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

 **13 BP 2203** **Abidjan**

 **24 39 19 92**

**CE : ANGLAIS**

**FICHE DE COURS**

**CLASS**: 2nd A/C

**THEME 1:** **PEOPLE**

**DURATION**: 6hours (55 mn/session)

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | - les mots et expressions relatifs aux personnalités et aux apparences physiques des personnes- les antonymes, locutions verbales et expressions idiomatiques-les adverbes, - le présent simple et progressif- les gérondifs et les infinitifs- les verbes suivis de la forme ***ing*** et les verbes suivis de l’***infinitif*** |
| Identifier | -les mots et expressions d’un texte relatif aux personnalités et aux apparences physiques des personnesles adverbes, - le présent simple et progressif- les gérondifs et les infinitifs- les verbes suivis de la forme ***ing*** et les verbes suivis de l’***infinitif*** |
| Appliquer | -les stratégies de la compréhension écrite et orale d’un texte relatif à la description physique et morale des personnes-les techniques de la rédaction d’une description physique et morale des personnes |
| Démontrer | - sa compréhension écrite et orale d’un texte relatif à la description physique et morale des personnes  |
| Echanger | - oralement et par écrit des informations relatives à la description physique et morale des personnes |

**Source**: from the internet

**Situation**

The students of seconde A of Collège Anador of Abobo are discussing during their English class to prepare a debate about people’s migration in the world.

**COMPETENCE 1: speaking**

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

1. **Migration**: leaving one place to another for better condition of life
2. **Under populated**: when the number of population falls
3. **Over populated**: when the number of population gets more
4. **Pregnancy**: the fact for a woman to expect a baby
5. **To seek**: to try to find

**II/ Language function**: the antonyms

1. Fortunately =+ unfortunately
2. To populate =+ to depopulate

**Notice**: most of time we use the prefixes **un** and **de** to form the antonyms

**III/ Communication activity**

The students of seconde A of Collège Anador of Abobo are discussing during their English class to prepare a debate about people’s migration in the world.

After discussing , try to answers these following questions

1. **What are the causes of migration?**
2. **What can be the consequences of migration?**

**COMPETENCE 2: listening**

**Duration** : 55 min

**Source**: from the internet

**Situation**: The students of seconde A of Collège Anador of Abobo are listening to Radio CI in order to prepare a debate about people.

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

1. **People :** great number of persons
2. **the teenagers :** persons whose age is between 12 and 16
3. **The young :** persons whose age is between 17 and 30
4. **The adults:** persons whose age is between 31 and 50
5. **The old:** persons whose age is more than 55;

**II/ Language function:** the adverbs

1. The number of people rises **quickly.**
2. She **easily** gives birth to a baby .
3. People are **naturally** intelligent.

**Notice:** the adverbs are used to describe the action in the sentences in which we have the action verbs and describe the adjective in the sentence where there is an auxiliary.

**III/ Communication activities**

The students of seconde A of Collège Anador of Abobo are listening to Radio CI in order to prepare a debate about people.

Listen to the teacher and answer these following questions. (1st paragraph)

1. Why did Muhammed Aly take up boxing ?
2. What was his father’s job?
3. When did Aly win his first 19 fights.

**Answers of questions**

1. He took up boxing to defend himself
2. His father was a Kentucky sign painter.
3. He won his first 19 fights in October 1960

**COMPETENCE 3: reading**

**Duration** : 55 min

**Source**: from the internet

**Situation**: The students of seconde A of Collège Anador of Abobo are reading in FRAT MAT in order to prepare a debate about people’ physical aspects.

 **I/ Vocabulary:** words related to human physical aspects

1. **Complexion :** the colour of the skin
2. **White complexion:** people from Europe have white complexion
3. **Black complexion:** people from Africa have black complexion.
4. **heavyweight:** very fat or big person
5. **Lightweight:** very thin

**II/ Language function:** the present progressive

1. **listen!**, the parrot **is** sing**ing**.
2. Girls **are** chang**ing** their complexion **now**

**Rule**: TO BE (am, is, are) +V+ing

**III/ Communication activity**

The students of seconde A of Collège Anador of Abobo are reading in FRAT MAT in order to prepare a debate about people’ physical aspects.

**Let’s read the text and answer these questions**

1. **Explain Ally’s motto? (line 15)**
2. **Why had Aly been arrested in 1975?**
3. **What was his father’s job?**

**COMPETENCE 4: writing**

**Duration** 55 min

**Source**: from the internet

**Situation**: The students of second A of Collège Anador of Abobo are writing a text in order to prepare a debate about people’ activities.

 **I/ Vocabulary:** actions related people’s activities

1. **Painter:** the person who paints houses.
2. **Boxer:** the person who practices boxing.
3. **Musician:** the person who practices music.
4. **Trader:** the person who practices commercial acts.
5. **Teacher:** A person who teaches

**II/ Language function:** The verbs followed by ing

1. Most of girls **like** bleachi**ng** their skin.
2. They must **stop** do**ing** so.

**III/ communication activity**

The students of seconde A of Collège Anador of Abobo are writing a text in order to prepare a debate about people’ activities.

**Write a paragraph to describe the physical aspect and the activity of the international stars that you know. ( 15 lines maximum)**

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**CE : ANGLAIS FICHE DE COURS**

**CLASS** : 2nd A/C

**THEME 2:** **HEALTH AND LIFESTYLE**

**DURATION**: 6hours (55 mn/session)

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | -les mots relatifs aux maladies et problèmes de santé- les synonymes- les collocations- le prétérit, le passé progressif et ‘le ‘present perfect’-les structures ***I used to …; to get used to…***  et ***to be used to …*** |
| Identifier | - le prétérit, le passé progressif et le passé composé- les synonymes- les collocations- le prétérit, le passé progressif et ‘le ‘present perfect’- les structures ***I used to …; to get used to…***  et ***to be used to …*** |
| Appliquer | - les stratégies de la compréhension écrite et orale d’un texte relatif aux maladies et problèmes de santé-les techniques de rédaction d’un courrier dans un style familier |
| Démontrer | - sa compréhension écrite et orale d’un texte relatif aux maladies et problèmes de santé |
| Echanger | -oralement et par écrit des informations relatives aux maladies et problèmes de santé |

**Source**: from the internet

**Situation**

The 2nd C2 students of College Anador Abobo are discussing to collect the required ideas to participate in a presentation competition organized by the English club on the impacts of living habits on people’s health.

**I/ Vocabulary**: diseases related to people’s living habits

1. **Malaria:**
2. **Typhoid fever:**
3. **Cholera :**
4. **Aids :**
5. **Flu:**

**II/ Language function**: the synonyms

1. **Fortunately** she is HIV negative .
2. **Happily** she is HIV negative.
3. People must **clean** their room
4. People must **mop** their room

**Notice**: the synonyms are words that have the same meaning but not the same writing. Sentences 1and 2 sentences 3 and 4

**III/ Communication activity**

The 2nd C2 students of College Anador Abobo are discussing to collect the required ideas to participate in a presentation competition organized by the English club on the impacts of living habits on people’s health.

After discussing , try to answers these following questions

1. **What are the causes of each diseases mentioned in vocabulary?**
2. **What must people do to avoid these diseases?**

**COMPETENCE 2: listening**

**Duration** : 55 min

**Source**: from the internet

**Situation**: The 2nd C2 students of College Anador Abobo are listening the station of Abobo FM to collect the required ideas to participate in a presentation competition organized by the English club on the impacts of living habits on people’s health

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

1. **Lifestyle:** the way of living
2. **Mobile phone (portable):** a portable telephone that connects with the telephone network over radio wave transmission.
3. **Music player:** a device for playing music.
4. **Electronic devices:** appliances
5. **Earphone:** a device which converts electric signals into sound and is held near the ear.

**II/ Language function:** the preterit of regular verbs and irregular verbs

1. People **listened** to music very loudly.
2. The study **found** that 60% of young people do it.
3. Some **thought** it is very exciting to do it

**Notice:** in English we have two kind of verbs, the regular verbs and the irregular verbs. In the preterit we put **ed** at the end of regular verbs. For irregular verbs we must learn the list by heart.

**III/ Communication activities**

The 2nd C2 students of College Anador Abobo are listening the station of Abobo FM to collect the required ideas to participate in a presentation competition organized by the English club on the impacts of living habits on people’s health

Listen to the teacher and say if these statements are true or false. (1st paragraph)

1. The way people listen to music is changing. (T)
2. The devices allow people to have a good hearing. (F)
3. People play music too quietly . (F)

**COMPETENCE 3: reading**

**Duration** : 55 min

**Source**: from the internet

**Situation**: The 2nd C2 students of College Anador Abobo are reading a text about lifestyle to collect the required ideas to participate in a presentation competition organized by the English club on the impacts of living habits on people’s health

 **I/ Vocabulary:** words related to the impact of lifestyle on people’s health.

1. **Hearing loss:** no ability to hear normally
2. **Deafness:** the condition of being deaf; the lack or the loss of the ability to hear
3. **Ear cancer**
4. **Brain tumor(abnormal growth)**
5. **Bain cancer**

**II/ Language function:** the present the present perfect.

1. John **has** **listened** to music loudly.
2. they **have tattooed** their body.

**Rule**: TO HAVE (have, has) + PP

**III/ Communication activity**

The 2nd C2 students of College Anador Abobo are listening the station of Abobo FM to collect the required ideas to participate in a presentation competition organized by the English club on the impacts of living habits on people’s health

**Let’s read the text and answer these questions**

1. **What are the causes of hearing loss in many people?**
2. **What is the part of problem according to hearing experts?**
3. **What is the best way to protect our hearing according to the group?**

**COMPETENCE 4: writing**

**Duration** : 55 min

**Source**: from the internet

**Situation**: The 2nd C2 students of College Anador Abobo are writing a paragraph to collect the required ideas to participate in a presentation competition organized by the English club on the impacts of living habits on people’s health

 **I/ Vocabulary:** actions related to get good health

1. **To mop or to clean the bathroom**
2. **To Collect the garbage**
3. **To wash clothes**
4. **To use mosquito net**
5. **To empty the dustbin (poubelle)**

**II/ Language function:** expressing past habit with **used to**

1. People **used to** empty their dustbin.
2. She **used to** mop her bathroom

**Notice:** the expression **used to** expresses the past habit actions

**III/ communication activity**

The 2nd C2 students of College Anador Abobo are writing a paragraph to collect the required ideas to participate in a presentation competition organized by the English club on the impacts of living habits on people’s health

**Write a letter to your friend who does not go to school to give him information about the actions people must do to have good health**

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**CE : ANGLAIS**

**FICHE DE COURS**

**CLASS** : 2nd A/C

**COMPETENCE 3**: Traiter des situations relatives à l’écoute.

**THEME 3:** **TECHNOLOGY**

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | - les mots relatifs à l’Internet, à l’ordinateur, aux téléphones portables, à la télévision - les mots-composés-les ***Verbes*** et ***Adjectifs*** toujours ***suivis de prépositions***- le ‘***Present perfect ’*** employé avec ***just, already, yet, still***- le ‘***Present perfect’*** employé avec ***for*** et ***since***- le ***Present perfect*** et le ***Past simple (Le Prétérit)*** |
| Identifier | - les mots relatifs à l’Internet, à l’ordinateur, aux téléphones portables, à la télévision mots-composés- les ***Verbes*** et ***Adjectifs*** toujours ***suivis de prépositions***- le ‘***Present perfect’*** employé avec ***just, already, yet, still***- le ‘***Present perfect’*** employé avec ***for*** et ***since***- le ***Present perfect*** et le ***Past simple (Le Prétérit)*** |
| Appliquer | - les stratégies de la compréhension écrite et orale d’un texte relatif à l’Internet, à l’ordinateur, aux téléphones portables, à la télévision- les techniques de rédaction d’une lettre amicale |
| Démontrer | - sa compréhension écrite et orale d’un texte relatif aux nouvelles technologies |
| Echanger | - oralement et par écrit des informations relatives aux nouvelles technologies |

**COMPETENCE 1: speaking**

**Duration** : 55 min

**Source**: from the internet

**Situation** The 2nd A2 students of Collège Anador of Abobo are discussing about technology in order to debate about the situation of this tool in their country.

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

1. **The site:** a computer installation, particularly one associated with internet service.
2. **The network:** multiple computers and other devices connected together to share information
3. **To have a count:**
4. **The data**: a representation of facts or ideas in a formalized manner capable of being communicated or manipulated by a some process
5. **To hack**

**II/ Language function**: verbs and adjectives followed by prepositions

1. He goes **on** the site to make researches
2. I work **out** the data before sending a message.
3. She is good **at** hacking

**III/ communication activity**

The 2nd A2 students of Collège Anador of Abobo are discussing about technology in order to debate about the situation of this tool in their country.

 After discussing, answer these questions

1. **What is the importance of the internet?**
2. **What do you think about this tool of communication?**
3. **Are there any dangers when using this tool?**

**COMPETENCE 2: listening**

**Duration**: 55 min

**Source**: from the internet

**Situation:** The 2nd A2 students of Collège Anador of Abobo are listening to a BBC radio report on technology in order to debate about the situation of this tool in their country.

 **I/ Vocabulary**: parts of computers

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:** the present perfect with just, already, yet

1. I **have just printed** my text
2. He **has** already **turned** his computer **off**
3. They **have not made** their research **yet**

**III/ communication activity**

The 2nd A2 students of Collège Anador of Abobo are listening to a BBC radio report on technology in order to debate about the situation of this tool in their country.

After listening your teacher say if these statements are true or false (1st paragraph)

1. Developing countries are looking for better utilities (T)
2. Modern technology is bad for modernized society (F)

**COMPETENCE 3: reading**

**Duration** : 55 min

**Source**: from the internet

**Situation:**The 2nd A2 students of Collège Anador of Abobo are reading a text report on modern technology in order to debate about the situation of this tool in their country.

 **I/ Vocabulary:** words related to the cell-phone

1. **A telephone:** what we use to talk with someone who is far from us
2. **To make a call:** to join someone with the telephone
3. **To dial a number:**  to select a number for calling
4. **Network:** réseau
5. **to be on the line:** to talk with someone on the telephone

**II/ Language function:** the present perfect with **since** and **for**

1. she **has been** on line **for** two hours
2. I **have used** this phone **since** September

**III/ communication activity**

The 2nd A2 students of Collège Anador of Abobo are reading a text report on modern technology in order to debate about the situation of this tool in their country.

After reading the text, try to give short answers to these questions

1. **Give three benefits of modern technology according to the text.**
2. **What happened after the infamous world war?**
3. **How can modern technology be considered as a necessary evil?**

**COMPETENCE 3: reading**

**Duration**: 55 min

**Source**: from the internet

**Situation**The 2nd A2 students of Collège Anador of Abobo are writing a text report on modern technology in order to debate about the situation of this tool in their country.

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

1. **To watch**: the act of seeing or viewing for a period of time
2. **The remote control**: a device used to operate an appliance(TV) from a short distance away
3. **The programme**: performance of a show or other broadcast on radio or TV
4. **The movies**: cinema
5. **The station of TV**: a place used for broadcasting radio or TV.

**II/ Language function:** the present perfect and past simple

1. I **have already watched** my programme on Novelas station
2. I **watched** my programme yesterday on Novelas station

**III/ communication activity**

The 2nd A2 students of Collège Anador of Abobo are writing a text report on modern technology in order to debate about the situation of this tool in their country.

**Write a letter to your South African pen-friend to tell him or her how importance is the modern technology**.

**Students will write an informal letter**

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**CE : ANGLAIS**

**FICHE DE COURS**

**CLASS** : 2nd A/C

**COMPETENCE 4**: Traiter des situations relatives à l’écrit.

**THEME 4:** **LOOKING FORWARD**

 **LESSON TYPE: Writing**

**DURATION**: 6hours (55 mn/session)

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | - les mots et expressions relatifs aux sources d’énergie et aux problèmes du monde de demain -les mots et structures pour décrire les graphiques et diagrammes- les ***Adjectifs*** + le suffixes-***able***,***ist, er, or***- les auxiliaires modaux ***will, won’t, may,might***- les phrases conditionnelles (First conditional)- ***Be going to***, ***will*** et le Présent progressif pour exprimer les activités futures prévues |
| Identifier | -les mots et expressions d’un texte relatif aux sources d’énergie et aux problèmes du monde de demain - les mots et structures pour décrire les graphiques et diagrammes- les ***Adjectifs*** + le suffixes-***able***, ***ist, er, or***- les auxiliaires modaux ***will, won’t, may,might***- les phrases conditionnelles (First conditional)- ***Be going to***, ***will*** et le Présent progressif pour exprimer les activités futures prévues |
| Appliquer | - les stratégies de la compréhension écrite et orale d’un texte relatif aux sources d’énergie et aux problèmes du monde de demain -les techniques de rédaction d’un article de journal relatif aux sources d’énergie et aux problèmes du monde de demain  |
| Démontrer | - sa compréhension écrite et orale d’un texte relatif aux sources d’énergie et aux problèmes du monde de demain  |
| Echanger | - oralement et par écrit des informations relatives aux sources d’énergie et aux problèmes du monde de demain  |

**Source**: 2016 World economic Forum

**Situation** As members of the English club of your school, you are writing the planning of your club’s activities for the next two years.

**COMPETENCE1: speaking**

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

1. **To feed:** to give food to eat
2. **To end hunger**: to stop hunger
3. **Food security**: to have enough food
4. **Sustainable agriculture**: agriculture for long time
5. **To be more productive**: to produce more

**II/ Language function**: describing a diagram

1. Our agriculture will be s**ustainable** in the next two year
2. The economic rises s**lightly** from 2010 to 2016
3. The for food is 60% **greater** than last year

**III/ Problem solving**

As members of the English club of your school, you are writing the planning of your club’s activities for the next two years.

1. **What can be the new activities you are going to do?**
2. **What can be the progress?**
3. **What can be changed in the next two years?**

**COMPETENCE 2 reading**

 **I/ Vocabulary** words related to the world problems

 **1. Huge gains** : the large profits

 **2. Economic ills:** the bad economic condition

 **3.Unemployed people** : the jobless, people who do not work

 **4. The workforce**: available workers (main-d’oeuvre)

 **5. The climate change** the changing of climate from yet to dry

1. **The policy- markers:** the strategies (les techniques)

**II/ Language function:** the model verbs auxillaries)

1. Agriculture sectors **will** become more productive
2. New jobs **will** need to created
3. The economic situation **may** progress
4. We **can** improve our living condition

**III/ Problem solving**

As members of the English club of your school, you are writing the planning of your club’s activities for the next two years.

1. What **will** be the main activity of your activities?
2. What **can** be your planning?

**COMPETENCE 3 : reading**

**I/ Vocabulary:** words related to the world problems

1. **storm**: bad weather with violent wind
2. **droughts:** dry season
3. **a changing rainfall:**
4. **To worsen:** to destroy, to be serious
5. **To disrupt:** to disorganize, to stop

**II/ Language function:** the conditional

1. This trend (tendance) **will** worsen **if** no action is taken by the policy-markers
2. Digital technologies **would** help us to make progress

**III/ Problem solving**

As members of the English club of your school, you are writing the planning of your club’s activities for the next two years.

1. **Can digital technologies really help us to go forward?**
2. **What do you think can help us to make progress ?**
3. **Can the changing of climate prevent people from going forward ?**

**COMPETENCE 4 : writing**

 **I/ Vocabulary:** words related to the world challenges

1. **To remain unanswered:** to find no answer to a situation
2. **Gender equality:** equality between men and women or black and white
3. **The challenge:** the strong volunteer to achieve an action
4. **To close the gap:** to fill the gap, to find solution
5. **Living longer:** staying in life for long

**II/ Language function:** expressing present progressive and future

1. The internet **is changing** the way of life
2. Nearly 500 million new **will** need to be created

**III/ Problem solving**

As members of the English club of your school, you are writing the planning of your club’s activities for the next two years.

1. **What are the sources of energy that you know?**
2. **For you what can be the problems that the world can face in the future?**
3. **In an essay plan your next two years activities**

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

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

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**CE : ANGLAIS FICHE DE COURS**

**CLASS**: 2nd A/C

**THEME 5:** **GENDER AND EDUCATION**

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | - les mots relatifs à l’analphabétisme, à l’éducation de la jeune fille, au mariage précoce et aux systèmes éducatifs- les adverbes de manière- les adjectives + le suffixe ***al***- l’emploi de ***some*** et ***any***- les dénombrables et indénombrables : ***much, many, a lot of, a little, a few***- l’expression de l’obligation et de la recommandation avec: ***Have to, must, should*** |
| Identifier | - les mots relatifs à l’analphabétisme, à l’éducation de la jeune fille, au mariage précoce et aux systèmes éducatifs- les adverbes de manière- les adjectives + le suffixe ***al***- l’emploi de ***some*** et ***any***- les dénombrables et indénombrables : ***much, many, a lot of, a little, a few***- l’expression de l’obligation et de la recommandation avec: ***Have to, must, should*** |
| Appliquer | - les stratégies de la compréhension écrite et orale d’un texte relatif à l’analphabétisme et à l’éducation de la femme-les techniques de rédaction d’un récit ou la description des activités de routine |
| Démontrer | -sa compréhension écrite et orale d’un texte relatif à l’analphabétisme et à l’éducation de la jeune fille, au mariage précoce et aux systèmes éducatifs |
| Echanger | -oralement et par écrit des informations relatives aux conditions des femmes, à l’analphabétisme et aux mariages forcés |

**COMPETENCE 1: speaking**

**Duration**: 55 min

**Source**: from the internet

**Situation:**The 2nd A/C students of College Anador of Abobo are debating about female students’ achievements in American schools in order to participate in a campaign for the promotion of girls’ education in their country against illiteracy.

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

 **1. Illiteracy:** Inability to read and write

 **2. Literacy:** Ability toread and write

 **3. Literacy rate**: the number of people who can read and write.

 **4. Illiterate:** Unable to read and write

 **5. To educate:** To teach people to read and write, and also give them knowledge.

**II/ Language function**: the adjectives with the suffix ***al***

1. The **national** assessment
2. The **economical** situation of the country is sustainable
3. It fosters **educational** investment

**III/ communication activity**

The 2nd A/C students of College Anador of Abobo are reading an article from the Newsweek magazine about female students’ achievements in American schools in order to participate in a campaign for the promotion of girls’ education in their country against illiteracy.

**After debating try to answer these questions**

1. **Must people go to school? Why?**
2. **What should governments do to permit to go school?**

**COMPETENCE 2: listening**

**Duration**: 55 min

**Source**: from the internet

 **Situation**: The 2nd A/C students of College Anador of Abobo are listening a speech about female students’ achievements in American schools in order to participate in a campaign for the promotion of girls’ education in their country.

 **I/ Vocabulary**: expressions related to girls at school

 **1. Girl education**: When girls go to school

 **2. Illiterate women**: Women who are unable to read and write

 **3. Educated women**: Women who are able to read and write

 **4. To invest in girl education**: To spend money to send girls to school.

 **5. To empower women:** To give power to women.

**II/ Language function:** the use of **some** and **any**

1. I would like **some** coffee
2. Have you got any stamps?
3. I haven’t got **any** money.

**NOTICE: some** is used in the affirmative sentences whereas **any** is used in the negative and question sentence.

**III/ communication activity**

The 2nd A/C students of College Anador of Abobo are listening a speech about female students’ achievements in American schools in order to participate in a campaign for the promotion of girls’ education in their country.

After listening, say if these sentences are true or false (paragraph1)

1. **Education is the key of sustainable development T**
2. **Education destroys the well-being of the families F**

**COMPETENCE 3: reading**

**Duration**: 55 min

**Source**: from the internet

 **Situation**: The 2nd A/C students of College Anador of Abobo are reading a text from gender and sustainable development about gender and education in order to participate in a campaign for the promotion of girls’ education in their country against early marriage.

 **I/ Vocabulary:** words related to the early marriage

 **1. Early marriage:** marriage before being of age

 **2. Early pregnancy**: pregnancy before being of age

 **3. Forced marriage**: marriage against the will of a girl.

 **4. Weight of traditions**: blind obedience of traditions.

 **5. To drop out of school:** to stop going to school.

**II/ Language function:** the use of ***much, many, a lot of, a little, a few***

1. I have **much** money.
2. I have got **many** records.
3. He came **a few** minutes later.
4. Can I have **a little** salt?

**NOTICE:** They express **what is a lot**

**III/ communication activity**

The 2nd A/C students of College Anador of Abobo are reading a text from gender and sustainable development about gender and education in order to participate in a campaign for the promotion of girls’ education in their country.

After reading the text, try to answer these questions

1. **What does OECD stands for?**
2. **Why are girls doing best at school?**
3. **Why does the girls’ education reduce the birth rate?**

**COMPETENCE 4: writing**

**Duration**: 55 min

**Source**: from the internet

 **Situation:** The 2nd A/C students of College Anador of Abobo are writing a paragraph in the Newsweek magazine about female students’ achievements in American schools in order to participate in a campaign for the promotion of girls’ education in their country emphasizing on their educational system.

 **I/ Vocabulary:** expressions related to educational system

 **1. Primary education**: primary school

 **2. Secondary education**: secondary school

 **3. Higher education**: universities and higher education schools

 **4. Tertiary education**: bank, hotel and insurance school.

 **5. Educational gender gap**: disparity between the number of boys and girls who go school.

**II/ Language function:** expressing obligation and recommendation (suggestion/proposition) with **must, have to and should.**

1. Expressing obligation

Ex. You **must** work harder.

Ex. I’ll **have to** come again tomorrow.

 2. Expressing recommendation

Ex. You **should** work harder

**NOTICE**: **Must** is only used in **the present simple** whereas **to have to** is used in **present simple, past simple** and **future simple** to express obligation in the place of must.

**III/ Communication activity**

The 2nd A/C students of College Anador of Abobo are writing a paragraph in the Newsweek magazine about female students’ achievements in American schools in order to participate in a campaign for the promotion of girls’ education in their country emphasizing on their educational system

**Writing an essay (paragraph)**

1. **What is an essay?**

It is a writing in which we explain idea (action, event, situation)

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

 **(see the lay out)**

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

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

**COMPETENCES LINGUISTIQUES**

-**Speaking** (Expression orale) C1 Traiter des situations relatives à la communication orale

-**Writing** (Expression écrite)C2 Traiter des situations relatives à l’expression écrite

-**Listening** (Compréhension orale) C3. Traiter des situations relatives à l’écoute

- **Reading** (Compréhension écrite)C4 Traiter des situations relatives à la compréhension d’un

 texte écrit

**THEME/UNITE 6:** CITIZENSHIP

***Exemple de situation d’apprentissage*:**(Exemple : Listening)

During the English class, the teacher makes his 2èA students of Lycée Moderne of Songon listen to a recorded English programme in order to discuss citizenship and human rights

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | - les mots et expressions relatifs à la citoyenneté, au bénévolat dans la communauté, aux actions humanitaires, aux lois et aux ONGs- les locutions verbales avec ***up***- les verbes d’actions- les adjectifs employés comme noms- les pronoms relatives ***who, which,where, that***- les pronomsindéfinis***some, any, every***- les pronoms réciproques ***each other, one another*** |
| Identifier | - les mots et expressions relatifs à la citoyenneté, au bénévolat dans la communauté, aux actions humanitaires, aux lois et aux ONGs- les locutions verbales avec ***up***- les verbes d’actions- les adjectifs employés comme noms- les pronoms relatifs ***who, which,where, that***- les pronoms indéfinis ***some, any, every***- les pronomsréciproques***each other, one another*** |
| Appliquer | -les techniques de la compréhension écriteet orale d’un texte relatif à la citoyenneté, au bénévolat dans la communauté, dans la communauté, aux actions humanitaires, aux lois et aux ONGs-les techniques de rédaction d’une lettre officielle |
| Démontrer | - sa compréhension écrite et orale d’un texte relatif à la citoyenneté, au bénévolat dans la communauté, aux actions humanitaires, aux lois et aux ONGs |
| Echanger | -oralement et par écrit des informations relativesàla citoyenneté, au bénévolat dans la communauté, aux actions humanitaires, aux lois et aux ONGs |

**COLLEGE ANADOR ABOBO**  **SCHOOL YEAR: 2016- 2017**

 **13 BP 2203** **Abidjan**

 **24 39 19 92**

**CE : ANGLAIS**

**FICHE DE COURS**

**CLASS** : 2nd A/C

**COMPETENCE 6**: Traiter des situations relatives à l’écoute.

**THEME 6:** **CITYZENSHIP**

 **LESSON TYPE: listening**

**DURATION**: 6hours (55 mn/session)

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | - les mots et expressions relatifs à la citoyenneté, au bénévolat dans la communauté, aux actions humanitaires, aux lois et aux ONGs- les locutions verbales avec ***up***- les verbes d’actions- les adjectifs employés comme noms- les pronoms relatives ***who, which,where, that***- les pronoms indéfinis ***some, any, every***- les pronoms réciproques ***each other, one another*** |
| Identifier | - les mots et expressions relatifs à la citoyenneté, au bénévolat dans la communauté, aux actions humanitaires, aux lois et aux ONGs- les locutions verbales avec ***up***- les verbes d’actions- les adjectifs employés comme noms- les pronoms relatifs ***who, which,where, that***- les pronoms indéfinis ***some, any, every***- les pronoms réciproques ***each other, one another*** |
| Appliquer | -les techniques de la compréhension écrite et orale d’un texte relatif à la citoyenneté, au bénévolat dans la communauté, dans la communauté, aux actions humanitaires, aux lois et aux ONGs-les techniques de rédaction d’une lettre officielle |
| Démontrer | - sa compréhension écrite et orale d’un texte relatif à la citoyenneté, au bénévolat dans la communauté, aux actions humanitaires, aux lois et aux ONGs |
| Echanger | -oralement et par écrit des informations relatives à la citoyenneté, au bénévolat dans la communauté, aux actions humanitaires, aux lois et aux ONGs |

**Source**: The Amerindians last stand

**Situation**

During the English class, the teacher makes his 2nde A2 students of College Anador of Abobo listen to a recorded English programme in order to discuss citizenship and human rights

**ESSION 1: speaking**

**I/ Vocabulary**: words related to the city life

1. **City life:**
2. **Citizen:**
3. **Citizenship:**
4. **Buildings:**

**II/ Language function**: the phrasal verbs with up

1. the soldiers ordered the Sioux **to give up** their guns
2. the parents **bring up** their children for good education
3. the policeman **beats up** the thief

**III/ Problem solving**

During the English class, the teacher makes his 2nde A2 students of College Anador of Abobo listen to a recorded English programme in order to discuss citizenship and human rights

1. **What do you think about the life in the city?**
2. **Which life do you prefer? City life or village life and why?**

**COMPETENCE 2 listening**

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

1. **To help:**
2. **To protect:**
3. **Epidemic disease:**
4. **Improvement:**
5. **Wounded:**

**II/ Language function:** the action verbs

1. The citizen **fight for** their rights
2. The president **protects** his population
3. The army **arrested** the movement leaders

NB: The action verbs express action. So **to be** and **to have** are not action verbs but auxiliaries

**III/ Problem solving**

During the English class, the teacher makes his 2nde A2 students of College Anador of Abobo listen to a recorded English programme in order to discuss citizenship and human rights

Listen to the teacher and say if these statements are true or false ( Text 1st para)

1. They have been promised tools to build house (F)
2. Epidemic diseases kill people (T)
3. The movement leaders were arrested (T)

**COMPETENCE 3 : writing**

**I/ Vocabulary:** words related to the human rights

1. **right:**
2. **duty:**
3. **peace:**
4. **justice:**
5. **free:**

**II/ Language function:** the relative pronouns **who, which, where, that**

1. the soldiers **who** arrested the movement leaders
2. the movement **which/ that** is forbidden by the government
3. the city **where** the rights are not respected

**III/ Problem solving**

During the English class, the teacher makes his 2nde A2 students of College Anador of Abobo listen to a recorded English programme in order to discuss citizenship and human rights

1. **Are human rights in your country respected?**
2. **Write a paragraph to show the importance of the respect of rights**

**COMPETENCE 4: reading**

 **I/ Vocabulary:** words related the actions of the NGO

1. **NGO**
2. **Helping others**
3. **Fight for right and justice**
4. **Defend poor persons**

**II/ Language function:** the reflexive pronouns **each other, one another**

1. People help **each other**
2. They love **one another**
3. Dancers ask **themselves** if they won’t be arrested

**III/ Problem solving**

During the English class, the teacher makes his 2nde A2 students of College Anador of Abobo listen to a recorded English programme in order to discuss citizenship and human rights

**Let’s read the text and answer these questions**

1. **What did the religious prophet tell the sioux?**
2. **Who the dancers worried?**

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

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

**COLLEGE ANADOR ABOBO**  **SCHOOL YEAR**: **2016- 2017**

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**CE : ANGLAIS**

**FICHE DE COURS**

**CLASS** : 2nd A/C

**COMPETENCE 7**: Traiter des situations relatives à l’écrit.

**THEME 7:** **SPORT**

 **LESSON TYPE: writing**

**DURATION**: 6hours (55 mn/session)

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | - les mots relatifs à la pratique, aux qualités et valeurs du sport, aux lieux et équipements de sport, à l’approche genre dans le domaine du sport- les locutions verbales avec ***come***- les phrases conditionnelles (première et deuxième conditions- l’emploi de ***So*** et ***such*** (phrases exclamatives)- les comparatifs et les superlatifs |
| Identifier | - les mots relatifs à la pratique, aux qualités et valeurs du sport, aux lieux et équipements de sport, à l’approche genre dans le domaine du sport- les locutions verbales avec ***come***- les phrases conditionnelles (première et deuxième conditions- l’emploi de ***So*** et ***such***(phrases exclamatives)- les comparatifs et les superlatifs |
| Appliquer | -les techniques de la compréhension écrite et orale d’un texte relatif au sport-les techniques de rédaction d’une dissertation argumentative |
| Démontrer | - sa compréhension écrite et orale d’un texte relatif aux sports |
| Echanger | -oralement et par écrit des informations relatives aux sports |

**Source**: The Amerindians last stand

**Situation**

The students of second C2 of College Anador of Abobo write articles about the advantages of sports. The best article will be published in the school English Club’s magazine.

 **COMPETENCE 1: speaking**

**I/ Vocabulary**: words related to the importance of sport

1. **Sport:** any activity that uses physical exertion or skills competitively under a set of rules.
2. **To keep fit :** to be in state
3. **To stay healthy:** to be in a good health
4. **To be relaxed :** to have good time
5. **To have a good looking:** to have a good appearance

**II/ Language function**: expressing condition

1. To gain the benefits of sport, you **should** stick with something you enjoy
2. You **would** keep fit if you practiced sport

**III/ Problem solving**

The students of second C2 of College Anador of Abobo write articles about the advantages of sports. The best article will be published in the school English Club’s magazine.

1. **What are the kinds of sport that you know?**
2. **Which one do you practice? And why?**

**COMPETENCE 2 listening**

**I/ Vocabulary**: actions related to sport

1. **To play**
2. **To practise a sport**
3. **To win a match**
4. **To lose a match**
5. **To score**

**II/ Language function:** emphasizing using **so** and **such**

1. Sport is **so** important that we must not neglect it
2. Jogging is **such** an important sport for our health
3. She is **such** a beautiful girl

**III/ Problem solving**

The students of second C2 of College Anador of Abobo write articles about the advantages of sports. The best article will be published in the school English Club’s magazine.

Listen to the teacher and say if these statements are true or false ( Text 1st para)

1. Physical activities are also exercise (T)
2. When you move your body, you do not perform physically (F)
3. To gain the benefits of sport, you shouldstick with something you enjoy (T)

**COMPETENCE 3: speaking**

**I/ Vocabulary:** equipments related to sport

1. **Football**
2. **Basketball**
3. **Volleyball**
4. **Rugby**
5. **Handball**

**II/ Language function:** expressing comparative

1. sport **is more important than** game
2. A jersey is cheap**er** **than** a pair of boots

**III/ Problem solving**

The students of second C2 of College Anador of Abobo write articles about the advantages of sports. The best article will be published in the school English Club’s magazine.

**Let’s read the text and answer these questions**

1. **What are the chronic conditions the text is talking about?**
2. **What are the benefits of sport according to the text?**
3. **What does our brain release during the course of a game?**

**COMPETENCE 4 : reading**

 **I/ Vocabulary:** the different sports

1. **High jump**
2. **Triple jump**
3. **gymnastic**
4. **Jogging**
5. **Wrestling**

**II/ Language function:** expressing comparative and superlative

1. **the most important** sport in Senegal is wrestling
2. the chea**pest** sport equipment is the ball
3. football is the **best** sport in the world

**III/ Problem solving**

The students of seconde C2 of College Anador of Abobo write articles about the advantages of sports. The best article will be published in the school English Club’s magazine.

1. **Write an article in which you will show the importance of sport**

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

**SESSION 6: Revision of session 3-4**

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

 **13 BP 2203** **Abidjan**

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**CE : ANGLAIS FICHE DE COURS**

**CLASS** : 2nd A/C

**COMPETENCE 8**: Traiter des situations relatives à la lecture.

**THEME 8:** **SCIENCES**

 **LESSON TYPE: reading**

**DURATION**: 6hours (55 mn/session)

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | - les mots et expression relatifs à la génétique-les mots et structures pour décrire les graphiques et les diagrammes- les prépositions (de mouvement)- les suffixes ***(o)logy*** et***(o)logist***- l’article ***the*** et l’absence de l’article- l’expression du but avec ***to, in order to, so that, so as (not) to)***- le discours indirect  |
| Identifier | - les mots et expression relatifs à la génétique- les mots et structures pour décrire les graphiques et les diagrammes- les prépositions (de mouvement)- les suffixes ***(o)logy*** et ***(o)logist***- l’article ***the*** et l’absence de l’article- l’expression du but avec ***to, in order to, so that, so as (not) to)***- le discours indirect |
| Appliquer | -les techniques de compréhension écrite et orale d’un texte relatif à la génétique-les techniques de rédaction d’un commentaire écrit et oral d’une courbe ou d’un diagramme  |
| Démontrer | - sa compréhension écrite ou orale de textes relatifs à la génétique,  |
| Echanger | -oralement et par écrit des informations relatives à la génétique |

**Source**: Shawmst.org

**Situation**

The students of second A2 of College Anador of Abobo read a text about Science so as to understand its advantages and drawbacks.

**COMPETENCE 1: speaking**

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

 **1. Genetic**: related to genetics or genes

1. **DNA:** deoxyribonucleic acid(a type of nucleic acid)

**3. Genes:** the instructions of our body which make us the way we are

**4. Cell:** element of gene

1. **To Inherit:** to take from

**II/ Language function**: Describing graphs and diagrams

1. The population rises **quickly** in Africa
2. The birth rate decreases **slightly** in Côte d’Ivoire
3. The rate of failure is **steady**

**III/ Problem solving**

The students of seconde A2 of College Anador of Abobo read a text about Science so as to understand its advantages and drawbacks.

1. **What is the importance of science?**
2. **Which ones do you learn at school?**

**COMPETENCE 2 listening**

 **I/ Vocabulary**: words related genetic

1. **Chromosomes:** A structure in the cell nucleus that contains DNA, histone, protein, and other structural proteins.
2. **Genome:** the complete genetic information of an organism.
3. **Heterozygote:** A diploid (cell having a pair of each type of chromosome) that has different alletes a one or more genetic loci.
4. **Homozygote:** A diploid individual that has equal alletes at one or more genetic loci.
5. **Hereditary:** passed from a parent to offspring in the genes.

**II/ Language function:** suffix in **logy** and **logist**

1. **Biologist** is a person who studies **biology**
2. **Astrologist** is a person who studies **astrology**

**Notice: logy** expresses the branch of science whereas **legist** expresses the jobof the person who does that science.

**III/ Problem solving**

The students of second A2 of College Anador of Abobo read a text about Science so as to understand its advantages and drawbacks.

Listen to the teacher and say if these statements are true or false ( Text 1st para)

1. DNA is our genes (T)
2. Two brothers have not the same DNA (F)
3. You get one copy of your DNA from your parents; one for each(T)

**COMPLETENCE 3: writing**

**I/ Vocabulary:** related to genes

1. **Sample:** A part of anything taken or presented for inspection, or shown as evidence of the quality of the whole.
2. **Genotype:** A group of organisms having the same genetic constitution.
3. **Phenotype:** An organism based on a multifactorial combination of genetic traits.
4. **Dominant:** Dominant partner crossbreeding
5. **Recessive:** Able to be covered up by a dominant trait.

**II/ Language function:** expresses purpose with **so that / so as**

1. People study genetic **so as** to understand the behavior of human beings
2. We learn science **so that** to discover the mysterious of human life

**III/ Problem solving**

The students of seconde A2 of College Anador of Abobo read a text about Science so as to understand its advantages and drawbacks.

1. **Write a paragraph to show the importance of genes in our life**

**COMPETENCE4: reading**

 **I/ Vocabulary:** some branches of genetics

1. **Classical genetics:** the technique and methodologies of genetics that predate the advent of molecular biology.
2. **Biochemical genetics:** the study of fundamental relationships between genes, protein, and metabolism
3. **Behavioral genetics:** it is the field of study that examines the role of genetics in animal (including human) behavior.
4. **Cytogenetics:** it is a branch of genetics that is concerned with the study of the structure and function of cell, especially the chromosomes.
5. **Developmental genetics:** it is the study of the process by which organisms grow and develop.
6. **Quantitative genetics:** it is the study of continuous ly measured traits(such as height or weight) and their mechanisms

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

1. Biologists said that two brothers **had** the same genes
2. Astrologists argued that life **was** possible in mars
3. paleontologists claimed that human race **started** in Africa

**III/ Problem solving**

The students of seconde A2 of College Anador of Abobo read a text about Science so as to understand its advantages and drawbacks.

**Let’s read the text and answer these questions**

1. **What do two brothers look like each other?**
2. **How does DNA do anything?**
3. **What represent the instructions according to the text?**

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

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

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

 **13 BP 2203** **Abidjan**

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**CE : ANGLAIS FICHE DE COURS**

**CLASS** : 2nd A/C

**COMPETENCE 9**: Traiter des situations relatives à l’oral.

**THEME 9:** **WILDLIFE**

 **LESSON TYPE: speaking**

**DURATION**: 6hours (55 mn/session)

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | - les mots relatifs à la protection de la faune et de la flore, au braconnage et aux métiers des gardes forestiers- les noms avec les suffixes privatifs ***less***- la forme passive- la forme passive avec les modaux |
| Identifier | - les mots relatifs à la protection de la faune et de la flore, au braconnage et aux métiers des gardes forestiers- les noms avec les suffixes privatifs ***less***- la forme passive- la forme passive avec les modaux de la flore |
| Appliquer | -les techniques de la compréhension écrite et orale d’un texte relatif à la protection de la faune et de la flore-les techniques de rédaction d’un essai argumentatif  |
| Démontrer | - sa compréhension écrite et orale d’un texte relatif à la protection de la faune et de la flore |
| Echanger | -oralement et par écrit des informations relatives à la protection de la faune et de la flore |

**Source**: from the internet

**Situation**

So as to sensitize school friends about the importance of wild species, the English Club of college Anador Abobo organizes a debate on the topic: SHOULD WE PROTECT WILD LIFE?

**COMPETENCE 1: speaking**

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

1. **Wildlife:** Animals living and plants growing in their natural environment.
2. **Ecosystem:** the place where different species live
3. **Fauna:** Animals considered as a group; especially those of a particular country, region, time, etc.
4. **Flora:** Plants considered as a group; especially those of a particular country, region, time, etc.
5. **Forest:** A dense collection of trees covering a relatively large area.

**II/ Language function**: nouns with the suffix **less**

1. The monkey is a **harmless** animal
2. The villagers are **helpless**

**Notice:** less means without, it also expresses an opposite action

**III/ Problem solving**

So as to sensitize school friends about the importance of wild species, the English Club of college Anador Abobo organizes a debate on the topic: SHOULD WE PROTECT WILD LIFE

1. **What can authorities do to protect wildlife?**
2. **Which specie is most in danger?**

**COMPETENCE 2 listening**

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

1. **W.W.F:** World Wild Foundation
2. **Wild animal:** Any animal living in a natural, undomesticated state
3. **Beast:** Any animal other than a human usually only applied to land vertebrates, especially large or dangerous four-footed ones.
4. **Species:** A type or a kind of thing.
5. **Rainforest:** A forest in a climate with high annual rainfall and no dry season.

**II/ Language function:** expressing passive actions

Ex. **Active sentence**: Mr. Eboué **buys** a book.

 **Passive sentence**: A book **is bought by** Mr. Eboué.

**III/ Problem solving**

With the intention of sensitizing school friends about the importance of wild species, the English Club of College Anador Abobo makes its members listen a record about the topic: SHOULD WE PROTECT WILD LIFE?

Listen to the teacher and say if these statements are true or false (Text 1st para)

1. Many wild are disappearing because of poachers (T)
2. WWF does nothing to stop this slaughter (F)
3. Poachers are threat to wild animals (T)

**COMPETENCE 3: reading**

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

1. **Poaching:** Illegal procurement or obtaining of protected wildlife such as fish, game, logging or plant collecting.
2. **A poacher:** A person who trespasses (breaks law) in order to take game illegally.
3. **Slaughter:** The killing of animals, generally for food.
4. **Extinction:** The action of making or becoming extinct.
5. **Illegal wildlife trade:** Illegal trade of animals and plants.

**II/ Language function:** expressing passive actions with modal verbs

Ex. Active sentence: Poachers **will kill** the wild animals.

 Passive sentence: The wild animals **will be killed** by poachers

**NOTICE: Modals: can – could – will – would – may – might – shall – should – must – dare – need – ought to**

**III/ Problem solving**

In order to sensitize school friends about the importance of wild species, the English Club College Anador Abobo shares leaflets on the topic: SHOULD WE PROTECT WILD LIFE?

**Let’s read the text and answer these questions**

1. **Why is the wildlife important for the ecosystem?**
2. **Why does poaching continue to happen?**
3. **What actions are done to stop poaching?**

**Write a paragraph to show how important is wildlife**

**COMPETENCE 4: reading**

 **I/ Vocabulary:** actions related to saving wildlife

1. **The patrols of guards:** The guards who go the round for protecting animals and plants
2. **Wildlife tourism/ ecotourism:** Responsible travel to natural areas supporting the fauna, flora, and local economy.
3. **Law enforcement patrols:** The various government patrol agencies involved in the prevention of poaching and the apprehension of poachers.
4. **To forbid poaching:** To refuse to allow poaching
5. **To fight illegal wildlife trade:** To contest/ to struggle/ to attempt to stop illegal wildlife trade.

**II/ Language function:** Using to do and to make

 1. Using to make: it is used to talk about **producing, constructing, creating or building something new.**

Ex. My mother **makes** a cake.

 2. Using to do: it is used to talk about **work, job, task or household activities**.

Ex. I help my sister **to do** the dishes.

**III/ Problem solving**

With the aim of sensitizing school friends about the importance of wild species, the English Club of College Anador Abobo organizes paragraph writing on the topic: SHOULD WE PROTECT WILD LIFE?

**Write a paragraph to show how important is wildlife**

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**CE : ANGLAIS FICHE DE COURS**

**CLASS** : 2nd A/C

**COMPETENCE 10**: Traiter des situations relatives à l’écoute.

**THEME 10 :** **CULTURE AND CIVILISATION**

 **LESSON TYPE: listening**

**DURATION**: 6hours (55 mn/session)

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | -les mots relatifs à la culture et tradition africaine, à la musique et aux musiciens-les familles des mots- les suffixes des noms: -**ance,*-ation***, -***ment,-hood***- les adjectifs divers- les adverbes de temps : ***after, before, when, during, until, while***- le ‘Present perfect’ progressif |
| Identifier | - les mots relatifs à la culture et tradition africaine, à la musique et aux musiciens- les familles des mots- les suffixes des noms: -**ance,*-ation***, -***ment, -hood***- les adjectifs divers- les adverbes de temps : ***after, before, when, during, until, while***- le ‘Present perfect’ progressif |
| Appliquer | -les techniques de la compréhension écrite et orale d’un relatif à la culture et tradition africaine, à la musique et aux musiciens-les techniques de la rédaction d’un récit ou la description d’un événement  |
| Démontrer | - sa compréhension écrite et orale d’un texte relatif à la culture et tradition africaine, à la musique et aux musiciens |
| Echanger | -oralement ou par écrit des informations relatives à la culture et tradition africaine, à la musiqueet aux musiciens |

**Source**: from the internet

**Situation** The second students of College Anador of Abobo organize a debate about their cultures to know more one another listen to a recording on Culture and Civilization in order to discuss it.

**SESSION 1: speaking**

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

1. **Culture:** the arts, customs, beliefs, habits, values, behaviour, and material objects that characterize a particular society or nation.
2. **Noble family:** a king or a rich family
3. **Caste:** Any of the hereditary, social classes, and subclasses of South Asian and African societies.
4. **Kingdom:** A nation having as supreme ruler a king and/or queen.
5. **A tribe:** A socially, ethnically, and politically cohesive group of people.

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

1. Culture, cultural
2. Found, foundation

**Notice**: the family words have the same radix in which we can add a suffix to form another word by keeping the same meaning.

**III/ Problem solving**

The seconde students of College Anador of Abobo listen to a recording on Culture and Civilization in order to discuss it.

1. **What is the importance of the culture in the society?**
2. **Can we live in our modern life without our culture?**

**COMPETENCE 2 listening**

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

 **1**. **Tradition**: A part of culture that is passed from person to person or generation to generation, possibly differing in details from family to family, such as the way to celebrate holidays.

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

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

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

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

**II/ Language function:** the suffixes in **ance, hood, ation**

1. Child, **childhood**
2. Accept, **acceptance**
3. Found, **foundation**

**Notice:** we can add hood, ance or ation to a noun, a verb or an adjective to have other nouns.

**III/ Problem solving**

The seconde students of College Anador of Abobo listen to a recording on Culture and Civilization in order to discuss it.

Listen to the teacher and say if these statements are true or false (Text 1st para)

1. Aly Farka Toure is a native from Timbuktu (T)
2. Aly Toure is the descendant of family of slave (F)
3. He early stopped music when he started i

**COMPETENCE 3: reading**

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

1. **Music:** An art form created by organizing of pitch, rhythm, and sounds made using musical instruments and sometimes singing.
2. **Fiddle:** traditional guitar
3. **Balafon:** A wooden-keyed percussion idiophone of West Africa that is struck with two padded sticks.
4. **Drum:** A percussive musical instrument spanned with a thin covering on at least one end for striking, forming an acoustic chamber affecting what materials are used to make it
5. **Song:** A music composition with lyrics for voice or voices, performed by singing.

**II/ Language function:** the adverbs after and before

1. **After singing** Toure was a warriors
2. **Before going** to the music scene Farka takes his fiddle.

**III/ Problem solving**

The seconde students of College Anador of Abobo read texts on African music in order to discuss it.

**Let’s read the text and answer these questions**

**COMPETENCE 4: writing**

**I/ Vocabulary:** actions related musician

1. **Musician:** A composer, conductor, or performer of music.
2. **Guitarist:** A person who plays or performs on the guitar.
3. **Drumbeater:** A person who beats a drum.
4. **Singer:** A person who sings, is able to sing, or earns a living by singing.
5. **Sing-songwriter:** A person who both sings and composes, especially if they perform their own compositions.

**II/ Language function:** the present perfect progressive

1. She **has been** sing**ing** for long
2. They **have been** learn**ing** music since 2010

**III/ Problem solving**

The seconde students of College Anador of Abobo take part in a paragraph writing contest dealing with African musicians.

**Write a paragraph to show how important African musicians**