

Name MAUBIANC

Group A2-1 promo 2022

# Epita

SUP and SPE

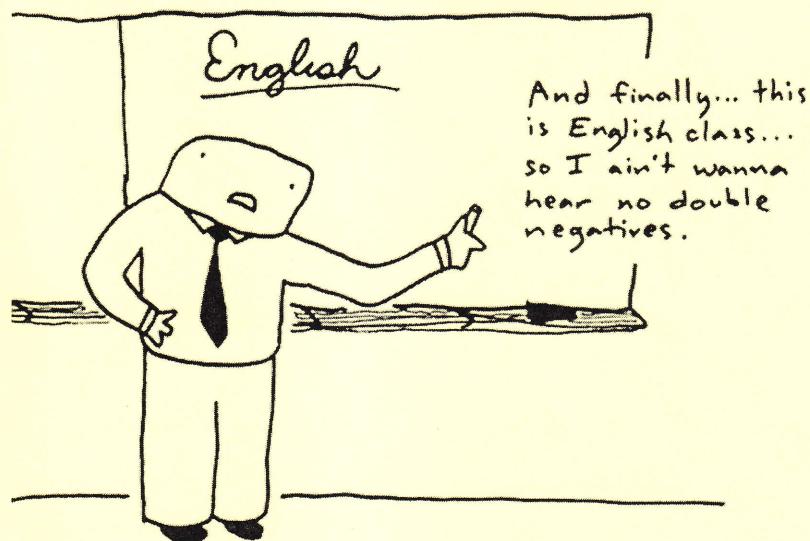
English Survival Package 2017 - 2019

## Communicating in English S1-S2

Sept. 2017 – May 2018  
(Don't lose me.☺)

Me. Fuji FRANK

frank\_f@epita.fr



# Table of Contents

1.	Year plan by week	Page 3
2.	Assessments and coefficients	Page 4
3.	Syllabus	Page 5
4.	Deadly mistakes	Page 6
5.	Preparing a Point of View	Page 7
6.	How to write a Reading Response Paper	Page 9
7.	False Friends	Page 13
8.	Abbreviation for essay correcting	Page 15
9.	Notes	Page 16

# C. I. E. S1 and S2

## Provisional Year Plan 2017-2018

Week	Content			Date
Week S1-1	Introduction to course			Week of 18/9
Week S1-2			Grammar : passive	Week of 25/9
Week S1-3	M.C.Q. 1	P.O.V. 1, 2, 3		Week of 2/10
Week S1-4	M.C.Q. 2	P.O.V. 4, 5, 6		Week of 9/10
Week S1-5	MCQ 3	P.O.V. 7, 8		Week of 16/10
Week S1-6	M.C.Q. 4	P.O.V. 9, 10		Week of 23/10
<b>V A C A T I O N</b>				
Week S1-7		P.O.V. 11, 12, 13		Week of 13/11
Week S1-8	M.C.Q. 5	P.O.V. 14, 15		Week of 20/11
Week S1-9	M.C.Q. 6			Week of 27/11
Week S1-10	M.C.Q. 7	P.O.V. 16, 17, 18		Week of 4/12
Week S1-11	M.C.Q. 8	P.O.V. 19, 20		Week of 11/12
Week S1-12				week of 18/12
<b>V A C A T I O N</b>				
Week S2-1		Discussion on Book		Week of 15/1
Week S2-2	M.C.Q.1		Grammar : Gerund-Infinitives	Week of 22/1
Week S2-3	M.C.Q.2			Week of 29/1
Week S2-4	M.C.Q. 3	Work Session for project		Week of 5/2
Week S2-5	M.C.Q. 4	Work Session for project		Week of 12/2
Week S2-6	M.C.Q. 5	Work Session for Project		
<b>V A C A T I O N</b>				
Week S2-7		Project 1		Week of 19/3
Week S2-8	M.C.Q. 6	Project 2		Week of 26/3
Week S2-9		Project 3		Week of 2/4
Week S2-10	M.C.Q. 7	Project 4		Week of 9/4
Week S2-11	M.C.Q. 8	Project 5		Week of 16/4
<b>V A C A T I O N</b>				
Week S2-12	TOEIC Practice			Week of 14/5

# ASSESSMENTS AND COEFFICIENTS

## S1

English: Technology In the Media		English: Communicating In English	
<i>CONTRÔLE CONTINU</i> 50%		<i>CONTRÔLE CONTINU</i> 50%	
Content	Coef	Content	Coef
Midterm	4	Midterm	4
MCQs	4	MCQs	4
Paragraph writing	4	Participation + Oral Quizz	4
MOOC Project	6	POV	6
FINAL EXAM 50%		FINAL EXAM 50%	

## S2

English: Technology In the Media		English: Communicating In English	
<i>CONTRÔLE CONTINU</i> 50%		<i>CONTRÔLE CONTINU</i> 50%	
Content	Coef	Content	Coef
Midterm	4	Midterm	4
MCQs	4	MCQs	4
Independent writing	4	Reading response Paper	4
Debates + IT presentation	6	Country Project	6
FINAL EXAM 50%		FINAL EXAM 50%	

# Syllabus

## Classroom Rules

1. No French will be spoken in this class, neither by students nor by the teacher.
2. No electronic items in the classroom (i.e., laptops, cell phones), except during work sessions.
3. No eating or drinking is allowed in any class.
4. Arriving late will not be tolerated.

## Overview

Your grades will be based on the following types of work.

### **1. Grammar revision:**

This year you will buy a book called *Understanding and Using English Grammar*. It will serve as the basis of your grammar grades and some MCQ tests. **You must have it by week 2. If not, you are not allowed in class. Sharing the book in class is forbidden.**

*PS: The book can be bought from the English office in Epita (about 23 euros).*

### **2. The Point of view:**

This is an eight-minute individual oral assignment that you will present to your class. The assignment consists of presenting your *point of view* on an article from the set of articles given to you. Your dates of your presentation will be decided at the beginning of the year and you are expected to be prepared on that day. **No changes will be accepted.** You must translate at least five vocabulary words from your article. Your grade is based on clarity, pronunciation, effort and overall quality. **If you are absent or unprepared the day of the presentation you will automatically receive a 0, unless you inform me beforehand.**

**Remember: Your 'point of view' has to be YOUR opinion.**

There will also be some discussion after each presentation involving everyone in the class. The more involved you are, the better your grades are.

### **3. Monday MCQs will be based on those articles that you present in the class.**

### **4. Written work :**

In class, we will be working on the methodology of writing an essay based on an article. You will have to write the essay in your first semester mid-term exam.

*second*

### **5. Reading :**

You will read a book in English during the Christmas vacation which will be the basis of your first semester final exam and some of the MCQs.

*Second*

### **6. Group presentation :**

You'll have to do a small group presentation (in groups of three/four) on English Speaking Countries of the world. (~~Guidelines attached in the package~~) This will be during the second semester.

### **7. In-class work :**

You will have regular ORAL quizzes based on the grammar exercises done in class or vocabulary from the articles. **These could be surprise tests.**

There will be TOEIC practice done in class at the end of the year.

**\*\*\*Plagiarism will not be tolerated at any level. Copying and pasting without citing the author is strictly prohibited and is punishable by a conseil de discipline.**

## Deadly Mistakes – 2 points lost for each error

Third person singular always takes an “s” E.g. John plays tennis on Tuesdays.  
Adjectives never take an “s” E.g. Wrong: he has a lot of olds books. Right: He has lots of old books.  
Modals + base verb (can, must, may, might, would, should, could, shall) E.g. She can sing very well.  
Pronouns. Wrong: John went to tennis practice with **her** mother.  
Right: John went to tennis practice with **his** mother.

### Some grammar reminders:

The United States (is), the United Kingdom, the Netherlands, but **the** France, **the** China

Je suis d'accord. → I agree.                    Je ne suis pas d'accord → I don't agree. I disagree.

Singular: This book- close by / that book - further away; these / those – plural equivalents

**Every people** → Deadly

“Everybody” and “everyone” are singular → Tout le monde est arrivé. Everyone has arrived.

There is → singular; there are → plural

Il y a deux ans → two years ago + past tense ALWAYS

La plupart des gens → most people or most of the people (not ~~most of~~ people!)

On (the) one hand,... On the other hand...

### Spelling – 3 points lost for each spelling error

**Nowaday** → nowadays

**Witch**, **wich** → which

### Capital letters:

Days of the week and months (**Monday, October**)

All adjectives and nouns related to nationality (French bread, Asian culture)

Names of anything, including places (the **Seine River**)

### Words or expressions that do NOT EXIST

**Informations** → this word NEVER takes an “s”

**Informatie** → computer science, IT (information technology), computing, computer engineering

**Actualities** → current events

**To determinate** → to determine

**To considerate** → to consider

**To precise** → to specify, to point out (but “Tell me the precise time of the meeting.”)

**In a first time**,... First, In the beginning (other expressions exist)

### Common verbs + preposition

Interested in

Depend on

Deal with

Go to

Want to

Listen to

Wait for

Look at

## Preparing a Point of View presentation about an article.

1. Read the article, paying attention to the highlighted words.
2. Check these words in a dictionary. (Careful: if there are several meanings, choose the meaning relevant to the context.)
3. Read the article again now that you understand all the words.
4. Ask yourself what the **main point** is that the writer is trying to make. In other words, what is the writer trying to say?
5. Decide what the three or four points are that will allow you to summarize the article. Choose the **key words** from these sentences and write them one after the other on a piece of paper, *without making a sentence*. This will be the basis of your **cue cards**.
6. Now you will determine your point of view. To do this, you have to be sure you know the writer's **main point** (Cf. point #4). Think about it for a minute. Write out, on another sheet of paper, your point of view on the article in complete sentences. This could be a good time to think of your **anecdote** too. (It's a requirement.)
7. With each of your own sentences, choose the key words (just like in point # 5) and write them, one after another, on the cue cards.
8. Now look at the notes on your cards and see whether they allow you to remember what you read. If not, you might have to add more words, or choose better ones.
9. Now is a good time to choose your **five vocabulary words** for which you must give French translations. Write the definitions in your notes. Tear up your written point of view now.
10. Go in front of a mirror with your notes and try to practice (rehearse) your point of view. Don't worry about the time limit. Take all the time you need. The important part of this step is to make sure the notes help you to explain both the article and your point of view. Make any necessary modifications.
11. Try your presentation again, this time using your watch. If you get 12 minutes, either you have too much information or you are speaking too slowly.
12. If possible, find a friendly, open-minded person to listen to you once you feel comfortable with your subject. If he or she understands everything, you know you're doing well and you won't feel so stressed out when you get to class.

Preparing for the talk. Here are the different steps using the BomberB format.

1. You may start with a BANG (it is optional).
2. Tell audience: WHO you are, STRUCTURE of the talk, BENEFIT for audience
3. Introduce the article. Introduce the author—a short biography, for example.
4. Definition / translation of the vocabulary words. (Write the words on the board.)
5. Short summary of the article. (You can use the board or have slides.)
6. Quote one or more sentences where the author gives an opinion.
7. Explain whether you agree or disagree with it / them.
8. Defend your opinion.
9. Give a reference to another article which defends your opinion.
10. RECAP
11. Anecdote (Remember: an anecdote is not a summary of what you have said before. It is more like a bang, that is, a nice way to end the talk.)

**There should be nothing after the anecdote. Thank you for your attention!**

How this approach corresponds roughly to BOMBER B.

- 1 : BANG
- 2 : OPENING
- 3-9 : MESSAGE
- 10: RECAP
- 11 : BANG

Good luck.

You can also take a look at this website:

<http://www.write-out-loud.com/>

# How to Write a Reading Response Essay

A Reading Response essay:

- Summarizes what you read.
- Gives your reaction to the text.

Your reaction will be one (or more) of the following:

- Agreement/disagreement with the ideas in the text.
- Reaction to how the ideas in the text relate to your own experience.
- Reaction to how ideas in the text relate to other things you've read.
- Your analysis of the author and audience.
- Your evaluation of how this text tries to convince the reader, and whether it is effective.

## How to Write a Reading Response Step by Step

**Introduction:** Your introduction will be 1-3 paragraphs. For this essay, because you want to give both information about the subject and also briefly summarize the article you are responding to, you probably need at least two paragraphs. In all introductions, you want to:

- Get the reader's attention
- Describe your subject
- Give your thesis

For a Responsive Reading essay you also need to:

- Mention the author and title of the article you are discussing
- Give a brief summary of the article, or the part of the article, that you will be responding to.

### 1. Introduction Ideas for Reading Response Paper

**Paragraph One:** Get the reader's attention and describe the subject in one of the following ways: use a startling statistic, an interesting fact, an appropriate quotation, an anecdote, a scenario, a conversation, a story, a question your essay will answer, an example, or general information about the topic. For example, you can "frame" a story or conversation for the opening/conclusion. The way this works is that you tell half of a story or conversation in the introduction and then tell the rest of the story in the conclusion. Or you could open with a dilemma or problem and then close with the solution. A different version of that is to re-tell the same story in the conclusion with a different (usually better) ending. Examples:

- On an essay about cell phone use in cars, you could open with a scenario showing a person getting a call while driving and thinking about what to do. In the conclusion, you could have the end of the scenario—maybe the driver pulls over to take the call, or decides to let voicemail take it.
- On an essay about dealing with a family member with Alzheimer's, you could open with a conversation between family members trying to figure out what to do. You can conclude with a conversation between the same people after they have decided to place that person in a nursing home.

- On an essay about oil drilling in the Gulf, you could open by describing vividly the oil-soaked coastline and the dying wildlife. You could conclude with what that coastline looks like now.
- On any topic in which you have personal experience, you can open with part of your story, and then conclude with the ending of your story.

## 2. Reading Response Introduction and Conclusion Ideas

<b>Introduction</b>	<b>Conclusion</b>
frame story: start a story (personal or in reading)	Finish the story
expectations fulfilled: tell what you expected or thought before reading the essay	tell how the reading met your expectations
expectations unfulfilled: tell your expectations	tell how these were overturned or changed
Questions: ask one or more questions about topic	answers to questions
Startling statistic or fact	How reading helps us understand or interpret fact or statistics
vivid description of subject with sensory images	tell how reading helps us understand description
scenario: show a typical scene or conversation relating to topic (real or made up)	finish scene or conversation or repeat it with a different ending
What we all know about topic (statements most people believe)	What is really true
Quote or famous saying	How quote explains your thesis

## 3. Transition and Thesis

**Paragraph 2:** Transition by explaining what the author of the article you have read has to say about this topic. Briefly explain the main points of the article that you want to talk about. Then you will give your thesis.

**Example:** According to Mary Johnson in “Cell Phones are Dangerous” we should not use our phones while driving and should educate others not to use them either. Johnson gives statistics showing that talking on a cell phone is as dangerous as driving drunk. Moreover, she points out the increasing number of accidents caused by cell phone use. Her conclusion is that we need to personally decide not to use a cell phone while driving and that we need to educate our friends and family to give up cell phones and driving too.

**Then you add a thesis statement like one of the following examples:**

**(Agree)** “I agree with Johnson because I have observed many people driving dangerously while talking on cell phones and have even been in an accident myself while talking on the phone.”

**(Disagree)** "I disagree with Johnson because I don't think that using a cell phone is any different than eating in a car or talking with other passengers."

**(Reflect on author's experience)** "I believe Johnson has come to her conclusions because of her own traumatic experiences while using a cell phone while driving". (optional: you could add an extension "... but that personal experiences are not a good basis for public policy.")

**(Expand on an assertion made in the essay)** "I agree with Johnson's assertion that cell phones are dangerous, but I would go even further than she does because I think we cannot control this problem by merely educating the public. We need to have laws prohibiting the use of cell phones while driving."

## 4. Six Responding Essay Ideas

Here are six different ways to respond to an essay:

1. You can agree with the article and explain three or more reasons why you agree.
2. You can disagree with the article and explain three or more reasons why.
3. You can agree with some parts of the article and disagree with other parts and explain why.
4. You can analyze the rhetorical situation (occasion, purpose, audience, and context) of this article and explain why the author's personal experience causes them to write this piece.
5. You can take one part of the essay (agreeing or disagreeing with it) and expand on that idea, giving reasons for the reader to agree with you.
6. You can explain your reaction to the article and then analyze how the writer's style, tone, word choice and examples made you feel that way.

Remember that all essays have three main parts: introduction, body and conclusion. *There are many ways to write a good essay, but what follows is a general guide to follow which will help you to organize your ideas.*

## 5. Body of Paper

Here you will argue your thesis and give support for your ideas from your personal experience, and your own thinking and reading. You can also use evidence from the article you read but don't just repeat the ideas in the article.

- The body of your paper should have 3 or more paragraphs.
- Each paragraph should have a topic sentence which tells one response idea you have about the paper such as, "I agree with Jones that....." or "My personal experience makes me relate to \_\_\_\_\_ because \_\_\_\_\_".
- Then the rest of the paragraph should give details to back up that point.
- As details, you can use examples in the reading, from your own life, from something else you have read, or from common experiences we all have.
- You can also use reasoning to prove your points. Explain why you think that way.
- Don't forget to use "author tags" (see below) when you are talking about something in the story.
- The best essays do refer back to the story and explain why the response relates to the article.

## 6. Conclusion

Contrary to what you may have learned in previous writing classes, you should not repeat or summarize your arguments in the conclusion (that is sometimes appropriate for in-class essays when you are not sure you've been clear about your main points, but it is not appropriate for University writing). Instead, you need to actually conclude your arguments. You can often use the same type of techniques that you use in an introduction. You can also: call attention to larger issues, call for a change in action or attitude, conclude with a vivid image, appeal to the reader to agree with you, or link back with your introduction by finishing the story/scenario, revising it, or explaining how it proves your point...

## 7. Response Reading Help: Instead of "Jones says," you use:

said	concludes	defines
explains	elucidates	repeats
tells us	reports	argues
deduces	analyzes	suggests
warns	advises	investigates
asks	points out	comments
agrees	inimated	implies
hints	proposes	informs
quips	questions	denies
reassures us	demands	declares
remarks	relates	mentions
cautions	reveals	objects
insists	chides	pleads

## 8. Author Tags in Reading Response Essays

The first time you talk about the article, you should give the full name of the author and the title of the article in parenthesis. John Jones in his article, "Taking Back Our Lives," states..." This is called an author tag.

- After that, you must always indicate when you are paraphrasing something in the article, as opposed to giving your own view.
- You use author tags to show you are talking about something written by the author in the article, and not your own ideas.
- Author tags use the last name of the author and a verb. Try the variations in the list above.

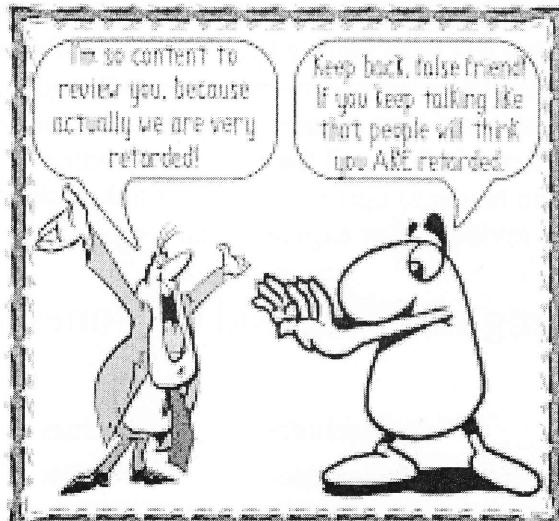
## More Help on Reading Response Essays

I have a sample of a Reading Response paper below. See more examples in [How to Become a Republican](#) and [Summary Analysis Response Sample](#).

For more help on writing your paper, see: [Reading Response Example Paper](#), or [Summary Analysis Response](#) (which adds both analysis of the writing as well as response).

For help with revising your paper, see my [Writer's Evaluation](#) and [Peer Editing Worksheet](#).

# False Friends! Faux Amis!



Deceptive cognates in French and English

by C. Douglas Billed

## False Friends

English	French	French	English
to achieve	mener à bien, réaliser	achever	to complete
actual	véritable	actuel	current, present
actually	en fait, en réalité	actuellement	now, currently, nowadays....
advertisement	publicité	avertissement	warning
agenda	ordre du jour	agenda	date-book, diary, appointment book
to arrive	arriver (place), atteindre	arriver/réussir à	to succeed in, to manage
		arriver/se produire	to happen
to assist	aider	assister à	to attend
balance	équilibre	balance	scale(s)
basket	panier	baskets	trainers, sneakers
benefit	avantage, bienfait	bénéfices	profits
car	voiture	car	coach
chance	opportunité, hasard	chance	luck
to charge	faire payer, accuser	charger	to load
conductor	chef d'orchestre; receveur(bus)	conducteur	driver
to cry	pleurer	crier	to shout
to deceive	tromper	décevoir	to disappoint
default	défaillance	défaut	fault, flaw
to demand	exiger	demander	to ask
engaged	fiancé; occupé (tel)	engagé	involved; hired
eventually	finalemment	éventuellement	possibly
evidence	preuve	évidence; evident	obviousness; evident
figure	chiffre; silhouette	figure	face
to fix	réparer	fixer (look)	to stare (at)
furniture(n.c.)	meubles	fournitures	supplies
gratuity	pourboire; gratification	gratuit	free (of charge)
hazard	risque, danger	hasard	chance, fate
habit	habitude	habit(s)	garment, clothes

quiet  
**pretend**  
 argument  
 success  
 carpet  
 assist.  
 diversion  
 hostel  
 sensible  
 record  
 large  
 embarrassed  
 actually  
 miserable  
 professor  
 compromise  
 petrolibrary  
 library  
 advice  
 parent  
 conductor  
 hysterics  
 actual  
 exits  
 sensitive

### False Friends

English	French	French	English
to ignore	refuser de prendre en compte	ignorer	not to know, to be unaware of
important	significatif	important	significant, extensive
infant	nouveau-né	enfant	child
to introduce	présenter	introduire	to put in, to insert
issue	numéro (magazine); sujet (debate)	issue	exit, outcome (negociation)
journey	voyage	journée	day
lecture	conférence, cours; sermon	lecture	reading
library	bibliothèque	librairie	bookshop (Br), bookstore (US)
location	emplacement	location	rental, renting, hiring
mercy	pitié, indulgence	merci	thanks, thank you
miserable	malheureux	misérable	poor, destitute
novel	roman	nouvelle (book)	short story
particular	spécial	particulier	individual
to pass an exam	réussir un examen	passer un examen	to take/sit an exam
patron	client (d'un restaurant)	patron	boss
petrol	essence	pétrole	(crude) oil
photograph	photographie	photographe	photographer
phrase	expression	phrase	sentence
physician	docteur, médecin	physicien	physicist
placard	affiche, pancarte	placard	cupboard, cabinet, closet
to prevent	empêcher	prévenir	to warn, to tell
profitable	rentable, lucratif	profitable	beneficial, fruitful
to resume	recommencer, reprendre	résumer	to sum up, to summarise
sensible	sensé, raisonnable	sensible	sensitive
surname	nom de famille	surnom	nickname
to survey	examiner, étudier	surveiller	to watch, to monitor, to supervise
sympathetic	compatissant, compréhensif	sympathique	friendly
vacancy	chambre à louer; poste vacant	vacances	holidays (Br), vacation (US)

## Abbreviations for essay-correcting

WW – wrong word - **Actually** I don't have time for sports. ("currently" is right here.)

Sp – spelling mistake (This results in a loss of 3 points.)

T – Tense (E.g. John has seen that movie last week.)

W. O. word order (John has seen already that movie.)

W. M. word missing

punc – punctuation

Frag – fragment (Although John saw the movie last week.)

NS - new sentence

NP - new paragraph

DNE – does not exist (determinate)

Layout – *mise en page*

Agreement – (E.g. John have seen that movie; every people)

Cap – capital letter: (I speak French. Today is Monday.) deadly

D – Deadly (- 2 pts)

STR – structure

## Most common deadlies:

John **have** seen that movie (3<sup>rd</sup> person singular, **has**)

Different subjects (no "s" on adjectives)

Mary used **his** own computer. (Mary used **her** own computer.)

The United States **are** powerful. (agreement)

I'm not agree.

Most of time...

In a first time...

In one hand...

I work for a good **society**.

Everybody must **to** obey the law.

Informations



## Notes



## Notes

