

2.0 credits	20.0 h	2q
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Teacher(s) :	Moreman Jennifer ; Piwnik Marc (coordinator) ;
Language :	Anglais
Place of the course	Louvain-la-Neuve
Main themes :	<p>To ensure the smooth transition from passively understanding spoken English towards actively speaking it, it is important that the students distinguish and understand isolated words and expressions. They will learn to distinguish between English phonemes in order to differentiate words like, for instance, #work', #walk', #woke'.</p> <p>Students will be able to pronounce and stress words correctly, use the weak forms of auxiliary and modal verbs, spell out the English and Greek alphabets and use the English phonetic system.</p> <p>Students will be able to use the vocabulary of the texts employed in the English course.</p>
Aims :	<p>Concerning listening comprehension, students should be able to :</p> <ul style="list-style-type: none"> <li>- attend classes, conferences or talks given in English and to grasp, not only the general meaning, but also the important details.</li> <li>- understand spoken English sufficiently well in order to communicate effectively with colleagues in scientific and technical contexts.</li> </ul> <p>Concerning spoken English, students should be able to:</p> <ul style="list-style-type: none"> <li>- conduct a well-structured oral presentation of their project by using appropriate language and presentation techniques.</li> <li>- use basic scientific vocabulary fluently.</li> <li>- use everyday language necessary for group work.</li> <li>- communicate effectively with colleagues in scientific and technical contexts.</li> <li>- read aloud and clearly, reports, verbal accounts and other scientific or technical texts.</li> </ul> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Content :	<p>The spoken texts used as teaching aids deal with different topics such as pollution and alternative fuels, the risks attached to new technologies, etc. The written texts are either transcripts or additional texts to those spoken, for instance, on the probabilities of risks inherent to new technologies and on alternative energies.</p> <p>The course comprises ten learning units, implying 20 hours (2hours x 8 weeks) of class activities with a teacher.</p> <p>The teaching schedule is the following :</p> <ol style="list-style-type: none"> <li>1. Introductory lecture, initial work and exercises in class or language lab with the teacher,</li> <li>2. Autonomous group and/or individual work (possibility of self-tuition to catch up on weak points)</li> <li>3. Monitoring work and providing practice via (mostly) oral activities in class, such as role plays, questions-answers, debates, etc.</li> <li>4. Feedback and advice on remedial work to be done after class.</li> </ol>

<p>Other infos :</p>	<p>Evaluation:</p> <ul style="list-style-type: none"> <li>- Continuous assessment</li> </ul> <p>Students' skills in comprehension and oral expression and particularly the progress made, are subject to continuous assessment throughout the term; this will cover both their comprehension and their non-interactive production (i.e. the pronunciation and correct stress of words), as well as their ability to communicate effectively (understanding and talking) during class activities. Continuous assessment will also take into account regular class attendance and personal work as well as active participation in group work and in class activities.</p> <p>Continuous assessment will focus primarily on students' oral work, for example role plays, discussions, reports and presentations. Presentations will be made either individually or in a group and must be related to topics covered in their courses and preferably to their projects.</p> <p>There will be a number of short written tests covering vocabulary and listening comprehension. The latter can be tested via the message or the language used. These tests also prepare the students for the exam proper. All the different types of exam questions will be practiced in class beforehand.</p> <p>Continuous assessment accounts for 1/3 of the total mark.</p> <ul style="list-style-type: none"> <li>- Examination</li> </ul> <p>The examination will check whether the objectives concerning listening comprehension and vocabulary have been reached. The exam represents 2/3 of the mark.</p> <p>Teaching aids:</p> <ul style="list-style-type: none"> <li>- course notes, on sale at the ILV, with CAA (self-tuition centre) access card</li> <li>- spoken texts available on audio cassettes, CD-ROMs or on line</li> <li>- the CAA and multi-media room at the ILV</li> <li>- teacher reception hours</li> </ul> <p>Prerequisites:</p> <p>The English course of Bac 1.</p> <p>This course has been specifically designed to consolidate and integrate the vocabulary acquisition which began in the first year, while taking into account the 3rd year Plan Langues courses which focus more on the speaking skills the students will need to master for their future professional lives.</p>
<p>Cycle and year of study :</p>	<p><a href="#">&gt; Bachelor in Engineering : Architecture</a>  <a href="#">&gt; Bachelor in Engineering</a></p>
<p>Faculty or entity in charge:</p>	<p>ILV</p>