

1. SYLLABUS DU MODULE

1.1. OBJECTIFS DU MODULE

A core component in the curriculum that helps students understand the functions and the appropriate use of language as well as develop their awareness in combining culture and language for more openness towards and promotion of cultural and pragmatic competencies. This will allow students to recognise and exchange familiar words and very basic phrases about self, family and immediate environment when people speak slowly and clearly.

1.2. PRE-REQUIS PEDAGOGIQUES (Indiquer le ou les module(s) requis pour suivre ce module et le semestre correspondant)

Compétences linguistiques et communicatives acquises en S5

1.3. VOLUME HORAIRE (Les travaux dirigés sont obligatoires dans les modules majeurs. Les travaux pratiques, hors projet tutoré ou stage, constituent 20% au minimum du volume horaire global dumodule nécessitant des travaux pratiques).

Elément(s) de module	Volume horaire (VH)						
	Cours	TD	TP	Activités Pratiques (Travaux de terrain, Projets, Stages, ...), Autres /préciser)	Travail personnel	Evaluation des connaissances	VH global
Anglais	21	16	0	9	0	4	41
VH global du module	21	16	0		0	4	41
% VH	51%	39%	0%		0%	10%	100%

1.4. DESCRIPTION DU CONTENU DU MODULE

- Fournir une description détaillée des enseignements et/ou activités pour le module (Cours, TD, TP, Activités Pratiques,).
- Pour le cas des Licences d'Etudes Fondamentales, se conformer au contenu du tronc commun national.

Themes	Receptive Skills Listening / Reading	Vocabulary	Grammar	Productive Skills	
				Speaking	Writing
University life	Listening to/ reading short sentences for specific information	Campus, scholarship, school fees, academic freedom	Present perfect Regular and irregular verbs	Expressing one's feeling about life in campus	Unscramble sentences
Work and occupations	Listening to / Reading short sentences about types of jobs activities	Names of work collocations Part-time/ full-time jobs	Interrogative/ negative/ affirmative forms of present tenses, prepositions of time and place	Expressing preferences for occupations	Filling time tables+ school activities
Shopping	Listening to/ reading conversations at shops	Clothes / shops/ prices / colours	Comparatives, short & long adjectives. Pronouns: subject, object, possessive	Asking about prices and colours expressing Preferences of	Shopping list
Social media	Listening to / Reading on social media	Social media, networking, influencers, addiction	Plural Regular/ irregular	Expressing personal opinions	Advantages and disadvantages of social media
Artificial Intelligence	Listening to / Reading on artificial intelligence	Ethical use, academic integrity	Present perfect continuous Use and form	How could AI facilitate learning	Writing a topic sentence of a paragraph on AI

Sports	Listening to / Reading on sports	A routine breaker Energy booster Fitness	Gerund or infinitive	The importance of sport on students' lives	Writing the body of a paragraph on sport
Art and music	Listening to / Reading on arts and music	Local music and dances	Phrasal verbs	Expressing music preferences	Comparing types of music all over the world
Culture	Listening to / Reading on cultural diversity	Culture shock Melting pot Ethnicity and race	Relative pronouns Restrictive non restrictive	Comparing and contrasting Moroccan culture to other cultures	Describing a wedding ceremony in Morocco
Travel	Reading a text about a trip/ listening to a dialogue about foreign places	Adjectives of describing places, adverbs of frequency	Future perfect Form and use	Expressing agreement and disagreement	Organize one's travel activities
Past and Future	Reading text about past habits and traditions	Action verbs , cardinal numbers, dates	Used to + past tense of irregular verbs future tenses	Compare past and present habits and traditions	Write future plans

1.5. MODALITES D'ORGANISATION DES ACTIVITES PRATIQUES

- Approche participative
- Activités de groupe
- Jeux de rôle
- Apprentissage situationnel » afin de formaliser l'importance des mises en situation professionnelles dans l'acquisition des compétences linguistiques, tout en veillant à ce que ces situations soient adaptées à chaque filière et intègrent le technolécrite spécifique à son domaine.

1.6. DESCRIPTION DU TRAVAIL PERSONNEL, LE CAS ECHEANT

- Mini-projet
- Revue d'article
- Essai documenté
- Présentations

2. EVALUATION

2.1. Modes d'évaluation

ELEMENT DE MODULE : Anglais

☒ **Examen de fin de semestre** : coefficients de pondération (3 / 5)

☒ **Contrôles continus** : coefficients de pondération (2 / 5)

Préciser (tests, épreuves orales, devoirs, exposés, rapports de stage ou autre moyen de contrôle) :

☒ **Tests**

☐ **Epreuves**

☒ **Devoir**

☒ **Exposé**

☐ **Travaux pratiques :**

2.2. Modalités de Validation du module