

Année Académique 2019-2020

TEXTES

ANGLAIS AD 2

EQUIPE PEDAGOGIQUE

→ UP ANGLAIS

**TEXTS FOR
SECOND
YEARS**

AD2

ANGLAIS GENERAL

NUMBERS AND FIGURES

I-CARDINAL NUMBERS

1	One	11	eleven
2	Two	12	twelve
3	Three	13	thirteen
4	Four	14	fourteen
5	Five	15	fifteen
6	Six	16	sixteen
7	Seven	17	seventeen
8	Eight	18	eighteen
9	Nine	19	nineteen
10	Ten	20	twenty
20	Twenty	21	twenty-one
30	Thirty	32	thirty-two
40	Forty	43	forty-three
50	fifty	54	fifty-four
60	sixty	65	sixty-five
70	seventy	76	seventy-six
80	eighty	87	eighty-seven
90	ninety	98	ninety-eight

100	one hundred
1,000	one thousand
10,000	ten thousand
100,000	one hundred thousand
1,000,000	one million

951	nine hundred <u>and</u> fifty-one
478	four hundred <u>and</u> seventy-eight
803	eight hundred and three
982	nine hundred and eighty-two

Pay attention to **and** after **hundred**

1,674 one thousand, six hundred and seventy-four

5,492 five thousand, four hundred and ninety-two

There is **and** after **thousand** when there is no hundred after it but the tens and the units

7,032 seven thousand and thirty-two

9,005 nine thousand and five

When there is no tens or units after the hundreds then **and** is not added.

100,000 one hundred thousand

25,000 twenty-five thousand

Hundred, thousand and million are invariable when they are multiplied by a precise number:
Five hundred; Four million.

But when they are followed by **of** we put **s** to them: Hundreds **of** birds; Millions **of** stars.

From French to English commas and points are interchanged:

456,123,789 four hundred and fifty-six million, one hundred and twenty-three thousand, seven hundred and eighty-nine.

231,546.79 two hundred and thirty-one thousand, five hundred and forty-six point seven nine.

II-ORDINAL NUMBERS

1st first (the)
2nd second (the)
3rd third (the)

Apart from 11th, 12th and 13th, in the other numbers where 1, 2 and 3 are the units the ending is like above:

21st twenty-first
22nd twenty-second
23rd twenty-third

For the other numbers **th** is the ending:

4th fourth
11th eleventh
16th sixteenth
27th twenty-seventh
100th hundredth
1000th thousandth

Pay attention to the following writing:

5th **fifth**
8th **eighth**
9th **ninth**
12th **twelfth**

When the cardinal number is ended by **ty**, this becomes **tieth**:

20th twentieth
30th thirtieth
90th ninetieth

USE OF NUMBERS

A-Zero, nought, oh, nil, love

* **Zero and nought** are used in calculation, nought is usual.

e.g.: add another nought to that number.

* **Zero** is used in scientific English and in scales (grading system). In America, zero is used in every case.

e.g.: It's 10 below zero.

* **Nil** is used in sport results, especially in football scores.

e.g.: Côte d'Ivoire won three nil (3-0)

* **Love** is used in tennis

e.g.: Noa leads forty-love

* **oh** is used in telephone and bus numbers

e.g.: I am waiting for the bus two oh (20)

B-Dates

* Years: 1989 is said: nineteen eighty-nine or rarely nineteen hundred and eighty-nine.

* Months and days: there are different ways of writing the date:

12th May (the twelfth of May)

May 12th (May the twelfth)

10/4/2007

4/10/2007

Monday, January 17th 2005

Monday 17th January 2005

C-Telephone numbers

Telephone numbers are read in separate figures and grouped rhythmically in pairs.

e.g.: 05-68-31-29 is oh five, six eight, three one, two nine.

23-22-45-37 is two three, double two, four five, three seven.

D-Fractions

* *Simple fractions*

Fractions are read with a cardinal number plus an ordinal number.

1/5 is one (a) fifth

3/8 is three eighths

1/2 is a (one) half

* *Decimal numbers*

Decimals are enumerated one by one after the point.

e.g.: 25.552 is twenty-five **point** five five two

E-Operations

* *Addition*

12+19=31: twelve and (plus) nineteen is (equals) thirty-one.

*** Subtraction**

19-7=12: nineteen minus seven is (equals) twelve

Seven from nineteen is (leaves) twelve

***multiplication**

4x5=20: four times five is (equals) twenty

Four fives are twenty

Four multiplied by five is (equals) twenty

***division**

10:5=2 ten divided by five is (equals) two

Five into ten goes two

F-Percentage

It means the number x per 100

% is “per cent” it is said after the number

e.g.: 12% twelve per cent

G-Profit and loss account

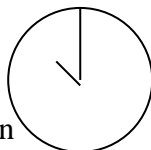
In financial record, one can find terms like: trading profit, sales, depreciation, interest paid, profit before tax (taxation), tax, profit after tax (taxation), dividend, earnings per share. These terms are expressed in figures.

H-Times

There are two systems of time in English:

*** O'clock system**

11:00 eleven o'clock



11:20 twenty past eleven

11:24 twenty-four minutes past eleven

11:50 ten to twelve

Note: the hours go from 1 to 12

***“24” system**

In this system we say the number for the hour first, then the number for the minutes. Here, past and to are not used. We just read the hour and the minutes.

13:23 it is thirteen twenty-three

19:52 it is nineteen fifty-two

Note: the hours go from 1 to 24



PRACTICAL METHOD OF APPROACH TO A TEXT

I- INTRODUCTION

a) Source of the passage

Ex: This is a passage from ...
This extract is taken from ...
There may be no indications as to the source.

b) The genre of the passage

It should be made clear from the start whether the passage is descriptive, polemical, explanatory, scientific in essence...

c) What the passage is about

Give a brief summary of the subject-matter in one or two sentences, without commenting on them yet.

Ex: The passage is about ...
The passage deals with...
The point in question in the passage is...
The main idea of the passage is...

II- ANALYSIS OF THE TEXT PROPER

a) Plan or no Plan?

Show the main stages of the passage

Ex: Several parts stand out this passage.
There are x parts in the passage corresponding to the different stages.
The whole passage reads like a unified whole, not falling into parts...

b) Announcing the points for discussion:

State the main points of interest (2 or 3). Once the essential points have been chosen, they must be kept to and dealt with in coherent and logical order.

The comment must be clear and precise, with arguments always to the point.

III- CONCLUSION

a) Assessing the value of the text

The candidate should say what the value of the text is, what light is thrown on the problems discussed.

Ex: In conclusion, we might say ...
The passage seems to suggest certain kinds of solutions...
This passage throws light on...
This passage reveals...
This passage arouses interest...
This passage makes a significant impact on the reader...

b) Giving a personal opinion

The candidate should give his/her personal opinion and may be led to evaluate the writer's opinion and take sides, making it clear whether he/she agrees or disagrees with particular aspects of his/her view.

Ex: I agree with the author's view as expressed in this passage...
I cannot but agree with author...
I share the author's opinion...
I don't completely agree with the author...
In my mind...
In my opinion / My opinion is that...
As a purely personal opinion / point of view,
I am in favour of / against / opposed to /
I object to...

LEARNING TO LIVE TOGETHER

If we are to create a stable and democratic society for the 21st century we need to remind government and communities that our public schools are the primary location in which people can meet and learn to live together. Learning to live together in harmony will be one of the biggest challenges of this century.

But how can you learn tolerance if you never meet the people towards whom you are supposed to be tolerant? I grew up in Australia and never met or worked with aboriginal people until I was 30 years old. Until you actually mix with and learn to relate to other migrant and indigenous populations, all stereotypes and prejudices which you carry from your childhood remain with you, and can be exploited.

Within each country, there is potential for the exploitation of ethnic, religious and economic differences. I firmly agree with the Delors report which stress that such exploitation is the biggest threats facing us in the 21st century. We have seen the results of such exploitation in Bosnia and Kosovo, where countless people became the victims of political manipulation and exploitation. In my own country we saw the rise of the right wing One Australia Party, happily now disbanded, that the potential for such parties to rise to the position of power remains in many countries across the world.

We therefore have to bring various groups together in a common public location. Schools are the only common place that we have at our disposal for learning about each other through direct practical experience. This cannot be done if, for example, you separate children by religion as in Northern Ireland or the Balkans by ethnicity and language. If you separate people and keep them apart, they will become suspicious of each other and will ultimately enter into conflict with each other.

Conflict within society, and between the various groups which make society results in an increase in crime and growing prison populations. However, these statistics need to be considered in great details. For instance, why is it that the vast majority of the people in prison in the United-States are black and illiterate? Why is it that the vast majority of the people in prison in Europe are migrant populations? Should we be investing more in prisons, or in schools?

If we do not learn to care about each other, to understand each other, to share our experience of life, we will be forced to allocate ever greater levels of resources to police and prisons, as conflict within society grows. This can be avoided if common meeting place can be established, a location where we can learn to live together. The school is that place, that location.

By Collin N. Power, Deputy Director General for Education- UNESCO.
Education International Magazine, January 2000, p. 7

ESSAY WRITING

I- What is an essay?

It is a piece of writing on a subject. In recent times, essays have become a major part of a formal education. Secondary students are taught structured essay formats to improve their writing skills. In both secondary and tertiary education, essays are used to judge the **mastery** and **comprehension** of a material. Students are asked to explain, comment on, or assess a topic of study in the form of an essay. Doing this, as a high school student in Côte d'Ivoire, the writer of an essay must pay a special attention to grammar, vocabulary, idioms...

He must also pay special attention to the coherence of the text. In fact, between the different parts of the essay and of the body there must be transitions. A transition may be a sentence or a short paragraph which permits to move from one part to another coherently. Between the different paragraphs there must be connectives, which play the same role like the transitions.

II- Different types of an essay

1- Narrative topic

It is concerned with story-telling, but it can also consist in giving an account of a certain situation or event.

E. g: Give a short account of: - your first day at school
- your visit to a firm

2- Discussion topic

This exercise is intended to check the student's critical approach of things. The student is expected to argue a case (to give argument **for** and **against** the subject matter). Discussion topic not only pushes the student to distinguish between wrong and right ideas, but it also shows him the danger of developing an obstinate mind.

E. g: -money brings happiness.
-Abortion is a crime.
-Computer makes man lazy.

3- Factual topic

In general this topic is focused on something that has happened or has been done, but also on something known to be true or accepted as true.

E. g: -The development of transport in Côte d'Ivoire.
-The consequence of war on the economy in Côte d'Ivoire.

The best way of tackling this type of topic would probably be to arrange the collection of facts in a coherent, sensible and logical order. The content of the essay should prove that the candidate is well informed as far as the subject matter is concerned. He should avoid distorting the facts, since they are common knowledge.

4- Descriptive topic

It consists in saying how somebody or something is like. It gives a picture of the thing described in words. It may happen that the student is asked to describe something he doesn't really know. In that case he must be imaginative: he is obliged to create the thing himself.

E. g: describe - your school
 - your English teacher
 - the activities at the railway station

III- Structure of an essay

An essay has necessarily three parts, which are: the introduction, the body and the conclusion. When writing an essay the student is obliged to respect this structure.

1-INTRODUCTION

It is the opening paragraph of an essay. It should contain three fundamental elements:

- the **generalities**: the student starts the essay by making a general statement on the topic, which is to say that he should find a suitable context for the topic.
- the **topic statement**: the topic is clearly presented and explained so as to show the reader how the student understands it.
- enunciation of the body**: this last stage of the introduction should show, but briefly, the main ideas which will be developed in the body of the essay.

2-BODY

Depending on the topic, the body may have one, two or three parts. Each part is composed of different paragraphs, and all taken together should be coherent and logical. If the body is composed of three parts, they would be:

- a- The **thesis**: this is the opinion of the author or the one given in the topic.
- b- The **antithesis**: it shows the limit of the thesis and sometimes depending on the topic it is opposed to it.

In the first case the body has two parts only. E. g. "Is human being an animal?"

In the second case the body has a third part.

- c- The **synthesis**: it reconciles the thesis and the antithesis in order to have a third opinion different from the first two which are the thesis and the antithesis.

3- CONCLUSION

It is the closing paragraph of the essay. The candidate must sum up all ideas he has developed in the body. Depending on the topic he can give his final opinion about the problem or suggest a **new debate** on the same subject.

GLOBALIZATION AND REGIONAL INTEGRATION

With closer economic integration, each country has an interest in ensuring that appropriate policies are followed in its partner countries. This could be achieved by coordinating the relevant national policies within a regional context. Throughout the continent, African governments are coming together to coordinate components of their policies, and virtually all countries are now members of regional organizations.

Efficient regional cooperation allows the economies of Africa to overcome the disadvantages of their relatively small size and, by opening access to larger markets, to realize economies of scale. The obligations of membership in some of these organizations also make it easier for each individual country to achieve further progress in regulatory and judicial reform (as is the case in the CFA franc zone); to rationalize payments facilities and to relax restrictions on capital transactions and investment flows (as in the Cross-Border Initiative); and to develop the mutual economic infrastructure (as in the SADC). Enhancing the trade links among themselves naturally also strengthens their ability to participate in trade on a global scale, and could lead toward further progress in the direction of non-discriminatory multilateral trade liberalization.

The challenge for the future will be to ensure that these regional organizations are perceived as effective vehicles for the integration of African countries into the world economy, providing mutual support to their members in their reform efforts. They should not be considered as defensive mechanisms, intended to ward off the "negative" aspects of globalization. Common regional objectives should be set in terms of international best practices. And the regional organizations should seek to push through reforms in the areas of the legal and regulatory frameworks, financial sector restructuring, labour and investment code reform, and exchange and trade liberalization that seek to reach international standards as quickly as possible. The pace of progress should be what is feasible, but not what is comfortable for the slowest member.

From **IMF** (adapted)

WORK AND MOTIVATION

It is logical to suppose that things like good labour relations, good working conditions, good wages and benefits, and job security motivate workers. But in *work and the nature of Man*, Frederick Herzberg argued that such conditions do not motivate workers. They are merely 'satisfiers' or, more importantly, 'dissatisfiers' where they do not exist. 'Motivators', on the contrary, include things such as having a challenging and interesting job, recognition and responsibility, promotion, and so on. However, even with the development of computers and robotics, there are and always will be plenty of boring, mindless, repetitive and mechanical jobs in all the three sectors of the economy, and lots of unskilled people who have to do them.

So how do managers motivate people in such jobs? One solution is to give them some responsibilities, not as individuals but as part of a team. For example, some supermarkets combine office staff, the people who fill the shelves, and the people who work on the checkout tills into a team and let them decide what product lines to stock, how to display them, and so on. Other employers ensure that people in repetitive jobs change them every couple of hours, as doing four different repetitive jobs a day is better than doing only one.

Many people now talk about the importance of a company's shared values or corporate culture, with which all the staff can identify: for example, being the best hotel chain, or hamburger restaurant chain, or airline, or making the best, the safest, the most user-friendly, the most ecological or the most reliable products in a particular field. Such values are more likely to motivate workers than financial targets, which ultimately only concern a few people. Unfortunately, there is only a limited number of such goals to go round, and by definition, not all the competing companies in an industry can seriously claim to the best.

Ian Mackenzie, *English for Business Studies*.

SOCIAL NETWORK: FACEBOOK

Facebook: you either love it or hate it. But one thing is for sure - you definitely know about it. A social networking site with millions of members worldwide, Facebook has become a household name, and not just among young people. Although it was originally created for university students, older people are also signing up. It would seem that everyone, from newspapers, to politicians and to charities, is jumping on the Facebook bandwagon. A recent study suggests that updating and checking the site is one of the UK's top three addictions, after coffee and chocolate.

Many people use the site to keep in touch with friends and family, share photos and videos and arrange parties and events. Social networking sites have also taken over from pubs and nightclubs as the most popular place to find love: one in four British people are dating, or have dated, someone they met on a social networking site.

The site promises to help you 'connect and share with the people in your life.' However, it would seem that many people have taken this a step too far, and, in doing so, they have blurred the boundaries of what is private and what is public. For example, one woman found out that her six-year marriage was over after her husband posted a message on the social networking site. She only discovered this when a concerned friend -who had read the message- telephoned her.

Also in the news this week was teenager Kimberley Swann, 16, who was sacked from her job as an Office Administrator after branding it 'boring' on Facebook. She was hauled into the Manager's office and given a letter saying that her employment was terminated with immediate effect. And it is not just workers who need to be concerned by the 'Big Brother' element to the site; many bosses also check the Facebook profiles of potential employees.

Adapted from *The Internet*

GLOBAL WARMING

Global warming could cause temperature rises double elsewhere. The consequence would be dramatic declines in rainfall and a fall in crop yields that could make previous famines look like small tragedies. Desertification could accelerate around the Sahara. There are likely to be severe water shortages in many parts of the continent. Diseases such as malaria, dengue fever and cholera may increase. As many as 67 million more people could be at risk of malaria epidemics by the 2080s. As a result, huge sections of the population may be set on the move.

For Africa temperature rises over many areas would be double the global average. Sir Nick explained: "For example, under a high emission scenario, global temperature will rise by over 4C by the 2080s, but according to some models temperatures in Africa could rise by up to 7C in southern Africa and 8C in northern Africa- almost double the global average.

Some of the poorest parts of the continent will be the worst hit. The interior of the continent and particularly the Sahara and southern Africa will be most seriously affected, experiencing the most extreme temperature rises coupled with severe reductions in rainfall. Africa is already vulnerable to climate variability. Small rises in temperature and reductions in rainfall could 'tip the balance' and lead to severe water shortages and reductions in crop yields. These could fall by as much as 30 per cent by the 2050s. The impact of the change will be difficult to handle and it will be potentially very long lasting.

The disproportionate impact on Africa will be for a combination of reasons. Global warming will be greater over land than over sea because land retains heat more than water. But it will also be greatest in the tropics and in low attitudes.

By **Paul Vallely**, *The Independent on Sunday*, Tuesday 16th May 2006

AD2

ANGLAIS TECHNIQUE

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I don't completely agree with the author...

In my mind...

In my opinion / My opinion is that...

As a purely personal opinion / point of view,

I am in favour of / against / opposed to /

I object to...

SECRETARIES AS MEDIUMS

In a sense, secretarial work is a kind of 'medium' in and of itself. Secretaries receive communications from all types of sources; it is up to the secretary to determine which communications are the most pressing, and which do not deserve attention, and forward the important communications to the boss. Communications between businesses, especially letters, were not usually written by the business people themselves--rather, the business person would dictate what was in the letter while the secretary would write in shorthand what her supervisor dictated, and then type the letter on a typewriter with correct 'form,' meaning correcting any grammatical errors, formatting, spelling, detail work, etc. Essentially mail communications would go from a businessman to his secretary to another secretary to the businessman she represented. This was also true of phone calls and visitors: all communications had to pass through the secretary before reaching the intended recipient.

What is particularly interesting about the secretary as a medium was the focus on her appearances, or 'poise.' While secretarial handbooks emphasize fast typing and shorthand skills along with organizational skills, each book has lengthy sections on the presentation of a secretary. As is expected, secretaries had dress requirements like we do today in offices, but even more requests on the attributes of secretaries were made. For example, a desired quality among secretaries was a pleasing voice, and to smile.

Manners were also essential, and women were thought to be much better at mannered speech and behavior than men, and more adept at being 'channels.' Edward Kilduff explains, "In so far as any general statement can be true, male secretaries are more likely not to possess suitable manners than are female secretaries; perhaps because it is man's nature to be more unrestrained and more independent than women, perhaps because men are not so sensitive to the effects of manners as women are and hence do not appreciate their value." Men, essentially, made bad mediums because they are too independent, more productive, and more creative than women.

Adapted from *Dead Media Archive*

ESSAY WRITING

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It is a piece of writing on a subject. In recent times, essays have become a major part of a formal education. Secondary students are taught structured essay formats to improve their writing skills. In both secondary and tertiary education, essays are used to judge the **mastery** and **comprehension** of a material. Students are asked to explain, comment on, or assess a topic of study in the form of an essay. Doing this, as a high school student in Côte d'Ivoire, the writer of an essay must pay a special attention to grammar, vocabulary, idioms...

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VIRTUAL PERSONAL ASSISTANT

Weideman says Nina can reduce costs by deflecting calls away from call centers, and, perhaps more importantly, make customer service requests more enjoyable. He predicts people will start to form relationships with Nina-esque assistants and that the assistants will end up serving as a powerful differentiator for companies that create them.

Dan Miller, an analyst with Opus Research, says Nina, if properly implemented, has a good chance of improving the customer experience and escaping the disappointment that has dogged Siri's debut. Miller points out that Nina will not only be dealing with a narrower range of possibilities than Siri, but she'll have more contexts, including a caller's history and account information.

Most importantly, Nina will have domain expertise, particularly in call centers, where Nuance has been answering questions for years. Currently, around 3,000 call centers handling some eight billion calls a year rely on Nuance voice recognition and speech technologies. Domain expertise is critical for building virtual personal assistants that can interact with humans.

Three years ago, Tom Gruber, then the CTO of Siri, gave a talk on the future of personal assistants. Gruber said it wasn't possible to build personal assistants with "universal knowledge" to interact with humans, but that it was possible to create a "task-oriented" assistant that had knowledge about a specific domain. Gruber saw it as his job to help the public understand the limits of personal assistant technology. "I'm not announcing that we've got artificial intelligence (AI) here," Gruber said.

Nuance isn't making the same mistake. Nuance won't be marketing to the general public but to developers who are already familiar with the existing technologies and who are excited to push their limits. As they push, the virtual assistant apps will get smarter. They'll have access to more data. They'll begin to incorporate artificial intelligence. Until eventually, they will be more amazing than any Apple marketing writer ever imagined.

Adapted from *The Internet*

QUALIFICATIONS AND TRAINING

Employers of executive secretaries are increasingly seeking candidates with a college degree, as these secretaries work closely with top executives. A degree related to the business or industry in which a person is seeking employment may provide the jobseeker with an advantage in the application process.

High school graduates who have basic office skills may qualify for entry-level secretarial positions. They can acquire these skills in various ways. Training ranges from high school vocational education programs that teach office skills and typing to 1-year and 2-year programs in office administration offered by business and vocational-technical schools, and community colleges.

Secretaries and administrative assistants should be proficient in typing and good at spelling, punctuation, grammar, and oral communication. Employers also look for good customer service and interpersonal skills because secretaries and administrative assistants must be tactful in their dealings with people. Discretion, good judgment, organizational or management ability, initiative, and the ability to work independently are especially important for higher-level administrative positions. Changes in the office environment have increased the demand for secretaries and administrative assistants who are adaptable and versatile.

Word processing, writing, and communication skills are essential for all secretaries and administrative assistants. Employers increasingly require extensive knowledge of computer software applications, such as desktop publishing, project management, spreadsheets, and database management. Many temporary placement agencies also provide formal training in computer and office skills. Most medical and legal secretaries must go through specialized training programs that teach them the language of the industry.

Adapted from *The Internet*

ROLES OF SECRETARIES AND ADMINISTRATIVE ASSISTANTS TODAY

Secretaries and administrative assistants today perform fewer clerical tasks and are increasingly taking on the roles of information and communication managers.

As the reliance on technology continues to expand in offices, the role of the office professional has greatly evolved. Office automation and organizational restructuring have led secretaries and administrative assistants to assume responsibilities once reserved for managerial and professional staff. In spite of these changes, however, the core responsibilities for secretaries and administrative assistants have remained much the same: Performing and coordinating an office's administrative activities and storing, retrieving, and integrating information for dissemination to staff and clients.

Secretaries and administrative assistants perform a variety of administrative and clerical duties necessary to run an organization efficiently. They serve as information and communication managers for an office; plan and schedule meetings and appointments; organize and maintain paper and electronic files; manage projects; conduct research; and disseminate information by using the telephone, mail services, Web sites, and e-mail. They also may handle travel and guest arrangements.

They also may negotiate with vendors, maintain and examine leased equipment, purchase supplies, manage areas such as stockrooms or corporate libraries, and retrieve data from various sources. At the same time, managers and professionals have assumed many tasks traditionally assigned to secretaries and administrative assistants, such as keyboarding and answering the telephone. Because secretaries and administrative assistants do less dictation and word processing, they now have time to support more members of the executive staff. In a number of organizations, secretaries and administrative assistants work in teams to work flexibly and share their expertise.

Adapted from *The Internet*