SWAP-SHOP ANGLAIS 2026

Page	Auteur	Titre	Activité	CECRL	Spécialité
2	Marie Bouchet	The Labubu trend	CO/CE/EO/EE	BUT1	GEA vente
8	Béatrice Bouix	Is climate change killing Santa?	CO/EO	B1-B2	ENSIL-ENSCI
11	Perrine Broguy Laurence Guiberteau	Greenwashing class activities	EO/CO	BUT 2/3	GMP-MTEE
32	Véronique Charriau	Dealing with stress	EO	BUT1	INFO
33	Cormac Chester	Human vs AI writing	CE/EO	B1	INFO
35	Isabelle Coëffe	Idiomes	CO/EO	B2-C1	ENSIL-ENSCI
39	Gaëlle Danière	Presenting like Steve Jobs	CO/EO	B1+	MPH
45	Anne Daumas	Introducing a company	EO	A2-C2	INFO
48	Michele Dobrovolny	Virtual onboarding event	EO/CO	B1-C1	INFO
50	Lydia Dubois	Burger quiz	EO/CO	B2-C1	MMI
54	Muriel Duval	Recherche d'emploi CV	CO	B2-C1	TELECOM
56	Sabrina Forment	Construire un GPT/GEM personnalisé	EE/EO	B2-C2	CLIL LILLE
60	Laurence Guillou	Topic : discrimination	EO	B1+	GB (BUT1)
66	Coralie Lagrange	Marketing digital	CO/EO/CE	B2	TC
69	Christelle Lamaud	Who stole X's bike?	EO	A2-B2	TC
80	Marie-Pierre Martinez	Identity Theft	EO/CO/CE	B1-C1	INFO
100	Cécile Metge	Conversations sur des vidéos	EO/CO	A2-C1	INFO/GEA
102	Hélène Morzadec	Desperately looking for my chart/graph	CO/EO	B1-B2	LANSAD
106	Monique Mougin Lisa Mauvais	The company profile board game	CE/EO/CO	B1	GACO -TC
126	François Myot	Rebus puzzle	EO/CO	B2	INSA Lyon
127	Sheila O'Sullivan	Gaming activity	EO/EE	A2-C2	GEA
143	Murielle Pasquet	Guessing pictures - questions in the past	EO/CO	B1-C2	UFR S & T
145	Florence Pelissier Lorette Sicard	Jeu *Code names* en chimie et en science	EO/CO-lexique	B1-C2	MP/Chimie
160	Fanny Peltret	Reverb webquest and pitch your celebrity	CE/EE/CO/EOI	B2-C1	Info-com
166	Iain Reid	Einstein's riddle lesson plan	EO/EE/CO	B2	MTEE
170	Carole Remita	"The griffy snolls" : Stratégies lexicales	CE	A2-B2	FST-UHA
172	Claire Sologny	Se présenter-Qui suis-je quand je parle?	EO/CO	B1-A2	INFO
174	Caroline Sonntag-Mougel	Climate crisis Cyril Dion	CO/EO/POC/POI	BUT1	RT
179	Mayssoum Traboulsi	Describing food through the senses	EO - lexique	B2-C1	GB
188	Sandrine Trigeassou	Consequence game + Grammaroke	EE/CE/CO	A2-B1	TC
191	Marion Warzagier	The things we love-Conversation-Jeux	CO/EO/EOI	B1-B2	LANSAD

The Labubu trend: reselling and spotting scams

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Objectifs pédagogiques :

Vocabulaire marché vente/revente (scam, customization, side hustle), parler de négociation, de prix, manier les chiffres.
Compréhension orale/écrite. Expression orale/écrite. Analyser des informations et évaluer et questionner des informations.

Public cible : 1ères années BUT GEA

Activités préalables:

Warm-up: Discussion: in pairs, make a list of at least 3 trendy products and answer the questions
a. Why do people pay a lot for this product? b. Is it risky to spend money on this product? Why / why not?

Compréhension orale: https://www.youtube.com/watch?v=gzoY27hzOmU&t=95s

The students are introduced to the market of Labubu. They learn about a teacher and tattoo artist who customizes and resells Labubu dolls. They also learn about the Labubu hype, resell market and fake Labubus which are called Lafufu

Questions Part 1:

1. Who is Ellis Stevens?
2. What does he do to the toys?
3. How much does a toy cost before customization?
4. How much can he sell it for?
5. Why is his business a side hustle?

Questions Part 2:

What does Ellis do to the toy?
→ listen and list VERBS

Questions Part 3 :
Why is the toy so popular? List reasons
What are the risks of buying and selling Labubus?
List 4 types of risks
How do sellers make a profit?

Vocabulaire: Find a word or expression corresponding to the definition, use the word cloud.



[1]

#	Word / Expression	Definition
1	**Collectible**	A product that people buy mainly to collect rather than use
2	**Resale**	Selling a product again after buying it, often at a higher price
3	**Customization**	Changing a product to make it unique or personal
4	**Hype**	Very strong public excitement about something
5	**Scarcity**	When a product is limited and hard to find
6	**blind box**	A package where the buyer does not know what item is inside
7	**Counterfeit/Dupe**	A fake product pretending to be the original (2 words)
8	**Exclusive**	Rare and only available to a small group of people
9	**Supplier**	A person or business that provides products to sell
10	**Profit**	The money earned after selling something
12	**Trend**	A popular change in behavior or interest over time
13	**inventory**	The stock of products a seller currently has
14	**Drop/launch**	The moment when a company releases new products

[1] Sur une idée de Marie Motard, département TC, IUT Ville d'Avray

15	**Authenticity**	Proof that a product is real and not fake
16	**Side hustle**	A small business someone runs in addition to their main job
11	**Demand**	The desire of consumers to buy a product

Activité principale

Labubu or Lafufu?

Group work. You want to buy a second-hand Labubu. You have several options to buy from, but you do not want to get scammed and buy a Lafufu by mistake. Analyse the four cases below and write a report on whether it is a fake or real Labubu.

List the elements that can help you decide. Decide if the Labubu is too expensive, too cheap, or has the right price. Use the articles (Is your Labubu fake? And Price Help) below to justify your answers.

You will need to defend **one case** to the class and explain your choice.

Case 1 Price: 80 dollars Seller: official Pop Mart store outlet Box: official packaging, QR code present, but the box is dented and a bit torn Quality: colors and details look correct The sellers says: “box damage during transport”, so it is cheaper	

Case 2 Price: 45 dollars Seller: online marketplace, seller has many 5-star reviews Box: looks official, QR code present but can't be tested Quality: toy looks perfect, no obvious problems The seller writes "factory surplus, without official guarantee"	

Case 3 Price: 110 dollars Seller: Pop Culture Convention stand, with a Pop Mart banner but many other brands too Box: special "event edition" box design Quality: toy looks unique, different pose and colors from regular Labubus The seller says "This is a limited edition only sold at events like this one"	

Case 4 Price: 150 dollars Seller: collector on a second-hand app with 50 positive reviews Box: older Pop Mart logo, no QR code Quality: good, but the colors look slightly faded The seller shows an old Pop Mart receipt in the photos, but the photo is not good quality	

Is your Labubu fake?[2]

BBC Bitesize, September 2025

Labubu vs Lafufu

Helen Barnham, deputy director of enforcement at the Intellectual Property Office, has warned that counterfeit toys are increasingly linked to fast-moving viral trends like Labubu. “We’re seeing criminals increasingly exploit viral toy trends, with counterfeit versions of popular products appearing within days of them going viral.”

The deputy director says one of the biggest concerns is the risk these fakes can pose to children’s health and safety, adding that the counterfeit toys “often haven’t undergone the rigorous safety testing required for genuine products and can pose serious safety risks."

Barnham urges parents to “always research products thoroughly and purchase from trusted sources.”

How to spot a fake Labubu?

From subtle paintwork differences to packaging and inconsistent materials, counterfeit Labubus often reveal themselves through small but telling details. Knowing what to look for can save you from disappointment and wasted money.

Packaging: Real Labubu boxes have a matt finish and muted colours, while fakes are often glossy and overly vibrant. Look for a holographic POP MART sticker and a QR code.

Teeth: Authentic Labubus have nine triangular teeth, resembling fangs. Fakes might have more or fewer teeth and may be less defined.

Mouth and expression: The shape and size of the mouth along with the overall expression can differ between real and fake Labubus. Authentic ones have a mischievous expression.

Quality: Real Labubus generally have higher quality fur, a well-blended blush on their cheeks applied by airbrush and embedded glossy eyes. Fakes might have uneven fur, odd colours, or wobbly limbs.

Foot detail: Newer Labubu editions have a UV-detectable seal on the right foot. Under UV light, you should see a silhouette of the specific Labubu model.

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[2] https://www.bbc.co.uk/bitesize/articles/zfppwsg

Price help

How Much Should I Pay for a Labubu? *by kevin chai, July 22, 2025*[3]
Labubu, the mischievous little monster from Pop Mart's The Monsters series, has become a favorite among toy collectors. Here's a quick price guide to help you know what to expect.

Standard Retail: $27.99–$39.99 from Pop Mart's U.S. website. (but regularly sold out).

Blind boxes: $12.99–$15.99 per single blind box. $155–$185 for a full set of 12. (but regularly sold out).

Hidden and Chase Editions: $50–$200+ depending on design and popularity.

Limited and Collab Editions: $40 to several hundred dollars, depending on demand and scarcity.

Oversized or Custom Labubu: $300–$1,000+ for 40cm plushies, resin statues, or custom-painted exhibition pieces.

Resale websites: $45 to $100+

[3] (source:https://www.feltify.com/blogs/all-about-labubu/how-much-should-i-pay-for-a-labubu)

APLIUT 2026 – SWAP SHOP - Béatrice Bouix – ENSIL-ENSCI Limoges –
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The Science of Christmas: Is climate change killing Santa? – Lesson plan and correction 1/2
Activité ludo-pédagogique proposée aux étudiants lors de la dernière séance de cours avant les vacances de Noël
Source: https://www.youtube.com/watch?v=CTlmKwJT1YE

Activity 1 - Watch the video and answer the following questions
Meet the latest victim of climate change**. Santa Claus**. Unfortunately his home is disappearing fast. Climate change is sinking his workshop at an unprecedented rate, warming **almost twice the global average**. The white wonderland upon which his workshop rests is thinning and melting fast. **In less than 25 years, humans will be able to sail across the Artic in the summer**. Unfortunately, they won't meet Santa's workshop at the
North Pole. Rather**, it will have sunk in the ocean's abyss**, an archeological relic of good cheer. Well, what if Santa relocates. That's the end of his reindeer. Reindeer aren't made for warm weather, they are far more evolved for **the cold and snow**. To make matters worse, the warming of the past century has thrown that Arctic ecosystem out of equilibrium. With the vegetation upon which Santa's reindeer feed waning,
their prospects are poor at best. If Santa wishes to continue delivering presents, he'll have to find other animals to rely upon. Camels anyone? So if Santa no longer has his winter wonderland and reindeer, at least he has elves right? Wrong . For as many presents as Santa delivers, he hardly receives any money. He and his elves live off the land, tinkering with toys and trinkets all year round. To make those knickknacks and baubles, **thousands of elves are recruited if not more**. With their primary source of food declining in number and humans populating into the billions, it's unlikely that Santa will be able to keep pace. Either **his elves will starve or they'll become Arctic refugees**, homeless and without their workshop to screw, hammer and forge toys of colorful delight. All right so Santa will have to do without his workshop, reindeer and elves. At least he'll be able to take joy in seeing those happy faces on Christmas Day. This one at least is true, for some. For many of Santa's regulars however their Christmases won't be so jolly. **Climate change will ruin low-lying homes, natural disasters will ravage communities, outbreaks of armed conflict will threaten families, island populations will become climate change refugees and pollution will continue** to *fill* millions, to name just a few consequences of what's happening to the earth right now.
Maybe instead of a lump of coal, we should all ask to receive a solar panel for Christmas because this year all Santa wants is a cleaner, greener future.

1- Who is the latest victim of climate change? **Santa Claus**

2- Global warming is
- ❑ **faster around Santa's workshop than elsewhere in the world.**
- ❑ the same around Santa's workshop as elsewhere in the world.
- ❑ slower around Santa's workshop than elsewhere in the world.

3- What will humans be able to do in 25 years? **In less than 25 years, humans will be able to sail across the Artic in the summer**

4- Where will Santa's workshop be at that time? **It will have sunk in the ocean's abyss**

5- What kind of weather do reindeer prefer? **the cold and snow**

6- How many elves are said to be hired to help Santa produce toys? **thousands of elves are recruited if not more**

7- What will happen to elves because of Climate change? **Either they will starve or they'll become Arctic refugees**

8- What consequences of climate change for people are mentioned at the end of the document?
- Climate change will ruin low-lying homes
- natural disasters will ravage communities
- outbreaks of armed conflict will threaten families
- island populations will become climate change refugees
- pollution will continue

The Science of Christmas: Is climate change killing Santa? – Lesson plan and correction 2/2

9- Fill in the table with words from the video

1- couler / faire couler	**to sink**	2- atelier	**workshop**
3- pays merveilleux	**wonderland**	4- diminuer, s'amoindrir (2 verbs)	**to thin / to wane**
5- fondre	**to melt**	6- naviguer	**sail**
7- délocaliser	**to relocate**	8- s'appuyer sur	**rely upon**
9- bricoler	**tinker with**	10- babioles (3 nouns)	**trinkets / knickknacks / baubles**
11- tenir le rythme/ la cadence	**to keep pace**	12- mourir de faim	**starve**
13- visser	**to screw**	14- enfoncer (des clous)	**to hammer**
15- joyeux	**jolly**	16- morceau de charbon	**lump of coal**
17- panneau solaire	**solar panel**		

Activity 2 – Speaking

Discussion en binômes ou trinômes (appairage aléatoire avec le labo de langue si possible). Les questions sont affichées les unes après les autres, toutes les 2 ou 3 minutes. Possibilité de changer les groupes en cours d'activité. Les questions ont été formulées pour que tout le monde puisse y répondre, y compris les étudiants qui ne fêtent pas Noël.



Let's talk about the environmental impact of Christmas or traditional celebrations

1- Do you recycle your cards or wrappings after Christmas,your birthday or other celebrations? Explain

2- Have you ever given or been given an eco-friendly present for X-mas or a/your birthday? What was it?

3- Have you ever received an unwanted present for X-mas or your birthday? What did you do with it?

4- Have you ever given or been given a present made from recycled materials? What was it?

5- Have you ever given or be given a second-hand present ? What was it? What do you think about giving second-hand products to someone as a gift?

6- Can you think of any environmentally friendly ideas for Christmas or other traditional celebrations? (gifts, food, ways to celebrate…)

The Science of Christmas: Is climate change killing Santa? – WORKSHEET

Activity 1 - Watch the video and answer the following questions

1- Who is the latest victim of climate change?

2- Global warming is
- ❑ faster around Santa's workshop than elsewhere in the world.
- ❑ the same around Santa's workshop as elsewhere in the world.
- ❑ slower around Santa's workshop than elsewhere in the world.

3- What will humans be able to do in 25 years?

4- Where will Santa's workshop be at that time?

5- What kind of weather do reindeer prefer?

6- How many elves are said to be hired to help Santa produce toys?

7- What will happen to elves because of Climate change?

8- What consequences of climate change for people are mentioned at the end of the document?

-

-

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9- Fill in the table with words from the video

1- couler / faire couler		2- atelier	
3- pays merveilleux		4- diminuer, s'amoindrir (2 verbs)	
5- fondre		6- naviguer	
7- délocaliser		8- s'appuyer sur	
9- bricoler		10- babioles (3 nouns)	
11- tenir le rythme/ la cadence		12- mourir de faim	
13- visser		14- enfoncer (des clous)	
15- joyeux		16- morceau de charbon	
17- panneau solaire			

Greenwashing Class Activities

Perrine Broguy & Laurence Guiberteau

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Public : GMP 3è année (séquence de TD) ; MTEE 2è année (1 séance TP de 3 heures)

1) **Introduction au sujet : nous commençons par écrire Greenwashing au tableau afin de sonder le gp et voir si des étudiants connaissent déjà le phénomène et sont capables de l'expliquer**
- Vidéo Newsround: https://www.youtube.com/watch?v=8sLs7aWkKRM
- Compréhension écrite

Nous utilisons l'un, l'autre, ou les deux documents en fonction de la prise de température du début de séance.

2) **Interaction : par binômes, puis tout le groupe TP**
- Case Study : discussion de groupe extraite du site ESL Brains auquel un accès payant est nécessaire
- Actual Case study : tableau à compléter grâce à cette page internet : https://thesustainableagency.com/blog/greenwashing-examples/
- Vidéo de la Lufthansa & son explication : https://www.giveactions.com/en/post/voici-pourquoi-cette-video-de-lufthansa-est-du-greenwashing

Nous allons ici étudier d'abord des cas plus généraux / emblématiques dans le 1er case study, ppur aller ensuite vers des exemples plus précis et leur montrer l'étendue des cas existants, des domaines dans lesquels Greenwashing est présent. Enfin, nous leur proposons de visionner la video de la Lufthansa et engageons une discussion de groupe pour voir s'ils identifient dans cette vidéo des caractéristiques de ce phénomène.

3) **Tâche finale en petits groupes :**
- Consignes pour l'activité podcast
- Document guide de préparation
- Grille d'évaluation utilisée



GREENWASHING
READING COMPREHENSION



1. Write three words that come to your mind when you hear the phrase 'environmentally friendly'.

....

Now read the text below and check if your words appeared.

Why do companies want to appear more eco-friendly?

As climate change has become a big topic around the world, shops and businesses want to show us that they think about it too.
That's why when we walk into shops or go online you might see lots of signs about things being 'eco-friendly', 'organic' or 'sustainable'.
It's great to know that companies are trying to be more environmentally friendly but unfortunately sometimes these signs and slogans aren't always truthful, and they can be used to hide a bigger problem with the way some businesses are run.
While these labels might be true in some cases, sometimes they are deliberately not telling the full story to try and trick customers into thinking they are making an eco-friendly choice.

2. What is greenwashing? Write down your answers below.

.....

.....

.....

.....

3. Now read the paragraph below to check if your predictions were correct.

What is greenwashing?

Greenwashing is a type of marketing. It is a way to make products more appealing to customers who care about the environment.
When companies do things that are harmful to the environment while saying they care about climate change, this is called 'greenwashing'.
The International Consumer Protection Enforcement Network recently analysed 500 websites and found that up to 40% of environmentally friendly claims might be misleading customers.

Adapted from https://joannaesl.com/

4. Look at the three boxes below. Can you spot five signs of greenwashing? Circle them.



5. Match the five signs of greenwashing in the box with their descriptions.

a. Promises to carbon offset or donate to environmentally friendly causes
b. Buzzwords
c. Green packaging
d. Not fully recyclable
e. No proof

.....

One of the biggest signs that a product is greenwashed is if its labels or its packaging are green, and the rest of the company's products come in a different style of packaging. Colours send powerful messages to customers, we often associate feelings with colours. Lots of people associate the colour green with nature, which often gives products the impression that they are environmentally friendly.

.....

Lots of companies are working hard to make their packaging recyclable. But if it is only partly recyclable it's still not sustainable and it shows that the company is not completely invested in protecting the environment. It can also make it harder for you to recycle responsibly. Sometimes companies might also claim their products are made of partly recycled plastic, but that doesn't mean it's sustainable packaging.

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When it's not clear when a product has been greenwashed just from its packaging or advertising, you need to go and find the evidence! Some packaging and labels come with clear certifications which show that they are telling the truth about their environmentally friendly practices, but lots don't. Go to the company's website to find out more, and if you can't see anything there, drop them a message.

.....

If you're seeing words like 'sustainable', 'natural' or 'organic' - this can be a sign that it's greenwashed. Sometimes what they're describing is only partly sustainable or organic, and the company is over-promoting these parts of the product. If you're not sure, check the ingredients label or if it's an item of clothing, see what materials it's made out of.

.....

Companies may try to appear more environmentally friendly by offering to donate part of their profits to causes like carbon offsetting. If you see that a company is saying it donates to carbon offsetting or a similar cause, like planting more trees, it's a good idea to research more about what these projects involve.

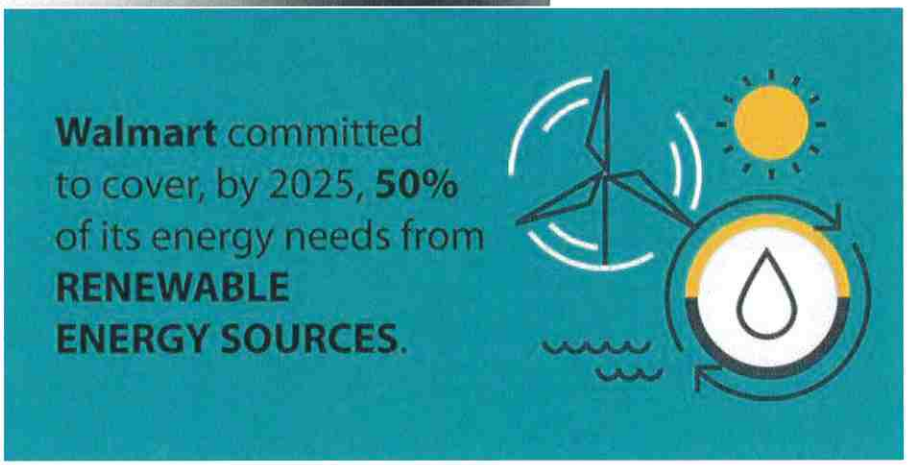
Adapted from https://joannaesl.com/

6. Identify signs of greenwashing in the real-life examples below. Circle them. More than one answer is available.









7. Discuss why greenwashing may be a problem. Read the text below and check the answer.

Why is greenwashing a problem?

When greenwashing happens, a person might buy a product or do an activity thinking they're doing something positive for the environment when actually they're not. In some cases, it could be (1) ..... the environment more without the public realising.
Sometimes this can be done (2) ..... - the company might be focusing on one issue that is helping but not looking at the bigger picture and (3) .... the harm it might be doing to the environment at the same time.
But sometimes it can be (4) ..... - companies making their advertising or product names suggest that they're helping the environment even though they're not.
And further to this, it can create (5) ..... in a company.

8. Read the following definitions and find and complete the text above with the missing words.

(1) causing harm
(2) not on purpose
(3) to think carefully about the advantages or disadvantages of a situation before making a decision
(4) intentional or planned
(5) the feeling that someone or something cannot be relied upon

9. **DISCUSS** what you can do **to avoid** greenwashing.

Adapted from https://joannaesl.com/

10. Match the certifications with their purposes (pictures / letters a-e).











1. Leaping Bunny ..... 2. Fairtrade ..... 3. Forest Stewardship Council ..... 4. Carbon Trust ..... 5. B Corp .....

a. the product has been made by people who received a fair wage for their work.
b. meets a certain standard of carbon emission reduction, meaning the product is trying to minimise its carbon impact.
c. the product has not been tested on animals.
d. a business is legally required to do beneficial things for the environment and the people who help create their products.
e. the product is made using sustainable or responsibly managed wood sources.

Video	Climate Change - What is greenwashing   Newsround – Listening comprehension

1. **<u>Watch the video and make a list the words and phrases related to the environment / sustainability subject that you hear.</u>**

-	- ..... (choices)	-	- .....
- (help)	-	-	.....
.....	.....	-	- .....
-	-	.....	.....
(clothing)	(benefits)	-	- .....
-	-	.....	.....
	.....		- .....

2. **<u>Answer the following questions.</u>**

a) ***Fill in the gaps in the following passage:***

So many of us try to go _____ _____ _____ to _____ _____ _____, maybe by wearing _____-_____ clothing, only buying things that have been _____ _____ or using paper straws. But could be so-called _____ _____ that we're told are _____ ___ ___ _____ actually be a _____ __ _____? Possibly.

b) What is greenwashing?

.....

.....

c) What do companies use greenwashing for?

.....

d) What are some greenwashing tactics used by companies?

- .....

- .....

e) What do some environmental campaigners say about the effects of greenwashing?

.....

.....

f) What other effect have they noticed on the companies part?

.....

.....

g) ***Some words have been changed in this passage. Find them and correct them:***

Greta Thunberg has even pulled out the caution industry saying it's not possible to make small quantities of shoes shapely and be eco unfriendly at the same time.

h) What is the "green taxonomy"?

.....

Adapted from https://app.fluentize.com/lesson/greenwashing

3. Lexical activity:

Read the following quotes from the video out loud. Then match the **verbs & phrasal verbs** to the definitions below.



1. "When a company, organization or even a government **exaggerates** the environmental benefits of their actions, it's known as greenwashing."
2. "Companies sometimes use phrases like eco-friendly, sustainably sourced or environmentally safe without actually having to **back up** these claims."
3. "Greta Thunberg has **called out** the fashion industry saying it's not possible to make large amounts of clothes cheaply and be environmentally friendly at the same time."
4. "The UK government **set up** an expert group to **crack down on** green washing across businesses. This group is called the green taxonomy."

1. *exaggerate* = stretch the truth or reality of
2. ..... = establish or create
3. ..... = prove, support or show evidence of
4. ..... = take strict and serious measures to regulate or prevent
5. ..... = publicly confront, criticize or accuse

4. Follow up:

Below are some ways of cracking down on or preventing greenwashing. Do you know what each means and how it could help?

boycotts	lawsuits	Industry collaboration	Certifications

Adapted from https://app.fluentize.com/lesson/greenwashing

GREENWASHING – CASE STUDY DISCUSSION

1. **Look at the five following cases of greenwashing. First guess which companies are concerned by these cases. Then DISCUSS to put the cases in order of MOST TO LEAST DECEITFUL ADVERTISING and justify your answer.**

Case A

A well-known fast-food chain replaces recyclable plastic straws with non- recyclable paper straws.

Case B

A car manufacturer finds a way to manipulate emissions data to seem eco-friendly, while actually producing 40 times more than the legal amount of emissions.

Case C

A budget airline makes an unsubstantiated claim to be Europe's 'lowest emissions' airline, with no evidence to back it up.

Case D

An established soft drink company begins using recycled plastic to produce their bottles but doesn't address the fact that it remains one of the world's biggest plastic polluters.

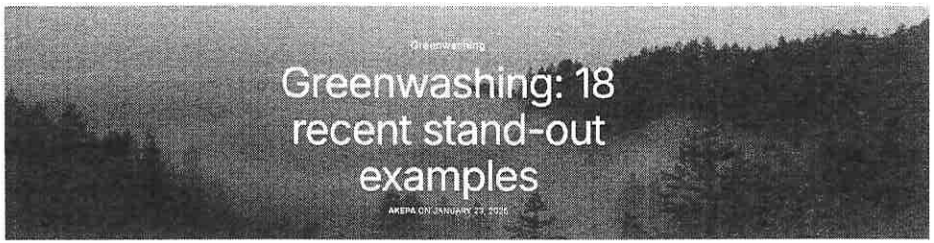
Case E

An oil giant directs a large amount of capital towards gas investment, while categorizing it under 'Renewables and Energy Solutions'.

	Company name	Rank from most to least deceitful advertising + Reason
Case A		
Case B		
Case C		
Case D		
Case E		

2. **For each company, think of a way they could reduce their environmental impact instead of greenwashing their products.**
   - fast-food chain
   - car manufacturer
   - budget airline
   - soft drink company
   - oil giant

Adapted from https:// ESLBrains.com



Using the web page below (link on Updago), fill in the table in order to analyse and keep in mind the main features of at least three actual greenwashing cases:

https://thesustainableagency.com/blog/greenwashing-examples/

Reformulate in your own words to sum up the story of the cases you chose !

Brand & year	Who called it out & where	Type of greenwashing	Summary of the facts
IKEA, 2020	*Earthsight* *EU (Sweden) / Ukraine*	*Accredited illegal logging*	*IKEA has used illegal sources of wood from Ukrainian forests where endangered species live. This timber was certified by the Forest Stewardship Council (FSC) which is quite shocking in this case as customers consider FSC as absolutely reliable.*

Unmasking Greenwashing



More and more companies are claiming to be green in order to appeal to environmentally conscious consumers.

But are these promises always sincere?

In this episode, your team deciphers the phenomenon of greenwashing to help listeners spot deceptive practices and make more informed choices.

STEPS :

1/ Gather in groups of three and decide on your respective roles.

2/ Study the documents provided on Updago + research other examples & other resources in order to enrich your discussion.

3/ Remember that your objective is to formulate advice and tips to consumers.

4/ Take notes on key information as well as the description of accurate examples : use the worksheet provided.

5/ Rehearse before recording your final podcast. Including a theme song can be nice !

ROLES :

Student A : The presenter

Introduces the topic, the guests and gives the floor.

Leads the discussion through questions and reactions.

Shares an experience in which he/she felt misled by greenwashing.

Student B : The journalist

Presents examples he has encountered through his researches and explains why they are misleading.

Student C : The ecologist

Explains what greenwashing is and its impact.

Provides keys to identifying a genuine ecological approach.

Requirements :

- *Be as natural and dynamic as you can while paying attention to grammar and pronunciation*
- *Use specific lexicon from the documents provided and studied in class*
- *Podcast duration should be approximately 5mn*

Unmasking Greenwashing



DISCUSSION GUIDE :

Take your notes on this doc to prepare your podcast

The presenter : ...

The journalist : ...

The ecologist : ...

Key advice and tips you want to deliver through this podcast :

Examples you are going to talk about and real ecological approach features you want to focus on:

Questions you plan to ask :

Sentences you can use to lead the discussions, to give the floor or react to other speakers' opinions :

>>> Hand out this doc after recording your podcast !

GREENWASHING Podcast – ASSESSMENT GRID

	Student 1 /20 >	Student 2 /20 >	Student 3 /20 >
Respect des attendus de l'exercice : - ton de conseil ; dynamisme - durée respectée - engagement de chacun dans la tâche - équilibre de la parole			
Contenu : - structure globale avec introduction & conclusion - exemples concrets réels développés clairement - réutilisation des documents fournis + sources additionnelles			
Cohérence et intelligibilité : - réactions/enchainements - questions pertinentes - raisonnement logique et intelligible			
Lexique, grammaire, prononciation : - proche de la langue cible - richesse lexicale - justesse linguistique			

Chaque critère sur 5 points : 1 = insuffisant 2 = moyen 3 ou 4 = bien 5 = très bien

Video	Climate Change - What is greenwashing   Newsround – Listening comprehension - ANSWER KEY

1. **Watch the video and make a list the words and phrases related to the environment / sustainability subject that you hear.**

- Being more green
-(Help) the environment
- eco-friendly (clothing)
- made sustainably
- green (choices)
- better for the environment
- environmental (benefits)
- doing good for the environment
- eco-friendly
- sustainably sourced
- environmentally safe
- more eco-friendly
- Environmental campaigners
- care about their environmental impact
- environmentally friendly
- environmental goals

2. **Answer the following questions.**

a) Fill in the gaps in the following passage:

So many of us try to go the extra mile to help the environment, maybe by wearing eco-friendly clothing, only buying things that have been made sustainably or using paper straws. But could be so-called green choices that we're told are better for the environment actually be a load of rubbish? Possibly.

b) What is greenwashing?

It is when a company, organization or even a government exaggerates the environmental benefits of their actions.

c) What do companies use greenwashing for?

They do it to get people to spend a little more on their products, like clothes, food, and services.

d) What are some greenwashing tactics used by companies?

- They sometimes use phrases like eco-friendly, sustainably sourced, or environmentally safe.
- They change the color of the label or even just show some sort of plant on the packaging.

e) What do some environmental campaigners say about the effects of greenwashing?

They say greenwashing tactics encourage damaging habits and stops people from trusting companies who actually do care about their environmental impact.

f) What other effect have they noticed on the companies part?

They also say companies have started spending more money on saying they're green rather than actually taking steps towards being more eco-friendly.

g) Some words have been changed in this passage. Find them and correct them:

Greta Thunberg has even pulled out the caution industry saying it's not possible to make small
called out fashion large
quantities of shoes shapely and be eco unfriendly at the same time.
amounts clothes cheaply environmentally friendly

h) What is the "green taxonomy"?

It is an expert group to crack down on green washing across businesses.

Adapted from https://app.fluentize.com/lesson/greenwashing

3. **Lexical activity:**

Read the following quotes from the video out loud. Then match the **verbs & phrasal verbs** to the definitions below.



1. "When a company, organization or even a government **exaggerates** the environmental benefits of their actions, it's known as greenwashing."
2. "Companies sometimes use phrases like eco-friendly, sustainably sourced or environmentally safe without actually having to **back up** these claims."
3. "Greta Thunberg has **called out** the fashion industry saying it's not possible to make large amounts of clothes cheaply and be environmentally friendly at the same time."
4. "The UK government **set up** an expert group to **crack down on** green washing across businesses. This group is called the green taxonomy."

1. exaggerate = stretch the truth or reality of
2. set up = establish or create
3. back up = prove, support or show evidence of
4. crack down = take strict and serious measures to regulate or prevent
5. call out = publicly confront, criticize or accuse

6. **Follow up:**

Below are some ways of cracking down on or preventing greenwashing. Do you know what each means and how it could help?

boycotts	lawsuits	Industry collaboration	Certifications

A boycott = a punitive ban on relations with other bodies, cooperation with a policy, or the handling of goods.

A law suit = a case in a court of law which concerns a dispute between two people or organizations / a problem taken to a law court by an ordinary person or an organization rather than the police in order to obtain a legal decision

Industry collaboration = the process of businesses working together to achieve a specific and shared goal

A certification = the action or process of providing someone or something with an official document attesting to a status or level of achievement

Adapted from https://app.fluentize.com/lesson/greenwashing



GREENWASHING
READING COMPR HENSION
ANSWER KEY



1. Write three words that come to your mind when you hear the phrase 'environmentally friendly'.

(Suggested answers)

organic eco-friendly sustainable

Now read the text below and check if your words appeared.

Why do companies want to appear more eco-friendly?

As climate change has become a big topic around the world, shops and businesses want to show us that they think about it too.
That's why when we walk into shops or go online you might see lots of signs about things being 'eco-friendly', 'organic' or 'sustainable'.
It's great to know that companies are trying to be more environmentally friendly but unfortunately sometimes these signs and slogans aren't always truthful, and they can be used to hide a bigger problem with the way some businesses are run.
While these labels might be true in some cases, sometimes they are deliberately not telling the full story to try and trick customers into thinking they are making an eco-friendly choice.

2. What is greenwashing? Write down your answers below.

Your own answers

3. Now read the paragraph below to check if your predictions were correct.

What is greenwashing?

Greenwashing is a type of marketing. It is a way to make products more appealing to customers who care about the environment.
When companies do things that are harmful to the environment while saying they care about climate change, this is called 'greenwashing'.
The International Consumer Protection Enforcement Network recently analysed 500 websites and found that up to 40% of environmentally friendly claims might be misleading customers.

Adapted from https://joannaesl.com/

4. Look at the three boxes below. Can you spot five signs of greenwashing? Circle them.



5. Match the five signs of greenwashing in the box with their descriptions.

a. Promises to carbon offset or donate to environmentally friendly causes
b. Buzzwords
c. Green packaging
d. Not fully recyclable
e. No proof

Green packaging

One of the biggest signs that a product is greenwashed is if its labels or its packaging are green, and the rest of the company's products come in a different style of packaging. Colours send powerful messages to customers, we often associate feelings with colours. Lots of people associate the colour green with nature, which often gives products the impression that they are environmentally friendly.

Not fully recyclable

Lots of companies are working hard to make their packaging recyclable. But if it is only partly recyclable it's still not sustainable and it shows that the company is not completely invested in protecting the environment. It can also make it harder for you to recycle responsibly. Sometimes companies might also claim their products are made of partly recycled plastic, but that doesn't mean it's sustainable packaging.

No proof

When it's not clear when a product has been greenwashed just from its packaging or advertising, you need to go and find the evidence! Some packaging and labels come with clear certifications which show that they are telling the truth about their environmentally friendly practices, but lots don't. Go to the company's website to find out more, and if you can't see anything there, drop them a message.

Buzzwords

If you're seeing words like 'sustainable', 'natural' or 'organic' - this can be a sign that it's greenwashed. Sometimes what they're describing is only partly sustainable or organic, and the company is over-promoting these parts of the product. If you're not sure, check the ingredients label or if it's an item of clothing, see what materials it's made out of.

Promises to carbon offset or donate to environmentally friendly causses

Companies may try to appear more environmentally friendly by offering to donate part of their profits to causes like carbon offsetting. If you see that a company is saying it donates to carbon offsetting or a similar cause, like planting more trees, it's a good idea to research more about what these projects involve.

Adapted from https://joannaesl.com/

6. Identify signs of greenwashing in the real-life examples below using the words /phrases from the box in activity 5. More than one answer is available.



Buzzwords : eco-conscious
No proof

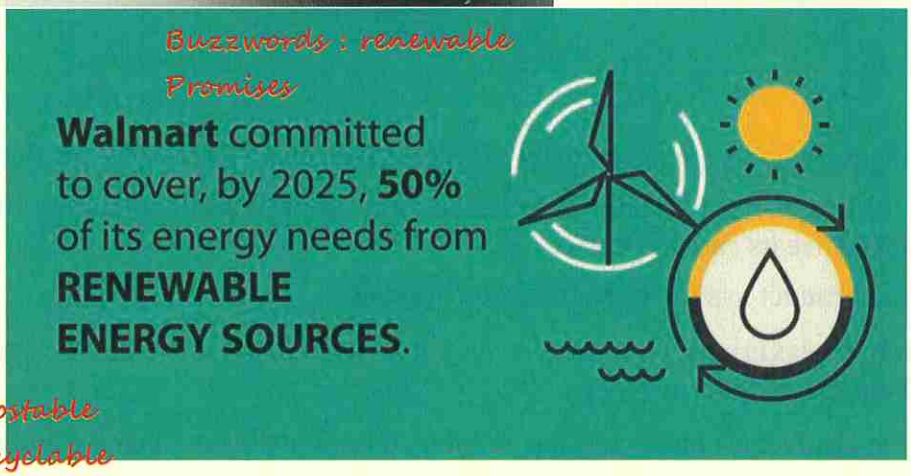
Buzzwords: compostable
No proof / Not recyclable?
Green packaging





Buzzwords: compostable
No proof / Not recyclable
Green packaging

Buzzwords : renewable
Promises



7. Discuss why greenwashing may be a problem. Read the text below and check the answer.

Why is greenwashing a problem?

When greenwashing happens, a person might buy a product or do an activity thinking they're doing something positive for the environment when actually they're not. In some cases, it could be (1) *damaging* the environment more without the public realising.

Sometimes this can be done (2) *unintentionally* - the company might be focusing on one issue that is helping but not looking at the bigger picture and (3) *weighing up* the harm it might be doing to the environment at the same time.

But sometimes it can be (4) *deliberate* - companies making their advertising or product names suggest that they're helping the environment even though they're not.

And further to this, it can create (5) *distrust* in a company.

8. Read the following definitions and find and complete the text above with the missing words.

(1)causing harm
(2)not on purpose
(3)to think carefully about the advantages or disadvantages of a situation before making a decision
(4)intentional or planned
(5)the feeling that someone or something cannot be relied upon

9. **DISCUSS** what you can do **to avoid** greenwashing.

Adapted from https://joannaesl.com/

10. Match the certifications with their purposes (pictures / letters a-e).











1. Leaping Bunny
2. Fairtrade
3. Forest Stewardship Council
4. Carbon Trust
5. B Corp

c a e b d

a. the product has been made by people who received a fair wage for their work.
b. meets a certain standard of carbon emission reduction, meaning the product is trying to minimise its carbon impact.
c. the product has not been tested on animals.
d. a business is legally required to do beneficial things for the environment and the people who help create their products.
e. the product is made using sustainable or responsibly managed wood sources.

GIVEACTIONS

Here's why this Lufthansa video is greenwashing

What are the elements that lead to greenwashing?

This video is a case study. It must be said that Lufthansa was strong there. They succeeded in taking over almost every aspect of greenwashing.

1. The visuals

Throughout the video, natural visuals are used to create an atmosphere, an impression of ecological virtue.

First of all, there are the images of bamboo. Bamboo that is in fact either used to offset carbon or to make cutlery (we'll come back to that, but that has nothing to do with their main activity). By saying “what does this (bamboo) have to do with flying?” , we are misled into thinking that the plane has a close relationship with bamboo. While no, they use it as a Co2 absorbent because it grows quickly. It is a good thing to compensate, but remember that the first step is to reduce your emissions. Linking their product (airplanes) to bamboos to compensate is therefore misleading. The visual suggests that their planes have ecological benefits when not.

There is also an image of a forest 22 seconds away. For no legitimate reason, other than to suggest a

2. Insufficient or non-existent information

Lufthansa is putting forward numerous new technologies to reduce its impact. However, on its site, there is very little information. They are vague and do not go into detail. Today, as far as we know, using vegetable oil is completely insufficient to replace conventional gasoline. What percentage do they expect that to be? Nothing is said. They use carbon offsetting, of course. Where and for what quantity of CO2? Nothing is said.

You have to be transparent and precise. If you say you are going to use this or use that, we need to find information about it. It's transparency. If you are not transparent, yes, you are greenwashing.

3. An off-topic highlight

To return to bamboo. And on the fact that they use it to make compostable cutlery. It's a great initiative. But that has almost nothing to do with their main service. It's a tiny drop in the ocean. The impact of aviation comes almost exclusively from fuel consumption. No cutlery. That has no place in a video about how to change the world of aviation.

It's just adding a layer to impersonate a company that is on the move, when the impact will be minimal.

4. A disproportionate promise

At 1:23 they say “That's how we aspire to bring flying and nature into harmony.” They go on to say “We make sharks fly, we make bamboo fly. We make oil and waste fly. We are making a change of flight.” All this with images of nature, of course. The term “aspire” is important because it highlights that this is not the case today. We will come back to this point later. Today, it's a bit too big to combine the words flying and nature. Because the two are in opposition. More nuances should have been added. And the word “aspire” is probably not clear enough to express this nuance.

Finally, expressions like “we make bamboo fly” are, excuse us, nonsense. They use the present tense when none of that is in place today. The only term that could be accepted is “we make oil and waste fly.” For the rest, it's not right. The terms and images, again, suggest ecological benefits when that is not the case today. And the promise is clearly disproportionate.

5. The positive impact of the measures is long-term

The vast majority of the measures announced are promises for the future (2050). It is important to report this well and that is not enough the case in the video. One of the bases of greenwashing is to highlight what we intend to do when nothing has been done today. Attention, it is obviously important to have an action plan. But making an incredible video to highlight plans is to give yourself a good image when nothing is being done today.

6. The use of carbon neutrality

We have already talked about it, but ADEME and all the scientists insist that carbon neutrality cannot be used at the level of a company. But only from one country or continent. Because it is a balance between emissions and removals. This can only be done on a macro scale. It is not for nothing that in France, as early as 2023, it will be forbidden to use this statement without giving concrete evidence. This is in line with one of the previous points, nothing is given here.

What are the ways to make a video without greenwashing?

There is a lot of work as you have noticed. First, more honesty is needed. There is no point in taking consumers for imbeciles. Sincerely say that aviation is not good for the planet today. That it has impacts. But that you are aware of it. And that you are doing everything you can to change the situation and reduce the impacts of aviation. Of course, behind it there must be a real ambition to change things, the aim is not to make empty talk.

We must also stop pretending with carbon neutrality that the plane can be absolutely impact-free. Again, be honest and say that flying will always have an impact on the environment. But that you reduce its impact as much as possible through several measures.

Still on this subject, we need to emphasize more that these are goals in the future. And that this is not the case today. We cannot use the present “we make change fly”, while today the measures mentioned are hardly used.

In terms of images, you have to be really careful about what is used. Since these are commitments for the future, using images of nature is fallacious and dishonest. And the video is very well done because we believe in it. But you have to use other images because it suggests a message that is false.

As far as information is concerned, it is essential to say during the video that you can find a whole report and all the information on a dedicated site. And that all this information is actually on this site. And not vaguely, but very precisely.

We should not talk about bamboos because it is off topic. At least not for compostable cutlery. It can be said for its capacity to absorb CO2, but it must then be emphasized that it is the second step: absorption. That this is an additional way, but that your objective remains the reduction of your emissions. And don't say “what does this (bamboo) have to do with flying.” It's completely off topic.

Finally, extreme care must be taken with regard to disproportionate promises. You have to remove We Make Bamboo Fly, We Make Sharks Fly. It conveys the message that the plane is positive, but not. This ties in with the first point. Admittedly, these measures may have an ecological interest, but this is greater than reality.

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Dealing with stress- first year

This is to help with preparing oral presentations for anxious speakers, but can help dealing with stress in general.

Task 1.

Draw what stress looks like to you. Then explain it to the class or in small groups.

Task 2.

Describe your mood in terms of **weather,** draw it and explain it to your neighbour.

Task 3. **Self Confidence Building Exercise** (in pairs)

Imagine it is the morning of an important presentation and, during the night, when you were asleep, a miracle happened. The nerves which used to bother you so much have somehow been replaced by a sense of excitement.

No matter how hard you try, you cannot wipe that big grin off your face, and you cannot stop yourself from "seeing" yourself giving an amazing speech. Now let's capture what you see, hear, and feel as you visualise yourself delivering the best presentation you have ever given.

When you are speaking at your best...

- What feelings do you feel?
- How does your voice sound?
- How would you rate your delivery?
- How relaxed do you feel (1-10 scale?)
- What expressions do you see, on the faces of your audience?
- How well are you able to handle any questions?
- How confident do you feel (1-10 scale?)
- How does it feel as the audience's generous applause washes over you when you finish?
- How would you describe the audience's reaction to your presentation?
- What do people say to you afterwards?

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Words, Words, Words – Human vs ChatGPT

Common Indicators (from Wikipedia article "Signs of AI Writing")

- Generic, positive descriptions (statistically common)
- Too much emphasis on symbolism and importance
- Promotional language like "breathtaking", "vibrant", "unique"
- Negative parallelisms: "Not only… but also…", "Not just about… it's…"
- Conclusions about challenges and prospects
- Summarizes sections with: "In summary", "Finally", "In conclusion"
- Overuse of em dashes: —
- Collaborative communication like "I hope this helps", "Of course!"
- Placeholder text: "Specifically, I am referring to the article about [Entertainer's Name]"

Things to keep in mind

- LLMs can be molded to produce any kind of text—these indicators are stereotypes
- Anglophone LLMs are extremely sycophantic—there is a kind of anxiety behind this intense desire to please.
- The goal is to foster a critical attitude towards the text—it is extremely difficult to be certain about what is human vs LLM

Speech by Barack Obama

Now, I won't pretend it's easy. We face challenges — deep divisions in our politics, rapid changes in our economy, and questions about our place in the world. But here's what gives me hope: I've seen the determination of teachers who stay late to help a struggling student. I've seen the grit of small-business owners who open their doors every morning, even when times are tough. I've seen the courage of young activists who refuse to accept that things have to be the way they've always been.	Through blood drawn by lash and blood drawn by sword, we learned that no union founded on the principles of liberty and equality could survive half-slave and half-free. We made ourselves anew, and vowed to move forward together. Together, we determined that a modern economy requires railroads and highways to speed travel and commerce; schools and colleges to train our workers.

Song by Bob Dylan

Come gather 'round people Wherever you roam And admit that the waters Around you have grown And accept it that soon You'll be drenched to the bone If your time to you is worth savin' Then you better start swimmin' or you'll sink like a stone For the times they are a-changin'	The train rolls past the factory, Smoke rising black and tall, The foreman counts his silver coins, The workers count nothing at all. A preacher shouts on the corner, Says the world is bound to end, But the landlord's still collecting rent, And the banker's still your friend.

***Harry Potter and the Sorcerer's Stone* (1997) by J.K. Rowling**

Harry ignored her. Blood was pounding in his ears. He mounted the broom and kicked hard against the ground and up, up he soared; air rushed through his hair, and his robes whipped out behind him — and in a rush of fierce joy he realized he'd found something he could do without being taught — this was easy, this was wonderful. He pulled his broomstick up a little to take it even higher, and heard screams and gasps of girls back on the ground and an admiring whoop from Ron.	Harry had never thought of broomsticks as anything more than old twigs and dust collectors, the sort of thing Aunt Petunia would shriek about if they muddied her spotless floors. But when Professor McGonagall placed one in his hands, it felt alive, humming faintly, as though it had been waiting centuries for someone to take it flying. His stomach tightened with the same nervous excitement he used to feel peeking at the presents Dudley hadn't noticed yet.

***Foundation* (1951) by Isaac Asimov**

The chamber was quiet, save for the faint hum of the energy shields that marked the perimeter. Hari Seldon stood with his hands folded, his eyes half-closed as though the weight of centuries pressed upon his brow. The audience waited, restless but respectful; they sensed, dimly, that the words to come were not meant for them as individuals, but as fleeting representatives of a civilization in decline.	A. To minimize the effects of that destruction. Q. And exactly what do you mean by that? A. The explanation is simple. The coming destruction of Trantor is not an event in itself, isolated in the scheme of human development. It will be the climax to an intricate drama which was begun centuries ago and which is accelerating in pace continuously. I refer, gentlemen, to the developing decline and fall of the Galactic Empire.

APLIUT 2026 – SWAP SHOP – Isabelle Coëffe – ENSIL-ENSCI Limoges – isabelle.coeffe@unilim.fr

BUCKET LISTS – (not) such a good idea? (durée ≈ 1h30)
Activité proposée aux étudiants la dernière séance du semestre (groupe entier) / également proposée en activité parallèle en groupe mixte étudiants ayant déjà validé le TOEIC et d'autres non. Compétences travaillées: CO / EO

ACTIVITY 1 – Discuss the following questions with your groupmates (10')

1) "My grandfather **kicked the bucket** last week" What do you think this sentence means?
→ Do you know any other idiomatic expressions with the same meaning? (in English or in French)
2) "I haven't been everywhere, but it's on my bucket list" Considering this quotation and your answer(s) to the previous question, what is a "bucket list"?
3) Many people have a "bucket list": what do you think of this idea and why has it become so popular?
4) Is there any undertaking, project or goal you're particularly proud of having achieved so far / that would be on your bucket list?
5) What do you think is in the top ten of most people's bucket lists?

⇒ **CLASS DISCUSSION (suggestions of answers)**
1) "My grandfather kicked the bucket last week" What do you think this sentence means? To "kick the bucket" means "to die"
⇒ Other similar informal or humorous idiomatic expressions in English
-to pass away = rendre l'âme / s'éteindre
-to give up the ghost = rendre l'âme
-to be pushing up the daisies = manger les pissenlits par la racine
-"your number is up" = ton heure a sonné!
-be dead as a doornail = être raide mort / être mort et enterré
-to kick the bucket = passer l'arme à gauche
-to bite the dust = casser sa pipe
-to breathe one's last = rendre son dernier soupir
-to be six feet under = être six pieds sous terre
-to pop your clogs = casser sa pipe
-to fall off your perch = ravaler son bulletin de naissance

2) What does the expression "to have a bucket list" mean?
A bucket list is a set of experiences that someone wants to have before they "kick the bucket."
3) What do you think of such an idea? Plenty of people have a bucket list…In your opinion, why has this idea become so popular?
Fear of missing out, influence of social media. It is the feeling of apprehension that one is either not in the know about or missing out on information, events, experiences, or life decisions that could make one's life better. It is also associated with a fear of regret, which may lead to concerns that one might miss an opportunity for social interaction, a novel experience, a memorable event.
5) What do you think is in the top ten of most people's bucket lists?
https://www.dailymail.com/travel/travel_news/article-2695728/Buying-holiday-home-driving-Route-66-trip-Maldives-British-bucket-list-40-things-die.html

1. Have a holiday home abroad	2. Learn a new language	3. Go on holiday to the Maldives	4. Buy a house
5. Swim with dolphins	6. Drive Route 66	7. Ride a hot air balloon	8. See the Egyptian Pyramids
9. Go to a casino in Las Vegas	10. Visit Venice		

ACTIVITY 2 - Listening comprehension – Bucket lists https://www.bbc.co.uk/learningenglish/features/6-minute-english/ep-200416

TASK – You will listen to the document three times. Take notes to answer the following questions

1/ What's the other expression used to refer to "bucket lists"?
"the greatest hits of your life"

2/ What are bucket lists said to help people do?
-overcome their anxiety
-overcoming the fear of following their dreams

3/ What have they been accused of?
Limiting the imagination by encouraging people to follow someone else's idea of the perfect life.

4/ What is one of the most commonly included personal goals on bucket lists? Why is it so?
Swimming with dolphins / it has been said to improve people's mental health

5/ Collect information on Annette White

Type of goals on her bucket list	Adventurous goals… ranging from from Learning Spanish to hanging out with penguins in Antarctica
Reasons for having a bucket list	-Overcome anxiety -Push her out / step outside of her comfort zone (to its limits and beyond it) -Whenever she ticks something on her list, she feels a piece of her fear of the unknown is removed and replaced with a piece of empowerment (becoming stronger and more confident) -By doing so, the size of her fear bubble has gotten smaller -She feels in control of her life

6/ How is the concept of "comfort zone" defined in the audio document?
A zone where you feel safe and comfortable but where your ability and determination are not really tested / unchallenging situation

7/ Unlike Annette, what are the arguments of the clinical psychologist Linda Bair?
-Not in favor of bucket lists
-To her, having a bucket list is like fooling/ deceiving yourself
-We fear death more than anything because we cannot predict it
-Doing bucket lists is a strategy to cope with death / the idea that we can control when and what our death will be like
-It prevents us from living our life in an active, spontaneous, natural and impulsive way without planning

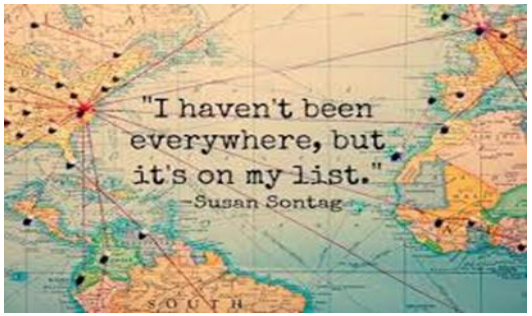
8/ What are the origins of the expression “to kick the bucket”?
Old English expression / Used by Shakespeare / It refers to kicking the bucket away from under the feet of a hanging man, leaving him to drop to his death.

9/ What personal goal is most often included on bucket lists?
a) swimming with dolphins
b) getting a tattoo
c) seeing the northern lights

MISE EN OEUVRE CO
1) Correction collective classique après les 3 écoutes (diaporama)
2) Après les 3 écoutes, les étudiants discutent, comparent et complètent leurs réponses en binômes (10’) puis vérifient individuellement avec la correction

FINAL ACTIVITY – SPEAKING GAME (adapted from www.onestopenglish.com)
Distribuer 1 feuille de jeu (plastifiée pour être réutilisée) par groupe d’étudiants (4 ou 5 joueurs max) + 1 dé
Peut aussi se faire « en distanciel »

SPEAKING GAME – MY BUCKET LIST



How to play: Roll the dice twice to obtain an activity and discuss each idea along the following lines:

a) Count me in… (explain why)
b) Been there, done that… (describe the experience)
c) I'm on the fence… (say why)
d) That's not my cup of tea (say why)

		2nd throw of the dice					
		1	**2**	**3**	**4**	**5**	**6**
1st Throw Of The Dice	**1**	Be hypnotized	Tell someone how they've inspired you	Go on a wildlife safari	Learn how to take constructive criticism	Get a tattoo	Go bungee jumping
	2	Eat in a Michelin star restaurant	Go vegan for one month	Forgive someone who's hurt you	Meet someone you admire a lot	Experience the Northern Lights	Write a book
	3	Support a cause that's important to you through donations or volunteering	Take a hot air balloon ride	Take some time off to go backpacking and travel the world	Throw a surprise party for someone you love	Swim with dolphins	Compliment a coworker every day on the good work they are doing
	4	Sing to an audience (family doesn't count)	Give up a bad habit	Attend the Olympics	Find a fitness routine that works for you and stick to it	Make time for yourself every day	Embark on a road trip across the United States
	5	Visit at least three out of the seven new Wonders of the World	Find something to laugh at every day	Go to Las Vegas	Let someone know how much they mean to you	Conquer a lifelong fear	Spend a night in a haunted castle in Scotland
	6	Start a business or side gig for something you are passionate about	Run a marathon, half marathon, or 5k	Go to the airport and take the next random flight somewhere	Spend a week in each of the major "global" cities (New York, Paris, London, and Tokyo)	Experience zero gravity	Become fluent in a new language

DANIERE

PRESENTING LIKE STEVE JOBS ENTRAINEMENT A LA PRISE DE PAROLE AVEC PEU DE NOTES car temps de préparation réduit à 20 mns environ

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Démarche pédagogique : Il s'agit de leur apprendre à présenter comme Steve Jobs, c'est-à-dire en racontant une histoire, en utilisant des anecdotes, des chiffres simples, des transitions efficaces etc.

PART 1 :Un brainstorming pour savoir qui est Steve Jobs

PART 2/ COMPREHENSION ORALE MAIS SURTOUT DECOUVERTE ET MEMORISATION DE LA METHODE DE STEVE JOBS

VIDEO

https://www.youtube.com/watch?v=iJq-thyDF9Q

Voilà le script de la video :

Steve Job's transcript

Hit your audience with a headline , this is a clear concise theme that should run through your talk, it should be short enough to be memorable and tweetable so less than 140 characters of the Iphone launched in 2007 , Steve's headline that you can see on screen now is 52 characters long, perfect for Twitter

If you can describe the customers' emotions or how the user feels it's more like a story and it's much more **engaging** for your audience "



At a party or in a bar think about the person telling a story, they have the attention of people around them and the crowd is listening, humans have been telling stories for thousands of years because it works, if you can't tell a story at least limit your information to 3 things-tops, that's all anybody is likely to remember.

When you have big numbers, simplify them so that people can understand them better 2 million Ipods, that's a big number sold in the 1st 59 days that's **impressive**,Steve would then say that's almost 34,000 Ipods sold everyday which is an i**ncredible** amount.

Here he is talking about the number of songs sold on Itunes, again it would be a big number but Steve puts it into perspective 82 % of the American market for mp3s. In February 2013, Apple reached 25 **billion** songs downloaded from Itunes, Steve would have said it in a way that is easy to understand, on average that's 15,000 songs that have been downloaded every minute since Itune opened, an **extraordinary** figure.

Steve Jobs used big, bold, clear, simple images, he almost never used more than 2 images on a presentation slide. At the 2007 launch of the Iphone unusually he used 3 images as you can see but this was to highlight that the Iphone could do all three things of music player, phone and internet access the he quickly moved on again to his normal procedure of one striking image.

Tiny text does not mean using text that is too small to see , it means reduce and edit your text to only the essential words that clearly communicate your message, nobody wants to see lines and lines of boring text, the first line here works like magic, it's kind of a headline again.

The full grammatically correct sentence would be it works like magic.Just delete the small grammar words, the second line no stylus, perfect grammar would be it has no stylus or even longer it does not have a stylus, we only need the message, bang! No stylus and then the third line " far more accurate", correct sentence would be, it is far more accurate than other methods, it's way too long, far more accurate is all the audience needs.Edit your text to the smallest amount possible. It looks so much more powerful and allows the audience to hear, to focus on and to understand key messages.

Steve Jobs used to smile all the time during his keynote speeches, when you send out a smile it comes back to you of course, if you physically engage with your audience, you will also engage them mentally, if you look like you are having fun, your audience probably will too.This is a famous moment when Steve Jobs was having fun and playing with the brand new I-phone.He called Starbucks to order 4,000 coffees to go. Look at his smile, he is only making a phone call but he is enjoying it and so did his audience, it's a little story that's easy to remember as well as showing enthusiasm with exaggerated body language Steve Jobs showed massive enthusiasm with the language he used." Fantastic, amazing, incredible, extraordinary… when you are excited it's difficult for your audience to resist.

In your presentation you should have one magic moment that you build up to, it's your climax, put on a show and amaze your audience.

Here is Steve with a normal boring brown envelope, he slowly opens it up and out slides something shiny and beautiful, it's an incredible new super thin computer the Mac Book Air and there is the famous smile again, a truly magic moment that's difficult to forget.

Even if you can present like Steve Jobs in a long presentation your listeners might lose focus for a minute here or there so it's incredibly important to have informative transitions that tell your audience what you are going to talk about and then just after summarize the important information that you want them to remember.Here is an apple slide with quite a lot of text but Steve Jobs would have used an informative transition to start, for example:

Now I am going to tell you about some of the amazing features of the Ipod, at the end of this section you would have summarized so that's the Ipod, it's beautiful, it's fast, it's your whole music library in your pocket, before you continue and move on in your speech don't lose that key informatio

1 ERE ACTIVITE POSSIBLE SUR CETTE VIDEO

What are the keys to Steve Jobs's successful speeches? List them and explain what they mean.

KEY ELEMENTS	MEANING, EXAMPLE or ANECDOTE
1	
2	
3	
4	
5	
6	
7	
8	

2 EME POSSIBILITE ON LEUR DONNE LES KEY ELEMENTS , ON FAIT DES GROUPES ET ILS CHERCHENT LES INFOS RELATIVES A LEUR GROUPE

PART 3 : Pour les mettre en confiance, je fais une présentation façon « Steve Jobs »

powerpoint : 4 slides

1/



2/



3/





4 /

Voilà en gros mon « speech » : en général ça les fait rire et ils ont moins de pression pour leur présentation

My speech today will revolve around a serious topic.
Let me tell you what it is.

The other day, while I was working hard around the house, cleaning and tidying up, I spotted my cat lazing around, stretched out on the sofa, doing absolutely nothing apart from putting on weight. (en général, je pose plutôt une question " qui ai-je vu, sur le canapé, qui ne faisait rien ? « et certains répondent « votre mari… , c'est un peu d'une autre époque mais ça marche quand même)

Did you know that 80% of household cats are overweight?
That represents more than 100 billion cats around the world!

But now that I have these amazing duster slippers in my life, three things have changed forever:

1. My cat is unrecognizable — see for yourself!
2. My house is spick and span, in other words, super clean.
3. And last but not least, I am much happier!

Ensuite je les mets par groupe de 2 , je distribue 3 images chacun (un problème/ une solution/ un résultat) et je leur demande de présenter cet objet qui a changé leur quotidien ou celui de leur proche comme Steve Jobs l'aurait fait. Ils ont ensuite une petite grille où ils notent si les éléments apparaissent tous bien (ils l'ont déjà remplie quand j'ai fait ma présentation)

Voilà quelques exemples d'images, je me suis basée sur les SHINDOGUS (des inventions un peu farfelues)





PRESENTING LIKE STEVE JOBS STUDENT 2





J'ai 8 illustrations comme celles-ci sur des photocopies couleur (j'amène des aimants pour que les étudiants puissent les accrocher au tableau, comme cela pas besoin de powerpoint ni de salle info)

Ils ont 20 mns de préparation puis chaque binôme passe entre 1 à 2 mns et le reste du groupe remplit la grille suivante :

> **While listening to the others, tick the criteria that show they are able to present their object like Steve Jobs.**

	teacher	studentA	B	C	D	E	F	G	Etc.	
Tight theme	✓									
Stunning stories										
Simple stats										
Incredible images										
Tiny text										
Super smile										
Magic moments										
Moving not losing										

APLIUT 2026_Swapshops anne.daumas@univ-lyon1.fr

Introducing a company (2h)

***Objective* : you will have to present a company to the class without giving its name, and the class will have to guess which company you chose**

Step 1:

Match the following English words with their translations:

- brand (name)	•	• marque déposée
- trademark	•	• spécialisé dans
- world-wide	•	• dissoudre une société
- specialized in	•	• gérer une entreprise
- main activity	•	• marque
- to do business with	•	• travailler avec
- to start with	•	• se diversifier
- to split into	•	• commencer avec
- competitor	•	• concurrent
- pioneer	•	• moderniser
- to run a company	•	• diriger une entreprise
- to manage a firm	•	• mondial
- to dissolve a company	•	• activité principale
- to merge	•	• pionnier
- to upgrade	•	• fusionner

Step 2:

Guess what the following English words (about the structure of a company) mean:

- head office, headquarters, the main office =
- president/CEO/chairman (UK) =
- parent company / holding company / owning company =
- premises / facilities =
- workforce =
- small and middle size business (SME) =
- public sector =
- private sector =
- multinational =
- annual turnover =
- profit =
- market share =
- market leader =

Step 3:

Choose a company and surf on the Internet to find details about it.

Find the following elements:

- date of creation
- name of founder(s)
- location
- activity / services / products / values
- type of company / size / workforce
- leadership / staff
- sales figures / annual turnover
- examples of projects / clients

Step 4:

Use the following expressions to build your sentences and handwrite the key-sentences on a paper:

About the company's history :

- They were established in + (year).
- It was founded /launched in + year.
- They merged with (+ name of the other company) in + (year).
- In (+year), they set up a subsidiary in +(location).

About the performances of the company :

- They are the market leaders in… (mention the cities or countries).
- They make annual profits of (+ say how much).

About their activity :

- What sets them apart from their competitors is…
- What they do is…
- They offer (+ services)

Step 5:

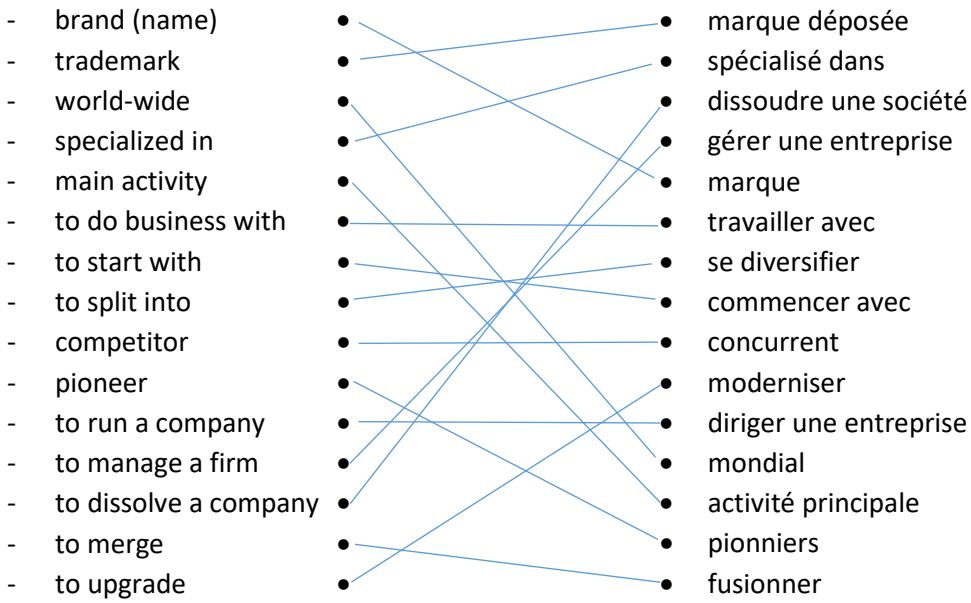
Present the company you chose to the class and make them guess which company it is!

Correction_Introducing a company

***Objective* : you will have to present a company to the class without giving its name, and the class will have to guess which company you chose**

Step 1:

Match the following English words with their translations:



Step 2:

Guess what the following English words (about the structure of a company) mean:

- head office, headquarters, the main office = Siège
- president/CEO/chairman (UK) = Président/PDG
- parent company / holding company / owning company = société/maison mère
- premises = locaux
- workforce = nombre d'employés
- small and middle size business (SME) = PME
- public sector = secteur public
- private sector = secteur privé
- multinational = multinationale
- annual turnover = chiffre d'affaires annuel
- profit = bénéfice (attention au faux-ami !)
- market share = part de marché
- market leader = numéro 1 sur le marché

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Virtual Onboarding Event

Activity: You'll be paired up with an S5 student in an onboarding welcome event. This is an opportunity to ask a third-year student about their experiences at the IUT d'Orsay. See the designated Moodle section for more information about this event.

What is onboarding?

_____

_____

_____

_____

Brainstorm: Think of at least 5 questions that you would like ask an S5 student about their experiences at the IUT d'Orsay.

S5 Student Interview Questions

1) _____

2) _____

3) _____

4) _____

5) _____

Activity: You're a manager at a startup. You're hiring a lot of new employees and need to find a way to break the ice on the first day. Working in a groups, imagine an onboarding activity that can be done in 10 minutes. Share your idea with the class.

_____

_____

_____

_____

_____

_____

_____

_____

Onboarding Listening

Instructions: Listen to a recording of an S1 student interviewing an S5 student. Answer the below questions.

1) What questions did the S1 student ask? Write them down exactly as said. Circle any mistakes.

_____

_____

_____

_____

_____

1) What information did you learn from the S5 student?

_____

_____

_____

Onboarding Listening

Instructions: Listen to a recording of an S1 student interviewing an S5 student. Answer the below questions.

1) What questions did the S1 student ask? Write them down exactly as said. Circle any mistakes.

_____

_____

_____

_____

_____

1) What information did you learn from the S5 student?

_____

_____

_____

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Burger Quiz, MMI Style !

WELCOME !

English only, fast answers, no computers !

Be funny, be chaotic, respect the host :)

WARM-UP QUESTIONS

1. **Name a social media app.**
   - Facebook
2. **Name a streaming platform.**
   - Netflix
3. **Name a famous YouTuber.**
   - PewDiePie
4. **Give 3 words related to design.**
   - Creative, layout, aesthetic
5. **What does "LOL" mean?**
   - Laugh Out Loud
6. **What is the opposite of "online"?**
   - Offline
7. **Name a video game.**
   - Fortnite
8. **What color is the Netflix logo?**
   - Red
9. **What is a podcast?**
   - Audio series for streaming
10. **Say one word connected to AI.**
    - Automation, LLMs, etc.

NUGGETS OF KNOWLEDGE

1. **What do TikTok, coffee, and final exams have in common?** *(They all keep you up at night.)*
2. **What do CAPTCHA tests, group projects, and escape rooms have in common?** *(They all test your patience.)*
3. **What do AirPods, introverts, and ghosts have in common?** *(They prefer silence.)*
4. **What do influencers, alarm clocks, and mosquitoes have in common?** *(They can be quite annoying.)*
5. **What do Photoshop, magic, and Instagram have in common?**
   - *(They make everything look better.)*

SALT OR PEPPER? (Pick and explain why in a few sentences: 5' prep' time !)

- **Netflix or YouTube?**
- **TikTok or Instagram?**
- **Remote work or office life?**
- **AI-generated art or human art?**
- **Dark mode or light mode?**
- **Android or iPhone?**
- **Gaming alone or gaming with friends?**
- **Coffee or energy drinks?**
- **Memes or emojis?**

SPEED ROUND

1. **Name 5 apps:**
   - *Instagram, Snapchat, TikTok, WhatsApp, Spotify*
2. **Name 4 websites:**
   - *Google, Wikipedia, Amazon, Reddit*
3. **Name 3 Adobe software tools:**
   - *Photoshop, Illustrator, Premiere Pro*
4. **Give 5 English tech verbs:**
   - *Download, upload, stream, browse, code*
5. **Name 5 video games:**
   - *Minecraft, Fortnite, Among Us, Call of Duty, Apex Legends*
6. **Name 4 streaming platforms:**
   - *Netflix, Hulu, Disney+, Amazon Prime Video*
7. **Name 5 internet jobs:**
   - *Social media manager, web developer, SEO specialist, content creator, digital marketer*
8. **Name 3 programming languages:**
   - *Python, JavaScript, C++*

TRUE OR FAKE?

1. **A robot became CEO of a company.**
   - *Fake*
2. **Netflix once tried to launch physical restaurants.**
   - *Fake*
3. **An influencer sold jars of air online.**
   - *True*
4. **France banned memes in 2024.**
   - *Fake*
5. **A gamer finished a game using bananas as controllers.**
   - *True*

THE WORST STARTUP EVER (the best pitch gets 3 points !)

- **Invent a pitch for the following app:**
  AppName: "Nap Alert"
- **Create a slogan for it :**
  "When naps become traps!"
- **Explain the business model:**
  (e.g. An app that alerts you if your nap exceeds 20 minutes by playing a random alarm sound. Users pay a subscription for various alarm tones and decibel levels. Perfect for those who need a nap but not too much of it!)

FINAL ROUND – BURGER OF DEATH

1. **Spell "entrepreneur".**
   - *E-N-T-R-E-P-R-E-N-E-U-R*
2. **Translate "réseau social".**
   - *Social network*
3. **What is a *meme*?**
   - *Internet joke or trend*
4. **Name one podcast.**
   - *"The Daily"*
5. **What does UX mean?**
   - *User Experience*
6. **What is *clickbait*?**
   - *Misleading content to attract clicks*
7. **Give a synonym for *fake*.**
   - *False*
8. **What is the opposite of *cheap* ?**
   - *Expensive*
9. **Name one search engine.**
   - *Bing*
10. **Explain *TikTok* in 5 words maximum.**
    - *Short videos, endless entertainment, doom scrolling.*

Congratulations. You survived the Burger Quiz of Death ! Or not !

Wikipedia: Burger Quiz

The concept of the TV show is based on a series of more or less serious questions. Two teams, the ketchup and the mayo , fight to reach 25 points first. The winning team can access to the final test "*Le Burger de la Mort*" (the Death Burger or Burger of Death) which consists of ten questions asked one after the other to the candidate which then need to answer them in the right order.

Compétences travaillées:

- Compréhension Orale ;

- Production Orale ;
- Savoir-être (team-building, écoute) ;
- Mémoire immédiate, concentration ;
- Transférable à d’autres thèmes, points de grammaire style “Grammar Auction”, etc.

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Lien document video : https://youtu.be/8yVg1LF1X10

LISTENING EXAM

I. According to the recording, are the following statements True (T) or False (F). If false, state why. (barême dégressif). (12 points)

1 …….. The new "Tinder For Jobs" is actually named "GetAhead".

……

2. …….. Your cover letter is an essential element that must be uploaded when you create your profile in the app.

……

3. …….. The creator of the app decided to change jobs at the time of the COVID pandemic.

……

4. …….. The designer used Photoshop to design some of the application's screens.

……

5. …….. Some applicants want to be able to come to work with their dog.

……

6. …….. It has been a challenge to get major companies interested in the app.

……

7. …….. Recent graduates are a major part of the application's users.

……

8. …….. The hotel industry represents a major share of the application's target market.

……

9. …….. You do not always need a CV to get a job.

……

10. …….. Even though the app guarantees a quick recruitment process, some users still find it too slow.

……

11. …….. The app has quickly been successful thanks to a great marketing campaign.

……

12. …….. The app can also be used as a dating app.

……

II. Questions (8 points)

1. What 4 things does a job seeker need to do if they want to use the app to find their next job?

……

……

……

……

2. Once you've created your profile and found a match, what else can you use the app for?

……

……

3. According to CEO Sam McNamara, what 2 things really make the app different from other recruitment apps?

……

……

III. Vocabulary (10 points)

1) named ……
2) those times are past ……
3) long and tiresome ……
4) a job ……
5) to think of ……
6) to introduce an app to the market ……
7) une candidature ……
8) le télétravail ……
9) un engouement, une forte adoption ……
10) se résumer à , se réduire à ……

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Lien document vidéo : https://youtu.be/8yVg1LF1X10

LISTENING EXAM

ATTENTION : Le document est une vidéo mais je n'utilise que la bande son car trop d'informations sont mentionnées sur l'écran.

I. According to the recording, are the following statements True (T) or False (F). If false, state why. (barême dégressif). (12 points)

1…T.. The new "Tinder For Jobs" is actually named "GetAhead".

……

2 …F.. Your cover letter is an essential element that must be uploaded when you create your profile in the app.

The app was created so that you wouldn't have to write a CV or a cover letter.

3. …T.. The creator of the app decided to change jobs at the time of the COVID pandemic.

……

4. …T.. The designer used Photoshop to design some of the application's screens.

……

5. …T.. Some applicants want to be able to come to work with their dog.

……

6. …F.. It has been a challenge to get major companies interested in the app.

They've got some "awesome companies onboard".

7. …T.. Recent graduates are a major part of the application's users.

……

8. …T.. The hotel industry represents a major share of the application's target market.

……

9. …T.. You do not always need a CV to get a job.

……

10. …F.. Even though the app guarantees a quick recruitment process, some users still find it too slow.

No mention of any users complaining

11. …F.. The app has quickly been successful thanks to a great marketing campaign.

"big organic uptake"
"We haven't spent a cent on marketing."

12. …F.. The app can also be used as a dating app.

It works like a dating app.

II. Questions (8 points)

1. What 4 things does a job seeker need to do if they want to use the app to find their next job?

……*1) create their profile*

……*2) set their preferences*

……*3) set their salary expectations*

……*4) give their availability*

2. Once you've created your profile and found a match, what else can you use the app for?

……*1) to DM (direct message) a company*

……*2) to video interview*

3. According to CEO Sam McNamara, what 2 things really make the app different from other recruitment apps?

……*1) user experience*

……*2) speed*

III. Vocabulary (10 points)

1)	named	*dubbed*
2)	those times are past	*Gone are the days*
3)	long and tiresome	*tedious*
4)	a job	*gig*
5)	to think of	*to come up with*
6)	to introduce an app to the market	*to launch*
7)	une candidature	*application*
8)	le télétravail	*remote work*
9)	un engouement, une forte adoption	*(big/huge) uptake*
10)	se résumer à , se réduire à	*to come down to*

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Retex d'utilisation de GPT/GEM personnalisés PE/PO :

1) DÉFINITION

Qu'est-ce qu'un GPT/GEM personnalisé ?

Une version spécialisée de ChatGPT configurée pour **une tâche précise** (rétroaction de rédaction, méthodologie, préparation de débat, entraînement à l'oral…). À la différence d'un simple prompt, il conserve des **réglages stables.**

Instructions stables
Un prompt système qui fixe le rôle et le comportement, conservé d'une session à l'autre.

Documents de référence
Un corpus téléversé dans sa base de connaissances (option RAG).

Comportement cohérent
Des réponses régulières, alignées sur la tâche visée — à l'écrit comme à l'oral.

2) USAGES

Des exemples pédagogiques pertinents

Rétroaction écrite
Feedback sur dissertations et productions écrites.

Aide méthodologique
Construction de plans et de problématiques.

Simulation orale
Entretien, débat, prise de parole (mode vocal).

Lecture accompagnée
Accompagnement à la lecture d'articles scientifiques.

Assistant documentaire
Spécialisé sur un espace ou un corpus de cours.

Argumentation
Entraînement à l'argumentation et à la reformulation.

LE CONSTAT DE DÉPART

Pourquoi créer ces GPT/GEM ?

Production écrite

- Volume de correction
- Feedback inexistant ou superficiel
- Productions souvent pauvres
- Pas de réécriture

Production orale

- Temps de parole minime en TD
- Pas de simulation à la demande
- Anxiété de performance
- Difficulté à s'entrainer seul

Le présentiel ne peut pas tout absorber - **démultiplier l'entraînement hors séance** et **le feedback**

Délestage cognitif (cognitive offloading) : quel rôle pour l'IA ?

ou décharge / délégation cognitive

Déléguer à un outil une opération mentale (mémoire, formulation, raisonnement) n'a rien de nouveau. L'enjeu : décider sciemment quelle part on confie à l'IA. On peut graduer son implication.

Outil

DÉLESTAGE FAIBLE

Correction grammaticale. L'étudiant garde toute la charge cognitive.

Partenaire

DÉLESTAGE MODÉRÉ

Brainstorming, rétroactions, contradiction. La charge se partage.

Collaborateur, voire +

DÉLESTAGE FORT

Co-rédaction avancée, voire rédaction complète. Charge fortement déléguée.

Université de Lille

CLIL
Centre de langues de l'Université de Lille

Ce n'est pas le volume délesté, c'est la manière de délester

Une étude récente nuance l'idée « plus on délègue cognitivement, pire c'est ». Ce qui pèse n'est pas la quantité déléguée mais son caractère dispersé ou concentré : déléguer par petits bouts coûte plus que de ne rien déléguer.

ZONE 1	ZONE 2	ZONE 3
Exécution manuelle	**Délestage dispersé**	**Délestage stratégique**
Aucune IA. Le temps part dans l'exécution, ce qui limite la réflexion profonde.	Usage fragmenté (corriger, vérifier) : on ajoute une surcharge de gestion sans libérer de capacité.	Confier des blocs entiers à l'IA pour réinvestir l'esprit dans ce qu'elle ne sait pas (bien) faire.
Charge mentale Élevée (exécution)	Charge mentale Maximale (surcharge)	Charge mentale Optimisée (réallouée)
Apprentissage Standard	Apprentissage Faible (superficiel)	Apprentissage Élevé (transformateur)

Point de vigilance - un GPT/Gem peut industrialiser la zone 2

Sollicité sans cesse pour reformuler, polir ou corriger, un GPT « assistant de rédaction » industrialise la zone 2. À l'inverse, un GPT au rôle unique et borné — un « contradicteur », par exemple — pousse à réfléchir au lieu de produire à la place.

Wang, S., Zhang, H. Pedagogical partnerships with generative AI in higher education: how dual cognitive pathways paradoxically enable transformative learning. *International Journal of Educational Technology in Higher Education* **23**, 11 (2026). https://doi.org/10.1186/s41239-026-00585-x

AVANT DE DÉPLOYER UN OUTIL IA

Cinq précautions à ne pas oublier

Littératie IA ≠ usage de l'IA

Il existe des objecteurs de conscience, y compris chez les étudiants. S'initier à la littératie IA - comprendre, analyser, critiquer - n'oblige jamais à utiliser une IA.

Toujours un plan B sans IA

Toute activité reposant sur un outil IA doit avoir une alternative équivalente sans IA - pour les objecteurs, mais aussi en cas de panne, de coupure ou d'accès impossible.

Le temps

Concevoir, tester et cadrer un usage IA peut être très chronophage - côté enseignant comme côté étudiant. Le prévoir.

L'équité d'accès

Tous n'ont pas d'abonnement payant ou d'ordinateur. Privilégier des outils gratuits, ou neutraliser l'écart via le plan B.

La confidentialité

Ne jamais faire téléverser de données personnelles ou sensibles ou obliger à s'identifier. Anonymiser systématiquement;

En somme : l'IA est une option à proposer, jamais une obligation à imposer. Le choix de ne pas l'utiliser reste un choix légitime et défendable.

CE QUE J'AI OBSERVÉ

Les effets concrets sur les productions

Production écrite

- Productions de meilleure qualité
- Engagement renforcé
- Vrai travail de réécriture
- Feedback réinvesti immédiatement
- Utilisé en dehors du temps de classe

Production orale

- Réponses mieux construites
- Vocabulaire plus professionnel
- Plus d'aisance et d'assurance
- Entraînements répétés en autonomie
- Parfois, préférence pour l'écrit

L'IA ne remplace pas l'enseignant - **elle démultiplie la pratique**

Fiche pratique (création / markdown / exemple de prompt et de réponse d'un GPT/GEM écrit) :

https://drive.google.com/drive/folders/1mMiSKy-qmJCA-sJWF47DudfC74ZGR6V1?usp=share_link

Laurence.guillou1@univ-rouen.fr

TOPIC : discrimination. (2eme année)

DOCUMENT montré lors du swap shop : video avec un mini quiz

International Women's Day- Can You Solve the Riddle? (Mindspace)

(à télécharger et à commencer à 6 secondes pour ne pas voir le titre.)

DEMARCHE TD (2H) :

1) Vidéo avec quiz (les étudiants marquent sur une feuille leur réponse) COUPER AVANT LA REPONSE. faire un bref sondage/
2) Montrer la réponse/ Prise de parole spontanée rapide
3) Travail de groupe : ex de prompts :

- Have you been victim of discrimination? Are you afraid of discrimination?
- who is more likely to be affected by discrimination?
- What are the best ways to fight discrimination?

4) Restitution/ échanges
5) Étoffement lexical.

TP (2h30). Pré-requis: débats (mini roundtables)/ le lexique sur la discrimination.

- Visionnage de 6 vidéos avec prise de notes rapides.(pause de 2min entre, sans commentaire) Pour certaines voc donné en amont ou avec pauses. (voir feuille TP 1) :

Liens vidéos : https://www.youtube.com/watch?v=jsP0W7-tEOc&t=90s

https://www.youtube.com/watch?v=XqHYzYn3WZw&t=155s

https://www.youtube.com/watch?v=4YcyR1hEOSY&t=58s

https://www.youtube.com/watch?v=e_1gdx4DKbk&t=88s

https://www.youtube.com/watch?v=tNqSzUdYazw

https://www.youtube.com/watch?v=ZQdfF3EUrJA

https://www.youtube.com/watch?v=QZ6XQfthvGY

- Très rapidement, regrouper les étudiants selon leur choix (what is the best video). Selon les résultats, faire un groupe avec les choix isolés. 1er enregistrement : why do you think it's the best video ?

- Débat “classe”, note seulement en bonus. Ils défendent leur vidéo mais on doit arriver à un consensus.
- Mini roundtables (groupes de 4 à 6 max). How to raise awareness. Avec mindmap (voir feuille TP2: à simplifier?): travail de groupe puis enregistrement.
- Correction à la maison…. (voir feuille TP3). Ils doivent donner leur nom à chaque fois qu’ils participent. J’utilise des recorders.)

You've been chosen to take part in a focus group "gender equity awareness campaign". You have to choose the best video to be shown in schools/ posted on social media used by teens.

Ad (title)	Company/product	Message conveyed	Rank (1/6	remarks
This girl can. What about you? (A)	Sport England, 2015			
Potty-Mouthed Princesses Drop F-Bombs for Feminism (B)	*FCKH8.com, 2014. An activist brand, designing tshirts with pro-LGBT equality, anti-racism and gender equality messages that act as "mini-billboards" for change.*			
The race is on (C)	Western Union, 2017 American multinational financial services(for transfer)			
The gender gap(D)	ANZ bank, 2016			
Make what's next.(E)	Microsoft, 2016			
Correct the Internet(F)	New Zealand, 2023			

You've been chosen to take part in a focus group "discrimination awareness campaign" to find the best ways to make people aware of discrimination (unconscious or not) at work (minimum 2 ideas) and in society . Your discussion can be only about women or can include other groups of people victims of discrimination. Find ideas, discuss them (pros and cons) and then decide which one is the best (conclusion).

Some facts and figures: a nationwide study found that 39 per cent of primary school children still think that mummies should look after babies and do all the housework while daddies should go to work. (UK, 2022)

PROMOTING THE USE OF BLIND CVs

-no mention of age/ gender/ pictures/ name.

HOW TO RAISE PEOPLE'S AWARENESS

REGULAR ADVERTISING CAMPAIGNS

(posters/ videos/ commercials)

FEUILLE TP 3 (notation)

name	**RANGE** Your linguistic tools are : rich & precise relevant limited inappropriate	**ACCURACY** Your language sounds : Authentic Correct Limited French	**FLUENCY** You speak : Naturally Regularly Slowly You read	**INTERACTION** You look and sound : Confident/convincing At ease Efforts Ill-at-ease	**COHERENCE** Argumentations +speech Articulate Incomplete Limited/repetitive inarticulate

Annexe : feuille « accord/désaccord que j'utilise sur les 3 ans. Ils ont le droit de l'avoir sur eux pour les débats.

EXPRESSIONS FOR AGREEING AND DISAGREEING

Here are a few expressions that will "come in handy" (be useful) during verbal communication

DISAGREEMENT:

Food for thought: it's often considered rude (=impolite) or aggressive to say 'you're wrong' or 'I don't agree with you.' It's more polite to disagree with someone by saying:

I see what you mean, but…..

I see your point, but….

I don't think it's such a great idea….

That's true, but on the other hand…

Yes, I understand but my opinion is that….

I don't quite agree because…..

Maybe but don't you think (that)…….?

I beg to differ.(formal)

To end a conversation: Let's agree to disagree!

Disagreeing by expressing uncertainty:

I can't say for certain that…./ I may be wrong but….

Proposing a solution:

So why don't we……?

What about….?

AGREEMENT:

I see eye to eye with you.

That's exactly what I think.

Quite right, I couldn't agree more.

That's just what I was thinking.

I agree entirely.

I agree 100%.

Spot on!

Sure, …

Adding a point/argument:

I'd like to add that…./I'd like to add something…

Saying something about an argument/point said by someone else:

I'd like to go back to ……'s point. / I'd like to go back to what ……said.

To avoid repetitions: Let's move on.

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Speaking: Participating in a marketing meeting

I use this activity to evaluate my second year students in groups. This is the final activity of the semester.

Preparatory work with the students (before the final activity):

1/ Study of different documents dealing with social media marketing (introducing key vocabulary and ideas)

Videos:

- "What is social media marketing" (source: https://www.youtube.com/watch?v=2ZzfWUsj9_Q)
- "Social media advertising" (source: https://www.youtube.com/watch?v=HC-tgFdIcB0)

Texts:

- "An example of social media marketing" and "Brands-relationships with influencers" : V. Baisnée, A. Goulvent, F. Le Graverend, L. Mc-Laren-Clémot, C. Vannier: *Let's Jump In, Les Nouveaux Cahiers d'anglais*, Foucher (2020)
- "Brands' relationships with influencers" : V. Baisnée, A. Goulvent, F. Le Graverend, C. Vannier: *Les Nouveaux Cahiers d'anglais*, *nouvelle édition*, Foucher (2023)
- "How to respond to social media comments" :https://www.linkedin.com/pulse/important-social-media-etiquette-quick-guide-users-lenard-arreola

2/ Learning how to participate in a meeting

Activities and exercises from S. Sweeney, *Communicating in Business*, Cambridge Professional (2008)

Final activity

During the class before the activity, the students are given the instructions and a role card so they can prepare.

My TP classes are usually between 10 and 15 students, which means the meeting will be repeated twice or three times, each time with different students.

The students do not know who will attend the meeting with them to make sure they do not overprepare.

I try to make groups of students who have the same level of English.

ORAL ACTIVITY



You will take part in the following <u>30-minute</u> meeting:

Your company, *Empowered Earth*, is launching a new eco-friendly product**: concentrated refills**. The cleaning and hand washing products come in a concentrated form, meaning you only need to add water to the refillable aluminum bottle to activate the formula. This significantly reduces the need for plastic bottles and cuts down on shipping emissions by eliminating the water-heavy shipping process.

The team must discuss the following essential elements for the marketing campaign.

The <u>agenda</u> is as follows:

1. Choosing the right social media platform
2. Defining the campaign objectives
3. Content strategy and creative ideas
4. Budget allocation
5. Handling negative comments and online reputation
6. Influencer marketing strategy

You will be assigned **a specific role** and will prepare arguments and ideas **in line with your role**.

During the meeting:

- You will be allowed **<u>notes</u>**, not full sentences
- I expect you to use the **vocabulary seen in class**
- I want you to follow the tips given on how to interact during a meeting

<u>The roles:</u>

- Marketing Manager (Team Leader and chairperson, Ms Lagrange)
- Social media specialist
- Sustainability and brand officer
- Creative Content creator
- Finance and budget coordinator
- Influencer marketing specialist

Role Card 1: Marketing Manager

Your Objective:
Ensure the campaign supports overall business goals and stays within budget.

Your role:
- Facilitate the meeting and keep it within 30 minutes
- Align campaign decisions with company mission and brand values
- Approve final platform choice and campaign objectives
- Ensure messaging reflects sustainability and innovation

You Should:
- define campaign objectives
- give final approval of budget allocation
- oversee influencer strategy

Role Card 2: Social Media Srategist

Your Objective:
Identify the best platform(s) and optimize digital engagement.

Your role
- Present platform comparison (e.g., audience demographics, engagement rates)
- Recommend primary and secondary platforms
- Suggest posting frequency and content format
- Encourage positive engagement and community building
- Develop response templates for negative comments

You Should:
- choose the right social media platform
- define content strategy
- handle negative comments

Role Card 3: Sustainability and brand officer

Your Objective:
Ensure environmental credibility and authentic messaging.

Your role:
- Highlight environmental impact benefits (plastic reduction, lower carbon emissions)
- Ensure claims are accurate and not misleading
- Provide sustainability statistics for content
- Protect brand reputation in case of criticism

You Should:
- define campaign messaging
- handle negative comments and reputation
- make sure the campaign align with eco-values

Role Card 4: Creative Content Creator

Your Objective:
Develop compelling campaign content and visuals.

Your role :
- Propose campaign slogan and key message
- Suggest content formats (Reels, tutorials, before/after demos, eco-challenges)
- Plan storytelling approach
- Coordinate visual identity (clean, minimal, sustainable aesthetic)

You Should:
- suggest content strategy and creative ideas
- consider platform-specific adaptation

Role Card 5: Finance and Budget coordinator

Your Objective:
Ensure cost-effective allocation of resources.

Your role:
- Present total campaign budget
- Suggest percentage allocation (ads, influencers, content production, monitoring tools)
- Evaluate expected ROI
- Track spending limits

You Should:
- allocate a budget
- measure the cost-benefit of influencer partnerships

Role Card 6: Influencer Marketing Specialist

Your Objective:
Build strategic partnerships to increase reach and trust.

Your role :
- Identify eco-conscious influencers
- Recommend micro vs. macro influencer strategy
- Negotiate partnerships
- Track influencer campaign KPIs

You Should:
- design influencer communication guidelines
- define an influencer marketing strategy
- consider budget

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WHO STOLE X's BIKE / CAR…?

Activité fun, orale, pour reviser les questions

Durée: environ 1h-1h30

Etape 1 (5-10 minutes) : leur présenter le diaporama en expliquant la situation : la voiture (ou le vélo) d'un de leur prof a été volé hier. Il y a 3 suspects et 3 groupes de policiers.

Etape 2 (10-15 minutes): les mettre en groupe : les 3 suspects travaillent ensemble sur leur alibi pendant que les policiers préparent 10 à 15 questions qu'ils poseront tour à tour au 3 suspects.

Etape 3 (40 minutes environ): Chaque groupe de policier reçoit un suspect et l'interroge pendant un temps donné (10-12 minutes). A la fin du temps imparti, les suspects bougent et vont avec un autre groupe de policiers. Idem pour la 3e rotation.

Les policiers posent toujours les mêmes questions aux 3 suspects.

Les 3 suspects ne peuvent pas se parler entre chaque interrogatoire.

Etape 4 : on compte les points : 2 suspects en désaccord = 1 point. Les 3 suspects disent des choses différentes : 3 points.

Who stole Souki's bike?



What happened?

Yesterday 8 a.m.:
Souki locked his bike next to building A.





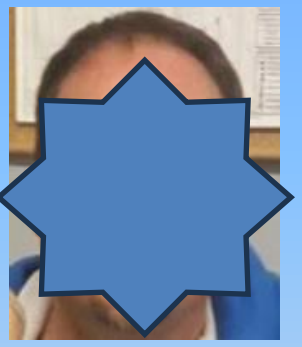
What happened?

Yesterday 7.45 p.m.:
Souki was about to go home but he realized his bike was not where he had locked it.
Somebody had stolen it!

Yesterday, 8.00 pm: he called the police



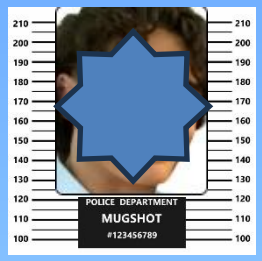
The witness…

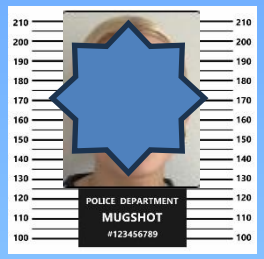


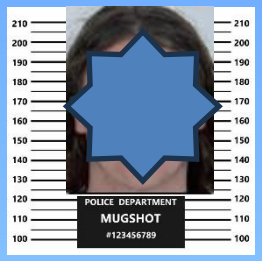
Mr Droit

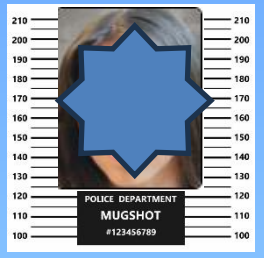
I saw 3 figures lurking around Souki's bike around 7pm.

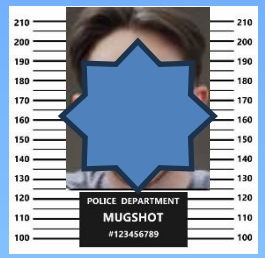
The suspects…

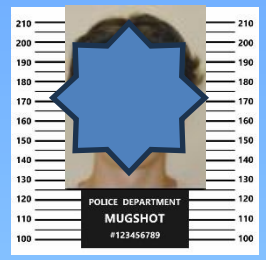












Their alibi: they were at McDonald's from 6.30pm to 7.30pm.

Their problem: nobody remembers seeing them at McDonald's.

Suspects!

You have to prove you were
at McDonald's
from 6.30pm to 7.30pm.

Prepare your alibi.

15'-20'

Policemen!

(3 pairs)



You have to prove the suspects were NOT at McDonald's from 6.30pm to 7.30pm.

In team (2 or 3 people) prepare 15 questions for the suspects about what happened at Mc Donald's between 6.30 and 7.30.

15'-20'

The policemen will interview each suspect for 10 minutes, one after the other.
They'll ask the SAME questions to each suspect.

The suspects have to answer all the questions.
(~~I don't remember~~)
They cannot talk to each other between their interviews

If 2 suspects disagree on an answer: 1 point
If 3 suspects disagree on an answer: 3 points

The policemen have 8 points or less:
the suspects are not guilty

The policemen have more than 8 points:
the suspects are guilty

If 2 suspects disagree on an answer: 1 point
If 3 suspects disagree on an answer: 3 points

The policemen have 8 points or less:
the suspects are not guilty

The policemen have more than 8 points:
the suspects are guilty

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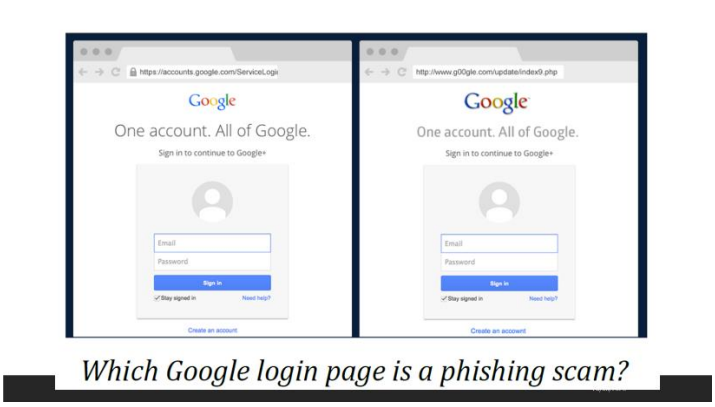
IUT Metz

Département informatique IUT de Metz - BUT 2 S4 - 2 séances de 2 h sur l'usurpation d'identité

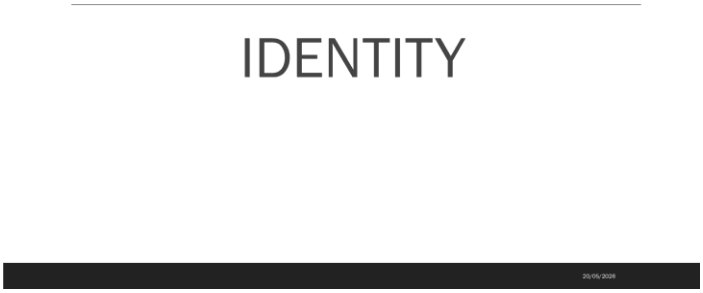
Objectifs : découvrir ce thème, acquisition de lexique, se prémunir contre ce fléau tout en travaillant EO/CO/CE

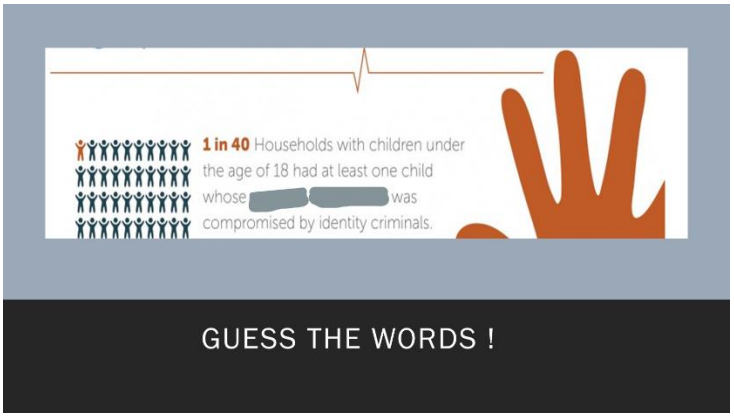
A-Anticipation avec ppt :

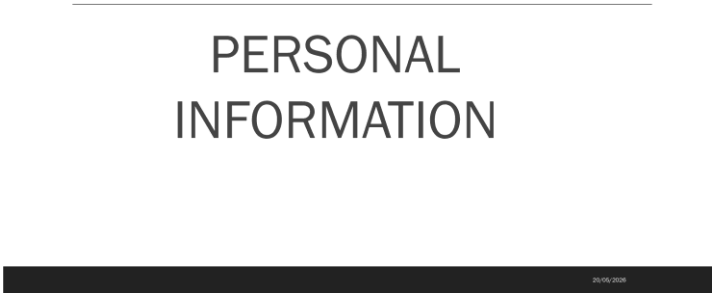
Montrer le ppt aux étudiants dans le but de les faire réagir et de deviner le thème de la séquence

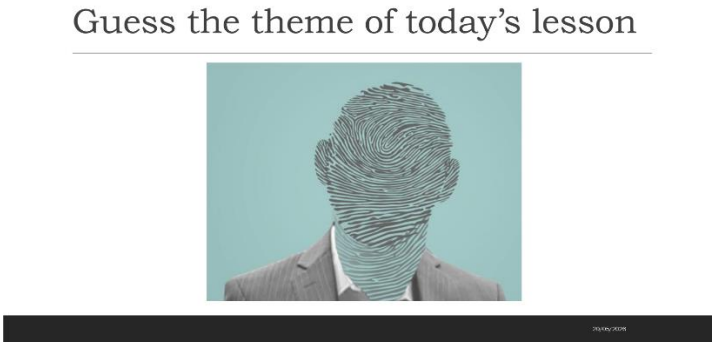












Possibilité de leur faire utiliser Mentimeter pour envoyer leurs réponses par téléphone, c'est bien plus dynamisant ! Aller sur le lien https://www.mentimeter.com/ Créer le Mentimeter AVANT le cours !

B-Mettre les étudiants en paires et distribuer les livrets (Student A / StudentB) - expression orale pendant 10 mn
Source : eslflow.com et inspiré d'une présentation de ce document faite par Alexandra Stajic-IUT Orsay, dépt info

Voir => **1. Work with a colleague and ask one another the following questions – Student A**

C- Eude lexicale, p 2 du livret. Lire le vocabulaire aux étudiants, ils cochent le mot entendu et l'écrivent s'il leur est inconnu. En lire un seul par ligne à chaque lecture. Il y aura 3 lectures. Pages 2 et 3 du livret

Voir => **2.Vocabulary - Listen to the words being said and tick them = only one per line. Write the new words!**

Dictation Exercises Identity theft vocabulary *eslflow.com*

Teacher's Sheet

Page 1

Dictate the words below (in any way you like)and tell the students to write the words on the appropriate pictures. For me, I like to dictate **one word per row going down row by row** first (students have to choose one from three). Explain the meanings of words as necessary.And then I **come back to the top and go down row by row again**. This time students have to choose one from two. So I only dictate 2 words per row. Other words might come up on the next page.

List 1	List 2	List 3
confirm	charges	purchases
authorize	file a complaint	exposed
paranoid	proof of identification	fraud
criminal	thief	victim
driver's license	helpless	nervous
scary	stolen	risk
commit a crime	helpline	shred
mailbox	protect	rip off
track down	online	files
statement	wallet	prevent

Page 2

Dictate the words more quickly this time.

List 1	List 2
files	helpline
shred	mailbox
commit a crime	protect
track down	rip off
stolen	online
risk	charges
helpless	driver's license
authorize	proof of identification
file a complaint	exposed
paranoid	fraud
criminal	victim

D-Discrimination phonétique – Projeter ce doc à l'écran et demander aux étudiants d'indiquer avec leurs doigts lequel ils entendent (1, 2 or 3)

Circle the word you hear.

1	stole	stolen	scold
2	helpline	helping	helper
3	thief	theft	thieves
4	fraud	fraught	fort
5	export	exposed	explode
6	charges	charged	charts
7	shed	shred	shelf
8	prevented	prevent	prevents
9	purchases	purchased	purchaser
10	wallet	pallet	walled
11	take down	track down	trek down
12	victim	vitamin	victor

Page 3

Read the words and tell the students to circle the word.

1 scold
2 helping
3 thief
4 fort
5 explode
6 charges
7 shred
8 prevents
9 purchases
10 walled
11 take down
12 victim

E- Récapitulatif et étude lexicale- Remplir cette partie p 3 et 4 du livret

Voir => **3. Definition/Miscellaneous ID thefts/Translate/Vocabulary/Write the words**

F- Compréhension orale et définition du thème- What is identity theft ? p 4 et 5 du livret. Aller sur le lien : https://eslvideo.com/quiz.php?id=61428

Voir => **4. Watch the video about ID theft and then do the MCQ afterwards- Write new words as you go along!**

G- Suite de l'étude lexicale, p 6 du livret

Voir => **5. Read the ID Theft vocabulary and fill in the text underneath**

H- Compréhension orale, p 6 et 7 du livret. Aller sur le lien : https://www.esl-lab.com/intermediate/identity-theft/

Voir => **6. Listen to a brother and sister's conversation and fill in the blanks below**

I- Appropriation du vocabulaire, p 7 du livret

Voir => **7. Vocabulary and sample sentences**

J- Expression orale, p 7 du livret

Voir => **8. In groups of 3 or 4 students draw a list of ID theft consequences (at least 8)**

Voir => **9. Post-listening exercise**

K- Compréhension écrite, p 8 du livret- Source Government of Alberta, Canada

L- Vue globale sur le thème, divers témoignages, p 8 du livret. Voici le lien de la vidéo YT : https://www.youtube.com/watch?v=DJ9bA6tm2SY

Voir => **11. Watch this video and write what happened to these five different people, how much money they lost, what advice they give.**

Voici maintenant le livret des étudiants et le livret de l'enseignant.

1ère p Student A uniquement et toutes les pages Student B. (Les pages suivantes sont identiques aux 2 livrets)



Today's lesson theme is: _____ _____

1. **Work with a colleague and ask one another the following questions – Student A**

IDENTITY THEFT DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

1) What springs to mind when you hear the term 'identity theft'?
2) How can someone steal your identity?
3) Are you sure all of your personal information is secure?
4) Whose identity would you like to steal for a day and what would you do in those 24 hours?
5) How can you prevent identity theft?
6) Is identity theft a minor or major crime?
7) What danger would your country be in if someone stole your president's/prime minister's identity?
8) Would you consider taking out identity theft insurance?
9) What would you want to happen to someone who stole your identity?
10) Have you ever been a victim of identity theft?

You can write your colleague's answers here:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Today's lesson theme is: _____ _____

1. **Work with a colleague and ask one another the following questions – Student B**

IDENTITY THEFT DISCUSSION

STUDENT B's QUESTIONS (Do not show these to student A)

1) What can happen to you if someone steals your identity?
2) What is actually stolen with identity theft?
3) How can identity theft be stopped to reduce the chances of illegal immigration?
4) Do you think someone can steal another person's identity and live their life?
5) Do you think someone could steal your identity over the Internet?
6) Are you always careful about what documents you throw away?
7) How dangerous do you think it is to put personal information on social networking sites like FaceBook, MySpace and Bebo?
8) Is identity theft a serious problem in your country?
9) Have you seen any movies or read any novels about identity theft?
10) What would happen if everyone's identity was stolen?

You can write your colleague's answers here:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

2.Vocabulary - Listen to the words being said and tick them = only one per line. Write the new words!



3. Definition

Identity theft is when someone i _ _ _ _ _ _ _ y (adv) obtains and uses another person's p _ _ _ _ _ _ l (adj) _ _ _ _ (noun), like their name, social security n_ _ _ _ _ (n) or credit c_ _ _ (n) details, usually for ec _ _ _ _ _ _ (adj) gain. It's like st _ _ _ _ _ g (verb) someone's i _ _ _ _ _ _ _ (n) to pr _ _ _ _ _ (vb) to be them. Imagine someone secretly taking your ID card and using it to b _ _ (vb) things or open ba_ _ (n) acc _ _ _ _ s (n) in your name!

Miscellaneous ID thefts:

Online hacking- Phishing scams - Physical theft - Data breaches

Here are some words and expressions that need to be written next to their meanings below

- _____ Someone might steal your wallet
- _____ Hackers can break into your online account
- _____ Fake e-mails or messages trick you into giving out personal information
- _____ Companies holding your data might be hacked

Translate the words into French:

Online hacking: Physical theft:

Phishing scams: Data breaches:

3. Vocabulary

<u>Part A</u> - Match the correct word with the correct sentence below by writing the correct letter in the blank space provided.

A. Shoulder Surfing
B. Skimming
C. Phishing
D. Dumpster Diving

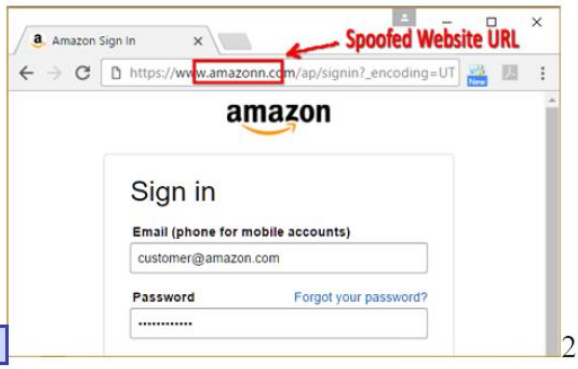
1. ____ Looking through trash to locate documents containing sensitive personal information or account information, such as Social Security Numbers, credit card account numbers, bank account numbers, etc.

2. ____ A practice where a special storage device is used to "swipe" your card.

3. ____ The practice of sending email messages or displaying browser pop ups that appear to be generated by a real financial institution.

4. ____ When a criminal observes you completing a transaction to see or hear sensitive personal information such as a PIN or Social Security Number.

Part B - Match the correct letter from the previous page with the appropriate picture below.

1. 

2. 

3. 

4. 

Write the 4 words in French:

Shoulder surfing:

Skimming:

Phishing:

Dumpster diving:

4. Watch the video about ID theft and then do the MCQ afterwards- Write new words as you go along!

1. What does identity theft affect?

a.) Millions of people each year

b.) Only a few people

c.) Only businesses

2. How do some fraudsters steal identities?

a.) By asking for help

b.) By stealing physical information

c.) By giving gifts

3. What is dumpster diving?

a.) Searching through trash for information

b.) Diving in a pool

c.) A type of fishing

4. What is phishing?

a.) A type of fishing

b.) A way to catch fraudsters

c.) When a fraudster tricks a victim

5. How can identities be stolen through high-tech means?

a.) By using social media

b.) Through malware or data breaches

c.) By sending letters

6. What should you do with documents containing personal information?

a.) Throw them away

b.) Shred them before disposing

c.) Give them to friends

7. What should you never send via email?

a.) Personal information

b.) Pictures

c.) Questions

8. What should you do if you receive a suspicious phone call?

a.) Hang up immediately

b.) Call them back using their official number

c.) Give them your information

9. How can you check for suspicious activity?

a.) By ignoring your statements

b.) By checking your billing statements and credit reports

c.) By asking friends

10. What should you do if you become a victim of identity theft?

a.) Ignore it

b.) Freeze your financial accounts

c.) Change your name

5. Read the ID Theft vocabulary and fill in the text underneath

- **credit card fraud** (noun) – *a crime for financial gain which uses a stolen credit card or the details of another person's credit card without their consent.*
- **to clone / skim (a credit card)** (verb) – *to copy details from a credit card in order to commit credit card fraud.*
- **fake ID** (noun) – *a counterfeit identity card.*
- **phishing** (noun) – *an attempt to trick a person into disclosing personal information using official-looking electronic messages (for example, emails or text messages).*
- **impostor** (noun) – *a person who pretends to be another person.*
- **to impersonate** (verb) – *to pretend to be another person by copying their behaviour or characteristics.*

Using the vocabulary words above, complete the following sentences (remember to use the correct form of the word, e.g. verb conjugation or plural noun):

1. Members of an organised crime gang were arrested for _____ credit card details and using them to make extravagant purchases.
2. Anna Delvey was not a wealthy German heiress, but an _____ named Anna Sorokin.
3. Banks are reluctant to report _____ to the police due to the damage it might cause to their reputation.
4. Guess what?! I've just won the Nigerian lottery! On second thoughts, maybe it was a _____ email?
5. Since the 2014 World Cup, James Rodriguez has been accused of _____ a professional footballer.
6. We used to use _____ to buy alcohol when we were kids.

6. Listen to a brother and sister's conversation and fill in the blanks below

The man is looking at a Web site that helps people improve their _____ skills.

reading

writing

computer

According to the man, how much does the Web service cost?

$10 a month

$5 a month

free

The Web site asks for the man's name, birthday, and _____ information.

bank

family

job

The woman feels that the Web site can't be trusted because ____.

the site charges too much money

the site uses poor English

the site's design is terrible

The woman _____ to protect her brother from the Web site.

turns the computer off

blocks the Web site

calls the police

7. Vocabulary and sample sentences

identity - fall for - fishy - scam - improve - secure- sign up - gullible

Here are some words and expressions that appear in the recording. Write them twice next to their meanings and in the sentences

- _____ *(verb)*: make something better
  I'm going to _____ my English by taking an online class.
- _____ *(verb)*: put or write your name on a list to join something
  Are you going to _____for math class this semester?
- _____ *(noun)*: the name of a person, who you are
  You can protect your _____better by not sharing your personal information online.
- _____ *(adjective)*: untrue or dishonest
  Be careful. This advertisement looks a little _____. I mean, how can this company give you a free vacation to Hawaii just for testing their products?
- _____ *(adjective)*: safe, protected from danger
  Please make sure the house is _____ before you leave today.
- _____ *(adjective)*: easily fooled, tricked, or cheated
  You are so _____. I can't believe you bought the phone on the internet without seeing it first or getting the real name of the seller.
- _____ *(verb)*: be fooled by something
  I can't believe that you _____that scam. You'll never get your money back
- _____*(noun)*: a dishonest way to make money by fooling someone
  This website on getting a free education online is only a _____to get your money.

8. Draw a list of ID theft consequences (at least 8)

9. Post-listening exercise

Which of these things would you do or not do on the internet? Explain your ideas:

- Buy a car
- Rent a car
- Make a reservation for a hotel room
- Find someone to date and marry
- Order a pizza
- Pay government taxes
- Purchase clothing

10. Now read this Canadian text and answer the 4 questions below

Key Identity Documents

There are several government documents that can be used for identification. A driver's licence is the most widely accepted and trusted photo identification card issued by government. A driver's licence shows that you are allowed to drive. It is also accepted as proof of identification, address, date of birth and residency. A birth certificate is the main document for all people born in Canada to show citizenship. It is required when applying for a driver's licence, passport, social insurance number as well as other provincial or federal programs. Unlike many ID (identity) documents, birth certificates don't have an expiry date. A Social Insurance Number (SIN) is a nine digit number on a plastic card. You need a SIN to receive a number of government services such as Employment Insurance (EI). A permanent resident card shows that the card holder is a permanent resident of Canada. This card is important when re-entering Canada on commercial carriers (i.e. plane, train, boat or bus). The Certificate of Canadian Citizenship proves that the owner is a Canadian citizen. Like all the other identification documents, the certificate is an official document issued by the Government of Canada. It can be used as proof of citizenship status when applying for a job, passport, etc. It also acts as identification, showing the holder's name, date of birth, height and sex, photograph and a signature. A Canadian passport is the only proof of Canadian citizenship and identity accepted in all countries.
Adapted from the Consumer Tip Sheet *http://www.servicealberta.ca/pdf/tipsheets/Identity_theft.pdf*

Food for thought

1. List the identification documents in the reading above.
2. How many identification documents do you have?
3. Can you think of a reason why birth certificates do not expire?
4. What could happen to your information if your identification documents got stolen?

11. Watch this video and write what happened to these five different people, how much money they lost, what advice they give.

People	**What happened to these different people?** **What piece of advice do they give?**	**What did it cost them to have their ID stolen?**
1st lady		
2nd lady		
1st man (beard)		
2nd man		
3rd man		

Teacher's sheet :

3. Definition

Identity theft is when someone iLLEGALLYy (adv) obtains and uses another person's p ERSONA l

(adj) DATA (noun), like their name, social security nUMBER (n) or credit cARD (n) details, usually for ecONOMICAL (adj) gain. It's like stEALIN g (verb) someone's iDENTITY (n) to prETEND(vb) to be them. Imagine someone secretly taking your ID card and using it to bUY(vb) things or open baNK (n) accOUNTs (n) in your name!

Miscellaneous ID thefts:

Online hacking- Phishing scams - Physical theft - Data breaches

Here are some words and expressions that need to be written next to their meanings below

- **Physical theft** Someone might steal your wallet
- **Online hacking** Hackers can break into your online account
- **Phishing scams** Fake e-mails or messages trick you into giving out personal information
- **Data breaches** Companies holding your data might be hacked

Translate the words into French:

Online hacking: **piratage en ligne**

Physical theft: **vol physique**

Phishing scams: **arnaques pour hameçonnage**

Data breaches: **violation de données**

3. Vocabulary

Part A - Match the correct word with the correct sentence below by writing the correct letter in the blank space provided.

A. Shoulder Surfing
B. Skimming
C. Phishing
D. Dumpster Diving

1. D Looking through trash to locate documents containing sensitive personal information or account information, such as Social Security Numbers, credit card account numbers, bank account numbers, etc.

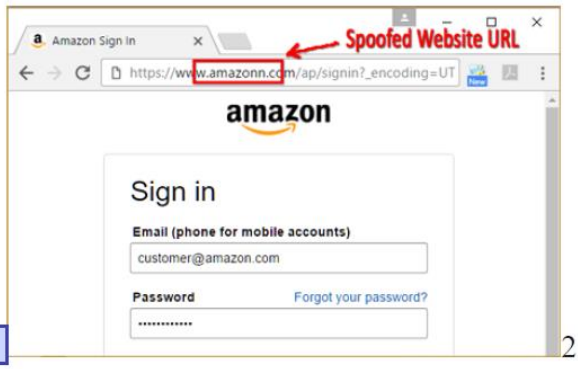
2. B A practice where a special storage device is used to "swipe" your card.

3. C The practice of sending email messages or displaying browser pop ups that appear to be generated by a real financial institution.

4. A When a criminal observes you completing a transaction to see or hear sensitive personal information such as a PIN or Social Security Number.

Part B - Match the correct letter from the previous page with the appropriate picture below.

1. C



2. B



3. D



4. A



Write the 4 words in French:

Shoulder surfing: **Regarder par dessus l'épaule/regards indiscrets**

Skimming: **Ecrémage**

Phishing: **Hameçonnage**

Dumpster diving: **Fouiller les poubelles**

4. Watch the video about ID theft and then do the MCQ afterwards- Write new words as you go along!

Crafty fraudsters-physical information-dumpster diving-discarded devices-HD wiped- social engineering (ingénierie sociale=piratage psychologique/manipulation sociale)-trick-entrusted-entity-malware (logiciel malveillant) or data breaches- illegal trading websites-disposing them(FF)-shredded- get rid of-rendered unreadable-reputable-call back-avoid using unsecure Wifi networks-lurking (guetter, menacer)-billing statements(relevés bancaire)-credits reports (historique bancaire/solvabilité)- suspicious (douteux) freeze-file a complaint

1. What does identity theft affect?

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b.) Only a few people

c.) Only businesses

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Using the vocabulary words above, complete the following sentences (remember to use the correct form of the word, e.g. verb conjugation or plural noun):

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2. Anna Delvey was not a wealthy German heiress, but an ___e___ named Anna Sorokin.
3. Banks are reluctant to report ___a___ to the police due to the damage it might cause to their reputation.
4. Guess what?! I've just won the Nigerian lottery! On second thoughts, maybe it was a ___d___ email?
5. Since the 2014 World Cup, James Rodriguez has been accused of ___f___ a professional footballer.
6. We used to use ___c___ to buy alcohol when we were kids.

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According to the man, how much does the Web service cost?

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The woman feels that the Web site can't be trusted because ____.

the site charges too much money

the site uses poor English

the site's design is terrible

The woman _____ to protect her brother from the Web site.

turns the computer off (synonym: shut off)

blocks the Web site

calls the police

7. Vocabulary and sample sentences

identity - fall for - fishy - scam - improve - secure- sign up - gullible

Here are some words and expressions that appear in the recording. Write them twice next to their meanings and in the sentences

- **Improve** *(verb)*: make something better
  I'm going to **improve** my English by taking an online class.
- **Sign up** *(verb)*: put or write your name on a list to join something
  Are you going to **sign up** for math class this semester?
- **Identity** *(noun)*: the name of a person, who you are
  You can protect your **identity** better by not sharing your personal information online.
- **Fishy** *(adjective)*: untrue or dishonest **(Synonyms: dubious/not on)**
  Be careful. This advertisement looks a little **fishy**. I mean, how can this company give you a free vacation to Hawaii just for testing their products?
- **Secure** *(adjective)*: safe, protected from danger
  Please make sure the house is **secure** before you leave today.
- **Gullible** *(adjective)*: easily fooled, tricked, or cheated **(Synonym: naive)**
  You are so **gullible**. I can't believe you bought the phone on the internet without seeing it first or getting the real name of the seller.
- **Fall for** *(verb)*: be fooled by something
  I can't believe that you **fall for** that scam. You'll never get your money back
- **Scam** *(noun)*: a dishonest way to make money by fooling someone
  This website on getting a free education online is only a **scam** to get your money.

8. Draw a list of ID theft consequences (at least 8)

Damage your credit score **Prevent/hamper you from getting a loan**

Damage your financial credibility **Prevent you from making financial transactions**

It can lead to financial loss **It can lead to legal pbs**

Thieves might commit crimes under your name (go bankrupt, fines, renting a flat and damage it…

It is a privacy violation **It can lead to health pbs**

It can lead to emotional distress **It can lead to people committing suicide**

9. Post-listening exercise

Which of these things would you do or not do on the internet? Explain your ideas:

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- Order a pizza
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Adapted from the Consumer Tip Sheet http://www.servicealberta.ca/pdf/tipsheets/Identity_theft.pdf

Food for thought

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4. What could happen to your information if your identification documents got stolen?

11. Watch this video and write what happened to these five different people, how much money they lost, what advice they give

People	**What happened to these different people? What piece of advice do they give?**	**What did it cost them to have their ID stolen?**
1st lady	Had used her card to go to multiple exotic pet stores. Got a call from her bank asking her whether she had been buying exotic pets	$ 8,000 on exotic pets (butterfly fishes (poisson papillon), cuckutoo (coucou), heila monster (poisson monstre cérebral)
2nd lady Courtney	Was buying things to go on a road trip, used her debit card and credit card. Both were denied, called her bank. You need to prove your bank that you are who you say you are and this wasn't done by you **She advises to change your password regularly**	$ 1,500 spent in a restaurant in Mexico/ $ 500 at a toy store- $ 3-400 for collect calls (appels à frais virés=PVC)
1st man beard	Somebody applied and got a home loan under his name when he was 3. When he was 7 years old a bank came after him, somebody stole Internet service from him	Last summer got his ID stolen by a man in Germany who purchased flights, stole his bank card and bank numbers, a whole lifetime of ID theft
2nd man	He was working crazy hours (70 hours) for the holidays, was trying to maintain a certain balance for gifts. One of his worst holiday seasons **He advises to protect your ***	Had $ 60 on his account. As he was calling his job, somebody in El Paso Texas pumped $30 in ga. Basically his account went from 60 to 30
	About 7 yrs ago found out his id had been stolen **He advises monitoring your credit**	Got a car in his name $ 80,000, they got an apartment in his name in Chicago with all utilities, they got 4 credit cards totaling $ 35,000. How can you get a car?

Cécile Metge (cecile.metge@univ-grenoble-alpes.fr)
IUT de Valence
Anglais
Département informatique

Videos – Self-study programme

The Economist - YouTube
TED: Ideas change everything
BBC News - YouTube
Vox - YouTube
The Guardian - YouTube

Activité adaptable à toute langue cible, en changeant les propositions de sites sources listées ci-dessus.

J'ai proposé cette activité dans une filière (GEA) où je n'intervenais pas avant. Les étudiants sont dans leur dernier semestre (S6), ils ont préparé le TOEIC au semestre précédent (l'idée des collègues étant de valoriser leur niveau pour leur poursuite d'études, pour partir, ou pour l'embauche). Ils ont peu de séances (6 en tout), et je voulais impulser un peu de régularité dans leur pratique, éventuellement faire connaitre des ressources vers lesquelles ils pourraient continuer de s'informer… Surtout, je voulais rappeler que parler une langue vivante c'est communiquer avec le bagage langagier qu'on a (et bien sûr, apprendre du vocabulaire, ça aide à communiquer).

Première séance, j'explique les attendus : ils regardent chacun la vidéo de leur choix sur l'un des sites listés **pour la séance suivante**. La vidéo doit être de plus de 8 minutes. Ils remplissent chacun la grille que je leur fournis sur mon intranet (document numérique) avec le titre, le lien, un résumé ou tout élément remarquable du contenu (ce qu'ils ont aimé, appris, ce qui les a surpris…). Ils ajoutent quelques mots de vocabulaire. La fiche est déposée sur mon casier numérique.

Début de séance suivante : on prend le temps en binôme de partager le contenu de sa vidéo avec quelqu'un d'autre (étudiant de leur choix, possibilité de trinôme uniquement si groupe impair). Attention, niveau sonore désagréable. Je me place au milieu et je circule. J'aide à la demande uniquement. (je circule avec le trombinoscope, et j'apprends leur noms). Je prends des notes sur des fautes à la volée, et ne fais un retour à la classe que si nécessaire.

On renouvelle l'expérience 3 fois, ils ont donc 4 vidéos. Je les convoque, j'ai choisi une de leurs vidéos. Ils doivent me dire ce dont ils se souviennent. Je n'ai pas vu les vidéos, donc il y a un vrai déficit de communication. J'ai accès à leurs notes, mais pas eux, donc je peux poser des questions. Les questions peuvent dériver.

Critère d'évaluation

- **Régularité du travail /4 → l'étudiant a rendu sa fiche à chaque séance (même s'il y a des fautes, cela ne se déduit pas de son résultat)**
- **Intérêt du contenu /4 → l'échange est-il intéressant, l'étudiant a des choses à dire**
- **Anglais oral (prononciation/accentuation, fluence et enthousiasme) /4**
- **Lexique acquis (les mots de leur choix sur la fiche sont-ils en nombre suffisant et connus, richesse lexicale générale) /4**
- **Correction de la langue (syntaxique principalement) /4**

Video grid

Fill in the grid regularly to prepare for your conversation. Do NOT use AI, write your summary in your own words below and copy this grid on my digital locker before every session. You add each video on your previous list, so that I have your full list at the end.

Name the grid after you and hand it in before the TD of the week	**Title of the video (link to the video)**	**Interesting facts (something you didn't know, something funny, odd or striking, something you'd like to remember or to share, anything you liked about the speaker or contents…)** **Vocabulary (definition or explanation and translation) & example of use**
1 Session 2 27/02		
2 Session 3 23/03		
3 Session 4 20/04		
4 Session 5 18/05		

Desperately looking for my Chart/Graph — Pairwork Activity

Activité proposée par Hélène Morzadec, Université de Montpellier, Département des Langues, Fac des Sciences : helene.morzadec@umontpellier.fr

Inspiré de « DELTA PUBLISHING from IELTS Resource Book » by Jan Marks, 2007

Instructions pour les enseignants :

Prenez **deux sachets de cartes par groupe** d'étudiants de 24 (il s'agit de 2 sets identiques : deux copies des mêmes graphes + description, assurez-vous que les 2 sachets ont des **cartes de couleurs différentes** pour simplifier le rangement ensuite)

- chaque sachet contient **12 graphes et 12 descriptions correspondantes** (Attention, graphes et descriptions à **photocopier de 2 couleurs différentes**)

- Commencez par distribuer le contenu d'un premier sachet en donnant **une description et un graphe par étudiant**. Puisez dans le second sachet si nécessaire.

- Demandez aux étudiants de s'assurer qu'ils n'ont pas le graphe correspondant à leur description.

- Demandez-leur ensuite de **se lever et de se « mélanger »** au milieu de la salle afin **d'échanger avec un maximum d'étudiants.**

- Les étudiants doivent **lire leur description à un autre étudiant qui doit dire si son graphe correspond à cette description ou pas**. Attention, il s'agit d'un exercice de **compréhension et expression orale**, les étudiants ne doivent pas donner à lire leur description à leur partenaire, même si celui-ci ne comprend pas à la 1ère lecture.

- puis, ils **inversent les rôles** et se dirigent chacun vers un **autre étudiant s'il n'y a aucun « match »**

- Si 2 étudiants ont **trouvé un « match** », ils viennent vous montrer les cartes afin que vous puissiez vérifier que c'est effectivement le cas. Donnez-leur **une nouvelle carte à chacun** pour qu'ils puissent continuer à échanger avec de nouveaux étudiants.

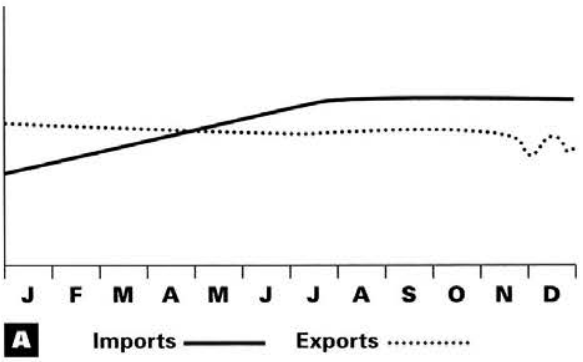
- Le but est **d'obtenir un maximum de « matchs » en 15-20 minutes** !

- Vous pouvez donner un « winner badge » au gagnant si vous le souhaitez. Assurez-vous que tous les étudiants ont **au moins eu un « match »** pour qu'aucun n'en ressorte frustré !

Find your chart

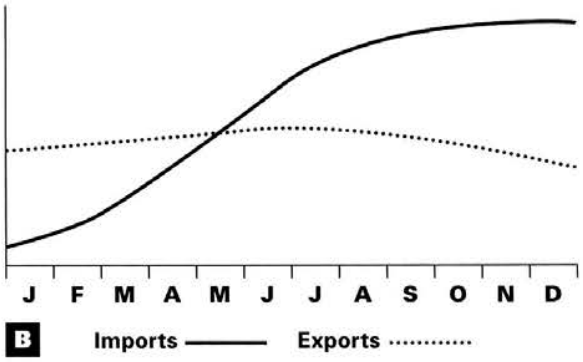
Cars

Imports rose steadily during the first half of the year, while exports declined slightly. From July onwards, both imports and exports remained reasonably steady, although exports fluctuated slightly towards the end of the year.



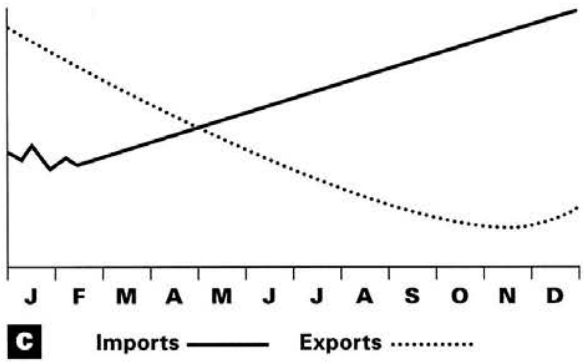
Coal

Imports rose sharply from January until the end of June, while exports increased only slightly. In the second half of the year, exports declined but imports continued to rise, not levelling off until the end of the year.



Oil

After a short period of fluctuation, imports rose steadily throughout the year. Exports, on the other hand, declined dramatically, although they recovered slightly towards the end of the year.



Wheat

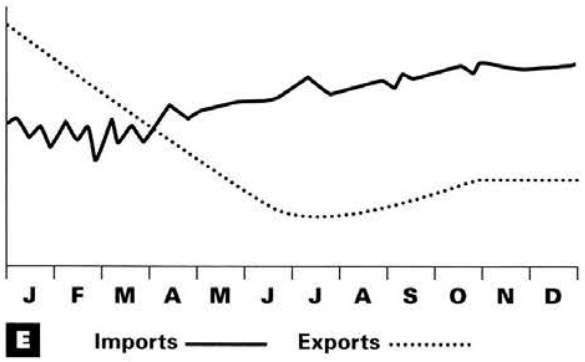
Both imports and exports fluctuated in the first half of the year. From July onwards, imports rose steadily while exports continued to fluctuate until October, when they suddenly began to fall.



Find your chart

Electrical goods

Exports fell dramatically in the first half of the year, but recovered slightly and remained stable from late October onwards. Imports fluctuated, especially in the first three months of the year, but the general trend was upwards.



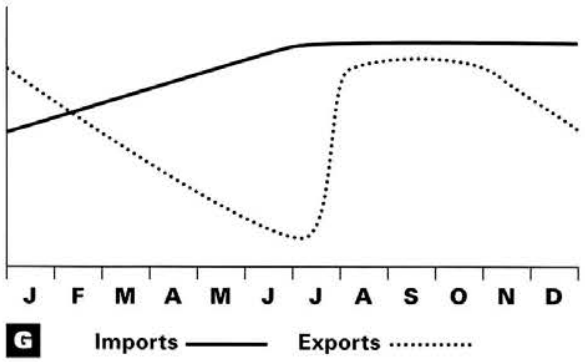
Textiles

Imports increased slightly during the first six months of the year, then fluctuated before starting to fall sharply in October. Exports, however, remained reasonably stable throughout the year.



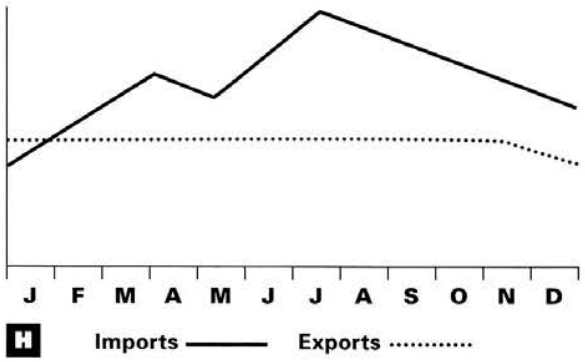
Steel

Imports rose steadily until the end of June, then levelled off. Exports fell dramatically throughout the first half of the year. They recovered in July, but started to fall again towards the end of the year.



Fruit and vegetables

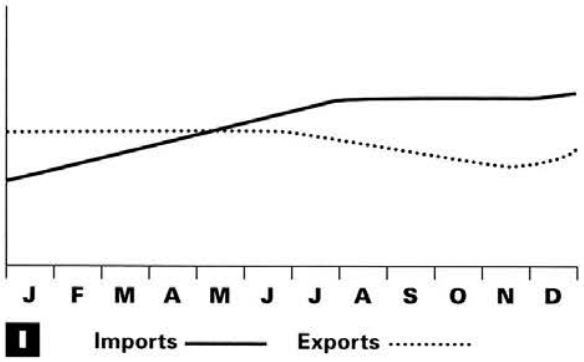
Imports rose sharply, fell back slightly, then reached a new peak in July. From then onwards they declined steadily. Exports remained stable for most of the year, but declined slightly from November onwards.



Find your chart

Bottled water

Exports were stable throughout the first half of the year, then declined gradually until November, when they began to recover slightly. Imports increased until late July, levelled off, then rose very slightly at the end of the year.



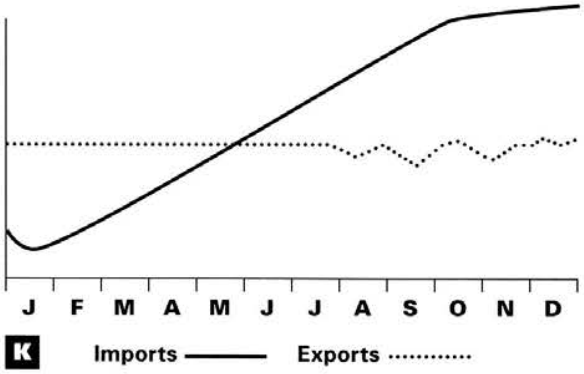
Computers

After a slow start, imports began to rise dramatically, reaching a peak in July. From then onwards, they declined steadily. Exports fluctuated throughout the year, but the general trend was downwards.



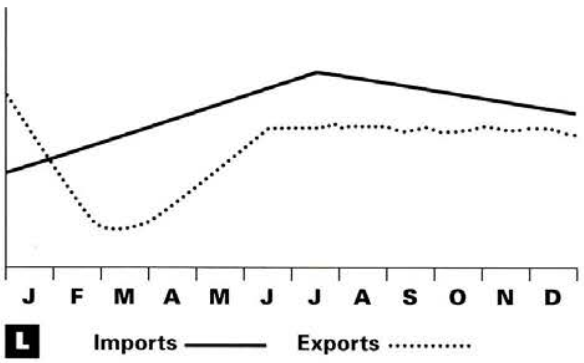
Timber

Imports fell slightly at the beginning of the year, but then began to rise dramatically, not slowing down until the final quarter of the year. Exports were stable until July, then entered a period of fluctuation which lasted for the rest of the year.



Paper

Imports increased steadily until July, then declined gradually for the rest of the year. Exports fell sharply at the beginning of the year, but recovered and from June onwards were reasonably stable.



The company profile board game

Business English

This game was designed as a review of the unit on Company Profile.

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Département GACO et TC / IUT Nord Franche-Comté

The Company Profile Game – Rules of the game

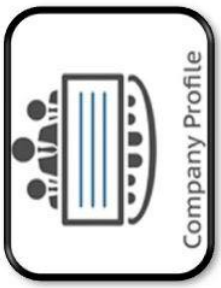


The first person to reach the finish square is the winner!



Getting ready for the game

Place the 5 decks of cards on the table, face down.











Playing the game

1. 

Choose a counter /ˈkaʊntəʳ/

2. 

Place it on the start 'square' /ˈskwɛəʳ/

3. 

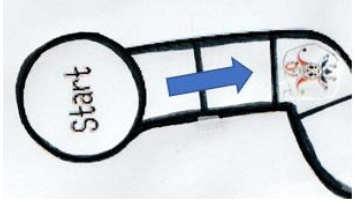
Roll **the dice** to decide who goes first. (singular: a die/ˈdaɪ/)

4. 

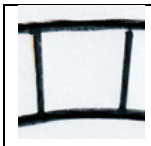
The player with the highest /ˈhaɪɪst/ number goes first.

5. 

When it's your turn /ˈtɜːʳn/, roll the die and …

6. 

… move your counter **forward** /ˈfɔːʳwəʳd/ as many squares as the die indicates.





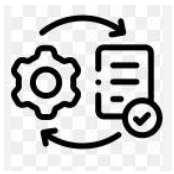

If you **land on** a **normal square**, the person on your right will **read you** a **Company Profile card**. Answer the question



If you answer correctly, pick a green chance card.



If you give a wrong answer or you don't know the answer, pick a red chance card

Read it out loud and execute the instructions




If you **land on** a **challenge square** pick up a **challenge card** instead of a company Profile card.



Read it out loud and execute the instructions



If you answer correctly, pick a green chance card.



If you give a wrong answer or you don't know the answer, pick a red chance card




Read it out loud and execute the instructions

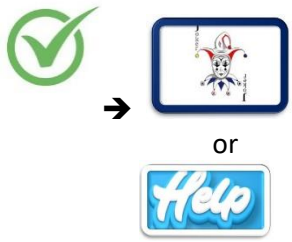


or






If you **land on** a **joker square** or a **star square** (help), pick up a company profile card as normal. Answer the question



If you answer correctly, take a joker card or help card for use on another turn.

Note: If you use a joker card or a help card to answer the question on a later turn, you do not pick up a chance card.

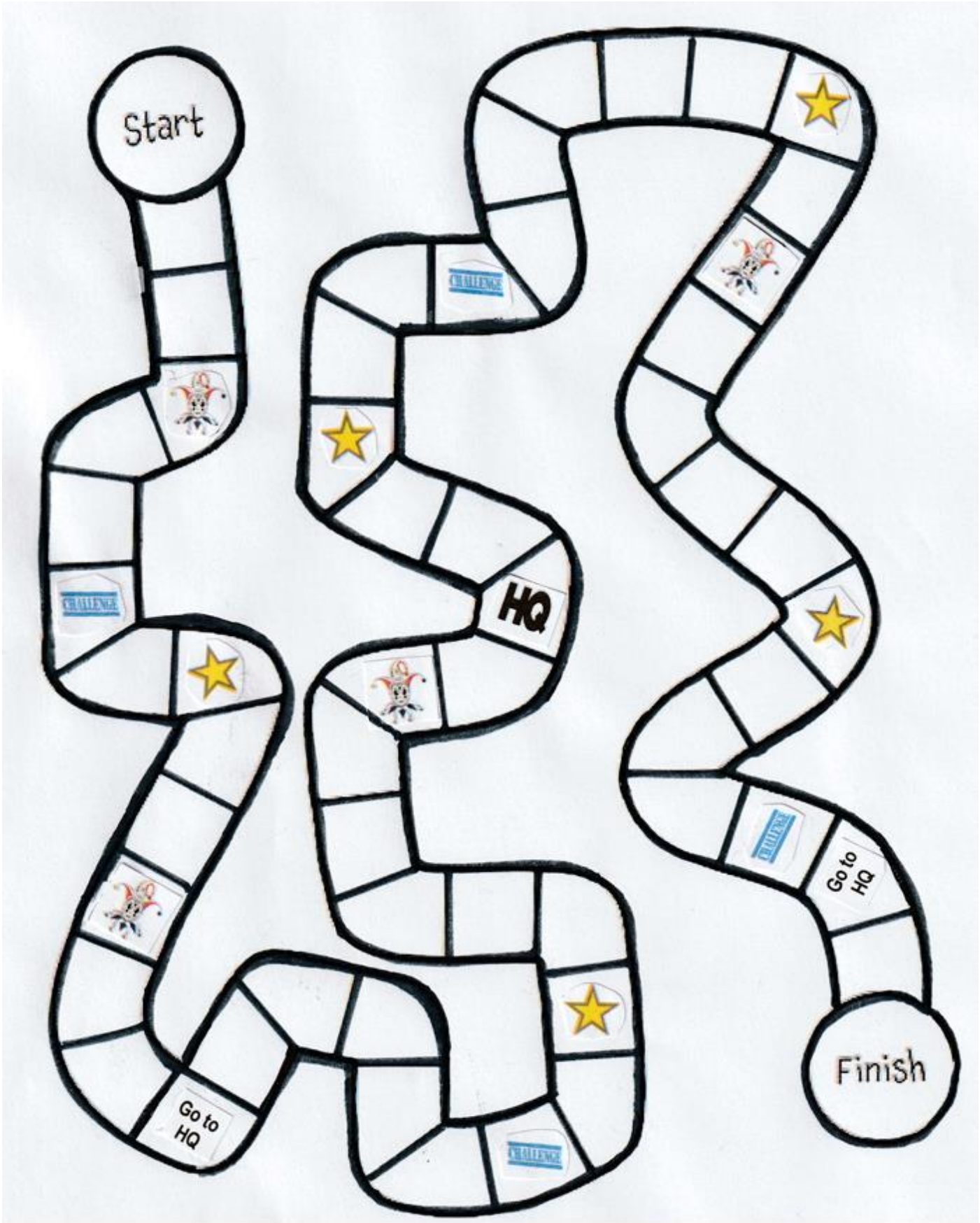


If you answer incorrectly or you don't know the answer, pick a red chance card as normal.




Read it out loud and execute the instructions

Board game





Company Profile



Company Profile



Company Profile



Company Profile



Company Profile



Company Profile



Company Profile



Company Profile

What is - the head office? / - the production plant? / - the warehouse? a. Where the goods are stored before shipment to clients. b. The main office at a company where the central administration and management of a company are located. c. Where the manufacturing and production take place. *Answer: head office (a) / production plant (b) / warehouse (c)*		**Give two ways to say 'le fondateur'** *Answer: the founder, the creator*
Give three ways to refer to **the employees as a whole** *Answer: staff / workforce / personnel*		**What is the total amount of money generated by a company through its operations in a year?** *Answer: turnover*
What's the difference between '**the turnover'** and '**the profit'**? *Answer: profit is the turnover minus the cost of sales*		What does '**CEO**' stand for? *Answer: Chief Executive Officer*
'**to supply**' or '**to provide**'? a. A bank _____ a service. b. A company _____ goods. *Answer: a. provide b. supply*		Find the mistake in this sentence: **'The company is headquarters in London.'** *Answer: headquartered*



Company Profile



Company Profile



Company Profile



Company Profile



Company Profile



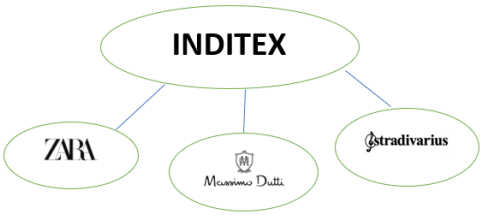
Company Profile



Company Profile



Company Profile

What is the definition of "**operate**" in a business context? a. To establish a new company or business. b. To perform the daily activities and functions necessary to run a business or organization. c. To invest in new markets and products. d. To merge with another company. *Answer: b*		*Say this differently:* 'L'Oréal is **a Paris-based** company' 'L'Oréal _____ in Paris' *Answer: is based*
What is the definition of "**market position**"? A) The geographic location where a company operates its business. B) The strategic plan a company uses to enter a new market. C) The ranking or status of a company or brand within a particular market compared to its competitors. D) The amount of capital a company invests in marketing and advertising. *Answer: c*		What is the definition of "**subsidiary**"? A) A division within a company that handles its financial operations. B) A smaller company controlled by a parent company. C) A company that sells similar products or services in the same market. D) A temporary project team formed to work on a specific initiative. *Answer: b*
What is the definition of "**competitor**"? A) A company that provides financial support to another company. B) A company that operates in a completely different industry. C) A company that offers similar products or services and targets the same market or customer base. D) A company that collaborates with another company on joint ventures. *Answer: c*		A **bank** has a **client**, what does a **shop** have? *Answer: customers*
Which of the following words means '**make something on a large scale using machinery**'? a) Carve b) Manufacture c) Product d) Build *Answer: b*		Inditex is the **parent company**. What are Zara, Massimo Dutti & Stradivarius?  *Answer: subsidiaries*



Company Profile



Company Profile



Company Profile



Company Profile



Company Profile



Company Profile

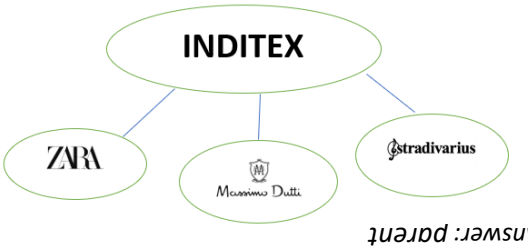


Company Profile



Company Profile

Zara, Massimo Dutti & Stradivarius are **subsidiaries. Inditex is the _____ company.**



Answer: parent

A **flagship product** is:

a. A product that floats on water.
b. The most important product of a company.
c. The least important product of a company.
d. A product that you wave to indicate consent.

Answer: b

A company that **operates** in **several different countries** is a

m __ __ __ __ __ __ __ __ __ __ __ __

Answer: multinational

People who invest in a **publicly-listed company** are know as

a) publicans
b) householders
c) shareholders
d) listees

Answer: c

Which of these are synonyms for **global**?

a) Worldwide
b) Domestic
c) International
d) Nationwide

Answer: a & c

What do you call **a company that is similar to your company and is in the same market**?

Example: Pepsi and Coca Cola.

Answer: a competitor

Brands vs Branches

Put the correct word in the spaces

a. Barkley's Bank has over a thousand _____ in the UK.

b. LVMH manages 75 luxury _____.

Answer: a. branches b.brands

*Which words can replace '**make**' in the following sentence?*

'The Virgin Group **makes** a huge profit every year thanks to its range of industries'

a. does
b. finds
c. causes
d. generates

Answer: d



Company Profile



Company Profile



Company Profile



Company Profile



Company Profile



Company Profile

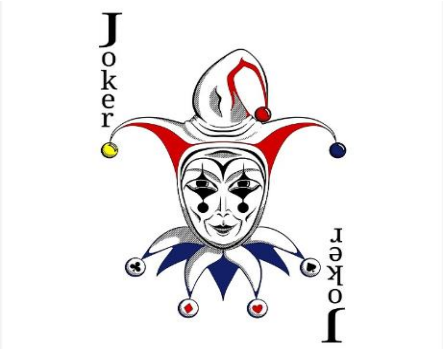


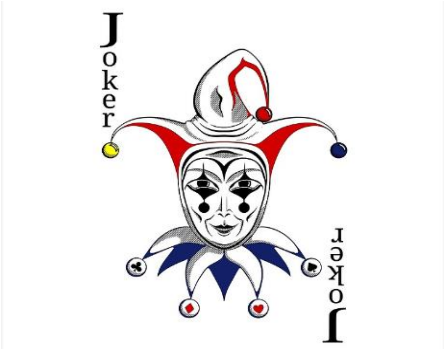
Company Profile

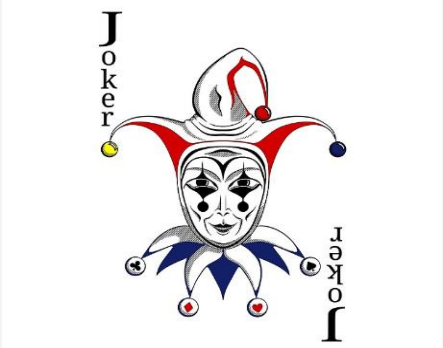


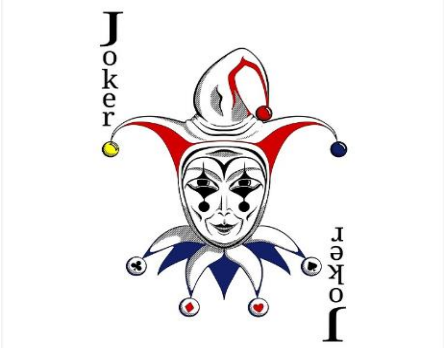
Company Profile

How do you **pronounce the underlined** word in this sentence? Burt's Bees is **<u>based</u>** in North-Carolina. a. /ˈbæzɛd/ b. /ˈbæzd/ c. /ˈbeɪst/ *Answer: c*		Choose the best response to make this sentence **grammatically correct**? The firm _____ in the steel business for over a century. /ˈsɛntʃəri/ a. has been b. is *Answer: a*
What does '**current**' mean in this sentence? The ***<u>current</u>*** CEO of Virgin is Josh Bayliss. /ˈkʌrənt/ *Answer: actuel*		Which word is the correct translation? *Air Products est **<u>actuellement</u>** dirigée par Seifi Ghasemi.* *Air Products is _____ run by Seifi Ghasemi.* a. currently /ˈkʌrəntli/ b. actually /ˈæktʃuəli/ *Answer: a*
*Improve this sentence using the verb **'achieve'**. /əˈtʃiːv/* The company's turnover was $3,000,000 last year. *Answer: The company achieved a turnover of $3,000,000 last year.*		**Translate these verbs into French.** a. To produce b. To supply c. To order d. To dispatch e. To deliver *Answer: a. produire, b. fournir, c. commander, d. expédier, e. livrer*
Give a synonym in English for '**Goods**' *Answer: merchandise* /ˈmɜːtʃəndaɪz/		'*Toyota is a company **<u>dedicated to</u>** the production of automobiles*.' /ˈdɛdɪkeɪtɪd/ What is a synonym for '**dedicated to**' a) committed to b) interested in /ˈɪntrəstɪd/ c) familiar with /fəˈmɪljəʳ/ d) inspired by /ɪnˈspaɪəʳd/ *Answer: a*


Joker
Joker


Joker
Joker


Joker
Joker


Joker
Joker


Help


Help


Help


Help

Keep this card. On one of your next turns, if you don't know the answer, you can pass by using your joker. If you do use your joker, do not pick up a chance card.		**Keep this card.** On one of your next turns, if you don't know the answer, you can pass by using your joker. If you do use your joker, do not pick up a chance card.
Keep this card. On one of your next turns, if you don't know the answer, you can pass by using your joker. If you do use your joker, do not pick up a chance card.		**Keep this card.** On one of your next turns, if you don't know the answer, you can pass by using your joker. If you do use your joker, do not pick up a chance card.
Keep this card. On one of your next turns, if you don't know the answer, you can ask a friend for help. If you do use your help card, do not pick up a chance card.		**Keep this card.** On one of your next turns, if you don't know the answer, you can ask a friend for help. If you do use your help card, do not pick up a chance card.
Keep this card. On one of your next turns, if you don't know the answer, you can ask a friend for help. If you do use your help card, do not pick up a chance card.		**Keep this card.** On one of your next turns, if you don't know the answer, you can ask a friend for help. If you do use your help card, do not pick up a chance card.










 Your advertising campaign has increased annual revenue by 10%. **Move forward 2 spaces**		 Your main competitor has gone bankrupt. **Move your leading opponent's counter back to the start**
 You designed a new logo for your flagship brand. **Move forward 1 space**		 The innovative use of IT (Information Technology) has allowed the company to switch to a just-in-time production system **Move forward 2 spaces**
 You've been promoted and will now work at the head office. **Take another turn**		 The workforce has agreed to work overtime to meet higher demand. **Move forward 3 spaces**
 Your manufacturing plant in India has generated a new source of revenue. **Move the counter of the person on your right back 1 space**		 Your company has set up a free delivery service which has boosted sales. **Move forward to the next star space**










 Your research & Development facility has suffered a cyber-attack. All the documents for the new prototype have been erased. **Go back to the start**		 Worldwide demand for your company's products has declined due to bad publicity. **Move back to the previous star space**
 One of your subsidiaries is experiencing financial difficulties. **Miss your next turn**		 Turnover is down this quarter. **Move back 1 space**
 An oil spill in the Pacific Ocean has made your company's share price drop to its lowest ever level. **Move back 1 space**		 An electrical fault in your warehouse has caused a fire damaging stock. Deliveries cannot be made. **Move back 3 spaces**
 Your main competitor has increased its market share by 15%. **Move back 2 spaces**		 The CEO's conviction for fraud has disrupted the smooth running of the company. **Move the counter of the person on your right forward 1 space**


CHALLENGE


CHALLENGE


CHALLENGE


CHALLENGE


CHALLENGE


CHALLENGE


CHALLENGE


CHALLENGE

Translate 6 of the following words from the lessons into French: Main / Retail store / Decrease Growth / To launch / Within A decade / A fleet of ships / Renewable An airline		**Pronounce these words in English** /ˈfaʊndəʳ/ /ˈkwɒntɪtiz/ /səbˈsɪdɪərɪ/ /ˈʃɛəʳhəʊldəʳz/ /ˌhedˈkwɔːʳtəʳz/
Create *one sentence* using all of the following words. Founded back in 1980 – by Burt Shavitz – Burt's Bees – a medium-sized American multinational – specializes in personal care products – headquartered in North Carolina		**Present Toyota in five sentences**
Pronounce these words in English /ˌɔːgənaɪˈzeɪʃən/ /ɪsˈtæblɪʃiz/ /ˌmʌltɪˈnæʃənl/ /ˈsevrəl/ /ɪmˈplɔɪiːz/		**Translate 6 of the following words from the lessons into French:** Team up with Workforce Breakthrough Skilled workers Shares Just-in-time Waste money Provide
Present Inditex in 5 sentences		**How do you say these words in English?** PME Maison mère Franchise Filiale SA

Rebus Puzzle :

warm up and / or time saver.

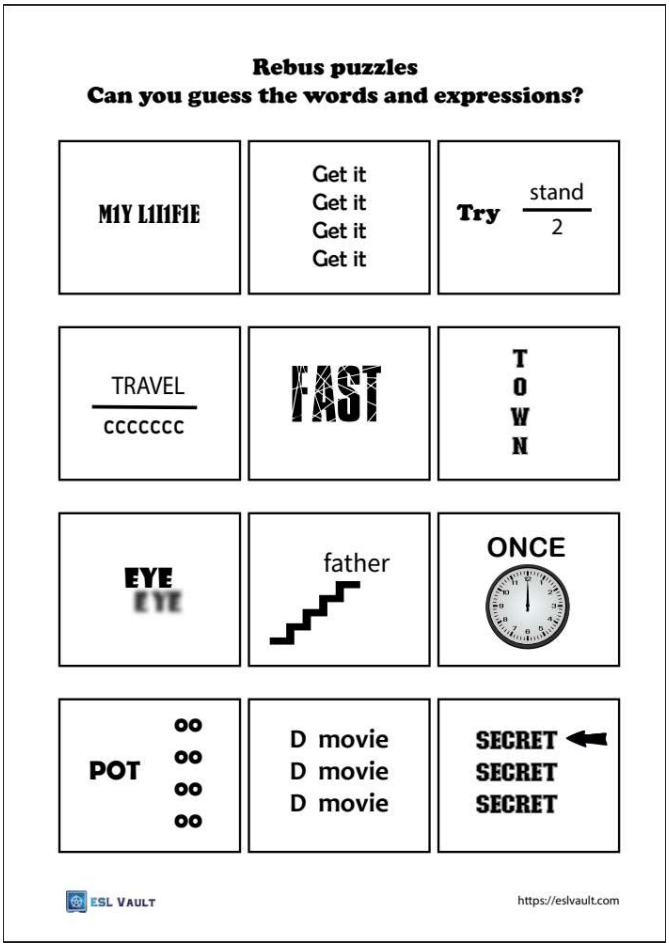
Challenging, entertaining and engaging pair work (10 mins max).

Combine visual learning, problem-solving, and language practice.

Possible pedagogical exploitation:

I use them to revise compound words, cultural references and pronunciation, idiomatic expressions and word formation.

https://eslvault.com/free-printable-rebus-puzzles .





They're free, printable and answer keys are provided.

Rebus puzzles 15 answers

1 – Word of mouth

2 – A chain of events

3 – Sleep on it

4 – Jockey for position

5 – Hit the hay

6 – All in a day's work

7 – Door to door

8 – Draw blood

9 – A flash in the pan

10 – A barrel of laughs

11 – Two ships passing in the night

12 – Safe and sound

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INSA INSTITUT NATIONAL DES SCIENCES APPLIQUÉES LYON

Sheila, IUT Vannes, GEA Departement

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Thème: Gaming/Esports

- Type d'activité: EO + EE
- Niveau CECRL : A2 – C2
- Niveau BUT: BUT 2 (mais ce serait parfait pour BUT 3 aussi)
- Spécialité : GEA – peut être adapté pour d'autres spécialités ! (Surtout vu qu'il y a de la créativité mais aussi un aspect gestion)
- Activité: Creating an Esports Game and Finding a Sponsor

Séquence sur le Gaming – focus sur le e-sport

Intro: Quiz*

1. Reading comprehension : The Gaming Industry in France*
2. Vocabulary (Gaming and esports terms)*
3. Video on esports (Past student of GEA Vannes, working for Webedia)*

Today, we will focus on:

4. Creating an Esports Game and Finding a Sponsor

(*See Annexes for full Unit)

Consignes pour les étudiants:
Creating an Esports Game and Finding a Sponsor
Written document and Oral presentation

A new esports company called **NovaPlay Esports** is launching a **brand-new competitive video game**. The company wants to:

- build an esports scene around the game
- attract professional teams and players
- find a **main sponsor** to support tournaments and promotion

Your group works as a **business development team** responsible for:

1. Creating the esports game concept
2. Choosing a sponsor
3. Preparing a sponsorship proposal

1. Invent the Esports Game
Create a new competitive game. Describe the following points in detail:

- Game name
- Game type (FPS, MOBA, sports, strategy, battle royale, etc.)
- Main objective (how players win)
- Why it works as an esports game (skill, competition, spectators)

2. Target Audience
Describe the main audience. You should take into consideration factors such as age range, gaming habits (casual/ competitive / streaming fans), plaformation (PC, console, mobile), regions (local international)…

3. Sponsor Selection

Choose **one sponsor** that would be suitable for your game and explain:

- What the sponsor does
- Why their brand matches your game and audience
- Why the sponsorship is good for both sides

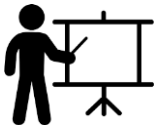
4. Esports Sponsorship Proposal

Create a **simple sponsorship plan** including the following elements:

- ✓ **Type of Sponsorship**
  Will they be the official game sponsor, will they have tournament naming rights…
- ✓ **What the Sponsor Provides**
  Some ideas : Money, equipment, marketing support, event funding…
- ✓ **What the Gaming / Esports Company Provides**
  Some ideas: sponsor logo in the game, promotion during tournaments and streams, social media content, brand visibility at esports events..



Written Document
Each group will hand up a written document with all of the above elements (1 – 4), presented in the format of a request for sponsorship that you would send to the chosen company.



Oral Presentation:
Each group must present the main points in a 5 – 7 minute presentation.

- All group members must speak
- Use the vocabulary from this unit to help you. You can do some research online if necessary but **the objective is to be creative and use your own knowledge !!**

Les + de cette activité:



- The students really enjoy this activity
- It allows them to use their imaginations in the creation of the game
- The also have to explain the business side, including
    - which company they will target for sponsorship and why,
    - what advantages the company will benefit from

ENJOY!

Annexes

Annex 1: Full Sequence/Unit on Gaming
Annex 2: Answers from full Sequence/Unit on Gaming

Annex 1 – Full Unit on Gaming

Quiz: How much do you know about gaming?

1. How long does the average gamer play per week? 7.6 hours ☐ 5.5 hours ☐ 20 hours ☐	**6. Fill in the missing parts with the correct answers.** Younger players tend to prefer___, while older groups may prefer___. Similarly, males often gravitate towards __, whereas females show a greater interest in __ (a) action and sports games (b)action-oriented genres like first-person shooters (c)in role-playing, simulation, and puzzle games (d) strategy and puzzle games
2. How many active gamers are there in the world: 1.57 million ☐ 5 million ☐ 3.32 billion ☐	**7. What did Nintendo do before they produced video games?** Videos ☐ Handmade playing cards ☐ Toys ☐
3. What was the first video game? Tennis for Two ☐ Pong ☐ Packman ☐	**8. What percentage of gamers in the USA are women?** 20% ☐ 5% ☐ 46% ☐
4. How much is the gaming industry worth today? 150 million US dollars ☐ 225 billion US dollars ☐ 75 billion US dollars ☐	**9. Guess the percentage of players for each of the following age groups:** 7% 9% 24% 36% 14% 12% Under 18 _____ 18 – 34 _____ 35 – 44 _____ 45 – 54 _____ 55 – 64 _____ 65+ _____

5. What is esport? Any computer game involving sport ☐ the playing of video games competitively by professional gamers ☐ Games like bowling on the wii ☐	**10.The game played in the first esports tournament was :** Mortal Kombat ☐ Donkey Kong ☐ Space Invaders ☐

Are you surprised by any of the quiz answers? If so, which ones? Explain.

1. **Reading – The Gaming Industry in France**

Read the following extract from an article published on www.frenchtechjournal.com

The 14th edition of Paris Games Week just finished after three days of staging an event that featured a new identity, transforming from a traditional gaming expo into a full-blown pop culture festival. PGW was produced by Fimalac and GL Events, the groups behind the 2024 Olympics, and their goal was to broaden the appeal beyond hardcore gamers.

The show extended late into the night for the first time, featuring concerts, comedy, and live performances at the Dôme de Paris, with appearances from stars like Squeezie, Bigflo & Oli, and a live "Werewolves of Thiercelieux" show hosted by Fary. Influencers and streamers took center stage, too, with over 800 creators engaging fans in tournaments and meetups.

In part, this was about spectacle. But in France, video games are also big business. And over the past couple of years, that business has been hurting.

France has 600 studios developing 1000 games right now. The French video game industry is Europe's third-largest market by revenue. In 2025, 40.2 million French people (approximately 70% of the population) identified as video game players, a record driven primarily by adults, according to the ***Syndicat des Editeurs de Logiciels de Loisirs (SELL)***. This figure has grown substantially from 38.3 million in 2024 and continues climbing toward projections of 47.5 million by 2027.

France's video game market generated **€5.7 billion in revenue in 2024.** But that represented a 5.8% decline from 2023's record-breaking €6.0 billion, reflecting broader economic pressures affecting French consumer spending, including inflation, and political uncertainty.

It's not just France. The global video game industry has experienced an unprecedented wave of layoffs, with more than **14,600 jobs eliminated worldwide in 2024,** up from 10,700 in 2023 as pandemic-fueled sales subsided.

Questions:

1. What was the objective of the Paris Games Week? (try to explain in your own words)

   _____

   _____.

2. How many French people claim to be gamers?

_____.

3. What does the line ‘And over the past couple of years, that business has been hurting’ mean?

_____

_____.

4. How many people working in the gaming industry lost their jobs in 2024?

_____.

2. Gaming Vocabulary

Match the words below to their definitions.

a) Esports _____	1. a slang term referring to video games that are considered pleasant or comfortable to play, offering a low-stress, comforting, escapist experience.
b) console based gaming _____	2. the character that each player selects and controls in a game.
c) cosy gaming _____	3. an esports event that takes place remotely, with players connecting to the game via the internet from different locations around the world.
d) Multiplayer online battle arena (MOBA) _____	4. Video games played on high-performance computers, specifically designed to handle demanding video games and graphic-intensive applications
e) igaming _____	5. a game in which players compete against other players. Opposite of Player vs. Computer.
f) avatar _____	6. a game in which players choose a character and undertake a quest within the game world.(e.g. Dungeons & Dragons, World of Warcraft)
g) playoffs _____	7. giving up or conceding defeat within a specific game or battle, or even an entire match.
h) forfeit _____	8. an esports event that takes place in an arena or theatre, with all players present and connected to the game via a LAN network.
i) offline event _____	9. any kind of online betting that wagers on the future outcome of a game or event. (e.g. sports betting, online casinos, poker)
j) online event _____	10. someone that plays games and shares their screen online so others can view them playing. (platforms include Twitch, Facebook, and YouTube)

k) player vs player (PvP) _____	11. video games involving close combat over a number of rounds.(e.g. Mortal Combat)
l) prize pool _____	12. type of competition played after the end of a league's regular season or after the group stages of a tournament to determine the league/tournament champion.
m) mobile gaming	13. an online strategy-based video game in which two teams of players compete against each other on a battlefield (map).
n) streamer _____	14. the total amount of money that is distributed across all winners in a tournament.
o) RPG (role playing game) _____	15. the playing of video games competitively (through one-off tournaments and leagues) by professional gamers (either as individuals or teams) in front of spectators and for prize money.
p) fighting games _____	16. playing video games on a smartphone or tablet.
q) PC gaming	17. a type of video game consisting of images and often sounds generated by a video game console.

3. Listening comprehension: Video on E-sports

Video link: https://youtu.be/4xoaIJNBxxo

Watch the following video in which Juliette Frohard, a past student of GEA talks about her role in the gaming company she is currently working in.

Answer the following questions as you listen.

1. What does her school specialise in?

2. What company is Juliette working in?

3. What is her job title?

4. Complete the sentence:

"It's basically _____ _____ for _____ _____."

5. What does she help the content creators to do?

6. She mainly works on Twitch. What is it?

'It's a _____ _____ , it's where _____ can exist basically, it's where you can watch _____'.

7. What is e-sports?

8. Name some of the games she mentions.

9. What is the total market worth?

10. What are the main revenue sources of e-sports?

11. What are streamed on Twitch?

12. What was one of the biggest cash prizes for a tournament?

13. Is this amount per player or per team?

14. What benefits can joining a team give to individual players?

15. Name some of the e-sports teams Juliette mentions.

16. How many people watch e-sports?

17. Give some information about the league they are organising in Juliette's company.

18. How does LFL work? (give as many details as possible)

19. How many teams are there in LFL?

20. In order organise everything, to pay the _____ _____ and to organise _____ _____we have sponsors for this league.

21. What sponsors does Juliette mention?

22. Why would they sponsor a league?

23. What does Juliette organise online for sponsors?

(End the unit with the activity on Creating a Game and Looking for a Sponsor)

Annex 2: Answers from full Sequence/Unit on Gaming

Unit 4 – Gaming: Mainstream or not?

Quiz: How much do you know about gaming?



6. How long does the average gamer play per week? 7.6 hours ☐ 5.5 hours ☐ 20 hours ☐	**6. Fill in the missing parts with the correct answers.** Younger players tend to prefer _(a)__, while older groups may prefer _(d)__. Similarly, males often gravitate towards _(a)_, whereas females show a greater interest in _(c)_ (a) action and sports games (b)action-oriented genres like first-person shooters (c)in role-playing, simulation, and puzzle games (d) strategy and puzzle games
7. How many active gamers are there in the world: 1.57 million ☐ 5 million ☐ 3.32 billion ☐	**7. What did Nintendo do before they produced video games?** Videos ☐ Handmade playing cards ☐ Toys ☐
8. What was the first video game? Tennis for Two ☐ Pong ☐ Packman ☐	**8. What percentage of gamers in the USA are women?** 20% ☐ 5% ☐ 46% ☐
9. How much is the gaming industry worth today? 150 million US dollars ☐ 225 billion US dollars ☐ 75 billion US dollars ☐	**9. Guess the percentage of players for each of the following age groups:** 7% 9% 24% 36% 14% 12% Under 18 _ 24%_____ 18 – 34 ___36%__ 35 – 44 ____14%_ 45 – 54 ____12%_ 55 – 64 ____9%_ 65+ ____7%_

10. What is esport?	10.The game played in the first esports tournament was :
Any computer game involving sport ☐ the playing of video games competitively by professional gamers ☐ Games like bowling on the wii ☐	Mortal Kombat ☐ Donkey Kong ☐ Space Invaders ☐

Are you surprised by any of the quiz answers? If so, which ones? Explain.

2. Reading – The Gaming Industry in France

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Questions:

5. What was the objective of the Paris Games Week? (try to explain in your own words)

_____ an event that featured a new identity, transforming from a traditional gaming expo into a full-blown pop culture festival. PGW was produced by Fimalac and GL Events, the groups behind the 2024 Olympics, and their goal was to broaden the appeal beyond hardcore gamers.

_____

_____.

6. How many French people claim to be gamers?

_____40.2 million
_____.

7. What does the line 'And over the past couple of years, that business has been hurting' mean?
It means that there has been a decline/decrease/reduction in the amount of money (revenue) generated by the gaming industry in France (and also jobs lost) The pandemic boosted sales but this effect has now stopped.
_____

_____.

8. How many people working in the gaming industry lost their jobs in 2024?

_____14,600_____
_____.

2. Gaming Vocabulary

Match the words below to their definitions.

r) Esports __15____	18. a slang term referring to video games that are considered pleasant or comfortable to play, offering a low-stress, comforting, escapist experience.
s) console based gaming __17____	19. the character that each player selects and controls in a game.
t) cosy gaming __1____	20. an esports event that takes place remotely, with players connecting to the game via the internet from different locations around the world.
u) Multiplayer online battle arena (MOBA) ___13__	21. Video games played on high-performance computers, specifically designed to handle demanding video games and graphic-intensive applications
v) igaming __9____	22. a game in which players compete against other players. Opposite of Player vs. Computer.
w) avatar __2____	23. a game in which players choose a character and undertake a quest within the game world.(e.g. Dungeons & Dragons, World of Warcraft)
x) playoffs __12___	24. giving up or conceding defeat within a specific game or battle, or even an entire match.

y) forfeit ___7___	25. an esports event that takes place in an arena or theatre, with all players present and connected to the game via a LAN network.
z) offline event ___8___	26. any kind of online betting that wagers on the future outcome of a game or event. (e.g. sports betting, online casinos, poker)
aa) online event ____3__	27. someone that plays games and shares their screen online so others can view them playing. (platforms include Twitch, Facebook, and YouTube)
bb) player vs player (PvP) ____5__	28. video games involving close combat over a number of rounds.(e.g. Mortal Combat)
cc) prize pool ___14___	29. type of competition played after the end of a league's regular season or after the group stages of a tournament to determine the league/tournament champion.
dd) mobile gaming 16	30. an online strategy-based video game in which two teams of players compete against each other on a battlefield (map).
ee) streamer ____10_	31. the total amount of money that is distributed across all winners in a tournament.
ff) RPG (role playing game) ___6__	32. the playing of video games competitively (through one-off tournaments and leagues) by professional gamers (either as individuals or teams) in front of spectators and for prize money.
gg) fighting games __11___	33. playing video games on a smartphone or tablet.
hh) PC gaming 4	34. a type of video game consisting of images and often sounds generated by a video game console.

4. Video on E-sports

Watch the following video in which Juliette Frohard, a past student of GEA talks about her role in the gaming company she is currently working in.

Answer the following questions as you listen.

1. What does her school specialise in?

Communication and marketing

2. What company is Juliette working in?

Webedia (a leading company in entertainment)

3. What is her job title?

Talent Manager, e-sport

4. Complete the sentence:

"It's basically __project manager_____ for ____content creators_____ _____."

5. What does she help the content creators to do?

She helps them with their projects. Helps them to find sponsors for their streams or their videos on Youtube. She mainly works on their Twitch channel.

6. She mainly works on Twitch. What is it?

'It's a ___live stream_platform_____ _____ , it's where _____e-sports_____ can exist basically, it's where you can watch ___e-sports_____'.

7. What is e-sports?
It's when professional gamers play against each other in a competitive game.

(It's not really a sport even if people want it to be)

8. Name some of the games she mentions.

League of Legends, CSGO (this is Counter-Strike: Global Offensive)

9. What is the total market worth?
1 billion in 2021

10. What are the main revenue sources of e-sports?

Sponsorship but also media rights, publisher fees
Also for offline events: merchandising and tickets

11. What are streamed on Twitch?

Competitions and tournaments

12. What was one of the biggest cash prizes for a tournament?

Over €40million

13. Is this amount per player or per team?

This amount is for each player!

14. What benefits can joining a team give to individual players?

To give you more visibility on social media and to help you everyday and give you a salary.

15. Name some of the e-sports teams Juliette mentions.

TSM, Cloud 9, Team Liquid, Faze Clan, T1, G2 Gaming (Europe), Team Vitality and K Corp (France)

16. How many people watch e-sports?

Around 234 million people

17. Give some information about the league they are organising in Juliette's company.

It's called LFL (French league of League of Legends)
One of the main tournaments in France in e-sports.
They have some offline events where people go to watch players play in an arena.

18. How does LFL work? (give as many details as possible)

It works in 2 splits. A split is like a season.
There are 2 seasons and an off-season between these 2 splits.
It allows team to basically switch players if they need to and it leave them time to train.

19. How many teams are there in LFL?

10 teams

20. In order organise everything, to pay the __casting crew_____ _____ and to organise _____offline events_____ _____we have sponsors for this league.

21. What sponsors does Juliette mention?
CIC, Aldi, KitKat, KIA

22. Why would they sponsor a league?

Because you can make brand content and focus on a young target of people. (audience is mainly young people).

23. What does Juliette organise online for sponsors?

Sequences on stream or even on social media, some tweets, some stories from players

GUESSING PICTURES

Contributed by Murielle Pasquet murielle.pasquet@univ-orleans.fr

Inspired by "Warmers and fillers", British Council Spain, www.britishcouncil.es (contributed by Jenny Grant)

Learning objective: practise asking and answering questions about things you did in the past.
Level: from pre-intermediate up to advanced
Interaction: pair-work
Class time : 15 – 20 minutes
Pre-class preparation : nothing – all the material comes from the students (hooray!)

Preparation (as a class)

① Ask students to take a pencil and divide a blank page in their notebooks into four squares.
② Students, keeping their work secret and showing nobody, choose a square, and in it they draw a picture or a symbol which shows something that they did yesterday. Give them a minute to think and draw (and go around the class whispering possibilities to anyone stuck for an idea, e.g. if they did their homework, they could draw a book and a pen – but no words).
③ Then ask students to choose another square and draw something to represent something really great they did last month.
④ Then another square and another sketch for something they did but they hated last year.
⑤ And finally the last square is for sketching something to represent the best thing they have ever done in their entire lives!
⑥ Remind students that there should be no words on their page of sketches and allow for a moment of frantic rubbing out.
⑦ Ask students to find a partner. So you have a room full of pairs – A and B.

Step 1: guessing

Student A should take Student B's pictures and talk to B about them, guessing aloud what they might mean. Student B should remain silent and allow A to guess, however wrong they get it!

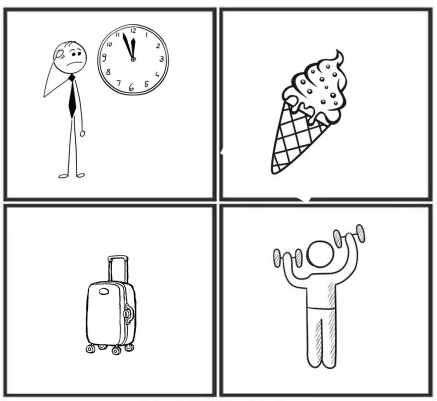
Then they switch roles and it's Student B's turn to look at A's sketches and have a guess.
You should monitor unobtrusively here – a great chance to note down general errors, which can be worked on later in the lesson.

Step 2: asking
Ask the class to stop guessing and start asking.
Students try to find out what their partner's activities really were by asking questions to which their partner may only reply with a 'Yes' or a 'No' (i.e. Student A asks "Did you go to the beach last month?" Student B replies "No").
Teacher monitors – another chance to see if you need to work on question formulation.

Step 3: explaining
Finally you say "OK, you may explain now".
Student A can finally tell B about their pictures and then B can talk about theirs.
Depending on the level and type of class, this usually generates some great conversation, as having tried to work out what the pictures mean, students are very interested in what they really mean.

Variations / Follow-ups:

- You can tell students to remember what they hear in the last stage and then have students switch partners and tell their new partner all about their previous partner's past, or develop this into a written piece where names are not mentioned.
- Put the writings up on the wall the next lesson and students go around the classroom reading them and trying to guess who did what.
- Or you could use the information you have heard to create a mingle activity for another lesson, where students have to talk to all the others in the class and find out who has been skydiving or who went to a football match and hated it….



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Département Mesures Physiques, IUT Paris Pajol, Université Paris Cité

Jeu : Code Name Chemistry & science Activité de révision du vocabulaire . Niveau B1 à C2 . But Mesures Physiques, adaptable à toutes les spécialités

Compter environ 30 minutes pour une partie, un peu plus pour expliquer en amont

Cette activité, co élaborée avec une enseignante chercheuse chimiste de mon département, reprend tout simplement le jeu CodeName , où des joueurs doivent faire deviner des mots parmi 25 étalés sur la table à leur partenaire en leur donnant comme seul indice un mot à chaque tour. La difficulté est d'essayer de trouver des indices s'appliquant à plusieurs des mots sur la table sans que l'équipe ne tombe sur les mots de l'autre équipe.
D'un point de vue pédagogique, la finalité est de permettre de réviser le vocabulaire et les notions techniques de chimie des matériaux de façon ludique.

Set up : - vocabulary cards (as many as you want, with a minimum of 25 cards per game)

- 9 red cards, 9 blue cards , 8 grey cards , one black card
- Key cards giving the positions of blue & red & black words for each game

For each game, the students are divided into a red team and a blue team (minimum 4 players per game, but the guessing teams can hold 2 or 3 students). In each team, one of the students is a spymaster who must make their team discover the words corresponding to their colour, the others are agents who have to guess the words according to the clues given by the spymaster. Both spymasters are on the same side of the table, able to see the key cards, the others are sitting across

If the key card has blue on the edges, the blue team starts (they will have one more word to guess than the red team then) . The blue spymaster will give a clue and the number of words associated with it (e.g. carbon, 3)

The blue team must then guess the words one at a time. They can discuss options before answering. When they agree on an answer , they touch the corresponding card. If the answer is correct, the spymaster will cover the word with a blue card , and the team can guess the next one.
If the word belongs to the other team, or is on a grey slot, it will be covered by the corresponding colour, and it is then the other team's turn. On the next round, if they guess correctly all the words suggested by their spymaster,they will be able to guess one of the words from the previous round.

If the team chooses a word on a black slot, they immediately lose the game.

The winning team is the one who has covered all their words.

NB : the spymaster must only give one word as a clue, and no other hint.

Full rules of the game in English available here : https://cdn.1j1ju.com/medias/89/5e/99-codenamesrule.pdf

POLYMER	HARD
TRANSPARENT	CRISTALLIZED
GLASS	ATOM
STRUCTURE	IONIC
RESISTANCE	CONDUCTOR

CARBON	ALLOY
CERAMIC	PATTERN
LIGHT	METAL
COVALENT	TENSILE STRENGTH
SYNTHETIC	CONCRETE

BOND	SALT
ALUMINUM	PASSIVATION

CONSTANT	COEFFICIENT
SOFT	COLOUR

OPAQUE	MOLECULE
LIQUID	GASEOUS
SILVER	TITANIUM
FERROUS	NON-FERROUS

THERMAL	COMPOUND
FRAGILE	EXPENSIVE
DUCTILE	NATURAL
STEEL	STRUCTURE
BRICK	ATOM

CORROSION	ENERGY
BRITTLENESS	ELASTICITY
MELTING POINT	TOUGH
SOLID	DURABILITY

PLATINUM	FATIGUE
STIFFNESS	BOILING POINT
DENSITY	CERAMIC

ROCKET	ORGANIC
GAS	FUEL

ENERGY	ELECTRIC
HEAT	CUTTING-EDGE
ENGINE	SENSOR
SOLAR	WIND

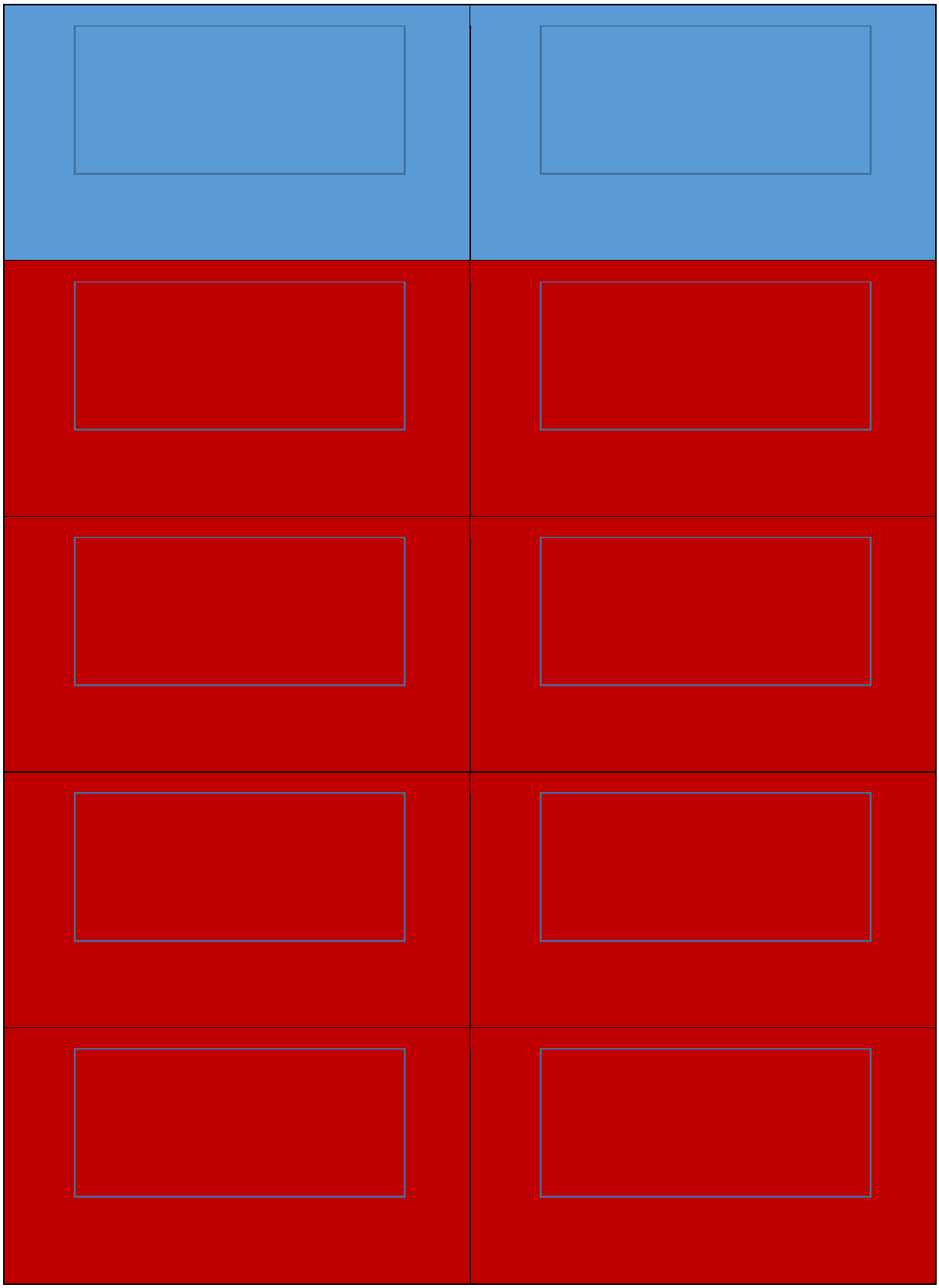
TURBINE	LENGTH

PHYSICS	CHEMISTRY
SYSTEM	EARTH
WASTE	EFFICIENT
COPPER	LEAD
MASS	HEAVY

SPEED	INNOVATIVE
PREVENT	USELESS
NUCLEUS	SPLIT
RELEASE	HARNESS
CLIMATE	WARMING

EMISSIONS	PARTICLE
GREENHOUSE	TEMPERATURE
CURB	EFFECT
INCREASE	DECREASE

CHANGE	REMAIN



SWAP SHOP 2026

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Séance 1

↓

Découverte du thème des *« music festivals »*

A beginner's guide to music festivals: what to expect **(CE Article de Presse)**

Write your own festival survival guide **(EE)**

Séance 2

↓

« Why are music festivals so expensive? » **(CO vidéo)**

Live Youtube avec chat : « Why are music festivals so expensive? » **(EOI + EEI)**

Séance 3 SWAP SHOP ACTIVITY

↓

TD 1h - WEBQUEST REVERB (CE + EE)
TP 1h – CONVINCE THE ARTIST TO WORK WITH REVERB (EOI)

Séance 4 – Tâche finale

↓

Réunion professionnelle en groupes (3–4 étudiants) **(EOI)**

Concevoir un festival responsable

Objectifs d'interaction orale

✓ poser des questions

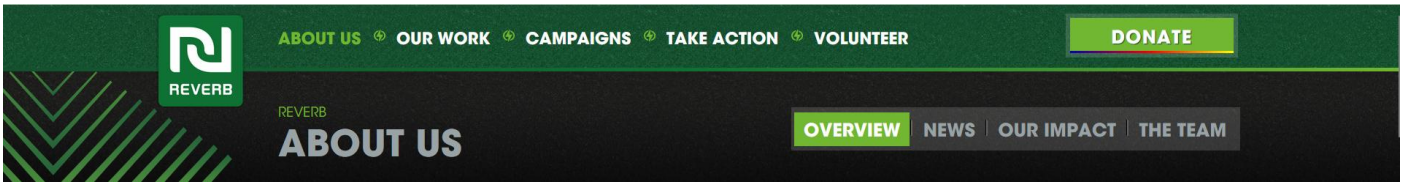
✓ réagir aux idées

✓ exprimer accord / désaccord

✓ justifier ses choix

✓ négocier et prendre des décisions ensemble

TD - How to make the music industry more sustainable?



1. Go to www.reverb.org and explore the homepage.

    - What is Reverb's main goal?
    - How do they describe the environmental challenges in the music industry?
    - Write a short paragraph summarising their mission in your own words.

2. On the same page, focus on the **video entitled "Reverb's story"**

While watching, take notes on:

- Talk about the power of music
- Explain the problems faced by the music industry after shows
- What is the solution? What question did they ask themselves? How do they answer it through their actions?

3. Now, let's focus on Billie Eilish's case study



What do you know about Billie Eilish?

What specific actions did Billie Eilish take to make her tour more sustainable?
How did Reverb support her efforts?
What role did fans play in her sustainability initiatives?
What measurable impacts or successes came from these actions?

TP - Convincing a Music Star to Go Green and to work with REVERB for a more sustainable tour

Situation

You are part of REVERB's outreach team.
Your mission is to convince a music star of your choice to work with REVERB and make their next tour more sustainable.

The artist is not against sustainability, but:

- they are worried about costs
- logistics
- fan reactions
- and whether it will really make a difference

Your job is to **convince them** using clear arguments, concrete examples, and persuasive language.

❖ Step 1 – Choose Your Artist

❖ Step 2 – Key Arguments from REVERB *(content from the TD)*

Choose at least 3 strong arguments you will use.

Add one concrete example

❖ Step 3 – How to Convince in English

Giving advice

- *You **should / could** consider working with REVERB*
- *It would be a good idea to…*
- *One simple solution would be to…*

Expressing benefits

- *This would allow you to…*
- *It would help reduce…*
- *Your tour would become more…*

Persuading politely

- *We truly believe that…*
- *What makes this project relevant is…*
- *The main advantage is…*

Addressing concerns

- *You might be worried about…, but…*
- *Even if it seems complicated, REVERB helps with…*
- *In the long run, this would…*

❖ Step 4 – Vocabulary Toolbox (Festivals & Sustainability)

Reuse these words in your speech:

sustainable / eco-friendly	green touring
carbon footprint	environmental impact
waste reduction	fan engagement
reusable cups / bottles	concrete action

❖ Step 5 – Preparing Your Oral Pitch CHECKLIST

Your speech must include:

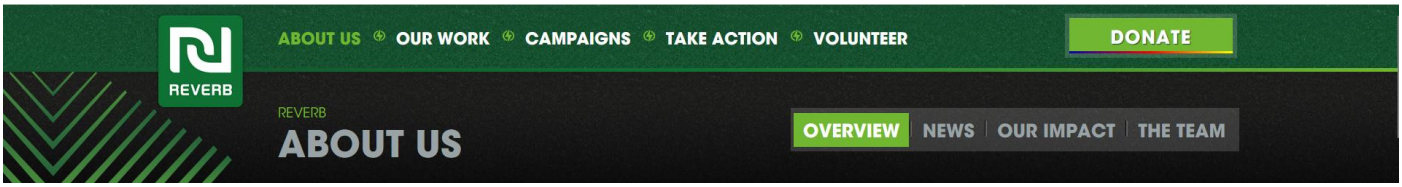
- □ A clear introduction *(who you are & why you are calling)*
- □ Why this artist is concerned
- □ Your main arguments
- □ A concrete solution with REVERB
- □ A strong conclusion

❖ Step 6 - Go on character.ai and pitch your celebrity: you cannot end of leave the conversation before the artist agrees to adopt a sustainable tour

Important Reminder : AI chatbots can sometimes invent information. You must stay critical and reuse factual information from the webquest and REVERB's website.

The Weekend	***Bruno Mars***	***Drake***
https://character.ai/chat/kH3JSY3l6KswnLmldx6j7pGtngvU-AVqg4sf0K79lzs	https://character.ai/chat/NFBjIOUwAD7tqnPCn3yWms7xmhsX0emdTpr23nk93bc	https://character.ai/chat/A0-EQnSo1pA-OtLk0WaBdSIRHNPmjV5cmoojsUgwxoU

CORRECTION



4. Visit Reverb.org and explore the homepage. Take note of the mission of Reverb and their focus on environmental action in the music industry.

    - What is Reverb's main goal?
    - How do they describe the environmental challenges in the music industry?
    - Write a short paragraph summarising their mission in your own words.

Reverb's main goal is to make live music events more environmentally sustainable by reducing their negative impact on the planet and encouraging artists, fans, and the music industry to take action for a greener future.

The music industry faces significant environmental challenges, including large amounts of waste generated at concerts, the heavy use of single-use plastics, carbon emissions from transportation, and energy consumption at venues.
Reverb aims to unite the music community to combat environmental problems. They partner with artists, venues, and festivals to implement sustainable practices, reduce waste, and lower carbon emissions. By engaging fans and offering simple, impactful actions, they create a collective effort to protect the planet through music.

5. On the same page, focus on the **video entitled "Reverb's story"**

Talk about the power of music
Explain the problems faced by the music industry after shows
What is the solution? What question did they ask themselves? Answer it

Music has the power to bring people together, inspire change, and create a sense of community. Reverb believes this influence can be harnessed to encourage environmental action and raise awareness about sustainability.
After concerts, venues often face mountains of trash, including single-use plastics and leftover materials. Additionally, tours contribute to high carbon emissions from travel, energy consumption, and waste generation, making concerts environmentally costly.
The solution involves adopting sustainable practices such as reducing waste, using renewable energy, and offsetting carbon emissions. Reverb asked themselves: "How can we make concerts and tours environmentally friendly while keeping the magic of live music?" Their answer was to collaborate with artists, fans, and venues to integrate sustainability into every aspect of live music through Reverb.

6. Now, let's focus on Billie Eilish's case study

What specific actions did Billie Eilish take to make her tour more sustainable?

Billie Eilish eliminated single-use plastics at her shows, promoted the use of refillable water bottles, ensured her merchandise was made from eco-friendly materials, and offset the carbon emissions from her tour.

How did Reverb support her efforts?

Reverb provided guidance and resources to help her implement sustainable practices. They also set up eco-villages at her shows, which featured education booths, reusable bottle refill stations, and opportunities for fans to take environmental action.

What role did fans play in her sustainability initiatives?
Fans were encouraged to bring reusable water bottles, participate in eco-friendly actions at Reverb's eco-villages, and learn about sustainability through interactive experiences at concerts.

What measurable impacts or successes came from these actions? *Billie Eilish's efforts resulted in significant waste reduction, a decrease in single-use plastics, and engagement from thousands of fans in environmental actions. The use of eco-friendly materials and carbon offsets also contributed to lowering her tour's overall environmental footprint.*

Iain REID – iain.reid@univ-lyon1.fr

Einstein's riddle- lesson plan

Objective	Activities	Details	Duration	Skill/focus	Competence
Use logic to solve a riddle 1	Introduce topic of innovation and Einstein	Warm – up: Q: Who was Einstein? Why was he famous? Elicit "innovation" Q: Use derivatives of innovation to complete the quote A: innovator/ innovated /innovative/innovation	5-10m	Speaking	Lexical items and word class recognition e.g. noun/verb/ adjective
2	Topic related lexical items	In pairs fill in the lexical item table by completing the meaning and finding a synonym/ antonym Feedback, with emphasis on idiomatic English (e.g. followed the scent)	15- 20m	Reading/writing/speaking	Increase lexical knowledge
3	Using lexical items in context and reading for gist	Individually complete the transcript, using the lexical items above. Play video (to 1m 40s) to check answers. **Source:** https://www.youtube.com/watch?v=1rDVz_Fb6HQ Feedback: Nominate students to complete answers. Summary: Nominate 1or 2 students to summarise the scenario (including the objective of identifying the thief)	10m 5m 5m	Reading Listening Speaking	Reading for gist and summarising key points
4	Solve the riddle	In pairs, solve the riddle by completing the grid, using the clues given. Feedback: Nominate students to identify the thief; check if class agrees. Play remainder of video, pausing after each piece of information to allow students to check their answers	15-20m 10m	Reading/speaking	Use of logic and process of elimination to find the answer
5	Free practice	Working in pairs and using phones, students research to find a riddle to present to the class in English Feedback: Nominate several pairs to present	20m 5m	Reading/ speaking	Summarising and presenting complex information to a group
6	Warm down	Turn over worksheets and test topic vocab. Peer testing (e.g. this word is a synonym for detective A: sleuth). Students raise hand to answer	5m	Speaking	Test of recall

TOTAL 95- 110m

Einstein's riddle - worksheet

Source: https://www.youtube.com/watch?v=1rDVz_Fb6HQ

(Can you solve "Einstein's Riddle"? - Dan Van der Vieren)

1- Warm-up: Complete the following sentence using derivatives of the word "innovate" and explain whether they are a noun, verb or adjective

Albert Einstein was a brilliant _____who _____ in physics, introducing _____ theories that led to a major _____ in science."

2- Lexis

Lexical item	Meaning (synonym/antonym)	Lexical item	Meaning (synonym/antonym)
genius		riddle	
brain teaser		solution	
identical		beverage	
detective		aquarium	
interior		clues	
on his trail		logical	
sleuthing		followed the scent	
physics		nationality	
organise		give it a shot	
thief		rarest	

3- Fill in the blanks from the transcript:

Before he turned 1. _____ upside down, a young Albert Einstein supposedly showed off his 2. _____ by devising a complex 3. _____ involving this list of 4. _____.
Can you resist tackling a 5. _____ written by one of the smartest people in history? Let's 6. _____.
The world's 7. _____ fish has been stolen from the city 8. _____. The police have 9. _____ to a street with five 10. _____ looking houses. But they can't search all the houses at once, and if they pick the wrong one, the 11. _____ will know they're 12. _____. It's up to you, the city's best 13. _____, to solve the case.
When you arrive on the scene, the police tell you what they know. One: each house's owner is of a different 14. _____, drinks a different 15. _____, and smokes a different type of cigar. Two: each house's 16. _____ walls are painted a different color. Three: each house contains a different animal, one of which is the fish.
After a few hours of expert 17. _____, you gather some clues. It may look like a lot of information, but there's a clear 18. _____ path to the 19. _____. Solving the puzzle will be a lot like Sudoku, so you may find it helpful to 20. _____ your information in a grid, like this.

4- Solve the riddle

	HOUSE 1	HOUSE 2	HOUSE 3	HOUSE 4	HOUSE 5
WALL COLOUR					
NATIONALITY					
CIGAR BRAND					
BEVERAGE					
ANIMAL					

Options

WALL COLOUR	NATIONALITY	CIGAR BRAND	BEVERAGE	ANIMAL
yellow	Norwegian	Dunhill	water	cat
blue	Dane	Blends	tea	horse
red	British	Pall Mall	milk	bird
green	German	Prince	coffee	fish
white	Swede	Blue Master	root beer	dog

Clues

1 The Brit lives in the house with red walls 2 The Swede has a dog 3 The Dane drinks tea 4 The house with green walls is directly to the left of the house with white walls 5 The owner of the house with green walls drinks coffee 6 The person who smokes Pall Mall cigars owns a bird 7 The owner of the house with yellow walls smokes Dunhill cigars 8 The person living in the centre house drinks milk	9 The Norwegian lives in the first house 10 The man who smokes Blends lives next to the cat owner 11 The horse's owner lives next to the man who smokes Dunhill 12 The person who smokes Blue Master drinks root beer 13 The German smokes Prince 14 The Norwegian lives next to the house with blue walls 15 The man who smokes Blends has a next door neighbour who drinks water

THE GRIFFY SNOLLS

Développer des stratégies de compréhension face aux mots inconnus

Carole REMITA, FST - UHA Mulhouse Contact : carole.remita@uha.fr

Objectif: identifier et mettre en œuvre des stratégies de compensation pour la compréhension de mots inconnus.

Public visé : toutes filières (A2 à B2 a priori) **Durée** : 1 heure à 1 h 30 selon public

Matériel : **DOC 1** : **texte The griffy snolls » avec consignes** : à PROJETER

DOC 2 : **diaporama « DEALING WITH UNKNOWN WORDS » :** à PROJETER

Mise en place :

A. Dans un premier temps, mise en situation avec un texte au lexique « farfelu » (façon *Jabberwocky*, le poème de Lewis Caroll). **Projeter le document 1** et observer / accueillir les réactions et commentaires (plissement de yeux, incrédulité, soupirs… ou amusement).

Clarifier la consigne « *How many questions can you answer* » (NOT : Answer the questions) : sous-entendu : on ne peut peut-être pas répondre à toutes les questions. Puis les laisser chercher quelques minutes.

Doc 1 :

Read the following text:

The griffy snolls cloppered raucingly along the unchoofed trake. They were klary,

so they higgled on, separately. "Ah, chiwar kerway", they squopped rehoply,

"my psar Quaj!". "Quaj!" snilled one, and filted even jucklier.

How many questions can you answer?

1. Where did the snolls clopper?
2. What was the trake like?
3. Why did the snolls higgle on?
4. Why did the snolls clopper raucingly?
5. Would an unchoofed trake be easy or difficult to walk on?
6. What was the name of the place they were going to?

Phase collective de mise en commun et explications méthodologiques

Réponses et compléments :

1. They cloppered along the unchoofed trake (présence d'une préposition de lieu - ALONG - qui introduit un CCL). On en déduit au passage que « clopper » est un verbe qui indique probablement un déplacement.
2. It was unchoofed (position entre le déterminant THE et le nom TRAKE : probablement un adjectif qui qualifie le « trake ».
3. Because they were klary. Organisation syntaxique / conjonction SO indiquant une conséquence (A donc B → pourquoi B ? parce que A).
4. On ne peut pas répondre, MAIS on peut s'amuser à avancer des hypothèses : maybe because they were griffy ? Or because the trake was unchoofed ?

5. Surely difficult. Au passage, la question nous éclaire sur la nature d'un « trake » (*élément méthodo : souvent dans un questionnaire l'une ou l'autre des questions peuvent éclairer le sens du texte) :* you walk on it, donc sans doute quelque chose comme un chemin, un sentier ?? + Analyse de l'adjectif unchoofed : **Un-choof-ed** : préfixe privatif, + suffixe -ed : probablement un participe passé : un « trake » qui n'aurait pas été « choofé ». Faire marcher leur imagination : un chemin non dégagé / débroussaillé / balisé / déneigé… ?
6. On cherche le nom d'un lieu : Majuscule attendue, donc « chiwar kerway » pose problème. Peut-être « Quaj » alors… ? Mais un peu étrange précédé du possessif my et de l'adjectif psar.. ? Pas exclu ceci dit, mais on ne peut pas répondre avec certitude.

   Ne pas oublier de **répondre à la question initiale** (How many questions can you answer?) :
   4 for sure, and only hypotheses for the other two (ou envisager que la réponse n'est pas dans le texte).

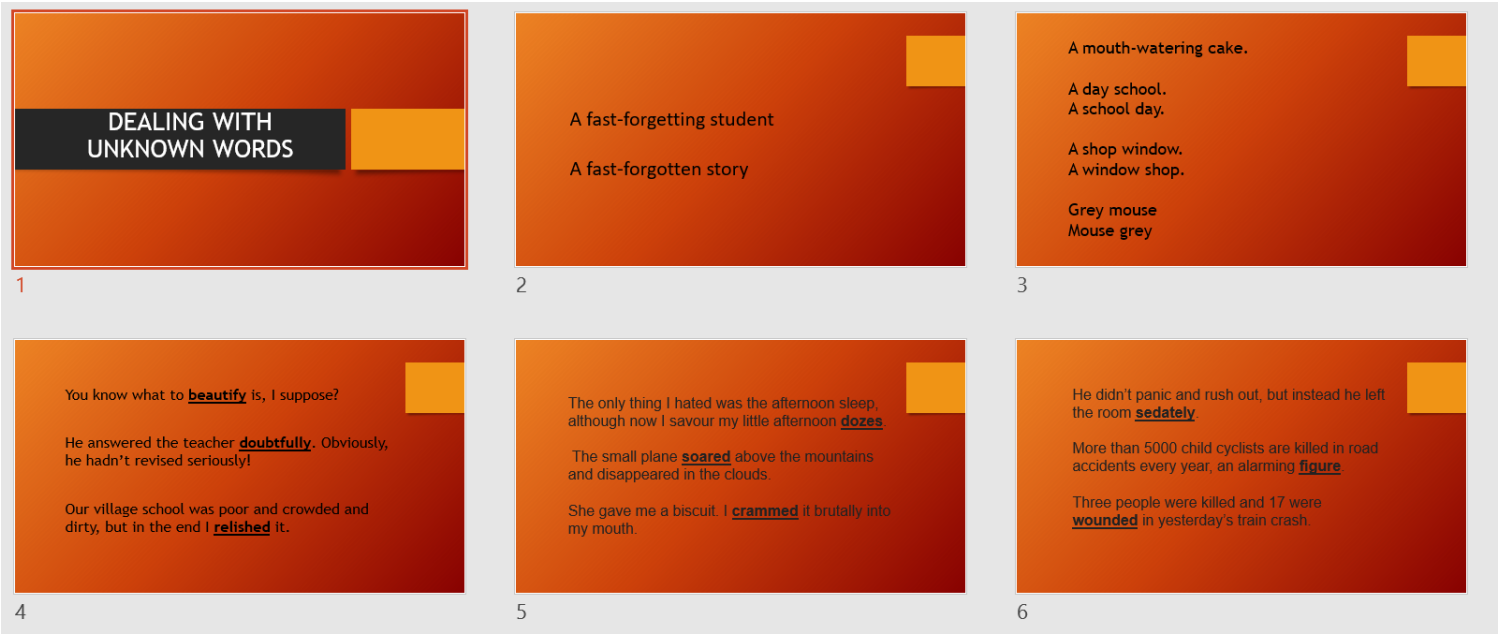
Demander ensuite le but de ce 1er exercice ? → Identifier des stratégies de compréhension face aux mots inconnus. Ne pas baisser les bras !

Lister ces stratégies : repérage de la nature des mots, de l'organisation syntaxique, des phénomènes de dérivation (préfixes et suffixes), utilisation du contexte. S'appuyer sur le connu ! A ce stade on observe que tous les mots problématiques sont de nature lexicale (noms, adjectifs, adverbes, verbes) mais que tout le reste (sans vaguelettes rouges du correcteur orthographique) constitue un corpus fini de mots « grammaticaux » qui sont a priori familier et sur lesquels on peut s'appuyer : déterminants, pronoms, prépositions, particules, conjonctions, auxiliaires…

Echange autour des représentations de chacun (quel film vous êtes-vous fait ?) : comment ils ont imaginé les « snolls », leur déplacement, leur environnement… (en général un moment de partage bien sympa !)

B. **Application sur un corpus d'expressions ou courts textes (diaporama projeté)** : Ce corpus permet d'appliquer les stratégies repérées et de les compléter (ordre des mots dans les adjectifs et noms composés, valeur de -ING et -ED, contexte, racine commune avec mots français (sedately – cf un sédatif), méfiance face aux faux-amis, psychologie humaine ! (« to throng » in the context of an accident : affluer, se presser)…

Doc 2 : Slideshow « Dealing with unknown words » :



Icebreaker : Qui suis-je quand je parle ?

Adaptable à toutes les langues et spécialités du BUT, aux écoles d'ingénieurs, et à tous les niveaux, fonctionne particulièrement bien avec des alternants

I. Objectifs pédagogiques

- Prendre la parole de manière courte, structurée et incarnée
- Comprendre que tout discours est situé et subjectif
- Développer l'écoute active et l'interprétation
- Introduire la notion de langage comme construction du sens

II. Déroulé

1. Introduction

"Nous pensons souvent que **parler**, c'est simplement **transmettre une information**. Mais en réalité, quand nous parlons… nous **révélons aussi qui nous sommes**. Vous allez **raconter une histoire à partir d'un objet**. Mais l'objectif n'est pas l'objet — c'est ce que votre manière d'en parler dit de vous."

2. Consignes

Chaque étudiant doit **choisir un objet** :

- soit personnel (stylo, téléphone, bijou, carnet…)
- soit symbolique (s'il n'a rien sous la main)

Vous avez **2 minutes** pour raconter cet objet :

- ce qu'il est
- pourquoi il compte (ou pourrait compter)
- ce qu'il dit de vous

Contraintes :

- parler **sans notes**
- **structurer** un minimum (début / développement / fin)
- éviter la simple description → **aller vers le sens**

Claire SOLOGNY Département Informatique / IUT de Dijon claire.sologny@iut-dijon.u-bourgogne.fr

Tips : structure simple à proposer

- 1 phrase de contexte
- 1 élément personnel
- 1 idée plus large (valeur, souvenir, vision)

3. Rôle des observateurs (le reste du groupe)

Demander au reste du groupe d'observer :

- ce qui est dit
- le ton choisi
- le choix des mots
- les émotions

⇨ qu'est-ce que cela me suggère de la personne ?
⇨ qu'est-ce que ce récit me fait comprendre de la personne, au-delà de l'objet ?

Caroline Sonntag-Mougel, IUT de Nice-Sophia caroline.mougel@univ-cotedazur.fr

Class on the climate crisis

La séance dure 1h30 à 2h. La 3ème partie est une proposition de « follow-up » - les présentations des étudiants intervenant lors d'une séance ultérieure.
Les compétences mises en œuvre : CO et EO.
L'objectif est de sensibiliser les étudiants aux questions liées à la crise climatique, tout en ouvrant sur des perspectives de solutions afin que ce ne soit pas trop « lourd ». Fait avec des étudiants de 1ère année en fin de S2 ; les étudiants ont fait la « fresque du climat » au 1er semestre.

Objectives:
- raise students' awareness about climate change
- help them find solutions to a problem
- develop debating skills

Document: Film ***A new world*** by Cyril Dion (formerly available with subtitles in English on arte.tv, but now 7,99 € on Arte boutique – audio: plurilingual (original version), subtitles: French if necessary)

Part one: Resist

A story of the future
Interview with David Wallace Wells, author of *The Uninhabitable Earth*
3:55-6:25

- What will the consequences of global warming be? What will the world look like? Give precise figures.

Not just sea level rise, or polar bears dying or wildfires in California or Australia
It will deform/disturb the way everyone lives on the planet over the course of the next century
+2° => 150M additional people dying of air pollution
Storms previously expected to hit once a century hitting every year
SE Asia/Middle East: summers so hot you could not go out without risking a heatstroke (Calcutta 200 days of lethal heat every year)
A much much more brutal world
600 trillion dollars on climate damages (double all the wealth that exists in the world today)
At least twice as much war as we have today

- How does this make you feel?

- In groups of 2 to 3 students, work out a set of solutions that could be implemented. Say how it could work. Explain the impact those solutions could have.

How to resist? Direct action, sabotage, confrontation: a legitimate way of resistance?
Interview with Andreas Malm & Extinction Rebellion, example of the Dakota access pipeline
10:12-18:05 (possible stop at 16:20)

- Who is Andreas Malm?

Geographer, lecturer in human ecology at Lund University in Sweden and author of How to Blow Up a Pipeline

- Why has it been so difficult to influence the governments' policies on climate change?

Fossil fuel infrastructure = the world's single largest infrastructure, an astronomic amount of capital => refineries, pipelines, airports, etc.
A huge challenge to terminate fossil fuel production and consumption in this world. It requires a social subject with real force to make that happen.

- The Dakota access pipeline. What helps the man get his point across in his speech?

Ternary rhythm (cf. claptraps in Steve Jobs' commencement address @ Stanford): "The future of energy in this country ***is not more oil. It is not more pipelines. It is not more carbon emissions****. It is the transformation of our every system* ***away from oil, away from pipelines, away from carbon.****"*

- Give examples of movements that have been successful in reaching their goals and involved an element of militant struggle.

Struggle against slavery in the US, against apartheid in South Africa, Arab Spring protests, suffragettes (serious bombing campaigns)

- What are the demands of Extinction Rebellion?

1° mass food shortages: tell communities and work with them, 2° net zero carbon emissions by 2025, and reduce our consumption levels.

- What did the movement achieve?

Creating a wider protest movement in the UK resulting in the government introducing the most ambitious targets the country had ever seen in April 2021: reducing greenhouse gas emissions by 78% by 2035.

Debate: "Damaging things that are symbolic or actual key aspects of the destruction of the planet are completely legitimate processes and proportionate response to the situation we're in." (Introduce debate vocabulary)

Need for appealing narratives of the future: Drawdown
Interview of Paul Hawken, a visionary economist
33:00-37:10

- Find as many adjectives as possible to describe the movement that Paul Hawken started.

Much bigger, much deeper, much more powerful than anyone could imagine. It is non-violent, grassroots, unnamed. It has no armies, no central ideology, no male vertebrate in charge.

- True or false?

The climate movement needs to shift to address current human needs. **T**
Climate solutions create a much better life for everybody, and people understand that. **F**
The changes that are required need to be planetary. **F (local, regional)**
Action changes people's beliefs. **T**

- Can you think of other solutions than the ones you came up with in exercise one?

Part two: Adapt

Preppers, problem solving & the American spirit in Silicon Valley
Interview of John, former advisor to Barack Obama => 2:47-7:53 (8:20)

Why are so many Silicon Valley preppers?
American spirit + Skills of problem solvers, understanding how to solve big systemic problems (access to the data)

How can you describe the American spirit?
*F*ck the rules, that sucks, I don't like that, I'm going to do it better.*
"If you want to survive, it's up to you" = still fresh in the American psyche (area only settled 170 years ago) Individualism of self-reliance & preparedness.

Dr Graham Turner on the importance of being self-sufficient (cf. Meadows report)
12:30-14:25
Prepper individualism or local community?
Not viable. Importance of local community – local community being self sufficient

Why?
The likelihood of being on your own = advantage is very very small. More likely to thrive within a community. Cf. great depression.

Possible follow-up

Part three: Regenerate

To go further, assign a topic to groups of students. Students research the topic based on an extract of the film and give a short presentation (with visual support).

- Who & where?
- Problem
- Solutions
- Value
- Impact
- Personal opinion

Topic one: Children planting trees
Felix Finkbeiner, a 10-year-old at the COP16 and the trillion tree campaign
3:00-7:17

Topic two: Restoring reef systems with underwater robots
Professor Peter Harrison, marine biologist
10:40-15:40

Topic three: Agriculture: regenerating soils on a large scale
What is the method invented by Colin Seis?
15:40-19:45

Topic four: What is permaculture? (David Holmgren, 1978)
20:12-27:05

Topic five: Symbiotic systems, the case of Portland
31:10-36:23
(It might be useful and interesting to listen to Isabelle Delannoy explaining what a symbiotic economy is, in French, 27:18-31:10)

Worksheet: climate crisis

Objectives:

- raising awareness about climate change
- finding solutions to a problem
- developing debating skills

Document: Film ***A new world*** by Cyril Dion

Part one: Resist

A story of the future
Interview with David Wallace Wells, author of *The Uninhabitable Earth*

- What will the consequences of global warming be? What will the world look like? Give precise figures.
- How does this make you feel?
- In groups of 2 to 3 students, work out a set of solutions that could be implemented. Say how it could work. Explain the impact those solutions could have.

How to resist? Direct action, sabotage, confrontation: a legitimate way of resistance?
Interview with Andreas Malm & Extinction Rebellion, example of the Dakota access pipeline

- Who is Andreas Malm?
- Why has it been so difficult to influence the governments' policies on climate change?
- The Dakota access pipeline. What helps the man get his point across in his speech?
- Give examples of movements that have been successful in reaching their goals and involved an element of militant struggle.
- What are the demands of Extinction Rebellion?
- What did the movement achieve?

Debate: "Damaging things that are symbolic or actual key aspects of the destruction of the planet are completely legitimate processes and proportionate response to the situation we're in." (Introduce debate vocabulary)

Need for appealing narratives of the future: Drawdown
Interview of Paul Hawken, a visionary economist

- Find as many adjectives as possible to describe the movement that Paul Hawken started.

- Are the following statements true or false?

The climate movement needs to shift to address current human needs.
Climate solutions create a much better life for everybody, and people understand that.
The changes that are required need to be planetary.
Action changes people's beliefs.

- Can you think of other solutions than the ones you came up with in exercise one?

Part two: Adapt

Preppers, problem solving & the American spirit in Silicon Valley
Interview of John, former advisor to Barack Obama

- Why are so many Silicon Valley preppers?
- How can you describe the American spirit?

Dr Graham Turner on the importance of being self-sufficient (cf. Meadows report)

- What is better: prepper individualism or local community?
- Why?

Part three: Regenerate

To go further, form groups & choose a topic. Research the topic based on an extract of the film and give a short presentation.

- Who & where?
- Problem
- Solutions
- Value
- Impact
- Personal opinion

Topic one: Children planting trees
Felix Finkbeiner, a 10-year-old at the COP16 and the trillion tree campaign
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(It might be useful and interesting to listen to Isabelle Delannoy explaining what a symbiotic economy is, in French, 27:18-31:10)

Mayssoun Traboulsi : maysssoun.traboulsi@univ-lyon1.fr

Lesson Plan: Describing Food Through the Senses (B2–C1)

This lesson is designed for upper-intermediate to advanced learners (B2–C1) and focuses on developing rich, descriptive and expressive language through a multisensory tasting activity.

- **Main skills:** Speaking, vocabulary development, creative production
- **Duration:** 2 lessons
- **Approach:** Communicative, task-based, experiential learning
- **Theme:** Food and sensory description

Learning Objectives

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

- Use a wide range of precise adjectives related to:
    - Taste, texture, smell, and appearance
- Use comparative and superlative structures naturally
- Produce extended and coherent oral descriptions
- Use metaphorical and figurative language to create vivid descriptions
- Present a creative dish using persuasive and expressive language

Materials

- Tasting items:
    - Blueberry chocolate spread
    - Cocoa honey
    - Hot sauce
    - Worcestershire sauce
    - Sweets
    - Lemon pieces
- Plates, spoons, napkins
- Board / projector
- vocabulary support sheet (PDF provided by Food A fact of life)

Lesson Procedure

Stage 1: Warm-up

Objective: Activate prior knowledge

I begin by asking students:

- *How would you describe your favourite dish?*
- *What makes food memorable?*

As students respond, I create a mind map on the board, organising vocabulary into:

- Taste
- Texture
- Smell
- Appearance

This allows me to assess their existing lexical range and introduce the lesson focus.

Stage 2: Vocabulary Expansion (10–15 minutes)

Objective: Enrich descriptive language

I introduce and group key adjectives:

- **Taste:** bitter, tangy, sour, sweet, spicy, savoury
- **Texture:** creamy, crunchy, sticky, smooth, chewy
- **Smell:** fragrant, smoky, strong, mild, fruity
- **Appearance:** glossy, dull, vibrant, thick, runny

I also highlight:

- **Collocations** (*rich flavour, sharp taste*)
- **Intensifiers** (*extremely, slightly, quite*)

Students complete a short guided matching or categorisation task to reinforce understanding.

Categories	Taste	Texture	Smell	Appearence
Adjectives				

Adjectives: sweet, creamy, strong, dull, tangy, chewy, fruity, shiny

In pairs, choose one adjective from each category and describe an imaginary food:

Example:

"It's a sweet, creamy dessert with a fruity smell and a shiny surface."

Choose the correct collocation

Circle the correct option:

1. a **powerful / crunchy** smell
2. a **smooth / spicy** texture
3. a **rich / chewy** flavour
4. a **sweet / glossy** taste
5. a **strong / creamy** smell

Create your own collocations (Pair work)

Students complete the phrases with their own ideas:

- a _____ flavour
- a _____ smell
- a _____ texture
- a _____ taste

Then use them in a sentence:

Example:

"This sauce has a rich flavour and a slightly smoky smell."

Extension

Ask students to upgrade their collocations:

- *very good taste → an exquisite taste*
- *strong smell → an overpowering aroma*
- *nice texture → a velvety texture*

Stage 3: Tasting Activity (

Objective: Encourage spontaneous descriptive speaking

Students taste the different food items in pairs or small groups.

For each item, they describe:

- Taste
- Texture
- Smell
- Appearance

I provide sentence starters:

- *It tastes…*

- *The texture is…*
- *It smells…*
- *It looks…*

Students are encouraged to:

- Express opinions
- Use intensifiers and hedging language

This stage is highly engaging and promotes authentic communication.

Stage 4: Comparison Task

Objective: Practice comparative structures

Students compare the foods using:

- Comparatives (*spicier than, sweeter than*)
- Superlatives (*the most sour, the strongest*)

Example:

- *The lemon is more refreshing than the sweets.*
- *The hot sauce is the most intense flavour.*

They may also rank the foods based on:

- Preference
- Intensity

Stage 5: Metaphorical Language Activity

Objective: Develop expressive and creative language (C1 focus)

Step 1: Input

I introduce examples of figurative language:

- *"The lemon is a shock to the system."*
- *"The chocolate spread is a hug in your mouth."*
- *"The hot sauce explodes with flavour."*
- *"The texture is like velvet."*

I highlight:

- Similes (*like / as*)
- Metaphors

- Personification

I explain that advanced speakers use imagery to make language more vivid and engaging.

Step 2: Practice

Students create:

- 1 simile
- 1 metaphor

Example:

- *"The sweetness is like sunshine."*
- *"The sauce is fire on my tongue."*

Step 3: Sharing

Students share their ideas in pairs and react:

- *Do you agree?*
- *Does it match your experience?*

Stage 6: Creative Production Task

Objective: Develop fluency, creativity, and extended speech

Students invent their own dish.

They must describe:

- Ingredients
- Taste
- Texture
- Smell
- Colour/appearance

Requirement:

Include at least **two metaphorical expressions**

They present their dish as if:

- They are on a cooking show
  or
- Giving a restaurant description

Stage 7: Feedback and Error Correction (10 minutes)

Objective: Improve accuracy and reinforce learning

I provide:

- Delayed error correction (focus on vocabulary and structure)
- Positive feedback on:
    - Creative expressions
    - Effective metaphors
    - Rich vocabulary

I also highlight strong student examples for the whole class.

5. Assessment

Students are assessed informally based on:

- Participation and engagement
- Range and accuracy of vocabulary
- Fluency and clarity
- Ability to compare and express opinions
- Use of metaphorical language

6. Pedagogical Rationale

This lesson is based on:

- Communicative Language Teaching (CLT) → meaningful interaction
- Task-Based Learning → real-world use of language
- Experiential learning → tasting creates strong memory links

The inclusion of metaphorical language:

- Moves learners from functional to expressive communication
- Reflects C1-level competence (nuanced, stylistic language)
- Encourages creativity and personalisation

Assessment Grid – Final Creative Dish Presentation (B2–C1)

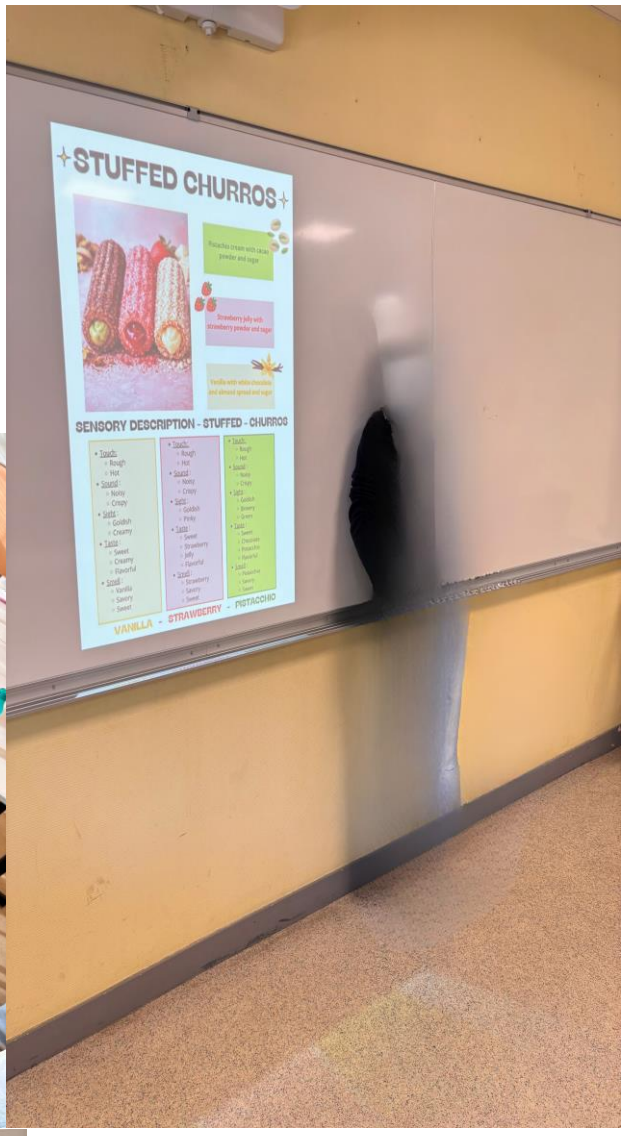
Task

Students present an original dish describing:

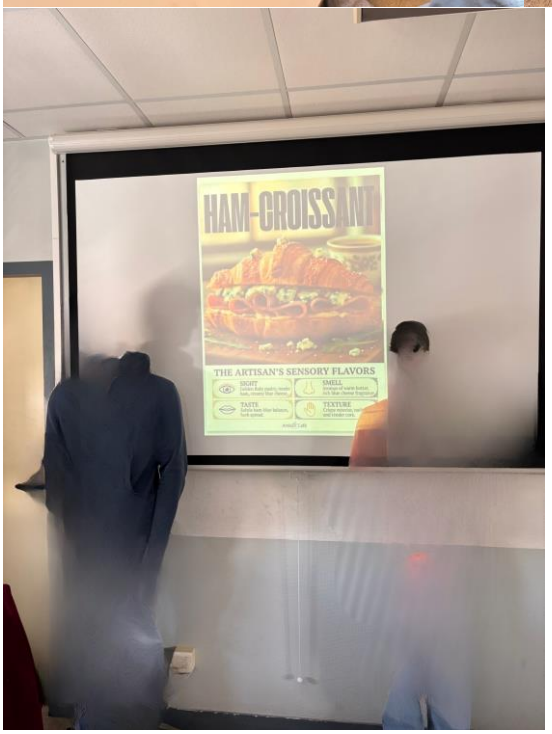
- Taste, texture, smell, appearance
- Comparisons
- Use of metaphorical language

Grading Criteria (/20 or adaptable)

Criteria	Excellent (4–5)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Vocabulary Range & Precision	Wide range of precise and varied adjectives; sophisticated lexical choices	Good range; mostly accurate vocabulary	Limited range; some repetition	Very basic vocabulary; frequent misuse
Use of Sensory Language (taste	All categories described clearly and vividly	Most categories covered	Some categories missing or unclear	Very little sensory description
Fluency & Coherence	Smooth, natural speech; well-organised ideas	Generally fluent; minor hesitation	Some hesitation; ideas not always clear	Frequent pauses; difficult to follow
Comparative Language	Accurate and varied use of comparatives and superlatives	Some correct use	Limited or repetitive use	Incorrect or no use
Metaphorical Language	Creative, vivid metaphors and similes enhance description	Some attempt at figurative language	Basic or unclear attempts	No metaphorical language used
Pronunciation & Delivery	Clear, expressive, confident delivery	Mostly clear; some minor issues	Sometimes unclear; lacks confidence	Difficult to understand
Creativity & Engagement	Highly original and engaging presentation	Some creativity	Limited originality	Very basic or unclear idea


STUFFED CHURROS
SENSORY DESCRIPTION - STUFFED - CHURROS
VANILLA - STRAWBERRY - PISTACHIO




HAM-CROISSANT
THE ARTISAN'S SENSORY FLAVORS
SIGHT
SMELL
TASTE
TEXTURE

SENSORY VOCABULARY

Sensory evaluation involves using one or more tests to determine different characteristics of food such as appearance, odour, taste and texture. A wide range of vocabulary is used to describe sensory characteristics of food products.



ODOUR

The nose detects volatile aromas released from food. An odour may be described by association with a particular food, eg herby, cheesy, fishy. The intensity can also be recorded.

aromatic
floral rotten
perfumed acrid musty
fragrant scented pungent

APPEARANCE

A product's size, shape, colour and surface texture can be described, eg large, small, oblong, square, yellow, pink, rough.

stringy
heavy flat
fizzy crystalline wet
cuboid fragile dull

Odour and taste work together to produce a flavour. These words may be used to describe either odour or taste of food products.

bland
rancid tart
acidic strong
citrus mild spicy
tainted weak
savoury

These words may be used to describe either appearance or texture of food products.

firm
flaky crisp
fluffy dry crumbly
lumpy smooth
hard mushy
sticky

TASTE

sweet cool bitter zesty warm
hot tangy sour sharp
rich salty

The tongue can detect four basic tastes: sweet, sour, salt and bitter. Tastes may be described by association with a particular food, eg meaty, minty or fruity. The intensity can also be recorded.



TEXTURE

brittle rubbery short gritty
clammy close stodgy
bubbly sandy tacky
tender waxy
open soft

Texture may be assessed through touch. When food is placed in the mouth, the surface of the tongue and other sensitive skin reacts to the feel of the surface of the food. Different sensations are felt as the food is chewed.

FOOD a fact of life

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I. Consequence Game :

Preparation before class : cut up A4 sheets of paper into 4 rectangles. You need as many rectangles as there are students.

In class (best used as a warm up): Hand out one rectangle to each student and instruct them to put it small side up on their desk, as shown on the diagram.



Tell students that they will write one sentence of a story, fold the paper so that the next student can't see, then pass it on to the person sitting next to them. This will happen 4 times so each story will be made up of 4 sentences. The result should be absurd and funny and that's the point. The game is called "Consequence game" in English and "Cadavre exquis" in French and it was invented by the Surrealists.

Then write on the board, or project on the screen, the following instructions (pattern & example, one by one, as students write and pass on their piece of paper):

Pattern for the 1st sentence:

…… was Ving in ……

Example: Donald Trump was brushing his hair in the Oval Office.

Pattern for the 2nd sentence:

Suddenly, …… Ved

Example: Suddenly, Xi Jinping's helicopter landed in the garden.

Pattern for the 3rd sentence:

At this point, V…. started to V

Example: At this point, the children started to sing happy birthday.

Pattern for the 4th sentence:

This goes to show that V

Example: This goes to show that you should always take an umbrella.

Then ask students to form groups of 4, read their stories to each other, and correct verb tenses from each other's stories. Then they have to chose the best story and that's the story that they will read to the class. Tell them that they can improve this story before reading it, for example by including bits from other stories.

This way we get to share some of the work and it doesn't take as long as reading 14 stories out loud (and the stories are better).

This activity is good for revising the simple past and simple past progressive but of course you can tailor it to suit your needs. It works best in half groups (14 students). Students find this really fun.

II. **Grammaroke:** In this activity students get to choose a song that fits a specific grammar point and produce revision material for their peers. It works best to sing before doing the gap-fill and grammar.

A. **My example (1st class): ¤ I play the song : first with the lyrics, so that we can sing:** https://www.youtube.com/watch?v=cd0BaSATO4M
¤ Then the official video, so students can do the gap-fill exercise and understand the meaning better by watching the video: https://www.youtube.com/watch?v=pXRviuL6vMY&list=RDpXRviuL6vMY&start_radio=1

Stressed Out by Twenty-One Pilots

Fill in the blanks

I wish I _____ some better sounds no one's ever heard
I wish I _____a better voice that sang some better words
I wish I _____some chords in an order that is new
I wish I _____to rhyme every time I sang

I was told when I get older all my fears would shrink
But now I'm insecure and I care what people think

My name's Blurryface and I care what you think
My name's Blurryface and I care what you think

Wish we _____ ____ _____time, to the good old days
When our momma sang us to sleep but now we're stressed out
Wish we _____ _____ ____time, to the good old days
When our momma sang us to sleep but now we're stressed out

We're stressed out

[…]

We _____ play pretend, give each other different names
We would build a rocket ship and then we'd fly it far away
_____ dream of outer space but now they're laughing at our face
Saying, "Wake up, you need to make money"
Yeah

We _____ play pretend, give each other different names
We would build a rocket ship and then we'd fly it far away
_____ dream of outer space but now they're laughing at our face
Saying, "Wake up, you need to make money"
Yeah

¤ Then I ask students questions to get them to realise that “I wish I could” and “I used to” contribute to the general theme of the song: nostalgia for childhood.

¤ Then comes the grammar point

Dans cette chanson, le verbe WISH est utilisé pour exprimer un regret.

Autres exemples : I wish I could sing properly = Je regrette de ne pas savoir chanter correctement. It's raining again, I wish I had an umbrella.

Complete the sentences. Use the correct form of the verbs in brackets.

1. I wish we _____ (not have) a test today.
2. I wish these exercises _____ (not be) so difficult.
3. I wish we_____ (live) near the beach.
4. Do you ever wish you_____ (can travel) more?
5. I wish I _____ (be) better at maths.
6. I wish we_____(not have to) wear a school uniform.
7. Sometimes I wish I _____ (can fly).
8. I wish we _____ (can go) to Disney World.

¤ Finally, I tell students that it will be their turn next time to choose a grammar mission and find a suitable song

B. Instructions for students:

Work in groups of 2 or 3. Find a song that illustrates your grammar missions. Do a gap-fill exercise with the lyrics. Sum up the basic rule(s). Make a grammar exercise about it. Send your work as ONE PDF FILE to your teacher one week in advance for printing. Your document should be entitled: Mission_half group_Names. Example: Be_Ing_C2_Grey_Jones_Khan

BE CAREFUL: Your song should not be sexist (check the lyrics AND the video) and should not praise drug dealing.

On the day of the class make sure to have the answers to the exercise & gap-fill ready as you will act as teachers.

Missions:	
1. Present be+ ing (for present actions or near future): 27/01	2.Preterite OR For/Since/Ago OR Already / Ever / Never / Yet: 04/03
3.Modal verbs (can, must, should, don't have to…): 18/03	4.Too / enough / so / very: 23&26/03
5. Adjectives & compound adjectives, comparatives & superlatives, as…as possible: 14/04	

“The Things We Love”

Marion Warzagier, Université Montpellier Paul Valéry, marion.warzagier@umpv.fr

Objectifs *:* compréhension orale (vidéo), expression et interaction orale (conversation, jeux)

Séquence de type « classe inversée » : les étudiants s’inscrivent en ligne pour un atelier de conversation d’une durée d’une heure en groupe de 12 maximum.
Des activités de préparation obligatoires sont à réaliser en autonomie sur Moodle :

Marion Warzagier - The Things We Love - B1/B2 level

Sondage Paramètres Réponses Plus

In this workshop, you are going to talk about objects and play speaking games.

Before coming to the workshop, you must watch the video and answer all the questions below in note form.

+ Please bring an object that you love and be ready to tell its story, describe how you obtained it, and explain why it is important to you.



1. Who was Jean Piaget?

2. In which stage of human development does the sense of ownership appear?

3. What is "the endowment effect"?
Explain it in your own words and illustrate it with an example from the video.

4. What are the main explanations for the endowment effect?
Describe them in your own words and illustrate them with 2 examples from the video.

5. In the video, there are 3 examples of the power of "magical thinking about objects".
Describe them in your own words.

6. *True or False?* The endowment effect is influenced both by nature and nurture.
Justify your answer with one example from the video.

7. Look up the definition of "hoarding disorder": https://www.psychologytoday.com/us/conditions/hoarding-disorder

8. What is one of the causes of hoarding disorder?
Fill in the gaps in the transcript : "an ..... sense of ..... and protectiveness ..... one's ..... .

9. *True or False?* The digital revolution is changing our relationship to physical items.
Justify your answer with a quote from the video.

Lien vers la vidéo : https://ed.ted.com/lessons/why-are-we-so-attached-to-our-things-christian-jarrett
Les réponses servent de support à un compte-rendu oral des informations de la vidéo par les étudiants en classe.

Lien vers la transcription de la vidéo : https://upvdrive.univ-montp3.fr/s/MGM5ZNLaFgkqwSE

Plan de cours de l'atelier de conversation (1h, 12 étudiants maximum) :

1. **Icebreaker**
Present an object that you love: tell its story, describe how you obtained it, and explain why it is important to you.

2. Video "Why are we so attached to our things?" – Oral recap

3. Conversation Starters
- Do you think that "the nature of our relationship with our possessions will change with the rise of digital technologies?"
- Tell us about one of the last presents you were given / you gave someone
- Do you ever buy 'presents' for yourself? In which circumstances?
- Do you prefer buying things for yourself or for other people?
- Are you saving money for something special?
- Do you make things yourself?
- If you were to open your own shop, what kind of things would you like to sell?

Les deux jeux qui suivent sont de niveau différent, mais ont tous les deux pour intérêt de travailler sur les stratégies de contournement des obstacles linguistiques : comment faire passer des informations avec les mots dont on dispose en conversation spontanée.

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3. **Guessing game**

Permet de pratiquer l'expression orale spontanée régulièrement en-dehors de la classe : les règles sont faciles à expliquer, les parties très courtes, et un niveau A2 dans la langue est suffisant pour pouvoir jouer.

Choose a picture of an object on your phone/laptop.
- Student A: provide details about the object's shape, colour, size, function, and any other relevant information
- Student B: listen carefully to the description and try to guess the object
- Swap roles.

4. **Game of Taboo**

Niveau de difficulté élevé

But du jeu **:** faire deviner le mot en haut de sa carte sans utiliser aucun des mots interdits listés en-dessous.

Rôles à se répartir pour chaque tour : faire deviner / deviner / vérifier que les mots interdits ne sont pas utilisés / chronométrer (1 minute par tour).

Exemple de cartes :

BOOK	GUITAR	HEADPHONES	PHONE	RING	T-SHIRT
page	music	headset	call	finger	clothing
paper	instrument	ears	ring	circle	top
read	play	listen	mobile	wedding	sleeves
story	hands	music	number	gold	wear
library	strings	Bluetooth	speak	diamond	sport

Lien pour télécharger l'ensemble des cartes au format imprimable et modifiable .docx :
https://upvdrive.univ-montp3.fr/s/boSib9QA87pSqpL