

# Showcases of lesson slides

Generated by UniversalDispatchR

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This document showcases and documents all the exercises generated by `UniversalDispatchR`.

Markdown syntax can be used in the `.csv` files themselves:

- `~shine~` → *shine*
- `*shine*` → *shine*
- `**shine**` → **shine**

Homemade syntax makes it possible to have underlined words or phonetic transcriptions using  $\text{\LaTeX}$ 's `tipa` package:

- `_shine_` → shine
- `/shine/` → /ʃaɪn/
- `[SaIn]` → ʃaɪn

# Vocabulary

-

## No box

**Reference file:** pdfdata/901-vocabulary-demo.csv

**Number of columns:** 1

**Column 1:** Questions

**Column 2:** Solutions

- a customer
- the /'fɔ:graʊnd/
- to set out
- an exhibition
- a clue
- to deliver
- to deceive
- to /ru:l/
- to stand up to
- a heap

- une exposition
- duper
- un client
- un indice
- tenir tête, résister
- le premier plan
- livrer, donner
- rendre une décision
- un tas
- partir

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- a customer
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- the /'fɔ:graʊnd/
- to deliver
- to /ru:l/
- a heap
- to set out

## With box

**Reference file:** pdfdata/901-vocabularybox-demo.csv

**Number of columns:** 2

**Column 1:** Questions

**Column 2:** Solutions

- a customer
- the /'fɔ:graʊnd/
- to set out
- an exhibition
- a clue
- to deliver
- to deceive
- to /ru:l/
- to stand up to
- a heap

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- le premier plan
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- an exhibition
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- partir

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- the /'fɔ:graʊnd/
- to deliver

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- tenir tête, résister
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- rendre une décision
- un tas
- partir

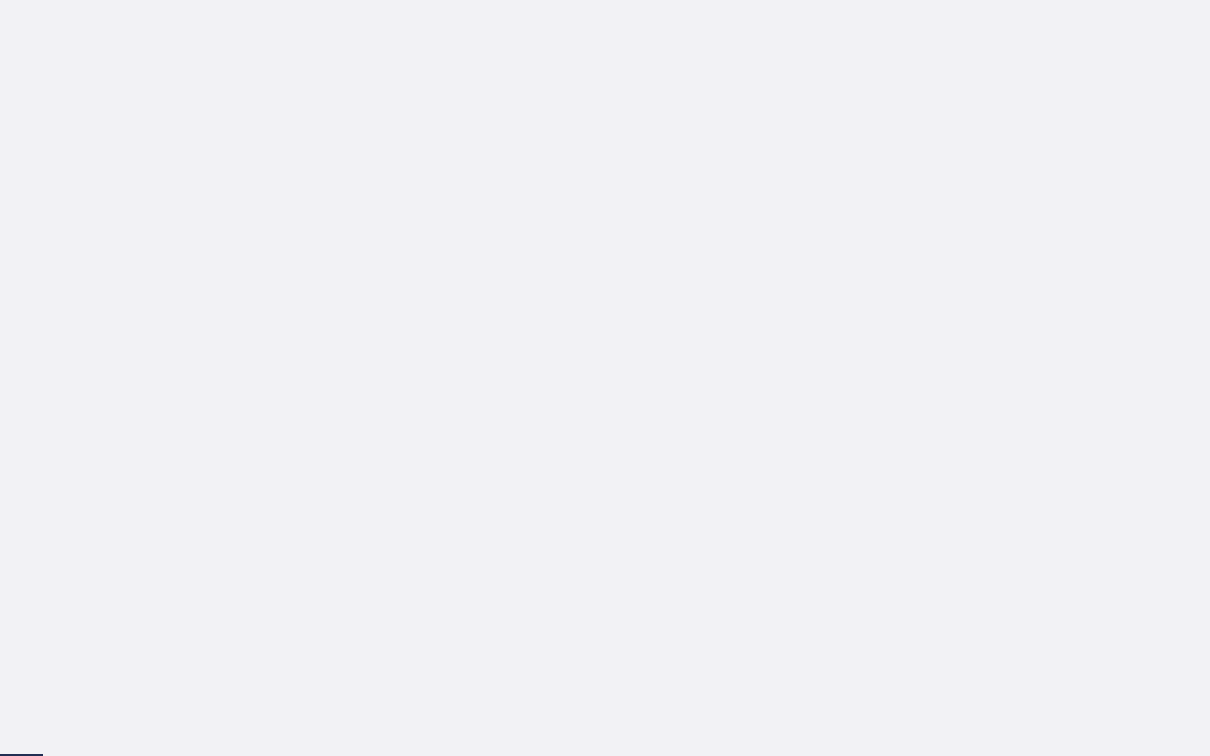
- an exhibition
- to deceive
- a customer
- a clue
- to stand up to
- the /'fɔ:graʊnd/
- to deliver
- to /ru:l/

- une exposition
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- a customer
- a clue
- to stand up to
- the /'fɔ:graʊnd/
- to deliver
- to /ru:l/
- a heap
- to set out



# Translations

—



# Translations

**Reference file:** pdfdata/903-translation-demo.csv

**Number of columns:** 2

**Column 1:** Questions

**Column 2:** Solutions

- Pourquoi devrions-nous l'écouter ?
- Elle regarde le profil du nouveau PDG sur les réseaux sociaux.

- Pourquoi devrions-nous l'écouter ?

**Why should we listen to him?**

- Elle regarde le profil du nouveau PDG sur les réseaux sociaux.

- Pourquoi devrions-nous l'écouter ?

**Why should we listen to him?**

- Elle regarde le profil du nouveau PDG sur les réseaux sociaux.

**She is looking at the new CEO's profile on social networks.**

- Si les syndicats étaient parvenus à un accord, les salaires auraient été augmentés.
- Dans quelle mesure la situation a-t-elle changé depuis cet été ?

- Si les syndicats étaient parvenus à un accord, les salaires auraient été augmentés.

**If the unions had reached an agreement, wages would have been raised.**

- Dans quelle mesure la situation a-t-elle changé depuis cet été ?

- Si les syndicats étaient parvenus à un accord, les salaires auraient été augmentés.

**If the unions had reached an agreement, wages would have been raised.**

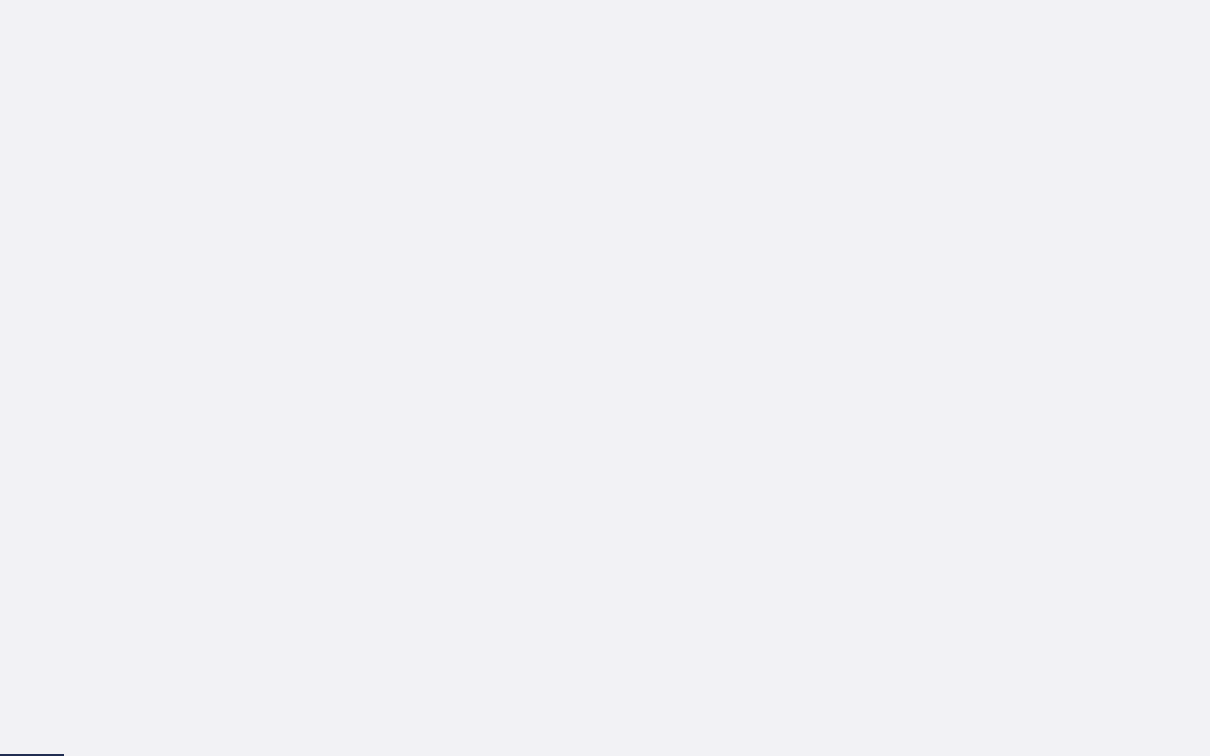
- Dans quelle mesure la situation a-t-elle changé depuis cet été ?

**To what extent has the situation changed since /lɑːst/ summer?**

- Il se pourrait que le rédacteur ait été réticent à conclure le marché.



- Il se pourrait que le rédacteur ait été réticent à conclure le marché.  
**The editor might have been reluctant to strike a deal.**



## Definitions

—

## Definitions

**Reference file:** pdfdata/903-definitions-demo.csv

**Number of columns:** 2

**Column 1:** Questions

**Column 2:** Solutions

- a stance
- an inconvenience
- to scour
- an antagonist
- a decade
- throughout
- hitherto
- evidence
- underwhelming
- a thrill

- a state of problems or trouble, often causing a delay or loss of comfort

- a state of problems or trouble, often causing a delay or loss of comfort

**an inconvenience**

- not causing someone to feel any excitement or admiration



- not causing someone to feel any excitement or admiration

**underwhelming**

- a period of ten years

- a period of ten years

**a decade**

- a person who is strongly opposed to something or someone

- a person who is strongly opposed to something or someone

**an antagonist**

- in every part, or during the whole period of time

- in every part, or during the whole period of time

**throughout**

- a way of thinking about something, especially expressed in a publicly stated opinion



- a way of thinking about something, especially expressed in a publicly stated opinion

**a stance**

- to search a place or thing very carefully in order to try to find something

- to search a place or thing very carefully in order to try to find something
- to scour**

- one or more reasons for believing that something is or is not true

- one or more reasons for believing that something is or is not true

**evidence**

- until now or until a particular time

- until now or until a particular time

**hitherto**

- a feeling of extreme excitement, usually caused by something pleasant



- a feeling of extreme excitement, usually caused by something pleasant

**a thrill**

Duolingo

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From a .csv with two columns

**Reference file:** pdfdata/904-duolingo-  
demo.csv

**Number of columns:** 2

**Column 1:** Questions

**Column 2:** Solutions

- Pourquoi devrions-nous l'écouter ?

should in to why we listens him  
listening listen

- Pourquoi devrions-nous l'écouter ?

should in to why we listens him  
listening listen

Why should we listen to him?

- Elle regarde le profil du nouveau PDG sur les réseaux sociaux.

looking is new on she them profile looks  
initial at social ceo the s networks

- Elle regarde le profil du nouveau PDG sur les réseaux sociaux.

looking is new on she them profile looks  
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**She is looking at the new CEO's profile on social networks.**

- Si les syndicats étaient parvenus à un accord, les salaires auraient été augmentés.

the would raise an had been if  
agreement unions he raised reached wages  
tell have



- Si les syndicats étaient parvenus à un accord, les salaires auraient été augmentés.

the would raise an had been if  
agreement unions he raised reached wages  
tell have

If the unions had reached an agreement, wages would have been raised.

- Dans quelle mesure la situation a-t-elle changé depuis cet été ?

has last what change summer to extent  
changes changed the since should situation

- Dans quelle mesure la situation a-t-elle changé depuis cet été ?

has last what change summer to extent  
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**To what extent has the situation changed since last summer?**

- Il se pourrait que le rédacteur ait été réticent à conclure le marché.

strike   dealing   the   deals   reluctant   deal   a  
editor   to   have   been   him   might

- Il se pourrait que le rédacteur ait été réticent à conclure le marché.

strike   dealing   the   deals   reluctant   deal   a  
editor   to   have   been   him   might

**The editor might have been reluctant to strike a deal.**

## From a .csv with one column

**Reference file:** pdfdata/904b-duolingo-demo.csv

**Number of columns:** 1

**Column 1:** Questions

**Additional information:** This exercise can be used for guided dictations for instance.

• should in to why we listens him  
listening listen

- should in to why we listens him  
listening listen

Why should we listen to him?



• looking is new on she them profile looks  
initial at social ceo the s networks

- looking is new on she them profile looks  
initial at social ceo the s networks

She is looking at the new CEO's profile on social networks.

• the would raise an had been if  
agreement unions he raised reached wages  
tell have

- the would raise an had been if  
agreement unions he raised reached wages  
tell have

If the unions had reached an agreement, wages would have been raised.

• has last what change summer to extent  
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- has last what change summer to extent  
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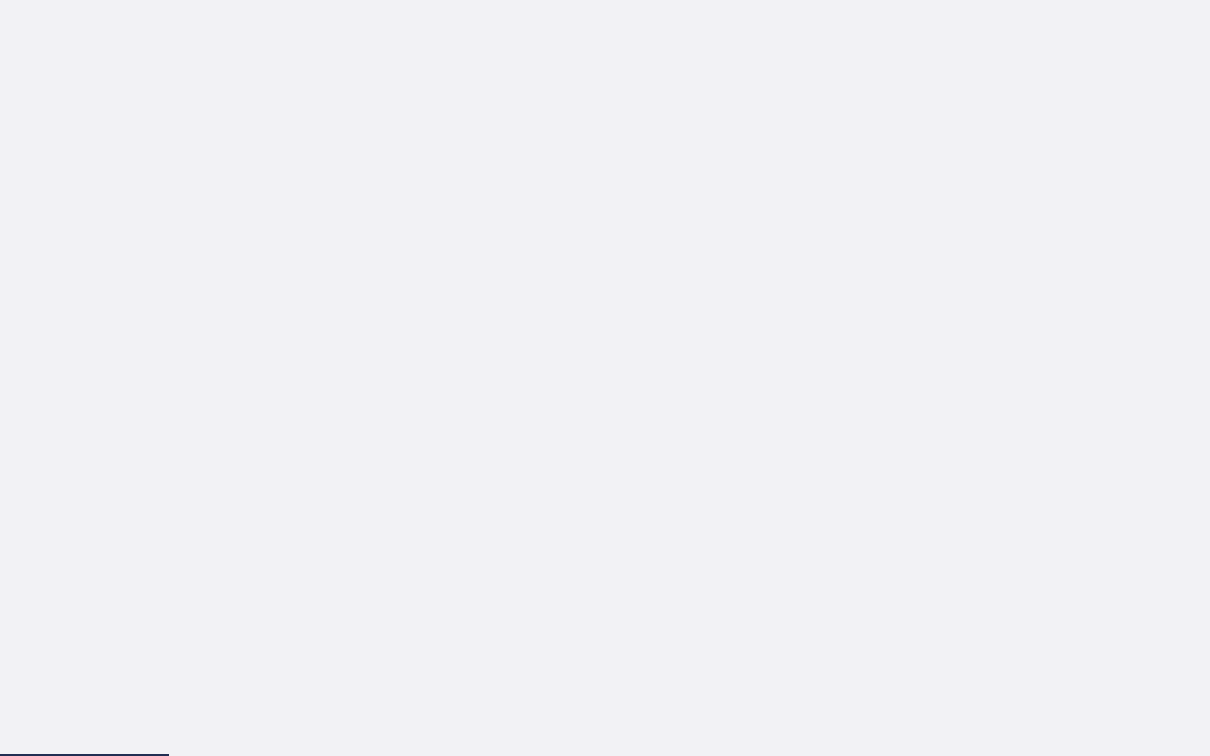
To what extent has the situation changed since last summer?

• strike dealing the deals reluctant deal a  
editor to have been him might

- strike dealing the deals reluctant deal a  
editor to have been him might

The editor might have been reluctant to strike a deal.





- Pourquoi devrions-nous l'écouter ?

should in to why we listens him  
listening listen

- Pourquoi devrions-nous l'écouter ?

should in to why we listens him  
listening listen

Why should we listen to him?

- Elle regarde le profil du nouveau PDG sur les réseaux sociaux.

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- Elle regarde le profil du nouveau PDG sur les réseaux sociaux.

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**She is looking at the new CEO's profile on social networks.**

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If the unions had reached an agreement, wages would have been raised.

- Dans quelle mesure la situation a-t-elle changé depuis cet été ?

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- Dans quelle mesure la situation a-t-elle changé depuis cet été ?

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**To what extent has the situation changed since last summer?**

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strike   dealing   the   deals   reluctant   deal   a  
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strike   dealing   the   deals   reluctant   deal   a  
editor   to   have   been   him   might

**The editor might have been reluctant to strike a deal.**

## Drag And Drop

---

## With box

**Reference file:** pdfdata/905-draganddropwithbox-demo.csv

**Number of columns:** 3

**Column 1:** Beginning of sentence

**Column 2:** Word to find

**Column 3:** End of sentence

**Additional information:** This exercise can be created from any text wrapped across several lines.

- casualty
- identical
- running
- Democrats
- according to
- matters
- in
- whereas
- confidence

ASIDE FROM public schools, another covid and culture-war <sup>(1.)</sup> ..... ,  
no institution had a steeper fall in public <sup>(2.)</sup> ..... in 2021 than the  
medical establishment, <sup>(3.)</sup> ..... Gallup, a pollster.

ASIDE FROM public schools, another covid and culture-war **casualty** , no institution had a steeper fall in public **confidence** in 2021 than the medical establishment, **according to** Gallup, a pollster.

---



In 2022 this downward trend continued: only Americans' (4.) ..... in the Supreme Court and the presidency fell faster.

In 2022 this downward trend continued: only Americans' **confidence** in the Supreme Court and the presidency fell faster.

And politics is making <sup>(5.)</sup> ..... worse.

And politics is making **matters** worse.

The decline is not new.

---

The decline is not new.

In 1966 seven <sup>(6.)</sup> ..... ten Americans said they had great confidence in “the people in charge of <sup>(7.)</sup> ..... medicine”.

In 1966 seven **in** ten Americans said they had great confidence in “the people in charge of **running** medicine”.



By 2012 just three in ten did, (8.) ..... in 2018 public faith in the medical establishment was nearly (9.) ..... in both camps, by 2021 it had split, rising to 46% among (10.) ..... and falling to 32% among Republicans.

By 2012 just three in ten did, **whereas** in 2018 public faith in the medical establishment was nearly **identical** in both camps, by 2021 it had split, rising to 46% among **Democrats** and falling to 32% among Republicans.

## Without box

**Reference file:** pdfdata/905-draganddrop-demo.csv

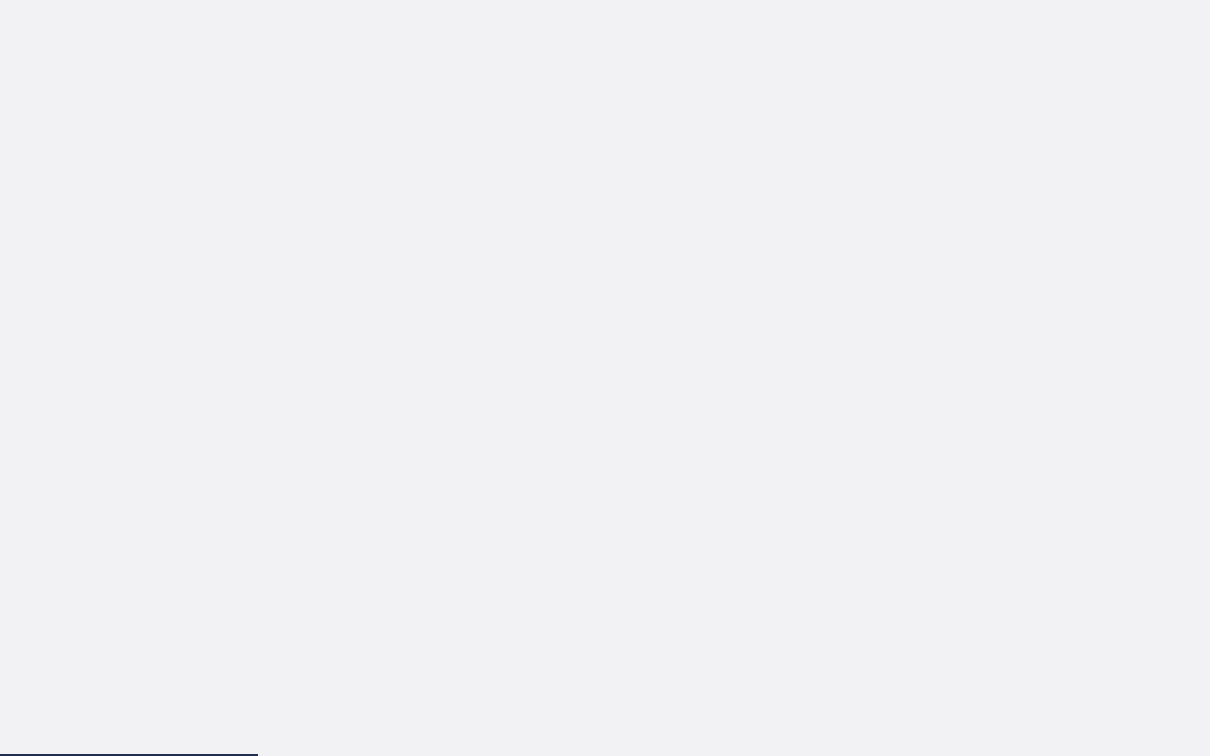
**Number of columns:** 3

**Column 1:** Beginning of sentence

**Column 2:** Word to find

**Column 3:** End of sentence

**Additional information:** This exercise can be created from any text wrapped across several lines.



ASIDE FROM public schools, another covid and culture-war <sup>(1.)</sup> ..... ,  
no institution had a steeper fall in public <sup>(2.)</sup> ..... in 2021 than the  
medical establishment, <sup>(3.)</sup> ..... Gallup, a pollster.

ASIDE FROM public schools, another covid and culture-war **casualty** , no institution had a steeper fall in public **confidence** in 2021 than the medical establishment, **according to** Gallup, a pollster.

In 2022 this downward trend continued: only Americans' (4.) ..... in the Supreme Court and the presidency fell faster.

In 2022 this downward trend continued: only Americans' **confidence** in the Supreme Court and the presidency fell faster.

---



And politics is making <sup>(5.)</sup> ..... worse.

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The decline is not new.

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In 1966 seven <sup>(6.)</sup> ..... ten Americans said they had great confidence in “the people in charge of <sup>(7.)</sup> ..... medicine”.

In 1966 seven **in** ten Americans said they had great confidence in “the people in charge of **running** medicine”.

By 2012 just three in ten did, (8.) ..... in 2018 public faith in the medical establishment was nearly (9.) ..... in both camps, by 2021 it had split, rising to 46% among (10.) ..... and falling to 32% among Republicans.

By 2012 just three in ten did, **whereas** in 2018 public faith in the medical establishment was nearly **identical** in both camps, by 2021 it had split, rising to 46% among **Democrats** and falling to 32% among Republicans.



Dotfill

---

# Dotfill

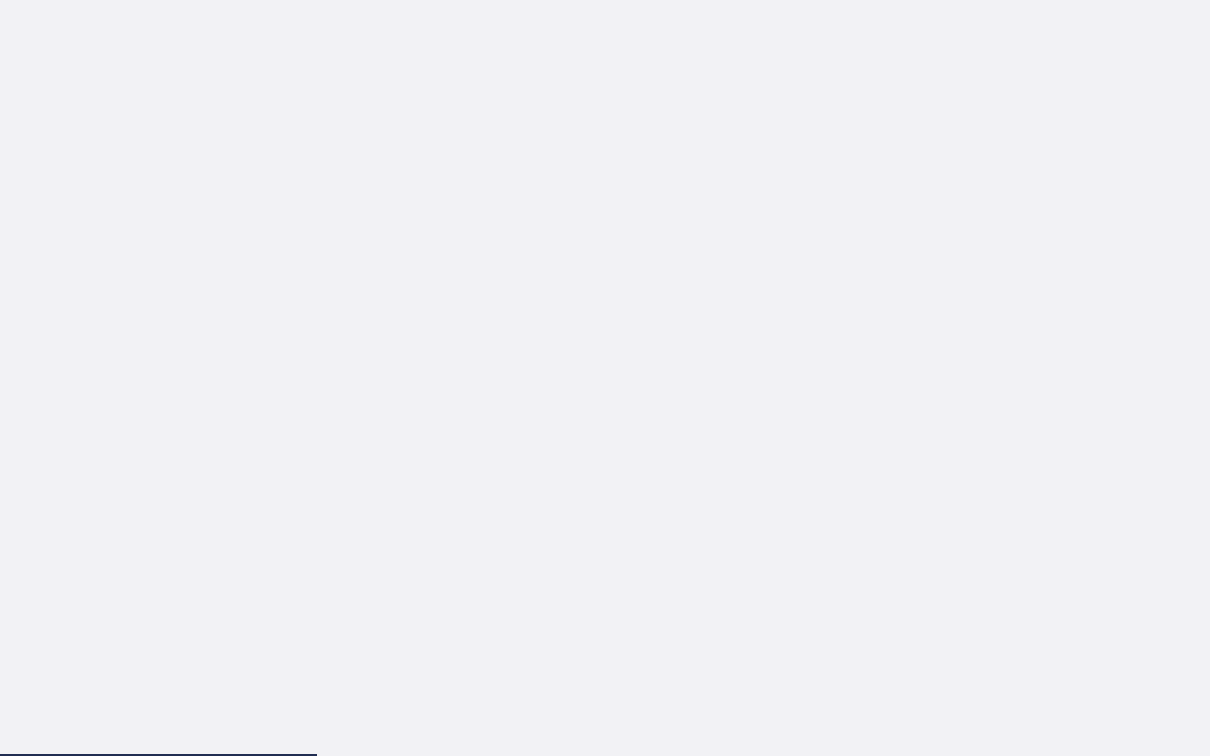
**Reference file:** pdfdata/906-dotfill-demo.csv

**Number of columns:** 3

**Column 1:** Question

**Column 2:** Number of dotted lines to have on the fillable worksheet.

**Column 3:** Solution



- Who was Hogarth?

- Why does he matter today?

- Who was Hogarth?

- Who was Hogarth?

William Hogarth was an English painter, engraver, pictorial satirist, social critic, editorial cartoonist and occasional writer on art.

- Why does he matter today?



- Why does he matter today?

From our 21st-Century vantage, William Hogarth (1697-1764) is arguably Britain's most influential visual artist. He has been the subject of no fewer than four significant shows in London over the past four years.

## Tables

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# Tables

- Column widths in row 1 determine those of the whole table.
- Row 1 can serve as a header if it features the word “header”
- Numbers in (brackets) in row 1 can be used to determine how wide the column will be: for instance, (80) indicates that the column will take up 80% of the table’s column width
- Columns in row 1 containing Markdown syntax will apply the corresponding formatting to the entire column:
  - “...” → for dotted lines
  - “//” → for IPA
  - italics (\*)
  - bold (\*\*)
  - underlined (\_)
  - crossed-out (~)

## Example n°1: column widths

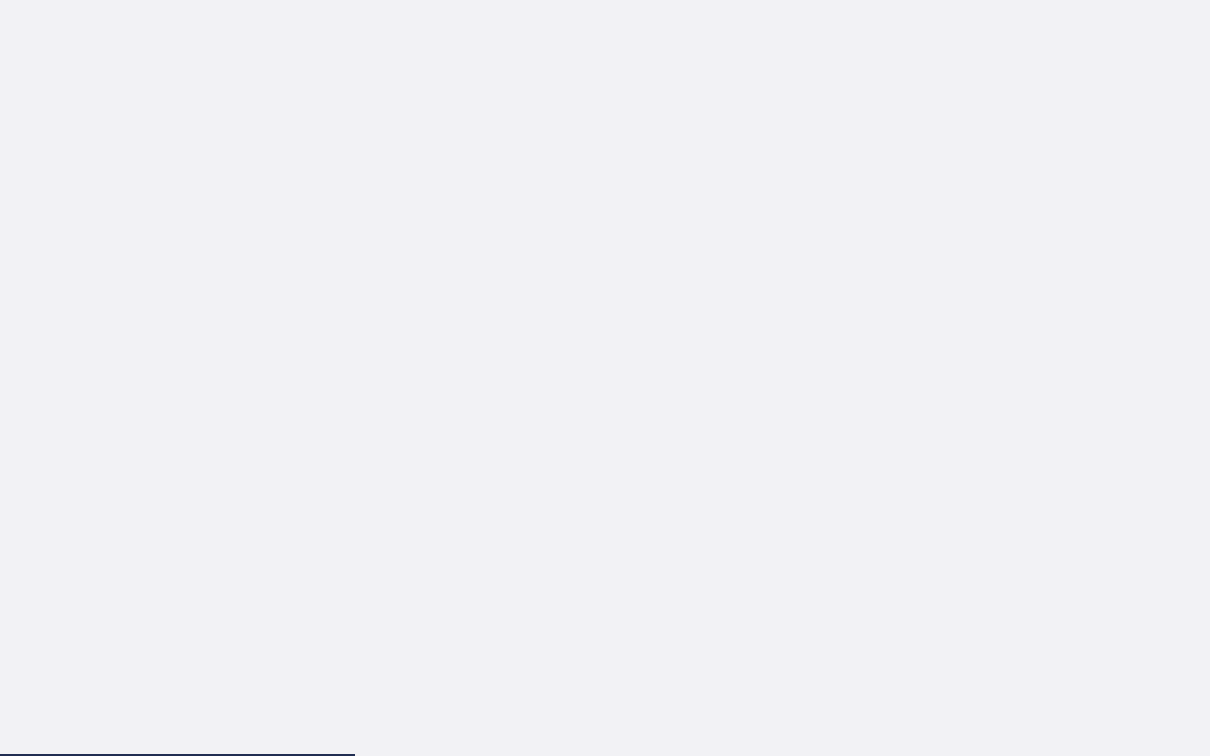
**Reference file:** pdfdata/907-generictable-demo.csv

**Number of columns:** Any

**Additional information:** See how just one column width (40) sets those of the remaining columns.

Column 1		Column 2	Column 3
Row 1 Column 1		Row 1 Column 2	Row 1 Column 3
		Column 2	Column 3
		2	3
Row 2 Column 1	Row 2 Column 2	Row 2 Column 3	
Row 3 Column 1		Row 3 Column 2	Row 3 Column 3
		Column 2	Column 3
		2	3
Row 4 Column 1	Row 4 Column 2	Row 4 Column 3	

Column 1	Column 2	Column 3
Row 1 Column 1	Row 1 Column 2	Row 1 Column 3
Row 2 Column 1	Row 2 Column 2	Row 2 Column 3
Row 3 Column 1	Row 3 Column 2	Row 3 Column 3
Row 4 Column 1	Row 4 Column 2	Row 4 Column 3



## Example n°2: random row order

**Reference file:** pdfdata/907-generictable-demo.csv

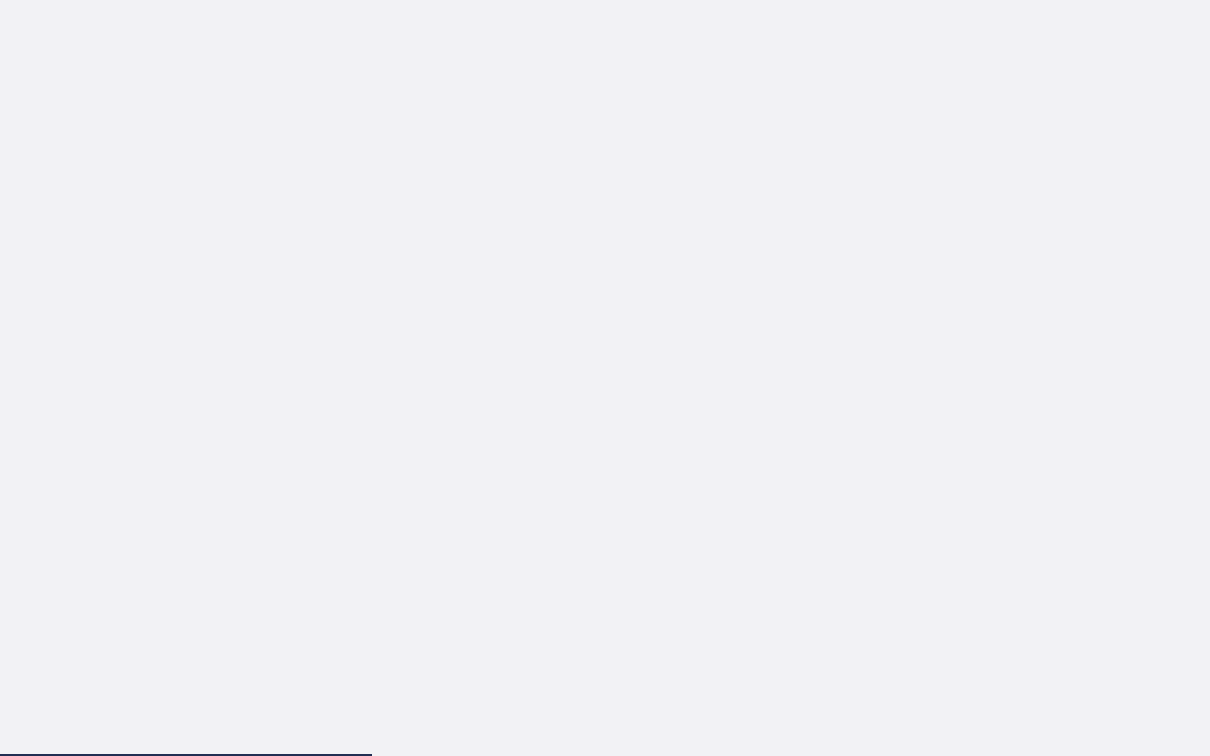
**Number of columns:** Any

**Additional information:** a slightly different option in `UniversalDispatchR` can generate the same table but with a randomized row order.



Column 1		Column 2	Column 3
Row 2 Column 1		Row 2	Column 3
		Column 2	Column 3
		Column 2	Column 3
Row 3 Column 1		Row 3	Column 3
		Column 2	Column 3
		Column 2	Column 3
Row 4 Column 1		Row 4	Column 3
		Column 2	Column 3
		Column 2	Column 3
Row 1 Column 1		Row 1	Column 3
		Column 2	Column 3
		Column 2	Column 3

Column 1		Column 2	Column 3
Row 2 Column 1		Row 2 Column 2	Row 2 Column 3
Row 3 Column 1		Row 3 Column 2	Row 3 Column 3
Row 4 Column 1		Row 4 Column 2	Row 4 Column 3
Row 1 Column 1		Row 1 Column 2	Row 1 Column 3



## Random fillable tables

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## Random fillable tables

**Reference file:** pdfdata/907-generictable-demo.csv

**Number of columns:** Any

**Additional information:** Each row contains at least one cell filled, it's up to the students to fill the remaining cells. This works well for irregular verbs.

Column 1		Column 2	Column 3
		Row 1	Column 3
		Row 2	Column 3
	Row 3 Column 1		
		Row 4	Column 3

Column 1

Column 2

3

Row 1 Column 1

Row 1

1

Column 2

3

Row 2 Column 1

Row 2

2

Column 2

3

Row 3 Column 1

Row 3

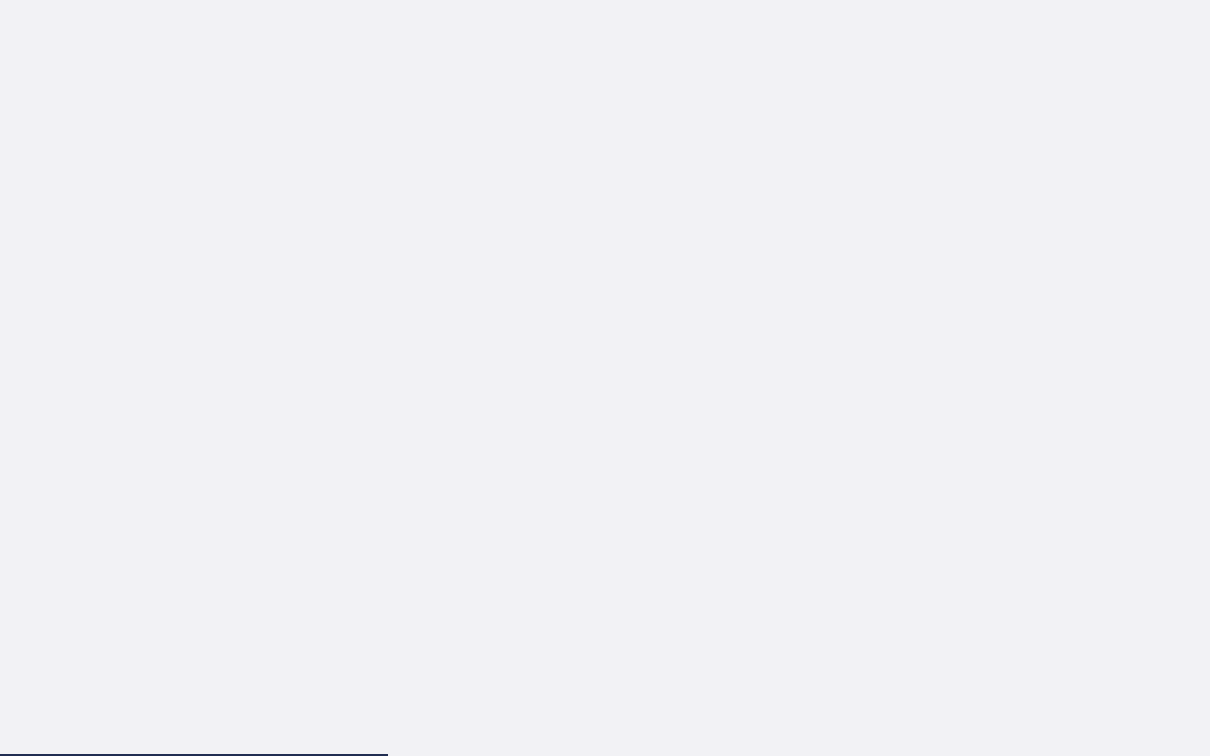
3

Column 2

3

Row 4 Column 1

Row 4





QCM

---

**Reference file:** pdfdata/908-qcm-demo.csv

**Number of columns:** At least 4

**Column 1:** Question

**Column 2:** Option 1

**Column 3:** Option 2

**Last column:** The index of the correct option.

**Additional information:** Note that in the same file, the questions do not need to have the same number of options. The indices of the correct options can be indicated with numbers or letters.

What is the colour of the sky ?

A. blue

B. green

C. red

D. yellow

What is the colour of the sky ?

A. **blue**

B. green

C. red

D. yellow

What is the colour of **blood** ?

- A. red
- B. blue

C. green

What is the colour of **blood** ?

A. **red**

B. blue

C. green

What is the colour of grass ?

A. yellow

B. green

What is the colour of grass ?

A. yellow

B. green



What is the colour of the  $/s_{\Delta n}/$  ?

A. yellow

B. red

C. green

D. blue

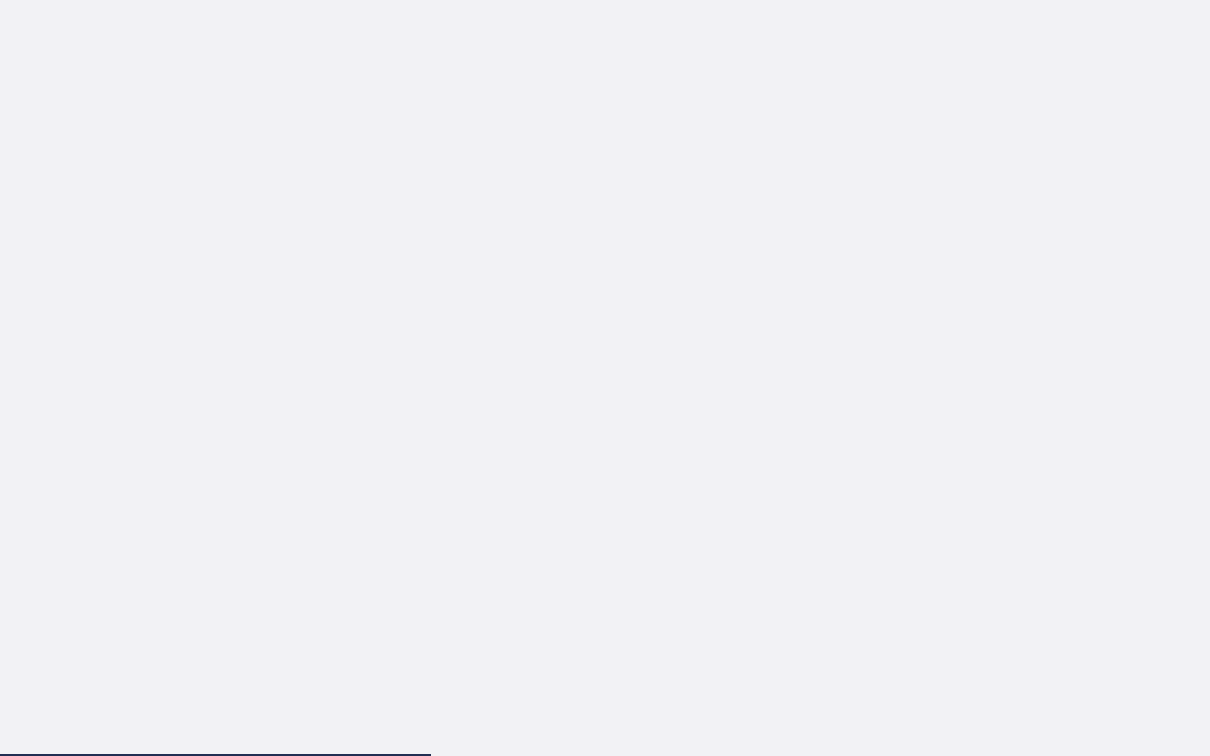
What is the colour of the  $/s\Delta n/$  ?

A. **yellow**

B. red

C. green

D. blue



True or false

---

## No justification

**Reference file:** pdfdata/909-truefalse-demo.csv

**Number of columns:** 2

**Column 1:** Statement

**Column 2:** Truth value

**Additional information:** The solution can be indicated with shorthand "f" or "t".

Is the **sky** blue?

TRUE

FALSE

Is the sky blue?

TRUE

~~FALSE~~

Is the /grɑ:ɪs/ red?

TRUE

FALSE



Is the /grɑ:s/ red?

~~TRUE~~

FALSE

Is blood *yellow*?

TRUE

FALSE

Is blood *yellow*?

~~TRUE~~

FALSE

Is the sun green?

TRUE

FALSE

Is the sun green?

~~TRUE~~

FALSE

## With justification

**Reference**      **file:**      pdfdata/910-truefalsejustification-demo.csv

**Number of columns:** 3

**Column 1:** Statement

**Column 2:** Truth value

**Column 3:** The justification.

The sky is blue.

TRUE

FALSE

The sky is blue.

**TRUE**

~~FALSE~~

**English people might disagree.**



Grass is **red**.

TRUE

FALSE

Grass is red.

~~TRUE~~

FALSE

English people *will* disagree.

Blood is /'jeləʊ/ .

TRUE

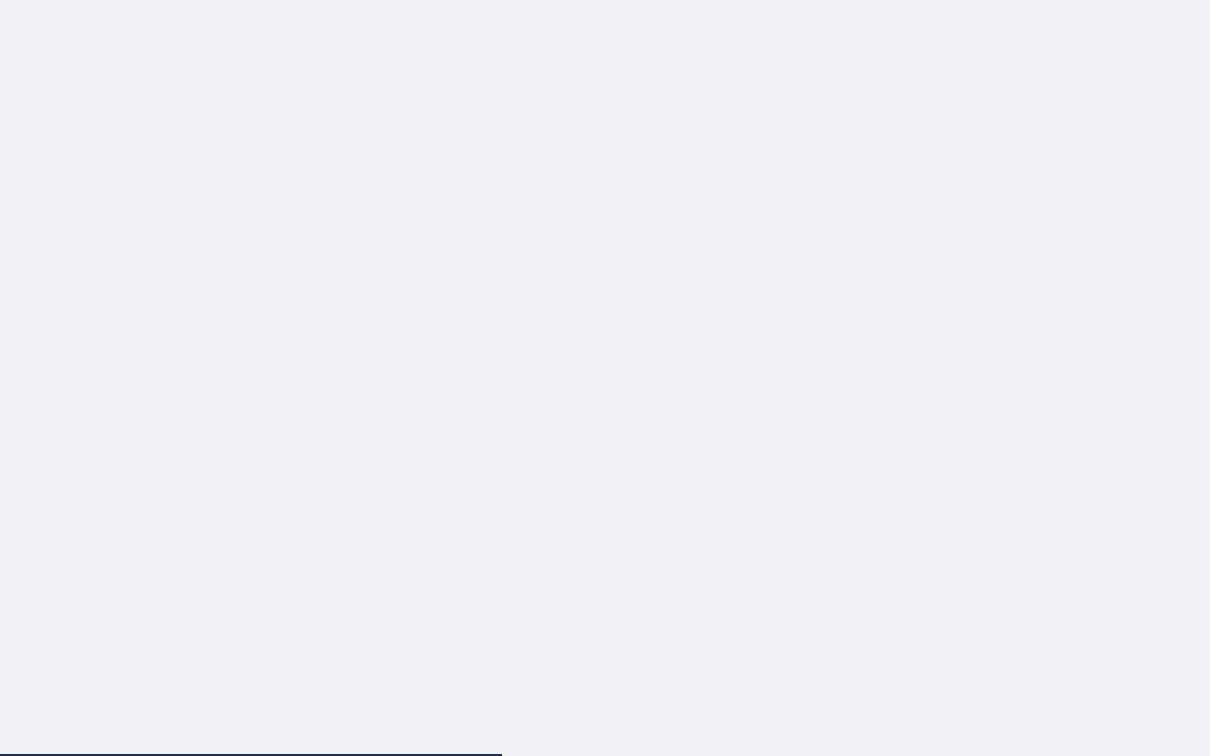
FALSE

Blood is /'jeləv/ .

~~TRUE~~

FALSE

But bile is.



# Conjugation

---

**Reference file:** pdfdata/911-conjugation-demo.csv

**Number of columns:** 3

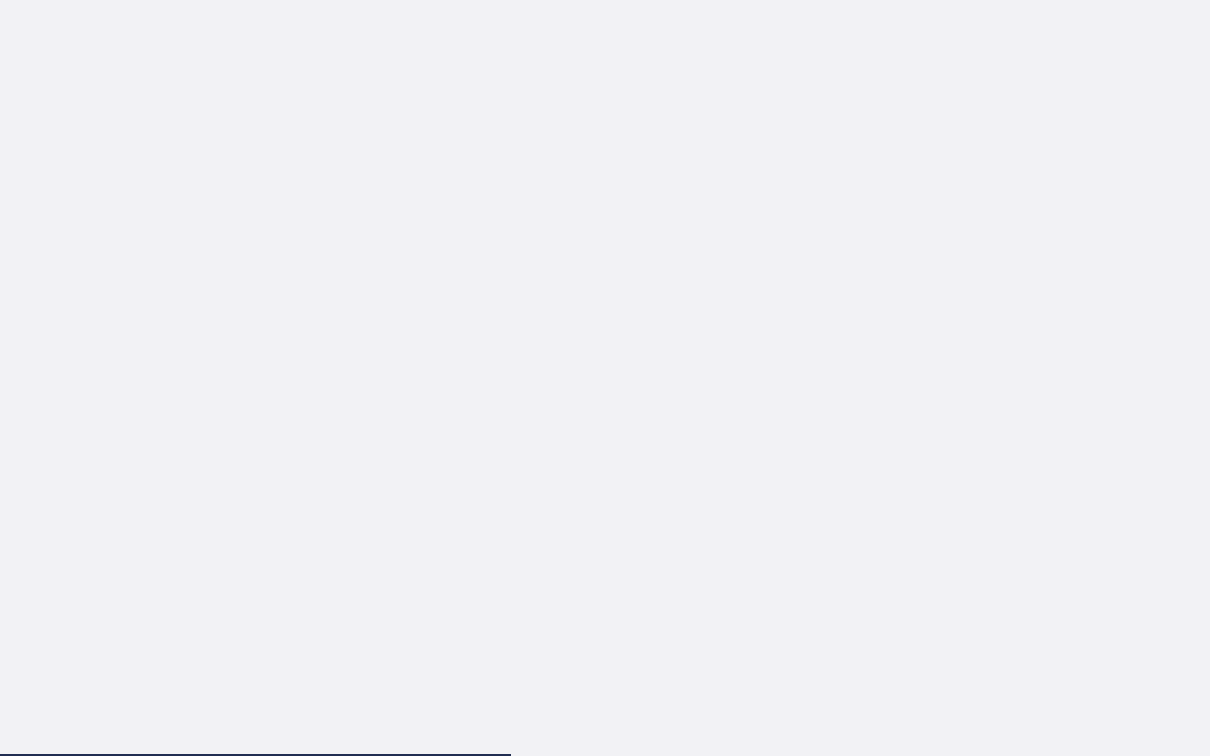
**Column 1:** Beginning of sentence

**Column 2:** Verb to conjugate

**Column 3:** End of sentence

**Additional information:**

**UniversalDispatchR** automatically generates verbal options to choose from.





1. The movement ..... on September 16th,

A. have begun

B. begins

C. began

D. were beginning

1 . The movement **began** on September 16th,

A. ~~have begun~~

B. ~~begins~~

C. **began**

D. ~~were beginning~~

2 . when Mahsa Amini, whom Iran's morality police  
..... for wearing her headscarf "improperly",

A. had arrested

C. don't arrest

B. have arrested

D. has arrested

2 . when Mahsa Amini, whom Iran's morality police **had arrested** for wearing her headscarf "improperly",

A. **had arrested**

B. ~~have arrested~~

C. ~~don't arrest~~

D. ~~has arrested~~

3 . ..... in their custody.

A. died

C. is dying

B. dies

3 . **died** in their custody.

A. **died**

B. ~~dies~~

C. ~~is dying~~

4 . Beyond their remarkable bravery, little .....  
for certain about the protesters

A. knows

C. didn't know

B. is known

4 . Beyond their remarkable bravery, little **is known** for certain about the protesters

A. ~~knows~~

C. ~~didn't know~~

B. **is known**



5 . who ..... Iranian streets in recent months.

A. throngs

C. have thronged

B. thronged

5 . who **have thronged** Iranian streets in recent months.

A. throngs

B. thronged

C. **have thronged**

6 . The worst event ..... a march on September 30th,

A. was

B. being

C. have been

6 . The worst event **was** a march on September 30th,

A. **was**

C. ~~have been~~

B. ~~being~~

7 . in which protesters ..... justice for a girl  
allegedly raped by a police chief.

A. has been seeking

C. seeks

B. sought

D. has sought

7 . in which protesters **sought** justice for a girl allegedly raped by a police chief.

A. ~~has been seeking~~

B. **sought**

C. seeks

D. ~~has sought~~

8 . Police ..... fire

A. has opened

C. opened

B. didn't open

8 . Police **opened** fire

A. ~~has opened~~

B. ~~didn't open~~

C. **opened**



9. and ..... 97 “marchers and rioters”.

A. are killing

C. have been killing

B. kills

D. killed

9 . and **killed** 97 “marchers and rioters”.

A. ~~are killing~~

B. ~~kills~~

C. ~~have been killing~~

D. **killed**

10 . Since then, the share of protests recorded as deadly  
..... from 22% to 5%.

A. falls

C. fell

B. has fallen

D. is falling

10 . Since then, the share of protests recorded as deadly **has fallen** from 22% to 5%.

A. falls

B. **has fallen**

C. felt

D. is falling

## BV indicated in brackets

**Reference file:** pdfdata/911-conjugation-demo.csv

**Number of columns:** 3

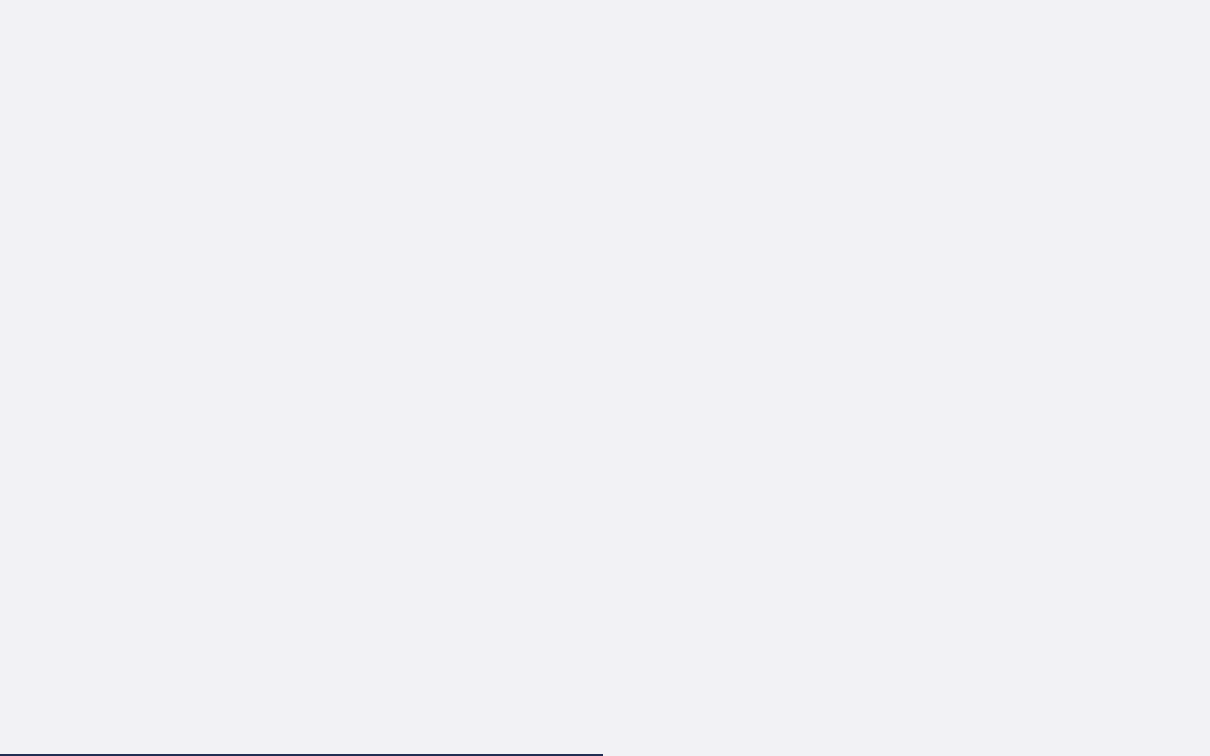
**Column 1:** Beginning of sentence

**Column 2:** Verb to conjugate

**Column 3:** End of sentence

**Additional information:**

**UniversalDispatchR** automatically retrieves the verbal root for students to conjugate appropriately.



The movement <sup>(1.)</sup> ..... (*begin*) on September 16th, when Mahsa Amini, whom Iran's morality police <sup>(2.)</sup> ..... (*arrest*) for wearing her headscarf "improperly", <sup>(3.)</sup> ..... (*die*) in their custody.

---

The movement **began** on September 16th, when Mahsa Amini, whom Iran's morality police **had arrested** for wearing her headscarf "improperly", **died** in their custody.

---



Beyond their remarkable bravery, little <sup>(4.)</sup> ..... (*know*) for certain  
about the protesters who <sup>(5.)</sup> ..... (*throng*) Iranian streets in recent  
months.

Beyond their remarkable bravery, little **is known** for certain about the protesters who **have thronged** Iranian streets in recent months.

---

The worst event <sup>(6.)</sup> ..... (*be*) a march on September 30th, in which  
protesters <sup>(7.)</sup> ..... (*seek*) justice for a girl allegedly raped by a police  
chief.

---

The worst event **was** a march on September 30th, in which protesters **sought** justice for a girl allegedly raped by a police chief.

---

Police <sup>(8.)</sup> ..... (*open*) fire and <sup>(9.)</sup> ..... (*kill*) 97 “marchers  
and rioters”.

Police **opened** fire and **killed** 97 “marchers and rioters”.

Since then, the share of protests recorded as deadly <sup>(10.)</sup> ..... (*fall*)  
from 22% to 5%.

Since then, the share of protests recorded as deadly **has fallen** from 22% to 5%.

---



## BV in a box

**Reference file:** pdfdata/911-conjugation-demo.csv

**Number of columns:** 3

**Column 1:** Beginning of sentence

**Column 2:** Verb to conjugate

**Column 3:** End of sentence

**Additional information:** The hardest of all conjugation exercises. Notice how all three exercises were generated from the same file.

- be

- fall

- seek

- die

- arrest

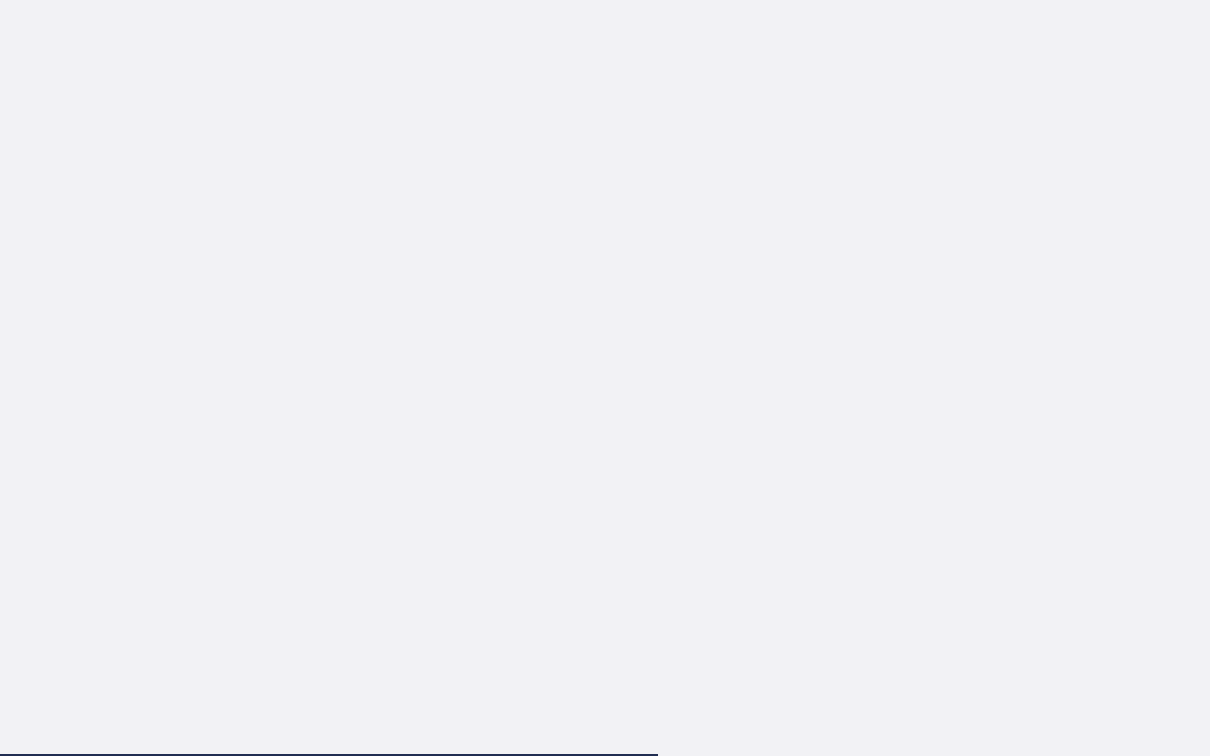
- open

- know

- kill

- throng

- begin



1. begin

---

1. begin

2. arrest

---

1. begin
  2. arrest
  3. die
-

1. begin
  2. arrest
  3. die
  4. know
-

1. begin
  2. arrest
  3. die
  4. know
  5. throng
-



1. begin

2. arrest

3. die

4. know

5. throng

6. be

1. begin
2. arrest
3. die
4. know
5. throng

6. be
7. seek

1. begin
2. arrest
3. die
4. know
5. throng

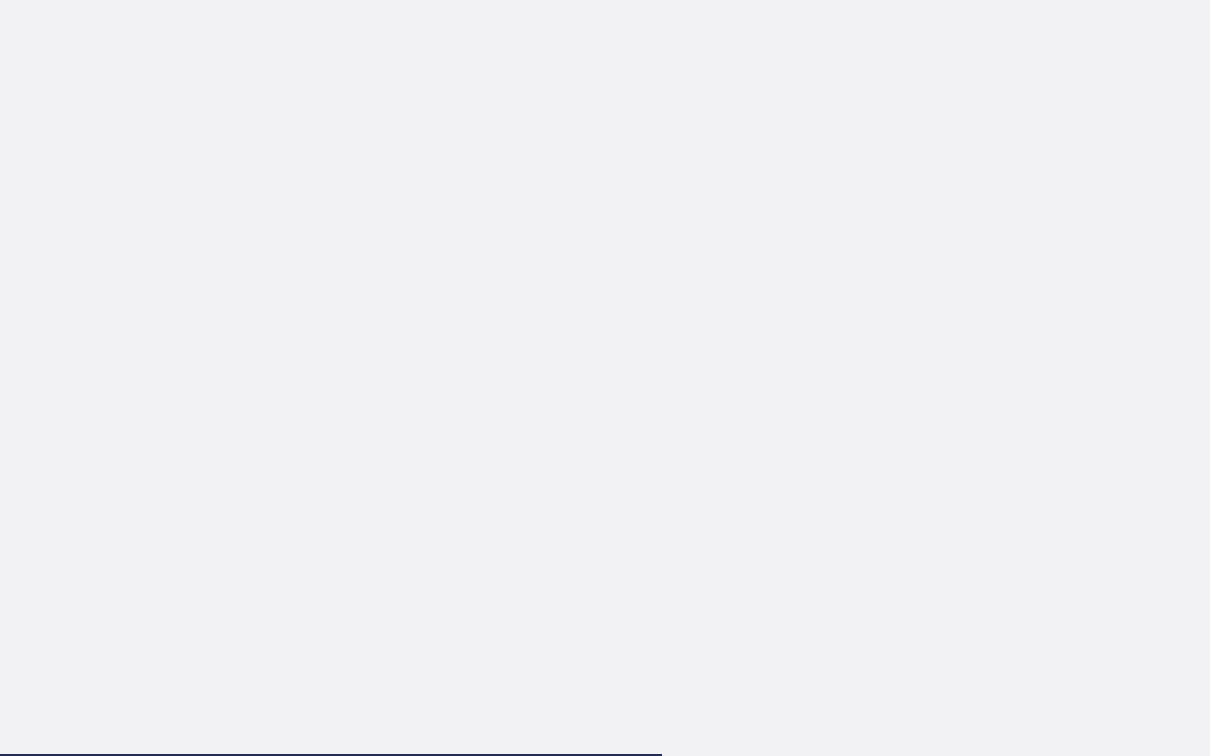
6. be
7. seek
8. open

1. begin
2. arrest
3. die
4. know
5. throng

6. be
7. seek
8. open
9. kill

1. begin
2. arrest
3. die
4. know
5. throng

6. be
7. seek
8. open
9. kill
10. fall



The movement <sup>(1.)</sup> ..... on September 16th, when Mahsa Amini,  
whom Iran's morality police <sup>(2.)</sup> ..... for wearing her headscarf  
"improperly", <sup>(3.)</sup> ..... in their custody.

The movement **began** on September 16th, when Mahsa Amini, whom Iran's morality police **had arrested** for wearing her headscarf "improperly", **died** in their custody.

---



Beyond their remarkable bravery, little (4.) ..... for certain about the protesters who (5.) ..... Iranian streets in recent months.

Beyond their remarkable bravery, little **is known** for certain about the protesters who **have thronged** Iranian streets in recent months.

---

The worst event <sup>(6.)</sup> ..... a march on September 30th, in which  
protesters <sup>(7.)</sup> ..... justice for a girl allegedly raped by a police chief.

---

The worst event **was** a march on September 30th, in which protesters **sought** justice for a girl allegedly raped by a police chief.

---

Police <sup>(8.)</sup> ..... fire and <sup>(9.)</sup> ..... 97 “marchers and rioters”.

Police **opened** fire and **killed** 97 “marchers and rioters”.

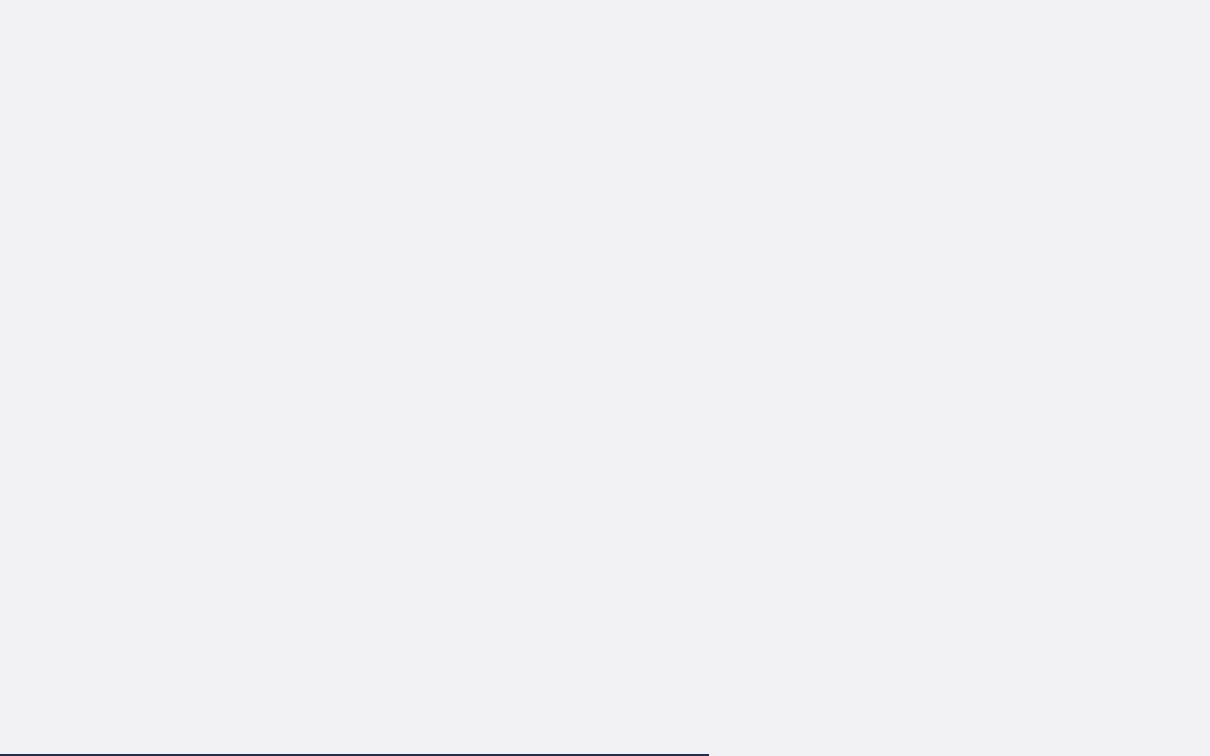
Since then, the share of protests recorded as deadly <sup>(10.)</sup> ..... from 22% to 5%.

---

Since then, the share of protests recorded as deadly **has fallen** from 22% to 5%.

---





Audio match

---

## Audio match

**Reference file:** pdfdata/912-audiomatch-demo.csv

**Number of columns:** 2

**Column 1:** Words in the box

**Column 2:** Definitions to listen to.

**Additional information:** Students listen to definitions and must write them down. Then they match-demo them with the words in the box.

- dim
- to mitigate
- to vie for
- to knock stg off
- to forsake
- a scale
- utility

- to make something less harmful, unpleasant, or bad

- the relation between the real size of something and its size on a map, model, or diagram
-

- to compete with other people to achieve or get something
-

- to stop doing or having something
-



- to take a particular amount away from stg

- a service that is used by the public, such as an electricity or gas supply
-

- not likely to succeed

- to make something less harmful, unpleasant, or bad
-

- to make something less harmful, unpleasant, or bad
- to mitigate

- the relation between the real size of something and its size on a map, model, or diagram
-

- the relation between the real size of something and its size on a map, model, or diagram

a scale

---

- to compete with other people to achieve or get something
-



- to compete with other people to achieve or get something  
to vie for
-

- to stop doing or having something

- to stop doing or having something

to forsake

---

- to take a particular amount away from stg

- to take a particular amount away from stg

to knock stg off

- a service that is used by the public, such as an electricity or gas supply
-

- a service that is used by the public, such as an electricity or gas supply

utility

---

- not likely to succeed



- not likely to succeed

dim

## Article

---

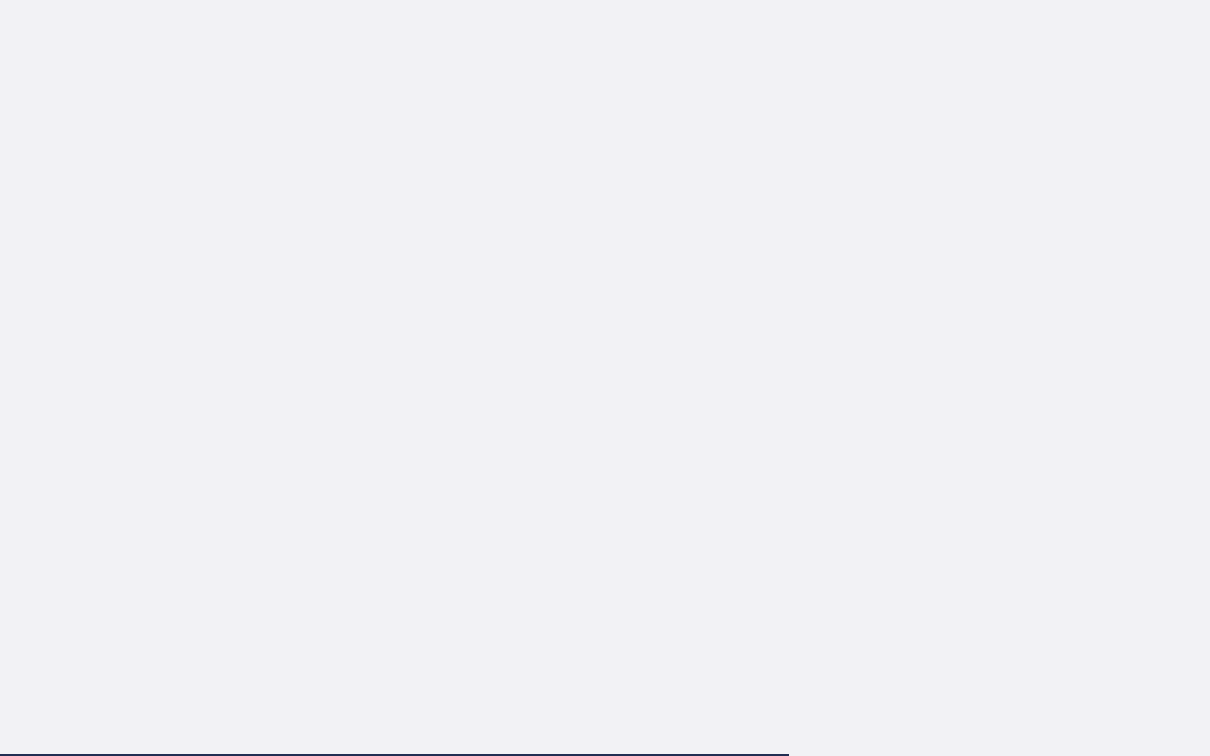
## Article

**Reference file:** pdfdata/913-article-demo.csv

**Number of columns:** NA

**Additional information:** This example shows how an article can be easily formatted and integrated into a worksheet. Notice the line and word numbers.

Check the article on the worksheet



Phono

---

# Phono

The following exercises are more advanced, as they focus on IPA transcriptions of English words.

All transcriptions are taken from Wells (2008).

---

## English to IPA

**Reference file:** pdfdata/914-phono-demo.csv

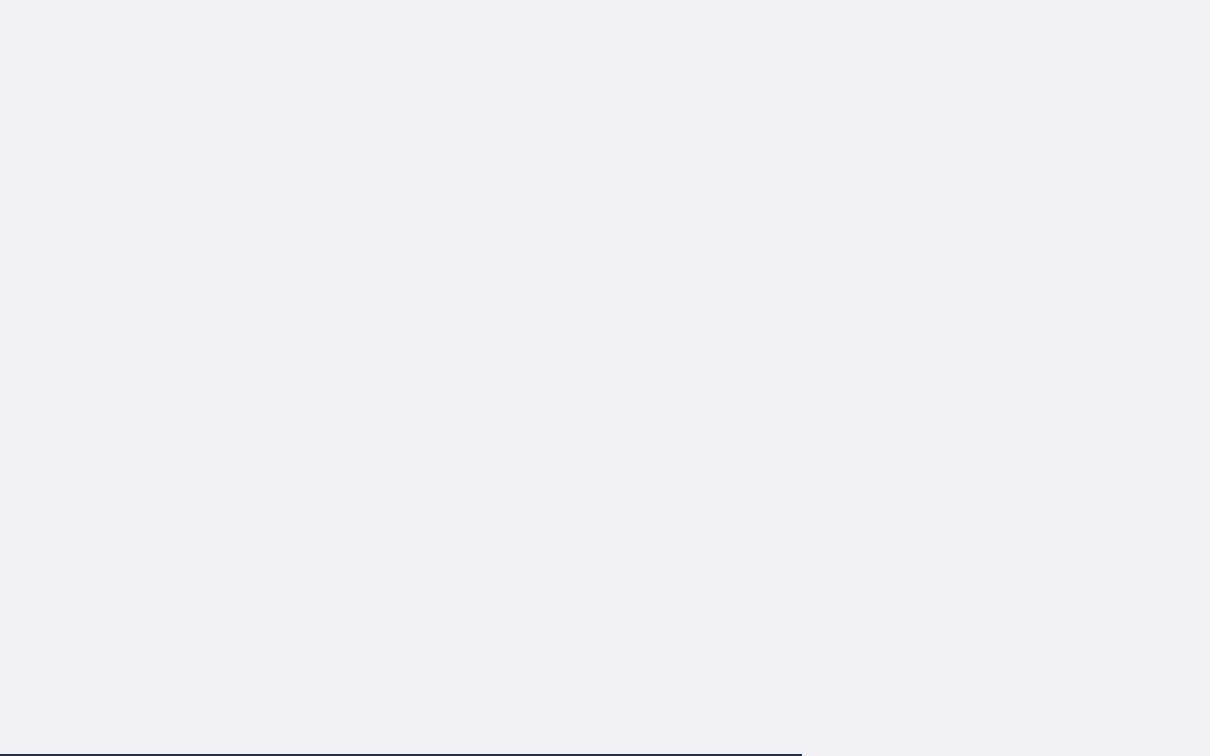
**Number of columns:** 1

**Column 1:** A list of words

**Additional information:**

`UniversalDispatchR` automatically retrieves the pronunciation from the *Longman Pronunciation Dictionary*.





- despite
  - although
  - trend
  - eventual
  - ominous
  - dramatic
  - pathetic
  - acidic
  - platonic
  - cherubic
-

- despite
- although
- trend
- eventual
- ominous
- dramatic
- pathetic
- acidic
- platonic
- cherubic

• /01/

- despite
- although
- trend
- eventual
- ominous
- dramatic
- pathetic
- acidic
- platonic
- cherubic

• /01/

• /01/

- despite
- although
- trend
- eventual
- ominous
- dramatic
- pathetic
- acidic
- platonic
- cherubic

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• /01/

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- despite
- although
- trend
- eventual
- ominous
- dramatic
- pathetic
- acidic
- platonic
- cherubic

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- despite
- although
- trend
- eventual
- ominous
- dramatic
- pathetic
- acidic
- platonic
- cherubic

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- despite
  - although
  - trend
  - eventual
  - ominous
  - dramatic
  - pathetic
  - acidic
  - platonic
  - cherubic
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  - /1/
  - /0100/
  - /100/
  - /010/



- despite
  - although
  - trend
  - eventual
  - ominous
  - dramatic
  - pathetic
  - acidic
  - platonic
  - cherubic
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- despite • /01/
- although • /01/
- trend • /1/
- eventual • /0100/
- ominous • /100/
- dramatic • /010/
- pathetic • /010/
- acidic • /010/
- platonic
- cherubic

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| • despite  | • /01/   |
| • although | • /01/   |
| • trend    | • /1/    |
| • eventual | • /0100/ |
| • ominous  | • /100/  |
| • dramatic | • /010/  |
| • pathetic | • /010/  |
| • acidic   | • /010/  |
| • platonic | • /010/  |
| • cherubic |          |

• despite	• /01/
• although	• /01/
• trend	• /1/
• eventual	• /0100/
• ominous	• /100/
• dramatic	• /010/
• pathetic	• /010/
• acidic	• /010/
• platonic	• /010/
• cherubic	• /010/

• despite	• /01/
• although	• /01/
• trend	• /1/
• eventual	• /0100/
• ominous	• /100/
• dramatic	• /010/
• pathetic	• /010/
• acidic	• /010/
• platonic	• /010/
• cherubic	• /010/

• despite	• /01/
• although	• /01/
• trend	• /1/
• eventual	• /0100/
• ominous	• /100/
• dramatic	• /010/
• pathetic	• /010/
• acidic	• /010/
• platonic	• /010/
• cherubic	• /010/

• despite	• /01/
• although	• /01/
• trend	• /1/
• eventual	• /0100/
• ominous	• /100/
• dramatic	• /010/
• pathetic	• /010/
• acidic	• /010/
• platonic	• /010/
• cherubic	• /010/

• despite	• /01/
• although	• /01/
• trend	• /1/
• eventual	• /0100/
• ominous	• /100/
• dramatic	• /010/
• pathetic	• /010/
• acidic	• /010/
• platonic	• /010/
• cherubic	• /010/



• despite	• /01/
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• eventual	• /0100/
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• dramatic	• /010/
• pathetic	• /010/
• acidic	• /010/
• platonic	• /010/
• cherubic	• /010/

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• ominous	• /100/	
• dramatic	• /010/	
• pathetic	• /010/	
• acidic	• /010/	
• platonic	• /010/	
• cherubic	• /010/	

• despite	• /01/	• /di'spart/
• although	• /01/	• /ɔ:l'ðəʊ/
• trend	• /1/	
• eventual	• /0100/	
• ominous	• /100/	
• dramatic	• /010/	
• pathetic	• /010/	
• acidic	• /010/	
• platonic	• /010/	
• cherubic	• /010/	

• despite	• /01/	• /di'spaɪt/
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• trend	• /1/	• /trend/
• eventual	• /0100/	
• ominous	• /100/	
• dramatic	• /010/	
• pathetic	• /010/	
• acidic	• /010/	
• platonic	• /010/	
• cherubic	• /010/	

• despite	• /01/	• /di'spaɪt/
• although	• /01/	• /ɔ:l'ðəʊ/
• trend	• /1/	• /trend/
• eventual	• /0100/	• /ɪ'ventʃuəl/
• ominous	• /100/	
• dramatic	• /010/	
• pathetic	• /010/	
• acidic	• /010/	
• platonic	• /010/	
• cherubic	• /010/	

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• although	• /01/	• /ɔ:l'ðəʊ/
• trend	• /1/	• /trend/
• eventual	• /0100/	• /ɪ'ventʃuəl/
• ominous	• /100/	• /'ɒmɪnəs/
• dramatic	• /010/	
• pathetic	• /010/	
• acidic	• /010/	
• platonic	• /010/	
• cherubic	• /010/	

• despite	• /01/	• /di'spaɪt/
• although	• /01/	• /ɔ:l'ðəʊ/
• trend	• /1/	• /trend/
• eventual	• /0100/	• /ɪ'ventʃuəl/
• ominous	• /100/	• /'ɒmɪnəs/
• dramatic	• /010/	• /drə'mætɪk/
• pathetic	• /010/	
• acidic	• /010/	
• platonic	• /010/	
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• trend	• /1/	• /trend/
• eventual	• /0100/	• /ɪ'ventʃuəl/
• ominous	• /100/	• /'ɒmɪnəs/
• dramatic	• /010/	• /drə'mætɪk/
• pathetic	• /010/	• /pə'tetɪk/
• acidic	• /010/	
• platonic	• /010/	
• cherubic	• /010/	



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• dramatic	• /010/	• /drə'mætɪk/
• pathetic	• /010/	• /pə'θetɪk/
• acidic	• /010/	• /ə'sɪdɪk/
• platonic	• /010/	
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• trend	• /1/	• /trend/
• eventual	• /0100/	• /ɪ'ventʃuəl/
• ominous	• /100/	• /'ɒmɪnəs/
• dramatic	• /010/	• /drə'mætɪk/
• pathetic	• /010/	• /pə'θetɪk/
• acidic	• /010/	• /ə'sɪdɪk/
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• eventual	• /0100/	• /ɪ'ventʃuəl/
• ominous	• /100/	• /'ɒmɪnəs/
• dramatic	• /010/	• /drə'mætɪk/
• pathetic	• /010/	• /pə'tetɪk/
• acidic	• /010/	• /ə'sɪdɪk/
• platonic	• /010/	• /plə'tɒnɪk/
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- /r'tæljən/

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|-------------|----------|------------------|
| • Italian   | • /010/  | • /ɪ'tæljən/     |
| • tragedian | • /0100/ | • /trə'dʒiːdiən/ |
| • magician  | • /010/  |                  |
| • draconian | • /0100/ |                  |
| • Peruvian  | • /0100/ |                  |

• Italian	• /010/	• /ɪ'tæljən/
• tragedian	• /0100/	• /trə'dʒiːdiən/
• magician	• /010/	• /mə'dʒɪʃən/
• draconian	• /0100/	
• Peruvian	• /0100/	

• Italian	• /010/	• /ɪ'tæljən/
• tragedian	• /0100/	• /trə'dʒiːdiən/
• magician	• /010/	• /mə'dʒɪʃən/
• draconian	• /0100/	• /drə'kəʊniən/
• Peruvian	• /0100/	



• Italian	• /010/	• /ɪ'tæljən/
• tragedian	• /0100/	• /trə'dʒiːdiən/
• magician	• /010/	• /mə'dʒɪʃən/
• draconian	• /0100/	• /drə'kəʊniən/
• Peruvian	• /0100/	• /pə'ruːviən/

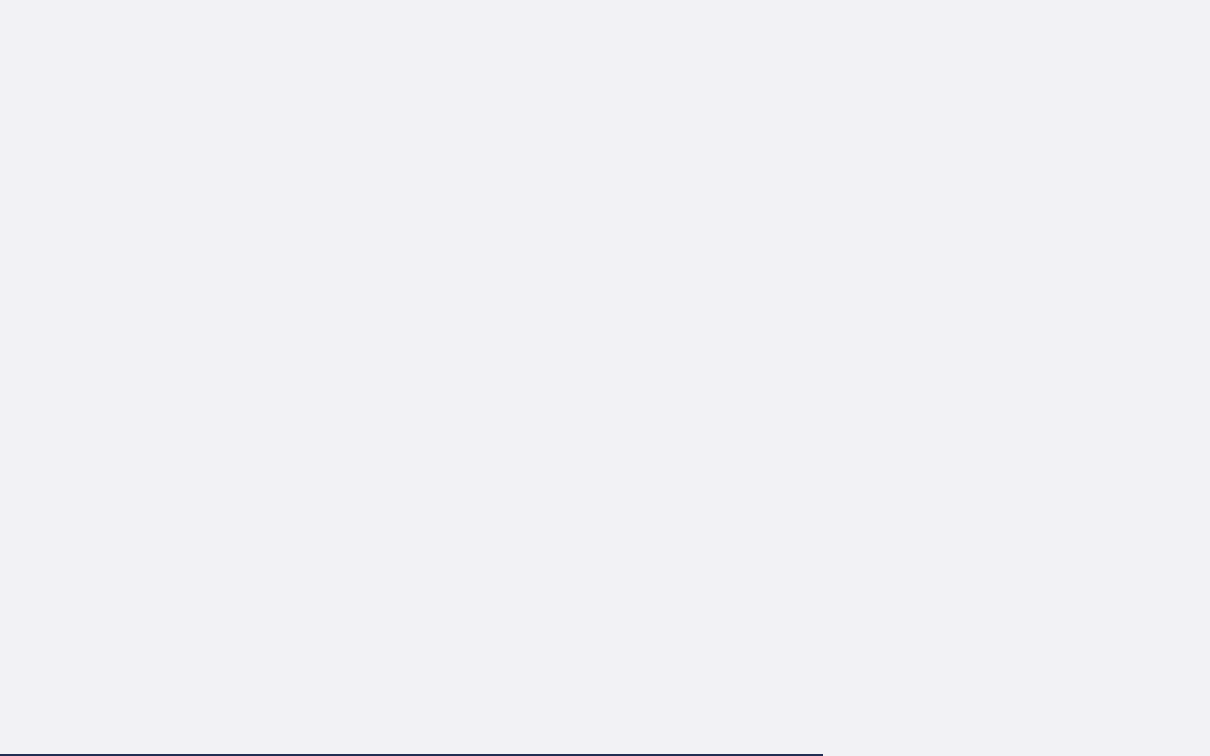
## IPA to English

**Reference file:** pdfdata/914-phono-demo.csv

**Number of columns:** 1

**Column 1:** A list of words.

**Additional information:** Same exercise as above, but inverted.



- /di'spaɪt/
  - /ɔ:l'dʒu/
  - /trend/
  - /ɪ'ventʃʊəl/
  - /'ɒmɪnəs/
  - /drə'mætɪk/
  - /pə'θetɪk/
  - /ə'sɪdɪk/
  - /plə'tɒnɪk/
  - /tʃə'ru:bɪk/
-

- /di'spaɪt/
- /ɔ:l'dʒu/
- /trend/
- /ɪ'ventʃuəl/
- /'ɒmɪnəs/
- /drə'mætɪk/
- /pə'θetɪk/
- /ə'sɪdɪk/
- /plə'tɒnɪk/
- /tʃə'ru:bɪk/

- despite

- /di'spaɪt/
- /ɔ:l'dʒu/
- /trend/
- /ɪ'ventʃuəl/
- /'ɒmɪnəs/
- /drə'mætɪk/
- /pə'θetɪk/
- /ə'sɪdɪk/
- /plə'tɒnɪk/
- /tʃə'ru:bɪk/

- despite
- although

- /di'spaɪt/
- /ɔ:l'dʒu/
- /trend/
- /ɪ'ventʃʊəl/
- /'ɒmɪnəs/
- /drə'mætɪk/
- /pə'θetɪk/
- /ə'sɪdɪk/
- /plə'tɒnɪk/
- /tʃə'ru:bɪk/

- despite
- although
- trend

- /di'spaɪt/
- /ɔ:l'dʒu/
- /trend/
- /ɪ'ventʃuəl/
- /'ɒmɪnəs/
- /drə'mætɪk/
- /pə'tetɪk/
- /ə'sɪdɪk/
- /plə'tɒnɪk/
- /tʃə'ru:bɪk/

- despite
- although
- trend
- eventual



- /di'spaɪt/
- /ɔ:l'dʒu/
- /trend/
- /ɪ'ventʃuəl/
- /'ɒmɪnəs/
- /drə'mætɪk/
- /pə'tetɪk/
- /ə'sɪdɪk/
- /plə'tɒnɪk/
- /tʃə'ru:bɪk/

- despite
- although
- trend
- eventual
- ominous

- /di'spaɪt/
- /ɔ:l'dʒu/
- /trend/
- /ɪ'ventʃuəl/
- /'ɒmɪnəs/
- /drə'mætɪk/
- /pə'tetɪk/
- /ə'sɪdɪk/
- /plə'tɒnɪk/
- /tʃə'ru:bɪk/

- despite
- although
- trend
- eventual
- ominous
- dramatic

- /di'spaɪt/
- /ɔ:l'dʒu/
- /trend/
- /ɪ'ventʃuəl/
- /'ɒmɪnəs/
- /drə'mætɪk/
- /pə'tetɪk/
- /ə'sɪdɪk/
- /plə'tɒnɪk/
- /tʃə'ru:bɪk/

- despite
- although
- trend
- eventual
- ominous
- dramatic
- pathetic

- /di'spaɪt/
- /ɔ:l'dʒu/
- /trend/
- /ɪ'ventʃuəl/
- /'ɒmɪnəs/
- /drə'mætɪk/
- /pə'tetɪk/
- /ə'sɪdɪk/
- /plə'tɒnɪk/
- /tʃə'ru:bɪk/

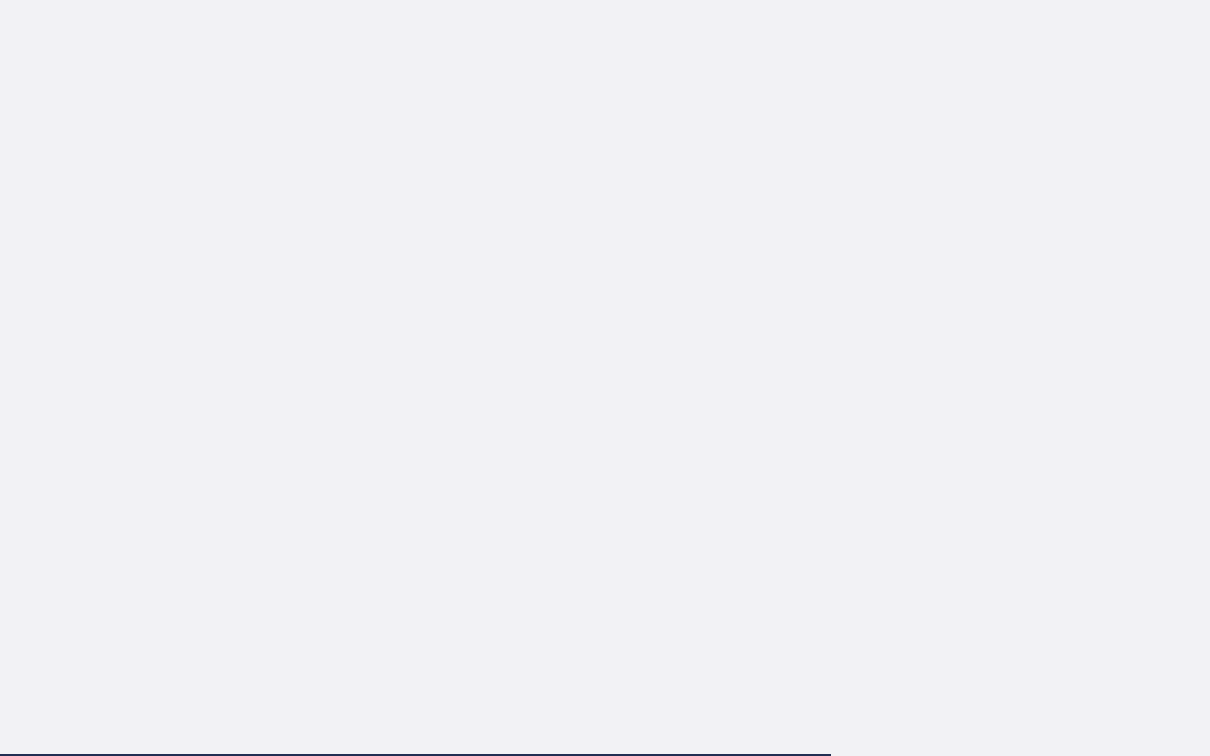
- despite
- although
- trend
- eventual
- ominous
- dramatic
- pathetic
- acidic

- /di'spaɪt/
- /ɔ:l'dʒu/
- /trend/
- /ɪ'ventʃuəl/
- /'ɒmɪnəs/
- /drə'mætɪk/
- /pə'θetɪk/
- /ə'sɪdɪk/
- /plə'tɒnɪk/
- /tʃə'ru:bɪk/

- despite
- although
- trend
- eventual
- ominous
- dramatic
- pathetic
- acidic
- platonic

- /di'spaɪt/
- /ɔ:l'dʒu:/
- /trend/
- /ɪ'ventʃuəl/
- /'ɒmɪnəs/
- /drə'mætɪk/
- /pə'θetɪk/
- /ə'sɪdɪk/
- /plə'tɒnɪk/
- /tʃə'ru:bɪk/

- despite
- although
- trend
- eventual
- ominous
- dramatic
- pathetic
- acidic
- platonic
- cherubic



- /ɪ'tæljən/
- /trə'dʒɪːdiən/
- /mə'dʒɪʃən/
- /drə'kəʊniən/
- /pə'ruːviən/



- /ɪ'tæljən/
- /trə'dʒɪːdiən/
- /mə'dʒɪʃən/
- /drə'kəʊniən/
- /pə'ruːviən/

- Italian

- /ɪ'tæljən/
- /trə'dʒɪːdiən/
- /mə'dʒɪʃən/
- /drə'kəʊniən/
- /pə'ruːviən/

- Italian
- tragedian

- /ɪ'tæljən/
- /trə'dʒɪːdiən/
- /mə'dʒɪʃən/
- /drə'kəʊniən/
- /pə'ruːviən/

- Italian
- tragedian
- magician

- /ɪ'tæljən/
- /trə'dʒɪːdiən/
- /mə'dʒɪʃən/
- /drə'kəʊniən/
- /pə'ruːviən/

- Italian
- tragedian
- magician
- draconian

- /ɪ'tæljən/
- /trə'dʒɪːdiən/
- /mə'dʒɪʃən/
- /drə'kəʊniən/
- /pə'ruːviən/

- Italian
- tragedian
- magician
- draconian
- Peruvian

**Reference file:** pdfdata/914-phono-demo.csv

**Number of columns:** 1

**Column 1:** A list of words

**Additional information:**

**UniversalDispatchR** automatically  
generates pseudo-transcriptions.

despite

A. /daɪ'spɜːt/

B. /'dɪspart/

C. /daɪ'spɑːt/

D. /dɪ'spɑːt/

despite

A. /daɪ'spɜ:t/

B. /'dɪspart/

C. /daɪ'spɑ:t/

D. /dɪ'spɑ:t/



although

A. /'ɔ:lðɔ:/

B. /ɔ:l'ðəʊ/

C. /ɒl'ðɔ:/

D. /'əʊlðɔ:/

although

A. /'ɔ:lðɔ:/

B. /ɔ:l'ðəʊ/

C. /ɒl'ðɔ:/

D. /'əʊlðɔ:/

trend

A. /trənd/

B. /triːnd/

C. /trɜːnd/

D. /trend/

trend

A. /trənd/

B. /tri:nd/

C. /trɜ:nd/

D. /trend/

eventual

A. /'ɪvəntʃuəl/

B. /ɜː'vɪntʃʒəl/

C. /ɪ'ventʃuəl/

D. /'ɪvəntʃʒəl/

eventual

A. /'ɪvəntʃuəl/

B. /ɜː'vɪntʃʒəl/

C. /ɪ'ventʃuəl/

D. /'ɪvəntʃɜːl/

ominous

A. /əʊmaɪən'əs/

B. /'ɒmɪnəs/

C. /'ɔːmɪnəs/

D. /əʊm'aɪənɜːs/

ominous

A. /əʊməʊən'əs/

B. /'ɒmɪnəs/

C. /'ɔːmɪnəs/

D. /əʊm'aɪənɜːs/



dramatic

A. /drɜ:mæt'aɪək/

B. /drə'maʊtaɪək/

C. /dri:'meətik/

D. /drə'mætɪk/

dramatic

A. /drɜ:mæt'aɪək/

B. /drə'maʊtaɪək/

C. /dri:'meətik/

D. /drə'mætɪk/

pathetic

A. /pɜːθɜːt'aɪək/

B. /pə'tetɪk/

C. /'piːθɜːtaɪək/

D. /pəθɪət'aɪək/

pathetic

A. /pɜːθɜːt'ʌək/

B. /pə'tetɪk/

C. /'piːθɜːtʌək/

D. /pəθɪət'ʌək/

acidic

A. /ə'sɪdɪk/

B. /'esɪdʒ:k/

C. /ə'sɪdʒ:k/

D. /'i:səɪdɪk/

acidic

A. /ə'sɪdɪk/

B. /'esɪdɜ:k/

C. /ə'sɪdɜ:k/

D. /'i:səɪdɪk/

platonic

A. /plɜːˈtɔːnɪk/

B. /pliːtəʊnˈɪk/

C. /pliːˈtəʊnɪk/

D. /pləˈtɒnɪk/

platonic

A. /plɜː'tɔːnɪk/

B. /plɪːtəʊn'ɪk/

C. /plɪː'təʊnɪk/

D. /plə'tɒnɪk/



cherubic

A. /tʃɪərʊəb'aɪək/

B. /tʃɜ:'rʊəbaɪk/

C. /tʃə'ru:bɪk/

D. /tʃe'ru:bɪk/

cherubic

A. /tʃɪərʊəb'arək/

B. /tʃɜ:'rʊəbərək/

C. /tʃə'ru:bɪk/

D. /tʃe'ru:bɪk/

Italian

A. /aɾə'teəljɾən/

B. /aɾətæɫ'jən/

C. /ɾ'tæljən/

D. /aɾ'taʊljən/

## Italian

A. /aɐ̯'teəlʝən/

B. /aɪətæl'jən/

C. /ɪ'tæljən/

D. /aɪ'taʊljən/

tragedian

A. /'tredʒiːdɑːiːn/

B. /trə'dʒiːdiən/

C. /trɪədʒɜːd'ɑːiən/

D. /'trɜːdʒiədiːn/

tragedian

A. /'tredʒiːdɑːiːn/

B. /trə'dʒiːdiən/

C. /trɪədʒɜːd'ɑːiən/

D. /'trɜːdʒiədiːn/

magician

A. /'mi:dʒaɪʒ:n/

B. /mə'dʒɪʃən/

C. /'mɜ:dʒaəʃən/

D. /mɪə'dʒɪʃən/

magician

A. /'mi:dʒaɪfɜ:n/

B. /mə'dʒɪfən/

C. /'mɜ:dʒaɪfɪən/

D. /mɪə'dʒɪfɪən/



draconian

A. /drə'kəʊniən/

B. /'drɜ:kəʊnɜ:ɜ:n/

C. /dreɪnɜ:'i:n/

D. /dri:kəʊni'ən/

draconian

A. /drə'kəʊniən/

B. /'drɜ:kəʊnɜ:ɜ:n/

C. /dreɪkənɜ:'i:n/

D. /dri:kəʊnɪ'ən/

Peruvian

A. /pɜːruːvɜː'ɪən/

B. /peruːvaɪə'iːn/

C. /'peruvaɪən/

D. /pə'ruːviən/

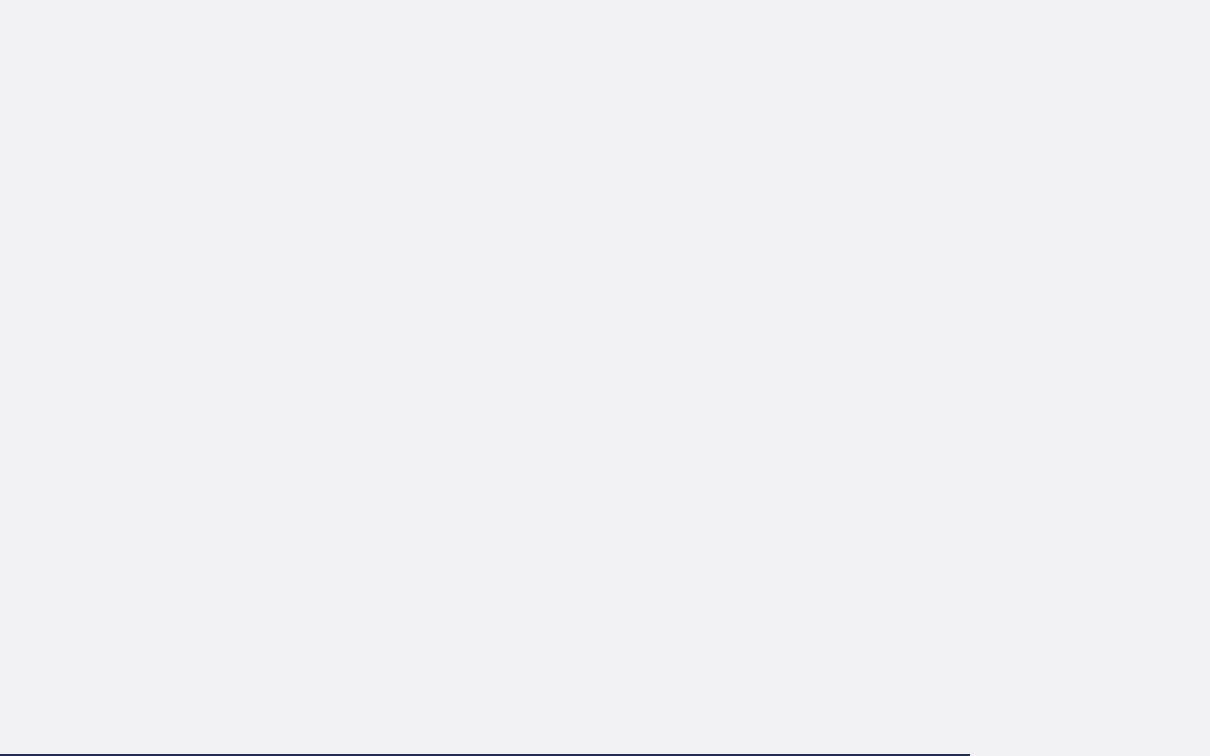
Peruvian

A. /pɜːruvɜː'iən/

B. /peruːvaɪə'iːn/

C. /'peruvaɪən/

D. /pə'ruːviən/



## Paragraph matching

---

# Paragraph matching

This exercise jumbles the rows and generates a fillable column. The students must then match the statement in the first column with the appropriate paragraph number from an article.

**Reference**

**file:**

pdfdata/915-paragraphmatching-demo.csv

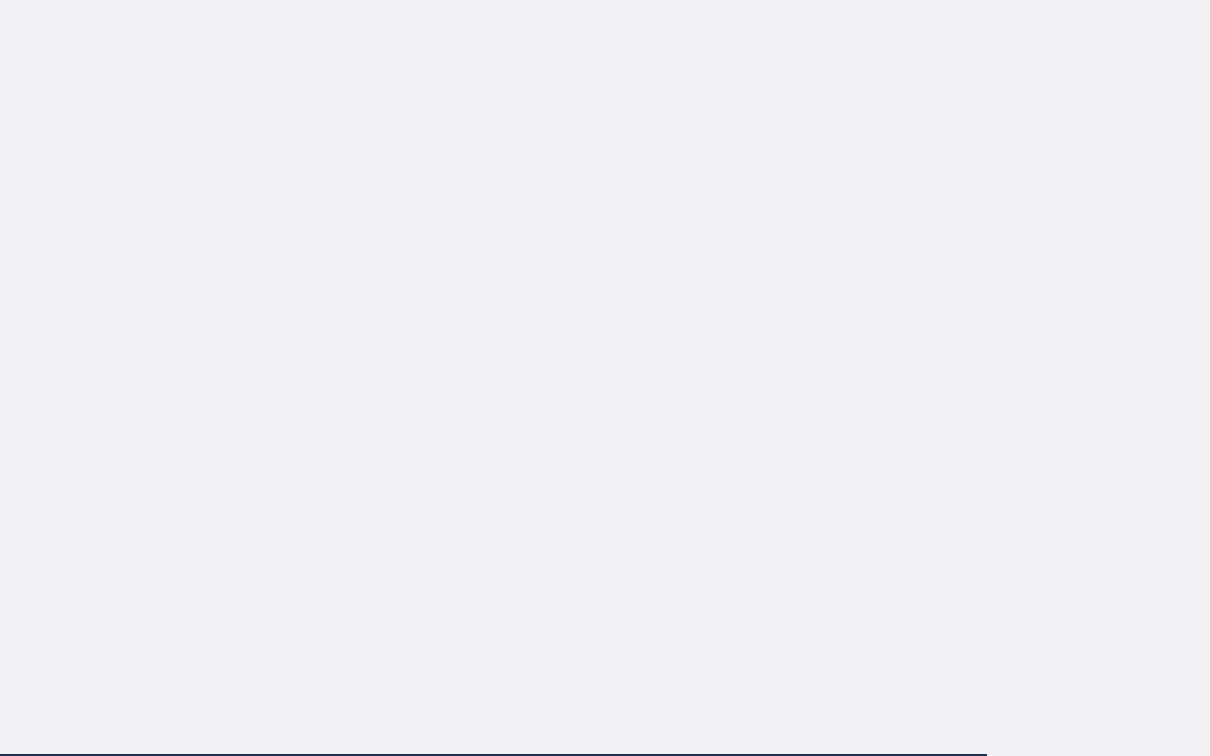
**Number of columns:** 1

**Column 1:** the summaries of each paragraph.

Statement	Paragraph n°
This is statement n°2.	.....
This is statement n°5.	.....
This is statement n°1.	.....
This is statement n°3.	.....
This is statement n°4.	.....
This is statement n°6.	.....



Statement	Paragraph n°
This is statement n°2.	2
This is statement n°5.	5
This is statement n°1.	1
This is statement n°3.	3
This is statement n°4.	4
This is statement n°6.	6



## Dictation

---

# Dictation

The number of columns indicate the number of blank, dotted lines to write on.

---

## One column (one line)

**Reference file:** pdfdata/916-dictation-demo.csv

**Number of columns:** 1

**Column 1:** The sentences to dictate.



## Sentence nº 1

- I am 18 years old.

## Sentence n° 2

- I lived in Lyons.



### Sentence n° 3

- My favourite subject is Maths.

### Sentence n° 4

- I live quite far, 50 minutes away from school.

## Sentence n° 5

- But I *am* listening!

## Sentence n° 6

- I live with 4 other people: my parents and my brothers.
-

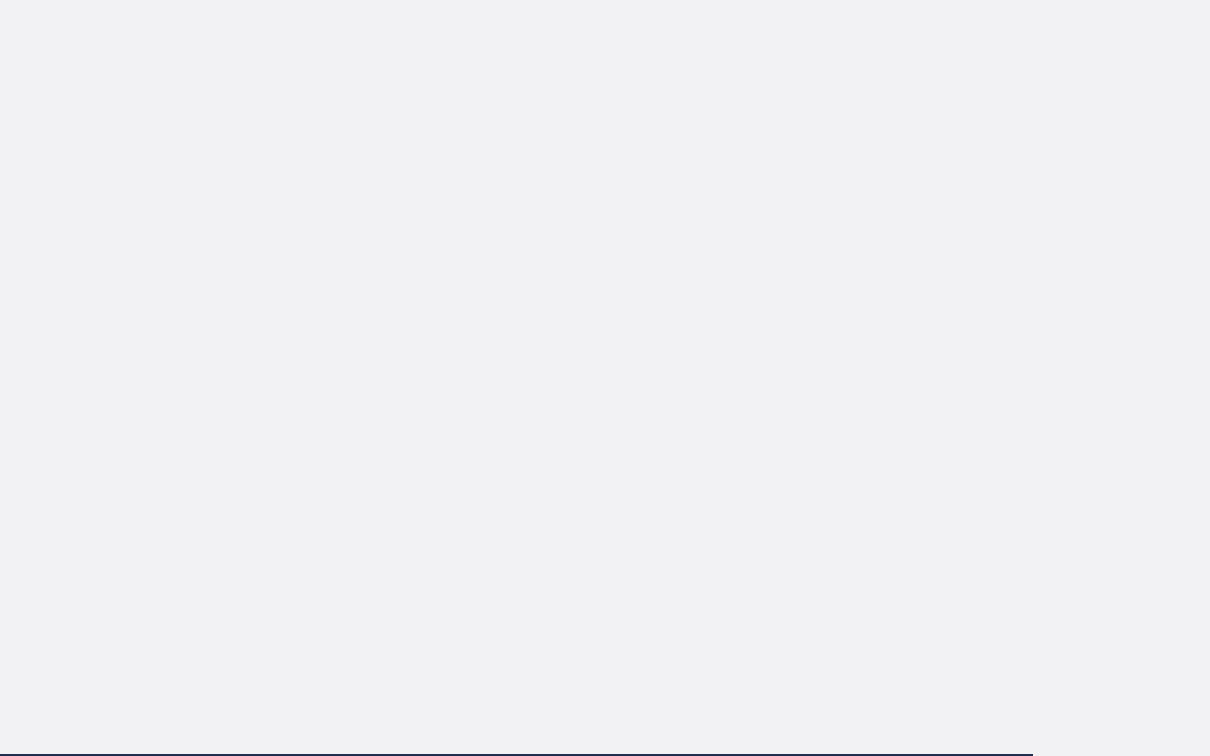
## Two columns (two lines)

**Reference file:** pdfdata/917-dictation-severallines-demo.csv

**Number of columns:** 1

**Column 1:** The sentences to dictate.

**Column 2:** The number of dotted lines to write on.



## Sentence nº 1

- I am 18 years old.

## Sentence n° 2

- I lived in Lyons.



### Sentence n° 3

- My favourite subject is Maths.

### Sentence n° 4

- I live quite far, 50 minutes away from school.

## Sentence n° 5

- I live with 4 other people: my parents and my brothers.

Jumble blocks

---

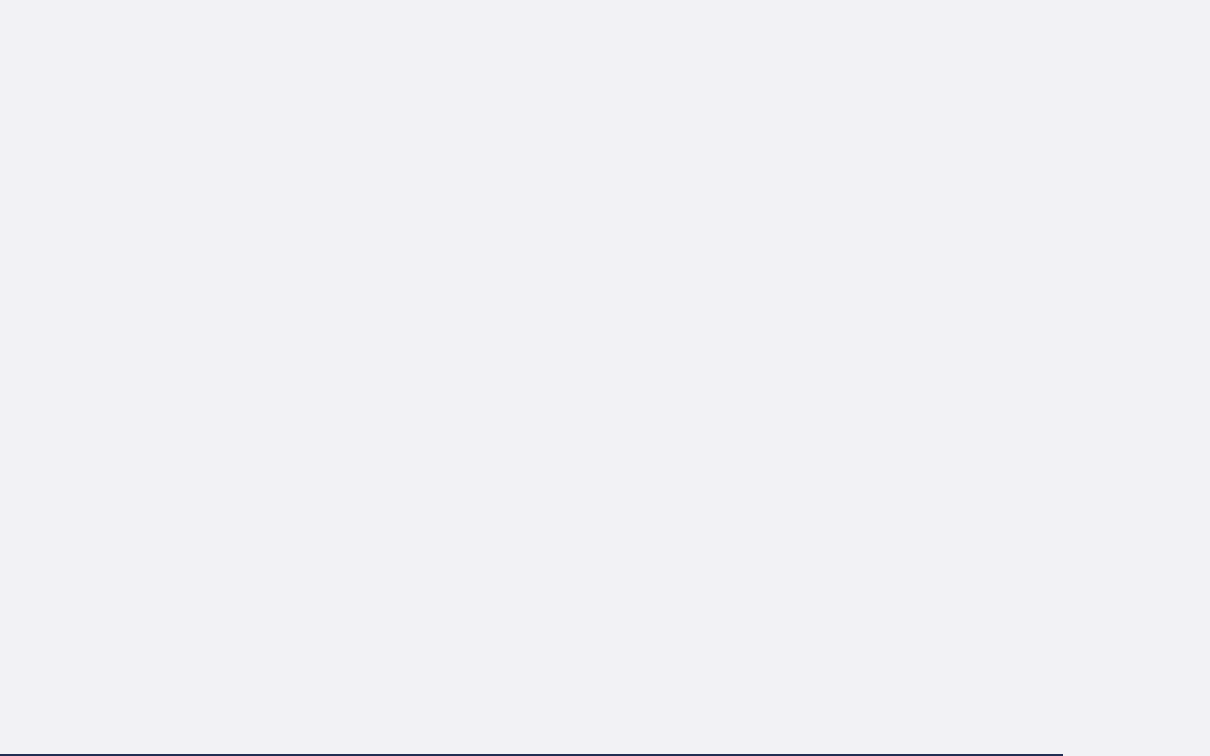
## Jumble blocks

**Reference file:** pdfdata/923-jumblewords.csv

**Number of columns:** 1 + any

**Column 1:** The question

**Column 2...n:** The blocks to reorder



- Quel est l'ordre des mots dans une phrase négative ?

Auxiliaire conjugué

Sujet

Négation

Le reste

- Quel est l'ordre des mots dans une phrase négative ?

Auxiliaire conjugué

Sujet

Négation

Le reste

1. **Sujet** | 2. **Auxiliaire conjugué** | 3. **Négation** | 4. **Le reste** |



- Quel est l'ordre des mots dans une phrase interrogative ?

Sujet

Pronom interrogatif (Optionnel)

Le reste

Auxiliaire conjugué

- Quel est l'ordre des mots dans une phrase interrogative ?

Sujet

Pronom interrogatif (Optionnel)

Le reste

Auxiliaire conjugué

1. **Pronom interrogatif (Optionnel)** | 2. **Auxiliaire conjugué** | 3. **Sujet** | 4. **Le reste** |

# Transformations

---

# Transformations

A series of transformations from an original sentence.

One series per row, one dotted line per extra-column.

**Reference file:** pdfdata/919-transformation-demo.csv

**Number of columns:** 1 + any

**Column 1:** the initial sentence to start from.

**Column 2...n:** The sequence of sentences to obtain.



- Quelqu'un a oublié une clef USB dans l'atelier.

- Quelqu'un a oublié une clef USB dans l'atelier.

- Quelqu'un a oublié une clef USB dans l'atelier.  
**Someone forgot a USB key in the workshop.**



- Quelqu'un a oublié une clef USB dans l'atelier.  
Someone forgot a USB key in the workshop.  
Where did someone forget a USB key?

- Quelqu'un a oublié une clef USB dans l'atelier.  
Someone forgot a USB key in the workshop.  
Where did someone forget a USB key?  
A USB key was forgotten in the workshop.

- Quelqu'un a oublié une clef USB dans l'atelier.  
Someone forgot a USB key in the workshop.  
Where did someone forget a USB key?  
A USB key was forgotten in the workshop.  
Where was a USB key forgotten?

- Ils sont en train de réparer la machine dans l'entrepôt.

- Ils sont en train de réparer la machine dans l'entrepôt.

- Ils sont en train de réparer la machine dans l'entrepôt.  
**They are repairing the machine in the warehouse.**

- Ils sont en train de réparer la machine dans l'entrepôt.  
They are repairing the machine in the warehouse.  
Where are they repairing the machine?

- Ils sont en train de réparer la machine dans l'entrepôt.  
They are repairing the machine in the warehouse.  
Where are they repairing the machine?  
The machine is being repaired in the warehouse.



- Ils sont en train de réparer la machine dans l'entrepôt.

They are repairing the machine in the warehouse.

Where are they repairing the machine?

The machine is being repaired in the warehouse.

Where is the machine being repaired?

---

- Elle écrira un message demain.

- Elle écrira un message demain.

- Elle écrira un message demain.

**She will write a message tomorrow.**

- Elle écrira un message demain.

**She will write a message tomorrow.**

**When will she write a message?**

- Elle écrira un message demain.

She will write a message tomorrow.

When will she write a message?

A message will be written tomorrow.

- Elle écrira un message demain.

She will write a message tomorrow.

When will she write a message?

A message will be written tomorrow.

When will a message be written?

- Ils donnent les résultats le mercredi.



- Ils donnent les résultats le mercredi.

- Ils donnent les résultats le mercredi.

**They give the results on Wednesdays.**

- Ils donnent les résultats le mercredi.

They give the results on Wednesdays.

When do they give the results?

- Ils donnent les résultats le mercredi.

They give the results on Wednesdays.

When do they give the results?

The results are given on Wednesdays.

- Ils donnent les résultats le mercredi.

They give the results on Wednesdays.

When do they give the results?

The results are given on Wednesdays.

When are the results given?

- L'entreprise a acheté cette machine l'année dernière.

- L'entreprise a acheté cette machine l'année dernière.

- L'entreprise a acheté cette machine l'année dernière.  
The company bought this machine last year.



- L'entreprise a acheté cette machine l'année dernière.

The company bought this machine last year.

When did the company buy the machine?

- L'entreprise a acheté cette machine l'année dernière.

The company bought this machine last year.

When did the company buy the machine?

This machine was bought last year

- L'entreprise a acheté cette machine l'année dernière.

The company bought this machine last year.

When did the company buy the machine?

This machine was bought last year

When was the machine bought?

---

- La machine éjecte le papier de ce côté.

- La machine éjecte le papier de ce côté.

- La machine éjecte le papier de ce côté.

**The machine ejects paper from this side.**

- La machine éjecte le papier de ce côté.

The machine ejects paper from this side.

Where does the machine eject paper?

- La machine éjecte le papier de ce côté.

The machine ejects paper from this side.

Where does the machine eject paper?

Paper is ejected from this side.



- La machine éjecte le papier de ce côté.

The machine ejects paper from this side.

Where does the machine eject paper?

Paper is ejected from this side.

Where is paper ejected from?

- Ils enverront la commande demain.

- Ils enverront la commande demain.

- Ils enverront la commande demain.

**They will ship the order tomorrow.**

- Ils enverront la commande demain.

**They will ship the order tomorrow.**

**When will they ship the order?**

- Ils enverront la commande demain.

They will ship the order tomorrow.

When will they ship the order?

The order will be shipped tomorrow.

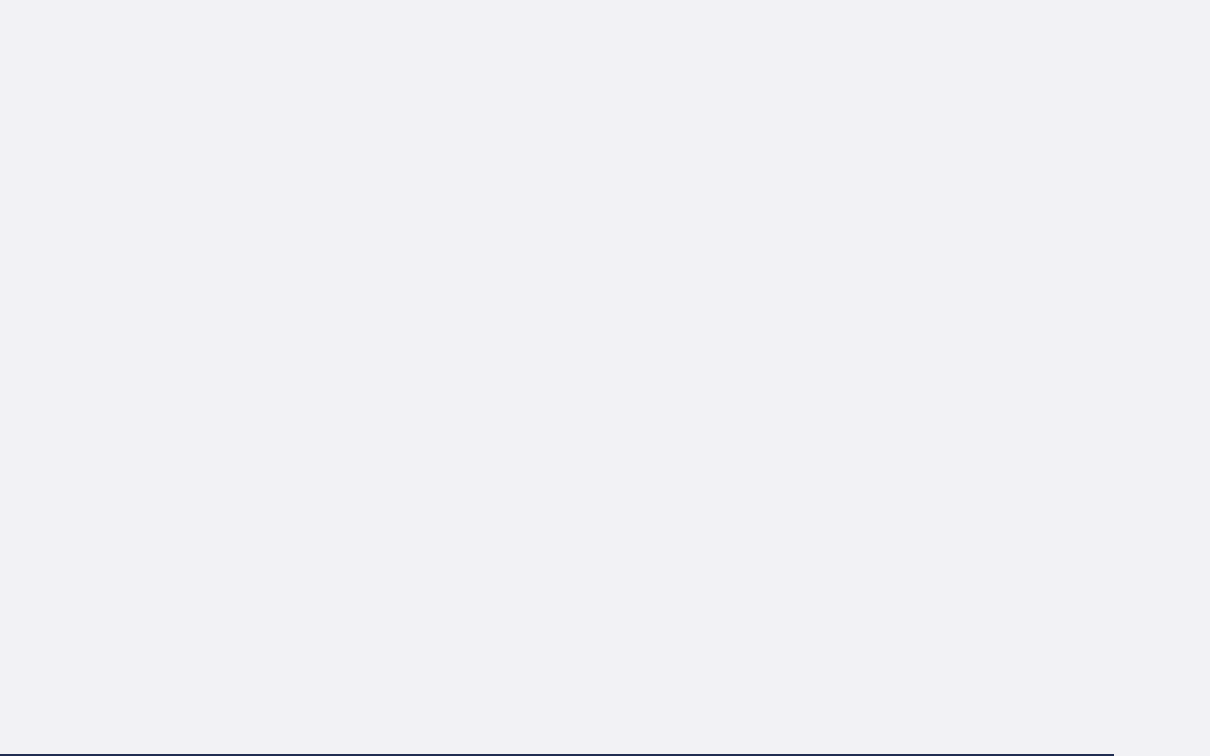
- Ils enverront la commande demain.

They will ship the order tomorrow.

When will they ship the order?

The order will be shipped tomorrow.

When will the order be shipped?





## Instructions

---

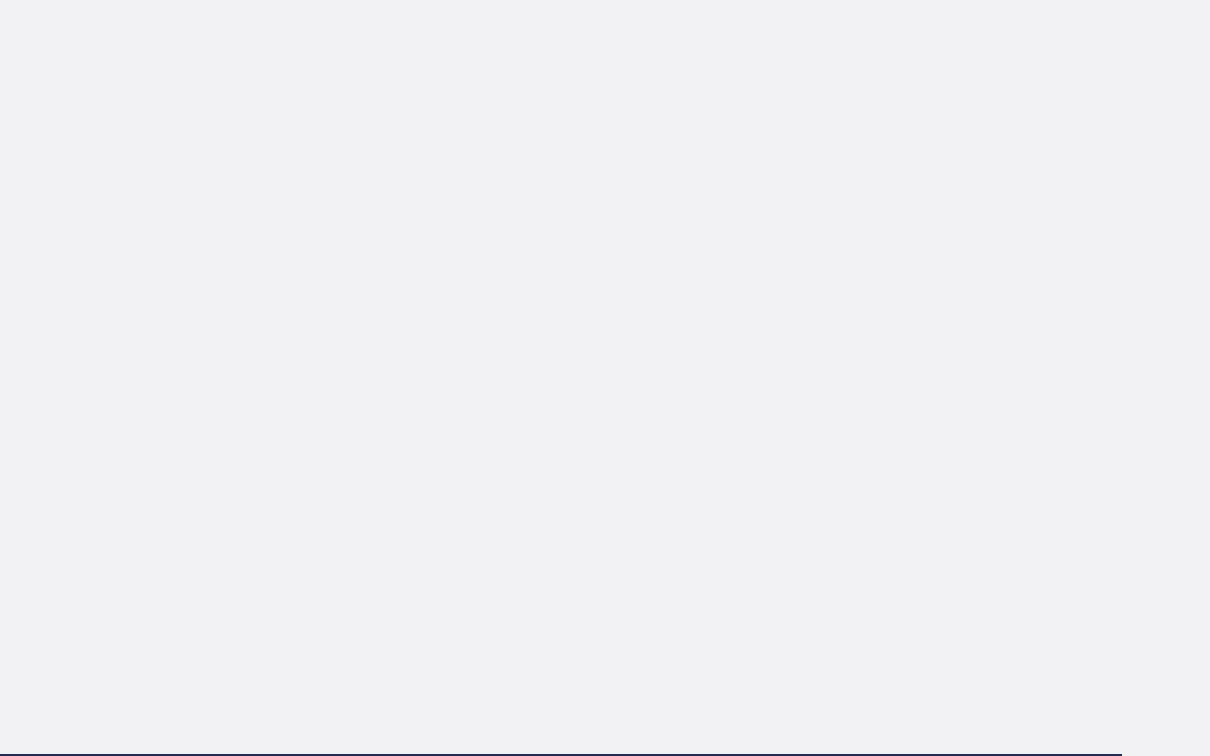
# Instructions

**Reference file:** pdfdata/920-instructions-demo.csv

**Number of columns:** 2

**Column 1:** the question(s).

**Column 2 (optional):** The number of points allocated to the exercise.



1) Traduire les phrases suivantes 2) poser les questions correspondant au segment souligné à l'actif 3) mettre les phrases au passif 4) poser les questions correspondant au segment souligné au passif. 4 phrases doivent ainsi être obtenues au total. —

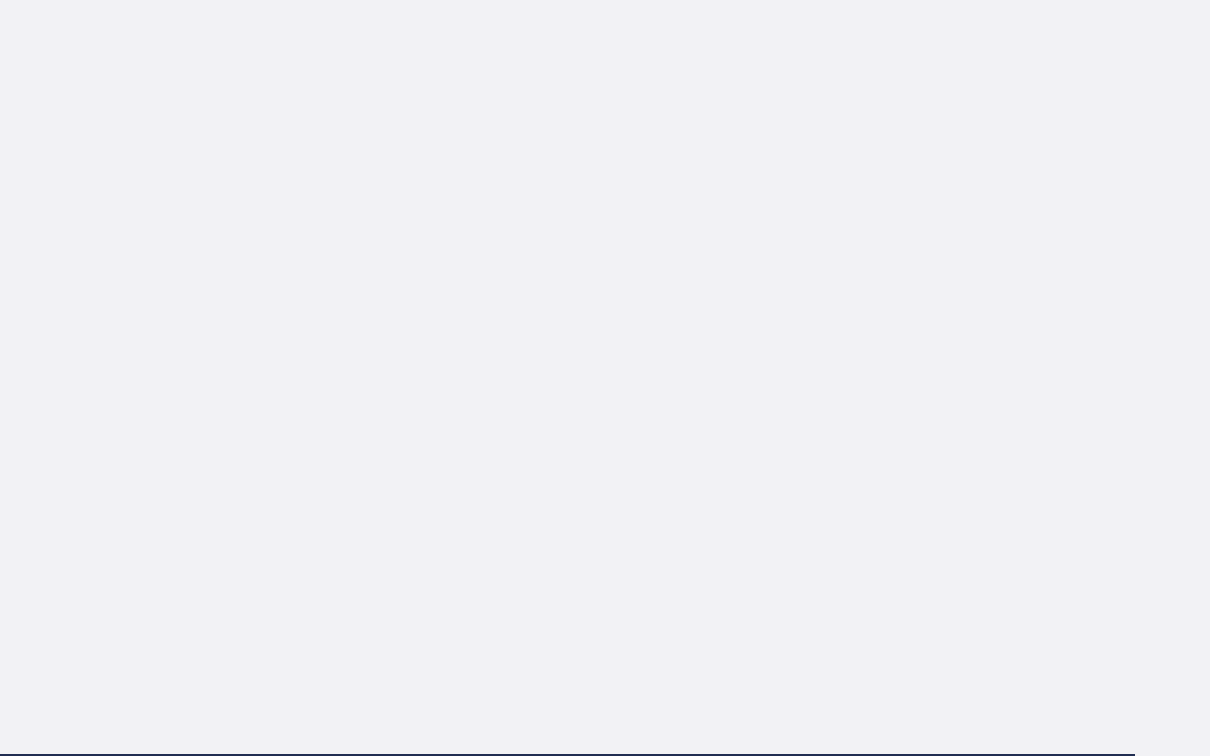
## Flashcards

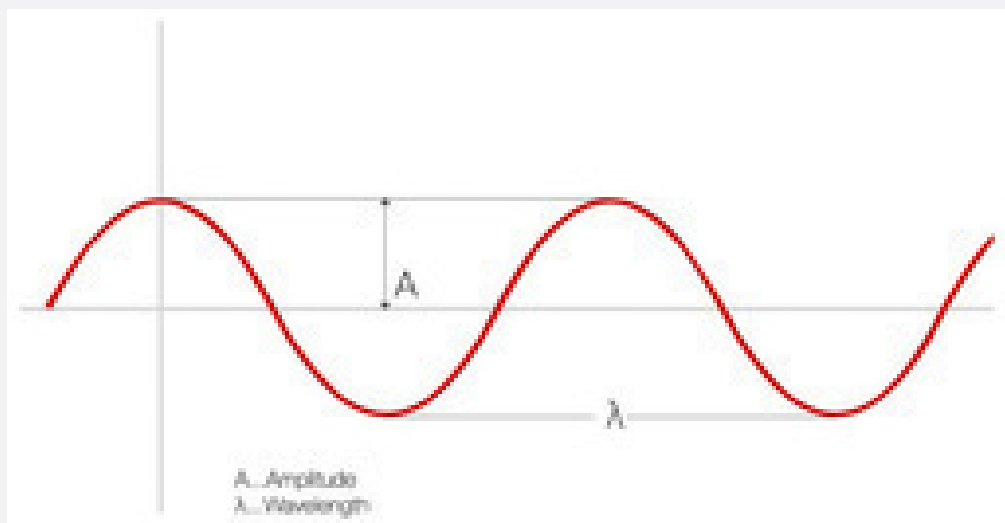
---

## Flashcards

**Reference folder:** images/

**Additional information:** when directed to a folder, `UniversalDispatchR` automatically creates flashcards exercises.







*a wave*



*accordion fold*

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*digital press*

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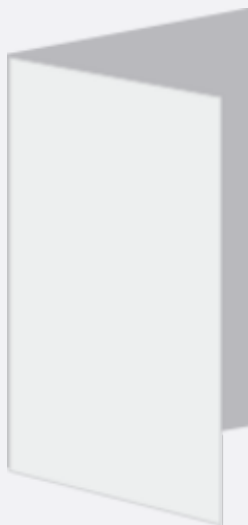


*double parallel fold*



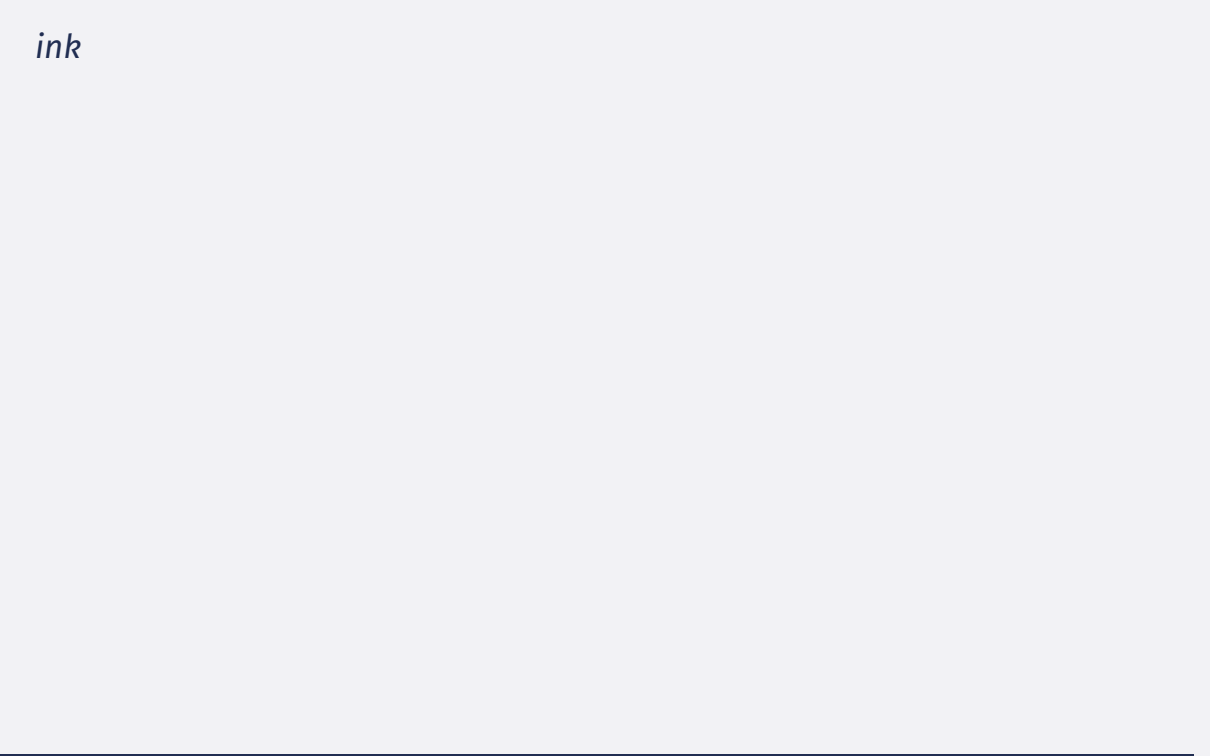


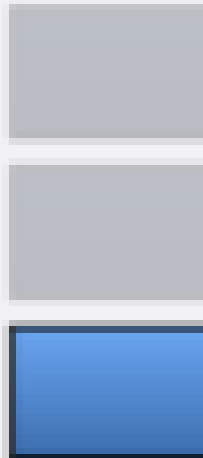
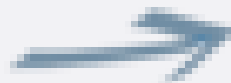
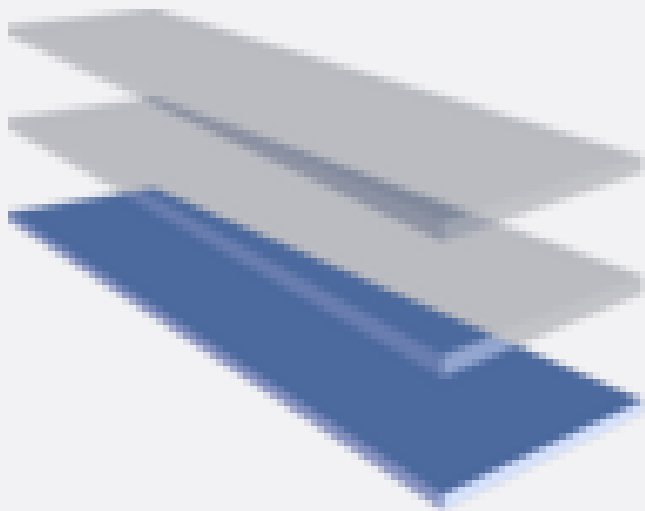
*gate fold*



*half fold*







*layers*

## References

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## References

Wells, J. C. 2008. *Longman Pronunciation Dictionary*. London: Pearson Longman.

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