

D) COMPREHENSION : /6

True or false. Justify by quoting from the text and giving the line(s). /3.5

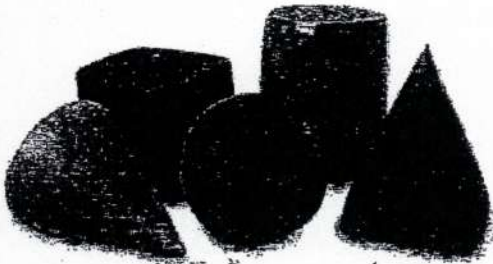
- 1- House design has entered a new era: the smart home. **T**
- 2- In a smart home, your appliances are connected to a computer. **T**
- 3- James Bond's house is kept cool with a remote control or a laptop. **T**
- 4- A smart house can help you make savings. **T**
- 5- If you think that buying smart equipment is too expensive you can rent it. **T**
- 6- A smart house is safer than a traditional one. **T**
- 7- Marcus Pickett thinks that people should wait before adopting this new technology. **F**

Give five examples of what a smart home can do for you: /2.5

- 1- open garage door
- 2- control timing for cooking
- 3- ~~and~~ close window
- 4- control the light
- 5- control the temperature

II) COMPETENCE LINGUISTIQUE: /4

Imagine you are on the phone and you want your interlocutor to draw exactly the same picture, describe it very precisely: /2



Write these numbers in full letters : /2

- 3,543: **three thousand and five hundred forty three**
- 10.07: **ten point zero seven**
- 3½: **three and a half**
- 84%: **eighty four percent**
- 703 6645 (phone number): **seven three four six six four five**
- 8 + 6 = 14: **eight plus six equals fourteen**
- 24 - 8 = 16: **twenty four minus eight equals sixteen**
- July 3 1973: **July the third, nineteen seventy three**

III) ESSAI: /10

Choose ONE of the following topics and write a 200-250 word essay.

- Are you ready to go for a smart home? Why or why not?
- If you could have a smart surface in your house, where would it be? (Kitchen, living-room, bedroom?...)
- "In a smart house you are concerned with technology going out of date quickly, and then being stuck with old equipment that you can't upgrade." Do you agree?

Reading Comprehension: text « Dubai opens world's tallest tower » (BBC News)

1) True or false? Justify by quoting from the text:

- A) When the Burj Khalifa was completed, there was a grand opening ceremony. **T**
- B) Dubai's economy was doing well when the construction started. **T**
- C) The height of the building was revealed a long time ago. **F**
- D) People can see this building from afar. **T**
- E) Investors don't expect to make huge profit from the building. **T**
- F) More tall buildings are planned in the near future. **F**
- G) The higher you go, the smaller the floors are. **T**

2) When and why did the name of the building change? **Before the opening ceremony because of many**

3) What will you find in this building if you visit it? (list different things) **office, flat, mosque, swimming pool**

4) The area is prone to natural catastrophes. Which ones? What were the consequences for the building? **Lightning, earthquake, high winds → challenge**

5) Fill in the following grid in English. Look at the example on the first line.

Element to look for	Answer	Possible question
Nombre d'appartements	1044	How many apartments does the building contain?
Hauteur de l'immeuble	828 m	How tall is the building?
Nombre d'étages	160	How many floors ~~are~~ are there in the building?
Hauteur / étage de la plateforme d'observation	124 ^m	On which floor is the observation deck?
Nombre d'invités à la cérémonie d'ouverture	6000	How many guests were invited to the opening ceremony?
Nombre d'ascenseurs	57	How many lifts are in the building?

Dubai opens world's tallest tower

The world's tallest building has been opened with a dramatic fireworks ceremony in the Gulf emirate of Dubai.

The Burj Khalifa was revealed to be 828m (2,716ft) high, far taller than the previous record holder, Taipei 101.

Known as the Burj Dubai during construction, the tower has been renamed after the leader of Dubai's oil-rich neighbour, Abu Dhabi.

Last month, Abu Dhabi gave Dubai a \$10bn (£6.13bn) bail-out to help it pay off its debts.

Construction of the Burj Dubai began in 2004, at the height of an economic boom.

Clad in 28,000 glass panels, the tower has 160 floors and more than 500,000 sq m of space for offices and flats.

The tower also lays claim to the highest occupied floor, the tallest service lift, and the world's highest observation deck - on the 124th floor.

The world's highest mosque and swimming pool will meanwhile be located on the 158th and 76th floors.

Technical challenges

The opening ceremony, held 1,325 days after excavation work started, was attended by some 6,000 guests.

Though not complete on the inside, it was officially opened by Dubai's ruler, Sheikh Mohammed Bin Rashid Al Maktoum.

In a surprise move he renamed it Burj Khalifa - after the president of the United Arab Emirates and emir of Abu Dhabi, Sheikh Khalifa bin Zayed Al Nahayan.

Sheikh Mohammed described the tower as "the tallest building ever created by the hand of man".

"This great project deserves to carry the name of a great man. Today I inaugurate Burj Khalifa," he said.

Sheikh Mohammed also unveiled a plaque inside the tower bearing the new name.

A dramatic fireworks and lights show took place around the tower while a screen displayed its exact height, which had previously been kept secret.

At 828m, Burj Khalifa dwarfs the 508m Taipei 101 and the 629m KVLV-TV mast in the US, the tallest man-made structure. Its spire can be seen 95km (60 miles) away.

"We weren't sure how high we could go," said Bill Baker of Skidmore, Owings & Merrill, the building's structural engineer. "It was kind of an exploration... a learning experience."

Mohamed Ali Alabbar, chairman of Emaar Properties, the developer behind Burj Khalifa, told the BBC that the building's design had posed unprecedented technical and logistical challenges, not just because of its height, but also because Dubai was susceptible to high winds and was close to a geological fault line.

"We have been hit with lightning twice, there was a big earthquake last year that came across from Iran, and we have had all types of wind which has hit us when we were building. The results have been good and I salute the designers and professionals who helped build it," he said.

BURJ KHALIFA IN NUMBERS

- 95 : distance in km at which its spire can be seen
- 504 : rise in metres of its main service lift
- 57 : number of lifts
- 49 : number of office floors
- 1,044 : number of residential apartments
- 900 : length in feet of the fountain at the foot of the tower, the world's tallest performing fountain
- 28,261 : number of glass cladding panels on the exterior of the tower

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The design incorporates ideas from traditional Islamic architecture, while the open petals of a desert flower were the inspiration for the tower's base.

Burj Khalifa will be home to 1,044 luxury apartments, 49 floors of offices and eventually a 160-room Armani-branded hotel. Around 12,000 people are expected to live and work in the tower, which is part of a 500-acre development.

However, investors are facing losses even before the tower is completed because property prices in Dubai have slumped amid the global economic crisis.

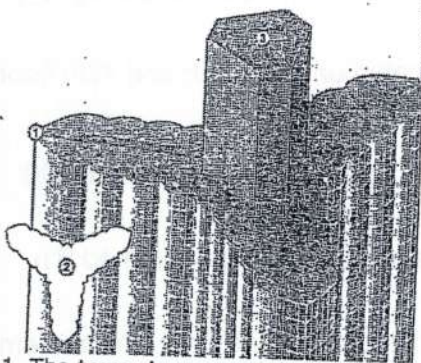
Some apartments were selling for \$2,700 per sq ft, but are now going for less than half that. Analysts say it will be particularly hard to lease office space because few companies can justify paying premiums for luxury.

The BBC's Malcolm Borthwick in Dubai says developers are holding back on new flagship projects, so Burj Khalifa could mark the end of an era for skyscrapers in the Gulf - at least in the short term.

Story from BBC NEWS:

Published: 2010/01/04 17:33:25 GMT

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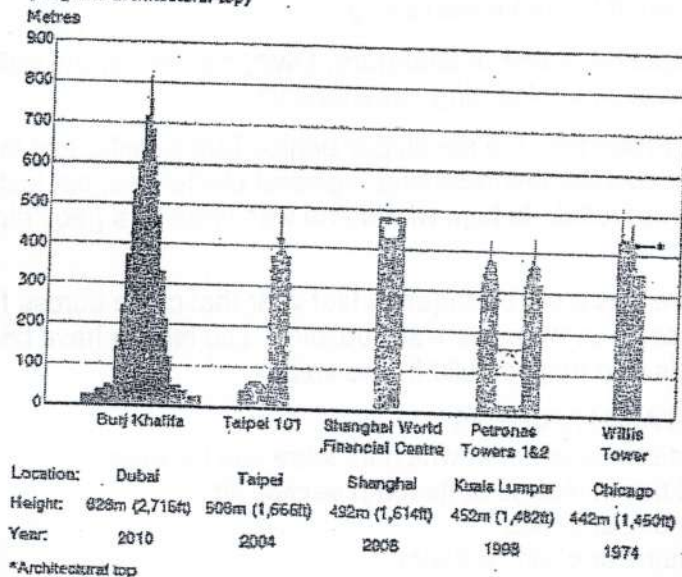
1. The tower is composed of three elements arranged around a central core. The design is said to be based on the desert flower *Hymenocallis* native to the region

2. The Y-shaped floor plan aims to maximize views of the Gulf. As the building rises, its floor space decreases in size

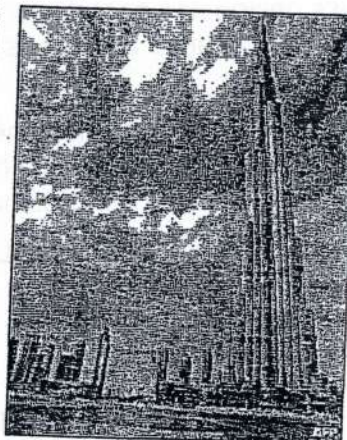
3. The building's core also features double-decker lifts, said to be some of the fastest in the world.

Source: Emaar/Reuters

World's tallest buildings as of January 2010
(Height to architectural top)



SOURCE: CTBUH



READING COMPREHENSION:

Text: "Houses around the world"

a) Choose THE correct answer: [2.5]

1 How are the islands and the houses of the Uros tribe the same?

- A. They are both made by machines.
- ☒ B. They are both made of reeds.
- C. They are both made of soil.
- D. They are both built on land.
- E. They are both very modern.

2 Why did people live in tree houses?

- A. So they could see far.
- B. So they could stay cool.
- C. So they could stay safe.
- ☒ D. All of the above.
- E. None of the above.

3 Which groups have cloth houses?

- A. The Atr and the Uros people.
- ☒ B. The Dayak and the Greek people.
- C. Mongolians and American Indians.
- D. Andalusians and the Dayak people.
- E. The Greek and the Malaysian people.

4 Where do houses have outdoor rooms?

- ☒ A. In Greece.
- B. In Malaysia.
- C. In Indonesia.
- D. In the Philippines.
- E. In the Gobi Desert.

5 Why are Dayak houses decorated with pictures of snakes?

- A. The Dayak people are afraid of snakes.
- B. The snake pictures scare away other animals.
- ☒ C. The snakes are part of the Dayak creation story.
- D. Both B and C are correct.
- E. None of the above

b) List ALL the construction materials mentioned in the text. [3.5]

grass, dirt, grass, wood, bricks, bamboo, iron

c) And give their qualities when they are mentioned in the text. [1.5]

bricks: last a lot

Peer Presentation Evaluations

You will be watching and evaluating the presentation of your fellow classmates (they will evaluate you too!). The objective of this exercise is for you to learn some of the aspects of giving good professional presentations so you can make yours better.

There are a lot of things that can go wrong when you speak in public. Sometimes you make errors and you know it right away. But many other things, like "tics" or not speaking loud enough you may not be aware of.

Below there are 5 different aspects to listen to and watch for. It is too hard to pay attention to them all at once so your teacher will tell you which one to concentrate on for each presentation you watch. Please give a grade in 4 for the section you are working on (later we can add up and see what the class gives a group in 20).

Refer to the attached sheet for vocabulary that will help you in critiquing your classmates.

Remember:

- ✓ It is not easy to give a presentation, especially in a foreign language
- ✓ Everyone makes mistakes so comments like "Her presentation was very good" are not very helpful. If you really believe it was good, say *why* it was good. But you can also say that something was not very good if you think that
- ✓ You should help someone learn and give advice without making them feel bad. You can give advice and critique without ever criticizing.

A. Time Management and Teamwork _____ / 4

The group was given a certain amount of time. Did they respect that? How well did they divide the presentation itself?

B. Body Language _____ / 4

How well do the speakers use their bodies? Are they stiff? Do they look EVERYONE in the eyes (or just some)? Do they have any tics?

elle list

C. Oral Expression

_____/4

Do the speakers express themselves clearly? How good is their pronunciation? Do they speak too quickly? Give specific examples.

D. Structure and Vocabulary

_____/4

Listen for *grammar* mistakes. Write them down even if you are not sure. Listen to their vocabulary- is it too simple? Did they use words you don't know (and the others probably don't know either?)

E. Presentation Content and Visual Aids

_____/4

Did they give a report that had a lot of information or not very much (relative to the time you had to report)? Did they use their transparencies effectively? Did they take the time to do them professionally or were they unprofessional (OK, no one had time to type them but did they make an effort)?

Video: Sharing Life Online

Vocabulary

Find out the meaning of the following words:

a device
tailored *sur mesure*
to log on
to reply
a text-message
an update
to broadcast
an all points bulletin
feedback

to track
to be thrilled *excité*
to muse
to bother *déranger*
overkill *exagéré*
a club
a band
to be crowded *être beaucoup*

Detailed comprehension

1. What does Susan Kaup use to Tweet?
a cellphone
2. Where does she send her messages?
In the street
3. What message is she writing at the moment?
walking with CNN
4. Is it an interesting message?
No
5. How old must you be to use Twitter?
13
6. What are people writing messages about?
Everything
7. Who are the messages for?
Everyone
8. What are the messages used for sometimes?
what I eat or wear and also connecting / tracking people
9. How long has Susan Kaup been tweeting?
less than 1 year
10. Find the advantages of Twitter.
Feel connected, feedback
11. What is Sherry Turkle bothered about?
oversharing
12. What subject does Susan Kaup often twitter about?
Music, baseball -
13. How do we know that someone cared about the fact that Susan was «walking down Braintree Street with CNN »?
Because one person replied « who is CNN »

Now go to the audioscript at the end of the booklet

Sharing Life Online

Dan Lothian: « It's like taking Myspace on a roadtrip. On line social networking sites like Twitter, Radar and Jaiku, (1) Taiored for small wireless devices like a cell phone. Susan Kaup keeps the conversation going on Twitter as I walk home with her from her job in Boston. »

Susan Kaup: « I was thinking of (2) replying to that message, or .. »

Dan Lothian: « Texting from her Sidekick to an Internet site where thousands are (3) logged on around the world and can respond. »

Susan Kaup: « And I am just saying 'walking down Braintree Street with CNN' ». »

Dan Lothian: « And who really cares? »

Susan Kaup: « Well apparently, people do care. »

Dan Lothian: « People who must be at least (4) 13 years old, part of this global playground that's crowded with short messages about everything. Mostly (5) stranger tracking other strangers' lives. »

Dan Lothian : « This person on Twitter is thrilled that his soccer team has scored.

' Yes! Yes! Yes! ' He writes.

Here someone muses about getting a (6) sandwich for lunch.

And you'll find updates from exotic vacations : what they are seeing, where they are going next.

Sometimes the messages are meant for (7) friends, but other times it's just cyber chatter for anyone to read, essentially broadcasting bits and pieces of your life on the go. »

Dan Lothian: « Twitter cofounder Biz Stones says these cyber communities can even act as an all points bulletin. »

Biz Stone: « I've seen people use Twitter to say, you know 'I'm getting a drink at this bar' and then suddenly there's ten people showing up at that bar saying 'Hey, I saw you twittering about having a drink at this bar, we'd love to join you'. »

Dan Lothian : « Kaup logged on to Twitter less than (8) a year ago, finding out about the service where else but online. Once she started, it was hard to stop. »

Susan Kaup: « People like to feel (9) connected and Twitter is, has become this like amazing way for just very instant connection feedback. »

Biz Stone: « Sometimes it takes seeing what other people are up to, you compare that against what you were doing and you get more of a sense of self. It's context. »

Dan Lothian : « But that's exactly what bothers MIT sociologist and technology guru Sherry Turkle. »

Sherry Turkle: « We're looking to others for a sense of (10) self validation for things that are becoming more and more trivial. »

Dan Lothian : « Kaup's only concern is overkill. »

Susan Kaup: « Then you have to know when to stop twittering. So you're like (11) overstating. »

A lot of her sharing is about music. She runs a blog and a cyber radio station and can often be found in area clubs, typing away short reviews of local bands for her friends or anyone else who's logged on.

« At all Asia, this acoustic chatter, not certain this woman is singing now. »

Dan Lothian : « And remember this: »

Susan Kaup: « Walking down Braintree Street with CNN. »

Dan Lothian: « And who really cares? »

« Well, someone apparently (12) did care, even to the point of making suggestions about who CNN should have on the air. »

« Well, we don't have anything to do with that. »

« Dan Lothian, CNN, Boston. »

You can watch the video again on YouTube: <http://www.youtube.com/watch?v=K9k68KJvUrY>

HES Bern

3 types : EPF
University
HES →

+ 6 months

Major → Security
→ Mobile
→ Virtual Reality
→ Medicine

In ~~several~~ several cities

Salary → 6000 € / month

Cost of Life is high

Courses in several languages
↳ Most of them in German

VOCABULARY AND SPEAKING

Describing nationalities

1 Complete the chart. Use a dictionary if necessary. Add two more countries of your choice.

Country	Adjective	Person	People	Language(s)
Britain	British	a Briton*	the British	English, Welsh, Gaelic
Scotland	Scottish	a Scot	the Scottish	English, Gaelic
France	French	a Frenchman	the French	French
Belgium	Belgian	a Belgian	the Belgians	French, Flemish
The Netherlands/ Holland	Dutch	a Dutchman	the Dutch	Dutch
Denmark	Danish	a Dane	the Danes	Danish
Sweden	Swedish	a Swede	the Swedes	Swedish
Poland	Polish	a Pole	the Poles	Polish
Turkey	Turkish	a Turk	the Turks	Turkish
Spain	Spanish	a Spaniard	the Spaniards	Spanish
Switzerland	Swiss	a Swiss	the Swiss	French, Italian, German
Argentina	Argentinian	a Argentinian	the Argentinians	Spanish
Peru	Peruvian	a Peruvian	the Peruvians	Spanish
Iceland	Icelandic	a Icelandic	the Icelanders	Icelandic
New Zealand	New Zealander	a New Zealander	the New Zealanders	English
Afghanistan	Afghan	a Afghan	the Afghans	Pashto, Dari

*Rather old-fashioned now. Used mainly to refer to ancient Britons.

- 2 T1.6 Listen to six people of different nationality speaking English and try to identify where they come from. What do they say about their country and/or nationality?
- 3 Work in small groups. Choose a few nationalities that you know. First describe them in stereotypical fashion, then discuss how much your experience of them fits the stereotype.

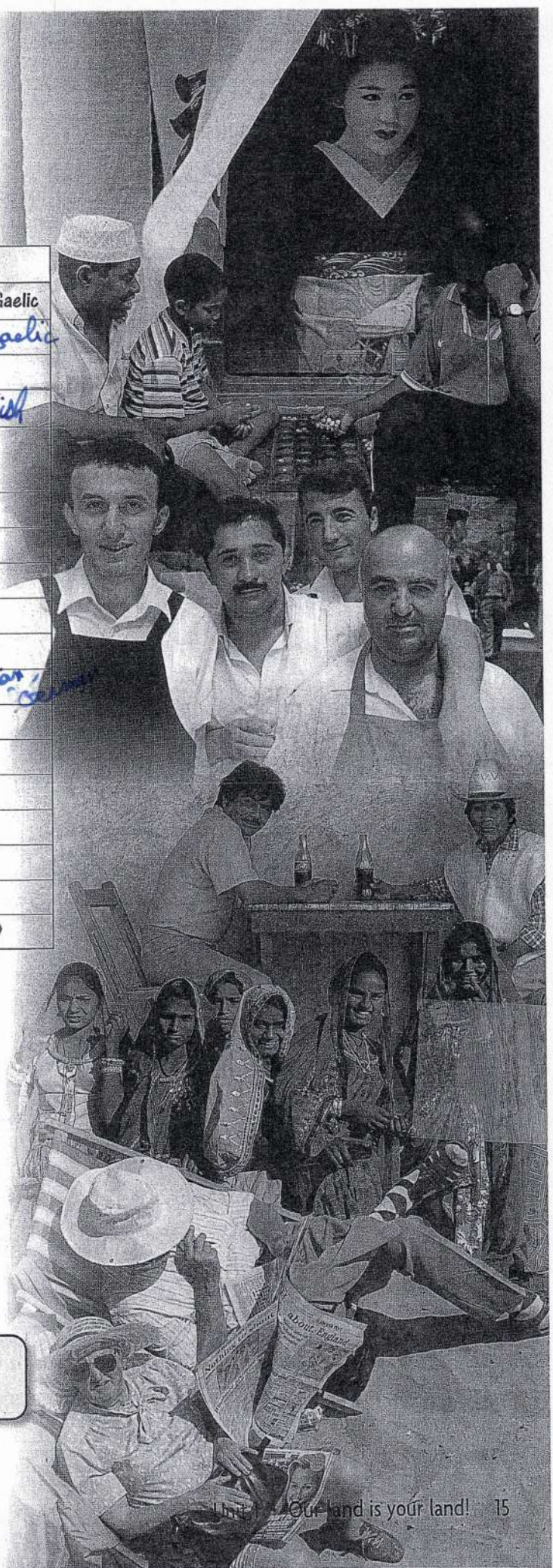
The British have a reputation for being cold and reserved, and they're always talking about the weather because it's so awful.

Actually most of my English friends are very outgoing, they ...

English food is considered to be dreadful – completely tasteless.

Well, what I found when I was in England was ...
... and the weather was ...

4 What is your nationality stereotype? Are you like that?



Opinion, attitude, and belief

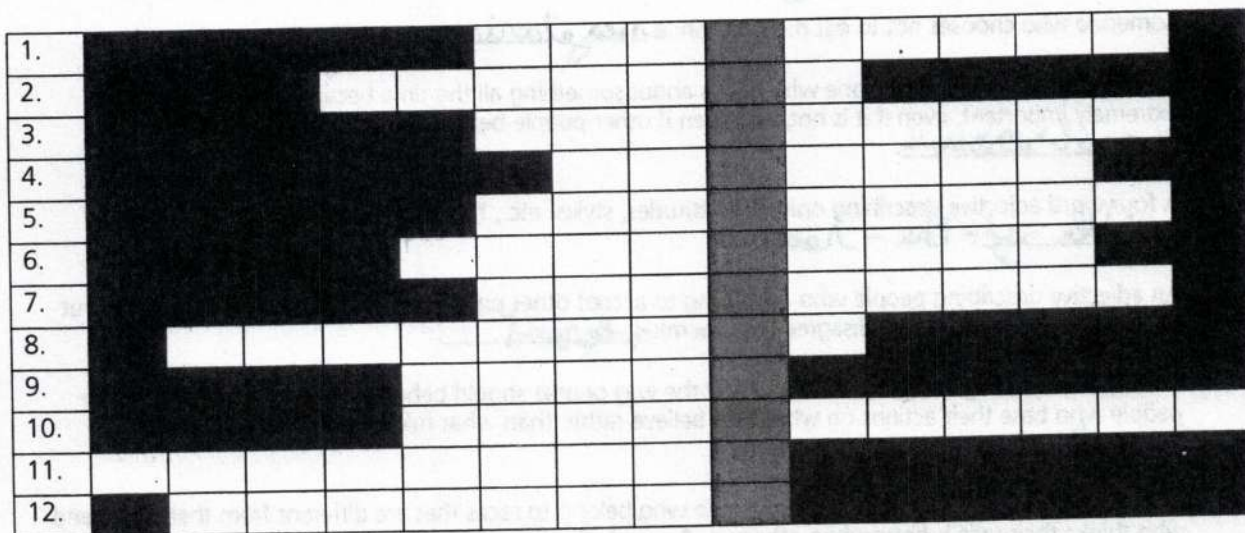
Exercise 1

Rearrange the letters in **bold** in the following sentences to make words that can be used to talk about opinion, attitude, and belief. The first letter of each word has been underlined for you. Write these words in the appropriate space in the crossword puzzle that follows the sentences. If you do this correctly, you will reveal a word in the shaded vertical strip that means "favoring traditional values of society." This word can be used to complete sentence 13.

1. As far as I am **enodccenr**, happiness is more important than money.
2. In my **nponioi**, technology is moving too quickly.
3. She **aitainsmn** that most young people would rather work than go to school.
4. We strongly **pesctus** that the proposal to develop the computer facilities will not go ahead.
5. I take strong **etonepixc** to people coming late or canceling appointments at short notice.
6. The government announced a new policy **ingerdgar** the debt that is owed by developing nations.
7. Scientists are **cdnoevcin** that human degradation of the environment is causing thousands of species to become extinct.
8. A lot of people are **atifalnac** about sports in general and football in particular.
9. I **butdo** that the new government will keep all its promises.
10. They come from a strongly **taitoanrdil** family who still believe in arranged marriages.
11. Do you **popvisread** of smoking?
12. We are **micedtomt** to providing equal opportunities to all Americans.

Use the word in the shaded vertical strip to complete this sentence:

13. He has very _____ views and disapproves of change.



Exercise 2

Hidden in the box on the next page you will find 40 more words related to opinion, attitude, and belief. These words can be found by reading from left to right and from top to bottom only. Find these words and then use them to complete definitions 1-40.

Q	M	I	D	D	L	E	O	F	T	H	E	R	O	A	D	W	S	E	R	T	Y
P	U	S	I	O	I	N	T	E	L	L	E	C	T	U	A	L	I	P	R	A	S
R	D	O	G	V	E	G	A	N	T	O	L	E	R	A	N	T	K	B	O	F	S
A	G	C	A	P	I	T	A	L	I	S	M	J	E	W	A	H	H	I	Y	J	U
G	O	I	C	H	R	I	S	T	I	A	N	I	T	Y	R	K	I	G	A	L	P
M	P	A	D	Z	X	D	E	M	O	C	R	A	T	C	C	V	S	O	L	B	E
A	I	L	I	V	E	G	E	T	A	R	I	A	N	B	H	N	M	T	I	U	R
T	N	I	M	U	S	L	I	M	M	Q	W	R	A	C	I	S	T	E	S	D	S
I	I	S	T	A	T	H	E	I	S	T	E	R	H	T	S	Y	U	D	T	D	T
C	O	M	M	U	N	I	S	M	I	C	H	R	I	S	T	I	A	N	O	H	I
P	N	A	S	A	G	N	O	S	T	I	C	D	N	T	A	O	I	S	M	I	T
M	A	F	G	J	U	D	A	I	S	M	M	O	D	E	R	A	T	E	S	S	I
O	T	J	R	E	P	U	B	L	I	C	A	N	U	K	C	Y	N	I	C	M	O
R	E	E	G	A	L	I	T	A	R	I	A	N	S	T	O	I	C	A	L	L	U
A	D	O	B	S	E	S	S	I	V	E	O	P	E	N	M	I	N	D	E	D	S
L	X	I	S	L	A	M	C	D	O	G	M	A	T	I	C	V	B	N	M	Q	W
E	P	A	C	I	F	I	S	T	R	T	Y	U	F	A	S	C	I	S	M	C	A

- Someone who is well educated and interested in art, science, literature, etc., at a high level: an intellectual.
- Someone who believes that their country should have a king or queen: a monarchist.
- A political system that aims to create a society in which everyone has equal opportunities and in which the most important industries are owned or controlled by the whole community: socialism.
- An economic system in which property, businesses, and industries are owned by individual people and not by the government: capitalism.
- A political and economic system in which there is no private ownership of property or industry and in which people of all social classes are treated equally: communism.
- Someone who chooses not to eat anything made from, or produced by, animals, including fish, eggs, milk, cheese, and honey: a vegan.
- Someone who chooses not to eat meat or fish: a vegetarian.
- An adjective describing someone who thinks about something all the time because they think it is extremely important, even if it is not, and even if other people believe they are thinking about it too much: obsessive.
- A four-word adjective describing opinions, attitudes, styles, etc., that are not extreme: middle-of-the-road.
- An adjective describing people who are willing to accept other people's beliefs, way of life, etc., without criticizing them (even if they disagree with them): tolerant.
- An adjective relating to right and wrong and the way people should behave. It can be used to describe people who base their actions on what they believe rather than what rules or laws say is right: moral.
- Someone who does not like or respect people who belong to races that are different from their own, and who thinks their race is better than others: a racist.
- A two-word adjective describing someone who is willing to consider new ideas: open-minded.
- An adjective describing someone who is so sure that their beliefs and ideas are right that they expect other people to accept them: dogmatic.
- Someone who believes that there should be no governments or laws: an anarchist.

16. An adjective describing someone who accepts bad things without complaining: stoical.
17. An adjective describing someone who has opinions that most people think are unreasonable, especially about race, politics, and religion: bigoted / bigot.
18. An adjective to describe someone who bases their actions on achieving practical results rather than on theories and ideas: pragmatic.
19. Someone whose opinions and actions are reasonable and not extreme, especially in politics: a moderate.
20. An adjective to describe someone who has very strong opinions that they refuse to change, even when they are clearly unreasonable: opinionated.
21. In the U.S., a political party whose members usually have conservative views: republican.
22. In the U.S., a member of the political party (with the same name) whose policies are usually more liberal than those of number 21 above. Elsewhere, someone who supports democracy as a political system: a democrat.
23. The religion based on the ideas of the prophet Muhammad: Islam.
24. Someone who is a follower of the religion in number 23 above: a muslim.
25. The religion based on the ideas of Jesus Christ: Christianity.
26. Someone who is a follower of the religion in number 25 above: Christian.
27. The religion based on the writings of the **Torah** and the **Talmud**: Judaism.
28. Someone who is a follower of the religion in number 27 above: a Jew.
29. The main religion of India, which believes in reincarnation: Hinduism.
30. Someone who is a follower of the religion in number 29 above: a Hindu.
31. The Indian religious group that separated from number 29 above in the 16th century: Sikhism.
32. The set of religious beliefs based on the teachings of Siddharta Gautama: Buddhism.
33. A Chinese system of religion and thought that says people should live a simple, natural, and honest life: Taoism.
34. An adjective used to describe a person, society, etc., that believes that everyone is equal and should have the same rights: egalitarian.
35. A very right-wing political system in which the government is very powerful and controls the society and economy completely without allowing any opposition: fascism.
36. Someone who does not believe in the existence of God: an atheist.
37. Someone who believes that it is not possible to know whether God exists or not: an agnostic.
38. Someone who believes that people care only about themselves and are not sincere or honest: a cynic.
39. Someone who believes that violence is wrong and refuses to fight in or support wars: a pacifist.
40. An adjective describing someone who believes in the power of magic or luck: superstitious.

VOCABULARY

Idioms



A Complete the idioms in the sentences below with the words in the box.

end eye eye fire foot ice water water

- 1 Small talk is one way to *break the ice* when meeting someone for the first time.
- 2 I was *thrown in at the deep end* when my company sent me to run the German office. I was only given two days' notice to get everything ready.
- 3 We *don't see eye to eye* with our US parent company about punctuality. We have very different ideas about what being 'on time' means. It's a question of culture.
- 4 I *got into hot water* with my boss for wearing casual clothes to the meeting with the potential Japanese customers.
- 5 I really *put my foot* in it when I met our Spanish partner. Because I was nervous, I said 'Who are you?' rather than 'How are you?'.
- 6 I *get on like a house on fire* with our Polish agent; we like the same things and have the same sense of humour.
- 7 When I visited China for the first time, I was *like a fish out of water*. Everything was so different, and I couldn't read any of the signs!
- 8 My first meeting with our overseas clients was a *real eye-opener*. I hadn't seen that style of negotiation before.

B CD1.47 Listen to eight people using the idioms from Exercise A and check your answers.

C Consider the context of each idiom in Exercise A and decide which have:

- a) a positive meaning b) a negative meaning.

D Match the idioms in Exercise A (1–8) to the correct meanings (a–h).

- 2 a) given a difficult job to do without preparation
- 6 b) quickly have a friendly relationship with someone
- 7 c) feel uncomfortable in an unfamiliar situation
- 5 d) say or do something without thinking carefully, so that you embarrass or upset someone
- 3 e) disagree with someone
- 8 f) an experience where you learn something surprising or something you did not know before
- 1 g) make someone you have just met less nervous and more willing to talk
- 4 h) get into trouble

E Work in pairs or small groups. Discuss the following.

- 1 What tips do you have for *breaking the ice* at meetings with new clients/people from other cultures? *weather, transports, ...*
- 2 Talk about a place you have visited which was a *real eye-opener*. *EFREI*
- 3 Describe a situation when you

- a) *put your foot in it*
- b) *felt like a fish out of water* *First day in EFREI*
- c) *got into hot water*
- d) *were thrown in at the deep end.* *last presentation in communication*

Quison

See the DVD-ROM
for the i-Glossary.



READING

Culture shock

A Read the article below quickly and decide which of the following (1–5) are:

- referred to in a positive way in the text
- referred to in a negative way in the text
- not referred to at all.

- understanding the culture of the country you are living in
- asking British colleagues personal questions when you meet them for the first time
- hiring staff who are flexible and tolerant
- providing staff with practical support
- looking at the role of the spouse (husband or wife) in the selection of candidates for overseas postings.

B Read the article again and answer the questions.

- What things are people from different countries in an organisation:
 - likely to have in common
 - likely not to have in common?
- What is 'cultural awareness'?

C Work in pairs. What do you think should be covered in a cultural training course?

D Write a paragraph using information from the article and giving tips to people doing business in the UK.

Standard Bank overcomes culture shock

It is increasingly common for multinational businesses to send employees on international assignments, but without the right cross-cultural skills, staff will often struggle. Wayne Mullen, Head of Learning and Development at Standard Bank, discusses the impact that cultural challenges can have on employees relocating to another country. In order to be successfully transferred, employees must understand the host-country culture, he argues.

Colleagues from different countries might share similar professional knowledge and skills within a single international organisation, but their ways of working, social skills, body language and ways of doing business are likely to be completely different. They may have different patterns of behaviour which need to be understood and appreciated in order for everyone to work together successfully. For example, while it may be acceptable for Chinese office workers in Hong Kong to use the door-close button on a lift no matter how many people are also getting in, doing

such a thing in London would make people extremely angry. It is common for South Africans to ask personal questions of their counterparts shortly after being introduced, while a British colleague may perceive this as impolite and inappropriate. Latin Americans' need for personal space is much less than that of their British colleagues.

Global companies should never underestimate the effect that culture can have on international assignments. Cultural awareness is much more than simply knowing about a country's history and geography. It is about understanding how and why cultures work differently. It is also important to understand your own cultural make-up in order to work more effectively, maximise teamwork and strengthen global competence.

The Standard Bank group operates in 38 different countries, and its London office alone has 56 nationalities. This wide range of nationalities needs to communicate effectively in order to work as one

team. The bank recognised that in order to harmonise working practices within its culturally diverse office, it needed to provide foreign workers with a meaningful understanding of British business culture and communication styles. It also needed to offer practical support which allowed employees to cope with the challenges of living and working in an unfamiliar environment; their reactions to day-to-day issues such as the weather, public transport and social etiquette are often the most visible manifestations of culture shock.

Standard Bank has engaged Communicaid, a European culture and communication skills consultancy, to design a tailored training solution which introduces delegates to some of the key cultural differences that they are likely to face in the UK.



from Finance Week

Francisco Sepulveda said of his phone. "At night, I can text or watch something on YouTube until I fall asleep. It lets me talk on the phone and watch a video at the same time, or listen to music while I send text messages."

(...)

- 45 The study found that young people used less media in homes with rules like no television during meals or in the bedroom, or with limits on media time. Victoria Rideout, a Kaiser vice president who is lead author of the study, said that although it has become harder for parents to control what their children do, they can still have an effect. "I don't think parents should feel totally disempowered," she said. "They can still make rules, and it still makes a difference."
- 50 In Kensington, Md., Kim Calinan let her baby son, Trey, watch Baby Einstein videos, and soon moved him on to "Dora the Explorer." "By the time he was 4, he had all these math and science DVDs, and he was clicking through by himself, and he learned to read and do math early," she said. "So if we'd had the conversation then, I would have said they were great educational tools." But now that Trey is 9 and wild about video games, Ms. Calinan feels differently. Last year, she sensed that video games were displacing other interests and narrowing his social interactions. After realizing that Trey did not want to sign up for any after-school activities that might cut into his game time, Ms. Calinan limited his screen time to an hour and half a day on weekends only. So last Wednesday, Trey came home and read a book — but said he was looking forward to the weekend, when he could play his favorite video game.
- 55

- 60 Many experts believe that media use is changing youthful attitudes. "It's changed young people's assumptions about how to get an answer to a question," Mr. Roberts said. "People can put out a problem, whether it's 'Where's a good bar?' or 'What if I'm pregnant?' and information pours in from all kinds of sources."

The heaviest media users, the study found, are black and Hispanic youths and "tweens," or those ages 11 to 14.

- 65 Even during the survey, media use was changing. "One of the hot topics today is Twitter, but when we first went into the field and began interviewing, Twitter didn't exist," Ms. Rideout said.

http://www.nytimes.com/2010/01/20/education/20wired.html?_r=0

If Your Kids Are Awake, They're Probably Online

By TAMAR LEWIN

The New York Times, January 20, 2010

5 The average young American now spends practically every waking minute — except for the time in school — using a smart phone, computer, television or other electronic device, according to a new study from the Kaiser Family Foundation.

Those ages 8 to 18 spend more than seven and a half hours a day with such devices, compared with less than six and a half hours five years ago, when the study was last conducted. And that does not count the hour and a half that youths spend texting, or the half-hour they talk on their cellphones.

10 And because so many of them are multitasking — say, surfing the Internet while listening to music — they pack on average nearly 11 hours of media content into that seven and a half hours.

15 “I feel like my days would be boring without it,” said Francisco Sepulveda, a 14-year-old Bronx eighth grader who uses his smart phone to surf the Web, watch videos, listen to music — and send or receive about 500 texts a day.

The study’s findings shocked its authors, who had concluded in 2005 that use could not possibly grow⁷ further, and confirmed the fears of many parents whose children are constantly tethered to media devices. It found, moreover, that heavy media use is associated with several negatives, including behavior problems and lower grades.

20 The third in a series, the study found that young people’s media consumption grew far more in the last five years than from 1999 to 2004, as sophisticated mobile technology like iPods and smart phones brought media access into teenagers’ pockets and beds.

25 Dr. Michael Rich, a pediatrician at Children’s Hospital Boston who directs the Center on Media and Child Health, said that with media use so ubiquitous, it was time to stop arguing over whether it was good or bad and accept it as part of children’s environment, “like the air they breathe, the water they drink and the food they eat.”

30 Contrary to popular wisdom, the heaviest media users reported spending a similar amount of time exercising as the light media users. Nonetheless, other studies have established a link between screen time and obesity. While most of the young people in the study got good grades, 47 percent of the heaviest media users — those who consumed at least 16 hours a day — had mostly C’s or lower, compared with 23 percent of those who typically consumed media three hours a day or less. The heaviest media users were also more likely than the lightest users to report that they were bored or sad, or that they got into trouble, did not get along well with their parents and were not happy at school. The study could not say whether the media use causes problems, or, rather, whether troubled youths turn to heavy media use.

(...)

40 The report is based on a survey of more than 2,000 students in grades 3 to 12 that was conducted from October 2008 to May 2009. On average, young people spend about two hours a day consuming media on a mobile device, the study found. They spend almost another hour on “old” content like television or music delivered through newer pathways like the Web site Hulu or iTunes. Youths now spend more time listening to or watching media on their cellphones, or playing games, than talking on them.

“I use it as my alarm clock, because it has an annoying ringtone that doesn’t stop until you turn it off,”



lead

Vocabulary

- Find the English equivalent of the following words in the text:

envoyer un SMS *texting*
des résultats *results findings*
le comportement *behaviour*
les notes *grades*
la consommation *consume*

une enquête, un sondage *a survey*
les jeunes *youths young people*
une sonnerie *ringtone*
une supposition *assumption*
un sujet de conversation *topic*

Detailed Comprehension

- Right or Wrong?

1. Kids spend more time using electronic devices each day than five years ago. *R L 7*
2. Kids who misbehave and get low grades are often heavy media users. *B L 30*
3. Heavy media users exercise less than light media users. *W L 22-33 28?*
4. There is a link between screen time and obesity. *T L 28*
5. Heavy media users seem to be happier than light media users. *F L 32-33*
6. Kids will use electronic devices whether parents set rules or not. *~~W~~ T L 45*

- Answer the following questions:

1. Why was the Kaiser Family Foundation study shocking to its authors?

That media device is as part of children's environment

2. What explains the rise in media consumption in the last five years? *L 10*

Media are more portable, they can be used everywhere, everytime

3. Why is it useless to argue whether media use is good or bad for kids? *L 25-26*

Because it is as part of children's environment

4. Why has Kim Calinan changed her mind on screen time for kids? *L 54-55*

Because he son don't use anymore media to learn but to play and

- L 55-56* 5. How has media use changed youthful attitudes? *do nothing else*

You can have all the answer you want and so you're more on your device than discuss with real persons

Discussion

- How often do you use electronic devices? To what purpose?
- What are the advantages and disadvantages of media use?

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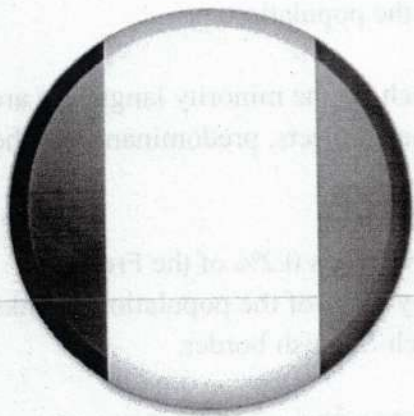
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"I use it as my alarm clock, because it has an annoying ringtone that doesn't stop until you turn it off,"



France - French Culture, Customs and Etiquette



Welcome to our guide to France. This is useful for anyone researching French culture, customs, manners, etiquette, values and wanting to understand the people better. You may be going to France on business, for a visit or even hosting French colleagues or clients in your own country. Remember this is only a very basic level introduction and is not meant to stereotype all French people you may meet!

Facts and Statistics

Location: Western Europe, bordering Andorra 56.6 km, Belgium 620 km, Germany 451 km, Italy 488 km, Luxembourg 73 km, Monaco 4.4 km, Spain 623 km, Switzerland 573 km

Capital: Paris

Climate: generally cool winters and mild summers, but mild winters and hot summers along the Mediterranean; occasional strong, cold, dry, north-to-northwesterly wind known as mistral

Population: 60,424,213 (July 2004 est.)

Ethnic Make-up: Celtic and Latin with Teutonic, Slavic, North African, Indochinese, Basque minorities

Religions: Roman Catholic 83%-88%, Protestant 2%, Jewish 1%, Muslim 5%-10%, unaffiliated 4%

Government: republic

Languages in France

French, the official language, is the first language of 88% of the population.

Most of those who speak minority languages also speak French, as the minority languages are given no legal recognition. 3% of the population speak German dialects, predominantly in the eastern provinces of Alsace-Lorraine and Moselle.

Flemish is spoken by around 90,000 people in the northeast, which is 0.2% of the French population. Around 1m people near the Italian border, roughly 1.7% of the population, speaks Italian. Basque is spoken by 0.1% and mainly along the French-Spanish border.

Catalan dialects are spoken in the French Pyrenees by around 260,000 people or 0.4% of the French population.

The Celtic language, Breton, is spoken by 1.2% and mainly in the north west of France. These three languages have no official status within France.

In the South of France, over 7m speak Occitan dialects, representing 12% of the population of France, but these dialects have no official status. Nor too does Corsu, the dialect of the island of Corsica that is closely related to Tuscan and is spoken by 0.3%.

Arabic, the third largest minority language, is spoken by around 1.7% of the population throughout the country. Other immigrant languages from the former French colonies include Kabyle and Antillean Creole.

Why not learn some useful French phrases?

French Society & Culture



Cuisine

- Food is one of the great passions of the French people.
- French cooking is highly refined and involves careful preparation, attention to detail, and the use of fresh ingredients.
- It varies by region and is heavily influenced by what is grown locally.

French Family Values

- The family is the social adhesive of the country and each member has certain duties and responsibilities.
- The extended family provides both emotional and financial support.
- Despite their reputation as romantics, the French have a practical approach towards marriage.
- Families have few children, but parents take their role as guardians and providers very seriously.

Relationships - Public vs. Private

- The French are private people and have different rules of behaviour for people within their social circle and those who are not.
- Although the French are generally polite in all dealings, it is only with their close friends and family that they are free to be themselves.
- Friendship brings with it a set of roles and responsibilities, including being available should you be needed. Friendship involves frequent, if not daily, contact.

Etiquette & Customs in France

Meeting Etiquette

- The handshake is a common form of greeting.
- Friends may greet each other by lightly kissing on the cheeks, once on the left cheek and once on the right cheek.
- First names are reserved for family and close friends. Wait until invited before using someone's first name.
- You are expected to say 'bonjour' or 'bonsoir' (good morning and good evening) with the honorific title Monsieur or Madame when entering a shop and 'au revoir' (good-bye) when leaving.
- If you live in an apartment building, it is polite to greet your neighbours with the same appellation.



Gift Giving Etiquette

- Flowers should be given in odd numbers but not 13, which is considered unlucky.
- Some older French retain old-style prohibitions against receiving certain flowers: White lilies or chrysanthemums as they are used at funerals; red carnations as they symbolize bad will; any white flowers as they are used at weddings.
- Prohibitions about flowers are not generally followed by the young. When in doubt, it is always best to err on the side of conservatism.
- If you give wine, make sure it is of the highest quality you can afford. The French appreciate their wines.
- Gifts are usually opened when received.

Dining Etiquette

If you are invited to a French house for dinner:

- Arrive on time. Under no circumstances should you arrive more than 10 minutes later than invited without telephoning to explain you have been detained.
- The further south you go in the country, the more flexible time is.
- If invited to a large dinner party, especially in Paris, send flowers the morning of the occasion so that they may be displayed that evening.
- Dress well. The French are fashion conscious and their version of casual is not as relaxed as in many western countries.

Table manners

- Table manners are Continental -- the fork is held in the left hand and the knife in the right while eating.
- If there is a seating plan, you may be directed to a particular seat.
- Do not begin eating until the hostess says 'bon appetit'.
- If you have not finished eating, cross your knife and fork on your plate with the fork over the knife.
- Do not rest your elbows on the table, although your hands should be visible and not in your lap.
- Finish everything on your plate.
- Do not cut salad with a knife and fork. Fold the lettuce on to your fork.
- Peel and slice fruit before eating it.
- Leave your wine glass nearly full if you do not want more.

Business Etiquette and Protocol in France

Relationships & Communication

- French business behaviour emphasizes courtesy and a degree of formality.
- Mutual trust and respect is required to get things done.
- Trust is earned through proper behaviour.
- Creating a wide network of close personal business alliances is very important.
- If you do not speak French, an apology for not knowing their language may aid in developing a relationship.
- It is always a good idea to learn a few key phrases, since it demonstrates an interest in a long-term relationship.
- The way a French person communicates is often predicated by their social status, education level, and which part of the country they were raised.
- In business, the French often appear extremely direct because they are not afraid of asking probing questions.
- Written communication is formal. Secretaries often schedule meetings and may be used to relay information from your French business colleagues.

Business Meetings Etiquette

- Appointments are necessary and should be made at least 2 weeks in advance.
- Appointments may be made in writing or by telephone and, depending upon the level of the person you are meeting, are often handled by the secretary.
- Do not try to schedule meetings during July or August, as this is a common vacation period.
- If you expect to be delayed, telephone immediately and offer an explanation.
- Meetings are to discuss issues, not to make decisions.
- Avoid exaggerated claims, as the French do not appreciate hyperbole.

Business Negotiation

- French business emphasizes courtesy and a fair degree of formality.
- Wait to be told where to sit.
- Maintain direct eye contact while speaking.
- Business is conducted slowly. You will have to be patient and not appear ruffled by the strict adherence to protocol.
- Avoid confrontational behaviour or high-pressure tactics. It can be counterproductive.
- The French will carefully analyze every detail of a proposal, regardless of how minute.
- Business is hierarchical. Decisions are generally made at the top of the company.
- The French are often impressed with good debating skills that demonstrate an intellectual grasp of the situation and all the ramifications.
- Never attempt to be overly friendly. The French generally compartmentalize their business and personal lives.
- Discussions may be heated and intense.
- High-pressure sales tactics should be avoided. The French are more receptive to a low-key, logical presentation that explains the advantages of a proposal in full.
- When an agreement is reached, the French may insist it be formalized in an extremely comprehensive, precisely worded contract.

Dress Etiquette

- Business dress is understated and stylish.
- Men should wear dark-coloured, conservative business suits for the initial meeting. How you dress later is largely dependent upon the personality of the company with which you are conducting business.
- Women should wear either business suits or elegant dresses in soft colours.
- The French like the finer things in life, so wear good quality accessories.

Business Cards

- Business cards are exchanged after the initial introductions without formal ritual.
- Have the other side of your business card translated into French. Although not a business necessity, it demonstrates an attention to detail that will be appreciated.
- Include any advanced academic degrees on your business card.
- French business cards are often a bit larger than in many other countries.



Cultural briefing is the process of finding out about another culture, especially in preparation for a period of residence, a business trip or a holiday.

Some types of information can be learnt about beforehand, such as the organisation of the public transport system, and forms of address (Doctor, Mr, etc.), but it may be better to discover others through direct experience.

Look at the list below.

- 1 Choose a country whose culture you know little about, and from the list pick out the six things you would find it most useful to know before you visited the country on a business trip.
- 2 Choose a country whose culture you are familiar with, and do the same.
- 3 Prepare a short introduction (spoken or written) which would be useful for people about to make a business trip to that country.

Attitudes to alcohol	Political system
Attitudes to foreigners	Preparation for meetings
Dealing with emergencies	Public transport
Demography – population spread	Regions
Formality of dress in business	Religion and its importance
Geography	Respect for authority
History	Shop opening times
Hospitality	Silence – its acceptability in conversation and meetings
Housing standards	Thinking – analytical or intuitive?
Local products	Tipping in restaurants
Meal times	Titles – Mrs, Dr, etc., and their equivalents
Money – paying restaurant bills	
Physical distance between people when they speak	

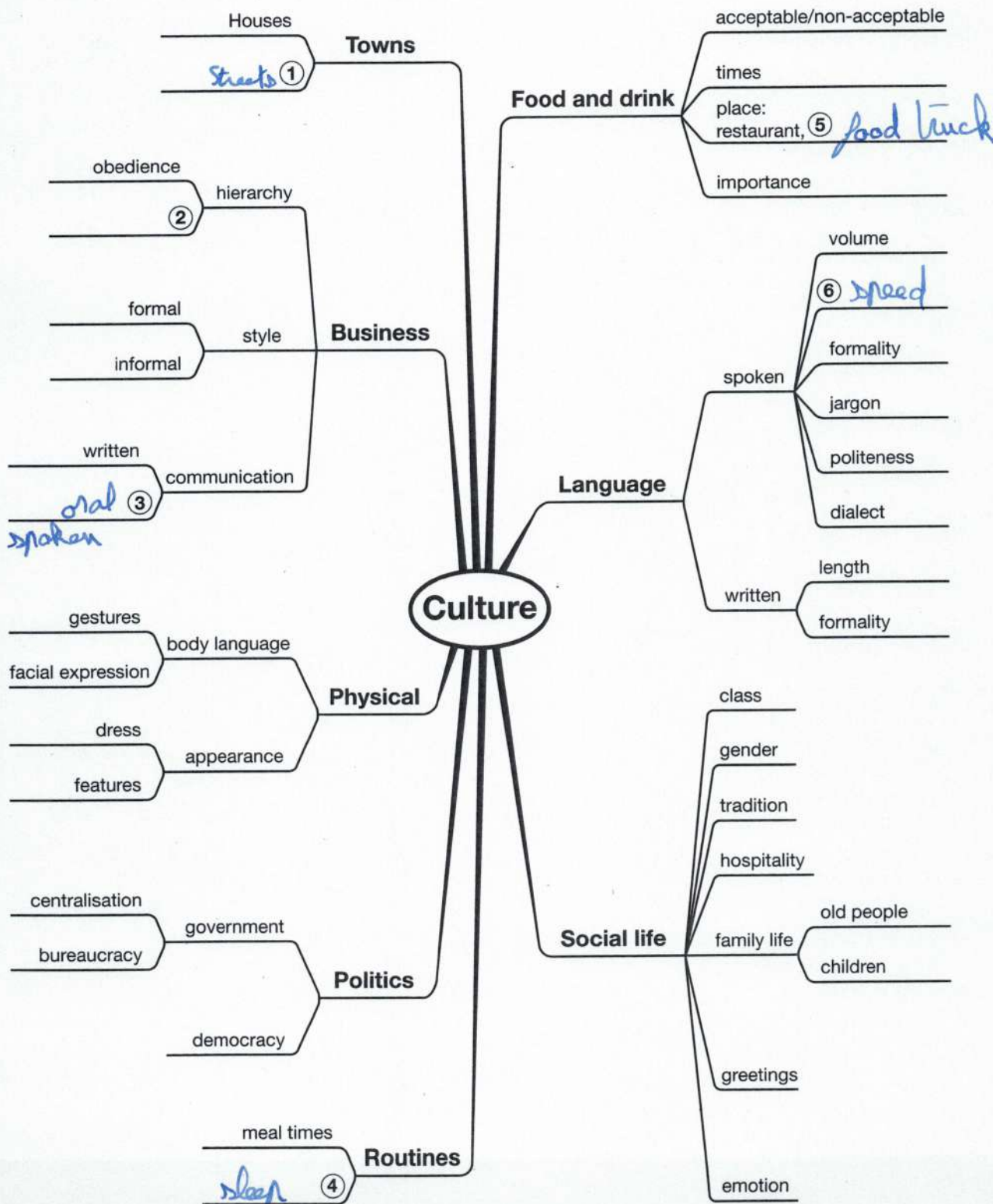
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Brainstorming: What is culture for you?

What is 'culture' for you? The word has many meanings and is open to many interpretations.

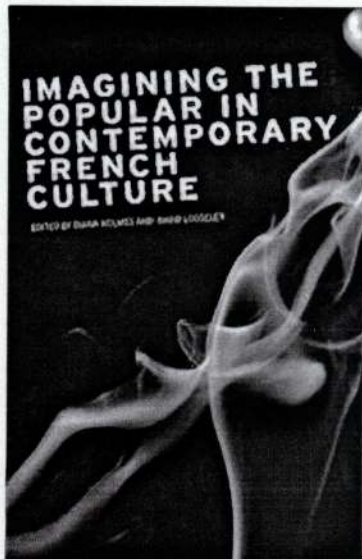
The aim of this mind map is to try to identify as many of the components of culture as possible. Follow the lines out from the central word 'culture'.

- 1 Complete the spaces numbered 1 to 6 with a suitable word or phrase.
- 2 Continue the lines outwards with suitable ideas.



1 Why does culture matter?

Wine
Bread
Social Movement Strike
Freedom
Food



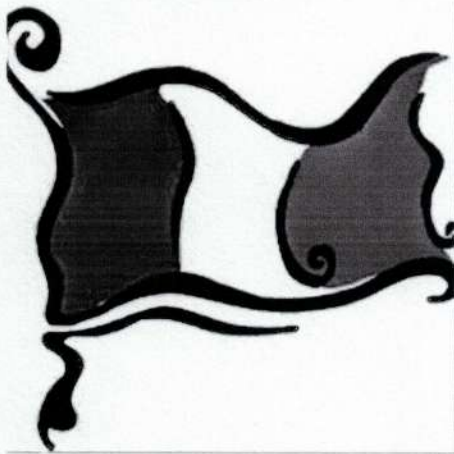


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RÉPUBLIQUE FRANÇAISE

**EMBASSY OF FRANCE
IN THE UNITED STATES**

CULTURAL SERVICES





Information Sheet: Efrei Group International Day - 8th of March, 2016

The Efrei Group International Day allows you to:

- meet students from all over the world and representatives from international partner universities
- Attend the international fair: discover food, music and fun facts about other cultures
- Attend the international lunch on campus
- Attend at least 2 of the workshops listed below and learn about all of the opportunities for studying and/or doing internships abroad

Stages et doubles diplôme à l'université du Nevada USA, A. Paz	
Double diplômes, U. Limerick, Irlande, H. Lewis	
Doubles diplômes à l'université de Staffordshire, UK, N. Hart	
Echanges et stages à l'université de Cracovie, Pologne, M. Zabinska	
Echanges et stages U. Salamanca, Espagne, J. A. García Coria	
Echanges, stages et doubles diplôme à l'université de Berne, Suisse JP. Dubois	
Etudier ou travailler en Allemagne sans parler allemand, D. Moncys	
Etudier ou travailler en Amérique Latine: Brésil - Argentine Mexique, D. Vieira	
Etudier ou travailler en Chine, MJ. Zhang	
Travailler ou étudier au Japon, M. Drouynot	
Trouver un stage aux USA avec <i>Parenthèses</i> , P. Brown	
Trouver un stage international avec <i>Aquarius</i> , X. Gonzalez del Valle	
Un CV anglais performant, R. Holman, J. Powell, E. Graty, K. Helme	Bring laptop Bring CV in French or in English
Comment réussir son entretien d'embauche (ou de stage), G. Cadars	
Le programme VIE avec Business France, G. Engasser	
Recherche efficace pour un séjour linguistique, K. Moran	Bring laptop
Summer school à Pékin pour valider SWIM, MJ. Zhang	
"Same same, but different!": Les enjeux de l'interculturel, C. Nusbaum	
Trouver un stage humanitaire, l'institut de coopération internationale, H. Dubois	
Initiation à la calligraphie, L. Wu	Art Supplies provided
Initiation au foot australien, capitane « Paris Cockatoos », A. Senkans	Ladies and gentlemen welcome, bring sportswear

Each of the workshops will last one hour and will be repeated two to three times during the day. Places will be limited to a maximum of 30 students per session (15 students maximum for the CV).

Students will need to **rank the workshops in their order of preference on Moodle from the 15th to the 21st of February**.

Each student will be assigned two 1h workshops by the international office, based on their indicated order of preference and on a **"first come, first served basis"**. Students attending the 2h long CV workshop will not be requested to attend a second workshop.

As places are limited in each workshop, you need to **sign up as soon as you can** after receiving the email from the international office. Students who fail to fill in the form on Moodle, will automatically be attributed remaining workshop places.

The workshops will take place between 10a.m. and 5:30p.m. on the 8th of March. The list of participants for each workshop and the corresponding times and rooms will be published on Moodle at the beginning of March. This information will also be posted in the Hall Truong.

Participation in this event is obligatory for all students in L1, L2, L3, L'3. Roll will be called in all workshops. All absences will be counted. Students not attending their assigned workshop will not be added to the attendance list and their presence will not be counted.

The information received during the workshops and the international fair will be **debriefed orally or in writing in your English classes. This debrief activity will represent up to 5 point on your TP1.**