**COLLEGE ANADOR ABOBO SCHOOL YEAR:2018- 2019**



**13 BP 2203Abidjan**

**24 39 19 92**

**CE : ANGLAIS**

**FICHE DE COURS**

**CLASS** **: 1èreA /D**

**THEME 1: TRAVEL AND WORLD TOURISM**

**COMPETENCE 1: Speaking**

**Duration**: 55 min

**Source**: Go for English Tle

**Situation** The students 1ère A3 of Collège Anador of Abobo are discussing about the different kind of travelling that people practice in the world.

**I/ Vocabulary**: words related to travelling

1. **The voyage:** it is a long journey done by sea.
2. **The trip:** it is a journey to a place often short.
3. **The flight:** it is journey in an aircraft (plane)
4. **The expedition:** it is a journey to a remote place requiring special preparation
5. **The excursion:** it is a short journey to a place of interest and back.

**II/ Language function**: expressing obligation with **should** and **ought to**

1. Students **should** do expeditions to get more knowledge
2. Students **ought to** do expeditions to get more knowledge
3. Students **should have done** expeditions to get more knowledge

**NOTICE**: **should** and **ought to** can be used to express obligation

**III/ Communication activity**

The students 1ère A3 of Collège Anador of Abobo are discussing about the different kind of travelling that people practice in the world. One of them asks these questions.

1. **What do people travel for?**
2. **Do you plan to travel one day?why? Why not?**
3. **“Travelling means acquiring knowledge”. What do you think about this statement?**

**COMPETENCE2 : listening**

**Duration: 55 min**

**Source: Go for English Tle**

**Situation** The students 1ère A3 of Collège Anador of Abobo are listening to a BBC radio report on travelling in order to debate about the kind of travelling in the world.

**I/ Vocabulary**: : words related to travelling

1. **To travel**: to leave one place to another by using a mean of transport.
2. **Cruise**: it is a holiday based on a ship.
3. **Migration**: the fact of leaving one place to another for having better condition of life.
4. **Tour**: an organized holiday or a visit around a place of interest.
5. **Safar**i: an expedition to see photograph, or hunt wild animals. It may include sleeping in a tent.

**II/ Language function:** expressing unnecessary action with **needn’t have/ didn’t have to**

1. We have two pillows, you **needn’t have bought** one.
2. The excursion has been scrubbed, so I **didn’t have to buy** a ticket.

**NOTICE:** we use **needn’t have** if the action is done and **didn’t have to** if the action is not done.

**III/ Communication activity.**

The students 1ère A3 of Collège Anador of Abobo are listening to a BBC radio report on travelling in order to debate about the kind of travelling in the world.

After listening to the radio, say if these statements are true or false.

1. The …………………………………………………………………………….
2. The …………………………………………………………………………….
3. The ……………………………………………………………………….....

**COMPETENCE3 : reading**

**Duration: 55 min**

**Source: from the internet**

**Situation** The students 1ère A3 of Collège Anador of Abobo are reading a text about tourism in order to debate about its importance in the world.

**I/ Vocabulary:** words and expressions related to tourism

1. **A tourist:** a person who is visiting a place on holiday.
2. **Tourist sites:** famous places that the tourist visits
3. **Tourism office**: An office which provides information, brochures, maps, etc for tourists to a locality. .
4. **Tour guide** someone whose job is to show the around the place and explain its story, architecture.
5. **Touristry:** tourist industry

**II/ Language function:**expressing contrast.

1. Travelling is good **but** it makes people spend much money.
2. Travelling is important **however** it makes people spend much money.
3. **Although** travelling is good, it makes people spend much money

**III/ Communication activity**

The students 1ère A3 of Collège Anador of Abobo are reading a text about tourism in order to debate about its importance in the world.

After reading the text, find short answers to these questions

1. **……………………………………………………………………………………….?**
2. **………………………………………………………………………………………..?**
3. **………………………………………………………………………………………..?**

**COMPETENCE4 : writing**

**Duration: 55 min**

**Source: from the internet**

**Situation** The students 1ère A3 of Collège Anador of Aboboare writing a text about tourism in order to debate about its importance in the world.

**I/ Vocabulary:** words related to tourism

1. **Ecotourism**: the business of creating and selling holidays that give people the chance to learn about a natural environment, and cause a little damage to the environment as possible.
2. **Holiday resort:** a place where a lot of people go on holiday ( hotels, bars,restaurants)
3. **Holiday:** a period out of work where people get rest
4. **Travel agency:** A company that arranges personal travel and accommodation for travelers
5. **Guide** someone whose job is to show the around the place and explain its story, architecture.
6. **Tourist guide:** a person who shows the tourist the direction to walk or the places to visit

**II/ Language function:** expressing opinion

1. **For me** travelling is very important because people discover other cultures
2. **I think** travelling is very important because people discover other cultures

**III/ Communication activity**

The students 1ère A3 of Collège Anador of Abobo are writing a text about tourism in order to debate about its importance in the world.

**After writing the text, in an argument essay say if you are for or against tourism**

**WRITING AN ARGUMENT ESSAY**

**What is an argument?**

It is the evidence one has to support an idea.

**What is an essay?**

It is a writing in which we explain an idea

**What is an argument essay?**

An argument essay is a writing in which we contrast ideas by giving evidence to explain each position.

**How to write an argument essay?( lay out)**

* Set the problem
* The writer’s position
* The contrasting position
* Argument in father of the contrasting position
* Evidence that support this argument
* Argument against the contrasting position
* Evidence that support this argument
* New argument in favour of writer’s position
* Evidence that support this new argument

**SESSION 5: Revision of session 1-2**

**SESSION 6: Revision of session 2-4**

**COLLEGE ANADOR ABOBO SCHOOL YEAR: 2017- 2018**



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**CE : ANGLAIS FICHE DE COURS**

**CLASS: 1ère A /D**

**THEME 2:NATURAL RESOURCES**

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | - les mots et expressions relatifs aux ressources naturellesrenouvelables et non-renouvelables, aux catastrophes naturelles et au changement climatique  - la formation des antonymes avec les préfixes  - les collocations  - la formation des suffixes avec ***–tion***  - les gérondifs et les articles |
| Identifier | - les mots et expressions relatifs aux ressources naturelles renouvelables et non-renouvelables, aux catastrophes naturelles et au changement climatique  - la formation des antonymes avec les préfixes  - les collocations  - la formation des suffixes avec ***–tion***  - les gérondifs et les articles |
| Appliquer | - les techniques de la rédaction d’un article de journal  - les techniques de lacompréhension écrite et orale d’un texterelatif aux ressources naturelles renouvelables et non-renouvelables, aux catastrophes naturelles et au changement climatique |
| Démontrer | - sa compréhension écrite et orale d’un texte relatif aux ressources naturelles renouvelables et non-renouvelables, aux catastrophes naturelles et au changement climatique |
| Echanger | - oralement et par écrit des informations relatives aux ressources naturelles renouvelables et non-renouvelables, aux catastrophes naturelles et au changement climatique |

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**COMPETENCE 1: Speaking**

**Duration**: 55 min

**Source**: from the internet

**Situation:**On the occasion of the celebration of the World Environment Day, the English Speaking Club of College Anador organizes a debate on the preservation of natural resources. In order to take part in this moment of exchange, the members of the English Club decide to get informed about this issue.

**I/ Vocabulary**: words related to natural resources

1. **Nature:** the physical world including all living things as well as the land and sea.
2. **Resources:** things such as coal, trees, water, oil that exist in nature and can be used by people.
3. **Natural resources:** valuable substances such as wood and oil that exist in a country land and sea.
4. **Environment:** the natural world , including the land water, air, plants animals
5. **Elements:** earth, air, fire or water considered in the past to be the substances that all things are made of.

**II/ Language function**:forming antonyms with the prefixes **un**,**de, il**

1. Fortunate =+ **un**fortunate
2. To populate=+ to **de**populate
3. legal=+ **il**legal

**NOTICE**: some prefixes such as**un**,**de,il** are most often used to form the antonyms

**III/ Communication activity**

On the occasion of the celebration of the World Environment Day, the English Speaking Club of your school is organizing a debate on the preservation of natural resources. In order to take part in this moment of exchange, the members of the English Club decide to get informed about this issue.

After the debate try to answer these following questions

1. **What is the importance of natural resources?**
2. **What to do to preserve these natural resources?**
3. **How could you imagine a world without these natural resources?**

**COMPETENCE 2: listening**

**Duration: 55 min**

**Source:**

**Situation**.On the occasion of the celebration of the World Environment Day, the students of 1e A/C/D of College Anador Abobo are reading a text about climate change. In order to take part in this moment of reading, the members of the English Club decide to get informed about this issue.

**I/ Vocabulary:** words and expressions related to climate change

1. **Climate:** The typical weather condition in a particular area.
2. **Temperature:** A measure of how hot or cold a place or a thing is.
3. **Climate change:** changes in the Earth’s climate
4. **Global warming**: A general increase in world temperature caused by increased amount of carbon dioxide around the Earth.

**5. Climate control:** All decisions and actions which permit to stop world temperature

**II/ Language function:**expressing gerund

1. People cannot live **without** us**ing** water.
2. If people **stop** us**ing** water, they won’t survive.
3. People **can’t bear** liv**ing** without water.

**NOTICE:** the gerund can be introduced by some **prepositions** (after,before,without) some **verbs** (stop, give up, enjoy,like) some **expressions** (can’t help, it is no worth, can’t bear)

**III/ Communication activity.**

On the occasion of the celebration of the World Environment Day, the students of 1eA/C/D of College Anador Abobo are reading a text about climate change. In order to take part in this moment of exchange, the members of the English Club decide to get informed about this issue.

After reading the text, find short answers to these questions

1. **What are the causes of climate change?**
2. **What are its consequences on our life?**
3. **Suggest your solutions**

**COMPETENCE3 : reading**

**Duration: 55 min**

**Source: from the internet**

**Situation** On the occasion of the celebration of the World Environment Day, the students of 1e A/C/D of College Anador Abobo are listening to a debate on the Radio CI on the preservation of renewable and non-renewable resources. In order to take part in this moment of exchange, the members of the English Club decide to get informed about renewable and non-renewable resources..

**I/ Vocabulary**: : words and expressions related to renewable and non-renewable resources

1. **Renewable resources:** resources that can be replaced or recovered. (water, flora and fauna)
2. **Non-renewable:** resources that cannot easily be replaced. (minerals and fossil fuels)
3. **Fossil**: an animal or a plant that died many thousands of years ago and has been preserved in rock.
4. **Fuel:** a substance such as coal, gas, etc that can be burned to produce heat or energy
5. **Fossil fuel: coal or oil** that is produced by the very gradual decaying of animals or plants over millions of years.

**II/ Language function:**forming nouns with suffix **“tion”**

1. To populate = a population
2. To educate = an education
3. To congratulate = a congratulation

**Notice**: some nouns can be formed from verbs by using the prefix **tion**

**III/ Communication activity**

On the occasion of the celebration of the World Environment Day, the students of 2nde C2 of College Anador Abobo are listening a debate through Radio CI on the preservation of natural resources. In order to take part in this moment of listening, the members of the English Club decide to get informed about this issue.

After listening to the radio, say if these statements are true or false. (1st para)

1. All animals are non-renewable resources. F
2. Renewable resources are scarce. F
3. Nonsense hunting will extinct some animals T

**COMPETENCE4 : writing**

**Duration: 55 min**

**Source: from the internet**

**Situation** On the occasion of the celebration of the World Environment Day, the students of 1e A/C/D of College Anador Abobo are writing a text about natural disasters. In order to take part in this moment of writing, the members of the English Club decide to get informed about this problem.

**I/ Vocabulary:** words and expressions related to natural disasters

1. **Drought: A** long period of dry weather when there is not enough water for plants and animals to live.
2. **Flood:**A large amount of water that covers an area that is usually dry.
3. **Melting of glaciers:**When a large mass of ice becomes liquid.
4. **Storm:**A period of bad weather when there is a lot of rain, strong winds and often lightening
5. **green house effect:**effet de serre (chaud, gel)

**II/ Language function:**using the articles

1. **a** climate, **an** education
2. **the** climate (ve), **the** education (vi)

**III/ Communication activity**

On the occasion of the celebration of the World Environment Day, the students of 1ère A3 of College Anador Abobo are writing a text about natural disasters. In order to take part in this moment of writing, the members of the English Club decide to get informed about this issue.

**You will write an article in which you will stress the consequences of natural disasters on the population in order to sensitize people about the importance of the protection of the environment.**

1. **What is an article?**

It is a kind of report we can find in a newspaper or a magazine written by a journalist

1. **How to write an article?**

**( see the lay out)**

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**CE : ANGLAIS**

**FICHE DE COURS**

**CLASS** **: 1ère A /D**

**THEME 3:DEADLY VIRUSES AND DISEASES**

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | - les mots et expressions relatifs aux maladies et aux virus  - les locutions verbales formées avec ***–out***  - les mots pour exprimer les prédictions et les attentes  - le discours indirect (phrases affirmatives, questions et requêtes) |
| Identifier | - les mots et expressions relatifs aux maladies et aux virus  - les dénotations et les connotations  - les locutions verbales formées avec ***–out***  - les mots pour exprimer les prédictions et les attentes  - le discours indirect (phrases affirmatives, questions et requêtes) |
| Appliquer | - les techniques de la rédaction d’un courrier électronique dans un style familier  - les techniques de la compréhension écrite et orale d’un texte relatif aux maladies et aux virus |
| Démontrer | - sa compréhension écrite et orale d’un texte relatif aux maladies et aux virus |
| Echanger | - oralement et par écrit des informations relatives aux maladies et aux virus |

**COMPETENCE 1: Speaking**

**Duration**: 55 min

**Source**: from the internet

**Situation**On the occasion of the celebration of the World AIDS Day, the English club of your College Anador Abobo are debating about AIDS in order to sensitize their friends.The members of the club are trying to get informed*.*

**I/ Vocabulary**: words related to AIDS disease

1. **AIDS:**a disease that destroys human being.
2. **HIV:**the virus that causes Aids.
3. **Condom:**what we use to protect ourselves against Aids during the relation intercourses.
4. **Blood:**red liquid in our body where the virus (HIV) lives.
5. **Body infection:**the invasion and multiplication of microorganisms such as bacteria, viruses in the body.

**II/ Language function**: forming verbs with **out**

1. The HIV virus broke **out** in 1985.
2. This situation makes the condom bring **out.**
3. Today governments work **out** solution of Aids.

**NOTICE**: When adding the preposition out to a verb, it changes the meaning of this one. This verb with preposition is called phrasal verb.

**III/ Communication activity**

On the occasion of the celebration of the World AIDS Day, the English club of your College Anador Abobo is debating about AIDS in order to sensitize their friends. The members of the club are trying to get informed*.*

After the debate try to answer these following question

1. **What are the causes of Aids?**
2. **What is the difference between Aids and HIV?**
3. **What must people do to avoid this disease?**

**COMPETENCE 2: listening**

**Duration: 55 min**

**Source: from internet**

**Situation** On the occasion of the celebration of the World Ebola Day, the English club of your school has received an audio material (listening passage) in English via their website about the sensitization against Ebola. In order to sensitize their friends, the members of the club are listening to the podcast to get informed*.*

**I/ Vocabulary**: : words related to Ebola disease

1. **Ebola:**a serious disease that causes you to lose blood from all parts of your body and has a very high rate death.
2. **EDV:** the deadly virus that causes Ebola (Ebola Virus Disease)
3. **Ebola fever:** one of the symptoms of Ebola disease(body temperature above the normal of 37°C)
4. **Contagious:** capable to be transmitted from one human to another via direct or indirect way.
5. **Chronic diarrhea:**.A diarrhea lasting for long time ( more than two months)

**II/ Language function:** expressing indirect speech

1. People cannot live **without** us**ing** water.
2. If people **stop** us**ing** water, they won’t survive.
3. People **can’t bear** liv**ing** without water.

**NOTICE:** the gerund can be introduced by some **prepositions** (after,before,without) some **verbs** (stop, give up, enjoy, like) some **expressions** (can’t help, it is no worth, can’t bear)

**III/ Communication activity.**

On the occasion of the celebration of the World Ebola Day, the English club of your school has received an audio material (listening passage) in English via their website about the sensitization against Ebola. In order to sensitize their friends, the members of the club are listening to the podcast to get informed

After listening to the radio, say if these statements are true or false. (1st para)

1. Ebola virus first appears in 1994. F
2. The name Ebola was the name of a river before having the name of disease. T
3. The Ebola virus appears for the first time in West Africa. T

**COMPETENCE3 : reading**

**Duration: 55 min**

**Source: from the internet**

**Situation**.On the occasion of the celebration of the World Ebola Day, the English club of your school has received an audio material (listening passage) in English via their website about the sensitization against Ebola. In order to sensitize their friends, the members of the club are listening to the podcast to get informed

**I/ Vocabulary:** words related to natural disasters

1. **Flood: overflow of water** a lake or other body of water due to excessive rainfall or other input of water**.** inundation
2. **Earthquake:** earth shaking
3. **Drought: A** period of below average rainfall longer and more severe than a dry spell
4. **Volcano:** a vent or fissure on the surface of a planet( mountain) with a magma chamber
5. **Locusts:** insects that destroy the crops or plants

**II/ Language function:** forming nouns with suffix ***tion***

1. To populate = a population
2. To educate = an education
3. To congratulate = a congratulation

**Notice**: some nouns can be formed from verbs by using the prefix **tion**

**III/ Communication activity**

On the occasion of the celebration of the World Ebola Day, the English club of your school has received an audio material (listening passage) in English via their website about the sensitization against Ebola. In order to sensitize their friends, the members of the club are listening to the podcast to get informed

After reading the text, find short answers to these questions

1. **Why natural resources all are connected in one way?**
2. **What are furniture and paper made of?**
3. **Give an example renewable and non-renewable.**
4. **What animal can be considered as non-renewable resources. Why?**

**COMPETENCE4: writing**

**Duration: 55 min**

**Source: from the internet**

**Situation** On the occasion of the celebration of the World Environment Day, the students of 2nde A2 of College Anador Abobo are writing a text about the climate change and the preservation of natural resources. In order to take part in this moment of writing, the members of the English Club decide to get informed about this issue.

**I/ Vocabulary:** words related to climate change

1. **Global warming:**
2. **Climate change:**
3. **Torrential:**
4. **drought:** dry season
5. **greenhouse effect:** effet de serre (chaud, gel)

**II/ Language function:** the articles

1. Definite article

Ex.**The** students of College Anador are polite.

2. Indefinite article

Ex.**A** Member of Parliament

**III/ Communication activity**

On the occasion of the celebration of the World Environment Day, the students of 1ère A3 of College Anador Abobo are writing a text about climate change and the preservation of natural resources. In order to take part in this moment of writing, the members of the English Club decide to get informed about this issue.

**You will write an article in which you will show the effects of climate change on the population in order to sensitize people about the importance of the protection of the environment.**

1. **What is an article?**

It is a kind of report we can find in a newspaper or a magazine written by a journalist

1. **How to write an article?**

**( see the lay out)**

**COLLEGE ANADOR ABOBOSCHOOL YEAR2017- 2018**



**13 BP 2203Abidjan**

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**CE : ANGLAIS**

**FICHE DE COURS**

**CLASS** **: 1ère A /D**

**THEME 4:CRIME AND VOLENCE**

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | - les mots et expressions relatifs à la criminalité, aux crimes et aux criminels  - les mots composés  - les expressions idiomatiques  - les préfixes et les suffixes  - la forme passive  - les déterminants |
| Identifier | - les mots et expressions relatifs à la criminalité, aux crimes et aux criminels  - les mots composés  - les expressions idiomatiques  - les préfixes et les suffixes  - la forme passive  - les déterminants |
| Appliquer | - les techniques de rédaction d’un rapport (réunions, accident, procès etc.)  - les techniques de la compréhension écrite et orale d’un texte relatif à la criminalité |
| Démontrer | - sa compréhension écrite et orale d’untexte relatif à la criminalité |
| Echanger | - oralement et par écrit des informations relatives à la criminalité |

**COMPETENCE 1: Speaking**

**Duration**: 55 min

**Source**: from the internet

**Situation**On the occasion of the celebration of the Martin Luther King Day, the US Embassy is organizing a debate for your English Speaking clubs about the following topic: “crime in our society: causes, consequences and solutions”.

**I/ Vocabulary**: words related to crimes

1. **Crime :** an illegal activity or action
2. **Criminal:** someone who commits a crime
3. **Illegality:** behavior or action that is illegal.
4. **Offence:**  a crime or illegal activity for which there is punishment.
5. **Case:** a crime that the police is trying to solve.

**II/ Language function**: forming the compounds

1. Bedroom , water tank (noun+ noun)
2. Rainfall, train-spotting (noun +verb)**.**
3. Take off, drawback ( verb+ adverb)

**NOTICE**: there are no clear rules about this. So we write the common compounds that we know as one word and the others as two words

**III/ Communication activity**

On the occasion of the celebration of the Martin Luther King Day, the US Embassy is organizing a debate for your English Speaking clubs about the following topic: “crime in our society: causes, consequences and solutions”.

After the debate try to answer these following question

1. **What are the causes of the crimes people do?**
2. **What are the consequences of crime?**
3. **What solutions can you suggest?**

**COMPETENCE 2: listening**

**Duration: 55 min**

**Source: from internet**

**Situation***.*On the occasion of the celebration of the Martin Luther King Day, the US Embassy makes your English Speaking clubs listen a speech on the following topic: “Violence in school environment: causes, consequences and solutions”.

**I/ Vocabulary**: : words related to violence

1. **Violence:** a moral or physical attack
2. **Delinquency:** criminal or immoral behavior, especially done by young people
3. **Felony:**serious crime such as murder or robbery
4. **To steal:**to take someone’s belongs without his or her permission
5. **To bully:** a person who is cruel to others, especially those who are weaker or have less power

**II/ Language function:** expressing idioms

1. This girl is **near** me
2. This girl is **close to** me
3. This girl is **next to** me

**NOTICE:** the idioms are words or expressions that are synonym but change meaning according to the context in which they are employed.

**III/ Communication activity.**

After listening to the teacher, find the missing words or expressions

More than three months …1..., Souleymane Porgo still cannot remember the moment when six men …2…. him to the sidewalk on a busy Bronx street.

He was selling books, socks and ……3…. from his regular …4..on East… 5…. Street on May 2.

**ANSWERS: 1 later, 2 knocked, 3 handbags, 4 spot, 5 149th**

**COMPETENCE3 : reading**

**Duration: 55 min**

**Source: from the internet**

**Situation**.On the occasion of the celebration of the Martin Luther King Day, the US Embassy makes your English Speaking clubs listen a speech on the following topic: “Violence in school environment: causes, consequences and solutions”.

**I/ Vocabulary:** words related crime and violence

1. **Assault :** a violent physical or verbal attack
2. **Assailant :** somebody who violently attacks someone else causing injuries
3. **Fracture :** act of breaking someone bone
4. **Jail:** place where criminals are kept
5. **To jail:** to imprison
6. **To kill :** to cause the death of a person

**II/ Language function:**the passive form

1. The police arrest the criminals

The criminals **are arrested** by the police

1. Six men attacked Souleymane Porgo

Souleymane Porgo **was attacked** by six men

**Notice**: TO BE + PP +BY .

**III/ Communication activity**

After reading the text, find short answers to these questions

On the occasion of the celebration of the Martin Luther King Day, the US Embassy makes your English Speaking clubs listen a speech on the following topic: “Violence in school environment: causes, consequences and solutions”.

After reading the text try to answer these questions

1. **Where and when did Porgo sell?**
2. **What happened to Porgo?**
3. **What does Porgo do?**
4. **What do you think about this kind of violence?**

**COMPETENCE4 : writing**

**Duration: 55 min**

**Source: from the internet**

**Situation** On the occasion of the celebration of the Martin Luther King Day, the US Embassy makes your English Speaking clubs listen a speech on the following topic: “Violence in school environment: causes, consequences and solutions”.

**I/ Vocabulary:** words related to court language

1. **Judge :** the person who controls the court proceeding
2. **Jury :**a group of independent people who decide whether someone is guilty of a crime
3. **Witness :**a person who sees an event happen
4. **Guilty :** responsible for wrongdoing
5. **Poverty:** the state of being poor

**II/ Language function:** the determiners

1. **The** witness
2. **The** court
3. **The** oil
4. **The** jury

**III/ Communication activity**

On the occasion of the celebration of the Martin Luther King Day, the US Embassy makes your English Speaking clubs listen a speech on the following topic: “Violence in school environment: causes, consequences and solutions”.

**You will write an essay in which you will describe the causes and the consequences of violence. Try to suggest some solutions if possible.**

1. **What is an essay?**

It is a writing in which we explain an idea.

1. **How to write an essay?**

**( see the lay out)**

**COLLEGE ANADOR ABOBO SCHOOL YEAR: 2018- 2019**



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**CE : ANGLAIS FICHE DE COURS**

**CLASS** **: 1ère A/C/D**

**THEME 5:HUMAN RIGHTS**

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | - les mots et expressions relatifs à la dignité et aux droits humains  - les mots et expressions relatifs au travail des enfants, à l’égalité des chances  - les familles des mots  - les expressions idiomatiques  - l’anglais britannique et l’anglais américain  - les phrases conditionnelles (premières, deuxièmes et troisièmes formes) |
| Identifier | - les mots et expressions relatifs aux droits et à la dignité humaine  - les mots et expressions relatifs au travail des enfants, à l’égalité  - les familles des mots  - les expressions idiomatiques  - l’anglais britannique et l’anglais américain  - les phrases conditionnelles (premières, deuxièmes et troisièmes formes) |
| Appliquer | - les techniques de l’interprétation d’une image relative au travail des enfants  - les techniques de la compréhension écrite et orale d’un texte relatif aux droits et à la dignité humaine, et au travail des enfants  - les techniques de la rédaction d’une lettre officielle |
| Démontrer | - sa compréhension écrite et orale d’un texte relatif aux droits et à la dignité humaine, et au travail des enfants |
| Echanger | - oralement et par écrit des informations relatives aux droits et à la dignité humaine, et au travail des enfants |

**COMPETENCE 1: Speaking**

**Duration**: 55 min

**Source**: from the internet

**Situation**Human Rights Watch has published all the human rights and their violations across the world on its website. In order to prepare their presentation on children’s rights for their next English class, the students of 1ere A/C/D from Collège Anador Abobo are discussing about the publication of Human Rights Watch in order to get informedabout children’s dignity.

**I/ Vocabulary**: words related to children’s dignity

**1. Dignity:** Ability to show respect, consideration.

**2. Freedom**: The state of being free.

**3. Love of children:** An intense feeling of affection and care towards children.

**4. Equality:** Equal treatment of children irrespective of their sex and status (senior or junior).

**5. Protection:** Prevent children from physical and mental harm.

**II/ Language function**: the words family

1. Free- freedom
2. Farm- farmer
3. Plant- plantation

**NOTICE**: The words families are the words that have the same suffix and sometime the same meaning

**III/ Communication activity**

Human Rights Watch has published all the human rights and their violations across the world on its website. In order to prepare their presentation on children’s rights for their next English class, the students of 1ere A/C/D from Collège Anador Abobo are discussing about the publication of Human Rights Watch in order to get informed about children’s dignity.

After the debate try to answer these following question

1. **What are the children’s rights that you know?**
2. **What are the children’s duties that you know?**
3. **Have black and white children the same rights? Justify.**

**COMPETENCE 2: listening**

**Duration: 55 min**

**Source: from internet**

**Situation***.*Human Rights Watch has published all the human rights and their violations across the world on its website. In order to prepare their presentation on children’s rights for their next English class, the students of 1ere A/C/D from Collège Anador Abobo are listening a publication of Human Rights Watch in order to get informed about children’s rights.

**I/ Vocabulary**: : expressions related to children rights

1. **Right to live with their parents**.
2. **Right to go to school**
3. **Right to health**
4. **Right to life**.
5. **Right for protection**

**II/ Language function:** British and American English

|  |  |
| --- | --- |
| **BRITISH ENGLISH** | **AMERICAN ENGLISH** |
| Tap | Faucet |
| Film | Movie |
| Shop | Store |
| Aeroplane | Airplane |
| Dustbin | Garbage can |

**NOTICE:** Americans and British have some different words but they understand each other.

**III/ Communication activity.**

Human Rights Watch has published all the human rights and their violations across the world on its website. In order to prepare their presentation on children’s rights for their next English class, the students of 1ere A/C/D from Collège Anador Abobo are listening a publication of Human Rights Watch in order to get informed about children’s rights.

After listening to the radio, say if these statements are true or false. (para 1-2)

1. Today Peter is five years old F
2. Peter’s kids do not work on farm like him. T
3. In CI the government allows children to work on farm. F

**COMPETENCE3 : reading**

**Duration: 55 min**

**Source: from the internet**

**Situation**.Human Rights Watch has published all the human rights and their violations across the world on its website. In order to prepare their presentation on children’s rights for their next English class, the students of 1ere A/C/D from Collège Anador Abobo are reading a publication of Human Rights Watch in order to get informedabout child labour.

**I/ Vocabulary:** words related to child labour

1. **Child labour:** work of children
2. **Sexual exploitation:** Some parents or other people offer them to some people to get money in return after sexual intercourse.
3. **To work in plantation**: To weed or to other jobs in plantations.
4. **To be vendor:** To sell for their own parents or their employers.
5. **To be minors:** To work in mines.

**II/ Language function:** expressing conditional

1. **If** children **work** on farms, they **won’t have** good education
2. **If**children **didn’t go** to school, they **would become** “microbes.”
3. **If** children **had gone** to school, they **would have received** good education.

**III/ Communication activity**

Human Rights Watch has published all the human rights and their violations across the world on its website. In order to prepare their presentation on children’s rights for their next English class, the students of 1ere A/C/D from Collège Anador Abobo are reading a publication of Human Rights Watch in order to get informed child labour.

After reading the text, find short answers to these questions

1. **Where does Peter go on farm?**
2. **Why cocoa of CI was threatened in the past?**
3. **What do you think about the statements in the last paragraph?**

**COMPETENCE4 : writing**

**Duration: 55 min**

**Source: from the internet**

**Situation** Human Rights Watch has published all the human rights and their violations across the world on its website. In order to prepare their presentation on children’s rights for their next English class, the students of 1ere A/C/D from Collège Anador Abobo are writing a letter to the minister of Human Rights to tell him about the equal opportunitiesof children.*.*

**I/ Vocabulary:** expressions related to equal opportunities

1. **To go to school:** Parents must send all their children to school.
2. **To avoid discrimination:** Girls and boys must receive the same privilege and treatment
3. **To fight against illiteracy:** Every child must be able to read and write
4. **To send girls to school:** Girls mustn’t stay at home.
5. **To have their say:** children should have freedom of speech

**II/ Language function:** expressing conditional with **would**

1. People **would respect** the law of their country
2. Children **would be** free to do what they want.

**III/ Communication activity**

. Human Rights Watch has published all the human rights and their violations across the world on its website. In order to prepare their presentation on children’s rights for their next English class, the students of 1ere A/C/D from Collège Anador Abobo are writing a letter to the minister of Human Rights to tell him about the equal opportunities of children*.*

Write a letter to the minister of Human Rights to tell him how children’ rights are violated in your area

**Writing a formal letter**

1. **What is a formal letter?**

It is a kind of report we can find in a newspaper or a magazine written by a journalist

1. **How to write a formal letter?**

**( see the lay out)**

* **Writer’s address ( top right)**
* **Receiver’s address (top left)**
* **Date**
* **Dear sir, madam,**
* **Point of the letter**
* **Details**
* **Consequences for us**
* **Actions requested**
* **Yours sincerely**
* **Signature**
* **Printed name**

**COLLEGE ANADOR ABOBOSCHOOL YEAR: 2017- 2018**



**13 BP 2203Abidjan**

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**CE : ANGLAIS**

**FICHE DE COURS**

**CLASS** **: 1ère A /D**

**THEME 6:TECHNOLOGY AND OUR LIVES**

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaitre | - les mots et expressions relatifs à la technologie et ses effets dans notre vie  - les mots et expressions relatifs aux réseaux sociaux  - les expressions idiomatiques  - les familles des mots  - les comparatifs  - l’expression des conditions avec ***unless ; as long as, in case*** |
| Identifier | - les mots et expressions relatifs à la technologie et ses effets dans notre vie et aux réseaux sociaux  - les expressions idiomatiques  - les familles des mots  - les comparatifs  - l’expression des conditions avec ***unless ; as long as, in case*** |
| Appliquer | - les techniques de la compréhension écrite et orale d’un texte relatif aux effets de la technologie dans notre vie et aux réseaux sociaux  - les techniques de rédaction d’une dissertation pour exprimer ses opinions |
| Démontrer | - sa compréhension écrite et orale d’un texte relatif aux effets de la technologie dans notre vie et aux réseaux sociaux |
| Echanger | - oralement et par écrit des informations relatives aux effets de la technologie dans notre vie et aux réseaux sociaux |

**COMPETENCE 1: Speaking**

**Duration**: 55 min

**Source**: from the internet

**Situation**Your school is organizing a Technology Day to raise students’ awareness about the effects of Technology on our lives. Your English Club designs a stand with a poster about the topic of the campaign and comment it to the visitors.

**I/ Vocabulary**: words related to the technology

1. **Technology:** electronic science
2. **Cybernetics:** the use of technology to make copies of natural things for example body parts.
3. **High tech:** using the modern or advanced technology available, especially electronic equipment and computers
4. **Technical:** relating to or using communication technology such as smartphone that can be used anywhere
5. **Animatronics:** technology that uses electronic system to operate puppets (model of people or animals)

**II/ Language function**: expressing comparative with short adjectives

1. Internet **is** fast**er** than television**( superiority)**
2. Television **is less** fast **than** internet**(inferiority)**
3. Television **isas** fast **as** internet**(equality)**

**NOTICE**: see different rules

**III/ Communication activity**

*.* Your school is organizing a Technology Day to raise students’ awareness about the effects of Technology on our lives. Your English Club designs a stand with a poster about the topic of the campaign and comment it to the visitors.

After the exposition of the poster try to answer these following question

1. **What are the advantages of technology?**
2. **Are there any consequences?**
3. **How could you imagine a world without technology?**

**COMPETENCE 2: listening**

**Duration: 55 min**

**Source: from internet**

**Situation***.*Your school is organizing a Technology Day to raise students’ awareness about the effects of Technology on our lives. Your English Club designs is making you listen a record about the topic of the campaign and comment it to the visitors.

**I/ Vocabulary**: : expressions related to internet

1. **The site:** [www.rti.ci](http://www.rti.ci) is a site (**world wide web**)
2. **Wifi:** a mean to be connected on the internet ( **wireless fidelity**)
3. **Internet:** network that links computers all over the world by satellite.
4. **The data:** the information that one has in a computer
5. **To hack:** to pirate

**II/ Language function:**expressing comparative with long adjectives

1. Television is **more** expensive **than** radio (superiority)
2. Radio is **less** expensive **than** television (inferiority)
3. Television is **as** expensive **as** radio (equality)

**NOTICE:** see rule

**III/ Communication activity.**

Your school is organizing a Technology Day to raise students’ awareness about the effects of Technology on our lives. Your English Club designs is making you listen a record about the topic of the campaign and comment it to the visitors

Listen and find the missing words

If you ask …1…… how people think technology and social ……2….. affect them, many will say that they have an ……3….. of social connections, and stay in …4…. more.

1. **around 2- networking 3- expanded circle 4 touch**

**COMPETENCE3 : reading**

**Duration: 55 min**

**Source: from the internet**

**Situation**.Your school is organizing a Technology Day to raise students’ awareness about the effects of Technology on our lives. You, students of 1ère A3 are reading a text about the effects of social networks

**I/ Vocabulary:** actions related to the effects of social networks

1. **to hack**
2. **hearing loss**
3. **porn sites watched by teenagers**
4. **wrong information sometime broadcast**
5. **no more link with traditional interaction**

**II/ Language function:**expressing irregular comparative

1. Facebook is **better than** twitter
2. twitter is **worse than** Facebook
3. Bouake is **farther than** Bassam

**III/ Communication activity**

Your school is organizing a Technology Day to raise students’ awareness about the effects of Technology on our lives. You, students of 1ère A3 are reading a text about the effects of social networks

After reading the text, say if these statements are true or false

1. Today social media are powerlessness**F**
2. Technology has no negative effects on people’s daily lives.**F**
3. Our parents had the high tech computer before **F**
4. Social networks do more good than harm **F**

**COMPETENCE4 : writing**

**Duration: 55 min**

**Source: from the internet**

**Situation***.* Your school is organizing a Technology Day to raise students’ awareness about the effects of Technology on our lives. You, students of 1ère A3 will write an argument essay about the use of computer.

**I/ Vocabulary:** the parts of computer and their use

1. **The keyboard** : you use it to type text
2. **The window:** it gives you the choice to what you want the computer to do
3. **The screen** :it shows you texts and pictures
4. **The mouse**: it moves the cursor around
5. **The printer** :it prints text
6. **The CPU:** Central Processing Unit (it saves the data)

**II/ Language function:** expressing condition with **unless, as long as, in case**

1. Your computer will be affected **unless** you protect it
2. **As long as** your computer is not protected, it will be affected
3. Your computer will be affected **in case** it not protected

**III/ Communication activity**

. Your school is organizing a Technology Day to raise students’ awareness about the effects of Technology on our lives. You, students of 1ère A3 will write an argument essay about the use of computer.

**Writing an argument essay ( see Theme 1 competence 4)**

During the technology Day organized by your English Club, the chairman in a speech said that the mobile phones are more and more used by people to be connected to the internet than computers.

Do you agree or not with this statement?

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**CE : ANGLAIS**

**FICHE DE COURS**

**CLASS** **: 1ère A /D**

**THEME 7:POLITICAL CHANGE**

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | -les mots et expressions relatifs aux systèmes politiques et aux élections  - les expressions idiomatiques  - les suffixes ***–al*** et ***-ic***  -les conjonctions  - la position des adjectifs qualificatifs |
| Identifier | -les mots et expressions relatifs aux systèmes politiques et aux élections  - les expressions idiomatiques  - les suffixes ***–al*** et ***-ic***  - les conjonctions  - la position of adjectifs qualificatifs |
| Appliquer | -les techniques de la compréhension écrite et orale d’un texte relatif aux systèmes politiques et aux élections  -les techniques de rédaction d’une dissertation argumentative (pour ou contre) |
| Démontrer | -sa compréhension écrite et orale d’un texte écrit relatif aux systèmes politiques et aux élections |
| Echanger | -oralement et par écrit des informations relatives aux systèmes politiques et aux élections |

**Duration**: 55 min

**Source**: from the internet

**Situation**The English Club of your school is invited to a video conference organized by the American Cultural Center about the conditions for fair and transparent political change in Africa. You listen to the conference and take notes for the next debate of your club about political systems

**COMPETENCE 1: Speaking**

**I/ Vocabulary**: words related to political system

**1. Democracy**: a political idea where the population can make a choice of their president or leaders.

**2. Republic:** a state where sovereignty rests with the people or their representatives.

**3. Monarchy:** a government with a hereditary head of state(whether as a figurehead or as a powerful ruler.

**4. Communism:** any political social system that implements a communist political philosophy.

**5. Dictatorship:** a type of government where absolute sovereignty is allotted to an to an individual or a small clique.

**II/ Language function**: the suffix in **“ic”** and **“al”**

1. The suffix in **“ic”**

the cube= **cubic**

the volcano= **volcanic**

2. The suffix in**“al”**

The nature= **natural**

The nation= **national**

**NOTICE**: the suffix in **“ic”** and **“al”** are used to make or form adjectives from nouns

**III/ Communication activity**

*.* The English Club of your school is invited to a video conference organized by the American Cultural Center about the conditions for fair and transparent political change in Africa. You listen to the conference and take notes for the next debate of your club.

After listening try to answer these following question

1. **Does democracy exist in Africa?**
2. **Can democracy contribute to the development of a country?justify?**

**COMPETENCE 2: listening**

**Duration: 55 min**

**Source: from internet**

**Situation***.* The English Club of your school is invited to a video conference organized by the American Cultural Center about the conditions for fair and transparent political change in Africa. You listen to the conference and take notes for the next debate of your club..

**I/ Vocabulary**: : expressions related to election

1. **An election:** the fact of choosing a candidate by the population through voting.
2. **An elector**: a person eligible to vote in an election
3. **A candidate**:a person who is running in an election
4. **A campaign:** it is the process in which leaders convince the population with their agenda.
5. **To campaign:** to choose a candidate to be the president or the leader.

**II/ Language function:** the places of the adjective

1. Adjectives can be placed in front of (before) a noun

Ex. He is a**serious** candidate.

2. Adjectives can be placed after these verbs: **be – seem – appear – become – get – look – feel – sound – taste - smell**

Ex. The soup smells **delicious**.

3. Two or more adjectives are placed before a noun. They are organized in order of what they describe: **issues of opinion(interesting) – size and length(large) – age(young) – shape(round) – colour(white) – place of origin(African) – material(paper, metal) – purpose(cleaning) – noun(television).**

Ex. She saw a smart long old big white Canadian car.

**NOTICE:** an adjective qualifies nouns.

**III/ Communication activity.**

The English Club of your school is invited to a video conference organized by the American Cultural Center about the conditions for fair and transparent political change in Africa. You listen to the conference and take notes for the next debate of your club..

Listen and find the missing words

African countries are advancing development …1……For some, Africa is the ……2….. continent of our times. For others it is the home to majority of the ……3…..billion. In Germany development institute’s …4…. Series on African development researchers from Europe and Africa regularly examine the African ……5… and analyse African trends with a view to take stock.

**1-paths 2- booming 3- bottom, 4 briefing, 5 agenda**

**COMPETENCE3 : reading**

**Duration: 55 min**

**Source: from the internet**

**Situation**.The English Club of your school is invited to a reading conference organized by the American Cultural Center about the conditions for fair and transparent political change in Africa. You read the magazine and take notes for the next debate of your club..

**I/ Vocabulary:** the election process

1. **A ballot:** the process of voting especially in secret
2. **A ballot box:** a sealed box with a slit into which a voter puts his completed voting slip.
3. **A ballot paper:** a voting form or the paper upon which a vote is cast during a ballot
4. **A polling station/place:** a place where voters go to cast their ballot in an election or a referendum
5. **Counting of the votes:** the act by which ballot papers are counted.

**II/ Language function:**Using conjunctions.

**A conjunction** is used to join clauses, phrases and other together for constructing sentences. They can also make a link between words or groups of words to other parts of the sentence and show a relationship.

**1. Coordinating conjunctions** join two words, phrases, or independent clauses which are parallel in structure: **and – but – for – nor- or – so – yet**.

Ex.She likes apples **and** oranges

**2. Correlative conjunctions** show a contrast or to compare the equal parts of a sentence: **notonly, but, also, either – or, neither – nor, both – and, not – but, whether – or.**

Ex. I need **both** a car and house.

3. Subordinating conjunctions join elements of an unparallel sentence structure(dependent and independent clauses): **after – how – than – when – although – if – that – where – as – in order that – though –which – as much as- inasmuch as – unless – because – provided – while – because – until – who/whom – before – since – what – whoever -whomever**

Ex.**Before** he went to school, he had taken his breakfast.

**III/ Communication activity**

The English Club of your school is invited to a reading conference organized by the American Cultural Center about the conditions for fair and transparent political change in Africa. You read the text and take notes for the next debate of your club..

After reading the text, say if these statements are true or false

1. In June 2011 presidential or / and parliamentary elections had taken place in 16 countries.
2. The agenda enables to identify the challenges that will face Africa
3. Change has been consolidated in all African countries

**COMPETENCE4 : writing**

**Duration: 55 min**

**Source: from the internet**

**Situation**: The English Club of your school is invited to a writing competition organized by the American Cultural Center about the conditions for fair and transparent political change in Africa. take notes for the next debate of your club..

**I/ Vocabulary:** the parts of computer and their use

1. **A majority** : it is used to describe opinion of government that supported by more than half the people involved
2. **A presidential election** :that election is to elect the president of a state
3. **A parliamentary election**: that one is to elect the members of parliament
4. **A regime**: it refers to system of a government used to run a country.
5. **To vote**: a formalized choice on matters of democratic activities

**II/ Language function:** Connectors show the relationship between the ideas in two clauses: **coordinators, subordinators, and transitions**

**1. Coordinators** join two independent clauses: **and – for – so – but – yet – or – nor.** Usually a comma is put before the coordinator.

Ex.He does not study his lessons, **but** he has good marks.

**2. Subordinators** join dependent clauses to an independent clause: **before – when – if – because – although**(can be used in two positions).

Ex.**If** they learnt their lessons, they would get good marks.

**3. Transitions** used between two independent clauses: **however – besides – nevertheless – furthermore**

Ex. The children are joking; **however**, the parents are very worried

**III/ Communication activity**

. The English Club of your school is invited to a writing competition organized by the American Cultural Center about the conditions for fair and transparent political change in Africa. Take notes for the next debate of your club..

**Writing an argument essay ( see Theme 1 competence 4**

During the political Day organized by your English Club, the chairman in a speech said that the result of elections in Africa are more and more rejected by the opposition leaders because of the cheating organised by the governments.

Do you agree or not with this statement?

**COLLEGE ANADOR ABOBO SCHOOL YEAR: 2018- 2019**  
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**CE : ANGLAIS FICHE DE COURS**

**CLASS: 1ère A /D**

**THEME 8:** **AFRICAN CULTURAL HERITAGE**

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | -les mots et expressions relatifs à l’héritage culturel (mythes, folklore, us et coutumes)  - les expressions idiomatiques  - les familles des mots  - les locutions verbales avec ***make***  - les conjonctions***(moreover, as well as, yet, in spite of, despite, even though)***  - les gérondifs (Révision)  - la position des adverbes et locutions adverbiales |
| Identifier | -les mots et expressions relatifs à l’héritage culturel (mythes, folklore, us et coutumes)  - les expressions idiomatiques  - les familles des mots  - les locutions verbales avec ***make***  - les conjonctions***(moreover, as well as, yet, in spite of, despite, even though)***  - les gérondifs (Révision)  - la position des adverbes et locutions adverbiales |
| Appliquer | -les techniques de la compréhension écrite et orale d’un texte relatif à l’héritage culturel, aux coutumes, aux festivals et cérémonies, aux mythes et folklore  -les techniques de rédaction d’un récit/d’une narration |
| Démontrer | -sa compréhension écrite et orale d’un texte écrit relatif à l’héritage culturel (mythes, folklore, us et coutumes) |
| Echanger | -oralement et par écrit des informations relatives à l’héritage culturel(mythes, folklore, us et coutumes) |

**Duration:** 55mn

**Source:** From Internet

**Situation**: In this globalized world it is harder and harder to keep African cultural heritage. In order to involve students in reflecting on the issue, your English teacher organizes a debate about African culture in order to make you know more about your culture.

**COMPETENCE1**: **Speaking**

**I. Vocabulary: related to culture**

**1. Culture**: Arts, customs, habits that characterizes a particular society or nation.

**2. Tradition**: A part of culture that is passed from generation to a generation.

**3. Legacy**: heritage.

**4. Lifestyle**: A special way of living, eating, dressing, speaking, working, etc of a person or a group.

**5. Custom**: Habitual practice, usage, method of doing, living or behaving.

**II. Language function**: Phrasal verbs with **make**.

1. Actors **make up** before coming on scene.(to apply cosmetics, to invent, to imagine,etc)

2. The ship **made for** China. (to move towards, to produce or result in, etc)

**II. Communication activity**

What can you do to keep or perpetuate African culture?

**COMPETENCE 2: Listening**

**Duration: 55 min**

**Source: from the internet**

**Situation**: In this globalized world it is harder and harder to keep African cultural heritage. In order to involve students in reflecting on the issue, your English teacher makes you listen a record about African folklore to have more information about it.

**I. Vocabulary**

**1. Folklore:** the tales, legends and superstitions of a particular ethnic population.

**2. Tale**: A false or unkind of a record of events.

**3. Legend**: A story of unknown origin describing plausible but extraordinary past events.

**4. Superstition**: A belief not based on human reason or scientific knowledge, that future events may be influenced by one’s behaviour in some magical or mystical way.

**5. Story**: A sequence of real or fictional events; or, an account of such a sequence.

**II. Language function**: expressing idioms

Let’s study these expressions

1. This girls has **cold feet** ( **cold feet** means to be nervous about something)
2. This girls is **close to** you ( **close to** expresses the intimate link)

**NOTICE: idioms** are words established by usage as having a meaning not deducible from those of individual words.

**III. Communication activity:**

In this globalized world it is harder and harder to keep African cultural heritage. In order to involve students in reflecting on the issue, your English teacher makes you listen a record about African folklore to have more information about it.

Listen and finding the missing words (paragraph2 from L8 to L10)

Many different …….. are performed to reinforce these connections, and …….. children to become the custodians of …….. of their people. Because infant mortality remains ….., the people of many African cultures are extremely superstitions.

**1. Ceremonies 2. To prepare 3. The culture 4. high**

**COMPETENCE 3: Reading**

**Duration:** 55mn

**Source:** From Internet

**Situation**: In this globalized world it is harder and harder to keep African cultural heritage. In order to involve students in reflecting on the issue, the students of Tle A of college Anador Abobo read a text about African myths in order to make you know more about their myths.

**I. Vocabulary**: related to folklore.

**1. Myth**: An ancient story containing religious or magical ideas which may explain natural or historical events; a sacred narrative regarding god, a hero, the origin of the world or of a people, etc.

**2. Belief**: The feeling(faith) that something is true or that something really exists.

**3. God**: The being who in the Christians, Jewish and Muslims religions is worshiped as maker and ruler of the world; a supernatural, typically immortal being with superior powers.

**4. Deity:**A divine being; a god or goddess(divinité).

**5. Hero**: A real or mythical person of great bravery who carries out extraordinary, deeds.

**II. Language function:** Places of adverbs in a sentence.

**1. Adverbs of manner**: at the end or at the mid of a sentence

Ex1. He spoke **rapidly.**

Ex2. They **slowly** come in.

**2. Adverbs of place**: at the end or at the beginning of a sentence

Ex1. Students go up **there.**

Ex2. **Behind,** there is a small group.

**3. Adverbs of time**: at the end or at the beginning.

Ex1. We will meet **tomorrow**.

Ex2. **Yesterday**, parents met teachers.

**3. Adverbs of duration**: at the end of the sentence.

Ex1. He worked in this factory **long.**

**4. Adverbs of frequency:** usuallyat the beginning, at the mid and at the end.

Ex1. **Sometime**, they play well.

Ex2. We **usually** start by English.

Ex3. She missed class **very often.**

**NOTICE: Always, ever and never** are never at the beginning.

**5. Adverbs of degree**:

a. **Really, very** and **quite** usually at mid of the sentence

Ex. I feel **very** well

b. **A lot** and **a bit** usually at the end of the sentence.

Ex. I’m going to sleep **a bit.**

**III. Communication activity**

In this globalized world it is harder and harder to keep African cultural heritage. In order to involve students in reflecting on the issue, the students of Tle A of college Anador Abobo read a text about African myths in order to make you know more about their myths.

After reading the first(1st) paragraph, say whether these statements are true or false.

1. The life cycle is from death to birth. **(F. L1)**

2. The transitions of the life cycle is named: ‘journeys of the spirits’. **(T. L2)**

3. During the ‘journeys of the spirits’, people can link their spirits with the spirits world. **(T. L3)**

**COMPETENCE4: writing**

**Duration:** 55mn

**Source:** From Internet

**Situation**:In this globalized world it is harder and harder to keep African cultural heritage. In order to involve students in reflecting on the issue, the library of your school has launched an essay competition asking you to write about customs.

**I. Vocabulary**: related to customs.

**1. Custom**: Frequent repetition of the same behaviour; way of behaviour common to marry; habitual practice; usage.

**2. Ceremony**: An official gathering to celebrate or commemorate an event.

**3. Naming ceremony**: A ritual or a ceremony in which a name is given to a new born baby.

**4. Wedding ceremony**: A marriage ceremony or a ritual officially celebrating the beginning of a marriage.

**5. Burial ceremony**: A ceremony held before or/and after burying a corpse.

**II. Language function**: passive voice if not done before

**III. Communication activity**

In this globalized world it is harder and harder to keep African cultural heritage. In order to involve students in reflecting on the issue, the library of your school has launched an essay competition asking you to write about customs.

Write an essay on burial ceremony in your region.

**COLLEGE ANADOR ABOBO SCHOOL YEAR: 2018- 2019**  
**13 BP 2203Abidjan**



**24 39 19 92**

**CE : ANGLAIS FICHE DE COURS**

**CLASS: 1ère A /D**

**THEME9:** **OUR CONSUMER SOCIETY**

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | -les mots et expressions relatifs à la société de consommation, à la publicité, à la mode et au shopping  - l’emploi des locutions verbales  - les auxiliaires modaux  - diverses expressions de la forme passive |
| Identifier | - les mots et expressions relatifs à la société de consommation, à la publicité, à la mode et au shopping  - l’emploi des locutions verbales  - les auxiliaires modaux  - diverses expressions de la forme passive |
| Appliquer | -les techniques de la compréhension écrite et orale d’un texte relatif à la société de consommation, à la publicité ; à la mode et au shopping  -les techniques de rédaction d’une annonce publicitaire |
| Démontrer | -sa compréhension écrite et orale d’un texte relatif à la société de consommation, à la publicité ; à la mode et au shopping |
| Echanger | -oralement et par écrit des informations relatives à la société de consommation, à la publicité, à la mode et au shopping |

**Duration:** 55mn

**Source:** From Internet

**Situation**: One of the tools used to attract potential customers in the consumer society is advertisement. Your English Club wants to discuss the issue at the next meeting. You google search sources from the internet to get prepared

**COMPETENCE1**: **Speaking**

**I. Vocabulary: related to consumer society**

**1. Consumer society:** A society in which people often buy new goods and that places a high value on owning thing.

**2. Goods**: In business that which is produced, then traded, bought or sold, then finally consumed.

**3. Consumer**: A person who buys things for personal use.

**4. Customer**: A person who buys things from a shop or business.

**5. To consume**: To buy things for personal use.

**II. Language function:** Using verbal phrases

**A verbal phrase consists of a verbal(a verb that doesn’t serve as a verb in a sentence but functions as a noun, adjective, or adverb) and any objects and modifiers(adjective or adverb that limits, claries of qualifies another element of the sentence).**

**1. Infinitive phrase:** infinitive + object + modifier

Ex1. **To speak** English ***fluently*** is my passion. (**to speak English fluently**)

Ex2. Students have to work hard **to succeed** their exams ***with good marks***.**(to succeed their exam with good marks)**

**2. Participial phrase**: present or past participle + object or rmodifier.

Ex1. The snail **slowly** climbing ***the tree*** will be caught.**(slowly climbing the tree**)

Ex2.**Chosen** by the Director, students await their prizes.(**chosen by the Director**)

**3. Gerund phrase**: gerund + object + modifier.

Ex. Ivorians are fond of **eating**garba***all the time***. (**eating garba all the time**)

**III. Communication activity:**

One of the tools used to attract potential customers in the consumer society is advertisement. Your English Club wants to discuss the issue at the next meeting. You google search sources from the internet to get prepared

Let’s answer these questions:

1. Do you like advertisement? Why?

2. Do you know some of its drawbacks? Cite them.

**COMPETENCE 2: listening**

**Duration:** 55mn

**Source:** From Internet

**Situation**: One of the tools used to attract potential customers in the consumer society is advertisement. Your English Club make you know listen a record about it in order to get prepared.

**I. Vocabulary**: related to advertisement

**1. Advertisement**: to promote a product

**2. Commercial**: advertisement on TV or radio.

**3. Publicity**: attention given to something by media.

**4. Marketing:** any activity related to the promotion of a product.

**5. Promotion:** a publicity campaign, something involving a discount.

**6. Advertising**: the profession, activity of producing advertisements for products.

**II. Language function**: Using modals

**A modal is a type of auxiliary (helping)verb that is used to express: ability, possibility, permission or obligation.**

**1. Ability/lack of ability:** can, can’t(present), to be able to(future), could and couldn’t(past)

Ex. I **can** read an English text.

Ex. Students **will be able to** speak English correctly.

Ex. Ancestors **could travel** on foot in past days.

**2.Possibility/impossibility**:can/can’t/could

Ex. Early students **can** attend classes.

Ex. Late students **can’t** attend classes.

Ex. They **could** grow yams here.

**3. Ask and give permission**: can/could/may/might

Ex. **Can** I use your pen?

Ex. You **can** use my book.

Ex. **Could** we see the Major?

Ex. May I go out, Sir? (Formal)

Ex. You **might** come in. (Formal)

**4. Make / offer suggestion**: could/might/ (should/shall: make/offer suggestion)

Ex. We **could** study our lessons.

Ex. She **might** be patient.

Ex. **Shall** we wait for the teacher?

Ex. **Should** he see a doctor?

**5. Polite request**: may/ will/ would

Ex. **May** I help you?

Ex. **Will** she go up?

Ex. **Would** you mind if we ask a favour?

**6. Polite suggestion**: might

Ex. You **might** use my ruler, Sir.

**7. Give advice**: should/ ought to

Ex. Children **should** help their parents.

Ex. Young people **ought to** respect elder people.

**8. Necessity or requirement/ lack of necessity**

**a. Necessity or requirement**: must/ have to (had to)/ need to

Ex. Students **must** work hard to pass their exam.

Ex. Teachers **have to** prepare lessons.

Ex. The Director **had to** meet parents last week.

Ex. Ivorians **need to** live in harmony.

**b. Lack of necessity:** don’t/doesn’t/did + have / needn’t + verb

Ex. Students **don’t have to** cheat.

Ex. A teacher **doesn’t have to** help cheaters.

Ex. Parents **didn’t have to** stay at home instead of taking their children’s reports.

Ex. We **needn’t** help lazy students.

**9. Prohibit or forbid:** mustn’t + verb

Ex. Students **mustn’t neglect** their studies.

**10. Habitual past action**: would/would + verb

Ex. I **would play** with toys when I was a child.

**11. To persuade:** must/ have to + verb

Ex. You **must read** this book. It is useful.

**III. Communication activity.**

One of the tools used to attract potential customers in the consumer society is advertisement. Your English Club make you know listen a record about it in order to get prepared.

Listen to the teacher and say whether these statement are true(T) or false(F). (1st paragraph)

1. Ways of consumption of past and modern time are similar. (F)

2. In the middle of the 19th century, the vast majority of people lived in rural area in Europe. (T)

3. Clothing and household possessions were made by artisans in the late of the 18th. (T)

**COMPETENCE 3: reading**

**Duration:** 55mn

**Source:** From Internet

**. CollectionSituation**: One of the tools used to attract potential customers in the consumer society is advertisement. The students of 1ere of College Anador Abobo read a text about fashion to get more information on it.

**I. Vocabulary**: related to fashion

**1. Fashion**: the way of dressing or behaving that is considered the best at a certain time.

**2. Clothing**: garments, such as shirt, skirt, trousers, etc worn together on different parts of the body.

**3**: a set of creations of a designer for a particular season.

**4.Fashionshow**: displaying formal collection of fashion styles by a designer to merchandisers or customers.

**5. A designer**: A person who thinks up ideas for making extremely characteristics garments.

**II. Language function**: Expressing passive actions (**to be into whatever tense we need + past participle**)

**1. Verb with one object**

Ex. Active sentence: Thierry **reads** books.

Passive sentence: Books **are read** by Thierry.

**2. Verb with two objects**: ask, offer, teach, tell, lend, promise, sell, give and throw.

Ex Active sentence: My grandfather **told** me stories.

Passive sentence: I **was told** stories by my grandfather.

Stories **were told** to me by my grandfather.

**3. The passive in subordinate clause** (subject + normal conjugated verb).

Ex. Active sentence: We see that a cat **is eating** a mouse.

Passive sentence: We see that a mouse **is being eaten** by a cat.

**III. Communicative activity**

One of the tools used to attract potential customers in the consumer society is advertisement. The students of 1ere of College Anador Abobo read a text about fashion to get more information on it.

After reading the text, give short answer to the following questions (1st paragraph):

1. Since when patters of consumption have changed? (since industrial revolution)

2. Who did make clothing and household possessions before the industrial revolution? (household members or village artisans).

3. How did people use material goods and major items? (from L 10 to 12).

**COMPETENCE 4: writing**

**Duration:** 55mn

**Source:** From Internet

**Situation**: One of the tools used to attract potential customers in the consumer society is advertisement. The College Anador Abobo English club organises a writing contest on shopping. The best one will be published in Anador news magazine.

**I. Vocabulary**: related to shopping

**1. Shopping**: searching for or buying goods or services.

**2. A shop assistant**: A person who serves customers in a shop.

**3. To go shopping**: to go to shops to buy things.

**4. To do the shopping**: to go regularly to buy food and other necessities.

**5. To go window shopping**: look at things in shop windows, without actually purchasing anything.

**II. Language function:** Using since, for and ago

**1. Using since (beginning / starting point of an action)**

Ex. **Since** 2014, I have learnt English.

**2. Using for (duration / period of time)**

Ex. I have attended College Anador **for** 2 years.

**3. Using ago (going back from today towards the past)**

Ex. I met my friends a week **ago.**

**III. Communication activity**

One of the tools used to attract potential customers in the consumer society is advertisement. The College Anador Abobo English club organises a writing contest on shopping. The best one will be published in Anador news magazine

Write an advertisement on your school.

**COLLEGE ANADOR ABOBO SCHOOL YEAR: 2018- 2019**  
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**CE : ANGLAIS FICHE DE COURS**

**CLASS: 1ère A /D**

**THEME 10: FRIENDS, DATING AND ENTERTAINMENT***.*

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | - les mots et expressions relatifs à l’amitié et à la camaraderie, à la jeunesse, aux loisirs et passe-temps  - les exclamations, mots et expressions familières  - les expressions idiomatiques et locutions verbales  - diverses expressions du futur  - diverses expressions du passé |
| Identifier | - les mots et expressions relatifs à l’amitié et à la camaraderie, à la jeunesse, aux loisirs et passe-temps  - les exclamations, mots et expressions familières  - les expressions idiomatiques et locutions verbales  - diverses expressions du futur  - diverses expressions du passé |
| Appliquer | - les techniques de la compréhension écrite et orale d’un texte relatif à l’amitié et à la camaraderie, aux loisirs et passe-temps, au monde de la jeunesse |
| Démontrer | -sa compréhension écrite et orale d’un texte relatif à l’amitié et à la camaraderie, aux loisirs et passe-temps, au monde de la jeunesse |
| Echanger | -oralement et par écrit des informations relatives à l’amitié et à la camaraderie, aux loisirs et passe-temps, au monde de la jeunesse |

**Duration:** 55mn

**Source:** From Internet

**Situation**: The next English Club meeting will discuss how to value friendship. In order to get prepared, you are asked to discuss in groups what you think the 10 commandments of good friendship are.

**COMPETENCE1**: **Speaking**

**I. Vocabulary: related to friendship**

**1. Friend:** A person other than a family member, spouse or lover whose company one enjoys and towards whom one feels affection

**2. Friendship:** the condition of being friends.

**3. Fellowship**: a group of people that share the same interest or aim.

**4. Amity**: the cooperative and supportive relationship between people.

**5. Camaraderie**: close friendship in a group of friends or teammates or a spirit of familiarity and closeness.

**II. Language function**: expressing exclamation

Exclamation is used to express surprise, shock or a strong emotion about something.

1. Exclamation with **‘what .... !’: what + noun phrase / + verb / + tag**

a. What + noun phrase: **What** a useful book!

b. What + noun phrase + verb: **What** a useful book it is!

c. What + noun phrase + verb + tag: **What** a useful book it is, isn’t it?

2. Exclamation with **‘what .... !:** **How + adjective / adverb + subject + verb**

a. How + adjective

Ex. **How** sweet!

b. How + adjective / adverb + subject + verb

Ex. **How** important it is to learn one’s lessons!

3. Exclamation with interrogative form

Ex**. Did I see** a strange man yesterday!

4. There are some short expressions to express surprise

Ex. Wow! No way! Gosh! That’s amazing!

**III. Communicative activity**

The next English Club meeting will discuss how to value friendship. In order to get prepared, you are asked to discuss in groups what you think the 10 commandments of good friendship are.

1. Who knows some of the 10 commandments?

2. Why are they important in friendship?

**COMPETENCE 2: listening**

**Duration:** 55mn

**Source:** From Internet

**Situation**: The next English Club meeting will be about the importance of the youth in our modern society.. In order to get prepared, you listen to a record dealing with what adults expect from youth.

**I. Vocabulary**: related to youth

**1. Youth**: the part of life following childhood; the period of existence preceding maturity.

**2. Young**: in the early part of growth or life; born not long ago.

**3. Teenager**: A person from thirteen to nineteen who is in their teens; an adolescent.

**4. Juvenile**: young; not developed

**5. Adolescence**: the period of time in a person’s life when they are developing into an adult

**II. Language function**: using idioms

**An idiom is a phrase or expression that has a particular meaning that differs from the meaning of the individual words.**

**1. Better late than never:** means that it is better to arrive late than not at all.

**2. Break a leg:** good luck

**3. Get your act together (**from a teacher to a student**)**: you need to work harder.

**4. Hang in here:** wait and be patient

**III. Communicative activity:**

The next English Club meeting will be about the importance of the youth in our modern society.. In order to get prepared, you listen to a record dealing with what adults expect from youth.

Listen to your teacher complete the following text:

You’re in a …… frustrating situation just now, girls, and I do …….. . You’re old enough ……that you ……. A bit more …… than you’re getting at home and leaving to live on your own must seen the obvious answer, but I’m afraid it’s not as simple as all that.

**Answers: 1. Pretty 2. Sympathise 3. To feel 4. Deserve 5. freedom**

**COMPETENCE 3: reading**

**Duration:** 55mn

**Source:** From Internet

**Situation**: The next English Club meeting will discuss about the interest of leisure in our life. In order to get more information, you are asked to read a text in groups on the benefits of leisure.

**I. Vocabulary**: related to leisure

**1. Leisure**: freedom provided by the cessation of activities or time free from work or duties.

**2. Recreation**: any activity, such as play, that amuses, diverts or stimulates.

**3. Entertainment**: An activity designed to give pleasure, enjoyment, diversion, amusement or relaxation to an audience.

**4. Vacation**: freedom from some business or activity or a period during which official activity or business is formally suspended.

**5. Holiday**: A day declared free from work by the state or government or a period of one or more days taken off work by an employee for leisure.

**II. Language function**: expressing different forms of future tense

**1. Simple future**: shall/will + verb (infinitive)

Ex. I**’ll learn** my lessons.

**2. Future continuous**: shall/will + to be + verb(ing)

Ex. Teachers **will be working** in afternoon.

**3. Future perfect**: shall/will + have + past participle

Ex. We **will have taken** our exam by August.

**4. Future perfect progressive:** shall/will + have been + verb(ing**)**

Ex. Students **will have been studying** for 2 hours.

**5. Future with ‘to be going to’:** to be going to + verb(ing) ⇒ to express planned events or intentions (decided before the moment of speaking)

Ex. The Director **is going to** meet lazy students.

**6. Future with ‘to be + to + verb (infinitive):** expresses an obligation.

Ex. Students **are to** **work** hard to succeed.

**7. Future with ‘to be about to’**: to be about to + verb (infinitive) ⇒ expresses immediate future.

Ex. Children **are about to** go to bed.

**8. Future with simple present:** verb in simple present + signal future words or expression.

Ex. We **have** English test next Tuesday:

**III. Communication function**:

The next English Club meeting will discuss about the interest of leisure in our life. In order to get more information, you are asked to read a text in groups on the benefits of leisure.

Read the text and then find short answers to the following questions:

1. What do the two girls decide to do? ⇒ **to leave their parents’ home and get a flat of their own.**

2. How old are they? ⇒ **16 and 17**

3. What is the answer of their correspondent? ⇒ **He/she sympathise with them but he/she give them wise advice (be patient, life isn’t easy without and support, not leave without their parents’ permission, show to their parents that they are adults, etc)**

**COMPETENCE 4: writing**

**Duration:** 55mn

**Source:** From Internet

**Situation**: The next English Club meeting will speak about significance of pastime in our everyday life.. In order to know more, you are asked to write in groups an advertisement about a resort that you know..

**I. Vocabulary:** related to pastime

**1. Pastime/free time**: an activity or entertainment that makes time passes pleasantly.

**2. Hobby**: an activity that one enjoys doing in one’s pastime.

**3. Game**: a playful activity that may be an amusement.

**4. Amusement**: an activity that is entertainment or amusing, such as dancing, gunning, or fishing.

**5. Diversion**: an activity that distracts the mind.

**II. Language function**: using different forms of past tense

1. Simple past: **indicates or describes something that happened or existed in the past (no connection with present).**

a. Regular verbs: verb + ed

Ex. Tintin **played** football.

b. Irregular verbs: list of irregular verbs

Ex. I **ate** cabato.

2. Past continuous: **indicates an action that began in the past and continued to occur for a time before stopping (was/were + verb(ing)).**

Ex. Teachers **were marking** our answer sheets last weekend.

3. Past perfect: **describes an event that occurred in the past before another event in the simple past was completed in the past (had + past participle)**

Ex. I **had learnt** my lessons before I went to bed..

4. Past perfect continuous: **describes actions that were going on in the past up until another action in the past happened (had been + verb(ing)**

Ex. Children **had been playing** in the garden.

**5.** Past habitual: **describes actions that once occurred continuously or repeatedly (used to + verb (infinitive)).**

Ex. They **used to work** late.

**III. Communicative activity**

The next English Club meeting will speak about significance of pastime in our everyday life.. In order to know more, you are asked to write in groups an advertisement about a resort that you know.

**Write an advertisement on a resort that you know.**

How to write an advertisement:

**1. A title/ headline: it must be short and hold your reader’s attention**

**2. Create a interest: get your prospects interested in what you are offering. It should answer this question: ‘what’s in it for me?’. It can be state of fact, a quote, or a solution to a problem.**

**3. Create desire: obtaining and retaining your reader’s attention will cause them to desire more information**

**4. Call to action: tell them what action you want them to obtain the product or service (make a call, click on a website).**

**5. Contact me: give pertinent information in your advertisement (company name, product offered, all contact info-website, phone, fax, address, logo.**