a neglected skill in the language classroom and it needs to regain its prominence as a skill.) The ultimate objective should be skills, not knowledge.

There should be an emphasis on fluency.

Teachers should teach beyond word level (phonology).

Assessment should be in line with the communicative approach. This means that it should be meaningful and relate validly and reliably to classroom learning and teaching. That is, teachers should test what they teach. Teaching should not be a permanent testing. Learners should be aware of the wash back effect of any assessment (written/oral).

Materials should not just be tailored classroom texts but authentic: audio-texts, hyper-texts, social documents (e.g. forms, adverts, newspaper cuttings).

Learners should be exposed to different resources (e.g. other professionals talking about their experiences).

There is a recognition of the importance of extra-curricular learning activities such as English clubs and teachers should encourage learners' participation in these activities.

English should be taught both as a subject and as a means of communication. It should be seen as a useful tool.

Awareness of the need for and benefits of in-service training.

Nothing is taught unless it is learnt.

APPENDIX B: Support documentation

• Glossary of terms

The following glossary of terms has been compiled for English teachers to use a reference when needed in the course of their teaching and for their own development as teachers. It is not intended to be used as a basis for teaching the pupils.

Accusative See case.

active An active sentence is one which has a basic pattern like the man is running or the dog bit the cat, i.e. it describes what one thing (the subject) does, often to another thing (the object). The verb in an active sentence can be said to be in the active mood. See also passive.

adjective A word which qualifies or further describes a noun or noun phrase. Examples are colourless and green which qualify ideas in Colourless green ideas sleep furiously.

adverb A word which qualifies or further describes a verb. Examples are furiously, which qualifies sleep in Colourless green ideas sleep furiously; or intensely, which qualifies stared in He stared at me intensely. Adverbs can also qualify adjectives, e.g. astonishingly in an astonishingly vivid colour, or other adverbs, e.g. extremely in the phrase extremely slowly. Many English adverbs are formed from an adjective plus the ending -ly. Words like very which can only qualify adjectives or adverbs but not verbs are sometimes called adverbs, but are perhaps best put in a separate category.

affricative An affricative is a phone which can be thought of as a very rapid, blended sequence of a stop and a fricative. The stop and fricative must be produced in a very similar position in the mouth. An English example is the 'ch sound' in choose, which is like a sequence of a 't sound' (a stop) and a 'sh sound' (a fricative). The phrases white shoes and why choose? sound very similar when spoken rapidly. In the IPA an affricative is represented by the corresponding stop symbol followed by the fricative symbol. It is important to note that the two symbols represent a SINGLE phone.

agreement The syntax of a natural language often requires some words in a sentence to share certain grammatical features, which can show up as changes in the morphology of the words. This is called agreement; the words are said to agree in the relevant feature(s). For example, in English, determiners and nouns must agree in number within a noun phrase. Thus this cat is acceptable since this and cat are singular, but these cat is unacceptable since these is plural but cat is singular.

allophone Each of the set of phones which correspond to a single phoneme of a language is called an allophone. Allophones of the same phoneme generally occur in different contexts and never distinguish one word from another. As an example, the 't sounds' in tea and tree constitute allophones of one English /t/ phoneme. The production of the two sounds differs in that speaker's tongue is in a slightly different place. A speech spectrograph will show a resulting sound difference. However, no English words differ ONLY in the substitution of one of these 't sounds' for the other.

anaphora Some words in a sentence have little or no meaning of their own but instead refer to other words in the same or other sentences. This process is called anaphora. Pronouns are a good example. Consider the sentences: London had snow yesterday. It fell to a depth of a metre. To understand the second sentence it is necessary to identify it with snow rather than London or yesterday. English allows various forms of anaphora with verbs. For example, in I wanted to finish today, but I couldn't do it, the words do it refer to finish today and hence can be called anaphoric.

approximant An approximant is a phone in which the tongue partly closes the airway, but not enough to cause a fricative. Examples in English are the phones that begin lap and woo. Approximants can be divided into liquids and glides. Approximants (especially glides) have some similarities to vowels.

article In English, a / an and the are called the indefinite and definite articles respectively. See also determiner.

aspect (of a verb) Verbs can show not only the time location of an action (by grammatical tense), but also features such as whether the action is thought of as completed or continuing. A change in a verb which shows such a feature is often called an aspect of the verb. Compare ate with was eating in He ate rapidly when I came in and He was eating rapidly when I came in. Both refer to events in the past time; the difference lies in the implied relationship between the actions of 'eating' and 'coming in'. Syntactically, English has two marked aspects: progressive and perfect. The progressive aspect is formed by using the auxiliary be and the verb ending -ing. For example, I am eating it now implies

both that the time is the present and that the 'eating' is currently in progress. The perfect aspect is formed by using the auxiliary have and the appropriate verb ending (usually -en or -ed): e.g. I have eaten it now, which implies both that the time is the present and that the 'eating' is finished. An English verb can show no aspect (e.g. runs), progressive aspect (e.g. is running), perfect aspect (e.g. has run) or both perfect and progressive aspects (e.g. has been running).

aspiration If a phone is accompanied by a 'puff of air' it can be said to be aspirated. The 'p sound' in the English word pit is aspirated and is thus slightly different from the 'p sound' in spit, which is not aspirated.

assimilation Particularly in rapid speech there is a tendency for neighbouring phones to become more similar, presumably to make pronunciation easier. For example, although the words Aston and Asda are both written with an s, the second word is normally pronounced as if spelt Azda. The reason seems to be that [s] and [t] are both voiceless, whereas [z] and [d] are both voiced.

ATN = Augmented Transition Network.

auxiliary In English, one of a small set of verb-like words which can precede a main verb in a verb phrase. The auxiliaries and verbs are sometimes said to form a 'verb group' or 'compound verb'. Examples of auxiliaries are do in I really do not know, or may in I may see him tomorrow. Auxiliaries have verb-like properties, and may show changes in number, person and tense. Some words (e.g. have) can be either an auxiliary (e.g. I have seen him) or a verb (e.g. I have a car).

case Nouns, noun phrases and pronouns play different roles in sentences. These roles correspond to changes of case in many languages. Consider, for example, the sentences She saw him and He saw her. The words she and he are used when they form the subject of the sentence and are said to be in the **nominative** case. She and he must be changed to her and him respectively when they form the object of the sentence and are said to be in the **accusative** case. Changes due to case are restricted to pronouns in English, but in other languages (e.g. Russian, Modern Greek), most nouns, pronouns, articles, adjectives, etc. will vary according to case.

circumstantial theta-role See theta role.

determiner (det) The definite article plus a small set of other similar words which qualify nouns or noun phrases (e.g. this, that, my) can be grouped as determiners. They determine that a particular instance of the noun is being referred (back) to. For example, There's a man at the door -- the word a introduces a man into the conversation. Tell the man I'll come in a minute -- the word the refers back to the previously mentioned man.

dialect Generally dialects of a language are more similar than different languages. However, what is a dialect and what is a language is often a political rather than a linguistic question. The division of Serbo-Croat, the common language of former Yugoslavia, into two languages, Serbian and Croatian, shows this rather sharply. A further example of very similar languages which might be called dialects of the same language are Dutch (spoken in the Netherlands) and Flemish (spoken in north-western Belgium). On the other hand, in China there are languages which are mutually unintelligible when spoken but are often called dialects of one Chinese language. It is important to note that although some dialects have more social prestige in a country than others, this says nothing about their linguistic qualities.

diphthong If the tongue moves significantly during the production of a vowel phone, the result is a diphthong. A diphthong sounds like a rapid, blended sequence of two separate vowels. An example in English is the vowel sound in the word kite, which is like a rapid combination of a kind of 'a sound' and a kind of 'i sound'. In the IPA a diphthong is represented by two vowel symbols. It is important to note that the two symbols represent a SINGLE phone.

direct object See object.

ellipsis A technical term for leaving out words in sentences. For example, in Brian ate the ice-cream and Judy the peaches, there is ellipsis, since the word ate is omitted after Judy.

feature See semantic feature.

feminine See gender.

fricative If during the production of a phone, air is made to pass through a narrow passage, a 'friction' sound or fricative is produced (i.e. a more-or-less 'hissing' sound). English examples are the 'f sound' in fee or the 'sh sound' in she.

gender In some languages (but not English), nouns fall into a small number of classes which require changes in the articles, adjectives, etc. which qualify them. In Indo-European languages, these classes are traditionally called genders and labelled according to whether nouns for males (masculine gender), females (feminine gender) or neither (neuter gender) fall into these classes. French has two genders, masculine and feminine, shown for example by the use of le or la for the; German and Modern Greek have three genders, having neuter as well. Note that grammatical gender is not tied to biological sex, since, for example, the nouns meaning 'a young girl' are neuter in both German and Modern Greek.

genitive See also case. Genitive is an alternative word for possessive, i.e. the genitive case marks the noun or pronoun as the possessor of something. In English, the genitive case of a noun is shown in writing by adding an s together with an appropriately positioned apostrophe. Thus of the boy becomes boy's, of the boys becomes boys'. [But note that of it becomes its, without an apostrophe.]

glide A glide is an approximant in which the tongue and lips move during the production of the sound. English examples are the initial phones in *woo* [w] and *you* [j].

grammar (1) The word grammar is used as a collective word for morphology and syntax, i.e. for patterns both within and between words.

grammar (2) The word grammar is also used a technical term for a rule-based approach which generates a particular set of sentences. Formally, a grammar consists of a set of **nonterminal** symbols (one of which is the **start symbol**), a set of **terminal** symbols and a set of **productions** or re-writing rules. Terminals (e.g. words) are the basic units of the sentences which the grammar generates. Nonterminals are symbols used only in the grammar itself. A production is a rule which says that the symbols on the left-hand side can be re-written as those on the right-hand side. One of the nonterminals must be the start symbol, i.e. the symbol from which re-writing starts.

grapheme A grapheme is a 'spelling unit'. For example, in Spanish the combination *ll* represents a different sound from a single *l*. Thus these are two graphemes. In English, graphemes may be quite complex. For example *-tion* behaves more-or-less as a single grapheme in words like *function*.

idiolect The language used by one individual is sometimes called an idiolect. A dialect or language can then be regarded as a collection of mutually intelligible idiolects.

indirect object See object.

Indo-European Linguists divide languages into a number of families, based on similarity and shared descent. Indo-European languages were natively spoken in a broad band through Europe to northern India and Bangladesh. Historically, the only major non-Indo-European languages spoken in this area were Finnish, Hungarian, Basque and Turkish. It is believed that all the Indo-European languages are descended from one language spoken around 4,000 BC. It is important to be aware that different language families may be based on quite different principles, both in their sounds and in their grammar.

inflection A grammatical change in the form of a word (more accurately of a lexeme). In English, inflections are restricted to the endings of words (i.e. *-s* is the usual written plural inflection in English. Inflections in nouns may show changes of number, gender, case, etc.; in verbs, of number, person, tense, aspect, etc.

intonation Intonation refers to changes in the tone or frequency of sounds during speech. For example, in English the tone usually falls at the end of a statement and rises at the end of a question, so that *You want some coffee.* and *You want some coffee?* can be distinguished by tone alone. In some languages (e.g. Chinese, Thai), sequences containing the same phones but with different intonation patterns correspond to different words.

IPA The International Phonetic Alphabet or IPA is a set of symbols which can be used to represent the phones and phonemes of natural languages. A subset which can be used to represent 'Standard English English' (roughly the dialect of middle-class people from the south east of England) is given in a separate table.

language See natural language and dialect.

length Length refers to the time duration of a phone. The English words *beat* and *bead* differ the length of the vowel as well as the voicing of the terminal stop; the vowel is longer in *bead* than in *beat*. In some languages the length of consonants may also be important.

lexeme The five words *eat*, *eats*, *eating*, *eaten* and *ate* are morphological variants of the word *eat*. In a sentence their underlying meaning will be the same. Thus we may say that the five words form a single lexeme, i.e. a single 'meaning entity'. A dictionary would be expected to contain only one definition for all five words.

lexicon Often used as a technical term for the list of words and their types which is used with a grammar.

liquid A liquid is a kind of approximant. English examples are the initial phones in *lap* and *rap*.

masculine See gender.

mood A verb may be in the active or passive mood, and hence so may the sentence in which the verb appears. Compare the *dog chased the cat* (active) with the *cat was chased by the dog* (passive).

morphology The structure of words and the study of this structure. Thus, for example, a morphological analysis of the English word *redefining* might yield the root *define*, the prefix *re* indicating repetition, and the ending *ing*.

MT = Machine Translation

nasal A nasal is a phone made by allowing air to flow out of the nose while stopping it in the mouth. English has three such phones: those which end the words *rum*, *run* and *rung*.

natural language Any language naturally used by people, i.e. not a man-made language like a programming language or Esperanto.

neuter See gender.

NL = Natural Language.

NLP = Natural Language Processing.

nominative See case.

nonterminal See grammar.

noun Generally defined as a word standing for the 'name of something.' A useful test is that a noun or a noun phrase can be replaced by a pronoun, e.g. it or her. Examples of nouns are people, cats and intelligence in Many people think that cats have considerable intelligence. The strings of words many people and considerable intelligence are noun phrases in this example.

NP = Noun Phrase. See also phrase.

number In English, nouns and verbs can be described as singular or plural depending on whether the reference is to one or to many. Thus in the cat runs, cat is singular as is runs, whereas in cats run, cats is plural as is run. English nouns are generally clearly marked as singular or plural; verbs are clearly singular only in the third person singular of the present tense.

object (of a sentence) The **direct object** of an active sentence is a noun, noun phrase or pronoun which suffers the action of the verb. Thus in Those people dislike cats, cats is the object of the sentence. In English, only pronouns show case, and become accusative when forming the object of a sentence: thus, e.g., cats in the sentence above must be replaced by them rather than they. In other languages, nouns, adjectives, articles, etc. may all change case. The **indirect object** of a sentence in English is a noun or equivalent which, if the sentence were re-worded, would require a to (or sometimes a for). Thus in Your mother gave my brother a cake, a cake is the direct object and my brother the indirect object, since if we reverse brother and cake we need a to giving Your mother gave a cake to my brother. Direct and indirect objects may take different cases in some languages; e.g. in German, me is mich (accusative) when it is the direct object, but mir (dative) when it is the indirect object. See also subject.

parse To analyse a sentence using a grammar, including deciding whether it is valid and what its structure is according to the grammar.

participant theta-role See theta role.

passive A passive sentence is one which has a basic pattern like The cat was killed or The cat was killed by the dog, i.e. it describes what one thing (the subject) has done to it, often by another thing. The verb in a passive sentence can be said to be in the passive mood. See also active.

person (of a verb) Verbs (in Indo-European languages at least) often vary depending on whether the subject of the verb is in the first person (singular = I, plural = we), the second person (singular and plural = you in modern English), or the third person (singular = he, she or it, plural = they). Only the verb be in the singular shows a full set of changes due to person in modern English: I am, you are, it is.

phone A phone is a 'unit sound' of a language in the sense that it is the minimal sound by which two words can differ. For example, the English word feed contains three phones since each can be independently substituted to form a different word. In the IPA, the three phones can be written as [f], [i] and [d]. Examples of substitutions are: [fid] - [f] + [s] gives [sid], i.e. seed; [fid] - [i] + [u] gives [fud], i.e. food; [fid] - [d] + [t] gives [fit], i.e. feet. The whole of each phone must be substituted to change one word into another. It is important to note that whether or not speakers can distinguish between sounds is not a test of whether they constitute distinct phones. The word tea could be represented as [ti] and the word tree as [tri]. However, the two 't sounds' are not quite the same: the tongue is further back in the mouth when pronouncing the [t] in [tri] than when pronouncing the [t] in [ti]. How far to divide up phones is essentially a pragmatic question. See also allophone, phoneme.

phoneme A phoneme is a minimally distinctive set of sounds in a language; sound sequences which differ in a single phoneme can constitute different words. Thus the pairs tipdip and trip-drip show that English has two distinct phonemes, which we can write as /t/ and /d/, since substituting one for the other produces a different word. However, the pronunciation of /t/ (and /d/) is not the same in each pair: the tongue is further back in the mouth when /t/ is followed by /r/. Hence there are at least two phones corresponding to the /t/ phoneme. However there are no two English words in which the ONLY difference is that the 't sound in trip' is replaced by the 't sound in tip' -- these two sounds are allophones of the same phoneme. English speakers do not need to recognize the difference between them.

phonetics Phonetics is the study of the sounds of speech (i.e. the study of phones). It can be distinguished from **phonology** which is more concerned with the underlying theory (i.e. the phonemes which underlie phones and the rules which govern the conversion of phonemes to phones and vice versa).

phonological rule At some theoretical level, words can be considered to be composed of phonemes. The actual sound of a word then depends on which allophone is chosen for each phoneme. The context-sensitive rules which determine this are called phonological rules. Thus the word input can be considered to contain the phoneme /n/. However in fast speech in many dialects of English, the phone used will be [m]. The relevant phonological rule for English is that a nasal becomes articulated at the same position as a following stop.

phonology See phonetics.

phrase A string of words can often act as an exact grammatical substitute for a single word; such a string is called a 'phrase'. Thus e.g. a noun can be replaced by a noun phrase -- compare Whiskers is over there with That appalling pet of yours is over there, in which That appalling pet of yours is a noun phrase equivalent to the noun Whiskers.

plural See number.

pragmatics A technical term meaning, roughly, what the person speaking or writing actually meant, rather than what the words themselves mean.

preposition A preposition is one of a finite set of words (e.g. at, from, by) which in English must usually be followed by a noun or its equivalent. A prepositional phrase (PP) consists of a preposition followed by a noun, pronoun or noun phrase. Two major uses of prepositional phrases are to show location (e.g. on the mat in the cat sits on the mat) and motion (e.g. into the house in the cat runs into the house). The word preposition comes from pre plus position. In other languages (e.g. the Indo-European languages of India, Pakistan and Bangladesh), there are **postpositions**: words which come after a noun or its equivalent.

production See grammar.

pronoun A pronoun is one of a small set of words which can substitute for a noun or noun phrase. It usually refers back to a previous occurrence of the noun or noun phrase. Thus, e.g., it in the previous sentence is a pronoun which refers back to A pronoun in the sentence before. The process of referring is sometimes called anaphora.

referential semantics A system where the meaning of a word just is the thing it refers to.

RTN= Recursive Transition Network.

semantic feature A semantic feature is a 'primitive' which a language processor (human or computer) is assumed to be able to determine independently of the language system. The meaning of words such as nouns or adjectives can then be described in terms of sets of these features. For example we might describe the meaning of words such as boy, man, girl and woman in terms of the features YOUNG, MALE and HUMAN. Boy would be [+YOUNG, +MALE, +HUMAN], woman would be [-YOUNG, -MALE, +HUMAN].

semantics Used as a technical term for the meaning of words and sentences (see also pragmatics).

singular See number.

start symbol See grammar.

stop Some phones are produced by completely stopping and then releasing the flow of air out of the mouth. These sounds are called stops. In most dialects of English there are three stop positions, corresponding to the initial phones in pale, tale and kale.

stress Words can be divided into syllables, usually centred around a vowel. In many languages, including English, the duration and relative loudness of a syllable -- its stress -- are important. Thus only stress distinguishes the noun process (as in the sentence This process is called assimilation) from the much less common verb process (as in the sentence I usually process at the degree ceremony). The noun is stressed on the first syllable, the verb on the second.

STT= Speech To Text.

subject(of a sentence) The subject of a sentence is the noun or noun equivalent which performs the action of the verb. See also object.

syntax The syntax of a language comprises, roughly speaking, the patterns into which its words can be validly arranged to form sentences. The combination of morphology and syntax is sometimes called the grammar of a language.

tense(of a verb) The tense of a verb specifies the time at which its action occurs. The clearest examples in English are the present and past tenses. When saying I am eating an apple the speaker refers to the present; when saying I was eating an apple, s/he refers to the past. Tense and aspect are not easy to separate in English: I have eaten the apple is partly a reference to the past (tense), and partly a reference to the action's being complete rather than continuing (aspect).

terminal node A node in a transition network at which parsing can stop.

terminal See grammar.

thematic role See theta role.

theta role Also written using the Greek letter instead of the word theta. Verbs require a number of other components to be present in a sentence to complete their meaning. These components can be said to play **participant** theta roles. For example, in the sentence The girl put the bottles on the table, the action of 'putting' involves three necessary thematic roles. These are Agent, the entity doing the putting; Patient, the entity which suffers the action of being put; and Location, where the Agent puts the Patient. A sentence containing the verb put will involve these three roles, even if they occur in different positions due to the syntax of the sentence. Thus exactly the same entities play exactly the same theta roles in the sentence The bottles were put on the table by the girl although the syntax is different from the previous

sentence. In addition to participant theta roles, there are **circumstantial** theta roles. These show additional, non-required components. For example, in the kitchen plays a participant theta role in He was putting apples in the kitchen but only a circumstantial theta role in He was eating apples in the kitchen. In both cases in the kitchen is a location, but put requires this role, eat merely allows it to be present.

TN= Transition Network.

TTS= Text To Speech.

unvoiced See voicing.

verb A verb is traditionally described as a 'doing' word; thus in the sentences Colourless ideas sleep furiously and The dog bit the cat, sleep and bit are verbs. English makes extensive use of 'verb groups' or 'compound verbs', such as has been eating in He has been eating fish in which one or more auxiliaries is combined with a verb.

voiced See voicing.

voiceless See voicing.

voicing Voicing refers to whether or not the vocal cords are vibrated during the production of a phone. Phones such as vowels or [b] or [d] in which the vocal cords are vibrated are said to be **voiced**. Phones such as [s] or [p] in which the vocal cords are not vibrated are said to be **voiceless** or unvoiced.

vowel (1) A phone which is produced by allowing lung air to pass over the vibrating vocal cords and then freely out of the mouth is called a vowel. Thus vowels can be continued until you run out of breath. The positions of the lips and tongue alter the size and shape of the resonating cavity to produce different sounds. (2) A letter of the alphabet usually pronounced using a vowel phone is also called a vowel. Be careful to distinguish these two usages. In a language with non-phonemic spelling, such as English, they can be quite different. The word site, for example, contains two vowel letters but only one vowel phone.

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• LESSON EXAMPLARS

The following lesson exemplars have been developed by teams of CPIs who have used the curriculum document as a basis for developing the lessons. As with all classroom teachers, there will be differences of teaching style evident; however, the principles of communicative language teaching underpin each lesson.

Class: 4^{eme}

Time: 2 hours

Topic: Cultural Heritage

Theme: Heroic figures

Text: The Queen Sisters (Unit 5 Lesson 3) p34 (see attached text)

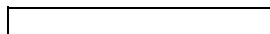
Functions and Notions: Describing people and events from the past

Aim: Students will be able to recognize and use the past passive in context.

Students will practice reading for details.

Students will learn about two Senegalese heroines and write about other historical figures.

Materials: Go For English New Edition-Pictures of Heroes-Chart



Timing	Activities	Grouping and interaction
5 min	Greetings, attendance, etc Warm-up: T shows a picture of our national hero, Lat Dior, and asks ss to identify the picture.	T - ss
2 min.	After the ss have identified Lat Dior, T asks ss to write 3 things they remember about Lat Dior	individual
3 min	When students have finished making their lists, they should compare with the other student at their table.	s-s (pairs)
5 min	Teacher asks ss to share their ideas.	t-ss
5 min	Reading lesson: T asks ss what they know about Ndatte Yalla (T shows her picture) and her sister Ndieumbeut Mbodj. T makes K-W-L chart on board. What we Know / What we Want to know / What we Learned Eliciting information from the ss, T fills in first 'What we Know' and then 'What we Want to know' sections of K-W-L chart.	t-ss
15 – 20 min	Ss read text to try to learn the answers to 'what we Want to know' and any other information they find interesting. Ss share information with partner.	Ind. s-s (pairs)
5 - 10 min	T elicits information for the 'what we Learned' column of the chart and records it on board. If any questions from the 'what we Want to know' column are unanswered, T brainstorms with ss how they can find that info and makes a plan to do so.	t-ss
5 min	Grammar: T asks ss to go back to the text and underline each use of the past passive.	Ind.
5 min	T checks answers and comprehension of meaning of the passive (<i>who</i> was appreciated? <i>Who</i> appreciated them? Etc.)	t-ss
10 min	Practice: ss put the following sentences into the passive voice 1. We learn the history of Senegalese heroes and heroines at primary school. 2. The French killed Lat Dior at Dekhlé in 1886. 3. The French built the railways from Dakar to St Louis. 4. The Senegalese people elected Leopold Sedar Senghor president in 1960. T asks ss who finish first to write their answers on board. T	ind t-ss

	checks with class once all sentences are up.	
	(Answers: 1. The history of Senegalese heroes and heroins is learned (learnt) at primary school. 2. Lat Dior was killed at Dekhlé in 1886. 3. The railways from Dakar to St Louis were built by the French. 4. Leopold Sedar Senghor was elected president in 1960.)	
5 min	<u>Production:</u>	t-ss
10 min	1. T asks ss to brainstorm other heroic historic figures (for example, Queen Aline Sitoe Diatta). T collects ideas on board.	ss-ss
	2. Groups of 4 (2 sets of tables) choose one of the historic figures from the board and makes a list of everything they know about the person. Then the group divides the list into 4 parts to fill in this chart or something like it:	groups of 4
10 min	Parents and childhood/ Education and early achievements/ Later achievements/ Lasting legacy	
10 min	3. Each member of group writes one paragraph of 3-5 sentences describing one part of that person's life. Each paragraph must contain at least 1 - 2 sentences in the past passive. Group members may help each other at any time.	
15 min	4. Group members exchange papers to check historical facts, use of the passive and active, and punctuation and capitalization.	
	5. Groups write their final copy on one piece of paper for the teacher to correct.	
	Classwork to be finished for homework: Ss may begin working on the following vocabulary and information transfer exercises while their group members copy their paragraphs on the final paper. Anything not finished in class should be finished for homework.	

Vocabulary:

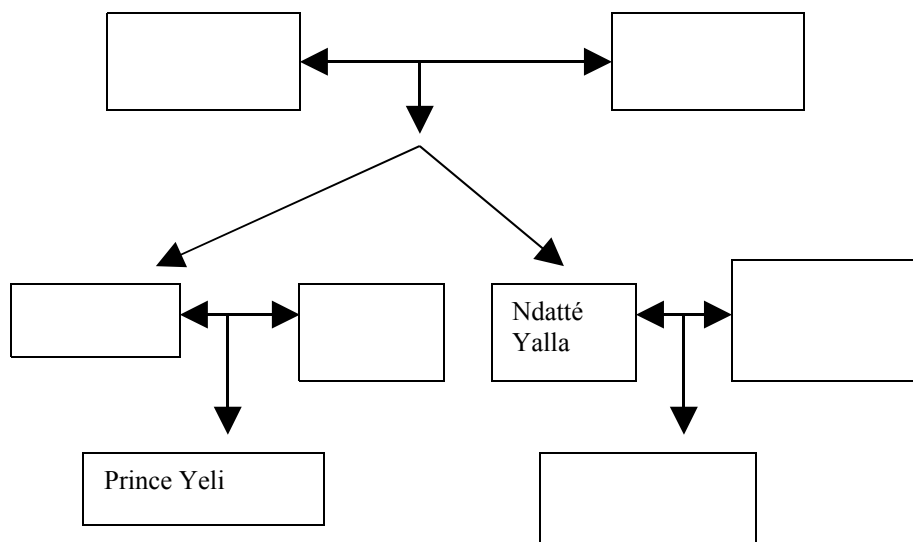
Find a word or phrase in the text that can replace the word or phrase in *italics* in the following sentences:

1. One *female hero* for the people of Senegal is Queen Aline Sitoe Diatta.
2. The little boy and his sister were *left without parents* when their mother and father died in a tragic accident.
3. The *people who believed in the teachings* of El Hadj Omar Tall helped bring Islam to the Fouta region.
4. The government *controls* the import and export of goods to help strengthen the economy.
5. Some people try to force others to do *what they want* without regard for what is best for everyone.
6. When a woman *has a baby*, it is safest for both the mother and the baby to be at a hospital or clinic.

(Answers: heroine – orphan – followers - to regulate - the will - to give birth)

Information transfer:

1. Fill in the chart about the Queen Sister's family tree. Write the names of the queen sisters' other family members:



2. Answer the following questions

- 1- Who was the Queen sisters' father?
- 2- Who married Queen Ndieumbout Mbodj?
- 3- What was Linguéer Fatim to Prince Sidya?
- 4- What was Prince Yeli to Linguéer Fatim?
- 5- Were the two Princes brothers?
- 6- So what were they?
- 7- What was Prince Yeli to Queen Ndatté Yalla?
- 8- What was Queen Ndieumbout Mbodj to Prince Yéli?
- 9- Did the text give the name of Linguéer Fatim's husband (use the passive voice)
- 10- Did the author write Sidya's father's name? (use the passive voice)

TEXT

Two Senegalese Queen Sisters : Ndieumbeut and Ndatté Yalla

Linguéer Ndieumbeut and Linguéer Ndatté Yalla were famous women in the history of Walo, the northern region of Senegal. Linguéer is the Wolof word for queen. They were orphaned at a very early age (their mother, Linguéer Fatim Yamar Mbodji, was the heroine of the collective suicide of the women of Nder). They were famous as they were the only women survivors of the ‘Tuesday of Nder.’

These queen sisters reigned from about 1840 to 1855. They played a great role in the fight against the colonists: they refused their orders, and they helped their cousin who was the ruling king to fight against the French settlers and the other enemies. They were appreciated by their followers and the population because they stood up, imposed their will, and succeeded in getting what they wanted from the settlers. They also regulated the trade on the Walo part of the Senegal River. They helped their kingdom prosper.

Both of the queens gave birth to well-known princes. Linguéer Ndatté Yalla is the mother of Prince Sidya Ndatté Yalla, who was adopted by Leon Faidherbe and renamed Sidya Leon Diop. He was educated in a military school in France and came back to Senegal, but he refused to submit to and collaborate with the French colonists. They sent him to a concentration camp in Gabon, where he died in 1878.

Linguéer Ndieumbeut is the mother of Prince Yeli, known as Bour Trarza (King of Trarza). He was a prince in Mauritania because his father was the king and in Walo because of his mother. Thanks to him and his mother, peace was brought between the two kingdoms of Walo and Trarza.

<p>20mn</p>	<p>A/ SS read text and match the words from the text with their corresponding definitions.</p> <table border="0"> <tr> <td>1-damage</td> <td>a-workforce</td> </tr> <tr> <td>2-nearly</td> <td>b-food production</td> </tr> <tr> <td>3-manpower</td> <td>c-almost</td> </tr> <tr> <td>4-crops</td> <td>d-destruction</td> </tr> <tr> <td>5-widely-held</td> <td>e-popular</td> </tr> </table> <p>B/ SS replace the words the underlined words with the words used in the text.</p> <p>1- The number of students in our class <u>has gone up</u>. Three new students came yesterday. 2- Your words <u>are very different from</u> your acts. 3- The team equalized in <u>the additional</u> time. 4- The Sahara is hot, dry and <u>doesn't have any trees</u>.</p> <p>SS check their answers with the text</p> <p>C/ SS complete the passage using words or expressions from exercises A and B.</p> <p>One big problem the world is facing today is the disappearance of the tropical forest. And the main causes of this are the..... in the demand of timber, the development of for export, the firewoods and man's action on the</p> <p>If we don't do anything, the Amazon is going to become an area in the next millenium.</p>	1-damage	a-workforce	2-nearly	b-food production	3-manpower	c-almost	4-crops	d-destruction	5-widely-held	e-popular	<p>-individuals first then check within group</p>
1-damage	a-workforce											
2-nearly	b-food production											
3-manpower	c-almost											
4-crops	d-destruction											
5-widely-held	e-popular											
<p>15mn</p>	<p>-Expressing parallel increase.</p> <p>Instructions: Look at this sentence from the text: <i>"The more people farming land, the greater the damage to the environment."</i></p> <p>Does the sentence express :</p> <ol style="list-style-type: none"> 1- cause and effect? 2- contrast? 3- condition? 4- Paralel increase? <p>-Look at these other examples. What do they mean?</p>											

	<p>1- The sooner, the better. 2- The more, the merrier.</p> <p>-Using the examples talk about the relationships between the following.</p> <p>a-Tough exam/important failure rate b-old wine/good wine c-big/good</p> <p>Pairs or groups of 4 think of their own examples – they can be existing, or the ss can invent them.</p> <p>-Use the examples to talk about relationships between population growth and development, or environment, employment...</p>	
20mn	<p>Debates: In their groups (the same groups) SS discuss and develop ideas and arguments to show that their topic (chosen in brainstorming exercise) is one of the most relevant in relation to population growth. Groups must think of at least 3 arguments in support of their opinion.</p>	Groups of 5-6
20mn	<p>Listening/Speaking Groups report and debate Other groups take notes – must record the other groups' arguments in note-taking form during each presentation</p>	Whole class
	<p>Follow-up activities</p> <p>Writing: Each group writes an article on their topic for the English Club Newsletter.(groups can merge if they want to).</p>	
	<p>Group project:</p> <p>SS find newspaper articles/ magazines/ posters/ recordings (TV, or radio, or live interviews)/ internet sites about another success in Africa. And make a presentation in a given date.</p>	

Unit 1: TOO MANY PEOPLE

(GO FOR ENGLISH TERMINALE p.13)

Text E :

Evidence from the Machakos region of Kenya contradicts widely held views about the consequences of population growth in rural parts of Africa. The popular view is that the more the people farming the land, the greater the damage to the environment, particularly in the form of soil degradation and destruction of trees. Since the 1930s the population in the Machakos region has increased to five times what it was. It is now nearly one and a half million. In the same period of time not only has the total agricultural output increased, but the output per person has increased and there are no signs of it diminishing. This increase has come about not in spite of the population increase, but precisely because of it. The larger population has provided the manpower required to make the terraces and other earthworks needed to prevent erosion. It is not only the extra labour that has made this possible, it is also the spirit of enterprise of the people, their intelligent adoption of the most suitable techniques and methods and the cooperative structures and institutions of their society. The result is that hillsides which were once scarred with sheet and gully erosion and bare of trees are now neatly terraced and covered in trees and crops both for exporting and for local consumption. Research in other parts of Africa reveals a similar experience.

ESP LESSON EXEMPLAR

Level : Te

Time : 2 hours

Aim : make students understand different opinions in an article

Materials: cutting of the newspaper title, complete article, pictures of cell phones.

Procedure:

Time	Activity	Grouping/Interaction
5mn	Teacher gives each group a slip of paper with the title on it. Students guess what the article will be dealing with.	Groups of 5
5mn	Groups discuss their different guesses	Class
5mn	Teachers distribute pictures of cell phones and captions. Students try again with the help of the pictures to guess what the article is about.	Groups of 5
2mn each	Teacher distributes text After each question the pupils turn down the text and answer. They turn it over for the next question (scanning practice). <ol style="list-style-type: none"> 1. How many Metrocall stores are there in the USA 2. Who's Metrocall's senior manager 3. Who's Norman Sandler 4. What's an SAR 5. find in the text 2 cell phone makes and their SARs 	individuals
15mn	Teacher gives text Students read text and do task: Read the text and identify the person to whom the underlined opinions belong to, write the letter in front of the right person English Experts Manufacturers Cell-phone dealers Author Consumers Scientists Parents	individuals
75mn	Writing: Students choose one Use the writing process Students should have time for peer review of their first draft during class. <ol style="list-style-type: none"> 1. From what you have learned from this article, write a leaflet warning youngsters about the dangers of using cell phones or <ol style="list-style-type: none"> 2. Write a letter to the Ministry of Telecommunications or to Sonatel or Sentel in order to ask about the government policy in cell phone radiation policy. Try to find out if there is a National Communications Commission that defines communication safety standards and if there is a SAR ceiling for cell phones and what the level is. 	

DO CELL PHONES NEED WARNINGS?

Who knows? But now that manufacturers are providing level, buyers may beware

Any cell-phone shopper who walks into one of the 120 Metrocall stores across the US these days will receive a one-page health-and-safety bulletin that warns of the possible dangers of using a cell phone (a). The leaflet cautions parents who want phones for their children to consider pagers instead, to avoid exposing the youngsters to any risks (b). "We try not to take sides in the argument about cell-phone safety (c)", says Mike Scanlon, Metrocall's senior vice president for marketing. "But at least we can make our customers aware of the debate(d)."

The rest of US cell-phones sellers will soon follow this Metrocall attitude, on the sensitive issue of potential cell-phone health hazards. Beginning this fall, Motorola, Nokia and all other cell-phone makers will bow to mounting concerns about safety by disclosing just how much radiation their phones emit (e). That is likely to launch a scramble by concerned shoppers to find the cell phones that put out the lowest levels of radiation.(f)

Such a consequence is precisely what phone makers are eager to avoid. "There has been a huge concern that this could be used for comparison shopping"(g), says Norm Sandler, a spokesman for Motorola, the N°2 cellular manufacturer after Nokia. To discourage what they call misleading comparisons, (h) the companies will place a statement in boxes that declares all phones that emit radiation below the Federal Communications Commission SAR ceiling of 1.6 are equally safe (i). (An SAR measures the energy in watts per kilogram that one gram of body tissue absorbs from a cell phone.) "There's no evidence that any number below the threshold is safer than any other, (j)" says Chuck Eger, Motorola's director of strategic and regulatory policy for

personal-communications products.

A comparison of the radiation levels for phones new in stores hints at the choices that consumers will soon face. The data first appeared on a website in June and has since become available on a more consumer-friendly Internet venue (www.sardata.com/sardata.htm).

According to these figures, users of an Ericsson T2S World digital phone absorbs an SAR of 1.49, while owners of a Motorola Star TAC 78GO got just 0.24. "Numbers without context do not help any consumer, (k)" says Mikael Westmark, a health-and-safety spokesman for Ericsson. Concurrs William Plummer, Nokia's vice president for government and industry at fairs: "All these phones on the market have passed a government safety standard."(l)

The big problem is that scientists still haven't reached any definitive conclusions about cell phone radiation (see box). Given that, consumers may grasp at whatever data are available when deciding what to buy (m). That will be true especially for purchases made for children, whose developing brain absorb more radiation than our brains and who could be exposed to potential harm for decades to come. (n) That effect has led parents like Gilbert Yablon to just say no. "I don't let my [eighteen years old] daughter talk on the cell phone."(o) Yablon goes on: "I'll take the risk for myself, but I don't want her being exposed to it." (p)

In England, a panel of experts last summer called for "a precautionary approach" that includes discouraging children from making nonessential calls and using headsets to keep radiation away from the brain. (q) The bottom line? "Don't us use a mobile phone more than you have to."(r) Says physicist Lawrence Challis, vice chairman of the

British group. "If there is a choice, use a landline phone. If you do have to use a mobile phone, you should seriously look into a hands-free extension" to minimize the risk (s). As such advice spreads, manufacturers could find themselves marketing their phones on the basis of safety as much as on styling or battery life (t).

(Adapted from John Greenwald in TIME, October 9 2000, p. 66, 67)

WHAT SCIENCE SAYS

Mixed Message

Can your cell phone really give you cancer? The best answer science can offer so far is maybe.

Researchers have discovered that cell-phone radiation can cause subtle, short-term biological effects in humans – including changes in brain wave patterns during sleep – but their full significance remains to be determined. Given that uncertainty and the fact that everyone from the National Cancer Institute to the World Health Organization is investigating cell-phone radiation, many experts caution that it is far too early to give the phones a clean bill of health.

Cell phones work by transmitting radio waves to base stations that plug calls into a network. The waves are a form of non-ionizing radiation – unlike, say, X-rays, which have the power to change the atoms in human cells to potentially hazardous ions by scattering their electrons. Non-ionizing radiation can also be

dangerous. At the high levels found in radar or inside microwave ovens, it can heat and severely damage tissue. The question for scientists is whether the low-energy (and low-heat) signals from cell phones can do harm. "What this debate is really about," says Microwave News editor Louis Slesin, "whether cell phones have non thermal health effects."

Cancer studies have been inconclusive since 1993 when a Florida man brought an unsuccessful lawsuit that blamed his wife's fatal brain tumor on her

use of a cell phone. In a frequently cited 1997 report, Australian researchers exposed mice bred with a predisposition to lymphomas to two daily 30-min doses of cell-phone radiation for up to 18 months. The mice developed tumor at twice the rate of animals that haven't been duplicated, and some scientists question their relevance.

The most outspoken cell-phone critic is George Carlo, whom the cellular industry hired to investigate the issue in the wake of the 1993 case. Backed by a \$25 million grant, Carlo

launched a series of studies that ended last year, including one that claim shows the link between cell-phone use and a rare type of brain tumor. That report's principal author has said the correlation could be due to chance, but Carlo is undaunted.

"No one study allows you to make a definitive determination about public health", he says. "It's how all the pieces fit together that counts." For now, the best advice science can offer about cell phones is handle with care. J.G.

• Test Guidelines

1. Guidelines pour l'élaboration de tests en 3^{ième} et de BFEM blancs

Le BFEM, à l'instar du Baccalauréat, comporte trois parties à l'écrit :

- Compréhension de texte : 8 points
- Compétence linguistique : 6 points
- Rédaction : 6 points.

READING COMPREHENSION

Types de texte

- Thèmes généraux, d'actualité, sur la base du curriculum
- Contenu culturel pas trop spécifique
- Ecarter les poèmes
- Respecter le format des conversations
- Respecter la cohérence du texte
- Conserver les illustrations autant que possible

Longueur du texte

- Dans une fourchette de 15 à 20 lignes, soit 200 à 260 mots tenant compte de la quantité de papier, du temps (02 heures), de la lourdeur et de la complexité du texte
- Les compositions doivent être saisies à l'ordinateur.

Niveau de difficulté

- Mots et expressions difficiles : 03 au maximum
- Notes de bas de page ou de fin de texte en français ou en anglais si le contexte ou la morphologie ne permettent pas de deviner le sens.
- Se concerter avec au moins 02 collègues pour jauger du niveau de difficulté.
- Eviter l'argot.

Types d'exercices

- Varier les exercices : gap filling, matching, MCQ, referencing, identifying, answering questions, etc.
- Donner des types d'exercices auxquels les élèves auront été habitués et conformes au curriculum.
- Instructions : en anglais simple et clair, suivies d'exemples. Que les instructions ne soient pas en elles-mêmes un test.

Vocabulaire

- Objectif : voir si l'élève peut deviner le sens (immédiat ou figuré) d'un mot ou d'une expression à partir du contexte ou de la morphologie.

Séquence des exercices

- Rendre les exercices indépendants les uns des autres.
- Varier les aptitudes ciblées.

COMPETENCE LINGUISTIQUE

- Offrir le plus large éventail de points possible
- Inclure des exercices ciblant les fonctions et discourse markers.
- Word formation : amener les élèves à trouver le sens d'un mot à partir de sa morphologie.
- Tester sur les points les plus fréquents et non les éléments exceptionnels.

REDACTION

- 3 formats différents : dialog, letter writing, narration/description
- Simplifier le langage des skeleton dialogs et ne pas en faire des tests de reading.
- Longueur de la rédaction : entre 80 et 100 mots
- Spécifier dans l'énoncé du sujet le thème, l'objectif, le destinataire et autres éléments du produit attendu.

FINALISATION

1. Inclure le corrigé.
2. Faire relire le document final par le groupe de travail avant le tirage.
3. Equilibrer le barème. Donner plus de poids aux exercices qui requièrent plus de temps.
4. Le groupe de travail évalue les résultats et conditions d'administration du test.

2. Guidelines pour l'élaboration de tests en Terminale et au bac blanc

Le Bac, à l'instar du BFEM, comporte trois parties :

- Compréhension de texte : 8 points
- Compétence linguistique : 6 points
- Rédaction : 6 points

READING COMPREHENSION

- Types de texte
 - Thèmes généraux intéressants et / ou d'actualité en conformité avec le curriculum.
 - Contenu culturel pas trop spécifique / culture générale
 - Poèmes (mode d'expression mais focus sur le contenu)
 - Respecter le format des conversations
 - Respecter la cohérence du texte
 - Conserver les illustrations autant que possible
- Longueur du texte
 - Dans une fourchette de 20 à 40 lignes (200 à 400 mots) tenant compte de la qualité du papier, du temps(3 heures), de la lourdeur et de la complexité du texte
 - Les épreuves doivent être saisies à l'ordinateur
- **Niveau de difficulté**
 - Mots et expressions difficiles : 03 au maximum
 - Notes de bas de page ou de fin de texte en anglais ou en français si le contexte ou la morphologie ne permet pas de deviner le sens .
 - Se concerter avec au moins 02 collègues pour jauger du niveau de difficulté.
 - Eviter l'argot ,le langage vulgaire et les abréviations
- Types d'exercices
 - Varier les exercices: gap filling,matching, MCQ ,referencing, identifying, answering questions, chart filling, etc
 - Donner des types d'exercices auxquels les élèves auront été habitués et conformes au curriculum
 - Instructions : en anglais simples et clair, suivies d'exemples si nécessaire. Que les instructions ne soient en elles-mêmes un test .
 - Vocabulaire : voir si l'élève peut deviner le sens (immédiat ou figuré) d'un mot ou d'une expression à partir du contexte ou de la morphologie
- **Séquence des exercices**
 - Rendre les exercices indépendants les uns des autres.
 - Varier les aptitudes ciblées

COMPETENCE LINGUISTIQUE

- Varier autant que possible les exercices afin d'offrir un éventail plus large de points
- Inclure des exercices ciblant les fonctions des mots de liaison
- Formation des mots : amener les élèves à trouver le sens d'un mot à partir de sa morphologie et à trouver d'autres mots de la même famille
- Tester sur les points les plus fréquents et non les éléments exceptionnels

REDACTION

- Différents formats: dialogue, lettre, narration, description ; compte rendu, rapport, argumentation.
- Simplifier le langage des dialogues guidés et ne pas en faire des tests de lecture.
- Longueur de la rédaction : entre 100 et 200 mots.
- Spécifier dans l'énoncé du sujet le thème, l'objectif, le destinataire et autres éléments du produit attendu.

FINALISATION

- Inclure le corrigé.
- Faire relire le document final par le groupe de travail avant le tirage.
- Vérifier et équilibrer le barème. Donner plus de poids aux exercices plus complexes et/ou qui requièrent plus de temps.
- Le groupe de travail évalue les résultats et conditions d'administration du test.
- Eviter autant que possible les errata.

EXAMPLES OF TESTS

The following examples of tests are the types of tests that students may have to write at the BFEM and Bac exam. They have been included so that the teachers can help prepare their learners effectively for these exams. They can also be used as a reference for the teachers to set their own tests.

Terminale L test exemplar (série I' 12 langue vivante 1 durée 3heures)

I/ Reading comprehension (8 points)

A/ Read the passage and answer the questions

- 1- What two jobs did Gikonyo do?
- 2- How did he become rich?

TEXT

Instead of buying clothes for himself or his family, Gikonyo did what Indian traders used to do. He bought maize and beans cheaply during the harvests, put them in bags, and hoarded them in his mother's smoky hut. That's where he Mumbi also lived. He argued: they (his wife and mother) have been naked and have starved for the last six years. A few more months of waiting won't make much difference. When the jobs-boom created by the harvests ended, Gikonyo did odd things here and there, waiting for an opportunity. At Thabai and villages around Rung'ei, most families finished their harvested food by January. Then there always followed one or two months of drought before the long rains started in March. Even then people had to wait for the crops to grow. That was the time Gikonyo gave up hack work as a carpenter and entered the market. He went to the market very early in the morning, bought one or two bags of maize at wholesale price from licensed, and at times black-market, maize suppliers from Rift Valley. Later in the day his wife and mother would join him. Along with other market women, Mumbi and Wangari would sell the maize at a retail price using tiny calabashes for a measure. With the money obtained, Gikonyo would again haggle for another bag and the two women did the retail selling. The profit gained would be reinvested in the business on the next market-day. Sometimes Gikonyo would buy a bag of maize and then sell it there and there to another person at a higher price. He was never rude to customers. He talked with humble conviction and put himself at their service; always ready to apologize, he insisted on giving his customers prompt attention. This way, he coaxed in money. Women, especially liked doing business with him. "Such a tongue, and so honest too," they said. So his fame spread through the market. All the time Gikonyo waited until the maize-grain was very scarce. The supply from the European farms in the Rift Valley was severely controlled. At the right time, he poured what he had hoarded on to the market at a high price.

IT HAD BEEN A LIFE OF STRUGGLE; At first other men derided him for doing a woman's job. Brushing sides with women's skirts. But when his fortunes changed, they started respecting him. Some even tried to follow his example with varying degrees of success.

B/ say whether the following statements are true or false according to the texts and justify properly with a short quotation from the text

Statements	True	False	Justification
Gikonyo and his family have always been rich			
1. He was a smart businessman			
1- He got on well with his customers			
2- Gikonyo's imitators were all successful			

C/ Match the words (which are underlined in the text) in column A with their equivalents in column B (2 points)

1- hoard	a- rare
2- haggle	b-popularity
3- scarce	c- bargain
4- fame	d- treasure

D/ Circle the letter: A,B,C,D, which corresponds to the right answer (2points)

1- They have starved for the last six years(line 5) means they have:

- A- suffered for the last six years
- B- survived for the last six years
- C- been hungry for the last six years
- D- worked for the last six years

2-He was always ready to apologize because:

- A-he was the only trader
- B- he was wrong
- C- he was well educated
- D he wanted to keep his customers

D/ Inserting: insert the appropriate preposition (0,75 point)

- 1-...entering the room Mumbi noticed some body lying on the mat.
- 2- She was obsessed.....the idea of finding a corpse there.
- 3- She immediately thought that Gikonyo would be charge.....murder.

III / Essay (6 points)

Choose one of the se two topics and write about 150 to 200 words.

A / What would you tell those men who “derided Gikonyo for doing a woman’s job”? Explain your point of view with everyday life examples.

B/ Imagine Gikonyo trying to persuade one of his deriders to follow his example. In your dialogue show the different steps Gikonyo went through to be successful.

B/ MATCHING

- 1- → C
- 2- → A
- 3- → D
- 4- → B

C/ COMBINATION

- 1- She'll do provided she is given a chance
- 2- She will remain outside unless I persuade her not to
- 3- She will be looked after as long as I live
- 4- She spent so much money that she was penniless

D/ MCQ

- 1- On
- 2- By
- 3- With

III. Essay Writing (6 pts)

Content	2
Accuracy	2
Comprehensibility	2

Or, when grading, consider these aspects:

Length, presentation/format
Content, accuracy, comprehensibility

EXTRA-CURRICULAR ACTIVITIES

a. SETTING UP AND SUPERVISING AN ENGLISH CLUB

- **PURPOSE:** To assist teachers in the setting up of a students' association, aimed at the practice of English in a particular school or area.
- **PROCEDURE:**
 - a. It is important that the students want and/or need an English Club before starting. Make sure the administration is informed about your intentions. And although one teacher can set up an E.C., it is good to involve all the colleagues from the very beginning.
 - b. Tell students about activities conducted by a successful E.C. that you know of, or show materials in English produced by that E.C. (posters, newsletters, photos of a sketch during a festival). Make positive remarks to show that you are confident that your students can do something similar.
 - c. Get the students to convene a large meeting at which the setting up of an E.C. will be proposed. Act as a facilitator to their efforts. Give them ideas about the organisation of the membership and possible activities of the club. It is important that the students receive a taste of what can be offered by an E.C. at this initial meeting.
 - d. Get a committee elected and encourage them to prepare a schedule of activities. Avoid the mistake of being too ambitious. A good E.C. is one whose meetings leave the participants with the desire to attend the next one.
- **RESOURCES :**
 - a. Use what is available bearing in mind that the purpose of the E.C. activities is to provide opportunities for learners to practice the language in a stress free atmosphere thus promoting learner autonomy.
 - b. Encourage learners to read stories from the materials available in their school libraries or in the different resource centres (British Council)
 - c. Encourage them to make good use of the computer, the net.
 - d. Tell them about the advantage of listening / watching English language programmes by the radio/on TV
- **SUGGESTED ACTIVITIES**
 - a. Drama and sketches
 - b. School magazine
 - c. Special classes of remedial work
 - d. Parties
 - e. Songs

- f. Film viewing
- g. Word games (scrabble, hangman, crossword puzzles, etc.)
- h. Competitions (poems, quizzes)
- i. Debates and/or round tables on controversial issues
- j. Guest speaker (native speaker from Anglophone countries)
- k. Celebration in honour of well known personalities from English Speaking World (Martin Luther King, Nelson Mandela)
- l. Celebration of important events or festival in English Speaking World (Halloween, Thanksgiving, etc.)
- m. E.C. festivals
- n. Simulation of election in the UK /USA
- o. Trips to an Anglophone country (the Gambia), Pen friends, Inter club exchanges, linkages, networking through the nets.
- p. Designing and implementing projects via internet with Students around the world,
- q. Etc.

n.b. Training suggestion: Do not reveal the above list of activities straight away. Brainstorm with the participants for ideas.

B. THE IMPORTANCE OF EXTRA CURRICULAR ACTIVITIES

There is a strong feeling that the whole process about language teaching and learning should be fun. Motivation can be enhanced mainly by using extra-curricular activities in order to avoid routine work and boredom in the classroom.

By extra-curricular activities we mean activities performed outside the classroom environment capable of boosting up interest both on the part of the student and the teacher by enabling everyone to participate actively and communicate more effectively. In that respect, it goes without saying that the exploitation of English Club activities can be a royal way to achieve the teacher's goal of communicative language teaching in so far as in the English Clubs, the students themselves decide which song, sketch or poem they want to initiate and perform eventually. In that situation, the teacher's intervention will be mainly focused on helping them with pronunciation, giving directions and letting them run their club by themselves.

In this setting, the students feel less pressure to express themselves and the teacher is no longer seen as "the master of the classroom," but rather as a consultant whose help is only needed as a last resort. In addition, emerging talents can be discovered whose motivation and interest are piqued by the activities offered by the English Club.

The best example we have is when A.T.E.S (The Association of Teachers of English of Senegal) is organising each year its yearly festivals (both at the regional and national levels) on a given theme on which the students have to compete and perform for 15 minutes. The performance can involve anything related to the given theme and they can feel free to do a sketch, a poem, a song etc. From these performances, all audiences marvelled over the students' command of the English language, their artistic fiber livened more than ever, and a tremendous sense of solidarity, group work and liberty of expression before audiences composed of parents, teachers, students and English lovers in such prestigious spectacle theaters as Daniel Sorano or C.I.C.E.S hosting over 1000 people.

Ever since this festival started (in 1999), the teachers' work to get the students to love and study the English language is lighter. Indeed, as soon as school opens its doors, the students start organising themselves having in mind the prospect of the coming festival. We have seen the examples of some clubs which started scheduling their activities and rehearsing before any supervisor had been appointed. In this case the supervisor's work is alleviated -- with such a commitment from the students, the motivation is from the bottom to the top.

Undoubtedly, the seeds of English lovers have been planted on the hearts and minds of many participants to these English Club events and future generations of teachers, professors and English users who have caught the "virus" of the English language will emerge from these English Club participants.

Besides, it is also important to take into account the role of outings, which are no less relevant as a way of broadening the horizons of our students. An example we'd like to share is the first African-African-American summit that took place in Goree in 1995 in which students of the diaspora and many students from the university and the high schools took part. During that day, the students exchanged ideas the whole day by singing together, sharing many elements of their respective cultures, and also breaking many barriers. That event completely transformed the students who came to Goree by making them more confident and autonomous and it triggered an enthusiasm that nobody could have dreamt of obtaining.

The advent of ICT's has also given our students more opportunities to use English, as the students can go to the internet rooms with their teacher or alone to conduct some projects, chat, send emails or exchange with other students around the world some aspects relative to culture,

clothing, food etc. Hence, the students can re-use the English language through activities of their own interest and evade the constraints of the classroom atmosphere which can be sometimes oppressive and heavy for some students

In the light of all these events, it is our conviction that extra-curricular activities should not be neglected because they are an extension of our teaching -- another form which is more relaxing and more enjoyable for both the students and teachers.