



**L3 Sciences de l'éducation S1 2023-24**  
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**En complément aux cours vous pouvez travailler dans le centre de ressources langues E118 ou participer aux activités et cours ponctuels ou réguliers organisés par la Maison des Langues.**

<https://www.u-picardie.fr/services-communs/mdl/bienvenue/>

Si vous faites 15 heures d'activités supplémentaires dans le cadre des propositions de la Maison des Langues vous pouvez valider vos efforts sur un passeport Maison des Langues et obtenir un point bonus sur votre moyenne d'anglais. (Nautilus, CRL, activités ponctuels) Si vous suivez un cours supplémentaire vous avez 0,1 sur la moyenne générale. (C1 Citadelle mardi 9H-11H, A2 Citadelle mardi 10h-12H, A2+/B1 Mercredi Citadelle 9H-11H, autres cours jeudi après-midi aux Minimes) Vous avez aussi la possibilité de passer le TOEIC ou Linguaskills. Certifications payantes mais utiles pour votre C.V Sur le ENT vous trouverez les activités à distance qui peuvent être validés Nautilus Les inscriptions aux cours complémentaires se trouvent sur le ENT pratiques valorisées.

**Vous devez tous faire les activités sur le page moodle** (même si vous êtes dispensés d'assiduité.) Vous y trouverez aussi les documents du cours.

<https://pedag.u-picardie.fr/moodle/upjv/course/view.php?id=929>

Pour contacter Mme Williams utilisez votre adresse courriel UPJV et indiquez votre année spécialité et groupe.

**A la fin de l'année il y a un test de niveau et une attestation avec votre niveau d'anglais du cadre européen commune de référence. Ceci peut être demandé pour des candidatures en Master. Master Meef International demande un niveau B2 par exemple.**

Evaluation Niveau européen /12				
	A1	A2	B1	B2/C
Production écrite/ orale	Capable de produire de très courts message sur soi et son environnement proche  /1	Capable de produire des messages simples sur thèmes quotidiens  /4	Capable de produire des messages, factuels et descriptifs, ou en lien avec des intérêts personnels /9	Capable d'exprimer et de nuancer son opinion, de produire des messages complexes sur des thèmes divers /12
Points du cours /8				
	Non acquis	En cours d'acquisition	En bonne voie	Acquis
Références culturelles au monde anglophone		0,5	1	2
Points linguistiques (structures grammaticales)		0,5	1	2
Réinvestissement du lexique		0,5	1	2
Articulation et cohérence du discours (style, aisance, connecteurs, ...)		0,5	1	2
				TOTAL: /20

### Class 1

#### Disability brainstorming

To be disabled/to have a disability (avoid handicapped/handicap)

We will brainstorm vocabulary together. A mindmap will be on the moodle after the first class. Think of adjectives to describe disability, equipment needed, official medical terms, problems faced by the disabled, words not to use.

The word disabled comes from the verb to be able to/to not be able to do something

**Personal experience**

**First watch 'Ticket without a seat'. Retell the story.**

Discuss:

Do you know anyone who is disabled?

Have they been disabled from birth or have they become disabled?

What problems do they have? What help do they need?

Have you ever helped someone who is disabled?/had a good friend who is disabled?/seen examples of discrimination?

What help is given in schools to disabled pupils? Did you have any disabled pupils in your class or when you have been doing teaching observation and practice?

**Watch a video about a partially sighted boy called Theo and take notes.(link on the moodle)**

Disability
Details of the disability
What he/she can/can't do
Special needs/help
Interests, likes, dislikes
Friends and family
Message/qualities

**Write a text in groups to describe a typical day in the life of Theo.(After the class you can see a simple B1 level example on the moodle)**

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**Famous People With Disabilities Quiz**

This exercise lists famous people whose names and accomplishments are probably familiar to you. However, you might not know that they are or were a person with a disability. The individual is listed by their accomplishment in categories.

Match the person in the first column with his/her disability in the second column. Draw a line between the person and their disability.

### Actors and Actresses

Name	Disability	Pronunciation
Marlee Matlin	Diabetes	Dia'betes
Danny Glover	Cerebral Palsy	
Geri Jewell	Down's Syndrome	
Ben Stiller	Stutter	
Tom Cruise	Deaf	
Mary Tyler Moore	Dyslexia	
Halle Berry	Parkinson's disease	
Bruce Willis	Bipolar Manic Depression	
Chris Burke	Epilepsy	
Michael J. Fox	Diabetes	

### Musicians

Name	Disability
Ludwig van Beethoven	Blind
Ray Charles	Deaf
Stevie Wonder	Depression, Alcoholism
José Feliciano	Blind
Billy Joel	Depression, Drug Addiction
Kurt Cobain	Spina Bifida
John Cougar Mellencamp	Multiple Sclerosis
Alan Osmond	Blind

### Homework

Now follow the instructions on the Moodle section 1. You must do all the activities there, before the next class in 2 weeks. Your teacher will check that you have done the work and you need the work for the next class.

**Class 2 (half the class for one hour the other hour is for the Moodle work.)**

Make groups and tell the others about your video and the charity which helps. Take notes.

	Archie	Phoebe	Alexandra	Robbie
Disability				
Details of the disability				
What he/she can/can't do				
Special needs/help				
Interests, likes, dislikes				
Friends and family				
Message/qualities				

Cerebral palsy. SCOPE Archie

Diabetes. Diabetes UK Phoebe

Downs Syndrome. Mencap Alessandra

Epilepsy.UK Robbie

**Homework**

As a preparation for class 3 learn about Paralympic sport by doing the test your knowledge quiz on the Moodle. Follow the instructions for a written homework to be posted on the moodle. No translators please!

**Class 3 L3 S1**

**What it means to be superhuman.**

You are going to watch some of the biggest names in paralympic sport from the GB team at Rio discuss what the word 'disability' means to them.







**Match the pictures to the equipment, which helps disabled people.**

wheelchair prosthetic foot ramp hoist seeing dog/guide dog crutches hearing aid stairlift

Look at this picture of Hugh Herr. What do you notice ?

Vocabulary **amputee** and **prosthetic limb**



At the age of 17 Hugh Herr was one of America's best climbers. In 1982 he had to have his two legs **amputated** after an accident and severe **frostbite**. A few months later he began climbing again and he studied biophysics at MIT (Massachusetts Institute of Technology) and began to do work on leg **prostheses**.

You are going to watch a Ted talk about David Sengh from Sierra Leone. Growing up there, he was aware that many people had lost limbs during the civil war and he became involved in research at MIT to improve **prosthetic limbs** using technology.



## Key Words

Match the meaning with the definition.

- 1 A **prosthesis** takes the place of a missing limb for amputees.
- 2 A patient who can't change the position of their body easily can get **pressure sores**.
- 3 The **magnetic resonance imaging (MRI)** scan showed where my leg was broken.
- 4 When a person's arm comes out of their **shoulder socket** it's quite easy to put back in place.
- 5 Patients who have to spend a lot of time in bed find that **pillows** can make them more comfortable.
- 6 Paralympic athletes compete in sports classified by their **disability**

A an artificial part of the body

B a type of medical technology that takes pictures of the body

C soft cushions

D painful damage to the skin

E a cup-shape device that another part fits into

F a physical or mental condition that can affect the way a person functions.

Watch the Ted talk 'The sore problem of prosthetic limbs' without the subtitles.

[https://www.ted.com/talks/david\\_sengeh\\_the\\_sore\\_problem\\_of\\_prosthetic\\_limbs?language=en](https://www.ted.com/talks/david_sengeh_the_sore_problem_of_prosthetic_limbs?language=en)

T/F

David was a young man during the civil war. **T/F**

Many people who had suffered amputation couldn't afford prosthetic limbs. **T/F**

The prosthetic limbs available in Sierra Leone, were painful to wear. **T/F**

While he was doing his PhD, David developed a solution to the prosthetic problem. **T/F**

The sockets he made are expensive to make. **T/F**

Watch the Ted talk 'The sore problem of prosthetic limbs'

Watch again and complete the summary 0 .00-2.20

<u>acceptable</u>	<u>as a result of</u>	<u>before</u>
<u>easy to</u>	<u>find</u>	<u>didn't fit</u>
<u>make</u>	<u>promised himself</u>	

1. About 8000 men, women and children were amputees [[\_\_\_\_\_]] the war in Sierra Leone. 2. David Sengh [[\_\_\_\_\_]] that he would contribute to a better future for his country. 3. The main problem with prosthetic limbs was that they [[\_\_\_\_\_]]. 4. It can take years for an amputee to [[\_\_\_\_\_]] a prosthesis that is comfortable. 5. Davis Sengh thought that conventional uncomfortable prosthetics were not [[\_\_\_\_\_]] in today's world.

2.20 -3.45

**Put the events a-e in order.**

- A He got very positive feedback from a recent trial.
- B. They discussed solving the problem of painful sockets.
- C. He produced the sockets with a 3D printer.
- D He met Professor Hugh Herr a researcher and amputee, who still continued climbing.
- E He used medical technology to look at individual patients.

3.45 to the end

**What is the message of his talk ?**

What technological innovations need to be developed or installed in France to make life easier for disabled people ? What are the difficulties which disabled people face?

**Choose the meaning of the word in italics.**

1. One of the things that *troubled* me was that many amputees would not use their prostheses.
- A angered
  - B pleased
  - C worried
2. If your prosthetic socket is uncomfortable , you will not use your leg and that is *simply unacceptable* in our age.
- A almost
  - B sadly
  - C totally
3. He asked me if i knew how to solve the problem. I said, 'No, not yet, but i would love to *figure it out.*'
- A calculate the cost
  - B find the answer
  - C help you with it

**Homework**

Now follow the instructions on the Moodle to prepare class 4 and to make a short recording to post on the Moodle. For class 4 you must prepare to present a Ted talk to the class relating to disability. **in your own words**. The class will be divided into groups, one hour each. Short presentation of 2/3 minutes. Only key words on the board/power point / a paper to be used. So that you choose different subjects please post your choice on the Moodle.

Who is the person? What is their disability? What challenges have they faced? What is their message?

### **Homework**

At home on the moodle page study the video and do the exercises relating to gerunds and infinitives.

## **Class 5 L3 S1**

### **Gerunds and infinitives**

#### **Verb plus infinitive**

##### **Modals**

I must work harder

I can see her

I would rather go home

##### **plus object**

He let her go home

he made me work hard

**BUT IF YOU CHANGE TENSE with modals !!**

He won't be able to come

He had to leave

##### **Plus ing**

#### **Strong emotions**

like, love, hate, enjoy, can't stand and many other verbs too !

I can't stand/I don't like listening to loud music

##### **Plus to**

Many verbs such as hope, want ,manage

He managed to open the door

He had hoped to go to university

Some verbs both are possible with or without a change in meaning

I remember /forgot seeing him(about a past event)

I remembered to/forgot to buy the bread(intention)

I need to buy a computer(personal)

My computer needs repairing (by someone else)

### Vocabulary

to manage

to pretend

to give up

sell by date

to fancy

to be worth

to carry on

to look forward to

Manage to	Worth + ing
Practise =+ing	Needs +ing
Pretend to	Tried to
can't stand + ing	imagine +ing
Risk +ing	Rather read
Give up + ing	Mind + ing
Tend to	Remember +ing
Let you + V	Make you do
Forget to	Carry on+ing
fancy+ing	Look forward to +ing
Recommend+Ing can't help + ing	Prefer to

## Student A

Complete the **sentence** with the correct form of the verbs in brackets.

**A** Ask your partner the questions

Answer **B's** questions and discuss.

- 1 Could you manage \_\_\_\_\_ for a week without your phone? **(live)**
- 2 Do you ever get the chance to practise \_\_\_\_\_ English outside class? **(speak)**
- 3 If you really hated your friend's \_\_\_\_\_ partner, would you pretend \_\_\_\_\_ him / her? **(like)**
- 4 Is there any kind of housework you can't you stand \_\_\_\_\_? **(do)**
- 5 What kind of things do you tend about? **(worry)**
- 6 Did your parents let you \_\_\_\_\_ in the street when you were a child? **(play)**
- 7 Do you sometimes forget \_\_\_\_\_ things or do you have a good memory? **(do)**
- 8 Is there a city or country that you really fancy \_\_\_\_\_? **(visit)**
- 9 Are there any apps you'd recommend \_\_\_\_\_? **(get)**
- 10 Is there a TV programme you can't help \_\_\_\_\_ even though you don't think it's very good? **(watch)**

## Student B

Complete the sentence with the verb in the correct form. Ask your partner the questions and discuss.

1. Do you think it is worth \_\_\_\_\_ a yearly medical check up? (have)
2. Is there anything that really needs \_\_\_\_\_ to your house or flat or room? (do)
3. Have you ever tried \_\_\_\_\_ flatpack furniture? (assemble)
4. Would you rather \_\_\_\_\_ an e-book or a paperback book? (read)
5. Are there any jobs in the house that you don't mind \_\_\_\_\_? (do)
6. Do you remember \_\_\_\_\_ your best friend for the first time? (meet)
7. Have you ever had to stop \_\_\_\_\_ a food for health reasons? (allergy etc) (eat)
8. Do you think you will carry on \_\_\_\_\_ English next year? (study)
9. Is there a film you are looking forward to \_\_\_\_\_? (see)
10. Would you prefer \_\_\_\_\_ a week in the country or by the beach? (spend)

## Ted Talk

# What happens when you have a disease doctors can't diagnose?

## Jennifer Brea

[https://www.ted.com/talks/jen\\_brea\\_what\\_happens\\_when\\_you\\_have\\_a\\_disease\\_doctors\\_can\\_t\\_diagnose](https://www.ted.com/talks/jen_brea_what_happens_when_you_have_a_disease_doctors_can_t_diagnose)



## Pronunciation

Medical words are often fairly transparent, but difficult to say. Examples

Myalgic encephalomyelitis M.E Chronic Fatigue Syndrome Encéphalomyélite Myalgique(EM),  
Syndrome de Fatigue Chronique (SFC).

Put the following medical words that you will hear in the Ted Talk, in the correct stress patterns.

Specialist metabolism hypochondriac                      neurologist dermatologist  
endocrinologist                      cardiologist psychiatrist multiple sclerosis epilepsy  
inflammation

\_\_\_\_\_ ° \_\_\_\_\_ neurological \_\_\_\_\_

\_\_\_\_\_ ° \_\_\_\_\_

\_\_\_\_\_ ° \_\_\_\_\_

\_\_\_\_\_ ° \_\_\_\_\_

° \_\_\_\_\_

\_\_\_\_\_ ° \_\_\_\_\_

° \_\_\_\_\_

\_\_\_\_\_ ° \_\_\_\_\_

**Part one 0.0-6.31 Complete the table with notes about Jennifer Brea**

Name	Jennifer Brea
5 years ago she was	
Her first health problems were  What did the neurologist think were the causes and what did he diagnose?	
What happened when she walked home and after?	
What did she then discover?Note the numbers and statistics	

**Now compare your notes with a partner.**

**Part two 6.31-9.20**

She researched what the neurologist thought was wrong with her ‘conversion disorder’ and discovered that this was previously called hysteria. She discovered that for centuries people like her were thought to be hysterical. Later Freud had developed an idea that physical symptoms could be caused by painful memories and emotions. People with M.E have frequently (and sometimes still are) been

given psychological explanations. In the past this was the same for epilepsy and multiple sclerosis.

### **Part three 9.20-10.05 and**

### **11.06 -12.09 Complete**

The US spends \$\_\_\_\_\_per year per patient on Aids, \$\_\_\_\_\_on MS and \$\_\_\_\_\_on M.E.

Since the 1950's rates of autoimmune diseases have\_\_\_\_\_to

\_\_\_\_\_

\_\_\_\_\_ % of patients are initially told they are \_\_\_\_\_

\_\_\_\_\_ % of patients are \_\_\_\_\_

### **12.09 -14.27**

Jennifer has hope because progress has been made in the diagnosis and treatment of epilepsy and MS. Some research is now being done into M.E and patients themselves are helping one another and sharing information and experiences.

### **Part four 14.27-end**

**Read the conclusion. Try to guess the missing words. Check by watching the video.**

I came together with p\_\_\_\_\_around the w\_\_\_\_\_and we started to f\_\_\_\_\_. We have filled the v\_\_\_\_\_with something w\_\_\_\_\_but it is not e\_\_\_\_\_. I still don't know if I will ever be a to r\_\_\_\_\_again or walk any d\_\_\_\_\_or do any of those k\_\_\_\_\_things that I only do in my dreams. But I am so g\_\_\_\_\_for how far I have come. P\_\_\_\_\_is slow and it is \_\_\_\_\_and down, but I am getting a little b\_\_\_\_\_every day.

I remember what it was like, when I was s\_\_\_\_\_in that bedroom, when it had been m\_\_\_\_\_since I had seen the sun. I thought I would d\_\_\_\_\_there. But here I am today with you and that is a m\_\_\_\_\_

### **Homework**

Before the final class you must do the timed online quiz about the gerunds and infinitives and can and to be able. In the final class we will finish watching the film 'Unrest'. There will be some writing to do. If you miss the class, you will have to come to the CRL to watch the film