

Programme officiel – Anglais LV1

Terminale Sciences Sociales · TSS

UNITÉ D'APPRENTISSAGE 1

Contenus du programme

- Functions
 - -Expressing obligation
 - -Expressing permission and prohibition (present and past)
- Topics
 - -Population growth
 - -Family life: dispersal of family unit
 - -Unemployment
- Grammar structures
 - -Passive voice.
 - -Formation of nouns: in hood,ship,ness . Lead in writing
 - -Research of ideas.
 - -Essay writing
 - -Postcard writing

UNITÉ D'APPRENTISSAGE 2

Contenus du programme

- Functions
 - -Reporting statements and questions
 - -Complaining and responding to
- Topics
 - -Mass media
 - -Education :integration of TIC
 - -War and peace
 - -Democracy: decentralisation
- Grammar structures .-Any ,no and their compounds
- -Meanings of" get" . Lead in writing
- -Research of ideas.
- - Letter writing (social and administrative letter)

UNITÉ D'APPRENTISSAGE 3

Contenus du programme

- Functions
 - -Talking about past habits
 - -Asking for and giving advice
- Topics
 - -Democracy:decentralisationy
 - -Citizenship education: rights and
- Topics
 - -Solidarity
 - -Citizenship education: rights and

Source : Ministère de l'Éducation Nationale du Mali, Programme de l'Enseignement Secondaire Général, 12e année, 4 septembre 2013 — pages 40 à 46. 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 40 à 46.

Write different types of texts.	<i>Exploit a text :</i>	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> -Conditional III -Phrasal verbs with up/down. -Revision of tenses
	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 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.	.
	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 SOCIAL SCIENCES (T.S.S) LV1

2 hours per week

Coefficient: 2

LEARNING UNIT: 1 (UA 1)

COMPETENCE	COMPONENTS	EXPRESSIONS	CONTENTS
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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 -Expressing permission and prohibition (present and past) <u>Topics</u> -Population growth -Family life: dispersal of family unit -Unemployment
	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		

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 -Family life: dispersal of family unit -Mass media -Unemployment
	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 -Passive voice. -Formation of nouns: in hood,ship,ness
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.	-Essay writing -Postcard writing

ENGLISH SYLLABUS
12th form SOCIAL SCIENCES (T.S.S) LV1

2 hours per week

LEARNING UNIT: 2 (UA 2)

Coefficient: 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
	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).	Topics -Mass media -Education :integration of TIC -War and peace
	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 -War and peace -Democracy: decentralisation
	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 .-Any ,no and their compounds -Meanings of" get"
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 administrative letter)

ENGLISH SYLLABUS
12th form SOCIAL SCIENCES (T.S.S) LV1

2 hours per week

Coefficient: 2

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.	<u>Functions</u> -Talking about past habits -Asking for and giving advice <u>Topics</u> -Democracy:decentralisation -Citizenship education: rights and duties
	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>	Identify language structure (grammar, vocabulary) Identify the main idea ; Pick up information	Topics -Solidarity -Citizenship education: rights and duties
	Component 2	Identify the nature of the text ;	