

**Direction des Jurys
de l'enseignement secondaire**
Rue Adolphe Lavallée, 1
1080 Bruxelles

enseignement.be/jurys
jurys@cfwb.be

Jurys de la Communauté Française de l'enseignement secondaire ordinaire

Consignes d'examens

Cycle	2018-2019/2
Titre	CESS G et TTR
Matière	Langues Modernes I et II Anglais

Informations générales

●●● Identification de la matière

Nom de la matière dans le décret :

- CESS G : Langue moderne I et II Anglais
- CESS TTR : Langue moderne I Anglais

Equivalent horaire : 4h

●●● Programme

Le numéro du programme : **42/2000/240**

Rappel : ces consignes ne se substitue pas au programme de la fédération Wallonie Bruxelles. Ce document complète le programme et précise notamment les modalités d'évaluation.

●●● Titre visé, type d'enseignement et l'option

Titre : le Certificat d'enseignement secondaire supérieur pour l'enseignement secondaire général, technique de transition et artistique de transition (CESS).

Organisation de(s) l'examen(s)

●●● Modalité d'évaluation d'examen(s)

Examen oral ou écrit :

Pour chaque langue moderne il y a une partie écrite et une partie orale

Nombre d'heure :

- Ecrit : 3h
- Oral : Max 1h par candidat,

●●● Condition pour présenter l'examen oral

Seuls les candidats présents à l'examen écrit seront convoqués pour l'examen oral.

●●● Matériel

Matériel requis :

Matériel autorisé : **utilisation d'un dictionnaire traductif papier.**

Matériel refusé :

Evaluation et sanction des études

●●● Pondération entre l'examen écrit et oral

Les quatre compétences seront évaluées et compteront chacune pour 25 % des points :

- Ecrit :
 - Compréhension à l'audition 25 %
 - Compréhension à la lecture 25 %
 - Expression écrite 25 %
- Oral :
 - Expression orale 25 %

Il n'y a pas de pondération entre chaque matière.

●●● Dispense

Il n'y a pas de dispense partielle. Pour obtenir une dispense en langue moderne le candidat doit avoir minimum 50% pour la note globale.

Complément

I. Evaluation des compétences

Les quatre compétences seront évaluées et compteront chacune sur un total de 80 points.

II. But de communication, interlocuteurs et canaux de communication et contenu

Remarques

1 Dans le tableau ci-après, la réalisation des "fonctions" ou "actions" implique, pour chacune, qu'on doive pouvoir

- comprendre le message
- l'exprimer
- y réagir.

2 Les autres listes (interlocuteurs, situations et canaux de communication, notions) représentent un choix indicatif.

Actions (fonctions)	Interlocuteurs	Contenus	
		Champs Thématiques	Exemples de notions
aborder, prendre contact accepter s'assurer de la compréhension blâmer caractériser confirmer, demander confirmation commander conseiller décrire demander épeler (s')excuser expliquer féliciter (s')informer inviter justifier offrir prendre congé (se) présenter promettre proposer raconter réclamer refuser remercier remplir, compléter rendre compte (se) renseigner répondre résumer saluer ...	- à de avec pour ami client(e) correspondant(e) collègue fonctionnaire médecin préposé(e) serveur(se) vendeur(se) ... Situations et canaux de communication dans par sur en affiche brochure candidature carte postale dictionnaire e-mail face à face fax fiction formulaire	- sur à propos de Achats * Ecole Education Formation * Habitat, Foyer Environnement * Identification, Personnalité, Famille * Lieux et Directions * Langues Etrangères * Nourriture Boissons * Relations Avec les autres * Perception et Activité physique * Santé, Hygiène Bien-être * Services * Temps-Saisons * Temps libre, Loisirs *	achat(s) accident/perde/vol activités culturelles activités et horaire journalier actualité/société/politique... aide confort/commodité direction/itinéraire divertissements/loisirs/vacance S... école/études envoi (courrier, colis, télégramme,...) excuses famille/parenté/milieu formules de lettre formules de politesse formules sociales (vis-à-vis/téléphone) habitation/ameublement... habillement histoire/anecdote/événement horaire identité inscription, affiliation intérêts et goûts invitation langue (capacité, choix, difficulté, traduction, aide...) lieux/ localisation/ adresse lieux publics logement milieu nature/géographie/pays... opinion/avis/certitude/doute... prix/tarif/addition/facture/monnaie problèmes, difficultés profession/carrière programme(s) (TV, cinéma,...) projets

	haut-parleur journal lettre magazine mode d'emploi multimédia note, mémo programme radio télégramme téléphone télétexte TV visioconférence ...	<i>Transports, Voyages</i> <i>Déplacements</i> * <i>Vie culturelle</i> <i>(chansons,</i> <i>Cinéma, arts),</i> <i>Civilisation</i> * <i>Vie Quotidienne</i>	qualités/défauts réclamation rencontre/rendez-vous
--	--	---	--

III. Objectifs et consignes pour les compréhensions

A. Objectifs et types de documents

1) Compréhension à l'audition

À l'issue du cours de LM1 ou LM2, l'élève sera capable de comprendre à l'audition ...

Quels messages ?	Dans quelles conditions ?	Avec quelles exigences ?
– authentique – dans une langue standard – avec d'éventuelles colorations régionales ou sociales peu marquées – énoncés à un rythme moyen – de contenus variés (<i>p.ex. informatif, narratif, argumentatif, émotionnel, ...</i>) – dont le contenu s'inscrit dans les champs thématiques listes au point II – des types ci-dessous : interactif : - face à face, - téléphone - ... non interactif : messages divers (<i>p.ex. : messages enregistrés, extraits d'émissions TV, de films, ...</i>)	Après remise d'une tâche parmi celles citées au point B et selon les conditions énoncées au point C, dont entre autres : ... la possibilité d'interrompre l'interlocuteur (<i>pour lui demander de clarifier le vocabulaire, d'expliquer, de répéter, ...</i>) ... deux ou trois écoutes du locuteur ou de l'enregistrement, en fonction du message (longueur, difficulté) et de la tâche (ampleur, complexité)	– l'élève trouve les informations qui lui permettent d'effectuer la tâche demandée sans avoir abusé de la patience de l'interlocuteur ??... après le nombre fixé d'écoutes

Type de documents (voir tableau ci-dessus)

2) Compréhension à la lecture

Objectifs pour les cours de LM1 et LM2

À l'issue du cours de LM1 ou LM2, l'élève sera capable de comprendre à la lecture ...

Quels messages ?	Dans quelles conditions ?	Avec quelles exigences ?
authentiques dans une langue standard de contenus variés (<i>p.ex. utilitaire, informatif, narratif, argumentatif, émotionnel, ..</i>) de types variés (<i>p.ex. publicité, lettre, courrier électronique, article de presse, texte littéraire, ...</i>) dont le contenu s'inscrit dans les champs thématiques listés au point II	Après la remise d'une tâche parmi celles citées au point B et selon les conditions énoncées au point C, dont entre autres : disposer du texte et de la tâche pendant et après la lecture Avec dictionnaire traductif papier disposer d'un temps de lecture adapté au texte (longueur, difficulté) et à la tâche (ampleur, complexité)	l'élève trouve les informations qui lui permettent d'effectuer la tâche demandée dans le temps imparti

Type des documents utilisés (voir tableau ci-dessus)

B. Tâches pour l'évaluation

La tâche demandée lors des examens de CA et CL pourra être:

- rédiger un compte-rendu en français
- compléter un tableau, un schéma
- apparier (des éléments de phrases, des images et des commentaires, des titres et des petits textes, ...)
- compléter des phrases lacunaires
- compléter une synthèse lacunaire du texte
- faire découper en paragraphes
- mettre la ponctuation dans un texte proposé "en vrac"
- repérer et souligner les mots-clés
- remettre les éléments dans le bon ordre
- répondre en français à des questions en français
- ...

C. Conditions d'évaluation

CA (non interactive)

- **Choix entre deux** documents
- deux, au maximum de trois écoutes (une écoute sans interruption, une deuxième avec interruptions occasionnelles si nécessaire pour la prise de notes, une troisième écoute éventuelle pour vérifier les réponses.)
- Utilisation d'un dictionnaire traductif papier

CL

- **Choix entre deux** documents à disposition pendant la durée de l'épreuve.
- Avec dictionnaire traductif papier

III. Objectifs et consignes pour les expressions

A. Objectifs, types de productions attendues et critères d'évaluation

1) Expression orale

Objectifs pour les cours de LM1 et LM2

À l'issue du cours de LM1 ou LM2, l'élève sera capable d'exprimer oralement ...

Quels messages ?	Dans quelles conditions ?	Avec quelles exigences ?
dont le contenu s'inscrit dans les champs thématiques listés au point II en interaction - face à face - au téléphone - dans un mode transactionnel <i>(échanges factuels et largement prévisibles, p.ex. au restaurant, à l'office du tourisme)</i> - dans un mode interpersonnel <i>(émotions, avis, projets, ...)</i>	un échange verbal - qui comporte une part d'imprévu auquel le candidat doit pouvoir réagir pour faire ainsi la preuve de sa capacité - à se faire comprendre de son interlocuteur et - à le comprendre. MAIS qui ne se présente pas sous la forme de mise en situation avec fiche de rôle, ... en utilisant les stratégies de communication (signaler qu'il n'a pas compris, demander de répéter, simplifier la syntaxe de la phrase,...)	LM1, LM2 Critères toujours d'application : - le message est compréhensible - le contenu du message est adéquat Critères variables <i>parce que liés au type de tâche et de situation (qui s'adresse à qui, dans quelles circonstances et pourquoi ?) :</i> - correction et richesse de la langue - prononciation et intonation - débit, rythme et aisance

sans interaction / dans un mode expositif	avec un temps de préparation -une tâche qui ne permet pas la restitution d'un contenu appris : Le professeur peut intervenir pour - réorienter la contribution de l'élève, - la faire nuancer, - demander une appréciation personnelle, - établir des liens avec d'autres aspects du même thème,	
--	--	--

Production demandée à l'examen:

Les évaluations orales en LM1 et LM2 ne consistent PAS en un dialogue improvisé par paire sur base de fiches de rôle.

Pour la **LM1**, l'examen consistera en une discussion (= expression en interaction).

- Il faut lire et préparer les cinq articles, publiés sur le site +/- 2,5 mois avant le début des examens oraux.
- Deux de ceux-ci seront tirés au sort au début de l'examen oral.
- Ces articles traitent de sujets divers et d'intérêt général (cf. Champs Thématiques listés au point II)
- L'examen portera sur le contenu des articles comme BASE d'une expression orale en interaction, mais aussi sur les thèmes qu'ils abordent (expression d'opinions, sentiments ; réactions spontanées...)
- Les candidats peuvent disposer d'un schéma non-détaillé des articles, mais pas de ces derniers.
- De façon à mettre les candidats à l'aise, il n'est pas inhabituel que l'examen commence par une brève discussion sur leur situation scolaire, les raisons de leur présence au Jury, leurs projets ...

Pour la **LM2**, l'examen consistera en un mélange d'expression EN et SANS interaction, c.à.d. :

- 1) un exposé de 4 à 5 minutes sur un sujet au choix qui aura été préparé à la maison.
- 2) une petite discussion et/ou une série de questions/réponses portant sur le contenu de l'exposé et/ou le thème choisi.

Les candidats peuvent éventuellement disposer d'un plan de leur exposé avec quelques mots-clés, mais pas du texte entier de l'exposé.

Les candidats qui le désirent peuvent illustrer leur exposé par toutes sortes de supports.

EX. : photos, ordinateur portable, etc ...

Critères d'évaluation

a) en interaction

Message - La tâche est-elle réalisée ? - Les interventions répondent-elles à la logique du discours ? Dans le cas d'une simulation, sont-elles vraisemblables ?	Langue* - Richesse (structures grammaticales, vocabulaire) - Prononciation - Aisance - Correction
Qualité de l'interaction Prise d'initiative et réaction à l'imprévu o L'élève prend-il l'initiative, relance-t-il la conversation ? (+) o L'élève réagit-il de façon minimale ? (-) o L'élève sait-il réagir à l'imprévu ? (+) o A-t-il du mal à réagir à l'imprévu ? (-) · Utilisation de stratégies pour s'exprimer et pour comprendre o L'élève utilise-t-il des stratégies qui lui permettent de maintenir le dialogue / de faire passer son message ? (+) o Sait-il demander l'aide de son interlocuteur, le cas échéant ? (+) o Se bloque-t-il quand il ne comprend pas ou doit-il faire répéter / demander de l'aide très régulièrement ? (-) o L'élève réduit-il son message de manière excessive ? Evite-t-il certains points ? Abandonne-t-il son idée ? (-)	

b) sans interaction

Message - La tâche est-elle réalisée ?	Langue - Richesse (structures grammaticales, vocabulaire) - Prononciation - Aisance - Correction
Qualité de l'interaction L'élève utilise-t-il des techniques pour rendre son message compréhensible et attrayant ?	

2) Expression écrite

Objectifs

À l'issue du cours de LM1 ou LM2, l'élève sera capable d'exprimer par écrit ...

Quels messages ?	Dans quelles conditions ?	Avec quelles exigences ?
- Compléter des formulaires courants		remplis complètement et sans ambiguïté
- Rédiger des écrits informels / à des familiers : - carte postale, lettre - e-mail - fax - ...	Avec l'aide d'un dictionnaire traductif papier	Critères toujours d'application : le message est compréhensible le contenu du message est adéquat Critères variables : <i>Parce que liés e.a. au type de tâche</i> : correction et richesse de la langue mise en forme et style
- Rédiger des écrits formels liés à la vie courante (<i>p.ex. demande à une administration, à une firme ou à un office de tourisme, ...</i>) - lettre - fax - ...	avec l'aide de modèle(s) Avec l'aide d'un dictionnaire traductif papier	

Types de productions demandées aux examens écrits de LM1 et LM2

LM1	LM2
- Productions de type fonctionnel ou non-fonctionnel dont le contenu et la forme correspondent à ce qui se fait dans la vie réelle (cf. exemples ci-dessous + champs thématiques listés au point II), - dans la langue étrangère choisie, - Avec l'aide d'un dictionnaire traductif papier	
- une production de 300 mots sur un des trois thèmes proposés OU deux productions de 180 mots chacune sur deux des trois thèmes proposés	- une production de 250 mots sur un des trois thèmes proposés OU deux productions de 150 mots chacune sur deux des trois thèmes proposés.

Exemples :

- bonjour de vacances
- remerciements après un séjour
- prendre un rendez-vous
- relation d'un incident
- décrire un itinéraire
- se présenter au futur partenaire d'échange
- présenter son école
- bref mémo sur ce qui s'est décidé en l'absence d'une personne
- invitation pour une représentation théâtrale, un montage poétique ou littéraire de la classe
- première lettre à un correspondant
- suite, début ou fin d'une histoire
- Commentaire d'une photo vue dans un magazine
- horoscope
- version alternative d'une histoire (que se serait-il passé si ... ?)
- journal personnel
- instructions
- mode d'emploi du bonheur
- poème
- parodie
- petit écrit de fiction
- compléter un formulaire
- tract
- règlement de la classe
- expliquer pourquoi on voudrait faire un séjour
- remercier pour des renseignements fournis, pour un service rendu
- poser sa candidature
- lettre de lecteur pour un magazine
- écrit de protestation
- demande de brochures sur une ville touristique
- lettre à une personnalité
- mise en dialogue d'une scène clé, d'un extrait d'une nouvelle, d'un roman
- avis et réactions personnelles à une lecture (la fiche reste dans le livre ou dans la banque de textes)
- comment j'ai vécu le match contre les profs (affichage ou cahier des productions de la classe)
- discours (d'un ministre, d'un professeur, d'un élève)
- notice au dos d'un livre ...
- ...

Critères d'évaluation de l'expression écrite

- | |
|--|
| <p>1. L'écriture est-elle lisible (déchiffrable) ?</p> <ul style="list-style-type: none">- texte non lisible dans sa totalité => échec- texte non lisible en partie => échec pour la partie non lisible- texte lisible => on évalue |
| <p>2. Le texte est-il compréhensible ?</p> <ul style="list-style-type: none">- non compréhensible dans sa totalité => échec- non compréhensible en partie => échec pour la partie non compréhensible- compréhensible => on évalue |
| <p>3. Le texte respecte-t-il les consignes ?</p> <p>4. Le texte respecte-t-il les conventions du type d'écrit ?</p> <p>5. Le texte est-il bien écrit ?</p> <ul style="list-style-type: none">- correction linguistique<ul style="list-style-type: none">• types d'erreurs• nombre/taux d'erreurs- adéquation et richesse linguistique- structuration et enchaînements |

IV Langue

A. Objectifs (et contenu)

1) Lexique

Objectif

L'élève

- connaît et utilise un lexique suffisant pour exprimer avec aisance et clarté l'essentiel des fonctions et notions listées dans le tableau du point II. (But de communication, interlocuteurs et canaux de communication et contenu)
 - dans les interactions orales, en recourant aux stratégies de communication
 - dans les communications orales sans interaction, en disposant d'un temps de préparation
 - dans les communications écrites,
- doit pouvoir identifier et comprendre un lexique qui dépasse ce qu'on exige de lui en production.

2) Grammaire

Objectifs

L'élève

- connaît et utilise une grammaire suffisante pour formuler avec aisance et clarté ses intentions de communication à l'oral comme à l'écrit,
- comprend la langue utilisée par l'interlocuteur (en ayant éventuellement recours aux stratégies de communication, etc.),
- doit pouvoir identifier et comprendre des formes et structures grammaticales qui dépassent ce qu'on exigera de lui en expression.

Contenu

cf. tableaux dans le programme (pages 23 à 40 du *Cahier 4 : La langue*)

3) Prononciation

Objectifs

La prononciation de l'élève doit lui permettre de formuler avec aisance et clarté ses intentions de communication et de se faire comprendre d'un interlocuteur bienveillant.

Annexes

●●● Exemple d'anciens examens

La direction de l'organisation des Jurys ne souhaite pas diffuser d'anciens examens. Ceci pour des raisons pédagogiques. La composition d'un examen est fonction en partie du comité d'examineurs qui le rédige. Un changement d'examineur peut donc entraîner un changement de forme. De plus, les questions ne portent que très rarement sur l'ensemble des UAA du programme.



F É D É R A T I O N
WALLONIE-BRUXELLES

**Jury de l'enseignement secondaire supérieur général
+ technique et artistique de transition - CESS**

1, rue Adolphe Lavallée
B-1080 MOLENBEEK-SAINT-JEAN

www.enseignement.be/jurys

Langue moderne I : anglais
Cycle 2018-2019/2

Articles servant de base à l'évaluation de la compétence orale

NB : les cinq articles doivent être lus et préparés. Deux seront tirés au sort lors de l'examen oral.

- 1- School uniform rules are skirting the real issue.
- 2- Seven ways to appear more intelligent.
- 3- Obesity experts call for stricter rules on junk food ads targeted at children.
- 4- The women's suffrage movement.
- 5- The euro at 20 and the futures of Europe.

JURY - ORAL anglais LM1 – CESS général + technique et artistique de transition –
Cycle 2018-2019/2

1- School uniform rules are skirting the real issue.

by Celia Walden, telegraph.co.uk

"We have an increasing number of students who are at that crossroads of understanding around their gender," declared the headteacher of Priory School in East Sussex last year, defending the school's decision to implement a "trousers-only" uniform policy.

Since then, at least 40 schools have followed Tony Smith's lead and banned girls as young as 11 from wearing the second oldest garment known to man... sorry, *humankind*, in a bid to win the much-coveted Prat of the Academic World Award.

All this leaves me, and every sane parent out there, not so much at a "crossroads of understanding" on the ever-more-impenetrable issue of gender, as an impasse. Luckily, our understanding isn't required.

At Copleston High School in Ipswich, skirts have been placed on a list of "unacceptable items", alongside "facial piercings"; and Phillips High School in Bury were so high on their own virtue-signalling that they didn't even see the need to consult parents on their new uniform policy.

"There was no letter or email," says Diane Burdaky, whose daughter attends the school. "And my problem is why this has happened. I can't think of any reason why girls shouldn't wear them."

Here, Tony Smith can help out: it's about "equality and decency", and the certitude that skirts "sexualise" girls. It's about making transgender students in schools feel included, and it's about "removing the need for anyone to make a decision".

Which is a funny way to sum up liberation, and calls to mind another man who removed the need for anyone to make a decision; then again, when Chairman Mao put women in boiler suits and forced them to chop off their plaits, maybe he too was allowing them to enjoy a pleasant pause at the gender crossroads where they could, you know, enjoy the view and consider their options.

Of course, you run into technical difficulties with the "options" part, on account of this being an out-and-out ban, but if we gloss over that and move on to the gender-neutralising aspect, you can concede the point schools are making.

A friend's daughter who has resented wearing skirts for years was tearful with joy when her school allowed her the option of wearing trousers. She wasn't demigender, intergender, anogender, polygender, collgender, pangender or bigender – just a 12-year-old who liked climbing trees; what used to be called a tomboy before the word became offensive to people of both or neither sex, as well as people called Tom.

Anyway, her joy was short-lived, what with the arrival of breasts, which have unfairly sexualised her, to use Tony Smith-style language. But unless a nationwide chest-binding policy is also to be implemented, this may just have to be something she learns to deal with, as people used to say before the notion of learning to deal with things became offensive.

To break from the flippancy for a moment: I and every woman can remember how awkward and self-conscious those years could be. I can remember what a relief wearing a uniform was, and how girls were spared so much of the time and energy they would have to devote to dressing for the rest of their lives (not all of it unpleasant, granted, but time and energy nevertheless).

However, I can also remember how pleased some of my larger or less confident school friends were that we were in skirts, trousers often being far more form-fitting and “sexualising” than a lampshade-like piece of fabric that could be tailored as you please. And tailor them we did, rolling up the waistbands and slashing the sides in a bid to attract boys.

Let me be quite clear on that point: yes, we were sexualising ourselves; no, the slashed skirts weren’t worn for our own sense of female empowerment; and, yes, it was all done to attract the opposite sex. Thank God today’s young women are loftier-minded.

School uniform debates are reignited every few months, and it was during one of these a few years ago that the author and historian Alexander Davidson clearly summarised a uniform’s purpose. “When some aspects of society have become much less certain,” he wrote, “uniforms suggest schools are there to provide certainty and order.” These 40 schools are failing to do just that, choosing to bend and blow in the wind instead.

2- Seven ways to appear more intelligent than other people

by Rebecca Burn-Callander, telegraph.co.uk

Recent studies have shown that IQ scores are barely linked to genes at all. They can also be extremely volatile, changing significantly - by up to 20 points - over time.

We have scoured the writings of neuroscience experts, business leaders, technologists, and psychiatrists to find out how ordinary people can instantly boost their IQ levels by making small tweaks to the way that they comprehend the world.

The idea is to increase mental agility. These techniques cannot make anyone appear well-read, or replace life experience.

Distrust everything you hear.

Rather than accept everything you hear as the truth, question it all. This does not mean verbally challenging everything your friends and colleagues say - you would become intensely unpopular very quickly. It means mentally seeing the opposite argument, or trying to find an alternative explanation for anything and everything.

People who are curious about the world tend to seem more intelligent. It takes brains to question the status quo, rather than accept everything as gospel.

Anirudh Joshi, who posts on question-and-answer site Quora, says: "When an assumption that most people believe is true is challenged, this leads to a new line of thought that would probably not have been considered otherwise.

"Build your model of the world upon a foundation of distrust."

The modesty bias.

Modesty is frequently associated with intelligence. The idea is this: smart people will never claim to be geniuses because they know how much they don't know.

The phenomenon was first observed by intelligence expert C.L. Downing, who posited that people with below-average intelligence tend to think they are above average, and people with above-average intelligence tend to underestimate their intelligence. It is now known as the "Downing effect".

The modesty connection can extend as far as how people dress. In 2008, undergraduate researchers at the University of Wisconsin showed test subjects pictures of a woman dressed either in a revealing top and short skirt or in "preppy" fashions.

In most cases, the woman was judged to be significantly more intelligent when dressed in more modest clothing than when she was dressed more "provocatively".

Look people in the eye.

Put your smartphone away and learn to look people in the eye when you speak to them.

According to Nora A. Murphy, an associate professor of psychology at Loyola Marymount University in Los Angeles, test subjects watching taped interviews believed that the people who maintained eye contact had higher IQ levels.

The 2007 study of 182 graduate students also found that subjects who spoke clearly in a pleasant, expressive voice, and were responsive to their conversation partners were deemed to be much smarter than the more diffident subjects.

Use your middle initial.

Richard E Grant and Reginald D Hunter are on to something. Having a letter inserted between your first and last names helps to inflate others' opinions of your intellectual ability.

At least, that's according to a study by two European psychologists last year. "Middle name initials often appear in formal contexts, especially when people refer to intellectual achievements," the research by Wijnand A. P. van Tilburg and Eric R. Igou claimed.

"On the basis of this common link, the display of middle initials increases positive evaluations of people's intellectual capacities and achievements."

Become a night owl.

A 2009 study found that people who tend to go to bed later and rise later are more intelligent than those who do the opposite.

The research by Satoshi Kanazawa and Kaja Perina analysed the sleep habits of 20,745 adolescent Americans.

It found that the "very dull" went to bed at an average of 11:41 and woke up at 7:20. In contrast, the "very bright" went to bed at 12:29 and got up at 7:52. That extra half an hour made all the difference.

It's the best excuse we've found for hitting "snooze" in the morning.

Surround yourself with smart people.

The saying goes that an individual is the mean of the six people they spend the most time with. If you surround yourself with intelligent, interested people, you are more likely to discuss more sophisticated topics, challenge yourself and thus, "seem" smarter.

According to Quora poster Preston Carter, people should spend time with "people who have the thinking abilities you want, see what they do, and mimic them."

Keep schtum.

If you are worried that something you say could make you look stupid, remember the sage advice from former US president Abraham Lincoln: "Better to remain silent and be thought a fool than to speak out and remove all doubt."

3- Obesity experts call for stricter rules on junk food ads targeted at children.

by Sarah Boseley, theguardian.com

Papers published in Lancet medical journal insist politicians must press WHO to bring in code to prevent children being encouraged to make poor dietary choices.

Tough new controls must be introduced worldwide to stop commercial companies marketing unhealthy foods and drinks which make children overweight and stunt their growth, say some of the world's leading obesity experts.

No country has yet reversed its obesity epidemic, they point out in a major new series of six papers in the Lancet medical journal. The best that has been achieved is a flattening of childhood obesity rates in countries like the US and UK, but not among poorer families. The levels are still very high, which means that many thousands of overweight children will have health problems as adults. In England, a third of 10- to 11-year-olds and more than a fifth of four- to five-year-olds are overweight or obese.

Tim Lobstein and colleagues, in one of the papers, call for governments to press the World Health Organisation to take radical action so that children do not develop a taste for sweet drinks and unhealthy food. They say it should bring in a code of marketing, similar to that which prevents baby milk companies promoting their products to women in a way that deters them from breastfeeding.

"The food industry has a special interest in targeting children," they write. "Not only can the companies influence children's immediate dietary preferences, but they can also benefit from building taste preferences and brand loyalty early in life, which last into adulthood."

Lobstein and colleagues calculate the money to be made by food companies from overweight children. "Fat children are an investment in future sales," said Lobstein, from the London-based World Obesity Federation. They use data from the USA, where children are on average 5kg heavier than those of 30 years ago, and so consume an extra 200 kcal a day more than a child from the 1970s would have – or 73,000 kcal more per year

The average cost of food energy is about 56 cents per 100kcal, they say – so 200kcal a day implies spending an extra \$1.12 a day per child, or more than \$400 a year. "With about 50 million school-age children in the USA, the combined value of their excess food consumption each year approaches \$20bn. A high proportion of these children will continue over-consuming through adulthood, creating a market for the US food and beverage industry, which we estimate to be worth considerably more than \$60bn each year."

With such high sums at stake, says the paper, the food industry is likely to resist controls in the same way that the tobacco and alcohol industries have.

Children's poor nutrition worldwide – including in the UK – leads to stunting as well as obesity. It is not only in poor countries that stunting – poor growth in children eating food without sufficient nutrients – exists side by side with obesity. The authors point out that the national school measurement programme in England shows children in poor households are not only likely to be fatter but also shorter than children in affluent families.

To protect the health of children, there must be “substantial change in the governance of food supplies, controls on commercial competition and measures to promote and protect healthy food supplies,” they say.

“Food supply targets cannot be left to the whim of multinational food companies, commodity markets and speculative financiers, but will need to be kept under tight supervision and regulation.”

In the lead paper in the series, Dr Christina Roberto, from the Harvard T.H. Chan School of Public Health in the US and colleagues say that obesity is too often simplistically pitched as a competition between personal responsibility and state intervention or government regulation versus industry’s voluntary controls.

“Our understanding of obesity must be completely reframed if we are to halt and reverse the global obesity epidemic. On one hand, we need to acknowledge that individuals bear some responsibility for their health, and on the other hand recognise that today’s food environments exploit people’s biological (e.g., innate preference for sweetened foods), psychological (eg, marketing techniques), and social and economic (eg, convenience and cost) vulnerabilities, making it easier for them to eat unhealthy foods,” she said.

“It’s time to realise that this vicious cycle of supply and demand for unhealthy foods can be broken with ‘smart food policies’ by governments alongside joint efforts from industry and civil society to create healthier food systems.”

A third paper examines the UK government’s public health responsibility deal with the food industry, however, and finds it lacks any means of monitoring or verifying the calorie-cutting pledges of food and drinks companies. That is “problematic and substantially reduces the credibility of the self-reported information provided by companies,” say Boyd Swinburn, from the University of Auckland in New Zealand, and colleagues.

“The government has yet to publicly implement an action plan to hold non-compliant and under-performing companies to account,” they say. An independently appointed body or ombudsman is needed “to monitor the fidelity of the UK government’s provision of incentives and disincentives to industry and the enforcement of policies, regulations and laws.”

The Food and Drink Federation has a policy position on its website with regard to the responsibility deal: “We support the responsibility deal as providing an effective framework within which Government, industry, NGOs and health professionals can debate issues honestly and work together effectively to tackle public health challenges.”

4- The women's suffrage movement.

BBC / History

In the nineteenth century women had no place in national politics. They could not stand as candidates for Parliament. They were not even allowed to vote. It was assumed that women did not need the vote because their husbands would take responsibility in political matters. A woman's role was seen to be child-rearing and taking care of the home.

As a result of the industrial revolution many women were in full-time employment, which meant they had opportunities to meet in large organised groups to discuss political and social issues.

Organised campaigns for women's suffrage began to appear in 1866 and from 1888 women could vote in many local council elections. When parliamentary reform was being debated in 1867, John Stuart Mill proposed an amendment that would have given the vote to women on the same terms as men but it was rejected by 194 votes to 73. The campaign gained momentum after this.

Nineteenth century feminists talked about "The Cause". This described a movement for women's rights generally. It had no particular political focus. But by the close of the century the issue of the vote became the focus of women's struggle for equality.

The movement to gain votes for women had two wings, the suffragists and the suffragettes.

The suffragists had their origins in the mid nineteenth century, while the suffragettes came into being in 1903.

The suffragists

In 1897, various local women's suffrage societies formed the National Union of Women's Suffrage Societies, under the leadership of Millicent Fawcett. The NUWSS wanted the vote for middle class property-owning women. They believed they would achieve their end using peaceful tactics - non-violent demonstrations, petitions and the lobbying of MPs. Fawcett believed that if the organisation was seen to be intelligent, polite and law-abiding then women would prove themselves responsible enough to participate fully in politics.

The leadership of the suffragists was exclusively middle class but some of the more radical members recognised early on that the movement needed the support of working class women. The issue of the franchise was drawing women of various sections of society together and giving them an identity which they had lacked until that time.

By 1900 there was already evidence that many Members of Parliament had been won over. Several Bills in favour of women's suffrage gained considerable support in Parliament, though not enough to pass. Some believed it was only a matter of time until women would gain the vote.

The suffragettes

The suffragettes, a name given to them by the newspaper The Daily Mail, were born out of the suffragist movement. Emmeline Pankhurst, who had been a member of the Manchester suffragist group, had grown impatient with the middle class, respectable, gradualist tactics of the NUWSS. In 1903 she decided to break with the NUWSS and set up a separate society. This became known as the Women's Social and Political Union (WSPU).

Mrs Pankhurst believed it would take an active organisation, with young working class women, to draw attention to the cause. The motto of the suffragettes was "deeds not words" and from 1912 onwards they became more militant and violent in their methods of campaign. Law-breaking, violence and hunger strikes all became part of this society's campaign tactics.

In 1907 the Women's Social and Political Union itself split into two groups after Emmeline Pankhurst and her daughter Christabel came into conflict with other members of the WSPU's executive body. Those who left formed the Women's Freedom League, while the Pankhursts and their supporters established an even tighter grip on the workings of the WSPU.

The three groups disagreed over tactics but their message was consistent and they regularly worked together. Despite opposition, the argument for women's suffrage seemed to be winning support. By 1909 the WSPU had branches all over the country and published a newspaper called Votes for Women which sold 20,000 copies each week. The NUWSS was also flourishing, with a rising membership and an efficient nation-wide organisation.

The rough treatment of many suffragettes arrested and jailed during the course of their protests also won the suffrage cause increasing sympathy and support from the public. The commendable behaviour of the suffrage movement during the war - suspending their protests for the sake of national unity - also proved that the women were far from unreasonable.

Summary of the suffrage movement

Historians debate the effectiveness of the different groups in the struggle for women's suffrage. Some modern historians argue that the influence of NUWSS has not been given enough credit. Membership of this organisation remained high throughout the period. Many women who became alienated from the suffragettes because of their militancy switched allegiance to the suffragists.

Even more controversial is the role of the WSPU. At the time, and ever since, there have been divisions of opinion: some argue that its activities were critical in keeping The Cause high on the political agenda; others believe that its violent tactics actually delayed votes for women by its "irresponsibility" in attacking private property.

When World War I broke out in 1914 the whole suffrage movement immediately scaled down and even suspended some of their activities in the face of a greater threat to the nation.

5- The euro at 20 and the futures Of Europe.

by Jérôme Creel, Éloi Laurent and Jacques Le Cacheux on 12/12/2018, socialeurope.eu

Weakened by a decade of unresolved economic crisis and shaken by the awakening of populism, the European Union (EU) project currently faces four disintegrating factors: Brexit, democratic disaffection, monetary and financial fragmentation and territorial dislocation. If EU member states want to escape those looming risks, they must, as they always have in the last five decades, reinvent Europe in order to save it. Twenty years after the completion of monetary union, the European project needs new positive narratives to survive. This reinvention should start by a re-visitation: how was the euro actually achieved? What are today its biggest challenges? How can it inspire future

After the French presidential election in May of 2017, which saw the decisive victory of Emmanuel Macron over Marine Le Pen, a sigh of relief could be heard in all European capitals and the Brussels headquarters: the worst had been avoided, the European Union would survive. A visibly rejoiced European Commission President Jean-Claude Juncker would even go so far as declaring on 13 September 2017 that “the wind” was “back in Europe’s sails”. More than a year later, the gentle breeze has turned, once more, into a fierce tornado tearing those sails apart.

To begin with, after sixty years of continuing enlargement, the EU will face its first shrinkage when the UK leaves at 11pm (UK time) on Friday, 29 March, 2019. It probably means that any significant progress in European defence integration will be stalled for the foreseeable future. Yet, this European dis-integration is the most favourable for the EU as it provides the remaining member states with a golden opportunity to rethink the terms of their alliance and finally spell out what exactly they plan on achieving together. What they should do is to address the other three disintegrating factors before they get out of hand

The most urgent one is the democratic disaffection: the well-documented rise of right and left populist parties throughout the continent, the latest episode of which has shaken Italy for the last few months, is fuelled by Europhobia.

Regarding monetary union, the worst has been avoided since the critical intervention of the ECB in July 2012 to save the euro and the chaotic but eventually stabilizing summer of 2015 (when Greece almost exited the euro area), but very little has truly been changed in euro area (EA) governance since 2008. The recent agreement on a comprehensive package to further strengthen the euro area is the latest example of a missed opportunity. The existing European Stability Mechanism will be reinforced, to help countries “with sound economic fundamentals” mitigate an adverse shock, whereas a budget for “competitiveness, convergence and stabilization” for *all* the EA member states is left to future talks.

Finally, the EU faces a risk of territorial dislocation. The success of the single market inherited from the Treaty of Rome (1957) has been paradoxical: it brought countries closer together but led to divergence between the regions (and more generally local jurisdictions or territories). It can for instance be shown that in the EU the gap in economic development between regions is stronger than the gap between countries. This spatial fracture within Europe’s countries, which is found in other countries outside Europe but which the single market has undoubtedly accentuated through the powerful agglomeration effects it generates, has two perilous consequences for the unity of nation states: it fosters secession temptations by rich regions; it segregates and polarizes the electorate.

Birth of the euro.

Twenty years after the completion of monetary union, the European project thus needs new positive narratives to survive. This reinvention starts by a re-visitation.

For those who supported the project, monetary union was seen as the completion of economic integration and of the single market. This combination was expected to boost economic growth and foster economic convergence amongst EU economies. It has led to a significant intensification of economic and financial integration: trade in goods and services has increased, cross-border provision of services and labor commuting too; labor and capital have become more mobile. But for lack of significant progress in political integration and collective decision-making, member state governments have been prone to resort to tax competition and other non-cooperative strategies.

Re-enchanting the European project is a priority. A two-step approach would be helpful in this respect.

First, put well-being and sustainability, and not fiscal discipline, growth or finance, at the centre of European policy.

Second, build a social-ecological state able to design and implement the kind of social-ecological progress that the “yellow vests” revolt in France, sparked by rising fuel prices and declining purchasing power, call for.