

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 les jeunes sénégalais à acquérir une certaine maîtrise de la langue anglaise qui leur permettra de faire face éventuellement aux exigences de la vie active;
- 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 socio-professionnel;
- 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;
- assigner à l'enseignement de l'anglais des objectifs répondant aux besoins et aux aspirations de l'individu ainsi qu'aux buts poursuivis par la société et la politique éducative du pays.
- dans la démarche pédagogique, enseigner l'anglais de manière à favoriser l'acquisition et l'utilisation des aptitudes linguistiques requises pour communiquer effectivement dans cette langue.

Objectifs

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

- acquis des aptitudes linguistiques et communicatives de base: (la qualité des performances exigibles à ce niveau devant être raisonnable);
- acquis et utilisé un lexique d'une étendue raisonnable correspondant aux besoins et au niveau des élèves ainsi qu'aux connaissances requises pour une certaine maîtrise de la langue;
- acquis et pratiqué les fondements de la prononciation, de l'accentuation, du rythme et de l'intonation de la langue anglaise;
- développé des aptitudes à lire et à comprendre des textes écrits dans un anglais simple;
- développé des aptitudes à rédiger des phrases, des paragraphes, des lettres, etc.;
- développé des aptitudes à communiquer dans un anglais simple et intelligible;
- acquis une bonne compréhension orale 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

Contenus pour le cycle moyen

A- Classe de sixième

By the end of sixième, pupils will have been introduced to the following in terms of functions and notions, topics and themes, grammatical structures and elements of phonology.

Functions and notions:

Pupils will learn to:

- 1- ask and give names
- 2- greet people formally /informally
- 3- locate things and people
- 4- ask for and give directions
- 5- use numbers up to 10,000
- 6- use ordinals 1st, 2nd, 3rd, etc..
- 7- give time, date, age
- 8- express family relationships
- 9- express likes and dislikes
- 10- buy things e.g clothes, food(countable items only)
- 11- describe people, eg., body, clothes
- 12- describe things and places
- 13- talk about past actions
- 14- request assistance
- 15- make comparisons
- 16- describe what people do/are doing
- 17- write a simple letter
- 18- understand simple information
- 19- make and accept apologies
- 20- make, accept, decline offers
- 21- talk about the weather(simple terms only)
- 22- express feelings(sad, happy)
- 23- give and carry out instructions

Topics /Themes

Pupils will learn to talk in general terms

- 1- school/classrooms
- 2- numbers and quantity
- 3- addresses and telephone numbers
- 4- jobs(familiar)
- 5- time, dates
- 6- family relationships(nuclear)
- 7- homes, furniture items
- 8- food and drink
- 9- colours, shapes, size
- 10- month, days of the week
- 11- the body
- 12- the weather(simple items only)
- 13- clothes
- 14- health(simple terms only)
- 15- letters(spelling)
- 16- food and cooking (familiar countables only. Including meals- breakfast etc)
- 17- sports
- 18- village, town
- 19- plants and animals
- 20- cultural and social events

Structures:

Pupils will learn this grammar points

- 1- present simple and continuous
- 2- possessive adjectives
- 3- subject pronouns
- 4- articles a/an/the, omission of articles
- 5- noun plurals(regular ; and men, women ; children)
- 6- 's for possession
- 7- have(got)
- 8- adjectives(a), position(b), simple comparatives and superlatives
- 9- prepositions(position, direction and time)
- 10- there is/there are/ this/ that
- 11- object pronouns
- 12- to be hungry, thirsty, etc..
- 13- imperatives
- 14- simple past tense
- 15- impersonal it
- 16- Wh- questions: Who, What, When, Where, Why, How much, How many, How(how are you)
- 17- Adverbs of time and frequency required by tenses taught eg. Every day, yesterday
- 18- do as pro-verb(optional)
- 19- selected uncountables

Phonology

Pupils will be introduced to these aspects of pronunciation

- 1- word stress
- 2- weak forms/(as in at, as, from, of)
- 3- rhythm
- 4- intonation
- 5- linking final consonants to initial
- 6- /o/
- 7- intonation in answers
- 8- rising and falling intonations
- 9- plural endings
- 10- intonation of polite questions
- 11- recognition of weak forms
- 12- simple past tenses endings
- 13- stress in negative sentences
- 14- rhythm and stress in questions
- 15- rising intonation in yes/no questions
- 16- /kn/, /k n/, /ka:nt/
- 17- strong and weak forms of was and were
- 18- 'long' and 'short' vowels
- 19- linking vowels (diphthongs . triphthongs)

- 20- letter 'o' pronounced //and//
- 21- consonants //, /s/, /d/, and //
- 22- consonants clusters eg. /st/, /sp/, /sk/, /str/, etc.

B- Classe de cinquième

By the end of cinquième, pupils will have been introduced to the following in terms of functions and notions, topics and themes, grammatical structures and elements of phonology.

Functions and notions

Pupils will learn to:

- 1- ask and give names
- 2- greet people and formality
- 3- locate things and people
- 4- ask for and give directions
- 5- use number up to 10,000
- 6- use ordinals 1st, 2nd, 3rd, etc..
- 7- give time, date, age
- 8- express family relationships
- 9- express likes and dislikes
- 10- buy things e.g. clothes, food(countable and uncountable)
- 11- describe people, e.g. body, clothes
- 12- describe things and places
- 13- talk about past actions
- 14- request assistance
- 15- make comparisons
- 16- describe what people do/are doing
- 17- write a simple letter
- 18- understand simple information
- 19- make and accept apologies
- 20- make, accept, decline offers
- 21- talk about the weather(including seasons)
- 22- express feelings(sad, happy)
- 23- give and carry out instructions
- 24- talk about the future
- 25- talk about past events that are still relevant

Topics and themes

Pupils will learn in more detail about

- 1- school/classroom
- 2- numbers and quantity
- 3- addresses & telephone numbers
- 4- jobs(less familiar)
- 5- time, dates

- 6- family relationships(extended)
- 7- homes, furniture items
- 8- food and drink
- 9- colours, shapes, size
- 10- month, days of the week
- 11- the body
- 12- the weather
- 13- clothes
- 14- health
- 15- letters(spelling)
- 16- food and cooking(familiar countable and uncountable nouns)
- 17- sports
- 18- village
- 19- town
- 20- plants and animals
- 21- cultural and social events

Structures

Pupils will learn these grammar points:

- 1- adverbs of degrees
- 2- prepositions of transport, distance, time etc..
- 3- isn't that?
- 4- Like +ing
- 5- Countable and uncountable
- 6- Expressions of quantity
- 7- Some/any, much/many/a lot of/ both/all
- 8- Frequency adverbs
- 9- How much?/how many?
- 10- One(s) as substitute words
- 11- Can
- 12- Tag questions
- 13- Simple future tense with will/shall
- 14- Going to future
- 15- Must need/ have to
- 16- Present perfect tense have + past participle with just/already/yet, for/since, /ever/never
- 17- Good at + N/V + ing

Phonology

Pupils will be introduced to these aspects of pronunciation

- 1- word stress
- 2- weak forms// (as in at, as, from of)
- 3- rhythm
- 4- intonation
- 5- linking final consonants to initial
- 6- /o/
- 7- intonation in answers

- 8- rising and falling intonations
- 9- plural endings
- 10- intonation of polite questions
- 11- recognition of weak forms
- 12- simple past tense endings
- 13- stress in negative sentences
- 14- rhythm and stress in questions
- 15- rising intonation in yes/no questions
- 16- /kn/, k n/, /ka:nt/
- 17- strong and weak forms of was and were
- 18- 'long' and 'short' vowels
- 19- linking vowels (diphthongs. Triphthongs)
- 20- letter 'o' pronounced //&//
- 21- consonants//, /s/, /d/, and //
- 22- consonant clusters eg./st/, /sp/, /sk/, /str/, etc

C- Classe de quatrième et troisième

Aspects of phonology

Pupils will be introduced to the following aspects of pronunciation:

1/ Discriminating sounds in connected speech:

Vowels, consonants, diphthongs

Strong and weak forms

Neutralization of weak forms

2/ Articulating sounds in isolate words forms:

long and short vowels

consonants

Consonant clusters

Diphthongs

3/ Discrimination sounds in connecting speech:

Strong and weak forms

Neutralization of weak forms

Reduction of unstressed vowels

Modification of sound through: assimilation

elision

liaison

5/Discriminating stress Patterns within words

6/Articulating stress pattern within words

7/Manipulating variation in stress in connected speech

8/Recognizing the use of stress in connected speech for indicating information units

9/Recognizing the use of stress in connected speech for indicating emphasis

10/Understanding intonation patterns:

- Falling tone with declarative clauses
- Falling tone with interrogative clauses beginning with a question word
- Falling tone with imperative clauses
- Rising tone with yes/no interrogative clauses
- Rising tone with non-final clauses
- Fall-Rise tone with any clause types
- Rise-Fall tone with any clauses types

- Tones with question-tags

11/Producing Intonation Patterns

- Rising tone with declarative /moodless clauses
- Rising tone with imperative clauses
- Falling tone with yes/no interrogative clauses

12/Expressing/Interpreting attitudinal meaning through:

- Pitch height
- Pitch range
- Pause
- Tempo

List of suggested topics

1/Personal identification

-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.

-Family: relationships, profession, occupation members of the family

-House and Home: Types of accommodation, rooms, furniture, bedclothes, rent, services, amenities, region, flora and fauna, food and drinks, relations, visits to family/friends/strangers

2/ City life

- Public notices

- Places: Government buildings,Squares, Entertainment and placesof entertainment cinemas , stadiums, theaters,etc..

- 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,

- Environmental problems : pollution, urbanization, (slums, slum clearance schemes, delinquency, transportation, prostitution, etc.)

3/Village life

- Crafts, occupations

- Cattle breeding and crops

- Fauna and Flora

- Fishing

Environmental problems: floods, drought, desertification, soil erosion, soil preservation, irrigation

Weather, seasons, climate

Migration, rural exodus

Free and leisure time

4/Travel and exploration

- Communications

- Mass-media
- Stories of imaginations
- Tourism: holiday camps, national sites, transportation

5/Careers and employment

- Crafts, jobs, trades professions, occupations, means of finding employment, behavior pattern in various situation
 - Interviews
 - Letter writing
- (Reading/writing ads, interpreting charts, diagrams, tables, graphs, etc..)

6/Cultural heritage

- Cult, religion (church, mosq), animism
- Beliefs, customs, ceremonies,
- Art, holidays, festivals
- Heroes and history

7/Education

a) Traditional education

- Community life
- Solidarity
- Age groups
- Respect to elders
- Initiation
- Moral values, ethics

b) Modern education

- School system
- Subjects
- Qualifications
- Job opportunities
- Educational problems

GRAMMATICAL CATEGORIES AND CLASSES

Following is a brief alphabetical listing of grammatical categories and transformation operations found in many languages. It is placed here for your convenience in preparing dialogs and drills and as a reminder to you of material you may have presented which should be reintroduced wherever and whenever logical and feasible. Some of these categories and operations may not exist in the language you are teaching while others not included here may exist. Add; delete; combine. Use this list in the way it best suits you. .

ADJECTIVES (e.g., comparative, indefinite, interrogative used as complements) .

ADVERBS(e.g., of frequency, manner, place, time, words, phrases, clauses)

ARTICLES (e.g., definite, indefinite, partitive: e.g., I don't need any apples)

AUXILIARY VERBS (be, do, have, will)

CLAUSES (e.g., conditional, coordinate, subordinate) cause, condition, , purpose, result

COMMANDS AND REQUESTS

COMPARISONS (adjectives, adverbs)

COMPOUND SENTENCES (with and, but, or)

CONDITIONAL SENTENCES (with if and the present or "contrary to fact")

e.g., If I get the money, I'll buy that suit; If I had some money, I'd take a vacation.

CONJUNCTIONS (coordinating, subordinating)

CONTRACTIONS

DEMONSTRATIVES (adjectives and pronouns)

DETERMINERS (e.g., articles, indefinites, possessives) demonstratives, quantifiers

DIRECT OBJECTS OF VERBS AND PREPOSITIONS

DO -as a full verb. (e.g., What do you do all day?)

DURATION (with during, for, how long, since, while)

EMPHATIC STATEMENTS OR UTTERANCES (e.g., I do want to see him now) .

EXCLAMATORY STATEMENTS OR UTTERANCES

FAMILY NAMES

FREQUENCY ADVERBS (always, never, of, on, sometimes, etc)

FUTURE (with present, present progressive [the ing present] going to or will)

GERUNDS (as subject, object, after prepositions or certain verbs) e.g., Swimming is enjoyable; I enjoy swimming.

HAVE -as a full verb (to eat or drink; to possess)

IMPERSONAL -it as subject; or with be + adj)

INDIRECT OBJECTS (with verbs like give, show, tell)

INDIRECT SPEECH (e.g., commands, questions, statements)

INTENSIFIERS (quite, too, very, rather, a little, a lot)

INTERROGATIVE SENTENCES? UTTERANCES? AND WORDS MODALS (can, may, should, ought to, have to, must, etc)

MODIFIERS (adjectives, adverbs, nouns: e.g., Where is the bus station? mass nouns, names of places, languages, meals, possessive adjectives and pronouns, titles and proper nouns)

NOUNS (e.g., as modifiers of nouns, countable, non-countable, expressing possession, proper names, compound nouns)

NUMERALS (cardinal, ordinal)

OBJECTS (direct, indirect, of prepositions)

PARTICIPLES (present, past) in the present and past perfect; passive voice; as adjective

PARTITIVES (a bottle of, etc) -In French and Italian, of+ the article

PASSIVE (present, past, present perfect, future)

PAST TENSE

PHRASES (adjectival, adverbial)

PHRASAL VERBS (intransitive: stand up; transitive: turn the light on) POSSESSIVES .

PREPOSITIONS (e.g., accompaniment with direction) to toward, from, across