

Fiche d'exploitation pour l'épisode :

Accéder à la vidéo :

http://www.youtube.com/watch?v=-2VXe7Lr_w



The internet through time

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OBJECTIFS:

- Batir chez l'élève des compétences d'écoute
- Amener l'élève à réaliser qu'en prenant conscience des syllabes accentuées des mots porteurs de sens, la compréhension d'un document oral se trouve largement facilitée.
- Encourager l'élève à émettre des hypothèses pour entrer plus facilement dans l'écoute d'un document oral

STEP1 (question 1)

Dans un premier temps, le professeur proposera à ses élèves un travail sur le repérage de syllabes accentuées. Les mots sont tirés du texte ce qui permettra à l'élève de les repérer plus facilement lors de l'écoute. Ceux-ci lui permettront de reconstituer du sens plus facilement.

Internet revolution punctuation commercial scientific mmilitary e-mails topics
interest technology philosophy cooking network library Geography literature
gossip saboteur standstill communication language banking fantastic Rec rooms
average webseite history virtual missile classroom anxiety university

STEP2 (question 2)

Les élèves procèdent ensuite à des émissions d'hypothèses sur le « when, why, where ». Cela les rendra plus actif lors de la première écoute puisqu'ils auront pour tâche de vérifier leurs propres hypothèses

STEP3 (question 3)

Faire écouter sans l'image jusqu'à 1min 51sec pour vérifier les hypothèses

Answers: 1950's military scientific commercial (all those reasons)

France, USA, England

STEP4 (question 4)

Amenez l'exercice suivant comme un challenge (avec pourquoi pas un bonus à la clé). Vous ferez écouter aux élèves le son (sans image toujours) mais cette fois jusqu'à 2min 40sec. Les élèves seront chargés de noter un maximum de mots accentués qu'ils arrivent à entendre. Après STEP1 (Question 1), les élèves devraient être capables d'en noter un bon nombre.

STEP5 (question 5)

Les élèves auront déjà compris qu'il s'agit d'une vidéo sur internet (enfin... espérons le!!). Mais on va leur demander cette fois, en s'aidant des mots qu'ils ont pu repérer d'identifier 4 sous thèmes

answers : Viruses on the internet, the origin of the internet, sharing knowledge on the internet

STEP6 (questions 6)

Exercice de repérage d'éléments factuels dans une compréhension orale

STEP7

Quelques petites questions à l'oral pour reconstruire le sens global du document

Why was the internet created >>> to share knowledge, to communicate faster, to send data, commercial, scientific and military use....

What were the early problems of the internet >>> Viruses,

What does the internet allow people to do? >>> chatting on many topics (cooking, philisophy...)

EVALUATION

La deuxième partie du document (de 2 min 40 à la fin) pourra servir pour une évaluation de la compréhension orale. Les accents sont similaires à ceux entendus lors du premier travail d'écoute. De plus les élèves sont déjà familiarisés avec le thème, le lexique, et l'accentuation des mots liés à internet. **Barème:** 1point par bonne réponse pour les 10 premières questions + bonus de 1point si les accents de mots de la question 11 sont toutes correctes

1) What is the difference between computer communication and « normal » human communication (complete the sentence)?

>>> Computer communication is not much like most human communication, there is no **body language, no intonation, no facial expression**

2) What is the tone of the first « that's great »?

Enthusiastic

3) What is the tone of the second « that's great »?

Disappointed

4) What are the little signs made of?

Those little signs are made of **punctuation marks**

5) How does the journalist call those little signs?

>>>They are called **emoticons**

6) With « web1.0 », was the average person able to create a website? **No**

Justify >>> The average person **couldn't make** a website

7) What has « web2.0 » allowed people to do? (what can people do now that they couldn't do before?)

>>> « Web2.0 » has allowed **anyone to easily create a website where they can talk about anything they want**

8) What examples of « web2.0 » websites does the journalist give (?)

Facebook, My Space, Youtube

9) What can the community do?

The community can **write, discuss, comment**

10) For the people making money online, what can happen if you make one mistake?

>>> One mistake can **ruin your reputation for yearts and years to come**

11) Listen to the whole document again and underline the stressed syllable for the following words:

Computer Communication Communicators cyberspace punctuation
explanation dramatically Website content Topic

Pupils' worksheet

1) Listen to the following words to practise pronunciation and underline the stressed syllables:

Internet revolution punctuation commercial scientific military emails topics
 Interest technology philosophy cooking network library Geography literature
 Gossip saboteur standstill communication language banking fantastic Recrooms
 average website history virtual missile classroom anxiety university

2) Before you listen to the document: Answer those questions according to your personal knowledge

a) When was the Internet created?

In the 1920's In the 1940's In the 1950's In the 1960's In the 1980's

b) Why was it created?

For Military reasons For scientific reasons For commercial reasons It was created for all those reasons

c) In which country was it created?

In France In England In the USA In China In Japan In Brazil

3) Now listen to the beginning of the recording and your answers for questions 2a, 2b, 2c.

When? >>> _____

Why? >>> _____

Where? >>> _____

4) Now listen to the whole document (without the video) and write down as many stressed words as you can.

5) Using those words, try to guess which internet topics are going to be tackled (underline 4 topics)

Online video games Internet addiction (dépendance) Reading newspapers on the internet
 Shopping on the internet Chatting on the internet Web 2.0 and social networks on the internet
 Playing poker on the internet Viruses on the internet The origin of the internet

6) Answer the following questions

a) Which exact date is mentioned for the creation of the Internet?

b) Give examples of things you can do on the internet according to the video?

c) What happened on October 4th 1957 (fill in the blanks)?

>>> The first unmanned was sent into orbit by the

.....

d) Complete the following sentence:

« The fear of a got emerged »

e) Why did the USA create the DARPA in February 1958 (fill in the blank)?

« In order to secure America's »

f) How was knowledge transferred at that time (tick the right boxes)?

It was transferred by people It was transferred by pupils It was transferred by bottles

g) Where is the revolution going on (tick the right boxes)?

Homes Classrooms Waiting rooms Offices Libraries Rec-rooms

h) What are the topics discussed over the internet according to the presenter?

They are sharing _____ data, arguing _____ or passing on _____ tips

and _____ .

i) Who were attacked by the viruses?

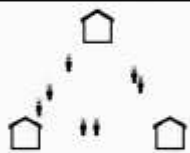
..... « Saboteurs who create computer viruses. _____ ,

_____ ,

_____ , are still recovering tonight from a computer virus that brought a nationwide network to a standstill. »

j) What was one of the institution's hardest hit?

One of the institution's hardest hit was _ _ _ .



EVALUTION SHEET

1) **What is the difference between computer communication and « normal » human communication (complete the sentence)?**

>>> Computer communication is not much like most human communication, there is no

_____, no

_____, no _____

2) **What is the tone of the first « that's great »?**

Enthusiastic Angry Disappointed

3) **What is the tone of the second « that's great »?**

Enthusiastic Angry Disappointed

4) **What are the little signs made of?**

Those little signs are made of _____

5) **How does the journalist call those little signs?**

>>> They are called _____

6) **With « web1.0 », was the average person able to create a website?** Yes No

Justify >>> The average person a website

7) **What has « web2.0 » allowed people to do?** (what can people do now that they couldn't do before?)

>>> « Web2.0 » has allowed

8) **What examples of « web2.0 » websites does the journalist give ?**

9) **What can the community do?**

The community can _____, _____,

10) **For the people making money online, what can happen if you make one mistake?**

>>> One mistake can

11) **Listen to the whole document again and underline the stressed syllable for the following words depending on what you hear** (the words are in the same order as in the document):

Computer	Communication	Communicators	cyberspace	punctuation
Explanation	dramatically	Website	content	Topic