

MASTER INFO

English course

2025-2026

Class 1

Icebreaker 1 - Meeting the class

Ask as many questions as possible to your partner and take a few notes. You will then introduce them to the rest of the class.

Ideas:

Where they are from

What they like about their studies

Their hobbies

Their career plans if they have any


Icebreaker 2 - In groups (4-5 people)

Find three things you have in common – the stranger the better !

Report back and vote on which group has the strangest three things in common

>explore to find the most unusual things. shared hobbies, opinions, fears, travels, desires, experiences, studies, etc.

Class structure and expectations



Learning objectives

→ Reinforce your language skills:

- Listening comprehension
- Reading comprehension
- Written production
- Oral production
- Oral interaction

→ Emphasis on scientific English

→ Reviewing Grammar points needed for scientific English

.Class structure

Class		
	18.09	
1	25.09	
2	02.10	
3	09.10	
4	23.10	Essay 1
BREAK		
5	06.11	
6	13.11	
7	27.11	
8	04.12	
9	11.12	
10	18.12	FINAL TEST

Class Content

- .English Brochure and other documents
- .Students' presentations

Assessment

A vertical white line is positioned to the left of the word 'Assessment', extending from the bottom of the word down to the bottom of the slide.

Assessment organisation

→ 40% in class (Continuous assessment)

→ 60% **Final test**

In-class assessment

Grading criteria and expectations

In-class assessment: oral presentation (20%)

→ 40% in class

.20% : Oral presentation on a scientific subject to be done **in pairs**

.20% : Continuous assessment – mock essays, additional oral exercises...

Final exam

Grading criteria and expectations

Final exam

→ 60% **Final test in 3 parts:**

- 20 % Reading comprehension
- 20 % Listening comprehension
- 20% Written expression

To help prepare for exams

- .Make sure you review the vocab we go over in class
- .Use **the Espace Langues** where you can find helpful resources - 43-53, 1st floor, room 105
- .Learn from your classmates!

Aménagements, Tiers-Temps

.If you have any special requirements (extra time, permission to take breaks, etc.) and have completed the relevant administrative procedure with the SHSE let me know ahead of the exam sessions (DO THIS BEFORE NOVEMBER)

Any Questions ?

Oral Presentations



Oral presentations

- DO a 20 MINUTE presentation IN PAIRS using a PowerPoint document.**
- Subject: related to your field, you will see list in a minute**
- Make it a question
- Your subject should be NEW to your audience.**
- Mention your **sources.**
- Include **statistics, facts and figures**
- Have a great ppt!
- No document allowed during presentations

Icebreaker

A thin, vertical white line is positioned to the left of the word "Icebreaker", extending from the bottom of the letter 'e' down to the bottom edge of the slide.

Desert Survival Test

This is a problem to be solved by groups of 5-8 people. The situation described is based on over 2,000 actual cases in which men or women lived or died depending on the survival decisions they made. Your own 'life' or 'death' will depend on how well your group can share its knowledge to reach decisions.

Desert Survival Test

It is approximately 10.00 am in mid-July and you have just crash-landed in the Sonora Desert, South West USA. Your light twin-engined plane containing the bodies of the pilot and co-pilot have completely burnt out, only the frame remaining. None of the rest of you has been injured.

The pilot was unable to notify anyone of your position before you crashed. However, ground sightings taken shortly before the crash suggested that you are about 65 miles off-course from your originally filed flight plan. A few moments before the crash the pilot indicated that the nearest known habitation was a mining camp 70 miles away in a North-North-East direction.

Desert Survival Test

The immediate area is quite flat and appears to be rather barren except for the occasional cactus. The last weather report indicated that the temperature would reach 110°F (43°C).

You are dressed in light-weight clothing -short-sleeved shirts, shorts, socks and leather shoes. Everyone has a handkerchief. Collectively your pockets contain \$1.25 in change, \$81 in notes, a packet of cigarettes and a ball-point pen.

Desert Survival Test

The problem

Before the plane caught fire, your group was able to salvage the 15 items listed on the next page

As an individual, rank these items in order of importance for your survival, starting with 1' for the most important down to 15' for the least important. You may assume that the number of survivors is the same as the number of members in your group and that they have decided to stick together. Write the numbers in the first column and do not discuss your ranking with anyone else at this stage.

Desert Survival Test

Now get together with the other members of your group to discuss the problem and write down the numbers of the new order of importance (which you have agreed upon) in the second column.

Desert Survival Test

Your teacher will give you the 'official' ranking.

Compare the ranking which you as an individual gave each item and subtract the lower figure from the higher one. Write the difference in the column headed Individual Difference score.

When you have finished, add up all the figures in that column and make a note of the total.

Do the same for the ranking which your group decided, noting the difference in the column headed Group Difference Score and write down the total.

Compare the two results. The lower figure represents the greater chance of survival. Which seems to have been effective – individual or group decision?

Tell me a few things about you in writing

- .What Bachelor's degree did you graduate from? Where was it located?*
- .What are you most passionate about in your field of studies?*
- .Any other interests?*
- .Relationship with English*
- .Future internship – which institutions/companies will you target and why?*

What makes
a good
presentation



Think presentations and conferences you attended

- What did you particularly like or dislike about these presentations ?
- What makes a good or a bad presentation?

Recap – Oral Presentation Skills

.What to aim for

.What to avoid

Speak loud and clearly, at the right pace	Speak too softly for people to hear, too slow or too fast
Intonation is energetic, speaker communicates their passion for the topic	Intonation is flat, monotonous, lacking enthusiasm
Body language: is confident, important elements of the talk are accompanied by relevant gestures, speaker makes eye contact	Body language: is either too static, or too chaotic (walking around, turning away from audience, speaker is agitated), distracts from content of presentation
Slides: use titles to guide the audience, keywords and supportive images/graphs	Slides: too much text, content does not match with what is being said, no clear structure
Structure: the talk has a clear intro, several sections, conclusion, and overall coherence. All elements are relevant to the argument.	Structure: is imbalanced, or missing elements. Relevance of some elements is unclear to the whole, repeats itself, no clear conclusion
Manages time well, knows exactly when to transition to next slide	Presentation is either too short or too long , transitions are not properly handled