




English Class – 4^e

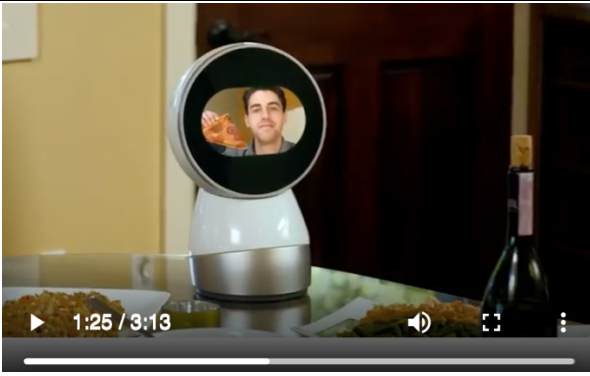

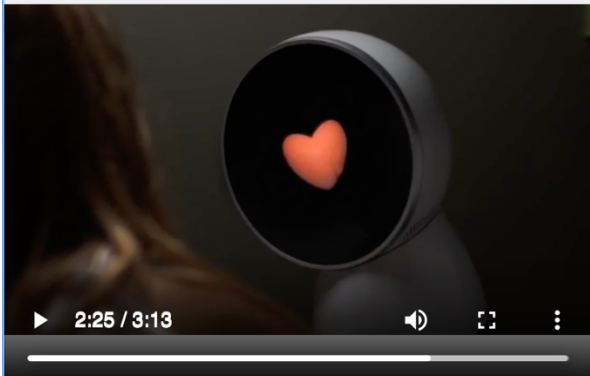
WEEK 2

COURSE 4

1. Watch the video 'JIBO' and complete the table

→ Regarde la vidéo 'JIBO' et complète le tableau

	Take notes of what you understand	List the things JIBO can do/ what he is
		
		
		

		
		
		
<p>Other information <i>Ecris ici tout ce que tu as compris d'autre dans la vidéo</i></p>		

Rappel/Point grammaire :

Can + base verbal (verbe à l'infinitif) = pour exprimer ce qu'on peut faire.

Ex: Jibo can teach.


A la voix négative = **can't / cannot**

Ex: He can't take a shower.

2. Write a presentation of one of the two robots using the given information. Don't confuse 'to' and 'for'

→ *Ecris une presentation d'un des deux robots ci-dessous en utilisant les informations données. Attention à ne pas confondre 'to' et 'for' pour exprimer 'pour' (revois la leçon de grammaire de la semaine dernière)*

Curiosity



- Now:**
exploration
visit Mars
analyse the composition of rocks
- In the future:**
create a 3D map of Mars

HD2



- Now:**
security
find bombs
destroy landmines
make a place safe
- In the future:**
analyse danger by itself

Curiosity is a robot

.....

It is used

.....

It can

.....

It will be able to

.....

.....

HD2 is a robot

.....

It is used

.....

It is useful

.....

It can

.....

It will be able to

.....

.....

3. Homework: Monday 30/03

Create your own robot!

You want a robot made just for you by the Robots company.

**Write them an email to describe your request. What activity sector?
What functions and ability can you imagine?**

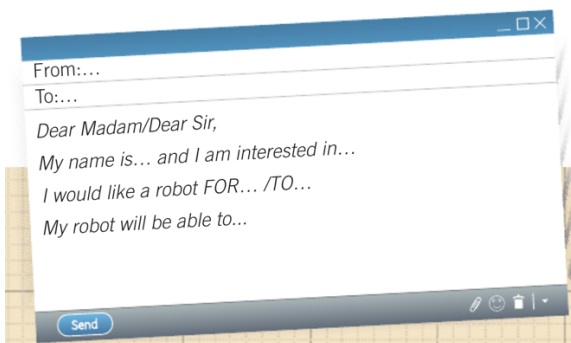
- **Write about 75 words**
- **Use 'to' and 'for'**
- **Use can and can't**
- **Use the vocabulary of robots**
- **Use the codes of emails**

→ *Crée ton robot !*

Tu veux un robot personnalisé créé par l'entreprise 'Robots'.

*Ecris-leur un mail pour décrire quel robot tu veux : quel secteur d'activité ?
Quelles fonctions et capacités ?*

- Ecris environ 75 mots
- Utilise 'to' et 'for' correctement
- Utilise can/can't correctement
- Utilise le vocabulaire vu depuis le début de la séquence
- Utilise les codes de l'email (voir exemple ci-dessous) :




Le devoir est à déposer dans le casier créé sur l'espace collaboratif en PDF si possible et avec votre nom dedans ! Vous pouvez aussi me l'envoyer par mail sur ma messagerie OZE ou à cette adresse : sophie.maetz@ac-versailles.fr

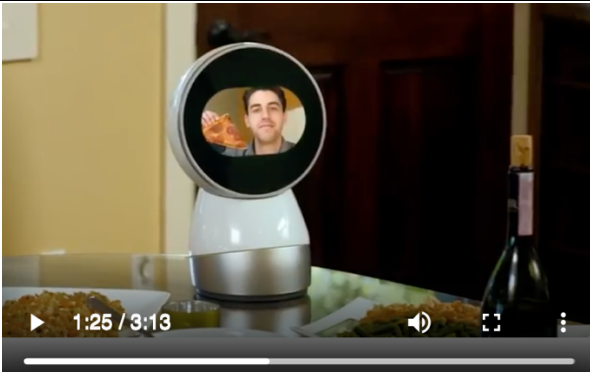

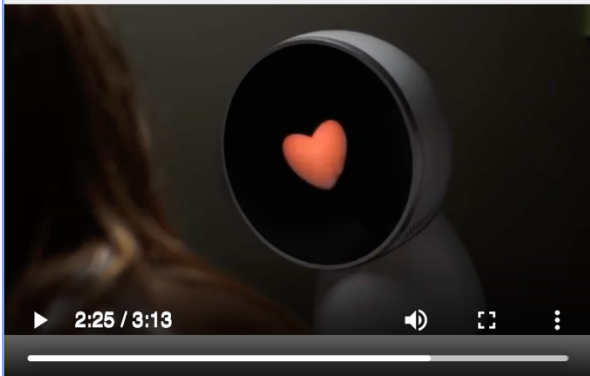
Ce devoir est à envoyer avant lundi midi, et il sera **noté**.

Je suis disponible pour répondre à vos potentielles questions !

COURSE 4 – CORRECTION

1. Watch the video ‘JIBO’ and complete the table

	Take notes of what you understand	List the things JIBO can do/ what he is
	<p>World’s best cameraman</p> <p>Jibo, take the picture!</p>	<p>He can independently take videos and photos.</p>
	<p>A hands’ free helper</p> <p>Excuse me, Melissa just sent a reminder</p> <p>Thanks, Jibo</p>	<p>You can talk to him, he can talk to you back.</p>
	<p>He is an entertainer and educator</p> <p>Interactive applications</p> <p>Where did you go?</p>	<p>He can teach.</p>

	<p>Teleportation device.</p> <p>I want turkey pizza.</p>	<p>You can turn him and look wherever you want.</p>
	<p>Welcome home!</p> <p>Can you order some takeout for me? → Chinese?</p>	<p>He'll be able (= être capable de) to connect to your home</p> <p>He can order food.</p>
	<p>Good night Jibo.</p>	<p>He is not just a connected device. He is one of the family.</p>
<p>Other information <i>Ecris ici tout ce que tu as compris d'autre dans la vidéo</i></p>	<p>What if technology :</p> <ul style="list-style-type: none"> - treated you like a human being - helped you to feel closer to the ones you love - helped you like a partner <p>Jibo is not only a tool.</p>	

Rappel/Point grammaire :

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Ex: He can't take a shower.

2. Write a presentation of one of the two robots using the given information. Don't confuse 'to' and 'for'

Curiosity



Now:
exploration
visit Mars
analyse the composition
of rocks

In the future:
create a 3D map of Mars

HD2



Now:
security
find bombs
destroy landmines
make a place safe

In the future:
analyse danger by itself

Curiosity is a robot for exploration.

.....

It is used to visit Mars.

.....

It can analyse the composition of rocks.

.....

It will be able to create a 3D map of Mars.

.....

HD2 is a robot for security.

.....

It is used to find bombs.

.....

It is useful to destroy landmines.

.....

It can make a place safe.

.....

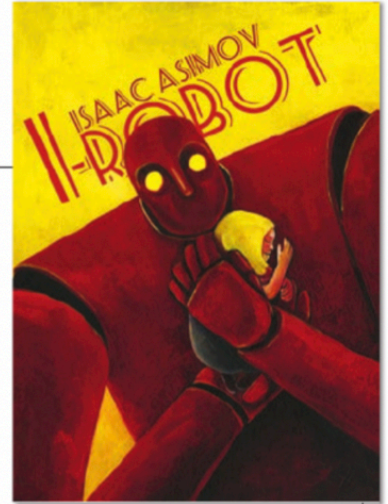
It will be able to analyse danger by itself.

.....

COURSE 5

1. Read the text and answer the questions

→ Lis ce texte sur les robots et répond aux questions



“You listen to me, George. I won’t have my daughter entrusted to a machine — and I don’t care how clever it is. It has no soul, and no one knows what it may be thinking. A child just isn’t made to be guarded by a thing of metal.”

[George] Weston frowned, “When did you decide this? He’s been with Gloria two years now and I haven’t seen you worry till now.”

“It was different at first. It was a novelty; it took a load off me, and — and it was a fashionable thing to do. But now I don’t know. The neighbors —”.

“Well, what have the neighbors to do with it? Now, look. A robot is infinitely more to be trusted than a human nursemaid. Robbie was constructed for only one purpose really — to be the companion of a little child. His entire ‘mentality’ has been created for the purpose. He just can’t help being faithful and loving and kind. He’s a machine-made so. That’s more than you can say for humans.”

[...]

“That’s just it, George! She won’t play with anyone else. There are dozens of little boys and girls that she should make friends with, but she won’t. She won’t go near them unless I make her. That’s no way for a little girl to grow up. You want her to be normal, don’t you? You want her to be able to take her part in society.”

“You’re jumping at shadows, Grace. Pretend Robbie’s a dog. I’ve seen hundreds of children who would rather have their dog than their father.”

“A dog is different, George. We must get rid of that horrible thing. You can sell it back to the company. I’ve asked, and you can.”

“Robbie”, an extract from *I, Robot* by Isaac Asimov, 1950

Révision : Trouve dans le texte comment on exprime le futur à la forme négative en anglais.

Te rappelles-tu de la forme positive ?

	Forme positive	Forme négative
FUTUR		

LEVEL 1

1 Write down the nouns and names referring to the characters.

2 Identify the main topics.

3 Concentrate on the beginnings of paragraphs 1, 2, 5, 6 and 7. Who is talking?

4 Can you guess who’s talking in paragraphs 3 and 4?

5 Deduce the relationships between the characters and what they’re doing.

6 Read the first sentences of each paragraph. What do they tell you about the type of conversation the characters are having?

LEVEL 2

1 Pick out all the references to Robbie.

Paragraph 1:

Paragraph 3:

Paragraph 4:

Paragraph 7:

2 What are the characters' opinions about it?

2 What are the characters' opinions about it?

LEVEL 3

3 Read paragraph 5 again and concentrate on what you understand.

Your notes:

.....
.....
.....

Who is Grace talking about?
What is the problem?

What does Grace want her daughter to do?

4 Read paragraph 6 again and concentrate on what you understand.

Your notes:

.....
.....
.....

What is George talking about?
What's his main argument?

What do you feel like when you see shadows in the dark? Can you now guess the meaning of the expression "You're jumping at shadows"?

5 Read the last paragraph. Do they come to an agreement?

COURSE 5 – CORRECTION

Révisions : Exprimer le futur en anglaise

	Forme positive	Forme négative
FUTUR	WILL + base verbale <i>Ex : My robot will be the best.</i>	WON'T + base verbale (ou will not) <i>Ex: She won't go near them (l.27)</i>

LEVEL 1

- ① Write down the nouns and names referring to the characters.

...George, my daughter, a child, Weston, Gloria, Robbie, Grace.....

- ② Identify the main topics.

...The daughter and the robot, Robbie.....

- ③ Concentrate on the beginnings of paragraphs 1, 2, 5, 6 and 7. Who is talking?

...Grace and George Weston.....

- ④ Can you guess who's talking in paragraphs 3 and 4?

...Grace and George Weston.....

- ⑤ Deduce the relationships between the characters and what they're doing.

...George and Grace are probably husband and wife. They are parents.....

...This is a conversation between two parents talking about their daughter and.....

...the robot. The name of the robot is Robbie.....

- ⑥ Read the first sentences of each paragraph. What do they tell you about the type of conversation the characters are having?

...The characters disagree: this is a quarrel. They are arguing.....

LEVEL 2

- ① Pick out all the references to Robbie.

Paragraph 1: ...“a machine”, “clever”, “no soul”, “a thing of metal”.....

Paragraph 3: ...“it was a novelty”, “it was a fashionable thing”.....

Paragraph 4: ...“the companion of a little child”, “faithful and loving and kind”,.....

...“machine-made”.....

Paragraph 7: ...“that horrible thing”.....

2 What are the characters' opinions about it?

Grace thinks Robbie is just a machine. She liked it at first because it helped her a lot and it was fashionable, but now she thinks it's a horrible thing.
George thinks Robbie is a good companion for a child and that it is faithful, loving and kind.

LEVEL 3

<p>3 Read paragraph 5 again and concentrate on what you understand.</p>	<p>4 Read paragraph 6 again and concentrate on what you understand.</p>
<p>Your notes: She won't play with anyone else / dozens of little boys and girls / be normal / take part in society</p>	<p>Your notes: Pretend Robbie is a dog.</p>
<p>Who is Grace talking about? What is the problem? She is talking about her daughter = her little girl. Her daughter won't play with other children.</p>	<p>What is George talking about? What's his main argument? He's talking about Robbie. He thinks Robbie is like a pet. Pets are faithful, loving and kind. Grace shouldn't worry.</p>
<p>What does Grace want her daughter to do? Grace wants her daughter to play with other children, to have friends, to be normal and sociable.</p>	<p>What do you feel like when you see shadows in the dark? Can you now guess the meaning of the expression "You're jumping at shadows"? Grace worries too much.</p>

5 Read the last paragraph. Do they come to an agreement?

No because Grace wants to sell Robbie back to the company.

COURSE 6

1. Read the questions, watch the video and answer the questions

→ Lis d'abord les questions, puis regarde la vidéo 'Humans' et enfin, répond aux questions



LEVEL 1

1 Watch from the beginning to 00:16 min. What is this TV series about?

2 Watch the entire video. What can the robots do?



3 Watch the video again and concentrate on what you understand.

a Select the adjectives that best describe the synthetics.

friendly	emotionless	dangerous	creepy	neutral	helpful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	aggressive	shy	demonstrative	nice	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

b Explain your choice.

Eg: I think they are/are not... because they...

c Can you think of other adjectives?

LEVEL 2

4 Pay attention to what each character says, then reformulate their opinion. Are they for or against synthetics?



What each character says.	Reformulate their opinion.	For or against synthetics?
"the best thing you will do for your family"		<input type="checkbox"/> for <input type="checkbox"/> mixed feelings <input type="checkbox"/> against
"I don't want it in the kitchen, you're taking it back." "You brought it into the house and we don't know anything about it." "I'm watching you."		<input type="checkbox"/> for <input type="checkbox"/> mixed feelings <input type="checkbox"/> against

<p>“I’m not taking it back.”, “It’s a machine.”</p>		<input type="checkbox"/> for <input type="checkbox"/> mixed feelings <input type="checkbox"/> against
<p>“I’m happy with the one I’ve got.”</p>		<input type="checkbox"/> for <input type="checkbox"/> mixed feelings <input type="checkbox"/> against
<p>“You’re pretending to be so much less than what you are.”</p>		<input type="checkbox"/> for <input type="checkbox"/> mixed feelings <input type="checkbox"/> against

2. Point de grammaire + exercice : exprimer le conditionnel avec WOULD

Would est le prétérit de **will**

Il permet d’exprimer une **supposition irréaliste**.

Il s’utilise avec **if + prétérit (si + prétérit)**.

Ex : If I had a robot, it would carry my bag.

→ *Si j’avais un robot, il porterait mon sac.*



Exercise 6 Conditional

- Use the conditions and the consequences given to write about a possible life with robots.
= Utilise les éléments situationnels et les conséquences proposés pour raconter une vision possible de la vie avec des robots.

Eg: have a robot / carry my bag → If I had a robot, it would carry my bag.

If...	... would...
create - a robot	sleep during the trip
domestic robots - exist	obey me
car - drive automatically	(we) not control them
robots - be more intelligent than humans	house - be clean

3. Use the video and **WOULD** to explain what robots would do if they were perfect (just like in 'Humans')

→ Maintenant utilise la vidéo 'Humans' et le point de grammaire sur **WOULD** pour expliquer ce que feraient les robots s'ils étaient parfaits, mieux que les hommes (ex : ils contrôleraient le monde, ils domineraient les humains, etc...)

If robots were perfect, they would

They would

They would

They would

They would

COURSE 6 - CORRECTION

1. Read the questions, watch the video and answer the questions

LEVEL 1

1 Watch from the beginning to 00:16 min. What is this TV series about?

...This is a society where everybody can buy a robot that looks just like a human.....
.....

2 Watch the entire video. What can the robots do?

...These robots can look after children, do the housework, take care of the elderly / sick.....
...people, do community service, do manual jobs.....
...They can do anything but there seems to be a problem with the synthetics.....

3 Watch the video again and concentrate on what you understand.

a) Select the adjectives that best describe the synthetics.

friendly emotionless dangerous creepy neutral helpful
aggressive shy demonstrative nice

b) Explain your choice.

Eg: I think they are/are not... because they...

...Réponse libre.....
.....
.....

c) Can you think of other adjectives?

...scary, efficient, polite, emotional, dangerous, threatening, cooperative.....
...supportive, loyal, faithful, kind, deceitful, false, unreliable.....

What each character says.	Reformulate their opinion.	For or against synthetics?
“the best thing you will do for your family”	<p>...They are so helpful.....</p> <p>...They will make your life easier / better.....</p> <p>.....</p>	<input checked="" type="checkbox"/> for <input type="checkbox"/> mixed feelings <input type="checkbox"/> against
<p>“I don’t want it in the kitchen, you’re taking it back.”,</p> <p>“You brought it into the house and we don’t know anything about it.”,</p> <p>“I’m watching you.”</p>	<p>...I don’t like synthetics.....</p> <p>...I don’t want synthetics in my home.....</p> <p>...I don’t trust them.....</p> <p>.....</p>	<input type="checkbox"/> for <input type="checkbox"/> mixed feelings <input checked="" type="checkbox"/> against
<p>“I’m not taking it back.”,</p> <p>“It’s a machine.”</p>	<p>...Synthetics don’t think, they are not dangerous.....</p> <p>...They can be trusted.....</p> <p>.....</p>	<input checked="" type="checkbox"/> for <input type="checkbox"/> mixed feelings <input type="checkbox"/> against
“I’m happy with the one I’ve got.”	<p>...I love this robot, I can’t live without him now.....</p> <p>...He’s like a son to me.....</p> <p>...I don’t want a new version.....</p> <p>.....</p>	<input checked="" type="checkbox"/> for <input type="checkbox"/> mixed feelings <input type="checkbox"/> against
“You’re pretending to be so much less than what you are.”	<p>...Some synthetics pretend to be just robots, just gadgets, but they can feel and they can think.....</p> <p>.....</p>	<input type="checkbox"/> for <input checked="" type="checkbox"/> mixed feelings <input type="checkbox"/> against

2. Point de grammaire + exercice : exprimer le conditionnel avec WOULD

Exercise 6 Conditionals

- Use the conditions and the consequences given to write about a possible life with robots.
= Utiliser les éléments situationnels et les conséquences proposés pour raconter une vision possible de la vie avec des robots.

Eg: have a robot / carry my bag → If I had a robot, it would carry my bag.

If...	... would...
create - a robot	sleep during the trip
domestic robots - exist	obey me
car - drive automatically	(we) not control them
robots - be more intelligent than humans	house - be clean

..If I created a robot, it would obey me.....

..If domestic robots existed, my house would be clean.....

..If my car drove automatically, I would sleep during the trip.....

..If robots were more intelligent than humans, we wouldn't control them.....

3. Use the video and WOULD to explain what robots would do if they were perfect (just like in 'Humans')

If robots were perfect, they would rule the world.

They would replace humans.

They would take over the world.

Humans would be useless and they would become robots' slaves.