



# Anglais Général

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BLOC 2 – INFORMATIQUE DE GESTION

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## 1. Objectives

Cfr. PowerPoint de présentation

## 2. Introduction

### 2.1 Getting to know you

A. A few questions to know you better

1. What is your name?
2. How old are you?
3. Where do you live?
4. What are your hobbies?
5. What are you good at?
6. What are you bad at?
7. When I was a kid, I wanted to be a...
8. What are you afraid of?
9. What would you do if you won the lottery?



## B. Ice Breaker Bingo<sup>1</sup>

Go around the class and try to find a fellow student who has done one of the things listed in the table below. However, you cannot ask the same student two questions in a row. Once you have completed an entire line, shout bingo! .

 <h1>ICE BREAKER BINGO</h1> <p>FIND SOMEONE WHO...</p>				
<b>HAS A BIRTHDAY THIS MONTH</b> _____	<b>HAS TRAVELED OUTSIDE THE COUNTRY</b> _____	<b>CAN PLAY AN INSTRUMENT</b> _____	<b>HAS A TATTOO</b> _____	<b>CAN SPEAK A FOREIGN LANGUAGE</b> _____
<b>IS AN ONLY CHILD</b> _____	<b>IS A LEFTY</b> _____	<b>ACTUALLY FLOSSES THEIR TEETH EVERYDAY</b> _____	<b>HAS A FOOD ALLERGY</b> _____	<b>PLAYED ON A SCHOOL SPORTS TEAM</b> _____
<b>WATCHES REALITY TELEVISION</b> _____	<b>RAN A MARATHON</b> _____	 <b>FREE SPACE</b>	<b>HAD BRACES</b> _____	<b>HAS BROKEN A BONE</b> _____
<b>HAS LIVED IN ANOTHER STATE/COUNTRY</b> _____	<b>HATES MATH</b> _____	<b>LOVES TO SING KARAOKE</b> _____	<b>HAS MET A CELEBRITY</b> _____	<b>HAS NEVER SEEN A STAR WARS FILM</b> _____
<b>HAS A PET</b> _____	<b>CAN TOUCH THEIR TOES</b> _____	<b>HAS A FACEBOOK ACCOUNT</b> _____	<b>DISLIKES CHOCOLATE</b> _____	<b>MADE A NEW YEAR'S RESOLUTION AND KEPT IT</b> _____



## 2.2. Computer Science Crash Course

### A. Listening: Computer Science Crash Course<sup>3</sup>



Watch the video and answer the following questions.

1. What have computers allowed us to do?

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2. What is this course not about?

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3. What is the goal of this course?

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4. Who is the host?

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<sup>3</sup> <https://www.youtube.com/watch?v=tplctygH29Q&list=PL8dPuualjXtNIUrzyH5r6jN9uIlgZBpdo>

5. Why is she passionate about computers?

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6. What will we have gained by the end of the course?

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7. Write a summary of the video using your own words.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## B. How to write a summary?<sup>4</sup>

### 1. Read the following instructions

#### Select the key information

- Read the text carefully/listen carefully, looking up words you don't know. Ask yourself what the text is about. Think about the purpose of your summary and what your readers need to know.
- Highlight the key information (the main ideas). Omit the details such as examples, quotations, etc.
- Underline any information which you are not sure about. Only include it in your summary if you have space.
- Make notes on the key information in your own word.

#### Write a first draft of your summary using the information you have selected

- **Organize** the ideas in your notes into a logical order. This doesn't need to be the same order as in the original text, but must show the same argument.
- **Condense** the information where possible.
- **Express the ideas in your own words.** This will usually be shorter than the original. Rewrite phrases in the text, but keep any **key terms** from the subject area.
- **Do not give your own opinion on the topic!**

#### Other important tips

- Try using synonyms or rephrasing words and expressions.
- Combine sentences in new ways to condense the argument.
- Rephrase information to shorten it.

### 2. Vocabulary<sup>5</sup>

Listen to the video once again and match the words on the left to their definitions.

<b>Words from the video</b>	<b>Definitions</b>
1. To allow someone to do something	a) in a way that appears to be true but may in fact not be
2. A breakthrough	b) used to describe the situation that exists in the world now, rather than in the past or the future
3. Seemingly	c) to watch somebody/something secretly
4. Mundane	d) impossible to read or understand
5. To spy on	e) to let somebody/something do something; to let something happen or be done

<sup>4</sup> Taken from the "Oxford Advanced Learner's Dictionary" 8<sup>th</sup> Edition

<sup>5</sup> Taken from the "Oxford Advanced Learner's Dictionary" 8<sup>th</sup> Edition

6. Indecipherable	f) causing you to feel annoyed and impatient because you cannot do or achieve what you want
7. A cursor	g) an important development that may lead to an agreement or achievement
8. Present-day	h) not certain because people can have different ideas and opinions about the thing being discussed
9. Frustrating	i) Belonging to fashionable society; worldly
10. To be debatable	j) A small mark on a computer screen that can be moved and that shows the position on the screen where, for example, text will be added

### 3. Connectors and useful phrases<sup>6</sup>

Introducing similarities	
To be comparable to	Être comparable à
Like	Comme
Both	Tous les deux
To be similar (to)	Être comparable (à)
Introducing contrast	
On the other hand	D'autre part
In contrast	En revanche
However	Cependant
While	Tandis que
The difference between	La difference entre
In spite of/ despite	En dépit de / malgré
Linking words and phrases together	
In addition to	En plus
Besides, Moreover, Furthermore	De plus (du plus informel au plus formel)
Neither ..... nor	Ni ..... ni .....
Therefore	Donc, par conséquent
Thus	Par conséquent
Organizing your text	

<sup>6</sup> Taken from the "Oxford Advanced Learner's Dictionary" 8<sup>th</sup> Edition

First/firstly	Premièrement
Secondly	Deuxièmement
Thirdly	Troisièmement
Then	Ensuite
Finally	En fin, finalement
In conclusion	En conclusion
To conclude	Pour conclure
<b>Express your opinion</b>	
I would argue that	Je soutiendrais que
Some may argue that	Certain soutiendront que
It seems to me as if	Il me semble que
It is clear that	Il est évident que
Generally	Généralement
For the most part	Pour la plupart, dans l'ensemble
Undoubtedly	Indubitablement, sans aucun doute
In my opinion	A mon sens
<b>Quoting to support an argument</b>	
For.....	Pour.....
According to	Selon

**When writing a summary, you shouldn't express your opinion and you should try to avoid quotes**

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## 1. Description

You effectively use a PowerPoint document (or similar) to present to the listener (who has not necessarily had access to the authentic source) with information that he/she will be able to manage for professional purposes.

The dates of the presentation will be determined in the coming weeks.

- Develop your oral competence (grammar, fluency...).
- Demonstrate how you select information from an authentic oral source.
- Demonstrate how you organize the information.
- Enhance your vocabulary
- Develop presentation skills.

### 3. *Guidelines*

- In groups select a video from the YouTube channel “Computer Science Crash Course”.
  - Every group must have a different video (+/- 10 minutes long).
  - Preferably, we should start with the first video on the channel and go through them in order.
  
- You create questions about the video.
  - The answers to these questions represent the essential information of the video. Your questions thus indicate that you have identified the essential pieces of information of the video.
  - If the questions are removed, the remaining answers should theoretically form a text which adequately summarizes the main ideas of the video.
  - Write a comprehensive summary of your video that includes all the main ideas broached in your video.
  - All the summaries are part of the study material for the exam.
  
- Introducing new vocabulary
  - You have to make a selection of all the relevant new words featured in your video and introduce them to the audience through vocabulary exercises/activities.
  - All the new vocabulary taken from the videos is part of the study material for the exam.
  
- The PowerPoint document must contain:
  - Introduction to your video (why you have chosen this video, how you have analyzed it, etc.)
  - A list of questions and the answers to them
  - A vocabulary exercise/activity
  - A summary of the video
  - It may also include graphical elements taken from the video itself in order to illustrate some specific points made during the presentation.

- Two weeks prior to your presentation, you email your PowerPoint and a written summary of your video to your teacher.
- The presentation should last for about 5 to 10 minutes.
- The speaker will then answer a few follow-up questions about the presentation

#### 4. In short

In short, you need to:

- Select a video.
- Find the essential information.
- Invent questions.
- Introduce new and useful vocabulary
- Create your PowerPoint document.
- Send your PowerPoint document and a written summary to your teacher.
- Give a 5 to 10-minute presentation.
- Answer some follow-up questions.

#### D. What is a Raspberry Pi?

*In the introduction video to the “Computer Science Crash Course”, we hear host Carrie Anne Philbin talk about a charity that she spearheads, namely “The Raspberry Pi Foundation”. That let us wonder what this organization might be? What is its role?*



##### 1. Watch the video and answer the following questions<sup>7</sup>

- What is a Raspberry Pi?

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- How much does it cost?

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<sup>7</sup> <https://www.youtube.com/watch?v=uXUjwk2-qx4>

- What is the difference between 80's kids and kids nowadays?

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- Fill in

Some \_\_\_\_\_ people came up with the Raspberry Pi to reignite the \_\_\_\_\_. It runs Linux, a free operating system from an SD card just like the one from your \_\_\_\_\_ camera and it's powered by a USB \_\_\_\_\_ charger.

- Explain the different steps you need to follow to turn your Raspberry Pi on.

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- Give examples of cross-curricular applications of the Raspberry Pi.

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- List the advantages of the Raspberry Pi.

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- Why can the Raspberry Pi be used for?

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## 2. Vocabulary

Fill the sentences below using the words listed in the table.<sup>8</sup>

To design – inbuilt – understanding – to deal with – to reignite – dozens – to experiment – to attend – to ship

1. His height gives him an \_\_\_\_\_ advantage over his opponent.
2. She is used to \_\_\_\_\_ all kinds of people in her job.
3. I have bought a \_\_\_\_\_ eggs.

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<sup>8</sup> Example sentences taken from

<https://www.oxfordlearnersdictionaries.com/definition/english/inbuilt?q=inbuilt>

4. Steve Jobs \_\_\_\_\_ the first ever Apple computer back in the 80's.
5. The meeting \_\_\_\_\_ by 90% of shareholders.
6. The committee has little or no \_\_\_\_\_ of the problem.
7. Their passion \_\_\_\_\_ by a romantic trip to Venice.
8. The company \_\_\_\_\_ its goods all over the world.
9. He wanted to \_\_\_\_\_ more with different textures in his paintings.

### 3. *Speaking exercise: Debate*

- Do you think that the Raspberry Pi is a breakthrough and will help the younger generations get used to programming?
- Should every school in the country provide their student with a Raspberry Pi and teach them how to use them?
- Would you have liked to have access to a Raspberry Pi at the beginning of your education?

