

Anglais (L3)

Moyens d'enseignement

Oxford Intermediate Course Book *Insight*

A choice of two intermediate graded readers or one unabridged novel

Organisation

The second-year English course covers units 6-10 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 one unabridged book or two simplified readers throughout the year. The first book will be used primarily to learn vocabulary and grammar and to develop reading comprehension skills. The second book may serve as a basis for topical presentations in which pronunciation, grammar, vocabulary and oral skills are tested. The end of the second year culminates in a promotion exam, where students will be tested on their listening, reading and writing skills as well as vocabulary and grammar learned throughout their first two years at the ECGF/FMSF.

Année - Domaine	2ème S, T et P
Dotation annuelle	3h /semaine
Examen final	Promotion <input checked="" type="checkbox"/> écrit et/ou <input type="checkbox"/> oral

Objectifs spécifiques

Thèmes / Chapitres	Compétences disciplinaires
Shopping and Marketing <ul style="list-style-type: none"> ▪ Students are able to discuss their spending habits and how they make money ▪ Students are able to explain describe amounts and express contrast ▪ Students are able to describe a picture ▪ Students are able to produce passive structures 	Students are able to: <ul style="list-style-type: none"> ▪ Listening: Follow a discussion in clear standard English and understand the main points; ▪ Speaking: Express feelings and give their thoughts on particular events and experiences.
The Senses <ul style="list-style-type: none"> ▪ Students are able to talk about how we interact with our environment using different senses ▪ Students are able to describe food and give their opinion about nutrition in a structured and logical way ▪ Students are able to report an event ▪ Students are able to ask someone to do something politely and are able to complain about a situation ▪ Students are able to formulate a written complaint 	<ul style="list-style-type: none"> ▪ 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.
Decisions <ul style="list-style-type: none"> ▪ Students are able to discuss their professional goals ▪ Students are able to express wishes and regrets ▪ Students are able to describe imaginary situations and outcomes using conditionals 	<ul style="list-style-type: none"> ▪ Listening: Follow a discussion in clear standard English and understand the main points; ▪ Speaking: Express feelings and give their thoughts on particular events and experiences.
Technology <ul style="list-style-type: none"> ▪ Students are able to discuss and analyze their digital life-style 	<ul style="list-style-type: none"> ▪ Reading: Read a formal or informal letter or text on a familiar topic and understand the main points;

<ul style="list-style-type: none"> ▪ Students are able to describe different features of a device ▪ Students are able to give clear instructions how to do something (for example use a gadget or device) ▪ Students are able to form complex sentences using relative clauses ▪ Students are able to write a clearly structured essay. 	<ul style="list-style-type: none"> ▪ Writing: Write a formal or informal letter, or a text, on a familiar topic using appropriate language and style.
<p>Creativity</p> <ul style="list-style-type: none"> ▪ Students are able to express their opinion concerning the tension between talent and effort. ▪ Students are able to talk about their preferences in entertainment ▪ Students are able to debate about the value of the arts 	<ul style="list-style-type: none"> ▪ Speaking: Express feelings and explain what particular events and experiences mean to them; ▪ Writing: Write a formal or informal letter, or a text, on a familiar topic using appropriate language and style.