

Programme officiel – Anglais LV2

11e année Lettres · 11-eme-Lettres

UNITÉ D'APPRENTISSAGE 1

Contenus du programme

- Functions
 - - Asking about and expressing likes / dislikes
 - - Asking for or refusing permission
- Topics
 - - Foods and drinks ;
 - - Shopping for clothes
- Situation problems
 - - Food security
 - - Shopping for clothes
- Grammar structures
 - - Simple past vs. past continuous ;
 - - Comparatives and superlatives ;
 - - A letter.
 - - Lead in writing
 - - Different types of writing (paragraph, essay, letter,
 - - Research of ideas.
 - - Letter writing.
 - - Re-writing.
- Functions
 - - Asking about and expressing likes / dislikes
 - - Asking for or refusing permission
- Topics
 - - Foods and drinks ;
 - - Shopping for clothes
- Situation problems
 - - Food security
 - - Shopping for clothes
- Grammar structures
 - - Simple past vs. past continuous ;
 - - Comparatives and superlatives ;
 - - A letter.
 - - Lead in writing
 - - Different types of writing (paragraph, essay, letter,
 - - Research of ideas.
 - - Letter writing.
 - - Re-writing.

UNITÉ D'APPRENTISSAGE 2

Contenus du programme

- Functions
 - - Comparing and contrasting ;
 - - Inviting/responding to an invitation

- Topics
 - - Seasons and weather ;
 - - At the doctor's
- Situation problems
 - - Loss of cultural identity.
 - - Health problems
 - - At the doctor's
- Grammar structures
 - - The determiners
 - - Prepositions
 - - Lead in writing
 - - Different types of writing (paragraph, essay, letter,
 - - Research of ideas.
 - - Paragraph
 - - Re-writing.
- Functions
 - - Comparing and contrasting ;
 - - Inviting/responding to an invitation
- Topics
 - - Seasons and weather ;
 - - At the doctor's
- Situation problems
 - - Loss of cultural identity.
 - - Health problems
 - - At the doctor's
- Grammar structures
 - - The determiners
 - - Prepositions
 - - Lead in writing
 - - Different types of writing (paragraph, essay, letter,
 - - Research of ideas.
 - - Paragraph
 - - Re-writing.

UNITÉ D'APPRENTISSAGE 3

Contenus du programme

- Functions
 - - Apologizing and responding to apologies
- Topics
 - - Travel ;
 - - Animals
- Situation problems
 - - Accidents
 - - Animals ;
- Grammar structures
 - - Pronouns ;
 - - Lead in writing

- - Different types of writing (paragraph, essay, letter,
- - Research of ideas.
- - Essay.
- - Re-writing.
- Functions
- - Apologizing and responding to apologies
- Topics
- - Travel ;
- - Animals
- Situation problems
- - Accidents
- - Animals ;
- Grammar structures
- - Pronouns ;
- - Lead in writing
- - Different types of writing (paragraph, essay, letter,
- - Research of ideas.
- - Essay.
- - Re-writing.

Source : Ministère de l'Éducation Nationale du Mali, Programme de l'Enseignement Secondaire Général, 11e année, 5 août 2012 — pages 48 à 59. Synthèse de la colonne « Contenus » reconstituée pour bkalan.ml.

Document officiel

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— pages 48 à 59.

ENGLISH SYLLABUS
11th form LETTERS – LV2
4 hours per week

Coefficient: 3

TEACHING UNIT: 1 (UA1)

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 likes / dislikes - Asking for or refusing permission
	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> - Foods and drinks ; - Shopping for clothes
	Component 3 <i>Keep on talking</i>	- Adapt language resources (vocabulary, grammar) to the situation. - Use different language registers ; - Convey information	<u>Situation problems</u> - Food security
	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.	

COMPETENCE	COMPONENTS	EXPRESSIONS	CONTENTS
Read different types of texts	Component 1 <i>Understand a text</i>	- Identify language structure (grammar, vocabulary) - Identify the main idea ; - Pick up information	<u>Topics</u> - Foods and drinks ; - Shopping for clothes
	Component 2 <i>Exploit a text :</i>	- 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>Grammar structures</u> - Simple past vs. past continuous ; - Comparatives and superlatives ;
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.	- A letter.
	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.	- Lead in writing - Different types of writing (paragraph, essay, letter, postcard - Research of ideas.
	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.	- Letter writing. - Re-writing.

ENGLISH SYLLABUS
11th form LETTERS – LV2
4 hours per week

Coefficient: 3

TEACHING UNIT: 2(UA2)

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> - Comparing and contrasting ; - Inviting/responding to an invitation <u>Topics</u> - Seasons and weather ; - At the doctor's <u>Situation problems</u> - Loss of cultural identity. - Health problems
	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</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.	

ENGLISH SYLLABUS
11th form LETTERS – LV2
4 hours per week

Coefficient: 3

TEACHING UNIT: 3(UA3)

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> -Apologizing and responding to apologies
	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> - Travel ; - Animals
	Component 3 <i>Keep on talking</i>	- Adapt language resources (vocabulary, grammar) to the situation. - Use different language registers ; - Convey information	<u>Situation problems</u> - Accidents
	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.	

COMPETENCE	COMPONENTS	EXPRESSIONS	CONTENTS
Read different types of texts	Component 1 <i>Understand a text</i>	- Identify language structure (grammar, vocabulary) - Identify the main idea ; - Pick up information	<u>Topics</u> - Travel ; - Animals;
	Component 2 <i>Exploit a text :</i>	- 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>Grammar structures</u> - Pronouns ;
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.
	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 – LV2
4 hours per week

Coefficient: 3

TEACHING UNIT: 1 (UA1)

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 likes / dislikes - Asking for or refusing permission
	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> - Foods and drinks ; - Shopping for clothes
	Component 3 <i>Keep on talking</i>	- Adapt language resources (vocabulary, grammar) to the situation. - Use different language registers ; - Convey information	<u>Situation problems</u> - Food security
	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.	

COMPETENCE	COMPONENTS	EXPRESSIONS	CONTENTS
Read different types of texts	Component 1 <i>Understand a text</i>	- Identify language structure (grammar, vocabulary) - Identify the main idea ; - Pick up information	<u>Topics</u> - Foods and drinks ; - Shopping for clothes
	Component 2 <i>Exploit a text :</i>	- 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>Grammar structures</u> - Simple past vs. past continuous ; - Comparatives and superlatives ;
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.	- A letter.
	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.	- Lead in writing - Different types of writing (paragraph, essay, letter, postcard - Research of ideas.
	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.	- Letter writing. - Re-writing.

ENGLISH SYLLABUS
11th form LETTERS – LV2
4 hours per week

Coefficient: 3

TEACHING UNIT: 2(UA2)

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> - Comparing and contrasting ; - Inviting/responding to an invitation
	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> - Seasons and weather ; - At the doctor's
	Component 3 <i>Keep on talking</i>	- Adapt language resources (vocabulary, grammar) to the situation. - Use different language registers ; - Convey information	<u>Situation problems</u> - Loss of cultural identity. - Health problems
	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.	

ENGLISH SYLLABUS
11th form LETTERS – LV2

4 hours per week

Coefficient: 3

TEACHING UNIT: 3(UA3)

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> -Apologizing and responding to apologies
	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> - Travel ; - Animals
	Component 3 <i>Keep on talking</i>	- Adapt language resources (vocabulary, grammar) to the situation. - Use different language registers ; - Convey information	<u>Situation problems</u> - Accidents
	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.	

COMPETENCE	COMPONENTS	EXPRESSIONS	CONTENTS
Read different types of texts	Component 1 <i>Understand a text</i>	- Identify language structure (grammar, vocabulary) - Identify the main idea ; - Pick up information	<u>Topics</u> - Travel ; - Animals;
	Component 2 <i>Exploit a text :</i>	- 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>Grammar structures</u> - Pronouns ;
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.
	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.