Anglais Général

BLOC 2 – INFORMATIQUE DE GESTION

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Table of content

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[1]

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! .

ICE BREAKER BINGO

RED DOOR ESCAPE ROOM

FIND SOMEONE WHO...

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

[1] https://www.google.com/search?q=ice+breaker+bingo&rlz=1C1CHBD_frBE760BE760&tbm=isch&source=iu&ictx=1&fir=ood9m9Hx6Rjm9M%253A%252C512i0EAgNRYxuM%252C_&vet=1&usg=AI4_-kR5_NpRHrbGAREmQhOQt4zCYZYnnw&sa=X&ved=2ahUKEwjiytqxttLkAhVEK1AKHahQAccQ9QEwA3oECAcQCg#imgrc=ood9m9Hx6Rjm9M:

C. Two Truths and One Lie[2]

Each student shares three statements about themselves – two true, and one false. Then, everyone tries to guess which is the lie by asking questions. Try to find out as many details about the statements as possible and watch the speaker's reactions closely.

D. Writing

Write a short text to introduce yourself. Use the following example sentences to help you.

- Hello, My name's …
- I'm .. years old.
- I'm student in …
- What I like about my studies
- In my free time, …./ my hobbies are…
- I like / don't like
- This academic year, my three main objectives are…

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[2] https://youthgroupgames.com.au/top-ten-icebreaker-games/

2.2. Computer Science Crash Course

A. Listening: Computer Science Crash Course[3]
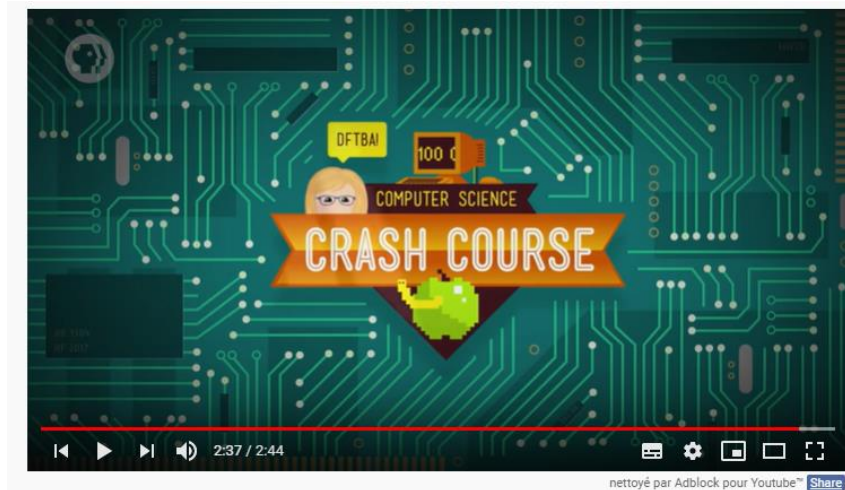
Watch the video and answer the following questions.

1. What have computers allowed us to do?

Explore our own world, and other world. Such as pretty amazing things ; telecommunication, transportations, commerce, internet in general. Breakthroughs (progrès) in medicine

2. What is this course not about?

They are not going to, teach you how to program

3. What is the goal of this course?

4. Who is the host?

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[3] https://www.youtube.com/watch?v=tpIctyqH29Q&list=PL8dPuuaLjXtNlUrzyH5r6jN9ulIgZBpdo

5. Why is she passionate about computers?

Because they have become pivotal in our society and they are every where
_____
_____

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

By the end of the course we'll have a better understanding and apreciation of the past
and the futur of computing
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7. Write a summary of the video using your own words.

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B. How to write a summary?[4]

1. Read the following instructions

<u>Select the key information</u>

- 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.

<u>Write a first draft of your summary using the information you have selected</u>

- **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!**

<u>Other important tips</u>

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

2. Vocabulary[5]

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

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

[4] Taken from the "*Oxford Advanced Learner's Dictionary*" 8th Edition
[5] Taken from the "*Oxford Advanced Learner's Dictionary*" 8th Edition

6. Indecipherable **d**	f) causing you to feel annoyed and impatient because you cannot do or achieve what you want
7. A cursor **j**	g) an important development that may lead to an agreement or achievement
8. Present-day **b**	h) not certain because people can have different ideas and opinions about the thing being discussed
9. Frustrating **f**	i) Belonging to fashionable society; worldly
10. To be debatable **h**	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*[6]

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

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[6] Taken from the "*Oxford Advanced Learner's Dictionary*" 8th Edition

First/firstly	Premièrement
Secondly	Deuxièmement
Thirdly	Troisièmement
Then	Ensuite
Finally	En fin, finalement
In conclusion	En conclusion
To conclude	Pour conclure

Express your opinion

I would argue that	Je soutiendrais que
Some may argue that	Certain soutiendrons 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

Quoting to support an argument

For……..	Pour……..
According to	Selon

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

4. *Rewrite a summary using the tips and connectors you have just learnt.*

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C. Guidelines for your Presentations

1. Description

You choose and listen to an authentic oral source i.e. a Youtube video from the "Computer Science Crash Course" series. Then, you correctly summarize and appropriately organize information coming from this source into a coherent oral production.

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.

2. Goals

- 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

- <u>In groups select a video from the YouTube channel "Computer Science Crash Course".</u>

  - 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.

- <u>You create questions about the video.</u>

  - 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.

- <u>Introducing new vocabulary</u>

  - 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.

- <u>The PowerPoint document must contain:</u>

  - 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[7]

- What is a Raspberry Pi?

It is a small computer designed to teach young user how to program and is capable to do wonderful things.
_____
_____

- How much does it cost?

_____

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[7] https://www.youtube.com/watch?v=uXUjwk2-qx4

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

Back in the 80's kids had to learn programming to use a computer. And these kids greuw up with inbuilt knowledge _____

_____

_____

- 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.

_____

_____

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

_____

- List the advantages of the Raspberry Pi.

_____

- Why can the Raspberry Pi be used for?

_____

2. *Vocabulary*

Fill the sentences below using the words listed in the table.[8]

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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[8] Example sentences taken from

4.   Steve Jobs _____designed_____ the first ever Apple computer back in the 80's.

5.   The meeting ___was attended___ by 90% of shareholders. `actionnaires`

6.   The committee has little or no ___understanding___ of the problem.

7.   Their passion ___reignited___ by a romantic trip to Venice.

8.   The company _____ships_____ its goods all over the world.

9.   He wanted to ___experiment___ 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?