

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Oran Graduate School of Economics



Educational handout

English Courses / Tutorials / Practical work

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Academic year 2023 / 2024

A Foreword for Professorship Handout

Oran Graduate School of Economics

Foreword

Dear readers,

Welcome to the professorship handout for Oran Graduate School of Economics. This handout serves as a comprehensive guide designed to equip the readers with the skills, knowledge, and resources required to excel in their academic, and professional careers.

The handout provides insights into effective teaching methodologies, innovative pedagogical approaches, and strategies for fostering a dynamic learning environment. Classroom management techniques and assessment strategies are also addressed.

Resources Used

- Books borrowed from the school library and external libraries.
- Renowned journals accessed via the SNDL platform.
- Training UTESL and ESP teaching packs such as: *Interchange*, *New Headway*, *Business Result*, *Market Leader*, etc.

Teaching Objectives

One of the core objectives of my role as a teacher of English has been to ensure consistency in teaching standards and practices across:

- Undergraduate students
- Master students
- Newly recruited teachers
- Ph.D. students.

Teaching Modalities

- Face-to-face instruction (physical classrooms).
- Distance / remote teaching using digital platforms.

Undergraduate Students

- Two contributive instructional files and assessments.
- One file delivered conventionally
- One file delivered remotely

Master Students

- Zero paper policy
- Handouts sent before sessions.
- Files prepared in Word converted → to AI docs.
- Observed issue: AI conversion caused sentence deletion and spelling errors.

The Adopted Corrective Workflow

- Convert AI file back to Word
- Restore deleted content and correct errors
- Export as Pdf
- Distribute to students.

Comprehension questions in *Startup* files are intentionally unanswered to promote:

- Independent reading
- Pairs or groups research
- Oral presentation
- Class debates.

Newly Recruited Teachers

A challenging experience due to

- Varied academic levels.
- Eight different subjects.
- Limited training time (10 hours).

Despite constraints, final oral presentations were successful. Many participants later enrolled at UFC to obtain university degrees in English.

Handout Structure

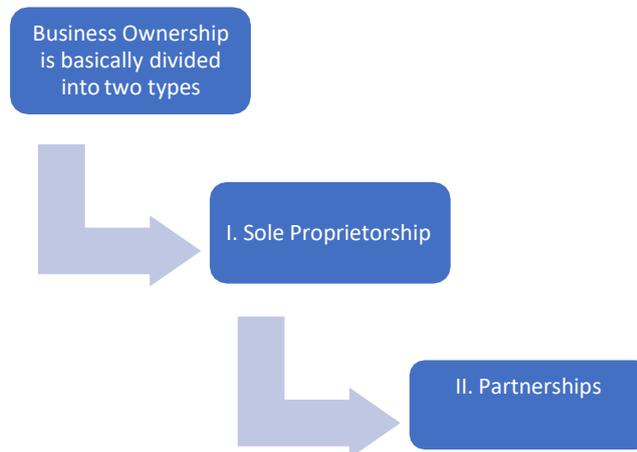
- 1- Tutorial Sheets for Undergraduate Students
- 2- Proposed Syllabus (French) & Tutorial Sheets for Master Students
- 3- Placement Test & Tutorial Sheets for Newly Recruited Teachers
- 4- Workshops for Ph.D. Students

Table of Contents

Section	Pages
A Foreword for Professorship Handout	
Tutorial Sheets for Undergraduate students	4 - 20
Master Students: Syllabus & Tutorials	22 - 55
Tutorial Sheets for Newly Recruited Teachers	57 - 91
Tutorial sheets for Postgraduate Students	93 - 97
References	98 - 99

Tutorial Sheets for Undergraduate Students

File 11 **Level:** 1st year/Undergraduate students **Semester:** 2 **April, 2023**
Topic: Forms of Business Ownership



Pronunciation

Check the pronunciation of the following words before starting to read the text: Proprietorship – liable – liability – consult – entity – status – bonus(es) – solicit(ing) Check the meaning of words you are not certain of.

Text

Sole Proprietorship

A sole proprietorship is a one-person business that is not registered with the state like a limited liability company (LLC) or corporation. You don't have to do anything special or file any papers to set up a sole proprietorship -- you create one just by going into business for yourself.

Legally, a sole proprietorship is inseparable from its owner -- the business and the owner are one and the same. This means the owner of the business reports business income and losses on his or her personal tax return and is personally liable for any business-related obligations, such as debts or court judgments.

Partnerships

Similarly, a partnership is simply a business owned by two or more people that haven't filed papers to become a corporation or a limited liability company (LLC). You don't have to file any paperwork to form a partnership -- the arrangement begins as soon as you start a business with another person. As in a sole proprietorship, the partnership's owners pay taxes on their shares of the business income on their personal tax returns and they are each personally liable for the entire amount of any business debts and claims.

Limited partnerships are costly and complicated to set up and run, and are not recommended for the average small business owner. Limited partnerships are usually created by one person or company (the "general partner"), who will solicit investments from others (the "limited partners").

The general partner controls the limited partnership's day-to-day operations and is personally liable for business debts (unless the general partner is a corporation or an LLC). Limited partners have minimal control over daily business decisions or operations and, in return, they are not personally liable for business debts or claims. Consult a limited partnership expert if you're interested in creating this type of business.

Corporations and LLCs

Forming and operating an LLC or a corporation is a bit more complicated and costly, but well worth the trouble for some small businesses. The main benefit of an LLC or a corporation is that these structures limit the owners' personal liability for business debts and court judgments against the business.

What sets the corporation apart from all other types of businesses is that a corporation is an independent legal and tax entity, separate from the people who own, control and manage it. Because of this separate status, the owners of a corporation don't use their personal tax returns to pay tax on corporate profits -- the corporation itself pays these taxes. Owners pay personal income tax only on money they draw from the corporation in the form of salaries, bonuses, and the like.

Like corporations, LLCs provide limited personal liability for business debts and claims. But when it comes to taxes, LLCs are more like partnerships: the owners of an LLC pay taxes on their shares of the business income on their personal tax returns.

Corporations and LLCs make sense for business owners who either 1) run a risk of being sued by customers or of piling up a lot of business debts, or 2) have substantial personal assets they want to protect from business creditors.

Nonprofit Corporations

A nonprofit corporation is a corporation formed to carry out a charitable, educational, religious, literary, or scientific purpose. A nonprofit can raise much-needed funds by soliciting public and private grant money and donations from individuals and companies. The federal and state governments do not generally tax nonprofit corporations on money they take in that is related to their nonprofit purpose, because of the benefits they contribute to society.

Cooperatives

Some people dream of forming a business of true equals -- an organization owned and operated democratically by its members. These grassroots business organizers often refer to their businesses as a "group," "collective," or "co-op" -- but these are often informal rather than legal labels. For example, a consumer co-op could be formed to run a food store, a bookstore, or any other retail business. Or a workers' co-op could be created to manufacture and sell arts and crafts. Most states do have specific laws dealing with the set-up of cooperatives, and in some states, you can file paperwork with the secretary of state's office to have your cooperative formally recognized by the state. Check with your secretary of state's office for more information.

Source: Timmons M. B. & al., (2014), *The Entrepreneurial Engineer How to create Value from Ideas*, Cambridge University Press.

Comprehension

1. Match the description in Column B with the correct word in Column A. Write the correct letter next to the corresponding number.

Column A	Column B
1. Sole trader	a. liable for all debts incurred.
2. Partnership	b. Autonomous association of persons united to meet their socio-economic needs and aspirations.
3. Limited partnership	c. liable for debts incurred by partners.
4. Co-operative society	d. a business that can only be owned by one person having a complete control over it.
5. A disadvantage of a sole ownership	e. a business owned by two or more people.

6. A disadvantage of a limited partnership	f. has two types of partners: a single general partner who runs the business and is responsible for its liabilities, and a number of limited partners who have limited involvement in the business and whose losses are limited to their investment's amount
--	--

2. Complete each gap with the relevant word from the list in parentheses (capital – division of profits – tax implications – capacity - legislation – management)

.....: refers to the ability/potential of management to start and operate a business as planned.

.....: The tax requirements of each form of ownership determine the impact of taxation on business success/failure.

.....: Ownership impacts on management functions which determine the success/failure of the business.

.....: refers to the ability to obtain capital from various sources (e.g. own/borrowed capital). The amount of capital that can be sourced will also impact on business success/failure.

.....: refers to how profit is divided between owner(s)/shareholders/ investors.

...../Legal requirements for establishment/starting a business impact on the establishment costs and time before a business can legally do business.

Group/Pair/Individual Work (feel free to choose the type of work you want to fulfill)

- Explain the characteristics of each form of ownership.
- Discuss / Evaluate the impact (positives/advantages and/or negatives/disadvantages) of the different forms of ownership.
- Use the word bank below and choose the most suitable name for the form of ownership mentioned in the text. In a paragraph state and mention any additional information you think are necessary.

SARL	EURL	SPA	SPAS	SMC	Groups (Groupements)
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Grammar. Reported speech

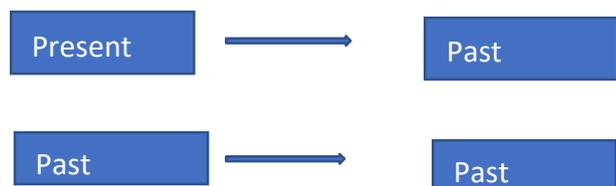
Reporting speech: say, tell, explain, point out, etc.

Reporting thoughts: think, know, believe, realize, etc.

Reporting requests: ask, wonder, want to know, etc.

Reporting orders: tell, order, etc.

Main tense changes



I. Main tense changes in reported speech when the reporting verb is in the past tense.

“Oil price shoots up. “He said (that) the prices shot up.

“They are going to expend more tomorrow.” He told me they were going to expend more the following day.

“A substantial drop in exports has been predicted as euro rises.” He pointed out a substantial drop in exports had been predicted as euro rose.

“Gold plummeted to all time low last month.” He explained that gold plummeted / had plummeted to all time low the previous month.

“The first electronic mail had been sent in 1972.” He said the first electronic mail had been sent in 1972.

II. Main tense does not change in reported speech when the reporting verb is in the present tense.

“Oil price shoots up.” He says oil shoots up.

“Gold plummeted to all time low last month.” He explains that gold plummeted to all time low last month.

III. Modal verbs change as follows: can – could, may – might, must – had to, need – needed, will/shall – would

Should – should, could – could, might – might, etc.

IV. To report a (wh) question repeat the question word and change the tense as above and change the word order.

“When is the parcel arriving?” He asked when the parcel was arriving.

V. To report a direct question, use *if* or *whether*.

“Have they spent a lot on external staff?” He wanted to know if they had spent a lot on external staff.

VI. Changes in Time and Adverbs

Today	That day / the same day
Tomorrow	The next day
Yesterday	The previous day / the day before
This week	That week / the same week
Last week	The previous week
Next week	The following week
Now	Then
This	That
Here	There
Ago	Before
Hence	Thence (from that fact or circumstance)

Example with *hence*.

'He is leaving at the end of this week, hence his anxiety to get his work has finished.'
They reported that he was leaving at the end of that week, thence his anxiety to get his work had finished.'

Exercise 1. Rewrite the sentences with words in bold type.

1-I don't believe they come in under budget." **The boss always says** that she

2- "Send the email immediately." **He told me**

3- "Have you been waiting long?" **The secretary asked** me

4- "What do you think about the proposal?" **He asked** me

5- "Don't let anyone see these plans." He **told** me

6- "I will be back soon." I **said**

Exercise 2. Match words in column A with summaries in column B.

Column A	Column B
1. 'Go for it – you're an ideal candidate.'	a. deny / be responsible
2. 'Let me give you a hand with that.'	b. encourage / apply for the job
3. 'It wasn't my fault.'	c. refuse / let / use computer
4. 'Sorry, I didn't get here on time.'	d. offer / help
5. 'Sorry, you can't have my laptop.'	e. apologize – be late
6. 'I'm pleased to say we can offer you the loan.'	f. agree – send money

Exercise 3. Write out summaries from column B as complete sentences.

Example: 1. He denied being responsible.

Terminology

Capital is money provided by the owner(s) to set up the business. Capital is used to buy assets such as land and buildings, vehicles, machinery and equipment.

Legal personality is the legal right of a person or business to own property, enter into contracts and sue or be sued. If a business is a legal person, it is seen as a legal entity.

Continuity is the ability of the business to continue operating separately from the owner. If a business has **no continuity** of existence, the business will stop existing if the owner retires or dies. If a business **has continuity** of existence, the business will continue operating if there is a change of ownership. A business that has a legal personality has continuity.

Liability is the owner's responsibility for the liabilities (debt) of the business. If owners have **limited liability**, it means they cannot lose their personal belongings if there is not enough assets in the business to pay for the debts of the business. If owners have **unlimited liability**, it means they could lose their personal belongings if the business pays back all the debts.

Taxation – depending on the legal person of the business, either the owners or the business itself will pay tax on income or profits. The owner of a sole trader and the partners of a partnership are responsible to pay tax on their personal income. Close corporations and companies are seen as legal entities therefore these businesses are responsible to pay income tax on profits made. Tax is paid at a fixed percentage of 28% on profits and a secondary tax of 10% on profits paid out to members or shareholders.

Source: file:///C:/Users/hp/Desktop/business%20ownership/topic-2-term-3-2020-forms-of-ownership.pdf

Answer Key

Exercise 1

Sole trader: a business that can only be owned by one person having a complete control over it.

Partnership: a business owned by two or more people.

Limited partnership: has two types of partners: a single general partner who runs the business and is responsible for its liabilities, and a number of limited partners who have limited involvement in the business and whose losses are limited to their investment's amount.

Co-operative society: Autonomous association of persons united to meet their socio-economic needs and aspirations.

A disadvantage of a sole ownership: liable for all debts incurred.

A disadvantage of a limited partnership: liable for debts incurred by partners.

Exercise 2 : capacity – tax implications – management – capital – division of profits – legislation.

Grammar

Exercise 1

1. doesn't believe they come in under budget.
2. to send the letter immediately.
3. if I'd been waiting long.
4. what I thought about the proposal.
5. not to let anyone see the / those plans.
6. he'd be back soon.

Exercise 2

1	b
2	d
3	a
4	e
5	c
6	f

Exercise 3

1. He denied being responsible.
2. He encouraged me to apply for the job.
3. He refused to let me use his computer.
4. He offered to help me.
5. He apologized for being late.
6. He agreed to lend me the money.

Oran Graduate School of Economics
Cycle One. First Year Level.

An Online Lesson: Word Formation

The **main objective**: Forming a new word from an existing root by adding a suffix; a syllable that is added at the end of the base word.

It is a strategy that fosters the thinking skills for the students should be aware of the kind of meaning they want to convey when forming words, and the role of these formed words will play in the sentence. This strategy allows them to practise pronunciation too.

We tend to link the linguistics' acquisition to the field of the students' specialty to enable them to write and speak the English language fluently. The students probably still remember their high school studies, mainly dealing with word formation by adding different suffixes.

- 1- Prefixes added to form nouns are: er, or, ist, ian, ness, ment, etc.
caller, editor, economist, seminarian, felicitousness, achievement, etc.
- 2- To form verbs, we add: ise, ize, en, ate Adver-
tise, computerize, shorten, beneficiate, etc.
- 3- Suffixes for forming adjectives: able, ible, ive, ed, ing, ful, ant, ial, y etc.
Capable, comprehensible, consecutive, corrected, interesting, dominant, beneficial, wealthy, etc.

Ways to form some words:

Noun – ness = adjective, like:

Consciousness, usefulness, slowness, easiness (easy), etc.

Verbs ending with ate, form nouns ending with **ion** like, enumeration.

Adjectives ending with **ive**, give birth to nouns ending with **ion** like, diminution.

The adjectives that end with **ant**, form nouns ending with **ance** like, assistant.

Find in the following tables some of the ways that help you to form words
The adjectives that end with **ant**, form nouns ending with **ance**.

Adjective	Noun
tolerant	tolerance
elegant	elegance
important	importance
assistant	assistance
resistant	resistance
arrogant	arrogance
reluctant	reluctance

Some adjectives ending with suffix **tive**, get **tion** when transformed into nouns

Adjective	Noun
detective	detection
diminutive	diminution
destructive	destruction
suggestive	suggestion
addictive	addiction
attractive	attraction
protective	protection
representative	representation
formative	formation
distinctive	distinction

Some nouns minus the suffix **ness** make adjectives: **Noun – ness = adjective**

Noun	Adjective
wildness	wild
madness	mad
sickness	sick
goodness	good
friendliness	friend
laziness	lazy
easiness	easy
badness	bad
usefulness	useful
quickness	quick
smoothness	smooth
slowness	slow
recklessness	reckless
happiness	happy
consciousness	conscious

Some adjectives minus the suffix **ful** make nouns or verbs. **Adjective - ful = noun/verb**

Adjective	Noun / Verb
restful	Rest / to rest
wonderful	Wonder /to wonder
doubtful	Doubt / to doubt
hopeful	Hope / to hope
helpful	Help / to help
careful	Care / to care
useful	Use / to use
respectful	Respect / to respect
regretful	Regret / to regret
successful	Success / to succeed
painful	Pain / to pain
beautiful	beauty
thoughtful	thought
peaceful	peace
fearful	fear
cheerful	Cheer/ to cheer

Some verbs ending with **ate** make nouns ending with **tion**

Verb	Noun
To cultivate	cultivation
To associate	association
To concentrate	concentration
To appreciate	appreciation
To estimate	estimation
To punctuate	punctuation
To investigate	investigation
To educate	education
To abominate	abomination
To enumerate	enumeration
To excavate	excavation
To exaggerate	exaggeration
To filtrate	filtration
To fixate	fixation
To immigrate	immigration
To animate	Animation

N.B

More ways that facilitate forming words, mainly when you are stressful about time during exams

* To derive an adjective from a verb, use simply its past participle.

*To derive a noun from a verb, add **ing** to it.

verb	adjective	noun
To write	written	writing
To sell	sold	selling
To commercialize	commercialized	commercializing

Reading: Consider the following marketing problems

- 1) Western Companies had problems selling refrigerators in Japan until they changed the design to make them quieter.
- 2) In Saudi Arabia, newspaper adverts for an airline showed an attractive hostess serving champagne to happy passengers. A lot of passengers cancelled their flight reservations.
- 3) An airline company called itself Emu, after the Australian bird. But Australians didn't want to use the airline.
- 4) A T.V. commercial for a cleaning product showing a little girl cleaning up the mess made by her brother. The commercial caused problems in Canada.
- 5) Several European and American firms couldn't sell their products in Dubai when they ran their advertising campaign in Arabic.
- 6) A soap powder ad had a picture of dirty clothes on the left, a box of soap in the middle and clean clothes on the right. The soap didn't sell well in the Middle East.
- 7) A company had problems when it tried to introduce instant coffee to the French market.
- 8) A toothpaste manufacturer couldn't sell its products in parts of South-East Asia
- 9) An American golf ball manufacturer launched its products in Japan packed in boxes of four. It had to change the pack size.

Relate each reason from the following list to the problems mentioned above.

- a) In Japan, the word four sounds for death.
- b) People thought the commercial was sexist and reinforced old male/female stereotype.
- c) Alcohol is illegal in Saudi Arabia.
- d) 90 % of the population came from Pakistan, India, Iran and elsewhere, so Arabic was the wrong language.
- e) The advertisers forgot that in that part of the world people usually read from right to left.
- f) The people in this area didn't want white teeth. They thought darkly-stained teeth were beautiful and they tried to blacken them.
- g) Japanese homes were small and sometimes walls were made in paper. It was important for the refrigerator to be quiet.
- h) Making real coffee was an important part of the French way of life. Instant coffee was too casual.
- i) The emu can't fly.

Notes from **Wall Street/ City English**, 2005

In the following table match each word with its appropriate definition:

1- brand name	to tell the public about a product or a service to encourage people to buy or use it.
2- market research	the activity of presenting advertising and selling a company's products in the best possible way.
3- marketing	the name given to a product by the company that produces it.
4- design	the work of collecting information about what people buy and why.
5- to market	to make or produce goods in large quantities, using machinery.
6- to manufacture	drawing a plan from which something may be made.

Writing Think of the same article, one made in Algeria, and the other made abroad. Decide what makes them different by completing the following table

Article	Local product	Imported product
Quality		
Price		
Packaging		
design		
others		

According to you, what should be done to make the Algerian products more competitive? These **translated words** may help you when writing.

English	French	Arabic
After-sales service	le service après vente	خدمة ما بعد البيع
Batch	un lot, une série	دفعة
Brand name	une marque	اسم العلامة التجارية
Break into a market	pénétrer un marché	اقتحام السوق
Carry out	effectuer, exécuter	تنفيذ
Compulsory	obligatoire	إلزامي
Crossed cheque	un chèque barré	صك مشطوب
Cut price	à des prix réduits	سعر مخفض
Discount	une remise, une réduction	خصم
Hire purchase	achat a credit	الشراء بالتقسيط
Item	article	بند
Label	étiquette	ملصق
Remittance	un versement	التحويلات

Test for First Year Students/ Prepa School Level
 Full Name:

Date: December 11th, 2022
 Group: 5 / 10

What went wrong with big tech?

Big tech has big problems. After a bull run that lasted years, the sector is suffering a sharp correction. Alphabet, Amazon, Apple and Microsoft have collectively lost \$ 2trn in stock market value in the past year. On November 9th Meta, the parent of Facebook, Instagram and WhatsApp, said it would shed 11,000 people, or 13% of its workforce; Twitter's new owner, Elon Musk, sacked half its personnel. According to Crunchbase, a data provider, more than 60,000 American techies have been shown the door in 2022.

We've been looking at what went wrong. Shaky business models are partly to blame, along with soaring inflation and rising mortgage payments that have left digital consumers with less disposable income to splash out on digital delights. Meanwhile the sector is afflicted with conglomeritic". William Magnuson's magnificent history of corporations, reviewed in our Culture section this week, suggests this is not a new phenomenon. For more than 2,000 years corporations have produced some of humankind's greatest achievements. But usually, the most dazzling overstep the mark, leaving a trail of debris and distrust.

Source The Economist, November 12th 2022

Read the text and answer the following questions (6pts).

- 1- What kind of problems are the big tech facing?
.....
- 2- Is Meta the parent of Facebook only? Justify.
.....
- 3- What do the big techs supply to digital consumers?
.....
- 4- List one or more consequences of shaky business on the consumers.
.....

Vocabulary: Match the following words and definitions. (3pts)

a- shaky	1- to spend money like water
b- mortgage payment	2- troubled
c- income	3- trembling / weak
d- to splash out	4- shining
e- afflicted	5- pay / salary
f- dazzling	6- financial obligation

Complete each sentence with the appropriate article. (3pts)

Amidst rising unemployment and pandemic-induced chaos, Big Five still managed to seesignificant revenue uptick. In 2019 (pre-pandemic), big tech's combined revenue grew by 12%. following year, throughout the onset of global pandemic and various economic challenges that came with it.

Choose the appropriate adverb to complete the following dialogue. (4pts)

(completely, rather, actually, even)

A: That was a useful meeting, wasn't it?

B: Yes although I am not convinced about the brainstorming.

A: To be honest, I'm not either. I found that part of the day tiresome. I couldn'tkeep my eyes open.

Writing

Topic: in what ways do GAFAM impact the consumer's life? (4pts)

The following notes could help you to write a paragraph about the topic. Do not limit the flow of your ideas to them.

- GAFAM (Google, Apple, Facebook, Amazon, Microsoft)
- The most contact during life.
- Using their services at least once.
- Collecting personal data
- Family distancing

N.B. Please, answer on the exam paper

Good Luck

Answer Key

Comprehension

- 1- Big techs are facing the following problems: A sharp correction & a loss of huge sums of money.
- 2- Meta is the parent of Facebook, Instagram and WhatsApp
- 3- Big techs supply digital delight, entertainment, communication, information, etc.
- 4- Some of the consequences of shaky business on consumers are: inflation and rising financial obligations that leave digital consumers with less disposable income to splash out on digital delights.

Vocabulary

- a- 3
- b- 6
- c- 5
- d- 1
- e- 2
- f- 4

Articles

Amidst rising unemployment and pandemic-induced chaos, the Big Five still managed to see a significant revenue uptick. In 2019 (pre-pandemic), big tech's combined revenue grew by 12%. The following year, throughout the onset of the global pandemic and the various economic challenges that came with it, big tech still increased its combined revenue by 19%.

Adverbs

Rather – completely – actually - even

Test for First Year Students/ Prepa School Level
 Full Name:

Date: December 6th, 2022
 Group:

Microsoft places a \$69 bn bet on the future of entertainment
 Even for Microsoft, which boasts a market value of \$ 2,3 trn, \$ 69 bn is a lot of money. On January 18th the firm said it would pay that sum in cash for Activision Blizzard, a videogame developer. It is by far the biggest acquisition in the video game industry's history, and the largest ever by Microsoft, more than twice the size of its purchase in 2016 of LinkedIn, a social network. The move, which caught industry watchers by surprise and propelled Activision Blizzard's share price up by 25 %, represents a huge bet on the future of fun. But not perhaps, a crazy one. Gaming was a big, fast-growing business even before the pandemic. Lockdowns bolstered its appeal to hardened gamers with more time on their hands and bored neophytes alike. New Zoo, an analysis firm, reckons revenues grew by 23 % in 2020, to nearly \$180 bn. That growth has attracted the attention of other tech titans, including Apple, Netflix and Amazon, all of whom have dipped their toes into the market in recent years. Microsoft has been in the business for two decades. It earns \$15 bn a year from games, mostly thanks to its Xbox console. It has made a string of gaming acquisitions since 2014, when Satya Nadella, its chief executive, took the reins. Assuming it is not blocked by regulators, who are watching big tech with a beady eye, this deal would cement its position. Once completed in 2023, it will make Microsoft the third largest videogaming firm by revenue, behind only Tencent, a Chinese giant, and Sony, Microsoft's perennial rival in consoles.

Source: The Economist. January 22, 2022

Read the text and answer the following questions (6pts).

- 1- What are trillions and billions? Which ones are larger than the other ones?

- 2- List some tech titans.

- 3- What do these titans supply? Do you find them interesting? Argue.

- 4- Does Microsoft face a fierce competition from any company? Argue.

- 5- Did the pandemic effect the video gamers and prevent them from playing?

Vocabulary: Match the following words and definitions. (3pts)

1.propel	a.to be of interest to / to please
2.bolster	b.command / control
3.the reins	c.set in motion
4.perennial rival	d.support / reinforce
5.consoles	e.comforts
6.appeal / to appeal	f.enduring rival

Complete each sentence with the appropriate article. (3pts)

Microsoft hopes that as it matures, it will draw in more players, especially in middle - income countries where smartphones are common but consoles rare. Although other

firms, including Sony, Amazon and Nvidia, offer similar services, none looks as well placed as Microsoft. The software giant combines strong content library and decades of experience in gaming with world's second largest cloud operation behindAmazon.

(rather, only, quite, little).

Hi Amine,

I am writing from Algiers, where I am at a good conference on technologies in business. It has all been Interesting so far, although I am getting a tired. I have been having about four hours sleep at night.

Writing

Topic: What are the factors that impact the consumer's demand of video games? (4pts)

The following notes could help you to write a paragraph about the topic. Do not limit the flow of your ideas to them.

Time: when to play

Duration: control or uncontrol your time

Money: expenditures expand / new game is launched

Communication with parents about the content, yes or no, justify.

Test of English / Semester 2
 Cycle 1 / 1st year level

Full name _____ **Group** _____ **Date** 07/3/2023

Text

In a seminar, the chairperson is responsible for keeping the discussion going but should not control or dominate it. They normally get the discussion started by giving a brief overview of the topic and clarifying key concepts. They then help the discussion run smoothly by encouraging everyone to participate. This means ensuring that one person does not dominate and inviting quieter people to speak where necessary and so that everyone makes at least one contribution. They may also ask people to clarify any points that are unclear. The chairperson also manages conclusion and should sum up the main points at the end.

Source: J. Cormac & S. Watkins, *English for Academic Study*, Garnet Education, UK., 2009.

1- Comprehension

a) Read the text to answer the following questions (3pts)

What shouldn't the chairperson do in a seminar?

.....

What should he /she start with?

.....

Is it necessary to invite nearly everybody to speak? Justify.

.....

b) Are the following sentences true or false? Justify. (3pts)

When presenting a seminar, you have to communicate your topic to an audience of a mixed background.

One of the worst methods is to place yourself in the minds of the audience.

It is better to cover many ideas and do not stick to the major theme.

2- Form words from the base words that are between brackets: (5pts)

Does speaking English with no (grammar) mistake with a (nation) speaker, make you feel (confidence)? (3 adjectives)

.....

Well, if I communicate my meaning (effective), I don't care about mistakes. (adv)

.....

The same study skills are (necessity) on both undergraduate and post graduate courses. (adj)

.....

If you choose a good learning style, you will learn more (quick). (adv)

.....

The (choose) of areas you are interested in is important. (noun)

.....

The (enumerate) of the (write) document is mandatory. (1st noun/ 2nd adj)

.....

Deal with stress by finding time for (relax). (noun)

3- Complete the paragraph with the missing prepositions (beyond, of, from, at). (4pts)

“In academic study, you have to look issues different perspectives and to think your own experience or position. This is part of the process reaching a balanced conclusion.”

4- Writing (5pts)

Write about the areas of speaking English you need to work on so that you improve your English. The following notes could help you to foster your ideas.

Pronunciation / limited vocabulary.

Feeling worried before speaking.

More practice to feel confidence.

More time practicing individual sounds.

Answer Key

Grammatical, native, confident, effectively, necessary, quickly, choice, enumeration, written, relaxation.

“In academic study, you have to look at issues from different perspectives and to think beyond your own experience or position. This is part of the process of reaching a balanced conclusion.”

Test of English / Semester 2
 Cycle 1 / 1st year level

Full name **Group** **Date** 08/3/2023

Text

The changing nature of work contributes to stress; in the past, individuals often had the same job for a large proportion of their lives, whereas nowadays it is more common for jobs to be on a more temporary basis. This can be very stressful from a financial point of view, with families to support and mortgage payments to keep up, and individuals constantly concerned about the security of their jobs. The relationship between employer and employee, the pressure of deadlines and competitiveness between can all cause stress.

For students the impact of stress is most often felt around the exam period; final school exams take on huge importance, as a factor which can determine a person's future.

Source: J. Cormac & S. Watkins, *English for Academic Study*, Garnet Education, UK., 2009.

5- Comprehension

c) Read the text to answer the following questions (3pts)

In what ways has the nature of work changed nowadays?

.....

What are the consequences of temporary jobs on workers 'life?

.....

Are the students exempt from being stressful? Justify.

.....

d) Are the following sentences true or false? Justify. (3pts)

Physical activity is the worst stress reliever.

.....

Being in touch with nature and gardening are good ways of managing stress.

.....

It is unimportant to identify the triggers of stress.

.....

6- Form words from the base words that are between brackets: (5pts)

The (technique) definition of stress in relation to work and study is the (react) people have to (excess) pressure that is placed on them. (1 adj, 1 noun, 1 adj)

.....

In order to deal (effective) with stress, try to identify the symptoms. (adv)

.....

A change in lifestyle is (necessity) to make life less (stress). (2 adj)

.....

If you choose a good learning style, you will learn more (quick). (adv)

.....

Some other symptoms could be (depress) and fatigue. (noun)

.....

Some people find (meditate) a (use) way to relax. (1st noun/ 2nd adj)

.....
Deal with stress by finding time for (relax). (noun)

7- Complete the paragraph with the missing prepositions (with, in, by, of). (4pts)

International students who are sponsored their governments or companies feel a particular stress due to high expectations they need to fulfil, the extra challenge dealing with life a different culture.

1- Writing (5pts)

Write about diagnosing stress and managing its symptoms. The following notes could help you to foster your ideas.

Two categories: physical and behavioral symptoms

Nausea, tiredness, altered sleep patterns

Anxiety, feelings of failure, mood changes

Solutions: getting in touch with counselling services at the univ, practice healthy breathing techniques, exercise daily, plan breaks in your day, etc.

Answer Key

International students who are sponsored by their governments or companies feel a particular stress due to high expectations they need to fulfil, with the extra challenge of dealing with life in a different culture.

Master Specialty: Economic Intelligence and Competitive Strategies

Master Students: Syllabus & Tutorials

Coefficient 1		Crédit 1	
Total Semester 3:	25	Total Semester 3:	30
Total Semester 4:	25	Total Semester 4:	30

DOUAR Aicha

Master Specialty: Economic intelligence and Competitive Strategies

Fourth Year Students: BAC + 4

Cross-disciplinary teaching unit: English Skills for Business Intelligence

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Suggested Curriculum

Objectives

- Improving oral and written expression skills: summarizing a text, reporting the content of a conference, data analysis, etc.
- Enhancing the basics of formal writing and a neat writing style.
- Acquiring and developing specialized vocabulary: conduct an interview in English, etc.
- Analyzing texts related to economics.
- Creating a synopsis / summary sheet.
- Developing communication skills in English.
- Making oral presentations of a product, service, company, project or process
- Having a clear understanding, a critical mindset, ability of debating.

Skills to acquire

Learning Skills

- Knowledge (analysis and structuring)
- Information (collection and consolidation)
- Data (Management of a business using software such as ERP, CRM)

The six skills on which the Course/TD sessions are based and which aim to deepen, consolidate and develop the student's knowledge are:

Listening: Allow the student to listen to specialists in the field. If the spoken language is not English the students translate the content into English.

Speaking: Stimulate the student's curiosity and contribute to their open-mindedness by exposing them to various conversation contexts based on oral support.

Reading: learning to effectively use documentation of their specialty in order to prepare them for professional life.

Grammar: Consolidate the grammar basics- already acquired- for daily use: Indirect speech for reporting information, etc.

Spelling: To acquire skills in the field of phonology and spelling in order to ensure effective communication and well-crafted pieces of writing.

Writing: The student must write correctly and legibly.

Year Map

Semester 1

Unit 1: Business Intelligence

Unit 2: Startups / Small and Medium Entreprises

Unit 3: Market Study

Unit 4 : Competition

Semester 2

Unit 5: Data Processing

Unit 6 : Creativity and Innovation

Unit 7: Intellectual Property / Securing Business

Unit 8: Value / price

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Master Specialty: Economic intelligence and Competitive Strategies

Cross-disciplinary teaching unit: English Skills for Business Intelligence

Unit 1

Presentation Skills for Business Intelligence

Part One (blended learning)

Pair / group work: Choose one of the following situations. Discuss and argue.

- 1- Does the presence of foreign students impact the Algerian economy? Argue.
- 2- Could the Algerian economy get benefit from this fact: the Algerian dinar is cheaper than the euro, the Tunisian dinar, and the Moroccan dirham? Explain
- 3- Convert 2000 A.D. to Tunisian dinar. What can you buy with each in terms of food stuff, vegetables and fruit. Argue.

Part Two (distant learning)

I. They are provided, by email, further possible effects for each situation.

Situation 1: Hosting foreign students impact positively the Algerian economy if it is managed effectively.

- Foreign students 'tuition fees contribute to the revenue of the Algerian educational institutions.
- They spend money on living expenses, such as transportation, housing, food, etc. hence, small jobs are created in the host country like fast-food sellers.
- Engaging in innovative activities and scientific research.
- Cultural exchange fosters international relationships and stimulate trade and business opportunities.

Situation 2: Though the cheap currency leads to a reduced consumer purchasing-power, financial difficulties and debt-burden due to the expensive cost of servicing, there are ways in which the cheap dinar can affect positively the Algerian economy:

- Algerian exportation is more affordable for foreign buyers, hence helping domestic industries which rely on international markets.
- Boosting tourism industry and related businesses because tourists whose foreign currency has greater purchasing power are attracted to visit Algeria.
- Investors can acquire assets and goods at a lower cost.

Situation 3: The exchange rate affects the cost of living and the purchasing power. However, it is not the sole determinant of the cost of living and affordability of goods. More factors, such as local economic conditions, production costs, market dynamics, cost-of-living disparities between countries contribute to price differences between countries.

- 2000 Algerian dinars = 46,07 Tunisian dinars
- The Algerians can buy more food items with 2000 A.D. than Tunisians do with 46,07.

II. Provide the presentation skills so that the students can refer to them to check their strengths and weaknesses

a) At the psychological level.

- Self-confidence

Remember you are going to influence the audience, so work on self-confidence. Avoid looking at the eyes of everybody, do it gradually; focus on an angle (two- or three-persons' eyes, most of the time persons whom you know well or sympathize with), then enlarge this angle. Take off your glasses and start focusing them: it is a tip that helps you calm down.

- Overcoming fear

Home presentation before the mirror has proved to be efficient. Practice healthy breathing techniques for they help you to relax.

- Body language

To manage your presentation and make the audience following you at ease, you have to consider the following: posture, eye contact, gestures, position in front of the audience, classy and simple clothes, etc.

- Grounding techniques: check the pronunciation, and the translation of some key words; write them in bold on a separate paper. Write numbers, dates accordingly. You should speak confidently. Pause from time to time to resonate with the audience.

b) At the practical level

- Organize the structure of your presentation so that the listeners follow the flow of your ideas.

- Try to use real life examples and anecdotes to illustrate key points.

- Prepare a precise and concise presentation, do not overload it with much information.

- Rehearse your presentation before the jour J; train yourself on managing your time

- Involve the audience by asking questions, narrating a story, showing pictures on the used visual aids, etc. manage your time

- Be ready to answer the audience's questions, and to adapt your presentation on their feedback and any unexpected circumstances.

Part Three (blended learning)

Students' presentations

A class debate; the audience is involved.

Master Specialty: Economic intelligence and Competitive Strategies

Fourth Year: BAC + 4

Cross-disciplinary teaching unit: English Skills for Business Intelligence

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Unit 2

Listening Skills

Before listening to a video clip, set some objectives and decide in advance what to listen for, such as answering questions, taking notes, etc. Your objectives serve as stimulus that enable you to improve your cognitive acquisitions of the English language.

“There are two subcategories of listening

- Concentrative listening wherein focus is held on the development of a theme in order to elicit facts, sequence of ideas, to attain a fuller understanding of content, and to detect the main ideas and purpose of the speaker.
- Critical listening is characterized by a more intensive focus on what is being said, but the purpose is to detect fallacies in the presentation of a theme.”

Source: John Gilbert Way, *Teaching Listening Skills*, Wiley.

Difficulties you encounter when listening to a native speaker are due to the following reasons:

- Fast speaking
- Contractions and reduced words
- Silent letters
- Non-permanent practice of the pronunciation of final ed and s
- Non-permanent practice of the stressed syllables. You only learn them to get good grades in tests/exams.
- Accent: Native speakers use the accent that is specific to their language.

Speaking quickly and using a strong accent can be challenging. The following are tips for improving your listening skills

- Adjust the play back speed and repeat listening
- Try to predict what the speaker might say
- Read the transcripts on the video
- Enhance your vocabulary by learning some new words
- Improve your pronunciation
- Imitate what the speaker is saying, mainly key sentences

- Stop thinking you cannot understand the natives
- Write what you hear, pause and check on the transcript
- Listen to the part of the video you need to focus on a couple of times
- Slow down the tone of the speaker
- Avoid focusing on words. Focus on the context, main ideas and key details.
- Practice regularly.
- Remember: If you improve your listening skills, you'll improve your speaking skills as well.

Self-assessment

Tick the tips – from the list above - that you tend to neglect or forget to do while listening to a video clip.

Practice

Watch the following video, listen carefully and answer the following questions:

TA, Guide to business intelligence,

https://youtu.be/jkCCnwwO_fg?si=EgtzwvdrCVKBUVzo

Question 1

Listen to the video and answer the following questions:

- What is the difference between structured and unstructured data?
- What are CRM and ERP?
- Is it possible for companies to benefit from analyzing and drawing connections between data? Argue. Think of real-life examples. Tell us about them.
- Why have companies started to implement BI in market research?
- In your own words, explain usability & visualization.

Question 2: Choose a short part of the video and spot:

- the stressed syllables
- the dropped sounds
- the silent letters

Question 3

Complete the following table with the information that match each type of listening:

- Listening to short video clips
- Listening to long video clips
- You focus on getting the general idea
- You spot the stressed syllables and recognize the dropped sounds.

Type of listening	Activity	Objectives
Extensive listening		
Intensive listening		

Further Practice

Watch the following two videos at home; they will help you to get more involved in your specialty, and at the same time prepare you to understand better the coming courses.

- 1) The Business Intelligence Analyst Course 2023

https://www.udemy.com/course/the-business-intelligence-analyst-course-2018/?utm_source=adwords&utm_medium=udemyads&utm_campaign=LongTail_la.EN_cc.ROW&utm_content=deal4584&utm_term=.ag_77879424214.ad_535397245866.kw.de_m.dm.pl.ti_dsa-1007766171552.li_9073629.pd.&matchtype=&gclid=CjwKCAjw4P6oBhBsEiwAKYVvkq90F95FmyTgJl2XPCeS2qmwq6TmMnNwWPLar-rUIn_2VLuk_uniHaBoCxEIQAvD_BwE

N.B. It is possible to watch more videos on Udemy website

- 2) Stanford online, Artificial intelligence for business leaders, <https://youtu.be/wUHBoNOMGzs?si=gQ07exd3CthhoDpS>

Master Specialty: Economic intelligence and Competitive Strategies

Fourth Year: BAC + 4

Cross-disciplinary teaching unit: English Skills for Business Intelligence

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Unit 3

Reading Skills

- Decoding: the ability to sound out words you have heard before but never seen written out.
- Fluency: when reading smoothly at a good pace, using the proper tone when reading aloud. Sometimes, word recognition can be an obstacle and makes the reader struggle to pronounce correctly the word.
- Comprehension: grasping the meaning of the passage, its main ideas and details.
- Inference: to draw conclusions and make predictions.
- Critical thinking: question the content, analyze and evaluate it.
- Contextual understanding: understand how the text relates to the broader context and the purpose of the author.

Text

Definition of Business Intelligence

BI encompasses a broad range of application tools, methodology, and technology designed to transform raw data into actionable insights for strategic, technical, and operational decisions. The following quote states a further definition:

“Starting from the definition of the terms Technology as the ability to apprehend the interrelationships of presented facts in such a way as to guide action towards a desired goal and Business as “a collection of activities carried out for whatever purpose, be it science, technology, commerce, industry, law, government, defense, et cetera”, he specifies a business intelligence system as an automatic system that is being developed to disseminate information to the various sections of any industrial, scientific or government organization.

This definition did not come into effect for 30 years, and in 1989 Howard Dresner coined the term Business Intelligence (BI) again. He introduced it as an umbrella term for a set of concepts and methods to improve business decision making, using systems based on facts.

“Today one can find many different definitions which show that at the top level the intention of BI has not changed so much..... BI is defined as “an integrated, company-specific, IT-based total approach for managerial decision support.”¹

Main Objectives of B.I.

¹ Springer-Verlag, Berlin, Heidelberg, 2015.

- To transform raw data into meaningful and actionable information.
- To help organizations make better decisions by providing insights (visions) from data.
- Information is power in the business world. The more a company knows about its operations, market, and customers, the better positioned it is to succeed. BI provides the tools and methodologies to harness this information effectively.

Core Concepts

- Data warehousing: Data from various sources is integrated and stored.
- Data mining: Data examining to find new or unknown patterns.
- OLAP (Online Analytical Processing): Analysis tool to view data from various perspectives.
- Dashboards & Visualizations: Representing complex data in a visual and easy format.

Benefits

- Data access and analysis enhance making informed decisions quickly.
- BI tools allow companies to forecast market trends.
- Identifying inefficiencies and areas of improvement to optimize business operations
- Understanding consumer behavior, preferences, and feedback paves the way for personalized marketing and improved customer relations.

Modern Trends

- AI & machine learning
- Mobile BI
- Real time BI

Questions

Read the passage and answer the following questions.

- 1- What is the specific methodology or technology that can be used in BI. How might this technology be applied in a real-world business scenario?
- 2- Discuss the potential challenges or limitations that organizations might face when implementing BI tools and methodologies.
- 3- Explain the difference between strategic decisions, technical decisions, and operational decisions, give examples from a business perspective.
- 4- What are the risks that are associated with relying on BI for decision making? How can organizations mitigate these risks?
- 5- When transforming raw data into actionable insights what are the steps that are involved in this transformation, and why is it important?
- 6- How do actionable insights differ from raw data, and why are they valuable to business? List an example of how actionable insights could lead to a significant business improvement.

Master Specialty: Economic intelligence and Competitive Strategies

Fourth Year: BAC + 4

Cross-disciplinary teaching unit: English Skills for Business Intelligence

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Unit 4: Startups

Passage 1

Entrepreneurs with previous startup experience have an understanding of an entrepreneurial process and the various stages ranging from nascent entrepreneurship to survival and growth (Van Praag2003). Previous research on entrepreneurial experience has shown that entrepreneurs with startups experience are more likely to have higher goals for their ventures and to set higher performance thresholds (Westhead et al.2003). In addition, the entrepreneurial experience allows entrepreneurs to acquire specific resources, skills, and abilities that can be used to gain access to critical resources such as external financing (Ucbasaran et al.2003). Since experienced entrepreneurs set their performance thresholds very high, their exit intentions should maximize the harvest value at the time of exit (De Tienne and Cardon 2012). Mergers and acquisitions offer higher financial returns because the premiums paid to the exiting entrepreneur are high. Bernard and Kaplan 2006 showed that the M&A market activity in the middle-market category was very high due to demand for exceeding supply. The M & A multiple transactions were the upper end of their historical range during the 2006-2007 period, and therefore, seeking an acquisition during that time was a very lucrative exit strategy for entrepreneurs.

Source: Carmen Cotei & Joseph Farhat, (2017), *The M&A exit outcomes of new, young firms*, Springer Science Business Media, LLC.

Passage 2

In the case of incubation, strategy is often set by sponsors and carried out by the management team (von Zedtwitz & Grimaldi, 2006; Vanderstraeten & Matthyssens, 2012). The creation of an incubator is usually a political decision (Mian, 1997) that involves the agreement and commitment of several stakeholders (private organizations, public institutions, etc.). Resources are allocated for a given period and their proper use is evaluated on a regular basis (Alsos, Hytti & Ljunggren, 2011). Nevertheless, although objectives are generally set to satisfy the sponsors, there is no guarantee that these sponsors are interested in having a strong presence in incubator management (Alsos *et al.*, 2011) or the skills needed to understand how an incubator works (Rice & Matthews, 1995). The risk is therefore that the objectives are not defined in a precise and operational way. Thus, in addition to low sponsor involvement, Clarysse, Wright, Lockett, Van de Velde and Vohora (2004) point out that other factors may also reduce the incubator's ability to achieve its objectives or develop in the long term: (1) insufficient investment in resources from sponsors, (2) a managerial team with insufficient experience and network presence to operate the incubator, and (3) no regional infrastructure or network of actors to support busi-

ness creation and innovation. These resource-poor or competence-poor incubators thus generate fewer jobs and raise less capital.

Source: Walid A. Nakara, Annabelle Jaouen, Benjamin Vedel, Inès Gabarret, Aude d'Andria
Examining the Startup Phase of an Incubator from a Bricolage Perspective, 2018/3 Vol. 17 |
pages 103 à 137, CAIRN.INFO.

I. Find in each passage

- The main sentence
The central idea of the text.
- The argumentative sentences
They present arguments or points related to the main idea.
- The supporting sentences
They provide evidence, examples, and explanations to support the arguments.
- The concluding sentence
It summarizes the key points in the passage.

Answers

Passage 1

Main Sentence:

Entrepreneurs with previous startup experience have an understanding of the entrepreneurial process and the various stages ranging from nascent entrepreneurship to survival and growth.

Argumentative Sentences :

- Entrepreneurs with startup experience are more likely to have higher goals for their ventures and set higher performance thresholds.
- The entrepreneurial experience allows entrepreneurs to acquire specific resources, skills, and abilities that can be used to gain access to critical resources such as external financing.
- Experienced entrepreneurs set their performance thresholds very high, and their exit intentions should maximize the harvest value at the time of exit.

Supporting Sentences :

- Previous research has shown that entrepreneurs with startup experience set higher performance thresholds.
- Mergers and acquisitions offer higher financial returns due to high premiums paid to the exiting entrepreneur.
- Bernard and Kaplan showed that M&A market activity was high in the 2006-2007 period, making it a lucrative exit strategy.

Concluding Sentence:

Seeking an acquisition during the 2006-2007 period was a very lucrative exit strategy for entrepreneurs.

Passage 2

Main Sentence:

In the case of incubation, strategy is often set by sponsors and carried out by the management team.

Argumentative Sentences :

- The creation of an incubator is usually a political decision that involves the commitment of several stakeholders.
- Resources are allocated for a given period and evaluated on a regular basis.
- Objectives are generally set to satisfy sponsors, but there is no guarantee that sponsors are involved in incubator management or have the skills to understand how it works.

Supporting Sentences :

- Low sponsor involvement can lead to undefined or imprecise objectives.
- Other factors that may reduce the incubator's ability to develop in the long term include insufficient investment, a managerial team with insufficient experience, and a lack of regional infrastructure or support networks.
- Resource-poor or competence-poor incubators generate fewer jobs and raise less capital.

Concluding Sentence:

Thus, resource-poor or competence-poor incubators generate fewer jobs and raise less capital.

II. Comprehension: Read again and answer the following questions

- Do the texts assess the potential challenges or risks facing the startups?
- Do the texts describe the team and leadership behind each startup?
- Are technologies and innovations highlighted in each text?
- How do the texts evaluate the overall prospects or future outlook for each startup?

Answers

1. Do the texts assess the potential challenges or risks facing the startups?

Passage 1: Yes, it highlights the risks related to the exit strategy and financial returns, especially regarding mergers and acquisitions.

Passage 2: Yes, it assesses challenges such as insufficient resources, lack of managerial expertise, and poor sponsor involvement that can hinder the success of incubators.

2. Do the texts describe the team and leadership behind each startup?

Passage 1: It does not focus on the team and leadership but emphasizes the experience and performance thresholds of the entrepreneur.

Passage 2: Yes, it discusses the role of the management team and the sponsor's involvement in setting strategy and managing resources.

3. Are technologies and innovations highlighted in each text?

Passage 1: No, the focus is more on the entrepreneurial experience and exit strategies.

Passage 2: No direct mention of technologies or innovations, though it touches on incubators supporting business creation and innovation.

4. How do the texts evaluate the overall prospects or future outlook for each startup?

Passage 1: It suggests that experienced entrepreneurs have a higher chance of success and lucrative exits, particularly through mergers and acquisitions.

Passage 2: It presents a cautious outlook for incubators, warning that insufficient resources, poor management, and lack of regional infrastructure may limit their long-term development.

Master Specialty: Economic intelligence and Competitive Strategies

Fourth Year: BAC + 4

Cross-disciplinary teaching unit: English Skills for Business Intelligence

Unit 5: E Marketing

The Ultimate Marketing Machine

Source:

Tonya Trappe & Graham Tullis, (2011), *Intelligence Business Course Book*, Pearson Education Limited, England.

Language check **Word order: adverbs**

In English, adjectives generally appear before nouns and adverbs after verbs. However, the positions of words or phrases can vary depending on the context and on the style or register of what is being said. Adverbs, in particular, may appear in different positions depending on their function.

1 Match the adverbs in italics in the text to categories 1–6 below.

Basic email marketing

Email marketing is *rapidly* becoming an essential tool for businesses to reach their audiences *wherever* they happen to be. In its simplest form it works like this: Rebecca is a typical customer who *frequently* buys online. *Recently* she bought several items from a retailer's website and *subsequently* received an e-mail with a special offer of a reduction on her next purchase. *Even* if she doesn't take advantage of the offer, she will most *likely* receive a string of similar mails *regardless* of any action she may take. That is an example of first generation e-mail marketing: *relatively* simple but not *exactly* dynamic.

- 1 adverbs of frequency (e.g. *sometimes, periodically*) _____
- 2 adverbs of time (e.g. *soon, afterwards*) _____
- 3 adverbs of manner (e.g. *easily, quickly*) _____
- 4 adverbs of condition or attitude (e.g. *possibly, luckily*) _____
- 5 adverbs that modify adjectives (e.g. *widely, highly*) _____
- 6 *wh-* adverbs _____

2 Which of the adverbs could be moved to alternative positions?



For more information, see page 159.

Practice

In the following passage the adverbs have been removed. Insert the adverbs into appropriate positions in each section of the passage. More than one position may be possible.

Dynamic email marketing

radically

systematically

actually

Dynamic e-mail marketing uses a different approach, incorporating multiple components to determine the next marketing step by factoring in data obtained from user profiles and data about how the target client behaved when they visited a particular website.

previously

particularly

eventually

For example, let's suppose Christy returns to a retailer's website where she has made a purchase. She clicks on a couple of pages until she finds one that interests her. She spends some time taking a closer look at some items that interest her but leaves the site without buying.

already

precisely

really

highly

effectively

On her next visit, Christy is treated to an email offering her a discount – her user profile is in the system – on a necklace, promoting the style she spent the most time viewing. Now, that is dynamic marketing but the problem is that most companies do not have the sophisticated data management and communication systems that are required to use it.

Reading 2 Second Life

Read the text about Second Life, a virtual world where people interact using graphic representations of themselves, or 'avatars'.

- 1 What problems did the original investors in Second Life face?
- 2 Why is traditional advertising media ineffective with Second Life?
- 3 In what capacity was Joni West involved in Second Life?
- 4 What solutions did she find to attract companies back to Second Life?
- 5 How can brands benefit from being present in Second Life?
- 6 How have advertisers changed their attitudes to Second Life?

FAST COMPANY

TECHNOLOGY

DESIGN

ETHONOMICS

LEADERSHIP

MAGAZINE | NEWSLETTERS | JOBS

Google™ Custom Search



Marketing in the virtual world

The second life of Second Life

- 1 Online virtual world Second Life first got hot a couple of years ago. Companies moved in and started to build their own virtual spaces. However, maintaining these areas required a lot of resources. Of course, if customers had followed, there would have been no problem. But they didn't, and dozens of companies scrambled to staunch their bleeding Second Life budgets. Second Life was over before it had begun.
- 2 At the same time, Joni West, a San Francisco-based fine artist and business-development consultant, stepped into the breach. "I saw all these huge virtual spaces – Adidas, Starwood Hotels, Dell – and they were all empty," says West, 47. "It was ridiculous."
- 3 In just two years, West has rewritten the rules of corporate marketing on Second Life. An avid user of the site, she realised that billboards, commercials, and streaming video fell flat among hyper-creative users who wanted to interact. Instead, she concluded, companies should try to spark user-to-user discussion – a surprisingly cost-effective option on Second Life. This insight has produced successful initiatives for clients such as Sun Microsystems, Overstock.com, and Nestlé, and made West's firm, This Second Marketing, the leader in shepherding name-brand companies back to the virtual world.
- 4 West stumbled into the business potential of Second Life while pursuing her passion for fine art. "I thought it would be fabulous to create a virtual art gallery where I could bring people from all around the world," she says. One day, she was sitting on a Second Life art gallery couch, doing just that – talking to people from various countries – and she had their rapt attention. "At that point, I realised how powerful one-on-one engagement could be in Second Life."
- 5 West used techniques gleaned from 25 years of marketing experience, including digital and email campaigns, to woo potential clients. She calmly explained that the previous failures of Second Life were a result of not harnessing the medium appropriately to reach its 14 million users, up to 66,000 of whom are present at any time. "I describe the mistake companies made like this: Imagine you've never been to Manhattan. You cross the George Washington Bridge, and someone hands you a guidebook. The first place you're going is not the Reebok store."
- 6 Translation: Second Life is not a place to make sales. It's also a venue where large companies don't have to spend \$3 million to build an elaborate space when \$10,000 to \$100,000, used judiciously, can have a much larger impact.
- 7 For an early campaign with Colgate, for example, West's staffers fanned out in the virtual world to give out about 35,000 Colgate smiles, along with a list of 10 cool places that make you smile. "Avatars aren't born with smiles, and people often don't know where to go in Second Life," she says. "Users want companies to bring something relevant to the community."
- 8 West's work has started to inspire other high-profile, higher-budget efforts. The Weather Channel has developed an attraction that lets users play sports in varied terrains with highly challenging weather conditions (tsunamis, avalanches, flash floods). Users spend an average of 30 minutes per visit, and the attraction draws a crowd around the clock. "It's not like a commercial, where maybe they watched and maybe they didn't," says Drew Stein, CEO of developer Involve 3D, which built the Weather Channel's virtual experience. "You're talking about a user actually paying attention, and you can time it. That's hard to replicate in any other medium."
- 9 The upshot is that the virtual world has survived the media spin cycle. "I think at first, everyone was there strictly for the hype and sunk their money into 15 minutes of fame," Involve's Stein says. "Now they're analysing what they're doing and seeing how Second Life breathes." And in the process, breathing into it a second life.



Career skills



Decision making

Making choices is an integral part of the decision-making process. Leaders who make good choices without wasting time are seen as decisive, insightful and successful. Leaders who stall and who can't make up their minds have difficulty motivating and inspiring their teams.

In everyday life, we generally have to make snap decisions about choices. In such situations the best strategy is to keep our goals in mind and trust our intuition to make the right choices. However, when time is available, the following techniques can help make the most appropriate choice.

- a Consider the consequences.
- b Go for it!
- c Narrow down the options.
- d Evaluate the outcome.
- e Get the facts.
- f Set your goal.

Read the list of techniques and match the headings (a-f) to each of the points below (1-6).

1 _____

You need to clearly identify and define the reason and purpose for the decision you are about to make. To do this you can ask yourself the following questions:

- What exactly is the reason for making a change?
- What do we hope to obtain from the outcome?
- If you never lose sight of the answers to these questions, you will be more likely to make the best choice.

2 _____

Find out what options are open to you and collect as much data and information as you can about each option. Asking for advice isn't a weakness - it can be very beneficial to learn from other people's experience.

3 _____

List and brainstorm all the pros and cons of every option. Consider all the angles, which could include cost, energy, time, etc. Consider whether positive outcomes can outweigh any losses.

4 _____

If there are several alternatives open to you, try to reduce them to a limited few and reconsider the situation with these restricted choices.

5 _____

There always comes a time to stop talking and start acting. Make your choice and start a plan of action to be executed.

6 _____

When the action has been put into place ask yourself what lessons can be learnt from the decision making procedure used. This is an important step for further development of your decision-making skills and judgement.

Speaking When brainstorming the pros and cons of an option you can use a table or grid to help you to organise your thoughts. You can also give each point a weighting by giving it a plus or minus score out of five or ten.

Work in pairs. Study the table below which shows the advantages and disadvantages of producing an e-catalogue instead of a paper one. In this case the scores for and against are very close. What do you think the company should decide to do? Can you think of any more pros, cons and outcomes to add to the table?

Pros	Cons	Possible outcomes
Cheaper to produce in the long run. +5	Need specialised staff or train existing staff to produce an e-catalogue, the first year. -5	It will make the catalogue more expensive in the first year. -2
Easier and cheaper to distribute by email. +5	Some customers may not want to download the catalogue. -4	Customers may print out the catalogue anyway, and resent the cost. -3
A majority of customers will be happy and comfortable with an e-version of the catalogue. +4	Some customers prefer a paper support. -3	Customers may get used to it in time and see the point. +3
Sales force could show the catalogue on their laptops. +2	Sales force will have no paper support to show customers. -5	Some ecologically-minded customers might be impressed with the move on ideological grounds. +4
Total +16	Total -17	Total +2

Vocabulary check

1 Put the words in the correct groups.

environment carbon footprint search
 engine subordinates news feeds
 harassment scarcity coaching social
 networking Machiavellian pop-ups
 renewable empowerment snippets
 sustainable

Resources	Power	E-marketing

2 Complete the text below with the correct form of some of the words above.

Politicians can no longer allow big polluters to operate on the ¹ _____ theory that the end justifies the means. Producing short-term solutions with no concern for their ² _____ and with little or no research being done to find ³ _____ solutions is creating nothing short of an ⁴ _____ disaster.

⁵ _____ controllers, who feel intimidated by companies, to impose the penalties that are in place would be a start. Unfortunately many corporations consider regulations merely as unnecessary ⁶ _____ which prevents them from doing their business efficiently.

3 Which of the sentences below use *like* and *as* correctly? Make corrections where necessary.

- Water is not *as* air, which is an endless resource. _____
- They are looking for sustainable solutions *like* all companies should. _____
- She acts *as* though she is the boss. _____
- The company is sinking into financial ruin *as* a drowning man. _____
- He runs the company *like* a military operation. _____
- Facebook acts *as* an interface for marketers. _____

Usage

Proverbs

Complete the proverbs below.

- Two _____ are better than one.
- Don't judge a _____ by its cover.
- _____ is the mother of invention.
- All work and no _____ makes Jack a dull boy.
- If at first you don't _____, try, try again.
- Scratch my _____ and I'll scratch yours.
- Don't _____ your chickens before they're hatched.

Career skills

Influencing

Put the dialogue in the correct order.

- a Thanks. Listen, to be perfectly frank I'm still not keen on that idea we were discussing.
- b Where did you get hold of that information?
- c No problem, but I haven't a lot of time.
- d Thanks for agreeing to meet with me.
- e On the golf course! So if you bring it up at the next meeting ...
- f But I have it on good authority that management are!
- g Great tie, by the way!

Debating

Correct the mistake in each sentence.

- Welcome to tonight's debate which I have the honour of moderation. _____
- We are lucky having a distinguished panel of speakers. _____
- Allow me to introduce the speakers who will be participating at today's debate. _____
- The health and well been of the citizens of our country are under discussion. _____
- We take many resources as granted. _____
- Perhaps the most important of those resource is water. _____
- I'll start my argument against this motion by putting some facts out. _____

politics /'pɒlətiks/ n [U] **1** ideas and activities relating to gaining and using power in a country, city etc: *a businessman who is also involved in politics* **2** the activities of people who are concerned with gaining personal advantage within a group, organisation etc: *He left his job because he could no longer take the petty office politics.*

power base /'paʊə beɪs/ n [C] an area or group of people whose support makes a leader powerful: *The more solid the power base, the longer a CEO is likely to remain in control.*

tactics /'tæktiks/ n pl [C] methods that you use to achieve something: *Aggressive advertising tactics may mislead consumers.*

Unit 9 E-marketing

break down /breɪk 'daʊn/ phr v **1** [T] to separate information or a total amount into parts, especially so that it is easier to understand: *Once the statistics are broken down, some clear patterns of employment begin to emerge.* **2** [I] if talks break down, they fail and come to an end because the people involved cannot agree: *The meeting between management and unions broke down and no progress was made.*

breakdown /breɪkdaʊn/ n [C] a statement showing information or a total amount separated into parts so that it is easier to understand: *Also in the report is a breakdown of when delays are most likely to occur.*

break the law /breɪk ðə 'lɔ:/ v [T] if someone breaks a law, rule, agreement etc, they do not do what it says they should do: *If you copy music files from the Internet, you could easily be breaking the law.*

break even /breɪk 'i:vən/ phr v [T] to make neither a profit nor a loss: *The company needs to charge \$13 a ton to break even.* | *The retailer warns that it expects sales to be down by 15%, and it may only break even.*

broadband /'brɔ:dbænd/ n [U] COMPUTING TELECOMMUNICATIONS a way of connecting a computer to the Internet, which makes it possible to send and receive large amounts of information very quickly: *Do you have a broadband connection?*

classified ad /klæsəfaɪd 'æd/ n [C] MARKETING an advertisement put in a newspaper or on the Internet by someone wanting to buy or sell something: *Internet classified ads tend to be longer.* want ad **AmE**

digital /'dɪdʒətəl/ adj MARKETING relating to a business activity that uses the Internet: *the digital marketing industry* | **the digital divide** COMPUTING TELECOMMUNICATIONS the difference between the people that own computers and know how to use the Internet and those that do not: *The ITU has introduced a standard method to evaluate the extent of the digital divide.*

pop-up /'pɒp ʌp/ n [C] COMPUTING MARKETING a small window containing an advertisement that suddenly appears on a computer screen when you are looking at a website: *Not all pop-ups can be blocked.*

random /'rændəm/ adj a random sample, check etc is one in which things or people are chosen without any particular reason or pattern so that they will include a typical mixture of the larger group they represent: *The group polled a random sample of US manufacturers.*

search advertising /'sɜ:tʃ ,ædvətaɪzɪŋ/ n [U] MARKETING placing advertisements on Internet pages that show search results: *Search advertising is a significant revenue source for companies like Yahoo.*

social networking /'səʊʃəl 'netwɜ:kɪŋ/ n [U] increasing the number of one's business and/or social contacts by meeting with them or by connecting with them via the telephone or the Internet: *Social networking websites allow communities of Internet users to communicate regularly online.*

word of mouth /wɜ:d əv 'maʊθ/ n [U] when people learn about something from their friends, people they work with, etc: *Many of our client recommendations come through word of mouth.*

Unit 10 Risk

bankrupt /'bæŋkrʌpt/ adj LAW FINANCE not having enough money to pay your debts: *Many people would lose their jobs if the firm were to go bankrupt.*

comply /kəm'plaɪ/ v [I] to obey a law or rule, or to keep an agreement: *the high costs of upgrading ageing mills to comply with environmental regulations*

contingency plan /kən'tɪndʒənsi ,plæn/ n [C] a plan for dealing with a future event or situation that might cause problems: *We tried to ensure that the company prepared an adequate oil spill contingency plan.*

S.1.Exam of English

Master Specialty: Economic Intelligence and Competitive Strategies

Date: January 23, 2024

Timing: 11:00 – 12:30

Full name of the student:

Text

Data extraction is more than just grabbing data from a source. Their major challenges and their main countermeasures are as follows:

- **Data availability, ownership:** In order to obtain data from a certain domain, it is often indispensable to develop some understanding for the domain. Soft skills help to communicate with the domain experts in order to overcome possible resistances. (Keep in mind that analyzing data might also lead to unexpected or even undesired results.) Further, legal knowledge can be of advantage when it comes to data privacy questions.
- **Heterogeneous data sources:** Many tools exist that offer a bunch of adapters and extractors to facilitate data extraction. However, the basic design of the data extraction process remains a manual task.
- **Big data:** The challenge of volume is not the difficult one, and hence, the term big data might be a bit misleading. More crucial are variety, update frequency, and trustworthiness of the data. However, it is most crucial to define what to analyze in a huge bulk of data, i.e., asking the right questions.

Source: Wilfred Grossmann & Stefanie Rind Erle-Ma, (2015), *Fundamentals of Business Intelligence*, Springer. P. 98.

1-Read the text to answer the questions (4,5pts)

- a) Find the main sentence of the passage.

.....
.....

- b) Is there any concluding sentence? If no, could you suggest one.

.....
.....

- c) What is the objective of data extraction?

.....

2-Link each term with its definition (4pts)

Data warehousing	Representing complex data in visual and easy format.
Data mining	Data from various sources is integrated and stored.
Online analytical processing	Analysis tool to view data from various perspectives.
Dashboards	Data examining to find new or unknown patterns.

3- Fill in each gap with one word from the following list (3pts)
(variety – formats – database – velocity – tasks – constitutes)

Data provisioning the prerequisite for any Business Intelligence (BI) project. Clearly, without any data basis, there will be no analysis at all and without a of good quality, the expected quality of the analysis can be expected to be low as well. However, data collection, extraction, and integration are often the most complex and expensive in a BI project. Possible sources for large data volumes are e-business and social network data. On top of data volume, data variety and data velocity pose additional challenges. Data, for example, might demand for data extraction in very short time frames or even in a continuous way (online data extraction). Data addresses the fact that data from different sources might be structured, semi-structured, or even unstructured while being available in different

4-Insert each adverb in its appropriate position in the following passage. (3,5pts)
(rapidly - frequently – recently – subsequently – likely – relatively – exactly)

Email marketing is becoming an essential tool for businesses to reach their audiences wherever they happen to be. In its simplest form it works like this. Rebecca is a typical customer who buys online. She bought several items from a retailer’s website and received an e-mail with a special offer of a reduction on her next purchase. Even if she doesn’t take advantage of the offer, she will most receive a string of similar mails regardless of any action she may take. That is an example of first-generation e-mail marketing: simple but not dynamic.

5-Choose one topic to write a paragraph. (5pts)

- a) You probably remember having dealt with the presentation skills at both the psychological and practical level. List some of them.
- b) Write about the reasons behind your choice of your specialty. Mention your perspectives and the possible roles you can pursue.
- c) Businesses engage in data gathering to gain a competitive edge. Explain how data collection intertwine with competition in terms of market research, competitor analysis, operational efficiency, innovation, predictive analytics, supply chain optimization, data security and privacy.

Answer on the exam paper please

Good Luck

Answer Key

Exercise 1

- a) Main sentence: Data extraction is more than just grabbing data from a source.
- b) There is no concluding sentence.
- c) The objective of data extraction is to

Exercise 2

Data warehousing: Data from various sources is integrated and stored.

Data mining: Data examining to find new or unknown patterns.

OLAP (Online Analytical Processing): Analysis tool to view data from various perspectives.

Dashboards & Visualizations: Representing complex data in a visual and easy format.

Exercise 3

Data provisioning **constitutes** the prerequisite for any Business Intelligence (BI) project. Clearly, without any data basis, there will be no analysis at all and without a **database** of good quality, the expected quality of the analysis can be expected to be low as well. However, data collection, extraction, and integration are often the most complex and expensive **tasks** in a BI project. Possible sources for large data volumes are e-business and social network data. On top of data volume, data variety and data velocity pose additional challenges. Data **velocity**, for example, might demand for data extraction in very short time frames or even in a continuous way (online data extraction). Data **variety** addresses the fact that data from different sources might be structured, semi-structured, or even unstructured while being available in different **formats**.

Exercise 4

Email marketing is **rapidly** becoming an essential tool for businesses to reach their audiences wherever they happen to be. In its simplest form it works like this. Rebecca is a typical customer who **frequently** buys online. **Recently** she bought several items from a retailer's website and **subsequently** received an e-mail with a special offer of a reduction on her next purchase. Even if she doesn't take advantage of the offer, she will most **likely** receive a string of similar mails regardless of any action she may take. That is an example of first-generation e-mail marketing: **Relatively** simple but not **exactly** dynamic.

Master Specialty: Economic intelligence and Competitive Strategies

Fourth Year: BAC + 4

Cross-disciplinary teaching unit: English Skills for Business Intelligence

Teacher's email address: douaraicha111@gmail.com

Unit 6: Creativity & Innovation

Preview. New ideas

- 1- How creative are you? Look at the following questions from a creativity quiz. Decide whether you agree or disagree with each of the statements.
 - a) I don't mind if I break the rules when I am doing something.
 - b) I like to spend time daydreaming even when I am working on a project.
 - c) I usually do things in a logical manner.
 - d) People sometimes object to my opinions.
 - e) What other people think of me is very important.
 - f) I prefer working in a team to working on my own.
- 2- Work in pairs. Compare your answers. How can your answers to these questions reveal how creative you are?

Text

Entrepreneurship

Earlier this year Mario Chady faced a critical decision. Having built up Spoleto, the chain of casual Italian restaurants, the time had come for Mr. Chady to choose between expanding into America or putting the idea on hold. To help make up his mind, he asked for help from an organization called Endeavor – a nonprofit group dedicated to promoting entrepreneurship in emerging economies -, which had chosen him as a potential “high-impact entrepreneur”.

“Why can't the next Silicon Valley pop up in Cairo or Sao Paulo or Johannesburg? Asks Linda Rottenberg, who co-founded Endeavor with Peter Kellner? She was working in Buenos Aires for Ashoka, an organization that supports social entrepreneurs - people with innovative, usually non-profit ideas for solving social problems – and concluded that ordinary entrepreneurs needed a similar support system. Much of the difference between countries where entrepreneurship thrives, and those where it does not, is cultural rather than regulatory, she believes. In many emerging economies, business tends to be dominated by a closed elite hostile to new entrepreneurs – and failure is stigmatized, rather than being a badge of honour as it is in Silicon Valley.

The making of a startup

Getting Endeavor started required some classic start-up doggedness of its own. At first, the philanthropic foundations Ms. Rottenberg courted regarded the project as too elitist. Eventually Stephan Schmidheiny, a Swiss industrialist who has given a way a large chunk of his fortune in Latin America, was persuaded to provide some seed capital, and Endeavor was up and running. Endeavor's magic works most powerfully in its selection process. Entrepreneurs are screened first by a national panel of successful businessmen, and then, if they are short-listed, by an international panel. So far over 18,000 entrepreneurs have been screened but fewer than 400 have been chosen.

Once the selection process is over, these business figures then become mentors to the entrepreneurs. "Endeavor's genius has been to get the establishment in these countries together, not to kill these entrepreneurial companies but to support them," says Bill Shalman, a professor at Harvard Business School who was recruited as an adviser early on.

Endeavor's entrepreneurs - who collectively now control companies with combined revenues of \$ 2.4 billion and 91,000 employees - rarely say they would not have succeeded without Endeavor. But they all believe they got bigger much sooner thanks to its endorsement and support.

One of Endeavor's earliest success was Wenceslao Casares, who sold Patagon, his Argentine Internet brokerage, to Banco Santander for \$ 705 m at the peak of the dotcom bubble. He believes Endeavor has started to change cultural attitudes in the countries where it has been active for a while. "When I said I was going to start a business, it was against everyone's advice, from my family to my university," he says. "Now, go to the same university and the same professors will tell you that one of their goals is to produce good entrepreneurs."

Brazil is perhaps most vibrant of all. Endeavor's success include Leila Velez, who grew up in a favela and whose beauty salon firm, Beleza Natural, now has revenues of \$ 30 m, and Bento Koike, whose wind-turbine-blade manufacturing firm.

Going global

Endeavor has created "islands of hope," says Mr. Casares. Now it must find ways to "change continents, not just little islands." Endeavor is confident that it now knows how to adapt its model to new countries, having learnt from early stumbles in Chile, South Africa and Turkey.

Exercise One: Read the summaries below, which relate to individual paragraphs in the text. Tick those that are accurate and amend the others.

- 1- After successfully launching his restaurant business, Mario Chady took the decision to enter the US market. (Para 1)
- 2- Linda Rottenberg founded Endeavor with a partner. (para 3)
- 3- Endeavor was launched with money collected from a group of would-be entrepreneurs. (para 4)
- 4- New businesses that have been chosen by Endeavor can get assistance from members of the selection panels. (Para 5)
- 5- Endeavor has revenues of several billion dollars and a staff of almost 100,000. ((para 6)

- 6- Attitudes towards entrepreneurship in some countries are changing as a result of Endeavor's activities. (para 7)
- 7- One of the companies that Endeavor assisted has recently been taken over by General Electric. (para 8)
- 8- Endeavor has decided not to expand its activities to new countries. (para 9)

Exercise Two

Find the words in the text that are used to describe people who ...

- 1- Create new business
- 2- Support and advise people
- 3- Are wealthy and powerful business people
- 4- Invest in new businesses
- 5- Have interest in manufacturing
- 6- Create organisations for social change

Verbs with prepositions

Some verbs are often used with specific prepositions. Look at these examples from the text:

To concentrate **on** to learn **from** to choose **between**

- 1- Match the verbs in column A with the prepositions in column B. Some verbs may take more than one preposition.

A	B
Account	For
Amount	From
Benefit	In
Differ	On
Focus	To
Rely	With
Result	
Succeed	
Suffer	

- 2- Complete the text with the verbs and prepositions from the table.

Social entrepreneurs business entrepreneurs in the objectives that they set. Whereas traditional business ventures have only one priority-profit-making- social entrepreneurs create organisations whose activities will more than just profits. One such example is the Prakti company in India. Prakti investments from both private individuals and venture capitalists to design, manufacture and distribute efficient, nonpolluting cooking

stoves. If the company penetrating the Indian market, millions of Indians will stand to their invention.

Expressions with *and*

There are many expressions where two words are combined with *and*. However, such expressions are used in different ways depending on whether they are adjectives, adverbs, nouns, or verbs. Look at this example from the text:

... fellow **up-and-coming** (adj) entrepreneurs.

Exercise: look at the selection of other similar expressions. Choose words from the list to complete them.

(above – don'ts – downs – error – far – ins -give – loss – pick – pieces)

- 1- And take
- 2- Dos and
- 3- Bits and
- 4- and away
- 5- Ups and
- 6- Over and
- 7- Profit and
- 8- And choose
- 9- and outs
- 10- Trial and

Third Conditional

We use it to speculate about past events, actions and situations. It consists of two clauses: a conditional clause with *if + past perfect*, and a main clause with a past modal (*would / might / could / should*) *have + past participle*.

In the conditional clause, we use a negative verb when we refer to something that actually happened and an affirmative verb to refer to something that did not happen but could have). Third conditionals are often used to express functions such as regret, apology, accusation, excuse and relief.

Exercise

Look at the following comments made by entrepreneurs. Do the conditional clauses refer to events that occurred or to things that did not? Which comment expresses (a) relief, (b)regret, (c)excuse, (d) accusation?

- 1- If I hadn't already had experience of working for a start-up, it would have been much harder for me to build the company. In fact, I'm not even sure that I would have succeeded.
- 2- It took much longer than I thought it would to get the business off the ground. But if we'd had access to more capital, we would have broken even much sooner.
- 3- The main problem we had was that my partner and I didn't agree on how to position our product.

I believe that if we'd followed my plan, we would have generated enough sales to keep us in business.

- 4- My bank manager told me to improve my financial skills. But even if I had, I don't think it would have made any difference – nothing would because the market just wasn't ready for something so different.

The business plan

A business plan helps a new venture to clarify its business model, solidify its goals and presents itself to potential investors. The structure usually follows a conventional format with headings for all the key information that a potential investor will need to know.

a- The business	f- Industry analysis
b- Executive summary	g- Financial plan
c- Critical risk factors	h- Operations plan
d- Management team	i- Company structure, ownership and intellectual property
e- Marketing plan	

I.

1-

This section provides an overview of the business plan. Potential investors will focus on this section before asking for the complete plan.

2-

This is where the entrepreneur has to demonstrate the financial validity of the business by discussing the funding requirements and detailing the financial projections over a three-year period.

3-

The strength, experience and skills of the people who will manage the venture are of primary importance. Venture capitalists will want to know if they have the necessary qualifications and the right background.

4-

This section of the plan should also present the legal framework under which the company will operate and indicate what trademarks patents, and copyrights the venture owns.

5-

This section discusses industry size and the major trends in the industry in which the new venture will be competing.

6-

This is where a new venture must be able to show not only that it has a product which people will be interested in buying but also that it has a realistic plan for getting its product into the hands of those buyers.

7-

This section deals with day-to-day running of the company. If the business is planning to manu-

facture a product there should be a full description to show where the activity will take place and how much work will be done in house by subcontractors.

8-

This should give a short description of the opportunity that the entrepreneur has identified – that is, the problem to be solved or the need to be filled – and then describe how the businesses will address these issues and what competitive advantage it will benefit from.

9-

No business plan is complete without a frank discussion of the potential dangers that a new venture faces. What those are depends on various factors such as pending patent applications or the recruitment of qualified specialist personnel.

II.

Read the following extracts from a business plan. In which sections of the plan would they appear?

- 1- Flash Garb has now been registered as a limited company in the UK.
- 2- David Gestner will take full responsibility for the research and development of electronic systems and interfaces.
- 3- Prospective customers include a number of well-established brands which have already informally expressed interest in Flah Garb's original concept.
- 4- The components of the modulator system will be imported from selected domestic and overseas suppliers and assembled in situ.
- 5- The remaining capital will be sourced partly from a regional business development fund and partly from a national UK bank.

Pitching

Pitching is the art of presenting a business idea or proposal to a decision maker, potential investor, supplier, customer, colleague or employee. The elevator pitch is a brief summary of the business opportunity being presented. It comes from the image of the short period of time you spend with someone in an elevator. A 'sales pitch' focuses on the product or service only and is generally aimed at customers. Every pitch has to be adapted to the listener. However, whether it is for a formal presentation to a group, or an informal exchange with an individual, the guidelines below will make the pitch more effective.

- A- Remember pitching is selling.
- B- Make a call to action.
- C- Know your audience.
- D- Capture the interest of the listener at the start.
- E- Show the differences with competitors.

Exercise

Match the guidelines a-e to each of the points below.

- 1- Say what the idea is at the outset. Use a slogan or a catchy phrase to sum up the ides.

- 2- Preparation is key. Do some research before meeting the target audience and try to discover their expectations.
- 3- Be passionate and engaging about your suggestion, proposal or product. Tell a story about how the idea came to you or how your product has already solved a customer's problem. People engage with real-life stories.
- 4- Outline the special features which give your product or service an edge over the competitors.
- 5- Set a time for a follow-up meeting. In most situations, people decide on the spot whether they are interested or not. Make sure to get a commitment from them to consider your project.

Pitching styles

When pitching in a multicultural context, it is never more important than usual to learn about the listener first. Some cultures expect the focus to be on facts and figures. They may appreciate passion and enthusiasm, but value serious and factual pitches more. Others expect pitches to be first and foremost entertaining and pithy but still expect pitches to have some substance. Where would be the focus lie in your culture?

Source: Tonya Trappe & Graham Tullis, (2011), *Intelligence Business Course Book*, Pearson Education Limited, England.

Writing

In groups read the following descriptions of ideas for start up ventures. Choose one of the ideas and use the questions below to further develop the business opportunity.

- 1- You are a young fashion designer with a wonderful new collection which you want to launch under your own brand.
- 2- You want to set up an e-commerce site which will offer personalized gifts and educational toys for babies and young children.
- 3- You want to set up a retail business in exclusive lines of stationery and pens. You are considering trying to get premises at your local central railway station which is currently being developed and managed by a large private contractor.

Questions

- What will be your company / brand name?
- Who is your target market?
- What type of location / premises will you need?
- What price can you charge and what kind of profit margins do you hope to make?
- How much advertising will you need to do?
- Will you need to recruit employees? If so, how many?

Answer Key

Exercise One

- 1- Entrepreneur 2- Mentor / advisor 3 - Business tycoon / business elite
4- Venture 5- Capitalist / investor
6- Industrialist 7- Social entrepreneur

Exercise Two

- 1- Entrepreneurs
2- Mentor / advisor
3- Business tycoon/business
4- Elite
5- Venture

Third conditional

Business plan

I.

1- B	6- E
2- G	6- H
3- D	7- A
4- I	8- C
5- F	

II.

- 1- Company structure / ownership & intellectual property
2- Management team
3- Marketing plan
4- Operations plan
5- Financial plan

Pitching

1- D	4- E
2- C	5-B
3- A	

S.2.Exam of English

Date: May 12, 2024

Timing: 10:00 – 11:30

Master Specialty: Economic Intelligence and Competitive Strategies

Full name of the student:

1.Match the business euphemisms with the words that best reflect their meaning (2pts)

1* One solution would be to repurpose some of our existing products.

a- redesign b- repackage c- modify

2* It is possible that our sales may flatline during the coming months.

a- increase b- fall c- remain stable

3* Setting up an interactive website would be fine if we could find a way to monetize it.

a- make money b- finance c- publicize

4* We won't be originating any new materials for this project.

a- purchasing b- outsourcing c- creating

2.Put each verb in its correct form (4pts)

a) If the firm had more support from the banks, it (be able to survive) the downturn.

.....

b) I we hadn't received the grant; we (not be able to raise) enough capital.

.....

c) If we (choose) cheaper premises, we will have more cash available to spend on other things.

.....

d) If the company had been better managed, it (not go) out of business.

.....

3.Complete the sales pitch with the following discourse markers (3pts)

(actually, by the way, unfortunately, so, then, luckily)

Ever fancied flying a private jet?1..... , for most that usually remains a fly of fancy!
.....2..... for you all that's about to change! Luna jets provides affordable private jet travel for all
businesses travelers. 'Impossible' I hear you say. How can it be done? Well,3..... very easily, let
me explain! You see, most private jets return from their destination empty.4..... we make a deal
with the operators,5..... we post all available flights on our database. Oh yeah, and
.....6.....booking and payment can also be done online. Business travel will never be the same again.

Pitching

Pitching is the art of presenting a business idea or proposal to a decision maker, potential investor, supplier, customer, colleague or employee. A 'sales pitch' focuses on the product or service only and is generally aimed at customers. The guidelines below will make the pitch more effective.

- F- Remember pitching is selling.
- G- Make a call to action.
- H- Know your audience.
- I- Capture the interest of the listener at the start.
- J- Show the differences with competitors.

Exercise

4. Match the guidelines a-e to each of the points below (5 pts)

- 7- Say what the idea is at the outset. Use a slogan or a catchy phrase to sum up the idea.
- 8- Preparation is key. Do some research before meeting the target audience and try to discover their expectations?
- 9- Be passionate and engaging about your suggestion, proposal or product. Tell a story about how the idea came to you or how your product has already solved a customer's problem. People engage with real-life stories.
- 10- Outline the special features which give your product or service an edge over the competitors.
- 11- Set a time for a follow-up meeting. In most situations, people decide on the spot whether they are interested or not. Make sure to get a commitment from them to consider your project.

Writing (6 pts)

Choose one of the following ideas and answer the questions below to further develop the business opportunity. You can write about another business idea you want to pitch (launch).

- 5- You are a young fashion designer with a wonderful new collection which you want to launch under your own brand.
- 6- You want to set up an e-commerce site which will offer personalized gifts and educational toys for babies and young children.
- 7- You want to set up a retail business in exclusive lines of stationery and pens. You are considering trying to get premises at your local central railway station which is currently being developed and managed by a large private contractor.

Questions

- What will be your company / brand name?
- Who is your target market?
- What type of location / premises will you need?
- What price can you charge and what kind of profit margins do you hope to make?
- How much advertising will you need to do?
- Will you need to recruit employees? If so, how many?

Answer on the exam paper please.

Good Luck

Answer Key

Exercise 1

- 1- C
- 2- C
- 3- A
- 4- C

Exercise 2

- 1- would be able to survive
- 2- wouldn't have been able to
- 3- choose
- 4- wouldn't have gone

Exercise 3

- 1- unfortunately
- 2- luckily
- 3- actually
- 4- so
- 5- then
- 6- by the way

Exercise 4

- 1- D
- 2- C
- 3- A
- 4- E
- 5- B

Tutorial Sheets for Newly Recruited Teachers

2022 / 2023

Teacher: Dr. DOUAR Aicha
Subject: English
Level: 10 Newly recruited teachers
Branch: Economics and social sciences

Specializations of the Newly Recruited Teachers

- Financial Analysis
- Microeconomics
- Macroeconomics
- General Accounting System
- Optimization
- Cost Accounting / Analytical Accounting
- Management

Learners' Objectives

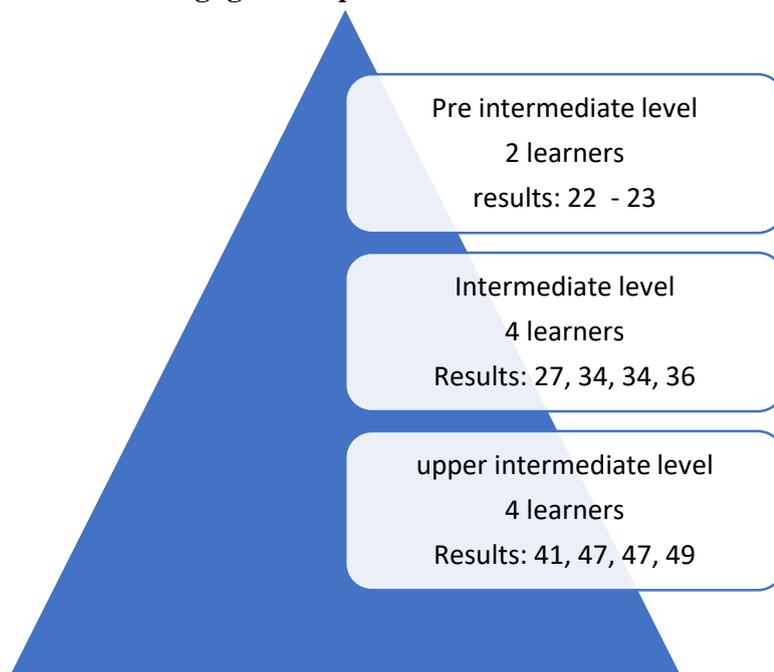
By the end of training, learners will be able to:

- Enrich and expand academic and professional vocabulary.
- Teach their subject matter in English.
- Write academic and professional articles in English.
- Communicate effectively in English
 - Academic English (with researchers and at conferences).
 - General English (travel and everyday situations).
- Participate actively in international conferences.
- Develop the four language skills: listening, speaking, reading, and writing.
- Understand and follow software and technical instructions in English.

Placement Test Scoring

Level	Scoring
Pre intermediate	13- 26
Intermediate	27 - 40
Upper intermediate	41 - 54

Learners' Results and Pedagogical Implications



Note: Intermediate learners are closer in level to upper-intermediate learners than to pre-intermediate learners. Together, these two levels represent the majority of participants. Since all learners are non-native speakers and the allowed time for English instruction is limited to 60-90 minutes per session, the yearly program is divided into three main instructional sections focusing on communicative competence.

Curriculum Mapping

Based on placement test results and learners' objectives, the curriculum is structured as follows:

Section I. Oral Communication and Teaching Practice

- **File I.** Communicating in English for Academic Purposes. (Guidelines and core academic vocabulary).
- **File II.** Oral Practice in General English
- **File III.** Field work: Teaching Content Subjects in English
- **File IV.** Feedback on Teachers' Presentations Using Video Recordings

Section II. Language Systems

- Core text: Investment
- Grammar lessons: Reported speech, Passive voice, Verb Tenses
- Phrasal verbs
- Punctuation

Section III. Professional and Academic Writing

- **File I.** Writing a Research Article in English
- **File II.** Oral and Written Professional Communication.

Teacher: Dr. DOUAR Aicha
Subject: English
Level: Newly recruited teachers
Branch: Economics and social sciences

SECTION I

File One. Communicating in English for Academic Purposes

Objectives

Learners will

- Reflect on their experience speaking in academic contexts.
- Identify the characteristics of effective presentations.
- Deliver short informal academic presentations.

Overview

Teachers are required to communicate orally in English in various academic contexts, including teaching, presentations, seminars, and discussions. Classroom interaction requires both teachers and students to express ideas clearly, often based on texts originally written in Arabic or French. The more you engage with your subject area in English the more you develop your skills in English. The more teachers engage with their subject area in English, the more their language proficiency develops.

Critical thinking is central to academic work. Developing language skills enables teachers to express ideas clearly, confidently, and accurately.

Task One. Indicate the language you mainly use (English / your own language) in the following situations:

- 1- Discussing ideas with students
- 2- Giving a formal presentation.
- 3- Presenting a pre-assigned article in a seminar.
- 4- Discussing feedback on your written work.
- 5- Addressing a group of non-native speakers.

Task Two. Which of the above situations do you find most difficult to handle in English? Explain why.

Task Three. Tick the statements that best reflect your attitude:

- a) I want to speak English for both social and academic reasons.
- b) I feel less confident speaking English because I fear making mistakes.
- c) If my message is clear, making mistakes does not matter.
- d) I want to speak English without grammatical errors.
- e) I want to communicate with native speakers.
- f) I feel nervous when communicating with native speakers.

Presentation Skills

1. Signposting Language

Effective presentations guide the audience through ideas follow using clear signposting language.

Examples:

- Our first point is ...
- Next, we will discuss ...
- Moving onto our third point ...
- Finally, we conclude that ...

2. The importance of Signposting

Signposting helps to:

- Opening a presentation
- Guiding the audience through the main points
- Closing a presentation effectively.

3- Key Aspects of an Effective Presentation

When preparing your presentation, pay attention to;

- Voice Volume.
- Pronunciation of key terms (practice regularly).
- Intonation (avoid French intonation patterns, especially with vowel-initial words).
- Speed of speech (ensure clarity for both native and non-native listeners).
- Eye contact (essential for engagement and respect in many cultures).

Note. If these elements are neglected, even strong content loses impact. Recording yourself and reviewing your performance is highly recommended.

Fieldwork Activity

Prepare a few-minute presentation related to your subject area. After presenting:

- Exchange assessment form within your group.
- Read and discuss the feedback received.

Subject Areas:

- Financial Analysis
- Microeconomics
- Macroeconomics
- General Accounting System
- Optimization
- Cost Accounting / Analytical Accounting
- Management

Common Academic Vocabulary for Classroom Use

A. Tables & graphs (Key Terms)

In English	In French
A bar chart, a bar graph, a histogram	Un histogramme, un graphique en barres
A flow chart, a flow diagram	Un organigramme
A row	Une ligne
Hatched	Hachuré
Cross hatched	Quadrillé
Stripes	Rayures
Shaded	Grisé
Light green	Vert clair
Dark green	Vert foncé
Clustered	Groupé
Random	Aléatoire
A ream of data	Une série de données
A breakpoint	Un point d'interruption
A peak	Un maximum, un pic
A sample	Un échantillon
A rate	Un taux
A curve	Une courbe
A straight line	Une ligne droite
A broken line	Une ligne brisée
A solid/full line	Une ligne continue
Crop	Rogner
The scale	L'échelle

B. Useful Expressions

- See graph on page
- As illustrated in the graph
- As shown in the schematic diagram of ...
- The solid line represents
- The figures show that
- The superimposed arrows on photograph ... point to
- The estimates are tabulated in Table

C. Describing Trends and Variations

- Upward trends

Upwards	Vers le haut
Downwards	Vers le bas
Inch up	Monter graduellement
Steadily	progressivement
Surge / Soar/ Skyrocket	Monter en flèche
A surge	Montée soudaine
Steep	Fort

The curve shows a steep rise in the activity of

- Downward trends

Fall / Decrease	Diminuer
Drop / plunge	Chuter
Sink	Baisser
Plummet	Baisser brusquement
Collapse	S'effondrer
A sharp drop	Une forte baisse

The values decreased by 12%, from to

- Stability

Bottom out	Atteindre son point le plus bas
Level off / reach a plateau / to plateau	Se stabiliser

As you may notice, there is a levelling off in the number of cases.

False Friends (Scientific English)

English French Meaning

Achieve = réaliser, obtenir	Achever = finish, complete
Balance = équilibre	Balance = (pair of) scales
Benefit = avantage	Benefice = profit
Billion = milliard	Billion trillion
Proceed = continuer, poursuivre	Procéder à = carry out
Report = rapport / compte rendu	Report, remis à plus tard = postpone
Resume = reprendre, recommencer	Résumer = summary
Support = soutenir, financer	Supporter = bear

Numbers & Mathematical Language

Clear explanation of:

- Numbers and decimals
- Fractions and percentages
- Powers and roots
- Arithmetic operations
- Equations and inequality symbols

Sixteen (16) / sixty (60)

Fourteen (14) / forty (40)

Thirteen (13) / thirty (30)

The difference between the numbers that take a point and the ones that take a comma.

1.2	One point two
0.1	Zero point one
0.01	Zero point zero one
5.621	Five point six two one
1,502	One thousand five hundred and two
235,569	Two hundred thirty-five thousand five hundred and sixty-nine
3,250,000	Three million two hundred fifty thousand
2,000,000,000	Two billion

-5	Minus five
1/3	One third
1/4	One quarter
1/8	One eighth
2/5	Two fifths
5/18	Five eighteenths
3/2	Three halves

3^2	Three squared
4^3	Four cubed
3^9	Three to the power nine
9^{-10}	Nine to the negative tenth power

1 st 2 nd 3 rd 4 th 5 th	First, second, third, fourth, fifth
8 th 9 th 12 th	Eighth, ninth, twelfth
20 th 40 th	Twentieth, fortieth
100 th 1,000 th	Hundredth, thousandth
55 %	Fifty five percent

Arithmetic

$2+3 = 5$ two **plus** three equals five.

$a-b = c$ a **minus** b equals c

$5 \times 5 = 25$ five **times** five (**multiplied by**) five equals twenty-five.

a^2 a squared / a to the second power

a^3 a cubed / a to the cube

\sqrt{x} square root of x

$\sqrt[3]{x}$ cube root of x

a^n a to the(power)n. the n is an exponent/ an index

$a/b = a$ over b

! = factorial

E.g. Factorial of 10: $10! = 10 \times 9 \times 8 \times 7 \times 6 \times 5 \times 4 \times 3 \times 2 \times 1 = 3,628,800$

$n!$ = $\prod_{i=1}^n$ factorial is equal to the product of i's from 1 to n

{ } = curly brackets

|| = bars

() = parentheses / round brackets / brackets

[] = square brackets

$\sum_{m}^n i^2$ the sum of squared from 1 to n

Equals and Inequality symbols

- = is equal to / equals
- \neq doesn't equal / is different from
- $>$ is greater than
- \geq is greater than or equal
- $<$ is less than
- \leq is less than or equal

Equations

A shorthand notation	Une notation abrégée
A proof	Une démonstration
Eq 5 follows from Eq 4	L'équation 5 peut être déduite de l'équation 4
Suppose that	Soit
Let the relation	Soit la relation
Let there be a relation between	Soit une relation entre
Let a be a value of x	Soit a la Valeur de x
Given that	Étant donné que
Assume that	Admettons que
Conversly	Inversement

Time & Scheduling Vocabulary

A date	Une date / un rendez vous
An appointment	Un rendez vous
A deadline	Une date limite / un délai
To schedule	Prévoir / programmer
A schedule	Un programme / un horaire
A timetable	Un emploi du temps
On time	A l'heure
In time	A temps
At 9.00 sharp	A 9 heures pile
At threeish	Vers 3 heures
At 2.00 at the latest	A 2 heures au plus tard
On Monday	Lundi
On Mondays	Tous les Lundis
On June 2 nd	Le 2 Juin
In May	En Mai
From Oct 5 through Oct 9	Du 5 au 9 Octobre
By 10.00 pm	Avant 22h , à 22 h ou plus tard
Until	Jusqu'à
Prior to	Avant, préalablement
Thereafter / afterwards	Après / par la suite

Note. The sources will be mentioned at the end of the three sections.

Teacher: Dr. DOUAR Aicha
Subject: English
Level: Newly recruited teachers
Branch: Economics and social sciences

SECTION I (to be continued)

File Two

You are required to assess your colleagues' presentations based on the assignment described in the second part of File One.

Field Work

Prepare a presentation related to your subject area.
 Your presentation should not exceed five minutes.
 After all presentations, compare your assessment forms in groups.
 Read aloud the feedback you received from your colleagues.

Useful Expressions

I. Reporting Back

- The most controversial (debatable) point was/is...
- The speaker provoked the most discussion.
- Point X was the most controversial issue.
- There was/is some disagreement about ...

II. Agreeing and Disagreeing

When reporting back, be clear and to the point. Use appropriate expressions to agree, disagree, or partly agree

Agreeing	Disagreeing	Partly agree
I agree with you I think you're right	I don't agree I don't agree at all I disagree	I agree up to a point, but ... It sounds interesting, but ... It's only partly true that ...

III. Asking for and Giving Opinion

Asking for an opinion	Giving an opinion
What do you think? Do you agree?	I think we should I don't think we should Personally, I feel we should ... I don't feel we should

VI. Presentation Skills

You may use the following criteria to assess presentation skills

- The presenter includes as much relevant information as possible.
- The presenter uses color and sound to make the slides more engaging.
- The presenter reads from a script.
- The presenter memorizes a script and recites it.
- The presenter uses notes effectively.
- The presenter pauses after each main point.
- The presenter reads all the information on the slides.
- The presenter stands in one place throughout the presentation.
- The presenter speaks at the same speed all the time.

Teacher: Dr. DOUAR Aicha
Subject: English
Level: Newly recruited teachers
Branch: Economics and social sciences

SECTION I (to be continued)
File Three

Feedback on Teachers' Presentations using Video Recordings

Prepare a presentation related to your subject area.
Address the audience in no more than five minutes.

Presentation Details

- **Date:** Tuesday, 25/04/2023
- **Time:** 13.00 to 15.00.
- **Room:** Salle de Formations

Positive points

- All participants were present.
- Time limits were respected.
- The main points of your presentations were clearly highlighted.
- Hands were kept out of pockets.
- Speakers used a normal rate and rhythm of speech.
- Eye contact with the audience was maintained.
- Body language conveyed confidence.
- Simple and clear English was used.
- Presenters managed the situation well and did not appear to be teaching in English for the first time.

Points to Keep in Mind (Advice for Improvement)

- At the beginning of the presentation, clearly state your full name, institution, and the title of your topic.
- Avoid reading directly from your notes. Use them only as a reminder of the lesson you wish to explain. Speaking freely makes your presentation more engaging.
- Remember this key principle: If you read continuously from your notes, either you or your visual aid becomes unnecessary.
- Avoid writing complete sentences on your slides. Listeners need to follow the flow of your ideas, so use key words, names, figures, and dates instead.
- Choose simple tables and clear graphs that your learners can easily understand.
- Ensure your presentation is well-structured and visually appealing.
- Check the spelling and pronunciation of key words before presenting.
- Avoid overly decorative fonts and colors. Keep your slides professional by selecting colors and backgrounds that suit your topic and are easy on the eyes. For example, black text on a white background is a sensible option.
- Limit the number of slides so that listeners have enough time to read and take notes.
- Stand at the back of the room to ensure that all students can read your slides easily

without straining their eyes.

Referring to Visual Aids

Use the following expressions when referring to visuals:

- As you can see from the graph, ...
- As can be seen in this section
- Each triangle represents
- Here is a diagram representing
- As you will notice on the chart,
- This is
- Compared to

Teacher: Dr. DOUAR Aicha
Subject: English
Level: Newly recruited teachers
Branch: Economics and social sciences

SECTION II

File One. Investment

Vocabulary

Prepare a word list for your upcoming lesson. Translate the words when necessary and ensure accurate pronunciation. Clear and correct pronunciation is motivating and helps capture and maintain learners' attention.

Investment Vocabulary in Business English

Note. Use your own judgement and contribute to refining the translations as needed. Add or adapt terms you consider relevant when discussing investment-related topics.

- **Agent:** a securities firm, buyer or seller of a security
- **Analyst:** financial data expert
- **Analysis grid:** grille d'analyse
- **Appraisal:** judgement of the value or performance, évaluation
- **Assets:** all the company properties, a balance sheet, un bilan actif
- **Asset account:** compte d'actif
- **Average loan size :** taille Moyenne des prêts
- **Bid :** offer, appel d'offres
- **Bill of exchange:** lettre de change
- **Blue Chip Stocks:** Stocks of the trusted and leading companies
- **Board (management):** conseil administration (gestion)
- **Bond:** official paper issued by the government or a company to its lenders
- **Bear market:** a market in which prices are falling, encouraging selling
- **Book value :** Valeur nette d'un élément d'actif, valeur comptable
- **Borrower:** emprunteur
- **Bull market:** a market in which share prices are rising, encouraging buying
- **Capital:** money or possessions that can be used for business purposes
- **Capital stock:** all the shares a company
- **Capital loss:** loss made by selling of property or an investment for less than its pur-

chase price

- **Commodities:** a raw material or primary agricultural product
- **Diversification:** to invest in many different ways to reduce risk
- **Dividend:** money which is paid to shareholders
- **Equities:** the value of the shares issued by a company: fonds / capitaux propres
- **Futures:** contracts to buy or sell securities at a later time, contrat à terme standardisé
- **Insider loan:** related party loan, un prêt à des parties liées
- **Interest:** money paid regularly at a particular rate for the use of lent money, intérêt
- **IPO:** Initial Public Offering
- **Mutual fund:** an investment program funded by shareholders that trades in diversified holdings
- **Portfolio:** all the securities that an investor holds
- **Prospectus:** a paper containing information of a proposed undertaking
- **Securities:** showing ownership of stocks
- **Shareholder:** an owner of shares in a company
- **Speculator:** someone who buys and sells stocks to get profit
- **Stock:** shares that are traded on a stock exchange
- **Stock market:** a stock exchange
- **Volatility:** excitability
- **Yield:** the return on an investment that is shown as a percentage
- **Issue:** circulating some of a company's shares for sale
- **Liabilities:** responsibilities for something, especially by law such as debt
- **Option:** The right to buy and sell certain securities at a specified price and period of time
- **Par value:** Nominal face value
- **Share:** one of the equal parts into which a company's capital is divided, entitling the holder to a proportion of the profits
- **Stockbroker:** a broker who buys and sells securities on a stock exchange on behalf of clients
- **Stockholder:** Person owning stocks and shares
- **Trader:** a person who buys and sells goods, currency, or stocks for a short time
- **Trading session:** Period that Stock Exchange is open for trading

Phrasal verbs

Make a list of the phrasal verbs you need. If their definition is not clear, look for examples to better understand how they are used in context. In this section, we will focus on phrasal verbs related to investment and finance.

The phrasal verb	Definition	Example
To bail out	to help someone who has financial problems = payer caution pour libérer qqn	During financial crises, governments and tax payers bail banks out of the enormous debts.
To bet against	to take a financial risk = parier contre	They made money by betting against the car market.
To splash out	to buy something expensive = dispenser sans compter	People generally splash out on luxuries.
To run up debts	to let the debts, increase = s'endetter	Credit cards could lead to running up debts.
To pull out	to stop being involved in an activity or business = sortir de, tirer	When banks pull out of the mortgage market, they make it difficult for people to get loans.
To default on a debt	to fail to pay a debt/loan = Faire défaut sur une dette	Due to economic crises, clients start defaulting on the payment of their debts.
To cut back	to spend / do less = Retirer	During the pandemic, we cut back on holidays and shopping.
To save up	To collect money for future use = Économiser	He's saving up for buying a new house.

Pronunciation

Make sure that the word list you prepare is relevant to your teaching or learning needs. Too many words may be confusing or counterproductive. Proceed step by step, focusing on essential vocabulary and practicing its pronunciation carefully.

Online tools such as Google Translation can help you check pronunciation. Listen to the recordings several times, then record your own voice and listen carefully to identify areas for improvement.

You probably still remember basic pronunciation rules such as

Silent letters

The pronunciation of final 's'

The final 'ed' in regular verbs

Stressed syllables.

These rules were introduced during middle and high school studies; about 7 or 8 years of study. A simple revision can help you reactivate this knowledge.

Further pronunciation skills can be developed through regular practice, including:

Voiced and unvoiced consonants,

Long and short vowels.

Listening to audio materials will also help you acquire of new vocabulary and improve accurate pronunciation.

Grammar

During our class contact you mentioned that you needed basic grammar lessons. These include tenses, reported speech, active and passive voice, conditionals, and punctuation.

Note. Remember, to proceed step by step. Start with the easiest and the most commonly used tenses.

Tenses

The most commonly used and needed tenses are the simple present, simple past, and simple future.

1. Simple Present

The third person singular takes 's'.

Examples: *I go, he goes.*

2. Simple Past

Two things to remember:

- a) Some verbs are regular and end with 'ed' (*invested, edited*). Pay attention to the correct pronunciation of the final 'ed'. The lessons you had had before were not for getting good grades in exams; they were meant as training for oral practice.

- b) Other verbs are irregular. Check their forms whenever necessary. Focus on some basic irregular verbs such as:
To sell, sold, sold
To buy, bought, bought
To find, found, found,
To meet, met, met
To have, had, had
To come, came, come
To be, was/were, been

3. Simple Future

Focus on the use of 'will'. Remember that the verb following will is never conjugated.

Examples: *I will go, She will study*

Reported Speech

Objectives: Reported speech is used to:

<ul style="list-style-type: none">• To tell what someone said without quoting their exact words.• To present factual information• To report viewpoints• To provide the information to the audience	<ul style="list-style-type: none">• Dire ce que quelqu'un a dit sans utiliser ses mots exacts.• Présenter des informations factuelles• Signaler les points de vue• Fournir des informations au public
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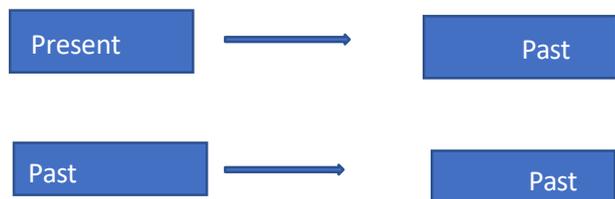
Reporting speech: say, tell, explain, point out.

Reporting thoughts: think, know, believe, realize.

Reporting requests: ask, wonder, want to know

Reporting orders: tell, order, etc.

Main tense changes



I. Tense changes (when the reporting verb is in the past)

- “Oil price shoots up.” He said (that) the oil price shot up.
- “They are going to expand more tomorrow.” He told me they were going to expand more the following day.
- “A substantial drop in exports has been predicted as the euro rises.” He pointed out a substantial drop in exports had been predicted as the euro rose.
- “Gold plummeted to an all-time low last month.” He explained that gold plummeted/had plummeted to an all-time low the previous month.
- “The first electronic mail had been sent in 1972.” He said the first electronic mail had been sent in 1972.

II. No changes in tense (when the reporting verb is in the present).

- “Oil price shoots up.” He says oil price shoots up.
- “Gold plummeted to an all-time low last month.” He explains that gold plummeted to an all-time low last month.

III. Change in Modal Verbs

Can	Could
May	Might
Must	Had to
Need	Needed
Will / shall	Would
Should	Should
Could	Could
Might	Might

IV. Reporting (Wh.) Question

Use the question word, change the tense, and follow statement word order. Example:

“When is the parcel arriving ?” He asked when the parcel was arriving.

V. Report Yes/No Questions

Use *if* or *whether*

Example: «Have they spent a lot on external staff?» He wanted to know if they had spent a lot on external staff.

VI. Reporting Commands and Instructions

Use *tell* for orders

Example:

Financial expert:” Invest in silver.”

The financial expert told us to invest in silver.

VII. Changes in Time and Place Expressions

Today	That day / the same day
Tomorrow	The next day
Yesterday	The previous day / the day before
This week	That week / the same week
Last week	The previous week
Next week	The following week
Now	Then
This	That
Here	There
Ago	Before
Hence	Thence (from that fact or circumstance)

Example with *hence*.

- ‘He is leaving at the end of this week, hence his anxiety to get his work has finished.’
- They reported that he was leaving at the end of that week, thence his anxiety to get his work had finished.’

Passive Voice

Objectives and Examples

Objectives	Objectifs	Examples
To change the emphasis of a sentence	Changer l'emphase d'une phrase	The first email was sent in 1971 by Ray Tomlinson..
To describe a process	Décrire un processus	The olives are pressed to obtain the purest oil, bottled, and sold.
When the agent is unknown	Lorsque la personne qui a effectué l'action est supposée inconnue.	Three computers were bought over the weekend.
For official announcements	Pour les annonces officielles	Smoking is not permitted.
With modals, without naming the agents.	Avec modaux sans nommer les agents.	This machine can be left on all night.
For paraphrasing	Pour paraphraser	She wrote and sent the email last week. The email was written and sent last week.

Key Structures

- Present simple: Is / are + past participle
- Past simple: Was / were + past participle
- Future: Will be + past participle

Punctuation

Task: Supply the correct pronunciation and divide the following into proper paragraphs.

current and future investment are needed to lift people out of poverty and fight inflation there are many benefits to investing making the right investment requires thorough research mainly choosing the relevant broker to invest in people should invest in different sources of income that doesn't depend on the state mainly with the current world economic crisis it is good to invest in gold silver digital currencies etc having a job doesn't mean financial security the current global economy meltdown has taught people the importance of multiple streams of income most people remain poor because friends and relatives advise them against investing creation of debts to make investments california banks they borrow money at a certain rate then they go out and make investments and when the latter have lower returns they go down in value as stocks and bonds have gone down in value or they don't have adequate yields relatives to the cost of funding those assets and everybody loses money; that's a pervasive situation wisdom saying making money is an action keeping money is a behavior growing money is wisdom

Answer

Current and future investment are needed to lift people out of poverty and fight inflation. There are many benefits to investing. Making the right investment requires thorough research, mainly choosing the relevant broker to invest with. People should invest in different sources of income that do not depend on the state.

Given the current global economic crisis, it is wise to invest in gold, silver, or digital currencies. Having a job does not always mean financial security. The economic meltdown has taught people the importance of multiple streams of income.

Most people remain poor because friends and relatives advise them against investing or incurring debts to make investments. Banks in California, for instance, borrow money at a certain rate, then make investments. When these investments yield lower returns, their value decreases, as stocks and bonds have done recently—causing widespread losses.

As the saying goes: “*Making money is an action; keeping money is a behavior; growing money is wisdom.*”

Further Practice

I. Vocabulary in Context

Find in the text the words or expressions (*in italics*) that mean:

1. The many portions into which a company's capital is divided → Shares
2. Where shares are bought and sold → Stock market
3. An investor's selection of shares → Portfolio
4. The income produced by a share → Dividend
5. A fee or payment for a service → Commission
6. To offer shares publicly for the first time → Float (oneself)
7. A professional dealer in shares → Stockbroker
8. An investor who owns shares → Shareholder

Text

Big companies wishing to raise capital can *issue* shares and float themselves on the stock market. People who buy these *shares* are known as *shareholders*. *Stockbrokers* act as middlemen between investors and the *stock market*. They receive a *commission* or fee for their services. They may also manage their clients' investments. Wise investors spread their risk by buying shares in a range of different companies. This range of shares makes up what is known as a *portfolio*. Share values can rise or fall of course, but investors always hope that the company will make enough profit to be able to pay its shareholders a *dividend*.

II. Complete the Sentences

1. (You) have to guess whether share prices will rise or fall.
2. You must be willing to take risks in order to make money in the (stock market).
3. Before you (decide) about future share prices, you should analyse a lot of data.
4. When the stock market (goes down), you can lose a lot of money.
5. Don't panic if you (lose on one deal), because you may make a profit on the next.

III. Rewrite with Reporting Verbs

1. "I don't believe they come in under budget."
→ The boss always says that she doesn't believe they come in under budget.
2. "Send the email immediately."
→ He told me to send the email immediately.
3. "Have you been waiting long?"
→ The secretary asked me if I had been waiting long.
4. "What do you think about the proposal?"
→ He asked me what I thought about the proposal.
5. "Don't let anyone see these plans."
→ He told me not to let anyone see those plans.
6. "I will be back soon."
→ I said that I would be back soon.

IV. Report the Following

1. "How much risk are you prepared to accept?"
→ She asked what level of risk we were prepared to accept.
2. Reporter: "We want the money to be safe."
→ The reporter said they wanted the money to be safe.
3. "You should go for a balanced portfolio."
→ He advised us to go for a balanced portfolio.
4. "Don't forget that we have to invest in specific companies."
→ He reminded us not to forget that we had to invest in specific companies.
5. "Try your luck on the stock market."
→ He urged us to try our luck on the stock market.

V. Change from Active to Passive

1. He spent days watching NASDAQ.
→ NASDAQ was watched by him for days.
2. They spread risk by going for a balanced portfolio.
→ Risk was spread by going for a balanced portfolio.
3. They invested their money in technology firms.
→ The money was invested in technology firms.
4. We should not believe information available in chat rooms or on bulletin boards.
→ Information available in chat rooms or on bulletin boards should not be believed.
5. He does not invest in a company without a good track record.
→ A company without a good track record is not invested in by him.
6. They put their money into rare coins.
→ Money was put into rare coins.
7. Big dealers control the market.
→ The market is controlled by big dealers.

Teacher: Dr. DOUAR Aicha
Subject: English
Level: Newly recruited teachers
Branch: Economics and social sciences

SECTION II

File Two. Investment (to be continued)

There are three main methods used in investments appraisal:

- Net Present Value (NPV)
- Internal Rate of Return ((IRR)
- Payback Period

The Net Present Value rule is

$$NNN = -N_0 + \sum_{t=1}^T \frac{CF_t}{(1+r)^t}$$

Where:

- I_0 represents the initial investment in time period 0,
- CF_t represents the cash flow in period t,
- r is the required rate of return,
- T is the time of the final cash flow.

Note that cash flows can be either positive or negative.

The Internal Rate of Return rule states:

Invest in any project if its IRR is greater than or equal to the predetermined cost of capital

Payback Period

The Payback Period measures the time period required to recover the initial investment. It is commonly expressed in years and months, or in years and fractions of a year.

Fundamentals of Investment Mathematics

Key concepts in the mathematics of investment include:

- Interests and discounting
- Derived interest rates
- Compound interest versus simple interest
- Perpetuities
- Annuities
- Complete Annuities
- Common notation

Extension

Collapse of California Banks

California is home to some of the largest American companies, such as Alphabet and Meta, as well as several prominent banks. In March 2023, however, a sudden and unprecedented banking crisis occurred.

Silicon Valley Bank (SVB) collapsed within a few days. Just three days before its bankruptcy, SVB announced that it ranked among the 16 largest U.S. banks, managing approximately **\$210 billion** in assets—an amount exceeding the GDP of many countries. Two days later, Signature Bank also declared bankruptcy, and a third institution, Silvergate Bank, which focused on cryptocurrency services, collapsed as well.

The crisis soon spread to Europe, particularly affecting Credit Suisse, as reported by international newspapers and television channels.

Bankruptcy occurs when a bank is unable to meet its financial obligations, preventing customers from withdrawing their deposits.

The **Federal Deposit Insurance Corporation (FDIC)** is a U.S. government agency that insures bank deposits. Banks pay insurance premiums, and in the event of bankruptcy, each depositor is protected up to **\$250,000**.

Most of SVB's clients were corporations and startups, including companies such as Uber, Netflix, and Tesla. As a result of the bank's collapse, many startups faced severe financial difficulties.

Founded nearly 40 years ago, SVB initially experienced losses. Around the early 2000s, it shifted its focus toward financing technology startups, offering loans at relatively low interest rates (around 2%). Traditional banks, by contrast, were more cautious and imposed stricter lending conditions. SVB capitalized on this opportunity by providing easier access to credit, which contributed significantly to its growth.

The bank also invested heavily in long-term bonds. Bonds are financial instruments that pay back their face value plus interest after a specified period. Before the Russia–Ukraine crisis, interest rates were approximately 2%. Following the crisis, rates rose sharply to around **4.75%**, after the Federal Reserve increased the target range for the federal funds rate in February 2023.

As interest rates increased, depositors sought banks offering higher returns and began withdrawing their funds. This triggered a **bank run**, with widespread media coverage showing long lines of customers attempting to withdraw their money. Consequently, SVB collapsed within hours.

The Federal Reserve is considered the most powerful central bank in the world.

A **bank run** is an economic phenomenon commonly associated with the work of economist George Akulov. In essence, when news, whether true or false, spreads that a bank may fail, depositors panic and withdraw their funds en masse. This loss of confidence can ultimately cause the bank to collapse.

Sources: The Guardian, The New York Times.

Teacher: Dr. DOUAR Aicha

Subject: English

Branch: Economics and social sciences

Section III.

File One. How to Write a Research Article

a* Structure and content of a research article

b* Language

c* Dealing with referees

Objectives of Writing a Research Article

The main objectives of writing a research article are:

- Publication
- Dissemination of a scientific experiment
- Integration into the scientific community

Preliminary Considerations Before writing

Before starting to write, you should consider the following points:

- **Timing.**

You probably know the famous saying: “*Procrastination is the thief of time.*” In French : « *Ne remettez jamais à demain ce que vous pouvez faire aujourd'hui* ».

- **Target a journal.**

Choose an appropriate journal carefully. Bear in mind that multiple submissions are not allowed. your work will be evaluated by referees.

- **Author Guidelines**

Read the journal’s guidelines and instructions thoroughly.

- **Layout Requirements**

Check the approximate word count, indentation rules, and software compatibility.

- **Style Sheets**

Download and use the journal’s style sheets.

- **Typography and Formatting Vocabulary**

Familiarize yourself with basic typographical terminology to ensure clarity and readability.

English term	French equivalent
In bold	En gras
Embolden	Mettre en gras
Italicize	Mettre en italique
Underlined	Souligné
Upper case	Majuscule
Lower case	Minuscule
Indent	Mettre en retrait
A footnote	Une note de bas de page
A section heading	Un titre de section
A header	Un en-tête
A period (US), a full stop (UK)	Un point à la fin de la phrase
A colon	Deux points :
Quotation marks, inverted commas	Des guillemets

Brackets	Des parenthèses
A semi colon	Un point-virgule
A comma	Une virgule

IMRAD Structure

The IMRAD format is the most commonly used structure in scientific writing;

- Introduction presents the research problem.
- Materials and Methods explain how the study was conducted.
- Results report the findings (the cornerstone of the research).
- Discussion interprets the meaning of the findings.

Note. The abstract is generally written last. The number of key words is limited

I. Structure and Content of a Research Article

a) Title

The title describes the research question in a nominal form. It should

- Use clear and precise wording.
- Be concise and effective²
- Accurately reflect the entire study³

A well-written title ensures that your article is easily retrieved⁴ by readers and databases.

Note. Compound nouns⁵ and compound adjectives⁶ are often required

- In two-word compound nouns, the main word is the second one (*coffee set, key words*). The first word acts as an adjective and is usually singular.
- Compound Adjectives are generally hyphenated (potential **life-saving** research).

b) Abstract and Keywords

Abstracts and keywords are visible in search databases and are the most consulted and cited parts of a research article.

The abstract should be

- A concise synopsis⁷ of the entire paper.
- An accurate summary of the motivation⁸, methods, key results, and conclusion.
- It is generally written in the past tense.

c) Introduction

To arouse the reader's interest, the introduction should be funnel-shaped⁹, moving from the general field to the specific research question. It usually contained three paragraphs:

- The first paragraph defines the topic. If technical compound terms are used, write them in a full the first time, followed by their abbreviations.
- The second paragraph establishes the relevance¹⁰ of the study, and highlights the link between previous research and the present work. The present perfect tense is commonly used.
- The third paragraph states the objective and purpose of the study. It summarizes the experimental protocol and answers the following questions: What is the research about? How was it conducted? Why was it carried out?

² Percutant

³ Avec justesse et précision

⁴ Extrait

⁵ Nom Composé

⁶ Adjectifs composés

⁷ Un résumé

⁸ Raison, point de départ

⁹ Qui va du général au particulier

¹⁰ Pertinence

Keep the style as simple and clear as possible.

d) Materials and Methods

This section can be compared to a recipe. It should include:

- A detailed description of the experiment or study.
- Detail the whole protocol and apparatus to show and demonstrate that your article constitutes a continuum of steps; each step leading to a successful experiment/study. The result depends on the combination of ingredients and procedures. Make sure to meet the founding principles of the scientific method that is reproducibility.
- Remember that the use of the passive voice/form could be the found at a high number in this section. For stylistic reasons, some journals do not recommend the use of the passive voice; this is why you should always download some papers from the journal to which you intend to submit your paper and read it thoroughly.
- The checklist of this section is:
 - The equipment¹¹ that you have used.
 - The setting¹² in which you conducted your study.
 - The procedures and the instruments through which the data were collected.
 - The main study variables.

e) Results

This part of your paper serves as the centerpiece¹³ of your article. It presents the new knowledge or information you want to convey¹⁴ to readers. It is the basis on which the entire research stands. Key findings should be presented in relation¹⁵ to the central/main question of your research.

To effectively present your results, you may use figures or graphs; they can summarize your results in a concise way.

The following expressions can help you to present your results.

Useful expressions:

- It increased **up to**¹⁶ 30 mg.
- **On average**¹⁷, the population increased
- **Yields**¹⁸ increased by almost 20%.

Quantifiers may also be used in this part of your research. So, bear in mind that

- *much, little, very little, less* are used with uncountable nouns.
- *Many* (de nombreux), *several* (plusieurs), *few* (peu de), *a few* (quelques) are used with countable nouns.

Comparatives and superlatives can be used. Bear in mind the following irregular ones:

Adjective	Comparative	Superlative
Good, well	Better than ...	The best
Bad, ill	Worse than	The worst
Far	Farther / further than	The farthest / the furthest

¹¹ Matériel

¹² Le cadre

¹³ Pièce maitresse

¹⁴ Transmettre (à)

¹⁵ Par rapport à

¹⁶ Jusqu'à

¹⁷ En moyenne

¹⁸ Rendement

f) Discussion

At this level of your paper, you should answer the question what do the findings mean? It complements the introduction which includes the research question. Analyze your results, and extract the principles and generalizations from them. It enables you to qualify¹⁹ your article and show its limitations.

You have to be assertive²⁰ in your conclusive arguments, to be noncommittal²¹, and relying on hedging²² to make your conclusion acceptable.

Modal auxiliaries are used to express various degrees of probability. To fulfill the discussion part of your paper, make sure to

- State the main findings of your research
- Discuss them in relation to previous studies
- Assess the validity of your results
- Make recommendations for further studies.

b) References

Refer to **MLA** Style.

Software tools can help you reformat the sources automatically according to each journal's requirements.

c) Acknowledgment

Thank the institutions and people that contributed to the publication of your paper, mainly the ones that provided academic or financial support.

II. Language

Never be intimidated by language problems if you are a non-native writer because occasional mistakes can be corrected. Bear in mind that you have first and foremost to make sure that your article reflects the high quality of your research in a well-organized and informative manner.

N.B. Make a list of useful words and find their synonyms to avoid repeating them.

Useful word & its synonyms	Translation
To constitute: compose, comprise, initiate, set up, account for, adapt to, make up, represent	constituer
To reveal: to disclose, admit, report, unveil, bring to light,	Reveler
To require: to demand, call for, compel, expect, obligate,	Exiger
To ascertain: confirm, establish, discover, identify,	Établir
To assume: suppose, deduce, manage,	Supposer
To label: classify, tag, mark, designate,	Étiqueter, cataloguer
To prevent: ward off; put a stop to,	Empêcher
To orientate: initiate, introduce, orient	Orienter

III. Dealing with referees

- a) In case of rejection, take the concerns of the referees seriously to enhance the chances of Publishing your papers in the future.
- b) In case of acceptance, take into account the suggestions that are enclosed in the acceptance letter.
- c) Use the reviewers' remarks to refine your work.

¹⁹ Nuancer

²⁰ Affirmatif

²¹ Evasif, qui ne s'engage pas

²² Précautions oratoires

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Subject: English
Branch: Economics and social sciences

SECTION III. File 2

Oral and Written Professional Communication

Professional communication encompasses both oral and written competencies that are essential in academic and professional contexts. The main components include

1*Introducing oneself	4*Participating in interviews
2*Writing a curriculum vitae (CV)	5*Writing professional emails
3*Writing cover letters	6*Distinguishing between formal and informal communication

I. Oral communication

A. Academic Vocabulary

A clear understanding of academic terminology in higher education, whether at a university or a research center, is essential. The following terms are presented with their French equivalents to facilitate conceptual correspondence. Learners are encouraged to verify pronunciation using reliable online sources when necessary.

Higher Education Terminology

- College: université, établissement d'enseignement supérieur
- To enroll in : s'inscrire
- Tuition fees: frais de scolarité
- To resort to a loan or a scholarship: recourir à un prêt ou une bourse d'études
- Course / Program : cursus
- Grade point average (GPA): moyenne

Degrees and Academic Structure

- Scholastic aptitude tests : Examen d'entrée à l'université
- Bachelor's degree : équivalent de la licence
- Undergraduate: de premier cycle
- Graduate study to obtain a Master's degree or a PhD: étude de troisième cycle
- Terms/semesters : trimestre
- Major : matière principale, spécialité
- Minor : matière secondaire

Teaching Formats

- Lecture : cours magistral
- Seminar : séminaire, séance de travaux pratiques
- Tutorials : travaux dirigés
- Midterm: partiel

- Coursework: devoir, controle continu
- Grades : les notes

Research and Supervision

- Adviser: directeur de recherche
- A dissertation / thesis: un mémoire de thèse
- To defend a thesis before a committee: soutenir une thèse devant un jury.
- Viva voce (viva): soutenance
- Industrial placement: stage

Academic Administration

- Rector
- Vice-Rector
- Dean: doyen
- Vice-Dean
- Head of Department / Department Chairperson: chef de département

Academic Ranks

- Professor
- Visiting Professor
- Associate Professor : has been granted tenure²³ (chargé de cours)
- Assistant Professor (PhD holder)
- Instructor

B. Introducing Oneself

When introducing oneself in a professional or academic context, it is important to:

- Present your academic and professional background²⁴ clearly.
- Provide an overview of your studies and professional experience.
- Highlight²⁵ significant achievements and competencies.
- Emphasize career objectives and professional aspirations.

Clarity, conciseness, and confidence are essential.

C. Interviews

If shortlisted for an interview, thorough preparation is essential. The following guidelines should be considered.

Preparation

- Anticipate potential questions and prepare structured responses.
- Research the organization and the position.
- Contact previous applicants, when possible, to gain insight into the process.
- Prepare to discuss your professional experience, achievements, motivation, and potential contributions.

²³ Être titularisé

²⁴ Parcours, formation

²⁵ Souligner

During the Interview

- Prepare a brief list of relevant questions for the employer.
- Be honest, precise, and concise in your responses.
- Provide relevant information and avoid unnecessary details.
- Avoid initiating discussions about salary; if asked about previous compensation, provide a salary range rather than a precise figure.
- Dress professionally and arrive on time (preferably early).
- Pause briefly before answering and avoid interrupting the interviewer.

Conclusion. Thank the interviewer for their time and consideration.

D. Formal, Neutral, and Informal Communication

Communicating styles vary according to context. Three main registers are commonly used::

- Formal
- Neutral
- Informal

The following table illustrates examples of the three registers

Function	Formal	Neutral	Informal
Inviting	I trust you will be able to accept this invitation.	You are kindly invited to participate in.	Can we meet at ..?
Declining	Regrettably, I will not be able to participate in the symposium.	If the end of the week is not too busy, I will join you.	I'm sorry, I can't

Choosing the appropriate register depends on the relationship between interlocutors and the professional context.

II. Written Communication

A. Writing a Curriculum Vitae (C.V.)

A curriculum may be structured in various ways depending on its purpose. When applying for a specific position, it should be tailored to the job description.

For academic or scientific purposes, a CV may follow

- A chronological format (listing experience from most recent to oldest), or
- A functional format (emphasizing skills, achievements, and research interests).

Irrelevant personal details, such as marital status, gender, or salary expectations, should be avoided unless explicitly required.

The presentation and layout of the CV reflect the applicant's professionalism. A clear and simple design is recommended, with consistent font sizes for headings and subheadings.

B. Recommended Structure of a CV

- Personal information
- Personal profile (summary of qualifications and key skills).
- Educational background (in reverse chronological order).
- Professional experience.
- Additional skills (technical, linguistic, digital, etc).

C. Useful Vocabulary for CV Writing

The following table contains some vocabulary items that you may need when writing your CV. They are translated from English into French.

Draft	Rédiger
Implement	Mettre en place
Monitor / oversee	Controller, surveiller
Perform	Executer / accomplir
Update	Mettre à jour
Specifics	Details
Internships	Stages
Occupation	Métier
Referee	Relecteur
Editor	Redacteur en chef
Scholarships	Bourses
Awards	Prix
Honours	Distinction honorifique
Full-time	À plein temps
Diploma / degree	Diplome
Subjects	Matières
Field	Domaine
Training scheme	Programme de formation
Obtained with highest distinction	Mention très bien
In progress	En cours

Writing a Cover Letter (UK)/ Covering Letter (US)

A cover letter is a formal document sent alongside a curriculum vita to introduce the applicant and stimulate the employer's interest in the application. It must be carefully tailored to each specific position. Sending a generic letter for multiple applications is strongly discouraged, as personalization significantly enhances credibility and professionalism.

Structure and Content of the Cover Letter

A well-structured cover letter generally consists of three main paragraphs:

1. Opening Paragraph

The first paragraph should clearly state:

- The purpose of the letter.
- The position being applied for.
- How the applicant learned about the vacancy: advertisement, referral, website.

2. Body Paragraph

The second paragraph should

- Summarize the applicant's educational background.
- Highlight relevant professional experience.
- Emphasize key competencies and interpersonal skills.
- Demonstrate motivation and alignment with the organization's objectives.
- Show how the applicant would constitute an asset to the employer.

3. Closing Paragraph. The final paragraph should:

- Express willingness to attend an interview.
- Suggest availability for a meeting.
- Request additional information if necessary
- Conclude with a polite expression of gratitude.

Useful Expressions for writing a Cover Letter

The following model sentences may help draft a professional cover letter. Some vocabulary items are accompanied by their French equivalents for clarification.

I would like to apply for the postdoctoral position advertised on your website.	
Dr. / Pr. ... suggested that I contact you concerning a potential internship in your laboratory.	Internship = stage
I would be interested to know whether you currently have a vacancy for ...	
I am keen to broaden my knowledge in this field and gain practical experience as an intern.	To broaden = approfondir. An intern = un stagiaire
A PhD in ..., and a one-year internship in ... would enable me to make a valuable contribution to your research team.	Valuable = très utile / precious
I was responsible for / I was in charge of	

Please, find attached my CV, which outlines my academic background and professional experience to date.	To date = à ce jour
I am available for an interview at your convenience, or at a mutually convenient time.	
Should you require any further information, please do not hesitate / feel free to contact me at ...	Feel free = ne pas hésiter à
Thank you for your time and consideration.	

Writing a Professional Email

Although email writing is a common practice, professional communication requires adherence to specific conventions in tone, structure, and etiquette.

1. Salutation

- In semi-formal contexts, the first name may be used. (e.g. Dear Robert).
- In formal contexts, use the title and surname (e.g. Dear Dr. Smith, Dear Professor Brown,)

2. Opening Lines. Appropriate introductory phrases include:

- Thank you for your prompt response.
- I apologize for my delayed reply.
- I am writing in reference to ...

3. Referring to Attachments

When mentioning attached documents, use:

- Please, find attached
- You will find attached
- Attached is / are

4. Indicating Follow-Up Actions

To express future steps or maintain communication:

- Please, feel free to contact me if you require additional information.
- I will get back to you to confirm the date.
- I look forward to hearing from you shortly.

5. Closing Formulas

Appropriate closing expressions include:

- Best regards
- Kind regards
- Sincerely
- With best wishes for your continued success
- All the best

III. Extension

As previously mentioned, I indicated that I would share with you a lesson generated by ChatGPT on the topic of “*the preparation of oral and written professional English.*” The following text represents the output produced by the system.

You are invited to compare the previously presented lesson, designed through conventional pedagogical methods, with the one generated by artificial intelligence. Such a comparison may provide valuable insight into differences in structure, depth, pedagogical orientation, and instructional style.

It should be acknowledged that, due to time constraints, only a limited number of references were consulted in the preparation of the original lesson. With additional time and resources, the content could have been more extensive and detailed.

You may now review the AI-generated lesson below.

AI-Generated Lesson Plan

Professional English

Prompt:

I am a teacher and I need a lesson file for the preparation of oral and written professional English.

Response:

Certainly, I can assist you with that.

Below is a suggested lesson plan designed to help students develop competence in oral and written professional English.

Lesson Plan: Oral and Written Professional English

Objective

By the end of the lesson, students will be able to communicate effectively in both oral and written professional contexts.

Materials

- Whiteboard and markers
- Handouts
- Audio or video recording device (optional)

Procedure

1. Warm-up (5–10 minutes)

Begin the lesson by asking students about their prior experiences with professional English. Consider the following guiding questions :

- Have you received any formal training in professional communication?
- What challenges do you encounter when speaking or writing in a professional context?

This stage activates prior knowledge and encourages student engagement.

2. Vocabulary Development (10–15 minutes)

Introduce key vocabulary items relevant to professional communication. Examples may include :

- Collaboration
- Deadline
- Project management
- Feedback

Write the terms on the board, encourage students to pronounce them correctly, and provide definitions and contextualized example sentences to reinforce comprehension.

3. Oral Communication Practice (20–25 minutes)

Divide students into pairs or small groups and assign role-play scenarios. Examples include :

- Colleagues discussing a project timeline
- A manager providing feedback to an employee

Students should be encouraged to incorporate the previously introduced vocabulary. If possible, record the role-play sessions and review selected excerpts collectively to enhance pronunciation, fluency, and professional tone.

4. Written Communication Practice (20–25 minutes)

Provide students with a professional writing task, such as:

- Writing an email to a colleague
- Drafting a report for a supervisor

Offer clear guidelines regarding structure, formatting, and tone. Students should integrate relevant vocabulary from earlier activities. Peer review in pairs or small groups is recommended to foster collaborative learning and critical reflection.

5. Review and Reflection (5–10 minutes)

Conclude the session by revisiting the key vocabulary and main communication strategies practiced during the lesson. Encourage students to reflect on :

- What they have learned
- Areas requiring further improvement
- Strategies to enhance their professional English skills

Optional Extension

For advanced learners, consider assigning:

- A research report
- A professional proposal

Additionally, incorporating audio or video recordings may support the development of pronunciation, delivery, and overall professional presence.

Closing Note from AI:

This concludes the proposed lesson plan. Best wishes for your class.

Pedagogical Reflection

Tomorrow's class meeting may provide an opportunity to critically discuss the strengths and limitations of AI-generated instructional materials. Such a discussion can foster students' digital literacy and critical thinking.

It has been suggested that Google Bard is another artificial intelligence system developed to compete with ChatGPT in text generation. A comparative discussion of AI tools and their pedagogical implications may also enrich the learning experience.

Reminder

The references consulted for the preparation of the three sections of this curriculum mapping have significantly contributed to the conceptual and structural development of the content presented.

Workshops for Ph.D. Students

2023 - 2024

Teacher: Dr. DOUAR Aicha
Subject: English
Branch: Economics and social sciences

Workshops for PhD Candidates: Enhancing Learning, Problem-Solving, and Self-Reflection Skills

This workshop series is designed specifically for PhD candidates, focusing on advanced strategies to support rigorous academic research, critical thinking, and personal development. Drawing from evidence-based educational practices, these sessions aim to equip doctoral students with tools to manage complex information, tackle interdisciplinary challenges, and foster self-awareness amid the demands of graduate-level work. Examples and practices have been tailored to PhD contexts, such as literature reviews, data analysis, grant writing, and thesis preparation.

Effective Learning Strategies

Flashcard Technique

Flashcards, often implemented with spaced-repetition software, are a powerful tool for active recall and long-term retention of complex concepts. This method is particularly useful for PhD students memorizing theoretical frameworks, methodologies, or key literature.

Steps to follow

- Read and understand the material thoroughly. Make the flashcard; use it as an active recall. Risk factors could be a good place to start.
- Condense information into questions and answers on flashcards.
- Break down complex topics into smaller and manageable chunks.
- Review information at spaced intervals to reinforce long-term retention/memory.
- Keep flashcards short, precise, and focused on high-risk or frequently tested elements.
- Use acronyms or abbreviations for efficiency; “econ” for economics, “ANOVA” for Analysis of Variance.
- Share flashcards online with peers for collaborative review, correction, and enrichment
- Mastery of a flashcard indicates a deep understanding, leading to automatic memorization.
- Recommended apps: Anki or RemNote for advanced features like integration with note-taking and PDF annotations.

Practice Examples

Academic Terms: Create flashcards for microeconomics models, advanced algebraic theorem, or qualitative research paradigms.

Conference or lecture notes: Summarize key arguments, speakers, and implications.

Book notes: Include title, author, key quotes, and critical analyses.

Expected Results

- Improved retention of vast literature, leading to more efficient thesis writing and exam preparation.
- Enhanced ability to synthesize information quickly during qualifying exams or defenses.
- Peer collaboration fosters interdisciplinary insights and reduces isolation in research.

Visual Imagery Technique

Visual aids help PhD students organize and interconnect complex ideas, making abstract concepts more tangible. This technique supports mapping out research gaps, theoretical models, or data visualizations.

Steps to follow

- Use diagrams, charts, mind maps, or infographics to represent notes.
- Create short, engaging stories or videos via Tik Tok or similar platforms, linking concepts to the school's program.
- Draw expressive visuals containing key terms, analyze relationships such as cause-and-effect, parts-whole, or hierarchies.
- Incorporate images or prompts where you describe and interpret visuals to deepen understanding.
- The final visual serves as a holistic reminder of an entire chapter, article, or dataset.

Practice Examples

“For example, a student interested in writing may take a journalism internship. While the focus will be on becoming a better writer, the learning will also include interview skills, social studies, sports, graphic design, and the like. A student interested in business may do an internship in a local small business to learn about entrepreneurship as well as psychology, advertising, management, and other appropriate topics.” (Russell & al., 117: 2017).

Expected Results

- Better visualization of research frameworks helps identify novel considerations. Increased creativity in presenting findings (e.g., conference posters or journal figures).
- Reduced cognitive overload when handling multifaceted PhD projects.

Some Problem-solving Skills

Real-Life Scenarios

PhD candidates often face real-world research challenges, such as ethical dilemmas or resource constraints. This activity encourages applying structured problem-solving to these issues.

Guidelines

- Identify the problem clearly.
- Brainstorm multiple solutions.
- Evaluate pros, cons, risks, and feasibility.
- Select and implement the best action.

Practice Examples

In a seminar on market dynamics: “One popular class studies the stock market, including the way public perceptions and confidence, election cycles, and world events influence market reactions. Another class is centered on robotics project. Yet another has a media basis in which students learn to critically view and analyze a variety of forms of media. ... That approach is to learn through real-world, interdisciplinary, and project-based experiences rather than in the artifice of the academic disciplines.” (Russell & al., 114: 2017).

Expected Results

- Sharper analytical skills for troubleshooting experiments or revising hypotheses.
- Practical solutions to PhD hurdles, such as managing fieldwork delays or collaborator conflicts

Role-Playing Activities

Simulate professional scenarios to develop communication, collaboration, and critical thinking, essential for PhD networking, teaching, and industry transitions.

Guidelines

- Simulate a workplace scenario where they play the roles of employees who need to solve a complex task or handle a customer complaint.
- Use mind maps with branches for brainstorming ideas and sub-branches for solutions.
- Break down problems into components and explore potential solutions.

Practice Examples

In a history of science workshop: “The current class is learning about World War II. With Steve, they are studying the rise of science fiction as a genre before, during, and after the war. The timeline from yesterday is still on the board and shows variola historical events from 1930 to 1955 above the line and the publication dates of several classic science fiction books below the line.” (Russell & al., 113: 2017).

Personal Suggestions

Pandemic aftermath: Role play scenarios on remote collaboration tools, drone-based data collection for feedback, or adapting research to virtual environments.

Expected Results

- Improved handling of peer reviews, grant proposals, or ethical reviews.
- Enhanced empathy and teamwork for cross-disciplinary PhD committees.

Group Projects

Collaborative tasks mirror PhD group research or lab work, promoting shared accountability and innovation.

Guidelines

- Assign tasks like designing sustainable research methodology.
- Create a marketing campaign for a new product.
- Evaluate progress iteratively and adjust strategies.

Practice Examples

Small Sample Projects:

- Developing new robotics solutions / AI driven data analysis tools.
- Coding simulations.
- Writing and staging academic debates.
- Developing marketing research new apps.
- Storytelling: Start with a research abstract or figures, participants build the narrative, fostering creativity.
- Create vocabulary games: Match advanced terms with synonyms, definitions, or applications using flashcards and puzzles.

Expected Results

- Stronger project management skills for thesis timelines.
- Innovative outputs, such as co-authored papers or prototypes

Incorporate Gamification Elements

Add game-like challenges to make problem-solving engaging, boosting motivation during long PhD journeys.

Guidelines

- Design interactive quests where progress unlocks ‘levels’; solving increasingly complex research puzzles.
- Add an element of fun, engagement, and motivation for creative persistence.

Expected Results

- Sustained engagement in repetitive tasks like data coding or literature searches.
- Fun approach to overcoming "writer's block" or analysis fatigue.

Decision-Making

Structured decision-making is crucial for PhD milestones, like choosing methodologies or career paths.

Steps

- Identify the decision you need to make and define its importance.
- Gather information: Collect relevant information and seek different perspectives or expert opinions if necessary.
- Identify alternatives to generate a range of possible options or solutions.
- Evaluate options: Assess the advantages, disadvantages, risks, and potential outcomes of each alternative.
- Make a decision based on the information gathered and personal preferences or values.
- Implement the decision: Assist in taking action and put the chosen decision into practice.
- Reflect and learn to evaluate the results of the decision to refine future strategies / to improve future decision-making skills.

Practice Examples

- Use case studies: Decide on ethical data use in a simulated study, or select publication venues based on impact factors.

Expected Results

- More confident choices in research design and career planning.
- Learning from outcomes to refine future strategies.

Self-Reflection Practice

Self-reflection is vital for PhD resilience, helping candidates navigate imposter syndrome, work-life balance, and intellectual growth.

Guidelines

Pose open-ended questions that encourage introspection, such as:

- How am I managing my research?
- How am I feeling physically, mentally, and emotionally?
- What are my current strengths and weaknesses?
- What are my goals and aspirations?
- How have my recent actions aligned with my values?
- What challenges have I faced, and what have I learned from them?
- How do I relate to others, and how are my relationships impacting me?

Remark.

Remember to tailor these questions to your specific needs and areas of focus: publication goals, mentorship dynamics. Reflect without judgment; listen to your inner voice for patterns. It is all about understanding, not criticizing or condemning yourself. Allow yourself to be open and to accept whatever arises.

- Engage in active and attentive listening to your inner voice and pay attention to the subtle nuances of your thoughts and feelings. Notice any recurring patterns or themes that emerge.
- Consider keeping a journal on which you write down your reflections. Put your thoughts into words; they can deepen your understanding and provide a record of your progress over time.
- Review and adjust your past reflections to track your growth and identify areas where you may need to make adjustments. Celebrate your successes and acknowledge areas for improvement.
- Remember, self-reflection is an ongoing practice. The more you engage in it, the more self-awareness and self-understanding you can cultivate. It can be a transformative tool for personal development and leading a more fulfilling life.

Expected Results

- Greater self-awareness, reducing burnout.
- Transformative personal growth, leading to a fulfilling academic career.

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