

# Introduction to the 1st Year English Course:

## Objectives and Tools

**Hours: 24 sessions lasting 2 hours each (48 hours in class)**

**Exams: 2 end of term exams (2hrs each)**

The objective of the 1st year course is to **develop the potential of each student** and enable him or her to reach **a sufficient level of oral comprehension and expression** to be **operational in both professional and personal situations**. In order to attain this goal we offer regular sessions in the language laboratory and a form of teaching by example (i.e. with teachers actually "performing" and thus setting an example for the students). The latter are urged to adapt to the style and language of formal presentations, as they are explained and demonstrated by the teacher, but are free to choose whatever topics interests them the most.

The most innovative aspect of this program is the work that is done individually with the teacher during the "**tutorials**", when the student is alone with the teacher and can be corrected in real time. It is the same for and the "**personalized interviews**", when two students are alone with the teacher and present a prepared interview. These activities take place during the lab session, while the other students in the class are working on the lab program of the day. The **cultural part of the program** is in fact oriented by the personal choice of each student, who does his own individual research and chooses the texts or documents he wishes to study and present either to the teacher alone (tutorials) or in front of the class. These documents come from newspapers, magazines, radio or TV broadcasts, the Internet etc. Finally, many of the English teachers at CPPG are native speakers from different countries and cultures.

### OBJECTIVES:

Review the basics (grammar / everyday vocabulary)

Encourage the students to express themselves orally in intensive pair work

Train the students in the techniques of formal oral presentations

Teach the students to:

- Comment on slides, graphs, drawings, diagrams etc.
- Write a detailed outline in the U.S. format, a short essay or a business letter
- Give a formal thank you speech after an oral presentation given by a colleague
- Help the student to:
  - Learn basic scientific vocabulary and scientific expressions
  - Practice using a video camera (i.e. filming and being filmed by others)
  - Learn how to animate a group by using group dynamics

### TOOLS:

A language laboratory with an intensive lab program (adaptable to almost all levels)

Booklets and audio/video cassettes (produced by M. Raynaud and her team of teachers)

### ACTIVITIES:

**The whole year** (one hour during all of the 24 two hour classes):

- Lab with an intensive self-pacing language program designed for individual work

- Tutorials (one person or two person individual sessions with the teacher)
- Interviews (two students performing with only the teacher listening-in lab)

### **1st Term in the classroom:**

- Grammar and vocabulary exercises
- Short oral presentations with a partner or partners:
  - Surveys, projects, games, group dynamics
  - Role-play / acting

### **2nd Term in the classroom:**

- Presentation of formal speeches/lectures with slides and a written handout to be given to the audience
- Workshops animated entirely by the students themselves
- Tribunes: oral news broadcasts concerning local events (Student Union, sports...)
- TOEFL and TOEIC practice
- Production of short video films (first 1 minute then 6 minute films) - filming and editing with the assistance of Mrs. Raynaud

### **More information about tutorials:**

Tutorials are individual sessions where the student is alone with the teacher and cannot be heard by the rest of the class. Each student is required to submit a written file with a typed U.S. format outline at the start of his tutorial. Corrections are indicated both orally and in writing (on the second page of the outline) in real time during the student's presentation. After the tutorial the student is asked to use the teacher's written annotations to correct the file and to make charts indicating clearly the grammar, vocabulary and pronunciation mistakes made during the tutorial.

Students do at least one individual tutorial in each course. The second tutorial can be a two-person tutorial during which two students share the speaking time in a dynamic appealing way and speak from a single outline they have produced together. At the end of a two-person tutorial the students are asked to have a prepared discussion or debate (opposing points of view) related to the topic they have dealt with. The questions they ask each other have to be written on the second page of the outline after the conclusion. Since the outline is not supposed to contain any questions (just factual keywords or expressions), this is an opportunity for the teacher to check the use of the interrogatory form.