

<b>Université de Tunis</b>	<b>Etablissement : FSHST</b>
<b>Nature du diplôme:</b> <input checked="" type="checkbox"/> <input type="checkbox"/> <b>L.F.</b> <input checked="" type="checkbox"/> <b>L.App.</b> <input type="checkbox"/> <b>M1</b> <input type="checkbox"/> <b>M2</b> <input type="checkbox"/> <b>Intitulé du diplôme :</b> Licence fondamentale de langue, littérature et civilisation françaises	<b>Année universitaire :</b> 2019/2020 <b>Niveau :</b> L1 <b>Semestre :</b> 1 <sup>er</sup> semestre

## Fiche descriptive d'un cours

### Intitulé du cours : Anglais

Enseignante : Mme Wafa ATALLAH SAAÏED  
Département de français

### 1. Eléments constitutifs du Cours

Volume des heures de formation présentielle (par semaine)			
Cours	TD	TP	Autres
	1h30		

### 2- Objectifs du cours

Provide a learning atmosphere that encourages students to work on developing their skills:

#### 1- Speaking:

- Provide students with topics that will motivate them to speak.
- Encourage students to put into practice grammar and vocabulary that has been worked on earlier in the lesson.

#### 2- Listening:

- Provide motivating and integrated texts, tasks and songs which are achievable.

#### 3- Reading:

- Provide reading texts from a variety of real sources (newspapers, magazines, the internet...) to stimulate students to react and respond and to become efficient readers.
- Introduce different strategies of reading (skimming, scanning..)

#### 4- Writing:

- Provide writing tasks that focus on both electronic (emails) and 'traditional' text types (telling stories ,writing interviews, writing paragraphs...)
- Explain the mechanics of writing a paragraph (indentation ,capitalization, punctuation...)
- Define the components of writing a paragraph (topic sentence, supporting sentences, concluding sentence...)
- Focus on the importance of coherence, transition and paragraph unity

### 3- Résumé

- Make students realize how much they know.
- Make the students' passive knowledge active with a steady input of new language.
- Provide the students with the basic tools they need to speak English with confidence (grammar +vocabulary)
- Use a variety of strategies and techniques to assess the students' progress (pairwork, groupwork, doing quizzes, conducting discussions, making interviews...)

### 4- Plan du cours

#### 1- Language focus:

- Vocabulary.
- Speaking.
- Listening.
- Reading.

#### 2- Paragraph writing.

### 5- Méthode d'évaluation et régime d'examens

Contrôle continu	Examen final	Régime mixte
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 6- Références bibliographiques

Oxford University Press 2013 Co-authors: Clive Oxenden and Christina Latham-Koenig

### 7- Liste des travaux dirigés

- 1- Module**
- Lesson 1 Food: fuel or pleasure?
  - Lesson 2 If you really want to win, cheat
  - Lesson 3 We are family
- Language focus: present simple and continuous; action and non-action verbs  
past tenses  
future forms: going to, present continuous, will/shall
  - Vocabulary: food and restaurants  
sport  
family, personality
  - Speaking: talking about eating habits  
telling an anecdote ,talking about sport  
talking about the changing 'shape' of the family
  - Listening: an interview with an english chef  
an interview with an a football referee  
psychologist talking about position in family + song: We are family

- Reading: Food: fuel or pleasure?  
When you hear the final whistle  
We are family

**2- Paragraph writing :**

- choosing and narrowing a topic
- brainstorming
- developing an outline
- writing a rough draft
- editing the draft for content and organization
- proofreading the draft for grammar and organization
- writing a final copy to hand in

**8- Méthodes pédagogiques et moyens didactiques spécifiques** (méthodes et outils pédagogiques, possibilités d'enseignement à distance...)

**Teaching Materials:**

- Photocopiable grammar activities
- Textbook: New English File      Intermediate Student's book