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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
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| **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
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| **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 |