

## Anglais (L3)

### Moyens d'enseignement

Oxford Intermediate Course Book *Insight*

A choice of two intermediate graded readers

### Organisation

The first year English course covers units 1-5 of the Oxford course book *Insight*. Each unit is divided into five sub-chapters (A-E), four of which are dealt with in the course (A-D). Different topical themes provide the framework for each unit, with each sub-chapter emphasizing the acquisition of one specific skill: sub-chapter A deals with vocabulary, sub-chapter B with grammar, sub-chapter C with listening and speaking, sub-chapter D with culture in the English-speaking world. In addition to the course book, students will read two *Pre-Intermediate* graded readers throughout the year. The first book is used to learn vocabulary and grammar and to develop reading comprehension skills. The second book serves as a basis for topical presentations, in which pronunciation, grammar, vocabulary and oral skills are tested. Students will write a letter (personal or official) either linked to topics in *Insight* or linked to the reading books.

### Objectifs spécifiques

Thèmes / Chapitres	Compétences disciplinaires
<b>Describing Appearance</b> <ul style="list-style-type: none"> <li>▪ Students are able to describe someone physically</li> <li>▪ Students are able to describe somebody's character</li> <li>▪ Students are able to describe what someone is wearing</li> <li>▪ Students understand a description</li> </ul>	Students are able to: <ul style="list-style-type: none"> <li>▪ <b>Listening:</b> Follow a discussion in clear standard English and understand the main points;</li> <li>▪ <b>Speaking:</b> Express feelings and give their thoughts on particular events and experiences.</li> </ul>
<b>Travelling</b> <ul style="list-style-type: none"> <li>▪ Students are able to describe a past holiday or travelling experience</li> <li>▪ Students are able to express their opinion on responsible tourism</li> <li>▪ Students are able to make an argument defending their opinion and understand their partner's point of view</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Reading:</b> Read a formal or informal letter, or a text, on a familiar topic and understand the main points;</li> <li>▪ <b>Writing:</b> Write a formal or informal letter, or a text, on a familiar topic using appropriate language and style.</li> </ul>
<b>Feelings</b> <ul style="list-style-type: none"> <li>▪ Students are able to express their feelings and emotions</li> <li>▪ Students are able to discuss physical fitness and health</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Listening:</b> Follow a discussion in clear standard English and understand the main points;</li> <li>▪ <b>Speaking:</b> Express feelings and give their thoughts on particular events and experiences.</li> </ul>
<b>The Environment</b> <ul style="list-style-type: none"> <li>▪ Students are able to discuss ecological issues</li> <li>▪ Students are able to express their opinions and react to arguments</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Listening:</b> Follow a discussion in clear standard English and understand the main points;</li> <li>▪ <b>Speaking:</b> Express feelings and give their thoughts on particular events and experiences.</li> </ul>

**Moral Dilemmas**

- Students are able to talk about imaginary situations
- Students are able to apologize and accept an apology
- Students are able to discuss moral dilemmas

- **Reading:** Read a formal or informal letter, or a text, on a familiar topic and understand the main points;
- **Writing:** Write a formal or informal letter, or a text, on a familiar topic using appropriate language and style.