

# ENGLISH COURSE FOR ECONOMICS AND MANAGEMENT

## L1

### COURSE 1:

Date:-----

**SIR NDRI** / for further information call me on those numbers  
05-00-60-14 / 79-52-73-20

**PART ONE:** Read the text and do all activities that follow.

Text: **The question of labor**

Labor protections often become **barriers** to productive work. In emerging economies, population **growth** remains a significant **challenge** and appears to be fastest growing in countries, such as India and Egypt that have the additional burden of severely **dysfunctional** labor markets. India, for example, has over 200 laws focused just on work and pay rendering **5**-the market highly dysfunctional and in many ways paralyzed.

While labor **regulation** provides critical safeguards to uphold decent working conditions, such as child labor laws, minimum **wage regulations**, health and safety standards, it can also serve as a barrier to employment, particularly for the youth demographic. Rigid regulations connected to high employment taxes, minimum wage requirements, and **employee** seniority **10**-are a few of the culprits affecting youth **employment** opportunities.

Strict labor regulations are also a key reason why employed youth are disproportionately found in **low-income jobs** and within the informal economy, which robs them of opportunities for further study or training to boost their employability **prospects**. This is particularly the case for more marginalized **youth**, whose **gender**, ethnicity, disability, social status or geographic location isolates them from the economic and social mainstream.

*Source [www labour /regulation](http://www.labour/regulation) 2014*

**ACTIVITY 1:** VOCABULARY-*The words in the BOX A are taken from the text. Match them with their synonyms or definitions in BOX B.—10 points*

**Example :** 11-Feminine

	BOX A	BOX B	ANSWERS
1	barrier	infant	1-
2	growth	anticipations	2-
3	challenge	worker	3-
4	dysfonctional	work	4-
5	regulation	test	5-
6	employment	defective	6-
7	employee	increase	7-
8	income	salary	8-
9	prospects	reorganization	9-
10	young	obstacle	10-
11	gender	feminine	11-feminine

**ACTIVITY 2** : Write true or false and then justify .

**Example: 6-False (L12-13)**

1. In India, there are 2000 laws focused on work and pay.-----
2. Labour inspections constitute obstacles to productive work.-----
3. In developing economies, population increase does not remain a significant challenge-----
4. Labour regulation brings critical safeguards to uphold decent working condition.-----
5. Weak regulations connected to low employment taxes reduce wage requirement-----

**ACTIVITY 3**: Translate the following paragraph into French.

*Strict labour regulations are also a key reason why employed youth are disproportionately found in **low-income jobs** and within the informal economy, which robs them of opportunities for further study or training to boost their employability **prospects***

**ACTIVITY 4** : Language in use.

- 1- **“To be”** is the auxiliary of:  
A- past participle form  
B- progressive form  
C- infinitive form
- 2- ..... **students do their homework yesterday?**  
A- did  
B- do  
C- were  
D- have
- 3- ..... **your father at home?**  
A- has                      B- is                      C- does
- 4- **The news I have received ..... a good news.**  
A- is  
B- has  
C- been  
D- did
- 5- **This pair of scissors ..... not sharp.**  
A- are  
B- is  
C- have  
D- does
- 6- **The number of mobiles ..... increasing today.**  
A- have  
B- is  
C- do  
D- will
- 7- **Parents ..... to the cinema this evening.**  
A- go                      B- are going                      C- going                      D- will go
- 8- **She always ..... during lesson**  
A- whispering  
B- whispers

C- has whispered

9- **What.....? Look at the mess.**

- A- do you do
- B- are you doing
- C- is you doing
- D- doing

10- **Why..... phenomena destroy young people?**

- A- Has
- B- do
- C- does
- D- are

11- **The plumber turned the pipe so that it .....**

- A- will break
- B- had broken
- C- breaks
- D- broke

12- **Have you ever ..... about Lassa fever?**

- A- hearing
- B- heard
- C- hears
- D- ear

13- **YAPI is one of the best students who is still .....**

- A- to speak
- B- speaks
- C- speaking
- D- spoke

14- **SHEILA looks forward ..... from you.**

- A- hear                      B- To hearing                      C- to hear      d-Hearing

15- **I'd like to.....a complain.**

- A- making
- B- make
- C- made
- D- makes

16- **Language students use their new skills ..... new friends in new countries.**

- A- make
- B- making
- C- to make
- D- made

17- **Many students ..... an english course because it is used worldwide for business.**

- A- select                      B- were selecting                      C- would select

18- **I have had this watch ..... more than 40 years.**

- A- since

- B- ago
- C- for

19- If Ray had worked hard, he ..... to the United States.

- A- will go
- B- would have gone
- C- had gone
- D- went

20- We finished the test a year .....

- A- for
- B- ago
- C- since

#### **ACTIVITY 4: WRITING**

##### **TOPIC:**

Do you want to work for yourself or to be an employee in somebody else's company?  
Justify your point of view in an organized paragraph of about 10 lines.

##### **GUIDELINES**

Consider the following for the marking grid for the topic.

- Relevance (dealing with topic)
- Mechanics of writing (paragraphing, punctuation, capitalization, handwriting)
- Cohesion and coherence (use of the linking words, logical of ideas)
- Correctness of language (grammar , vocabulary)

## CORRECTION PROPOSED

**ACTIVITY 1** : VOCABULARY-*The words in the BOX A are taken from the text. Match them with their synonyms or definitions in BOX B.*

**Example** : 11-Feminine

	<b>BOX A</b>	<b>BOX B</b>	<b>ANSWERS</b>
1	barrier	infant	1-obstacle
2	growth	anticipations	2-increase
3	challenge	worker	3-test
4	dysfonctional	work	4-defective
5	regulation	test	5-reorganisation
6	employment	defective	6-work
7	employee	increase	7-worker
8	income	salary	8-salary
9	prospects	reorganization	9-anticipations
10	young	obstacle	10-infant
11	gender	feminine	<b>11-feminine</b>

**ACTIVITY 2** : Write true or false and then justify .

**Example: 6-False (L12-13)**

- 1-False (Line 4)
- 2-True (Line 1)
- 3-True (L3-4)
- 4-False (Line 9)

**ACTIVITY 3**: Translate the following paragraph into French.

*Les réglementations rigoureuses du secteur du travail sont tout de même une raison principale pour lesquelles les jeunes travailleurs se retrouvent dans les boulots à faible revenu et l'économie informelle qui les empêche de faire des études avancées ou de se former dans le but de booster leurs prospections en termes d'employabilité.*

**ACTIVITY 4**: Language in use.

- 1- B-the auxiliary of progressive form
- 2- A: did
- 3- B : is
- 4- A : is
- 5- B :is
- 6- B : is
- 7- B : is
- 8- B :whispers
- 9- B : are you going
- 10- B : do
- 11-D: broke
- 12-B: heard
- 13-C:speaking
- 14-B:to hearing
- 15-B:make
- 16-C:to make
- 17-A:select
- 18-C:for
- 19-B :Would have gone
- 20-B : for

## **ACTIVITY 4: WRITING**

### **TOPIC:**

Do you want to work for yourself or to be an employee in somebody else's company?  
Justify your point of view in an organized paragraph of about 10 lines

### **GUIDELINES**

Consider the following for the marking grid for the topic.

- Relevance (dealing with topic)
- Mechanics of writing (paragraphing, punctuation, capitalization, handwriting)
- Cohesion and coherence (use of the linking words, logical of ideas)
- Correctness of language (grammar , vocabulary)

## **COURSE 2: HOW TO WRITE AN INFORMAL LETTER IN ENGLISH?**

When sending letters or other written communication particular attention should be paid to the grammar and spelling as errors in letter are considered very bad form; especially as part of job application. Generally speaking we have 2 kinds of letter.

### **DEFINITION**

#### **1- What is the informal letter?**

The informal letter called also friendly letter is a letter written to a relative or a person you know very well.

2: What is an addressee?

-----  
-----

3-Find two English synonyms of the word "addressee"

-----  
-----

4-What is the sender?

-----  
-----

#### **5-What are the general principles of the informal letter?**

Informal letters are written to people that are about your age or of your age. In writing informal letters, one may use guy names, pet names or nicknames. Contracted forms of words are allowed because of their informal nature. Example. Cant-couldn't-don't etc. Friendly letters or friendly letters should be chatty.

<b>A</b>	<b>GREETING OPNING</b>
	<ul style="list-style-type: none"> <li>• Dear friend,</li> <li>• Dear Jack,</li> <li>• My dear (est.) Catalina,</li> <li>• Dear darling,</li> </ul>
<b>B</b>	<b>INTRODUCTION PARAGRAPH</b>
	<ul style="list-style-type: none"> <li>• Thank you for your letter----</li> <li>• It was so to hear from you----</li> <li>• Sorry for answering so late----</li> <li>• It is was a long time I haven't seen you ----</li> <li>• I'm writing you to let you know that----</li> </ul>
<b>C</b>	<b>SOME ENDING STRUCTURES</b>
	<ul style="list-style-type: none"> <li>• Take care of you</li> <li>• Leets keep in touch</li> <li>• Write back soon</li> <li>• (with) love from you</li> <li>• Best wishes/kindest regards</li> <li>• Love to all</li> <li>• All the best</li> <li>• Lots of love from my mother</li> <li>• Much love as always</li> <li>• Affectionately</li> </ul>

**D-THE LAY OUT OF AN INFORMAL LETTER**

The writer's address

KONAN René  
P.O BOX 222,  
Beoumi  
COTE DIVOIRE

20 February, 2020

Dear Jack,

Salutation

The introduction

The objective of the letter

Subsequent paragraphs / Organizing details.

Conclusion  
Name  
Signature

ACTIVITY : LETTER WRITING



Date: -----

See in your grammar book: RECONSTRUIRE SON ANGLAIS work from page 35 to page 44

## COURSE NUMBER 4

Date:-----

### QUESTIONS USUELLES AL'ORAL

	QUESTIONS	ANSWERS
1	What's your name ?	I'm (your name) or my name is (....)
2	How are you ?	I am very fine, well, I feel good...
3	How do you feel ?	I feel very well, I am okay/or I 'm not well.
4	How well are you feeling?	I 'm feeling very well/ I'm not feeling well.
5	How are you doing?	I'm fine, I'm okay.
6	How old are you?	I am (I'm) seventeen year old.
7	What time is it?	It's half past ten (10. 30) a.m.
8	What's the time?	It's half past ten (10:30) a.m.
9	How tall are you?	I'm 1 m 70 (tall).
10	How heavy are you?	My weight is 62 kg/ I weight 62 kg.
11	What's your weight?	My weight is 62 kg/ I weight 62 kg.
12	What color is your skirt?	It's blue and white.
13	Which school do you go to?	I go to school at UMECI
14	Which type of school is it?	It's a confessional school / a private school.
15	How many students are there in the classroom?	In my classroom there are 40 students.
16	What are your favorite subjects?	My favorite subject is English
17	Who is your teacher of English?	My teacher of English is (Sir, Mrs., and Miss)...
18	Which subjects do you study at school?	At school, we study French, English, Geography and Mathematics.
19	At what time do you wake up?	Every day I wake up at half past 5 (5: 30).
20	When do you go to bed?	I go to bed at 9 p.m.
21	What do you do before going to school?	Before going to school I wash the dish.
22	What do you do when you go back from school?	When I go back from school I learn my lessons.
23	Do you like speaking English?	Yes, I do/or yes, I like speaking English. No, I don't/or no, I don't like speaking English.
24	How long have you been learning English?	I have been learning English for 5 years.
25	How long have you studied English?	I have studied English since 2000.
26	How many brothers and sisters have you got?	I have two brothers and three sisters. I have no brothers and one sister.
27	What are you?	I'm a student/ a school boy/ girl.
28	Who are you?	I'm (your name).
29	What is your father?	My father is a teacher.
30	What would you like to be later? Why?	I (hope/wish/would like) to be a doctor because it is interesting.
31	Which job wouldn't you like to do?	I wouldn't like to become a teacher of English.
32	What would you do if you were a president?	If I were a president, I would build houses for poor people.

33	When is your birthdate?	My birthdate is January 20 <sup>th</sup> of each year.
34	Where do you live?	I live in Bingerville /Yopougon/ Abobo.
35	How do you go to school?	I go to school on foot or by car.

36	When is the Christmas holiday?	It is by 20 <sup>th</sup> of December.
37	What do you do during your Christmas holiday?	During the holiday of Christmas, I study and pay visits.
38	What do you do during your spare time?	During my spare time, I read book or I listen to some music...
39	What is your favorite hobby? Why?	My favorite hobby is playing basketball...
40	Which sport do you go in? Why?	I like football because it is not violent.
41	Why is sport important for a person?	It is important because it favorises good health.
42	Where do you come from?	I come from Riviera2/ Yopougon...
43	Where are you from?	I'm from Riviera 2/ Yopougon...
44	Where is your village located?	My village is situated in Tiassalé.
45	Which food is grown in your village?	Cassava, bananas and yam are grown in my village.
46	Do you like rural life? Why?	Yes, I like rural life because it is pure. No, I don't like rural life because it is not clean.
47	Do you like urban life? Why?	No, I don't like urban life because of traffic jams and noise. Yes, because in towns we have lot of opportunities.
48	Why do people move from the village to the town?	They move from the village to the town because of opportunities of money they have in town.
49	Why are old people important?	Old people are important because they have some experience to share.
50	Which issues can oppose old people to the younger ones? Why?	The issues can be generation gaps etc.
51	What's your phone number?	My phone number is...
52	What's the importance of telephone?	It is useful because it permits to communication with everybody.
53	What's the importance of school?	School helps people to learn, to read in a word to be educated.
54	Do you often travel?	Yes, I often travel/ No I do not travel
55	What's the importance of travelling?	It's opens our mind by travelling know/more about other people.
56	How often do you go to school	I go to school fifth a week.
57	What's the importance of television and radio?	Television and radio inform us and entertain us.
58	Why do people cut down trees?	They cut them down to create plantation, or build houses.
59	What can be the consequences of tree destruction?	Trees' destruction can bring soil erosion and modification of climates.
60	What can we do to reduce this destruction?	We can sensitive the population about the plague.
61	Are some animals in constant danger of extinction?	Yes, many are in danger of extinction.
62	Find out some of them?	The lion, the elephant, the giraffe.

## AMELIORER VOTRE EXPRESSION ORALE

Nous vous donnons quelques expressions mémorisables en vue de mieux vous exprimer à l'oral d'anglais.

### INTRODUIRE LE SUJET

In most cases	Dans la plupart des cas
Most of the time /most often	La plupart du temps
Generally speaking	De manière générale
People usually say that...	Les gens ont l'habitude de dire que
It is generally believed that...	Généralement le commun des mortel pense que
It is a well-known fact that...	C'est un fait bien connu
This is an important question/issue (problem)	C'est une question de grande importance.
We may wonder whether/to what extend	(On peut se demander si/ dans quelle mesure)
Let us /we must weigh the pros and the cons	(Peser le pour et le contre)
As regards...	(En ce qui concerne)
It is often said/ a well-known fact...	Il est souvent dit/ C'est un fait bien connu de tous
For the great majority of people...	Pour la grande majorité
The problem that is often debated today is that of...	Le problème qui fait l'objet débat de nos jours est
The writer raises a key / topical/ burning/issue	(Le sujet fondamental/d'actualité/brulant)...
We are dealing with a controversy/polemic	Nous faisons face à une polémique

### CONSTRUIRE UN PARAGRAPHE

#### A. ORDONNER SES IDEES

To begin with/ firstly/first of all	Pour t commencer avec/ premièrement/avant tout
At first sight.../	A première vue
Secondly	Deuxièmement
Then/next / thirdly...	Alors, ensuite,troisièmement
Lastly/finally/eventually	Finalement)
Atlast.../	Enfin/finalement
On the one hand...on the other hand	D'une part ... d'autre part

#### B. DONNER DES EXEMPLES

For instance	Par exemple
That is to say	C'est-à-dire
Let us take the example of...	Prenons l'exemple de
Such as	(Tel que)...
In particular/particulary	Particulièrement
To quote	(Citer)from... / une citation de...
A striking example	Un exemple frappant
According to	Selon
In other words.../	En d'autres mots
Quote/ unquote	(Ouvrer les guillemets)

<b>C. SITUER DANS LE TEMPS</b>	
At night / the weekend/ Christmas/Easter	La nuit/la fin de semaine/Noël/Pâques
That moment/ the same time...	Ce moment/ le même temps
On Saturdays/ Saturday evenings/ March 12, 2014	Les samedis/les samedis soirs/le 12 Mars 2014
That day /holiday/ the following day...	Ce jour /ce congé/ le jour suivant
In spring/Autumn(the Fall) /the morning(s)/The 19th century/	Au printemps/en automne/les matins/ le 19 <sup>e</sup> siècle
Those days/one day/ one night...	Ces jours / un jour/ une nuit
A few minutes/moments/days later...	Quelques minutes/Quelques moments
After a while	(au bout d'un moment)
Meanwhile	Pendant ce temps là
Over the past few years	Ces dernières années)
Today/these days/nowadays	Actuellement)
So far	Jusqu'à présent)
Little by little	Petit à petit)
Suddenly /All of a sudden	Soudain
By 2020	D'ici à 2020)

<b>D. AJOUTER UNE IDEE</b>	
Moreover/furthermore/in addition to that/ what is more	De plus /en outre
As regards / concerning...	En ce qui concerne
Similarly	De la même manière)
As we have already seen/mentioned	Comme nous l'avons déjà vu, mentionné
Above all	Par dessus tout
On second thoughts/ On further examination...	Sur examen approfondi
There are advantages/ drawbacks to	Il y'a des avantages/Inconvénients liés

## RENDRE COMPTE D'UN DOCUMENT

<b>A. PRESENTER UN DOCUMENT</b>	
The text is about/ Talks about/deals with/focuses on	le texte traite de...
It is an extract/ from le respect des morts	C'est un extrait provenant du roman: le respect des morts
A script based upon a novel/a diary	journal intime
It tackles/ the problem/ raises	Il aborde/soulève la question de...
The article is based upon the idea that.	l'article soumis à notre étude est basé sur l'idée Selon laquelle
The document focuses on	Ce document porte sur
It is generally agreed that...	On croit généralement que
It conveys the impression that...	Cela donne l'idée de

<b>B. PARLER DE L'AUTEUR.</b>	
She describes...	Elle décrit
He narrates...	Il fait la narration de
He refers to	Il se réfère a
He knows / points out that...	Il relève que
She explains that / how...	Il explique que
He alludes to/hints at	Il fait allusion )
Her aim/goal is to...	Son objectif est de....
He praises	Il fait éloge

He stands for /supports	Il est en faveur de)
He gives a fair account	(Compte rendu honnête ) of
She ignores the problem of...	(Elle passe sous silence)
She is biased/unbiased	Elle est partielle
He is prejudiced/unprejudiced	Il a des préjugés
The author gives us to understand that	L'auteur nous fait comprendre que
The writer draws our attention to the fact that ...	L'auteur attire notre attention sur le fait que
As the author points out...	Étant donné que l'auteur fait allusion à
He pretends to	Il fait semblant de
She claims / maintains that	elle prétend )
She states that	elle déclare)
She overstates/ understates the problem of	Il exagère/ minimise)
The journalist weighs the pros and the cons...	Le journaliste pèse le pour et le contre
She debunks the myth of	Elle démystifie)
He is a committed writer	C'est un écrivain engagé
Her argument is consistence	Son argument est cohérent

## CONCLURE / RÉSUMER

To sum up	Pour résumé
In short /in brief...	En un mot/ bref
All in all	Tout bien pesé)
The problem may be summarized like this....	Le problème peut être résumé comme suit
In a nutshell	En un mot)
On the whole	En définitive)
In a word/in other words...	En un mot/ en d'autres termes
En conclusion/pour conclure	All things considered
All things considered	Tous faits, considérés
For (all) these reasons...	Pour toutes ces raisons
Last, but not least...	(Enfin et c'est un point très important, )
We may infer that...	On peut en déduire)
There is much to be said ...	Il ya beaucoup à dire

## DEVELOPPER SES ARGUMENTS

### A. BUT /CAUSE/ CONSEQUENCE

She did it in order (not) to/so as (not) to	Elle l'a fait dans le but de/ pour ne pas
I intend / plant to...	J'ai l'intention de
He'll do it so that...	Il le fera au point de...
As / since...	Come/étant donné que)
Because of his attitude	A de son comportement
Thanks to	Grâce à
They were jailed for V-ing	Ils/elles ont été emprisonné(e) pour
Thus	Ainsi / donc

<b>B. COMPARAISON / CONTRASTE</b>	
It's the same as....	C'est le /la même que
He talks to them ...	Il leur parle
Compared to/with...	Comparé a/ avec
He acted like his father...	Tel que son père lui a demandé
She draws / makes a comparison with...	Il étalait une comparaso avec
The former...the latter...	le(s)premier(s) /le(s)second(s))
Identical/similar to...	Identique/similaire à
similarly/Likewise	De la même façon)
In the same way	Dans la même voix/perspective
In contrast with	En contradiction avec
Unlike her mother she	contrairement à)
Whereas/while....	Alors que, pendant que
Anyway/anyhow	De toute façon)

<b>C. ACCORD / DESACCORD</b>	
She backs/ supports	Elle soutient)
He pleads for	Il plaide en faveur de)
I agreed with...	Je suis d'accord avec
It is true to say that	Il est vrai que
As the writer says	Comme le dit l'auteur
It is agreed that ...	Il est convenu que
I approve of	Il est évident que
It is a convincing/ forceful argument....	C'est un argument convaincant
I do not agreed/ disagreee with....	Je ne suis pas d'accord
Contrary to her, i think that...	Contrairement à elle, je pense que
Instead of listening to music	Au lieu d'écouter la musique
I disapprove of her attitude....	Je désapprouve son attitude
It is wrong to say that...	Il est erronné de dire que
He seems to miss the point...	Il semble être à côté du sujet)
I don't see her point of view	Je ne vois pas ton point de vue
The argument is relevant (pertinent)	Cet argument est pertinent
I find the statement misleading	Je trouve ce argument trompeur)
The author's fear is groundless / unfounded (mal fondé)	La crainte de l'auteur n'est pas justifiée, non fondée
The reason nning seems far-fetched	Ce raisonnement semble être tiré aux cheveux.
Most of the facts are inaccurate (inexact)	Une grande partie des faits est inexact

<b>D. CONCÉDER / NUANCE</b>	
To some degree/ to some extent	O un certain degré/ à un certain niveau
Up to a certain point....	Jusqu'à un certain point
It must be admitted /recognized that	(On estforcé d'admettre)
We must take into account ...	Nous devons prendre en compte
One should not forget that...	On ne doit pas oublier que
The question is not to gainsay the situation	La question est de ne pas négliger la situation
However interesting the article is...	Quel que soit l'intérêt de l'article)

<b>E. CRITIQUER</b>	
She objects to sth / Verb + ing...	Elle fait objection à
We condemn /denounce...	Nous condamnons
I reproach the narrator with / for Verb + ing...	Je reproche au narrateur de
She blamed her mother for not verb + ing...	Elle a blamé sa mère pour n'avoir pas

He accuses him of verb + ing...	Il l'accuse de
His arguments are worthless (sans Valeur)	Ses arguments sont sans valeur et manquent de cohérence
She fails to see...	Elle n'arrive pas à percevoir
She says very little about....	Elle dit peu concernant...

#### **F. DONNER SON POINT DE VUE.**

Personally / In my opinion...	Personnellement/ à mon avis
For my part...	Pour ma part
To my mind/in my view	A mon avis
As for me	Quant à moi
As far as I am concerned...	En ce qui me concerne
From my point of view...	De mon point de vue
It seems to me that...	Il me semble que
Let us consider...	(Examinons)
It is not an exaggeration	Ce n'est pas une exagération
To say that.....	Dire que
I am not suggesting that...	Je ne veux pas entendre)
I can't help thinking that	Je ne peux pas m'empêcher de penser que
I'm convinced that	Je suis persuadé)
I am well aware (conscient) that	Je suis bien conscient que
We may notice/It may be noticed	On peut noter que / Je voudrais souligner que
It should be pointed out that	Nous pouvons révéler que)
I have no particular views	Je n'ai pas de points de vue particulier à
I am not in a position to say	Je ne suis pas en droit de dire)
I don't have the slightest idea	La moindre idée)... (Je n'ai pas la moindre idée)

## **COURSE NUMBER 5**

Date:-----

**Read this text and answer the questions below**

### **TEXT: HOW TO ORGANISE A BUSINESS?**

When two or more individuals wish to set up a company together for profit-making, they can form a partnership. In the US, there is no restriction on the number of partners, while in Britain; they are legally limited to twenty. Partners generally provide equal capital and they share management authority. Partners also share the risk of losses and liabilities.

As with the sole proprietorship, partners are all personally liable for all debts incurred. In the case of bankruptcy, a partner with a personal fortune can lose everything. A sleeping partner is one who stake but does not participate in the management of the company. The third type of business structure is the incorporated company called, in the United States, the corporation.

The British call this company structure the limited company corporations are based on the joint stock principle, which is the provision of capital by a large number of investors. The word limited refers to the liability of the investors which is limited to their investment in the company. The company is considered to be a juristic person, or legal entity, separate from its investors.

If the company goes bankrupt, the company's assets are sold to repay creditors. If the company assets do not cover the debts, they remain unpaid and creditors are not reimbursed. In many countries, professional such as accountants, doctors, and lawyers cannot form corporations.

They are restricted to create partnership, where the liability, unlimited, so as to encourage responsible professional behavior. The big audit firms are partnership in the United Kingdom there are two types of limited companies. The private limited companies indicated by Ltd after the company's name. These companies cannot publicly sell or trade their stocks and shares on the stock market

### **ACTIVITY 1: Write true or false and then justify.**

- 1-When a company closes down, creditors are not reimbursed.-----
- 2-American and British companies are organized differently-----
- 3-Partnership can be set up if individuals wish to set up a company.-----
- 4-The sleeping partner is the one who participates a lot financially.-----

### **ACTIVITY 2: WRITING**

#### **TOPIC: which kind company do you prefer?**

A partnership or the sole proprietorship. Justify your point of view in a paragraph of about 10 lines.

## COURSE NUMBER 6

Date:-----

### THE ORAL PRESENTATION 1

INTRODUCING ONESELF. This has been done during the first semester. You must continue to work in order to improve your presentation level.

The presentation can include:

- Greeting
- Your name, your age etc
- Your school level
- Your speciality
- University programme
- Your dream after graduation, diplomas
- Justification of your objective
- Encouraging your friends to learn English and say why
- Close your presentation by thanking your audience.

### THE ORAL PRESENTATION BASED ON A TOPIC2

#### Definition

1-A **topic** is the main organizing principle of a discussion, either verbal or written. Topics offer us an occasion for speaking or writing and a focus which governs what we say. It is typically a demonstration, lecture or speech meant to inform, persuade an audience or learners. They are the subject matter of our conversations, and the avenues by which we arrive at other subjects of conversations.

#### **2-What are the three parts to a good presentation?**

An effective presentation has **three** distinct parts. They are: the **introduction** the **body** and the **conclusion**. Many speakers ignore the opening and the close. They simply stumble into the body and ignore the close. Even though the opening and the close might only comprise 5 to 10 % of the total presentation time they can be at least and sometimes more important than the body of your presentation.

The **introduction** of your presentation should capture attention, establish rapport and set the direction for your presentation.

The **body** of your presentation is the meat of your message. This is where you will spend most of your time.

The **conclusion** is the last thing that people hear, therefore it is important and can be memorable if done well.

All three parts are important to the success of your presentation. The introduction and close are especially important as the first and last connection with you. For that reason you might want to rehearse these two parts even more than the body of your presentation.

**4-some topics for oral presentation will be given to you in a due time to make you work in a group.**

**But, for the time being make a group of 4 students.**