

ANGLAIS

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LSP game for student nurses :

Could you generate a board game for student nurses learning English for nurses

ChatGPT a dit :

Sure! Here's a concept for a board game that helps student nurses practice their English, particularly for medical terminology, communication, and situational scenarios they'll encounter in a nursing environment. The game is designed to be interactive, educational, and fun!

Game Title: Nurse's Language Adventure

Objective:

To help student nurses improve their English communication skills and medical vocabulary in a clinical setting by completing tasks, answering questions, and navigating different healthcare scenarios.

Game Components:

1. **Board:** The game board has a path with spaces representing different areas in a hospital, such as:
 - **Reception**
 - **Patient Rooms**
 - **Emergency Room**
 - **Nurse's Station**
 - **Operating Room**
 - **Pharmacy**
 - **Break Room**
2. **Cards:**
 - **Vocabulary Cards:** These cards contain medical terms in English with their definitions and usage examples.
 - **Scenario Cards:** Cards with real-world clinical situations where the player must respond with appropriate medical language or actions. These scenarios could also involve role-playing (e.g., patient questioning or communicating with a doctor).
 - **Challenge Cards:** Cards with random challenges that test the player's understanding of medical protocols or require them to solve a simple problem related to patient care (e.g., identifying the correct medication or interpreting a medical chart).
3. **Player Pieces:** Each player chooses a nurse character (e.g., pediatric nurse, emergency nurse, surgical nurse).
4. **Dice:** A regular 6-sided dice to move players forward along the board.
5. **Points Tokens:** Tokens that players collect by answering questions correctly or completing tasks. These tokens can be exchanged for help or to move ahead faster on the board.

Setup:

- Place the board on a flat surface.
- Shuffle the cards (vocabulary, scenario, challenge) and place them in separate piles.
- Each player places their nurse piece at the starting point (Reception).
- Players take turns rolling the dice to move along the path.

How to Play:

1. **Start the Game:** Players take turns rolling the dice and move their piece along the board. When a player lands on a space, they draw the corresponding type of card (vocabulary, scenario, or challenge) and answer or perform the task.

2. **Vocabulary Cards:**

- The player must read the medical term aloud and then explain it in simple English. For example:
 - Card: "**Hypertension**"
 - Player's task: Explain what hypertension is and its possible causes.
- If the explanation is correct, the player earns 1 token. If incorrect, they don't earn a token, and the next player goes.

3. **Scenario Cards:**

- These cards describe a situation where the player must choose the correct action or phrase. For example:
 - Scenario: "A patient is complaining of chest pain. What do you say to the patient?"
 - The player must say a phrase like, "I understand. I will get a doctor to assess you right away."
- If the response is appropriate, they earn 2 tokens. If incorrect, they lose a token.

4. **Challenge Cards:**

- These cards present challenges like identifying the right medical equipment or making a decision based on patient symptoms. For example:
 - Challenge: "A patient is having difficulty breathing. Which action do you take first?"
 - The player must respond with: "Check the patient's oxygen levels and notify the doctor."
- If correct, the player gets 3 tokens. If wrong, they lose 1 token.

5. **Board Spaces:**

- Some spaces may allow players to skip ahead if they correctly answer a question or perform a task. Other spaces might force players to lose a turn if they fail to complete a challenge.

6. **Winning the Game:**

- The game continues until a player reaches the **Operating Room** space at the end of the board, which symbolizes them completing their training.
- The player with the most tokens at the end wins the game, proving they've learned the most English medical terms and skills.

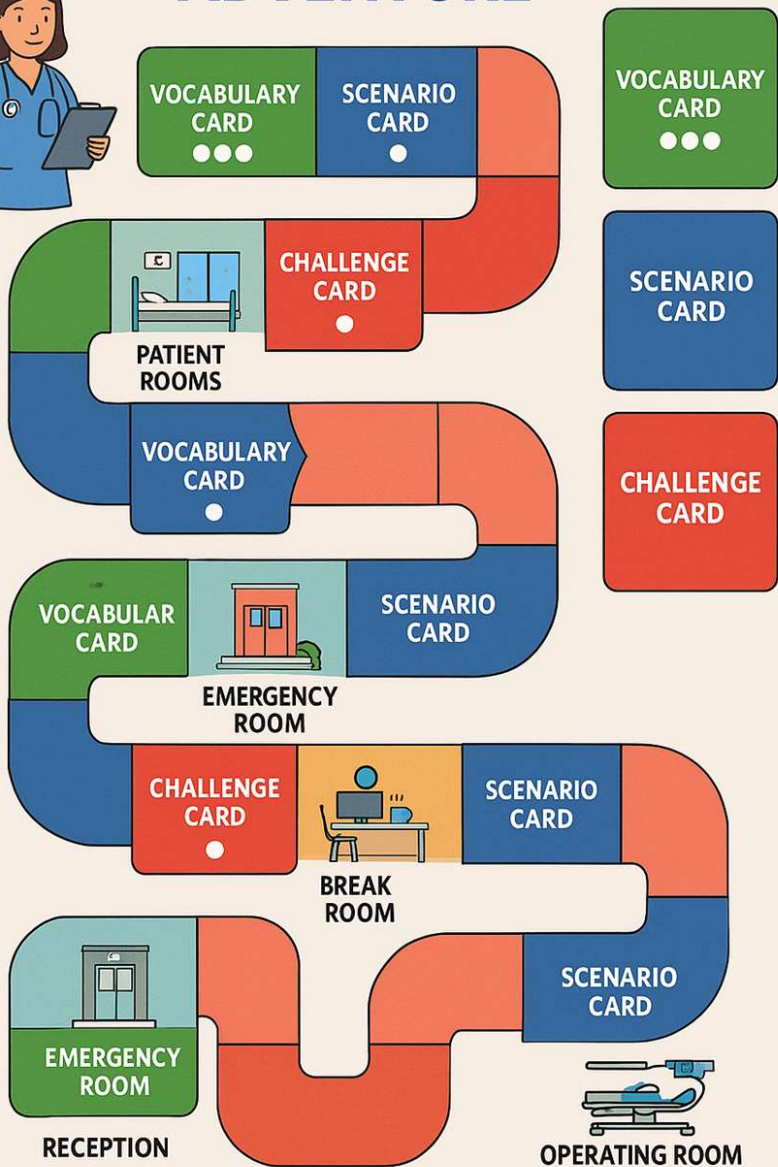
Additional Variations:

- **Time Pressure Mode:** Set a timer (e.g., 1 minute) for answering scenario or vocabulary cards to make the game more challenging.
- **Team Play:** Players can work in pairs or teams, collaborating to answer questions and make decisions.

Learning Goals:

- Improve understanding and pronunciation of medical vocabulary in English.
- Practice patient interaction in English (introductions, asking questions, explaining medical terms).
- Familiarize students with medical scenarios they might face on the job.
- Build confidence in using English for communication in a healthcare setting.

NURSE'S LANGUAGE ADVENTURE



Revised Taboo: A Vocabulary Revision Activity

Objective

To help students **revise and activate vocabulary** through **speaking and paraphrasing**, without directly using the target word.

Step 1: The Materials

- Create a list of vocabulary words you want students to revise – usually linked to your current chapter/unit – I usually use Wooclap to prepare the list
-

Step 2: Organize the Class

- Divide the class into **small groups**: they will ‘compete’ against each other – I usually have them choose a group name that I write on the board to follow the points
 - For each round, one student from a group will be the **describer**, and the rest of the class will be the **guessers**.
-

Step 3: Explain the Rules

- The **describer** picks a card and tries to get the **whole class** to **guess the target word** – they can use **synonyms, definitions, examples but no gestures**, the idea is for them to speak as much as possible
- They must **not say the word itself or related words**, e.g. if the word to be guessed is management, they can’t say manage or manager. **If they do, their turn is over** (they can also lose a point)
- Set a **time limit** (e.g. 1 minute per round)
- When the guessers guess the word, they have to raise their hands first OR use a buzzer to avoid any ‘no I was the one who found the word first’ situation
- If one of their team member guesses the word, the team gets 2 points, if it’s a member from another team, this other team gets 1 point –you can choose any scoring system you wish
- Rotate describers so everyone gets a turn.

Oral expression activity : stand up meetings

Note: I used this activity with my year 3 as practice then as an intermediate evaluation for their **semester project** with a colleague from another subject.

Lesson plan:

- Initial question: are you familiar with stand-up meetings or daily scrums? Any experience? How do they work?
- **Listening comprehension**– listen to the audio twice (start at 0'16 and stop at 2'14) and take notes, then answer questions: <https://www.youtube.com/watch?v=bQfH0Rbv-Mc>
- Go over **the Language of stand-up meetings**
- Simulate a stand up meeting in small groups: give one card per student. Allow 5 minutes for preparation.

Listening comprehension on the daily standup meeting

<https://www.youtube.com/watch?v=bQfH0Rbv-Mc>

Questions:

1. 2. What are stand-up meetings, and why are they important for the cross-functional team at Siemens?
2. How do members of the cross-functional team prepare for stand-up meetings?
3. Why is it important for each member to take turns during the stand-up meeting and provide updates in less than 60 seconds?
4. How do stand-up meetings help team members avoid misunderstandings or mistakes in their project work?
5. What benefits do Ms. Wang and Mr. Miller experience by moving near each other if they are working on similar topics?

Correct answers:

1. Stand-up meetings are quick, focused daily updates where the cross-functional team meets at the same place and time to share progress, address issues, and support each other.
2. Members of the cross-functional team need to be well prepared for stand-up meetings by knowing their previous day's accomplishments, tasks for the current day, issues to solve, and how colleagues can help them reach their goals.
3. Each member needs to provide updates in less than 60 seconds during stand-up meetings to ensure that the meeting does not exceed 15 minutes and everyone stays engaged.
4. Stand-up meetings help team members avoid misunderstandings or mistakes by ensuring that everyone knows what tasks others are currently working on and the latest progress on the project./ avoid long communication threads and long documentation to read
5. By moving near each other if they are working on similar topics, Ms. Wang and Mr. Miller avoid redundant work, quickly share information, and have a better appreciation for each other's contributions.

The language of stand-up meetings

1. What did you work on yesterday?

- I worked on implementing
- I didn't manage to / managed to / get around to doing
- I completed/ reviewed/ finished
- I spent the day implementing
- I was able to (~~could~~)

Verbs

- Improve/ enhance/ refine/ optimise/ polish a feature
- Address/ handle/ resolve bugs and issues
- Fix critical bugs
- Review
- Develop
- integrate
- Merge/ merged
- To catch up on (finish the work you missed)- caught
- Respond
- Research/ look into/ invest time in learning
- Ensure
- Move on to

Useful phrases

- As expected
- properly
- Get behind on (being late)
- Some time
- Hours/ most of yesterday
- A considerable amount of time/ the majority of my time

Example: "Yesterday I completed the unit testing for the new API endpoint, which involved writing test cases to ensure that the endpoint is properly handling various inputs and outputs"

2. What are you doing today?

Key phrases

- My biggest / top **priority** is / the most important thing on my list
- Today my main goal is to
- My primary focus is

Verbs

- Improve/ enhance/ refine/ optimise/ polish a feature
- Address/ handle/ resolve bugs and issues
- Fix critical bugs
- Review
- Develop
- integrate
- Merge/ merged
- To catch up on (finish the work you missed)- caught
- Respond
- Research/ look into/ invest time in learning
- Ensure
- Move on to
- Slow down progress
- Run test
- Write documentation
- Design
- Update
- Walk someone through the changes (explain the change in a detailed/ slow manner)

Passive voice

- Access was granted
- Code was merged successfully
- The changes were submitted

Adverbs

- Quickly
- successfully

Example: “My biggest priority for today is to improve the user authentication and authorisation feature to ensure that our users’ data is secure and that access is granted only to those who are authorised”

“the most important thing on my list today is to improve the data visualisation feature to ensure that our users can quickly and easily understand the data they are viewing”

Passive: access is granted

Tracking project progress and milestone

What's the next milestone? When's the deadline?

- The next milestone is set for the 4th April for finalising
- The next deadline
- Are we on track?
- Are we behind schedule for?
- Are we ahead of schedule for?
- Upcoming deadline
- We need to finish by Friday, at the latest

What do we need to do to meet the deadline?

- We need to allocate more resources
- In order to meet the deadline
- I'm afraid that's going to be tight if we don't
- If we don't finish, we'll have to postpone the meeting
- By Friday, this will have to be done

Reviewing changes to timelines and deadlines

- This change in the deadline will/ is going to impact/ affect the team members/ project
- Rollout timeline
- Release timeline
- As a result to / due to / because of the reviewed... we need to postpone/ allocate more resources/ inform the client
- The revised/ update deadline is now 6th April/ is set from the 4th April to the 6th April
- To reschedule = to change again the date
- We have rescheduled the review from the 4th to the 6th

Providing troubleshooting issues and providing status updates

- Have you tried updating the driver?
- I haven't tried yet
- I've already tried refactoring the code to improve readability
- I've tried compiling the latest version of the source code
- I tried to update the driver

Solutions

- A possible solution/ fix could be to

Status update

- The issue has been resolved/ fixed/ addressed
- We're still working on / investigating the issue/ looking into the bug
- I need more time to ... before I can resolve the issue

Do you have any blockers?

- I have a few blockers with
- I have a blocker waiting
- I need clarification on
- I am waiting for feedback on
- I am seeking help/ working
- I have identified a problem with / a potential risk
- I have encountered (by accident) an issue with
- I have found an issue
- I am currently facing an issue with
- I am confident that this will be resolved
- I am dealing with a compatibility issue
- This shouldn't take longer
- I'm hoping it'll take just a few hours
- A minor/ major issue
- I'm making progress
- It's taking longer than expected
- This may impact my timeline

Simulating a standup meeting

In a group of 4, simulate a daily standup meeting. Each person must answer the following questions:

- What did you work on yesterday?
- What are you going to do today?
- Do you have any blockers?

-Yesterday: Implemented user authentication module. - Issue: Encountered a bug where the session management isn't handling timeouts correctly. - Today': Debug the session timeout issue and write unit tests for the authentication flow.	- Yesterday: Designed the database schema for the application's backend. - Issue: Found some inefficiencies in the query performance when handling large datasets. - Today: Optimize the database queries and refactor the schema to improve performance.
-Yesterday: Developed the front-end dashboard interface. - Issue: UI layout is not responsive on smaller screens. - Today: Fix the responsive design issues and test the dashboard on different devices.	- Yesterday: Integrated third-party API for payment processing. - Issue: API response times are inconsistent, leading to delays in the payment flow. - Today: Investigate the API issue and implement retry logic to handle delays gracefully.

Tâche/ projet:

*En **binômes**, vous allez travailler sur le premier épisode de la série *Years and Years*. Vous y choisirez un **passage à analyser** qui vous paraît pertinent. Vous pourrez faire des parallèles avec une autre série, un autre film si vous en avez envie et que vous jugez cela pertinent.

*Préparez-vous à m'en faire un compte-rendu oral de 8 minutes: analyse audiovisuelle précise (transversal), plans filmiques, la langue, les thèmes/ polémiques abordés, etc.

Years and Years: Episode 1

#STEP ONE: activité d'anticipation à l'aide de l'affiche et du trailer, puis activité d'appariement sur les personnages de la série.

Series *Years and Years*: describe and analyze the poster.



Watch the trailer and identify theme that appear on screen (politics, scientific innovation, etc.): [YouTube: Years & Years \(2019\): Official Trailer | HBO](#)

Characters: match each photo to the character descriptions below.

Answers =>



a/ Daughter to Stephen and Celeste. **Ruby's** fun and great company, enjoying everything the 21st Century has to offer. She's a bit spoilt, unaware that her world is about to come crashing down.

b/ **Bethany Bisme-Lyons** (Lydia West). Daughter to Stephen and Celeste. A brilliant student, Bethany is shy, quiet, withdrawn. But her introspection hides her secret passion. She's obsessed

with transhumanism, the culture of integrating humans with technology. But her ambition is in danger of taking her too far.

c/ **Viktor Goraya (Maxim Baldry)**

Ukrainian refugee. Tortured in Ukraine for information about his friends. Nevertheless, he's a kind, smiling man, a great survivor of his hardships, always looking for the positive side. Full of strength and laughter, Viktor is a source of great joy to Daniel, and will become the love of his life.

d/ **Celeste Bisme-Lyons (T'Nia Miller)**

Married to Stephen. Chief Accountant, smart, stylish. A marvelous snob. Exasperated by modern technology. But she's a proud mum to two daughters, Bethany and Ruby, and they have a comfortable life in a nice house in Barnsbury. One day, that life will feel like a distant dream.

e/ **Rosie Lyons**

The youngest Lyons, spirited, sharp, born with spina bifida. Single mother to Lee and Lincoln, by two different dads. Works as a chef manager in a local comprehensive school. She's great fun and binds the family together, but Rosie will never forgive her dad for walking out on the Lyons family when she was young.

f/ **Daniel Lyons (Russell Tovey)**

A housing officer in Manchester. He's friendly, diligent and hardworking. Loves his family. Has a strong social conscience, but finds that hard to maintain in an ever-changing world. Daniels is going out with Ralph, and they're about to get married, but maybe Daniel said yes too soon...

g/ **Edith Lyons (Jessica Hynes)**

The second child, she's tough, wry, earthy, a bit of a hippy as a teenager. Always knew where to get hold of some weed. As an adult she's become a fearless campaigner and something of an anarchist, with skills her family would find dodgy. She's been traveling the world, but shocking events bring her home for good.

h/ **Stephen Lyons (Rory Kinnear)**. The eldest. Lives in London while the rest of the Lyons stay in Manchester. A financial adviser, he worked at home to bring up the kids while his wife Celeste went out to work. He's the peacemaker, a calm, smiling man. Though he can afford to be - he's rich. What will he become when his world is rocked?

i/ **Muriel Deacon (Anne Reid)**. Sharp as a knife. Wise, but opinionated. Proud and independent and defying the passing of time. She doesn't sleep much. Enjoys a whisky. Her house is large,

rambling and dilapidated. Mother to the late and much-missed Jennifer, she's a devoted (and critical) grandmother to her beloved Lyons clan.

j/ **Vivienne Rook**: businesswoman and entrepreneur, Viv's a familiar face on modern media, always ready with a quote. But when she stands for Parliament and forms her own party, she begins an inexorable rise to power. She's adored for speaking her mind, but what are her actual policies? And how far will she go to achieve them.

Source: *The Guardian*

#STEP TWO: sequence analysis n°1~# "I don't give a F***" 0'57/2'46

, the very beginning of the episode. Entraînement à la lecture oralisée à partir du script ci-dessus (objectif: travailler l'accent de mot, l'accent de phrase, les groupes de souffle, l'intonation).

#Séquence à étudier

The scene is **set** in **Manchester, UK**. This scene is a **hinge / a pivotal moment / scene**: it's the beginning /the opening / the pilot episode of the series, in which we are introduced to the characters watching a political TV show, hosting Viv Rook, member of a **think-tank**. She says the world isn't what it used to be, that nothing makes sense anymore, that America is not America anymore, that there used to be the left and the right, but that now she feels **dread (=intense fear)** when she wakes up in the morning.

When asked about electricity supplies in Palestine, she very rudely **answers / responds** that she doesn't give an F/ doesn't give a monkeyS, meaning she's only interested in **home affairs/ domestic affairs**. Viv Rook's rhetoric is rather aggressive, she knows very well that she will get people's attention that way, by using very informal language (cf: I've got you listening now, haven't I" directly looking into the camera in a close-up shot). Celeste mentions that the topic hit n°1 trends in less than 20 seconds on the internet.

Viv Rook only cares about **home issues as opposed to international policies** => she's very conservative, uses **scaremongering** (nom) -to monger fear- as a political tool.

The characters (the Lyons family) have **ambivalent** opinions about Viv: Dany thinks she's a monster, **whereas/contrary to** his boyfriend Ralph thinks she's brilliant. **As to** Celeste, she seems to like her, **even more so** when she uses the F word. Her husband Stephen doesn't agree with her. He exclaims that she can't say that.

Viv mentions 2 issues: she **wants** her bins **to be** collected and primary schools to pick up their own litter (=garbage).. She also **wants** people **to stop parking** on the pavement (sidewalk: USEng)

"Don't litter" signs (ne pas jeter sur la voie publique / sur la chaussée sur les prospectus)

Notice the Northern accent => "I've got you listening now haven't I"

Dans la phrase "I've got you listening now, haven't I", plusieurs phénomènes se produisent :

1. **Élision** : suppression d'un son dans la parole rapide.
2. **Assimilation** : un son devient plus similaire à un son adjacent.
3. **Glottalisation / contraction** : tendance à "manger" certaines consonnes ou à les lier.

Cas de "haven't I" → "haventə"

- **"Haven't"** /'hævənt/ : en parole rapide, le /nt/ peut se transformer par assimilation.
- **"I"** /aɪ/ : lorsqu'il suit directement /t/ ou /nt/, la limite entre les deux mots peut disparaître.

→ "haven't I" peut donc se comprimer en "haventə" ['hævənʔə] ou même ['hævəntə] :

- Le /t/ se maintient mais se transforme en une consonne plus douce (voire glottale).
- Le /aɪ/ de "I" devient un **schwa** /ə/ ou disparaît dans la fluidité de la phrase.

Exemple parallèle dans d'autres accents :

- **Cockney ou Est londonien** : "didn't you" → "dinnya"
- **Irlandais** : "wouldn't I" → "wouldna"

1 INT. TELEVISION STUDIO - NIGHT 1. 23.00 (2019) 1

TELEVISION IMAGE, in CLOSE UP, pixels bristling.

VIVIENNE ROOK. 55, smart, well-dressed, with a wry smile, making herself earthy, popular. Talking to an UNSEEN HOST.

VIVIENNE ROOK

I just don't understand the world any more. It made sense, up until a few years back. The left was the left, the right was the right, America was America and I couldn't even point to Syria on a map. I just kissed the kids good night and turned off the light and looked forward to waking up the next day. What a long time ago that was. I dread it now. Every day. Dread.

This is being watched by ONE FAMILY, the LYONS, spread across Britain, on the night it all begins.

CUT TO:

2 INT. DANIEL'S HOUSE - NIGHT 1. 23.01 (2019) 2

A MANCHESTER terraced house, nicely converted, front and back knocked through. Not posh, but nice, the home of...

DANIEL LYONS, 30, a Housing Officer, sitting at the table, going through accounts, on paper & iPad. Diligent, hard-working. It's his house. With RALPH COUSINS (Ralph, not Rafe), primary school teacher, 30, feet up on the settee, on his phone. Always on his phone. Ralph's the fun one, Daniel's his straight man; they've been together 18 months.

Of the TV, neither really watching:

DANIEL

Who's she?

RALPH

Some woman.

CUT TO:

LONDON, nice house in BARNSBURY, a bit of money. STEPHEN LYONS, 37, Daniel's brother, in front of the TV. He's relaxed, comfy, with a cuppa. He stayed at home to bring up the kids, working as a freelance financial adviser, while his wife, CELESTE BISME-LYONS, went out to work; she's a Chief Accountant, 37, slim, smart. Bit of a snob. She's focused equally on the TV and her phone. Of Viv Rook:

CELESTE

I like her.

Their elder daughter BETHANY BISME-LYONS passes by in b/g, in the hall, heading upstairs, with a glass of milk. She's 12, a bit sullen, quiet, not happy in herself.

CELESTE (CONT'D)

Night then, sweetheart.

BETHANY

Night.

CELESTE

Milk's not good for you, darling,
it's just mucus.

Bethany just heads upstairs.

STEPHEN

Don't have a go at her.

CELESTE

No, I should do it more often.
(out loud)

Signor, who's Vivienne Rook?

SIGNOR is a MALE VOICE from a DEVICE, their version of Alexa.

SIGNOR VOICE

Vivienne Alison Rook, born 1964,
founding member of the J.J.C. think
tank, Liminal Stages.

CUT TO:

#STEP TWO: sequence analysis n°2: "Bethany's Coming Out"

Source: [Years and Years - Bethany Reveals She's Transhuman - Episode 1](#)

=> Titre révélateur qui porte à confusion. De quel type de "coming out" parle-t-on ici?

The scene **takes place** in the family kitchen in the Manchester **suburbs**, with Bethany and her parents Celeste and Stephen. They seem to be **wealthy** as the kitchen looks luxurious/ pricey/ fancy (we do know that the scene is set in the Manchester **suburbs**).

The three **characters** are sitting and getting ready to have what seems like a serious conversation. Bethany is wearing an **AR** helmet and she is using filters, something that **annoys** her parents, who ask her to remove it /take it off. This also **underlines** the parent / teenager opposition going on here. Shot / reverse shot.

At the beginning / in the beginning B announces to her parents that she is trans, and her parents are very supportive at first. **However** as the conversation goes on, confusion/a misunderstanding settles in: there's a *quid pro quo* between B and her parents, as B means transhuman and not transgender. She wants to relinquish (abandon, give up, renounce) her body in order to be only data, information. She wants to upload her brain into a cloud, and go to a clinic in Switzerland. **At this point**, her parents are no longer reassuring and understanding, they seem lost and puzzled.

There is an **opposition** in terms of behaviour, as the parents go /switch from being very understanding and supportive to being puzzled, angry, and disconnected from their daughter again.

The parents are **disconnected** from their daughter. The scene plays with the **trope of disconnection** between parents and teenagers.

Vocab:

disabled people: people with disabilities

a limb/ missing a limb

to be accepting / understanding

AR / VR: augmented reality / virtual reality

Présentation orale pour le ?

- Where is the scene set? (*who, where, when, what?*)
- Analyse du passage, des dialogues
- Analyse des plans filmiques (camera shots)
- Quels sont les thèmes abordés dans le passage? Proposez un plan en début de diapo: 2 ou 3 parties, avec un nom pour chaque partie
- En conclusion: faire des liens avec d'autres séries ou films, idéalement à d'autres séquences du même épisode.
- Dans un diaporama: montrer des captures d'écran, des incrustations vidéos pour ensuite les analyser
- Montrer des extraits de dialogues et mettre en exergue leur importance.

Sequence 1 ~# "Timelapse" : "I worry about everything" 8'44/ 12'42 ("A 5 Year TimeLapse") [Beginning at 5'45 for context]	
Sequence 2 ~# "I'm sorry mummy" / "Filter Limited" / "A Digital World" 13'32/ 15'30	Already studied in class
Sequence 3 ~# "A different apple in the custard" / "At the refugee housing camp" 17'55/19'44	
Séquence 4: ~# "A Romantic Encounter" 19'47 / 23'10	
Sequence 5 ~# "Please don't say the world is flat" / "Germs Don't Exist" / "What's real, What's not, How Do We Know?" 32'00 / 36'100 (Fake News)	

- Thème : la sécurité au travail
- Etudiants : BUT 3 par alternance
- Compétences : expression orale ; compréhension orale

Muriel Fabrèges

 Task 1 : Oral expression

Modalité : Oral collectif

Objectif : Introduction du vocabulaire (à donner au fur et à mesure)

+ Révision du conseil / regret : should + BV / should have + pp

Analyse de l'image : <https://jojoesafety.wordpress.com/2014/06/23/how-to-identify-workplace-hazards/>



Production attendue : Description of the picture 8 hazards : (examples)

1. Carry too heavy load / dangerous for the back → should bend the knees
2. Gone up on barrels / can fall → should use a ladder
3. There is a puddle (=flaque) of oil / or water / people can slip (= glisser) → should be removed / moped up, soaked up (= éponger)
4. There is another puddle of water which is near a bare wire (= fil dénudé) / can make or provoke a short circuit → the wire should be repaired or changed + the puddle should be removed / moped up, soaked up (= éponger)
5. One of the worker is soldering near barrels of/ filled with an (in)flammable substance , liquid (cf. the warning sign) → should work further away
6. Someone is cleaning his pocket with high pressure air
7. One is using a grinder (meuleuse) without any protective clothing / gloves



Task 2: Listen to the documents and answer the following questions.

Doc n° 1 : Company's evacuation - CORRECTION

< <https://www.youtube.com/watch?v=UuTowptYIrM> >

1) Reasons for evacuation :

- fires
- chemical spills
- toxic or explosive gas releases
- explosions
- violent behaviour
- bomb threats

2) SO all organizations should have a **tried and tested evacuation plan**.

3) The evacuation plan should include :

A location that is

- used as a **control center**
- indicating the various **assembly points**
- with the external **assembly area (well clear of building)**

Doc n° 2 : True story - CORRECTION < https://www.youtube.com/watch?v=qrZQv0w_O78 >

Cf. Incident report



Task 3: Role Plays

Modalité : pair work (oral au téléphone / en labo)

Les étudiants jouent à tour de rôle la victime ou l'opérateur 911 au téléphone

Objectif : exercice d'association / vocabulaire / expression orale / Réemploi de la structure du conseil

Rôle play #1 : - Glisser : to slip - Heurter : to hit - Cassé(e) : broken - Mal à la tête : headache - Traumatisme crânien : head / brain injury - aller chercher : to fetch - un entrepôt : a warehouse - aller chercher de l'aide : to get help	Rôle play #3 : - percuter: to hit, to collide with - un lève-palette : a forklift - des bouchons d'oreilles : earplugs - chuter: to fall, to tumble - une douleur: a pain - la poitrine : the chest - ensanglanté: bloody - se renverser (véhicule): to roll over - assommé: unconscious, knocked out
Rôle play #2 : - soulever : to lift - une charge : a load, a charge - se faire un tour de rein : to throw one's back out, to crick one's back - incapable: unable	Rôle play #4 : - se faire électriser / électrocuter : to get an electric shock - perdre connaissance : to faint, to pass out - la paume (de la main): the palm - le rythme cardiaque : heart rate, heartbeat - respirer : to breathe



Task 4 : Listening & drawing

→ Choose a cartoon and describe it as precisely as you can to your partner, who will try to draw it :

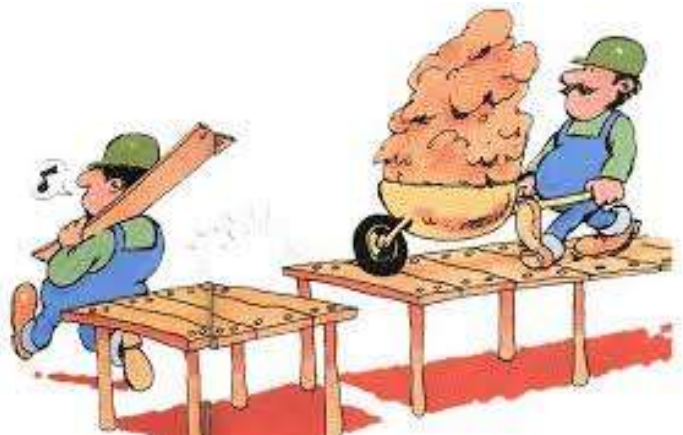
Modalité : pair work / en face à face, avec le voisin

Les étudiants ont chacun un dessin différent (sur 2 fiches différentes : Student A / Student B) et décrivent à tour de rôle. Leur partenaire dessine ce qu'il comprend puis compare le résultat au dessin initial.

Objectif : rebrassage du vocabulaire / expression orale

Source images : https://www.cartoonstock.com/directory/h/hazard_assessment.asp

<https://www.mforsafety.ro/docs/evenimente/safety-culture-event/10.45-11.15%20-%20Prezentare%20%20ANCA%20TUDOR%20final.pdf>



Muriel Fabrèges : muriel.fabreges@univ-st-etienne.fr

 **Task 1 :** Look at the picture below, you should find 8 different kinds of hazards. Identify them and indicate what could be done to avoid them.



Vocabulary help

The workshop / A puddle / A barrel, a can / To slip (≠ to sleep : dormir) / Hurt / Injured → To hurt (hurt, hurt) / to harm → Hurtful ≠ harmful / The wrist / The ankle / The spine / The back / To wind (wound, wound) / To heat (≠ to hit : frapper, percuter) → The heat (≠ warmth, au fig) / To trigger / A short-circuit / A stripped (or bare) wire / A bulb / Electrocuted ≠ electrified / To grind (ground, ground) → A grinder → Ground (parfois « grinded ») coffee / goggles / (protective) gloves / A helmet / A ladder / A stepladder ≠ A scale → Large-scale (adj) / To solder → A soldering iron / To weld → A welder / / A spark / To bend (bent, bent) / To grab / To lift / To carry



Task 2: Listen to the documents and answer the following questions.

Doc #1: (Company's advice)

1) List the reasons for evacuation.

→ _____

2) What should all organizations have ?

→ _____

3) What should this "plan" include ?

→ _____

4) What is important ? (last phrase)

→ _____

Doc #2: (true story)

1) What kind of call is it ?

→ _____

2) Collect all the information you can (where ? what ?) Δ *There will be unpleasant noises .*

→ _____

3) Then complete the incident report. (Cf. Doc apart)



Task 3: Role Plays

→ Work with your partner and play the different roles.

→ If necessary : Use the vocabulary provided in the matching exercise below *

Role – victim : You just had an accident at work.

Your task : Call 911 and explain what happened. Try to describe your situation as precisely as you can, to indicate your symptoms and to give enough details to be rescued SO don't forget to indicate your name, the location of the company, the type of accident, etc..

OR

Role - 911 operator :

Your job is to take the call, listen to the testimony, reassure the victim, give the first advice or safety instructions and take notes about the location of the victim to be able to send the rescue team.
Tell the victim what to do while waiting !

A working accident has happened in your company.

→ **Situation #1 :** *You are the 911 operator*

→ **Situation #2 :** *You are the victim*

Vous avez essayé de soulever une charge trop lourde pour vous. Vous vous êtes fait un tour de rein/ coincé le dos et êtes à présent incapable de bouger. Vous travailliez seul ce jour-là donc personne n'est là pour vous aider.

→ **Situation #3 :** *You are the 911 operator*

→ **Situation #4 :** *You are the victim*

Vous vous êtes fait électrisé. Après avoir perdu connaissance, vous reprenez vos esprits mais vous avez la paume de la main brûlée. Vous avez aussi un violent mal de tête, votre rythme cardiaque est irrégulier et vous avez du mal à respirer.



* Vocabulary help

→ *unable ; a pain ; to roll over; head / brain injury; to slip ; a warehouse ; to lift ; the chest ; heart rate / heartbeat; a load / a charge; to throw one's back out/ to crick one's back; the palm ; to hit, a forklift ; to faint/ to pass out ; to fall / to tumble ; to fetch ; bloody ; broken; unconscious, knocked out ; to get help ; to get an electric shock / to get electrified /electrocuted ; to breathe ; to hit ; to collide with ; earplugs; headache .*

Rôle play #1 :

- Glisser :
- Heurter :
- Cassé(e) :
- (avoir)Mal à la tête :
- Traumatisme crânien :
- aller chercher :
- un entrepôt :
- aller chercher de l'aide :

Rôle play #2 :

- soulever :
- une charge :
- se faire un tour de rein :
-
- incapable:

Rôle play #3 :

- percuter:
- un lève-palette :
- des bouchons d'oreilles :
- chuter:
- une douleur:
- la poitrine :
- ensanglanté:
- se renverser (véhicule):
- assommé:

Rôle play #4 :

- se faire électriser / électrocuter :
-
- perdre connaissance :
- la paume (de la main):
- le rythme cardiaque :
- respirer :



Task 4 : Describe the cartoon below as precisely as you can to your partner, who will try to draw it:



:

Muriel Fabrèges : muriel.fabreges@univ-st-etienne.fr

 **Task 1 :** Look at the picture below, you should find 8 different kinds of hazards. Identify them and indicate what could be done to avoid them.



Vocabulary help

The workshop / A puddle / A barrel, a can / To slip (≠ to sleep : dormir) / Hurt / Injured → To hurt (hurt, hurt) / to harm → Hurtful ≠ harmful / The wrist / The ankle / The spine / The back / To wind (wound, wound) / To heat (≠ to hit : frapper, percuter) → The heat (≠ warmth, au fig) / To trigger / A short-circuit / A stripped (or bare) wire / A bulb / Electrocuted ≠ electrified / To grind (ground, ground) → A grinder → Ground (parfois « grinded ») coffee / goggles / (protective) gloves / A helmet / A ladder / A stepladder ≠ A scale → Large-scale (adj) / To solder → A soldering iron / To weld → A welder / / A spark / To bend (bent, bent) / To grab / To lift / To carry



Task 2: Listen to the documents and answer the following questions.

Doc #1: (Company's advice)

1) List the reasons for evacuation.

→ _____

2) What should all organizations have ?

→ _____

3) What should this "plan" include ?

→ _____

4) What is important ? (last phrase)

→ _____

Doc #2: (true story)

1) What kind of call is it ?

→ _____

2) Collect all the information you can (where ? what ?) Δ *There will be unpleasant noises .*

→ _____

3) Then complete the incident report. (Cf. Doc apart)



Task 3: Role Plays

→ Work with your partner and play the different roles.

→ If necessary : Use the vocabulary provided in the matching exercise below *

Role – victim : You just had an accident at work.

Your task : Call 911 and explain what happened. Try to describe your situation as precisely as you can, to indicate your symptoms and to give enough details to be rescued SO don't forget to indicate your name, the location of the company, the type of accident, etc..

OR

Role - 911 operator :

Your job is to take the call, listen to the testimony, reassure the victim, give the first advice or safety instructions and take notes about the location of the victim to be able to send the rescue team.

Tell the victim what to do while waiting !

A working accident has happened in your company.

→ **Situation #1 :** *You are the victim*

Vous avez glissé et vous avez violemment heurté le sol. Vous pensez avoir la jambe cassée. Vous avez aussi très mal à la tête. Vous étiez venu chercher du câble électrique à l'entrepôt et vous êtes tout seul, dans l'impossibilité vous déplacer et d'aller chercher de l'aide.

→ **Situation #2 :** *You are the 911 operator*

→ **Situation #3 :** *You are the victim*

Vous avez percuté un lève-palette que vous n'avez pas entendu arriver car vous portiez vos bouchons d'oreilles. Vous avez chuté violemment : vous ressentez une très forte douleur à la poitrine et vous avez le pied ensanglanté. Le véhicule s'est renversé et le chauffeur se retrouve assommé près de vous.

→ **Situation #4 :** *You are the 911 operator*



* Vocabulary help

→ *unable ; a pain ; to roll over; head / brain injury; to slip ; a warehouse ; to lift ; the chest ; heart rate / heartbeat; a load / a charge; to throw one's back out/ to crick one's back; the palm ; to hit, a forklift ; to faint/ to pass out ; to fall / to tumble ; to fetch ; bloody ; broken; unconscious, knocked out ; to get help ; to get an electric shock / to get electrified /electrocuted ; to breathe ; to hit ; to collide with ; earplugs; headache .*

Rôle play #1 :

- Glisser :
- Heurter :
- Cassé(e) :
- (avoir)Mal à la tête :
- Traumatisme crânien :
- aller chercher :
- un entrepôt :
- aller chercher de l'aide :

Rôle play #2 :

- soulever :
- une charge :
- se faire un tour de rein :
-
- incapable:

Rôle play #3 :

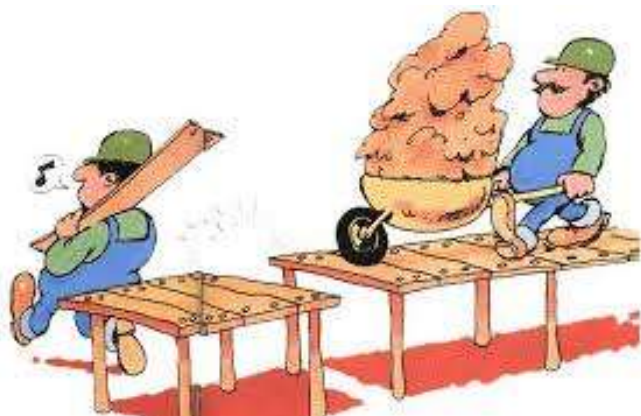
- percuter:
- un lève-palette :
- des bouchons d'oreilles :
- chuter:
- une douleur:
- la poitrine :
- ensanglanté:
- se renverser (véhicule):
- assommé:

Rôle play #4 :

- se faire électriser / électrocuter :
-
- perdre connaissance :
- la paume (de la main):
- le rythme cardiaque :
- respirer :



Task 4 : Describe the cartoon below as precisely as you can to your partner, who will try to draw it:



:



INCIDENT REPORT FORM

1. PERSON INVOLVED

Full Name:

Address:

Phone:

E-Mail:

2. THE INCIDENT

Date of Incident:

Time:

☐ AM ☐ PM

Location:

Describe the Incident:

3. INJURIES

Was anyone injured? ☐ Yes ☐ No

If yes, describe the injuries:

4. WITNESSES

Were there witnesses to the incident? ☐ Yes ☐ No

If yes, enter the witnesses' names and contact info:

5. POLICE / MEDICAL SERVICES

Police Notified? ☐ Yes ☐ No If yes, was a report filed? ☐ Yes ☐ No

Was medical treatment provided? ☐ Yes ☐ No ☐ Refused

If yes, where was medical treatment provided? ☐ On site ☐ Hospital ☐ Other:

6. PERSON FILING REPORT

Signature: _____ Date: _____ Print Name:

POLYADVICE

Target Group: 2nd year, PeiP students (*PeiP: Parcours des écoles d'ingénieurs Polytech*)

Context: There are several extracurricular clubs and activities that Polytech students have created over the years around the name “Polytech”: Escalatech, Polycoinche, Polyearth, Polypatin, etc. Tapping into that strong sense of school spirit, the students are asked to participate in a new made-up activity, PolyAdvice. At the end of their second year of studies, the students are feeling a lot of pressure to choose their specialty. They’re very focused on the decision-making process. This activity is a fun way to encourage them to ask for help from their classmates and to provide each other with advice in an informal way.

Time Required: 1.5 – 2 hours

Objectives:

- **Cultural:** Do subscribers to the New York Times have problems that French engineering students can relate to?
- **Reading Comprehension:** Read a short advice column from The New York Times and react.
- **Written Expression:** Write a short letter to PolyAdvice about a personal or school-related problem you’re currently experiencing, asking for advice. Then, as a volunteer for PolyAdvice, reply to the letter you receive (chain format) asking for advice, and try to help a fellow Polytech student solve their problem.

POLYADVICE: STUDENT DOCUMENT

INTRODUCTION. Discussion questions. Discuss the following questions in pairs or small groups.

Reminder: Advice is uncountable in English. We say:

- a piece of advice = *un conseil*
- some advice = *des conseils*

1. What's the best advice you have ever gotten (from a parent, teacher, or friend)?
2. What's the worst advice you have ever gotten? Explain why it was bad.
3. What's the best/worst advice you've ever given someone? Share your story.

READING COMPREHENSION

Vocabulary. Match the following vocabulary words with their French translations. These vocabulary words will help you understand the documents below.

	Vocabulary word from the advice columns		French translation
1	college	A	payer les frais
2	sibling	B	revenir sur un accord
3	affordable	C	frère ou soeur
4	foot the bill	D	ce n'est pas une mince affaire
5	resent	E	tache
6	renege on an agreement	F	université
7	break into a close-knit group	G	de longue date
8	it's a heavy lift	H	locataire
9	longstanding	I	en vouloir (à quelqu'un)
10	managing agent	J	coupables
11	tenant	K	gestionnaire
12	culprits	L	s'intégrer dans un groupe soudé
13	stain	M	abordable

Reading. You will work in groups of 3.

1. Each student in the group should read ONE of the advice columns below.
2. Then summarize the letter and the advice given (NO READING) for the other students in your group in your own words.
3. Give your opinion on the advice. Do you agree with it or not? How would you improve on it? Have you ever experienced a similar problem? If so, how did you handle it? Share your opinion with the other students in your group and discuss your points of view.



Advice Letter #1: Why Are My Parents Handling College Costs So Differently for My Sibling?

By Philip Galanes

The New York Times. June 19, 2024

<https://www.nytimes.com/2024/06/19/style/parents-siblings-unequal-treatment-favoritism.html>

Dear New York Times Advice Columnist,

*My younger sister has decided to attend an expensive private college. This surprised me: She was accepted at prestigious state schools with scholarships, which would be more **affordable** for our parents, who are **footing the bill**. When my brother and I went to college a few years ago, such an expensive school would have been out of the question. We also had to take out loans, which my parents are not asking our sister to do. Their financial situation hasn't changed, and I feel frustrated. I had to select a college based on price and take out loans; she doesn't have to do either. Should I raise this with my parents? They are kind and generous people, and I don't want to seem ungrateful. But I am still paying off the loans.*

— DAUGHTER

Dear DAUGHTER,

Before I get to your question, let me acknowledge your feelings: It is totally normal for siblings to notice — and even **resent** — differences in treatment by their parents. My guess is that, even if your parents' finances haven't changed, the weight of educating three children has begun to lift from their shoulders. That's a big relief! And it may have had an impact on their approach to helping out your younger sister.

So, what do you want here? The tone of your letter — including your description of your parents as “kind and generous” — doesn't suggest that you want a fight with them or even that you're struggling under the weight of your loans. And it seems punitive to ask them to **renege on an agreement** they already made with your sister.

Sometimes, it's enough to hear an acknowledgment that we've been treated unequally. Or you may want to ask them for some help repaying your loans. Think about it. But you're off to a good start, in my view, by framing this question in the context of your parents' love and kindness.

Sincerely,

The New York Times



Advice Letter #2: Why Can't I Break Into My New Boyfriend's Friend Group?

By Philip Galanes

The New York Times. May 29, 2024

<https://www.nytimes.com/2024/05/29/style/partner-friend-group.html>

Dear New York Times Advice Columnist,

*My boyfriend and I have been dating for nearly a year. It's going really well! But his **close-knit** group of friends is not welcoming to me. They are all bilingual, and when they hang out together, they speak French. I am studying French, but when people speak quickly or use slang, I can't follow the conversation. Even beyond the language barrier, though, they don't seem all that interested in getting to know me. My boyfriend has asked what he can do to help, but I'm not sure. I'm afraid his friends may resent me if he asks them to switch to English when I'm around. We're about to go on a two-week vacation with the whole group, and just thinking about the trip makes my stomach hurt. Help!*

— GIRLFRIEND

Dear GIRLFRIEND,

Breaking into a close-knit group — one that speaks a different language, no less — and managing to thrive is a **heavy lift**. I'm sorry you feel excluded, but I don't think it's reasonable to expect the group to change its **longstanding** dynamics to accommodate you (other than occasionally). Nor do I think it's reasonable for you to take that personally: You are still more group-adjacent than a member in your own right.

A better approach here may be for you to take some initiative and try to befriend group members individually. Invite one or two of them for coffee and get to know them better. They will probably speak English with you, and you will start to form personal relationships that may soon influence the group dynamic.

Now, as for your upcoming vacation, you probably don't have enough time to carry out this divide-and-conquer strategy before you leave. But perhaps you can try it on holiday: Invite individuals to breakfast or for walks. When you break down a seemingly impenetrable group into its component members, they often become more open and friendly.

Sincerely,

The New York Times



Advice Letter #3: My Welcome Mat Isn't Your Territory to Mark

By Philip Galanes

The New York Times. Sept. 13, 2023

<https://www.nytimes.com/2023/09/13/style/dating-parents-newly-separated.html>

Dear New York Times Advice Columnist,

I live in a large apartment complex. Someone has been letting his or her dog pee in the hallway, directly outside my door, at least twice a week. My neighbors and I put up signs asking for this to stop, but it hasn't. The **managing agent** says he can't do much until we figure out who it is. Should I set up a camera to catch them in the act or pack up and move?

— **TENANT**

Dear TENANT,

Allow me to make this problem even more disgusting: There may be multiple **culprits** here. My dog frequently marks where other dogs have urinated. This is not an excuse, mind you! Problem dogs should be carried outdoors, and owners (or dog walkers) are responsible for cleanup — preferably with a **stain-** and odor-removal product.

Ask the managing agent to install a camera. This problem is unsanitary (and gross) for all tenants. If he refuses to pay, consider installing a doorbell with a camera. That may do the trick.

Sincerely,

The New York Times

POLYADVICE. Task 1: Asking for advice.

There's a new club at Polytech called PolyAdvice. This club advises Polytech students who are currently experiencing a problem related to their studies or their personal life. In 100-150 words, write a letter to PolyAdvice concerning a problem (real or imagined) you'd like advice for. Start your letter with: Dear PolyAdvice, ... Don't forget to write a title! You do not have to sign it with your name— it's ok to use an alias.

POLYADVICE. Task 2: Giving advice.

You care about helping your fellow students and you volunteer for PolyAdvice. You receive letters from Polytech students who write to you with a school-related or personal problem. Read the letters you've received and write your advice.

POLYADVICE: TEACHER INSTRUCTIONS

Resources:

- Writing paper (provided) for Chain Advice Letter-Writing activity

Do the **Warm Up** (5-10 minutes). Speaking only, no writing. If time, ask students to share some of their answers.

Do the **Vocabulary Matching** and correct (10 minutes).

ANSWERS: 1F; 2C; 3M; 4A; 5I; 6B; 7L; 8D; 9G; 10K; 11H; 12J; 13E

Reading (20-25 minutes).

Divide the students in groups of 3.

For weaker groups:

1. Each student in the group should read ONE of the advice columns.
2. Then summarize the letter and the advice given (NO READING) for the other students in your group in your own words.
3. Give your opinion on the advice. Do you agree with it or not? How would you improve on it? Have you ever experienced a similar problem? If so, how did you handle it? Share your opinion with the other students in your group and discuss your points of view. Possible discussion questions to help the groups think critically:
 - **Advice Letter #1:** If you were DAUGHTER, would you really accept just “acknowledgement of your feelings,” or would you insist on different treatment from your parents?
 - **Advice Letter #2:** If you were GIRLFRIEND, would you be willing to invite members of the friend group for coffee on your own?
 - **Advice Letter #3:** If you were TENANT, would you accept surveillance cameras in your apartment building? Do you really want to live in a society with even MORE surveillance cameras?

For stronger groups:

1. Each student in the group should read all 3 of the advice columns.
2. Give your opinion on the advice given. Do you agree with it or not? How would you improve on it? Have you ever experienced a similar problem? If so, how did you handle it? Share your opinion with the other students in your group and discuss your points of view.

PolyAdvice Task 1: Distribute the writing paper provided. 15-20 minutes to give instructions and to write 100 words (approx.) Take in the letters.

PolyAdvice Task 2: Chain Advice Letter-Writing Activity, should take up the rest of the class time. Divide groups into 2, 3 or 4, depending on time. Give one letter to each student (not the one they wrote). Students have 4-5 minutes to start the reply, and then they pass it on to their neighbor who continues the body of the letter in chain-writing format. At the end, there will be one reply to each letter, jointly written by the students in each circle. Rotation every 5 minutes until the letter comes back to the student who began it. Read aloud to the class if you have time and are so inclined.

Video assignment: My BIG dream



By Claudine GROMMERCH

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Institut des Langues Vivantes – Université Catholique de Louvain-la-Neuve

Lesson Plan: My BIG Dream - Video Project

Course: English in real-world contexts: pathways to complexity, accuracy and fluency

Year: 1st Year Bachelor's degree

CEFR-level: B2

Topics:

- Personal strengths
- Life goals

Duration: 60 minutes (in class)

Learning Objectives:

By the end of this lesson, students will be able to:

- Understand the purpose and requirements of the "My BIG Dream" video assignment.
- Identify the key elements to include in their personal dream video:
 - **Personal strengths, talents, gifts, treasures:** What makes them unique and equipped to achieve your dream?
 - **Life goals/what you will achieve before you die:** Think about the impact they want to make.
- Recognize the importance of effective presentation skills (visual aids, communication, rehearsal).
- Understand the expectations for peer feedback and constructive criticism.
- Ask clarifying questions about the assignment.

Material:

- Projector/Smartboard
- Computer with internet access
- Instructions in the course notes + PowerPoint document
- Example(s) of a video prepared by (a) previous year's student(s)
- Evaluation grid

Lesson Procedure:

1. Warm-up & Introduction (Whole Class) (5 minutes)
2. Step 1 : Watching the Motivational Speech by Denzel Washington + feedback on the video (15 minutes) : <https://www.youtube.com/watch?v=tbnzAVRZ9Xc>.
3. Step 2: Description of the video assignment + example(s) from previous year's students (15 minutes)
4. Technical Aspects & Tools for Step 2 (Whole Class & Demonstration/Discussion) (10 minutes)
5. Instructions about peer feedback: Step 3 Overview & Discussion (Whole Class & Group Brainstorm) (5 minutes)
6. Q&A and Next Steps (5 minutes)
7. Wrap-up & Encouragement (5 minutes)

Differentiation/Considerations:

- **For students struggling with generating a "BIG dream":** Suggest brainstorming prompts: "What problem would you like to solve?", "What makes you feel truly alive?", "If money/obstacles weren't an issue, what would you pursue?", "What legacy do you want to leave?"
- **For students with technical difficulties:** Offer to provide extra support sessions or direct them to IT resources at the university. Remind them to test their recording setup in advance.
- **For students shy about video recording:** Reassure them that this is a safe learning environment and that practice builds confidence. Emphasize the importance of clear communication over perfect performance.
- **For advanced students:** Encourage them to think about advanced storytelling techniques in their videos or more nuanced constructive criticism in their feedback.

Instructions in the students' course notes

There are 3 steps to the project:

STEP 1 : Watch the video

Watch Denzel Washington's motivational speech at the University of Pennsylvania.

<https://www.youtube.com/watch?v=tbnzAVRZ9Xc>

STEP 2 : Describe your BIG dream in a 3-minute video that you post on Padlet

Record your 'BIG dream' presentation mentioning

1. your personal strengths, talents, gifts, treasures, ...
2. your life goals, what you are going to do / achieve with them before you die (dream BIG to avoid the ghosts around your death bed !)

Bear in mind the following:

1. Think of how you can make the subject interesting to your audience. Try to bring them into your world, give them a glimpse of your big dream. Make them dream too !
2. While a little context is OK, avoid long historical/factual descriptions of your subject.
3. The presentation should last between 3 and 5 minutes..
4. Make sure you have visual aids (PPT, Prezi...) AND yourself during the presentation
5. Before you record: rehearse, rehearse, rehearse. Preferably with a test audience.
6. Do several takes, watch yourself in between, and start over if necessary.
7. Last, but by no means least, do NOT write out a full text, and especially don't read it out. The point is for you to communicate with your audience, get something across, and that simply cannot be done when you hide behind a sheet of paper.

Deadline : end of week 5

STEP 3 : Watch your classmates' videos and give some feedback on (at least) 3 of them

React to at least 3 different videos by replying to the topic. In total, you should post at least 3 replies, distributed over at least 3 videos. These reactions should (when taking into account all your posts together)

1. be part written, part recorded (audio or video) - at least 1 of each
 - a. for the written replies: at least 100 Words
 - b. for the recorded replies, it's nicer if you record yourself with video as well, but not compulsory;

In addition, when you receive a comment on your presentation, please take the time to reply :)

2. be distributed fairly: if there are already 3 reactions to a video, move to another one. If all the videos have at least 3 replies, feel free to add comments to any video you like. This way, we'll make sure everyone's video is watched and commented on.

Bear in mind the following:

1. Constructive criticism is welcome, but formulate it in a way that is mindful of other students' feelings.
2. Ask questions about the topic to clarify anything that might not be clear, or that you are curious about.
3. Add Quite Interesting (QI) information to the topic of the videos of your peers. Mention your own experience with it, anything that is Quite Interesting and related to it (don't copy/paste Wikipedia). (QI is also a BBC Two show, watch excerpts on their Youtube channel: you'll learn things and have fun!)
4. Suggest other things that they may like (e.g. if you like Bob Dylan, maybe you'll like Leonard Cohen...)
5. Anything else you feel is relevant to the discussion, even if it is just a thumbs up!

Deadline : end of week 7

And after that? After the project, make sure you evaluate your performance.

Additional links

1. **Link to the (full) lesson plan:**

<https://docs.google.com/document/d/1vFte-z0n11BUH-usaJfpFN56GRANsGLG/edit?usp=sharing&oid=111550498837883728294&rtpof=true&sd=true>

2. **Link to the PowerPoint with the instructions for the students:**

<https://docs.google.com/presentation/d/178oCigZMEXENnqVMm4OvLxf1iKrcRUll/edit?usp=sharing&oid=111550498837883728294&rtpof=true&sd=true>

3. **Links to concrete videos made by students that can be used as examples:**

Example 1:

https://drive.google.com/file/d/1K9Pb9_z2W9LlafwfKspLfpXvfuNc5XOI/view?usp=sharing

Example 2:

<https://drive.google.com/file/d/1KHuCSZvQdLvFJFZky52kr9auAm5-Xk-/view?usp=sharing>

4. **Link to the evaluation grid + feedback given by the teacher on one video:**

https://docs.google.com/document/d/1B_jSb9ZXnuMGAr6BkEYgEfVB12kCfpeT/edit?usp=sharing&oid=111550498837883728294&rtpof=true&sd=true

GRAMMAR CHALLENGE ACTIVITY

INSTRUCTIONS

Objective: Review grammar rules in groups

- **Total session duration:** 2 hours
- **Groups of 3 students (+ 2 teachers)**
- **CECRL level : B1/B2**

Instructions:

- **1.5 hours** to complete 4 worksheets in the form of multiple-choice questions (tenses, phrasal verbs, prepositions, linking words).
- Students cannot have all 4 worksheets at the same time. They must hand in one sheet to receive the next.
- They are allowed 3 "jokers" or help options, which they can only use once each throughout the session:
 - **Joker 1:** Check in a grammar book (3 minutes)
 - **Joker 2:** Check in a dictionary (3 minutes)
 - **Joker 3:** Ask a friend (the teachers!) to identify the wrong answers. Students have the opportunity for a second chance to correct their answers before handing in their worksheet permanently.
- If a group is slower than the others, give all remaining worksheets in the last 15 minutes.
- For the fastest groups, prepare an additional exercise (error analysis) with bonus points.
- Teachers correct the worksheets as they go and write down the points on the board to encourage competition.

This session can take place at the beginning of the year either to get an overview of the students' level or to perform a final grammatical review at the end of the year.

➡ Plan for corrections, additional revision exercises, as well as grammar sheets to be provided, and practice on Global Exam (ENT).

CONJUNCTIONS AND LINKING WORDS

Fill in the correct conjunctions and linking words from the list.

as well as	during	because	either....or
neither... nor	when	although	unless
which	So that	then	so
despite	while	such as	however
besides			

1. _____ Dad comes home from work he lies down on the sofa _____ he is tired.
2. Max had a headache yesterday, _____ he didn't come to basketball practice.
3. This is Toby's new mountain bike, _____ he got from his parents. He locks it up every evening, _____ nobody can take it.
4. _____ Samantha was very tired, she watched TV until well after midnight.
5. First, cut out the pictures, _____ glue them into your album.
6. I would like to learn Japanese, _____ , I don't know anyone who can teach me.
7. _____ we were driving through the countryside we saw many nice villages.
8. The Hemingways are our neighbours _____ our friends.
9. You can have _____ tea _____ coffee for breakfast.
10. _____ being a well-known politician, John Smith can also play the piano very well.
11. _____ his injury, the boy desperately wanted to play for his team in the finals.
12. _____ the hike up the mountains we saw a lot of deer.
13. _____ you finish that essay you won't get anything to eat.
14. _____ my mother _____ my father will be able to attend the meeting.
15. He likes all kinds of sports, _____ skiing, hockey and volleyball

KEY ANSWERS

CONJUNCTIONS AND LINKING WORDS

Fill in the correct conjunctions and linking words from the list.

as well as	during	because	either....or
neither... nor	when	although	unless
which	so that	then	so
despite	while	such as	however
besides			

1. When Dad comes home from work he lies down on the sofa because he is tired.
2. Max had a headache yesterday, so he didn't come to basketball practice.
3. This is Toby's new mountain bike, which he got from his parents. He locks it up every evening, so that nobody can take it.
4. Although Samantha was very tired, she watched TV until well after midnight.
5. First, cut out the pictures, then glue them into your album.
6. I would like to learn Japanese, however, I don't know anyone who can teach me.
7. While we were driving through the countryside we saw many nice villages.
8. The Hemingways are our neighbours as well as our friends.
9. You can have either tea or coffee for breakfast.
10. Besides being a well-known politician, John Smith can also play the piano very well.
11. Despite his injury, the boy desperately wanted to play for his team in the finals.
12. During the hike up the mountains we saw a lot of deer.
13. Unless you finish that essay you won't get anything to eat.
14. Neither my mother nor my father will be able to attend the meeting.
15. He likes all kinds of sports, such as skiing, hockey and volleyball

PREPOSITIONS

Complete the sentence with the correct preposition from the choices given.

1. We are very excited _____ our trip to Spain next week. (AT, WITH, ABOUT, OVER)
2. I am very fond _____ drinking green tea. (FOR, OF, ABOUT, AT)
3. Almost all politicians were involved _____ the scandal. (IN, AT, WITH, FROM)
4. I am looking forward _____ having a meeting with you next week. (WITH, AT, TO, FROM)
5. At the moment, she is recovering _____ her injuries. (AT, OF, FROM, WITH)
6. I'm dreaming _____ becoming a famous scientist one day (FOR, WITH, ABOUT, INTO)
7. My cousin is married _____ a famous American (WITH, FOR, TO, FROM)
8. I am responsible _____ training the new recruits. (AT, ABOUT, WITH, FOR)
9. Many people took advantage _____ the low prices offered by the new shop (OF, FOR, WITH, TO)
10. I was not quite satisfied _____ the exam results. (AT, FOR, WITH, ABOUT)
11. The president was thankful _____ everyone who helped in the campaign (TO, WITH, FOR, AT)
12. Everyone in this town will benefit _____ the new hospital (FROM, WITH, AT, INTO)
13. For two full days, the man was fighting _____ his life. (UP, WITH, AT, FOR)
14. My dad shouted _____ me because I didn't do what he said (TO, AT, WITH, TOWARDS)
15. She insisted _____ helping me with the dishes. (ON, WITH, FOR, ABOUT)
16. Almost all car companies care _____ the environment (FOR, AT, ABOUT, WITH)
17. Wearing a seat belt can protect you _____ being killed in a car. (WITH, OF, ABOUT, FROM)
18. Ten people were killed when a bus collided _____ a car (INTO, WITH, AT, TOWARDS)
19. The customers came to the shop to complain _____ their service (ABOUT, AT, ON, FOR)
20. Our atmosphere consists _____ oxygen, nitrogen and carbon dioxide (INTO, OF, WITH, FOR)
21. We decided _____ buying the new car. (AGAINST, WITH, AT, OF)
22. Many children depend _____ their parents for money. (ON, AT, WITH, TO)
23. He graduated _____ Oxford university (ON, FROM, OUT OF, WITH)
24. The advertising campaign resulted _____ hundreds of new customers for the company. (TO, FOR, UP, IN)
25. As a scientist, I specialize _____ marine biology (AT, IN, FOR, WITH)

Complete the sentence with the correct preposition from the choices given.

1. We are very excited **ABOUT** our trip to Spain next week. (AT, WITH, ABOUT, OVER)
2. I am very fond **OF** drinking green tea. (FOR, OF, ABOUT, AT)
3. Almost all politicians were involved **IN** the scandal. (IN, AT, WITH, FROM)
4. I am looking forward **TO** having a meeting with you next week. (WITH, AT, TO, FROM)
5. At the moment, she is recovering **FROM** her injuries. (AT, OF, FROM, WITH)
6. I'm dreaming **ABOUT** becoming a famous scientist one day (FOR, WITH, ABOUT, INTO)
7. My cousin is married **TO** a famous American (WITH, FOR, TO, FROM)
8. I am responsible **FOR** training the new recruits. (AT, ABOUT, WITH, FOR)
9. Many people took advantage **OF** the low prices offered by the new shop (OF, FOR, WITH, TO)
10. I was not quite satisfied **WITH** the exam results. (AT, FOR, WITH, ABOUT)
11. The president was thankful **FOR** everyone who helped in the campaign (TO, WITH, FOR, AT)
12. Everyone in this town will benefit **FROM** the new hospital (FROM, WITH, AT, INTO)
13. For two full days, the man was fighting **FOR** his life. (UP, WITH, AT, FOR)
14. My dad shouted **AT** me because I didn't do what he said (TO, AT, WITH, TOWARDS)
15. She insisted **ON** helping me with the dishes. (ON, WITH, FOR, ABOUT)
16. Almost all car companies care **ABOUT** the environment (FOR, AT, ABOUT, WITH)
17. Wearing a seat belt can protect you **FROM** being killed in a car. (WITH, OF, ABOUT, FROM)
18. Ten people were killed when a bus collided **WITH / INTO** a car (INTO, WITH, AT, TOWARDS)
19. The customers came to the shop to complain **ABOUT** their service (ABOUT, AT, ON, FOR)
20. Our atmosphere consists **OF** oxygen, nitrogen and carbon dioxide (INTO, OF, WITH, FOR)
21. We decided **AGAINST** buying the new car. (AGAINST, WITH, AT, OF)
22. Many children depend **ON** their parents for money. (ON, AT, WITH, TO)
23. He graduated **FROM** Oxford university (ON, FROM, OUT OF, WITH)
24. The advertising campaign resulted **IN** hundreds of new customers for the company. (TO, FOR, UP, IN)
25. As a scientist, I specialize **IN** marine biology (AT, IN, FOR, WITH)

PHRASAL VERBS

Fill in the correct form of one of the phrasal verbs from the box!

get along	give away	step down
make up	ring back	find out
cut off	carry out	take over
fall over	give up	hold up
go off	make out	sort out

1. I have all the information that you need but I'm busy. Can I _____ you _____ in half an hour?
2. The Prime Minister has decided to _____ after 10 years in office.
3. We heard the bomb _____ from the hotel where we checked in.
4. Large companies sometimes _____ smaller ones.
5. My brother and I _____ very well most of the time, but occasionally we do have a fight.
6. I _____ playing football a long time ago because of a knee injury.
7. Don't worry, we'll try to _____ the problems and find a solution for everyone.
8. That story cannot be true. You have surely _____ it _____.
9. After browsing the internet for some time, we finally _____ where he lived.
10. I had no use for the books so I _____ them _____ to the library.
11. I can't _____ if it's a woman or a man, because the person is too far away.
12. The pavement is very icy so be careful you don't _____.
13. There have been a number of robberies, but up to now the police don't know who _____ them _____.
14. The traffic on the motorway was _____ by construction work.
15. The energy company _____ our electricity because we didn't pay.

Key answers

PHRASAL VERBS

Fill in the correct form of one of the phrasal verbs from the box!

get along	give away	step down
make up	ring back	find out
cut off	carry out	take over
fall over	give up	hold up
go off	make out	sort out

1. I have all the information that you need but I'm busy. Can I **ring** you **back** in half an hour? (=rappeler)
2. The Prime Minister has decided to **step down** after 10 years in office. (=quitter ses fonctions)
3. We heard the bomb **go off** from the hotel where we checked in. (=exploser)
4. Large companies sometimes **take over** smaller ones. (=prendre le contrôle)
5. My brother and I **get along** very well most of the time, but occasionally we do have a fight. (=s'entendre)
6. I **gave up** playing football a long time ago because of a knee injury. (=abandonner)
7. Don't worry, we'll try to **sort out** the problems and find a solution for everyone. (=résoudre, régler)
8. That story cannot be true. You have surely **made** it **up**. (=inventer)
9. After browsing the internet for some time, we finally **found out** where he lived. (=découvrir)
10. I had no use for the books so I **gave** them **away** to the library. (=faire don)
11. I can't **make out** if it's a woman or a man, because the person is too far away. (=discerner, distinguer)
12. The pavement is very icy so be careful you don't **fall over**. (=tomber par terre)
13. There have been a number of robberies, but up to now the police don't know who **carried** them **out**. (=faire, exécuter)
14. The traffic on the motorway was **held up** by construction work. (=retarder)
15. The energy company **cut off** our electricity because we didn't pay. (=couper, interrompre)

TENSES

Choose the correct tense for each sentence!

1	After Jonathan _____ his degree, he intends to work in an office.	will finish – will have finished – finishes– is finishing
2	Lola looked down to discover a snake at her feet. When she saw it she _____.	screamed – was screaming – had screamed - screams
3	I borrowed four books on gardening the last time I _____ to the library.	go – went – had gone – have gone
4	By the time I go to bed tonight I _____ my work for the day	will finish – have finished – will have finished - finish
5	Mark Twain _____ in a small town in Mississippi.	was growing up – had grown up – grew up – has grown up
6	When my parents _____ tomorrow, they will see our new baby for the first time.	will arrive – arrive – will have arrived – arrived
7	Until you learn how to take a break, you _____ your ability to speak English.	haven't improved – aren't improving – don't improve – won't improve
8	My grandfather _____ in an airplane before, so this is his first time.	never flies – had never flown – has never flown – never flew
9	I _____ in this city since I was a small child.	have been living – am living – had been living – lived
10	While I _____ TV last night a small mouse ran across the room.	watched – have watched – watch – was watching
11	Jane isn't here yet. I _____ since noon but there is no sign of her.	have waited – am waiting – wait – have been waiting
12	By the time my brother finally graduated from high school, he _____ seven different schools.	attended – was attending – had attended – had been attending
13	On June 20 th I returned home. I _____ for almost two years.	was away -have been away – am away – had been away
14	When I got to the party, many people _____.	were already dancing – already danced – had already danced – have already danced.
15	Before I started the car, all of the passengers _____ their seat belts.	will buckle – will have buckled – had buckled – buckle
16	Right now we _____ a heat wave. It's been so hot for almost a week.	have – have had – have been having – are having
17	When I go and see the doctor this afternoon I _____ him to take a look at my throat.	will ask – asked – will have asked – ask
18	I sent you the money almost a week ago but I still _____ any confirmation.	hadn't received – didn't receive – haven't received – am not receiving
19	After they _____ the race the celebrations began.	won – have won -win – had won
20	Our football team _____ a football match until last season, when the new coach came.	never wins – has never won – had never won – never won
21	I _____ all the questions correctly since I began the course.	had answered – have been answering – have answered – answered
22	It's against the law to kill whales. They _____ extinct.	have become – become – became – are becoming
23	Jim, why don't you take some time off. You _____ too hard lately.	are working – were working – had been working – have been working
24	Next month I have a week's vacation. I _____ on going on a trip to the Rockies.	am planning – have planned – will plan -will be planning
25	I'll be right with you as soon as I _____ my keys.	will find – found – find – will have found

TENSES / KEY ANSWERS

Choose the correct tense for each sentence!

1	After Jonathan FINISHES his degree, he intends to work in an office.	will finish – will have finished – finishes – is finishing
2	Lola looked down to discover a snake at her feet. When she saw it she SCREAMED .	screamed – was screaming – had screamed - screams
3	I borrowed four books on gardening the last time I WENT to the library.	go – went – had gone – have gone
4	By the time I go to bed tonight I WILL HAVE FINISHED my work for the day	will finish – have finished – will have finished - finish
5	Mark Twain GREW up in a small town in Mississippi.	was growing up – had grown up – grew up – has grown up
6	When my parents ARRIVE tomorrow, they will see our new baby for the first time.	will arrive – arrive – will have arrived – arrived
7	Until you learn how to take a break, you WON'T IMPROVE your ability to speak English.	haven't improved – aren't improving – don't improve – won't improve
8	My grandfather HAS NEVER FLOWN in an airplane before, so this is his first time.	never flies – had never flown – has never flown – never flew
9	I HAVE BEEN LIVING in this city since I was a small child.	have been living – am living – had been living – lived
10	While I WAS WATCHING TV last night a small mouse ran across the room.	watched – have watched – watch – was watching
11	Jane isn't here yet. I HAVE BEEN WAITING since noon but there is no sign of her.	have waited – am waiting – wait – have been waiting
12	By the time my brother finally graduated from high school, he HAD ATTENDED seven different schools.	attended – was attending – had attended – had been attending
13	On June 20 th I returned home. I HAD BEEN AWAY for almost two years.	was away -have been away – am away – had been away
14	When I got to the party, many people WERE ALREADY DANCING .	were already dancing – already danced – had already danced – have already danced.
15	Before I started the car, all of the passengers HAD BUCKLED their seat belts.	will buckle – will have buckled – had buckled – buckle
16	Right now we ARE HAVING a heat wave. It's been so hot for almost a week.	have – have had – have been having – are having
17	When I go and see the doctor this afternoon I WILL ASK him to take a look at my throat.	will ask – asked – will have asked – ask
18	I sent you the money almost a week ago but I still HAVEN'T RECEIVED any confirmation.	hadn't received – didn't receive – haven't received – am not receiving
19	After they HAD WON the race the celebrations began.	won – have won -win – had won
20	Our football team HAD NEVER WON a football match until last season, when the new coach came.	never wins – has never won – had never won – never won
21	I HAVE ANSWERED all the questions correctly since I began the course.	had answered – have been answering – have answered – answered
22	It's against the law to kill whales. They ARE BECOMING extinct.	have become – become – became – are becoming
23	Jim, why don't you take some time off. You HAVE BEEN WORKING too hard lately.	are working – were working – had been working – have been working
24	Next month I have a week's vacation. I AM PLANNING on going on a trip to the Rockies.	am planning – have planned – will plan -will be planning
25	I'll be right with you as soon as I FIND my keys.	will find – found – find – will have found

Congrès de l'APLIUT 2025 – Colmar – SWAP-SHOPS

Alison Leonard / Dépt SD (Science des Données) / IUT de Vannes / alison.leonard@univ-ubs.fr

1) Activity: **Famous French Economists** (= a pairwork speaking activity with gapfill)

Objectives: asking questions; working on clear pronunciation; spelling; learning a bit about Esther Duflou, Thomas Piketty & Gabriel Zucman

Materials: worksheets A & B

The Activity (about 45min-1h):

- Lead in: do you know of any famous French economists...?
- Students take turns either asking questions to find the missing parts of the text **or** they dictate parts of their text to their partner (instructions on the worksheets)
- A vocabulary at the end of the text

2) **Graph Commentaries** (= gapfill)

Objective: practicing commenting on a graph

Materials: 2 worksheets, **Covid Deaths in France & The Biggest Importers of French Champagne**

3 Famous French Economists (A)

I. Ask your partner questions to find out the missing information:

Thomas Piketty (born 7 May ¹⁾ _____) is a French economist whose work focuses on wealth and income inequality. He is a professor at the School for Advanced Studies in the Social Sciences (EHESS), at the Paris School of Economics and at the International Inequalities Institute, which is part of the London School of Economics (LSE).

Piketty specializes in ³⁾ _____, taking a historical and statistical approach. His work looks at the rate of capital accumulation in relation to economic growth over a two hundred year spread from the nineteenth century to the present. His novel use of tax records enabled him to gather data on the very top economic elite, who had previously been understudied, and to ascertain their rate of accumulation of wealth and how this compared to the rest of society and the economy. His recent best-selling book, ⁵⁾ _____ (2013), relies on economic data going back 250 years to show that an ever-rising concentration of wealth is not self-correcting. To address this problem, he proposes ⁷⁾ _____.

Piketty was born in the Parisian suburb of Clichy. His parents had been involved with ⁹⁾ _____, but they had moved away from this political position before Piketty was born, and a visit to the Soviet Union in 1991 was enough to make him a firm believer in ¹¹⁾ _____.

Piketty earned a scientific Baccalauréat, and after attending a scientific preparatory program, he entered the École Normale Supérieure (ENS) at the age of 18, where he studied mathematics and economics. At the age of 22, Piketty was awarded his PhD for a thesis on wealth redistribution, which he wrote at the LSE and EHESS and he won the French Economics Association's award for ¹³⁾ _____.

After earning his PhD, Piketty taught from 1993 to 1995 as an assistant professor in the Department of Economics at the Massachusetts Institute of Technology (MIT). In ¹⁵⁾ _____, he joined the CNRS as a researcher, and in 2000 he became a professor at EHESS.

Piketty won the 2002 prize for the best young economist in France, and in 2006 he served as an economic advisor to ¹⁷⁾ _____ during the French presidential campaign. He is a columnist for the French newspaper *Libération*, and occasionally writes op-eds for *Le Monde*.

In January 2015, he rejected the ¹⁹⁾ _____ order, stating that he refused the nomination because he did not think it was the government's role to decide who is honourable. Piketty was appointed to the British Labour Party's Economic Advisory Committee and advised that tax rates could be raised above 50% for earnings over one million pounds without it impacting the economy.

In October 2015 Piketty received an honorary doctorate from the ²¹⁾ _____ and was asked to deliver the 13th Annual Nelson Mandela Lecture there.

In February 2017, it was announced that he had joined the socialist Benoît Hamon's campaign team in the latter's presidential run. He took charge of EU matters, and more precisely, the Fiscal Stability Treaty (TSCG), while Julia Cagé was responsible for the candidate's economic and fiscal platform. He is also in favour of a ²³⁾ _____, which was one of Benoît Hamon's key proposals, although their views on the matter are different.

Thomas Piketty was the partner of the politician Aurélie Filippetti and is currently married to fellow economist Julia Cagé.

II. Take turns dictating & completing your text with your partner:

Esther Duflo (born 25 October 1972) is a French-American economist, who is Professor of Poverty Alleviation and Development Economics at the Massachusetts Institute of Technology (MIT). She shared the 2019 Nobel Prize in Economic Sciences with Abhijit Banerjee and Michael Kremer, "for "

Duflo's research focuses on microeconomic issues in developing countries, _____, _____, _____, _____, and policy evaluation. Together with Banerjee and others, she has been a driving force in advancing field experiments as an important methodology to discover causal relationships in economics. Together with Banerjee, she wrote *Poor Economics* (2011) and *Good Economics for Hard Times* (2019).

Duflo was born in Paris, the _____ Violaine Duflo and _____ Michel Duflo. During Duflo's childhood, her mother often participated in _____.

After studying in the B/L preparatory program at Lycée Henri-IV, Duflo began her _____ at the École Normale Supérieure (ENS) in Paris planning to study history, her interest since _____. In her second year, she began considering a career in the civil service or politics. She _____ starting in 1993. She _____ and worked on a history thesis that described how the Soviet Union "_____, like the Stalingrad tractor factory, _____, and how propaganda requirements changed the actual shape of the projects." In Moscow, she also worked as a research assistant for a French economist connected to the Central Bank of Russia and, separately, for Jeffrey Sachs, an American economist, who was advising the Russian Minister of Finance. The experiences at these research posts led her to conclude that "economics had potential as a lever of action in the world" and she could satisfy academic ambitions _____ "_____".

She _____ at the ENS in 1994 and received a Master's degree from DELTA, now the Paris School of Economics, jointly with the EHESS of the Université Paris Sciences et Lettres (PSL) and the ENS in 1995. Subsequently, she completed a PhD in economics at MIT in 1999, under the joint supervision of Abhijit Banerjee and Joshua Angrist. Her PhD dissertation _____ an Indonesian school-expansion program in the 1970s and it provided the conclusive evidence that _____. Upon completing her PhD, she was appointed assistant professor of economics at MIT and has been at MIT ever since, aside from a leave at Princeton University in 2001-2002, and at the Paris School of Economics in 2007 and 2017.

Duflo and Banerjee have taken a special interest in _____. In 2003, she conducted a trial experiment on teacher absenteeism in 120 schools run by a non-profit group. _____

In 2003, she co-founded Poverty Action Lab at MIT, which has since conducted over 200 empirical development experiments and trained development practitioners _____. The lab has branches in Chennai, India and at the Paris School of Economics. In 2006, together with several colleagues, Duflo conducted another experiment in India. It showed that taped speeches by women were more readily accepted in villages that had experienced women leaders. Duflo became _____ that _____ could _____, but she experienced difficulty in convincing her peers. Duflo entered in the public sphere in 2013 when she sat in the new Global Development Committee, which advised former US President Barack Obama on

She writes a monthly column for *Libération*, a French daily newspaper.

Duflo is _____ Abhijit Banerjee; the couple _____. Banerjee was a joint supervisor of Duflo's PhD in economics at MIT in 1999.

Gabriel Zucman (born 30 October 1986) is a French economist known for his research on tax havens from his 2015 book *The Hidden Wealth of Nations: The Scourge of Tax Havens*. Zucman is also known for his work on the quantification of the financial scale of base erosion and profit shifting (BEPS), tax avoidance techniques employed by multinationals in corporate tax havens, through which he identified Ireland as the world's largest corporate tax haven in 2018, even larger than the entire Caribbean corporate tax haven system. Zucman showed that the leading corporate tax havens are all OECD-compliant, and that tax disputes between high-tax locations and havens are very rare. Based on his calculations, he finds about 8% of the global financial wealth of households, or \$7.6 trillion, to be held in tax havens, three-quarters of which go undeclared.

In 2018, Zucman was the recipient of the Prize for the Best Young Economist in France, awarded by the *Cercle des économistes* and *Le Monde* in recognition of his research on tax evasion and avoidance and their economic consequences.

Zucman was born in Paris and is the son of two French doctors; his mother is an immunology researcher while his father treats HIV patients.

In interviews, Zucman describes the "traumatic political event of my youth", as being when Jean-Marie Le Pen reached the final round of the 2002 French presidential election, when Zucman was 15. In 2018, Zucman said of that event: "A lot of my political thinking since then has been focused on how we can avoid this disaster from happening again. So far, we've failed".

From 2005 to 2010, Zucman attended the ENS de Cachan, one of France's prestigious *Grandes Écoles*. After that, he first earned his MSc in economic policy analysis in 2008 and a PhD in economics in 2013, both from the Paris School of Economics, for which he received the French Economic Association's award for best PhD dissertation in 2014. Zucman has worked as Co-Director of the World Wealth and Income Database (WID), a database aiming at the provision of access to extensive data series on the world distribution of income and wealth, since 2015. He is currently an Assistant Professor of Economics at the University of California, Berkeley.

He co-founded and acts as editor-in-chief for *Regards croisés sur l'économie*, a review aimed at exposing the French general public to academic research in economics.

Zucman has co-written several papers with Thomas Piketty.

Zucman is married to the French economist, Claire Montialoux, whom he met in 2006.

Vocabulary - translate/explain these words from the text:

- | | |
|------------------|--------------------|
| 1) wealth | 11) peers |
| 2) suburb | 12) former |
| 3) awarded | 13) regarding |
| 4) thesis | 14) tax havens |
| 5) op-eds | 15) scourge |
| 6) to alleviate | 16) OECD-compliant |
| 7) childhood | 17) household |
| 8) undergraduate | 18) round |
| 9) wages | |
| 10) trials | |

➔ **What do the 3 economists have in common? (make a list)**

3 Famous French Economists

(B)

I. Ask your partner **questions** to find out the missing information:

Thomas Piketty (born 7 May 1971) is a French economist whose work focuses on ²⁾ _____. He is a professor at the School for Advanced Studies in the Social Sciences (EHESS), at the Paris School of Economics and at the International Inequalities Institute, which is part of the London School of Economics (LSE).

Piketty specializes in economic inequality, taking a ⁴⁾ _____ approach. His work looks at the rate of capital accumulation in relation to economic growth over a two hundred year spread from the nineteenth century to the present. His novel use of tax records enabled him to gather data on the very top economic elite, who had previously been understudied, and to ascertain their rate of accumulation of wealth and how this compared to the rest of society and the economy. His recent best-selling book, *Capital in the Twenty-First Century* (2013), relies on economic data going back 250 years to show that ⁶⁾ _____. To address this problem, he proposes redistribution through a progressive global tax on wealth.

Piketty was born ⁸⁾ _____. His parents had been involved with a Trotskyist group and the May 1968 protests in Paris, but they had moved away from this political position before Piketty was born, and a visit to the Soviet Union in ¹⁰⁾ _____ was enough to make him a firm believer in capitalism, private property and the market.

Piketty earned a scientific Baccalauréat, and after attending a scientific preparatory program, he entered the École Normale Supérieure (ENS) at the age of 18, where he studied mathematics and economics. At the age of 22, Piketty was awarded his PhD for a thesis on ¹²⁾ _____, which he wrote at the LSE and EHESS and he won the French Economics Association's award for the best thesis of the year.

After earning his PhD, Piketty taught from ¹⁴⁾ _____ as an assistant professor in the Department of Economics at the Massachusetts Institute of Technology (MIT). In 1995, he joined the CNRS as a researcher, and in 2000 he became a professor at ¹⁶⁾ _____.

Piketty won the 2002 prize for the best young economist in France, and in 2006 he served as an economic advisor to Socialist Party candidate Ségolène Royal during the French presidential campaign. He is a columnist for the French newspaper *Libération*, and occasionally writes op-eds for ¹⁸⁾ _____.

In January 2015, he rejected the French Legion of Honour order, stating that he refused the nomination because he did not think it was the government's role to decide who is honourable.

Piketty was appointed to the ²⁰⁾ _____ Economic Advisory Committee and advised that tax rates could be raised above 50% for earnings over one million pounds without it impacting the economy.

In October 2015 Piketty received an honorary doctorate from the University of Johannesburg and was asked to deliver the 13th Annual Nelson Mandela Lecture there.

In February 2017, it was announced that he had joined the ²²⁾ _____ campaign team in the latter's presidential run. He took charge of EU matters, and more precisely, the Fiscal Stability Treaty (TSCG), while Julia Cagé was responsible for the candidate's economic and fiscal platform. He is also in favour of a "credible and bold universal basic income", which was one of Benoît Hamon's key proposals, although their views on the matter are different.

Thomas Piketty was the partner of the politician Aurélie Filippetti and is currently married to fellow economist ²⁴⁾ _____.

II. Take turns **dictating** & completing your text with your partner:

Esther Duflo (born 25 October 1972) is a French-American economist, who is Professor of Poverty Alleviation and Development Economics at the Massachusetts Institute of Technology (MIT). She shared the 2019 Nobel Prize in Economic Sciences with Abhijit Banerjee and Michael Kremer, "for their experimental approach to alleviating global poverty".

Duflo's research focuses on microeconomic issues in developing countries, including household behavior, education, access to finance, health, and policy evaluation. Together with Banerjee and others, she has been a driving force in advancing field experiments as an important methodology to discover causal relationships in economics. Together with Banerjee, she wrote *Poor Economics* (2011) and *Good Economics for Hard Times* (2019).

Duflo was born in Paris, the daughter of pediatrician Violaine Duflo and mathematics professor Michel Duflo. During Duflo's childhood, her mother often participated in medical humanitarian projects.

After studying in the B/L preparatory program at Lycée Henri-IV, Duflo began her undergraduate studies at the École Normale Supérieure (ENS) in Paris planning to study history, her interest since childhood. In her second year, she began considering a career in the civil service or politics. She spent ten months in Moscow starting in 1993. She taught French and worked on a history thesis that described how the Soviet Union "had used the big construction sites, like the Stalingrad tractor factory, for propaganda, and how propaganda requirements changed the actual shape of the projects." In Moscow, she also worked as a research assistant for a French economist connected to the Central Bank of Russia and, separately, for Jeffrey Sachs, an American economist, who was advising the Russian Minister of Finance. The experiences at these research posts led her to conclude that "economics had potential as a lever of action in the world" and she could satisfy academic ambitions while doing "things that mattered".

She finished her degree in history and economics at the ENS in 1994 and received a Master's degree from DELTA, now the Paris School of Economics, jointly with the EHESS of the Université Paris Sciences et Lettres (PSL) and the ENS in 1995. Subsequently, she completed a PhD in economics at MIT in 1999, under the joint supervision of Abhijit Banerjee and Joshua Angrist. Her PhD dissertation focused on effects of a natural experiment involving an Indonesian school-expansion program in the 1970s and it provided the conclusive evidence that in a developing country, more education resulted in higher wages. Upon completing her PhD, she was appointed assistant professor of economics at MIT and has been at MIT ever since, aside from a leave at Princeton University in 2001-2002, and at the Paris School of Economics in 2007 and 2017.

Duflo and Banerjee have taken a special interest in India since 1997. In 2003, she conducted a trial experiment on teacher absenteeism in 120 schools run by a non-profit group. By encouraging the teachers to photograph themselves with their students each day, she was able to reduce their absenteeism.

In 2003, she co-founded Poverty Action Lab at MIT, which has since conducted over 200 empirical development experiments and trained development practitioners to run randomized controlled trials. The lab has branches in Chennai, India and at the Paris School of Economics. In 2006, together with several colleagues, Duflo conducted another experiment in India. It showed that taped speeches by women were more readily accepted in villages that had experienced women leaders. Duflo became increasingly convinced that communities supporting women candidates could expect economic benefits, but she experienced difficulty in convincing her peers. Duflo entered in the public sphere in 2013 when she sat in the new Global Development Committee, which advised former US President Barack Obama on issues regarding development aid in poor countries.

She writes a monthly column for *Libération*, a French daily newspaper.

Duflo is married to MIT professor Abhijit Banerjee; the couple have two children. Banerjee was a joint supervisor of Duflo's Ph.D. in economics at MIT in 1999.

Gabriel Zucman (born 30 October 1986) is a French economist _____ from his 2015 book *The Hidden Wealth of Nations: The Scourge of Tax Havens*. Zucman is also known for his work on the quantification of the financial scale of base erosion and profit shifting (BEPS), _____, through which _____ in 2018, _____. Zucman showed that the leading corporate tax havens are all OECD-compliant, and that tax disputes between high-tax locations and havens are very rare. Based on his calculations, he finds about _____, or \$7.6 trillion, to be held in tax havens, _____.

In 2018, Zucman was the recipient of the Prize for the Best Young Economist in France, awarded by the *Cercle des économistes* and *Le Monde* in recognition of his research on _____.

Zucman was born in Paris and is the son of _____; his mother is an _____ while his father _____.

In interviews, Zucman describes the " _____ ", as being when Jean-Marie Le Pen reached the _____ of the 2002 _____, when Zucman _____. In 2018, Zucman said of that event: "A lot of my political thinking since then has been focused on how _____". So far, we've _____.

From 2005 to 2010, Zucman _____ the ENS de Cachan, one of France's prestigious *Grandes Écoles*. After that, he first earned his MSc in _____ in 2008 and a PhD in economics in 2013, both from the Paris School of Economics, for which he received the French Economic Association's award for best PhD dissertation in 2014. Zucman has worked as Co-Director of the World Wealth and Income Database (WID), a database aiming at the provision of _____ on the _____, since 2015. He is _____ an Assistant Professor of Economics at the University of California, Berkeley.

He co-founded and acts as editor-in-chief for *Regards croisés sur l'économie*, a review aimed at exposing the French general public to academic research in economics.

Zucman has co-written _____ with Thomas Piketty.

Zucman is _____, Claire Montialoux, whom he met in _____.

Vocabulary - translate/explain these words from the text:

- | | |
|------------------|--------------------|
| 1) wealth | 11) peers |
| 2) suburb | 12) former |
| 3) awarded | 13) regarding |
| 4) thesis | 14) tax havens |
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| 6) to alleviate | 16) OECD-compliant |
| 7) childhood | 17) household |
| 8) undergraduate | 18) round |
| 9) wages | |
| 10) trials | |

➔ What do the 3 economists have in common? (make a list)

Famous French Economists

Vocabulary Answers

- 1) wealth = la richesse
- 2) a suburb = un banlieu
- 3) awarded = attribué / récompensé
- 4) a thesis = une thèse
- 5) op-eds = des articles d'opinion, des *tribunes libres* (op-ed = opposite the editorials)
- 6) to alleviate [poverty] = soulager, réduire
- 7) childhood = l'enfance
- 8) an undergraduate = un étudiant de premier cycle universitaire (L1-L2-L3)
- 9) wages = la salaire horaire ou journalier
- 10) trials = des essais [de laboratoire]
- 11) peers = ses pairs
- 12) former = ancien (*ex: Obama is a former president*)
- 13) regarding = concernant
- 14) tax havens = des paradis fiscaux (*Be careful : haven ≠ heaven*)
- 15) scourge = un fléau
- 16) OECD-compliant = conforme à l'OCDE
- 17) a household = un foyer, un ménage
- 18) a round = un tour (d'une élection...)

What do the 3 economists have in common?

	Piketty	Duflo	Zucman
Origins	Paris ?	Paris	Paris
Parents	?	pediatrician & math professor	doctors
School	Prépa/ENS	Prépa B/L / ENS / EHESS	(prépa B/L) / ENS
Work	USA: MIT / EHESS	USA: MIT & Princeton	USA: UC Berkeley
Politics	Traumatized by Le Pen in 2 nd round	Advisor to British Labour Party & to Ségolène Royal	Advisor to B.Obama's administration
Link to other countries	Visited the Soviet Union	-Spent 10 months in Russia -Work with India	
All are married to economists			
All work on wealth (re)distribution			
All have written books			

3 Famous French Economists

Thomas Piketty (born 7 May 1971) is a French economist whose work focuses on wealth and income inequality. He is a professor at the School for Advanced Studies in the Social Sciences (EHESS), at the Paris School of Economics and at the International Inequalities Institute, which is part of the London School of Economics (LSE).

Piketty specializes in economic inequality, taking a historic and statistical approach. His work looks at the rate of capital accumulation in relation to economic growth over a two hundred year spread from the nineteenth century to the present. His novel use of tax records enabled him to gather data on the very top economic elite, who had previously been understudied, and to ascertain their rate of accumulation of wealth and how this compared to the rest of society and the economy. His recent best-selling book, *Capital in the Twenty-First Century* (2013), relies on economic data going back 250 years to show that an ever-rising concentration of wealth is not self-correcting. To address this problem, he proposes redistribution through a progressive global tax on wealth.

Piketty was born in the Parisian suburb of Clichy (Hauts-de-Seine). His parents had been involved with a Trotskyist group and the May 1968 protests in Paris, but they had moved away from this political position before Piketty was born, and a visit to the Soviet Union in 1991 was enough to make him a firm believer in capitalism, private property and the market.

Piketty earned a scientific Baccalauréat, and after attending a scientific preparatory program, he entered the École Normale Supérieure (ENS) at the age of 18, where he studied mathematics and economics. At the age of 22, Piketty was awarded his PhD for a thesis on wealth redistribution, which he wrote at the LSE and EHESS and he won the French Economics Association's award for the best thesis of the year.

After earning his PhD, Piketty taught from 1993 to 1995 as an assistant professor in the Department of Economics at the Massachusetts Institute of Technology (MIT). In 1995, he joined the CNRS as a researcher, and in 2000 he became a professor at EHESS.

Piketty won the 2002 prize for the best young economist in France, and in 2006 he served as an economic advisor to Socialist Party candidate Ségolène Royal during the French presidential campaign. He is a columnist for the French newspaper *Libération*, and occasionally writes op-eds for *Le Monde*.

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Gabriel Zucman (born 30 October 1986) is a French economist known for his research on tax havens from his 2015 book *The Hidden Wealth of Nations: The Scourge of Tax Havens*. Zucman is also known for his work on the quantification of the financial scale of base erosion and profit shifting (BEPS), tax avoidance techniques employed by multinationals in corporate tax havens, through which he identified Ireland as the world's largest corporate tax haven in 2018, even larger than the entire Caribbean corporate tax haven system. Zucman showed that the leading corporate tax havens are all

OECD-compliant, and that tax disputes between high-tax locations and havens are very rare. Based on his calculations, he finds about 8% of the global financial wealth of households, or \$7.6 trillion, to be held in tax havens, three-quarters of which go undeclared.

In 2018, Zucman was the recipient of the Prize for the Best Young Economist in France, awarded by the *Cercle des économistes* and *Le Monde* in recognition of his research on tax evasion and avoidance and their economic consequences.

Zucman was born in Paris and is the son of two French doctors; his mother is an immunology researcher while his father treats HIV patients.

In interviews, Zucman describes the "traumatic political event of my youth", as being when Jean-Marie Le Pen reached the final round of the 2002 French presidential election, when Zucman was 15. In 2018, Zucman said of that event: "A lot of my political thinking since then has been focused on how we can avoid this disaster from happening again. So far, we've failed".

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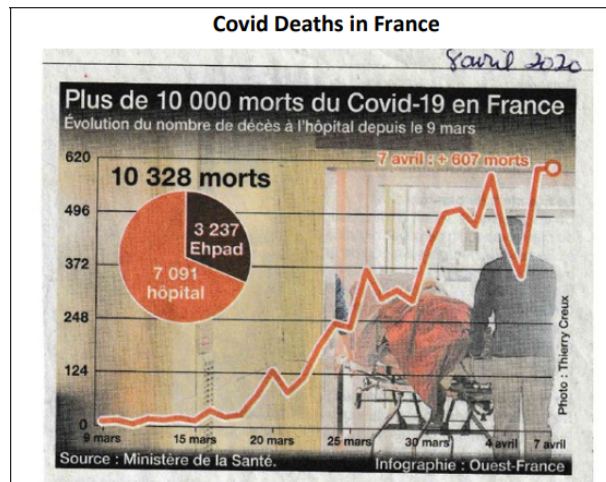
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Vocabulary - translate/explain these words from the text:

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| 7) childhood | 17) household |
| 8) undergraduate | 18) round |
| 9) wages | |
| 10) trials | |

➔ What do the 3 economists have in common? (make a list)

- all went to the ENS
- all worked in the US
- Piketty & Duflo = Russia
- Duflo & Zucman = parents were doctors/scientists/mathematicians
- all work on wealth (re)distribution



Complete the commentary with the words and expressions below:

(NB: words in **bold type** are just to call your attention to those words)

The graph 1) _____ Covid deaths in France in 2020, between March 9th and April 7th.

The 2) _____ for the month was 3) _____, with **however**, some fluctuation which was encouraging at the time.

Until March 15th, there was a 4) _____ in the death rate, followed by a 5) _____ for a couple days. The number of deaths then 6) _____ until March 20th, to a figure of 125. **After that**, 7) _____ the rate 8) _____ an encouraging 9) _____ for a day or two, it then began 10) _____ again and 11) _____ of 372 deaths just after March 25th. At 372, the rate was 12) _____ it had been only 5 days earlier.

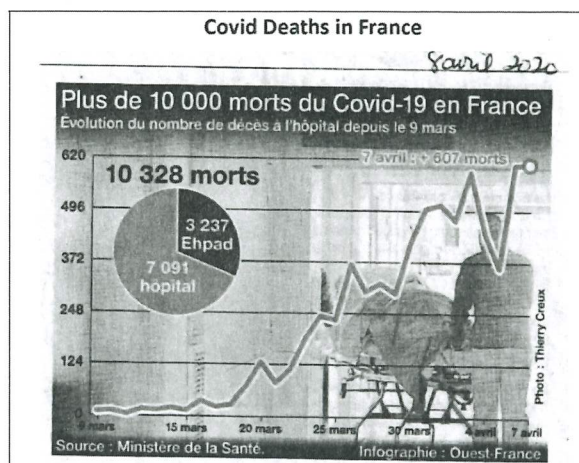
The death rate then fell by 60 and 13) _____ around 310 for a few days before 14) _____ to 496 at the end of March. **In spite of the fact** that the number of deaths then experienced a bit of a 15) _____, the next few days saw a 16) _____ to a new 17) _____ of almost 600 deaths around April 3rd. **While** this high point was immediately followed by a 18) _____ to "only" 370 deaths, the figure unfortunately 19) _____ back up to a new peak on April 7th at 607 deaths.

To conclude, we can observe that the rate of Covid deaths in France rose very 20) _____ within a month and that the total number of deaths was 10,328.

barely noticeable rise
rose sharply
slight decrease
skyrocketed
peak
overall trend
although

experienced
drop
climbing steadily
fluctuated somewhat
three times as high as
rapidly
reached a peak

rising sharply
considerable fall
upward
decline
substantial jump
deals with



Complete the commentary with the words and expressions below:

(NB: words in **bold type** are just to call your attention to those words)

The graph 1) deals with Covid deaths in France in 2020, between March 9th and April 7th.

The 2) overall trend for the month was 3) upward, with **however**, some fluctuation which was encouraging at the time.

Until March 15th, there was a 4) barely noticeable rise in the death rate, followed by a 5) slight decrease for a couple days. The number of deaths then 6) rose sharply until March 20th, to a figure of 125. **After that**, 7) although the rate 8) experienced an encouraging 9) drop for a day or two, it then began 10) climbing steadily again and 11) reached a peak of 372 deaths just after March 25th. At 372, the rate was 12) three times as high as it had been only 5 days earlier.

The death rate then fell by 60 and 13) fluctuated somewhat around 310 for a few days before 14) rising sharply to 496 at the end of March. **In spite of the fact** that the number of deaths then experienced a bit of a 15) decline, the next few days saw a 16) substantial jump to a new 17) peak of almost 600 deaths around April 3rd. **While** this high point was immediately followed by a 18) considerable fall to "only" 370 deaths, the figure unfortunately 19) skyrocketed back up to a new peak on April 7th at 607 deaths.

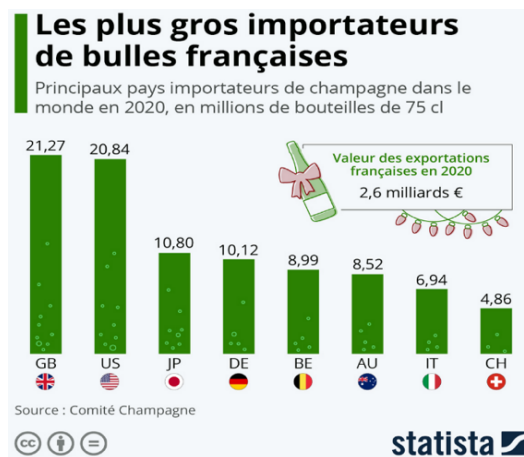
To conclude, we can observe that the rate of Covid deaths in France rose very 20) rapidly within a month and that the total number of deaths was 10,328.

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upward
decline
substantial jump
deals with

⚠ to experience a fall = connaître...
rise
etc.



Complete the commentary with the words and expressions below:

The Biggest Importers of French Champagne

This chart, published by Statista, deals with the 8 biggest importers of French champagne in the world in 2020.

1) _____, we notice that 6 of the 8 countries are European, 3 2) _____ 8 are traditionally Anglo-Saxon, and only 1 is Asian.

Great Britain is the leader with 21.27 million 75cl bottles [imported], followed 3) _____ the USA which imported 4) _____ with 20.84 million bottles.

There is, 5) _____, a huge 6) _____ between the US and the 3rd biggest importer, Japan, which imported 10.8 million bottles, or approximately 7) _____ the 8) _____ importers (GB & the US).

There is a 9) _____ between Japan and 10) _____ importer, Germany, with 10.12 million bottles imported,

11) _____ the two countries are quite far apart geographically speaking. Japan's level of imports is therefore 12) _____ remarkable and shows the country's purchasing power.

The 13) _____ countries on the chart are Belgium, Australia, Italy and Switzerland which had imports 14) _____ 8.99 to 4.86 millions of bottles.

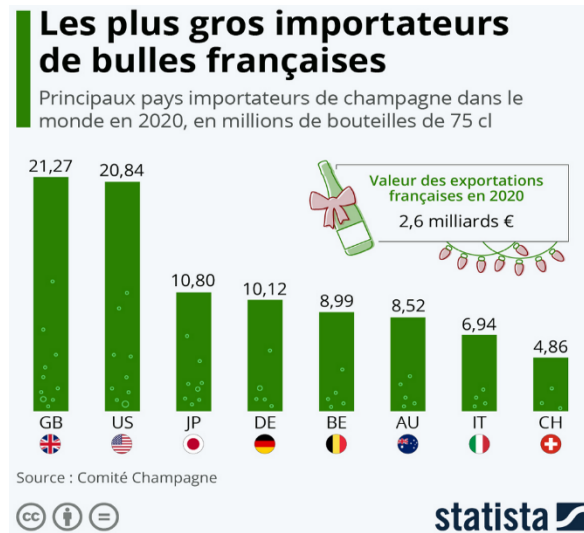
15) _____ being known as beer-drinking countries, both Germany and Belgium seem to greatly appreciate French champagne. Italy does, too, having imported 6.94 million bottles 16) _____ its country's own renowned Prosecco production.

Australia's 17) _____ of 8.52 million bottles imported is 18) _____ the two other huge Anglo-Saxon importer countries

on the chart, Great Britain and the USA. This difference may be explained by the 19) _____ population of Australia, its distance 20) _____ France or the fact that they produce their own champagne.

21) _____, we can 22) _____ the enormous importance of the American and British markets for the French champagne industry 23) _____ those two countries alone imported 24) _____ 42 million bottles 25) _____ the next six countries combined 26) _____ 50 million bottles.

accounted for although barely noticeable difference a bit less than half as much as closely by approximately almost as much out of	first of all the 4 th biggest importer next four ranging from underline since gap to conclude half as much as	smaller figure rather from however whereas despite in spite of top two
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Complete the commentary with the words and expressions below:

The Biggest Importers of French Champagne

This chart, published by Statista, deals with the 8 biggest importers of French champagne in the world in 2020.

First of all, we notice that 6 of the 8 countries are European, 3 out of 8 are traditionally Anglo-Saxon, and only 1 is Asian.

Great Britain is the leader with 21.27 million 75 cl bottles [imported], followed closely by the USA which imported **almost as much** with 20.84 million bottles.

There is, **however**, a huge gap between the US and the 3rd biggest importer, Japan, which imported 10.8 million bottles, or approximately **half as much as** the top two importers.

There is a **barely noticeable difference** between Japan and the 4th biggest importer, Germany, with 10.12 million bottles imported, **although** the two countries are quite far apart geographically speaking. Japan's level of imports is therefore rather remarkable and shows the country's purchasing power.

The next four countries on the chart are Belgium, Australia, Italy and Switzerland which had imports ranging from 8.99 to 4.86 millions of bottles.

Despite being known as beer-drinking countries, both Germany and Belgium seem to greatly appreciate French champagne. Italy does, too, having imported 6.94 million bottles **in spite of** its country's own renowned Prosecco production.

Australia's figure of 8.52 million bottles imported is **a bit less than half as much as** the two other huge Anglo-Saxon importer countries on the chart, Great Britain and the USA. This difference may be explained by the smaller population of Australia, its distance from France or the fact that they produce their own champagne.

To conclude, we can underline the enormous importance of the American and British markets for the French champagne industry since those two countries alone imported approximately 42 million bottles **whereas** the next six countries combined accounted for 50 million bottles.

accounted for / although / barely noticeable difference / a bit less than half as much as / closely by / approximately / almost as much / out of / first of all / the 4th biggest importer / next four / ranging from / underline / since / gap / to conclude / smaller / figure / rather / from / however / although / whereas / despite / in spite of / top two



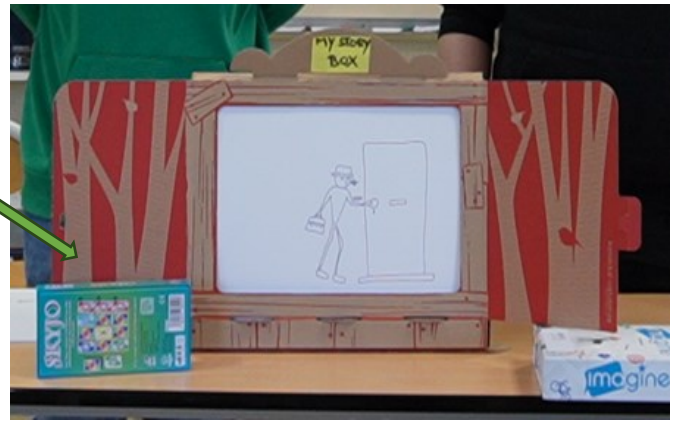
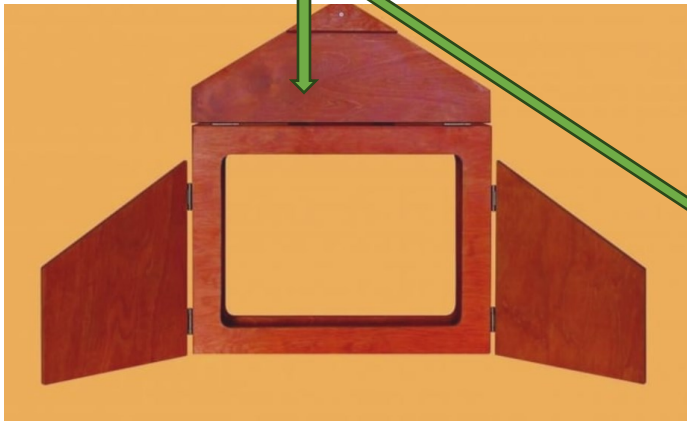
Marie-Pierre Martinez – Université de Lorraine – IUT de Metz – Département informatique
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CECRL : B1-C1 – Anglais – Toutes langues

Prévoir une séance de 2 heures pour le Butaï

Objectifs pédagogiques :

- s'approprier des expressions idiomatiques et les réutiliser en binôme
- théâtraliser un texte
- découvrir le Butaï (petit théâtre japonais en bois) et le Kamishibai



Le kamishibai (紙芝居?, littéralement « pièce de théâtre sur papier ») est un genre narratif japonais, sorte de théâtre ambulant où des artistes racontent des histoires en faisant défiler des illustrations devant les spectateurs. (Wikipedia)



TIP : Vous pouvez emprunter le Butaï à votre BU ou le faire fabriquer en GMP ☺

- 1) En amont, travail préparatoire sur les expressions idiomatiques (Doc 1). Voir les documents créés par Cathy-Anne Schneider
 - a. Soit collectivement soit en paires, faire trouver aux étudiants la signification des expressions - Corriger
 - b. Distribuer la feuille « Situations » (Doc 2) et faire correspondre les situations aux expressions idiomatiques adéquates - Corriger
- 2) Créer des binômes
- 3) Distribuer les fiches avec images qui serviront de base aux histoires des étudiants. Leur faire inventer une histoire qui utilisera au moins 15 expressions idiomatiques. Chaque binôme a un set de fiches (Doc 3).

(Doc 1) English Expressions c.schneider@unistra.fr

Give a French equivalent for the following English expressions (but not a word for word translation!)

Part 1: Common, everyday expressions

- 1) Come on, let's go
- 2) Can you do me a favo(u)r?
- 3) If it's no bother / trouble to you / if you don't mind
- 4) If I were you, I would + BV
- 5) How come (+ subject + verb)? Example: How come you're late?
- 6) It doesn't matter / it's no big deal
- 7) Watch out! Look out!
- 8) I was lucky
- 9) I don't care / I couldn't care less
- 10) It's a shame / What a shame
- 11) Thanks anyway
- 12) Great! Awesome!
- 13) I'm running late / I'm in a hurry
- 14) I can imagine
- 15) Don't worry
- 16) What's the matter with you?
- 17) I'm starving
- 18) I'm exhausted
- 19) I'm broke
- 20) Just in case

Part 2: Less common expressions

- 1) I feel I'm wasting my time / It's a waste of time
- 2) There's no use going there / doing that
- 3) Once in a while
- 4) No way
- 5) It's up to you
- 6) I'll see you, say, at 5:00
- 7) There you are (you finally arrive somewhere)
- 8) Here you are / There you are (handing you something GB)
- 9) Here you go / There you go (handing you something US)
- 10) It's the least I can do
- 11) I can't afford it
- 12) All's well that ends well
- 13) It's a piece of cake
- 14) Those were the days
- 15) It's the same old story
- 16) He / she lives in the middle of nowhere
- 17) In a nutshell
- 18) Knock on wood
- 19) Are you kidding? / (I'm) Just kidding / You're kidding me
- 20) No wonder... / No wonder!

Part 3: Unusual expressions & Idioms – much more difficult to guess!

- 1) It hardly matters
- 2) Does it ring a bell
- 3) Serves you right

- 4) It's not worth it / It's not worth the trouble
- 5) Hate to say I told you so but....
- 6) (She) spared no effort / (she) pulled out all the stops
- 7) Stop pulling my leg
- 8) (He) means well
- 9) I haven't got a clue
- 10) It's a rip off
- 11) I got stood up
- 12) Pardon my French
- 13) My plate is really full
- 14) That was the last straw
- 15) (Business, the weather, etc) is picking up

Part 4: Expressing irritation or anger (depends on the tone!)

- 1) It's about time! (US) / It's high time (GB)
- 2) So what?
- 3) I can't bear it / I can't stand it
- 4) It's none of your business!
- 5) Don't blame me!
- 6) Whether you like it or not
- 7) (He's) getting on my nerves
- 8) I'm fed up with
- 9) Leave me alone
- 10) Get out of here!

Part 5: Informal, but not THAT vulgar expressions

- 1) That's a bunch of crap
- 2) You're full of crap
- 3) It's a piece of crap
- 4) That's bullshit
- 5) (He's) screwed!
- 6) That sucks
- 7) Get the hell out of here
- 8) I'm pissed off (at someone / about something)
- 9) The shit hit the fan
- 10) To freak out / flip out

React to each of the following situations by using one of the expressions studied in class (there are sometimes several possible answers).

Part 1:

1. You have no money left
2. Your friend is behaving in a strange way
3. You're extremely hungry
4. You think something is not important
5. You agree with someone
6. You're very tired
7. You have broken a valuable object
8. You'd like to advise a friend to buy a new laptop
9. You're asking a friend to help you, if it doesn't disturb him / her
10. You want to warn a friend about a coming danger
11. You don't have a lot of time
12. Someone can't help you but you want to show you appreciate their effort

Part 2:

1. You refuse to do something
2. You don't have enough money to buy something
3. You are handing a friend a cup of coffee
4. You believe something is really easy to do
5. You are bored
6. You're nostalgic about a specific time in your life
7. You're letting your friend make the decision where to eat
8. Your sister lives far away from the city

9. You don't believe something
10. You're unsurprised by the way your colleague is behaving

Part 3:

1. You don't believe your friend is telling the truth, the story is too crazy
2. You have forgotten a word or a name and you're asking a friend if he/she remembers it
3. You believe something is much too expensive
4. You believe it is not necessary to try doing something
5. Your friend got a very bad mark because he didn't do any work for the test
6. You don't know the answer to a question
7. Your friend's actions were misinterpreted but you think his intentions were good
8. You have a lot of work to do
9. You'd like to apologise for your rude language
10. You can no longer accept the situation

Part 4:

1. You are reacting to a horrible situation
2. You believe you're not responsible for some incident
3. You're annoyed with your friend
4. You think your brother is too curious about something that you do not want to share
5. Your friend arrives late
6. You can't believe something your friend is telling you

(Doc 3) Images pour histoire Kamishibai



1



2



3



4



5



6



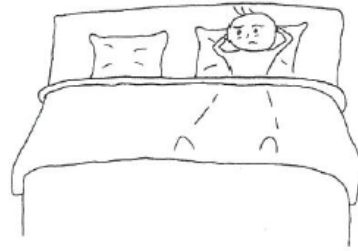
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8



9



11



10



12

Enjoy!

AI reconstructed speeches

Michael Miller Daniau

Lesson Unit: The Crisis Cell

Course Objective: To leverage the power of perspective in times of crisis, improve our decision-making process, and communicate effectively

Course Summary: After exploring various crisis situations, this course will give you the opportunity to build a Public Relations team and go through various tactics to improve forecasting, problem-solving, and communication in difficult situations.

Activity 1: general knowledge

While dealing with major crises, which famous political figure stated the following?

"We will not prematurely or unnecessarily risk the costs of worldwide nuclear war, but neither will we shrink from that risk at any time it must be faced."

"It is a crisis of confidence. It is a crisis that strikes at the very heart and soul and spirit of our national will."

"We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender."

"The only thing we have to fear is fear itself."

"Government is not the solution to our problem; government is the problem."

"Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America."

"I've been to the mountaintop. And I've seen the Promised Land."

"In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex."

Activity 2: Pick one of the speeches, find the full scripts and analyze these speeches for:

- a) The context of the crisis
- b) The speaker's tone and language choices (repetitions, images...)
- c) The intended audience and how the speech addresses their concerns
- d) The immediate and long-term impacts of the speech

Activity 3: Vocabulary (mathing) Decision-Making idioms ([Quizlet link](#))

"To bite the bullet" – To carefully consider different choices.

"To be

at a crossroads" – To face a difficult choice between two unfavorable options.

"To call the shots" – To take a risk or express a bold opinion.

"To hedge your bets" – To be in charge and make important decisions.

"To make a judgment call" – To make a decision based on instinct or limited information.

"To go out on a limb" – To reduce risk by taking multiple approaches or options.

"To play it safe" – To make the ultimate decision in a situation.

«To have the final say" – To avoid risks and stick to a cautious approach.

"To weigh your options" – To make a difficult decision despite discomfort.

"To be in a dilemma" – To face a major decision or turning point.

Main activity: Rewriting with AI: Use an AI tool to rewrite John F. Kennedy's Cuban Missile Crisis speech "in the style of" a different figure or genre (e.g., Martin Luther King Jr., Winston Churchill, or a modern politician). Be creative!

Analysis of Changes: Carefully review the AI-generated version of the speech. Identify and analyze the key changes made by the AI, such as:

Tone: How does the tone differ from the original?

Rhythm: Is the pacing or flow of the speech altered?

Language: Are there differences in vocabulary or sentence structure?

Message: Did AI shift the meaning or emphasis of the speech in any way?

Closing activity: Class Comparison: Share your rewritten speech and analysis with the class.

Compare the prompts you used for the AI tool and discuss how different prompts influenced the outcome.

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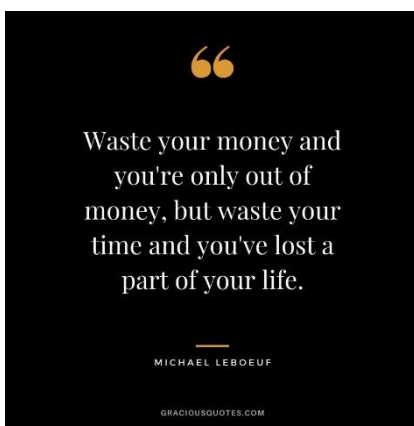
Topic: Managing resources: time and money.

Aim: Work on soft skills, such as time and resources management, learn and practice vocabulary of time and money, speaking in groups of three on allocating time and money.

Level: B2+

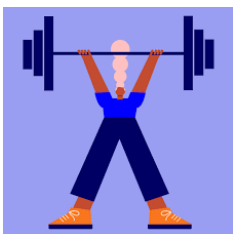
Time: 2 hours

1 Look at the quote. Work in pairs and say to what extent you agree, give examples. Share with the class what your attitude to time and money is.



2 Work in groups of three and discuss the following question:

If you had one extra hour a day and €500 a month in disposable income, how would you use them? Use pictures for inspiration.



Share your ideas with the class.

3 Look at the following list of idioms and collocations related to time and money management.

4 Match the word combination in the left column with its meaning in the right column

A on a shoestring budget/ on a tight budget/ on a shoestring	1) save money for a time when it might be needed unexpectedly:
B be rolling in it/money	2) with a very small amount of money
C save for a rainy day	3) spend all the money you earn, be unable to make savings
D money doesn't grow on trees	4) be extremely rich
E money talks	5) waste money
F be born with a silver spoon in your mouth	6) said to warn someone to be careful how much money they spend, because there is only a limited amount
G live paycheck to paycheck	7) have a high social position and be rich from birth
H value for money	8) have just enough money to pay for the things that you need
I make ends meet	9) people or organizations that are rich, and can therefore get or do what they want
J throw money down the drain	10) cost too much
K cut corners	11) things sold / bought at a good price
L break the bank	12) save money or time when doing something by not including some parts, actions, or details, so that the result is not as good as it could be

5 Use some of the phrases from the left column to fill in the gaps in the sentences below. Change the form if necessary. Sometimes more than one variant is possible.

1 He didn't work a day in his life, but he and his affluent family
Lucky he is, he was born

2 If they can afford a yacht, they must be.....

3 The new store offers – whatever I bought was a real bargain.

4 Healthcare has had to operate for many years, no wonder you can't have a medical appointment.

5 In fact, nearly 60% of US credit card holders, and half carry revolving credit card debt from month to month, according to a 2024 Bankrate report. They can't make any savings.

6 "Mum, I'd like a new bike." "I'll have to think about it, you know!"

7 It's not easy to with a big family, but somehow we manage.

8 It only costs \$2. That's not going to

9 The car took nearly 10 years to complete because its makers refused to The final product was beyond comparison.

6 Work in pairs. Use phrases from Ex.4 to talk about real life situations you've experienced OR famous book/film characters. Take notes of what your partner says. Check each other's sentences for grammar, spelling or vocabulary mistakes, ask your teacher for help if necessary.

7 Look at the following abbreviations. Can you guess their meaning? Work in groups of four to come up with ideas.

FOMO _____

FOBO _____

JOMO _____

8 If necessary, check in an on-line dictionary what these abbreviations stand for. In the same groups discuss the following questions:

Have you ever experienced FOMO/ FOBO/ JOMO? Give details.

Are you **a homebody** or do you **have a busy social calendar**?

Are you good at time management? What makes you think so?

Time management is mentioned as one of the **soft skills** employers seek these days. Why so?

How can you develop your time management skills?

9 Work in pairs. Write as many expressions and collocations about time as you can.

10 'Time expressions champion': say a time collocation in turn, the pair who finishes last is the winner!

11 Check in an on-line dictionary what these expressions mean:

in the nick of time

beat the clock

have a whale of a time

time is of the essence

the early bird catches the worm

time flies

beat around the bush

kill two birds with one stone

get/start the ball rolling

12 Fill in the gaps in the following text with expressions from Ex.11

Yesterday at the office was a whirlwind, but everything came together perfectly. We had a major client presentation, and we had to 1) early to make sure all the materials were ready. With a tight deadline, we knew 2)

My team and I arrived at the office before sunrise—because, as they say, 3) - and dove straight into preparation. We finished the final slides 4), just minutes before the meeting started.

During the presentation, our pitch went smoothly, and we managed to answer all the client's questions with confidence. We even wrapped up the session ahead of schedule—we definitely 5) The client was impressed, and we signed a big contract. We were thrilled – 6), even if it was work-related.

Later in the day, we had to discuss a difficult topic with a colleague, but no one wanted to address it directly. People kept trying to 7), which only delayed the inevitable. Eventually, our manager stepped in and handled it professionally.

To top it all off, I managed to follow up with a different client and schedule a performance review with my team. It felt great to 8) and make real progress in multiple areas.

It was one of those days when you barely notice the time passing – 9) when you're busy and things are going well.

13 Choose five expressions you like from Ex.11 and make true sentences about you.

14 Watch a short talk (3:16 - 5:49) on time management. Do you agree with the speaker? What advice would you follow? Discuss in pairs then share with the class.

<https://www.youtube.com/watch?v=OMgsAA0jQbo>

15 Work in groups of three. You have 20 minutes, and you can use on-line dictionaries, search engines, but you cannot use AI!

You're organizing a huge event (e.g. concert, webinar, virtual game night, auction, fitness class, etc.) for your company staff with a limited budget and a tight schedule. Your team must decide how to allocate a €2000 budget and 30 working hours over 5 days. Think about how much to spend on each category:

- Venue
- Marketing
- Entertainment
- Food & Drinks
- Volunteer coordination & training
- Miscellaneous*/emergency fund

* miscellaneous /ˌmɪs.əl'ei.ni.əs/- consisting of a mixture of various things that are not usually connected with each other

How many hours do you want to allocate per task (e.g., setup, outreach, training)?

What's the goal for the event (e.g., awareness, fundraising, socialising, reward, teambuilding)?

16 Present your findings. Be ready to vote for best ideas.

17 Home assignment: revise vocabulary for money and time management.

Managing resources: time and money

Answer keys

Ex.4

A2 B4 C1 D6 E9 F7 G3 H11 I8 J5 K12 L10

Ex.5

1 are rolling in it, with a silver spoon in his mouth

2 rolling in it

3 value for money

4 on a shoestring budget

5 live paycheck to paycheck

6 doesn't grow on trees

7 make ends meet

8 break the bank

Ex.7

FOMO - "fear of missing out": a worried feeling that you may miss exciting events that other people are going to, especially caused by things you see on social media

FOBO - Fear of Better Options is a psychological phenomenon where someone avoids making a decision out of fear that there may be a better option. FOBO is the nagging feeling that there might be a better choice out there, which leads to analysis paralysis.

JOMO - joy of missing out: joy experienced when not attending events to which one has been invited.

Ex.12

1) get the ball rolling 2) time was of the essence 3) the early bird catches the worm 4) in the nick of time 5) beat the clock 6) we had a whale of a time 7) beat around the bush 8) kill two birds with one stone 9) time flies

Topic : Remote work

Activity : Role play

Before : Watch this video (stop at 4:00):

<https://www.cnn.com/2023/07/17/singapore-workers-want-to-stay-remote-but-employers-are-backtracking-on-flexibility.html>



Instructions

You work for a medium sized (500 employees) food processing company in the centre of Brittany. 50 employees work in administrative jobs, the rest are factory line workers.

You will participate in a meeting during which the CEO wants to talk about a hybrid work strategy for employees. Part of the hybrid strategy will mean that changes will need to be made to the current offices. A representative from an architecture company will be present at the meeting.

Role 1: CEO

Role 2: HR Manager

Role 3: Shareholder

Role 4: Finance Manager

Role 5: Trade Union representative

You must address the following questions:

1. How many days should employees be allowed to work from home?
2. Are all employees given the same choice or will it depend on the nature of the work?
3. Will employees be able to choose which days they work from home?
4. How can we best ensure that employees are working effectively from home, without being too controlling or invasive?
5. What changes should be made to the current workspace in order to meet employees' needs? (e.g. more meeting rooms, collaborative workspaces, non-assigned workspaces....)
6. How can the company ensure that employees who work remotely are not feeling isolated?
7. Will employees be given money to purchase any additional equipment needed for their home office?

Swap-shops APLIUT 2025

“Exploring The Internet of Things”

by Murielle PASQUET – murielle.pasquet@univ-orleans.fr

Based on : https://www.futureoftech.org/assets/documents/FoT_Lesson_Plan-Internet_of_Things.pdf © CompTIA, Inc. All rights reserved

Suggested answers appear in green.

Materials :

this worksheet

several balls of yarn or string (1 for each group of students)



1. Warm-up

Think about the following questions. Then, pair up with another student and share your answers.

What I know (or think I know) about the Internet of Things :

What I want to learn about the Internet of Things :

2. Group activity (in groups of 5 approximately)

a. Using a ball of yarn or string, you will construct a “web of connectivity” for one of the topics below. The objective is to show physically how different objects or devices are connected.

- Homes
- Environment
- Transportation
- Cities
- Agriculture
- Fashion
- Healthcare
- Convenience - Everyday Gadgets

Standing or sitting in a circle with your group, hang onto the end of the string and decide which object / device you want to be. Toss the ball to someone else in the group. Have the person identify a smart device that collects / shares data within the chosen topic. The receiving person does the same until everyone in the group has become part of the web.

What does the resulting web symbolise?

It symbolises the connectedness of smart devices within the assigned topic.

b. Now consider if your devices would connect to other topics within the room through the Internet, cellular towers, or other networks.

Toss the ball of string to other groups. The receiving person does the same until every group has become part of the extended web.

What does the resulting second web symbolise?

It symbolises the connectedness of the various topics and smart devices which in turn symbolises the Internet of Things.

What might be done with data that is collected and/or shared through these embedded devices?

It might be used to enhance user experience, or for commercial / scientific purposes.

Use a pair of scissors to cut one of the strings. What occurs as a result of being separated from the web? How does it impact your device and the other devices?

Being separated from the web (disconnected) may cause a device to malfunction, or to become obsolete.

3. Video: What is IoT? <https://www.youtube.com/watch?v=Pv-XkgUgtM0>

Watch and answer the questions.

What are two other names for connected objects?

internet-enabled or embedded devices

What are the 3 features of an embedded device?

- it's likely a physical appliance or gadget, like a fitbit or Amazon Echo
- it collects data like temperature, vibration, movement and speech from the environment around it
- it can connect to a network to share that data with nearby devices and the wider internet

How may the 3 examples of smart objects be used?

	standalone use	embedded use with other devices
smart mattress	may track your heart rate and sleep patterns to help you get a better night's rest	smart mattresses + fall detection monitors + floor sensors can keep residents in an assisted living facility safe from injury
smart fridge	can dictate a shopping list, see what's inside from anywhere with built-in cameras	in produce supply chains, smart refrigerated containers might someday react to levels of ethylene, a gas food emits when it ripens, to help minimise food waste and make sure what you're buying is at its freshest.
smart thermostat	uses phone location and motion sensors to tell when you're home and might lower the heat to save energy when you're away.	a network of these thermostats could report back to a smart electric grid to help a regional utility get the most out of its renewable electricity sources.

4. Online review

Go to this website: www.futureoftech.org

In groups, select one of the following sections of the website to review.

- What is the Internet of Things?
- The Technologies Behind IoT
- IoT Past and Present: A Timeline
- IoT in Your Home and in the World
- The Cost of Convenience: Pros and Cons of IoT
- The Future of IoT and Career Opportunities

Provide a brief overview of the section in two or three sentences.

Then, list five interesting insights that your group learned while reviewing the section.

CROWDFUNDING PITCH - sandra.royer@univ-grenoble-alpes.fr

This activity is intended to last approximately two hours for a class of 18 students. You can have students work in pairs to prepare the pitches. The jury should be composed of four to five students.

As a preparatory exercise, you can have the class watch a Lion's Den video <https://www.youtube.com/watch?v=fZsJjuo-QnU> and have them identify the attention getter used at the beginning. You can also ask the students to make a list of the questions asked by the investors.

Below are the handouts for the students (different handouts for "inventors" and for "investors").

Role Play – to be done in pairs

Your teacher will give you a product or invention. You will have 20 minutes to prepare a crowdfunding pitch. You will then have 5 minutes to present your pitch to a panel of investors and 5 more minutes to answer their questions. Once all crowdfunding pitches have been made, the investors will deliberate and select a winning team.

ADVICE TO THE "INVENTORS"

THINGS TO CONSIDER WHEN MAKING YOUR PITCH

- The invention – what it's for
- Why you need money
- Why crowdfunders should invest and what they'll get if they do (i.e. shares in your company, a percentage of the profits, free samples, etc.)
- How much money you need (and how the money will be allotted: R&D, production, launch, etc.)
- How much the final product will cost (estimated consumer price)

DON'T FORGET:

Start strong and end strong!!!! Be interesting and creative!!!

Start with an ice-breaker: "Have you ever wished you could . . ." / "Have you ever seen a . . ." / an anecdote, a joke, etc.

ADVICE TO THE "INVESTORS"

CROWDFUNDING – QUESTIONS TO ASK BEFORE INVESTING

businessinsider.com <http://goo.gl/FW3chx>

1. How good is your idea – really? Are you certain that people will be interested in it?
2. Why is your product, service or venture destined to sell – what value does it offer the customer?
3. What differentiates your project from existing competitors, or alternatives that have come before? Are you utilizing an existing brand that has a pre-existing base of fans or consumers? (Using an existing, if perhaps older, brand which consumers have fond memories of can be a very effective strategy.)
4. Can you express your idea simply and at the same time get people excited about it? If not, it may be that the idea isn't all that compelling, or that you may not be the right person to communicate or present it.
5. Do you have something tangible to show when presenting your venture – some visual aspect of your project that can help other people visualize it?
6. How well do you know and understand your target audience?
7. Do you have confidence in your ability to reach out and connect with potential backers? Have you planned which vehicles you will use to reach out and connect with them?
8. Have you calculated just how much money you need – *truly* need – to get your ideas off the ground?
9. Have you been sensible enough to build a budget that allows for breathing room in certain areas, and factors in conservative projections?
10. Are you positive that you can fulfill all your promises, including completing the project in the allotted timeframe, and delivering on all features and content covered in your pitch? Have you considered the impact on your product's brand identity, or your own personal brand, should your campaign not succeed?
11. Do you have some great rewards in mind to give backers and fans incentive to donate? How will you offer these rewards, and what dollar amount will you attach to them?
12. Can you offer meaningful rewards at a variety of investment levels to attract all potential patrons?
13. What specific or unique rewards will you use to get people talking? Can you create any singular ones that can be utilized in social media campaigns or for press outreach?

CROWDFUNDING CONT'D -- TEACHER GIVES OUT ONE INVENTION PER STUDENT (OR PER PAIR OF STUDENT INVENTORS IF YOU ARE ASSIGNING THIS AS PAIRWORK):

(this list is intended as a suggestion.... Please check to see if the inventions are still listed on the crowdfunding website before assigning them to students)

INVENTION	CATEGORY	CROWDFUNDING WEBSITE
PLAUD NOTE: ChatGPT Empowered AI Voice Recorder	AI device	Indiegogo
INVENTION	CATEGORY	CROWDFUNDING WEBSITE
Ozlo Sleepbuds: The Next-Generation Sleepbuds	Sports & Entertainment	Indiegogo
INVENTION	CATEGORY	CROWDFUNDING WEBSITE
Livall	Sports & Safety	Indiegogo
INVENTION	CATEGORY	CROWDFUNDING WEBSITE
Carnivorous Domestic Entertainment Robots	Robots	Vimeo
INVENTION	CATEGORY	CROWDFUNDING WEBSITE
GravityLight2	Light	Indiegogo
INVENTION	CATEGORY	CROWDFUNDING WEBSITE
Skully AR-1	Sports & Safety	Indiegogo
INVENTION	CATEGORY	CROWDFUNDING WEBSITE
Axent Wear Cat Ear Headphones	Sound & Entertainment	Indiegogo
INVENTION	CATEGORY	CROWDFUNDING WEBSITE
Nimb: smart ring that helps you feel safe & sound	Smart device	Indiegogo
INVENTION	CATEGORY	CROWDFUNDING WEBSITE
RideOn: The first true AR goggles for snow sports!	Sports & Entertainment	Indiegogo
INVENTION	CATEGORY	CROWDFUNDING WEBSITE
Capsule: the world's most advanced pocket cinema	Sound & Entertainment	Indiegogo

INVENTION	CATEGORY	CROWDFUNDING WEBSITE
Prynt pocket for Android	Entertainment & Leisure	Kickstarter

INVENTION	CATEGORY	CROWDFUNDING WEBSITE
Timekettle WT2 Edge/W3 Real-Time Translator Earbuds	Smart device	Kickstarter

INVENTION	CATEGORY	CROWDFUNDING WEBSITE
XNote - AI-Powered Smart Writing Set	AI device	Indiegogo

INVENTION	CATEGORY	CROWDFUNDING WEBSITE
Neakasa M1: Open-Top Self-Cleaning Cat Litter Box	smart waste disposal	Indiegogo

Vocabulary Bingo

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- 1 . Students brainstorm 35 words which we have recently been studying, teacher writes these words on the board.
 2. Tell students to individually draw a grid, with 5 vertical rows and 5 horizontal rows, giving us a grid of 25 squares.
 3. Tell students to write down in their grid any 25 of the 35 vocabulary words from the board.
 4. Explain that you will read out these words in random order. If you read a word which the student has written down, they should cross it out on their grid.
- When they have crossed out all the words on their grid, they need to shout : Bingo !
5. The first person to cross out all their words is the winner.

Idea taken from :
Cambridge Handbooks for Language Teachers
Teaching in Challenging Circumstances

Le Bateau des Humeurs

*Adaptable à toutes les langues et spécialités du BUT, et à tous les niveaux,
transférable en PPP et pour les directeurs d'études*

I. Objectifs

Prendre conscience et verbaliser ses émotions à l'aide de métaphores, à un moment clé.

Comprendre ses émotions et leur influence sur son comportement.

Identifier ce qui les fait avancer, ce qui les freine, ou ce qui peut les faire chavirer.

II. Concept : qu'est-ce que c'est ?

Il s'agit d'une représentation visuelle d'un bateau symbolisant une personne ou une équipe, où chaque élément du bateau représente une émotion, un comportement ou une ressource intérieure.

III. Utilisation possibles

En début de cours, après le rendu d'une évaluation, lors d'un rendez-vous individuel avec un étudiant (suivi d'une SAE, bilan semestre, etc.), en fin de cours avant de le clôture

Demandez à chaque participant de positionner une gommette sur le personnage qui représente le plus son état d'esprit à l'instant présent + lui faire verbaliser.

IV. Variantes possibles

Le jardin des humeurs

Les arbres à personnages (aux JO, au parc, etc.)

La maison des émotions

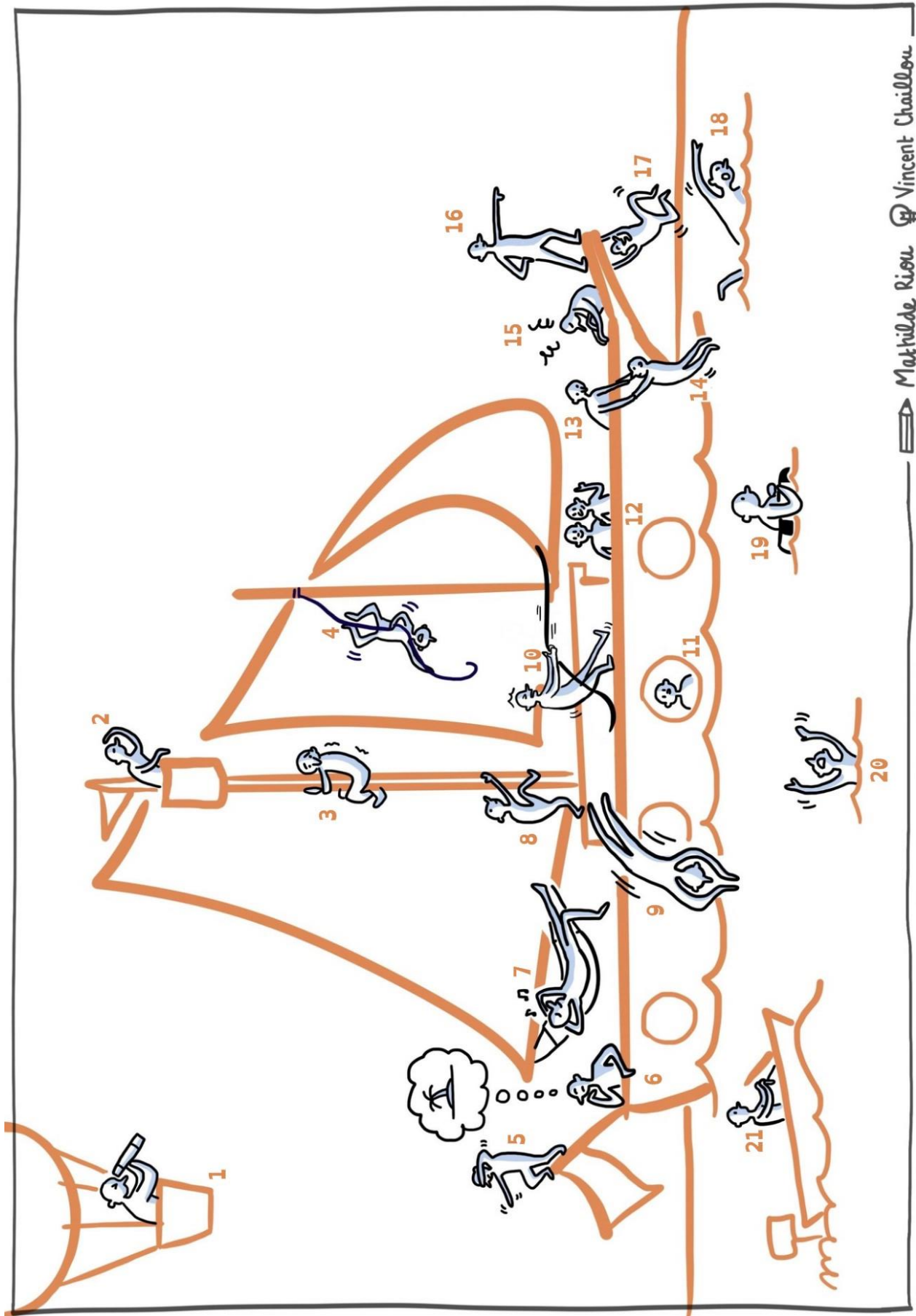
V. Pour aller plus loin

Affichez-le à l'entrée de votre salle de classe et demandez à vos étudiants de se positionner en entrant dans votre cours => travail en lien avec les directeurs d'études et l'infirmière.

VI. Où le trouver ?

La version avec les numéros est préférable.

https://interpole.xyz/files/MeteoDOuvertureOuDeClotureEnSAppuyantS_BteaudeshumeurspdfavecNum_20211221150149_20220121161208.png



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