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CHARTE D'ANGLAIS

A1 SKILLS-BASED ENGLISH LANGUAGE TEACHING CHARTER

The requisite A1 exit competencies in the four language skills.

Students should be able to:

Speaking

- Ask and answer simple questions on very familiar topics.
- Use simple phrases and sentences to describe where they live and people they know.

Writing

- Write a short message or a simple postcard composed of simple sentences.
- Fill in forms with personal details (name, nationality, address).

Listening

- Recognise familiar words and very basic phrases concerning themselves, their family and surroundings when people speak slowly and clearly.
- Understand familiar names, words and very simple sentences.

Reading

- Understand familiar names, words and very simple sentences (on notices and posters, or catalogues).

Language tools

Grammar

Nouns and noun phrases

- The definite and indefinite article and non-countable words.
- Expression of indefinite quantity (some/much/many).
- Simple comparison (the formation of the comparative and superlative).

Verbs and verb phrases

- The simple and progressive forms of the present and past tense, the present perfect and preterite, the conditional.
- Irregular verbs.

Syntax

- Affirmation, negation and interrogation.
- The relative proposition.
- An introduction to key prepositions (like/as, in/into, at/on etc) and the most basic connectors.

Vocabulary

- Development of simple vocabulary based on the Sciences Po web-based version of Road to IELTS.

- Simple vocabulary related to specific topics covered in class (political, economic, social and cultural issues).

Phonetics

- Elementary consonant and vowel oppositions.
- Simple introduction to the accentual structure (stress patterns) of English.
- Diphthongs.

Pedagogical material

A large range of pedagogical material can be used by the teacher: press articles, videos, audio extracts, web docs and IELTS textbooks.

Remedial work

- Tutorials: they are available to the students during the term. Several English teachers can train them for the oral part of the IELTS, but can also provide remedial advice on written skills, grammar and other linguistic problems.
- Useful tools for self-study: they offer remedial work on specific linguistic points and are available on the Sciences Po website.
- Language laboratory 306 (56 rue des Sts-Pères, 3rd floor): free access to multimedia pedagogical material (interactive grammar and lexical textbooks, IELTS textbooks) available on the computers of the lab.

Skills-based assignments

Writing skills

Three mandatory written assignments spread over the semester based on the written exercises required for the IELTS (simple graph descriptions, short essays, short summaries). Correction of language and contents should include clear instructions on the structures to be worked on (grammar, syntax and vocabulary) outside the classroom, using wherever possible "Useful Tools for Self-Study Purposes". No grade should be given, but an indication of the level attained is essential.

Listening skills

Regular training based on the listening comprehension exercises required by the IELTS should be carried out over the entire semester. The web-based material offered should be used for this purpose. But various audio and video extracts from TV and radio websites can also be used in class.

Speaking skills

Role-play work and debates should be proposed. Problems related to the handling of contents and structure should be analysed and the appropriate remedial work recommended for student investment outside the classroom (language lab 306 and English tutorials).

Reading skills

Guided reading comprehension exercises of the sort required for the IELTS should be proposed at regular intervals. The web based material offered should be used for this purpose. But the teacher can also propose various press articles.

A one-hour test will be organized in each class during week 10. Teachers will be informed about test contents.

Individual assessment, changes of levels and credits

Individual assessment

During week 7, teachers will proceed to an individual assessment of each student which will provide specific pedagogical advice concerning speaking, writing, listening and reading skills.

Changes of level

During week 12, teachers will inform students about the kind of end-of-term assessment that they will enter online. They will also have to inform students in case they suggest a change of level. In no case should the student decide about this change of level.

Credits

The language class is based on continuous evaluation, so no grade should be given. However, teachers will have to indicate whether they agree to award students the English credits at the end of the term. Credits can be awarded if a student has completed all mandatory assignments.

Credits cannot be awarded if a student has missed more than two classes and/or if his work is unsatisfactory.

Source

Adapted from the Common European Framework of Reference for Languages, Council of Europe, Language Policy Division, Strasbourg.

A2 SKILLS-BASED ENGLISH LANGUAGE TEACHING CHARTER

The requisite A2 exit competencies in the four language skills.

Students should be able to:

Speaking

- Speak of an event that takes place in the present or in the past.
- Describe an object or an image.
- Participate in a simple and direct exchange of information.

Writing

- Write a message (email or note) composed of simple sentences in the past or present linked with simple connectors (and, but, because) without complex tense adjustment like concordance.
- Express written agreement or disagreement on a subject treated in class.

Listening

- Understand the main point in short, clear, simple messages and announcements involving one speaker.
- Identify key words in a simple dialogue in order to reproduce the idea involved.

Reading

- Understand short simple texts but not all the words.
- Identify the main ideas in order to react in spoken or written form.

Language tools

Grammar

Nouns and noun phrases

- The definite and indefinite article and non-countable words.
- Expression of indefinite quantity (some/much/many).
- Personal, demonstrative, relative and possessive pronouns.
- Simple comparison (the formation of the comparative and superlative).

Verbs and verb phrases

- The simple and progressive forms of the present and past tense, the present perfect and preterite, the conditional.
- Some elements of modalisation (above all can and must).
- Use of –ing after verbs expressing sentiments (like and dislike).

Syntax

- Affirmation, negation and interrogation.
- The relative proposition.
- An introduction to key prepositions (like/as, in/into, at/on etc) and the most basic connectors.

Vocabulary

- Development of vocabulary based on the Sciences Po web-based version of Road to IELTS.
- Vocabulary related to specific topics covered in class (political, economic, social and cultural issues).

Phonetics

- Elementary consonant and vowel oppositions.
- Simple introduction to the accentual structure (stress patterns) of English.
- Diphthongs.

Pedagogical material

A large range of pedagogical material can be used by the teacher: press articles, videos, audio extracts, web docs and IELTS textbooks.

Remedial work

- Tutorials: they are available to the students during the term. Several English teachers can train them for the oral part of the IELTS, but can also provide remedial advice on written skills, grammar and other linguistic problems.
- Useful tools for self-study: they offer remedial work on specific linguistic points and are available on the Sciences Po website.
- Language laboratory 306 (56 rue des Sts-Pères, 3rd floor): free access to multimedia pedagogical material (interactive grammar and lexical textbooks, IELTS textbooks) available on the computers of the lab.

Skills-based assignments

Writing skills

Three mandatory written assignments spread over the semester based on the written exercises required for the IELTS (graph descriptions, short essays, summaries). Correction of language and contents should include clear instructions on the structures to be worked on (grammar, syntax and vocabulary) outside the classroom, using wherever possible "Useful Tools for Self-Study Purposes". No grade should be given, but an indication of the level attained is essential.

Listening skills

Regular training based on the listening comprehension exercises required by the IELTS should be carried out over the entire semester. The web-based material offered should be used for this purpose. But various audio and video extracts from TV and radio websites can also be used in class.

Speaking skills

Role-play work and debates should be proposed. Problems related to the handling of contents and structure should be analysed and the appropriate remedial work recommended for student investment outside the classroom (language lab 306 and English tutorials).

Reading skills

Guided reading comprehension exercises of the sort required for the IELTS should be proposed at regular intervals. The web based material offered should be used for this purpose. But the teacher can also propose various press articles.

A one-hour test will be organized in each class during week 10. Teachers will be informed about test contents.

Individual assessment, changes of levels and credits

Individual assessment

During week 7, teachers will proceed to an individual assessment of each student which will provide specific pedagogical advice concerning speaking, writing, listening and reading skills.

Changes of level

During week 12, teachers will inform students about the kind of end-of-term assessment that they will enter online. They will also have to inform students in case they suggest a change of level. In no case should the student decide about this change of level.

Credits

The language class is based on continuous evaluation, so no grade should be given. However, teachers will have to indicate whether they agree to award students the English credits at the end of the term. Credits can be awarded if a student has completed all mandatory assignments.

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B1 SKILLS-BASED ENGLISH LANGUAGE TEACHING CHARTER

The requisite B1 exit competencies in the four language skills.

Students should be able to:

Speaking

- Conduct a 5 minute presentation connecting phrases in a way that allows for the expression of agreement or disagreement on a topical issue.
- Express hypothesis and establish comparison in order to highlight the advantages or disadvantages of various options.
- Participate spontaneously in short exchanges on topics mentioned during the lecture, accounting for and sustaining a personal viewpoint.

Writing

- Write a short essay or a simple summary (150 words) on a short oral or written text.
- Take simple notes on relevant points developed during classroom presentations.
- Write a short message to someone (mail, note).

Listening

- Understand a short direct or recorded exchange between at least two speakers on a political, social or cultural subject.
- Understand the general meaning of a 5 minute news summary or current affairs commentary if the delivery is standard and clearly structured.

Reading

- Understand 500 word texts written principally on high frequency everyday language.
- Identify the essential structure of one such text in order to produce a summary.

Language tools

Grammar

Nouns and noun phrases

- Review and consolidation of the expression of quantity.
- Review of comparison.
- Lower intermediate noun / preposition and adjective / preposition combinations.
- Countable and non-countable nouns.

Verbs and verb phrases

- Review of the tenses studied in A2.
- The three future forms: structure and meaning (present progressive, going to, shall/will).
- The past perfect tense.
- Tense agreement and reported speech.

Vocabulary

- Development of vocabulary based on the Sciences Po web-based version of Road to IELTS.
- Vocabulary related to specific topics covered in class (political, economic, social and cultural issues).

Phonetics

- Weak forms and strong forms.
- Basic intonation patterns.
- Word stress and sentence stress.

Pedagogical material

A large range of pedagogical material can be used by the teacher: press articles, videos, audio extracts, web docs and IELTS textbooks.

Remedial work

- Tutorials: they are available to the students during the term. Several English teachers can train them for the oral part of the IELTS, but can also provide remedial advice on writing skills, grammar and other linguistic problems.
- Useful tools for self-study: they offer remedial work on specific linguistic points and are available on the Sciences Po website.
- Language laboratory 306 (56 rue des Sts-Pères, 3rd floor): free access to multimedia pedagogical material (interactive grammar and lexical textbooks, IELTS textbooks) available on the computers of the lab.

Skills-based assignments

Writing skills

Three mandatory written assignments spread over the semester based on the written exercises required for the IELTS (graph descriptions, short essays, summaries). Correction of language and contents should include clear instructions on the structures to be worked on (grammar, syntax and vocabulary) outside the classroom, using wherever possible "Useful Tools for Self-Study Purposes". No grade should be given, but an indication of the level attained is essential.

Listening skills

Regular training based on the listening comprehension exercises required by the IELTS should be carried out over the entire semester. The web-based material offered should be used for this purpose. But various audio and video extracts from TV and radio websites can also be used in class.

Speaking skills

Role-play work and debates should be proposed. Problems related to the handling of contents and structure should be analysed and the appropriate remedial work recommended for student investment outside the classroom (language lab 306 and English tutorials).

Reading skills

Guided reading comprehension exercises of the sort required for the IELTS should be proposed at regular intervals. The web based material offered should be used for this purpose. But the teacher can also propose various press articles.

A one-hour test will be organized in each class during week 10. Teachers will be informed about test contents.

Individual assessment, changes of levels and credits

Individual assessment

During week 7, teachers will proceed to an individual assessment of each student which will provide specific pedagogical advice concerning speaking, writing, listening and reading skills.

Changes of level

During week 12, teachers will inform students about the kind of end-of-term assessment that they will enter online. They will also have to inform students in case they suggest a change of level. In no case should the student decide about this change of level.

Credits

The language class is based on continuous evaluation, so no grade should be given. However, teachers will have to indicate whether they agree to award students the English credits at the end of the term. Credits can be awarded if a student has completed all mandatory assignments.

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B2 SKILLS-BASED ENGLISH LANGUAGE TEACHING CHARTER

The requisite B2 exit competencies in the four language skills.

Students should be able to:

Speaking

- Conduct a 10-minute oral presentation (press review, graph, video extract, Powerpoint) intelligibly and with a coherent personal argument.
- Participate in 10-minute discussions and debates using a coherent discourse.
- Use satisfactory communication skills on familiar topics.

Writing

- Take notes in English and communicate the information in a coherent 150-word summary.
- Produce a personal, organised, well-argued 250-word essay in 40 minutes (IELTS written task 1).
- Write a cohesive description of an IELTS graph or diagram in 20 minutes (IELTS written task 2).

Listening

- Understand extended speech in prepared exchanges in class (10 minute oral presentation, press review, or analysis of audio and video extracts).
- Take notes while listening to a 15-minute audio extract (radio news) and write a cohesive summary.
- Take notes while watching short extracts of current TV news and write a cohesive summary.

Reading

- Understand complex demonstrative texts (editorials or specialised articles) covering a variety of fields (economics, politics, culture, society or history).
- Identify the contents of several texts in order to produce a cohesive summary.

Language tools

Grammar

Nouns and noun phrases

- Number (non-countable nouns: information, research, evidence).
- Determiners (use of the definite and indefinite article).
- Quantity (some, any, few, little, none, all, the whole).
- Comparatives.
- Possessive forms: the apostrophe-s ≠ of ≠ attributives.

Verbs and verb phrases

- Defining action in time: revision of the difference between the simple present tense ≠ the present progressive / the present perfect ≠ the preterite / the preterite and the past perfect / the four future tenses.

- Revision of –ing forms: verbal function (there's someone writing) ≠ nominal function (the gerund ≠ the infinitive).
- Modalisation of speech: expression of capacity, permission, probability, possibility, obligation.
- Phrasal verbs.

Syntax

- Subject-verb agreement.
- Verb + object + infinitive constructions.
- Causatives: have, make, let, cause to etc (eg. I had my hair cut; I let him go; I made him work etc).
- Conditionals and concessives.
- Interrogatives.
- Adverb word order – still ≠ yet ≠ already.
- Active ≠ Passive.
- Duration with for ≠ since.

Vocabulary

- Development of vocabulary based on the Sciences Po web-based version of Road to IELTS.
- Vocabulary related to specific topics covered in class (political, economic, social and cultural issues).

Phonetics

Pronunciation of the English phonemes

- Essential vowel oppositions.
- Diphthong vowel glides.
- Essential consonant oppositions.
- The plurals of nouns / the possessive / the past in regular verbs.

Accentual Patterns

- Word accentual patterns.
- Accent in connected speech (verification of accented and unaccented).

Intonation

- The falling tone (as in interrogative / assertive utterances).
- The rising tone (as in unfinished and continuative utterances).
- Consonant clusters.

Pedagogical material

A large range of pedagogical material can be used by the teacher: press articles, videos, audio extracts, web docs, IELTS textbooks.

Remedial work

- Tutorials: they are available to the students during the term. Several English teachers can train them for the oral part of the IELTS, but can also provide remedial advice on written skills, grammar and other linguistic problems.

- Useful tools for self-study: they offer remedial work on specific linguistic points and are available on the Sciences Po website.
- Language laboratory 306 (56 rue des Sts-Pères, 3rd floor): free access to multimedia pedagogical material (interactive grammar and lexical textbooks, IELTS textbooks) available on the computers of the lab.

Skills-based assignments

Writing skills

Three mandatory written assignments spread over the semester based on the written exercises required for the IELTS (graph descriptions, short essays, summaries). Correction of language and contents should include clear instructions on the structures to be worked on (grammar, syntax and vocabulary) outside the classroom, using wherever possible "Useful Tools for Self-Study Purposes". No grade should be given but an indication of the level attained is essential.

Listening skills

Regular training based on the listening comprehension exercises required by the IELTS should be carried out over the entire semester. The web based material offered should be used for this purpose. But various audio and video extracts from TV and radio websites can also be used in class.

Speaking skills

Debates, role-play work and a 10-minute Powerpoint based oral assignment should be proposed. Problems related to the handling of contents and structure should be analysed and the appropriate remedial work recommended for student investment outside the classroom (language lab 306 and English tutorials).

Reading skills

Guided reading comprehension exercises of the sort required for the IELTS should be proposed at regular intervals. The web based material offered should be used for this purpose.

A one-hour test will be organized in each class during week 10. Teachers will be informed about test contents.

Individual assessment, changes of levels and credits

Individual assessment

During week 7, the teacher will proceed to an individual assessment of each student which will provide specific pedagogical advice concerning speaking, writing, listening and reading skills.

Changes of level

During week 12, teachers will inform students about the kind of end-of-term assessment that they will enter online. They will also have to inform students in case they suggest a change of level. In no case should the student decide about this change of level.

Credits

The language class is based on continuous evaluation, so no grade should be given. However, teachers will have to indicate whether they agree to award students the English credits at the end of the term. Credits can be awarded if a student has completed all mandatory assignments.

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C1 SKILLS-BASED ENGLISH LANGUAGE TEACHING CHARTER

The requisite C1 exit competencies in the four language skills.

Students should be able to:

Speaking

- Present - with or without Powerpoint - a clear smoothly flowing description or argument over a sustained period (15 minutes), with consistent grammatical control of complex language and without reading.
- Participate spontaneously in complex discussions and debates, using appropriate interactive strategies.
- Answer questions and objections with a range of connectors and other cohesive devices.

Writing

- Write complex academic texts (essays, reports, articles) in the appropriate style and with a logical structure that highlights significant points.
- Summarize information from a wide variety of sources, making appropriate adjustments in style and structure (short descriptions of IELTS graphs and diagrams).

Listening

- Follow any form of extended speech (lecture, discussion, debate), live or broadcast, descriptive, explicative, argumentative or injunctive, even when delivered at fast native speed.
- Understand implicit meanings.
- Understand a variety of non-standard accents.

Reading

- Understand a wide variety of extensive texts ranging from abstract to structurally complex.
- Understand complex press articles related to political, economic, social and cultural issues.
- Identify subtle distinctions and implicit as well as explicit meanings.

Language tools

Grammar

Verification of grammar will focus on three essential axes:

Nouns and noun phrases

Verification of the structures acquired in B2:

- Number.
- Determiners.
- Quantity.
- Comparison.
- Possessives.

- Countable and non-countable nouns.

Verbs and verb phrases

Verification of the structures acquired in B2:

- Preterite / present perfect / pluperfect / subjunctive.
- Prepositional verbs.

Syntax

Verification of the structures acquired in B2.

Vocabulary

- Development of vocabulary based on the Sciences Po web-based version of Road to IELTS.
- Vocabulary related to specific topics covered in class (political, economic, social and cultural issues).

Phonetics

Verification will focus on the following areas:

Complex phonemic interaction

- Mastery of consonant clusters within words and across word boundaries (e.g. his contacts think).
- Link up: consonant→vowel (e.g. put it off).

Intonation

- Verification of patterns acquired in B2.
- Mastery of contrastive intonation.

Pedagogical material

A large range of pedagogical material can be used by the teacher: press articles, videos, audio extracts, web docs and IELTS textbooks.

Remedial work

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Skills-based assignments

Writing skills

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Speaking skills

Debates, role-play work and a 10 minute Powerpoint-based oral assignment should be proposed. Problems related to the handling of contents and structure should be analysed and the appropriate remedial work recommended for student investment outside the classroom.

Reading skills

Guided reading comprehension exercises of the sort required for the IELTS should be proposed at regular intervals. The web based material offered should be used for this purpose.

Individual assessment, changes of levels and credits

Individual assessment

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Changes of level

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