Swapshops Tours 2024

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TIME'S UP VOCABULARY GAME

Hélène Morzadec, Université de Montpellier : helene.morzadec@umontpellier.fr
(à partir d'une idée de Marie-Pierre Tournaire, Université de Montpellier ☺)

Un **jeu de révision et de mémorisation** du vocabulaire vu en cours (adjectifs de personnalité) à destination des **étudiants de L1** (24 étudiants).

Contexte :

Dans le cadre d'une activité **d'interaction orale** (Getting to know you) de début de semestre « Looking for your ideal flatmate », les **adjectifs de personnalité** ont été revus. Cette activité se déroule sous forme d'un **« speed-dating »** où 6 étudiants sont des candidats (volontaires) cherchant un nouvel appartement (ils ont des **cartes « rôles »,** qu'ils peuvent modifier à l'envie, ce qui leur permet de ne pas être « eux-mêmes », de prendre de la distance par rapport au profil joué et de réduire ainsi les blocages potentiels). Le reste du groupe est divisé en « locataires » qui cherchent un nouveau colocataire pour partager leur appartement.

Déroulé du jeu TIME'S UP :

Pour permettre un **rebrassage** et une meilleure **mémorisation** de ces adjectifs de personnalité (très courants mais que les étudiants ne semblaient finalement pas si bien maîtrisés ☹), j'ai souhaité les réviser (régulièrement) de façon ludique, sous forme d'un **TIME'S UP :**

- J'ai préparé et découpé des **cartes avec les adjectifs de personnalité** travaillés lors de la 1ère séance (cf fiche « cartes »).

- J'ai divisé le groupe en **2 équipes** (en **compétition** l'une avec l'autre, réparties d'un côté et de l'autre de la salle) et donné à chacune un paquet de cartes avec les adjectifs.

- Chaque équipe a comme consigne de **faire deviner** au reste du groupe les adjectifs tirés en les **décrivant** (définition, synonyme, antonyme, exemple, périphrase…, ce qui les familiarise aussi avec une méthodologie utile pour combler leurs lacunes lexicales), ou, en dernier recours, pour les étudiants les plus en difficultés, en **mimant** l'adjectif (**expression corporelle d'une émotion**, intéressant aussi pour la mémorisation).

- Les étudiants font deviner les adjectifs à tour de rôle pour que tout le monde soit le plus actif possible (ou celui qui devine l'adjectif vient faire deviner la nouvelle carte à son tour, en fonction du mode de jeu le plus dynamique).

- L'étudiant.e qui tire la carte fait face au reste de son équipe (répartie autour de lui/d'elle en demi-cercle). Chaque étudiant.e fait deviner un mot, puis change, ou ils ont 30 secondes pour faire deviner un maximum de mots (en fonction de leurs préférences).

- La 1ère équipe qui **finit toutes les cartes du paquet gagne**, ou l'équipe ayant réussi à faire deviner le **plus d'adjectifs au bout de 15 min gagne** ☺

- Une version plus **courte** de ce jeu consiste à en réduire la durée à **5 min** (idem : l'équipe ayant fait deviner le plus d'adjectifs en 5 min gagne), puis de leur demander de refaire deviner les mots trouvés en un minimum de temps (et la 1è équipe qui finit toutes ses cartes gagne). Cela a l'avantage de permettre une **réactivation immédiate** du vocabulaire vu et une mémorisation encore meilleure.

- En raison de l'aspect de compétition, les étudiants se prêtent vraiment au jeu et courent même entre chaque carte à faire deviner !

- La « **mise en action du corps** » et le **plaisir d'apprendre** des étudiants pendant l'activité contribuent aussi à une **mémorisation plus active et efficace** du vocabulaire travaillé.

CARDS: TIME'S UP VOCABULARY GAME (adjectives of personality, flatmate vocabulary)

Hélène Morzadec, Université de Montpellier : helene.morzadec@umontpellier.fr

anxious	ambitious	cheerful
clever / smart	confident	couch potato
bossy	organized	early-bird
happy	faithful	funny

generous	go-getter	energetic
hard-working	easy-going	emotional
insecure	lazy	lucky
messy	neglectful / careless	night owl
open-minded	nervous	fearful

outspoken	party-animal	optimistic
pleasant	relaxed	reliable
reserved	outgoing	self-reliant
sensible	sensitive	selfish
caring	sociable	quiet

romantic	stubborn	thoughtful
tidy	wise	bad-tempered
talkative	playful	conscientious
shy	well-balanced	friendly / nice
weird	demanding	responsible

proud	hopeful	warm
cautious	reasonable	extrovert
impulsive	jealous	helpful
smiley	creative	big-headed

Cormac Chester, Lecteur IUT de Strasbourg

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Pendant le semestre, j'ai travaillé avec mes étudiants de deuxième année sur un projet de photo avec l'écriture créative en anglais. Ils ont pris des photos avec un appareil photo argentique, utilisant la pellicule 35mm noir et blanc, et j'ai développé et scanné leurs images. Après, ils ont écrit des légendes étendues pour la photo préférée de chacun. Je leur ai donné beaucoup de liberté, et donc vous pouvez voir une belle créativité dans leur travail, parfois sincère ou sardonique, parfois sentimentale ou amusante. En un mot—projet succès ! J'ai mis ces photos en ligne pour votre plaisir: https://flic.kr/s/aHBqjBm4ae !

Create Your Own Timeline Game

Target Group:
1st Year B1/B2 Groups

Time Required:
Approximately 1 hour (including preparation and play)

Instructions for students:

- **Select events:**

Choose three events related to the notions you have studied in class (English class or any other subject).
Ensure these events are familiar to other students in your group.

- **Prepare descriptions and illustrations:**

Write two sentences to describe each event you have chosen.
Find a picture to illustrate each event.

- **Create your cards:**

Place the title of the event and the picture on the front of your card (a template is available on Moodle).
Place the date and description of the event on the back of your card.

- **Upload to Moodle:**

Once your cards are completed, upload them to Moodle. Make sure you respect the card layout in order to make it easy to print.

Possible topics for your cards:
The birth or death of a famous inventor or scientist.
A major scientific breakthrough.
The discovery or invention of a new material or concept.
Additional Tips:
Accuracy: Make sure the dates and descriptions are accurate. Double-check your sources if necessary.
Clarity: Write clear and concise descriptions that are easy for your classmates to understand.
Illustrations: Choose high-quality and relevant images that effectively represent your event.
Engagement: Select events that are interesting and likely to engage your classmates.

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INSA INSTITUT NATIONAL DES SCIENCES APPLIQUÉES LYON

Birth of Alan Turing

?

Cryptanalysis of the Enigma cipher device

?

First Turing Test

?

Birth of Alan Turing

British mathematician and logician , he made major contributions to mathematics, cryptanalysis, computer science, cognitive science and artificial intelligence.

1912

Cryptanalysis of the Enigma cipher device

The Enigma machines were a family of portable cipher machines with rotor scramblers.

1941

First Turing Test

The Turing test, originally called the imitation game by Alan Turing, is a test of a machine's ability to exhibit intelligent behaviour equivalent to, or indistinguishable from, that of a

1950

EVENT 1

Picture

?

EVENT 2

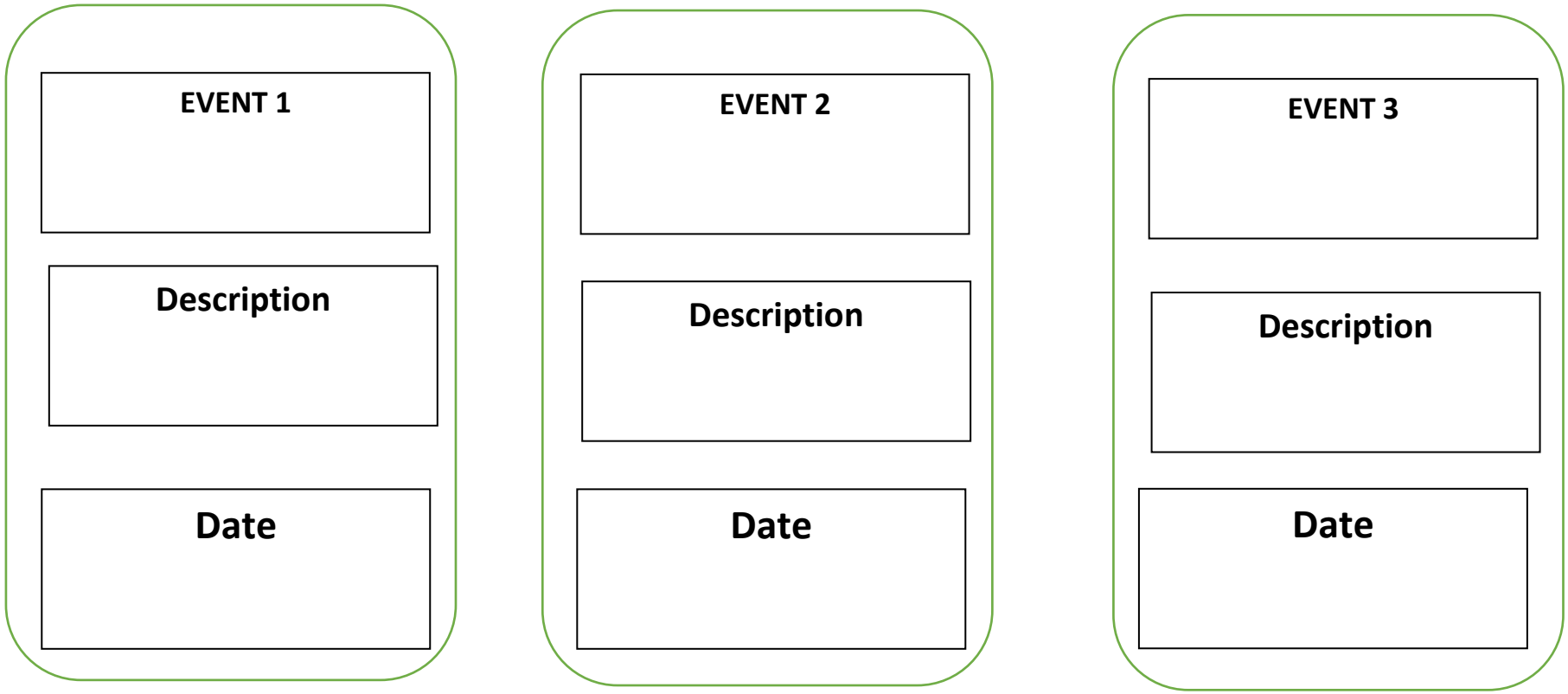
Picture

?

EVENT 3

Picture

?


EVENT 1
Description
Date
EVENT 2
Description
Date
EVENT 3
Description
Date

David MAILLET david.maillet@univ-tours.fr IUT DE TOURS, GEA

I'll be the judge of that… students

1. **Watching the trailer of "The Apprentice."**

a. Listening: Complete the worksheet.
b. Speaking: Are you familiar with this TV show? What is it about? Do you know who used to host this show in the USA. Any idea?

2. **Judging a book by its/the cover.**

a. Writing/Speaking: Looking at the pictures below, who would you pick among these candidates if you were Lord Alan Sugar? You will be relying on appearances and first impressions. Compare and contrast the candidates, rank them from 1 to 4 and justify your answers.

3. <u>Judging on their audition tapes.</u>

a. Listening: Watch their audition tapes.
b. Writing/Speaking: Have you changed your mind? Why? Why not?

4. <u>Never judge a book by its cover! Judge on performance/results!</u>

You will be watching the first episode of one of the seasons.

a. Listening: complete the worksheet.
b. Writing/Speaking: If you were Lord Sugar and his associates, which team would you choose? Which candidate would you fire? Justify your answers.

David MAILLET david.maillet@univ-tours.fr IUT DE TOURS, GEA

I'll be the judge of that… teacher

Grammaire

a. Les subordonnées en "IF" et concordance des temps.

b. "To look + adjective" V.S "to look like + noun."

c. Place et ordre des adjectifs en anglais.

d. Le comparatif et le superlatif.

e. Exprimer la probabilité (valeur épistémique des modaux (must/may/might …), it is likely/unlikely to …)

Vocabulaire

a. (Se) décrire/(se) présenter (self-confident, smart, stubborn …)

b. Décrire/présenter ses choix/son point de vue (If I were …, I believe/reckon …)

b. Comparer et opposer (unlike, one the one hand/the other hand, contrary to, as opposed to …)

c. Structurer son discours (at first sight, first and foremost, last but not least, nevertheless, though, yet, however …)

Poursuite éventuelle

a. Video applications (internship/sandwich course, schools …)

b. Blind recruitment

Sources

https://www.bbc.co.uk/iplayer/episodes/b0071b63/the-apprentice

https://www.bbc.co.uk/iplayer/episodes/b007qgcl/the-apprentice-youre-fired

https://www.bbc.co.uk/programmes/m00104jh

https://www.youtube.com/results?search_query=the+apprentice+uk+audition

https://www.youtube.com/results?search_query=the+apprentice+uk+trailer

https://www.dailymotion.com/search/the%20apprentice%20uk/videos

https://www.lesechos.fr/idees-debats/editos-analyses/the-apprentice-lemission-qui-a-fabrique-le-personnage-trump-1236825

Semester 6 - debating

Lessons

1. 10/3 – intro / rules / brainstorming => 6 motions
2. 17/3
3. 24/3
4. 31/3
5. 7/4
6. 14/4
7. 21/4

EASTER HOLIDAYS

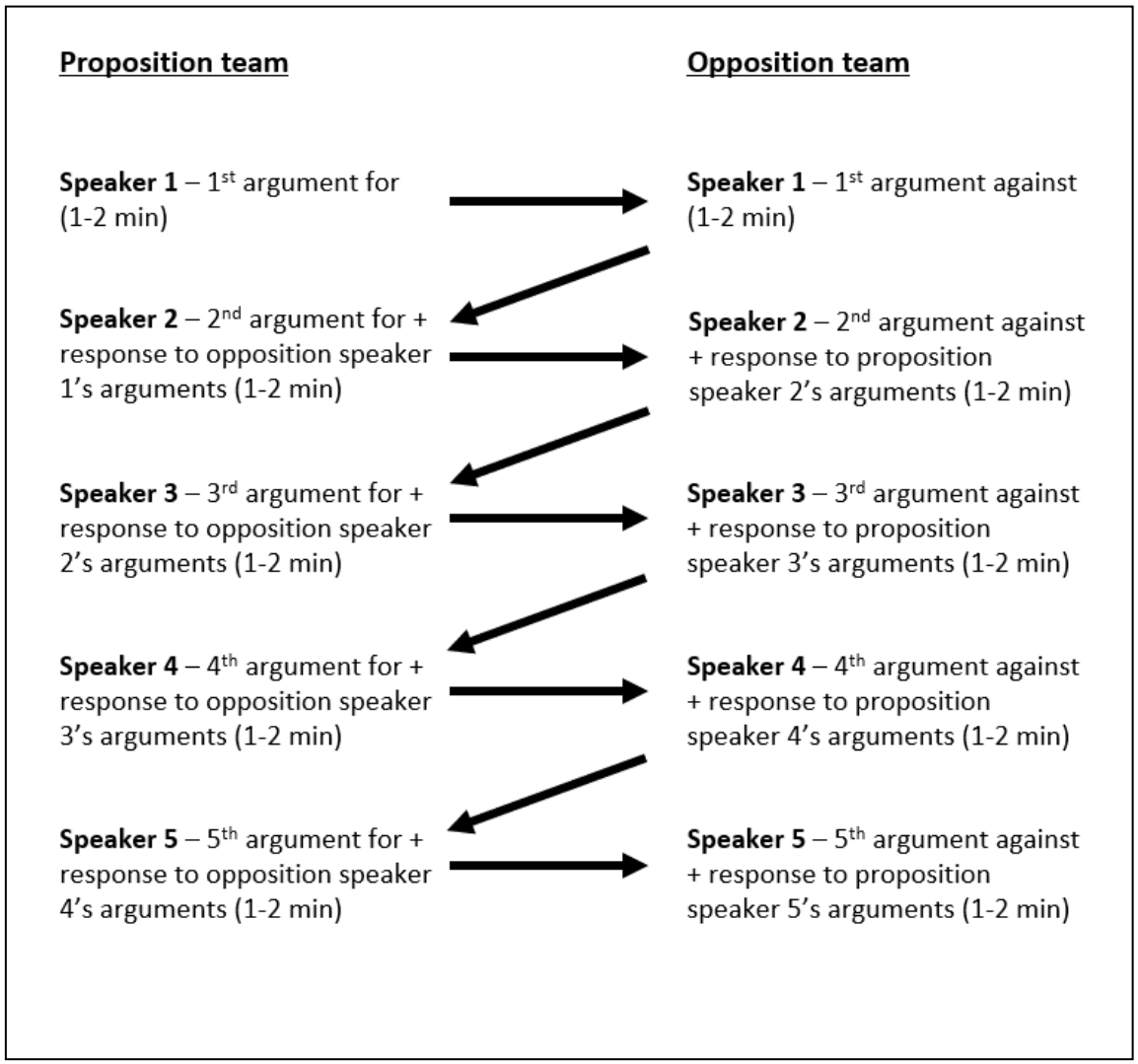
8. 12/5
9. 17/5

FINAL EVALUATION => 50% (but practice work also evaluated each week => 50%)

- Class evenly divided into 6 groups (= 4/5 per group)
- Debate timetable:

DATE	PROPOSITION TEAM	OPPOSITION TEAM	MOTION
17/3	1 3 5	2 4 6	This house believes that online education is better than classroom teaching
24/3	6 2 4	3 5 1	This house believes that cannabis in all its forms should be freely available for everyone to buy and consume
31/3	5 1 3	4 6 2	This house believes that school uniform should be mandatory
7/4	6 4 2	5 3 1	This house believes that abortion should be a constitutional right
14/4	1 5 3	4 2 6	
21/4	2 4 6	3 5 1	

- Debating rules:
    - 30 min per debate (including feedback)
    - Team members to rotate in terms of order



LE VOCABULAIRE DU DÉBAT EN ANGLAIS B2/B2+

Astuce ! Ces listes ne sont pas exhaustives. Vous pouvez donc les compléter au fur et à mesure de vos échanges, de vos lectures, de vos trouvailles… De plus, éventuellement, certains termes peuvent rentrer dans différentes rubriques, « so », par exemple, permettant de se donner du temps de réGexion et de connecter les idées.

Démarrer le débat :

First of all, I would like to say that…	: Tout d'abord j'aimerais dire que…
To begin with, I'd like to point out that…	: Pour commencer j'aimerais signaler que…
As a matter of fact, I think that…	: En fait je pense que…
Weighing up the situation, I think…	: En analysant la situation je pense…
To cut the preliminaries short…	: Pour écourter les préliminaires…
To get down to the nitty-gritty…	: Pour aller au cœur du sujet…
Let's get down to cases…	: Venons-en au fait…
For starters…	: Pour commencer…
By way of introduction, I will say that…	: En introduction je dirai que…
The first thing that must be said is that…	: La première chose à dire est que…

Comment introduire son opinion :

To me…
As far as I know…
In my opinion…
As far as I am concerned…
To my eye…

For my part…	: Pour ma part…
I believe that…	: Je crois que …
On the contrary, I think…	: Au contraire, je pense…
To tell you the truth, I think that…	: Pour vous dire la vérité je pense que…
I think it's worth noting that…	: Je pense qu'il vaut la peine de…
It goes without saying that…	: Cela va sans dire que…
I have the feeling that…	: J'ai le sentiment que…
I have the impression that…	: J'ai l'impression que…

Comment exprimer son accord :

I couldn't agree more.	: Tout à fait d'accord.
I concur with you on this point!	: Sur ce point je suis tout à fait d'accord !
You are absolutely right!	: Vous avez parfaitement raison !
I agree with you.	: Je suis d'accord avec toi.
That's right! How true!	: C'est exact ! Parfaitement exact !
I'm with you there!	: Là, je suis d'accord avec toi !
I take a similar view.	: Je partage cet avis.
I'm entirely of your opinion.	: Je suis entièrement de votre avis.

Comment exprimer un doute sur ce qui vient d'être dit :

Yes, I suppose so, however…	: Je suppose que oui, cependant…
Do you really think so?	: Le pensez-vous vraiment ?
Well, it depends.	: Eh bien ça dépend.
Yes, in a way, but…	: Oui, en un certain sens mais…
I only agree up to a point…	: Je suis d'accord jusqu'à un certain point…
Personally, I think the best would be to say	: Personnellement, je pense que le mieux serait de dire
I'm afraid it isn't perfectly right.	: J'ai bien peur que ce ne soit pas tout à fait exact.

Comment exprimer son désaccord :

I wish I could agree with you but…	: J'aimerais être d'accord avec vous mais…
I don't think that…	: Je ne pense pas que…
We don't see eye to eye…	: Nous ne voyons pas le problème du même œil…
We're not on the same wavelength	: Nous ne sommes pas sur la même longueur d'onde…
Don't you believe it!	: Ne croyez pas ça !
Contrary to what you're suggesting…	: Contrairement à ce que vous êtes en train de suggérer…
I don't see it that way!	: Je ne vois pas les choses de la même manière !
Unlike you, I think that…	: Contrairement à vous je pense que…
I totally disagree with you…	: Je suis en désaccord total avec vous…
No you're wrong!	: Non vous avez tort !
You're mistaken!	: Vous vous trompez !
You must be joking!	: C'est une plaisanterie !
Nonsense!	: Non-sens !
Rubbish!	: Arrêtez vos salades !
I'm dead against it!	: J'y suis absolument opposé !

Comment se donner du temps pour réfléchir :

Assuming this to be true…	: En admettant que ce soit vrai…
As a matter of fact…	: En fait…
Actually, I think that…	: En fait, je pense que…
What I'm trying to say is that…	: Ce que je veux dire…
What I mean is…	: Ce que je veux dire…
So…	: Eh bien…
Basically…	: En tout état de cause…
Well, how shall I put it…	: Comment dois-je le formuler…
There's no denying that…	: On ne peut pas nier que…
I'd like to add that…	: J'aimerais ajouter que…
Anyway… / However that may be…	: De toute façon… / Quoiqu'il en soit…
You see… / You know…	: Vous voyez… / Vous savez…

Comment démontrer les différents aspects d'une question :

On the one hand… , On the other hand…	: D'une part… , D'autre part…
For one thing… , For another…	: D'une part… , D'autre part…
First (ly)… , Second… , Third…	: Premièrement, deuxièmement, troisièmement…
Next/Then/Afterwards	: Ensuite
However/Nevertheless	: Cependant/Néanmoins
… Whereas…	: … Tandis que…
Paralleling that,	: En parallèle,
Moreover/Furthermore/Besides/In addition…	: De plus…
On second thoughts…	: À y réfléchir de plus près…
This brings us to the question of	: Cela nous amène à la question de
whether… or…	: savoir si… ou…
It would be convenient to divide the question into…	: Il serait pertinent de diviser la : question en…

Lots of key issues arise;	: Beaucoup de problèmes clés surgissent ;
one of them is…	: l'un deux est…
For example/For instance…	: Par exemple…
Similarly/likewise. Conversely…	: De la même manière… . À l'inverse…
Hence/Consequently…	: De ce fait/Par conséquent

Comment conclure :

In conclusion…	: En conclusion…
To conclude…	: Pour conclure…
To come to a conclusion…	: Pour arriver à une conclusion
To sum up/To summarize…	: Pour résumer…
Finally/Eventually/In the end…	: Finalement…
To put it in a nutshell…	: Pour résumer…
In short/In brief…	: En bref…
To use a famous quotation, I'll say that…	: Pour utiliser une citation bien connue…
All things considered…	: Tout bien considéré…
To weigh the pros and cons…	: Pour peser le pour et le contre…
All in all…	: Tout bien pesé…
The long and the short of it…	: Le fin mot de l'histoire…
To make a long story short…	: Pour conclure…
To reach a consensus…	: Pour arriver à un consensus…


MONITOR
ENERGY
CYBERBULLYING
CHATTING
INJURY
MANIPULATION
BOX
DEMOCRACY
CONTROL
TRADE UNION
INDIVIDUALISTIC
GOVERNMENT
BUG
GLOBAL WARMING
SURVEILLANCE
FACILITIES
IMMIGRANT
BIG BROTHER
THANKSGIVING

Debating Skills

- Oral comprehension -

1. A debate is a discussion of a theme or question between how many interlocuters?

2. In a formal debate, what is the theme or question called?

3. Is there a right or wrong answer to this question/theme?

4. What is the party who is FOR the motion called? And what about the party who is AGAINST?

5. What are the three parts that each argument should contain?

6. True or False?
   i. The winning team is the one the judge agrees with T F
   ii. The winning team is the one that gives the most convincing arguments T F

7. The word "debate" derives from what Latin verb?
   What does this Latin word mean?

8. Fill in the gaps:

   01:37
   The practice goes back _____ __ _____ to _____ _____
   and _____ where a debate was considered _____ to a functioning
   _____. The debate structure used today first took form in the _____
   _____ - _____ _____.

9. What are the fundamental skills necessary to debate? The ability to…:
   i.
   ii.
   iii.
   iv.

10. What two things does debating a position you might not possibly agree with help you to do?

11. As you train for debate, what 4 things will you learn how to do?

12. You will also do what? (3 things)

Debating Skills

- Oral comprehension -

1. A debate is a discussion of a theme or question between how many interlocuters? 2 or more

2. In a formal debate, what is the theme or question called? a motion

3. Is there a right or wrong answer to this question/theme? No – what's important is to justify/illustrate your opinions

4. What is the party who is FOR the motion called? And what about the party who is AGAINST?

proposition opposition

5. What are the three parts that each argument should contain? 1.introduction 2.reasons (with examples & evidence) 3. conclusion

6. True or False?
   i. The winning team is the one the judge agrees with T F
   ii. The winning team is the one that gives the most convincing arguments T F

7. The word "debate" derives from what Latin verb? *battere*
   What does this Latin word mean? to fight

8. Fill in the gaps:

   01:37
   The practice goes back thousands of years to Ancient Greece and India where a debate was considered essential to a functioning democracy. The debate structure used today first took form in the early eighteenth-century England.

9. What are the fundamental skills necessary to debate? The ability to…:
   i. Think quickly and analyse a problem
   ii. Present your thoughts logically and elegantly
   iii. Speak confidently in public
   iv. Listen carefully and interpret information quickly

10. What two things does debating a position you might not possibly agree with help you to do?

Develop empathy broaden your worldview

11. As you train for debate, what 4 things will you learn how to do?

Analyse a problem form a persuasive argument respond to counter-arguments ask questions

12. You will also do what? (3 things)

Discover new information meet new people gain new perspective

Debating evaluation grid

		comments
Convincing arguments / counter propositions	/ 5	
Good quality English	/ 5	
Use of debating vocabulary	/ 5	
Non verbal communication (body language: hand gestures, eye cotact..., conviction)	/ 5	
	/ 20	

Delivering a convincing speech

1) Starting a debate

Match the debate openings to the techniques they exemplify.

Debate openings	Techniques
a. How many of you here today have ever been in the situation where you were stuck in a traffic jam, suddenly wondering about the meaning of life?	1. Making a statement
b. I remember the time when I was asked a difficult question in an interview and had no idea what to say.	2. Giving an amazing/surprising fact/statistic
c. What's the biggest problem that parents face today?	3. Visualisation of statistics
d. We have found that four out of every five homeowners don't have adequate insurance cover.	4. Personalisation through rhetorical/genuine questions about the audience's experiences
e. With this home-made windmill, you'll be able to slash 50% off your electricity bills.	5. Personal anecdote
f. Today I'm going to talk to you about a new staff training programme.	6. Stating a problem via a rhetorical question about a general issue
g. Did you know that the average American eats 3 pounds of processed food every day?	7. Showing the benefits and opportunities

2) Emphasizing some important points and focusing attention on them

What …..is ….	Use of “do” or “did” to add emphasis	Inversion	The passive voice
Sentences introduced by a clause beginning with 'What' are also used to emphasize a specific subject or object. We must cut costs. **=> What** we must do **is** cut costs. We need more reliable suppliers **=> What** we need **is** more reliable suppliers.	I believe there is an alternative to this crazy consumer society **=>** *I **do** believe (= I really believe) that there is …* I think this project could be instrumental in providing equal opportunities for everyone **=>** ***I do** think that …*	**Examples:** ***At no time did I say** you couldn't come.* ***Hardly had I arrived** when he started complaining.* ***Little did I understand** what was happening.* ***Seldom have I felt** so alone.*	The passive voice is used when focusing on the person or thing affected by an action. Generally, more emphasis is given to the beginning of a sentence. We expect more natural disasters in the coming years **=>** More natural disasters are expected in the coming years

Exercise

Put the following sentences into the passive voice:

1) The police arrested 300 people => .....

2) Scientists have carried out multiple experiments => .....

3) The media has created a lot of hype about the subject => .....

4) The judge did not treat the subject seriously => .....

5) Politicians told lies in parliament => .....

Reformulate the following sentences to make them punchier:

1. We need to bear in mind the tremendous impact that fossil fuels have had on our ecosystem in the last decades.

……

……

2. I had never witnessed so much poverty in my entire life.

……

3. We must reconsider our lifestyle and promote a new form of economy.

……

4. I think this project could empower women to break with taboos.

……

5. We wanted to give people the chance to meet and interact - and do something meaningful together.

……

ÉCHANGES PRÉPARATOIRES Á LA PRISE DE PAROLE

Activités proposées par Isabel VÁZQUEZ DE CASTRO, Enseignante-chercheuse, IMAGER

Adapté à tous les niveaux de maîtrise de la langue : conçu pour un niveau B1-B2, vers l'autonomie, dans le but d'échanger en situation de communication authentique. Peut être fait avec une forme simplifiée dès les premiers savoirs en langue et comme activité « brise-glace » à tout niveau. Travaille la CO, la COI, la POI et la CE. Prise de notes rapide en PE. Axée sur la construction d'une prise de parole adaptée à une situation donnée, centrée sur la vie en entreprise, mais extensible à d'autres terrains spécifiques (formation, recherche, loisirs...).

Préparation et temps pour cette activité 5+5+ 30 (10x3') / (10x 5 ') 50 +20 : 1h -1h30

-Présentation au groupe de l'activité et du matériel en 5 minutes avec des éventuelles questions concrètes sur le déroulement. Organiser le travail en binôme autonome avec une musique de fond (chanson de préférence, en langue peu connue ou dans la langue cible de l'exercice), pendant 5 minutes, jeu par binôme présenté au groupe. Faire en groupe complet les 10 présentations. Si le groupe est trop nombreux, tirage au sort pour faire passer seulement 20 personnes ou faire en plusieurs séances, avec les mêmes binômes de préférence.

Possibilité de rendre ce jeu plurilingue, en utilisant n'importe quelle langue du répertoire des locuteurs, commune ou pas. Possibilité de faire une version sans paroles ou mimée des consignes de jeu.

Reprise finale : supports écrits d'aide expliqués pour tous, échanges argumentés sur les prestations de chacun.

Mise en situation :

- Constitution des binômes, une fois les binômes établis, ils reçoivent une enveloppe surprise chacun. Dedans, la consigne de mise en paroles d'une situation précise, avec 6 échanges entre les deux interlocuteurs, à présenter après 5 minutes de concertation au groupe-classe. Deux versions pour soutenir l'écoute, non exclusives l'une de l'autre :
- A) sur une grille de bingo, cocher la bonne case, en lisant la même consigne que les membres du binôme en action ont joué.
- B) jouer le jury et décider quelle présentation a été leur préférée, dire pourquoi.

  Faire correspondre les textes des consignes (une fois expliquées et complétés en cours, en correction finale) avec le numéro du groupe qui l'a jouée en ajoutant les notes éventuelles pour une discussion finale des points forts de chacune d'entre elles et les possibilités de faciliter la compréhension ou de la rendre plus agréable.

Matériel :

-10 enveloppes numérotées (si besoin est, en double) avec les consignes de préparation des situations type.

- Une grille de bingo où figurent les dix consignes des enveloppes, mélangées à d'autres, et à des cases vides. Ce plateau de jeu peut être plastifié et réutilisable.

- Une feuille de reprise avec les dix consignes écrites sur une colonne et les numéros des groupes à faire correspondre sur l'autre. On peut prévoir de la place pour prendre des notes personnelles, à garder par chaque participant. Un simple post-it par participant peut suffire comme support à la dernière activité de commentaire et clôture de la séance.

LES DIX CONSIGNES :

1. Vous arrivez en retard le deuxième jour de stage en entreprise. Vous vous en excusez auprès de votre responsable : Retardataire/Responsable.

2. Vous félicitez un ou une collègue qui a obtenu une promotion : échanges entre le ou la collègue qui félicite et le ou la collègue promue.

3. Vous et un ou une collègue de travail échangez sur le bien fondée d'une fontaine d'eau au bureau. Deux collègues.

4. Vous avez besoin d'informations pour compléter un dossier, votre collègue donne des indications d'où la trouver.

5. Vous signalez une panne informatique sur votre poste de travail et le service compétent vous répond en vous communiquant des informations.

6. Vous discutez avec quelqu'un sur la forme à donner à un message pour qu'il soit en conformité avec la communication non-violente.

7. Vous devez signaler un risque ou danger du travail et vous exposez le problème à la personne responsable.

8. Vous voulez , à deux, préparer une » surprise party » dans le lieu de travail

9. Vous portez une revendication (salaire, primes, congés, droits divers) et vous échangez avec le responsable.

10. Vous exprimez votre désaccord avec un changement qui ne vous convient pas (horaires, responsabilités, disponibilité, partage des tâches…)

<u>Daniel Ek and SPOTIFY</u> – **A** *=>Asking questions…*

Daniel Ek (born 21 February [1)]_____) is a Swedish billionaire entrepreneur and technologist. He is the co-founder and CEO of music streaming service Spotify.

Early life and education
Ek grew up in [3)] _____, Sweden. He started coding and building websites at 13, showcasing his exceptional skill in the digital sphere. His early obsession with [5)]_____ laid the foundation for later undertakings, some of which leading to success. He graduated from high school in 2002, and subsequently studied engineering at the KTH Royal Institute of Technology, before dropping out to [7)]_____ ___ ____ ____ _____ *(Why)*.

Business career
Ek served in a senior role at the Nordic auction company Tradera which was acquired by eBay in [9)]_____. He additionally served as the CTO of the browser-based game and fashion community Stardoll and later started another company Advertigo, an online advertising company. Advertigo was sold to TradeDoubler in 2006, after which Ek briefly became the CEO of µTorrent, working with µTorrent founder [11)]_____ Strigeus. This ended when µTorrent was sold to BitTorrent in December 2006. Strigeus would later join Ek as a Spotify developer.

Spotify
The sale of Advertigo as well as his previous work made Ek wealthy enough that he decided to [13)]_____ *(What)*. However, after a few months, he realized he wanted a new project, leading to his founding Spotify. Ek first had the idea for Spotify in [15)]_____ when peer-to-peer music service Napster shut down and another illegal site, Kazaa, took over. Ek said he "realized that you can never legislate away from piracy. Laws can definitely help, but it doesn't take away the problem. The only way to solve the problem was to create a service that was better than piracy and at the same time compensates the music industry – that gave us Spotify."

Ek incorporated Spotify AB with Martin Lorentzon in Sweden in 2006. Lorentzon had previously worked at and co-founded TradeDoubler which had acquired Ek's previous company Advertigo. In [17)]_____ _____, the company launched its legal music streaming service. Initially, Spotify ran on a peer-to-peer distribution model, similar to µTorrent, but switched to a server-client model in 2014. Ek serves as CEO of Spotify and in 2017, Ek was named the [19)]_____ _____ _____ ___ ____ _____ _____ by *Billboard*. As of April 2019, Spotify had 217 million active users and as of June 2017 had raised over $2.5 billion in venture funding.
In May 2022, Ek invested an additional $50 million to acquire [21)]_____ _____ _____, citing an optimistic future outlook for the streaming giant. Spotify at that time had 182 million paying subscribers and was growing at 15% per year.

Political positions
In 2016, Ek and fellow Spotify co-founder Martin Lorentzon wrote an open letter on the blogging platform Medium to the Swedish government saying that if certain changes to Swedish law regarding housing, taxation, and education were not made, Spotify would be forced to relocate from the country. More specifically, Ek claims that in Sweden the high taxes on stock options makes it difficult to incentivize programmers to work at startups when startups have trouble competing with larger companies on salary. Moreover, Ek claims the Swedish permitting policy is overly restrictive, limiting the supply of affordable housing.

Personal life
In 2016, Ek married Sofia Levander, his longtime partner, at [23)]_____ _____. At Ek's wedding, Bruno Mars was invited to perform and Chris Rock officiated; he invited numerous guests, including Mark Zuckerberg. Ek and his wife have [25)]_____ children together.

Ek is a lifelong supporter of Premier League club Arsenal, and, in April 2021, expressed an interest in purchasing the football club if it were put up for sale. In May 2021, Ek made an offer to buy the club for approximately [27)]£_____ _____, which was rejected by the owners.

The Netflix miniseries “The Playlist” is a fictionalized story of the company and was inspired by the book “Spotify Untold”.

Daniel Ek and SPOTIFY – B =>*Asking questions…*

Daniel Ek (born 21 February 1983) is a [2)]_____*(nationality)* billionaire entrepreneur and technologist. He is the co-founder and CEO of music streaming service Spotify.

Early life and education
Ek grew up in Stockholm, Sweden. He started [4)]_____ ___ _____ _____ at 13, showcasing his exceptional skill in the digital sphere. His early obsession with technology laid the foundation for later undertakings, some of which leading to success. He graduated from high school in [6)]_____, and subsequently studied engineering at the KTH Royal Institute of Technology, before dropping out to focus on his IT career.

Business career
Ek served in a senior role at the Nordic [8)]_____ *(What kind)* company Tradera which was acquired by eBay in 2006. He additionally served as the CTO of the browser-based game and fashion community Stardoll and later started another company Advertigo, an [10)]_____ _____ *(What kind)* company. Advertigo was sold to TradeDoubler in 2006, after which Ek briefly became the CEO of µTorrent, working with µTorrent founder Ludvig Strigeus. This ended when µTorrent was sold to BitTorrent in [12)]_____ _____*(date).* Strigeus would later join Ek as a Spotify developer.

Spotify
The sale of Advertigo as well as his previous work made Ek wealthy enough that he decided to retire. However, after a few months, he realized he wanted [14)]__ _____ _____, leading to his founding Spotify. Ek first had the idea for Spotify in 2002 when peer-to-peer music service Napster shut down and another illegal site, Kazaa, took over. Ek said he "realized that you can never legislate away from piracy. Laws can definitely help, but it doesn't take away the problem. The only way to solve the problem was [16)]___ _____ ___ _____ ____ ____ _____ ____ _____ and at the same time compensates the music industry – that gave us Spotify."

Ek incorporated Spotify AB with Martin Lorentzon in Sweden in 2006. Lorentzon had previously worked at and co-founded TradeDoubler which had acquired Ek's previous company Advertigo. In October 2008, the company launched its legal music streaming service. Initially, Spotify ran on a peer-to-peer distribution model, similar to µTorrent, but switched to a server-client model in [18)]_____. Ek serves as CEO of Spotify and in 2017, Ek was named the most powerful person in the music industry by *Billboard*. As of April 2019, Spotify had [20)]_____ _____ active users and as of June 2017 had raised over $2.5 billion in venture funding.
In May 2022, Ek invested an additional $50 million to acquire more Spotify shares, citing an optimistic future outlook for the streaming giant. Spotify at that time had 182 million paying subscribers and was growing at 15% per year.

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In 2016, Ek and fellow Spotify co-founder Martin Lorentzon wrote an open letter on the blogging platform Medium to the Swedish government saying that if certain changes to Swedish law regarding housing, taxation, and education were not made, Spotify would be forced to [22)]_____ _____ _____ _____. More specifically, Ek claims that in Sweden the high taxes on stock options makes it difficult to incentivize programmers to work at startups when startups have trouble competing with larger companies on salary. Moreover, Ek claims the Swedish permitting policy is overly restrictive, limiting the supply of affordable housing.

Personal life
In 2016, Ek married Sofia Levander, his longtime partner, at Lake Como. At Ek's wedding, [24)]_____ _____ was invited to perform and Chris Rock officiated; he invited numerous guests, including Mark Zuckerberg. Ek and his wife have two children together.

Ek is a lifelong supporter of Premier League club [26)]_____ *(Which)*, and, in April 2021, expressed an interest in purchasing the football club if it were put up for sale. In May 2021, Ek made an offer to buy the club for approximately £1.8 billion, which was rejected by the owners.

The Netflix miniseries “The Playlist” is a fictionalized story of the company and was inspired by the book [28)]_____ _____.

Daniel Ek and SPOTIFY =>*Asking questions…*

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Ek grew up in Stockholm, Sweden. He started coding and building websites at 13, showcasing his exceptional skill in the digital sphere. His early obsession with technology laid the foundation for later undertakings, some of which leading to success. He graduated from high school in 2002, and subsequently studied engineering at the KTH Royal Institute of Technology, before dropping out to focus on his IT career.

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The Netflix miniseries “The Playlist” is a fictionalized story of the company and was inspired by the book “Spotify Untold”.

cryptogram

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
						18	7	8					23				15	21		1					

G G 'S S R R G R S
18 9 9 18 2 11 21 21 9 22 12 24 5 15 11 16 15 9 18 15 5 19 21

S I R S S R H U R
14 5 2 2 11 10 21 16 8 10 11 15 21 21 11 5 15 14 7 9 1 15

I N I N R G H
8 23 10 11 26 12 9 22 8 23 10 11 4 11 15 13 16 5 18 11 12 7 5 12

I N U S H S R H R S .
8 23 14 2 1 10 11 21 12 7 11 21 11 5 15 14 7 12 11 15 19 21

H R R H U N R S H U S N S
12 7 11 15 11 5 15 11 7 1 23 10 15 11 10 21 9 22 12 7 9 1 21 5 23 10 21

S S I R S U S .
9 22 16 9 21 21 8 6 2 11 15 11 21 1 2 12 21

letter tiles

DEV	O ST	INTE	ORE	DAT	HAVE
THE	NECT	ACC	ION.	A ON	AN
WHER	~~CLOU~~	RNET	HAVE	AY T	~~D IS~~
YOU	D ON	AS	ANY	OM E	AS
ESS	CON	VERY	WEB	YOUR	ICE.
E AN	TO	TO I	~~THE~~	T FR	LONG
~~A W~~					

THE	CLOU	D IS	A W		

Unscramble the tiles to reveal a message.

Teamwork Activity: Frostbite

Scenario: Oh no! You are doing a semester abroad in Montreal. You went out with some friends and a local tour guide for poutine but you took a wrong turn and got lost on the way back to your dormitory. You spent all afternoon in -40° C weather. Now night is approaching and you need to build a quinzhee for the night if you're going to survive but...

...the guide's hands have become completely frostbitten – they can no longer use them at all!

...the rest of the group has become snowblind and they can no longer see.

The guide who can see will have to instruct the members who can use their hands in order to build the quinzhee.

Step 1: Build the shelter with lego (25 minutes)
Use the lego to build a quinzhee that can keep you warm for the night. You can only speak in English. The guide cannot use their hands. The rest of the group cannot use their eyes.

Step 2: Present your quinzhee (10 minutes)
Tell the class about the structure you managed to build. Each group member should speak.

1) Describe the structure. What are its features?

_____
_____
_____

2) Describe giving instructions to the snowblind members.

_____
_____
_____

3) Describe trying to follow the leader's instructions.

_____
_____
_____

4) Descibe each team members' contribution in one word.

_____
_____
_____

5) Do you think your team would survive the night in their quinzhee? Why or why not?

_____
_____
_____

HOW TO GET A JOB AFTER COLLEGE? (NPR)(May 23, 2022)

Muriel Duval
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Cette activité fait suite au cours d'introduction sur la recherche d'emploi.
L'enregistrement est long (24 minutes), je fais donc cette activité au labo de langue afin que chaque élève puisse aller à son rythme et revenir sur ce qu'il n'a pas compris ou entendu.

Voici les consignes que je donne aux élèves :

- *Vous allez entendre un podcast de 24 min sur comment choisir votre carrière une fois diplômé. Prenez des notes en écoutant.*
- *Notez les 6 points essentiels qui sont mentionnés et résumez en quelques lignes chaque point. (Vous devrez être capables de présenter chaque point rapidement au reste de la classe.)*
- *Pour chaque point, repérez le vocabulaire nécessaire pour compléter les mots croisés.*
- *Cette activité de vocabulaire comporte 3 niveaux de difficulté :*
    1. *Vous n'avez que la définition et vous devez trouver le mot correspondant. (C2)*
    2. *La définition est plus simple et la 1ère lettre de chaque mot vous est donnée. (C1)*
    3. *Vous devez associer le mot avec la définition donnée. (B2⁻)*

  Sur quelle activité souhaitez-vous travailler ?

Ci-dessous, vous trouverez le résumé que l'on trouve sur NPR. Attention, ce n'est pas le sript du document audio.

****

"What are you going to do after you graduate?" Yes, we know, it's the worst question.

Even the less-specific questions — *What are your strengths? What are your passions?* — can be daunting.
But finding a job after college — or just finding a new job or changing your career — doesn't have to be scary. This shift can actually be exciting.
These tips will help you reflect on your story: what you like, what you've done so far and what you need to do to get a job — and maybe even a career.

Start early

Most campuses have a career service office staffed with advisers to help you. But so many students wait until their junior or senior year to wander in. Don't wait!

What you decide to do professionally can be completely different from what you studied in college, so thinking about your career early in college can allow you to meander a bit, to ask yourself, "What do I like? What brings me joy?"

"If you're just starting to examine those questions 60 days before graduation, that's a pretty rapid timeline to cover a lot of ground," says Mark Peltz, head of the career center at Grinnell College, in Iowa.

Perhaps you're now thinking, "Oh, snap! I'm too late!" — but don't worry. It's better now than never. You're reading this story, aren't you? You're already on your way.

Study yourself, using your own life as data

You don't have to guess when it comes to what you enjoy: Observe yourself and gather insights.

Don't just sit on the couch and think about yourself. Go watch yourself actually do stuff, says Dave Evans, a Stanford University lecturer and co-author of the book *Designing Your Life*. He recommends making a "good-time journal" — a daily record of all your activities, annotated with notes on how engaging each was and whether it gave you energy or drained you. This becomes the data that informs what you like to do, and the insights you glean go far beyond the subjects you've liked in school.

You can do this log more than once: when you have a heavy course load, between semesters, during a summer job or an unsatisfying job you're stuck in. Figuring out what you want to do is an ever-evolving process.

Explore where your interests intersect with job options

Now that you know more about you, turn your focus outward to discover and learn about jobs out in the world.

Don't stop at reading about them — go try out your interests through job shadowing, a lecture, a small project or a hands-on class. Instead of crafting a to-do list, Peltz encourages students to develop a "try stuff" list to test their ideas, gather more info and clarify what they want to do.

Be strategic as you tell your story

Even a part-time job in retail, a volunteer post or a club membership can translate into real skills such as problem solving, leading a team and working with customers.

"You have more experience than you think, but it's about reframing that in the right language," Stacey Harris told NPR in 2019, when she was with Year Up, a program that helps get community college students ready for internships and careers.

Another important way to tell your story is the elevator pitch — a mini-story that tells who you are and what you want to do (in the time it takes to ride from one floor to another). Your pitch should include your name, your history and your goals. Practice telling this story, maybe to a friend or family member, until it becomes natural.

"A couple of my students have actually hopped into an elevator with me just to practice their elevator pitch as if I was a stranger," Harris says.

It can be a little weird to talk about yourself. Perhaps you're thinking, "Who am I? I don't have a story!" But everyone has a story — and more importantly, most humans love hearing stories.

Look at who is doing interesting work. Reach out

Take your research to the next level: Find people in the world doing interesting things, and do as many informational interviews with them as you can. These are informal conversations in which you ask people about their jobs and how they arrived at them.

These interviews might seem scary, but keep in mind that people love to talk about themselves and what they're doing — and they also love to help.

"You're not asking them for money. You're not asking them for a job. You're asking for the story," explains Evans. "If you're genuinely interested, if you can bring genuine curiosity, go for it."

Some things to keep in mind when reaching out: Be specific. You don't want to blanket-email a bunch of people just because you can. Think about what you're trying to get from each person you talk to: Is it the path to where they are now? Is it information about a posted job?

Once you get one interview, Evans says, go out and talk to more people. One easy way to do this is to make your last question, "Who else should I talk to?"

After you've taken up other folks' time, it's best to send a thank-you note. Handwritten is lovely but not necessary; an email will work too.

Study up on business etiquette

Different workplaces have different rules. Since you won't know those nuances until you spend time in the office, it's best to proceed with caution. Make sure your social media channels are public-ready and polish your email skills. Here are some of Harris' tips:

- Make sure you have a professional email address — say goodbye to Bubblegum123.
- Craft an email subject line carefully: Write a short summary of what's in the email.
- Begin the message with a greeting.
- End with a signature and include a way to reach you.
- Beware of spelling errors and capitalize properly

HOW TO GET A JOB AFTER COLLEGE (NPR) (C2)

DEFINITIONS

DOWN

1. To review a certain amount of information or discuss a certain number of topics

2. Well informed, knowledgeable, or proficient

3. To write briefly, to write a short note of

4. Enterprise, attempt or try

5. In America name given to a student in his final year at high school or university

6. A period before the start of an academic year at a university during which a variety of events are held to welcome students

7. To move in a sinuous way or to move slowly and not in a straight line (here to take your time)

8. Socially correct behavior

9. Intimidating

10. To make out the meaning of, to make heads or tails of

11. Money granted by a university for advanced study or research

12. Versed, well read

ACROSS

1. What college students do to learn about a particular profession and see if it might be suitable for them when they accompany and observe an experienced worker as he/she performs the targeted job.

2. Derived from observation or experiment

3. To supply a written work with explanatory notes

4. A visual thinking tool that helps structuring information, helping you to better analyze, comprehend, synthesize, recall, and generate new ideas

5. Cumulating

6. The successful completion of a program of study for which you receive a degree

7. Tidy

8. A center of expert counselors who help students make informed career choices

HOW TO GET A JOB AFTER COLLEGE (NPR)(C1)

FIRST LETTERS

DOWN

1. To make a certain amount of progress when dealing with a piece of work or subject: to c_ _ _ _ g _ _ _ _ _

2. Well informed, knowledgeable, or proficient: s _ _ _ _

3. To write briefly, to write a short note of: to j _ _ d _ _ _

4. An effort to do something, especially something new or difficult: e _ _ _ _ _ _ _

5. In America name given to a student in his final year at high school or university: s _ _ _ _ _

6. A period before the start of an academic year at a university during which a variety of events are held to welcome students: o _ _ _ _ _ _ _ _ _ _

7. To have a lot of curves instead of going in a straight, direct line (often used for a river, here it means to take your time): to m _ _ _ _ _ _

8. A set of customs and rules for behaving correctly in social situations: e _ _ _ _ _ _ _ _

9. Intimidating: d _ _ _ _ _ _ _

10. To work out what a written text or message says even though it is difficult to read or understand: to d _ _ _ _ _ _ _

11. An amount of money given to postgraduates in order to allow them to study a subject at an advanced level: f _ _ _ _ _ _ _ _ _

12. Describes someone who has a clear understanding of many different facts or knows a lot about a particular subject: k _ _ _ _ _ _ _ _ _ _ _ _

ACROSS

1. What college students do to learn about a particular profession and see if it might be suitable for them when they accompany and observe an experienced worker as he/she performs the targeted job: to j _ _ s _ _ _ _ _

2. Relying on observation or experience (rather than on theory or pure logic): e _ _ _ _ _ _ _ _

3. To add a short explanation or opinion to a text or image: to a _ _ _ _ _ _ _

4. A visual thinking tool that helps structuring information, helping you to better analyze, comprehend, synthesize, recall, and generate new ideas: w_ _ _ _ _ _ _ _ m _ _

5. Cumulating (used positively here but usually regarded as unethical): d _ _ _ _ _ d _ _ _ _ _ _

6. The ceremony at which you are given a degree after finishing your studies at high school or university: g _ _ _ _ _ _ _ _ _

7. Not littered with a disorderly mixture of objects that take up space: u _ _ _ _ _ _ _ _ _ _

8. A center of expert counselors who help students make informed career choices: c _ _ _ _ _ c _ _ _ _ _

HOW TO GET A JOB AFTER COLLEGE (NPR)(B2)

MATCHING

DOWN

1. To make a certain amount of progress when dealing with a piece of work or subject

2. Well informed, knowledgeable, or proficient

3. To write briefly, to write a short note of

4. An effort to do something, especially something new or difficult

5. In America name given to a student in his final year at high school or university

6. A period before the start of an academic year at a university during which a variety of events are held to welcome students

7. To have a lot of curves instead of going in a straight, direct line (often used for a river, here it means to take your time)

8. A set of customs and rules for behaving correctly in social situations

9. Intimidating

10. To work out what a written text or message says even though it is difficult to read or understand

11. An amount of money given to postgraduates in order to allow them to study a subject at an advanced level

12. Describes someone who has a clear understanding of many different facts or knows a lot about a particular subject

ACROSS

1. What college students do to learn about a particular profession and see if it might be suitable for them when they accompany and observe an experienced worker as he/she performs the targeted job

2. Relying on observation or experience (rather than on theory or pure logic)

3. To add a short explanation or opinion to a text or image

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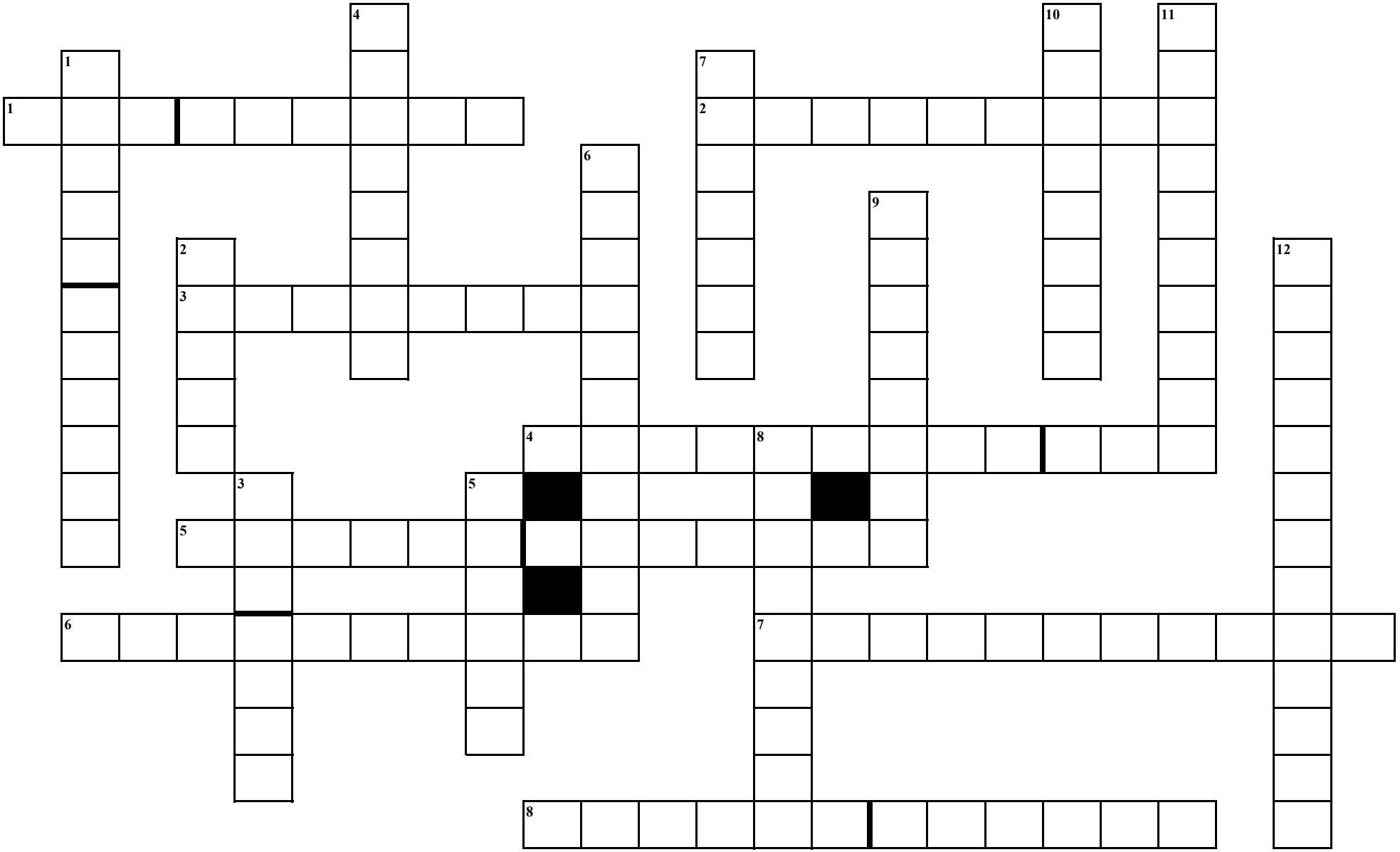
7. Not littered with a disorderly mixture of objects that take up space

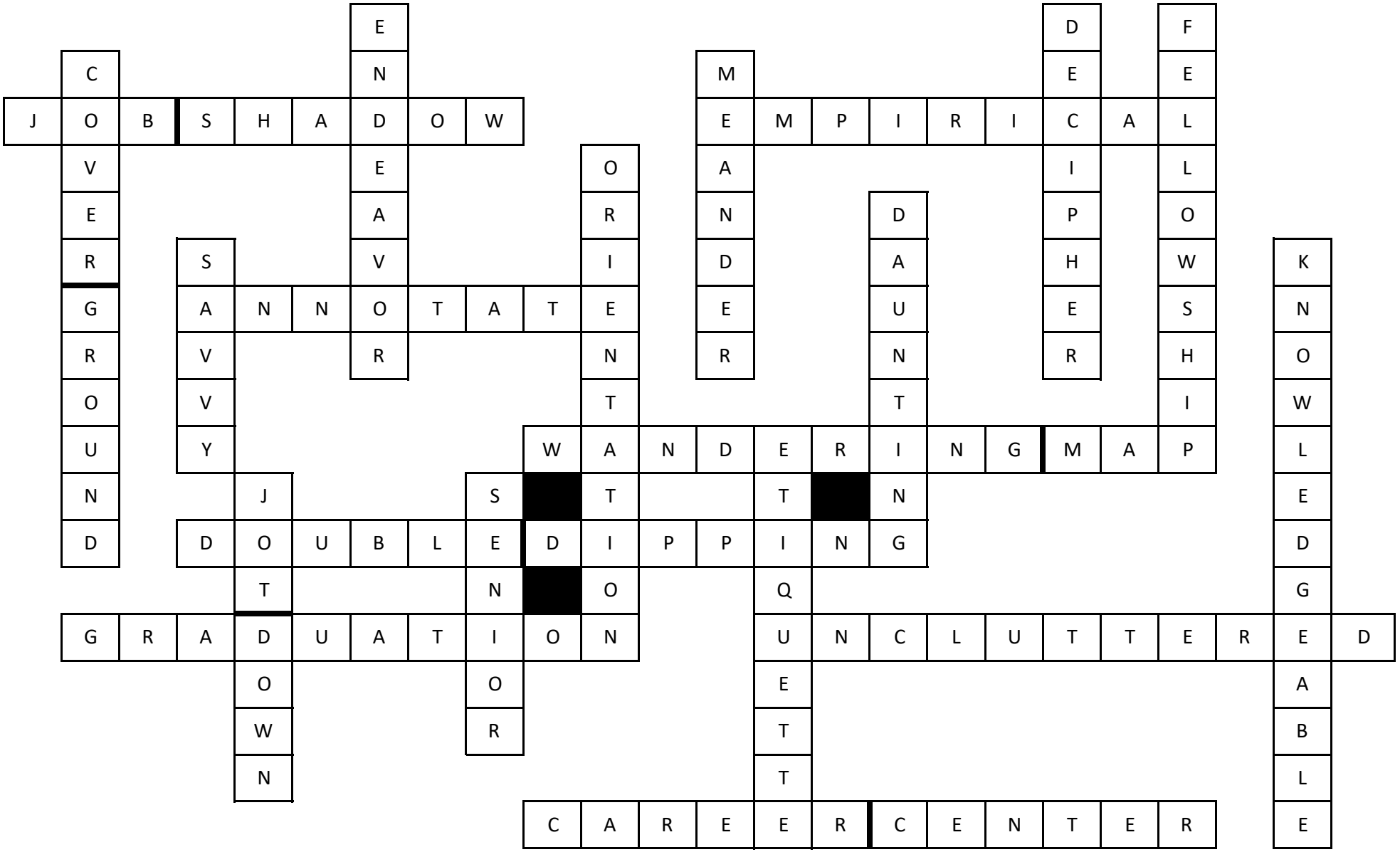
8. A center of expert counselors who help students make informed career choices

annotate _ career center _ cover ground _ daunting _ decipher _ double dipping _ empirical _ endeavor _ etiquette fellowship _ graduation _ job shadow _ jot down _ knowledgeable _ meander _ orientation _ savvy senior _ uncluttered _ wandering map

HOW TO GET A JOB AFTER COLLEGE (NPR) CROSSWORD PUZZLE



HOW TO GET A JOB AFTER COLLEGE (NPR) CROSSWORD PUZZLE



Objectif: Organiser une Journée Internationale Inter-Départements (GACO, RT, MMI)

Objectifs:

- Promouvoir la mobilité internationale et faire découvrir des aspects culturels,
- Aller à la découverte d'autres étudiants de l'IUTNFC,
- Découvrir d'autres cultures, d'autres langues,
- Échanger autour d'un goûter.

Déroulement de la journée et supports utilisés:

=> organisation: plusieurs salles pour les ateliers en immersion, et deux amphithéâtres.

Matinée:

- **Ted Talks**: utilisation de la vidéo "How to Give the Perfect Ted Talk" en CO: présentations d'étudiants revenus du semestre au Canada pour promouvoir la mobilité internationale "façon Ted Talk":
  => thématiques: Studying in Montreal!
  > Interrailing in Europe / Myths and Truths about 3 Foreign Countries
- **Atelier d'immersion dans une langue étrangère** (arabe, italien, espagnol, portugais, bosniaque, turc, roumain)
- **Jeu Time's Up** : les étudiants des 3 départements sont mélangés et invités dans différentes salles pour jouer au jeu et ainsi déclencher la prise de parole de manière ludique et légère. C'est aussi l'occasion de développer leurs soft-skills (aller vers l'autre, teamwork, etc.)

Après-midi:

- **Conférences en anglais** par des enseignants des 3 départements concernés (thématiques: "Discover IOT and its Applications, "AI, When Natures inspires Algorythm", "Mood Determination Tool: SYM-Spot Your Mood)
- **Final International Day Quiz!** => Wooclap- pour le Pub Quiz en équipes : NZZRTH
- La journée se termine autour d'un **moment de convivialité avec un goûter**: les étudiants sont invités à apporter des spécialités culturelles.

Annexe 1: International Day Schedule

Annexe 2: Immersion Workshops (rédaction par @stephanieevrard, RT)

INTERNATIONAL DAY MARCH 21ST, 2024
IMMERSION WORKSHOPS

Chers étudiants, **merci** de participer à cet atelier expérimental.
Le principe est de noyer les participants dans un bain linguistique total sans repère ni en français, ni en anglais.
But : montrer qu'on peut comprendre et acquérir beaucoup de choses même quand on se croit « perdu » au début et qu'il n'y a pas de médiation par une langue connue.
En R&T, nous proposerons un petit atelier d'environ 30 à 45 minutes.
Idéalement vous serez deux animateurs.
Il ne s'agit « que » de parler un peu votre langue et de vous faire comprendre sans un mot de français (ni d'anglais!).
Atelier turc : interdit aux turcophones !
Atelier portugais : interdit aux lusophones ! etc
Atelier arabe / atelier espagnol / atelier roumain / atelier bosniaque.

Voici la trame que nous vous proposons de suivre :
Les éléments **en gras** sont en français pour l'exemple, et seront traduits dans la langue dite « cible ».
Vous pouvez projeter un diapo ou simplement montrer des images (imprimées ou même sur votre écran)
Parler fort, lentement, clairement, avec une intonation très expressive.
Et, ce qui sera peut-être le plus difficile : résister aux demandes de traductions (même si vous n'êtes pas compris, tant pis!) : vous ne connaissez pas un mot de français ni d'anglais ! « **désolé, je ne comprends pas !!!** »:)
1. accueillir les participants, les chercher dehors éventuellement, les faire entrer
Venez, s'il vous plaît ! Bonjour ! Entrez ! Bienvenue ! Asseyez-vous !
(ces mots peuvent être doublés d'un diaporama avec le mot écrit ou avec des illustrations)
2. se présenter (avec des gestes)
Bienvenue, je m'appelle X et voici Y. Nous parlons la langue Z.
Comment t'appelles-tu ?
(donner un premier exemple entre les deux intervenants / puis montrer du doigt / faire répéter la séquence « **je m'appelle ...** » / demander à tout le monde de se présenter) > peut être doublé, pour mémorisation, par un élément écrit
on peut même imaginer donner un équivalent du prénom de la personne dans la langue cible, s'il existe ! « **ha, tu t'appelles SteFAnia !** »:)
utiliser le motif « **répétez svp** » en donnant l'exemple avec votre partenaire ou avec des gestes / ou à l'écrit.
Vous pouvez aussi dès maintenant annoncer qu'il y aura un petit quiz (oral) sur les mots appris à la fin ! « **à la fin, il y aura un quiz, alors attention !** » (affichez éventuellement les mots QUIZ et **attention**, ou bien faites des gestes pour montrer qu'il faut mémoriser)

3. montrer des images du ou des pays où la langue est parlée + le nom du pays écrit (+ une « traduction » phonétique* ou en alphabet latin)
Voici le pays P (où on parle la langue Z). Moi je viens de …. (prononciation du nom du pays) > faire répéter le nom
Et toi ? De quel pays viens-tu ? (montrer) « **je viens de France (ou autre)** » (faire répéter)
*pertinent pour l'arabe notamment
Donnez aussi des indications sur la correspondance graphie / phonie : comment ça se prononce ? Est-ce qu'il y a des mots qui ne ressemblent pas du tout à leur écriture quand on les prononce ?
Il y a également des variations : Arabe parlé dans différents pays, ou Espagnol en Amérique du Sud, ou Portugais en Afrique : quelles différences ?
Spécifiquement pour l'arabe : on pourra démontrer avec quelques exemples (à l'oral, mais aussi pourquoi pas, à l'écrit) les différences entre les pays arabophones : nous avons des étudiants du Maroc, mais aussi de Syrie, de Tunisie, des EAU, etc… « utilisez »-les ! On peut aussi mentionner l'amazighe ou l'arabe littéraire. Montrez-nous toutes la variété de l'arabe dans le monde et donnez-nous une idée des points communs (qui peut comprendre qui?), etc...
4. petit discours (partagé en 2) ou dialogue (plus vivant + pour faire entendre des questions, de type « **comment s'appelle ce pays ? Où est-il ?** » etc) sur des éléments culturels que vous voudriez présenter sur votre pays (illustrez). (pas trop long + il faut que les participants aient l'impression de suivre quand même! Rassurez-les : « **pas de souci », « ne vous inquiétez pas » « relax !** »)
> vous pouvez mettre des images de choses typiques avec leur nom à côté et les faire répéter (voire même commencer par faire deviner le nom « **comment ça s'appelle ?** »)
Il peut y avoir des mots qui ressemblent au français (mots transparents), ou bien des mots importés (de l'anglais, du français, etc) : notez-en quelques uns avec une illustration.
NB : cette partie sera plus ou moins longue selon votre goût. N'hésitez pas à montrer des choses variées : monuments, mais aussi plats typiques, paysages, musiques, extraits de films cultes etc. Le but étant de (se) faire plaisir mais aussi de faire repérer aux participants soit quelque chose qu'ils connaissent en fait déjà, soit quelque chose de frappant, et de leur faire mémoriser des mots).
5. présenter (= répéter pour certaines) quelques phrases simples de tous les jours à faire répéter aux participants :
« bonjour ! / merci / au revoir / à bientôt / comment vas-tu ? / bien merci et toi ? / je ne comprends pas / désolé(e) / oh pardon ! / arrêtez ! / je suis malade / j'ai 20 ans… / je suis Français(e) / je ne suis pas d'accord ! / pouvez-vous m'aider ? / Zut !!!! (ou autre)… etc »
> vous pouvez le faire grâce à des mini situations avec votre co-locuteur et faire en sorte que le public comprenne.
> ici on peut faire mémoriser par exemple aussi les **chiffres de 0 à 5 ou 10…**
6. **ici nous étudions : les réseaux et télécoms** (comment cela se dit dans la langue cible?) / **et vous ?** (faire répéter : **« j'étudie…. » le webdesign et le multimédia / la gestion d'entreprise** etc »)
> pour introduire ou illustrer on peut juste montrer le logo de l'IUT / du département, etc
7. quiz sur tout ce qu'ils auront retenu !

Vous pouvez remontrer des images, ou bien faire retrouver des expressions vues grâce à un mime (facile pour : **bonjour / merci / au revoir / pardon** etc)… et donner des points !
> Puis dire « **c'est fini** ! », « **merci de votre attention** » « **au revoir !** Ou **à bientôt** ! » etc.
MERCI pour votre implication ! Si vous voulez faire plus court ou que cela ne marche pas très bien, ce n'est pas grave ! l'essentiel est d'avoir fait passer quelques mots ou d'avoir juste parlé une langue « inconnue » à vos camarades et essayé de leur faire mémoriser quelques mots ! :D

(Dans les faits, certains groupes ont même appris des pas de danse aux partcipants en leur faisant découvrir la musique typique)

Annexe 3: Instructions for Playing "Time's Up!" for ESL Students

Objective

The objective of "Time's Up!" is to guess as many words or phrases as possible within a limited time, helping students practice vocabulary and quick thinking in English.

Materials Needed

- A set of cards with words or phrases written on them (can be tailored to the students' level).
- A timer (use a stopwatch, phone timer, or any other timing device).
- A score sheet and pen for keeping track of points.

Game Setup

1. **Form Teams**: Divide the students into two or more teams. Each team should have an equal number of players.
2. **Prepare Cards**: Each card should have a word or phrase that the students will need to guess. Words can range from simple (like "cat" or "apple") to complex (like "environmental conservation" or "cultural diversity") depending on the proficiency level.
3. **Shuffle and Stack**: Shuffle the cards and place them face down in a stack.

Game Play

The game is played in three rounds, each with slightly different rules:

Round 1: Descriptions

1. **Explain the Word**: One player from the team draws a card and describes the word or phrase on it without using any part of the word or phrase itself.

2. **Guess**: The other team members guess the word or phrase based on the description.
3. **Time Limit**: Each team has one minute to guess as many words as possible. Use the timer to keep track.
4. **Correct Guesses**: For each correct guess, the team earns one point. If the team cannot guess the word, the describer can pass, but this costs one point.
5. **Rotate**: After one minute, switch teams and repeat the process until all cards are used.

Round 2: One Word Clues

1. **One Word Only**: The player describes the word or phrase using only one word.
2. **Guess**: The team guesses based on the single-word clue.
3. **Time Limit**: Again, each team has one minute to guess as many words as possible.
4. **Rotate**: Alternate between teams after each minute until all cards are used.

Round 3: Charades

1. **Act It Out**: The player acts out the word or phrase without speaking.
2. **Guess**: The team guesses based on the player's actions.
3. **Time Limit**: Each team has one minute to guess as many words as possible.
4. **Rotate**: Switch teams after each minute until all cards are used.

Scoring

- After all three rounds, tally the points for each team.
- The team with the most points at the end of the game wins.

Tips for Success

- **Preparation**: Ensure that the words and phrases on the cards are appropriate for the students' language level.
- **Encourage Participation**: Make sure every team member gets a chance to describe, give one-word clues, and act out the phrases.
- **Practice**: Use this game regularly to help students become more comfortable and improve their English vocabulary and quick-thinking skills.

Enjoy the Game!

"Time's Up!" is not only a fun and engaging game but also a fantastic way to enhance your English language skills. Remember to encourage your teammates and have fun!

Recette facile : Comment mettre en place un projet international en ligne (COIL pour Collaborative Online International Learning) ?

Maya Desmarais / IUT d'Angers – Département TC

maya.desmarais@univ-angers.fr

Ingrédients :

- 1 groupe d'étudiant.e.s disposant d'ordinateurs et de téléphones.

- 1 collègue à l'international prof de français ou d'une matière liée au cœur de métier de nos étudiant.e.s (marketing et communication pour ma part)

Objectifs :

- Susciter l'envie de communiquer dans un contexte réel en langue étrangère

- compenser le faible volume horaire (et éventuellement les groupes conséquents) en faisant pratiquer des langues étrangères aux étudiant.e.s de façon individuelle (ou presque) en dehors des cours

- Développer l'interculturalité (l'ouverture d'esprit) et créer des liens qui peuvent se poursuivre au-delà du projet

Etape 1 :

Trouver un.e collègue intéressé.e par ce type de projet à distance à l'occasion d'un événement international, d'une mobilité, grâce au réseaux des collègues chercheurs.euses, en demandant aux étudiants partis à l'étranger le nom de leurs profs les plus dynamiques…

Pour ma part : 2 projets réalisés avec une prof de français à Mexico avec des TC2 et TC3, 1 projet avec une prof de communication/cinéma à Toluca (Mexique) avec des TC2, 2 projets avec une prof de marketing à Buenos Aires avec des TC2 et TC3.

Etape 2 :

Se mettre d'accord sur une modalité de travail et d'évaluation à l'occasion d'une visio (l'évaluation peut être différente pour chaque pays).

Pour ma part : Nous avons considéré que chaque équipe (composée d'1 ou 2 étudiant.e.s français.e.s et 1 ou 2 étudiant.e.s hispanophones) devait faire 2 visios (calendrier fourni > fourchette de 2 semaines pour leur

laisser le temps de trouver un créneau avec le décalage horaire important).

Etape 3 : Chaque prof réalise une petite vidéo d'introduction / présentation de son Université à destination des étudiant.e.s étranger.e.s et l'envoyer (par whatsapp par exemple).

Etape 4 (en autonomie) : Lors de la **1ère visio**, ils doivent partager un petit quizz réalisé au préalable sur la culture de leur pays (pour briser la glace) puis **se mettre d'accord sur un thème** qu'ils souhaiteraient voir traité par les étudiant.e.s de l'autre nationalité (exple : les étudiant.e.s français souhaitent que les mexicains présentent la musique qu'ils écoutent / les étudiant.e.s mexicain.e.s aimeraient que les français.e.s leur présentent une recette de cuisine française, leur ville…).

Pour l'un des projets, les vidéos mexicaines portaient sur « El Día de Muertos » au Mexique et a donné lieu à une exposition artistique dans le hall de l'IUT.

Etape 5 (en autonomie) : Ils doivent **réaliser les vidéos** dans la langue étrangère.

Etape 6 (en autonomie): Lors de la **2ème visio**, ils doivent se poser des **questions** suite au visionnage des vidéos.

Etape 7 : Chaque prof fait une petite vidéo à destination des étudiant.e.s étrangers (envoyée par whatsapp) pour les remercier, faire un petit bilan et souligner les aspects positifs.

Dans un espace de cloud, chaque équipe doit déposer des preuves des 2 visios et les vidéos réalisées.

L'évaluation n'a pas porté sur les vidéos mais sur un oral /bilan de l'expérience, mais on pourrait également prendre en compte la qualité et le niveau linguistique des vidéos…

Peu de temps de cours nécessaire > En cours, j'ai lancé la consigne, laissé un peu de temps pour réaliser le quizz culturel. Ensuite, on a juste fait des points de bilans intermédiaires (je contactais l'enseignante lorsqu'un.e étudiant.e étranger.e ne répondait pas, et vice versa). Ce qui a pris le plus de temps de cours étaient les présentations orales par équipes.

Exemple de tableau collaboratif rempli par les 2 profs avec les noms des étudiant.e.s puis complétés par les étudiant.e.s pour les thèmes et dates.

Noms des étudiant.e.s français.e.s	Noms des étudiant.e.s mexicain.e.s	Thème des français	Thème des mexicains	Date 1ère visio	Date 2ème visio	Des soucis ?

Installation artistique réalisée par un groupe de TC2 autour du Dia de Muertos en présence d'une étudiante mexicaine (octobre 2024).

A vos COIL, prêts, partez !...

N'hésitez pas à me contacter pour échanger, poser des questions ou partager vos projets ! (j'aimerais demander un CPP pour développer ce type de projets, envisager toutes les possibilités de COIL et accompagner les collègues qui le souhaiteraient).

Persuasive presentations

BUT 1 – S2 English oral presentations

Jenna Boller- IUT de Lille-site de Roubaix
jenna.boller@univ-lille.fr

The presentations should be in PAIRS and last about **8 minutes per group**. You should make a Powerpoint or Canva presentation to display your graphs and statistics. There will be 3-4 minutes of questions at the end.

Choose a topic that you would like to persuade the class about - it can be any topic you want, but it must be an argument that can be supported by STATISTICS.

Your teacher MUST approve your topic—you can ask me in the next class or send me your idea by email

For example—Why you should never eat fast food again

1. **Give an introduction with your opinion- explain WHY this topic should be interesting to the class, and WHY we might agree with you**

For example-Physical well-being impacts students' lives. You stopped eating fast food in 2021, since then, you feel better, your marks have increased, and your sports performance is better (give specific examples).

2. **Include at least 3 DIFFERENT ARGUMENTS with graphs and statistics to support your arguments- make sure you choose reliable sources and cite them. You can create graphs using excel, canva etc.**

For example- medical statistics about how fast food can impact your health, comparative budget of paying for fast food vs. fruits and vegetables, statistical proof of addiction to fast food etc.

3. **Include a conclusion with a call to action- A further step we can take after you have persuaded us to care about this topic .**

For example- watch a documentary on this topic, sign a petition, join an association, buy a product or stop buying a product, change our behavior in a certain way.

*** Like in all presentations in this class, **YOU MAY NOT READ A TEXT.** Notes with keywords are allowed. If you read a text or if you read full sentences from your Powerpoint YOU WILL HAVE A MARK BELOW 10.

Présentations persuasives

BUT 1 - S2 Présentations orales en anglais

Les présentations doivent se faire en PAIRES et durer environ 8 minutes par groupe. Vous devez faire une présentation Powerpoint ou Canva pour présenter vos graphiques et statistiques. Il y aura 3-4 minutes de questions à la fin.

Choisissez un sujet sur lequel vous aimeriez persuader la classe - il peut s'agir de n'importe quel sujet, mais il doit s'agir d'un argument qui peut être étayé par des STATISTIQUES.

Votre professeur DOIT approuver votre sujet - vous pouvez me le demander au prochain cours ou m'envoyer votre idée par email

Par exemple - Vous ne devriez plus jamais manger de fast food

1. Présentez votre opinion - expliquez pourquoi ce sujet devrait intéresser la classe et pourquoi nous pourrions être d'accord avec vous.

Par exemple - Le bien-être physique a un impact sur la vie des étudiants. Vous avez arrêté de manger des fast-foods en 2021 et depuis, vous vous sentez mieux, vos notes ont augmenté et vos performances sportives se sont améliorées (donnez des exemples précis).

2. Incluez au moins 3 ARGUMENTS DIFFÉRENTS avec des graphiques et des statistiques pour soutenir vos arguments - assurez-vous de choisir des sources fiables et de les citer. Vous pouvez créer des graphiques à l'aide d'Excel, de Canva, etc.

Par exemple, des statistiques médicales sur l'impact de la restauration rapide sur la santé, un budget comparatif entre la restauration rapide et les fruits et légumes, une preuve statistique de l'addiction à la restauration rapide.

3. Inclure une conclusion avec un appel à l'action - Une étape supplémentaire que nous pouvons franchir après que vous nous ayez persuadés de nous intéresser à ce sujet.

Par exemple, regarder un documentaire sur le sujet, signer une pétition, adhérer à une association, acheter un produit ou cesser d'acheter un produit, changer notre comportement d'une certaine manière.

*** Comme dans toutes les présentations de ce cours, VOUS NE POUVEZ PAS LIRE UN TEXTE. Les notes contenant des mots-clés sont autorisées. Si vous lisez un texte ou si vous lisez des phrases complètes de votre Powerpoint, vous aurez une note inférieure à 10.

PHONE CALLS ROLE PLAYS – PAIR-WORK ACTIVITY SHEET

Read the instructions and practice the following phone calls with a partner.

STUDENT A

Call 1

Vous êtes Jay Thurber et vous travaillez pour la société *Ramboll Whitbybird Engineering*. Votre collègue Gina Wilson n'est pas au bureau pour le moment. Quelqu'un vous appelle et demande à lui parler. Notez le message en prenant soin de vérifier toutes les informations données par votre interlocuteur.

IMPORTANT MESSAGE	
FOR	
FROM	
TIME	**DATE**
PHONE	
❑ **URGENT !**	
MESSAGE	

Call 2

Dans le calendrier ci-dessous, chaque case correspond à un créneau d'1h. Les cases grisées correspondent à des périodes sur lesquelles vous êtes indisponible. Positionnez sur ces cases grisées des rendez-vous comme par exemple une conférence, un entretien, un rendez-vous avec un client, un dîner d'affaires, etc.

	Monday	Tuesday	Wednesday	Thursday	Friday
9 am – 10 am					
10 am – 11 am					
11 am – 12 pm					
12 pm – 1 pm					
1 pm – 2 pm					
2 pm – 3 pm					
3 pm – 4 pm					
4 pm – 5 pm					

Ensuite, effectuez les appels téléphoniques d'après les instructions décrites dans les 2 situations ci-dessous :

Call # 2.1 : Vous souhaitez rencontrer votre partenaire professionnel la semaine prochaine. Vous avez besoin d'un créneau de 2h pour une réunion. Appelez votre partenaire et arrangez-vous pour trouver un créneau sur lequel vous êtes libres tous les 2.

Call # 2.2 : Votre partenaire vous appelle pour prendre rendez-vous.

Call 3

Vous travaillez pour *RFM Electronics*. Un client vous appelle pour vous demander des prix et des numéros de téléphone. Consultez ci-dessous la liste des tarifs en vigueur et celle des numéros de téléphones internes pour répondre aux questions de votre interlocuteur. Une fois que vous aurez répondu à ses questions, vous lui indiquez que la liste des prix est également disponible sur votre site internet www.rfm-electronics.com **.**

PRICE LIST		**INTERNAL TELEPHONE NUMBERS**	
6M138 Optocoupler	£0.70	**Marketing department**	+44 193 221 6760 40
6N148 Optocoupler	£0.90	**Production department**	+44 193 221 6760 50
UGN3505W Magnetic Sensor	£4.00	**Quality department**	+44 193 221 6760 60
74AC695 Transceiver	£1.30	**Customer Service department**	+44 193 221 6760 70
75AC965 Transceiver	£1.85	**Purchasing department**	+44 193 221 6760 80
TD2002V Audio Amplifier	£5.40		
PIC-101SCL IR Receiver Module	£3.00		
Potentionmeter Thumbwheel 20K	£1.45		

Customer's email : _____

PHONE CALLS ROLE PLAYS – PAIR-WORK ACTIVITY SHEET

Read the instructions and practice the following phone calls with a partner.

STUDENT B

Call 1

Vous êtes Kieran Rutherfurd et vous travaillez pour l'entreprise *Oakes UK*. Votre partenaire commercial Gina Wilson de la société *Ramboll Whitbybird Engineering* vous a envoyé un email mais a oublié d'inclure la pièce jointe. C'est un document important et vous en avez besoin d'ici demain. Appelez Gina et demandez-lui de vous renvoyer le document dès que possible. Laissez votre numéro de téléphone portable +33 6 …….

Call 2

Dans le calendrier ci-dessous, chaque case correspond à un créneau d'1h. Les cases grisées correspondent à des périodes sur lesquelles vous êtes indisponible. Positionnez sur ces cases grisées des rendez-vous comme par exemple une conférence, un entretien, un rendez-vous avec un client, un dîner d'affaires, etc.

	Monday	Tuesday	Wednesday	Thursday	Friday
9 am – 10 am					
10 am – 11 am					
11 am – 12 pm					
12 pm – 1 pm					
1 pm – 2 pm					
2 pm – 3 pm					
3 pm – 4 pm					
4 pm – 5 pm					

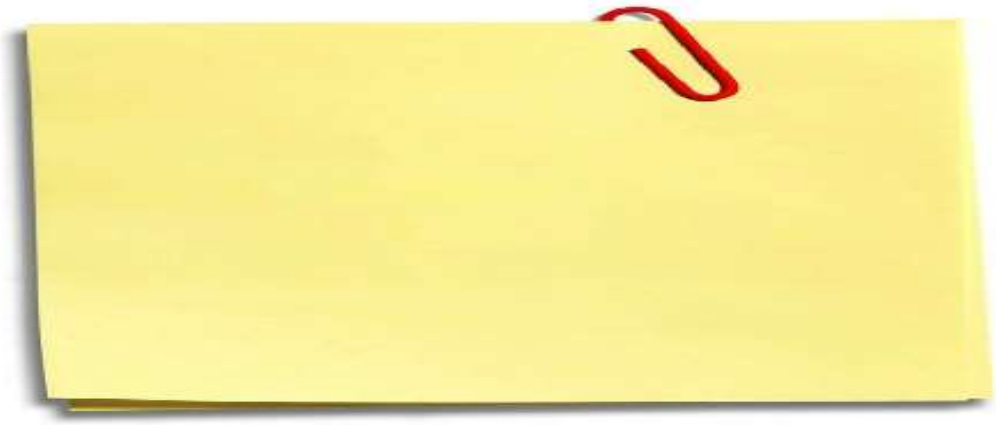
Ensuite, effectuez les appels téléphoniques d'après les instructions décrites dans les 2 situations ci-dessous :

Call #2.1 : Votre partenaire professionnel souhaite vous rencontrer la semaine prochaine. Il/elle vous appelle pour convenir d'une date/heure.

Call #2.2 : Vous avez un imprévu et vous devez changer la date de rendez-vous que vous aviez fixée avec votre collègue. Appelez-le/la et expliquez que vous devez changer le rendez-vous, expliquez pour quelle raison et trouvez une nouvelle date.

Call 3

Vous souhaitez vous renseigner sur le prix de composants électroniques. Appelez *RFM Electronics* et demandez le prix du capteur magnétique *(=magnetic sensor)* UGN3505W, de l'amplificateur audio *(= audio amplifier)* TD2002V et de l'émetteur-récepteur *(=transceiver)* 75AC965. Notez les prix sur le post-it ci-dessous. Vous lui demandez s'il peut vous envoyer la liste complète des prix par email. Donnez votre email. Vous avez également un problème avec un composant que vous avez acheté le mois dernier chez *RFM* : demandez-lui le numéro de téléphone du service après-vente *(=Customer service department)* et notez-le. Demandez s'il peut éventuellement vous mettre de suite en communication avec le service et prenez congé



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IUT de Metz
Département Informatique
Université de Lorraine

PLAYMOBIL - Toutes langues : Représenter un concept, résoudre un problème, matérialisation, création d'un logo et d'un slogan

Activité inspirée par **Bruno Poyard**, enseignant de Design à la Design Factory de Grenoble, UGA.

- **Matériel** :
  - ⇨ 30 Playmobil par table, disposés comme suit :
    - 10 Playmobil blanc/neutre (on ne sait pas qui c'est)
    - 10 Playmobil de couleur (genrés, neutres, plus général)
    - 10 Playmobil de couleur (genrés, typés, customisés, plus expressifs, personnages en particulier)
  - ⇨ 3 ou 4 feuilles de couleur : une rouge : situation problématique / une orange : situation permettant d'aller vers une solution (que l'on peut dupliquer) / une jaune : solution, situation idéale
  - ⇨ 25 petits blocs en bois de différentes formes et couleurs, sphères, cubes, rectangles

- **Mise en place de l'activité**

Groupes de 4 ou 5 apprenants par table.

- ⇨ **Décider d'une situation conflictuelle** dans un rapport homme / femme (feuille rouge)
- ⇨ La mettre en scène sur la feuille rouge avec les Playmobil (1)
- ⇨ Sur la feuille jaune : comment cela devrait se passer dans l'idéal (3)
- ⇨ Feuille orange :
  - a) situation intermédiaire qui va permettre d'atteindre l'idéal (2)
  - b) possibilité d'une alternative, dans ce cas on met 2 feuilles orange
- ⇨ **Conceptualisation : exprimer la meilleure solution / le principe, de manière abstraite, avec des pièces en bois** de couleur.
  - Simplifier (enlever des pièces en bois), ne garder qu'une idée
  - Dessiner le montage de blocs sur une feuille blanche (représentation graphique), l'embellir
    - En faire un logo et lui donner un slogan (décision collective)
      - ⇨ On part des objets = mise à distance. Puisqu'ils sont transitionnels, les jouets mettent le problème à distance. En faisant et en manipulant on mémorise.

Outil efficace pour de la remédiation

Exemple :

1) Représentation d'un problème, agression d'une femme dans un Tram


2) Moyen de parvenir à l'idéal

Tous se sentent concernés et se retournent, intervention ou regard

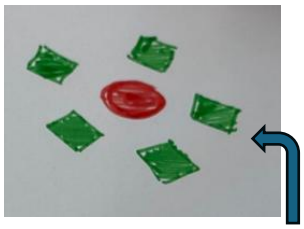

Alternative pour arriver à l'idéal : self-défense


3) Définition de l'idéal : le groupe ne permet même pas cette pensée

4) Choix du moyen de représentation du problème à l'aide de cubes en bois :


On **simplifie** et on ne garde que des pièces vertes et une rouge

5) Représentation du problème et de sa résolution :

6) Représentation sous forme de dessin, conceptualisation simplifiée

7) Amélioration du dessin, transformation en logo et création d'un slogan

Autres idées ou astuces :

⇨ Faire dessiner avec des feutres effaçables sur les Playmobil

Outil : SAP Scenes :

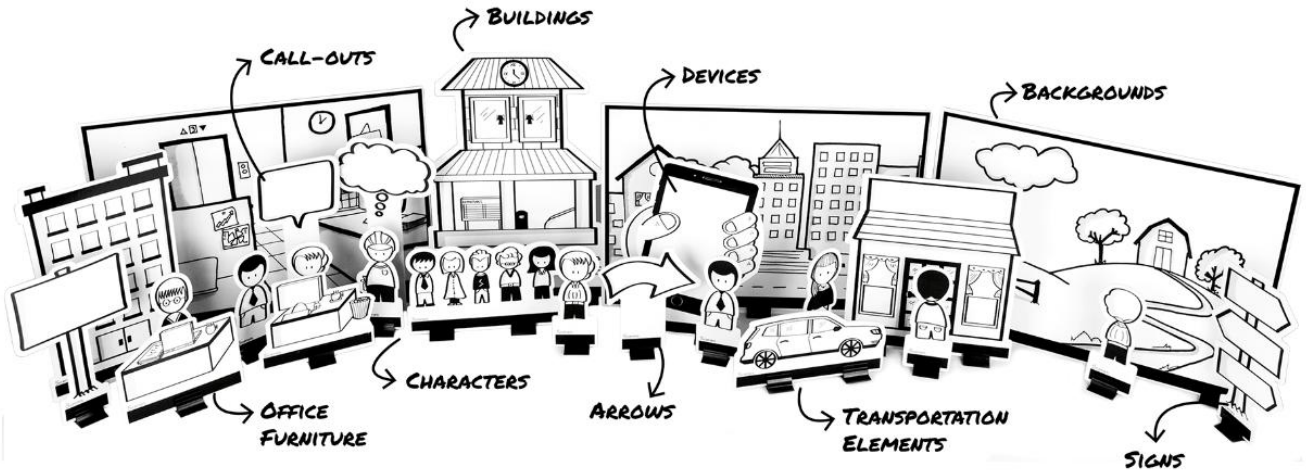
Si vous n'avez pas assez de Playmobil ou pour d'autres utilisations :

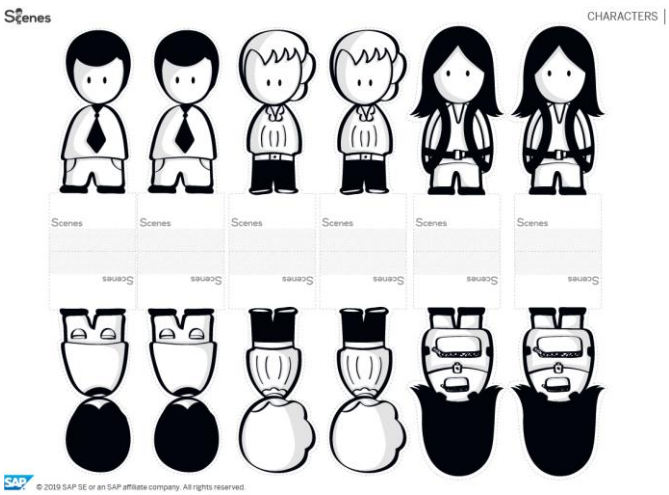
⇨ Possibilité de les substituer ou de les remplacer par des personnages et des scènes de SAPScenes

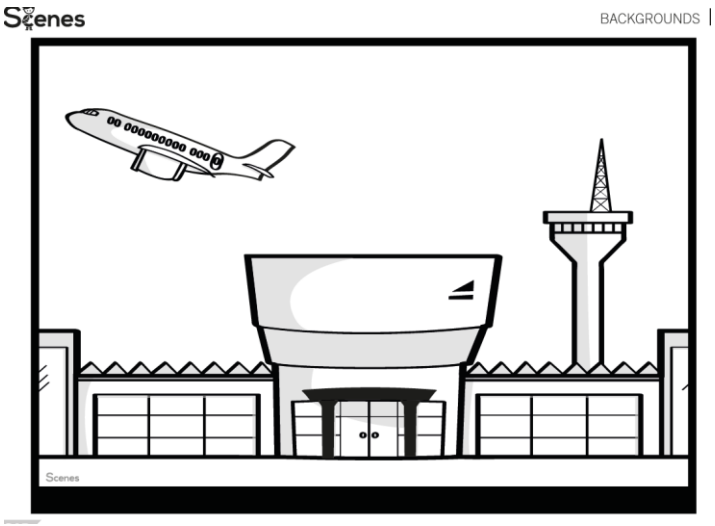
https://apphaus.sap.com/resource/scenes

Visuels pour raconter des histoires :

- Basic set
- Retail
- Logistics
- Background
- Health
- Inclusivity …







Emile:
Résolution de problèmes scientifiques en anglais

$$\sqrt{a+ib} = \pm\left(\sqrt{\frac{|z|+a}{2}} + i\,\frac{b}{|b|}\sqrt{\frac{|z|-a}{2}}\right)$$

Vincent BOULANGER
MP IUT Paul Sabatier Toulouse
17 NOV 2023

CAN YOU DIG IT? CAN YOU SAY IT?

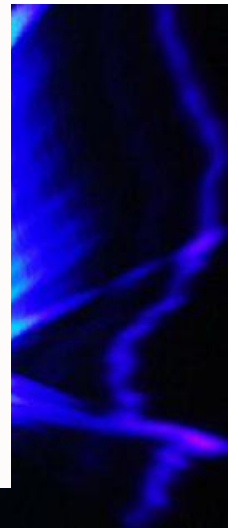
*0.38 * 580 EJ / 3600kJ*

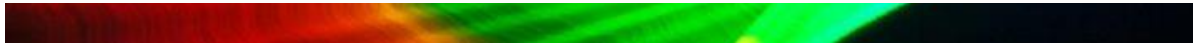
= 2.2e20 J / 3.6e3 J

= 6.12e16 Wh

= 61.2 PWh

Bachelor Universitaire de Technologie





your RENEWABLE ENERGY tutorial

THE MASTER PLAN

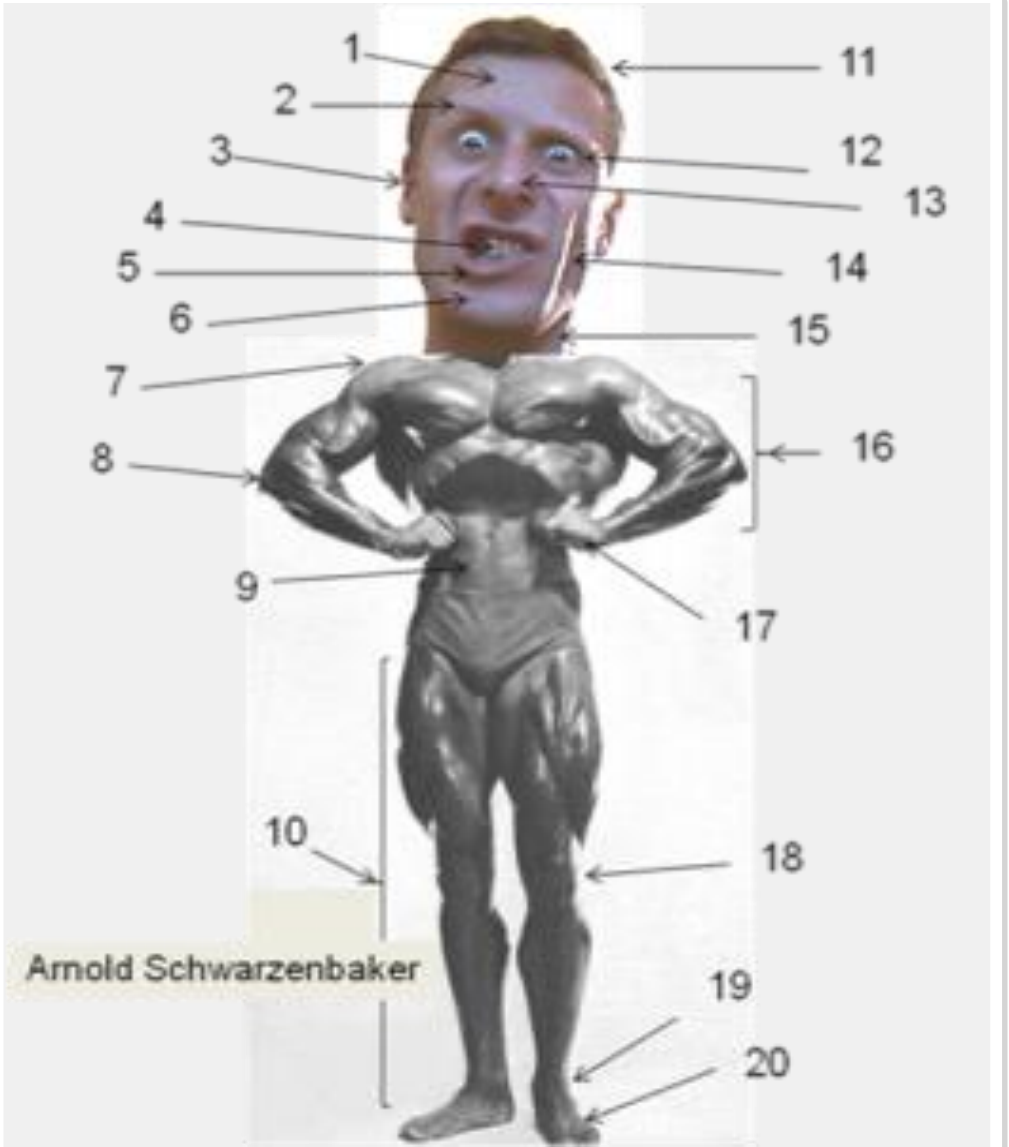
- 3 TD (1,5h)
- 2 groupes TP réunis
- Enseignement à 4 mains (The Brains + The Hands)
- 3 enseignants (2 de spé + 1 LV)
- 1 sujet scientifique/technique (+Bonus: DD ☺)

THE BRAINS
THE A-TEAM

ANNIE

ADAM

THE HANDS
THE B-TEAM



ONE SIDE OF THE BRAINS

Good day, Annie!

Could you quickly introduce yourself and tell us how you ended up at the IUT?

Can you introduce the idea behind those technical tutorials?

OBJECTIFS

- Transversalité (lien avec leur spé)
- LV appliquée / LANSAD
- Authenticité (résolution de problème scientifique avec un enseignant spécialiste (natif ou non))
- Interactions et recherche de solution collaborative en LV
- Travail sur les codes culturels scientifiques (, / . , I / 1 / 7, decimals…)
- Travail sur la prononciation
- Travail lexical (en particulier l'outil mathématique)
- Travail sur la méthode de communication des solutions (posture, voix, break it down…)
- Pas qu'un travail de forme, mais aussi de justesse scientifique (see The Brains)
- Préparation au contexte réel (stage, etc…)

What is/how do you see your role during those tutorials?

CONTRAINTES

- Trouver le thème
- Implication (+/-) des collègues de spé
- Imbrication logique dans le parcours / edt
- Trouver ‘The Brains’
- Créer les supports (TD + évaluation)

TD1 Basics of Renewable Energy

Table 1. Conversions between common units of energy

Conversions	kJ	kcal	kWh	m3 gas†	boe†	toe†	quad
1000J = 1 kJ	1	2.39E-01	2.78E-04	3.15E-05	1.64E-07		9.48E-16
1000cal = 1 kcal	4.19	1	1.16E-03	1.32E-04	6.85E-07		3.97E-15
1 kWh	3600	860	1	1.13E-01	5.88E-04		3.41E-12
1 m3 gas†	31 736	7580	8.816	1	5.19E-02		3.01E-11
1 boe†	6.11E+06	1.46E+06	1.70E+03	193	1		5.80E-09
1 toe†	4.48E+07	1.07E+07	1.25E+04	1415	7.33	1	4.25E-08
1 quad	1.06E+15	2.52E+14	2.93E+11	3.32E+10	1.72E+08		1

† Approximate. Exact value depends on the temperature and composition.

Figure 1. Share of primary energy from fossil fuels *(source: Our World in Data)*

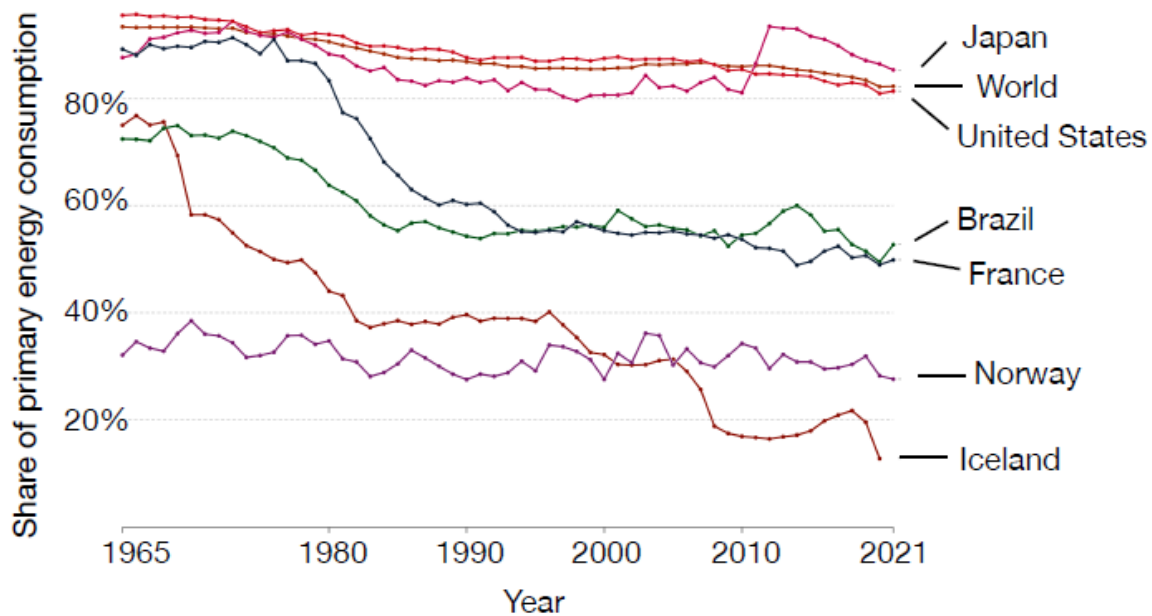


Table 2. Comparison of renewable energy technologies *(source: Hossain & Petrovic, 2021).*

Technology	Hydro	Wind	Ocean	Biomass	Geothermal	Solar PV
Contribution to energy production [%]	7	2	<1	10	<1	<1
Contribution to electricity production [%]	16	5	<1	2	<1	3
Total installed capacity [GW]	1308	563	0.5	117	13.2	512
Typical capital cost (US$/W)	3	2	0.25	4	2.5	1.5
Average cost of electricity generation (US$/kWh)	0.02 - 0.27	0.05 (onshore) 0.12 (offshore)	0.61	0.07	0.07	0.07

Other useful information

- Global energy production in 2019 : 580 EJ = 5.8×10^{20} J
  Global electricity production in 2019 : 26.8 PWh
  (source: Our World in Data, based on BP Statistical Review of World Energy, 2022)
- Primary energy use sectors in the US: electricity generation (38%), transport (27%), industry (23%), residential (7%), commercial (5%)
  (source: US Energy Information Administration: *https://www.eia.gov/energyexplained/us-energy-facts/*)
- Volume of the Earth's oceans: 1.386×10^9 km^3
  (source: US Geological Survey, *https://www.usgs.gov/faqs/how-much-natural-water-there/*)
- 1 km^3 = 10^9 m^3 = 10^{12} L
- 1 tonne = 1000 kg
- Some typical densities : crude oil 850 kg/m^3 , water 1000 kg/m^3

QUESTIONS

1. Assuming the global primary energy use pattern is the same as in the US, calculate :

(a) the global energy production in 2019 in quad

(b) the primary energy used for transport worldwide in 2019 in Gboe

(c) the primary energy used by industry worldwide in 2019 in Mm3 gas

(d) the primary energy used for electricity generation worldwide in 2019 in PWh.

Why does your answer differ from the global electricity production in 2019?

2. The unit boe is an abbreviation for “barrel of oil equivalent”, while toe means “tonne of oil equivalent”. Use the data in Table 1 to infer the typical volume of an oil barrel. Express your answer

in litres (L).

3. 1 calorie is the heat energy required to warm 1g of water by 1°C. How much water could you

heat by 1°C using 580 EJ of energy? How does this compare to the volume of the Earth’s oceans?

4. Table 2 presents some simple statistics about renewable energy technologies in 2019.

(a) How much energy that year was produced by hydropower installations ? Choose an appropriate unit for your answer.

(b) How much electricity that year was produced by solar photovoltaic installations ? Choose an appropriate unit for your answer.

(c) Assuming capital investment costs were fixed to their 2019 values, what was the combined capital cost of all the world's renewable energy installations that existed in 2019?

(d) Estimate the cost of producing the world's wind electricity in 2019. The mix of on- vs offshore wind power installations in 2019 was 95% onshore, 5% offshore.

5. Figure 1 presents the share of primary energy that comes from fossil fuels – coal, oil, and gas – for the world and several countries during the past six decades.

(a) Which of the countries shown in the graph had the lowest energy dependence on fossil fuels in 1965? In 2021?

(b) Describe the evolution of the world's dependence on fossil fuels since 1965.

(c) Describe Japan's dependence on fossil fuels since 1965. What happened in 2011?

(d) Which countries are in the best position to achieve carbon-free (i.e. no fossil-fuel based)

primary energy generation by 2050? Justify your answer on the basis of the graph in Figure 1.

TD Basics of Renewable Energy II

Hydropower

Hydroelectric power is an indirect form of solar power. Solar energy reaching Earth evaporates 513000 km^3 of water every year. The water rises into the atmosphere and eventually falls back down to the Earth's surface as precipitation, yielding a global average rainfall of ~1m. About 22% of the sunlight striking the Earth's surface is used to drive the water cycle.

Hydropower originates in the gravitational potential energy of water that flows from high to low elevations. By running water through a turbine, some of this potential energy can be converted into kinetic and electrical energy. The potential energy is $E_{pot} = mgh$ where m is the mass of water, and h is the mean height difference and g is the constant of gravitational acceleration.

The two most important characteristics for power generation capacity are the water flow rate, Q, and the height difference between the upper and lower water levels, which is called the water head.

In practice, the capacity of hydroelectric plants is usually characterised accounting for both the efficiency η of converting the kinetic energy of the flowing water into electrical energy in the turbines, and the effective water head, which accounts for energy losses due to friction.

Useful information
Radius of the Earth : 6371 km
Density of fresh water : 1000 kg/m3
gravitational acceleration constant, g = 9.81 m/s2
1 foot = 30.48cm
1 gallon = 3.785 L
SI units: energy - Joule (J), mass - kilogram (kg), length - meter (m), time - second (s)
Surface area of a sphere: $4\pi R^2$

Questions

1. What is the potential energy of 1000kg of water in a stratus cloud at 2km elevation? Express your answer in MJ and kWh.
2. Estimate an absolute upper limit to the energy that could be produced by hydroelectric schemes if the mean height of land above the sea level worldwide is 840 m? Express your answer in PWh.
3. Calculate the maximum theoretical electrical power (i.e. no losses due to efficiency or friction) in kW that could be delivered from a micro-hydro plant on a mountain stream with an effective head of 40 m and a water flow of 12,000 L/min.
4. The Hoover Dam, located at the Arizona-Nevada border near Las Vegas, is 726 ft. tall and contains 17 turbines. Around 330,000 gallons of water flow through these turbines every second. The effective head is estimated at 85% of the dam height and the generation efficiency is 90%. What is the maximum power of the Hoover Dam?

Solar Photovoltaics

Solar photovoltaics (PV) are solid-state devices that use the properties of semiconductors to convert solar radiation directly into electricity. The basic principle behind PV cells is the photoelectric effect: certain metals and other materials such as silicon emit electrons when illuminated by light.

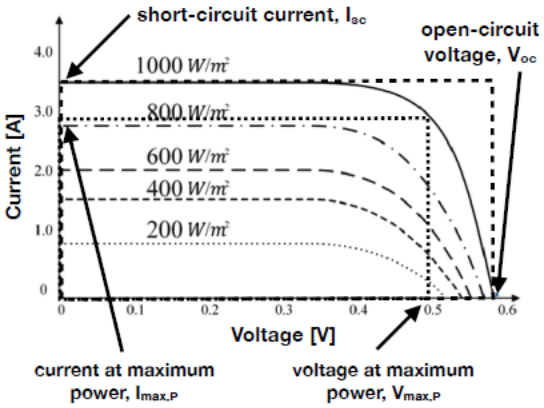
PV cells can be manufactured from a variety of materials. The optimal wavelength range absorbed by these materials depends on their bandgap energy, the minimum energy required to excite electrons and release them from the atom to create current. Photons with longer wavelengths (i.e. lower energies) than the material's bandgap will not generate current.

The performance of PV cells is analyzed using current–voltage (I-V) curves, which is the basic electrical characteristic of a PV device. It includes all possible current–voltage operating points under specified conditions of incident solar radiation and temperature. The characteristic points on the current–voltage curve are :

- the short circuit current, I_{sc}, at the intersection of the curve with the y-axis
- the open-circuit voltage, V_{oc}, at the intersection with the x-axis; and
- V_{maxP}, the voltage when the power is at a maximum, $P_{maxP} = I_{maxP} \times V_{maxP}$
- I_{maxP}, the current when the power is at a maximum

The fill factor of a PV cell is the ratio between P_{maxP} and the maximum theoretical power, $P_{max,th} = V_{oc} \times I_{sc}$. The overall efficiency of a PV cell is the ratio of the electrical power output and the total solar power input, which depends on the solar irradiance and collecting area.

Material	Symbol	Band Gap [eV]
Silicon	Si	1.12
Gallium arsenide	GaAs	1.42
Cadmium telluride	CdTe	1.56
Cadmium selenide	CdSe	1.70
Copper indium gallium diselenide	CIGS	1.76



Useful Information

- $c = \lambda\nu = 2.99792e8 m/s$
- $E = h\nu$; $h=6.626e-34 m^2kg/s$
- 1 eV = 1.60218e-19 J
- 1 Angstrom [Å]= 1e-10 m

Questions

1. The yellow light given off by a sodium vapour lamp used for street lighting has a frequency of 5.08e14 Hz. What is the wavelength of this radiation in Angstrom?

2. A short circuit current for a single silicon solar cell is 0.8 A, and the open-circuit voltage is 0.6 V. The Fill Factor is 0.89. What is the cell's overall efficiency if the solar irradiance is 800 W/m² and the module surface area is 30 cm²?

3. The table lists some common materials for manufacturing PV cells. Infrared light with a wavelength of 780nm would generate current in which of these materials?

Wind power

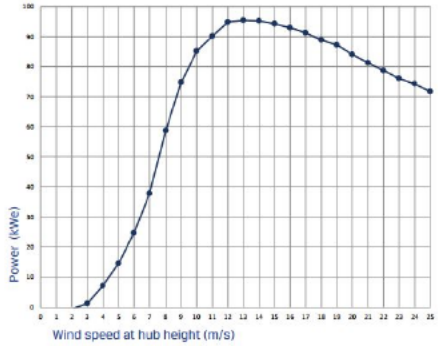
Wind energy is due to the kinetic energy of the air, which depends on the mass of the air and its speed, $E=1/2\ mv^2$. The power in a wind over a cross section A with velocity v, and air density ρ is $P_{wind} = 1/2\ \rho\ A\ v^3$.

The modern use of wind power is based on turbines that produce electricity. A turbine converts the kinetic energy of air that passes through the cross-section traced by the rotor blades into rotational energy, which in turn drives the generator and produces electrical energy.

The air exits the turbine at a lower speed (and hence with less power) than the wind before it reaches the turbine. The power extracted by the turbine is the difference in the wind power before and after the turbine. This difference is $\Delta P = 1/4\ \rho\ A\ (v_1+v_2)(v_1^2-v_2^2)$, where v_1 and v_2 are the wind speeds before and after the turbine respectively, and $A = \pi R^2$ is the area of a circle traced by the turbine blades with length R.

The power coefficient of a wind turbine is the ratio of the power extracted by the turbine and the incoming wind power, $C_p = \Delta P/P_{wind} = (v_1+v_2)(v_1^2-v_2^2) / 2v_1^3$.

The capacity factor of a wind power installation indicates how much energy it actually generates in a year, relative to the maximum amount of energy it could provide. It is usually determined for a period of 1 year.



Wind speed [m/s]	Power output [kW]	Typical daily duration (/24h)
3	1.2	1
5	14.5	2
7	37.9	3
9	74.8	4
11	90.2	5
13	95.3	6
15	94.2	2
17	91.2	1
19	87.1	0

Useful information: air density = 1.17 kg/m³ at 25°C

Questions

1. What is the power coefficient of a wind turbine if the initial wind speed is 20 m/s and the final wind speed is 8 m/s?

2. What is the power that a wind turbine with a blade radius of 18m receives from the wind that has a speed of 40km/h and operates at 25°C temperature?

3. The figure illustrates a characteristic power curve for a Northwind 100C turbine, and a simplified set of anemometer readings during one day in winter.
(a) What is the total electricity generated by the turbine during the day?
(b) If wind speeds increase by +2m/s during spring and autumn compared to the winter measurements, estimate the annual electricity output of the turbine.
(c) What is the capacity factor of the Northwind 100C turbine at its current site?

TD Basics of Renewable Energy — Answer Key

Hydropower Questions

1. What is the potential energy of 1000kg of water in a stratus cloud at 2km elevation? Express your answer in MJ and kWh.
   $E_{pot} = mgh = 1000 * 9.81 * 2000 = 1e96e7\ J = 19.6\ MJ = 5.5kWh$

2. Estimate an absolute upper limit to the energy that could be produced by hydroelectric schemes if the mean height of land above the sea level worldwide is 840 m? Express your answer in PWh.
   From text, annual rainfall is 513000e9 m^3 , equivalent to 5.13e17 L or 5.13e17kg of water
   Alternatively from Useful Information: Earth's surface is $4\pi R^2 = 5.10e14\ m^3$ and annual rainfall is 1m, which leads again to 5.13e17 L or 5.13e17kg of water
   $E_{pot} = mgh = 5.13e17 * 840 * 9.81 = 1.174e18\ Wh = 1174\ PWh$

3. Calculate the maximum theoretical electrical power (i.e. no losses due to efficiency or friction) in kW that could be delivered from a micro-hydro plant on a mountain stream with an effective head of 40 m and a water flow of 12,000 L/min.
   $P_{max,theoretical} = E_{pot}/t = Qgh = (12000/60) * 9.81 * 40 = 78.5kW$

4. The Hoover Dam, located at the Arizona-Nevada border near Las Vegas, is 726 ft. tall and contains 17 turbines. Around 330,000 gallons of water flow through these turbines every second. The effective head is estimated at 85% of the dam height and the generation efficiency is 90%. What is the maximum power of the Hoover Dam?
   As above but with conversions from gallons to litres, and feet to metres, and efficiency factors
   $P_{max} = \eta Qgh_{eff} = 0.9*(330000*3.785)* 9.81*(0.85*726*0.3048) = 2.07e9W = 2.1GW$

Solar Photovoltaics Questions

1. The yellow light given off by a sodium vapour lamp used for street lighting has a frequency of 5.08e14 Hz. What is the wavelength of this radiation in Angstrom?
$\lambda = c/v = 2.99792e8/5.08e14/1.e-10 = 5.90e-7\ m/1.e-10 = 5901Å$

2. A short circuit current for a single silicon solar cell is 0.8 A, and the open-circuit voltage is 0.6 V. The Fill Factor is 0.89. What is the cell's overall efficiency if the solar irradiance is 800 W/m^2 and the module surface area is 30 cm^2?
$P_{max,th} = V_{oc}\ x\ I_{sc} = 0.6\ x\ 0.8$
$P_{maxP} = FF*P_{max,th} = 0.89*0.48 = 0.43\ W$
$P_{incident} = 800W/m^2 * 0.003\ m^2 = 2.4W$
Overall efficiency of the cell = 0.43/2.4 = 17.9%

3. Table 1 lists some common materials for manufacturing PV cells. Infrared light with a wavelength of 780nm would generate current in which of these materials?
$v = c/\lambda = 2.99792e8 / 780e-9 = 3.8434870e14\ Hz$
$E = hv = 6.626e-34 * 3.8434870e14 / 1.60218e-19 = 1.589eV$
Current would be generated in silicon, gallium arsenide, cadmium telluride
(these materials have band gap energies < 1.59eV)

Wind power Questions

1. What is the power coefficient of a wind turbine if the initial wind speed is 20 m/s and the final wind speed is 8 m/s?
$C_p = \Delta P/P_{wind} = (v_1+v_2)(v_1^2-v_2^2) / 2v_1^3 = (20+8)*(20*20-8*8)/(2*20*20*20.) = 0.59$

2. What is the power that a wind turbine with a blade radius of 18 m receives from the wind that has a speed of 40km/h and operates at 25°C temperature?
$P_{wind}=1/2\ \rho\ A\ v^3$; $A = \pi R^2$ and from useful information, $\rho = 1.17\ kg/m^3$ (air at 25°C)
$P_{wind} = 0.5 * 1.17 * \pi * 18 * 18 * (40000/3600) * (40000/3600) * (40000/3600) = 817\ kW$

3. The figure illustrates a characteristic power curve for a Northwind 100C turbine, and the tables present a simplified set of anemometer readings during one day during winter.
(a) What is the total electricity generated by the turbine during the day?
Sum of power column multiplied by corresponding time per day column, i.e.
*Daily Output = 1.2 * 1 + 14.5*2 + 37.9*3 + 74.8*4 + ... + 91.2*1 = 1746 kWh = 1.7 MWh*

(b) If wind speeds increase by +2m/s during spring and autumn compared to the winter measurements, estimate the annual electricity output of the turbine.
1 year = 365.25 days; 1 season = 91.3 days
For autumn and spring, recalculate as above, i.e.
*Daily Output = 14.5*1 + 37.9*2 + 74.8*3 + ... + 91.2*2 + 87.1*1 = 1987 kWh = 2.0 MWh*
Winter & summer = 2 91.3 * 1.7 MWh ; spring & autumn = 2* 91.3 * 2.0 MWh*
Total = 681 MWh

(c) What is the capacity factor of the Northwind 100C turbine at its current site?
*Capacity Factor, CF = actual energy generated / maximum possible energy generated * 100%*
*CF = 681 000 kWh/(95.3kW * 365.25*24h) = 681 MWh/ 835.4 MWh = 81.5%*

TOOL BOX

Metric prefixes in everyday use			
Text	**Symbol**	**Factor**	**Power**
yotta	Y	1 000 000 000 000 000 000 000 000	10^{24}
zetta	Z	1 000 000 000 000 000 000 000	10^{21}
exa	E	1 000 000 000 000 000 000	10^{18}
peta	P	1 000 000 000 000 000	10^{15}
tera	T	1 000 000 000 000	10^{12}
giga	G	1 000 000 000	10^{9}
mega	M	1 000 000	10^{6}
kilo	k	1 000	10^{3}
hecto	h	100	10^{2}
deca	da	10	10^{1}
(none)	(none)	1	10^{0}
deci	d	0,1	10^{-1}
centi	c	0,01	10^{-2}
milli	m	0,001	10^{-3}
micro	µ	0,000 001	10^{-6}
nano	n	0,000 000 001	10^{-9}
pico	p	0,000 000 000 001	10^{-12}
femto	f	0,000 000 000 000 001	10^{-15}
atto	a	0,000 000 000 000 000 001	10^{-18}
zepto	z	0,000 000 000 000 000 000 001	10^{-21}
yocto	y	0,000 000 000 000 000 000 000 001	10^{-24}

MATHEMATICAL ENGLISH (a brief summary)

Adapted from https://webusers.imj-prg.fr/~jan.nekovar/co/en/en.pdf and
English for Mathematics (Muhammad Subhan Mukhlis – UNP) - OSFhttps://osf.io

Arithmetic

Integers

0	zero	10	ten	20	twenty
1	one	11	eleven	30	thirty
2	two	12	twelve	40	forty
3	three	13	thirteen	50	fifty
4	four	14	fourteen	60	sixty
5	five	15	fifteen	70	seventy
6	six	16	sixteen	80	eighty
7	seven	17	seventeen	90	ninety
8	eight	18	eighteen	100	one hundred
9	nine	19	nineteen	1000	one thousand

−245	minus two hundred and forty-five
22 731	twenty-two thousand seven hundred and thirty-one
1 000 000	one million
56 000 000	fifty-six million
1 000 000 000	one billion [US usage, now universal]
7 000 000 000	seven billion [US usage, now universal]
1 000 000 000 000	one trillion [US usage, now universal]
3 000 000 000 000	three trillion [US usage, now universal]

Fractions [= Rational Numbers]

$\frac{1}{2}$	A/one half /ə/wʌn ha:f/
$\frac{1}{3}$	A/one third /ə/wʌn θɜ:d/
$\frac{1}{4}$	A/one quarter /ə/wʌn ˈkwɔ:tə(r)/
$\frac{5}{6}$	Five sixths/Five over six
$\frac{22+x}{7}$	Twenty-two plus x all over seven
$13\frac{3}{4}$	Thirteen and three quarters

Decimals

0.3	Nought/zero/o point three
3.056	Three point o five six
273.856	Two hundred and seventy-three point eight five six

NB: 0.01 seconds, 1.2 seconds, 3 seconds... only singular when 1 second

Basic arithmetic operations

Addition:	$3+5=8$	three plus five equals [= is equal to] eight
Subtraction:	$3-5=-2$	three minus five equals [= ...] minus two
Multiplication:	$3\cdot 5=15$	three times five equals [= ...] fifteen
Division:	$3/5=0.6$	three divided by five equals [= ...] zero point six

Symbols in Numbers Operation

+	added by/plus/and /ædid bai/ /plʌs/ /ənd/
-	subtracted by/minus/take away /səbˈtræktid bai/ /ˈmainəs/ /teik əˈwei/
±	plus or minus /plʌs o:(r) ˈmainəs/
×	multiplied by/times /ˈmʌltiplaid bai/ /taimz/
:	divided by/over /diˈvaidid bai/ /ˈəuvə(r)/

How to Say Powers

x^2	x squared /ˈskweə(r)d/
x^3	x cubed /kju:bd/
x^n	x to the power of n x to the n-th power x to the n x to the n-th x upper /ˈʌpə(r)/ n x raised /reizd/ by n
$(x+y)^2$	x plus y all squared bracket /ˈbrækit/ x plus y bracket closed squared x plus y in bracket squared

How to Say Radicals

$\sqrt{x}$	**(square) root of x**
$\sqrt[3]{y}$	**cube root of y**
$\sqrt[n]{z}$	**n-th root of z**
$\sqrt[5]{x^2y^3}$	**fifth root of (pause) x squared times y cubed** **fifth root of x squared times y cubed in bracket**

Exponentiation, Roots

5^2	$[= 5 \cdot 5 = 25]$	five squared
5^3	$[= 5 \cdot 5 \cdot 5 = 125]$	five cubed
5^4	$[= 5 \cdot 5 \cdot 5 \cdot 5 = 625]$	five to the (power of) four
5^{-1}	$[= 1/5 = 0.2]$	five to the minus one
5^{-2}	$[= 1/5^2 = 0.04]$	five to the minus two
$\sqrt{3}$	$[= 1.73205\ldots]$	the square root of three
$\sqrt[3]{64}$	$[= 4]$	the cube root of sixty four
$\sqrt[5]{32}$	$[= 2]$	the fifth root of thirty two

In the complex domain the notation $\sqrt[n]{a}$ is ambiguous, since any non-zero complex number has n different n-th roots. For example, $\sqrt[4]{-4}$ has four possible values: $\pm 1 \pm i$ (with all possible combinations of signs).

$(1+2)^{2+2}$	one plus two, all to the power of two plus two
$e^{\pi i} = -1$	e to the (power of) pi i equals minus one

Indices

x_0	x zero; x nought
$x_1 + y_i$	x one plus y i
R_{ij}	(capital) R (subscript) i j; (capital) R lower i j
M_{ij}^k	(capital) M upper k lower i j; (capital) M superscript k subscript i j
$\sum_{i=0}^{n} a_i x^i$	sum of a i x to the i for i from nought [= zero] to n; sum over i (ranging) from zero to n of a i (times) x to the i
$\prod_{m=1}^{\infty} b_m$	product of b m for m from one to infinity; product over m (ranging) from one to infinity of b m
$\sum_{j=1}^{n} a_{ij} b_{jk}$	sum of a i j times b j k for j from one to n; sum over j (ranging) from one to n of a i j times b j k
$\sum_{i=0}^{n} \binom{n}{i} x^i y^{n-i}$	sum of n over i x to the i y to the n minus i for i from nought [= zero] to n

Algebra

Algebraic Expressions

$A = a^2$	capital a equals small a squared
$a = x + y$	a equals x plus y
$b = x - y$	b equals x minus y
$c = x \cdot y \cdot z$	c equals x times y times z
$c = xyz$	c equals x y z
$(x+y)z + xy$	x plus y in brackets times z plus x y
$x^2 + y^3 + z^5$	x squared plus y cubed plus z to the (power of) five
$x^n + y^n = z^n$	x to the n plus y to the n equals z to the n
$(x-y)^{3m}$	x minus y in brackets to the (power of) three m x minus y, all to the (power of) three m
$2^x 3^y$	two to the x times three to the y
$ax^2 + bx + c$	a x squared plus b x plus c
$\sqrt{x} + \sqrt[3]{y}$	the square root of x plus the cube root of y
$\sqrt[n]{x+y}$	the n-th root of x plus y
$\frac{a+b}{c-d}$	a plus b over c minus d
$\binom{n}{m}$	(the binomial coefficient) n over m

Inequalities

$x > y$	x is greater than y
$x \geq y$	x is greater (than) or equal to y
$x < y$	x is smaller than y
$x \leq y$	x is smaller (than) or equal to y
$x > 0$	x is positive
$x \geq 0$	x is positive or zero; x is non-negative
$x < 0$	x is negative
$x \leq 0$	x is negative or zero

Functions

Formulas/Formulae

$f(x)$	f of x
$g(x, y)$	g of x (comma) y
$h(2x, 3y)$	h of two x (comma) three y

The Trigonometric Functions

sin	sine	/saɪn/
cos	cos; cosine	/kɒz/;/kɒzaɪn/
tan	tan; tangent	/tæn/;/tændʒənt/
sec	sec;	/sek/
csc	cosec;	/'kəʊsek/
cot	cotangent	/'kəʊtændʒənt /

Derivatives

f' f dash; f prime; the first derivative of f

f'' f double dash; f double prime; the second derivative of f

$f^{(3)}$ the third derivative of f

$f^{(n)}$ the n-th derivative of f

$\frac{dy}{dx}$ d y by d x; the derivative of y by x

$\frac{d^2y}{dx^2}$ the second derivative of y by x; d squared y by d x squared

$\frac{\partial f}{\partial x}$ the partial derivative of f by x (with respect to x); partial d f by d x

$\frac{\partial^2 f}{\partial x^2}$ the second partial derivative of f by x (with respect to x)
partial d squared f by d x squared

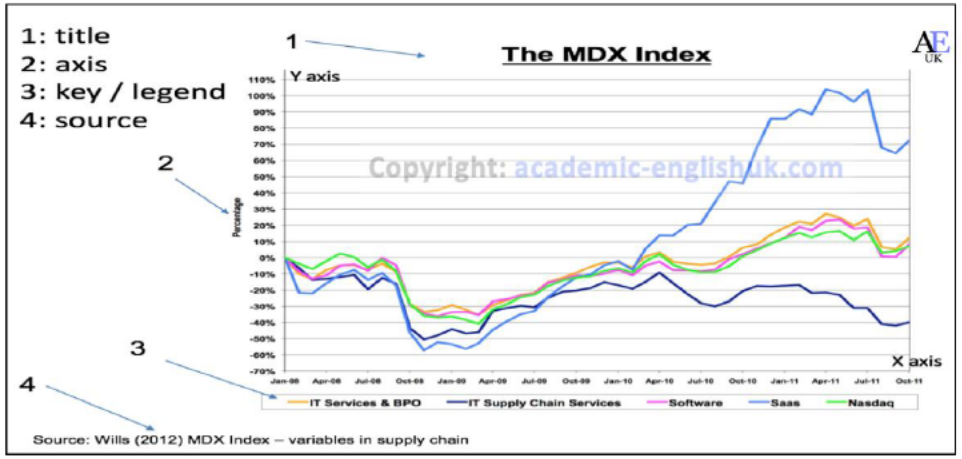
∇f nabla f; the gradient of f

Δf delta f

Angles according to their measures.

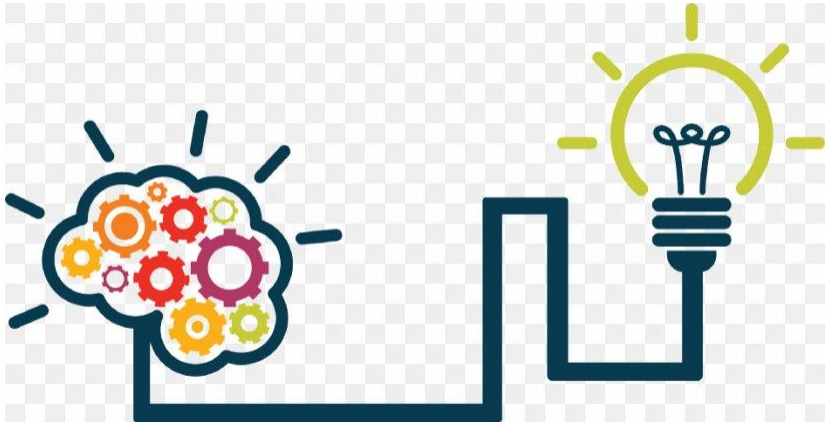
Measure of Angle θ	Name
$0^0 < \theta < 90^0$	acute /ə'kju:t/angle
$\theta = 90^0$	right /raɪt/angle
$90^0 < \theta < 180^0$	obtuse /əb'tju:s/angle
$\theta = 180^0$	straight angle
$180^0 < \theta < 360^0$	reflex angle
$\theta = 360^0$	full angle

Describing a graph



EVALUATION

CC1: video related to your renewable energy tutorial
(+ participation)



CC1: video related to your renewable energy tutorial

- **Task:** You make a video in English in which you answer a question related to your renewable energy tutorial
- **Format**: Individual (one video per student).

After the last tutorial on renewable energy, each student is given a document with a specific question that has to be answered using the information provided

- **Timing**: 1 minute **maximum**!

- **Delivery**

WHAT?

✓ your final **video (filename: YOUR NAME_renewable)**

✓ Make sure the file can be read with VLC (check that the file extension is a valid format).

HOW?

✓ Share your documents **via OneDrive** (https://www.microsoft.com/en-gb/microsoft-365/onedrive/online-cloud-storage)

✓ Upload your documents, right click on your file, select 'share' **with Vincent Boulanger** (or type the following email address vincent.boulanger@iut-tlse3.fr)

✓ Tip for OneDrive: Use your IUT account!! (same login and password as usual)

WHEN?

✓ **6pm the day before class#7 at the latest**

CC1: video related to your renewable energy tutorial

ASSESSMENT CRITERIA:

✓**RESPECT OF GUIDELINES** (topic, deadline, format, timing…)

✓**CONTENT** (scientific logic and correctness, problem solving…)

✓**VOICE & PRONUNCIATION** (speech rate, rhythm, clarity, elocution, pronunciation, fluency…)

✓**GRAMMAR & VOCABULARY** (appropriate scientific terminology…)

✓**OVERALL IMPRESSION** (added value, global effort…)

ADVICE:

⇒Know your science (make sure you use and understand what was said in the tutorials)

⇒Language (prepare your speech, check the grammar, get the appropriate vocabulary)

⇒Pronunciation (check it out, especially for keywords on https://www.linguee.com/ or https://www.wordreference.com/ or https://howjsay.com/ or https://www.acapela-group.com/demos/ or https://www.naturalreaders.com/online/

⇒Practise!!!!

CC1 TOPIC

France generated 1.88 quads of electricity in 2021, up from 1.80 quads in 2020.

Table 1 presents the relative contribution of different renewable and non-renewable technologies to electricity production in France in 2020 and 2021, an estimate for the running costs of the different types of power plants, and their greenhouse gas emission factors.

The greenhouse gas emission factors are expressed as the mass of greenhouse gas that is produced (in grams) per kWh of electricity generated. It includes emissions over the full life cycle of the power plant.

Other useful information

- 1 quad = 1.06e18 J
- 1 Wh = 3600 J
- 1 kWh = 1000 Wh
- 1 MWh = 1 000 000 Wh
- 1000 grams = 1 kg
- 1 tonne = 1000 kg
- 1 Gigatonne = 1e9 tonne
- 1 million dollars = $1 000 000

Table 1. Comparison of energy technologies used in France

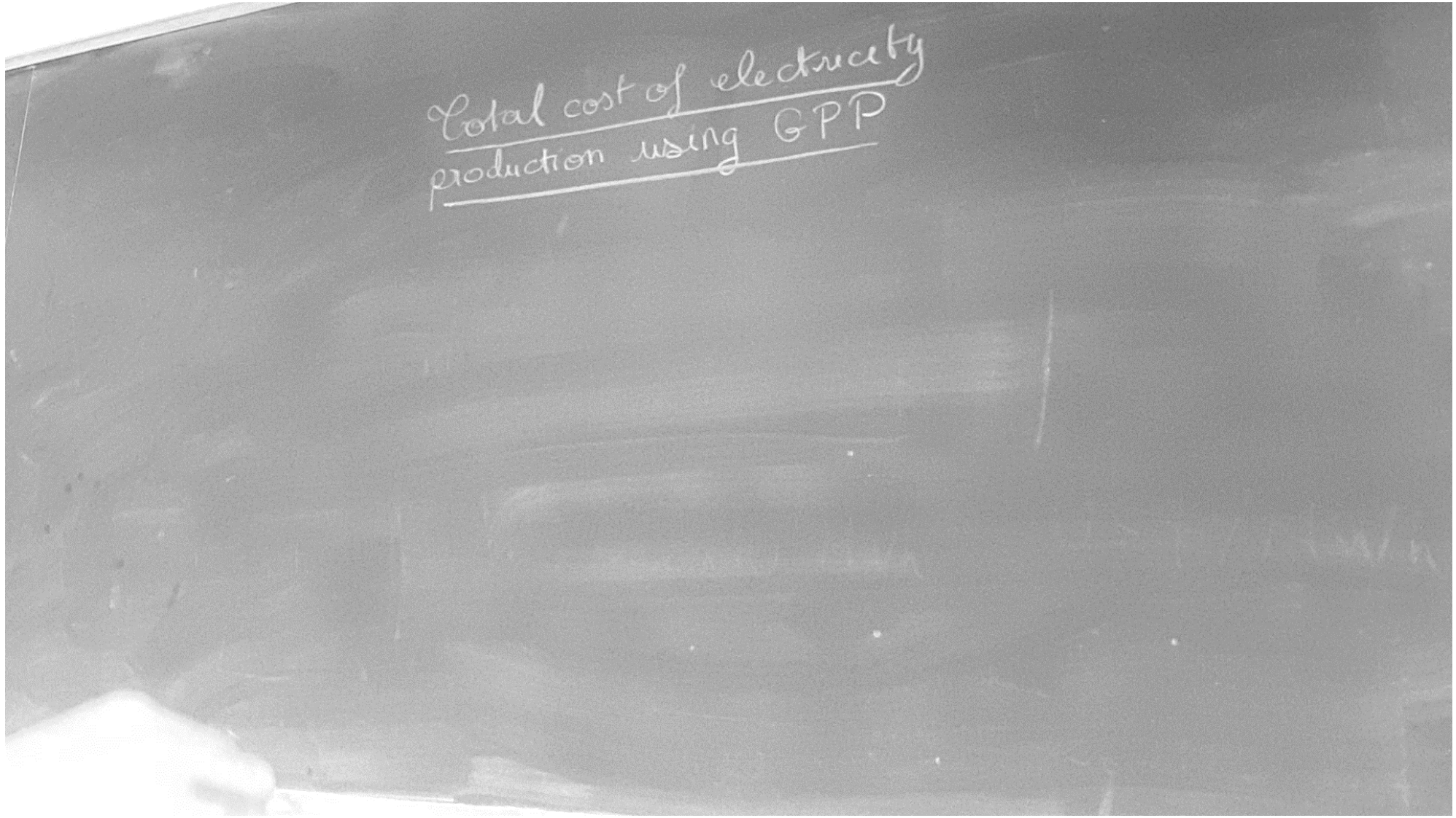
Technology	Nuclear	Hydro	Wind	Gas	Solar PV	Oil	Coal	Other
Contribution to total electricity production in 2021	68.9 %	10.5 %	6.7 %	6.2 %	2.7 %	1.9 %	1.1 %	2.0 %
Contribution to total electricity production in 2020	67.0 %	11.6 %	7.5 %	6.8 %	2.4 %	2.0 %	0.6 %	2.0 %
Cost 2021 [US$/MWh]	92	10	17	61	15	152	74	42
Cost 2020 [US$/MWh]	83	11	21	29	19	98	51	36
Emission factor [g / kWh]	6	7	15	418	44	730	1060	45

4. Question

Calculate how much greenhouse gas was produced due to electricity generation by nuclear power

plants in France in 2021. Express your answer in Gigatonnes.

TA-DA!



What are the advantages/drawbacks/good points/difficulties/margin for improvement?

ASPECTS POSITIFS

- Transversalité / interdisciplinarité
- Travail collaboratif (+ stimulant) inter-enseignants et inter-étudiants
- Regard extérieur (bienveillant)
- échanges pédagogiques et intellectuels (on en apprend tous les jours, non?)

POINTS DE REFLEXION

- Participation (îlots? Répartition des tâches/questions? Compétition?)
- Évaluation? (vidéo=> chronophage? oral? Groupe/individuel?)
- IF ‘Brain Drain’?

CAN YOU DIG IT?

CAN YOU SAY IT?

*0.38 * 580 EJ / 3600kJ*

= 2.2e20 J / 3.6e3 J

= 6.12e16 Wh

= 61.2 PWh

YES, YOU CAN!

Le jeu « TOTEM »

Adaptable à toutes les langues et spécialités du BUT, et à tous les niveaux, transférable en PPP

I. Objectifs

Découvrir ses forces et qualités, à travers le regard des autres, avant les séances sur le CV, lettre de motivation et préparation d'entretien d'embauche.

Découvrir le meilleur de soi à travers le regard des autres.

Cohésion de groupe

II. Concept

Jeu composé de 80 cartes ANIMAL et de 80 cartes QUALITE, soit 6400 possibilités de totem.

A tour de rôle, chaque joueur assiste à la création d'un totem à son image, composé d'une carte **ANIMAL** associée à une **force**, et d'une carte **QUALITE**.

Pas de nombre maximum de joueurs. Conseil : faire des groupes de 6 étudiants max.

Une personne est désignée le receveur : après avoir mélangé les cartes ANIMAL, il en distribue 7 à tous les joueurs, sauf à lui.

Chaque joueur regarde ses cartes sans les montrer aux autres, en choisit une qui désigne une qualité du receveur. Toutes les cartes ANIMAL retenues par les joueurs sont mélangées et déposées devant le receveur. Les autres cartes ANIMAL sont remises dans la pioche.

Le receveur prend les cartes ANIMAL et les regarde une par une, sans les dévoiler aux autres. Il place ensuite les cartes devant lui, face cachée, par ordre de préférence, en commençant par la qualité qu'il reconnait le moins posséder. Puis il retourne une à une ses cartes ANIMAL, en commençant par la qualité qu'il reconnait le moins posséder. Le joueur qui a donné cette carte s'identifie et doit décrire, en quelques mots, pourquoi il a choisi cette force (il peut,, par exemple, préciser quand il a observé cette force, quels impacts elle a sur lui, etc.).

Le receveur continue de retourner ses cartes une à une, et chaque joueur continue à justifier son choix.

Parmi les cartes ANIMAL retournées, les joueurs doivent choisir la carte qu'ils considèrent être **LA force dominante** du receveur. Ils doivent débattre, sous les yeux du receveur, et arriver à un consensus. La carte choisie constitue la portion ANIMAL du totem du receveur. Les autres cartes sont replacées dans la pioche pour être réutilisées par les autres joueurs.

Faire de même avec les cartes QUALITE.

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Le receveur a donc son totem composé d'une carte ANIMAL (une force) et d'une carte QUALITE, et le conserve devant lui.

C'est au tour d'un autre joueur de prendre la place du receveur.

III. Variantes possibles

a) Généralement, on fait un totem par joueur, mais rien n'empêche d'en créer 2 ou 3.

b) Ce jeu peut également être utilisé pour créer des groupes :

- prévoir 3 cartes ANIMAL identiques x le nombre de participants (exemple : si 12 personnes, prévoir 4 cartes ANIMAL différentes, chaque carte ANIMAL choisie doit être en 3 exemplaires / possibilité d'utiliser les cartes en version numérique et les barrer une fois utilisée).
- chaque participant choisit une carte ANIMAL en fonction de celle qui le représente le plus.
- attention, quand une carte est choisie, elle n'est plus disponible.
- les 3 personnes ayant la même carte ANIMAL se réunissent en groupe.

L'activité peut également se faire avec les cartes QUALITE, mais les cartes ANIMAL sont plus visuelles.

c) Chaque étudiant peut créer son propre totem, le présenter aux autres en justifiant son choix, et en donnant des exemples prouvant qu'il possède bien cette force et cette qualité.

IV. Pour aller plus loin

Le totem désigné par les autres étudiants ou l'auto-totem peut être pris en photo et ajouté dans le portfolio. Possibilité de proposer cette activité tous les ans pour voir l'évolution.

V. Où le trouver ?

Disponible en anglais et en français (à ce jour)

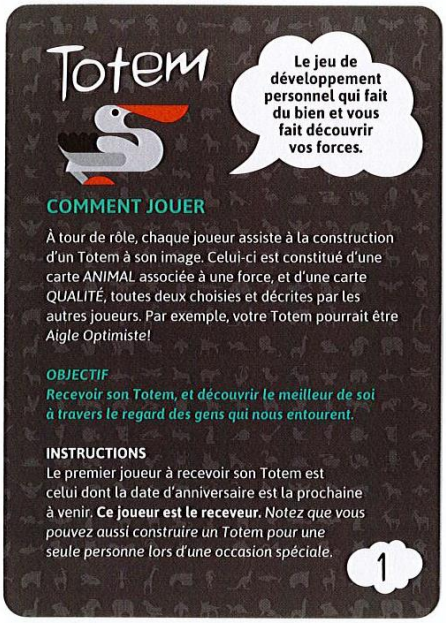
Disponible sur le site de Philibert, version française

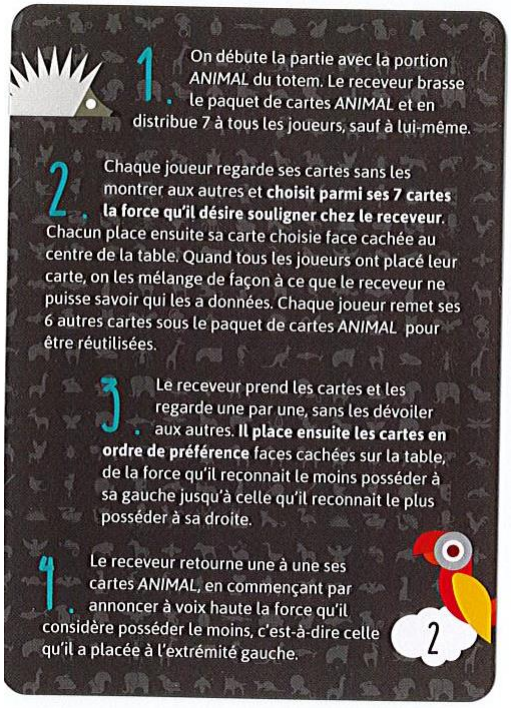
[paiement possible par mandat administratif]

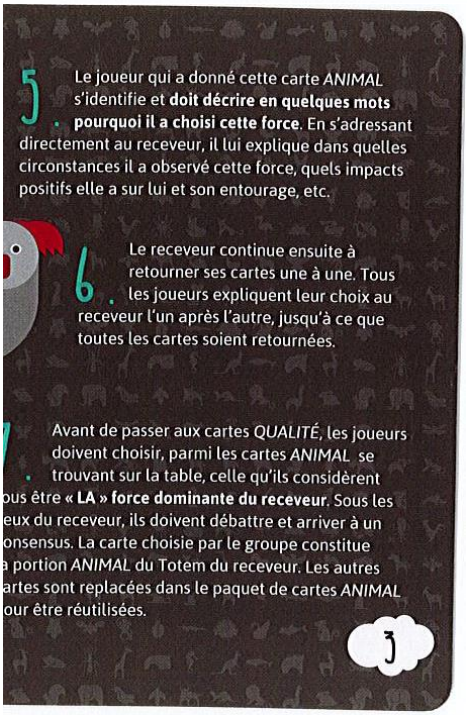
https://www.philibertnet.com/fr/totem/83225-totem-628719080009.html

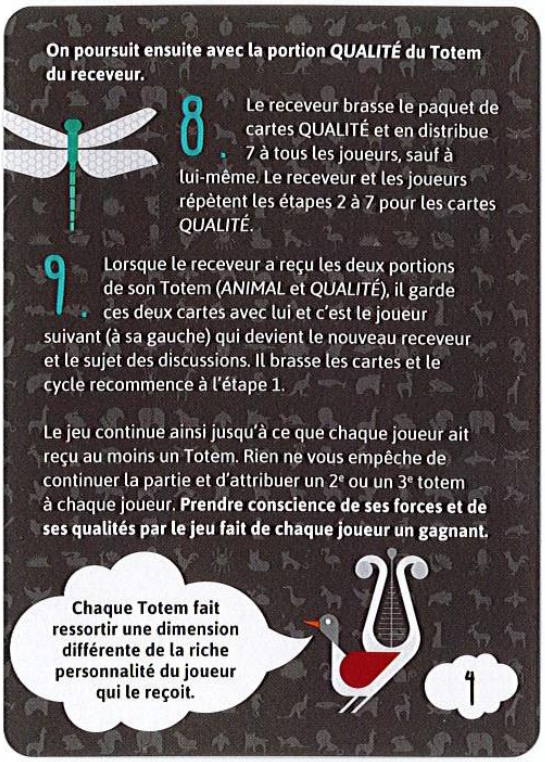
17€90

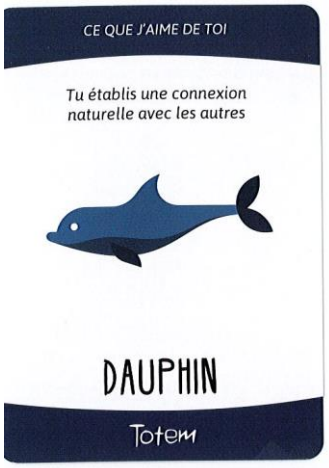
VI. Quelques exemples de cartes en français et en anglais + les règles de jeux.

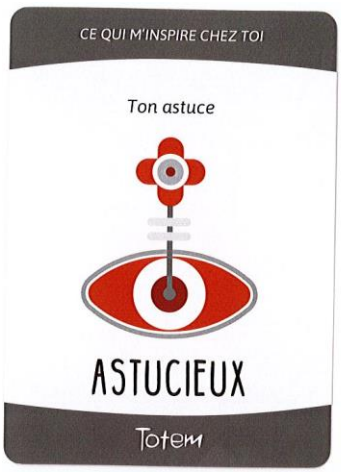


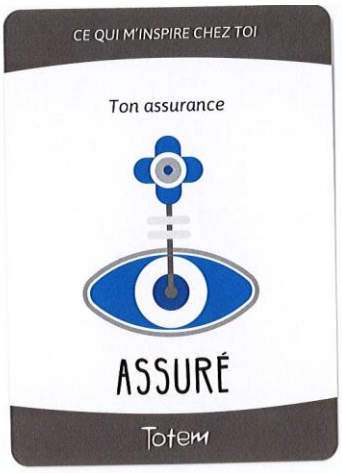












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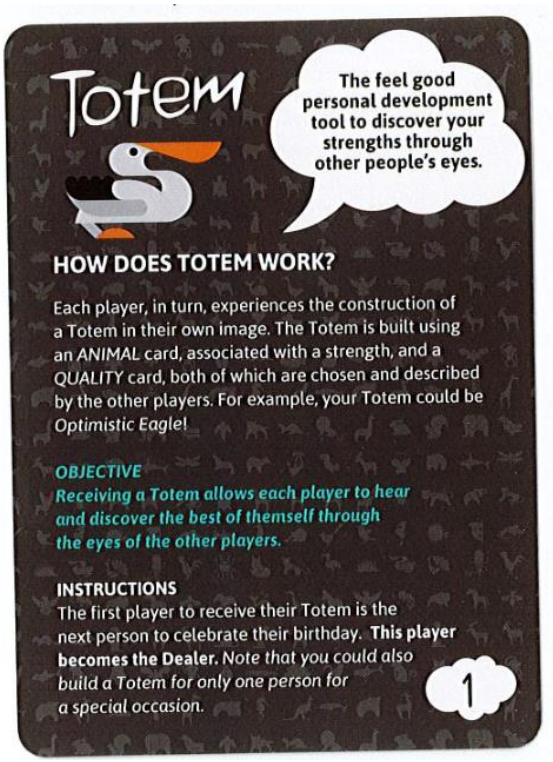
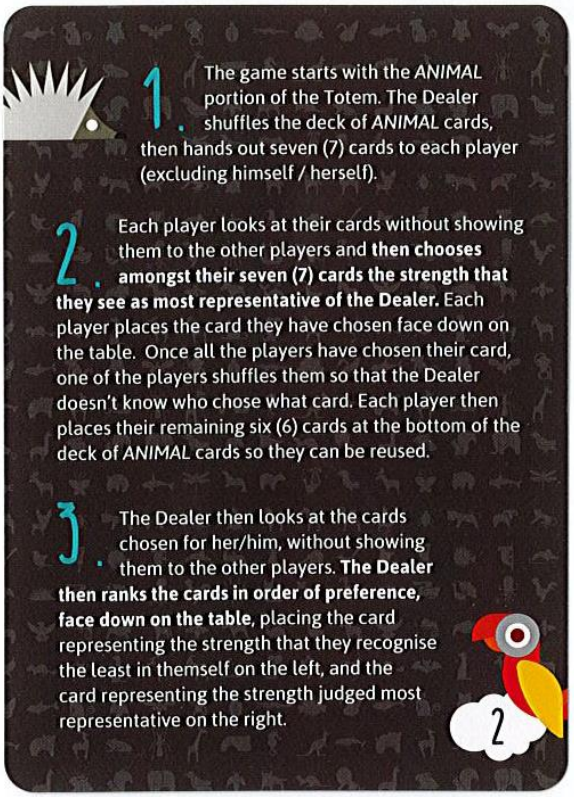
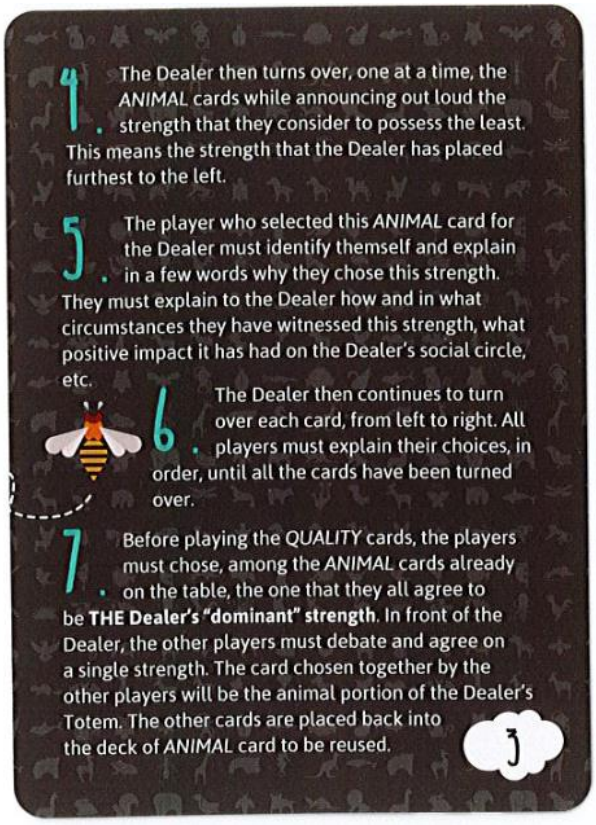
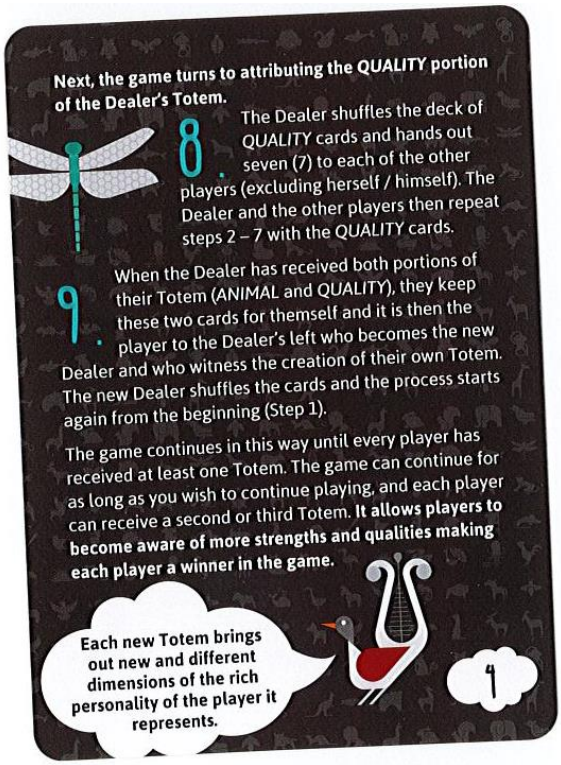
HERE ARE THE STEPS TO TAKE FOR A MAXIMUM POSITIVE IMPACT WHEN GIVING A TOTEM CARD.
1
READ
Read the content of the card while talking directly to the person.
2
OBSERVE
Describe a situation in which you have seen the person use this strength or this quality.
3
BENEFIT
Share with this person what their strength or quality brings you.
CARIBOU


Totem
The feel good personal development tool to discover your strengths through other people's eyes.
HOW DOES TOTEM WORK?
Each player, in turn, experiences the construction of a Totem in their own image. The Totem is built using an ANIMAL card, associated with a strength, and a QUALITY card, both of which are chosen and described by the other players. For example, your Totem could be Optimistic Eagle!
OBJECTIVE
Receiving a Totem allows each player to hear and discover the best of themself through the eyes of the other players.
INSTRUCTIONS
The first player to receive their Totem is the next person to celebrate their birthday. This player becomes the Dealer. Note that you could also build a Totem for only one person for a special occasion.
1


1. The game starts with the ANIMAL portion of the Totem. The Dealer shuffles the deck of ANIMAL cards, then hands out seven (7) cards to each player (excluding himself / herself).
2. Each player looks at their cards without showing them to the other players and then chooses amongst their seven (7) cards the strength that they see as most representative of the Dealer. Each player places the card they have chosen face down on the table. Once all the players have chosen their card, one of the players shuffles them so that the Dealer doesn't know who chose what card. Each player then places their remaining six (6) cards at the bottom of the deck of ANIMAL cards so they can be reused.
3. The Dealer then looks at the cards chosen for her/him, without showing them to the other players. The Dealer then ranks the cards in order of preference, face down on the table, placing the card representing the strength that they recognise the least in themself on the left, and the card representing the strength judged most representative on the right.
2


4. The Dealer then turns over, one at a time, the ANIMAL cards while announcing out loud the strength that they consider to possess the least. This means the strength that the Dealer has placed furthest to the left.
5. The player who selected this ANIMAL card for the Dealer must identify themself and explain in a few words why they chose this strength. They must explain to the Dealer how and in what circumstances they have witnessed this strength, what positive impact it has had on the Dealer's social circle, etc.
6. The Dealer then continues to turn over each card, from left to right. All players must explain their choices, in order, until all the cards have been turned over.
7. Before playing the QUALITY cards, the players must chose, among the ANIMAL cards already on the table, the one that they all agree to be THE Dealer's "dominant" strength. In front of the Dealer, the other players must debate and agree on a single strength. The card chosen together by the other players will be the animal portion of the Dealer's Totem. The other cards are placed back into the deck of ANIMAL card to be reused.
3



Next, the game turns to attributing the QUALITY portion of the Dealer's Totem.

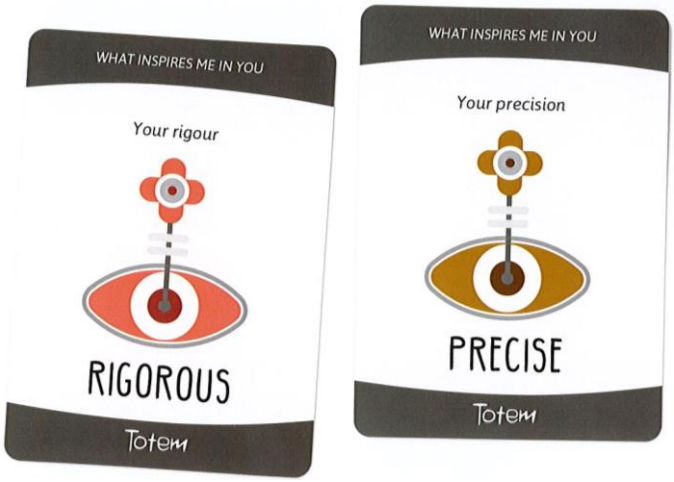
8. The Dealer shuffles the deck of QUALITY cards and hands out seven (7) to each of the other players (excluding herself / himself). The Dealer and the other players then repeat steps 2 – 7 with the QUALITY cards.

9. When the Dealer has received both portions of their Totem (ANIMAL and QUALITY), they keep these two cards for themself and it is then the player to the Dealer's left who becomes the new Dealer and who witness the creation of their own Totem. The new Dealer shuffles the cards and the process starts again from the beginning (Step 1).

The game continues in this way until every player has received at least one Totem. The game can continue for as long as you wish to continue playing, and each player can receive a second or third Totem. **It allows players to become aware of more strengths and qualities making each player a winner in the game.**

Each new Totem brings out new and different dimensions of the rich personality of the player it represents.

4



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Getting to know One Another: "Speed Friending"

Au cours de cette séance, vous allez :

- ☞ faire un test de personnalité en ligne
- ☞ faire connaissance avec vos camarades

(**Common European Framework of Reference for Languages**: **Reading B1** "I can find and understand relevant information in everyday and work-related material (e.g. brochures, short official documents, short reports, job adverts)."

Spoken interaction B1 "I can start, maintain and close simple face-to-face conversation on topics that are familiar, of personal interest or related to everyday work, with generally appropriate use of formal or informal language."; "I can express and respond to feelings and attitudes (e.g. surprise, happiness, sadness, interest, uncertainty, indifference)." **B2 "**I can participate fully in conversations on general topics with a degree of fluency and naturalness, and appropriate use of formal or informal language.")

- ☞ revoir comment poser des questions
- ☞ enrichir le champ lexical des adjectifs de personnalité & des loisirs

1. *Personality*

Take an online personality test (± 15 mn): https://www.16personalities.com/free-personality-test

Note down adjectives that correspond to your personality:

	**My qualities:**
	**My shortcomings:**

2. *Hobbies & Pastimes*

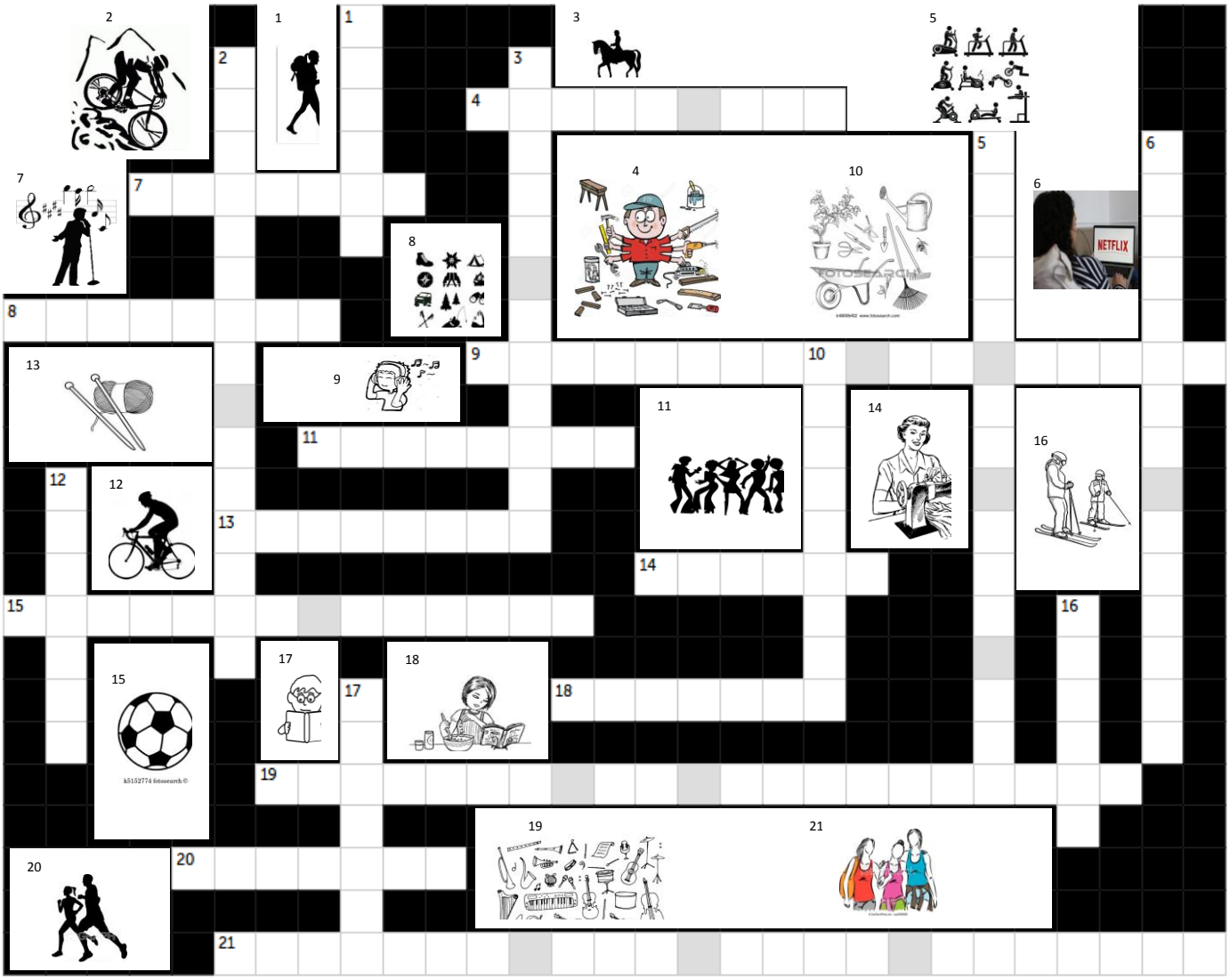
Language Focus : Likes & Dislikes

*What **do** you like?*

like / love / prefer
enjoy
be fond of
be keen on
be crazy about
+ verbe – ING
(EX : I am fond of swimmING)

hate / dislike
can't stand
can't bear /beə(r)/
+ verbe – ING
(EX : She can't stand singING)

Do the following crossword and write the names of the leisure activities & sports:



3. Asking Questions

Language Focus : Asking Questions

Yes/No- Questions (= *Questions fermées*)

En anglais, une question fermée commence par **un auxiliaire + Sujet + Vb** (« est-ce que… » ne se traduit pas littéralement en anglais). L'intonation est montante ↗

Wh- Questions & How- Questions (= *Questions ouvertes*)

En anglais, une question ouverte commence par **un mot interrogatif** + **auxiliaire + sujet + Vb**
L'intonation est descendante ↘

Common Question words

Who (Qui) / **What** (Quoi) / **Which** (Lequel, ,laquelle) / **Whose** (à qui) / **Why** (Pourquoi) / **Where** (Où) / **When** (Quand) / **How** (Comment) / **What time** (à quelle heure) / **How old** (Quel âge) / **How much** + singulier (Combien) / **How many** + pluriel (Combien) / **How often** (à quelle fréquence) / **How long** (Combien de temps) / etc

Mot interrogatif	*Auxiliaire*	*Sujet*	*Verbe (+ suite de la question)*
How old	are	you ?	
	Do	you	like hanging out with friends ?

4. Speed friending

Ready? Now, learn what you have in common and a lot more about your classmates. Have fun!

Congrès APLIUT Tours : Swap Shop 08/06/24

Enseignante : Sheila O'Sullivan, Département GEA, IUT Vannes

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Vocabulary Games/Activities

Game 1: 'Spin the Wheel'

Objectif : pouvoir parler en anglais d'un sujet/thème déjà étudié en cours

Quand ?: soit à la fin d'une séquence/semestre pour réviser avant les évaluations, soit n'importe quand pour varier les activités en cours et/ou faire parler les étudiants.

No. de personnes : 1 – 30 (au moins une personne !)

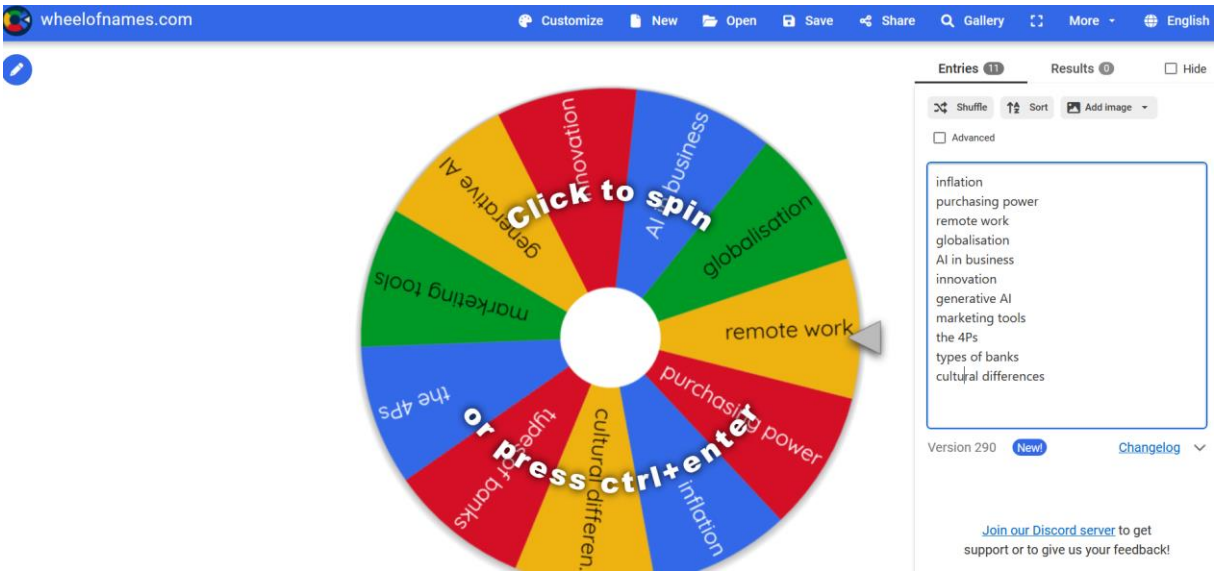
Temps : entre 10 minutes et 30 minutes (selon la taille du groupe et/ou le nombre de sujets)

Outils nécessaires : connexion internet, écran projecteur

Préparation :

1. Sur le site internet : https://wheelofnames.com/ entrez la liste des noms des étudiant(e)s

2. (optionnel) Ouvrez une autre fenêtre avec le même site (www.wheelofnames.com) et entrez la liste des sujets/thèmes que vous avez étudié.



Déroulement

1. Choisissez un ou plusieurs 'time keeper' parmi les étudiants. (cela encourage la participation de tout le monde même quand ils ne sont pas choisi)

2. Start the game ! → Cliquez pour faire tourner la roue pour avoir un prénom, et ensuite le sujet/thème. L'étudiant(e) choisi(e) doit maintenant parler pour 60 secondes sur le sujet, sans hésitation. Si l'étudiant réussi de parler pendant 1 minute, il a 1 point. Continuez jusqu'à ce que tous les étudiants aient eu un tour. (à chaque fois on peu enlever le nom qui vient d'être choisi).

3. Variation : Vous pouvez choisir une durée plus longue (1min30, 2 min, 3 min…) selon le niveau des étudiants. Vous pourriez aussi avoir un système un peu plus élaboré de points, selon la durée du temps de parole. Par example:

1 minute:	10 points
50 secondes:	8 points
30 secondes:	5 points
Moins que 30 seconds:	0 points

4. Faites quelques tours pour que chaque étudiant puisse parler plusieurs fois.

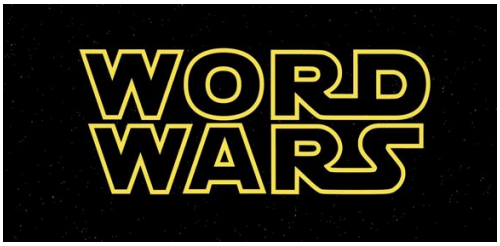
5. 'And the winner is……'
L'étudiante(e) qui a le plus de points à la fin gagne. :) :

(autre variation : à faire en équipes)

My opinion…

In my experience this is a fun and relatively simple way of getting the students to talk and improve their ability to improvise. They tend to enjoy the 'spin the wheel' part and it creates a fun atmosphere. When they have studied the topics before (either in class or otherwise) they should have some things to say so they can't use the 'I don't know what it is' excuse!! It's also a good way to get an idea of the grammatical skills of the students. Some of them may have lots of vocabulary but they realise that they can't put the words together easily to make a correct sentence. This could also be used as an ice-breaker at the start of a new year/term.

Game 2: Vocabulary Battle or Word Wars (for any Star Wars fans!)



Objectif : révision du vocabulaire vu en cours

Quand ?: soit à la fin d'une séquence/semestre pour réviser avant les évaluations

No. de personnes : 4 – 30

Temps : entre 20 minutes et 60 minutes minutes (selon la taille du groupe et/ou le nombre de sujets)

Outils nécessaires : les documents utilisés en cours, listes de vocabulaire (par exemple sur quizlet etc).

Préparation et déroulement:

1.Repartez les étudiants en équipes ***(***2 et 5 étudiants par équipe)

2. Chaque équipe doit rédiger 10 questions pour le/les équipe(s) adverse(s) en utilisant le vocabulaire étudié en cours.

Par exemple : 'How do you say 'chiffre d'affaires' in English'.

Ou alors: What does 'Cost of goods sold' mean in French?

3. Quand les équipes ont fini de préparer les questions, la bataille commence !

4. Choisissez des noms d'équipes. Une équipe commence par poser une de ses 10 question à l'autre équipe. L'autre équipe doit donner la réponse, sans consulter les documents du cours ni dictionnaire, ni internet, ni téléphone etc. Ils n'ont qu'une seule essaie.

5. Ensuite, l'équipe adversaire pose sa première question. La bataille continue ainsi…

6. Notez les scores au tableau, 1 point par bonne réponse.

7. L'équipe gagnante sera l'équipe avec le plus de points.

My opinion…

This is a great game to do during the last class before an exam. It always works well as the students are forced to revise the vocabulary seen in class and they also have no choice but to work in teams. I always encourage them to try to find difficult questions and this often results in them learning and also *remembering* words that they might not necessarily have learned otherwise. Warning: some students can take this very seriously, and it gets quite competitive!! ;)

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R&T Blagnac

BUT1

Speaking practice A

1. What new technology could you not live without?
2. Has technology made us more impatient?
3. Mark Kennedy said: "All of the biggest technological inventions created by man - the airplane, the automobile, the computer - say little about his intelligence, but speak volumes about his laziness." Do you agree?
4. How obsessed are you / we with technology?

Speaking practice B

5. Do you always trust technology?
6. What things would you never let technology replace?
7. Alan M. Eddison said: "Modern technology... Owes ecology... An apology." What does this mean? Do you agree?
8. What negative impacts has modern technology had on your personal life?

Speaking practice C

9. Would you accept to sit in the passenger's seat of a fully autonomous car?
10. What's the most useful mobile app you have on your device, and why?
11. What's the most exciting future technology you're looking forward to?
12. How do you protect your privacy and security while using technology?

Speaking practice D

13. How do you manage screen time and digital distractions in your life?
14. How do you think technology has changed or will change the way people approach learning languages?
15. Which social networking services (SNS) do you use? What do you like or dislike about them?
16. Would you accept to be operated on by a surgical robot?

BUT 2

Speaking practice A

1. How would you describe your 'perfect' job?
2. What three pieces of advice would you give to a friend or relative about to go for a job interview?
3. Why would you NOT recommend the BUT in Networks and Telecommunications?
4. If you were applying for a job, what three things would you mention as being your strengths?
5. Can you name three things about your life at present that makes you happy or proud?

Speaking practice B

6. What's the most stupid thing you've ever done?
7. What would you like to change about yourself if you could and why?
8. Which three human qualities do you consider to be the most important?
9. What's the most enjoyable family occasion you can remember, and what made it so enjoyable?
10. Where do you see yourself in 5 years?

Speaking practice C

11. What three pieces of advice would you give to a foreigner wishing to live and work in your country?
12. If you could change one event in history, what would that be and why?
13. What's the title of a book you've recently read?
14. What will your best memory of this training course be?
15. What tool would you take on a deserted island? And why?

Speaking practice D

16. If you won a lot of money in what ways would it change your present life and in what ways wouldn't it?
17. Can you recall an occasion when you made your parents really angry?
18. What would you like to specialise in?
19. Have you globally improved your English skills?
20. What piece of news has impressed you the most recently?

BUT3

S6 PORTFOLIO – INTERVIEW IN ENGLISH

What weakness of yours have you corrected?

What values did the company teach you?

Discuss any instances where you had to step out of your comfort zone during the training or internships (impact on your personal growth?)

Where do you see yourself in 5 years?

What's your dream company? and your dream job?

What domain do you master the least?

What issues did you encounter during your work experience?

How do you proceed when you encounter a difficulty?

What are you particularly proud of? what's your greatest achievement?

What achievement of yours do you consider impressive?

What are you ashamed of? what's your greatest failure?

How have you honed your interpersonal skills, such as communication, collaboration, and teamwork?

What extra-curricular activity of yours helped you in your personal development?

Name a quality you lack or would like to improve

What's your greatest weakness?

What are your plans for next year? And if you can't, what will be your last resort?

Did the training program meet your expectations in terms of preparing you for the workforce? Why or why not?

Describe any leadership opportunities or experiences you had during the training program and internships. How did these contribute to your self-confidence?

Are you addicted to anything?

In what domain have you made a dramatic improvement?

How do you use generative AI?

What do you consider a determining factor in success?

What's a technology-related ethical dilemma that you feel concerned about?

Many science fiction movies present a dark vision of the future. Are you optimistic or pessimistic about the future of humanity?

Do you think work-life balance is already an issue for you?

Are you a procrastinator?

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Writing reviews

BUT1-S1

- **assessment:** write 2 reviews:
  - write a review of a video game based on a trailer (30 min)
  - write a review of a PC based on a video (30 min)

- Read examples of **reviews** on dedicated websites (ign, Metacritic etc) and note down the expressions you'd like to reuse in the template
- In small groups: Write 10 of these new words on **flashcards,** then shuffle and pick 3. Write a sentence using all the words. Do this 3 or 4 times.

- Pairwork- list of famous video games. Take turns at **talking positively and negatively** of each game on the list, covering all aspects.

- Now, using the language you have collected, write your own **review** of this game https://www.youtube.com/watch?v=7xoYSfEy8Lc
  Limit yourself to 150 words.

- **If time, Peer review** around the table (argumentation, variety, compounds, verbs, link words, avoids repetitions, has-have, it/ he etc)

- Revise **comparisons** (Pencils down)