PRESENTING A PROJECT: DEBATING AND COMMENTING ON DATA

1. Brush up your Vocabulary

Révisez ces quelques mots ou expressions mais surtout, écoutez-les et prononcez-les à votre tour en veillant à bien marquer la syllabe accentuée:

A/ Addressing the overheads issue?

1. Listen and repeat:
   - the clothing industry
   - launch a promotion campaign
   - cut costs
   - devise a forward-looking scheme
   - define a bold pricing strategy
   - a 20% margin
   - suffer heavy losses
   - promising prospects for growth
   - open new sales outlets
   - make 3% of staff redundant

2. Practise!
   A/ Reclassez dans la colonne de droite les termes qui permettent de terminer logiquement chacune des phrases amorcées dans la colonne de gauche.

<table>
<thead>
<tr>
<th>1. Are you sure play-areas</th>
<th>a. liked the concept.</th>
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<td>2. Should the maternity line</td>
<td>b. because of higher overheads.</td>
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<td>3. We polled 3240 customers, only 17% of which</td>
<td>c. expand on this?</td>
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<td>4. Although our sales have been steadily increasing,</td>
<td>d. will increase customer loyalty?</td>
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<td>5. Could you please</td>
<td>e. in the customer survey?</td>
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<td>6. The situation won't straighten up</td>
<td>f. be casual or classy?</td>
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1. I wish to draw your attention
g. our margin has deteriorated.

2. Did their new line score high
h. to the salary issue.

B/ In Workshop 2

1. Listen and repeat:
   the clothing industry
   a seamstress
   the cutting workshop
   relocate
   let (out) *(louer= bailleur)/
   rent *(louer= locataire)*
   premises in good repair *(locaux en bon état)*
   costly alterations

2. Practise!

*B/ Vérifiez le sens exact des mots et expressions suivantes en cliquant sur leur équivalent français. Plusieurs traductions sont parfois possibles.*

| 1. a seamstress | a. un piqueur  
|                 | b. une couture  
|                 | c. une couturière |
| 2. relocate     | a. réimplanter  
|                 | b. délocaliser  
|                 | c. relouer     |
| 3. in good repair| a. bien réparé  
|                 | b. en bon état  
|                 | c. en de bonnes mains |
| 4. alterations  | a. dégradations  
|                 | b. dommages  
|                 | c. modifications |
| 5. rent a flat  | a. mettre un appartement en location  
|                 | b. prendre un appartement an location  
|                 | c. payer une rente viagère pour un appartement |
2. Pronunciation

Révision de quelques prononciations de la graphie U ! Cliquez sur la case qui vous semble correspondre à sa prononciation dans les mots suivants.

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<td>7. manufacture</td>
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3. Train and Test your Listening Comprehension

1. Ecoutez le dialogue entre Michael et son adjointe Sheila puis répondez aux questions en cliquant sur la réponse a, b, c ou d au fil de l’écoute.

1. Where are Michael and Sheila?
   a. in a restaurant
   b. at home
   c. at their Kids Kłożes’ office
   d. in a meeting

2. Why couldn’t Michael attend the meeting?
   a. He was involved in a car accident
   b. He was visiting Cambridge with his wife
   c. He had to take care of his son
   d. He had had look after his injured wife
3. Was the accident serious?
   a. No, Brian is back at College already!
   b. No, Brian was in shock but not severely injured.
   c. Yes, Brian is still in the hospital
   d. Yes, he can’t go back to College

4. Did the meeting go well?
   a. No, because the financial and marketing teams kept bickering.
   b. No, because no one had enough time.
   c. Yes, because in-house communication was good.
   d. Yes, it went very well in spite of Tom and Jenny’s bickering.

5. What was the first option suggested to reduce costs?
   a. to move the garment factory in-house and let out the empty premises
   b. to rent a new place for the cutting workshop
   c. to split the garment factory
   d. to move the cutting workshop to new premises

6. What was the Production Manager’s reaction?
   a. He shouted loudly at Sheila.
   b. He objected, but agreed to look into the matter.
   c. He disapproved loudly and left the room with his team.
   d. He wouldn’t look into the matter before a fortnight.

7. What would this reorganisation process imply?
   a. costly alterations to the existing workshop
   b. moving the cutting workshop downstairs.
   c. paying a rent for the new workshop.
   d. selling the former workshop

8. What is the second proposal about?
   a. It’s about firing the financial team.
   b. It’s about the Manchester branch having been closed for two years
   c. It’s about the company’s sales regularly dropping.
   d. It’s about closing down the Manchester branch.

9. Who is Ron?
   a. Sheila’s boss.
   b. A very bad manager.
   c. The Manchester branch manager.
   d. A manager who doesn’t want to delegate.
10. According to Michael what should be done about the Manchester branch?
   a. Have Ron recruit an assistant manager
   b. Make 20 employees redundant
   c. Increase Ron’s salary
   d. Close the branch down

11. How would recruiting an assistant manager improve Ron’s situation?
   a. Ron would be able to get a better salary
   b. It would enable him to cope with everyday problems
   c. It would enable him to dedicate more time to long-term strategies
   d. He would be able to delegate to Sheila

12. Did Michael regret not to have attended the meeting?
   a. Yes, he was upset about it
   b. Yes, he thought he would have defended Ron’s case better than Sheila had.
   c. No, he considered it an opportunity for Sheila to push herself forward
   d. No, he thought Sheila had managed better than he would have done.

4. Train and Test your Reading Comprehension

Lisez le texte puis répondez aux questions.

Sweatshops

While many workplaces through history have been crowded, dangerous, low-paying, and without job security, the concept of a sweatshop has its origins between 1830 and 1850 as a specific type of workshop in which a certain type of middleman, the sweater, directed others in garment making (the process of producing clothing), under arduous conditions. The workplaces created for the sweating system were called sweatshops, and variously comprised workplaces of only a few workers, or as many as 100 or more.

1. The term ‘sweatshop’ originally applied to..?
   a. any crowded, dangerous and low-paying workshop
   b. a system of heated places where poor people could keep warm
   c. a dangerous and low-paying workplace where clothing was produced

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2. Who was the sweater?
   a. the supervisor who controlled work from a seat in the middle of the workshop
   b. the middleman acting as a representative of the employer
   c. someone who worked harder than the other workers

In the sweatshop of 1850, the role of the sweater as middleman and subcontractor (or sub-subcontractor) was considered key, because he served to keep workers isolated in small workshops. This isolation made workers unsure of their supply of work, and unable to organize against their true employer through collective bargaining. The middleman made his profit by finding the most desperate workers, including immigrants from Ireland, women and children, who could be paid an absolute minimum.

3. Why was the sweater considered key in the sweating system?
   a. because he dispatched work among small isolated workshops which were easier to control
   b. because the employer was unsure of the supply of work
   c. because he served the workers

4. What was the point of keeping the workers isolated?
   a. It prevented them from getting organized and from uniting to take action against their sweaters and employers
   b. It allowed the most desperate workers to be paid
   c. It guaranteed a regular work supply to each individual

Between 1850 and 1900, sweatshops attracted the rural poor to rapidly-growing cities, and attracted immigrants to places like London, England and New York City’s garment districts. Wherever they were located, sweatshops also attracted critics and labour leaders who cited them as crowded, poorly ventilated, and prone to fires and rat infestations.

5. Where did sweatshops settled between 1850 and 1900?
   a. in rural poor countries
   b. in the garment districts of fast-growing cities
   c. in London or New York
6. Why did such places attracted critics and labour leaders?
   a. because these people were looking for jobs
   b. because the workshops were interesting to study
   c. because these people wanted to denounce the terrible conditions the sweatshop workers were experiencing

In 1910, the International Ladies' Garment Workers' Union was founded in an effort to improve the condition of these workers, a vast number of whom were women and children. Criticism of garment sweatshops became a major force behind workplace safety regulation and labor laws. In the United States, investigative journalists, known as Muckrakers, wrote exposés of abusive business practices, and progressive politicians campaigned for new laws.

7. Why was the first Union of Garment Workers a female one?
   a. because a great number of women and children were employed – and probably even less paid than men- in sweatshops
   b. because wives were shocked at the working conditions of their husbands
   c. because they had more leisure time than men to get organized

8. Who were the ‘Muckrakers’?
   a. progressive politicians
   b. the people working in those dirty, unhealthy sweatshops
   c. journalists who investigated abusive business practices

But in a report issued in 1994, the United States Government Accountability Office found that there were still thousands of sweatshops in the United States, using a definition of a sweatshop as any "employer that violates more than one federal or state labour law governing minimum wage and overtime, child labour, industrial homework, occupational safety and health, workers' compensation, or industry registration".

9. Was the sweatshop issue addressed in the XXth century?
   a. Yes, it has been since 1994, according to a very serious US report
   b. No, it was not, as thousands of sweatshops could still be listed in the USA in 1994
   c. Yes, the Accountability Office found out that no US workshop was violating either a federal or a state labour law.
10. What are these terms referring to? Match them to their French equivalents.

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Check your Answers!

1. Brush up your Vocabulary!

2. A/ Solutions: 1 = d; 2 = f; 3 = a; 4 = g; 5 = c; 6 = b; 7 = h; 8 = e

B/  

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