



**Plan d'étude cantonal**  
**Maturité spécialisée orientation pédagogie**  
**MS - OP**

**Language 3**  
**English**

### **1. Number of lessons**

2 weekly lessons, during 32 weeks, for a total of 64 lessons.

### **2. General Aims**

The candidate reaches the B2 level of English in the Common European Framework of Reference for Languages<sup>1</sup>.

The candidate is able to :

- take part in a conversation about everyday questions and is able to express himself or herself fluently ;
- express himself or herself clearly and precisely, orally and in the written form, on a broad variety of topics and
- understand longer texts, speeches, films and complex articles.

#### **Abilities**

The candidate :

- understands long speeches, radio and television shows on a familiar topic and films in standard English ;
- reads and understands articles and reports about current events and literary texts which are not overly complex ;
- expresses himself or herself spontaneously in a conversational context using fluent and, to a large extent, grammatically correct English.
- expresses himself or herself orally in a clear, precise, coherent and correct manner on topics of personal interest ;
- is able to write clear and detailed essays, reports and letters on topics of personal interest ;
- knows and is able to apply the main rules of word formation, syntax and text structure effectively.

### **3. Curriculum (annual schedule)**

The curriculum will follow the contents of a First Certificate textbook and will correspond to the B2 level. This will be supplemented by other texts, videos, or speaking activities.

<sup>1</sup> This corresponds to the First Certificate of Cambridge. Candidates who have passed this international language certificate are exempted from the final exam. The BULATS test is a useful tool to evaluate certain important skills. A minimum of 60 points must be reached.

The following curriculum is based on the book « FCE result » by Paul A. Davies and Tim Falla, Oxford University Press.

- 3.1. *The circle of life*
- 3.2. *Wild*
- 3.3. *What's so funny*
- 3.4. *Inspired*
- 3.5. *Real or fake ?*
- 3.6. *Journeys*
- 3.7. *I get the message*
- 3.8. *A matter of taste*
- 3.9. *Going to extremes*
- 3.10. *All in the mind*
- 3.11. *Man and machine*
- 3.12. *Make a difference*

Teachers should choose a selection of speaking activities so that students are prepared for all of the speaking activities on the FCE (two way conversation between teacher and candidate, a short speech, a two way conversation between candidates, and a discussion between two candidates and the teacher). Prompts will be provided for type 2 and 3.

Teachers are free to select from the different FCE writing tasks but should prepare their students for at least the following texts: an essay, a review and a formal letter.

To acquaint their students with the types of exercises on the FCE teachers should also have them practice the "Use of English" exercises included in the book, especially for word formation and key word transformations.

Teachers may also want to get "First Certificate Language Practice" (Macmillan) by Michael Vince for extra exercise material and are encouraged to use practice tests to help the students prepare for the exams.

#### 4. Skills and contents

<b>Skills</b>	<i>Candidates will be able to:</i>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• understand the content of various communicative situations</li> <li>• understand the structure, the argument, the gist of a text that is read out loud or of a simply structured speech</li> <li>• understand the main points of a TV or radio show in standard English, and their relation to each other</li> <li>• discern the plot of a movie and each character's role therein</li> <li>• use the context to better understand the text heard</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• understand the main points of a technical text</li> <li>• discern the author's point of view in a technical text</li> <li>• have a detailed understanding of texts that have to do with their fields of interest</li> <li>• scan a text to find particular information</li> <li>• understand the structure, and the development of an argument in a literary text</li> </ul>
<b>Conversation</b>	<ul style="list-style-type: none"> <li>• take an active part in long discussions about a general topic</li> </ul>

	<ul style="list-style-type: none"> <li>• express their opinions and feelings</li> <li>• express their point of view in a discussion, explain, give arguments in support of this view</li> <li>• do an interview, summarize the answers and ask for supplementary information</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• talk about personal experiences or a fields of interest in a fluent and structured way</li> <li>• make an adequate oral summary of received information (news item, interview, documentary)</li> <li>• clearly explain their view point on an issue using supporting arguments in a logical way</li> <li>• speak fluently in correct English for a certain amount of time</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• write a clearly structured and detailed report on current events</li> <li>• write a review or a summary of information taken from various media using appropriate language</li> <li>• write an interesting and detailed composition about events and real or imaginary experiences</li> <li>• discuss an issue in an essay or a “letter to the editor” expressing a point of view with supporting arguments</li> </ul>
<b>Gammar</b>	<ul style="list-style-type: none"> <li>• apply the main grammatical rules of standard English to correct texts</li> <li>• use the main grammatical rules of standard English to understand difficult texts</li> </ul>

## 5. Exam

The final exam consists of a written and an oral exam. The written exam lasts 150 minutes and is made up of three parts: a reading comprehension, a writing and a Use of English (grammar and vocabulary) section.

Candidates take the oral examination in pairs. The oral exam lasts 15 minutes per student (i.e. 20 minutes per pair). Its structure is similar to that of FCE oral exam. First, each candidate speaks individually for 5 minutes. They speak about the text they have studied during their 20-minute preparation time. Then, candidates interact with each other for 5 minutes with the help of visual prompts (No preparation time). Finally, there is a 5-minute discussion between the teacher and the two candidates about the topic discussed in the interaction part.