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| **Unité d’Enseignement** | **Intitulé de la Matière** | **Code** | **Semestre** |
| UET11 | Anglais 1 | ANG1 | 1 |

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|  | **Cours** | **TD** | **TP** | **Total** | **Crédit** | **Coefficient** |
| **VHS** | 22h30 | | / | 22h30 | 1 | 1 |

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| **Prerequisites :** |

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| **Objectives :**   * To help students understand basic vocabulary of science and technology. * To help students use essential vocabulary of science and technology. * To consolidate/ reinforce grammar rules. * To write meaningful sentences. * To write coherent paragraphs. * To answer written examination questions correctly. * To read to grasp the general idea of a text. * To read in order to find the main ideas within a text. * To listen and comprehend basic functional scientific English. * To communicate using concepts and terminology taught in classroom. |

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| **Unit one :** Diagrams and description of objects and devices **(11h25)**   1. **Topic one:** Diagrams and description of objects 2. **Topic two:** Diagrams and description of devices | |
| **Discovering language**  **(language outcomes)**   1. **Grammar – pronunciation (03h30)**  * **P**resent simple * Pronouncing of final *–s* * **P**unctuation * **T**he use of the *–ing* form * **E**xpressing purpose * **L**ink words  1. **Vocabulary (03h25)**  * **S**trategies for checking a monolingual dictionary * **S**tudy of a dictionary entry * **V**ocabulary used to express relationship between a whole and its parts or between a set and its members. (including, making up) ≠ (excluding, not being part of) * **L**anguage of measurements * Basic metric units * Derived metric units * Compound metric units * **D**escribing shapes and dimensions | **Developing skills**  **(skills and strategies outcomes)**   1. **Functions:**  * **D**escribing component shapes and features * **D**escribing the function of a device * **C**omposition of a diagram based on a description * **M**aking statements about diagrams * **I**llustrating a text with diagrams * **E**xpressing measurement * **E**xpressing purpose  1. **Listening & speaking (01h30)**  * **L**istening to a presentation of a device * **L**istening for specific information, general ideas * **M**aking inferences * **T**alking about a given device * **M**aking a presentation of a device  1. **Reading & writing (03h00)**  * **R**eading * **R**eading for specific information, general ideas * **I**dentifying referents of reference words * **G**uessing the meaning of words through context * **R**ecognizing types of discourse * **D**iscussing the organizational pattern of the text * **M**aking logical links between sentences and paragraphs * **S**ummarizing * **W**riting the description of a device |

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| **Unit two :** Diagrams and description of processes **(11h25)**   1. **Topic one:** How technology works 2. **Topic two:** How energy is produced | |
| **Discovering language**  **(language outcomes)**   1. **Grammar – pronunciation (05h25)**  * **P**resent simple *vs.* continuous * **P**assive voice * **P**ronunciation of final *–ed* / *–ch* * **S**equencers (first, next…) * **S**hort-form time clauses * **R**elative pronouns * **S**hort-form relative clauses  1. **Vocabulary (01h30)**  * **V**ocabulary related to processes * **D**efinitions * **G**eneralizations | **Developing skills**  **(skills and strategies outcomes)**   1. **Functions:**  * **D**rawing and labeling a diagram of a process, using drawings and terms provided. * **P**roviding descriptions for processes illustrated by diagrams * **T**ransformation of directions etc. into descriptions. * **C**hanging descriptions into sets of directions and statements of results. * **D**escribing a process (using sequencers)  1. **Listening & speaking (01h30)**  * **L**istening to a presentation of a process * **L**istening for specific information * **L**istening for general ideas * **R**ecognizing and showing a sequence of events * **P**redicting the sequencing of ideas * **T**alking about a given process * **M**anaging through a long conversation by asking for clarifications, giving examples… * **M**aking an oral summary of a process  1. **Reading & writing (03h00)**  * **R**eading * **S**kimming * **S**canning * **C**ontextual reference * **R**ephrasing * **G**uessing the meaning of words through context * **A**nalysis of paragraph organization * **M**aking logical links between sentences and paragraphs * **S**ummarizing * **W**riting a descriptive essay (process) |

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| **Bibliographic references:**   * The scientist speaks: the English of Science and Technology, The British Broadcasting Corporation, 1967 * English in focus: English in physical science, J.P.B. Allen, H.G. Widdowson, Oxford University Press, 1974 * English for science and technology: Engineering, Tony Dudley-Evans, Tim Smart, John Wall, Longman, 1979 * Ecrire l’anglais scientifique et technique, Sally Bosworth-Gerome, Robert Marret, ellipses, 1994 * Comprendre l’anglais scientifique et technique, Sally Bosworth-Gerome, C. Ingrand, Robert Marret, ellipses, 1992 * Minimum competence in scientific English, Sue Blattes, Véronique Jans, Jonathan Upjohn, EDP Sciences * La communication scientifique en anglais, Alain Souillard, Françoise Souillard, BMS/ Langues pour tous, 2003 * Communiquer en anglais : guide pratique à l’usage des scientifiques, Dorothée Baud, Lauriane Hillion, ellipses, 2008 * Professional English in Use Engineering with Answers: Technical English for Professionals, Mark Ibbotson, Cambridge University Press, 2009 * English in Focus: English in mechanical engineering, ed.: Eric H. Glendinning, Cambridge University Press, 1974 * Flash on English for Mechanics, Electronics and Technical Assistance [(Flash on English ESP),](https://www.goodreads.com/series/103857-flash-on-english-esp) [Sabrina Sopranzi](https://www.goodreads.com/author/show/7086913.Sabrina_Sopranzi), 2012 * Longman Photo Dictionary, Longman, 2012 * Everyday Technical English, Valerie Lambert, Elaine Murray, Longman, 2003 * English grammar in use, Raymond Murphy, Cambridge University Press, 2003 |

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| **Modalités d’évaluation :**  Interrogation, Devoir surveillé, Examen final |