



CABITA ANNUAL GENERAL ASSEMBLY/ BAFOUSSAM, 31st JULY 2026

PREPARING AND DELIVERING A CBA LESSON

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PREPARING A CBA LESSON



FAILING
TO
PLAN
IS
PLANNING
TO
FAIL

TODAY'S ROADMAP

- ① Preparing a CBA lesson: characteristics & what to plan for
- ① Delivering a CBA lesson: the 5 domains of life
- ① The 9 steps of a CBA lesson, illustrated with one running example (conditionals & the environment)
- ① A ready-to-use classroom activity: the Bilingual Game
- ① Key takeaways & discussion



WHAT DOES CBA MEAN?

CBA = Competency-Based Approach, known in French as APC (Approche Par Compétences).

- ① Learners are trained to use knowledge, skills and attitudes together, to solve real-life problems — not just to memorise content.



WHAT DOES CBA MEAN?

Before CBA	With CBA
Objective-based	Competence-based
Teacher-centred	Learner-centred
Content-based teaching	Action-oriented pedagogy



CHARACTERISTICS OF A CBA LESSON

A good CBA lesson must be :

- SMART(simple, measurable, achievable, realistic and time bound)
- KISS (keep it short and simple)
- VAKT (visual, auditory, kinesthetic or tactile)



THINGS TO CONSIDER WHEN PLANNING

- The learning objective (the scheme of work and the curriculum)
- The learner's needs, level, age, environment, learning styles, likes and dislikes, etc.
- Content and appropriate materials



THINGS TO CONSIDER WHEN PLANNING

- The assessment/evaluation strategies
- The period of the day
- Time (1 or 2 periods)



PLANNING A CBA LESSON

- **DOMAINS OF LIFE (there are 5 of them)**
 - Family and social life
 - Economic life and occupation
 - Environment, health and well-being
 - Citizenship and human rights
 - Media and communication



PLANNING A CBA LESSON

- **MODULE TITLE**

E.g : Using language to talk about health care and environmental awareness

- **REAL LIFE SITUATION**

E.g : Being concerned about environmental issues like climate change and global warming



PLANNING A CBA LESSON

- **CATEGORIES OF ACTIONS AND EXAMPLES OF ACTIONS**
 - Listening: Listening to a presentation about environmental issues
 - Speaking: Exchanging information about climate change



PLANNING A CBA LESSON

- **CATEGORIES OF ACTIONS AND EXAMPLES OF ACTIONS**

- Reading: Reading environmental awareness stories
- Writing: Writing a speech about environmental awareness



PLANNING A CBA LESSON

- **ESSENTIAL KNOWLEDGE**

- Grammar :

- E.g. : Using conditionals to talk about environmental issues

- Vocabulary

- E.g.: Words and expressions related to environment issues

- Speech work

- E.g.: Pronouncing environmental terms correctly



DELIVERING A CBA LESSON

Class: Terminale

Duration: 2 hours

Essential knowledge: Grammar

Lesson title: Using conditionals to talk about environmental issues



DELIVERING A CBA LESSON

- **EXPECTED OUTCOMES (ABCD model)**

E.g. : At the end of this lesson, learners will identify conditional structures and use them correctly.

- A : Audience (learners)
- B : Behaviour (identify and use)
- C : Condition (at the end of this lesson)
- D : Degree (correctly)



DELIVERING A CBA LESSON

- **PREVIOUS KNOWLEDGE (use action verbs)**

E.g. : Learners can already

- Identify verbs
- Conjugate tenses correctly
- Join sentences



DELIVERING A CBA LESSON

1. INTRODUCTION (REVISION OF THE PREVIOUS KNOWLEDGE)

E.g.: I clean my environment. I want to remain

instructions	Expected answers
Identify verbs in the sentences above	Clean, want
Conjugate the verb to “clean” in the simple future	Will clean



DELIVERING A CBA LESSON

1. INTRODUCTION (REVISION OF THE PREVIOUS KNOWLEDGE)

E.g.: I clean my environment. I want to remain

instructions	Expected answers
Join the sentences above using a conjunction	I <u>clean</u> my environment <u>because</u> I <u>want</u> to remain healthy.



DELIVERING A CBA LESSON

2. DISCOVERY (PROBLEM SOLVING SITUATION)

- Sentences
- Pictures/images
- Songs
- Videos
- Anecdotes
- Drawings



DELIVERING A CBA LESSON

3. RESEARCH (QUESTIONS ABOUT THE PROBLEM)

E.g. : A dialogue between 2 friends in the school playground

Anna: Hi Ada, our planet is threatened nowadays due to plastic.

Ada: **If** we don't reduce plastic waste, our environment will be polluted.

Anna: I know, **If** everyone recycled properly, we would cut pollution by lot.

Ada: You're right. Companies would have stopped polluting **if** governments had sanctioned them.



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3. RESEARCH (QUESTIONS ABOUT THE PROBLEM)

Questions

1. What do they have in common ?
2. What do you observe ?
3. What do they express ?
4. How do you call they ?

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4. COMPARISON AND VALIDATION OF FINDINGS OR RESULTS (POSSIBLE ANSWERS TO THE QUESTIONS)

Expected answers

1. All the sentences have the word “if”
2. “if” can begin the sentences or occupy the middle position
3. They express a condition
4. They are called conditionals

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5. INSTITUTIONALIZATION AND FORMULATION OF THE NEW KNOWLEDGE (KEY POINTS AS NOTES)

E.g. : Conditional sentences express a condition (definition)

- Formation (type 0,1,2,3)
- Use
- Other conditional words/ structures



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6. CONSOLIDATION (ORAL/WRITTEN EXERCISE)

E.g. :

- Form conditional sentences of your own orally
- Complete with the correct form of the verb in brackets
- Join the sentences using 'if'
- Rearrange the words to form a conditional sentence



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- **PARTIAL INTEGRATION (USE OF THE NEW KNOWLEDGE IN A MORE COMPLEX CONTEXT)**

E.g. :

- Assignment
- Research projects
- Presentations



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- **REMEDIATION**

E.g. : Correction of assignments and reinforcement of the notion(s) taught



DELIVERING A CBA LESSON

- **BILINGUAL GAME**

E.g. : Find the English word (Two teams).

- The teacher gives a French word linked to the lesson (e.g. “réchauffement climatique”).
- The first team to say the correct English word AND use it in a conditional sentence wins the point.

E.g. “If we don’t act now, global warming will get worse.”)



RECAP — THE 9 STEPS OF A CBA LESSON

- ① 1. Introduction (revision of previous knowledge)
- ① 2. Discovery (problem-solving situation)
- ① 3. Research (questions about the problem)
- ① 4. Comparison & validation of findings



RECAP — THE 9 STEPS OF A CBA LESSON

- ① 5. Institutionalization (formulating the new knowledge)
- ① 6. Consolidation (oral/written exercises)
- ① 7. Partial integration (use in a more complex context)
- ① 8. Remediation
- ① 9. Bilingual game (playful reinforcement)



REFERENCES

- <https://stock.adobe.com>
- <https://cte.smu.edu.sg>
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Thank You
for your attention