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

**13 BP 2203Abidjan**

 **24 39 19 92**

**CE : ANGLAIS**

**FICHE DE COURS**

**CLASS**: **Tle**

**THEME 1: LIFESTYLE**: **MOVING WITH THE TIMES**

**COMPETENCE 1: Speaking**

**Duration**: 55 min

**Source**: Go for English Tle

**Situation**In the view to teach and promote social values in class, the teacher of terminale A3 in Collège Anador Abobo makes his students have a debate about lifestyle and discuss it.

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

1. **Lifestyle:** the special way in which a person lives(dressing, eating, speaking, behaving, etc)
2. **Fashion:** a popular or the latest style or clothing, hair, manner or behaviour
3. **Internet shopping:** to buy things on internet.
4. **Fake news:**wrong news on internet.
5. **To be online:** to speak with someone else on internet.

**II/ Language function**: expressing nouns with the suffix ***“ness”***

1. to be sick= **sickness**
2. to be tired**= tiredness**
3. to be kind= **kindness**

**NOTICE**: we can use the suffix **ness**to form nouns with adjectives

**III/ Communication activity**

In the view to teach and promote social values in class, the teacher of terminale A3 in Collège Anador Abobo makes his students have a debate about lifestyle and discuss it.

During the debate students will answers these questions

1. **What do you think about young clothing today?**
2. **Is there a different between lifestyle and fashion?**
3. **Do African cultures still exist? If yes why? If no why not?**

**COMPETENCE2 : listening**

**Duration: 55 min**

**Source: Go for English Tle**

**Situation** In the view to teach and promote social values in class, the teacher of terminale A3 in Collège Anador Abobo makes his students listen a conference through the radio about public service and discuss it.

**I/ Vocabulary**: : words related to public service

1. **The public service:** a service provided by the government
2. **Public / civil servant:** someone who works the public / someone employs by the government
3. **Public affairs:** political issues that affects most people
4. **Public office:** a job in the government that you have because you were chosen or elected
5. **Administration:** the government of a country or public affairs / the act of administering

**II/ Language function:** the use of **ever** and **matter**

**Let’s study these sentences**

1. **No matter what** I say, he never listens to me.
2. **Whatever** I say, he never listens to me.

**NOTICE: ever** and **matter** are used with the question words to say things in different ways by keeping the same meaning. It doesn’t make any difference

**III/ Communication activity.**

In the view to teach and promote social values in class, the teacher of terminale A3 in Collège Anador Abobo makes his students listen a conference through the radio about public service and discuss it.

After listening to the radio, say if these statements are true or false. **(1st paragraph of the text)**

1. There is no link between lifestyle and the time. **( F the title)**
2. The American way of life is not threatened. **( F lines 1-2)**
3. The American leaders’ tasks is to grow the economy and help citizens **(T lines 4-5)**

**COMPETENCE3 : reading**

**Duration: 55 min**

**Source: from the internet**

**Situation** In the view to teach and promote social values in class, the teacher of terminale A3 in Collège Anador Abobo makes his students read a text about moral values and discuss it.

**I/ Vocabulary:** words related to value morality

1. **Morality:** recognition of the distinction between right and wrong / good or evil behaviour / respect and obedience to the rules of right conduct / a set of social rules, customs, traditions, beliefs or practices.
2. **Integrity:** the quality of being honest and having strong moral principals
3. **Solidarity:** willingness to give psychological and / or material support when another person is in a difficult position or needs affection / a bond of unity or agreement between individuals, united around a common goal or against a common enemy.
4. **Modesty:** The quality of being modest; having a limited and not overly high opinion of oneself and one’s abilities
5. **Discretion:** The quality of respecting privacy or secrecy / not drawing attention..

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

1. The American leaders **rise**their economy level every time.
2. The American leaders **have** just **risen** their economy level.

**NOTICE:** Most of the time**, the present simple**is used to express **habitual action,the general truth**, whereas **the present perfect** is used **to indicate a link between the present and the past**or **to describe past actions which have effects or consequences in the present**

**III/ Communication activity**

In the view to teach and promote social values in class, the teacher of terminale A3 in Collège Anador Abobo makes his students read a text about solidarity, tolerance, non-violence and discuss it.

After reading the text, find short answers to these questions

1. What are the American doing face to the struggles? **( 2nd para)**
2. What is replacing internet shopping**? (4th para)**
3. How are men getting fashionable**? ( last para)**

**COMPETENCE4 : writing**

**Duration: 55 min**

**Source: from the internet**

**Situation** In the view to teach and promote social values in class, the teacher of terminale A in Collège Anador Abobo makes his students write a text about migration.

**I/ Vocabulary:** words related to migration of modern times

1. **Migration**: leaving one place to another for better condition of life
2. **Smuggler**: someone who makes other people travel illicitly.
3. **Exodus:** departure, movement
4. **To migrate:** to leave one place to another one.
5. **To look for good opportunities:** to look for good situation of life / good standard of living

.

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

1. ManyAfricans **lived** in Europe.
2. Many Africans **hadleft** their countries for Europe.

**NOTICE**: **the simple past** is used to talk about **completed actions or actions which have no link / connection with the present**and **the past perfect** is used for **all actions which occur before other past actions**

**III/ Communication activity**

In the view to teach and promote social values in class, the teacher of terminale A in Collège Anador Abobo makes his students write a text about migration.

**WRITING A FORMAL LETTER:** complain

.

1. What is a formal letter?

It is a letter that one writes on **a business matter** to companies, government departments, officials.

1. How to write a formal letter?

(See the lay out)

**Write a letter to the minister of the security to complain about the nightly attacks done in your area by some young people.**

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**FICHE DE COURS**

**CLASS**: **Tle**

**THEME 2: FREEDOM AND CIVIL RIGHTS**

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | -les mots et expressions relatifs à la lutte pour la liberté et l’égalité des droits civils, à la discrimination et aux préjugés sociaux- les mots et expressions relatifs aux membres de la famille élargie ***: step… ; half… ; … in law***- les préfixes et suffixes des noms-le passé des auxiliaires modaux |
| Identifier | - les mots et expressions relatifs à la lutte pour la liberté et l’égalité des droits civils, à la discrimination et aux préjugés sociaux- les mots et expressions relatifs aux membres de la famille élargie ***: step… ; half… ; … in law***- les préfixes et suffixes des noms- le passé des auxiliaires modaux |
| Appliquer | -les techniques de la compréhension écrite et orale d’un texte relatifà la lutte pour la liberté et l’égalité des droits civils, à la discrimination et aux préjugés sociaux-les techniques de rédaction d’une lettre ou d’un courrier électronique dans un style familier |
| Démontrer | -sa compréhension écrite et orale d’un texteà la lutte pour la liberté et l’égalité des droits civils, à la discrimination et aux préjugés sociaux |
| Echanger | -oralement et par écrit des informations relativesà la lutte pour la liberté et l’égalité des droits civils, à la discrimination et aux préjugés sociaux |

**COMPETENCE 1: Speaking**

**Duration**: 55 min

**Source**: Go for English Tle

**Situation**: The students of terminale A/C/D of College Moderne Abobo participate in a debate organized by an association in charge of the defence of human’s rights in Cote d’Ivoire, LIDHO. They share what they know and think about freedom.

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

**1. Freedom**: The right to do what you want without being controlled or restricted by anyone / the state of being free and allowed to do what you want

**2. A freedom fighter:** Someone who fights (in a war) against an unfair or dishonest government, an army, an employer, etc.

**3. Freedom of speech/expression/choice**: The legal right to express oneself or to choose, etc.

**4. Freedom of religion**: The right of people to hold any religious and practise it without fear of harm or prosecution.

**5. Freedom of the press**: The right of citizens or the media to print or otherwise disseminate speech ideas and opinions without fear or harm of prosecution.

**II/ Language function**: Using prefix (letter/s which sit before a stem to make new words. They are also called affixes which a letter or letters with no meaning alone but become meaningful words by sitting before or after the stems).

Ex1. **Anti**(against/opposite of): **anti**abortion (against abortion)

**anti**-war(against war)

Ex2**. Il** (opposite): **il**licite: opposite of licite

**III/ Communication activity**

The students of terminale A3 of Collège Anador Abobo participate in a debate organized by an association in charge of the defense of human’s rights in Côte d’Ivoire LIDHO. They share what they know and think about freedom.

During the debate students will answers these questions

1. **What are the freedom fighters that you know?**
2. **Does freedom of speech really exist in Côte d’Ivoire?**

**COMPETENCE 2: listening**

**Duration: 55 min**

**Source: Go for English Tle**

**Situation**The students of terminale A/C/D of College Moderne Abobo listen to a debate organized by an association in charge of the defence of human’s rights in Cote d’Ivoire, LIDHO on the radio. They share what they know and think about civil rights

**I/ Vocabulary**: : words or expressions related to civil rights

**1. Civil rights**: The rights that every person should have, such as the right to vote or to be treated fairly by the law, whatever their sex, race, religion.

**2. Civil rights movement**: a struggle for social justice

**3. Civil rights campaigner:** Someone who attends a civil rights demonstration.

**4. Civil rights demonstration**: an event at which a large of people march through the streets in order to publicly protest about civil rights.

**5. To fight for civil rights**: The act of fighting for civil rights.

**II/ Language function:**Using of suffix (letter/s which are added at the end of a stem to make new words)

Ex1. age (a condition) : marri**age**

Ex2. ee (one who performs an action) : train**ee**

**III/ Communication activity.**

The students of terminale A3 of Collège Anador Abobo participate in a listening competition organized by an association in charge of the defense of human’s rights in Côte d’Ivoire LIDHO. They share what they know and think about civil rights.

After the listening competition, you will fill the gaps with the missing words

Major **campaigns** of civil resistance were the main **feature** of the movement. Crisis situations between **activists** and government authorities were produced by acts of nonviolent protests and civil **disobedience** during the period between **1955** and **1968.**

**COMPETENCE3 : reading**

**Duration: 55 min**

**Source: from the internet**

**Situation** The students of terminale A/C/D of College Moderne Abobo read a text about nuclear family in “FRAT MAT” in order to debate about the importance of a nuclear family in our modern society.

**I/ Vocabulary:** words and expressions related to nuclear family.

|  |  |  |
| --- | --- | --- |
| **GROUPS** | **GENDERS** | **RELATIONS** |
| **PARENTS** | Male | Female | Male | Female |
| Father | Mother | Husband | Mother |
| **CHILDREN** | Male | Female | Male | Female |
| Boy | Girl | Brother | Sister |

**II/ Language function:**Using modals

1.Modal

Can – could – may – might – will – would – must – ought to – shall – should – used to – need – dare.

 2. Using modal

Ex Students **should** learn their lessons.

**III/ Communication activity**

The students of terminale A3 of Collège Anador Abobo are reading a text about nuclear family organized by an association in charge of the defense of human’s rights in Côte d’Ivoire LIDHO. They read the text to get more information.

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

1. The civil rights movement was a fight for social justice **(T)**
2. Rosa Parks was born in 1913 **(T)**
3. MIA was created by black community leaders **(T)**

**COMPETENCE4 : writing**

**Duration: 55 min**

**Source: from the internet**

**Situation** The students of terminale A/C/D of College Moderne Abobo read a text about nuclear family in “FRAT MAT” in order to debate about the importance of a large family in our modern society

**I/ Vocabulary:** words and expressions related to large family.

 In a large family, there are more members than a nuclear family. Indeed, apart from the father, mother and the children, when your father or your mother gets in married with a new woman or a new man, this person is your **step mother** or your **step father.** The girl or the boy of this new marriage is your **half sister** or your **half brother.** And when you marry a man or a woman, his/her parents, brother(s) and sister(s) are your **parents, brother(s) and sister(s) – in law** .

**II/ Language function:**Using past modals

 1. Past modal

Could – should – would – might – used to – had to – ought to.

 2. Using past modal

Ex. As a child, I **used to** play with cans.

**III/ Communication activity**

The students of terminale A3 of Collège Anador Abobo are writing a letter about the extended family organized by an association in charge of the defense of human’s rights in Côte d’Ivoire LIDHO. They read the text to get more information.

**WRITING AN INFORMAL LETTER:**

1. What is an informal letter?

It is a letter that one writes to a friend, a family member or an acquaintance **(connaissance)**

1. How to write a formal letter?

( see the lay out)

**Write a letter to your uncle who lives in England to tell him how civil rights are violated in your country.**

**WRITING A FORMAL LETTER:** complain

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**CLASS**: **Tle**

**THEME 3: DEVELOPMENT ISSUES**

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|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | -les mots et expressions relatifs aux grands défis des pays émergeants et en voie de développement, aux droits et à la lutte pour la survie des peuples indigènes- les locutions verbales à trois parties- les structures verbales avec ***make/let/allow/enable***- les structures causatives avec ***get/have***- les comparatives et les superlatifs- les determinants |
| Identifier | - les mots et expressions relatifs aux grands défis des pays émergeants et en voie de développement, aux droits et à la lutte pour la survie des peuples indigènes- les locutions verbales à trois parties- les structures verbales avec ***make/let/allow/enable***- les structures causatives avec ***get/have***- les comparatives et les superlatifs- les determinants |
| Appliquer | - les techniques de la compréhension écrite et orale d’un texte relatif aux grands défis des pays émergeants et en voie de développement, aux droits et à la lutte pour la survie des peuples indigènes-les techniques de rédaction d’un article de journal : le plan et le brouillon |
| Démontrer | -sa compréhension écrite et orale d’un texte relatif aux grands défis des pays émergeants et en voie de développement, aux droits et à la lutte pour la survie des peuples indigènes  |
| Echanger | -oralement et par écrit des informations relatives aux grands défis des pays émergeants et en voie de développement, aux droits et à la lutte pour la survie des peuples indigènes |

**COMPETENCE 1: speaking**

**Duration**: 55 min

**Source**: From internet

**Situation:**During the English lesson, the students of terminale A1 of Collège Anador Abobo are discussing the type or group of countries in the world in order to show the major problems faced by emerging and developing countries.

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

1. **Developed country:** a country with a lot of industrial activity and where people have generally high incomes. USA
2. **Developing country:** a country with little industrial and economy activity and where people have generally low incomes
3. **Emerging country:** a country that has some characteristics of a developed market.
4. **Rich country:** it is the country where GDP (Gross Domestic Product) is important or high. GDP a monetary value of a market. Qatar
5. **Poorest country:** a country where the GDP is very low

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

Let’s study these sentences

1. To **do** something**/** To **do without** something (se passer de qc)
2. To **put** someone in a jam/ to **put up with** someone ( se passer de qn)
3. To makea cake/ Rama makes **up /** shemakes **up for** the lost time (récupérer)

**NOTICE**: a phrasal verb is a verb that is made of a main verb together with **an adverb** or **a preposition** or **both.**

 **1. Verb + particule:** run away **2. Verb + preposition:** do without

 **3. Verb + particule + adverbial + preposition:** put up with

 **4. Verb + particule + preposition + nom (avec ou sans adjective): to** make up for the lost

**III/ Communication activity**

During the English lesson, the students of terminale A1 of Collège Anador Abobo are discussing the development issues in class. It is on the major problems faced by emerging and developing countries

After discussing, students will answers these questions

1. **Are there any developed countries in Africa? If yes quote them.**
2. **In which category of country we can classify Côte d’Ivoire? Why?**

**COMPETENCE 2: listening**

**Duration: 55 min**

**Source: from internet**

**Situation**. During the English lesson, the students of terminale A1 of Collège Anador Abobo listen to a radio programme broadcast by BBC in order to discuss the issue development of in class. It is on the major problems faced by emerging and developing countries.

**I/ Vocabulary**: : words related to development issues

1. **Development issues:** the problems that developing countries are facing to development
2. **Poor education system:** an education without good conditions or qualities of studies
3. **Poverty:** not having enough money to meet basic needs including food, clothing and shelter
4. **structural constraints**:
5. **corrupt government:** It is the power used by government officials to illegitimate private gain

**II/ Language function:** expressions with **make** / **let / allow / enable**

**Let’s study these sentences**

1. she makes cakes/ she **makes** me **dance** to have her love
2. He lets me behind/ he **let** me **go** inside.
3. The teacher **allows** students stay in the classroom.
4. This site **enables** you to access students’ work online.

**NOTICE: make+ main verb** expresses an idea of obligation whereas **let+ main verb** expresses an idea of permission

**“Enable”** is an active verb whereas **“allow”** is a passive verb.

**Enable** means “make it possible or authorize not to give permission: **enable somebody to do something**

**Let** (informal)/ **permit**(very formal)/ **allow**(more formal) mean “give permission

**II/ Communication activity.**

During the English lesson, the students of terminale A3 of Collège Anador Abobo listen to a radio programme broadcast by BBC in order to discuss the issue development of in class. It is on the major problems faced by emerging and developing countries.

After listening the radio say if these statements are true or false **(1st paragraph)**

1. The world’s inhabitant is estimated to 6000 million **T**
2. Only three 3000 million live on the equivalent of less than 2 $ per day **T**
3. One-fourth of the world population lives on the equivalent of less than 1.25$ **T**
4. People in the richest countries earn more than those in the poorest countries **T**
5. People in poorest states earn less than the ones in the richest states **T**

**COMPETENCE 3: reading**

**Duration: 55 min**

**Source: from the internet**

**Situation** During the English lesson, the students of terminale A1 of Collège Anador Abobo are reading a text on development issues that are on the major problems faced by emerging and developing countries.

**I/ Vocabulary:** words related to nuclear family

1. **Unsafe water supplies:** dirty or polluted water
2. **High mortality rate:** too many death
3. **War:** military fight that kill innocent people
4. **Poor sanitation:** problem of health
5. **Hunger:** lack of food

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

Let’s study these sentences

1. Rama is **bigger than** Amy
2. Cars are **more expensive than** motorbikes
3. Motorbikes **are less expensive than** cars
4. Amy is **as big as** Rama

**NOTICE:**  we use the comparative to show the difference or the similarity between two or more things, persons or events

**III/ Communication activity**

. During the English lesson, the students of terminale A1 of Collège Anador Abobo are reading a text on development issues that are on the major problems faced by emerging and developing countries.

After reading the text, give short answers to these questions

1. **What was the estimation of World Bank from 1981-2005?**
2. **What are the problems that are facing developing countries today?**
3. **What does the World Bank recommend to improve chance of development?**

**COMPETENCE4 : writing**

**Duration: 55 min**

**Source: from the internet**

**Situation** During the English lesson, the students of terminale A1 of Collège Anador Abobo are writing an article on the improvement chances of development that can be the solutions developing countries to emerge or develop

**I/ Vocabulary:** expressions related to improvement chances of development

1. **To invest in education:** to spend money in education.
2. **To increase productivity:** to multiply productivity
3. **To improve infrastructure:** to make infrastructure better**.**
4. **To develop industrial policy:** to change with a specific direction or progress**.**
5. **To promote democracy**: to raise democracy to more important rank

**II/ Language function:** expressing superlative

Let’s study these sentences

1. . Rama is **thebiggest** girl of Anador
2. Cars are **themost expensive** means of transport
3. Motorbikes **are the least expensive** means of transport

**NOTICE:**  we use the superlative to show the top element among a group

**III/ Communication activity**

During the English lesson, the students of terminale A1 of Collège Anador Abobo are writing an article on the improvement chances of development that can be the solutions developing countries to emerge or develop

**WRITING AN ARTICLE:**

.

1. What is an article?

It is a piece of writing usually intended for publication in a newspaper, magazine or journal. It’s written for a wide audience, so it is essential to attract and retain reader’s attention.

It can:

* describe an experience, event, person or place.
* present an opinion or balanced argument
* compare and contrast
* provide information and offer advice or suggestion
1. How to write an article?

 **The title**: it must be an eye-catching title which attracts reader’s attention, short and written in capital letters

 **The introduction**: **a**. Tell what (event, anecdote) make you write on the topic.

 **b**. Give your position on the topic(are you for or against)

 **The main body**: **a**. Defend your position with strong arguments, explanations, proofs, evidence, etc.

 **b**. Evoke the opposite position with their justifications. Be brief and end with: their arguments are weak or irrelevant.

 **c. Come** back to your position with strongest arguments, explanations, etc.

 **The conclusion**: **a**. It sums up the topic;

 **b**. Make suggestions

**c**. say what will happen if what you suggest is done or not

**Write an article to present the actions that must be done for the development of developing countries.**

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**CE : ANGLAIS FICHE DE COURS**

**CLASS** **:Tle**

**THEME 4: WHAT THE FUTURE HOLDS**

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|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | -les mots et expressions relatifs aux actions humanitaires, aux grandes questions liées à l’avenir de notre planète, à l’urbanisation de l’Afrique- les adjectives intensifiants: *tired/****exhausted;*** *big/****huge***- le future simple et ***be going to***- le futur progressif et le ‘ future perfect’- les structures verbales- les expressions commençant par ***it:*** impératifs ou gérondifs? |
| Identifier | -les mots et expressions relatifs aux actions humanitaires, aux grandes questions liées à l’avenir de notre planète, à l’urbanisation de l’Afrique- les adjectives intensifiants: *tired/****exhausted;*** *big/****huge***- le future simple et ***be going to***- le futur progressif et le ‘ future perfect’- les structures verbales- les expressions commençant par ***it:*** impératifs ou gérondifs? |
| Appliquer | - les techniques de la compréhension écrite et orale d’un texte relatif aux actions humanitaires, aux grandes questions liées à l’avenir de notre planète, à l’urbanisation de l’Afrique-les techniques de rédaction d’une dissertation argumentative (pour ou contre) : les connecteurs logiques |
| Démontrer | -sa compréhension écrite et orale d’un texte relatif aux actions humanitaires, aux grandes questions liées à l’avenir de notre planète, à l’urbanisation de l’Afrique |
| Echanger | -oralement et par écrit des informations relatives aux actions humanitaires, aux grandes questions liées à l’avenir de notre planète, à l’urbanisation de l’Afrique |

**COMPETENCE 1: speaking**

**Duration**: 55 min

**Source**: From internet

**Situation**The students of Terminale A of Collège Anador Abobo visit the stands of “L’actionhumanitaire” where they have the opportunity to meet the Minister of urbanization. He answers the questions the students ask him. Back to their class, they debate on the answers they got to inform the other pupils of the school.

**I/ Vocabulary**: expressions related Humanitarian actions

1. **Humanitarian action:** the action that promote human welfare (bienêtre)
2. **Slum:** a squalid and overcrowded urban street or district inhabitated by very poor people
3. **To urbanize:** to make or become urban in character
4. **Charitable institution:** the institution that brings assistance to those in need
5. **Medical supply:** the available health care

**II/ Language function**: expressing the future with **will** and **be going to**

Let’s study these sentences

1. I **will see** you (simple future =will+ verb)
2. I am **going to see** you (near future= be “present simple”+going to)

**NOTICE**: **will** and **be going to**are used to express the future actions however **will** is used to express future action that is decided at the moment one is speaking whereas **be going to** expresses future action that is decided in the past and one wants to do later

**III/ Communication activity**

The students of Terminale A of Collège Anador Abobo visit the stands of “L’actionhumanitaire” where they have the opportunity to meet the Minister of urbanization. He answers the questions the students ask him. Back to their class, they debate on the answers they got to inform the other pupils of the school.

After the debate, students will answers these questions

1. **What are the Humanitarian actions that you know?**
2. **What are the advantages of urbanization?**

**COMPETENCE2 : listening**

**Duration: 55 min**

**Source: from internet**

**Situation**. The students of Terminale A of Collège Anador Abobo take part to a meeting where they have the opportunity to listen the speech of the Minister of the environment who is talking about the challenges of world. they listen the minister and get information about the challenges of the world.

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

1. **Climate change:** the variation or long- tern change of climates
2. **Climate warming:** the increase of Earth’s average surface temperature
3. **Environmental upheaval:** a violent or sudden change of the environment
4. **Megacity:** a very large city, typically with a population of over ten million people
5. **Brain drain:** the emigration of highly trained or qualified people from a particular country

**II/ Language function:** expressing intensified adjectives

**Let’s study these expressions**

1. The **tired** man
2. The **crowded** city
3. The **complicated** man

**NOTICE:** the intensified adjective is the adjective form of the verb which means to make stronger , sharper deeper or highten

**II/ Communication activity.**

The students of Terminale A of Collège Anador Abobo take part to a meeting where they have the opportunity to listen the speech of the Minister of the environment who is talking about the challenges of world. they listen the minister and get information about the challenges of the world.

After listening the minister say if these statements are true or false **(last paragraph)**

1. Village and city migration is driven by pull and push factors **T**
2. Push factors leads people to rural environment **F**
3. People leave the village to seek better life in the city **T**

**COMPETENCE3: reading**

**Duration: 55 min**

**Source: from the internet**

**Situation** The students of Terminale A of Collège Anador Abobo read a text about the challenges of world. After reading the text they get information about the challenges of the world and think about some possible solutions

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

1. **Family planning:** birth control
2. **Drought:** a prolonged period or abnormally low rainfall, leadind to **shortage** (penuries) of water
3. **Flooding:** cover or submerge with water, inundation
4. **Epidemic:** a widespread occurrence of an infection disease in a community at a particular time
5. **Plastic waste:** tons of plastic debris that pollutes land, rivers beaches, oceans

**II/ Language function:** expressing **the future continuous** and **the future perfect**

Let’s study these sentences

1. The population growth **will be driving** to the economic development
2. The population growth **will have driven** to the economic development

**NOTICE: the future continuous** used when an action is thought to be going on at a specific time or context in the future, whereas **the future perfect**is used to demonstrate an action which is promised to be done in the future

**III/ Communication activity**

.The students of Terminale A of Collège Anador Abobo read a text about the challenges of world. After reading the text they get information about the challenges of the world and think about some possible solutions

After reading the text, give short answers to these questions

1. **What the result of urban transition depends on?**
2. **What will happen if African leaders take the rights step?**
3. **If African leaders do not take the right step what will happen?**
4. **Pessimists say that Africa’s growth will bring about dissolution. Is it true or false? Justify your answer.**

**COMPETENCE4: writing**

**Duration: 55 min**

**Source: from the internet**

**Situation** The students of Terminale A of Collège Anador Abobo are getting information to write an argument essay on the urbanization. After getting the text they getting information about urbanization they are about to write the argument essay

**I/ Vocabulary:** expressions related to urbanization of Africa

1. **Unplanned urbanization:** an expected process of making an area more urban
2. **Powerhouse:** person or thing of great energy, strength or power
3. **Resource shortage:** lack of resource that is necessary for life
4. **Labour migration:** the migration for the main purpose of employment
5. **Criminality:** behaviour or action that is forbidden by criminal law

**II/ Language function:** expressing gerund

Let’s study these sentences

1. . it is **getting** dark
2. It is **raining**

**Rule :**it is +V+ING

**III/ Communication activity**

The students of Terminale A of Collège Anador Abobo are getting information to write an argument essay on the urbanization. After getting the text they getting information about urbanization they are about to write the argument essay

**WRITING AN ARGUMENT ESSAY:**

.

1. **What is an argument?**

It is a reason or set of reasons given in support of an idea, an action or theory

1. **What is an essay?**

It is a short piece of writing on a particular subject

1. **What an argument essay?**

It is a type of writing that presents arguments about both sides of an issue. Both sides can present equal balanced or it could be that one side present more forcefully than the other.

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

**During his speech the minister of urbanization asserted that only urbanization will enable Africa to be developed. In an argument essay say if you are for or against this statement?**

**COLLEGE ANADOR ABOBOSCHOOL YEAR: 2018- 2019**

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**CE : ANGLAIS FICHE DE COURS**

**CLASS: Tle**

**THEME 5: MANAGING RESOURCES**

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|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | -les mots et expressions relatifs aux problèmes des terres cultivables, à l’agriculture (culture vivrières et cultures de rente, à l’eau et à la santé (hygiène et propreté)- les préfixes ***bio-, mano-, multi-***- les doubles comparatifs pour décrire un changement- les phrases conditionnelles- les propositions relatives - les formes passives impersonnelles |
| Identifier | -- les mots et expressions relatifs aux problèmes des terres cultivables, à l’agriculture (culture vivrières et cultures de rente, à l’eau et à la santé (hygiène et propreté)- les préfixes ***bio-, mano-, multi-***- les doubles comparatifs pour décrire un changement- les phrases conditionnelles- les propositions relatives  |
| Appliquer | -les techniques de la compréhension écrite et orale d’un texte relatif aux problèmes des terres cultivables, à l’agriculture (culture vivrières et cultures de rente, à l’eau et à la santé (hygiène et propreté)- les techniques de rédaction d’un exposé : la structuration de l’exposé |
| Démontrer | -sa compréhension écrite et orale d’un texteaux problèmes des terres cultivables, à l’agriculture (culture vivrières et cultures de rente, à l’eau et à la santé (hygiène et propreté) |
| Echanger | -oralement et par écrit des informations relatives aux problèmes des terres cultivables, à l’agriculture (culture vivrières et cultures de rente, à l’eau et à la santé (hygiène et propreté) |

**COMPETENCE 1: speaking**

**Duration**: 55 min

**Source**: From internet

**Situation** The students of Terminale A/C/D of Collège Anador Abobo take part in a debate on the intensification of agriculture in Africa without causing harms. As a student of this school you are asked to share what you know about it emphasizing on cultivable lands.

**I/ Vocabulary**: expressions related to cultivable lands

1. **Cultivable/arable land:** land on which we can grow crops.
2. **Uncultivable/waste land:** land on which we can’t grow crops or land on which we can’t have a good harvest.
3. **Fertiliser:** a natural substance or chemical compound that is used to make the ground more suitable for growing plants.
4. **Labourer:** Someone who uses body strength instead of intellectual power to earn a wage.
5. **Agrarian:** related to, the ownership, tenure and cultivation of land/agricultural/rural

**II/ Language function**: expressing the prefixes **bio, mono, multi**

Let’s study these expressions

1. **bio**logy = (**bio** means life) the study of life
2. **mono**gamy= (**mono** means single) having only one wife
3. **multi**colour= (**multi** means many) with many colours

**III/ Communication activity**

The students of Terminale AC/D of Collège Anador Abobo take part in a debate on the intensification of agriculture in Africa without causing harms. As a student of this school you are asked to share what you know about it emphasizing on cultivable lands.

After the debate, students will answers these questions

1. **What can African do to intensify their agriculture?**
2. **How can intensify agriculture cause harms?**
3. **What can be the advantages of the intensified agriculture?**

**COMPETENCE2 : listening**

**Duration: 55 min**

**Source: from internet**

**Situation**. The students of Terminale A/C/D of Collège Anador Abobo take part in a listening competition on the intensification of agriculture in Africa without causing harms. As a student of this school you are asked to take part in this listening competition on food crops

**I/ Vocabulary**: words related to food crops

1. **Food crop:** Food related tocereals**,** banana, cassavas, tomatoes, etc
2. **Vegetables**
3. **Crop rotation:** the practice of growing different crops in succession on the land to preserve the productivity capacity of the land
4. **Smallholder:** A person who owns or runs a smallholding(a piece of land, smaller than a farm/a small plantation)
5. **Farming:** the business of cultivating land, raising stocks

**II/ Language function:** expressing the double comparative

**Let’s study these sentences**

1. He becomes happ**ier and** happ**ier**
2. She becomes **more and more** beautiful

**NOTICE:** the double comparative is used to express or to explain the changing that are occurring.

**II/ Communication activity.**

. The students of Terminale A/C/D of Collège Anador Abobo take part in a listening competition on the intensification of agriculture in Africa without causing harms. As a student of this school you are asked to take part in this listening competition on food crops.

Listen and fill the gaps by the missing words (**2nd paragraph)**

There is **..1…** agreement about what sustainable agriculture’s main **..2…** should be. It ought to optimise locally **…3…** natural resources without negatively affecting the resource base. Social integrity is also a priority. For example, the **…4…** of animals and **…5..**should be taken care of.

**Answers**

1. **Broad**
2. **Aim**
3. **Available**
4. **Welfare**
5. **Labourers**

**COMPETENCE3 : reading**

**Duration: 55 min**

**Source: from the internet**

**Situation** The students of Terminale A/C/D of Collège Anador Abobo read a text on the economy of African countries. As a student of this class you read the text to get more information on the economy of African countries related to cash crops

**I/ Vocabulary:** words related to cash crops

1. **Cash crop:** A crop that is grown for sale rather than for personal food.(cocoa, coffee, ruber,etc)
2. **Economic viability:** economy that is able to secure financing
3. **Incomes rise:** To obtain higher incomes
4. **To increase productivity:** to produce more
5. **Economy :**The system by which a country’s money and goods are produced and used

**II/ Language function:** expressing conditional

Let’s study these sentences

1. **If** I f**eel** better,I**’ll** certainly **play**
2. **If I had** money, I **would buy** a new phone

**NOTICE:**  the conditionals are also called **if clause**, it expresses conditions which have the possibility to occur in the future **(sentence1)** or have no possibility to occur in the past **( sentence2)**

**III/ Communication activity**

The students of Terminale A/C/D of Collège Anador Abobo read a text on the economy of African countries. As a student of this class you read the text to get more information on the economy of African countries related to cash crops

After reading the text, give short answers to these questions

1. **What is the importance of sustainable agriculture?**
2. **How to intensify this sustainable agriculture?**
3. **What are the three most dimensions to measure?**

**COMPETENCE4 : writing**

**Duration: 55 min**

**Source: from the internet**

**Situation**

The students of Terminale A/C/D of Collège Anador Abobo have got the opportunity to meet the minister of agriculture to ask him questions about agriculture. Back to school they write a report on the methods which can be done to intensify agriculture and above all to have hygiene food.

**I/ Vocabulary:** expressions related to hygiene food

1. **Hygiene food:** Food that doesn’t cause diseases
2. **To modernize agriculture:** to use modern equipment for agriculture
3. **Environmental pollution:** Pollution of the environment
4. **Organic agriculture (agriculture bio):** Food products grown in an environment free from artificial agrichemicals.
5. **Greenhouse:** A building made from plastics such as polyethylene in which plants are grown more rapidly than outside.

**II/ Language function:** expressing the relative proposition

Let’s study these sentences

1. **The teacher** is in the staffroom/ **the teacher** is Mr. Kamagaté

The teacher **who** is in staffroom is Mr. Kamagaté

1. **The dog** is barking/ **the dog** catches a rat

The dog **that (which)** is barking catches a rat

**Rule :** the relative propositions are used to avoid repetition in a sentence. **Who** is used for persons and **which or that** for animals or things

**III/ Communication activity**

The students of Terminale A/C/D of Collège Anador Abobo have got the opportunity to meet the minister of agriculture to ask him questions about agriculture. Back to school they write a report on the methods which can be done to intensify agriculture and above all to have hygiene food.

**WRITING AN ESSAY:**

1. **What is an essay?**

It is a short piece of writing on a particular subject

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

**See the lay out (introduction, body, and conclusion)**

**You will write an essay in which you will say what to do to intensify agriculture in Africa**

**COLLEGE ANADOR ABOBOSCHOOL YEAR**: **2018- 2019**

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**CE : ANGLAIS FICHE DE COURS**

**CLASS** **:TheA/D/C**

**THEME 6: CONTEMPORARY AFRICA**

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|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaitre | - les mots et expressions relatifs à l’économie et aux affaires- les idiomes- les structures négatives- Not only …, but also- les locutions verbales |
| Identifier | - les mots et expressions relatifs à l’économie et aux affaires- les idiomes- les structures négatives- ***Not only …, but also***- les locutions verbales |
| Appliquer | - les techniques de la compréhensionécrite et orale d’un texterelatif à l’économie et aux affaires- les techniques de présentation d’un exposé oral relatif à l’économie et aux affaires- les techniques de rédactiond’une dissertation argumentative : l’introduction et le conclusion |
| Démontrer | -sacompréhensionécrite et orale d’un texterelatif à l’économie et aux affaires |
| Echanger | -oralement et par écrit des informations relatives à l’économie et aux affaires |

**COMPETENCE 1: speaking**

**Duration**: 55 min

**Source**: From internet

**Situation**The students of Tle A of CollègeAnador Abobo are debating on the theme “Africa, sixty years after independence”. You are now interacting with your classmates in order to know more about modern Africa*.*

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

1. **Contemporary:** things belonging or occurring in the present
2. **Contemporary Africa:** situation of Africa after the independence
3. **Counterpart:** person or thing that has the same function as another person or thing in a different place or situation
4. **Equivalent:** thing that is equal to another in value, amount, function…
5. **Concomitant:** a phenomenon the naturally accompanies of follows something

**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**

The students of Tle A of CollègeAnadorAbobo are debating on the theme “Africa, sixty years after independence”. You are now interacting with your classmates in order to know more about modern Africa*.*

After the debate, students will answers these questions

1. **What do know about Africa before the independence?**
2. **What do you think about Africa after the independence?**
3. **Can Africa be developed?**

**COMPETENCE2: listening**

**Duration: 55 min**

**Source: from internet**

**Situation**: The students of Tle A of CollègeAnadorAbobo are listening a lecturer who has just delivered a conference on the theme “Economy of Africa, sixty years after independence”. You are now interacting with the lecturer in order to know more about modern Africa*.*

**I/ Vocabulary**: words related to the economy of Africa

1. **Economy:** the state of a country in terms of the production and consumption of goods or services and the supply of money
2. **Sustainable development:** development able to be maintained at a certain rate or level
3. **Workforce:** people available or engaged for work in a country or a firm
4. **To create opportunities:** to create circumstances to get job
5. **The labour market:** the availability of employment and labour in term of supply and demand

**II/ Language function:** expressing negation

**Let’s study these sentences**

1. Africa **wakes up** / Africa **does not** wake up
2. Africa **can** wake up/ Africa **cannot** wake up
3. Africans have the power/ Africans **have not** the power
4. **Nobody** can destroy Africa

**NOTICE:** the negation is the polar opposition of affirmative.

* Negation in sentence with **action verbs** we use **do or does + not (ex1)**
* Negation with modal and auxiliary we use **modal- auxiliary + not (ex 2-3)**
* Negation with words **(ex 4)**

**II/ Communication activity.**

The students of Tle A of CollègeAnadorAbobo are listening a lecturer who has just delivered a conference on the theme “Economy of Africa, sixty years after independence”. You are now interacting with the lecturer in order to know more about modern Africa*.*

Listen and say if these statements are true or false (**1st paragraph)**

**Africa’s greatest resource and sharpest competitive advantage in the global economy is its young and growing workforce. Half of Africa’s population is under 25 years of age. By 2040, Africa is expected to have the largest workforce in the world, 40% of which will consist of young people.**

1. **The greatest resource of Africa is its natural resources F**
2. **50% of Africa’s population is young T**
3. **By 2040 wants to have the largest workforce T**
4. **40% of the workforce will be people under the ageof 25 T**

**COMPETENCE3: reading**

**Duration: 55 min**

**Source: from the internet**

**Situation** The students of Tle A of CollègeAnadorAbobo are reading a text on the theme “ businesses in Africa, sixty years after independence”. You are now interacting with the lecturer in order to know more about modern Africa

**I/ Vocabulary:** words related to business in Africa

1. **Business:** occupation based on commercial activity (trade)
2. **Banking service:** any financial activity or service related to Bank
3. **Entrepreneurship:** the activity of setting up a business taking on financial risk in the hope of profit
4. **Political instability:** a situation of a country that is focus on the incidence of political upheaval or violence in a society
5. **Industrial revolution:** period in which work was done more by machines in factories than by hands at home

**II/ Language function:** the use of **not only…..but also**

Let’s study these sentences

1. He has **to pass** a theory test**/** he has **to pass** a practice test
2. **Not only** he has to pass a theory test **but also** a practice test

**NOTICE: not only…..but also**can be used to avoid the repetition of the verb in two simultaneous actions in which we have the same verbs

**III/ Communication activity**

The students of Tle A of CollègeAnadorAbobo are reading a text on the theme “ businesses in Africa, sixty years after independence”. You are now interacting with the lecturer in order to know more about modern Africa

After reading the text, give short answers to these questions

1. **What is Africa expected by 2040?**
2. **What must be done to enable young people to earn sustainable livelihood?**
3. **What are the three pillars critical to human development?**
4. **What do you think about the economy of Africa?**

**COMPETENCE4 : writing**

**Duration: 55 min**

**Source: from the internet**

**Situation**

The students of Tle A of CollègeAnadorAbobo are writing an argument essay on the theme “**do you think that Africa can be developed through its business**?”. You are now interacting with the lecturer in order to know more about modern Africa

**I/ Vocabulary:** expressions related to business in Africa

1. **Financial inclusion:** financial services made available to poor population
2. **Inclusive growth:** growth that takes into account everything
3. **Panel discussion:** small group of people chosen to give advice, make decision
4. **ACBF:** African Capacity Building Foundation
5. **Affordable finance:** the free access to appropriate financial services for all people and business at reduced cost

**II/ Language function:** expressing the verbal locutions

Let’s study these sentences

1. His uncle **passed away** last night after long illness. **( uncle died)**
2. She **made up** a story about why we are late. **( invented a story)**
3. My sister **made** me **up** for my graduation party. **(applied cosmetics)**

**Rule:the verbal locution** is a group of words that consists of a verb that is followed by one word or more than one word that has a specific meaning. **Verbal locution** is also **called phrasal verb**

**III/ Communication activity**

The students of Tle A of CollègeAnadorAbobo are writing an argument essay on the theme “**do you think that Africa can be developed through its business**?”. You are now interacting with the lecturer in order to know more about modern Africa

**WRITING AN ARGUMENT ESSAY:**

.

1. **What is an argument?**

It is a reason or set of reasons given in support of an idea, an action or theory

1. **What is an essay?**

It is a short piece of writing on a particular subject

1. **What an argument essay?**

It is a type of writing that presents arguments about both sides of an issue. Both sides can present equal balanced or it could be that one side present more forcefully than the other.

1. **How to write an argument essay?**
* Set the problem
* The writer’s position
* The contrasting position
* Argument in favour of the contrasting position
* Evidence that supports this argument
* Argument against the contrasting position
* Evidence that support this argument
* New argument in favour of writer’s position

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**CE : ANGLAIS FICHE DE COURS**

**CLASS** **: Tle A**

**THEME 7: INTERNATIONAL ISSUES**

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaitre | - les mots et expressions relatifs aux organisations internationales, aux actions humanitaires et aux langues étrangères- les préfixes et les suffixes- les prépositions- les infinitifs et gérondifs passifs- l’emploi de ***Dare*** et ***need***- les discours et les questions indirects- les requêtes et les ordres |
| Identifier | - les mots et expressions relatifs aux organisations internationales, aux actions humanitaires et aux langues étrangères- les préfixes et les suffixes- les prépositions- les infinitifs et gérondifs passifs- l’emploi de ***Dare*** et ***need***- les discours et les questions indirects- les requêtes et les ordres |
| Appliquer | - les techniques de la compréhension écrite et orale d’un texte relatif aux organisations internationales, aux actions humanitaires et aux langues étrangères- les techniques de rédaction d’une dissertation argumentative : le développement |
| Démontrer | - sa compréhension écrite et orale d’un texte relatif aux organisations internationales, aux actions humanitaires et aux langues étrangères |
| Echanger | - oralement et par écrit des informations relatives aux organisations internationales, aux actions humanitaires et aux langues étrangères |

**Duration**: 55 min

**Source**: From internet

**Situation** During the English class, the teacher asks his students of Tle A of Collège Anador Abobo to debate about the “UN” in the world .Students discuss about UN and give more information about that organization.

**COMPETENCE 1: speaking**

**I/ Vocabulary**: related to international organizations

1. **UN:** United Nation( Organization)
2. **WHO:** World Health Organization
3. **UNICEF:** Enfant Fund Organization
4. **WTO:** World Trade Organization
5. **UNDP:** United Nations Development Programme

**II/ Language function**: the use of **since, for, ago**

Let’s study these expressions

1. I’ve been going to school **for** seven years
2. I’ve been going to school **since** 2012
3. I went to school seven years **ago**

**NOTICE**: **since** and **for** are used with **the present perfect** (progressive) to express a beginning (since) and a duration (for). **Ago** is used with the preterit to express past actions.

**However,** since and for can be used with the preterit.

Since: It is + duration + since + preterit. Ex. It is 2 weeks **since** I **sent** my e-mail.

For: Preterit + for + duration. Ex. They **worked** in this factory **for** 10 years.

**III/ Communication activity**

During the English class, the teacher asks his students of Tle A of Collège Anador Abobo to debate about the “UN” in the world .Students discuss about UN and give more information about that organization.

After the debate, students will answers these questions

1. **What crises are concerned by UN?**
2. **Does UN always succeed in solving crisis?**
3. **Are African countries members of UN?**

**COMPETENCE2 : listening**

**Duration: 55 min**

**Source: from internet**

**Situation**. During the English class, the teacher asks his students to listen to a tape about some “international organizations” in the world .Students listen in order to discuss the content of the message with the teacher.

**I/ Vocabulary**: related to African organisations

1. **AU:** Africa Union established in 2002
2. **ECOWAS:** Economic Community of West African States established in 1975
3. **ECCAS:** Economic Community of Central African States
4. **SADC:** Southern African Development Community
5. **EAC:** East African Community

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

**Let’s study these sentences**

1. I **like** ice cream/ she said that she **liked** ice cream
2. I’**m** living in London/ he said that he **was** living in London
3. My father **bought** a car/ he said that his father **had bought** a car

**NOTICE:** we use the reported speech when we want to report someone’s say or idea

* **Present simple⇒ past simple / Past simple ⇒ Past perfect**
* **Past perfect⇒ past perfect / Present perfect ⇒ past perfect**
* **Present continuous ⇒ Past continuous / Past continuous ⇒ Past continuous**
* **Future simple ⇒ Present conditional / Present conditional ⇒ Past conditional**
* **Imperative ⇒ Infinitive**

**II/ Communication activity.**

. During the English class, the teacher asks his students to listen to a record about some “international organizations” in the world.Students listen in order to discuss the content of the message with the teacher.

Listen and find the missing words (**1st paragraph)**

The United Nations is an international organization,…**1**….. of its member states, and …**2**….. in ……**3**… as a replacement for the League of Nations after World …**4**…... The purposes of the UN include maintaining international …**5**……

**1-made up 2-founded 3-1945 4- war II5-peace**

**COMPETENCE3: reading**

**Duration: 55 min**

**Source: from the internet**

**Situation** During the English class, the teacher asks his students of Tle A of Collège Anador Abobo to read a text about the “actions of UN” in the world .Students discuss about UN and give more information about that organization.

**I/ Vocabulary:** natural disasters where concerned by UN

1. **Earthquakes:** a sudden violent shaking of the ground
2. **Volcano:** eruption of hot vapour, rock fragments from the earth’s crust
3. **Floods: Floods:** overflow of water from a lake or other body of water due to excessive rainfall or other input of water
4. **Droughts:** a prolonged period of abnormally rainfall leading to shortage of water
5. **Famine:** extreme shortage of food in a region.

**II/ Language function:** expressing the prepositions: **a word that indicates the relationship between a noun and the other words of the sentences.**

Let’s study these sentences

 1. Preposition of time: **on, at, in, from, to, for, since, ago, before, till, until, by, etc**

Ex. He started working **at** 10 AM

 2. Preposition of place and direction: **on, at, in, by, from, to, towards, up, down, across, between, among, through, in front of, behind, above, over, under, below, etc.**

Ex. He came **from** England

 3. Prepositions of agents or things: **of, for, by, with, about, etc.**

Ex. This article is **about** the actions of UN.

 4. Phrasal prepositions: **along with, apart from, because of, by means of, according to, in front of, contrary to, in spite of, on account of, in reference to, in addition to, in regard to, instead of, on top of, out of, with regard to, etc.**

**III/ Communication activity**

During the English class, the teacher asks his students of Tle A of Collège Anador Abobo to read a text about the “actions of UN” in the world .Students discuss about UN and give more information about that organization.

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

1. The purpose of UN is to maintain peace in Arica **( F lines 1-2-3)**
2. UN has been founded after world war II **(F line2)**
3. For UN humanitarian crisis is an event that represents a threat to the health **(F lines 17-18)**
4. UN is only concerned by countries where there is war (**F line 19-20-21)**

**COMPETENCE4 : writing**

**Duration: 55 min**

**Source: from the internet**

**Situation** During the English class, the teacher asks his students of Tle A of Collège Anador Abobo to write an article about the “foreign languages” in the world .Students discuss international languages and give more information about these languages before writing the article.

**I/ Vocabulary:** some international languages

1. **English:** the official language of England **( 700 million native speakers)**
2. **French:** the official language of France **( 274 million native speakers)**
3. **German:** the official language of Germany **( 95 million native speakers)**
4. **Spanish:** the official language of Spain **( 480 million native speakers)**
5. **Arabic:** the official language o Arabia **( 375 million native speakers)**

**II/ Language function:Dare** and **need** are both ordinaries verbs and modals

Let’s study these sentences

1. Dare and need as modals

Ex. He **needn’t** tell me if you want t

Ex. He **daren’t** go to her house

 2. Dare and need ordinary verbs

Ex. They **need** some information.

Ex. She didn’t **dare** shout.

**Rule:need** and **dare** can be used as auxiliary without **s** at the 3rd subject pronoun and without **do** at the negative and interrogative form followed by the infinitive without **to (examples 1 and 2)**

**III/ Communication activity**

During the English class, the teacher asks his students of Tle A of Collège Anador Abobo to write an article about the “foreign languages” in the world .Students discuss international languages and give more information about these languages before writing the article.

**WRITING AN ARTICLE:**

.TOPIC: write an article to show how international languages can be the means of solving crisis in a given country

**COLLEGE ANADOR ABOBOSCHOOL YEAR: 2018- 2019**

**2203Abidjan**

 **24 39 19 92**

**CE : ANGLAISFICHE DE COURS**

**CLASS** **: Tle A**

**THEME 8: CULTURAL DIFFERENCES**

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| **HABILETES** | **CONTENUS** |
| Connaitre | - les mots et expressions relatifs aux gestes et au langage corporel, aux qualités requises pour un stage professionnel, et aux sentiments- les adjectifs se terminant par –***ed***et -***ing***- les formes interrogatives- les structures verbales |
| Identifier | - les mots et expressions relatifs aux gestes et au langage corporel, aux qualités requises pour un stage professionnel, et aux sentiments- les adjectifs se terminant par –***ed***et -***ing***- les formes interrogatives- les structures verbales |
| Appliquer | - les techniques de la compréhension écrite et orale d’un texte relatif relatifs aux gestes et au langage corporel, aux qualités requises pour un stage professionnel, et aux sentiments- les techniques de rédaction d’une lettre officielle : une lettre de motivation |
| Démontrer | - sa compréhension écrite et orale d’un texte relatif aux gestes et au langage corporel, aux qualités requises pour un stage professionnel, et aux sentimentsd’un texte relatif au tourisme |
| Echanger | - oralement et par écrit des informations relatives aux gestes et au langage corporel, aux qualités requises pour un stage |

**Duration:** 55mn

**Source**: from Internet

**Situation:** An Agni, Malinké, bête and Ebrié students of Tle A of College Anador Abobo discuss about culture shock in order to partake of a national debate on traditional ceremony in C.I.

**COMPETENCE1:** Speaking

**I. Vocabulary:**related to cultural shock

 **1. Culture**: The arts, customs, and habits that characterize a particular society or nation.

**2. Cultural shock**: A state of anxious confusion experienced by someone exposed to an alien or an unfamiliar environment or culture.

 **3. Intercultural:** Related to, or between different cultures

 **4. Acculturation**: A process by which the culture of an isolated society changes on contact with a different one

**5. Heritage**: An inheritance, property that may be inherited

**6. Homesick**:Missing one’s home and family very much when away; nostalgic.

**II. Language function**: adjectives ending in “ed” and “ing”

1. Adjectives ending in “ed”: describe emotions; they tell us how people feel about something.

Ex. They are very excit**ed**

 **2.** Adjectives ending in “ing”: describe the thing that causes the emotion.

Ex. I play football because it is entertain**ing**.

**III. Communication activity**

 1. Who can tell us what different in is culture with other culture that he/she knows?

 2. Is bad or good to have many cultures?

**COMPETENCE2:** Listening

**Duration:** 55mn

**Source:** from Internet

**Situation**: The students of Tle A of college Anador Abobo listen to a text about cultural differences to know how to build a real nation with their differences.

**I. Vocabulary**: related to cultural differences

 **1. Cultural differences:** diversity of cultures; differences between cultures.

**2. Foreign country**: Any country of which one is not a citizen.

 **3. Accent**: Stronger articulation of a particular syllable of a word or phrase in order to distinguish it from the others or to emphasize it.

**4. Background**: One’s social heritage; what one did in the past/previously.

**5. Homeland**: One’s country of birth.

**II. Language function:** Interrogative forms

**1. Simple tense**

**a. With question words**

Ex. Where did you go? **(question word + auxiliary + subject + base form + question mark)**

**b. Without question words**.

Ex. Does she see you? **(auxiliary + subject + base form + question mark?)**

 **2. Compound tense**

 **a. With question words**

Ex. Why have they come? **(question word + auxiliary + subject + past participle + question mark)**

 **b. Without question word**

Ex. Is Bilé working? **(auxiliary + subject + participle present + question mark)**

**III. Communication activity**

The students of Tle A of college Anador Abobo listen to a text about cultural differences to know how to build a real nation with their differences.

Listen and find missing words

Studying in …….. country can be exciting. It can be …….. too, especially if the culture is very ………. from your own. However, there are often ……… , even if the culture is very similar. **1. Foreign 2. Difficult 3. Different 4. Surprises**

**COMPETENCE3: reading**

**Duration: 55mn**

**Source: from Internet**

**Situation:** A student of Tle A of college Anador Abobo read report of their English Club magazine about a carnival that he/she attended for getting more information about carnival.

**I. Vocabulary:** related to carnival

 **1. Carnival**: A festive occasion marked by parade and sometimes special foods and other entertainment.

**2. Lavish masks**: superabundant, several masks.

**3. Crazy dance:** Over excited dance

**4. Masquerade**: A party or assembly of people wearing masks, and amusing themselves with dancing, conversation, or other diversions.

**5. Melting pot**: A place where many divergent things (often races or cultures, but also talents) come together and are homogenized.

**II. Language function**: making requests

 Ex1. **Would** you do me favour?

 Ex2. **Could** you mail letter?

Ex3. **Will** you call me back?

 Ex4. **Can** you bring my bag?

**NOTICE**: **would, will** and **could** are more polite than **can.**

**III. Communication activity**

A student of Tle A of college Anador Abobo read report of their English Club magazine about a carnival that he/she attended for getting more information about carnival.

Read the text and say whether these statements are true or false.

1. All the characters of text are from Europe. **(F)**

2. British and Americans have the same to use knives and forks. **(F: L4 - 6)**

3. Seydou attended foreign students’ union meeting. **(T: L24)**

4. Most of Martinique population has African origin. **(T: L10 – 11)**

**COMPETENCE4:** writing

**Duration:**55mn

**Source:** from Internet

**Situation:**The English Clubof college Anador Abobo receives a letter from their Australian pen friend with body sign at the end of the letter. In order to write an article about body language, one of the reporter of Anador English Club go to school of deaf and mutes to get more information.

**I. Vocabulary:** related to body language

**1. Waving of hand: to** indicate good bye or draw the attention of a person.

 **2. Shaking hands**: to display the friendship

**3. Shrugging of shoulder**: to indicate indifference and unconcern.

**4. Pointing index finger**: indicate allegation or charge

 **5. Thumbs up sign**: to indicate wishing “good luck”

**II. Language function**:question tag

 1. I go to school, **don’t I?**

2. Students haven’t good marks**, have they?**

3. Let’s work**, shall we?**

 4. Stop talking**, will you?**

**NOTICE:** Rule**: Affirmative statement ⇒ Negative tag**

**Negative statement ⇒ Affirmative tag**

**III. Communication activity**

The English Clubof college Anador Abobo receives a letter from their Australian pen friend with body sign at the end of the letter. In order to write an article about body language, one of the reporter of Anador English Club go to school of deaf and mutes to get more information.

**Write an article about the importance of body language**

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**CLASS: Tle A**

**THEME 9: JUSTICE**

|  |  |
| --- | --- |
| **HABILETES** | **CONTENUS** |
| Connaître | - les mots et expressions relatifs à un procès, aux personnels et auxiliaires de justice, à la police, à la corruption, à l’univers carcéral, - les ‘***questions tag’*** et les formes interro-négatives- les structures grammaticales pour approuver ou désapprouver ***:*** ***I agree/I disagree******-*** les questions de clarification ; de vérification- les expressions pour faire le point/résumer une discussion, pour conclure, pour changer de sujets |
| Identifier | - les mots et expressions relatifs à un procès, aux personnels et auxiliaires de justice, à la police, à la corruption, à l’univers carcéral - les ‘***questions tag’*** et les formes interro-négatives- les structures grammaticales pour approuver ou désapprouver ***:*** ***I agree/ I disagree***-les questions de clarification ; de vérification- les expressions pour faire le point/résumer une discussion, pour conclure, pour changer de sujets |
| Appliquer | - les techniques de la compréhension écrite et orale d’un texte relatif à un procès, aux personnels et auxiliaires de justice, à la police, à la corruption, à l’univers carcéral- les techniques de rédaction d’un dialogue |
| Démontrer | -sa compréhension écrite et orale d’un texte relatif à un procès, aux personnels et auxiliaires de justice, à la police, à la corruption, à l’univers carcéral |
| Echanger | -oralement et par écrit des informations relatives à un procès, aux personnels et auxiliaires de justice, à la police, à la corruption, à l’univers carcéral |

**Duration:** 55mn

**Source**: from Internet

**Situation:** At the English Club’s meeting, you are discussing about how the judiciary system in your country works. You debate it and exchange about the content with the other members of the club so you can know more about the system.

**COMPETENCE1:** Speaking

**I. Vocabulary:** related to a court scene

 **1. Trial:** the act of judging

 **2. Counsel:** members of the jury

 **3. A sentence:** the decision of the judge after the judgment

 **4. To accuse:** to show someone’s guiltiness in a crime

 **5. To defend:** to prove that someone is guiltless

**II. Language function**: expressing agreement and disagreement

 1. Expressing agreement.

Ex: I **agree with** this idea

 I **share** your idea

 **2.** Expressing disagreement

Ex. I **disagree with** this idea

 I **reject** this theory

NOTICE: the verb is **to agree** but not **to be agree (never say I’m agree)**

**III. Communication activity**

At the English Club’s meeting, you are discussing about how the judiciary system in your country works. You debate it and exchange about the content with the other members of the club so you can know more about the system.

**After the debate let’s discuss this statement**

 “Nobody is above the law; nobody is below it”

What do you think about this statement?

**COMPETENCE2:** Listening

**Duration:** 55mn

**Source:** from Internet

**Situation**: At the English Club’s meeting, you are given a speech about how the judiciary system in your country works. The content is listened by the other members of the club so you can know more about the system.

**I. Vocabulary**: persons who take part in a trial

**1. The judge:** presides over the court, sum up the case and guides the jury

**2. The lawyers:** someone who defends or accuses people during a trial

**3. A guilty:** someone recognized to commit a crime

**4. The suspect:** someone suspected or accused to commit a crime

**5. A witness:** someone who is called to give evidence to show one’s guiltiness or innocence **6. Audience:** the public who assists the trial at the court

**II. Language function:** expressions used to change the subject

**Let’s study these sentences**

1. **Speaking of** the law, nobody is below it
2. **By the way,** nobody is below the law
3. **We need to talk about** the law
4. **I want to mention that** nobody is below the law

**NOTICE**: these expressions are used to change the subject during a debate or an essay

**III. Communication activity**

At the English Club’s meeting, you are given a speech about how the judiciary system in your country works. The content is listened by the other members of the club so you can know more about the system.

**Listen and find the missing words**

Justice is a legal or philosophical **...1…** by which **…2…** is administered. As with most philosophically-driven disciplines, the concept of justice **..3…** in every culture. An early theory of justice was **...3...** by the Ancient **..5..** philosopher Plato in his work *the Republic*

**1.Theory 2. Fairness 3. Differs 4.Set out 5.Greek**

**COMPETENCE3: reading**

**Duration: 55mn**

**Source: from Internet**

**Situation:** At the English Club’s meeting, you are given a speech about how the judiciary system in your country works. The content is listened by the other members of the club so you can know more about the system.

**I. Vocabulary:** related to bribery

**1. Bribery:** corruption

**2. Corrupter:** someone who bribes

**3. Foul:** someone who is bribed

**5. Custody:** detention

**4. To sue:** to send or bring to justice

**II. Language function**: words to conclude and sum up

 Let’s study these sentences

1. **In concluding**, it is better to know that the law is for all
2. **In short**, the law is for all
3. **One may say in brie**f, the law is for all
4. **In my view**, the law is for all

**NOTICE**: these expressions are used to conclude or sum up an idea or essay

**III. Communication activity**

At the English Club’s meeting, you are given a speech about how the judiciary system in your country works. The content is listened by the other members of the club so you can know more about the system.

Read the text and give short answers to these questions.

1. How did Plato define the justice?

2. What is the difference between statutory law and enforce law?

3. What do you think about the United States judicial system?

**COMPETENCE4:** writing

**Duration:** 55mn

**Source:** from Internet

**Situation:** At the English Club’s meeting, you are given a speech about how the judiciary system in your country works. The content is listened by the other members of the club so you can know more about the system.

**I. Vocabulary:** related to police

**1. Jail:** prison

**2. Warrant:** a document which states the suspect’s name and the crime he is accused to commit

**3. A charge:** the alleged crime committed by a person

**4. To assault:** to attack

**5. To investigate:** to discover who committed the crime

**II. Language function**: using connecting words

**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: **not only, 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**

**Write a paragraph on how the criminal justice system works in your country. Make each step and its purpose clear.**