

Programme officiel – Anglais LV1

11e année Lettres · 11-eme-Lettres

UNITÉ D'APPRENTISSAGE 1

Contenus du programme

- Functions
- Listen to the interlocutor ; - Asking about and expressing future plans ;
- Identify the situation (wh-questions); - Expressing purpose ;
- Select the main information. - Expressing quantity ;
- - Asking about and expressing likes / dislikes ;
- Give his /her point of view ;
- Adapt his/her language to the interlocutor and the topic ;
- Use the language to make the interlocutor react ;
- React at the reception of the message (positive or negative reaction).
- Adapt language resources (vocabulary, Topics
- - The importance of English ; grammar) to the situation.
- - Education ;
- Use different language registers ;
- - Modern communication
- Convey information
- Ask / answer questions ; Situation problems
- - Schooling problems ;
- Reformulate a statement ;
- - Bad use of the means of communication ;
- Recapitulate a process ;
- Compare his / her results to his / her mate's - Drawbacks of tourism ;
- Draw a rule ;
- Reinvest acquired knowledge in other
- Identify the main idea ; - The importance of English ;
- Pick up information - Education ;
- - Modern communication
- Grammar structures
- - Simple past vs. past continuous ;
- Identify the nature of the text ;
- - Comparatives and superlatives ;
- Identify the function of the text ;
- Distinguish the layout and the organisation ;
- Make out the vocabulary ;
- Take out information ; -
- Identify the actions to be taken; A letter
- React according to the text
- - Lead in writing
- Identify the type of the text ; - Different types of writing (paragraph, essay, letter,
- Take into account his / her interests, habits postcard) and attitudes. - Research of ideas.
- Determine writing strategies
- Select ideas

- Make the outline
- - Letter writing (social, administrative or business)
- Mobilize language resources (spelling, grammar, vocabulary, sentences) while letter)
- Use appropriate techniques
- Re-read his/ her production ; -
- Compare productions ; Re-writing.
- Assess achievements, progress and points to improve ;
- Plan the re-writing

UNITÉ D'APPRENTISSAGE 2

Contenus du programme

- Functions
- Listen to the interlocutor ; - Asking about and expressing capability ;
- Identify the situation (wh-questions); - Asking for and giving opinions, agreeing and
- Select the main information. disagreeing ;
- - Comparing and contrasting ;
- - Expressing good wishes ;
- Give his /her point of view ;
- Adapt his/her language to the interlocutor and the topic ;
- Use the language to make the interlocutor react ;
- React at the reception of the message (positive or negative reaction). Topics
- - Tourism and the means of transportation ;
- - Population growth
- - Unemployment and job hunting ;
- Adapt language resources (vocabulary, grammar) to the situation.
- Use different language registers ;
- Convey information
- Situation problems
- - Accidents ;
- Ask / answer questions ; - Population growth problems ;
- Reformulate a statement ; - Unemployment problems ;
- Recapitulate a process ;
- Compare his / her results to his / her mate's
- Draw a rule ;
- Reinvest acquired knowledge in other
- Identify the main idea ; - Population growth
- Pick up information - Unemployment and job hunting ;
- Grammar structures
- Identify the nature of the text ; - The passive voice ;
- Identify the function of the text ; - Conditional I and II ;
- Distinguish the layout and the organisation ; - I'd rather... than/ I'd better....
- Make out the vocabulary ;
- Take out information ;
- Identify the actions to be taken;
- React according to the text - An application form
- - A map of a city ;
- - Lead in writing

- Identify the type of the text ; - Different types of writing (paragraph, essay, letter,
- Take into account his / her interests, habits postcard) and attitudes. - Research of ideas.
- Determine writing strategies
- Select ideas.
- Make the outline
- Mobilize language resources (spelling, grammar, vocabulary, sentences) while
- Use appropriate techniques. - Form filling
- - Paragraph
- Re-read his/ her production ;
- Compare productions ;
- Assess achievements, progress and points to
- - Re-writing. improve ;
- Plan the re-writing.

UNITÉ D'APPRENTISSAGE 3

Contenus du programme

- Functions
- Listen to the interlocutor ; - Expressing obligation and absence of obligation ;
- Identify the situation (wh-questions); - Apologising and responding to apologies ;
- Select the main information. - Making a request ;
- - Expressing permission and prohibition (present and past).
- Give his /her point of view ;
- Adapt his/her language to the interlocutor and the topic ;
- Use the language to make the interlocutor react ;
- React at the reception of the message (positive or negative reaction). Topics
- - Social values and cultural identity;
- - Citizenship education ;
- - Democracy.
- Adapt language resources (vocabulary, grammar) to the situation.
- Use different language registers ;
- Convey information Situation problems
- - The shrinking family ;
- - Loss of cultural identity ;
- Ask / answer questions ; - Bad interpretation of democracy
- Reformulate a statement ;
- Recapitulate a process ;
- Compare his / her results to his / her mate's
- Draw a rule ;
- Reinvest acquired knowledge in other
- Identify language structure (grammar, - Social values and cultural identity ; vocabulary) - Citizenship education ;
- Identify the main idea ; - Democracy.
- Pick up information
- Grammar structures
- - Relative clauses ;
- Identify the nature of the text ; - Time clauses.
- Identify the function of the text ;

- Distinguish the layout and the organisation ;
- Make out the vocabulary ;
- Take out information ; - A postcard.
- Identify the actions to be taken;
- React according to the text
- Identify the type of the text ; - Lead in writing
- Take into account his / her interests, habits - Different types of writing (paragraph, essay, letter, and attitudes. postcard)
- Determine writing strategies - Research of ideas.
- Select ideas.
- Make the outline
- Mobilize language resources (spelling, - Essay grammar, vocabulary, sentences) while - Postcard.
- Use appropriate techniques.
- Re-read his/ her production ;
- Compare productions ; - Re-writing.
- Assess achievements, progress and points to improve ;
- Plan the re-writing.

Source : Ministère de l'Éducation Nationale du Mali, Programme de l'Enseignement Secondaire Général, 11e année, 5 août 2012 — pages 27 à 35. Synthèse de la colonne « Contenus » reconstituée pour bkalan.ml.

Document officiel

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— pages 27 à 35.

ENGLISH SYLLABUS
11th form LETTERS - LV1

4 hours per week

Coefficient: 3

TEACHING UNIT: 1 (UA 1)

COMPETENCE	COMPONENTS	EXPRESSIONS	CONTENTS
Understand and use spoken English in different situations	Component 1 <i>Understand spoken English</i>	- Listen to the interlocutor ; - Identify the situation (wh-questions); - Select the main information.	<u>Functions</u> - Asking about and expressing future plans ; - Expressing purpose ; - Expressing quantity ; - Asking about and expressing likes / dislikes ;
	Component 2 <i>Take part in conversations of everyday life situations :</i>	- Give his /her point of view ; - Adapt his/her language to the interlocutor and the topic ; - Use the language to make the interlocutor react ; - React at the reception of the message (positive or negative reaction).	
	Component 3 <i>Keep on talking in a coherent way :</i>	- Adapt language resources (vocabulary, grammar) to the situation. - Use different language registers ; - Convey information	<u>Topics</u> - The importance of English ; - Education ; - Modern communication
	Component 4 <i>Use language to reinforce knowledge</i>	- Ask / answer questions ; - Reformulate a statement ; - Recapitulate a process ; - Compare his / her results to his / her mate's - Draw a rule ; - Reinvest acquired knowledge in other contexts.	<u>Situation problems</u> - Schooling problems ; - Bad use of the means of communication ; - Drawbacks of tourism ;

COMPETENCE	COMPONENTS	EXPRESSIONS	CONTENTS
Read different types of texts	Component 1 <i>Understand a text</i> Component 2 <i>Exploit a text :</i>	- Identify language structure (grammar, vocabulary) - Identify the main idea ; - Pick up information - Identify the nature of the text ; - Identify the function of the text ; - Distinguish the layout and the organisation ; - Make out the vocabulary ; - Take out information ; - Identify the actions to be taken; - React according to the text	<u>Topics</u> - The importance of English ; - Education ; - Modern communication <u>Grammar structures</u> - Simple past vs. past continuous ; - Comparatives and superlatives ; - A letter
Write different types of texts.	Component 1 <i>Think of what to do before writing</i> Component 2 <i>Produce a text according to the situation communication :</i> . Component 3 <i>Improve his / her writing :</i>	- Identify the type of the text ; - Take into account his / her interests, habits and attitudes. - Determine writing strategies - Select ideas - Make the outline - Mobilize language resources (spelling, grammar, vocabulary, sentences) while reading the draft. - Use appropriate techniques - Re-read his/ her production ; - Compare productions ; - Assess achievements, progress and points to improve ; - Plan the re-writing	- Lead in writing - Different types of writing (paragraph, essay, letter, postcard) - Research of ideas. - Letter writing (social, administrative or business letter) - Re-writing.

ENGLISH SYLLABUS
11th form LETTERS - LV1
4 hours per week Coefficient: 3
TEACHING UNIT: 2 (UA 2)

COMPETENCE	COMPONENTS	EXPRESSIONS	CONTENTS
Understand and use spoken English in different situations	Component 1 <i>Understand spoken English</i>	- Listen to the interlocutor ; - Identify the situation (wh-questions); - Select the main information.	<u>Functions</u> - Asking about and expressing capability ; - Asking for and giving opinions, agreeing and disagreeing ; - Comparing and contrasting ; - Expressing good wishes ;
	Component 2 <i>Take part in conversations of everyday life situations :</i>	- Give his /her point of view ; - Adapt his/her language to the interlocutor and the topic ; - Use the language to make the interlocutor react ; - React at the reception of the message (positive or negative reaction).	<u>Topics</u> - Tourism and the means of transportation ; - Population growth - Unemployment and job hunting ;
	Component 3 <i>Keep on talking in a coherent way :</i>	- Adapt language resources (vocabulary, grammar) to the situation. - Use different language registers ; - Convey information	
	Component 4 <i>Use language to reinforce knowledge :</i>	- Ask / answer questions ; - Reformulate a statement ; - Recapitulate a process ; - Compare his / her results to his / her mate's - Draw a rule ; - Reinvest acquired knowledge in other contexts.	<u>Situation problems</u> - Accidents ; - Population growth problems ; - Unemployment problems ;

Read different types of texts	Component 1 <i>Understand a text</i> Component 2 <i>Exploit a text :</i> .	- Identify language structure (grammar, vocabulary) - Identify the main idea ; - Pick up information - Identify the nature of the text ; - Identify the function of the text ; - Distinguish the layout and the organisation ; - Make out the vocabulary ; - Take out information ; - Identify the actions to be taken; - React according to the text	<u>Topics</u> - Tourism and the means of transportation ; - Population growth - Unemployment and job hunting ; <u>Grammar structures</u> - The passive voice ; - Conditional I and II ; - I'd rather... than/ I'd better.... - An application form - A map of a city ;
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COMPETENCE	COMPONENTS	EXPRESSIONS	CONTENTS
Write different types of texts.	Component 1 <i>Think of what to do before writing</i>	- Identify the type of the text ; - Take into account his / her interests, habits and attitudes. - Determine writing strategies - Select ideas.	- Lead in writing - Different types of writing (paragraph, essay, letter, postcard) - Research of ideas.
	Component 2 <i>Produce a text according to the situation communication :</i>	- Make the outline - Mobilize language resources (spelling, grammar, vocabulary, sentences) while reading the draft. - Use appropriate techniques.	- Form filling - Paragraph
	Component 3 <i>Improve his / her writing :</i>	- Re-read his/ her production ; - Compare productions ; - Assess achievements, progress and points to improve ; - Plan the re-writing.	- Re-writing.

ENGLISH SYLLABUS
11th form LETTERS - LV1

4 hours per week

Coefficient: 3

TEACHING UNIT: 3 (UA 3)

COMPETENCE	COMPONENTS	EXPRESSIONS	CONTENTS
Understand and use spoken English in different situations	Component 1 <i>Understand spoken English</i>	- Listen to the interlocutor ; - Identify the situation (wh-questions); - Select the main information.	<u>Functions</u> - Expressing obligation and absence of obligation ; - Apologising and responding to apologies ; - Making a request ; - Expressing permission and prohibition (present and past).
	Component 2 <i>Take part in conversations of everyday life situations :</i>	- Give his /her point of view ; - Adapt his/her language to the interlocutor and the topic ; - Use the language to make the interlocutor react ; - React at the reception of the message (positive or negative reaction).	<u>Topics</u> - Social values and cultural identity; - Citizenship education ; - Democracy.
	Component 3 <i>Keep on talking in a coherent way :</i>	- Adapt language resources (vocabulary, grammar) to the situation. - Use different language registers ; - Convey information	
	Component 4 <i>Use language to reinforce knowledge :</i>	- Ask / answer questions ; - Reformulate a statement ; - Recapitulate a process ; - Compare his / her results to his / her mate's - Draw a rule ; - Reinvest acquired knowledge in other contexts.	<u>Situation problems</u> - The shrinking family ; - Loss of cultural identity ; - Bad interpretation of democracy

COMPETENCE	COMPONENTS	EXPRESSIONS	CONTENTS
Read different types of texts	Component 1 <i>Understand a text</i> Component 2 <i>Exploit a text :</i>	- Identify language structure (grammar, vocabulary) - Identify the main idea ; - Pick up information - Identify the nature of the text ; - Identify the function of the text ; - Distinguish the layout and the organisation ; - Make out the vocabulary ; - Take out information ; - Identify the actions to be taken; - React according to the text	<u>Topics</u> - Social values and cultural identity ; - Citizenship education ; - Democracy. <u>Grammar structures</u> - Relative clauses ; - Time clauses. - A postcard.

COMPETENCE	COMPONENTS	EXPRESSIONS	CONTENTS
Write different types of texts.	Component 1 <i>Think of what to do before writing</i>	- Identify the type of the text ; - Take into account his / her interests, habits and attitudes. - Determine writing strategies - Select ideas.	- Lead in writing - Different types of writing (paragraph, essay, letter, postcard) - Research of ideas.
	Component 2 <i>Produce a text according to the situation communication :</i>	- Make the outline - Mobilize language resources (spelling, grammar, vocabulary, sentences) while reading the draft. - Use appropriate techniques.	- Essay - Postcard.
	Component 3 <i>Improve his / her writing :</i>	- Re-read his/ her production ; - Compare productions ; - Assess achievements, progress and points to improve ; - Plan the re-writing.	- Re-writing.