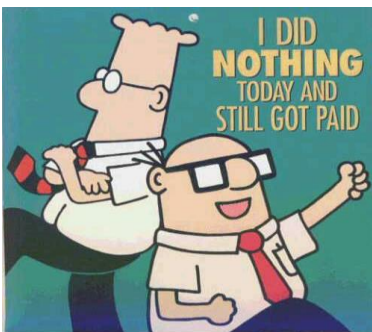


UNIVERSITY of MONTPELLIER

Faculty of Science

Master's Degree (1ST year) in

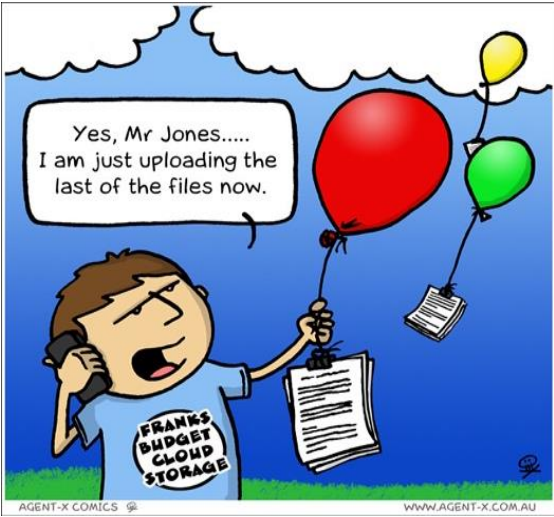
Information Science, I.T, Computer Science



« ICo »

ENGLISH COURSE

2021 - 2022



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ORGANISATION DES ENSEIGNEMENTS

Les cours d'anglais auront lieu à raison de 3 heures par semaine
(volume horaire : **51 ; 42 ; 36** 18h sem 1 et 18h sem 2)

OBJECTIFS

L'enseignement dispensé a pour but :

- de continuer le travail entrepris en Licence sur le lexique anglais de votre spécialité
- de vous permettre d'exposer oralement des données concernant un sujet relié aux différents problèmes posés par l'informatique, les nouvelles technologies, le monde du travail ou l'actualité
- de vous entraîner à participer à des conversations informelles, des discussions sur des sujets reliés aux différents problèmes posés par l'informatique, les nouvelles technologies ou tout autre sujet
- d'améliorer l'expression écrite

PROGRAMME

- compréhension orale
- entraînement à la production écrite – résumés à partir d'un document oral, rédaction d'un CV et d'une lettre de motivation
- entraînement à la production orale / communication orale – simulations / jeux de rôles, présentation orale, séances vidéoscopées,
- compréhension écrite

CONTROLE DES CONNAISSANCES

Sem 1

Listening comprehension (audio or vidéo)	33%
Writing email	33%
Oral production / debate	34%

Sem 2

Oral Presentation (article)	20%
Listening comprehension + written summary	40%
Oral production & interaction (2 x 20%)	40%

Les dates du deuxième semestre seront données plus tard

** Il est rappelé que l'assiduité aux TD d'anglais est **OBLIGATOIRE**

Toute absence doit être justifiée par un certificat médical dès le cours suivant (15 jours max.)

Responsable de l'enseignement de l'anglais : Anne Heaps Di Costanzo

Département Des Langues (bât 5)

Email : anne.di-costanzo@umontpellier.fr

Your MOODLE page : English for M1 Computer Science :

[Home/Courses/Faculté des Sciences/Département des langues \(DDL\)/Anglais/M1 Info](#)

Mini Talks (in groups of 2 or3)

20% counted in sem. 2

You will be asked to find an article / research paper – connected to your field of study or the world around us - on something that interests you and that you think could interest your classmates.

Please make sure that you send your article ... to your teacher at least **4** days before your presentation.

- Find the main ideas and be ready to present your article to your friends...
- Give your mini talk (**about 5 minutes per pair**) a structure and don't forget those link words !

→ introduce article – source, author, title (anything special?)

→ main theme

→ present the different points and the general tone

→ give supporting arguments

PLUS - create a game – quiz, vocabulary test or other activity

How much has your audience understood, remembered, assimilated ?

→ give your personal opinion on the subject and invite the others to make comments.

→ mini debate can follow on

You will be marked individually.

The dates will be organised in the first class.

- **Be careful** – link your ideas see reference list further on
- **NO READING** - have only your notes with you
- **Get the floor to react**
- **Try and find a visual**

Your check-list :

Remember

No reading

Clear pronunciation and speed

Good intonation

You “sell” well – with enthusiasm, capturing your audience

An example of the mark sheet:

Content & structure /5	Quality of language & vocabulary /5
Pronunciation /5	Communication skills & task completion /5



Signpost language

The subject/topic of my talk is ...
I'm going to talk about ...
My topic today is...
My talk is concerned with ...

I'm going to divide this talk into four parts.
There are a number of points I'd like to make.
Basically/ Briefly, I have three things to say.
I'd like to begin/start by ...
Let's begin/start by ...
First of all, I'll...
... and then I'll go on to ...
Then/ Next ...
Finally/ Lastly ...

That's all I have to say about...
We've looked at...
So much for...

Moving on now to ...
Turning to...
Let's turn now to ...
The next issue/topic/area I'd like to focus on ...
I'd like to expand/elaborate on ...
Now we'll move on to...
I'd like now to discuss...
Let's look now at...

Where does that lead us?
Let's consider this in more detail...
What does this mean for...?
Translated into real terms...
Why is this important?
The significance of this is...

For example,...
A good example of this is...
As an illustration,...
To give you an example,...
To illustrate this point...

To sum up ...
To summarise...

Right, let's sum up, shall we?
Let's summarise briefly what we've looked at...
If I can just sum up the main points...
Finally, let me remind you of some of the issues we've covered...
To conclude...
In conclusion ...
In short ...
So, to remind you of what I've covered in this talk, ...
Unfortunately, I seem to have run out of time, so I'll conclude very
briefly by saying that

I'd like now to recap...



Tips to improve your listening skills

- Based on the article you've read on Moodle, *Five essential skills for English learners*, connect the sentences below:

1. Predicting content...		a. means getting the general idea of what the video is about.
2. Listening for gist...		b. is asking yourself questions about the video and watching it again to get the answers.
3. Detecting signposts...		c. means thinking about the words you expect to hear based on the title/topic of the video.
4. Listening for details...		d. is using clues in the video and your prior knowledge of similar situations to guess what is being said, what is happening.
5. Inferring meaning...		e. means paying attention to signpost language ("first", "then"...) that is used to guide listeners.

- Now match each strategy with the examples given.

1. TO PREDICT CONTENT	a. you pay attention to words and phrases such as " <i>for example</i> " and " <i>to conclude</i> "
2. TO LISTEN FOR GIST	b. you watch the video again and this time you try to pick out all the numbers that are mentioned
3. TO DETECT SIGNPOSTS	c. you watch someone run an experiment and guess what is being said based on your knowledge of a similar experiment
4. TO LISTEN FOR DETAILS	d. you try to get the general message by focusing on content words (nouns, verbs, adjectives) and words that are stressed or repeated
5. TO INFER MEANING	e. you read the title of the document and think of the words you might hear based on the knowledge you already have on that topic

Practise your skills

3.1. You are going to watch a video called " Raspberry Pi ". Write down key words that you expect to hear then compare your notes with another student.

3.2. **Watch the video** and check if you hear the words you expected. Pay attention to content words (nouns, verbs, adjectives) and words that are repeated.

3.3. Think about the video you've just watched. Can you recap what it is about in one or two sentences?

Get ready to **watch it a second time** and think about what you would like to focus on.

You might want to take some notes while watching the video (keywords, numbers...). Feel free to arrange your notes in columns (corresponding to each time you watch the video) or in a spidergram (you may use the keywords/themes you have already identified and get ready to add on to them).

3.4. **Watch the video one last time** and get ready to add to your notes.

➤ Watch the video entitled "**Raspberry Pi**" and answer the questions

➤ Then you can watch "**Will technology benefit young children**" and make notes so that you can explain the ideas presented.

Video 1 : "Raspberry Pi"

(/10)

Answer the following questions :

1. How big is today's Raspberry Pi ? /1

2. What is in the middle of the Raspberry Pi ? /2

3. What does it use for power ? /2

4. Does it run on "Windows" ? /1

5. Complete the blanks in this extract from the video : /2

So, up here we have a common education package which is called Scratch'. Scratch was _____ at MIT in the _____ and it's a _____ for children to get some experience with programming. It's _____ maybe not as intimidating as commercial programming _____.

7. How much does it cost approximately ? /1

8. What will be the final phase of this project before it is sent into schools ? /1

Pathways in Computer Science

Watch the video and find the following information ...

- Who is the person being interviewed ?
- Where do they work ?
- What do they do ?
- What do they like about their job / project ?
- What do they say about studying computer science ?

VOCABULARY:

tool : un instrument

cell: une cellule

behave: se comporter

bend: se pencher

grab: saisir

field: une branche, un domaine

update: mettre à jour

relevant: pertinent

currently: actuellement

ability: capacité

figure out: déterminer

sensor: un capteur

training: formation

limb: un membre

joint: une articulation

blind: aveugle

surgeon: un chirurgien

cope: faire face à gerer

database: base de données

frame of mind: état d'esprit

Prepare a short talk about yourself ...

- Who are you ?
 - Your background
 - Your studies / projects
 - Why this choice of course, here in Montpellier
 - Your plans for the future
 - Your dream job ?
 - Where do you see yourself 10 years from now ?
-
- Your free time
 - what colour are you ?
 - If you could be an animal, what would you be ?
 - If you were granted 3 wishes





Debate or Talk Show

Your task is to prepare a debate or talk show that may be filmed.

- Divide yourselves into groups
- Choose your subject (in the realm of computer science or other). Your teacher may give you some ideas...
- Give yourselves a role to play and organise your ideas.

You will need the presenter/chairperson who will keep the talk show / debate moving but nobody must dominate the activity.

Everybody must intervene the same amount of time and as naturally as possible. You therefore need to know what your ideas are but **you must not read!**

- Reading will be penalised
- Points will be given for intervening appropriately and for bringing others into the debate
- Points will be given for using debate structures, appropriate vocabulary, link words etc. that have been seen/used in class
- Communication is the key word !



Numbers Practice for Computing

What sort of question would you ask to get the following ... ?

- a.. \$358
- b. for sixteen weeks
- c. seven foot three inches
- d. once a week



Answer the following :

1. When is your birthday?
2. When is Christmas Eve?
3. What's your phone number ?
4. and your credit card number ? ☺

Mini quiz

1. What colour is the Queen's blotting paper?
2. Which American president was assassinated in 1865 ?
3. What nationality was Charles Babbage ?
4. Which planet is closest to the sun ?
5. Your questions :



Writing in English

Good writing style is quite different in English and French.
Look at this example taken from *Euronews*.

La mort annoncée de la poliomyélite

Par Francisco Fuentes | Avec Raphaële Tavernier, *Euronews*, Science 20/04/2016

Pour la deuxième fois dans l'histoire de l'humanité, une maladie est sur le point d'être éradiquée. Après la variole, la poliomyélite, cette maladie, très contagieuse provoquée par un virus (poliovirus sauvage) qui envahit le système nerveux et qui peut entraîner une paralysie totale en quelques heures, pourrait disparaître d'ici 2018, selon les derniers chiffres de l'Organisation mondiale de la Santé (OMS)

Here is the English version of the same paragraph.

Smallpox was the first deadly disease to be eradicated. Now, according to the WHO, polio may disappear by 2018. Polio is a highly contagious disease caused by the wild poliovirus, which attacks the nervous system and can paralyse in a matter of hours.

In pairs, make a list of all the main differences.

Verbose is not a synonym for *literary*

If you compare the same piece of writing in the two languages, you will notice that the English version has fewer words, shorter sentences and shorter paragraphs. The choice of vocabulary is generally simpler and less technical in English.

When writing in English, follow these simple guidelines:

Style and grammar

1. Over the whole document, make the average sentence length 15 to 20 words.
2. Use words your readers are likely to understand.
3. Use only as many words as you really need.
4. Prefer the active voice unless there is a good reason for using the passive.
5. Use the clearest, crispest, liveliest verb to express your thoughts.
6. Use vertical lists to break up complicated text.
7. Put your points positively whenever you can.
8. Reduce cross-references to a minimum.
9. In letters, avoid fusty (long, worn-out) first sentences and formula endings.
10. Put accurate punctuation at the heart of your writing.
11. Avoid being enslaved by writing myths.
12. You can be a good writer without learning hundreds of grammatical terms.

Preparing and planning

13. Always plan before you write.

Organising the information

14. Organise your material in a way that helps readers to grasp the important information early and to navigate through the document easily.
15. Consider different ways of setting out your information (i.e. graphs, diagrams, etc.).

Layout

16. Use clear layout to present your plain words in an easily accessible way.

Adapted and abridged from *The Plain English Guide: How to write clearly and communicate better*, by Martin Cutts (Oxford University Press, 1995).

Eliminating Wordiness

Wordiness occurs when a writer uses more words than necessary to express a thought. Readers find wordy papers difficult to follow. There are several reasons that wordiness has an impact on clarity:

1. Verbosity (excess word use) especially in early drafts is often due to the writer trying to put all their ideas down on paper, without thinking too much about how these ideas are expressed. In final drafts, however, writers need to trim wordy passages and be more concise.
2. In an attempt to make ideas sound important, writers may use long words and intricate sentence construction. They think that their writing must be complicated to seem professional or formal. Although these writers may be trying to impress their readers, they often end up confusing them. The best writing is clear, concise, and easy to understand. Your ideas will be more impressive when your reader does not have to work so hard to understand you.
3. When a writer can't find the "perfect" word, s/he may use a long phrase in its place. Some wordiness, then, is the result of a writer's frustration at not being able to find that perfect word.
4. Finally, passive sentence constructions that hide the subject are often wordy. For example, the passive sentence, "The cat was eaten by the dog," has many more words than the active sentence, "The dog ate the cat." One passive sentence is OK; a paper full of passive sentences is full of extra words.

How to Avoid Wordiness

- Revise! Don't be afraid of wordiness in first drafts. Later, when revising and polishing, go through your paper carefully, cutting unnecessary sentences, phrases, and words.
- Have confidence in your ideas. You don't need to make them sound more complex than they really are. Say what you mean completely but concisely; your reader will thank you.
- Write out loud! That is, say what you're writing out loud as you write it, especially if you're having trouble expressing your ideas. Most people don't speak in a wordy way, so if you can say what you mean, transfer it directly onto the page or screen. Sometimes it's easier to find that "perfect" word by talking through several choices.
- Avoid passive sentence construction. When you use the passive voice, the subject of the sentence *receives* the action expressed by the verb. In other words, the subject is acted upon. For example, "The cat was eaten by the dog." If you rephrase it to make "the dog" the subject, you have used the active voice: "The dog ate the cat."

Methods for Eliminating Wordiness

1. Eliminate unnecessary articles (a, an, the).

Wordy: The evidence we have...

Concise: Evidence reveals...

Wordy: Balancing the sales by Friday is an impossibility without any help...

Concise: Balancing sales by Friday is impossible without extra help...

2. Change prepositional phrases into one word modifiers.

Wordy: The employee with ambition...

Concise: The ambitious employee...

Wordy: The department of marketing...

Concise:

3. Delete unnecessary “that,” “who,” and “which” clauses.

Wordy: The report that discussed...

Concise: The report discussing...

Wordy: All applicants who are interested in the job must...

Concise: All

Wordy: The system which is most efficient and accurate...

Concise: The most efficient and accurate system...

4. Avoid overusing “it is,” “there is,” and “there are” (which are weak phrases) at the beginning of sentences.

Wordy: It is important that we agree.

Concise:

Wordy: There are four rules which should be observed...

Concise:

5. Use active rather than passive verbs.

Wordy: An account was opened by Mrs. Simms.

Concise: Mrs. Simms opened an account.

Wordy: Your figures were checked by the research department.

Concise:

6. Rescue verbs that are smothered in nouns.

Wordy: The function of this department is the collection of accounts.

Concise: This department collects accounts.

Wordy: He made the statement that he agreed with the concept that inflation...

Concise:

7. Delete unnecessary infinitive phrases (Infinitive = to + verb).

Wordy: The duty of a clerk is to check all incoming mail to record it.

Concise: A clerk checks and records all incoming mail.

Wordy: A shortage of tellers at the Calumet branch...

Concise: A teller shortage at the Calumet branch...

8. Replace wordy introductory phrases with succinct expressions.

Wordy: At this point in time...

Concise: Now...

Wordy: Due to the fact that...

Concise:

Wordy: In accordance with your request...

Concise: As you requested...

9. Omit words that explain the obvious.

Wordy: I received your inquiry. Yes, we do have...

Concise: Yes, we do have...

Wordy: It goes without saying that we are acquainted with your policy and we intend to comply with the return regulations you have explained to us.

Concise: We intend to comply with the regulations.

10. Omit words which repeat, or which add nothing to your message except more words.

Wordy: I would appreciate it if you would bring to the attention of your clients...

Concise: Please encourage your clients to...

Wordy: Dr. Lomas, the Administrator, has, in all correspondence, mentioned that she wants the staff's reports and memos to be concise.

Concise: Dr. Lomas has encouraged staff to submit concise reports and memos.

Center for Academic Excellence, Saint Joseph College, Revised 2009 3

A good rule of thumb is to aim for an average sentence length of between 15 and 20 words, with one point made in every sentence. In general, make sure your sentences are 'active'. Break up or re-write these long sentences, mending any breaks you create.

The example will help you:

A large number of farmers from the local neighbourhood have said that they are likely to be present at the annual general meeting that has been arranged for next Friday.

Many local farmers will attend Friday's meeting.

Deceptive words and common mistakes

These are called *faux amis* in French. You will find one/some in each of the following sentences.

Translate into English

1. On était dans la même classe au collège, on avait 12 ans.

2. Elle ne travaille pas actuellement, elle est en congé maternité.

3. La société a fait 30 % de bénéfices l'année dernière.

4. On lui a accordé un délai de trois semaines pour achever ce travail.

5. Elle est très sensible. Elle pleure facilement en regardant un film triste.

6. Il a grandi dans un quartier misérable.

Translate into French

1. The commission decided to close the store.

2. She has a nice figure but terrible acne.

3. I got three books from the library

4. The publican refuses to serve rude patrons.

Deceptive words and common mistakes

Les faux-amis et les fautes les plus courantes

Faux-amis	Traduction des faux-amis	A ne pas traduire par...	Qui se dit en anglais
to abuse	1) injurier, insulter 2)abuser de	abuser de	to take advantage of, to deceive
an academic	un universitaire	académique	academic (of an academy)
to accommodate	loger	accommoder	to prepare
to achieve	réaliser, mener à bien	achever	to complete
actual	réel, concret	actuel	current, today's, topical
actually	en fait	actuellement	nowadays, today, these days, currently, at present
advertisement	publicité	avertissement	warning
affluence	richesse	affluence	rush
agenda	ordre du jour	agenda	diary
agony	angoisse, supplice	agonie	throes of death
anxious	1) anxieux 2) impatient	anxieux	worried, anxious
to annoy	irriter, agacer	ennuyer	to bore
to attend	assister à	attendre	to wait (for), to expect
a bachelor	un célibataire	bachelière	someone holding a baccalauréat
balance	équilibre	Une balance	scales
benefit(s)	avantages, allocations	bénéfices	profits
bias	préjugé	biais	a means
bless	bénir	blessier	hurt, injure
bribe	pot de vin	bribe	a bit
candid	franc	candide	naive
caution	prudence	caution	guarantee
a cave	une grotte	une cave	a cellar
chance	hasard, risque	chance	luck
character	personnage	caractère	nature
to charge	faire payer	charger	to load
check	contrôle	chèque	cheque
close	proche, serré	clos	closed
coin	pièce de monnaie	un coin	a corner
college	université	collège	school
a commercial	un spot publicitaire	un commercial	a salesman
commodity	marchandise	commodité	convenience
comprehensive	complet	compréhensif	understanding
concerned	inquiet	concerné	involved
concurrent	simultané	un concurrent	a competitor, rival
conductor	1.contrôleur, 2.chef d'orchestre	conducteur	driver
confection	friandise	confection	ready-made clothes
(in)consistent	in)cohérent	consistant	solid, thick
to contemplate	envisager	contempler	to gaze at

copy	exemplaire	copie	reproduction
a corpse	un cadavre	un corps	a body
a crane	une grue	crâne	skull
to cry	pleurer	crier	shout
countenance	expression (visage)	contenance	capacity
crime	criminalité	un crime	a murder
to deceive	tromper	décevoir	to disappoint
delay	retard	délai	time limit
to deliver	1) livrer 2) prononcer 3) accoucher	délivrer	to set free
to demand	exiger	demander	ask for
deputy	adjoint	député	Member of Parliament, Congressman
to dispose	se débarrasser	disposer	to arrange
dispute	conflit	dispute	quarrel, argument
distracted	1) fou 2) égaré	distrait	absent-minded
a don	un professeur d'université	un don	a gift
engaged	1) occupé 2) fiancé	engagé	committed (artist)
estate	domaine	état	state, condition
eventually	finalement	éventuellement	possibly
evidence	1) preuves 2) évidence (même sens que 1)	évidence	obviousness
expertise	compétence	expertise	expert's report
extra	supplémentaire	extra	first-rate
extravagant	1) dépensier 2) exagéré	extravagant	wild, eccentric
fabric	tissu	fabrique	factory
figure	1) silhouette 2) chiffre	figure	face
fool	idiot	fou	mad, lunatic
fortunate	chanceux	fortuné	wealthy, well-off
gentle	aimable, doux	gentil	nice, kind
global	1) mondial 2) global	global	overall, global
grand	grandiose	grand	tall, big
grapes	raisin	grappe	bunch (of grapes)
habit	habitude	habit	dress, clothes
hazard	1) chance, hasard 2) danger, risque	hasard	chance
to hurt	blessar, faire mal	heurter	to hit
to ignore	ne tenir aucun compte de	ignorer	not to know
important	influent, conséquent, sérieux	important	large
inconvenient	inopportun	inconveniant	disadvantage
indulge	laisser aller	indulgence	leniency
inhabited	habité	inhabité	uninhabited
intoxicated	ivre	intoxiqué	poisoned
to introduce	présenter	introduire	insert
isolation	isolement	isolation	insulation
issue	problème	issue	exit, outcome

invaluable	inestimable	non valable	invalid, not valid
journey	voyage	journée	day
large	grand	large	wide
lecture	conférence, cours	lecture	reading
library	bibliothèque	librairie	bookshop (GB) bookstore (US)
location	situation (géographique), emplacement	location	renting, hiring, rental / hire
lunatic	fou	lunatique	whimsical
malice	méchanceté	malice	mischievousness
mechanic	mécanicien	mécanique	engineering
medicine	médicament	médecin	doctor
mercy	miséricorde	merci	thanks
miserable	1) très malheureux 2) triste	misérable	destitute, poor
notice	avis, préavis	notice	note, instructions
a novel	un roman	une nouvelle	a short story
nurse	une infirmière	une nurse (nounou)	nanny
partition	séparation	partition	(musical) score
patron	client (d'un restaurant)	patron	boss
a pet	un animal domestique	un pet	a fart
penguin	manchot	pingouin	auk
petrol	essence	pétrole	(crude) oil, petroleum
photograph	photographie	photographe	photographer
phrase	expression	phrase	sentence
physician	médecin	physicien	physicist
politics	la politique (la matière)	les politiques (les personnes)	politicians
positive	catégorique	positif	definite, positive
prejudice	1) préjugé 2) préjudice	préjudice	harm, wrong
public school	école privé	école publique	state school
to prevent	empêcher	prévenir	to warn
proper	adéquat	propre	1.clean, decent 2. own
to rape	violer	râper	grate
to recover	se rétablir	recouvrir	to cover
refuse	déchets	refus	refusal
to regard	considérer	regarder	to look at
relieve	soulager	relever	to raise
to resume	reprendre (une activité)	résumer	to sum up
route	itinéraire	route	road
rude	grossier	rude	rough, hard
sensible	sensé, raisonnable	sensible	sensitive
society	la société	une société	a company, firm
socket	douille, prise de courant	socquette	sock
stage	1. une étape 2. une scène de théâtre	un stage	an internship
stationery	fournitures de bureau	stationnaire	stationary
store	grand magasin	store	blind, shade

suit	1) costume 2) poursuite, procès	suite	sequel, rest
to supply	1) fournir, approvisionner	supplier	to implore, beg
surname	nom de famille	surnom	nickname
to survey	examiner	surveiller	to supervise
sympathetic	compatissant, bien disposé	sympathique	nice, friendly
syndicate	consortium	syndicats	trade unions
to sympathise	compatir	sympathiser	to make friends
tentative	timide, hésitant	tentative	attempt
touchy	susceptible	touché	struck, hit
tour	voyage, circuit	tour	stroll, drive, turn
trivial	Insignifiant, banal	trivial	crude, coarse
vacancy	1) chambre à louer 2) poste vacant	vacances	holidays (GB) vacation (US)
vacation	vacances	vacation	session, sitting
valid	valable	valide	fit, well
versatile	aux talents variés	versatile	changing, fickle
vest	maillot de corps (GB) gilet (US)	veste	jacket

Writing a summary ...

What is a Summary?

A summary provides the essential points of a story (report, presentation etc.) in a general, logical, and connected way.

Your summary can include these areas :

- Background to the issue : source, date etc. (if accessible)
- The main topic and why it is news (style – informative, educational...)
- Main points + support details / explanations (succinctly)
- No direct quotes. Paraphrase the main ideas
- Statistics can clarify those ideas / arguments (e.g. 72% of French students ...)
- Your own opinion in the conclusion only – no comments elsewhere

Q1: What is a good summary? (general, essential, logical, connected, concise)

- While watching the video make notes on the main points and vital information conveyed.

Q2: How should you write the summary? Think about these points:

- Choice of language : **formal /semi-formal (definitely not chatty !)** Academic English
- **No** contractions
- Separate ideas into paragraphs and be careful with punctuation
- Language to connect sentences together (As a result; In addition; In conclusion etc.)

A Guideline :

*This report.....focuses on ... / deals with / treats the problem / outlines the general situation and argues / claims / contends / maintains / states that ... BUT **not speaks about or talks about***

- give the main focus of the report (what, where, when, how...) and why the topic is news now.

Topicality focusers (media phrases that indicate that something new is happening) :

Add to this list as you meet useful phrases ...

'a new challenge/ plan/ policy (etc.) to...'; 'a new controversy over...'; 'growing concerns over...'; 'new efforts to...'; 'a novel way to ...'

More reporting verbs : insist / report / explain / discuss / illustrate that ...

Refute the claim that ... / argue against ... Suggest / recommend that ... Criticise the daily use of plastic

Understanding an article / a study / research paper

Types of purpose when reading

Everyday reading, such as reading a novel or magazine, is usually done for pleasure. Academic reading is usually quite different from this. When reading academic texts, your *general* purpose is likely to be one the following:

- to get information (facts, data, etc.);
- to understand ideas or theories;
- to understand the author's viewpoint;
- to support your own views (using [citations](#)).

Many of the texts you read will have been recommended by your science tutor or will be on a reading list and you will need to read them in order to complete assignments such as [reports](#), to take part in [academic discussions](#), or to help you give a [presentation](#). If you enjoy your course of study you may, of course, also get pleasure from reading these texts, but that is very definitely *not* your main purpose.

How the purpose affects your reading

When reading a novel you will likely always do this in the same way: from beginning to end. The same is not true of academic reading, as your purpose will affect how you read it. Exactly how you approach the reading will **depend on your *specific* purpose**.

For example, if you need **to list the causes of global warming** in an essay you are writing, you will look for texts on the topic of global warming. You are likely to find many texts, not all of which may be suitable, so in the first instance you might [survey the texts](#) to decide which ones to read more closely.

Having identified suitable texts, you will then [skim](#) through each one to find which parts, if any, mention the causes. As your task is to *outline* the causes, you will not need any detail and so skimming the text for the main points should be enough. In this way, you could read twenty long texts in a fairly short amount of time.

If you need to give details and specific examples, you will need to [scan](#) the important parts of the article and make pertinent notes

A general approach

In fact, the approach to academic text, which may be useful for many reading assignments is summarised in the flowchart below.



Research

Find possible texts related to your topic (unless these have already been suggested by your tutor).

⇓

Survey

[Survey](#) the texts to decide which ones to read more closely.

⇓

Skim

Select a text and [skim](#) through it to understand the structure and main points.

⇓

???

The final part will depend on your specific purpose, and may involve further skimming, [scanning](#) for specific information, or close reading for detailed understanding with [note-taking](#) to record the main points.

Reading Comprehension

Read the article and decide whether the following statements are true (T) or false (F); correct any false statement.

- 1) T F Google's advertising platform was hacked in 2013.

- 2) T F Only people with a lot of cybersecurity experience are able to hack into a BMS.

- 3) T F The Shodan search engine allowed Billy Rios to hack Google.

- 4) T F The Google hack had very serious consequences.

- 5) T F The cybersecurity experts found out that 50,000 buildings connected to the Internet had no password protection.

- 6) T F The main advantage of connecting buildings to the internet is to save energy.

- 7) T F In 2013, hackers took over the heating system of a government building.

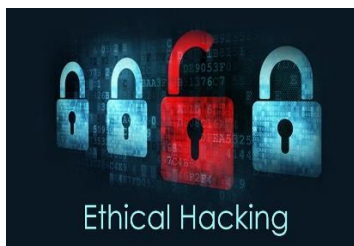
- 8) T F In 2014, Jesus Molina hacked into the security system of a Chinese hotel so he could stay there free of charge.

- 9) T F In Ukraine, an employee of a power station hacked into the security system of the power station and 80,000 people did not have electricity.

- 10) T D F In ransomware attacks, hackers ask for money to repair the BMS they have disabled.
- 11) D T D F Most BMS are vulnerable to hacking because the people who install them do not really think of security and are not very competent.
- 12) T F Kelly advises that BMS should be part of the network of the company for more security.
- 13) T F The result of some football games could also be affected by hackers through the lighting or the heating sys

B/ Choose the right answer:

	A	B	C
1) nefarious (§3):	criminal	honest	specific
2) malicious (§5):	funny	nasty	strange
3) dire (§5):	disastrous	innocent	happy
4) override (§5):	cancel	destroy	run
5) corporate (§5):	company	public	private
6) compelling (§4):	convincing	surprising	poor
7) a handful (§ 9):	a lot	the majority	a few



8) remotely (§9):	quickly	at a distance	slowly
9) plugged (§10):	connected	disconnected	stopped

Tomorrow's Buildings: Help! My building has been hacked



*By Iane Wakefield, Technology reporter,
BBC News 20 April 2016*

(1) In 2013, Google - one of the world's pre-eminent tech companies - was hacked. It wasn't its search engine that was attacked or its advertising platform or even its social network, Google+. Instead, it was a building.

(2) Two cybersecurity experts hacked into its Wharf 7 office in Sydney, Australia, through Google's building management system (BMS). One of them, Billy Rios, says: "Me and my colleague have a lot of experience in cybersecurity, but it is not something that people couldn't learn. "Once you understand how the systems work, it is very simple." He found the vulnerable systems on Shodan, a search engine that lists devices connected to the internet, and then ran it through his own software to identify who owned the building.

(3) In the case of the Google hack, the researchers had no nefarious purpose, did no damage and informed Google about the vulnerabilities they found. According to Mr Rios, who runs security company Whitescope, there are 50,000 buildings currently connected to the internet - including research facilities, churches and hospitals, and 2,000 of those are online with no password protection. "That is 2,000 buildings where you can access systems that heat and cool the building and potentially gain access to the controls of the doors," he says."

(4) Making a building smart generally means connecting the systems that control heating, lighting and security to the internet and the wider corporate network. There was a compelling reason for doing this, said Andrew Kelly, principal security consultant at defence company Qinetiq. "Energy savings are the biggest factor in connecting building management systems to the corporate network," he says. "It gives those who run the building better control and offers between 20 to 50% in energy savings."

(5) But it also makes them less secure. There are various scenarios where a hacked building could have dire consequences. Imagine, for instance, a malicious attack at an old people's home where, in the depth of winter, hackers gain control of the heating system and shut it down. Or a hospital where hackers take over the lighting or electricity system. Or thieves who walk into a building they want to rob simply by overriding the system that controls the security.

(6) And if any of these feels like a Hollywood film script, think again. In 2013, the US Department of Homeland Security revealed hackers had broken into a "state government facility" and made it "unusually warm". And, in 2014, security consultant Jesus Molina told US cybersecurity conference Black Hat he had been able to gain full control of lighting, temperature and the entertainment system of 200 rooms while staying at the St Regis hotel in the Chinese city of Shenzhen.

(7) Some of the most high-profile attacks in recent years have taken advantage of the vulnerability of building management systems. An attack on US retailer Target, in which millions of customers' credit card information was stolen, was traced back to The heating and ventilation system. And, at the beginning of the year, a Ukrainian power station was hacked. Although spear-phishing - where an employee is duped into bringing malware into the system by clicking on an email or link - was blamed as the means of entry, the result was physical - nearly 80,000 customers were left without power.

(8) Mr Kelly tells the BBC: "We have seen plenty of ransomware attacks where computers are encrypted by hackers and only decrypted if the company pays money, and it is very easy to see a scenario of such an attack on a building management system, where a factory or hospital is disabled and hackers request payment." "It is on the horizon, it is just a matter of time."

(9) Mr Kelly has recently conducted a survey of smart buildings, ranging in size from small businesses with just a handful of employees to those with thousands of staff. It was the building management systems that jumped out as the most vulnerable." In all cases, pretty much without fail, these systems had been procured without thought to how to make them secure. I was absolutely shocked," he tells the BBC. "We saw systems installed with default passwords where it would be a trivial exercise for someone remotely to gain access."

(10) And he found many building management systems were plugged into the corporate network "without thought about who had access or the impact of someone accessing the data in this network".

Tomorrow's Buildings

(11) Just as a plumber wouldn't worry about home security, so those installing building management systems may not think about security. "Almost anyone can set up as a BMS installer - it is a bit like taking your car to a garage with mechanics with no qualifications," Mr Kelly says. He recommends these smart systems are kept entirely separate from corporate networks, because it is virtually impossible to ensure the code behind them is hacker-proof.

Football game

(12) For Mr Rios, the experiment at Google proved no company - even one of the most hi-tech in the world - is immune to the growing threat of insecure buildings. In a report written about some of the vulnerabilities he found in buildings, he highlights one of the more unusual possible hacks.

(13) He found Alabama's Bryant Denny football stadium had an exposed system that could have allowed hackers not just to turn off the lights and heating in parts of the stadium but also interfere with the game clock, which, in turn, could have affected the "integrity of the game".

(14) "Imagine if a fan could impact the outcome of a professional or college sporting event while sitting comfortably on their home couch," he says.

Are you in this picture ?



Describe who this might be – why ?

What is happening ...?

What advice would you give this person?

...

ADDICTION

Are you addicted ?

Warm up

Brainstorm : ***What is internet addiction ?***



What are the signs?

When does using internet become a pathology?

What about you? Are you addicted?

How long do you spend on internet per day?

What do you like most on internet?

- Email
- Shopping
- Finding out information
- Watching videos
- * social networking
- * reading news
- * chatting
- * playing games

Are You Addicted to the Internet? Quiz

By [Psych Central Staff](#)

Instructions: This is a screening measure to help you determine whether you might have an unhealthy relationship with the Internet. This screening measure is not designed to make a diagnosis or take the place of a professional diagnosis consultation. For each item, indicate the extent to which it is true, by checking the appropriate box next to the item.

1. When I use my smartphone, laptop, or tablet, I spend more time with it than I had intended.
 - Never or rarely
 - Sometimes
 - Often or regularly
2. I enjoy interacting online more than I do with my romantic partner.
 - Never or rarely
 - Sometimes
 - Often or regularly
3. I'd rather spend time online than doing things around the house.
 - Never or rarely
 - Sometimes
 - Often or regularly
4. I feel that the quality of my work or school work has suffered due to the amount of time I spend online.
 - Never or rarely
 - Sometimes
 - Often or regularly
5. Friends and family have complained about the amount of time I spend in front of my smartphone, tablet, or laptop.
 - Never or rarely
 - Sometimes
 - Often or regularly
6. When asked what I do online, I prefer not to say.
 - Never or rarely
 - Sometimes
 - Often or regularly

7. Because of the amount of time I spend online, I am not as productive or attentive in my work or school work than I normally would be.

- Never or rarely
- Sometimes
- Often or regularly

8. I check my social media (Facebook, Instagram, etc.), texts, or emails first, before I get down to work or school work.

- Never or rarely
- Sometimes
- Often or regularly

9. I don't like it when people bother me when I'm in front of my smartphone, laptop, or tablet.

- Never or rarely
- Sometimes
- Often or regularly

10. I'm anxious when I'm separated from my smartphone, tablet, or laptop for any extended period of time.

- Never or rarely
- Sometimes
- Often or regularly

11. I escape from my real life for what I can find and do online.

- Never or rarely
- Sometimes
- Often or regularly

12. My life would be a lot less interesting and happy without access to the Internet.

- Never or rarely
- Sometimes
- Often or regularly

13. I put off doing something else by spending more time than I had intended online.

- Never or rarely
- Sometimes
- Often or regularly

14. When at work, home, or school and my smartphone is off or out of reach, I spend a lot of time thinking about what I'm missing out on.

- Never or rarely
- Sometimes
- Often or regularly

15. I often stay up later at night than I had intended due to doing things online.

- Never or rarely
- Sometimes
- Often or regularly

16. I'd rather stay home gaming, doing social media, or otherwise spending time online than go out with my friends.

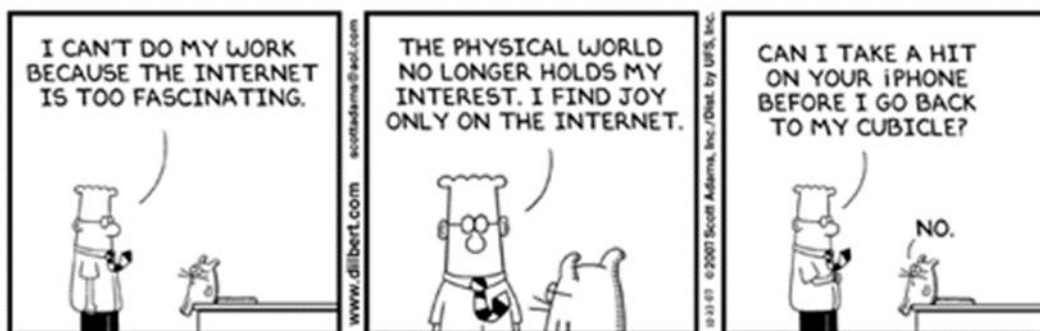
- Never or rarely
- Sometimes
- Often or regularly

17. I've tried to cut back on my smartphone, tablet, or laptop use not related to work or school work without success.

- Never or rarely
- Sometimes
- Often or regularly

18. When I'm not checking my smartphone, I fear missing out with what's going on, which often makes me unhappy.

- Never or rarely
- Sometimes
- Often or regularly



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Points:

Give yourself points according to the answers you gave for each question ...

Never = 0

Sometimes = 1

Often, regularly = 3

SCORES	
If you scored...	Then...
30 & up	'Net addiction likely
20 - 29	'Net addiction possible
15 - 19	Borderline 'Net addiction
0 - 14	No 'Net addiction

Anne's result :

No Internet addiction

Your online use falls within the range of the average online user. From the way you answered the questions, it is unlikely that you have any problem with Internet use at this time. You have a balanced relationship with your online use.

This is not meant as a diagnosis tool!



Before reading, guess if the following are True or False ...

1. Most people know about the problem of being addicted to the Internet. T / F

2. A reporter said there are thousands of online addicts T / F

3. A cyber-psychologist said life is getting to be more and more like a chat room. T / F

4. A researcher found 10% of youngsters are addicted to the Web. T / F

5. The reporter found seven giveaway signs of Internet addiction. T / F

6. One sign is asking for an extra few hours online T / F

7. Lying about how much time you spend on line suggests that you are addicted. T / F

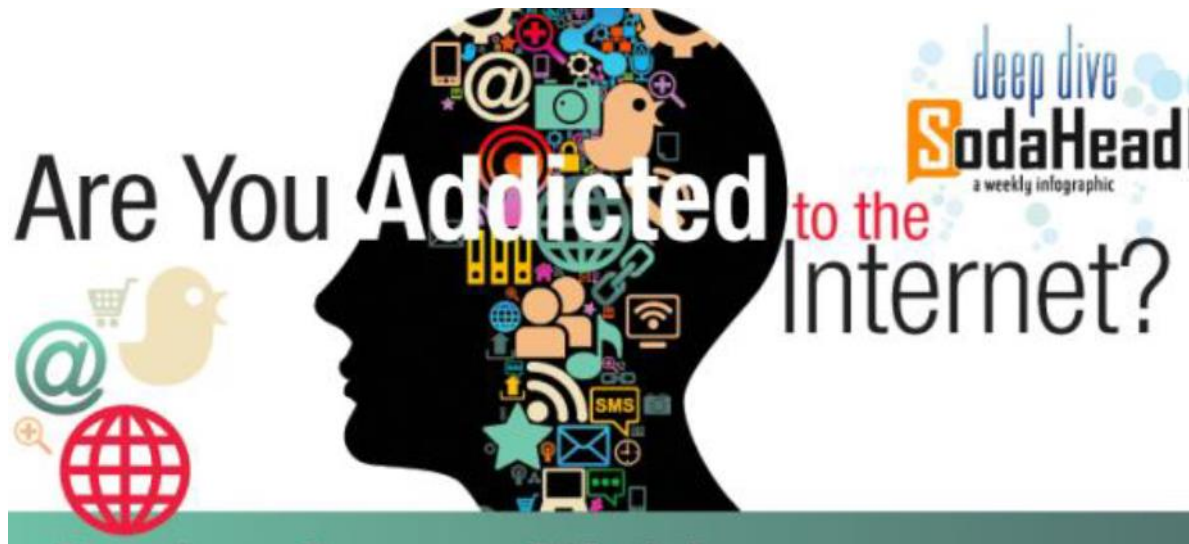
8. Another sign is when you feel the need to lift up your laptop. T / F

Match the following synonyms ...

1. addiction	a. different
2. forgetful	b. expect
3. various	c. impacting
4. resembling	d. immersed
5. affecting	e. obsession
6. quizzed	f. communication
7. absorbed	g. looking like
8. anticipate	h. absent-minded
9. interaction	i. moan
10. complain	j. questioned

<http://www.onlinenursingprograms.net/blog/whos-addicted-to-the-internet/>

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.



The New York Times has reported on a problem that many of us have but are not aware of – Internet addiction.

According to reporter Tara Parker-Pope, millions of us are addicted to being online. She says this is a growing problem that is making us more forgetful and impatient.

Ms Parker-Pope writes about various reports highlighting how technology is changing people. In one, she quotes cyber-psychologist Dr. Elias Aboujaode who says: “More and more, life is resembling the chat room.” He said we are living in “virtual lifestyles” which is negatively affecting our real-life relationships.

Nicki Dowling, a clinical psychologist from Melbourne University in Australia, concluded in a recent study that ten per cent of young people had what she called “Internet dependence”.



Tara Parker-Pope quizzed experts in this field on what the signs are of being overly absorbed in technology. She came up with seven indicators of “tech overload”.

The first is whether you check your e-mail before doing other things.

Another telltale sign is if you always anticipate and look forward to your next online visit – a sure sign of dependence and addiction.

The third point is if you say, "just a few more minutes" when someone wants you.

Parker-Pope found your interaction with others also says a lot about how important the Internet is compared with family and friends;

do you lie about how much time you spend online or choose to surf the Net instead of go out with others?

Other giveaways include the “online lift” that stops you being unhappy, and when others complain about you always being online.

GUARDIAN WEEKLY CLINIC FOR INTERNET ADDICTS OPENS IN U.S.

1. You have to take a quick break from reading this article to send a text message or check you Blackberry ? - then the good news is, help is at hand.
2. A new centre for cyberspace addicts has opened in the US city of Seattle. It claims to be America's first residential centre for people addicted to the internet and video games.
3. For \$14,000, six people at a time can spend 45 days fighting against their constant need to connect to the internet. Residents are given counselling and psychotherapy, as well as group activities such as household chores, walks in the grounds and exercising.
4. The centre, in the countryside about 50km outside Seattle, is the idea of therapist Hilarie Cash. She recorded her first case of cyberspace addiction in 1994, with a patient so glued to video games that he lost his marriage and two jobs. But until this summer she had only met patients on a day by day basis.
5. Cash points out that although countries such as China, South Korea and Taiwan have places where internet addicts can find help. America has been slow to recognise the problem.
6. Ben Alexander, 19, was one of the centres first residents. He became addicted to the video game 'World of Warcraft', which took up most of his time awake. He started playing the game when he was a new student at Iowa University. « At first it was a couple of hours a day. By midway through the first semester, I was playing 16 or 17 hours a day ,» he said.
7. By comparison to the whizz-bang on the screen in front of him, the social life at university seemed very boring. He came to see the game as an 'easy way to socialise and meet people'. Alexander eventually left the university and found help with his gaming problem.
8. « I don't think I'll go back to World of Warcraft any time soon, » he said

Article by Ed Pilkington and rewritten by Janet Hardy-Gould

Answer the following :

1. The centre is for people who spend too much time
 - at the office
 - on the phone
 - online
2. The residents at the centre do activities
 - in pairs
 - in small groups
 - in big groups
3. Cash's first patient was addicted to
 - exercising
 - video games
 - household chores

4. People have been slow to recognise the addiction in
 China South Korea the U.S.
5. Ben began to have problems when he started
 at college at the centre at work
6. Ben found games a good way to
 study meet people help his problem

How do you think the Chinese might cope with this sort of addiction ?

Watch the video : **“China’s web junkies”**

- Take notes.
- You will then write a summary using your notes.
- In the conclusion give your own opinion.



Digiphrenia - the fragmentation of identity produced by the use of digital services". In layman's terms, throw together the words digital (as in tech) and schizophrenia and there you have it!

A term coined by Mr. Rushkoff in his book '*present shock*' and as Mr. Rushkoff describes it "that we have created a world where we try to exist in more than one sphere, simultaneously and in parallel. In this digitally provoked mental condition, we live with myriad distractions that take our focus away from the immediacy of who we are with, and the purpose of that encounter".

Turn off, tune out: National Unplugging Day hopes to give Britain a digital detox

1. Nationwide initiative for a 'technology Sabbath' encourages families to reconnect with each other by disconnecting their computers, iPads and phones for 24 hours
2. [National Unplugging Day](#), a nationwide initiative by the website My Family Club, encourages families to go on a digital detox for a day and reconnect with each other offline.
3. The day is as much about getting parents off their devices and engaging with their children as it is about loosening the children's grip on the iPad.
4. Dr Richard Graham, consultant psychiatrist specialising in technology addiction at the Nightingale hospital in London says that as the research piles up regarding the mental, social, emotional and physical costs of spending so much time in front of screens, initiatives such as National Unplugging Day are valuable for allowing people to step back and examine their digital habits.



- Shouldn't parents set an example?
- Establish ground rules?
- Is such a yearly event enough?

What do you know about the Bill Gates' family ?

- **You could imagine that his children are addicted?**

Bill Gates limits his children's use of technology

Apple co-founder Steve Jobs had a similar approach

- [Aatif Sulleyman](#)
- 21 April 2017

Microsoft co-founder Bill Gates has revealed that he limits his children's exposure to technology.

The world's richest person says his kids clamoured for mobile phones as young teenagers, but he and his wife Melinda ignored their complaints until they turned 14.

Mr Gates, like many other parents, also imposes rules on gadget use in the house, and is constantly trying to figure out where to draw the line.

“We often set a time after which there is no screen time and in their case that helps them get to sleep at a reasonable hour,” he told the Mirror.

“You're always looking at how it can be used in a great way – homework and staying in touch with friends – and also where it has gotten to excess.

“We don't have cellphones at the table when we are having a meal, we didn't give our kids cellphones until they were 14 and they complained other kids got them earlier.”

Apple co-founder Steve Jobs, who famously clashed with Mr Gates on numerous occasions, had a similar approach.

Asked if his children liked the original iPad shortly after its launch, Mr Jobs said, “They haven't used it. We limit how much technology our kids use at home.”

Revision exercise : "no cheating!"



LANGUAGE – MULTIPLE CHOICE

The New York Times has reported on a problem that many of us have but are not (1) _____ of – Internet addiction. According to reporter Tara Parker-Pope, millions of us are addicted to being online. She says this is a growing problem that is making us more (2) _____ and impatient. Ms Parker-Pope writes about various reports highlighting how technology is changing people. In one, she quotes cyber-psychologist Dr. Elias Aboujaode who says: "More and more, life is (3) _____ the chat room." He said we are living in "virtual lifestyles" which is (4) _____ affecting our real-life relationships. Nicki Dowling, a clinical psychologist from Melbourne University in Australia, (5) _____ in a recent study that ten per cent of young people had what she (6) _____ "Internet dependence".

Tara Parker-Pope (7) _____ experts in this field on what the signs are of being overly absorbed in technology. She came up with seven indicators of "tech overload". The first is whether you check your e-mail before doing other things. Another (8) _____ sign is if you always anticipate and look forward to your next online visit – a (9) _____ sign of dependence and addiction. The third point is if you say, "just a few more minutes" when someone wants you. Parker-Pope found your interaction with others also (10) _____ a lot about how important the Internet is compared with family and friends; do you lie about how much time you spend online or choose to surf the Net instead of go out with others? Other (11) _____ include the "online (12) _____" that stops you being unhappy, and when others complain about you always being online.

Put the correct words from the table below in the above article.

- | | | | | |
|-----|----------------|-------------------|-----------------|---------------|
| 1. | (a) beware | (b) awareness | (c) wary | (d) aware |
| 2. | (a) forgetful | (b) forgets | (c) forget | (d) forgotten |
| 3. | (a) resemble | (b) resembling | (c) resemblance | (d) resembles |
| 4. | (a) negative | (b) negativity | (c) negatively | (d) negatives |
| 5. | (a) conclusion | (b) concludes | (c) concluded | (d) conclude |
| 6. | (a) callers | (b) called | (c) calling | (d) callings |
| 7. | (a) knowledge | (b) interrogated | (c) spoke | (d) quizzed |
| 8. | (a) telltale | (b) telling tales | (c) tales | (d) tall tale |
| 9. | (a) surely | (b) sure | (c) surety | (d) sureness |
| 10. | (a) writes | (b) whispers | (c) hears | (d) says |
| 11. | (a) takeaways | (b) hideaways | (c) giveaways | (d) anyways |
| 12. | (a) lift | (b) escalator | (c) elevator | (d) carry |

Video Game Addiction Becomes Official Mental Disorder in Controversial Decision

by WHO By [Rachael Rettner, Senior Writer](#) | May 28, 2019 Live Science



Credit: Shutterstock

Video games can be **highly engrossing**, but can some people become addicted to gaming? The World Health Organization (WHO) says yes.

Recently, the WHO officially recognized "gaming disorder" as a mental health condition — adding the disorder to the International Classification of Diseases, or the ICD-11, the organization's official diagnostic manual, according to CBS News.

Simply playing a lot of video games isn't enough to count as **a disorder**. Rather, the disorder occurs when gaming interferes with people's daily lives. According to the WHO, gaming disorder is a "pattern of persistent or recurrent gaming behavior" in which people lose control of their gaming behavior, give priority to gaming over other interests and activities, and continue gaming despite negative consequences, such as impairments in their family relationships, social lives, work duties or other areas.

A person typically needs to have symptoms for a year in order to be diagnosed with the disorder, WHO said. [7 Ways to Short-Circuit Kids' Mobile Addiction]

The topic of video game addiction has been controversial. The American Psychiatric Association (APA) did not include video game addiction in its most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), published in 2013. At that time, the APA said there wasn't enough evidence to determine whether gaming disorder is a unique mental health condition, but recommended further research in the area.

The video game industry also opposes the classification. In a statement released on Saturday (May 25), the Entertainment Software Association and others in the industry called on the WHO to reverse its decision, saying "gaming disorder" is not based on sufficiently robust evidence to justify inclusion."

But some mental health experts are supportive of the classification. On Twitter, Dr. John Jiao, an emergency medicine doctor, said the diagnosis was "sorely needed."

"Otherwise people with real, legitimate video game addiction can often have trouble with insurance paying for their therapy, especially if they don't fit any other diagnosis," Jiao tweeted.

Dr. Shekhar Saxena, a mental health expert for WHO, noted that only a small minority of people who play video games will develop addiction problems, according to Reuters.

A dangerous influence?

In association with [BBC Two: Horizon](#)

Consultant : [Dr Dayna Galloway](#), Abertay University

You are a soldier stalking the enemy in an apocalyptic landscape. Suddenly guns are blazing and you are fighting for your life. Your heart and mind are racing!

For many, video games represent a world of violent images and aggressive emotions. Popular games like Call of Duty and Grand Theft Auto have been demonised in the media, blamed for everything from falling grades at school to provoking acts of extreme violence. But while the link between video games and violence has been debated for three decades now, there is still no clear answer.

There is, however, a growing body of evidence showing that playing video games could be good for us, from children to the over 60s.

- What do you think these benefits could be ...? In small groups talk together and then present your ideas to the others.
- Do you think that the negative aspects outweigh the benefits ?
- What is the solution ?

Virtual Reality

Warmer

Which four phobias do you think are the most common?

Key words (multiple choice)

Match the key words with the definitions. Then, find them in the article to read them in context. The paragraph numbers will help you.

*encouraging – virtual reality - assessment –
phobia – research – face to face – avatar –
treated – effective – fear*

1. if you are terribly afraid of spiders; this is your worst _____ (para 1)
2. the detailed study of something to discover new facts _____ (para 1)
3. images and sounds that are produced by a computer to make you feel as if you are in real 3D space _____ (para 1)
4. a very strong feeling of disliking or being afraid of something _____ (para 3)
5. giving you hope _____ (para 4)
6. used medicine or medical methods to cure a patient or an illness _____ (para 5)
7. a figure representing a particular person in a video game, internet forum, etc _____ (para 7)
8. the process of deciding what level someone is at or how much progress they are making _____ (para 7)
9. in a situation where you are meeting and talking to another person directly _____ (para 10)
10. when something works well and provides good results _____ (para 13)

Find key words in the article that match the definitions below. The paragraph numbers are given to help you.

1. someone whose job is to help people with physical, mental or emotional problems
_____ (para 1)
2. a strong feeling that you dislike something _____ (para 2)
3. having a negative effect on something _____ (para 3)
4. a particular way of dealing with or doing something _____ (para 5)
5. a figure representing a particular person in a video game, internet forum, etc
_____ (para 8)
6. someone who teaches a special skill _____ (para 8)
7. the feeling that you are going to vomit _____ (para 12)
8. of the usual, traditional or accepted type, instead of being new and different
_____ (para 15)
9. new or unusual _____ (para 17)
10. tendencies that are unusual or strange and not shared by other people
_____ (para 17)

Comprehension check

Are these sentences true (T) or false (F) according to the article? Correct any that are false.

1. Some people do not get treatment for their phobias because they don't want to talk to a therapist.
2. The study wanted to see whether people's fears could be treated by VR.
3. Forty-nine people took part in the Oxford VR study.
4. The VR group were asked to do tasks that would make them afraid in real life.
5. An avatar assessed people's fear of heights before they started the study.
6. Everyone said that their fear of heights reduced a lot after the study.
7. Results are better when people speak to a therapist.
8. In the future, VR therapy could be used to treat other mental health problems.

Facts and figures

Find these numbers and state what they are used to talk about in the article.

1. twenty-three per cent
2. thirty-five per cent
3. forty-nine
4. sixty-eight per cent
5. one hundred

Virtual reality helps people overcome phobia of heights

Automated virtual reality therapy helps people overcome phobia of heights

Scientists hope computer program that requires no human therapist could be used to treat other mental health problems

Nicola Davis

11 July, 2018

- 1 A fear of heights could be overcome with the help of a virtual therapist, new research suggests, with experts saying the findings boost hopes that virtual reality (VR) could **play a key role in** tackling other mental health problems.
- 2 **According to** a 2014 YouGov survey, **an aversion to** heights is more common in the UK than a fear of spiders, snakes or being on a plane, with 23% of British adults “very afraid” of heights and 35% a little afraid.
- 3 “It is just the most common type of phobia and one we know a lot of people do not get treatment for **despite** its **impinging on** many people’s lives quite a lot,” said Daniel Freeman, professor of clinical psychology at the University of Oxford and first author of the research. Freeman is also the co-founder of Oxford VR, the company that was **involved in** the research.
- 4 “What is hugely encouraging here is just the size of the treatment effects; it is really very large,” he said.
- 5 Freeman notes a fear of heights was the first aspect of mental health to be tackled with VR. But he says previous approaches used VR as an aid during therapy, while the new system means a trained therapist does not even need to be present.
- 6 The study comes just months after the National Institute of Health Research announced it was **investing** £4m **in** VR therapy for mental health problems – a project that Freeman is leading. The team are **currently** exploring the use of VR for conditions **ranging from** schizophrenia **to** depression, **although** Freeman was quick to say more skilled therapists are also needed.
- 7 Writing in *The Lancet Psychiatry*, Freeman and colleagues report how they split 100 adults who had a phobia of heights randomly into two groups: 49 were invited to wear a headset for half an hour, two or three times a week for a fortnight, **while** those in the other group carried on as usual with no specific treatment.

8 In total, 47 people undertook at least one VR session and completed about four and a half sessions **on average**. The therapy involved an avatar coach carrying out an assessment before inviting the individual to choose a floor of a virtual building and asking them to perform activities, **such as** rescuing a cat from a branch, to explore the thoughts behind their fears.

9 Individuals had their fear of heights assessed through a series of questionnaires at the start of the study, at the end of the two-week therapy period and again after another two weeks had passed.

10 The results reveal that all of those in the VR group showed a significant **improvement in** their phobia, with scores on a self-reported questionnaire about fear of heights **falling by** 68% **on average**. The scores of those who received no therapy showed little change, dropping by just over 3% on average.

11 “It is better than what you would expect if you saw a therapist face to face,” Freeman said of the results. “We didn’t do a direct comparison but if you look at the other treatment trials, the results are a lot better.”

12 The team also found the benefits were still seen two weeks after the VR therapy and say there was little sign of side effects such as nausea from using the headsets.

13 Freeman said that **while** some people might prefer to see a therapist, the results show that individuals benefitted from the VR therapy and added that some people do not seek treatment for mental health problems because they do not want to have to talk to a therapist.

14 **However**, the study had limitations, including that **the drop in** a fear of heights was **based on** a self-reported questionnaire and it was not clear which aspects of the virtual therapy were helpful. The study also did not look at **whether** effects were maintained **over the longer term**.

15 Dr Warren Mansell, a clinical psychologist at the University of Manchester who was not **involved in** the study, said he was not surprised the VR therapy proved effective but said it was not yet clear whether it was “better” than conventional face-to-face therapy and real-life exposure or how it would be decided which approach an individual should receive.

16 But, Mansell added, VR is useful as it offers the potential for individuals to carefully control the situations they are **exposed to**, which can be difficult in the real world but, he says, is an important aspect of such therapy.

17 Mansell was also optimistic such technology could be useful beyond phobias. “Most people with bipolar disorder have an anxiety disorder, for example,” he said. “Fear is **at the root of** psychosis and, if anything, we need more novel solutions to help people with more idiosyncratic problems.”

3. Comprehension check

Complete these statements about the article.

1. An aversion to heights is ...
2. Some people do not seek treatment for their phobias because ...
3. The UK's National Institute of Health Research ...
4. The research into using VR therapy for overcoming a fear of heights was carried out by ...

4. Presenting the key points

You have been asked to present the key points of the article as simple bullet-pointed slides.

- **In pairs, divide your presentation into three sections:**
 - . *the study*
 - . *its limitations*
 - . *the future*
 - .
- **Add an opening slide containing a catchy title that will make people want to listen to your presentation.**
- **Add a final slide containing your own opinion and/or a conclusion.**
- **Check your spelling and punctuation before giving your presentation.**

5. Discussion

- Would you try VR therapy to help you overcome a phobia? Why? Why not?
- Do you know, or have you heard of, anyone who has undergone therapy for a phobia? How successful was the therapy?
- How important a place do you think VR technology should have in the treatment of mental health

Virtual Reality

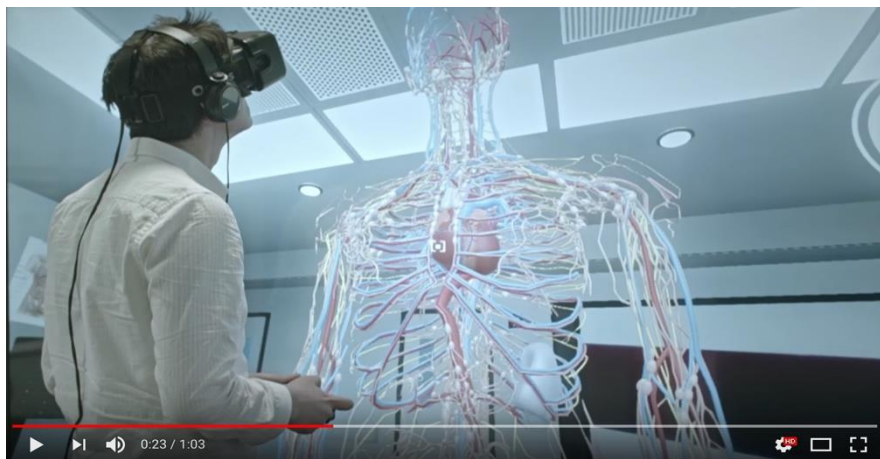
Do you create games or play games ?

How long do you spend on these games ?

Would you be willing to go further and step into a virtual world ...?

What could be the risk and what would be the positive aspects ?

- At home watch the video 'Meet the Avatars' on Moodle



This Photo by Unknown Author is licensed under CC BY-SA-NC



This Photo by Unknown Author is licensed under CC BY-ND

Working abroad



Let's go

Around the world quiz

1/ CHINA

You're invited to someone's house. Which of these may cause offence ?

- A. Blowing your nose
- B. Refusing an offer of food
- C. Not removing your shoes before entering.

2/ SAUDI ARABIA

You want to hire a car to tour the country. Is this permitted ?

- A. Yes but you must take a test first.
- B. Yes, but only if you're male.
- C. No : tourists have to travel by camel.



3/ FINLAND

You're planning to relax in a Finnish sauna. What should you wear ?

- A. Nothing
- B. A towelling robe
- C. A bath hat



4/ NEPAL



While trekking you want to photograph local villagers. Is this allowed ?

- A. Yes, the Nepalese love being photographed.
- B. No, their religion forbids it.
- C. Yes, but you must ask permission first.

5/ CYPRUS

On a village tour, a local offers you a glyko. Should you

- A. Eat it, it's a dessert
- B. Ride it, it's a type of bicycle
- C. Wear it : it's a traditional hat.



6/ MOROCCO

You'd like to visit some mosques but are you allowed to go inside ?

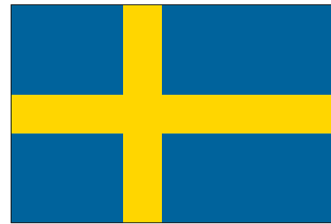
- A. Yes, but you have to take your shoes off.
- B. Yes, you don't have to take your shoes off.
- C. You mustn't enter unless you're a Muslim.



7/ SWEDEN

You go out for a meal. How many glasses of wine can you drink before driving back to your hotel ?

- A. Two.
- B. Any amount : there are no drink-driving laws.
- C. None.



8/ SPAIN

You'd like to sample the local cuisine. How late can you eat ?

- A. You have to finish your meal by 9pm. Restaurants close early.
- B. Spanish restaurants stay open all night.
- C. You can eat very late. Spaniards often eat after 11 pm.

9/ THAILAND

On a bus, the only free seat is next to a Buddhist monk. Should you take it ?

- A. Yes, but only if you're male.
- B. Buddhist monks aren't allowed to travel by bus.
- C. Yes, but you must bow first.





0/ ITALY

You'd like to visit the duomo (cathedral) on a hot day. To show respect, what should you cover ?

- A. Your guidebook
- B. Your thighs and shoulders
- C. Your head and ears.

11/ USA

While peacefully drinking a can of beer in Central Park, you are approached by the police. Why ?



- A. It's forbidden to drink alcohol in Central Park.
- B. You are required to use a glass or straw.
- C. You aren't allowed to drink alcohol in Central Park unless the glass is covered.

12/ SINGAPORE

You offer a piece of chewing gum to your tour guide. Why does she look shocked ?

- A. Because chewing gum is forbidden by law.
- B. Because tour guides aren't allowed to accept gifts.
- C. Because chewing gum is given to animals.

13/ INDIA

An Indian friend invites you to a traditional meal. How should you eat ?



- A. With your left hand only.
- B. With your right hand only.
- C. With both hands.

14/ JAPAN

You're staying in a Japanese hotel and decide to relax in a traditional shared bath. What shouldn't you do in the bath tub ?

- A. You shouldn't stay too long.

B. You shouldn't talk to other bathers.

C. You shouldn't wash yourself.

→ Now write a similar quiz question about your own country.

15/

.....

A.

B.

C.

What cultural differences have **you** encountered ?

Why do we need to be aware of such differences ?

Watch the videos used as commercials for a well-known international bank. The latter pride themselves on knowing how to behave in different countries so as not to cause offence.

Make a note of the countries concerned and what point is being made.

<u>The country</u>	<u>The point being made</u>	<u>Key words/phrases heard</u>



Want a job in an English-speaking country?

You may have said no to the question but ... even if you wish to stay in France, companies expect a good level in English and could ask you to give them your CV in English.

- **if you wish to work for an international company the same will apply.**

You now have the opportunity to apply for a job

Your teacher will correct your application. You will not be given a mark -just some advice.

You may apply to Google or another company for an internship, a summer job or full-time employment.

First of all, let us brainstorm certain aspects concerning your application. It should provide you with food for thought...

➤ **Watch the video** on Google and their work ethic.....

- Take a few notes so that you can give some feedback.
- Be ready to give your opinion ...
 - would you like to work in such a company and why ...
 - what are the positive and negative aspects in this type of company ?

Job satisfaction questionnaire

What is the most important characteristic for your job.

Mark your top 3 most important factors then compare with your group.

- **Job Security:**
- **Promotion possibility:**
- **Good working environment:**
- **Bonus system:**
- **A high salary:**
- **A good work life balance:**
- **Potential to work abroad:**
- **The reputation of the company:**
- **Fringe benefits**

Have you all made the same choices ?

What are your reasons for your choices ?

Are any of you surprised ?

Is there anything missing from the list ?



Complete the blanks

The prospect of better pay has **1.** _____ job satisfaction as the main reason for moving to another job, a survey suggests 1,050 people, **2.** _____ over half of the 2,000 people surveyed by the Chartered Institute of Personnel and Development (CIPD), said a **3.** _____ in wages and benefits was the key reason for changing employer.

In the same poll a year ago, job satisfaction was the main reason. That is second on the list in this year's survey.

"Because of increased global financial problems, people are no longer looking for a **4.** _____ workplace environment, rather a job with a high **5.** _____" said Ben Willmott, from the CIPD.

"Besides being more likely to want to leave for more pay elsewhere, workers with **6.** _____ difficulties are also more likely to report being **7.** _____ stress at work and are typically less **8.** _____ with their jobs.

"It is, therefore, in employers' interests to support employees in tough times through ensuring line managers are **9.** _____ with effective people management skills and by providing advice and support on debt management and financial planning."

- | | | |
|-----------------|----------------|----------------|
| 1. a. overtaken | b. increased | c. past |
| 2. a. more | b. just | c. almost |
| 3. a. drop | b. increase | c. rise |
| 4. a. flexible | b. stimulating | c. appropriate |
| 5. a. salary | b. benefit | c. security |
| 6. a. financial | b. money | c. salary |
| 7. a. over | b. under | c. more |
| 8. a. satisfied | b. secure | c. sure |
| 9. a. given | b. equipped | c. capable |

Preparing a CV

Study these points about CVs (European style) and resumes (American style). Remember that there are no fixed rules and it depends on national culture and personal preference.

- Employment comes before Education, and the list starts with the most recent job/course first.
- Use short sentences and bullets and leave a lot of white space.
- Use action verbs (coordinated ... negotiated ... supervised ...).
- Use real results (increased sales by X% ... made savings of £Y).
- European-style CVs and American resumes read like notes, are only one page long and do not usually contain sections on interests, sports and references. The latter is a question of personal choice.
- Some people like to mention their personal characteristics. The following words are typical:

highly motivated	creative	friendly and sociable
perform well under pressure	good at taking initiatives	efficient
work well in a team	excellent communication skills	

Common mistakes include:

- Using too many long sentences rather than short sentences with action verbs.
- Focusing on skills/abilities and forgetting achievements (concrete things you have done).
- Including irrelevant information: short jobs/courses, lists of conferences etc.
- Making the document too long: one page is best (2 pages should be considered the limit).
- Stating your current salary.
- Using too many character styles with the word processor can cause confusion.

Recent graduates

If you are a recent graduate you know that at your stage most CVs/Resumes look very similar to an employer. For your CV/Resume to stand out you should consider the following:

- **Skills and abilities.** Think of occasions in your life where you resolved a problem, set objectives to achieve a goal, met a challenge, worked in a team etc.
- **Achievements.** Even if you have just finished university, you can still think of concrete things you have done in the areas of project work, trips abroad, membership of a Students Association, sports, interests, hobbies.
- **Travel/Sports.** Employers like to see travel (showing independence and self-confidence) and participation in sports (showing teamwork and sociability).
- **Translating names.** Give the real name of the educational establishment and the qualification. Put a simple translation in brackets following the real name.
- **Grades.** Every country has its own grading system, so put your real grade and then write it in brackets as a percentage or indicate the range.

Describing your personal best

In order to plan for an internship or job, it helps to know your areas of strengths. To begin, list 3 positive characteristics to describe yourself.

- Accomplished** = accompli
- Adaptable** = **Flexible** = open to change
- Ambitious**
- Analytical**
- Articulate** = qui s'exprime clairement et aisement
- Autonomous**
- Award-winning** = avec mention, distinction
- Business-savvy** = qui a le sens des affaires
- Client-focused / Customer-service focused** = qui accorde la priorité aux clients
- Committed** = **Dedicated** = dévoué, qui s'implique
- Conscientious** = **Hardworking**
- Consistent** = **Well-balanced** = constant, équilibre
- Creative** = **Imaginative** = **Innovative**
- Deadline-driven** = **Deadline-oriented** = capacité à travailler suivant des échéances
- Dependable** = **Reliable** = fiable
- Detail-oriented** = **Meticulous** = précis, soucieux des détails
- Disciplined** = **Organised** = rigoureux
- Dynamic** = **Energetic**
- Efficient** = efficace
- Enthusiastic**
- Highly motivated**
- Personable** = qui présente bien
- Positive**
- Pragmatic**
- Productive**
- Proficient (in something)** = excellent
- Resourceful** = ingénieux, débrouillard
- Seasoned** = aguerri, expérimenté
- Tactful** = diplomate
- Trustworthy** = digne de confiance
- Well-qualified**



Now pick ONE of those adjectives and explain why you think it fits your personality. Give an example :

Action words

• <i>achieved</i> -----• j'ai accompli	• <i>established</i> ----- · j'ai créé
• <i>acquired</i> ----- · j'ai acquis	• <i>expanded</i> ----- · j'ai développé
• <i>analyzed</i> ----- · j'ai analysé	• <i>founded</i> ----- · j'ai fondé
• <i>audited</i> ----- · j'ai audité	• <i>generated</i> ----- · j'ai généré
• <i>budgeted</i> ----- · j'ai budgeté	• <i>implemented</i> ----- · j'ai mis en place
• <i>collaborated</i> -----• j'ai collaboré	• <i>launched</i> ----- · j'ai lancé
• <i>conducted</i> ----- · j'ai mené	• <i>managed</i> ----- · j'ai géré
• <i>constructed</i> ----- · j'ai construit	• <i>motivated</i> ----- · j'ai motivé
• <i>coordinated</i> ----- · j'ai coordonné	• <i>negotiated</i> ----- · j'ai négocié
• <i>designed</i> ----- · j'ai conçu	• <i>obtained</i> ----- · j'ai obtenu
• <i>developed</i> ----- · j'ai développé	• <i>operated</i> ----- · J'ai opéré
• <i>devised</i> ----- · j'ai créé	• <i>reorganised</i> -----
• <i>doubled</i> ----- · j'ai doublé	• j'ai reorganisé
• <i>ensured</i> ----- · j'ai garanti	• <i>resolved</i> ----- · j'ai résolu
	• <i>supervised</i> ----- · j'ai dirigé

- Select five verbs that can apply to actions that you have accomplished and can be included on your CV as part of your statement, education or experience sections. Review and edit your phrases with a partner.

Donald Duck

17 rue de la République
34000 Montpellier, France
Tel: +33 467 60 69 09
Cell: +33 671 48 50 19
Email: donald-duck@wanadoo.fr

Objective: To obtain a 3-month work placement in the field of

Information and Interests

Date of birth: 1 September 19...

Mobility: Clean driving licence and car owner.

Computer skills: Familiar with most common office software. Creation of personal photographic website: www.donaldphotos.com

Language skills: French mother tongue, fluent English, good working knowledge of Spanish and Italian, beginner in Japanese.

Extracurricular activities: Playing and producing music.
Photography

Voluntary work: Taking handicapped children on nature trails with the association "Access-nature". Teaching photography and photo development to children.

Sports: Badminton (regional level) Running half-marathons. Squash.

Certificates: BAFA (French certificate for activity leaders working with children). First aid certificate from the Red Cross.

Education

201?-201?: M.Sc. in _____ at the University of Montpellier, France. Graduated with honours.

201?-201?: B.Sc. in _____ at the University of Montpellier, France. Graduated with honours.

200?: Baccalauréat - Equivalent 2 - 3 GCE A-levels in sciences at Lycée Eurodisney, Marne la Vallée, France.

Work Experience

July - August 201?: Development of a range of _____, Perpignan, France (3-month work placement)

May - June 201?: Evaluation and implementation of quality control regulations. Charente Maritime, France (6-week work placement).

July - August 201?: Children's activity leader in La Disney, children's holiday camp in Charente Maritime, France. Taught photography and development to children of all ages.

Since 201?: Various weekend and holiday jobs in retail to finance my studies.

(SAMPLE CV)

JOYCE FAVOR

123 Farley Avenue
Dallas, TX 12345
(123) 555-5555
joycefavor@unknown.com

JOB OBJECTIVE

A position in a Research and Development Department

SUMMARY

- ✓ Four years' experience formulating and assessing.
- ✓ Developed analysing and manipulating skills; able to quickly learn new technologies and systems.
- ✓ Meticulous organizational habits.

EDUCATION

M.Sc., Computer Science, specializing in _____, 2013
University of Montpellier, France

PROFESSIONAL EXPERIENCE

June –August 2012. IBM Montpellier, France

Intern

- ✓ Coordinated activities for 6 team members.
- ✓ Met multiple daily deadlines for checking and analysing team results.
- ✓ Ordered and monitored inventory of equipment.

June –August 2011. DELL, Perpignan

Intern

- ✓ Updated databases.
- ✓ Created spreadsheet to track accounts payable to ensured timely and accurate bill payment.
- ✓ Cultivated and maintained strong relationships with co-workers and other departments.

June –August 2010. Happy Holidays Children's Summer Camp

Group leader

- ✓ Organised daily activities for 25 children aged 10-12.
- ✓ Coordinated with the catering and care team.
- ✓ Liaised with parents and families.

Unlike a French letter, your address is in the top right hand corner of the page

17 rue de la République
34000 Montpellier, France
Tel: +33 467 60 69 09
Cell: +33 671485019

The address of the person you are writing to is therefore on the left.

Human Resources Director
Ames International
16, Wingnut Ave.
Lordabirch, Ohio 45597
USA

Write « Dear Sir or Madam » if you don't know the name of the person you are writing to.

If you do know their name write:

Dear Mr for a man

Dear Mrsfor a married woman

Dear Miss.....for an unmarried woman

Dear Ms.....for a woman if you don't know whether she's married or not.

Don't forget titles - Prof. or Dr. etc.

A Brit would write this date as 2/10/08 and an American 10/2/08 so to avoid confusion write the name of the month

November 2, 2008

Dear Sir or Madam,

I am currently studying for my Master's degree in _____ at the University of Science and Technology, Montpellier, France.

As part of our educational requirements, each student is asked to complete a work experience period. This placement should last a minimum of three months from March 1st 20??.


I am extremely interested in the work done at your institute and I am convinced it would be ~~to my advantage to complete my placement with you~~. I am particularly interested in working with/on, if this is possible. I would, of course, consider any offer you might have in another area of interest.

Please find enclosed my curriculum vitae outlining my previous experience and qualifications. Should you have any questions, please do not hesitate to contact me.

Thank you for considering my request, and I look forward to receiving your reply.

Yours faithfully,

Sign your name and print it underneath



Write « Yours faithfully » if you don't know the name of the person
« Yours sincerely » if you know the name but not really the person
and if you know the person quite well you can write « Best regards » or « Warm regards »

Donald Duck

Encs. CV

« Encs. » means you are including documents, in this case your CV

17, rue de la République
34000 Montpellier, France
Cellphone (33) 671 48 50 19

The Isle of May Conservation Society
Isle of May,
Fife, Scotland

13 October 2019

Dear Sirs,

I am currently a student at Montpellier University, France, in my first year of a Master's degree in Information Science, specialising in _____ and I wish to work in this field in the future..

I must carry out a 3-month training course within the framework of my studies, from March 1st to May 30, 20??. The activities of your organization interest me greatly. For this reason I would be grateful if you would consider allowing me to do my work placement within your organisation. It would also give me the opportunity to practise my English, which is very important to me.

My previous professional training courses have prepared me to approach this type of work. The first related to the _____. Being well-organised, methodical and dynamic helped me to be efficient in my work and to draft my final report. The second enabled me to take part in the _____, during which I acquired knowledge of *measurement techniques*. Furthermore, I was given hands-on management experience, which I greatly appreciated.

I enclose my CV for your consideration. Please do not hesitate to contact me if you require any further information. If you wish to know more about my university course you can visit the following website www.unisite.com or contact Professor Walt Disney at walterdisney@wanadoo.fr.

Thank you for considering my request.

Yours faithfully,

Donald DUCK

Enc. CV

17 rue de la République
34000 Montpellier
France
Tel : +33 7 58 73 21
Email : donald.duck@.....

The Personnel Director
Any old Company
75 Queen Street
London W12 8QQ

3 February, 2022

Dear Sir or Madam,

I am writing to enquire about the possibility of joining your company during this summer vacation. I am a French student at -----, currently in my first year of a Master's degree course. I am planning to spend all of the summer in the UK, I will initially do a two-week English course to brush up on my business English skills but I am available from the 15th July till the 15th September.

I think I would be a good asset to your company because as well as speaking fluent English I also have a good working knowledge of German and Spanish. As you will see on my CV I have already worked in this domain and I am familiar with your products. I would welcome the chance to work in a British company and to share my knowledge with you.

I enclose my CV for your consideration. Please do not hesitate to contact me if you require any further information. I am available for a phone interview at any time.

I look forward to hearing from you.

Yours faithfully,

Mickey Mouse

Letter-writing expressions

We use different expressions for formal letters (e.g. to companies or to people we haven't met) and informal letters (e.g. to friends or to people we know well).

	Formal	Informal
Opening	Dear Sir/Madam Dear Mr Jones Dear Sirs	Dear Maria
Saying thank you	Thank you for...	Thanks for...
Reason for writing	I am writing to inform you that... enquire about... apologize for...	I am writing to tell you... ask you about... say sorry for...
Asking for help	Please could you...? I would be grateful if you could...	Could you...? Can you...?
Offering help	We will be pleased/happy to send you...	I'll send you...
Enclosed document	I enclose... Please find enclosed... (my CV)...	I'm sending you...
Closing remark	I look forward to hearing from you. meeting you. seeing you.	(I'm) looking forward to hearing from you. to seeing you again.
Finishing	Yours faithfully (Brit)* Yours sincerely* Sincerely yours (Am.) Yours truly (Am.)	Best wishes Best regards Yours

*In British English, *Yours faithfully* is used for letters which begin *Dear Sir/Dear Madam, Dear Sirs*.
Yours sincerely is used when the letter begins *Dear Mr (Mrs/Ms) Jones*.

EQUIVALENT DIPLOMAS

France	Great Britain	United States	Canada	Australia	New Zealand
Lycée	Secondary School	High School	High School	High School	High School
Baccalauréat	'A' Levels	High School diploma plus university entrance	General High School Diploma or High School Graduation Diploma	Senior Secondary Certificate of Education	National Certificate of Educational Achievement (NCEA)
S	in scientific subjects (mathematics, physics, chemistry, biology...)	in science (mathematics, physics, chemistry, biology...)	in science (mathematics, physics, chemistry, biology...)	in science (mathematics, physics, chemistry, biology...)	in science (mathematics, physics, chemistry, biology...)
STT	in tertiary sciences and technologies	in tertiary sciences and technologies	in tertiary sciences and technologies	in tertiary sciences and technologies	in tertiary sciences and technologies
STI	in industrial science and technology	in industrial sciences and technologies	in industrial sciences and technologies	in industrial sciences and technologies	in industrial sciences and technologies
avec mention	with high grades	with honors	with high grades	with 'high achievement grades	With 'excellent achievement' scores
Lycée technique	City Technology College	Vocational School	College of General and Vocational Education (CEGEP) (Quebec) or Community College	Technical and Further Education College (TAFE)	Local community polytechnic
B.T.S.	H.N.C.	2-year Associate's degree	College Diploma	Advanced Diploma	Polytechnic diploma
Classes Préparatoires	2-year selective, preparatory classes leading to French Engineering schools	2-year selective, preparatory classes leading to French professional schools	2-year selective, preparatory classes leading to French professional schools	2-year selective, preparatory classes leading to French professional schools	2-year selective, preparatory classes leading to French professional schools

I.U.T.	University Institute of Technology	University Institute of Technology	University Institute of Technology	University Institute of Technology	University Institute of Technology
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France	Great Britain	United States	Canada	Australia	New Zealand
D.U.T.	H.N.D. in...	2-year Associate's degree in ... technology	2-year university diploma in technology	2-year university diploma in technology	2-year university diploma in technology
Université Montpellier	University of Science and Technology, Montpellier	University of Science and Technology, Montpellier	University of Science and Technology, Montpellier	University of Science and Technology, Montpellier	University of Science and Technology, Montpellier
Licence en...	B.Sc. or Bachelor's degree in...	B.S. or Bachelor's degree in...	B.Sc. or Bachelor's degree in...	Bachelor's degree in ...	B.Sc. or Bachelor's degree in...
Master en ...	M.Sc. or Master's degree in...	M.S. or Master's degree in...	M.Sc. or Master's degree in...	M.Sc. or Master's degree in...	M.Sc. or Master's degree in...
Avec mention	B.Sc. / M.Sc. Hons	B.S./ M.S. with honors	B.Sc. / M.Sc. Hons	B.Sc. / M.Sc. Hons	B.Sc. / M.Sc. with honours
Doctorat en...	Ph.D. in...	Ph.D. in...	Doctorate or Ph.D. in...	Doctorate or Ph.D. in...	Doctoral degree in...
Poly'tech	Engineering School, University of Science and Technology of Montpellier	Engineering School, University of Science and Technology of Montpellier	Engineering School, University of Science and Technology of Montpellier	Engineering School, University of Science and Technology of Montpellier	Engineering School, University of Science and Technology of Montpellier
Stage	Industrial /work placement	internship	internship	internship	internship
Stagiaire	trainee/intern	intern	intern	intern	intern



Ada Lovelace Ted talk

Watch the video at home and be prepared to talk about it in class ...

Some vocabulary ...

A bloke - mec, gars make up - constituer reinstate –rétablir, restaurer
A brand - marque a lack of – manqué de
rid somebody of - débarrasser de
Foresight - prévoyance coin a phrase – inventer une expression

What is the goal of this video ?

What are the main points raised ?

What effect does this talk have on you ?

Does it provide you with food for thought ?

If you had been asked to participate in this talk, who would you have suggested be mentioned ? Why ?

ALAN TURING'S LEGACY

“Thinking is a function of Man’s immortal soul. God has given an immortal soul to every man and woman but not to any other animal or to machines. Hence, no animal or machine can think... I am unable to accept any part of this.”

Can you complete the phrases and answer the questions... ?

“A.Turing was one of Britain’s greatest _____. He was also a _____ and a _____.

He died in _____, aged _____.

He was a _____ of computers. He designed _____ for a _____ computer that you could programme to do pretty much anything in _____. The result of that was a machine called the _____.

In its day, it was the _____ fastest computer.

The exhibits are a way of seeing how he thought. I don’t think it’s too fanciful to say that it’s Alan Turing’s mind made into _____ and _____ _____ . As soon as the _____ was running successfully people wanted access to it to solve problems.”

What happened in 1954 and what did they use the computer for ?

What happened when Alan Turing was a teenager and what did it trigger ?



When did Alan Turing visit the science museum ?

What did he want to see in particular ?

What is A. Turing probably most famous for ?

What happened in 1952 ?

How did Alan Turing die ?

Can a Computer pass for a Human.. ?

What is consciousness? Can an artificial machine really think? For many, these have been vital considerations for the future of artificial intelligence.

But British computer scientist Alan Turing decided to disregard all these questions in favour of a much simpler one: Can a computer talk like a human?

Alex Gendler describes the Turing test and details some of its surprising results.

Watch the video and answer the following ...

1. When was the idea of the Turing test first introduced?

- a. 1890
- b. 2010
- c. 1950

2. What does the Turing test directly measure?

- a How well a computer program can imitate human conversation
- b The level of consciousness in a computer program
- c A computer programme's memory and processing power

3. What was the name of the first program claimed to have passed the Turing test?

- a Cleverbot
- b ELIZA
- c Catherine

4. How is the Turing test evaluated?

- a Monitoring the computer's internal activity
- b A standardised multiple-choice test
- c A human judge

5. What were Turing's predictions for how computers would do on the test?

6. What potential problems with the test did the success of ELIZA and PARRY reveal?

7. What strategy was used by Eugene Goostman?

- a Using a prewritten script
- b Repeating judge's questions back to them
- c Pretending to have limited English skills

8. What are some of the factors that make the Turing test difficult for even the fastest computers?

Your thoughts ...

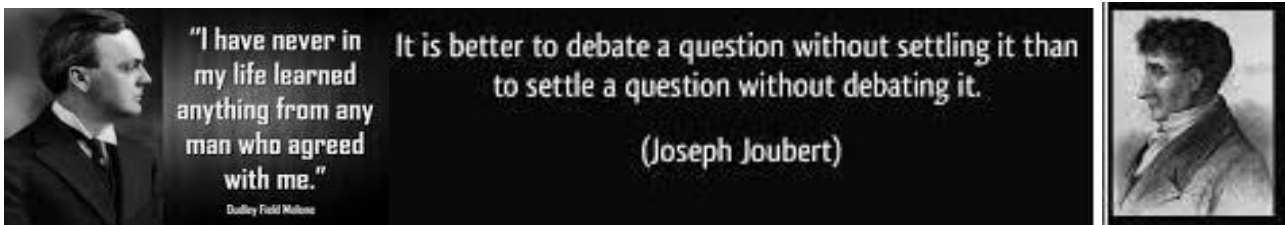
Do you think it's possible for a machine to imitate the full range of human conversation without having the full range of human consciousness and experience?

If it did, could it still be considered a machine?

- What are your predictions for the future ?
- By 2045 will computers have become more intelligent than human beings ?
- Will computers enslave humans ?
- By 2100 will humans be able to communicate by thought signals alone ?
- In the not too distant future, will all homes be fitted with a computerised system that will control everything from tv to heating to security ?
- Will robotic hotel staff be more widespread ?

Debates

What else?!



Skills required for a successful debate:

- Expressing and presenting an opinion
- Building arguments logically
- Listening to your challenger's rebuttal
- Countering his/her arguments taking into account what seems acceptable in his/her position

Remember that the ultimate goal of each debate is to find a compromise after reaching a “middle of the road” position.

This will also help you develop skills in the areas of interpersonal influence, teambuilding, group problem solving.

You will choose a subject from the list submitted by your teacher. Groups will sign up on a first come, first served basis, by specifying both the debate topic and the position desired (i.e., for or against). Each participating member will receive an individual mark.



Preparatory activities:

Choose the best answer :

- 1/ I'm in of about the opinion that the government is fundamentally wrong...
- 2/ I like to would to like think that I'm more handsome than Tom...
- 3/ I have Ø am convinced that this is the best option...
- 4/ I must stress focus imagine that there are more important things to talk about...
- 5/ Just to reiterate: I must say I am opposite contrary against marriage between cats and dogs...
- 6/ Who Where How do you stand on abortion?
- 7/ Can we address the issue at of on abortion?
- 8/ I have agree am agree agree with what you're saying...
- 9/ You've got a point reason right ...
- 10/ I look observe see your point ...
- 11/ I'm all with for in lower taxes...
- 12/ I have am Ø pro women's rights...
- 13/ I'm afraid I have to have to be am disagree...
- 14/ I am not persuaded this is the better the good the best option...
- 15/ As much more better as I'd like to agree with you, I can't; it's against my morals, it's against everything I believe...
- 16/ I can't agree about of with that...
- 17/ I have to take exit leave issue with that because I'm a democrat ...
- 18/ I do be am be against fox hunting...
- 19/ I'm opposite anti con war...
- 20/ Is it not therefore more benefited benefiting beneficial to do it this way?
- 21/ The point that you make is interest interested interesting but is negated by the fact that your opinion is biased...
- 22/ Doesn't it make more meaning sense logic to start the day at 12? Who's with me?
- 23/ Have you considered observed watched the risks?

AGREEING & DISAGREEING

Bank of expressions

Asking for an Opinion

What's your opinion of...?
What's your position on...?
I'd like to hear your views on....

Introducing foremost

To begin with, as an introduction, first and

Reformulating

What did you mean when you said that...?
You made a good point when you said that....

Summarizing

To summarize, I think we are in agreement on...
Briefly, the main points that have been made
are...
In short,.....

Giving An Opinion

○ *Strong Agreement:*

I completely agree.
I'm in total agreement.

It's my belief/quite clear that....

○ *Neutral Agreement:*

I agree.
I think you're right.

In my opinion...

○ *Partial Agreement:*

I would tend to agree with you on that.
It seems to me that....

By and large I would accept your views, but...

○ *Softening Strong Disagreement:*

To be quite frank,...
With respect,...
I don't share your point of view.

○ *Strong Disagreement:*

I totally disagree with you.
Under no circumstances could I agree to that.

○ *Softening Neutral Disagreement:*

I'm afraid...
I respect your opinion, of course, however...

- *Neutral Disagreement:* We'll have to agree to differ.
I feel I must disagree.
I really must take issue with you here.
- *Tactful Disagreement:* You have a point there, but...
I can see your point of view, but surely...

Asking for a Reaction

Could I ask for your reaction to....?
Where do you stand on this issue?
I wonder if you'd like to comment, Ms. Lang?
I'd like to ask my colleague to give her views on that.
I think Mr. Doe is more qualified than I am to deal with this question.

Bringing in to Answer a Question

Bringing in to Present a Point

Allow me to give the floor to Ms. Smith.
Mr. Jones, would you care to comment?

Debating Link Words and Phrases

- *Adding information:* besides, on top of that, furthermore, what's more, in addition to, not to mention, also
- *Contrasting:* but, yet, still, nevertheless, although, whereas, despite, on the contrary, on the other hand, in fact
- *Justifying:* that's why, for example, because of, for instance

Compromising

- *Offering a Compromise:* We are prepared toon condition that...
I believe we can...if...
- *Asking if it's Acceptable:* Is that acceptable as a compromise solution?
We hope that this will be acceptable.
- *Adding a Condition Positively:* Our agreement is conditional on...
If you would be prepared to..., then we could...
- *Adding a Condition Negatively:* I don't think we could....unless...
We have certain reservations about...and unless...
- *Accepting a Compromise:* We see no objection to that.
I think that would be perfectly acceptable.

- *Rejecting a Compromise:*

You leave us with little alternative but to...
You put us in a difficult position.

Playing for time

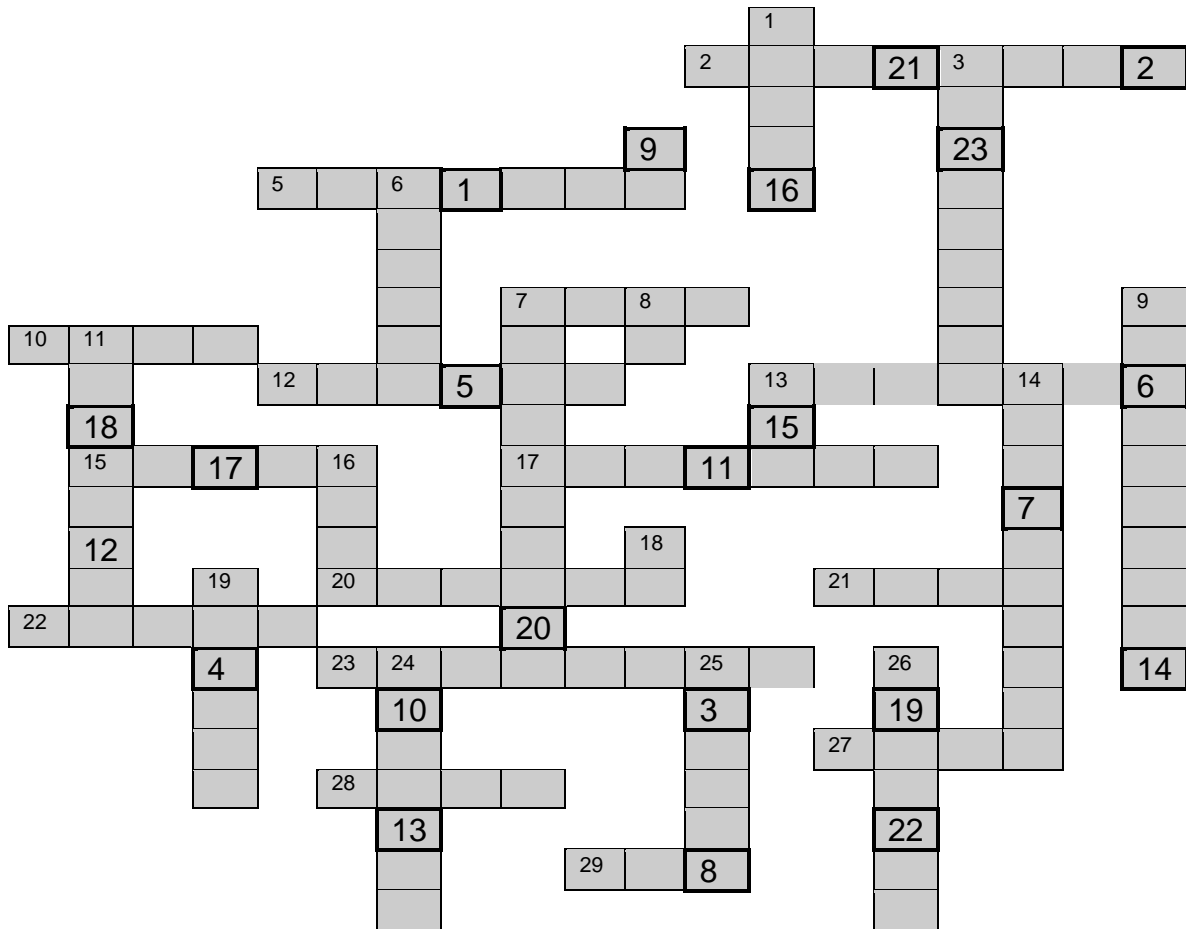
That's a very interesting question.
That's a difficult question to answer. I'm glad you asked that question.
You have raised an important point there.
I'm sure you will appreciate how complicated this matter is.



EmailingTest yourself



Use the clues (*small numbers*) to do the crossword



Across

2. A word meaning the latest date to finish something, like a report.
5. To make clear: *I'm writing to... the terms of the agreement.*
7. An abbreviated expression for *as fast as you can*.
10. Electronic junk mail.
12. To give somebody the most recent information: *Just writing to... you on the changes.*
13. You do this when you send an email you've received to a third person.
15. To make contact: *This is to... base before the conference.*
17. Anagram: MRINOCF
20. You do this when you want to remove a message from your inbox.
21. A way to start an email: ... *a quick note to say hi.*
22. Another word for *answer*: *Looking forward to your...*
23. Another word for *happy*: *We would be... if you could send us...*
27. Complete the phrase: *Sorry I can't... Thursday. How about Monday?*
28. The eleventh character in this email address: info@trans-com.at
29. The fifteenth character in the above address.

Down

1. An informal email salutation.
3. Another way to say *inform me* (3 words): *Please... if you need anything else.*
4. A preposition used to talk about deadlines: *I need the report... Monday.*
6. A polite way to say something unpleasant: *I'm... I haven't written the report yet.*
7. A document you send using email.
8. *We're having a few problems... the moment.*
9. The sixth character in this email address: carol_banks@gt.ch
11. You do this to an appointment when you move it to a later date.
13. You can write this in the subject line or at the beginning of an email to show you just want to give information and don't expect a reply.
14. A more formal word for *help*.
16. If you delay a project or a decision you put it on....
18. Two letters used to introduce the subject of an email.
19. The full form of pls.
24. A standard close to a more formal email.
25. Anagram: TUNRGE
26. A way to end an email when you want a reply: *Looking forward to... from you.*

Now fill in the letters (big numbers) from the puzzle to find a final tip for writing a good, accurate email.

1	2	3	4	5	6	7	8	
9	10	11	12	13	14	15	16	17
18	19	20	21	22	23	!		

Now, in pairs or small groups, write an email on the transparency provided asking a teacher for an appointment to discuss your internship, for example.

Be careful, you only have 3 minutes to write it!

Then “send” it and answer the email you receive.

Make sure that you make the situation as complicated as possible, but remember that you only have 3 minutes each time.

The exchange will continue until your teacher tells you to stop. Then you will look at the exchanges and make comments and corrections.

The Bootcamp Project (roleplay)

The town of Summerville-on-sea has been chosen as a possible location for the future clinic which would treat the region's internet/ computer addicts.

So as to find a solution to this growing problem, local and regional doctors are putting pressure on the mayor with the help of the press.

This opportunity has been seized because the local hospital is merging with another town and thereby vacating the premises in Summerville-on-sea.

Something must be done and the time seems right...

The mayor has called for a public debate followed by a vote.

The following are present at the meeting....

The mayor - in favour of such a project.

The deputy mayor – not so sure and would like to hear everyone's comments before casting his vote.

The local doctors – in favour but will need more medical help...

A regional psychiatrist - has dealt with patients suffering from this addiction ...

A nurse – worked in China for a period and is not in favour of such techniques

Mr & Mrs Ache – have a son who spends long hours, even whole nights on the computer. They have tried many things but are completely lost...

Mrs Jones – a single mother with a daughter who is too dependent on the internet and her phone. She can't cope anymore !

Mr & Mrs Bright – have a son, aged 23, who once suffered from this addiction but is now fine and has a job

Mr & Mrs Ache's son – doesn't think he has a problem. He doesn't understand what his parents are complaining about ...

Mrs Jones' daughter – her mother doesn't have time for her. She has good friends on line

Mr & Mrs Bright's son – speaks of his experience and how he fought against the addiction – how he coped and how he won the battle...

Mrs Feer – lives in Summerville. A widow – not sure she likes the idea of these addicts in town ...

Mr Drill – ex-army instructor who thinks he could work in such a centre and bring his expertise ...

Ms Fine – shopkeeper near the hospital – doesn't know what to think. She doesn't really think it would be a good thing but it could increase her profits .. ?

Ms Fly – manager of Tourist office in Summerville. Thinks it is a bad idea and could affect the number of tourists coming to the town.

Mr Paper – Editor of local newspaper. Sales have increased already and tv coverage coming soon

Mr Pat – local builder & renovator is for the project. He has already thought of some changes to make and will surely offer his services.

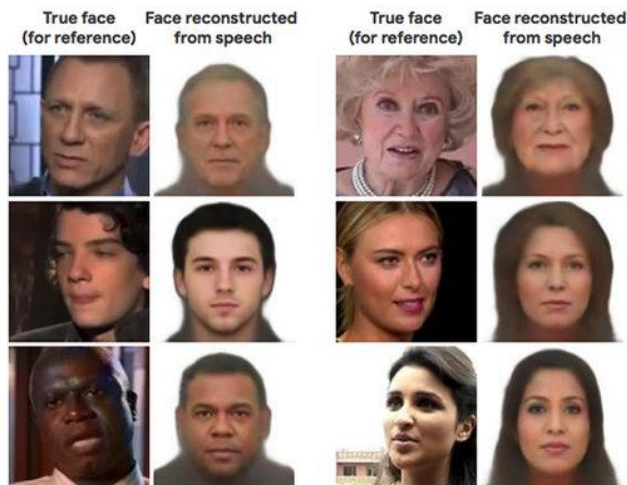
Welcome to Summerville-on-sea, on the south coast of England, only 10 km from Southampton.



All you need on holiday you will find here !

Debate and follow with a vote !

AI Listened to People's Voices. Then It Generated Their Faces.



By [Mindy Weisberger](#),
[Senior Writer](#) | June 11, 2019

The algorithm approximated faces based on gender, ethnicity and age, rather than individual characteristics.
Credit: Oh et. al.

Have you ever constructed a mental image of a person you've never seen, based solely on their voice? Artificial intelligence (AI) can now do that, generating a digital image of a person's face using only a brief audio clip for reference.

Named Speech2Face, the neural network — a computer that "thinks" in a manner similar to the human brain — was trained by scientists on millions of educational videos from the internet that showed over 100,000 different people talking.

From this dataset, Speech2Face learned associations between vocal cues and certain physical features in a human face, researchers wrote in a new study. The AI then used an audio clip to model a photorealistic face matching the voice. [5 Intriguing Uses for Artificial Intelligence (That Aren't Killer Robots)]

The findings were published online May 23 in the preprint journal arXiv and have not been peer-reviewed.

Thankfully, AI doesn't (yet) know exactly what a specific individual looks like based on their voice alone. The neural network recognized certain markers in speech that pointed to gender, age and ethnicity, features that are shared by many people, the study authors reported.

"As such, the model will only produce average-looking faces," the scientists wrote. "It will not produce images of specific individuals."

AI has already shown that it can produce uncannily accurate human faces, though its interpretations of cats are frankly a little terrifying.

The faces generated by Speech2Face — all facing front and with neutral expressions — didn't precisely match the people behind the voices. But the images did usually capture the correct age ranges, ethnicities and genders of the individuals, according to the study.

However, the algorithm's interpretations were far from perfect. Speech2Face demonstrated "mixed performance" when confronted with language variations. For example, when the AI listened to an audio clip of an Asian man speaking Chinese, the program produced an image of an Asian face. However, when the same man spoke in English in a different audio clip, the AI generated the face of a white man, the scientists reported.

The algorithm also showed gender bias, associating low-pitched voices with male faces and high-pitched voices with female faces. And because the training dataset represents only educational videos from YouTube, it "does not represent equally the entire world population," the researchers wrote.

Another concern about this video dataset arose when a person who had appeared in a YouTube video was surprised to learn that his likeness had been incorporated into the study, Slate reported. Nick Sullivan, head of cryptography with the internet security company Cloudflare in San Francisco, unexpectedly spotted his face as one of the examples used to train Speech2Face (and which the algorithm had reproduced rather approximately).

Sullivan hadn't consented to appear in the study, but the YouTube videos in this dataset are widely considered to be available for researchers to use without acquiring additional permissions, according to Slate.

World's first AI news anchor unveiled in China

[Lily Kuo](#) in Wuzhen Nov 2018

The 'tireless' artificial news readers simulate the voice, facial movements, and gestures of real-life broadcasters.

China's state news agency Xinhua this week introduced the newest members of its newsroom: AI anchors who will report "tirelessly" all day every day, from anywhere in the country.

Chinese viewers were greeted with a digital version of a regular Xinhua news anchor named Qiu Hao. The anchor, wearing a red tie and pin-striped suit, nods his head in emphasis, blinking and raising his eyebrows slightly.

"Not only can I accompany you 24 hours a day, 365 days a year. I can be endlessly copied and present at different scenes to bring you the news," he says.

Xinhua also presented an English-speaking AI, based on another presenter, who adds: "The development of the media industry calls for continuous innovation and deep integration with the international advanced technologies ... I look forward to bringing you brand new news experiences."

Developed by Xinhua and the Chinese search engine, Sogou, the anchors were developed through machine learning to simulate the voice, facial movements, and gestures of real-life broadcasters, to present a "a lifelike image instead of a cold robot," according to Xinhua.



While China is home to some of the world's largest tech companies and some 800 million internet users, its internet is one of the most controlled in the world. Observers worry China is turning into a digital police state, with technology from iris and gait recognition being deployed to monitor activists, ethnic minorities in places like Xinjiang, and regular citizens. At the conference in Wuzhen in southern China,

attendees saw their photos flash on a screen as soon as they passed through security checks using facial recognition. In a session on fintech, companies discussed cooperating with law enforcement, providing information for negligent citizens to be put on social credit blacklists.

"We are an important advocate for peace in cyberspace and a guardian of order," said Huang Kunming, head of Communist Party's propaganda department, speaking at the event. "China stands ready to safeguard the sound order of cyberspace."

According to Xinhua, the AI technology is not limited to news presenting. The systems can be customised to different clients in other industries. Wang Xiaochuan, the head of Sogou, gave the example of a popular book reading app, Uncle Kai. "In the future, it could be your parents telling the story," he said in an interview.

For Xinhua's already tightly-scripted and controlled state news presenters, the AI anchors take things a step further. Video of the Chinese anchor quickly spread on social media in China, with many viewers impressed as they were alarmed. "A little bit horrible," one said, to which another responded: "Really scary."

While praising the anchors, Xinhua and Sogou acknowledged their limits. "I, who was wholly cloned from a real-life host, have mastered broadcasting as well as the real host," the Chinese-speaking AI anchor said. "As long as I am provided with text, I can speak as a news host."

Academic Writing

Video “**Could passthoughts replace the password**” (/20)

1. Watch the video... *You are advised to just watch and listen the first time to get the general understanding of the video*
2. Watch the video another 3 times and make notes (4 times in total)

Then write your summary in about **250 words**

...”explain the research project underway at Berkeley School of Information and its importance, people’s reactions to it and possible future developments”

You may express your own opinion in your conclusion
Vocabulary: EEG - electroencephalogram

N.B. Simple copy and paste will be penalized!

****Remember to ...**

- Organise your ideas
- Link those ideas
- Vary your vocabulary & structures
- Write clearly

How robots and 3D printing are making coding fun

wired.co.uk

28 November 14 by James Temperton

Simon Riley is on a mission to get kids into coding. With a background in database and design and data access he readily admits coding can be "dull as ditchwater" but through a combination of robotics, cars, gadgets and games he's hoping to change that.

Riley is CEO of MakerClub, a Brighton-based company that specialises in 3D printed robotics. Having been awarded £80,000 in funding as part of the government's Innovate UK programme, Riley and his team are working on a new way to teach coding in schools.
MakerClub

In collaboration with pedagogy experts at the University of Brighton, local teachers and user experience specialists, they're building a learning platform that focuses on programming, electronics and computer-aided design.

"Rather than the usual step-by-step construction guide, we want to create a living environment where older makers can teach younger through streaming video and live chat," Riley explains. Students can then upload their own robots for others to buy or use, with building instructions and other material hosted on a wiki-style website.

"On top of this there is also the secondary learning of maths, physics, as well as softer skills such as collaboration, problem solving and entrepreneurship. The maths comes in, for example, with our catapult -- once the kids have put it together and programmed it they can calculate distances, trajectories and all the various forces involved.

"We believe that coding is only part of the picture. We see the future is more in the internet of things."



Simon Riley, CEO, MakerClub

"Equally with the car, kids will be able to see using real data, the relationship between acceleration and speed, or that by reducing the mass, the acceleration can be increased."

The projects are simple but sneak in important lessons about physics, programming and robotics along the way. For Riley this trick is crucial to getting kids enthusiastic about what can seem a dull subject.

TRUE or FALSE?

1. MakerClub is working alone on its new project. **TRUE** **FALSE**

Justify

2. This new project is aimed at helping shop managers **TRUE** **FALSE**

Justify

Answer the following

3. How will this new project be innovative ?
4. What skills will be called upon ?
5. What is the trick to get children interested ?
6. Are schools equipped with technological devices today according to the article?
7. What could be a difficulty ?
8. Is the idea financially viable ?

What is your opinion on this innovation ?

Do you think we should have more technology in schools ?

What did you enjoy most in school ?

What would you change if you could ?

English Listening Test

April 2015

Do NOT write in pencil

Video 1 /10

You have watched the video once. Now read the questions and answer them as best you can. You will see the video 3 more times.

1. VNTANA (3)

a) What sort of company is it ?	
b) Where is it ?	
c) What does it create ?	
d) Which sectors does it create for ?	i) ii) iii)

3. Complete the blanks ... (4)

The system allows live remote a)_____ and b)
_____ concerts. It

is c)_____ and d)_____ can control the
projected

e)_____ with f)_____.

"It takes g)_____ people less than an hour to set up the

h)_____, and it can be shipped anywhere in the world."

4. How are Silicon Valley and Silicon Beach said to be different ? (1)

5. The technology sector is diverse. Matthew Goldman is with Wallaby Financial.... What does this company do and how ? (2)

Dressing smart

**How important are clothes for you ?*

** What do your clothes reveal about you ?*

** How do you choose your clothes ?*

** What role does / can technology play in this field ?*

Watch the video and answer the following ...

1. What does the speaker say our bodies are producing all the time ? – give examples ...

2. So, what's new ..?

3. Complete ...

Soon, clothes will be able to _____ or _____ even more about _____, how _____ and where _____.
_____ the power of data _____ will soon have _____.

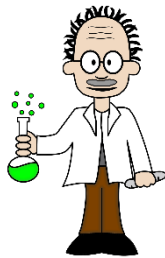
4. What advantages of this change are highlighted by the speaker ?

Can you see yourself truly dressing smart in the future ?

Do you think that such clothes will become the norm ?

Can you see any negative aspects ? How far are we willing to go ?

THE EXPERTS



Students prepare in **groups of three** an interview (1 journalist with 2 experts of different opinion or 2 experts from different fields) on a given subject.

If necessary there can be a group of 4 + a member of the public who has for example previously worked in the domain / has relevant experience and has a lot to say)

Choose your subject

Here are some examples

- How to be an ecological citizen
- Living with stress
- How technology is going to change our future
- Reality TV
- The possibility of life on another planet
- Social media and possible future outcomes
- Big brother and loss of our freedom
- Is technology ecological
- We should all learn to hack
-

Prepare at home.

You will be given some time in class to collect all your ideas and organise yourselves.

This is a marked session. It will be filmed – after all it is a tv show.

This is to be able to fully appreciate your work and to give you better feedback.

Your work is not used in any other class nor is it put on Youtube. Each group, if they wish can have a copy of their performance.

Are you ready for your interview ... ?

Don't go in blind !

Interview Questions



Interviews vary in style but more and more firms are using competency or strength-based questions.

Competency Questions

Competency-based questions focus on the competencies required for the role and the organisation, such as leadership, teamwork, intellectual ability, ability to persuade etc. You have to use real life example of where you have developed this skill.

The **STAR** method is often advised:

- **S** – Situation – What was happening? Give some context.
- **T** – Task – What did you have to do?
- **A** – Action – What actions did you take and why?
- **R** – Result – What was the end result and how did your actions make a difference?

Questions for this may include:

- Tell me about a time that you have shown sensitivity working in a team.
- Tell me about a time that you have shown leadership outside of academia.

Sometimes the interviewer will describe a situation and ask you to discuss how you would respond. For example, suppose you had three deadlines and one of your colleagues phones in sick. Your colleague was working on an important piece of work that was due that day and has asked you to complete it, but if you do you will fall behind in your existing deadlines. What would you do?

Strength Questions

Strength-based questions involve working out the candidates' strengths and weaknesses and seeing if they are suited to the role. Questions could be:

- What are you good at?
- What do you enjoy doing?
- How would your friends describe you in three words?
- What are your weaknesses?

Other Questions

There will usually also be motivational questions like the application, such as why you want to do that role or work for the organisation. They may ask why they are different from their competitors and why you specifically want to work for them and not their competitors.

Sometimes, they could ask questions in order to try to ascertain how you think. For example, they have asked friends of mine to work out the number of credit cards in the UK. For these questions, they don't care what answer you get, they just want to see that you think in a logical manner. A good place to start is the population of the UK, subtract the rough number of children and so on... Remember they don't care what your answer is as long as it's reasonable and logical. Another question I've heard is: work out the number of degrees between the two clock hands when the time is 3:15. (The answer is 7.5, but they are looking at how you try to work it out).

Overall you need to know the organisation, their aims, their clients and their services. Prepare for some standard competency-based questions and tailor your answers to the competencies required for the role, but don't make it look too rehearsed. Know why you want the job, what you could bring to the role and what distinguishes you from other candidates. General commercial awareness helps.

General tip – check out glassdoor.co.uk and search for the firm you are applying to. That will often provide you with questions that other candidates have and an overview of the application process so it's useful for preparation.

In groups :

- Find / create a job offer

Make sure it is not too long nor too complicated

The offer will be given to your classmates so that they can apply and attend an interview

Your teacher will organise the session, depending on the number of students in the group

Job Interviews

Your teacher will organise you into groups. Together you will create your job offer... (a job that will suit the greatest number)

Decide together what qualifications & skills (minimum +)

Name of the company Location and number of people employed there
<ul style="list-style-type: none">• Job title & description (keep it short)• Perks• Information about salary• Qualifications /skills required etc.• Anything else...

You should prepare questions to ask (varied and some a little difficult)

You need to choose the best candidate for the post. Make notes as you interview each applicant.

Candidate's name	Good points	Negative points

Everybody should have a CV ready. You may have the opportunity to be interviewed for a job.

If you haven't done your CV (shame on you!!) - use the following to create something basic ...

You can create a role for yourself if you wish.

- Personal particulars (you can invent!)
- Education & qualifications
- Work experience & responsibilities
- Interests
- Other skills

Be ready to answer the interviewers' questions...

You can make notes below.

At the end the employers decide who they want & why.

The applicant decides if he wants the job or not & why.

General feedback on the interviews....

Difficult questions *Why do interviewers ask difficult questions?*

“Being prepared is half the battle.”

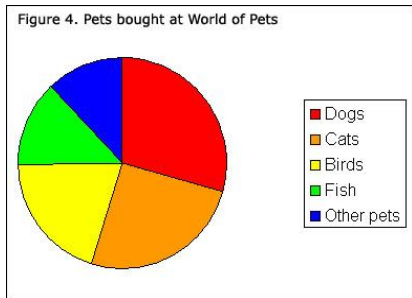
The 20 most difficult questions you'll be asked on a job interview

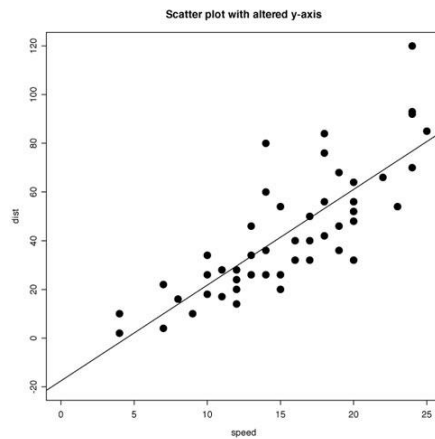
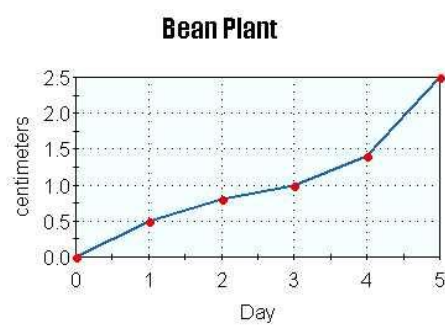
Work in groups. Discuss how you would approach answering the following difficult questions in a job interview.

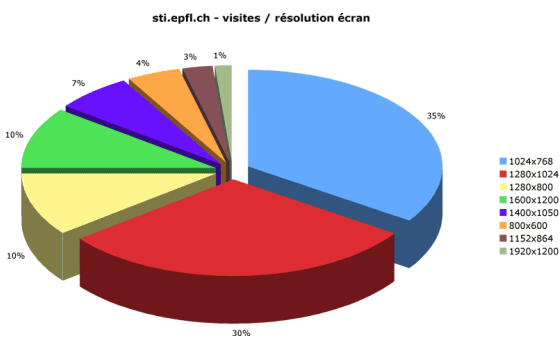
1. Tell me about yourself.
2. What do you know about our organization?
3. Why do you want to work for us?
4. What can you do for us that someone else can't?
5. What do you find most attractive about this position? What seems least attractive about it?
6. Why should we hire you?
7. What are you looking for in a job?
8. Please give me your definition of *[this job]*
9. How long would it take you to make a meaningful contribution to our firm?
10. How long would you stay with us?
11. Your CV/resume suggests that you may be under-qualified or too inexperienced for this position. What's your opinion?
12. What do you think your management style would be?
13. Are you a good manager right now? Can you give us some examples? Do you feel that you have top managerial potential?
14. What would you look for if you were hiring people?
15. What would you say are your strengths?
16. And your weaknesses?
17. What important trends do you see in our industry?
18. What do you feel this position should pay?
19. What are your long-range goals?
20. How successful in life do you think you've been so far?

DESCRIBING TRENDS

1. What is the latest trend ?
2. Look at the following figures ... What do they represent ?



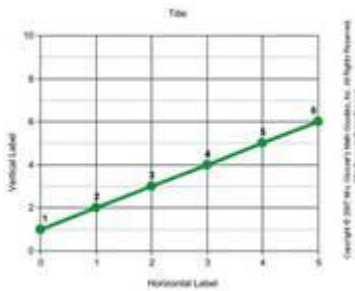




A few useful phrases :

- This table shows values for various (*ce tableau montre les valeurs des différents ...*)
- The required information is tabulated below ... (*les informations nécessaires sont présentées ci-dessous sous forme de tableau*)
- From diagrams 1 and 2 the following table may be drawn (*à partir des schémas 1 et 2 nous pouvons réaliser le tableau suivant*)

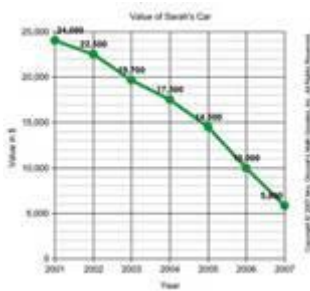
3. Look at the following graphs ... how would you describe them ?
4. What is the abscissa and the ordinate ? - What are they also known as ?



A straight line

Extras:

- a dotted line (.....)
- a broken line (-----)



A curved line



A zig-zag line

Some technical vocabulary :

- The results are plotted on the graph above
- This graph has been drawn from the results of our experiment
- If we plot 'y' against 'x'
- The second graph represents the variations of

Some of the most common vocabulary used to describe trends :

To indicate upward movement	To indicate downward movement
A rise to rise	A fall to fall
An increase to increase	A drop to drop
A climb to climb	A decline to decline
A jump to jump	A decrease to decrease
	A slump

To indicate stability and fluctuation
To level off / to level out
To remain stable to fluctuate to reach a peak

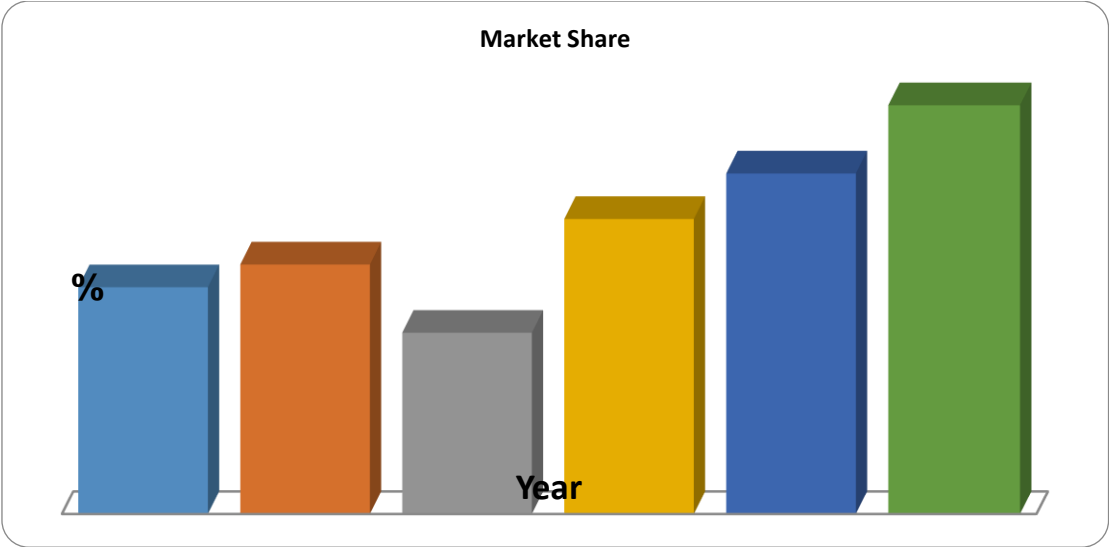
Intensifiers and softeners (indicating the extent of change)
Fractionally higher
Marginally lower
Slightly higher
A little lower
Somewhat lower
Considerably higher
Substantially higher
A great deal higher
Far lower
Much lower
Dramatically lower

Some examples :

- Sales **reached a peak** in September thanks to the new policy
- Production increased / went up **by 10%** in July
- There was **a 10% increase in** production in July
- A slump can be noticed in January
- Salaries dropped slightly in 2012
- The percentage rose **from 60% to 80%**
- The amount **stayed at** 230,000

Rates of change :

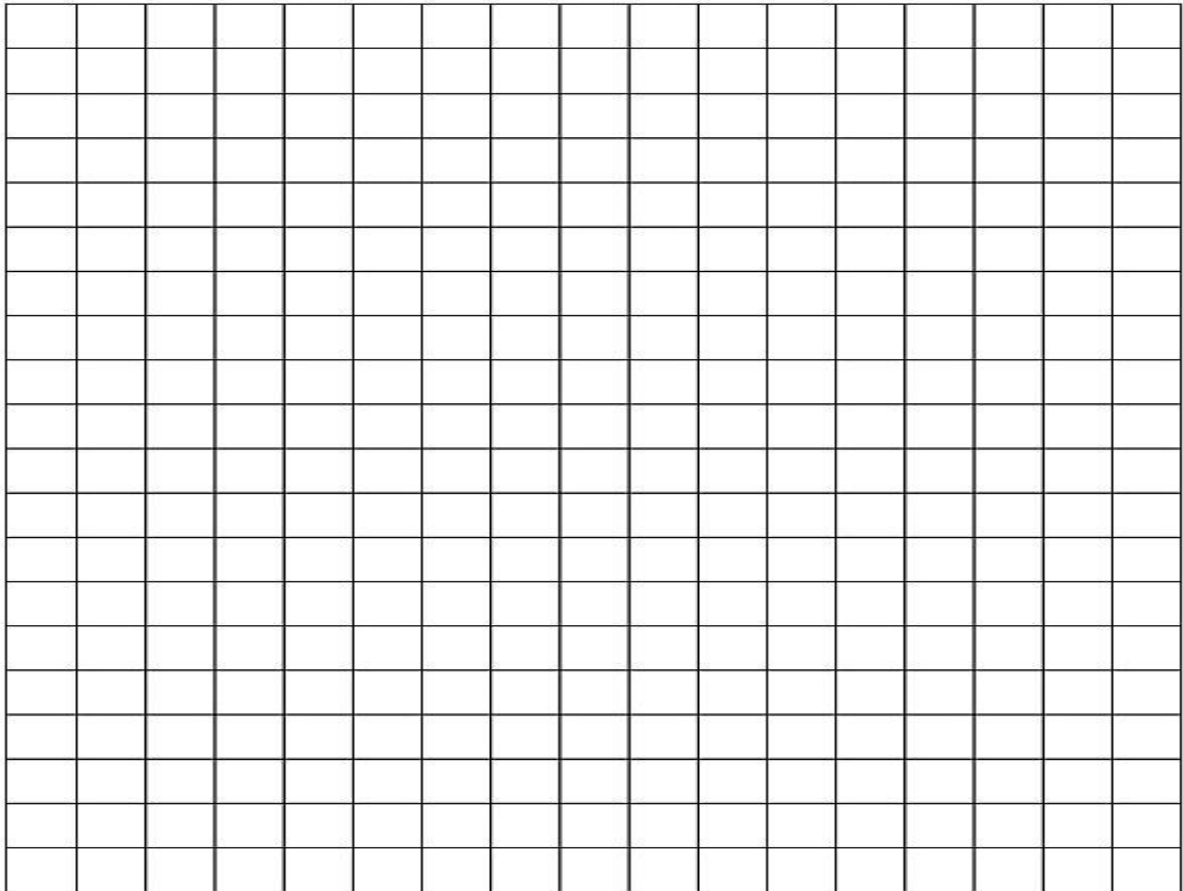
Sales rose dramatically / sharply / rapidly / steadily
There was a steady fall in temperature over the ten-year period

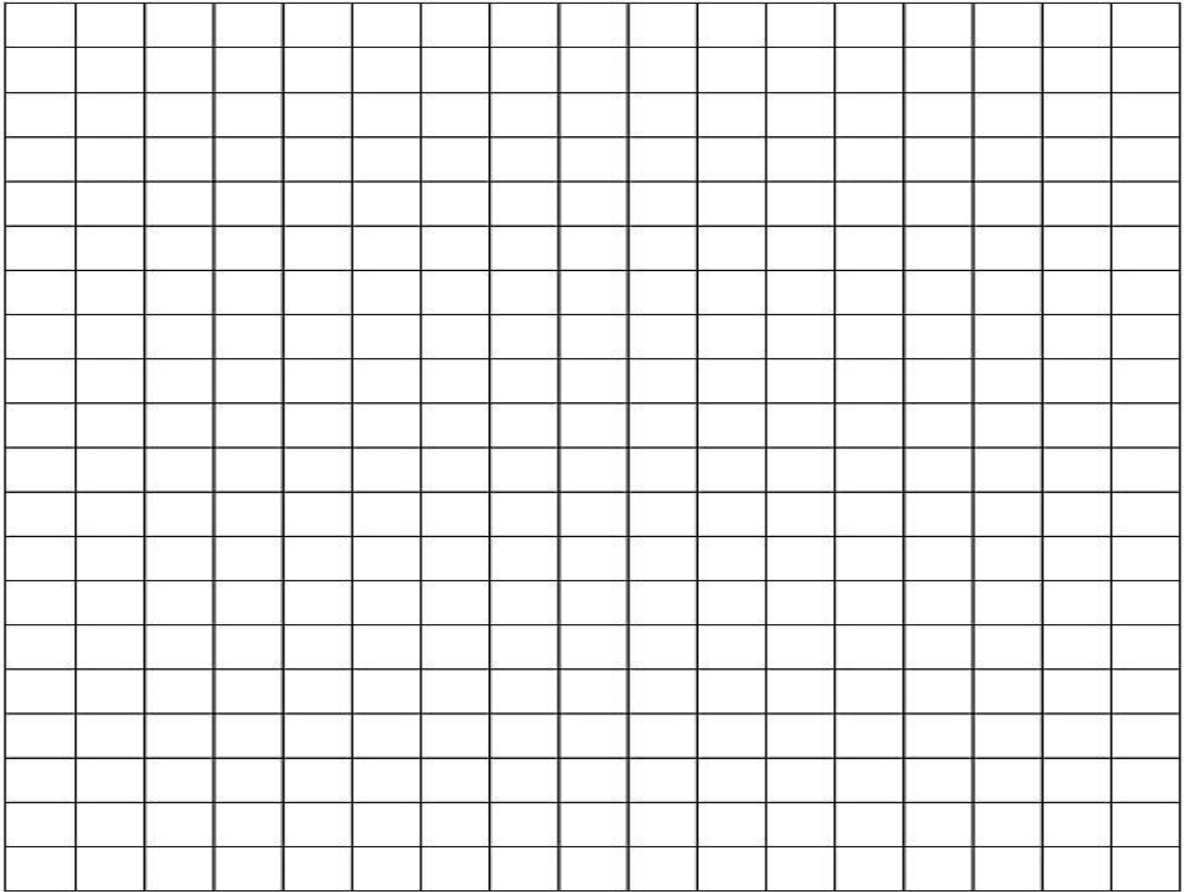


We had a (1) increase in market share in 2016, followed by a (2) fall in 2017 when we sold a brand. But a successful new brand launched in 2018 meant there was a (3) recovery that year and a (4) increase in 2019 and 2020 too.

- Now in groups plot your graph and prepare your story line.

- Present your chart to another group who will plot the graph following your description
- You will then listen to the other group's description and do the same thing
- Give feedback





ISLE OF WELMAN

Situation	30 miles off west coast Cornwall
Climate	maritime, semi-tropical
Population	850 permanent residents
Surface area	30 square miles
Industry	small fishing in local waters, sea-weed collection (sold to pharmaceutical manufacturers), and a little tourism
Access	by sea only, small poorly protected harbour

The isle of Welman is a small island thirty miles off the west coast of Britain.

The resident population is only 850 during the winter months, but visiting tourists in the summer swell the numbers to 2,500-3,000. The permanent residents enjoy tax-free privileges and other benefits even if communications with the mainland are limited to a supply ship twice a week.

The recent death of the local electrician has raised once again the problem of “new” residents from the mainland. Government pressure has been increasing over the past few years to open up new links with Welman, to expand commerce, create new jobs, new facilities, and transform a wild, and rather lonely island.

MEMBERS OF THE ISLAND COUNCIL (5 elected representatives)

Mayor George – Owner of the “Welman Arms” Pub. Traditional in manner, conservative in outlook. He likes to do what is best for his islanders.

Lord Bounty – Rich local landowner. Spends most summers elsewhere so as to avoid the tourists.

Fisherman Frank – Works the waters around the island and sees no reason why the development of commerce would help his work or life. He is the local Union representative.

Mrs Keen – Mother of four teenagers who may have to leave the island if new jobs are not created.

Mr O’Toole – Unemployed young man who makes a good supplement to his unemployment benefits by doing odd jobs, such as repairs, building etc, for the islanders, particularly the aged. Sees advantages as well as disadvantages of the project.

MAINLANDERS (7 invited representatives)

Mrs Form – In charge of the social service unit which deals with the employment problems of Welman, sees the development of the island as a chance for closer collaboration and exchange between islanders and mainlanders.

Miss Gettup – An ex-islander who was obliged to leave her island to find a job. Is now a successful restaurant manager, but sees the opportunity to return to the island if the population increases.

Mr Dave Ellop – Journalist, very concerned about the economic problems of modern society – sees the development of the island as essential.

Brian Bigbucks – Celebrity footballer, born on the island. He is willing to publicise the island once a new project is chosen.

Mr Shocase – Renewable Energy spokesman. He is keen to use the island's development as the opportunity to include solar/ wind/ geothermal projects.

Mr Goodlinx - Manager of the "Fast Ferry" company. He wants to get in quickly for any new contract possibility.

Mrs Green – Member of Friends of the Earth. She wants the island to remain unspoiled as a natural haven for all wildlife.

PROJECTS (5 projects, with 2/3 presenters each = maximum 12 minutes)

- **A reality TV show, based on the Koh-Lanta style**
- **A therapeutic centre for recovering internet addicts**
- **A computer summer camp for youngsters.**
- **A theme park**
- * **An I.T. start-up**

THE GAME

At the request of the government, a public debate is to be held to discuss the future of Welman.

The debate is organised by Mayor George, who introduces the different participants.

Then the groups present their projects.

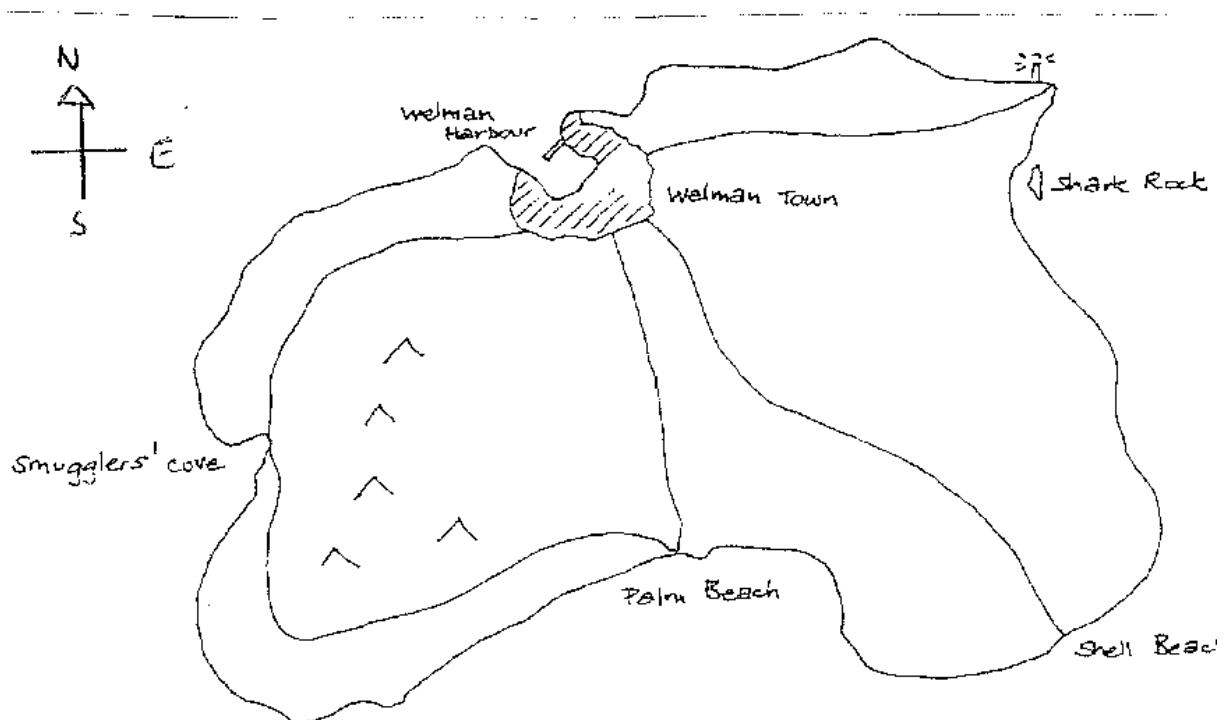
Questions may be asked after each presentation.

The debate is then opened to all so that **everyone** can express their opinion.

RULES

30-40 minutes for preparation: presentation of projects, roles, opinions, attitudes etc.

- presentation of projects, and questions and vote for the winning project.



Matching exercise

A Item	
Clock _____	1. Provides extremely fast access for sections of a program and its data
Cache _____	2. Controls all the operations in the computer
Chip _____	3. Controls the timing of signals in the computer
Mainframe computer _____	4. Holds instructions which are needed to start the computer
Input device _____	5. Used for processing large amounts of data
Wordprocessing _____	6. Used to provide data to an information processing system
Output device _____	7. Receives data and commands from an information processing system
Processor _____	8. Allows the user to add new capabilities to the computer
Expansion slot _____	9. A personal computer that fits on the top of a desk
Desktop _____	10. An organized collection of data, stored and accessed electronically.
Spreadsheet _____	11. A computer application for organization of data in a table form
ROM _____	12. A computer program intended to edit texts
Database _____	13. An integrated circuit

