

Programme officiel – Anglais LV1

Terminale Arts – Lettres · TAL

UNITÉ D'APPRENTISSAGE 1

Contenus du programme

- Functions
 - -Asking for and giving information
 - -Expressing permission and prohibition (present and past)
 - -Asking about and expressing a
- Topics
 - -Immigration
 - -Artistic subjects: music, theatre, dance,
 - -Entertainment yesterday and today
 - -Social values and cultural identity (acculturation)
 - -Entertainment yesterday and today
 - -Social values and cultural identity (acculturation)
- Grammar structures
 - -quantifiers: many ,much, (a) few,(a) little,
 - -some ,any ,no, and their compounds
 - -I'd rather....than, I'd better
 - -either...or, neither...nor
 - - phrasal verbs with in /out
- Lead writing
- Research of ideas.
 - - Essay writing
 - -Postcard writing

UNITÉ D'APPRENTISSAGE 2

Contenus du programme

- Functions
 - -Reporting statements and questions
 - -Complaining and responding to
 - -Expressing doubt, ,possibility and
 - -Asking for and giving reasons
- Topics
 - -Education: integration of TIC
 - -Arts and peace
 - -Arts in economic development
 - -Democracy: political pluralism
 - -Arts and peace
 - -Arts in economic development
 - -Democracy: political pluralism
- Grammar structures
 - -Too :enough
 - -linkers: also, in addition, moreover ,besides, but, in spite of, nevertheless, however
 - -phrasal verbs with on/off
- Lead in writing
- Research of ideas.

- -Letter writing (social and business letter)

UNITÉ D'APPRENTISSAGE 3

Contenus du programme

- Functions
- -Asking for and giving advice
- -Expressing wishes (unreal present and future)
- -Talking about the unreal past :conditional
- Topics
- -Citizenship education: rights and duties
- -International organisations
- -Tales (story telling)
- Topics
- -Citizenship education: rights and duties
- -International organisations
- -Tales (story telling)

UNITÉ D'APPRENTISSAGE —

Contenus du programme

- Grammar structures
- -Conditional III.
- -Phrasal verbs with up/down
- -Revision of tenses
- Lead in writing
- Research of ideas.
- -Form filling and CV writing

Source : Ministère de l'Éducation Nationale du Mali, Programme de l'Enseignement Secondaire Général, 12e année, 4 septembre 2013 — pages 33 à 39. Synthèse de la colonne « Contenus » reconstituée pour bkalan.ml.

Document officiel

Les pages qui suivent sont l'extrait fidèle du programme officiel : Ministère de l'Éducation Nationale du Mali, Programme de l'Enseignement Secondaire Général, 12e année, 4 septembre 2013 — pages 33 à 39.

Read different types of texts	Component 1 <i>Understand a text</i>	Identify language structure (grammar, vocabulary) Identify the main idea ; Pick up information	Topics Democracy: political pluralism -The institutions of the Republic -International organisations
	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.	Grammar structures -Conditional III. -Phrasal verbs with up/down -Revision of tenses
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.	.
	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 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.	-Form filling and CV writing

ENGLISH SYLLABUS
12th form ARTS-LETTERS (T.A.L) LV1

3 hours per week

Coefficient: 3

LEARNING UNIT: 1 (UA 1)

COMPETENCE	COMPONENTS	EXPRESSIONS	CONTENTS
Understand and use spoken English in different situations	Component 1 <i>Understand spoken English</i> Component 2 <i>Take part in conversations of everyday life situations :</i> Component 3 <i>Keep on talking in a coherent way :</i> Component 4 <i>Use language to reinforce knowledge</i>	Listen to the interlocutor ; Identify the situation (wh-questions); Select the main information. 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, grammar) to the situation. Use different language registers ; Convey information 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	Functions -Asking for and giving information -Expressing permission and prohibition (present and past) -Asking about and expressing a preference for an action Topics -Immigration -Artistic subjects: music, theatre, dance, drawing -Entertainment yesterday and today -Social values and cultural identity (acculturation)

Read different types of texts	Component 1 <i>Understand a text</i>	Identify language structure (grammar, vocabulary) Identify the main idea ; Pick up information	Topics -Immigration -Artistic subjects: music, theatre, dance, drawing -Entertainment yesterday and today -Social values and cultural identity (acculturation)
	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.	
	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.	Grammar structures -quantifiers: many ,much, (a) few,(a) little, several,... -some ,any ,no, and their compounds -I'd rather....than, I'd better -either...or, neither...nor - phrasal verbs with in /out
	Write different types of texts.	Component 2 <i>Produce a text according to the situation communication :</i>	Lead writing Research of ideas.
	Component 3 <i>Improve his / her writing :</i>	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.	- Essay writing -Postcard writing

ENGLISH SYLLABUS

12th form ARTS-LETTERS (T.A.L) LV1**3 hours per week****Coefficient: 3****LEARNING 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.	Functions -Reporting statements and questions -Complaining and responding to complaints -Expressing doubt, ,possibility and probability -Asking for and giving reasons Topics -Education: integration of TIC -Arts and peace -Arts in economic development -Democracy: political pluralism
	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	
	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	
4/09/2013	Présentation du Programme de 12 ^e Année		

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	Topics -Education: integration of TIC -Arts and peace -Arts in economic development -Democracy: political pluralism
	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.	Grammar structures .-Too :enough -gerund and infinitive -linkers: also, in addition, moreover ,besides, but, in spite of, nevertheless, however -phrasal verbs with on/off
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
	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.	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 (social and business letter)

ENGLISH SYLLABUS
12th form ARTS-LETTERS (T.A.L) LV1
3 hours per week
LEARNING UNIT: 3 (UA 3)

Coefficient: 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> -Asking for and giving advice -Expressing wishes (unreal present and future) -Talking about the unreal past :conditional III <u>Topics</u> -Citizenship education: rights and duties -International organisations -Tales (story telling)
	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	
	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> Component 2	Identify language structure (grammar, vocabulary) Identify the main idea ; Pick up information Identify the nature of the text ; Identify the function of the text ;	Topics -Citizenship education: rights and duties -International organisations -Tales (story telling)