



Etablissement ELARAKI

pour l'Éducation et l'Enseignement

"Aujourd'hui mieux qu'hier. Demain mieux qu'aujourd'hui."

Depuis 1983



1^{ère} Année du Bac

GENERAL INTRODUCTION

The aims of teaching English as a foreign language at secondary level are as follows :

- ☞ to help the learners achieve the necessary language proficiency to meet the requirements of the English Baccalaureate paper ;
- ☞ to enable the learners to communicate with other users of English, either in speaking or in writing. Hence the necessity to train the learners to use their knowledge of the language system in the skill areas of listening , speaking, reading, writing and combinations of these skills ;
- ☞ to familiarize the learners with the language system of English, and therefore to enhance their awareness of the specificity of their own language ;
- ☞ to help them develop an awareness of cultural differences and hence of their own cultural identity ;
- ☞ to promote understanding of other cultures ;
- ☞ to enable the learners, in the course of post secondary education or training to use reference material in English ;
- ☞ to meet the needs of the job market ;

In order to meet these aims, a set of fluency -and accuracy – based activities, among other things, has been suggested for each year of secondary education . It is hoped that in the final year of secondary education the students will be both fluent and accurate in their dealing with various materials including culturally-oriented texts.

- How will I be assessed?

1- Through semestrial exam.

2- Through classroom tests which is composed of:

- Three written examinations per semester.

- Verbal skills.

- Homework.

- Calculating termly average concerning classroom tests (m):

Consider that:

- **Nd** is written examinations average.

- **No** verbal skills mark.

- **Ni** homework mark.

Therefore, classroom tests average will be:

$$m = \frac{(Nd \times 3) + No + Ni}{5}$$

5



Syllabus for the first year of baccalaureate

MODULE S1

UNIT 1: SPORT WITH A DIFFERENCE

TOPIC: NEW AND UNUSUAL SPORTS

Standards, Competency and Skills targeted

Language development

Grammar	Vocabulary
<ul style="list-style-type: none"> ➤ review the use of relative clauses ➤ practise the use of relative clauses with which. 	<ul style="list-style-type: none"> ➤ learn and use vocabulary related to sports

Communication

Interpersonal communication	Interpretive communication		Presentational communication	
	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> ➤ ask for and give an opinion 	<ul style="list-style-type: none"> ➤ guess and check information ➤ listen for general understanding ➤ listen for specific content 	<ul style="list-style-type: none"> ➤ read for general understanding ➤ read for specific information ➤ infer word meaning from context ➤ discuss ideas 	<ul style="list-style-type: none"> ➤ make an outline ➤ use cohesive devices(linking words) ➤ write a composition about sport 	<ul style="list-style-type: none"> ➤ talk about new and unusual sports ➤ talk about sportsmen and sportswomen

Projects or reviews .../ Evaluation / Time allocated to the unit / Values targeted

Projects or reviews or presentations ...	Evaluation	Time allocated to the unit	Values targeted
<ul style="list-style-type: none"> ➤ make interviews 	quiz	3 weeks	<ul style="list-style-type: none"> ➤ adventure ➤ initiative ➤ confidence ➤ tolerance ➤ determination ➤ devotion ➤ cooperation ➤ achievement ➤ friendship

Standards, Competency and Skills targeted

Language development

Grammar	Vocabulary
<ul style="list-style-type: none"> ➤ learn and practise the use of what clauses ➤ review and practise the use of gerund and infinitive 	<ul style="list-style-type: none"> ➤ learn and use vocabulary related to personality

Communication

Interpersonal communication	Interpretive communication		Presentational communication	
	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> ➤ express agreement and disagreement 	<ul style="list-style-type: none"> ➤ guess and check information ➤ listen for specific information ➤ listen and take notes ➤ discuss ideas ➤ recall information 	<ul style="list-style-type: none"> ➤ read for the main idea ➤ read for specific content ➤ infer meaning ➤ interpret ideas ➤ discuss ideas 	<ul style="list-style-type: none"> ➤ write a physical and personality description 	<ul style="list-style-type: none"> ➤ talk about important qualities in a friend ➤ talk about jokes ➤ express agreement and disagreement

Projects or reviews .../ Evaluation / Time allocated to the unit / Values targeted

Projects or reviews or presentations ...	Evaluation	Time allocated to the unit	Values targeted
<ul style="list-style-type: none"> ➤ review 1 « check your progress » 	test	3 weeks	<ul style="list-style-type: none"> ➤ caring ➤ understanding ➤ honesty ➤ forgiveness ➤ tolerance ➤ respect ➤ cooperation ➤ sharing ➤ sense of humour

Standards, Competency and Skills targeted

Language development

Grammar	Vocabulary
➤ review and practise the use of reported speech/reporting verbs	➤ learn and use expressions with time

Communication

Interpersonal communication	Interpretive communication		Presentational communication	
	Listening	Reading	Writing	Speaking
➤ give advice	➤ listen for details ➤ relate the topic to your personal experience ➤ check and show understanding ➤ explain from context ➤ order ideas	➤ read for specific information ➤ order ideas ➤ understand vocabulary from context ➤ relate the text to your personal experience ➤ discuss ideas	➤ write an informal email	➤ discuss time travel ➤ talk about revising for exams

Projects or reviews .../ Evaluation / Time allocated to the unit / Values targeted

Projects or reviews or presentations ...	Evaluation	Time allocated to the unit	Values targeted
➤ presentation	global test	3 weeks	➤ efficiency ➤ creativity ➤ perseverance ➤ devotion ➤ advancement and promotion ➤ challenging problems ➤ cooperation

Standards, Competency and Skills targeted

Language development

Grammar	Vocabulary
<ul style="list-style-type: none"> ➤ learn about and practise the use of “would and used to” ➤ practise the use of adverbs and adverbial phrases 	<ul style="list-style-type: none"> ➤ learn and use common adverbial phrases

Communication

Interpersonal communication	Interpretive communication		Presentational communication	
	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> ➤ explain and justify 	<ul style="list-style-type: none"> ➤ recall information ➤ listen for specific content ➤ explain from context ➤ discuss ideas 	<ul style="list-style-type: none"> ➤ read for general understanding ➤ read for specific information ➤ infer word meaning from context ➤ discuss ideas 	<ul style="list-style-type: none"> ➤ write a formal letter to a newspaper 	<ul style="list-style-type: none"> ➤ talk about toy crazes ➤ talk about flash mobs and discuss ideas for inventing one ➤ discuss the relationship between fashion and pop music

Projects or reviews .../ Evaluation / Time allocated to the unit / Values targeted

Projects or reviews or presentations ...	Evaluation	Time allocated to the unit	Values targeted
<ul style="list-style-type: none"> ➤ review 2 « check your progress » 	<ul style="list-style-type: none"> quiz 	<ul style="list-style-type: none"> 3 weeks 	<ul style="list-style-type: none"> ➤ flexibility ➤ aesthetics ➤ balance ➤ recognition ➤ competition ➤ enjoyment ➤ entertainment ➤ satisfaction

Standards, Competency and Skills targeted

Language development

Grammar	Vocabulary
<ul style="list-style-type: none"> ➤ review and practise the use of conditionals ➤ learn about and practise the use of mixed conditionals 	<ul style="list-style-type: none"> ➤ learn about ways of getting involved

Communication

Interpersonal communication	Interpretive communication		Presentational communication	
	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> ➤ express wishes and regrets 	<ul style="list-style-type: none"> ➤ listen for general understanding ➤ listen for details ➤ infer meaning ➤ discuss ideas 	<ul style="list-style-type: none"> ➤ predict the main idea ➤ survey the text ➤ read for specific information ➤ discuss ideas 	<ul style="list-style-type: none"> ➤ write a formal letter asking for sponsorship 	<ul style="list-style-type: none"> ➤ talk about raising money for charity ➤ talk about teens and their power without the vote ➤ discuss the age young people are allowed to do things ➤ talk about different ways of fundraising

Projects or reviews .../ Evaluation / Time allocated to the unit / Values targeted

Projects or reviews or presentations ...	Evaluation	Time allocated to the unit	Values targeted
<ul style="list-style-type: none"> ➤ project: make interviews and write a report 	exam	3 weeks	<ul style="list-style-type: none"> ➤ charity ➤ contribution ➤ dynamism ➤ generosity ➤ influence ➤ entertainment ➤ satisfaction ➤ involvement ➤ making a difference ➤ sacrifice ➤ cooperation ➤ responsibility