PROGRAMME D'ENSEIGNEMENT
NIVEAU TERMINALE
SENEGAL

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MINISTERE DE L'EDUCATION

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INSPECTION GENERALE DE L'EDUCATION NATIONALE
(IGEN)
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COMMISSION NATIONALE POUR L'ANGLAIS
(C.N.A.)

ENSEIGNEMENT MOYEN ET SECONDAIRE
PROGRAMMES DE L.V. ANGLAIS

4éme EDITION (Revue & Corrigée)

BUREAU D'ANGLAIS, Mars 2017

4. City and Village Life a) Types of accommodation b) Public services c) Consumer services : stores, banks, etc. d) Food and drinks e) Religions f) Mobility and its effects on society: migration, rural exodus g) Places of recreational interest: parks, libraries, cinemas, etc. h) Demography: population growth and population control, environmental issues i) Culture shock **5. Delinquency, Crime and Punishment** a) Drugs b) Corruption c) Child abuse d) Muggings e) Thefts f) Justice	**3) Reading:** a. Skimming to obtain the gist of a text b. Scanning to locate specific information c. Understanding explicit information d. Identifying the main point or important information in a text e. Identifying text types: (narrative, descriptive, argumentative etc.) f. Understanding text organisation g. Recognizing discourse indicators and sequencing **4) Writing:** a. Expressing explicit information b. Producing various text types: (narrative, descriptive, argumentative etc.) c. Using salient/relevant points to make a summary (factual & chronological) d. Using discourse indicators: sequencing e. Initiating discourse f. Maintaining discourse g. Terminating discourse h. Reformulating information and paraphrasing to avoid repetition			*6/ Manipulating variation in stress in connected speech* *7/ Recognizing the use of stress in connected speech for indicating information units* *8/ Recognizing the use of stress in connected speech for indicating emphasis* *9/ Producing Intonation Patterns* a. Rising tone with declarative/moodless clauses b. Rising/Falling tone with tag questions c. Rising tone with Yes/No interrogative clauses d. Falling intonation with WH-questions *10/ Expressing / Interpreting attitudinal meaning through:* a. Pitch height b. Pitch range c. Pause d. Tempo

BY THE END OF PREMIERE CLASS, THE FOLLOWING SHOULD HAVE BEEN PRACTICED, REVIEWED, AND REINFORCED.

Teachers will deal with the topics relevant to their streams (L = literary; S = Scientific), but they are free to teach any other topic if time allows.

Teachers in ''L'' will cover two subtopics under each heading in bold. Teachers in ''S'' will cover at least one subtopic under each heading in bold.

TOPICS	SKILLS	FUNCTIONS/ NOTIONS	GRAMMAR	PHONOLOGY
1. Trade Professions and Occupations (L & S) a. Jobs, arts & crafts b. Places & conditions of work c. Employment & unemployment d. Professional training e. Social taboos f. Income g. Prospects h. Economy & migration i. Child labour j. Etc. **2. Free Time and Entertainment (L)** a. Hobbies b. Sports c. Radio, TV, Cinema, Theatre, Concerts d. Museums, Galleries, Exhibitions e. Intellectual and artistic pursuits **3. Economy (S & L)** a. Shopping : Prices, weights & measurements b. Shopping facilities c. Foodstuffs, clothes, fashion, etc. d. Household articles e. The consumer society f. The ups and downs of the economy	**1. Listening** a. Understanding implicit information b. Understanding meaning through intonation /stress c. Understanding the communicative value (function) of utterances d. Transferring information in speech to diagrammatic display e. Evaluating a piece of discourse (register, style, tone, etc.) **2. Speaking** a. Having an interview b. Expressing implicit information c. Expressing meaning through intonation /stress d. Using relevant points to make a summary e. Organising information in expository discourse (especially presentation of report, expounding an argument, evaluating evidence) f. Interpreting or comparing diagrams/tables/ graphs g. Reformulating information and paraphrase to avoid repetition h. Relaying information **3. Reading** a. Understanding implicit	1. Expressing intention 2. Approving/disapproving 3. forbidding 4. Expressing regret 5. Expressing obligation 6. Expressing necessity / lack of necessity 7. Making polite requests 8. Agreeing/disagreeing 9. Making plans 10. Expressing purpose 11. Expressing ability 12. Giving advice 13. Making suggestions 14. Expressing preference 15. Expressing similarities & differences 16. Drawing conclusions 17. Making decisions 18. Giving advice and making suggestions 19. Requesting advice 20. Giving instructions 21. Expressing feelings & emotions 22. Giving reasons 23. Expressing past habits 24. Describing on - going Process 25. Asking for/giving clarifications 26. Expressing possibility /	1) Nouns : a. Articles; b. Noun phrases ; c. Defining/non-defining relative clauses d. Quantifiers e. Pronouns f. Possessives g. Plurals 2) Adjectives a. Comparisons b. Adjective of degree c. Superlatives d. Word order 3) Adverbs a. Formation b. Adverbs of frequency 4) Verbs a. Present tenses b. Future tenses c. Passive d. Progressive e. Perfect f. Modals g. Modals + perfect (should/shouldn't have + past participle); h. Conditional (3 types) i. Phrasal verbs	**1/ *Discriminating sounds in connected speech :*** a. Vowels, consonants, diphthongs b. Strong and weak forms c. Neutralization of weak forms **2/ *Articulating sounds in isolate word forms*:** a. Long and short vowels b. Consonants c. Consonant clusters d. Diphthongs **3/ *Discriminating sounds in connected speech :*** a. Strong and weak forms b. Neutralization of weak forms c. Reduction of unstressed vowels d. Modification of sound through : - Assimilation - Elision - Liaison **4/ *Articulating sound in connected speech:***

20

g. Poverty
h. Development (Sustainable, etc.)
i. Starvation
j. Agriculture
k. Industry
l. Mining
m. Technology
n. Etc.
 	
4. Health, Welfare & Environment (S & L)
  a. Physical and mental disabilities
  b. Pollution
  c. Hygiene and cleanliness
  d. Ailments and accidents
  e. Insurance
  f. Keeping fit
  g. Medicine
  h. Diseases
  i. The progress of Medicine : genetics, cloning, transplants, euthanasia
  j. Etc.
 	
5. Events and Changes (L)
  a. Colonial time and the struggle for Independence
  b. English in the World
  c. War and violence
  d. International relationships
  e. Administration
  f. Politics and government : politics, elections, freedom & basic changes
  g. Contemporary Africa
  h. Building the society
  i. The march of progress:
    -Looking to the future
    -Building a better society
  j. Etc.
	information
	b. Filling out forms
	c. Understanding the communicative value (function) of utterances
	d. Understanding/using graphic presentation, tables, cross-referencing, etc.
	e. Interpreting or comparing diagrams/tables/graphs
	f. Transcoding information in writing to diagrammatic display
	  o Directly (commentary /description concurrent with action) ;
	  o Indirectly (reporting)
	g. Evaluating a piece of discourse (register, style, tone, etc.)
	
	4. Writing
	  a. Letter of application
	  b. Résumé
	  c. Filling out forms
	  d. Expressing information implicitly
	  e. Using relevant points to make a summary
	  f. Organising information in expository discourse (especially presentation of report, expounding an argument, evaluating evidence)
	  g. Understanding/ using graphic presentation, tables, cross-referencing, etc.
	  h. Organising information presented in diagrammatic display into writing
	  i. Interpreting or comparing diagrams/tables/graphs
	  j. Reformulating information and paraphrase to avoid repetition
		probability
		27. Describing process
		28. Reporting factual information
		29. Making offers
		30. Comparing
			j. Subjunctive
			
			5) Others
			 a. Question formation
			b. Sentence structure
			c. Coordinating conjunctions
			d. Conjunctive adverbs
			e. Subordinating conjunctions
			f. Prepositions
			g. Prepositional phrases
			h. Reported speech (statements, questions, reporting verbs, time adverbials)
				a. Strong and weak forms
				b. Neutralization of weak forms
				c. Reduction of unstressed vowels
				d. Modification of sounds
				
				5/ Discriminating Stress Patterns within words
				
				6/ Articulating stress pattern within words
				
				7/ Manipulating variation in stress in connected speech
				
				8/ Recognizing the use of stress in connected speech for indicating information units
				
				9/ Recognizing the use of stress in connected speech for indicating emphasis
				
				10/ Producing Intonation Patterns
				
				  a. Rising tone with declarative / moodless clauses
				  b. Rising tone with Imperative clauses
				  c. Rising tone with Yes/No interrogative clauses

6. Cultural Heritage
(**L**)
  a. Religions
  b. Religious events
  c. Social events, customs, ceremonies and festivals
  d. Moral values : (tolerance, solidarity, charity)
  e. Etc.
 	
7. Science and Technology
(**S**)
  a. Inventions and Discoveries
  b. ICTs
  c. Science and Information
 	
8. Information and Communication
(**S &** L)
  a. Communication facilities : telephone, mail, newspapers, radio, TV, etc.
  b. Information and Communication Technologies
  c. Explosion of information
  d. Information and ethics: sensitive information, taboos
  e. Advertisements
  f. The right to information
 	
9. Education
(**L**)
  a. Traditional education
  b. Schooling (systems, perspectives)
  c. Changing values
  d. The heritage of the past
  e. Civics
  f. Peace
	k. Relaying information
	○ Directly (commentary /description concurrent with action);
	○ Indirectly (reporting)
	
	4. Study skills
	  a. Doing project work :
	  ○ Organising
	  ○ Presenting
	  ○ Evaluating
	  b. Taking notes while reading and listening
	  c. Using reference materials (dictionaries, computers, libraries, etc.)
				11/ *Expressing / Interpreting attitudinal meaning through:*
				- Pitch height
				- Pitch range
				- Pause
				- Tempo

"TERMINALE" BEING AN EXAM CLASS AND THE LAST OF SECONDARY SCHOOL, TEACHERS WILL REVISIT THE TOPICS, SKILLS, FUNCTIONS & NOTIONS, STRUCTURES, AND ASPECTS OF PHONOLOGY STUDIED IN "SECONDE & PREMIERE". SPECIAL EMPHASIS WILL BE LAID ON TEST TAKING SKILLS RELATED TO THE WRITTEN AND ORAL EXAM

Teachers will deal with the topics relevant to their streams (L = literary; S = Scientific). But they are free to teach any other topic if time allows.
Teachers in ''L'' will cover two subtopics under each heading in bold. Teachers in ''S'' will cover at least one subtopic under each heading in bold.

TOPICS	SKILLS	FUNCTIONS/ NOTIONS	GRAMMAR	PHONOLOGY
1. Trade Professions and Occupations **(L & S)** a. Jobs, arts & crafts b. Places &conditions of work c. Employment & unemployment d. Professional training e. Social taboos f. Income g. Prospects h. Economy & migration i. Child labour j. Etc. **2. Free Time and Entertainment (L)** a. Hobbies b. Sports c. Radio, TV, Cinema, Theatre, Concerts d. Museums, Galleries, Exhibitions e. Intellectual and artistic pursuits, etc. **3. Economy** **(S & L)** a. Shopping : Prices, weights &	**1. Listening** a. Skimming to obtain the gist / general impression of a text b. Scanning to locate specific information c. Understanding /expressing explicit information d. Understanding /expressing meaning through intonation/stress e. Identifying the main point or important information in a piece of discourse f. Identifying text types (narrative, descriptive, argumentative etc.) g. Recognizing/using discourse indicators: sequencing h. Transferring information in speech/writing to diagrammatic display i. Evaluating a piece of discourse (register, style, tone, etc.) **2. Speaking** a. expressing explicit information b. Expressing meaning through intonation/stress c. using discourse indicators: sequencing d. Organising information in expository discourse (especially presentation of report, expounding an argument,	1. Expressing intentions 2. Approving/disapproving 3. forbidding 4. Expressing regret 5. Expressing obligation 6. Expressing necessity / lack of necessity 7. Making polite requests 8. Agreeing/disagreeing 9. Making plans 10. Expressing purpose 11. Expressing wishes and hopes 12. Expressing ability 13. Giving advice 14. Making suggestions 15. Expressing preference 16. Expressing similarities & differences 17. Discussing 18. Reporting 19. Expressing ability 20. Expressing habits 21. Describing on - going Process 22. Expressing personal beliefs/emotions 23. Asking for/giving clarifications	**1. Verbs:** a) Tenses - Present, Past, Perfect, Future b) Conditionnals c) Modals - Obligation - Prohibition - Permission - Possibility - Probability - Capability - Ability, etc. d) Passive and active e) Imperative f) Infinitive and ING g) Had better ; h) Would rather i) Direct & indirect speech **2. Conjunctions :** a. Coordinating Conjunctions b. Conjunctive adverbs c. Subordinating conjunctions	**1/ *Discriminating sounds in connected speech* :** a. Vowels, consonants, diphthongs c. Strong and weak forms b. Neutralization of weak forms **2/ *Articulating sounds in isolate word forms*:** a. Long and short vowels b. Consonants c. Consonant clusters d. Diphthongs **3/ *Discriminating sounds in connected speech* :** a. Strong and weak forms b. Neutralization of weak forms c. Reduction of unstressed vowels d. Modification of

measurements
b. Shopping facilities
c. Foodstuffs, clothes, fashion, etc.
d. Household articles
e. The consumer society
f. The ups and downs of the economy
g. Poverty
h. development (Sustainable, etc.)
i. Starvation
j. Agriculture
k. Industry
l. Mining
m. Technology
n. Etc.
 	
4. Health, Welfare & Environment (S & L)
a. Physical and mental disabilities
b. Pollution
c. Hygiene and cleanliness
d. Ailments and accidents
e. Insurance
f. Keeping fit
g. Medicine
h. Diseases
i. The progress of medicine : genetics, cloning, transplants, euthanasia
j. Etc.
 	
5. Events and Changes (L)
a. Colonial time and the struggle for Independence
 	
b. English in the World
c. War and violence
d. International relationships
	evaluating evidence)
	e. Organising information presented in diagrammatic display, into speech
	f. Interpreting or comparing diagrams/tables/graphs
	g. Reformulating information and paraphrase to avoid repetition
	h. Relaying information
	   o Directly (commentary /description concurrent with action) ;
	   o Indirectly (reporting)
	2. Reading
	a. Skimming to obtain the gist / general impression of a text
	b. Scanning to locate specific information
	c. Understanding /expressing explicit information
	d. Identifying the main point or important information in a piece of discourse
	e. Identifying text types (narrative, descriptive, argumentative etc.)
	f. Understanding text organisation
	g. Recognizing/using discourse indicators: sequencing
	h. Understanding/using graphic presentation, tables, cross-referencing, etc.
	i. Organising information presented in diagrammatic display, into speech/writing
	j. Interpreting or comparing diagrams/tables/graphs
	k. Transcoding information in speech/writing to diagrammatic display
	l. Evaluating a piece of discourse (register, style, tone, etc.)
	3. Writing
	a. Expressing explicit information
	b. Producing various text types (narrative, descriptive,
		24. Expressing possibility/ probability
		25. Describing process
		26. Reporting factual information
		27. Giving instructions
		28. Making offers
		29. Arguing
		30. Congratulating
		31. Comparing
		32. Expressing likes and dislikes
		33. Apologising
		34. Accepting apologies
			3. Adjectives
			a. Comparisons
			b. Order of adjectives
			c. Intensifiers
			d. Possessive adjectives
			
			4. Nouns
			a. Mass and count nouns
			b. Personal pronouns
			c. Possessives
			
			5. Articles
			a. Indefinite
			b. Definite
			
			6. adverbs
			a. Word order
			b. Position
			7. Relative clauses
			
			8. Prefixes and suffixes
				sound through :
				- Assimilation
				- Elision
				- Liaison
				
				4/ _Articulating sound in connected speech:_
				a. Strong and weak forms
				b. Neutralization of weak forms
				c. Reduction of unstressed vowels
				d. Modification of sounds
				
				5/ _Discriminating Stress Patterns within words_
				
				6/ _Articulating stress pattern within words_
				
				7/ _Manipulating variation in stress in connected speech_
				
				8/ _Recognizing the use of stress in connected speech for indicating information units_
				
				9/ _Recognizing the use of stress in connected speech for indicating emphasis_
				
				11/ _Producing Intonation Patterns_

e. Administration
f. Politics and government : politics, elections, freedom & basic changes
g. Contemporary Africa
h. Building the society
i. The march of progress :
    a. Looking to the future
    b. Building a better society
j. Etc.
 	
**6. Cultural Heritage
(L)**
 	
a. Religions
b. Religious events
c. Social events, customs, ceremonies and festivals
d. Moral values : (tolerance, solidarity, charity)
e. Etc.
 	
**7. Science and Technology
(S)**
 	
a. Inventions and Discoveries
b. ICTs
c. Science and Information
d. Information and ethics, etc.
 	
**8. Information and Communication
(S & L)**
a. Communication facilities : telephone, mail, newspapers, radio, TV, etc.
b. Information and Communication Technologies
c. Explosion of information
	argumentative, etc.)
	c. Using salient relevant points to make a summary
	d. Recognizing/using discourse indicators : sequencing
	e. Organising information in expository discourse (especially presentation of report, expounding an argument, evaluating evidence)
	f. Understanding/using graphic presentation, tables, cross-referencing, etc.
	g. Organising information presented in diagrammatic display, into speech/writing
	h. Interpreting or comparing diagrams/tables/graphs
	i. Reformulating information and paraphrase to avoid repetition
	j. Relaying information
	
	5. Study skills and other
	a. Doing project work :
	    o Organising
	    o Presenting
	    o Evaluating
	    o Taking notes while reading or listening
	    o Using reference materials
				a. Rising tone with declarative/ moodless clauses
				b. Rising tone with Imperative clauses
				c. Rising tone with Yes/No interrogative clauses
				
				12/ _Expressing / Interpreting attitudinal meaning through:_
				
				-Pitch height
				-Pitch range
				-Pause
				-Tempo

d. Information and ethics: sensitive information, taboos e. Advertisements f. The right to information g. Etc. **9. Education** **(L)** a. Traditional Education b. Schooling (systems, perspectives) c. Changing values d. The heritage of the Past e. Civics f. Peace g. Etc.			

This listing of what should be covered in each year is not intended to be constricting for teachers. There may be aspects omitted that thoughtful teachers want to include with classes. If in doubt, please check with your Formateur or the Bureau d'Anglais. Please, also inform the Bureau d'Anglais with suggestions.
Our belief is that language is living; therefore, it is necessary to continuously update this document.