

Programme officiel – Anglais LV1

Terminale Langues – Lettres · TLL

UNITÉ D'APPRENTISSAGE 1

Contenus du programme

- Functions
 - -Asking for/giving information
 - -Expressing permission and prohibition (present and
 - -Expressing quantity and dimension
 - -Comparing and contrasting (2)
- Topics
 - -Immigration
 - -The declining authority of parents
 - -Women's rights
 - - Inner cities (criminality)
- Grammar structures
 - -Quantifiers: many, much,(a) few,(a) little,
 - -Some, any, no and their compounds
 - -Modals
 - -The more.....the more
 - -Phrasal verbs with in /out
- Lead in writing
- Research of ideas.
- Essay writing
- Postcard writing

UNITÉ D'APPRENTISSAGE 2

Contenus du programme

- Functions
 - -Expressing doubt and probability (present and
 - Future)
 - -Asking for and giving advice
 - -Complaining and responding to
 - -Reporting statements and questions
- Topics
 - -Education: Integration of TIC
 - -Promotion of new and renewable
 - -Religion and the supernatural
 - -War and peace
 - -Religion and the supernatural
 - -War and peace
- Grammar structures
 - -Too/enough
 - -Linkers: also, in addition ,moreover, spite of, nevertheless, however
 - -Gerund and infinitive
 - -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
 - -Expressing wishes (unreal present and past)
 - -Expressing doubt ,possibility and probability (about
 - -Talking about the unreal past:
- Conditional III
- Topics
 - -Democracy: political pluralism
 - -The institutions of the Republic
 - -International organisations

Source : Ministère de l'Éducation Nationale du Mali, Programme de l'Enseignement Secondaire Général, 12e année, 4 septembre 2013 — pages 27 à 32. 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 27 à 32.

ENGLISH SYLLABUS
12th form LANGUAGES-LETTERS (T.L.L) LV1
4 hours per week

Coefficient: 4

LEARNING 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.	Functions -Asking for/giving information -Expressing permission and prohibition (present and past -Expressing quantity and dimension -Comparing and contrasting (2) Topics -Immigration -The declining authority of parents -Women's rights - Inner cities (criminality)
	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.	

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.	Topics -Immigration -The declining authority of parents -Women's rights - Inner cities (criminality) Grammar structures -Quantifiers: many, much,(a) few,(a) little, several plenty of, a lot..... -Some, any, no and their compounds -Modals -The more.....the more -Phrasal verbs with in /out
	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 Research of ideas. Essay writing Postcard writing .

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4 hours per week

Coefficient: 4

LEARNING UNIT: 2 (UA 2)

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 -Expressing doubt and probability (present and Future) -Asking for and giving advice -Complaining and responding to complaints -Reporting statements and questions Topics -Education: Integration of TIC -Promotion of new and renewable energies -Religion and the supernatural -War and peace
4/09/2013	Présentation du Programme de 12 ^e Année		

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 -Promotion of new and renewable energies -Religion and the supernatural -War and peace
	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 -Linkers: also, in addition ,moreover, besides, but, in spite of, nevertheless, however -Gerund and infinitive -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.	
	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.	Letter writing (social and business letter)

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12th form LANGUAGES-LETTERS (T.L.L) LV1

4 hours per week

Coefficient: 4

LEARNING 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.	Functions -Expressing wishes (unreal present and past) -Expressing doubt ,possibility and probability (about the past -Talking about the unreal past: Conditional III Topics -Democracy: political pluralism -The institutions of the Republic -International organisations
	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	