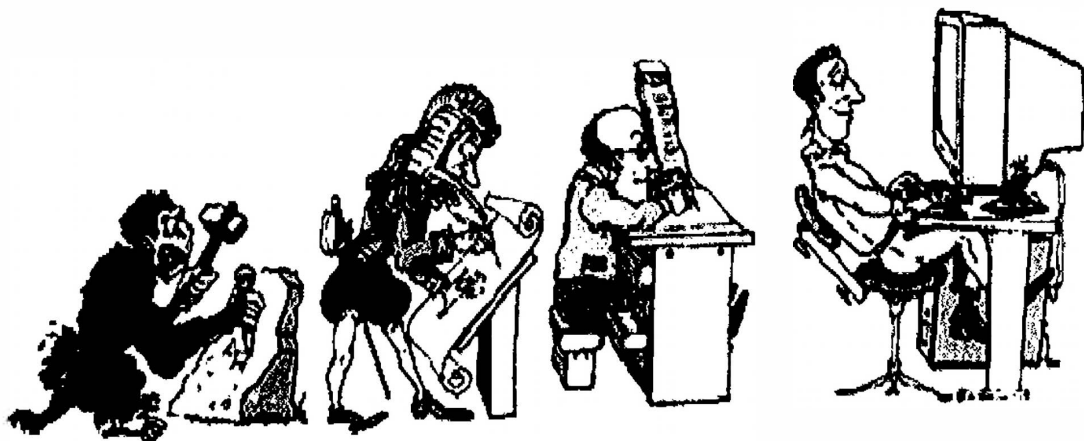# UNIVERSITE DE MONTPELLIER

Faculté des Sciences

Département Des Langues

L2 Info A – B – C – D + CMI

COMPUTER SCIENCES

ENGLISH

ORGANISATION DES ENSEIGNEMENTS

Volumes horaire : 21 heures

Les cours d'anglais auront lieu au premier (S3) et second semestre (S4) à raison de 3 heures hebdomadaires :   Le lundi de 16h45 à 20h pour les L2 Info D

Le mardi de 08h00 à 11h15 pour les L2 Info C

Le jeudi de 09h45 à 13h pour les L2 Info A + CMI

Le jeudi de 13h15 à 16h30 pour les L2 Info B.

Vous aurez donc 7 séances de TD (7x3h).

Les salles de cours sont DDL bâtiment 5 sous les amphis 5.01 et 5.02, les salles en 0... sont au sous-sol, les salles 1... au RDC et les salles 203 et 204 sont à côté de l'amphi 5.02 à l'étage.

Objectifs :

Acquérir une connaissance générale de l'anglais afin de pouvoir s'exprimer aussi bien à l'écrit que à l'oral, améliorer sa capacité de compréhension et de production afin de pouvoir mieux répondre aux besoins du monde informatique.

Contenu des cours :

Les cours seront axés sur l'étude de documents authentiques en lien avec les nouvelles technologies.

Ils comprendront :

- Textes et articles
- Documents audio
- Documents vidéo
- Consolidation des bases grammaticales

Contrôle continu des connaissances : ceci implique une totale assiduité !

Jeux de rôle, simulations, activités en classe :   /30

Présentation, exposé :   /30

Test écrit (compréhension d'un article en anglais) :   /40

RESPONSABLE DE L'ENSEIGNEMENT : Jahangir FARAZMAND

Adresse email : jahangir.farazmand@umontpellier.fr

Adresse email du responsable de TD : ....

Contents

INTRODUCTION

Introduction

QUESTIONS

Questions fermées : *inversion premier auxiliaire / sujet*

I am tired ⇨	Are ...... **you** ....tired?
He can swim ⇨	Can ..... **you** ....swim?
They worked hard ⇨	Did ....**they** ....work hard?
She has studied English ⇨	Has ......**she** ....studied English?
I could have tried ⇨	Could .. **you** .....have ....tried?
He loves chocolate ⇨	Does ....**he** ....love chocolate?

Questions ouvertes:

➢ la question porte sur le sujet : *on garde l'ordre sujet / verbe*

He arrived yesterday ⇨	**Who** arrived yesterday?
The accident happened yesterday ⇨	**What** happened yesterday?

➢la question porte sur un élément autre que le sujet: *inversion premier auxiliaire / sujet*

        Did ... he ... see them ?
Why ...... did ... he ... see them yesterday ?
When ... did ... he ... see them?
Who .... did ... he ... see?

✴ la préposition est maintenue après le verbe: I am listening to a CD ⇨ What are you listening **to**?

Mots interrogatifs:

WHO—WHAT—WHICH :	**Who** did you see? ⇨ I saw Mary **What** did you buy? ⇨ I bought a book **Which** of these two men do you know? ⇨ this one (**which** implique le choix)
WHOSE:	**Whose** car is it? (*A qui est cette voiture?*) ⇨ It's Paul's new car. Pas d'article après **whose** qui est immédiatement suivi de l'objet possédé.
WHY ou WHAT FOR :	**Why** did he come ? ⇨ because he wanted to see you (cause) **What** did he come **for**? ⇨ he came to see you (but)
WHERE ou HOW FAR:	**Where** is the station? ⇨ near the church (localization) **How far** is the station? ⇨ it's two miles from here (distance)
WHEN—HOW LONG—HOW OFTEN:	**When** did he arrive? ⇨ on Monday (date) **How long ago** did he arrive? ⇨ two days ago (date) **How long** has he been here? ⇨ for two days (durée) **How often** does he come? ⇨ twice a week (fréquence)
HOW ou WHAT .... LIKE?	**How** is he today? ⇨ he's very well (état de santé) **What** is he **like**? ⇨ he has long hair (description)

2

Ask the questions that correspond to the underlined words :
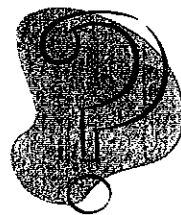
1. I saw him at the post-office. _____?
2. She'll come in June. _____?
3. It is Peter's car. _____?
4. They are waiting for Alan. _____?
5. She can stay here at least a month. _____?
6. She comes here twice a month. _____?
7. She's very well today. _____?
8. I've got three sisters. _____?
9. He didn't come because he was sick. _____?
10. It's two miles from the village. _____?

A student is being interviewed. Think of questions that fit these answers:

1. _____ ? -I was born in Montpellier.
2. _____ ? -I'm 19.
3. _____ ? -I study chemistry.
4. _____ ? -No, I like reading.
5. _____ ? -Yes, I did.
6. _____ ? -I speak French and English.
7. _____ ? -No, I've never been there.
8. _____ ? -I want to be an engineer.

Opinion polls: group work.

1. Each group receives one topic in the opinion poll and agrees on a few questions they want to ask about their topic. Each member of the group should prepare an interview sheet with these questions and fill in his/her own answers first. (see next page)
2. The groups are rearranged so that there is one member from each group in each new interview group. Each member of the new group has to get the answers to his questions from all the other members of the group.
3. The original groups reassemble to organize their data.
4. Each group presents their results.

GETTING TO KNOW YOU : POLL

❑ Prepare 2 questions about your topic. Use question words.

_____

_____

❑ Ask the questions and write notes about the answers.

Name	Question 1	Question 2

❑ Go back to your original group and prepare a report of your findings.

❑ Present your results to the class and be prepared to answer questions.

4

Numbers and quantities

How to count

You <u>count up to</u> a number

2, 4, 6 are <u>even</u> numbers; 1, 3, 5 are <u>odd</u> numbers

a <u>large</u>/a <u>small</u> number

a <u>prime, rational, decimal</u> number

in 345, 5 is the <u>units digit</u>, 4 is the <u>tens digit</u> and 3 is the <u>hundreds digit</u>

100	one hundred
1,000	one thousand
1,000,000	one million
1,000,000,000	one billion

2,344: two thousand three hundred <u>and</u> forty-four

How to express estimated quantities

n pages <u>or so;</u> <u>about</u> *n* pages

<u>a few</u> dollars ≠ <u>a lot of/lots of</u> dollars   <u>a little</u> money ≠ <u>a lot of/lots of</u> money

<u>few</u> minutes   <u>little</u> time

<u>many</u> tests   <u>much</u> time

Combinations of numbers

Multiplicity: <u>once, twice,</u> 3, 4, 10 <u>times,</u> 3 <u>and a half times</u>

<u>To double, to triple, to quadruple, to increase 5-fold,</u> 6-fold, etc.

Fractions and proportions: fractional; proportional

One half/third/quarter/fifth/ninth/twelfth/twentieth

Percentages and ratios: 15 per cent of the total

10% growth, increase, more, less

=	equals (to)
≈	approximately equals (to)
≠	different from, does not equal
+	plus
-	minus
x	multiplied by/times
/	divided by
<	less than
>	greater than

$V = 4/3\,\pi\,r^3$	V equals four thirds pi R cubed
$X = \sqrt{y}$	X equals the square root of Y
10-6 10^{-6}	ten to the power minus 6

Read the following figures:
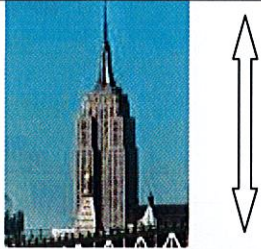
12 / 70 / 6 / 13 / 30 / 9 / 67 / 189 / 204 / 345 / 5,643 / 8,907 / 12, 345 / 20, 000 / 67, 894 / 800, 000 / 435, 786 / 1,000,000 / 2,897,453 / 5,873,098 / 1.2 / 25.6 / 432.56 / 1298.76 / 0.2 / 0.07

$X = \sqrt{5}$; a^{15}; $a + b = c$; $47 - 12 = 35$; 3.14; 0.5%; 28m/s; if $a \neq 0$; $y < 5$; 1ft ≈ 30cm; mass x velocity; 1 oz < 30gr; $x^2 = -1 + \sqrt{3}$; $x \geq 0$

Divide into two teams and hold a quiz.

Ask questions about the dimensions of the following items :

5 Bis

Item	Specification	Your question
	The Empire State Building 381 meters (1,250 ft)	
	The Vasco Da Gama Bridge (Lisbon) 10.7 miles (17.2 km)	
	Discovery space shuttle 178000 lbs (80 740 kgs)	
	I Pod classic[1] 2.4 inches (61.8 mm)	
	Lake Baikal, Russia, 1700 meters (5577,5 ft)	

You should be able to ask TWO questions for each item.

5 Bis

D/ Write these numbers in full

a) 840 cm

b) 2012 (date)

c) $ 44.99

d) 869 m²

e) 40,000 km

f) 5, 558, 880

g) 1,019

h) 1515 (date)

i) 1,000,000,000

j) 4,882,256,149

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5 TER

Measurements of length :

1 inch = 2.540 centimetres
0.394 inch = 1 centimetre
1 foot (12 inches) = 30.480 centimetres
1 yard (36 inches) = 0.914 metre
1 mile (1,760 yards) = 1.609 kilometres
0.621 mile = 1 kilometre
5 miles = 8.047 kilometres
50 miles = 80.467 kilometres

Measurements of area :

1 square yard = 0.836 sqare metre
1.196 square yard = 1 square metre
1 acre (4,840 square yards) = 0.405 hectare
2.471 acres = 1 hectare
1 square mile (640 acres) = 2.590 square kilometres

Measurements of volume :

1 cubic inch = 16.387 cubic centimetres
0.061 cubic inch = 1 cubic centimetre
1 cubic yard = 0.765 cubic metre
1.308 cubic yards = 1 cubic metre

Measurements of capacity :
(taking the pint as point of reference)

1 gallon = 8 pints
1 quart = 2 pints (1/4 gallon)
1 pint = 20 fluid ounces
1 gill = ¼ pint
1 fluid ounce = 1/20 pint

1 gallon = 4.546 litres (GB)
       = 3.785 litres (US)
1.75 pint = 1 litre
1 pint = 0.568 litre

Measurements of weights :
(taking the pound as point of reference)

1 ton = 2,240 pounds
1 hundredweight = 112 pounds
1 stone = 14 pounds
1 pound = 16 ounces
1 ounce = 1/16 pound
'1 pound = 0.453 kilogramme
2.2 pounds = 1 kilogramme
1 ounce = 28.35 grammes

Thermometer comparisons :

Fahrenheit :	Centigrade :
boiling point=212°	100°=boiling point
194°	90°
176°	80°
158°	70°
140°	60°
122°	50°
104°	40°
95°	35°
86°	30°
77°	25°
68°	20°
59°	15°
50°	10°
41°	5°
freezing point=32°	0°=freezing point

to convert fahrenheit to centigrade : $t = 5/9 (C-32)°$
and centigrade to fahrenheit : $t = (9F + 160)/5$

Currencies :

GB : pounds sterling (£) and pence (p)

US : dollars ($) and cents (c)

International Phonetic Alphabet

Vocalic sounds					
iː	leak	ɪ	trigger	aɪ	light
uː	soup	ɒ	fog	eɪ	rain
ɔː	source	ʊ	good	ɔɪ	oil
ɑː	carbon	æ	react	aʊ	cloud
əː	earth	ʌ	up	oʊ	slow
		ə	upper	ɪə	near
		ɛ/e	cell	ɛə	air
				(j)ʊə	fuel
				aʊə	power
				aɪə	ion

unvoiced consonants		voiced consonants			
p	peak	b	both	n	enigma
t	to	d	double	ŋ	thing
k	come	g	gas	l	little
f	fast	v	vehicle	r	react
ʃ	shield	ʒ	usual	h	hazard
w	with	dʒ	nitrogen	j (ʊə)	fuel
s	sun	z	ozone	m	methane
θ	methane	ð	this		

The English alphabet:

eɪ - biː - siː - diː - iː - f - dʒ iː - eɪtʃ - aɪ - dʒeɪ - keɪ - ɛl - ɛm - ɛn
oʊ - piː - kjʊ - ɑː - ɛs - tiː - jʊ - viː - 'dʌbəl jʊ - ɛks - waɪ - zɛd or ziː

How to pronounce -ed, -s/es.

-ed	is pronounced [d] after	a vocalic sound	ex	said, carried, pursued
		a voiced consonant	ex	doubled
-ed	is pronounced [t] after	an unvoiced consonant	ex	produced
-ed	is pronounced [ɪd] after	[t] and [d]	ex	emitted, shielded
-s	is pronounced [z] after	a vocalic sound		says, is, enigmas
		a voiced consonant	ex	oxides
-s	is pronounced [s] after	an unvoiced consonant	ex	sulphates
-s/-es	is pronounced [ɪz] after	[s], [z], [ʃ] and [ʒ]	ex	gases, hazes
				washes, damages
nb:	"a" becomes "an" in front of a vocalic sound		ex	an ultraviolet radiation
				≠ a universe

* ['] is the symbol used to show which syllable (uninterrupted segment of speech) is accentuated in a multi-syllabled word   ex   'oxygen

7

Instructions

1. How do you change the oil and oil filter in a car?
   Look at the diagrams and explain what you have to do.
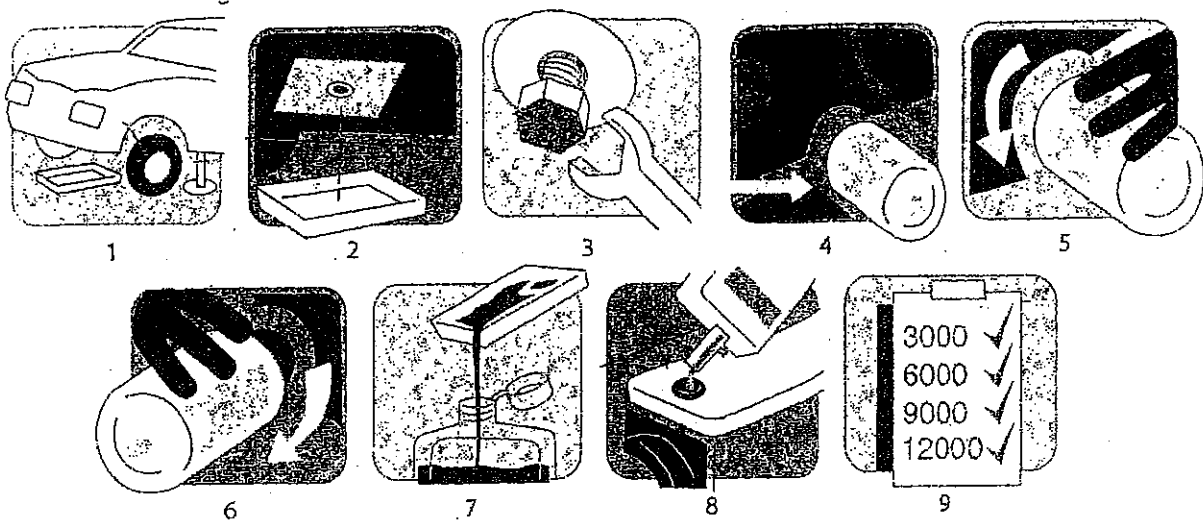
2. Here are the instructions, but they are muddled up. Match each instruction to the correct picture'

☐ Then locate the oil filter.

☐ Lower the car to the ground slowly and pour new oil into the engine. Check thoroughly under the car for any leaks and clean up any spilt oil.

1 Check the handbrake is on and jack up the front of the car. Place a shallow pan on the ground under the engine.

☐ Screw in the new filter, rotating clockwise this time. Don't screw it too tightly.

☐ Repeat this process regularly to keep your engine running well – every 5,000 kilometres is recommended.

☐ Unscrew the drain plug and wait for the oil to drain completely. It will flow out easily Replace the plug and do it up tightly with a wrench.

☐ Remove the drain pan and carefully pour the old oil into a container you can seal for disposal.

☐ Make sure that it's directly underneath the engine's drain plug.

☐ Remove the filter by rotating it gently anticlockwise. Pour any oil from the filter into the pan.

3. Work with a partner.
a) Where should you put the drain pan?
b) How do you remove the old oil from the engine?
c) How should you put the drain plug back on?
d) Should you screw in the new oil filter tightly?
e) What should you do with the old oil?
f) How often do you need to do this?

Adjectives and adverbs
Adjectives describe things
a shallow pan, the old oil, the new filter.
Adverbs describe actions - they answer the question 'How do you do it?'
Rotate gently
Check thoroughly
Do it up tightly.

8

4. Complete the sentences with the words below. Use each word once.

thorough/thoroughly	tight/tightly
careful/carefully	slow/slowly
easy/easily	

Example

It's icy outside, so please drive <u>carefully</u>.

a) I can't unscrew this nut. It's too _____.

b) It's very _____ to operate. A child could do it.

c) I don't want any mess, so make sure you clean up _____.

d) Make sure you screw the lid on _____. We don't want any gas to escape.

e) Be _____ not to touch any of these parts. They're very delicate.

f) I don't have broadband. I'm using a 56k modem so it's very _____.

g) I was well prepared for the test and answered all the questions _____.

h) What caused the accident? We need a _____ investigation.

i) You need to lose weight _____ to stay healthy. Try to lose just half a kilogram a week.

Forming adverbs

You can make adverbs from most adjectives by adding -ly.

quick → quickly   gentle → gently

But some common adverbs are irregular.

Adjective	Adverb
good	well
hard	hard
fast	fast

5. Write down two things that you:

a) do badly

b) do well

c) do fast

d) work hard at.

Work with a partner. Read the things in your list in a different order. See if they can guess which adverb you are talking about.

6. What are these people doing? How can you do these tasks? Which things can you do: quickly, slowly, carefully, accurately, firmly, gently, evenly, tightly, thoroughly, regularly, safely, carelessly, poorly, etc?

7. Play a game with the class. Each person needs two small pieces of paper.

a) On one piece of paper, write an action. On the other piece, write an adverb. Put all the actions in one pile and the adverbs in another. Keep the actions and adverbs separate.

b) Each student takes one action and one adverb from the piles. They have to act out the action in the manner of the adverb.

The class must guess what the action and the adverb are.

9

Understanding instructions

1 These inventions have all received US patents.

   1 What are they for?
   2 What parts and components do they have?
   3 How do they work?

11
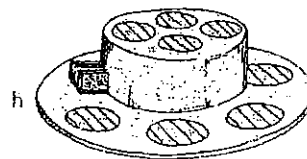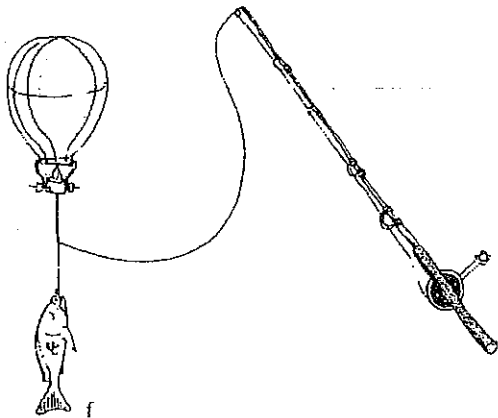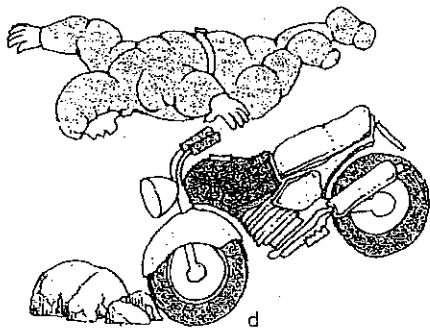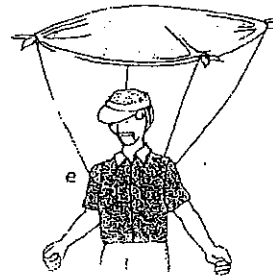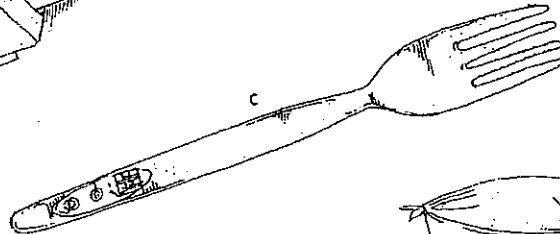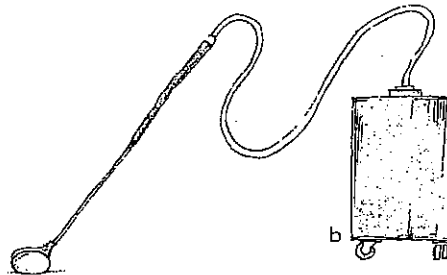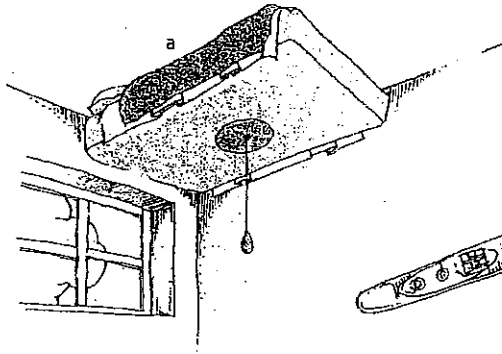
Understanding instructions

2. Find out if you were right. Match these descriptions to the devices.

1. Put on this suit before going for a ride. In a crash, it swells with compressed gas and protects your head, arms, body, and legs.
2. Pull the rope to lower this floating bed to the floor at bedtime. It is filled with helium gas, so you can store it on the ceiling when not in use.
3. Lose weight by eating with this fork. It has sensors that time your mouthfuls. When the red light comes on, you wait. When the green light comes on, you take another mouthful.
4. Attaching your golf club to the high pressure pump makes your balls go further. The golf club is hollow and the pump forces water through the hose, down into the club and out of the back.
5. Keep cool on hot days by wearing this sunhat. Its solar cells power a small radiator at the front.
6. Put these tubes on your dog before serving itsdinner. They stop its ears falling in its food.
7. Use this device to lift fish out of the water. The balloon floats on the surface. When a fish bites, it fills with gas, hooks the fish, and lifts it out of the water. Then it's easy to bring in.
8. Wearing this balloon on hot days protects you from sunburn. It is filled with helium gas so it floats above your head.

3. Choose the correct answer to complete these sentences.
a) Use this balloon to *protect/protecting* yourself from the sun.
b) *Wear/wearing* this hat keeps you cool.
c) Protect your body by *wear/wearing* this safety suit.
d) Pull fish out of the water easily by *use/using* this device.
e) Attach this pump to your golf club before *hit/hitting* the ball.
f) Put these tubes on your dog's ears *keeping/to keep* them clean.
g) *Use/using* this fork helps you lose weight.
h) Lower the bed to the floor before *get/getting* into it.

PRTIC (Please read the instructions carefully)

You will present a technical object or device as follows:

- How to use it
- Its different functions
- Some possible advantages and drawbacks
- Any dangers

The rules :

- Length 10 minutes

- Use visuals(images only, no text)

- Give some vocabulary

For help with technical vocabulary in English use these websites:

http://www.granddictionnaire.com and   http://iate.europa.eu

13

Useful phrases for discussions

1. Asking about or for an opinion

Could you tell me ....?	What do you think about/of ....?
What's your opinion about ...?	Do you think/feel ....?
How do you feel about ....?	May I ask you ....?

2. Asking for an explanation

Could you explain to me ....?	Could someone please tell me ....?
Just tell me the reason why ....?	I don't really understand ....?
I just don't see why/what/how	Are you saying that ....?
What do you mean by that?	I beg your pardon?
I didn't quite get that.	Excuse me, did you say that ....?

3. Giving your opinion

In my opinion/view	If you ask me ....
As far as I can see/I'm concerned	It seems to me that ....
I have the/a feeling that	I think/feel/reckon/believe ....
Well, I'd say	If you want my opinion ....
You can take it from me that	First of all/To start with I'd like to point out ...
What we have to decide is	There can be no doubt that ....
It's a fact that	Nobody will deny that ....
The way/As I see it	Everyone knows ....
Let me put it this/another way	Let's get this clear (first) ....
Sorry to interrupt you, but	The point I'm trying to make is ....
Personally (speaking) I think	I'm absolutely convinced that ....
My view/point of view is that	The way I look at/see it is this
What I actually meant was	

4. Giving an explanation

Look, it's like this:	What I mean is ....
The reason for this is	The main problem is ....
Just let me explain	Well, the reason is ....
Well, the thing is	Above all we must keep in mind that ....

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5. Agreeing with an opinion

I (quite) agree.	I agree completely/entirely.
I couldn't agree (with you) more.	I entirely/completely agree with you on that.
That's true/right.	That's just it.
Quite/Exactly/Precisely/Right/Certainly/Definitely.	You're quite/so right.
I think so, too.	I don't think so either.
That's just my feeling/opinion.	That's just how I see it/feel about it, too.
That's a very good/important point.	You've got a good point there.
Yes, of course/definitely/absolutely	Marvelous.
That's exactly what I mean/say.	Yes, that's obvious.
That's exactly how I see it.	That's what I think
How very true.	So do I/So am I
Yes, indeed.	I'm all in favor of what you've been saying.

6. Qualified agreement

Yes, perhaps, but	Yes, possibly, although ....
Yes, but on the other hand	Yes, up to a point.
I agree up to a certain point, but	Yes, in a way.
Maybe, I suppose so.	Well, it depends.
I don't think it's as simple as that	I see what you mean, but I think that's not the whole story
You may be right there.	Yes, but there's also another aspect to consider

7. Polite disagreement

I disagree (with you), I'm afraid.	No, I really can't agree, I'm afraid.
I don't quite agree there.	I'm not so certain/at all sure if that's true/correct
I'm not (quite) so sure (really).	I'm sorry I can't agree.
Do you really think so/believe that?	I'm not convinced that ....
Well, that's one way of looking at it, (but)	Well, I have my doubts about that
You can't really mean that.	You don't really mean that, do you?
I wouldn't say so.	I don't think so.
I don't think you're right/that's right.	Surely you don't mean that?
I don't want to argue with you, but	I can't go all the way with you on that point.
Are you seriously suggesting that ...?	I have my problems with what you're saying

8. <u>Strong disagreement</u>

I doubt that very much	I think you got that wrong
Don't you dare say so!	Rubbish!
Bloody hell, no!	Shame on you!
You're pulling my leg!	On the contrary!
That doesn't convince me at all.	You're contradicting yourself.
I've never heard of such a thing.	You're wrong, you know.
You can't be serious!	It's not like that at all!
That's not correct	You're contradicting yourself
You don't understand.	I'm afraid, I don't think you quite understand.
I don't think so, really!	That's not fair!
That's out of the question	I can't believe that I'm afraid
I can't accept your view, that	Do you really think that's a good idea?
I'm afraid, I can't agree with you there	Well, you would, wouldn't you?
Really?	Don't be silly/stupid!
How stupid can you get?	What a silly/stupid thing to say!
That's (simply) not true!	I don't think, you can say ....
Surely you're not serious, are you?	I doubt it/that very much
You can't be serious!	Oh, come on, think about what you've just said!
I doubt if ...	I've got my doubts about that.
I don't agree with you at all.	I disagree entirely/completely.
Oh, come on, you must be joking/kidding!	That's out of the question
That's not how I see it	It's not as simple as that!
That's no excuse	I believe you're mistaken
That doesn't make sense to me	Let's be sensible about this
You're hopeless/wrong	You won't listen to reason
I think you got that wrong	I'm not impressed
For heaven's sake!	Well that's one way of looking at it, but

9. Making a complaint

I can't quite understand how/why	I've come to complain about ...
I'm disappointed with	I'm fed up with ....
It really is terrible/ridiculous that	I'm sorry I have to say this, but ....
Forgive me for mentioning it, but	That's what I want to know.
Do you realize that ....?	Are you aware that ....?
I'm disappointed to hear that.	What are you going to do about it?
Something ought to be done about it.	Look, I really must protest about ....
Can't something be done to/about	

10. Reacting to a complaint

I'm (awfully) sorry to hear that	I really must apologize for this.
Well, there's nothing we can do about that, I'm afraid	This isn't my/our fault, you know.
What do you expect us/me to do?	I'll find out what has happened
I'm sorry you should take it that way.	I'll see what I can do.

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Useful **Debate** Vocabulary

Stating an opinion

* In our opinion...
* We (don't) think that...
* The way we see it...
° If you want our honest opinion....
* ~~According to me...~~ → According to the other side/ our opponents...
* As far as I'm concerned...
* Our position is the following...

Sequencing :

* Firstly..., secondly..., our third point is that...
* The first good reason to... is that... ; next ; what's more ; moreover....
* To begin, we think that... ; in addition, you have to know that... ; last but not least....
* The first point I would like to raise is this...
* Here's the main point I want to raise...
* I'd like to deal with two points here. The first is...

"I'm listening to the other side."

* I see your point, but I think...
* Yes, I understand, but my opinion is that...
* That's all very interesting, but the problem is that...
* I'm afraid I can't quite agree with your point.
* I think I've got your point, now let me respond to it.
* We can see what you're saying. Here's my reply...

Disagreeing :

* Excuse me, but that's not quite correct.
* Sorry, I just have to disagree with your point.
* Let me just respond to that, please.
* I'd like to take issue with what you just said.
* We said that... but the other side has not replied to our point.
* I'd like to focus on two points that the other side has failed to address.
* There are two issues our opponents have failed to dispute, namely...
* We pointed out that...
* Our opponents have claimed that...
* To recap the main points...
* Let's sum up where we stand in this debate.
* In summary, we want to point out that...

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Example of Negotiation in Business: Apple and Samsung's Dispute Resolution Case Study

What happened between Apple and Samsung makes for a great examples of negotiation in business

BY PON STAFF — ON JANUARY 3RD, 2019 / BUSINESS NEGOTIATIONS
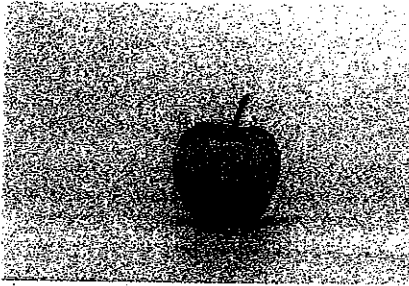
For two days in late May 2012, Apple CEO Tim Cook and Samsung CEO Gee-Sung Choi met with a judge in the U.S. District Court of Northern California in an attempt to reach a settlement in a high-profile U.S. patent case, a sobering example of negotiation in business.

Back in April 2011, Apple had filed a lawsuit accusing Samsung of copying the "look and feel" of the iPhone when the Korean company created its Galaxy line of phones.

Samsung countersued Apple for not paying royalties for using its wireless transmission technology. Since then, the number of patents under dispute has skyrocketed, according to the *Korea Times*, as has the number of courts involved in various countries. The two companies have repeatedly accused each other of copying the appearance and functions of their smartphones and tablet devices.

The companies showed some willingness to compromise in an effort to avoid going to court: at the California court's suggestion, they cut the number of disputed patents in half. But even as the CEOs sat down at the table for their mediation, which was urged by the court, Apple filed a motion asking the presiding judge to bar the sale of Samsung's Galaxy Tab 10.1 on the grounds that the tablet was designed to "mirror" Apple's second-generation iPad

Both sides had said they hoped to avoid a legal battle. Given that Samsung is one of Apple's biggest suppliers, the companies had a strong incentive to move beyond their dispute and build on their ongoing partnership. Yet the two-day mediated talks between the CEOs in late May ended in an impasse, with both sides refusing to back down from their arguments. The suit later went to trial twice, with Apple ultimately winning more than $409 million.

Mediation Between Business Negotiators and Chances of Success

As this example of negotiation in business suggests, mediation as a dispute resolution technique between business negotiators is far less likely to succeed when the parties are grudging participants than when they are actively engaged in finding a solution. When negotiators feel they have spent significant time and energy in a case, they may feel they have invested too much to quit.

Moreover, the longer they spend fighting each other, the more contentious and uncooperative they are likely to become. The lesson? When a business dispute arises, you should always do your best to negotiate or mediate a solution before taking it to the courts.

Team Apple: 8 to 10 students (or less).

Team Samsung: 6 to 8 students (or less)

Judges: 3 to 4 students.

Preparation: 45 mn.

Role play: 30 mn.

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READING COMPREHENSION
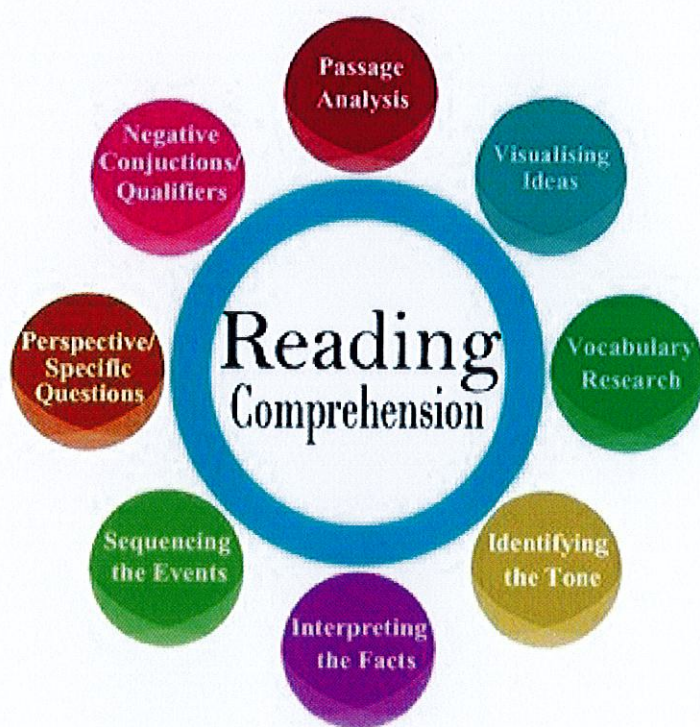
INSIGHT

Is privacy dead?

'Unlike' the FBI on Facebook

You might think twice about a post if the government were watching

SATIRICAL newspaper *The Onion* recently described Facebook as a project of the Central Intelligence Agency. "After years of secretly monitoring the public, we were astounded," a fictional agency deputy director told Congress. He was happy that Facebook users voluntarily post "alphabetized lists of all their friends" and "even status updates about what they were doing moment to moment". It is, he concluded, "truly a dream come true for the CIA".

The scenario is not that far from the truth. Facebook has close to a billion users, many of whom post daily updates on their thoughts and feelings. The same thing happens on Twitter. Foursquare users share information about their location. Commentators on news sites express opinions and outrage. And, as a *New Scientist* review of procurement requests shows, the US government is keen to take advantage of what amounts to a society of self-surveillance.

In a way, they are behind the curve – marketing firms already monitor social networks to gauge public reaction to product launches. And online chatter can be analysed to forecast election results, for example. US federal agencies want to harness

these techniques in an attempt to gauge overseas opinion about America, or even get hints on how to head off terrorist activity.

With these aims in mind, officials at the Department of State issued a procurement notice on 1 June asking software developers to submit bids for a contract to supply tools that provide "deep analysis of topics, conversations, networks, and influencers of the global social web". These tools will analyse

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"The US military has a system that analyses posts to news forums, blogs and social media"

---

conversations taking place in at least seven foreign languages, including Chinese and Arabic.

Once the bids are in, the software systems will undergo a six-month trial in which they will examine online reaction to a specific event, such as a talk given by a US ambassador.

The military is even further along with such plans. In 2007, the US air force awarded defence giant Lockheed Martin a $27 million contract to develop the Web Information Spread Data Operations Module, or WISDOM, which analyses posts made to news

forums, blogs and social media. Military analysts are already using it to monitor Central and South America and the Pacific region. Lockheed Martin is now upgrading WISDOM with a $9 million contract from the navy, which wants to "understand the latest regional trends and sentiment and predict threats from groups and individuals".

Other departments have similar plans – the FBI is talking to software vendors, and the Department of Homeland Security already has a monitoring system up and running.

How might such monitoring affect our online behaviour?

Imagine reading an article about US government policies and then wanting to post an angry comment. Would you pause if you knew the government would collect and store your comment and username? "This prevents people from speaking their minds," says Ginger McCall of the Electronic Privacy Information Center in Washington DC. "It quells dissent." One would hope government officials had such concerns in mind. It is difficult to say, however, because repeated attempts by *New Scientist* to obtain comments from the Department of State were met with silence. **Jim Giles** ∎

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Reading comprehension

Vocabulary help.

to forecast : to predict   to harness : to exploit   to gauge : to measure

hints : indications   bids : offers   to quell : to end

Decide if the followings are true or false then justify by quoting the text.

1 - Facebook is a project of the Central Intelligence Agency.   T / F

....

....

....

2 – Facebook users are listed alphabetically.   T / F False, it is what a *fictional* CIA deputy says about the friends of a FB user, lines 6 to 10

3 – Facebook has reached a great number of users.   T / F

....

....

....

4 – The US government is very happy that people give voluntarily details of their every day life by posting them.   T / F

....

....

....

5 – The US government is the only organism to watch what people do on the web.   T / F

....

....

....

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6 - The tools software developers must submit to the US government would only analyse American websites.   T / F

....

....

....

7 - The US military analysts have already started to control what is happening near the USA. T / F

....

....

....

8 - The US military and navy are the only groups to monitor the internet flow.   T / F

....

....

....

9 - According to Ginger McCall people will be more cautious if they know that their angry posts may be used by the government.   T / F

....

....

....

10 - The American Department of State is ready to comment any decision about monitoring the internet flow.   T / F

....

....

....

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Vocabulary

Give the English equivalent of the words in the brackets.

1- The researchers can also a- ... the system to recognise the frequency b- ... of other noises. (a- régler / b- empreintes)

2- a- ... several previous studies have found b- ... of health problems in people exposed to noise for long periods. (a- cependant / b- preuve)

3 - Because reading a- ... are in part acquired by listening to others, ignoring speech b- ... their development. (a- compétences / b- entraver)

4 - If you ... multitask, you do more than one thing at the same time. (faire plusieurs tâches)

5 - A ... is a set of questions that you ask a large number of people. (sondage)

6 - If something is ... , it happens or exists in many places. (répandu)

7 - A 56-tonne door meant to protect workers from radiation has been hanging from a single ... . (gond)

8 - The possibility to develop or achieve something in the future is something ... . (possible)

1a-	1b-	2a-	2b-	3a-
3b-	4	5	6	7

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Grammar

Temps, aspects, modes

Complete the text; choose the correct form of the verbs (presents simple and continuous, pasts simple and continuous, presents perfect simple and continuous, pasts perfect simple and continuous):

Bill Gates _____ (be) the richest man in the world since the mid-nineties. He _____ (live) near Lake Washington with his wife and children, but he _____ (be born) and _____ (grow up) in Seattle.

While he _____ (study) at Harvard University he

_____ (work) on a version of the programming language BASIC.

Before he _____ (set up) the company Microsoft Corporation, he _____ (leave) Harvard without graduating.

By the time he _____ (retire) as chairman in 2008, Microsoft _____ (become) one of the most successful companies in the world.

Before this, in 2000, Bill and his wife _____ (form) the "Bill and Melinda Gates Foundation".

Currently, he _____ (spend) most of his time helping others. For the last few years he _____ (encourage) other rich people to donate money. Despite his success, people _____ (criticise) Gates' aggressive business style, and he _____ (have to/ defend) many legal actions against his company.

Passive Voice

Change these sentences from the active to passive form:

1. He offered Nancy a pay increase.

Nancy..

2. We have to correct the mistakes

The mistakes..

3. They are testing the new drug

The new drug..

4. We haven't used the machine for ages

The machine..

5. They may show the film tomorrow

The film..

Why the Internet's Next Billion Users Will Be Mobile-Only

The personal computer in the shape of a notebook or desktop has taken computers as far as those shapes would allow. Now, the future of computing is only possible because of new shapes, that of tablets and, especially, Internet-connected smartphones.

Tablets will take computing beyond where it has ever been before, getting computers into the hands of more people. The connected smartphone, however, will bring computing to everyone. More importantly, it will bring the Internet to everyone. More revolution will come from smartphones than from any previous computing product in history. It is because of this that we will see a future with one billion more people online, a future only made possible because of mobile devices.

Smartphones are key to getting the next billion people on the Internet because they are getting cheaper and more connected. Over the next decade or so, we will watch smartphones become a commodity. Estimates are that by 2020, quality, powerful smartphones could cost as little as $10. And the mobile web is already bigger than the desktop web, and it will soon dwarf the desktop web. The future of the Internet is mobile, and that reality has interesting implications.

There was a debate last year around the disparity between web browsing in Apple's iOS and the Android operating system. The problem was: Android-powered devices had twice the user base, but much less of the global browsing share. Only recently has Android overtaken iOS in global web browsing share, and it is still very close to iOS.

When we include open-source Android and Google's Android, Android has well more than double the active devices compared to iOS. But, given Android's market share advantage, why does it take so long for Android operating system to become the major web browsing leader?

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The bulk of Android's growth and market share is in the lower tiers of smartphone price bands. The estimates put premium Android price tiers at roughly 15% of the global Android installed base — meaning most of the people running Android are using devices much cheaper than Apple's iPhones. This explains much of the global web browsing problem: Apple has a significant installed base of premium users, and those customers spend more time browsing the web and consuming Internet data. Simply put, Apple's more affluent audience can more easily afford to liberally browse the web. Much of Android's installed base, having to deal with expensive and slow mobile Internet connection times and no home Wi-Fi, cannot browse the web as liberally as the Apple users do.

Due to the infrastructure challenges in many emerging markets, consumers there, are very aware of how much data they are using and the size of the applications they are downloading. The ideal size is 10-15MB globally.

Understanding this, we should consider the role played by so-called "light apps," apps that are either small downloads or operate entirely on the web — a Yelp-style app in India called Zomato, for instance, is a great example of a light app. While it is true that native apps are still dominant, that only factors in the top 30-40% of the global mobile audience that has a smartphone and a data plan today. As connected smartphones' reach extends to less affluent users, a healthy portion of those customers will be even more sensitive to the costs of data and size of applications they consume.

This is why the "light web" will be the connectivity method of choice for the next billion web users. Some companies, like Uber, have built robust web apps accordingly, increasingly powered by the cloud instead of running on users' devices. It is clear that we are heading to a fascinating "light web" future, not only made possible by mobile devices but empowered by them. This future will post great challenges to many present actors in the sector, but even greater opportunities for quick-moving innovators.

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Vocabulary

Match the following words with their synonymous in the table.

Shape   **beyond**   **previous**   **device**   **dwarf**

roughly   **premium**   **affluent**   **empowered**

incumbent

	Synonymous	Words
1	Approximately; around	
2	Entitled; granted; allowed	
3	Further than; away from	
4	Executive; manager; administrator	
5	Superior; selected	
6	Preceding; prior	
7	Outline; form	
8	Machine; tool; appliance	
9	Prosperous; rich	
10	Diminish; minimize	

Reading Comprehension   /20

Answer the following questions by quoting the text.

1- What and how will be the future of personal computing?

....

....

....

2- Why are smartphones revolutionary?

....

....

....

3- How is it possible for such a large number of people to have a smartphone and be connected?

....

....

....

4- What will be the future of smartphones?

....

....

....

5- How would you compare the mobile web and the desktop web?

....

....

....

6- What are the major mobile web operating systems?

....

....

....

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7- Describe the differences between iOS and Android operating devices.

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

8- Why are consumers in many emerging markets very aware of how much data they are using?

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

9- What is a light app and give an example?

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

10- What makes a company such as UBER very innovative?

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

Grammar /30

A - Temps / Aspect: fill in the gaps with the right form of the verbs in brackets. /20

1- It is time we turned on the central heating. It (GET) .... colder

every day.

2- British people (DRINK) .... more and more wine

these days.

3- To be honest, I (DOUBT) .... whether he will be here

tomorrow.

4- I (VISIT) .... Greece two years ago.

5- This is the second time we (VISIT) .... Greece.

6- I (NOT SEE) .... Tom today.

7- We (HAVE) .... a nice meal when the telephone

(RING)......................................

8- I (KNOW) .... him for a long time.

9- I (KNOW) .... the answer yesterday and now I cannot

remember.

10- The film War and Peace is very long. It (LAST) .... over four

hours.

11- I (WORK) .... here since 1993.

12- I (WORK) .... very hard to pay my driving licence.

13- This (BE) .... my home for ten years.

14- She (LIKE) .... playing the piano in the afternoon.

15- They (CATCH) .... a cold yesterday because it (BE) ....

too cold and they (WEAR) .... only T-shirts.

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16- They (SWIM) .... from Calais to Dover in less than an hour.

17- Mister Smith (TEACH) .... for twenty-five years now.

B – Articles: fill the gaps with A/AN/THE/Ø   /5

1- This is .... last time I do you .... favour for .... while.

2- At .... end of .... busy day, ... sleep is .... best tonic.

3- If I had .... time, I would take up .... archery.

4- I don't like .... milk.

C- Put the followings into the passive form. /5

a- Our company staff send more and more emails.

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

b- They used linux because it was free.

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

c- She gives them a brand new computer every year.

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

d- John Smith, the head of the R&D department, is updating this software.

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

e- We build C234 PC's and ship them free to our partners.

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

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Computer spying
Attack of the cybermen

Sophisticated viruses will be the workhorses of 21st-century spying. But there should be rules

Nov 29th 2014 | From the print edition

IF ASKED why they spied on the computers of their rivals (and allies), the authors of Regin, a sophisticated computer virus that seems to have been designed by a Western government, would presumably echo the proverbial bank robber, and reply "because that's where the secrets are".
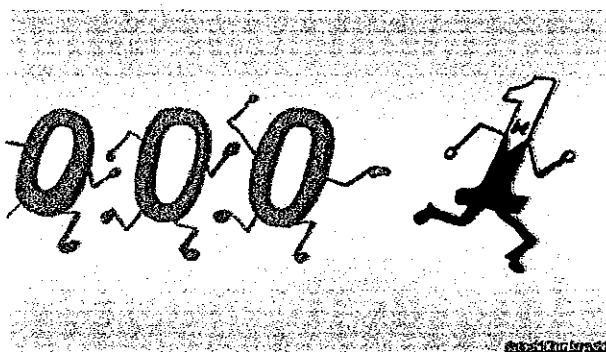
As the world has gone digital, spying has, too. Regin is just the latest in a trend that first came to public notice in 2010, when a piece of American and Israeli software called Stuxnet was revealed to have been responsible for sabotaging part of Iran's nuclear programme. Since then have come Flame, Red October, DarkHotel and others (see article (http://www.economist.com/news/international/21635044-malicious-computer-code-making-spooks-job-easier-ever-spy-who-hacked-me)); more surely lurk undiscovered in the world's networks. But unlike the indiscriminate surveillance revealed by Edward Snowden, these chunks of malware seem, like traditional spying, to be targeted at specific governments or even individuals.

For spies, such digital espionage has advantages over the shoe-leather sort. Computers are stuffed with data that can be copied and beamed around the world in seconds—so much easier than fiddling with microdots or smuggling sensitive documents past guards. The more complicated computer operating systems get, the more riddled they are with unnoticed security holes. Staying safe means plugging them all; an attacker need only keep trying until a single one gives way.

Computer espionage is usefully deniable, too: if programmers are careful it is hard to know who is behind an attack. (There are hints that Regin might be British—not least that one of its modules seems to be called "LEGSPIN", a cricketing term. British spooks refuse to comment.) And it can be conducted from comfortable armchairs thousands of miles from the

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target, with no need to put human agents in harm's way.

But cyber-spying raises two tricky issues. One is that the low cost of gathering information this way may encourage more of it, and a Hobbesian world of spiralling espionage would be bad for everybody. What's more, since there is no sharp distinction between digital spying tools and weapons—Stuxnet, for instance, damaged systems as well as stealing secrets—there is a danger that the greater ease of attacking an enemy's digital assets means that governments will make war on each other with greater abandon. There is a close parallel with drone warfare, which is similarly cheaper and less risky than its flesh-and-blood counterpart.

This is an argument for governments to be selective about how they use cyber-weapons not to withdraw them. Although cyber-weapons may lower the threshold for attacks, they don't (yet) kill or maim people. If the choice is between a missile and a cyber-weapon, the latter is preferable.

Working for Main Street, not M (مال تلا)

The other problem with cyber-weapons is that they encourage economic spying of a sort that has less to do with national security than corporate profits. The West has long complained that the Chinese and Russians help themselves to industrial secrets. But it is not clear that the West's record is spotless: files leaked by Mr Snowden also suggest that American spies were keenly interested in Petrobras, Brazil's state-controlled oil firm.

Here, the question is one of motives. It would be surprising if the West were not spying on Gazprom, for instance, which acts as an arm of the Russian state. But spying on foreign firms to help your own is merely another way of ignoring the intellectual property rules that underlie technological prosperity. Governments should not do it.

Cyber-warfare is an unruly business, where rules will be flouted. But it needs them. Cyber-warriors should remember that what they do to others will be done in turn to them.

From the print edition: Leaders

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Computer spying, attack of the Cybermen

I – Decide if the following statements are True or False, justify by quoting the text.   /10

1- Regin has been designed by the Chinese computer experts.   T / F

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

2- Bank robbers and computer spies have the same motivations when it comes to violating the rules.   T / F

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

3- In 2010, Regin began spying on Western government.   T / F

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

4- Computer malwares attack indistinctively any user.   T / F

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

5- Spying on computers is much simpler than physically stealing information.   T / F

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

6- Security holes do not exist on modern operating systems. T / F

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35

7- Regin seems to be a British malware.   T / F

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

8- Human agents are not needed to operate a malware.   T / F

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

9- Cyber-spying is a very expensive activity.   T / F

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

10- Malware can only be used to gather data.   T / F

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

II – Questions   /5

1- What would bank robbers reply when they are asked "why did you rob a bank"?

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

2- Why has spying become digital?

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

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3- What are the advantages of digital espionage?

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

4- What are the two problems raised by digital espionage?

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

5- Why economic spying is not only done by developing countries?

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III – Writing /5

Why ⟩ cyber-warfare need rules? (150-200 words).

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Play Hard : The Wii U by Nintendo

Six years ago this month, Japanese video-game giant Nintendo released the Wii, a console with a motion-sensing controller that got players off the sofa and onto their feet. It became an instant phenomenon. Even 2 years after its release, Nintendo struggled to keep up with worldwide demand.

But back then, the Wii had far less competition. Nobody had flung even one Angry Bird at a villainous pig or tended to a single FarmVille crop. The iPhone, iPod Touch and iPad didn't exist. Facebook, which had been open to non-students for only a few weeks, didn't do games. And no one assumed that a console or any other gadget could stream movies and TV shows over the Internet. Hulu hadn't launched; Netflix's business consisted solely of mailing DVDs in little red envelopes. In 2006 a console could thrive purely by being good at games.

Nov. 18 marks the arrival of the Wii U, Nintendo's take on what a console should look like in 2012 and beyond. With an array of impressive new games, a dynamic new controller, high-definition streaming via Amazon Instant Video, Hulu Plus and Netflix, and social-networking capabilities, the Wii U (available in $300 and $350 versions) is imaginative, ambitious and a lot of fun. But so much has changed in the game business that it's not clear whether any amount of imagination, ambition and fun can rekindle Nintendo's old Wii magic.

The Wii peaked in 2009, when consumers snapped up almost 26 million units. Last year they bought fewer than 10 million, and sales of Wii games have tumbled in tandem. Nintendo's stock has taken a beating, and earlier this year it reported its first loss in five decades as a public company and slashed its profit outlook for its current fiscal year by 70%.

Financial worries aside, Nintendo might seem an unlikely candidate to reinvent console gaming for an era in which games and consoles are blurring into the world of personal technology. Years ago, when Microsoft and Sony hatched plans for the Xbox 360 and PlayStation 3, respectively, they anticipated that this convergence was on its way. So they moved to reposition their consoles as do-everything HD boxes for the living room. Nintendo did not. (It didn't even bother to give the Wii HD capability.)

It's gaming that remains at the core of Nintendo's identity, making it a fundamentally different outfit from Microsoft and Sony, each of which has total revenue nearly 10 times Nintendo's fiscal-2012 figure of $8 billion. "For both of those giant companies, gaming is just one tentacle of the octopus," says Jeff Ryan, author of Super Mario: How Nintendo Conquered America. "For Nintendo, this is it."

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Games have been enormously good to Nintendo, and vice versa. Founded in 1889 in Kyoto to produce playing cards, the company had its first electronic blockbuster in 1981 with the Donkey Kong arcade machine, designed by Shigeru Miyamoto, who is still Nintendo's presiding genius. Mario, that game's barrel-hopping protagonist, has gone on to star in more than 200 Nintendo titles--the best-selling series in console history. Other Nintendo franchises, such as Metroid, Pokmon and The Legend of Zelda--the last of these co-created by Miyamoto and Takashi Tezuka, who also collaborated on the Wii U--are remarkably durable, inspiring sequel after sequel.

This vertical integration--Nintendo characters appearing in Nintendo games available only on Nintendo hardware, all created by Nintendo's in-house wizards--is reminiscent of how Apple builds iPads, iPhones and Macs. But it's strikingly different from the business models of the PlayStation 3 and Xbox 360, both of which are more dependent on games produced by independent publishers like Activision and Electronic Arts.

For all the ways in which Nintendo has gone its own idiosyncratic way, the company has "been the best at innovating in this industry for many years," says Laurent Detoc, president of game publisher Ubisoft North America. "The way Nintendo creates new hardware is by having game developers work side by side with hardware engineers," says Reggie Fils-Aime, the president and chief operating officer of Nintendo America. "When the game developers have an idea that can't be fulfilled by the current hardware, that's what's next."

What's next includes the GamePad, the Wii U's new controller. It sports a 6.2-in. touchscreen, motion sensors, dual joysticks, a stylus and a gaggle of buttons, and no two games use it the same way. In The Legend of Zelda: Battle Quest, you can swing it around 360 degrees to view the world around you. In Takamaru's Ninja Castle, you flick throwing stars off the touchscreen onto the TV. In Donkey Kong's Crash Course, you rock the GamePad to propel a cart through a maze. (Those three games are part of Nintendo Land, a virtual amusement-park title.)

Like the PlayStation 3, Wii and Xbox 360, as well as boxes such as Apple TV and Roku, the Wii U streams movies and TV shows in HD with its TVii feature. It can also control cable boxes and TiVo DVRs, and it lets you use the GamePad to browse and search across all its sources, melding disparate video into one unified interface. "Our hope," Fils-Aime says, "is that the GamePad is going to sit on the living-room table and be touched by every member of the household at least once a day."

The Wii U's games and TV features are tied together by Miiverse, an ambitious social network that Nintendo plans to bring to PCs and phones as well as its own hardware, playing catch-up with the Xbox 360's wildly popular Xbox Live. Miiverse lets you share your high scores and other game achievements, as you'd expect, but you can also keep tabs on the TV shows that friends are watching, exchange messages and drawings and use the GamePad for video chat.

Gamewise, a big burden rests -as usual- on the tiny shoulders of Mario, who headlines New Super Mario Bros. U, one of 23 titles launching alongside the Wii U. But the console is also getting its own versions of grittier blockbusters like Batman: Arkham City and Call of Duty, and the console is the first to get Bayonetta 2, a sequel to a 2010 PlayStation and Xbox title about a pistol-packing witch.

Some Nintendo watchers say great games won't be enough. Casual players who were charmed by the Wii now have endless options, nearly all of which cost far less than a console and console games (which run $40 to $60 a pop). "The generation of young women who bought a Wii to play Guitar Hero has moved on to smart-phone and social games. The same is true of middle-aged women who bought a Wii to play Wii Fit and older women who bought a Wii to play Wii tennis," says Michael Pachter, a research analyst at Wedbush Securities.

But Nintendo has been underestimated before. Until the Wii's release, multiple observers predicted that the PlayStation 3 and Xbox 360 would outsell it. The Wii went on to become the industry's top home system, an honor it maintained through 2010. This may help explain why Nintendo has a history of cheerfully ignoring the advice of pundits. The Wii U may not be a sure thing, but it's exactly the machine Nintendo wanted to build--and it's impossible to imagine anyone else building it.

Reading Comprehension: _Play Hard, the Wii U by Nintendo_

Vocabulary help:

- To fling: to throw something with a lot of force;

- To tend to: to care for something;

- To rekindle: to make someone have a feeling that they had in the past;

- To hatch : to conceive;

- A gaggle : a disorderly group of something (here buttons);

- To flick throw : to throw something by a sudden sharp movement;

- To propel : to move;

- To meld : to combine

I - Match the words with their French equivalent   /10

1 - To aim to	a - Atteindre un pic
2 - To release	b - Magiciens
3 - To struggle	c - Lutter
4 - To stream	d - Viser
5 - To launch	e - Joyeusement
6 - Solely	f - Happer
7 - To thrive	g - Simple, détendu
8 - Beyond	h - Mettre sur le marché
9 - Whether	i - Actuel
10 - To peak	j - Publier
11 - To snap up	k - Entrer/sortir à flots
12 - To tumble	l - Au delà
13 - Current	m - Uniquement
14 - To blur into	n - Vendre mieux que
15 - The core	o - Si
16 - An outfit	p - Prospérer
17 - Wizards	q - Dégringoler
18 - Casual	r - S'estomper dans
19 - To outsell	s - centre, noyau
20 - Cheerfully	t - panoplie

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

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II -True or False, justify your answer by quoting the text.   /10

1- According to the document, the Wii was released two and a half years ago.   T / F

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

2- Thanks to the Wii you were able, at last, to watch videos and to listen to your favorite music.   T / F

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

3- The only games you could play on the Wii at its launch were *Angry Birds* and *Farmville*.   T / F

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

4- The Wii U relies on its imaginative, ambitious and fun capacity to thrive.   T /F

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

5- Nintendo as a business has been more and more profitable over the past two years.   T / F

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

6- The Wii is well known for its HD capability.   T / F

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

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7- Unlike Sony and Microsoft, Nintendo focuses all its effort on gaming.   T / F

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

8- Nintendo has a very different commercial strategy than Apple and is closer to Sony or Microsoft. T / F

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

9- The new Nintendo Wii U doesn't have a special controller.   T / F

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

10 – Mario is no longer the main hero of Nintendo's games.   T / F

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

Vocabulary: **give the English for the following French words in bold.**   /10
1 - When animals ... (**Brouter**), they eat grass growing in a field.

2 - (**Bétail**) ... is the collective word for animals such as cows, sheep and pigs that are kept on farms.

3 - If an economy is ... (**stagnant, mou**), it does not perform as well as usual.

4 - If you ... (**sauter**) a meal, you avoid having it.

5 - Something that is becoming smaller or gradually less until nothing remains is ... (**en diminution**).

6 - When you ... (**chatouiller**) someone, you move your fingers gently on someone's skin to make them laugh.

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7 - A man who is violent, especially a criminal is called a ... (**casseur, voyou**)

8 - When you breath very loudly with your mouth open, you ... (**haleter**)

9 - A ... (**glissement de terrain**) is a heavy fall of earth and rocks down the side of a mountain or a steep slope.

10 - A ... (**marécage**) is an area of land covered by water where trees and plants grow.

1	2	3	4	5
6	7	8	9	10

Grammar   /10

1-Put the followings into the passive form.   /5

a- Our company staff send more and more emails.

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

b- They used linux because it was free.

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

c- She gives them a brand new computer every year.

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

d- John Smith, the head of the R&D department, is updating this software.

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

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e- We build C234 PC's and ship them free to our partners.

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

2- Put the adjectives in the brackets into the comparative or the superlative form. /5

a- Peter is ... (tall) than his brother

b- Mexico is ... (polluted) city in the world.

c- German is ... (difficult) than English.

d- ... (good) computers are made in Korea.

e- She is ... (bad) player I've played with this year.

a-	b-	c-	d-	e-

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AUDIO VIDEO COMPREHENSION

Nom : ....

Prénom : ....

Groupe : ....

NOTE :   / 20

L'UTILISATION DU CRAYON A PAPIER EST STRICTEMENT INTERDITE

The Biggest New Games

A- Vrai ou faux, justifiez votre choix en <u>français</u>.   /10

1- «Electronic Entertainment Expo» se passe à Londres.

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

2- L'exposition est avant tout un lieu de rencontre entre professionnels et non pas une occasion pour jouer

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

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3- Selon le journaliste, l'édition 2012 est la plus importante.

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

4- Microsoft et Sony mettront sur le marché leur nouvelle console en 2013.

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

5- «Call of Duty Black Ops Two» est un jeu qui malgré les efforts de son éditeur ne se vendra pas beaucoup cette année.

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

6- «Medal of Honor Warfighter» est jeu qui a été principalement conçu pour mettre en scène les forces spéciales britanniques.

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....
....

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7- La dernière version de «Tombe Raider» revient sur le début des aventures de Lara Croft.

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....
....

8- Les simulations sportives ne se renouvellent pas et doivent toutes attendre l'année prochaine pour évoluer.

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

9- Le seul jeu qui soit vraiment plus original est celui édité par Ubisoft «Watchdogs» où le personnage est un informaticien de génie qui peut pirater quasiment tout se qui se trouve autour de lui.

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

10- Nike a refusé de s'associer avec Microsoft pour créer un jeu sportif.

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

B – A quoi correspondent les nombres suivants.　　　/2

- 40 thousand : ....

- 360 : ....

C – Compléter en anglais l'extrait suivant　　　/8

Not wanting to 1- .... , motor sports are represented by the likes of «F1 2012».
The Formula One sim, from 2- .... of Code Masters, offers one of the 3- ....
petrol head experiences out there. With real 4- .... , and real teams and cars, all
5- .... on the grid, and with the addition of 6- .... weather and
handling, it isn't a title for casual racers but the F1 aficionados this is the 7- ....
you get to sniffing burnt 8- .... in the paddock.

1-	2-	3-	4-
5-	6-	7-	8-

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Nom : ……………………………………………………..

Prénom : ………………………………………………..

Groupe : …………………………………………………

NOTE :   / 20

L'UTILISATION DU CRAYON A PAPIER EST STRICTEMENT INTERDITE

Windows 10

A- Answer the following questions.   /40

1- Who is the speaker ?   /1

_____

_____

_____

2 - What does he speak about?   /1

_____

_____

_____

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3 - Why has Microsoft designed a tech-preview?   /2

_____

_____

_____

4 - Who does the speaker refer to and why?   /2

_____

_____

_____

5 - What are the « few things » (three) you need to know before using the tech-preview?   /3

_____

_____

_____

6 - What are the two benefits a windows-insider would get?   /2

_____

_____

_____

7 - How can someone become an "insider"?   /1

_____

_____

_____

8 - How is the preview called by the speaker?   /1

_____

_____

_____

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9 - Explain: "the design and feature set you see today, only scratches the surface of what we have planned".   /3

_____

_____

_____

10 - What is the first thing users will notice when they use Windows 10?   /1

_____

_____

_____

11 - What are "live-tiles" and what are they made for?   /3

_____

_____

_____

12 - Where can one find the "Search" icon?   /2

_____

_____

_____

13 - What was one of the biggest features in Windows 8?   /1

_____

_____

_____

14- What is Windows "great at" according to the speaker?   /1

_____

_____

_____

15 - Give examples of what the speaker calls "multitask area" (four).   /4

_____

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_____

16 - Fill in the gaps with the words you hear from the clip.   /12

One of the (1) ... new features in Windows 8 was the Windows Appstore. When you ran an app, it was always (2)... optimised for (3)... type (4) ..... With tech-preview, we're improving how stored apps work for all kind of (5)... including ones with or without (6)... and for big giant screens. Thus apps from the window store now open in the same (7)... that your (8)... programs do. You can (9)... them and (10)... them around. And they have title bars at the top so you can (11)..., (12)... and close with a click.

1-	2-	3-	4-
5-	6-	7-	8-
9-	10-	11-	12-

B- Vocabulary /40

Compléter les phrases suivantes avec les expressions équivalentes en anglais.

1- Many of those who have insomnia problems say their brain keeps working and they can't ... these thought processes. (arrêter, éteindre)

2- Cooling off the brain makes sense, since melatolin, one of the more effective medications to help people sleep, also works in part by ... body temperature. (réduire)

3- Those whose caps were set to the lowest temperature were able to get more sleep than those whose caps were ... warmer. (légèrement)

4- When you raise something to a higher standard, you ... it. (améliorer)

5- He says that in cloud-computing you're letting any Tom, Dick and Harry ... your data. (détenir)

6- The hardest part of talking about computer security is getting everyone to agree on the nature of the problem, especially when you are trying to weigh the ... of different strategies. (le pour et le contre)

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7- And it is just a matter of time and finacial motivation before they begin ... at vulnerabilities in OS X. (s'attaquer à, metre en cause)

8- The PC era is the era where a consumer's dependence on a computing device was centered around the PC, meaning a PC was a necessity to nearly every major ... computing experience. (courant dominant)

9- The way in which one acts or conducts oneself is called the .... (comportement)

10- Within a few years, computers will ... naturally to the users' habits. (s'adapter)

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

Nom : ....

Prénom : ....

Groupe : ....

NOTE :   / 20

L'UTILISATION DU CRAYON A PAPIER EST STRICTEMENT INTERDITE

Durée : 1h30

HP Spectre – New Macbook

You will watch the clips THREE (3) times.

You have 10 minutes to read the paper before the first viewing.

Next, you will have 5 minutes after the first viewing to organise your notes, 10 minutes after the second viewing and the rest of the time after the third and final viewing to complete your paper.

Good luck!

I) <u>Fill the gaps with the words you hear in both video clips.</u>   /5

<u>HP Spectre:</u>

The Spectre notebook is the 1- .... HP has ever 2- .... It is 3- .... the thinnest notebook that we have ever made. It is a marriage of 4- .... and 5- .... working together.

Macbook :

The new Macbook is the result of a collective obsession to simplify the central 6- ....
to create the most 7- .... design possible. It is a product that could not exist 8- ....
invention across many disciplines. A full size keyboard is the most familiar, comfortable and
9- .... typing platform. It defined the 10- .... of the new Macbook.

1	2	3	4	5
6	7	8	9	10

II) True (T) or False (F). /5

A) HPS (HP Spectre)

1) HPS is the best notebook HP has ever made.   T / F

2) HPS is not the thinnest notebook but the fastest.   T / F

3) The HPS colour is dark grey. T / F

4) HPS is described as a piece of jewellery.   T / F

5) HPS is seen as a manufactured device.   T / F

6) HPS uses an AMD processor.   T / F

7) HPS uses USB-c ports only.   T / F

8) The audio system on an HPS is made by Sony.   T / F

9) HPS is very similar to many other notebooks.   T / F

10) HPS is the best mixture of engineering and design.   T / F

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B) __MB (Macbook)__

1) The new MB is the result of work done within separate high-tech fields.   T / F

2) To build the new MB many inventions had to be achieved.   T / F

3) The keyboard on the new MB is a touch screen device.   T / F

4) The display on the new MB is in 3D.   T / F

5) The trackpad on the new MB uses the multitouch technology.   T / F

6) The trackpad is lit by nano-leds.   T / F

7) The new MB is equipped with a whole day battery life.   T / F

8) The battery capacity is 75% greater than the new MB.   T / F

9) The new MB has the highest density Mac logic board ever.   T / F

10) The MB is designed to be fitted with powerful fans to cool its components.   T / F

III) __Questions.__   /10

1) List four similarities and four differences between HP Spectre and the new Macbook.   /2

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

2) Why did they choose the copper colour for the HP Spectre?   /1

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3) Why is the HP Spectre described as an artisan work rather than a manufactured product?   /2

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4) What has defined the width of the new Macbook?   /1

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5) How was the new Retina display engineered?   /1

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6|

6) Describe the new Macbook trackpad. /2

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7) What has been done to make the new Macbook battery last longer? /1

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Labo chiffres, nombres, mesures.

Exercice 1 : Lisez les nombres proposés. Répétez ensuite le corrigé.

0	10	11	12	13 – 30	17 – 70	16 – 60	19 – 90	
14 – 40		18 – 80		15 – 50	20	21	22	33	49	56
	67	74	88	95	100	200	500	800	300	600
400	700	1,000	2,000	3,000	9,000	6,000	4,000	8,000	5,000	7,000

Exercice 2 : Ecrivez ci-dessous les nombres que vous allez entendre :

1 - .... 2 - .... 3 - .... 4 - ....

5 - .... 6 - .... 7 - .... 8 - ....

9 - .... 10 - .... 11 - .... 12 - ....

13 - .... 14 - .... 15 - .... 16 - ....

17 - .... 18 - .... 19 - .... 20 - ....

Exercice 3 : Lisez les nombres suivants. Répétez ensuite le corrigé.

1 – 123	2 – 583	3 – 956	4 – 345	5 – 762
6 – 641	7 – 437	8 – 217	9 – 1,847	10 – 9,872
11 – 8,943	12 – 7,651	13 – 1.03	14 - .75	15 – 12.63
16 – 3.5	17 – 336.63	18 – 636,633	19 – 3,737,773	20 – 6,653,356

Exercice 4 : Répondez aux questions que vous allez entendre en utilisant une phrase complèt avec"there are". Des indications de réponse vous sont fournies :

> Ex :   Vous entendez : How many metres are there in one kilometre ?
> Vous lisez   : 1,000
> Vous enregistrez : There are one thousand mètres in one kilometre.
> Vous répétez ensuite le corrigé.

1 –10	2 – 100	3 – 1,000	4 – 4,050
5 – 12	6 – 3	7 – 1,760	8 – 1,609
9 – 2.54	10 - .304		

Exercice 5 : Lisez les fractions proposées. Répétez le corrigé.

1 – 1/6	2 – 13/30	3 – 1/3	4 – 17/20
5 – 5/6	6 – 14/42	7 – 1 / 2	8 – 52/3
9 – 313/33	10 – 27/72		

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ANNEXES

Verbes irréguliers

INFINITIF	PRÉTÉRIT	PARTICIPE PASSÉ	TRADUCTION
awake	awoke, awaked	awoken, awaked	éveiller
be; am, is, are	was, were	been	être
bear	bore	borne	porter, supporter
		be born	naître
beat	beat	beaten	battre
become	became	become	devenir
begin	began	begun	commencer
bend	bent	bent	courber
bet	bet, betted	bet, betted	parier
bite	bit	bitten	mordre
bleed	bled	bled	saigner
blow	blew	blown	souffler
break	broke	broken	casser
bring	brought	brought	apporter
build	built	built	construire
burn	burn, burned*	burnt, burned	brûler
burst	burst	burst	éclater
buy	bought	bought	acheter
can	could		pouvoir
catch	caught	caught	attraper
choose [tʃuːz]	chose [tʃəuz]	chosen	choisir
come	came	come	venir
cost	cost	cost	coûter
creep	crept	crept	ramper
cut	cut	cut	couper
deal	dealt	dealt	distribuer
dig	dug	dug	creuser
do, does	did	done	faire
draw	drew	drawn	tirer, dessiner
dream	dreamt, dreamed*	dreamt, dreamed*	rêver
drink	drank	drunk	boire
drive	drove	driven	conduire
eat	ate	eaten	manger
fall	fell	fallen	tomber
feed	fed	fed	nourrir
feel	felt	felt	sentir
fly	flew	flown	voler
forbid	forbade, forbad	forbidden	interdire
forget	forgot	forgotten	oublier
forgive	forgave	forgiven	pardonner
freeze	froze	frozen	geler
get	got	got, gotten*	obtenir, devenir
give	gave	given	donner
go	went	gone	aller
grow	grew	grown	croître, devenir
hang	hung	hung	pendre (à)
hang	hanged	hanged	pendre (pendaison)
have, has	had	had	avoir, posséder
hear	heard	heard	entendre
hide	hid	hidden, hid	cacher
hit	hit	hit	frapper
hold	held	held	tenir
hurt	hurt	hurt	blesser, faire mal
keep	kept	kept	garder, conserver
kneel	knelt, kneeled*	knelt, kneeled*	s'agenouiller
know	knew	known	savoir, connaître
lay	laid	laid	poser
lead	led	led	mener, conduire
lean	leant, leaned*	leant, leaned*	pencher
learn	learnt, learned*	learnt, learned*	apprendre
leave	left	left	laisser
lend	lent	lent	prêter
let	let	let	laisser (faire), louer
lie	lay	lain	être couché
light	lit, lighted	lit, lighted	allumer, éclairer
lose	lost	lost	perdre

* En américain

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INFINITIF	PRÉTÉRIT	PARTICIPE PASSÉ	TRADUCTION
make	made	made	faire, fabriquer
may	might		pouvoir (permission, probabilité)
mean	meant	meant	signifier, vouloir dire
meet	met	met	rencontrer
mistake	mistook	mistaken	prendre (pour) par erreur
mow	mowed	mown	faucher
overcome	overcame	overcome	surmonter
overtake	overtook	overtaken	dépasser
pay	paid	paid	payer
put	put	put	mettre
quit	quitted, quit*	quitted, quit*	abandonner, arrêter
read [ri:d]	read [red]	read [red]	lire
ride	rode	ridden	monter (à cheval, à bicyclette...)
ring	rang	rung	sonner
rise	rose	risen	se lever
run	ran	run	courir
saw	sawed	sawn, sawed	scier
say [sei]	said [sed]	said [sed]	dire
see	saw	seen	voir
seek	sought	sought	chercher
sell	sold	sold	vendre
send	sent	sent	envoyer
set	set	set	placer
shake	shook	shaken	secouer, trembler
shine	shone	shone	briller
shoot	shot	shot	tirer, abattre
show	showed	shown, showed	montrer
shut	shut	shut	fermer
sing	sang	sung	chanter
sink	sank	sunk	sombrer, couler
sit	sat	sat	être assis
sleep	slept	slept	dormir
slide	slid	slid	glisser
smell	smelt	smelt	sentir (odorat)
speak	spoke	spoken	parler
spell	spelt, spelled*	spelt, spelled*	épeler, orthographier
spend	spent	spent	passer
spit	spat	spat	cracher
split	split	split	fendre
spoil	spoilt, spoiled*	spoilt, spoiled*	gâter
spread	spread	spread	répandre
spring	sprang	sprung	s'élancer
stand	stood	stood	être debout
steal	stole	stolen	voler
stick	stuck	stuck	coller
stink	stank, stunk	stunk	puer
strike	struck	struck	frapper
swear	swore	sworn	jurer
sweep	swept	swept	balayer
swim	swam	swum	nager
swing	swung	swung	se balancer
take	took	taken	prendre
teach	taught	taught	enseigner
tear	tore	torn	déchirer
tell	told	told	dire, raconter
think	thought	thought	penser
throw	threw	thrown	jeter
understand	understood	understood	comprendre
undertake	undertook	undertaken	entreprendre
wake	woke, waked	woken, waked	éveiller
wear	wore	worn	porter (vêtements)
weep	wept	wept	pleurer
win	won	won	gagner
wind	wound	wound	enrouler
write	wrote	written	écrire

* En américain

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FAUX-AMIS

to achieve / an achievement	accomplir, réaliser / une réalisation
actual / actually	réel, véritable / en fait, vraiment
argument	argument / discussion / débat / querelle
base	base(géométrique) ≠ basis = fondement
benefit	avantage
chance	hasard / occasion
check / to check	contrôle / contrôler
chemist	chimiste / pharmacien (G.B.)
to claim	prétendre / revendiquer
compass	boussole / portée, étendue
to complete	terminer, achever
comprehensive	détaillé, exhaustif
concrete	concret (adj) / le béton (nom)
consistent	logique, conséquent
to comtemplate	envisager
crude	brut / non dégrossi
current / currently	actuel / actuellement
to deceive	tromper
delay	retard
directions	directions / instructions (directions for use)
to dispose of	se débarrasser de (= to get rid of)
dispute	dispute, conflit, débat
eventually	finalement
experience	expérience vécue ≠ experiment (scientifique)
to expose	démasquer, dévoiler
hazard / hazardous	danger / dangereux
issue	publication / numéro de revue / problème
lecture	conférence
a mechanic	mécanicien ≠ mechanics = la mécanique
meter	mètre (US) / compteur (gas meter)
oil	petrole
a particular	un détail
petrol	essence
power	pouvoir / électricité
prejudice	préjugé
presently	bientôt (GB) / à présent (US)
refuse	déchêts (= waste)
to resume	reprendre, recommencer
a résumé	un CV
solid	massif (gold) / sérieux / épais
to sort (out)	trier
to supply	fournir
survey	enquête, étude
valid	valable