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English

Competence Based
for Specific Purposes



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Zainal Abidin Achmad

**Competence Based
English for Specific Purposes**

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Publisher:
Lutfansah Mediatama
Jl. Darmokali I/11 Surabaya
Phone. 031-5611263

Surabaya, August, 2015

ISBN: 978-602-8625-56-2



Preface

Preface

Language is a social phenomenon, and to use language-to speak and write-is to be engaged in an entirely social activity. When we speak or write we always do so in particular social situations. This means that the language we use is fashioned by those situations, which have great influence not only on what we say, but also on how we say things. In other words, language occurs in the form of a whole text, as a meaningful event which is made coherent by its inter-meshing of all aspects of the social context in which it is produced (Macken, 1990: 6-7).

The Competency Based Language Teaching (CBLT) currently applied in Indonesia is based on communicative competence. This means that having a communicative competence, in this CBLT context should not be interpreted as having only the ability to communicate, but also the ability to create a discourse/text.

Furthermore, it is necessary to note down that a certain kind of text may generate other smaller texts. A Descriptive text, for example, could generate oral transactional (to get something done) and interpersonal (to extend the conversation) texts. As for the written one, the format is in the form of a functional text which is realised in letters/postcards and notes. Thus, for example, a functional text can be in the form of a postcard complimenting the beauty of a certain tourist resort. To achieve such a competence, CBLT curriculum uses Literacy Education Approach which is based on Literacy Principles, which in real life can be seen in one's ability to use words and sentences in culturally and situational-based communication, and to master words and phrases to be produced in culturally and functionally-based written works. In brief, this approach has the main purpose of developing the ability to produce a discourse/text in a new language or culture (Gee, in Kern, 2000:35).

It is to be concluded that, based on the above description, discourse competence is something abstract which operates and is realised only in real communication through the implementation of the Literacy principles explained above. As such, to bring about this discourse into reality in the classroom, the language teaching process must adopt a model generating

from Literacy principles which comprise two cycles and four stages. The two cycles are oral and written, each of which consists of four stages called Building Knowledge of Field, Modelling of Text, Joint Construction and Independent Construction.

Building Knowledge of Field is a process of brainstorming activity which involves the teacher digging out facts—especially those related to the present topic existing in the students' inventory of intelligent thoughts. This activity covers the discussion and exercises of relevant vocabulary items and grammar, which is carried out to prepare students to face the real oral and written texts presented in the Modelling of Text.

At Modelling of Text stage students are dealing with models of oral and written materials which are suited to the current topic. As students have been prepared for this stage in advance (by discussion on vocabulary and grammar mentioned above) they are expected to be able to carry out this process without much difficulty.

At the third stage, Joint construction, students work in small groups to construct their own oral and written texts which they have to practice and perform afterwards. It is to be noted that during this process all members of each group should be equally active so that successful learning could be achieved.

The last stage, Independent Construction, requires each student to create his or her own oral and written texts. This activity can be given as homework. However, these individual projects should still be checked and revised through continuous consultation to achieve the best results.

Surabaya, February 14, 2015

Zainal Abidin Achmad

The Writer



Introduction

This English for Specific Purposes text book is designed on the basis of competence-based curriculum with the primary aim of preparing university students to understand standard-typed texts and produce simplified ones.

There are various disciplines in the world of science and this book is focused on three fundamental sciences, namely those of Social, Natural and Engineering. Since the type of text to be explored in this book is explanation text, the method of presentation of all the reading materials is explanatory, as each gives an account of how something works and presents reasons for something to have happened. Having in this mind, all the texts in this book are arranged accordingly, i.e. units 1, 3, belong to Engineering; units 2, 4, to Natural and units 5, 6, 7, 8, 9, 10 to Social Science.

As for the organization, each unit starts with BKOF (Building Knowledge of Field) comprising Sharing Knowledge, Vocabulary in Context as well as Grammar Focus. MOT (Modelling of Text) which follows focuses on the discussion of the context and the organization of the text. The JC (Joint Construction) is where students, having been divided into groups of 3 or 4, recompose each text in simplified form based on the cues that are provided following each given material. The last part, IC (Independent Construction), is when each individual student at home has to simplify the given supplementary reader by answering the guided questions presented prior to it. Teacher's supervision on each part is greatly appreciated and for that the writers and editor of this ESP Reading Text Book are deeply grateful.

Through the book you will be exposed to a type of text called 'Explanation' text. This text is used to explain the processes involved in the evolution of natural or socio-cultural phenomena. Explanations are used to account for why things are as they are. Explanations are more about processes than things. In the school curriculum, explanations are often found in Science and Social Studies. The following is a fixed structure of an 'explanation' text:

1. A general statement to clarify the topic.
2. Sequenced explanation of why/how something occurs.
3. Final statement (the sequence continues till final state of being or thing is produced).

Example:

Making Paper from Woodchips

<p>General Explanation</p>	<p>Wood-chipping is a process used to obtain pulp and paper products from forest trees. The wood chipping process begins when the trees are cut down in a selected area of the forest called a coupe.</p>
<p>Sequenced Explanation</p>	<p>Next the tops and branches of the trees are cut out and then logs are taken to the mill. At the mill the bark of the logs is removed and the logs are taken to a chipper which cuts them into small pieces called woodchips. The woodchips are then screened to remove dirt and other impurities.</p> <p>At this stage they are either exported in this form or changed into pulp by chemicals and heat. The pulp is then bleached and the water content is removed.</p>
<p>Final Statement</p>	<p>Finally the pulp is rolled out to make paper.</p>

Zainal Abidin Achmad

The Writer

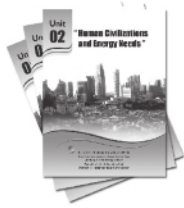


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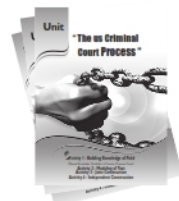
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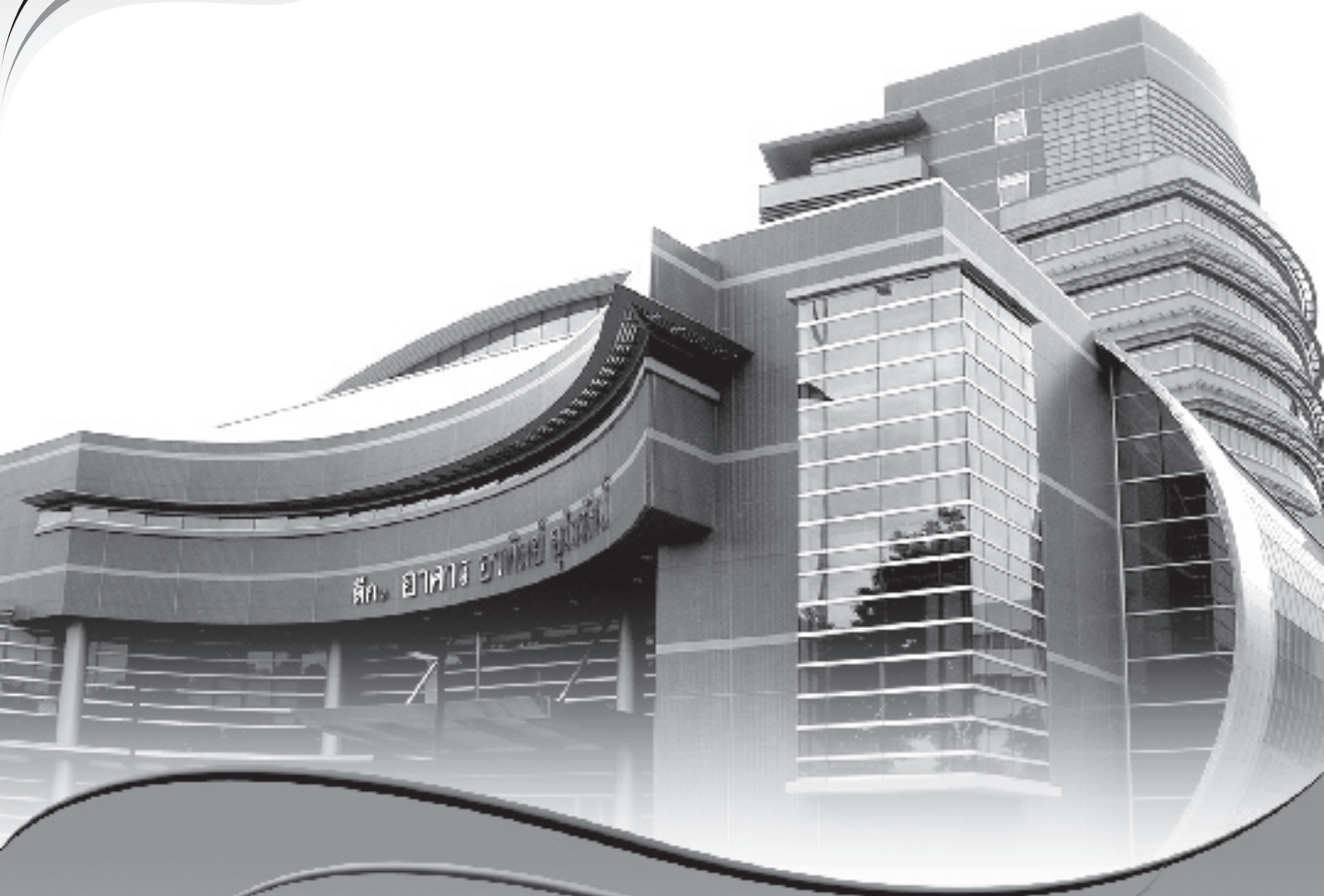
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Unit 01

“Glass”



Activity 1 : Building Knowledge of Field

(Sharing Knowledge, Vocabulary in Context, Grammar Focus)

Activity 2 : Modeling of Text

Activity 3 : Joint Construction

Activity 4 : Independent Construction

Activity 1

Sharing Knowledge

1. Could you mention any objects made of glass?
2. What do you need to wear when you have a problem with your eyesight?
3. How do you protect your eyes when you are exposed under the sun?
4. Could you mention any examples of glassware that you use every day?

Vocabulary in Context

Task 2 : Synonyms

1. Invent (v) : find by original thought (some method, arrangement, instrument, etc. that did not exist before)
2. Emperor (n) : the ruler of an emperor
3. Bullet (n) : a piece of lead or steel fired from a rifle or revolver
4. Heat (n) : hotness; the contrary of cold
5. Laboratory (n) : a room or building for scientific work (research, experiments, etc.) esp. in chemistry.
6. Liquid (n) : a substance that is neither a solid nor a gas, one that can be paired freely.
7. Tool (n) : an instrument used in doing work, esp. one used with the hand, as a saw. Hammer, screw driver, etc.
8. Type (n) : a class or group having common characteristics.
9. Sheet (n) : a broad, flat piece of anything as a sheet of note paper
10. Volcano (n) : a mountain surrounding an opening in the earth's crust from which steam, gases, lava, ashes, etc. are forced out almost continuously.

Exercises

- A. Complete the following sentences using the words from the list above
1. Napoleon was a famous
 2. Superman is faster than a speeding
 3. Several of plants contain protein.
 4. An electrician uses different types of at work
 5. Hawaii has an active that shoots liquid rock into the air.
 6. Thomas Edison the electric light.
 7. Please lend me a of paper.
 8. A becomes a gas when it boils.



Grammar Focus

Task 3 : Adjectives (word order)

Adjectives after verbs ('do you feel tired')

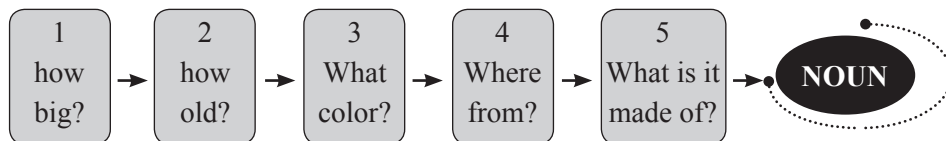
a. Sometimes we use two or more adjectives together:

- Tom lives in a nice new house
- In the kitchen there was a beautiful large round wooden table

Adjectives like **new/large/round/wooden** are fact adjectives. They give us objective information about something (age, size, color, etc.). Adjectives **like nice/beautiful** are opinion adjectives and usually go before fact objectives.

	Opinion	Fact	
A	nice	sunny	day
	Delicious	hot	soup
An	intelligent	young	man
A	beautiful	large round wooden	table

b. Sometimes there are two or more facts adjectives. Very often (but not always) we put fact adjectives in this order:



Examples:

1. A tall young man? (1 → 2)
2. Big blue eyes (1 → 3)
3. A small black plastic bag (1 → 3 → 5)
4. A large wooden table (1 → 5)
5. An old Russian song (1 → 5)
6. An old white cotton shirt (2 → 3 → 5)

Adjectives of sizes and length (big/small/tall/short/ long etc.) usually go before adjective of shape and width (round/fat/thin/slim/wide etc):

Example:

1. A large round table
2. A tall thin girl
3. A long narrow street

c. We also use adjectives after some verbs, especially be/get/become:

Examples:

1. Are you tired?
2. Be careful!
3. I'm getting hungry

d. We also use adjectives after: feel, smell, taste, sound, seem, look:

Examples:

1. Do you feel tired?
2. The dinner smells good.
3. Tom sounded angry when I spoke to him on the phone.
4. The tea tastes a bit strange.
5. Your friend seems very nice.

But after verbs you must use an adverb:

1. Drive carefully! (Not 'drive careful')
2. Susan plays the piano very well. (not 'plays....very good')
3. Tom shouted at me angrily. (not shouted.....angry')

e. **We use** an adjective after **look** when it means **seem**:

- Tom looked sad when I saw him

But after **look at** we use an adverb:

- Tom looked at me sadly. (not 'looked at me sad')

Exercise

Example :

- a beautiful table (wooden round)
a beautiful round wooden table

A. Put The Adjectives In Brackets In The Correct Position

1. an usual ring (gold)
2. an old lady (nice)
3. a good-looking man (young)
4. a modern house (attractive)
5. black glove (leather)
6. an American film (old)
7. a large nose (red)
8. a sunny day (lovely)
9. a hot bath (nice)
10. an ugly dress (orange)
11. a red car (old / little)
12. a metal box (black / small)
13. a long face (thin)
14. a wide avenue (long)
15. a big cat (fat / black)
16. a little village (old / lovely)
17. long hair (fair / beautiful)
18. an old painting (interesting / French)

B. Complete Each Sentence with a Verb and an Adjective from the Box

Feel look seemed Awful Fine interesting
Smell sounded taste Nice Upset wet

1. Ann seemed upset his morning. Do you know what was wrong?
2. I can't eat this. I've tried it and it.
3. Jim told me about his new job last night.
It quite, much better than his old job.
4. I wasn't very well yesterday but I today.
5. What beautiful flowers! They too.
6. You have been out in the rain?

C. Match The Questions In Column A With The Answer In Column B, Then Practice The Conversations

a

- What's Hong Kong like?
- Is it an interesting place?
- What's your hometown like?
- Do you like it?
- Tell me about Sydney
- I've never been there
- Is Amsterdam a modern city?

b

- Oh, really? It's beautiful. It has a great harbor and beautiful beaches.
- No, it's very cold. It has lost of fascinating streets, canals, and buildings.
- Oh, yes, it is. It's very exciting, but it's pretty crowded.
- No, I hate it! It's very boring. That's why I moved away.

D. Choose The Right Word, Adjective Or Adverb

Examples:

The dinner smells good / ~~well~~.

Drive ~~careful~~ / carefully

1. Please shut the door quite / quietly.
2. Can you be quite / quietly, please?
3. This soup tastes nice / nicely.

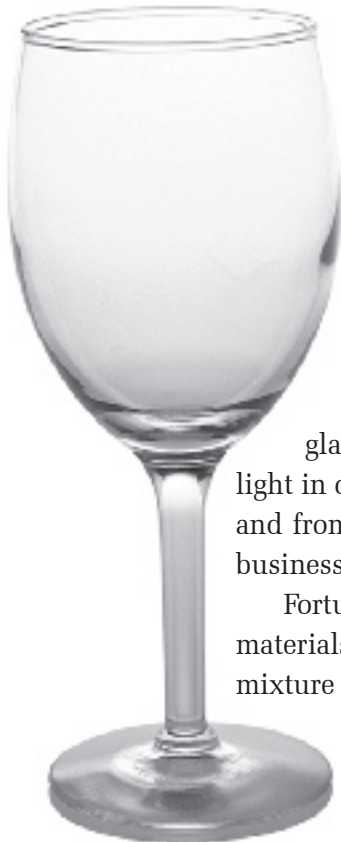
4. Tom cooks very good / well.
5. Don't go up that ladder. It doesn't look safe / safely.
6. We were relieved that he arrived safe / safely after his long journey.
7. Do you feel nervous / nervously before examinations?
8. Hurry up! You're always so slow / slowly.
9. He looked at me angry / angrily when I interrupted him.

Activity 2

Read The Following Text And Identify The Text Structure

Task 2 : Synonyms

Below is an explanation text entitled 'glass'. Read it carefully, the then writes the text structure by referring to the 'Introduction'.



Glass

Glass is everywhere in our lives. It is so common that we hardly think about it. We look through it when we look out the window and if we wear glasses. We drink from it and sometimes eat from it. The light in our homes comes through glass window in the daytime and from glass light at night. Glass is used in homes, schools, businesses and automobiles.

Fortunately for us, glass is made from very inexpensive materials. The main material is sand from quartz rock. The mixture is heated until it become a syrup liquid.

No one knows who first discovered glass or how. Early humans used obsidian, a natural glass formed by volcanoes, to make tools and jewelry. People probably began making glass themselves around 3000 B.C. in Syria. Then in war between Egypt and Syria in 1400 B.C., Syria became an art of Egypt. The Egyptians took Syrian glassmakers back to Egypt, and over the centuries the entire eastern Mediterranean area became a glassmaking center.

Probably around 300 B.C. the blowpipes were invented. Egyptian glassmakers developed the use of the blowpipes. They specialized jewelry, dishes, and other containers. Egyptian glass became so famous that in 26 B.C. Emperor Augustus announced that Egypt had to pay its taxes to Rome with glass.

The Romans soon started making their own glass. Then they realized that glass could be used to make windows. A few centuries later, Europeans made magnificent church windows from colored glass.

Slowly methods of glassmaking improved, and glassmakers were able to lower prices. Nevertheless, until about 1900 glass was made in the traditional ways with very few changes. Since 1900 companies have developed many new types of glass. Safety glass is sandwich of glass and plastic. If it breaks, the pieces stay together instead of flying in all directions. This invention is very useful in automobile windows. One kind of glass stops most of the heat from the sun. It is widely used in building. Another kind is like a window.

Some windows are made from two sheets of glass with air trapped in a space between them. This helps keep out the heat and cold. Glass can also trap the heat of the sun to heat a building. Laboratory glass can be heated to high temperatures without breaking. One of the most interesting kinds of glass is used in banks and jewelry stores. It is made of glass and plastic but looks like ordinary glass. If someone shoots a gun, the bullet cannot through the glass.

Today most glass is made by machine in large factories. No one touches it. People use television and computers to control the machines. Nevertheless, a few glassblowers still take pleasure in making glass the traditional way. They make beautiful containers and jewelry just as the Egyptians did. (Insight & Ideas: 177)



Reading Comprehension and Interpretation

Task 2

Answer the following questions based of the text above.

1. What is glass mainly made from?
2. Where does obsidian come from?
3. Who invented glass window?
4. What is a blowpipe?
5. Who discovered how to make glass windows?
6. Describe some types of glass used in buildings.
7. How is glass made today?



Reflecting on Text

Task 3

Now let's study the text more closely. Discuss in groups of four.

1. Every text has its own purpose. What is the purpose of the text above?
2. At the beginning of the text, the writer gave a general statement about 'glass'. How did he give the general explanation?
3. Out of five main ideas below, there are three which are in the reading. Write your choice on the space provided.
----- 1. The history of glass.
----- 2. Types of modern glass.
----- 3. Types of glass in buildings.
----- 4. Methods of making glass.
----- 5. Egyptian methods of making glass.
4. Why do we hardly think about glass?
5. How is glass made?
6. Where a method of glass making probably was first discovered?
7. How did Egyptians learn to make glass?
8. When did glass making method start changing?

Activity 3

Group Work

Work in a group of four. By referring to the text in activity 2, answer the following questions briefly. Using the cohesive devices you are familiar with, e.g. personal pronouns (he, we, they, it), but, and, then, afterwards and some others, arrange the answers to the questions to form a summary.

1. Why is glass so common in our everyday life?
2. What is glass made from?
3. Who first discovered glass?
4. Why was Egyptian glass so famous in about 26 BC?
5. How did the Romans react to Egyptian glass?
6. What effect did methods of glassmaking have on glass prices?
7. What types of glass have been developed since 1900?
8. How could glass keep out the heat and cold?
9. How is glass made today?

Activity 4

Individual Work

A. Key Words

Use your dictionary to find out the meaning of the following words.

1. shafts
2. bearing
3. bush
4. lubrication
5. corrode
6. grease

B. Now work individually. Read the text below carefully then answer the questions that follow briefly. Again using the cohesive devices as above, arrange the answers to the questions to form a summary.

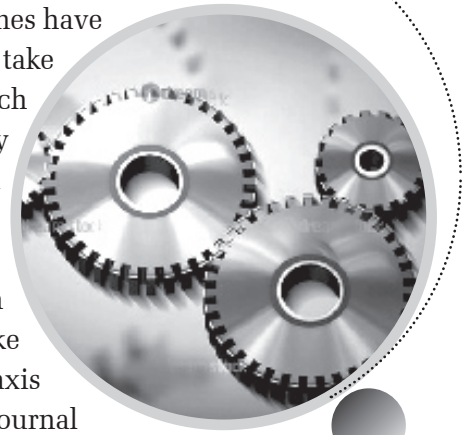
1. How are bearings related to the shafts?
2. Why are the shafts and the bush made of different materials?
3. How could the danger of lubrication be reduced?
4. What does the lubricant used depend on?

What final statement does the writer use about rolling bearings?

Lubrication of Bearings

The machine tools in a workshop sometimes have their own electric motors, or they make take the power they need from a motor which feeds several machines. The shafts which carry the power from the motor to the machines need some kind of support to keep them steady. We call these supports bearings. There are different types of bearing for different purposes. We can classify them according to whether they take the load on the shaft or the thrust along the axis of the shaft. The former type is known as a journal bearing, and the latter type as a bearing.

The rotating shaft bears on a stationary bush or tube. We therefore have two metal surface in close contact with each other, and sliding over each other often at high speed. So we have to protect the metal surface from overheating and damage. First of all, we avoid making the shaft and the bush of the same material. The shafting itself is generally of steel, but we used another metal such as cast-iron bronze or white metal for the bush. At the certain temperature, the metal in the bush will seize or run, and this will prevent damage the shaft. But of course it will not prevent overheating form occurring.



However, we can reduce the danger of overheating by lubrication. We have a thin film of oil between the two metallic surfaces, to keep them apart. The internal friction of oil is much less than the friction between two solids, and generates less heat. Lubrication also offers another advantage. A film of oil on the metal surface will prevent them from corroding by protecting them from the air. The sort of lubricant which we use depends largely on the running speed of the bearing. We can use grease in low-speed bearings, but grease offers more resistance to the turning movement of the shaft. Lighter oil causes less friction, and so an oily lubricant is better of high-speed bearing.

The rotation of the shaft carries the film of oil round the inside of the bearing and keeps the shaft from contact with the bush which houses it. We can feed the oil into the bearing in several ways. Sometimes we allow it to drip down under the influence of gravity. More commonly, a pump or gun feeds it in under pressure. In motor-car and other engines, we half cover the bearing in an oil-bath, and oil splashes up into it.

We can reduce the amount of friction even more with rolling bearings. The hardened steel balls in this type of bearing roll around in a finely-ground ball race, and make little more than point contact with the race.

(The Structure of Technical English: 13)

Note



Note

Unit 02

“Human Civilizations and Energy Needs”



Activity 1 : Building Knowledge of Field

(Sharing Knowledge, Vocabulary in Context, Grammar Focus)

Activity 2 : Modeling of Text

Activity 3 : Joint Construction

Activity 4 : Independent Construction

Activity 1

Sharing Knowledge

- Do you greet or say hello to people you know when you meet them? Why do you do that?
- When do you say 'Excuse me, 'I'm sorry, 'Please,
- Do you belch or burp noisily in the presence of others?
- Do you wear your underwear only when you socialize with your parents' guest in your living room at home? Again, why shouldn't you do those things?
- Have you heard of the word 'energy'? what is it?
- Do you have it now? Are you strong enough / Do you have enough energy to lift this desk on your own?
- What do you do if you want to make a cup of tea or coffee?
- Do you use cold or boiling water?
- What do you need to boil it?
- What happens to a motorbike when it runs out of gas? Why is that so?

Now Read A Short Description If What Civilization and Energy Are

Civilized people are refined people, or those who show culture and good manners. A long, long time ago people, or our very distant forefathers, were barbaric or uncivilized; but within a very long process we changed to becoming civilized. At present, in this 21st century, we are living in a very civilized or modern era of the world.

Energy, on the other hand, is the power or capacity to act and for doing work, such as lifting or moving an object. This fact exist as potential or kinetic (relating to, or produced by motion) and is measured in various units, such as ergs, joules, or foot-pounds. However light, heat and electricity are different forms of energy. Phenomena in and of life which have always been one with human civilization.



• Vocabulary in Context

Task 1

be dependent on	= to rely on the support of something or someone in order to exist
to derive from	= have a starting point, e.g. Thousand of English words derive from Latin
derived	= adj., drawn, obtained, or originating from a source, e.g. Heat and electricity are derived forms of energy
physical labor	= work done by the physique (body)
to cultivate	= to give care, thought, time, etc in order to develop something
to convert	= to change from one form into another.
plough	= instrument for cutting furrows in soil (B. I. = alat pembajak)
cart	= wheeled vehicle pulled by a horse
waterwheels	= wheels turned by a flow of water
combustion	= the process of burning
to drive machines	= to activate machines
to invent	= to create or design something not existing before (B. I. = mencipta)
a boost	= a thing that increases the value or reputation of someone or something
startling	= adj., giving a shock or surprise to
to enable	= to make able
acreage	= area of land measured in acres, e.g. What is the acreage of the zoo?
draft animals	= animals used for pulling loads (B. I. = beban)
absence (n)	= non-existence (B. I. = ke tidakberadaan)
be disastrous	= adj., creating great or sudden disaster
present food production	= food production now / at present
a novelty	= something new
freakish	= adj., abnormal
essential	= adj., most important, necessary, indispensable

- reserves = things that are being or have been stored for later use
- to rise = to increase, become higher

Exercise

Fill in the blanks with reformed / changed words from the provided ones

- a. You should have more self confidence. Don't just on others. (be dependent)
- b. The Indonesian word 'wisma' from Kawi. (be derived)
- c. Better of soil will result in better crops. (to cultivate)
- d. The jelly powder has into a nice pudding. (to convert)
- e. The machinery is not by electricity but by mater-power. (to derive)
- f. Edison electricity, and Colombus discovered America. (to invent)
- g. The voltage in this house is too low. I need a to elevate it. (to boost)
- h. The dog jumped at the girl and her. (startling)
- i. His has made me love him more. (be absent)
- j. The Tsunami floods have caused the greatest in our country. (be disastrous)
- k. He is a real! I hate him! (be freakish)

Grammar Focus

Task 2

English does not repeat the same words in a written passage, but it uses other words / phrases or pronouns instead. Look at these examples:

- a. Look at the *small diagrams*. They illustrate how clouds in equatorial regions can act as a blanket.
- b. Scientists assume that if the burning of fossil fuels releases *more and more* CO-2 into the atmosphere, it will accumulate faster than it can be absorbed into the sea or biomass.

- c. Scientists are installing huge groups of *sophisticated modern instruments* in regions that are earthquake prone. Through the use of these, earth movements and seismic disturbances can be detected.
- d. Until very recently, *wood, peat and dung* were the only fuels available and *their* scarcity meant that *these fuels* were expensive and should be used sparingly.
- e. Two things may stop us from using the internal combustion engine. *One* is increasing difficulty over oil supply, and *the other* is concern over air pollution.
- f. *John and Marry* are lovers. *The former* is my brother, and *the latter* is my ex girls friends.

Activity 2



Read the Following Text and Identify the Text Structure

Task 1

Read the passage carefully, and try to find the answers to the pre-reading questions.

Human Civilizations and Energy Needs

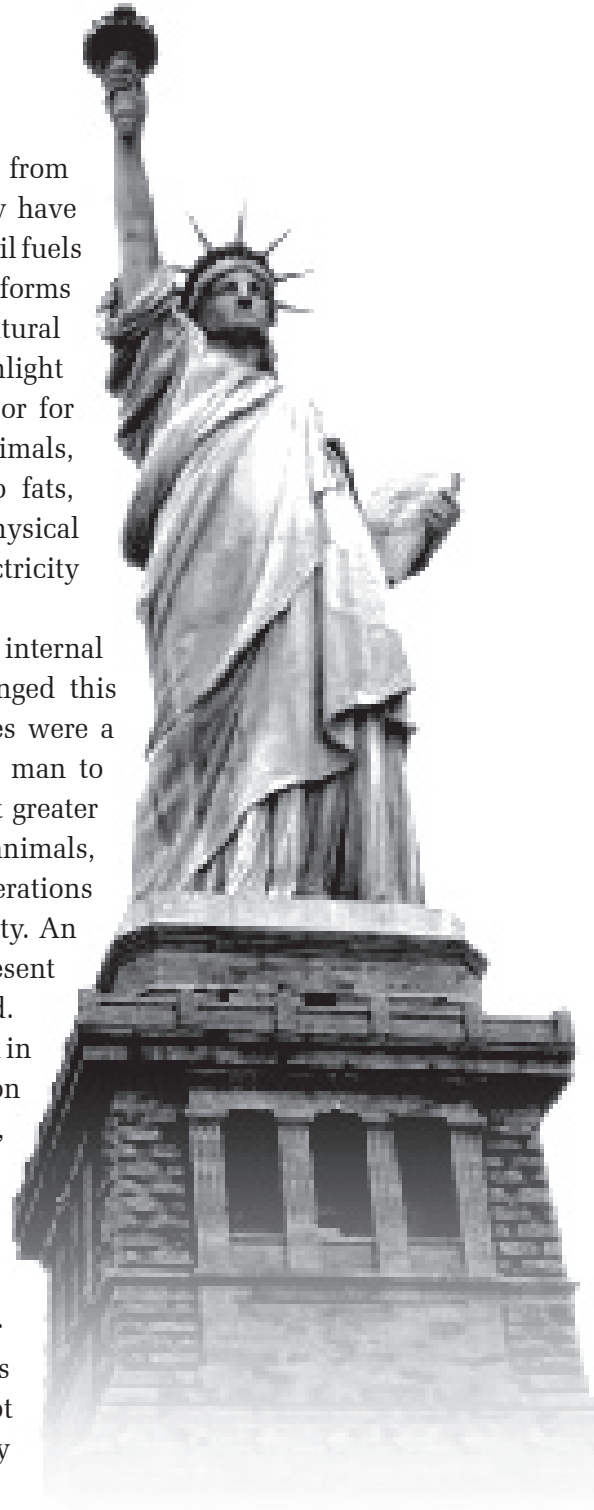
- (i) How have energy needs changed since the invention of the internal combustion engine?
- (ii) Why will we have to find alternatives for petroleum in the next hundred years?

As human civilizations have changed from agrarian to industrial economies, they have become increasingly dependent on fossil fuels (petroleum, coal and natural gas) and derived forms of energy (heat and electricity). Early agricultural societies depended entirely on the energy of sunlight to grow food, and the energy of physical labor for its cultivation and harvest. Domestic animals, introduced later, converted food energy into fats, fibers and proteins, and provided greater physical strength to draw ploughs, pull carts require electricity or combustion engines to drive machines.

The invention of the electric motor and the internal combustion engine in the 19th century changed this orientation completely. Firstly, these machines were a startling boost to productivity. They enabled man to do far more work and to cultivate and harvest greater acreage. Secondly, machines replaced draft animals, with the result that modern agricultural operations became dependent on petroleum and electricity. An absence of either one would be disastrous to present food production throughout much of the world.

Essentially the same transition has occurred in energy requirements for industrial, transportation and domestic needs. One hundred year ago, electricity was a novelty, automobiles were a freakish invention and the diesel truck was unknown. Since then, all three have become essential. A modern city cannot exist without electricity and petroleum. Within another hundred years we will have to find alternatives for the latter, since the world's reserves will not last that long, but our need for electrical energy will continue to rise.

(English for Study Purposes: 5)





Reading Comprehension and Interpretation

Task 2

Answer the questions carefully

- a. Choose the best title for the essay above :
 1. The Energy Crisis
 2. The Importance of Domestic and Draft Animals
 3. Energy and the Industrial Revolution
 4. Patterns of Human Energy requirements
- b. What is the collective name for energy sources as petroleum and coal?
- c. What two basic forms of energy were sufficient to support life in early agricultural societies?
- d. Give examples of animals that have been domesticated by man to make life easier.
- e. What inventions in the nineteenth century brought about radical changes?
- f. What two sources of energy are considered essential to the life of the modern city?



Reflecting on Text

Task 3

Now let's study the text more closely. Discuss in groups of four

- a. The general statement of this passage is *the change of civilization from industrial to agrarian economies*; what is meant by 'they' in line 2 of that paragraph (paragraph 1)?
- b. How many sentences develop this general statement and how is it done?
- c. How is the phrase *this orientation* found sentence 1 of paragraph 2 related to the last sentence of paragraph 1?
- d. What is meant by They in line 3 or paragraph 3?
- e. What is the function of the 4 sentences (2nd, 3rd, 4th and 5th) in paragraph 2?
- f. Explain why the phrase the same transition (line 1 paragraph 3) becomes the connecting topic / idea between paragraphs 2 and 3.

Activity 3

Group Work

Task 1

In a group of three to four students, do the exercise (which is a simplified form of the passage by changing the verbs in brackets into the appropriate forms).

During the time of early agricultural society, the only sources of energy (be) sunlight and physical labor. Then petroleum, coal and natural gas (discover), followed by heat and electricity, which (categorize) under derived forms of energy Domestic animals (support) the life of man in two ways, i.e. (give) food in the form of fats, fibers and proteins, and (help) farmers draw ploughs, pull carts and turn waterwheels.

With the invention of electric motor and the internal combustion engine in the nineteenth century, people's live (revolutionize). Their orientation (be) then on (boost) productivity which would increase harvest greatly. Nowadays draft animals (not use) anymore, which (mean) that agricultural operations (Depend on petroleum and electricity). The former also (call) irreplaceable source of energy, a kind of stuff that can not (renew or refill). This is quite a serious situation because at present electricity, automobiles and diesel trucks, the two lastly mentioned of which (use) petroleum, are common phenomena in this modern era. This is the reason why, scientists at present (make the effort) to discover alternative source to replace it.

Task 2

Tell your friend the above remade passage orally, and let him help you if our have difficulties doing it.

Activity 4

Individual Work

Supplementary Reading Material:

Resources of Coal: Present and Future

The following is an article on coal, which is one of the kinds of fuel that can be used in industry. You will be asked to make a summary of it. However, to make thing easier for you, a list of Vocabulary in Context and guiding questions will be given in advance.

Vocabulary in Context

Task 1

- coal deposit = coal reserve = layer of solid matter (in this case 'coal') burried in the earth after having been naturally accumulated
- notably = especially
- developing countries = countries in the process of developing from being agricultural to becoming industrialized
- get under way = be in progress = be developing
- be available = can be obtained (B. I. = dapat diperoleh)
- to meet energy needs = to fulfil energy needs
- be sufficient = be enough
- to weaken = to make something become weak / weaker
- to coke = to change coal into coke
- coke (n) = the light, black substance that is left when gas has been taken out of coal by heating it in an oven
- to treble = to make something become three times as much as before
- to yield favorable results = to give satisfactory / good results

- to project = a. to make plans b. to make the characteristics of something known
- projection = the activity of projecting
- be mine able = can be mined
- be onshore = on land >< at sea = be offshore
- beyond capability = surpassing capability = something that can not be done
- eventual = coming at last as a result
- ample = be plentiful = having more than is needed

Task 2

Answer these questions, and by doing so you are expected to be able to make a summary of it.

- a. Only few developing countries have had to look for coal, why?
What fuel did they use?
- b. What effect could rising oil prices have on non OPEC developing countries?
Could significant coal reserves be found in many part of the developing world?
- c. Why was an Australian coal industry developed? But then what weakened it?
Did people stop looking for coal reserves after that? Why not?
- d. Where have new coal reserves been found what can you tell about them?
- e. Are there coal resources in Indonesia and southern part of Africa?
Did people in past predict that there would be many coal resources in those two places?
- f. What do you know of offshore coal reserves? Where can they be found?
- g. Is there the technology to mine it (the offshore coal) at present? What will happen to the existing systems of exploiting (onshore) mine locations?
- h. Will people in the future readily accept large increase in coal production and use?

Resources of Coal : Present and Future

Coal deposit have been found in many countries but the larges known reserves are concentrated in comparatively few areas, notably use USA, the USSR and China. Few of the developing countries have ever had to look for coal, since historically their development processes got underway after oil was generally available. However, there could be significant coal reserves in many parts of the developing world. Rising oil prices may encourage non OPEC developing countries to look increasingly to wards coal to help meet domestic energy needs and, in certain cases, possibly contribute to exports.

Australia is a good example. Less than a hundred years ago coal was being shipped from Britain to Australia. Then an Australian coal industry sufficient for local needs was developed, only to be weakened by the use of oil. However in the last twenty years, wider exploration has been carried out in Australia, largely to meet Japanese demand for coking coal for their iron and steel industries. As a result, output has trebled, and measured reserves have been found in New South Wales and Queensland, which in calorific terms are comparable with the proven oil reserves of Saudi Arabia (1050 billion barrels).

Similarly, exploration in the southern parts of Africa and in Indonesia is now yielding favorable results and it seems probable that the wold's coal resources may be far greater than previously estimated.

But these projections only consider coal mine able form onshore locations. As with oil, they are believed to be major coal deposits offshore. Some of the best coal reserves are thought to lie under the North Sea. These coal reserves are not included in even the most optimistic resources estimates. As yet, there is no technology to exploit offshore coal would require modification of existing systems rather than invention. It would be unrealistic to regard such developments as beyond future engineering capability.

Unit 03

“ Computer, the Electro Mechanical Machine ”



Activity 1 : Building Knowledge of Field

(Sharing Knowledge, Vocabulary in Context, Grammar Focus)

Activity 2 : Modeling of Text

Activity 3 : Joint Construction

Activity 4 : Independent Construction

Activity 1

Sharing Knowledge

Have you tried using a computer when you wanted to write something?

Or have you often done it?

How did it feel? Was it easy or difficult?

What are usually the problems in using a computer?

Why did it also make you feel frustrated sometimes?

Do you know who created it?

Was there only one person involved in its creation?

Did the first computer look like and have the same size and weight as the present ones?

Now read a short introduction on the short history of compute before you read the longer and more complete essay on it.

The ‘father’ of the computer was Charles Babbage, an English man, who designed an ‘analytical engine’ based on rotating wheels. In 1833 However this design was too advanced for the existing technological condition at that time and his ‘engine’ was never realized.

The first ‘real’ computer, at that time called ENIAC, which was related to but much more developed compared to the above, was build at the Univer-sity of Pennsylvania in 1946. It was very heavy, weighing 30.000 kilo grams, and used electronic vacuum tubes, which had replaced electro-mechanical relays used previously. It was one thousand times faster than its predecessors.

Vocabulary in Context

Task 1

- computation = computing, or reckoning, calculating, e.g. : He computed his losses at \$ 1000,-
- tablet (n) = flat surface with words cut or written on it

- c. to multiply = add a certain number (e.g. 6) a given number of times (e.g. 5)
6 multiplied by 5 is 30
- d. binary (adj.) = twin, double, twofold
- e. to employ = make use of
- f. to rotate = to move round a central point
- g. advanced ideas = ideas that are new and not generally accepted
- h. to relay = to send out
(a broadcast program received from another station)
relay (n) = a device which receives messages, radio programs, and transmits them with greater strength
- i. predecessor = former holder of any office or position
- j. diode (n) = a vacuum tube or semiconducting device having electrodes, especially a rectifier which permits the flow of electrons on only one direction
- k. plant = apparatus, fixtures, machinery, etc. used in an industrial or manufacturing process
- l. factory = buildings and equipment of an institution
- m. breakthrough (n) = major achievement in technology



Grammar Focus

Task 2

Relative clause of Adjective clause has been discussed before, but now let us concentrate on 'whose', or possessive relative pronoun.

This word is used to show possession, and carries the same meaning as other possessive pronouns used as

Adjectives : his, her, its, and their. E.g. :

'I know them man His bicycle was stolen'. If the two are combined :
' I know the man whose bicycle was stolen'.

However if the noun given the explanation is someone's name or a known or popular figure insociety like the President, Mayor, Governor, etc. this possessive relative clause should be put between two commas e.g.

'Mr. Jusuf Kalla is the number-two man in Indonesia. I love his daughter very much'.

The new combined sentence will become :

Mr. Jusuf Kalla, whose daughter I love very much, is the number-two man in Indonesia.

Exercise

Combine the two sentences by using the possessive relative pronoun 'who'

1. The people were very nice. We visited their house.
2. Mr. North teaches a class of students. Their native language is not English.
3. I live in a dormitory. Its residents come from many countries.
4. I have to call the man. I accidentally picked up his umbrella after the Meeting.
5. Our Rector lives far from here. You are looking at his car.
6. Jane is going to marry my brother. You have borrowed her novel.
7. Mr. North is a five-star hotel chef. His wife hates cooking.
8. I come from a country. Its history goes back thousands of years.

Activity 2



Read The Following Text and Identify The Text Structure

Task 1

Before reading the material, pay attention to these questions :

- a. How did the computer come into existence?
- b. How did Stibitz, whose system was replaced by ENIAC's electronic vacuum tubes, improve Barbage's design?

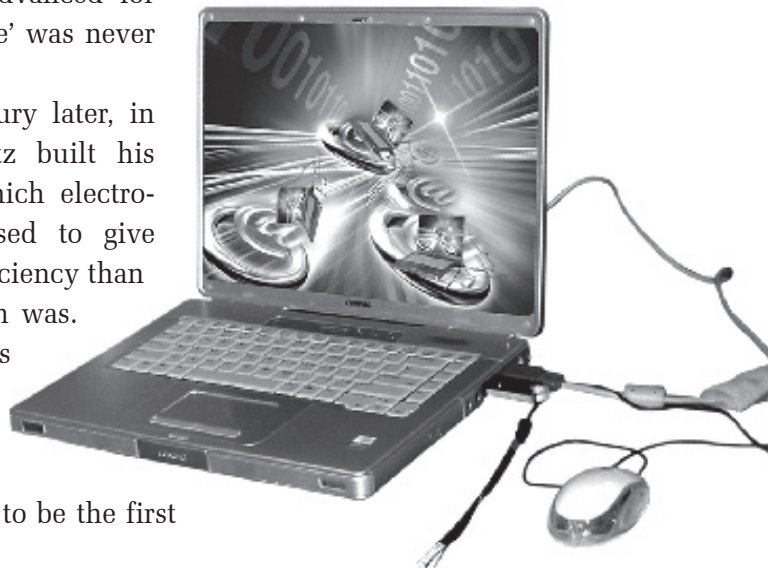
The Origin of Computers

Man, has always needed to make computations. Not many years ago tablets were found in Babylonia containing multiplication tables. These tables were written almost 4000 years ago and were based on the number sixty. Have you ever wondered why there are sixty seconds in a minute and sixty minutes in an hour? These numbers are derived from the ancient Babylonian system.

Our own numbering system is based on the number ten, which is probably derived from an even older counting system – the number of fingers on our two hands. But modern computers, which can make innumerable calculations every second, are based on perhaps the simplest system of all. This is the base two, or binary, system and only two numbers (zero and one), are involved.

The binary system was not invented, however, by the man who is generally regarded as the ‘father of the computer’. That man was Charles Babbage, an Englishman, whose analytical engine, based on rotating wheels, was designed in 1833. Unfortunately, like Leonardo da Vinci’s, Babbage’s ideas were too advanced for the technology of his ‘engine’ was never built.

It was not until a century later, in the late 1930s, that Stibitz built his Bell relay computers in which electro-mechanical relays were used to give much greater calculating efficiency than rotating wheels. This system was, however, replaced by ENIAC’s electronic vacuum tubes. ENIAC, built at the university of Pennsylvania in 1946, is often considered to be the first



“real” computer and was one thousand times that its predecessors. It was not quite like today’s home computers, though, as it weighed 30,000 kilograms! Its designers went on to create UNIVAC I, in which crystal diodes were used to give even greater speed. In 1951, one of these machines was installed in the General Electric plant in Louisville, Kentucky – the first commercial installation.

The next breakthrough, and the one which really brought computers into the modern age, was transistors, these were introduced in the IBM 7090, which was sold, for the first time in 1959. Since that time, developments have been made so frequently that it is almost impossible to follow them, and the computer has become part of our everyday lives.

Computers are wonderful machines, but programs (instructions) are required to make them work. We cannot really say who the first computer was invented by, but we do know that the first computer program was written about a century before computers went into operation. It was written in 1842 by an extraordinary woman, Countess Lovelace, a daughter of Lord Byron, for computing Bernoulli’s numbers on Babbage’s ‘analytical engine.’ And, in a warning to all later computer programmers, the Countess said that computers ‘...do what they are told to do, not what we want them to do.’

Note



Note

Unit 04

“New Plants”



Activity 1 : Building Knowledge of Field

(Sharing Knowledge, Vocabulary in Context, Grammar Focus)

Activity 2 : Modeling of Text

Activity 3 : Joint Construction

Activity 4 : Independent Construction

Activity 1

Sharing Knowledge

1. Do you have any garden at home?
2. What do you do with your garden?
3. Which do you prefer to plant, flowers or plants?
4. Do you use any fertilizer for your plants? Chemical or natural one?
5. Do people have to depend on plants for their food source?

Vocabulary in Context

Task 2

Synonyms

Wing	:	One of the flat surface by which an airplane is supported in the air.
Wild	:	Not tamed or cultivated.
Solve (v)	:	Explain, find the answer to.
Nevertheless (adv)	:	However, in spite of that.
A solution (n)	:	An answer to, way of dealing with.
Suitable (adj)	:	Appropriate, well-fitted for the purpose.
Corn (n)	:	The grain or seed of various plants (called cereals).
Rice (n)	:	A plant, cultivated in fields which have been flooded, and yielding a grain which forms a staple food of Eastern peoples; the grain itself.
Bean (n)	:	A seed used as food and the plant it grows on.
Peanut (n)	:	The oily, edible, nut-like seed which grows underground.
Depend (v)	:	Get help and support from.
Wheat (n)	:	The grain from which flour is made.

Protein (n) : An organic substance containing nitrogen, carbon, oxygen, hydrogen and sulphur; it is an essential part of food.

Exercise

A. Complete the following sentences using the words from the list above.

1. is very common food in Asia, Africa and Latin America.
2. Jeans and t-shirt are not clothes for dinner at an expensive restaurant.
3. Nadia worked for three hours trying to a problem for her electrical engineering class.
4. The UN decided to stop the killing of whales ten countries still hunt them.
5. is essential for good health. It is found in meat, fish, beans, milk, seed and other foods.
6. A few nations are killing all whales. What is the to this problem?
7. The of an airplane hold it up in the air.
8. Humans eat many kind of and rice. These are the seeds of plants.
9. White bread is made from
10. People like to eat pop when they go to a movie.
11. butter is popular with children in the United States.

B. Choose the word that means the same

1. likely
2. used up
3. bear
4. lately
5. allow
6. largely
7. smart

- a. similar
- b. probable
- c. mostly
- d. not easily
- e. finish
- f. give birth
- g. recently
- h. let
- i. intelligent



Grammar Focus

Task 3

Adjectives and Adverbs

a. Study these examples:

Our holiday was too short – the time went quickly.

The driver of the car was seriously injured in the accident.

Quickly and **seriously** are adverbs. Many adverbs are made from an **adjective + ly**

Adjective	:	quick	serious	careful	quiet	heavy	bad
Adverb	:	quickly	seriously	carefully	quietly	heavily	badly

b. Adjective of adverb

- An adjective tells us more about a noun. We used adjectives before nouns and after a few verbs (especially **be**) :
 - a. Tom is a careful driver
 - b. Be quiet, please.
 - c. We didn't go out because of the heavy rain.
 - d. I was disappointed that many exam results were so bad.
- An adverb tells us more about a verb.
- An adverb tells us in what way someone does.
- Something or in what way something happens:
 - a. Tom drove carefully along the narrow road. (not 'drove careful')
 - b. Speak quietly, please! (not 'speak quiet')
 - c. We didn't go out because it was raining heavily. (not 'raining heavy')
 - d. I was disappointed that I did so badly in the exam. (not did so bad)

Compare : She speaks perfect English. (Adjective + noun) She speaks English perfectly (verb + object + adverb)

c. We also use adverbs before adjectives and other adverbs

Example :

- Reasonably cheap (adverb + adjective)
- Terribly sorry (adverb + adjective)
- Incredibly quickly (adverb + adverb)

- It's reasonably cheap restaurant and the food is extremely good.
- Oh, I'm terribly sorry. I didn't mean to push you.
- Maria learns languages incredibly quickly.
- I was bitterly disappointed that I didn't get the job.
- The examination was surprisingly easy.

You can use an adverb before a past participle (injured / organized, etc)

- The meeting was very badly organized.
- The driver of the car was seriously injured in the accident.
- The building was totally destroyed in the fire.

In this exercise you have to decide whether the underlined words are right or wrong. Correct those which are wrong.

Example :

- The driver of the car was serious injured. (~~Wrong~~ - seriously)
- Be quiet, please! I'm trying to concentrate. (Right).

- I waited nervous in the waiting room before the interview.
.....
.....
- Why were you so unfriendly when I saw you yesterday?
.....
.....
- It rained continuous for three days.
.....
.....
- Alice and Sam are very happy married.
.....
- Tom's French is not very good but his German is almost fluent.
.....

6. Eva has lived in America for five years, so she speaks very well English.

7. Everybody at the party was very colorful dressed.

8. Ann likes wearing colorful clothes.

9. Sue is terrible upset about her job.

This time you have to complete the sentence with adverbs. The first letter/s of each adverb are given.

Example : We didn't go out because it was raining heavily.

1. We had to wait for a long time but we didn't complain. We waited pat
2. I lost the match because I played very ba
3. I don't think he trusted me. He looked at me so sus
4. Sorry I didn't mean to kick you. I didn't do it int
5. Nobody knew he was coming. He arrived unex
6. Jill has just got a job in a shop but she won't be staying there long. She is only working there tem until she can find another job.
7. My French isn't very good but I can understand per if people speak sl..... And cl
8. I had little difficulty finding a flat. I found one quite ea.....

Choose two words (one from each box) to complete each sentence

Absolutely	Reasonably	Badly	Cheap	Enormous	Planned
Completely	Seriously	Fully	Changed	Ill	Quiet
Extremely	Unusually	Slightly	Damaged	Insured	Sorry

1. I thought the restaurant would be expensive, but it was reasonably cheap.
2. George's mother is _____ in hospital.
3. The fire destroyed our house but luckily we were _____

4. What a big house! It's _____
5. It was a serious accident. The car was only _____
6. A lot of things went wrong during our holiday because it was _____
7. The children are normally very lively but they're _____ today
8. When I returned home after 20 years, everything had _____
9. I'm _____ about losing your book. I'll buy you another one.

Activity 2

Read the Following Text and Identify the Text Structure

Task 1

Read the following 'explanation' text entitled 'New' Plants, then write the text structure on the space provided.

"New" Plants

As the world's population increases, countries must produce more food. However, deserts are growing, and millions of people are building houses on land that used to be farms. How can we solve a problem that seems to have no solution?



One way is to start eating different plants. There are 350,000 kinds of plants in the world. Of these, 80,000 are suitable for humans. But today, over one-half of all human food energy and protein comes from corn, wheat, and rice. It is common in developing countries for people depend on only one or two plants for their food.

A disease or bad weather can destroy these crops, and the people have nothing to eat.

Corn, wheat, and rice are between 8 percent and 14 percent protein. Meat fish are from 20 percent to 30 percent protein. Soybeans are almost 40 percent protein. They are an important food in China and Japan. Other beans eaten widely in Latin America have about the same amount of protein as meat.

However, there are other plants that are rich in protein. People in parts of Papua-New Guinea and South-East Asia eat winged beans. They are over 30 percent protein. The marama bean, as rich as the soybeans, grows wild in the Kalahari Desert in southern Africa.

The potato, an important food in Europe and north America, will not grow in a hot climate. But the cocoyam, similar to the potato, is eaten in Latin America and West Africa. It can grow in a hot climate, and it does not matter whether the climate is wet or dry.

Scientists are growing crops of buffalo gourds in Mexico and Lebanon. The seeds are up to 35 percent protein. The plants grow wild in the Arizona-Sonora Desert and can grow in other dry areas.

In 1977 a new kind of teosinte plant was discovered in the mountains of Mexico. It is a relative of corn, but it can be probably grow in a wetter climate than corn. Even more important, the teosinte can produce crops every year. They do not have to be replanted from seeds as corn does.

Nevertheless, here may be a different kind of problem with “new” plants. Will people eat different foods? Food is a very important part of our lives, and it is often difficult to change to a different kind of food. However, scientists are hopeful. In the 1920s, George Washington Carver started experimenting with the peanut, which is as rich in protein as meat. He developed many ways to use the peanut as food, and today it is eaten all over the world. Perhaps in a few years the teosinte and the marama bean will be as widely used as the peanut.

(Insight & Ideas: 107)



• Reading Comprehension And Interpretation

Task 2

a. Answer the following questions based on the text above.

1. How many plants are suitable for people to eat?
2. What plants provide more than half of human energy and protein?
3. What is a serious problem for a country that depends on one food crop?
4. Which is richer in protein, rice or beans?
5. Which new plants can grow in desert areas?
6. Scientists hope to use the teosinte to improve corn plants. How could this save money for farmers?
7. Do people start eating different food easily?
8. Some people do not eat meat because of their beliefs. How do they get the necessary protein?

b. Write true or false for each of the following sentences.

1. As cities grow they take farmland away from food production.
2. Humans use most of the plants suitable for food.
3. Soybeans have more protein than wheat.
4. The marama bean is as rich in protein as the soybean.
5. The Kalahari Desert is in the Middle East.
6. The potato will probably become a common food in Indonesia.
7. Corn has to be replanted every year.
8. Foreign students often do not like the food in the country where they study.



• Reflecting on Text

Task 3

Now let's study the text more closely. Discuss in groups of four.

1. Every text has its own purpose. What is the purpose of the text above?
2. At the beginning of the text, the writer gave a general statement about 'new' plants. How did he give the general explanation?

3. Out of five main ideas below, there are two which are in the reading. Write your choice on the space provided.
- 1. People eat 80,000 kinds of plants.
 2. 'New' plants can provide food energy and protein.
 3. It is difficult for people to start eating different food, but it possible.
 4. Soybean are rich in protein.
 5. People all over the world have learned to enjoy eating peanuts.
4. In the last paragraph the writer used "Nevertheless" to start with. What kind of conclusion did he try to make?
5. Put these names of food in the correct column: buffalo gourd, cocoyam, corn, fish, marama, bean, meat, peanut, potato, rice, soybean, teosinte, wheat, winged bean.

Protein In Food

Under 20%	20 – 30%	30 – 40%	No information

Activity 3



Group Work

Work in a group of four. By referring to the text in activity 2, answer the following questions briefly. Using the cohesive devices you are familiar with, e.g. personal pronouns (he, we, they, it) but, and, then, afterwards and some others, arrange the answers to the questions to form a summary.

1. What happens to the world's population?
2. What is the first solution to the problem?

3. What are the characteristics of corn, wheat, rice, meat and fish?
4. What other plants are also rich in protein?
5. How is cocoyam similar to potato?
6. What crops are grown by scientists?
7. What is the characteristic of newly discovered plant in 1977?
8. How does the text end?

Activity 4



Individual Work

A. Word Preview

Study the following definitions and illustrative sentences of some key words found in “Drinking Smoke” before beginning the reading itself.

Key Words	Illustrative Sentences
Epidemic (n) contagious disease that spreads rapidly	I heard over that health officials are afraid of a smallpox epidemic in some areas.
Inhale (v) to draw in breathing	If you inhale that smoke into yours lungs, you can cause serious damage.
Interfere (v) to get in the way of, work against	Three persons were trying to interfere with the fireman as they work hard to extinguish the flame.
Kidney (n) either of two organs of the body that help the maintain water balance and process body wastes such as urine.	Both of his kidneys are so severely diseased that doctors say that he will die within a few days.

Key Words	Illustrative Sentences
Liver (n) a large reddish-brown organ of the body that helps to change the food one eats into body building material	Because of the man yellow-colored skin, the doctors felt sure that his liver was not functioning properly.
Lung (n) either of two breathing organs in the chest of human and many animals	I have been coughing so long that my lungs are sore.
Mucus (n) a protective, lubricating coating manufactured by the glands of the body	The wind dried out the mucus in my nose and I was having difficult time breathing.
Nicotine (n) a poison derived from the tobacco plant, used sometimes in medicine and insecticides	Manufacturers of cigarettes are reducing the nicotine content in an effort to promote better health.
Paralyze (v) to cause loss of ability to move or feel	Johnny fell from the roof of the house, landed on his back, and now his legs are paralyzed.

B. Now work individually. Read the text below carefully then answer the following questions briefly. Again using appropriate cohesive devices, arrange the answer to the questions to form a summary.

1. How does the writer begin his explanation about 'drinking smoke'?
2. Do people today do the same activity as done by the American Indians?
3. How does the smoke of a cigarette affect a person's body?
4. How does nicotine affect the heart?
5. In what way does nicotine affect other vital organs?
6. How does the writer end his explanation about smoking?

Drinking Smoke

Early explorers to America were surprised to see Indians “drinking smoke”. They saw the Indians set fire to rolls of dried leaves and then inhale the smoke. The dried leaves were tobacco.

Today, people set fire to cigarettes—a roll of dried tobacco leaves. It is no longer the strange or unusual sight that Christopher Columbus saw. In recent years scientists have discovered that “drinking smoke” is dangerous to one’s health. As a result, doctors have made many studies to find out the effect of cigarette smoke on the human body. They have discovered that the most serious effects are hidden.

How does the smoke of a cigarette affect a person’s body?

For one thing it interferes with the basic purpose of breathing. It prevents oxygen from getting into the blood by paralyzing the cells that clean the air in the lungs. The “dirty” air in the lungs then causes mucus to build up in the lungs and this, in turn, causes coughing.

Smoking cigarettes also affects the heart because of a drug in cigarettes called nicotine. Nicotine causes the production of adrenalin, a substance that makes the heart beat faster. Adrenalin also causes the small blood vessels to become narrower. When this happened, the heart has to work harder to send blood through the body. The result is often heart disease.

In addition to affecting the heart, nicotine travels rapidly to the brain. Within a minute or two after a person “drinks smoke” from a cigarette, nicotine is present in the brain. From the brain, the nicotine travels to other important organs such as the liver and the kidneys. In the liver causes the release of sugar into the blood. The increase of sugar in the blood makes one feel more energetic by giving the feeling of a “lift”.

Many experts feel that cigarette smoking is so dangerous that it can be called epidemic.



(On Target: 46)

Note



Note



Unit 05

“Economics”



Activity 1 : Building Knowledge of Field

(Sharing Knowledge, Vocabulary in Context, Grammar Focus)

Activity 2 : Modeling of Text

Activity 3 : Joint Construction

Activity 4 : Independent Construction

Activity 1

Sharing Knowledge

To start discussion if what 'Economics' is, answer these questions:

- Have you been going shopping?
- Where did you do that? In one of the plazas, department stores, or one of the traditional markets?
- Were you allowed to bargain in the department store?
- Did you bargain in the traditional market? Why did you do that?
- Why did the traditional market seller agree with the price that you asked for? Why didn't he agree at other times?
- Did you like spending as little amount of money (as possible) but get as many things as possible?
- Did the seller like receiving as much money as possible but at the same time giving away the smallest number (B.I. Jumlah) of possible goods?
- Why is that so?
- Would you choose to buy something which has low quality?
- However, if you have to choose between something very, very cheap but having rather lower quality, compared to something of a little higher quality but of a very much higher price, which one would you choose? Again, why is that so?

The answers to all the questions above constitute some of the points of what 'Economics' really is, as seen in the coming passage.

Vocabulary in Context

Task 2

Vocabulary is very contextual, which means that the kind of vocabulary items depends very much on the type of subject matter. The following are examples of those related to the subject matter of Economist.

1. to engage in = to take part in, to busy oneself in
2. enquiry = asking questions about, investigating charges / (B. I. Penyelidikan)
3. broad headings = general categories
4. to exchange = to give, or receive one thing in place of another
5. nature = qualities and characteristics which belong to a person or thing
6. magnitude = size, importance
7. social welfare = people's condition of having good health and comfortable living quarters
8. to constitute = to establish, make up a whole, be the components of
9. policy = plan of action
10. to prescribe = to advise or order the use of (B. I. menginstruksikan penggunaan)
11. objective = purpose, or object aimed at
12. to achieve = to get something done, to complete, to accomplish (B. I. mencapai)
13. present consumption = the quantity which is used up / consumed at present
14. goods = merchandise, movable property (B. I. barang dagangan)
15. be compatible (ajd) = able to exist together (with)
16. resources = wealth (richness), supplies of goods, raw materials, etc. which a person or country, etc. has or can use
17. be available = able to be used, or can be obtained (B. I. tersedia)
18. scarcity = being not available in sufficient quantity
19. be evidenced = be proved (B. I. dibuktikan)
20. to impose = to force
21. necessity = urgent need
22. to allocate = give as a share or for a purpose
23. present uses = conditions of being used now
24. choice process = the process of choosing
25. to exercise a choice = to make use of a choice (B. I. memanfaatkan hak memilih)
26. be assumed = be considered
27. to yield = to give
28. utility = quality of being useful, usefulness

29. essence = the most important quality
30. be rational = sensible, having the faculty (power) of reasoning
31. to spend money = use money to buy something

Exercise

Use some of the words above to complete the following sentences

1. After his retirement he (himself) in social activities. (a)
2. Has the on the parliament members' corruption been done? (b)
3. How much will I get if I this 5 million rupiahs to dollars? (d)
4. Jane is of a quieter her sister is more lively. (e)
5. The of the Tsunami victims' suffering has put our government in a stressful condition. (f)
6. Indonesia (establishes) Pancasila as the five Indonesian philosophical principles. (h)
7. It is my family's not to borrow money from the bank. (i)
8. Has the doctor a medicine for your sick brother? (j)
9. What is the of making a research in that area? (k)
10. Do you think you cananything by being so illogical? (l)
11. Are you quite with your new in laws? (o)
12. What will happen if we have used up all the natural? (p)
13. Is this book in this library? Let's check! (q)
14. Theof sugar has made it become very expensive. (r)
15. Don't yourself on people who don't favor you. (t)
16. The President is a tall, big, and clever man. (w)
17. The Indonesian people their right to vote for a new President last year. (y)
18. If you are in a hurry, a motorbike is really a(bl)
19. The of democracy is treating each other as equals. (cl)
20. You are not being! You can't expect a five-year-old memorize those difficult words!



Grammar Focus

Task 3

1. Essay on Social sciences describe facts, that is why the most often used tense is Simple Present.
2. Besides that there are a lot of relative or adjective clauses being used.

Example :

- “.....**human activities** which are grouped under”
- “..... **the policy prescriptions** that economists make”.
etc.

Basically there are two sentences, and these sentences are grouped into one:

- The girl is my girlfriend. She lives next to your house.
The girl who lives next to your house is my girlfriend.
- The young man is my fiancé. You talked to him at the library yesterday.
The young man you talked to at the library yesterday is my fiancé.

- Hispaniola is a mountainous island. It extends across the western section the Dominican Republic.
 - a. *Hispaniola, which extends across Republic, is a mountainous island.*
 - b. *Hispaniola, extending across Republic, is etc.*

Exercise

Example :

The noun substitutes ‘that’ and ‘those’ are often used, i.e.:

- *The questions in your test are not the same as those (the questions) in mine.*
- *Your problem is more serious than that (the problem) of mine.*

A. Combine The Two Sentences By Using The Second Sentence As Relative Clause

1. Econometrics is a branch of Economics. That branch of Economics seeks to measure and correlate the relationship among economic variables.
2. The money was a great amount. You spent it yesterday.
3. Our government borrows a lot of money. Rich industrialized countries have lent it (the money) to us.
4. Another economic approach was made by Ronald Reagan's government. It combined large cuts in federal spending with large tax cuts.
5. His company produces Moslem's and batik garments. He has invested the bank's loan in it.

B. Improve The Sentences By Replacing The Repeated Nouns By Using 'That' or 'Those'

1. This house is much smaller than the house you live in
.....
2. I want to exchange the shoes with the shoes that you showed me yesterday.
3. The architect likes to design a house which looks like the design of a very modern home.
4. The key elements of economic growth are not the same as the key elements of factory growth.
5. The problem we're analyzing is no the same as the problem you have in mind.

Activity 2

- Read the following text and identify the text structure

Task 1

Economics



Economics is what economists do. Somewhat more precisely, economists engage in systematic enquiry into the effects of those human activities which are grouped under three broad headings: production, exchange and consumption.

The nature and magnitude of these activities and their implications for individual and social welfare constitute the focus of economics and the policy prescriptions that economists make.

The basic objective of all economic activity is to achieve the highest possible level of present consumption of goods and services that is compatible with the supply of human and material resources (or factors) available to produce them. The scarcity of human and material resources, as evidenced by the existence of prices, imposes the necessity of allocating resources among alternative present and future uses. Choice, therefore, is the essence of economic decision making.

The choice process occurs both at the level of the household and that of the business firm. Households that are free to exercise their choices in the market place are assumed to behave in a manner that will yield maximum satisfaction, or utility. The essence of rational behavior for a household is to spend its last (or marginal) unit of money income for that item or service which will provide the greatest possible utility. Such choices act as signals to business about consumers' preferences.

(**Note:** these are three paragraphs of a very long text in an Encyclopedia, thus there is no concluding paragraph)



Reading Comprehension And Interpretation

Task 2

Answer the following reading comprehension questions.

1. What is the general statement about what 'Economics' is?
2. What is meant by 'these activities'? (paragraph I, line 4)
3. Can you give some examples of the effects of production on social welfare? (positive and negative effects)
4. What does Economics focus on? / What is the focus of Economics?
5. Can you give some examples of the present consumption of services?
6. Give an example of the choice process to each of the household level and that of the business firm.
7. In the household level, who will get the satisfaction of the choice process?
8. Who should pay attention to signals about consumers' preferences?



Reflecting on Text

1. What is the general statement of the reading passage, and which paragraph is it on?
2. What is the function of the phrase 'somewhat more precisely' in the second sentence of the first paragraph (paragraph I)?
3. Describe the relationship between :
 - what economists do
 - effects of human activities / three broad headings
 - the nature and magnitude of these activities and their implications for individual and social welfare
4. In what way is the first sentence of paragraph 2 related to paragraph I? How is this sentence developed into sentence 2 in that paragraph?
5. Why is the opening phrase of paragraph 2 "The choice process" an appropriate one to develop what is presented in paragraph 2?

Activity 3



Group Work

Task 1

In groups of three to four students, try to fill in the blanks with words / phrases provided in the given options.

Economics is the (1) in which the (2) of human activities in the forms of production, exchange, and (3) are analyzed (4) Economists (5) out this activity. They (6) on the (7) and size of these (8) activities and their (9) on (10) and social welfare. Economists also provide economic (11) to overcome problems. At the level of household and (12) of the business firm people (13) goods which they like, and this will function as (14) to firms and companies about which things / goods people (15) to buy and which ones they do not like. Women always want to spend the (16) amount of money to get things with the (17) level of usefulness.

- | | |
|-----------------------|---------------------|
| 1. a. scientist | 2. a. effectiveness |
| b. science | b. effective |
| c. scientific | c. effects |
| 3. a. consuming | 4. a. systemic |
| b. consumptive | b. systematically |
| c. consumption | c. systems |
| 5. a. carried | 6. a. focusing |
| b. carrying | b. focus |
| c. carry | c. focuses |
| 7. a. characteristics | 8. a. economy |
| b. characters | b. economic |
| c. haracteristically | c. economically |

- | | |
|-------------------|--------------------|
| 9. a. influential | 10. a. personal |
| b. influence | b. personify |
| c. influencing | c. personification |
| 11. a. political | 12. a. that |
| b. politics | b. those |
| c. policy | c. this |
| 13. a. buying | 14. a. signatures |
| b. buy | b. signals |
| c. bought | c. signing |
| 15. a. prefer | 16. a. least |
| b. preferred | b. last |
| c. prefers | c. lost |
| 17. a. high | |
| b. higher | |
| c. highest | |

Task 2

Now in turns try to express the exercise above orally (without looking at the text) and the other members of the group should listen and help if you come across difficulty.

Activity 4

• Individual Work

Do the following activities individually at home

- Rewrite the exercise above (Activity 3, Task 1)
- Translate it into Bahasa Indonesia

Unit 06

“Language *and* Languages”



Activity 1 : Building Knowledge of Field

(Sharing Knowledge, Vocabulary in Context, Grammar Focus)

Activity 2 : Modeling of Text

Activity 3 : Joint Construction

Activity 4 : Independent Construction

Activity 1

Sharing Knowledge

1. How many languages do you speak?
2. What language do you speak at home?
3. Do you speak any foreign language?
4. What foreign language is widely spoken in Indonesia? Why?
5. Do you think a university graduate should be able to speak English?

Vocabulary in Context

Task 2

Synonyms

1. speech (n) : a formal talk which someone gives to an audience and which they have already prepared in advance
2. limited (adj) : restricted
3. human (adj) : relating to or concerning people
4. major (n) : the most important of the subjects that a University student is studying.
5. include (v) : add
6. order (n) : arrangement
7. system (n) : method
8. population (n) : all the people who live in it
9. introduce (v) : bring in
10. difference (n) : a quality in something which makes it unlike something else
11. divide (v) : separate something into two or more distinct or smaller parts
12. relate (v) : connector or link between the two things

Exercises

A. Complete the following sentences using the words from the list above.

1. John's at the University is electrical engineering.
2. What is the of your country? How many people live there?
3. A soccer team is to eleven players. Only eleven people can play at one time.
4. The education in the United States is a little different from state to state.
5. Ten by two is five.
6. When you write your composition about your country, please information on the education system.
7. The program included a short about the history of country music.
8. Put these numbers in the right : 4, 2, 3, 5, 1.
9. Country music is to cowboy music.
10. I would like to you to my parents.

B. With the help of your dictionary, match each word with the word that means the opposite.

1. traditional
2. complicated
3. exact
4. essential
5. special
6. search
7. educated
8. marry
9. agree
10. city

- a. inexact
- b. island
- c. simple
- d. find
- e. unnecessary
- f. modern
- g. ordinary
- h. disagree
- i. Necklace
- j. divorce
- k. country
- l. uneducated



Grammar Focus

Task 3

A. Past participles as Adjectives

The past participle form of a verb can be used as an adjective. In regular verbs the past participle ends in ed, for example: limit – limited.

Some irregular verbs:

Know, knew, known

speak, spoke, spoken

Write, wrote, written

grow, grew, grown

Write the past participle in each sentence. Underline the noun it describes.

1. (write) Indo-European languages are languages.
2. (speak) Some Indian languages are languages, but they are not written.
3. (limit) Some languages have a vocabulary.
4. (make) Home food tastes better than fast food.
5. (complicate) The earlier known languages had grammar.
6. (know) Pele is a well-..... soccer player.
7. (eat) there was a glass of milk and a half-..... apple on the kitchen table.

B. Prepositions

- By: as a result of, e.g. – You can learn another language by practicing a lot.
- By plane, by ship, by bus, by car, e.g. – They went to Canada by plane.
- Use by when it has only one word after it.

BUT in my car, in a car

In my friend's car

On my bicycle

On the bus

On foot

BUT people usually say “walk”

e.g. ‘I come to class on foot’ is correct, but people do not usually say this.

They say, ‘I walk to class’

Use *by, an, in, of* or *on* the blanks.

1. She usually comes to the university bus, but sometimes she comes her friend's car.
2. The final exam will be May 16.
3. We learn languages listening and copying.
4. Word order is very important English.
5. English is spoken Australia.
6. You can learn a lot watching television.
7. I usually come to class my bicycle, but today I came the bus.
8. Who is that standing the window?
9. There are several major language families..... the world.
10. One..... the differences between humans and other animals is language.
11. Have you ever traveled ship?
12. Winter begins three days.
13. The car parked the tree is mine.

Activity 2

• Read the following text and identify the text structure

Task 1

Read the following 'explanation' text entitled 'Language and languages', then write the text structure (See the introduction)

One of the differences between humans and other animals is that humans have language and other animals do not. Language is human speech, either written or spoken. There are about 3000 spoken languages in the world, but some are spoken by only a few hundred people.

All languages have (1) a system of sounds, (2) words, (3) a system of word order, (4) grammar. Word order is more important in English than in some other languages. The sound system is very important in Chinese and many African languages.

Language is always changing. In a society where life continues year after year with few changes, the language does not change much either. The earliest known language had complicated grammar but a small, limited vocabulary. Over the centuries, the grammar changed, and the vocabulary grew. For example, the English and Spanish people who come to America during the sixteenth and seventeenth centuries gave names to all the new plants and animals they found. In this way, hundreds of new words were introduced into English and Spanish vocabularies. Today life is to changing very fast, and language is changing fast, too.



There are several major language families in the world. Some scientists say there are nine main families, but other scientists divide them differently. The languages in each family are related, and scientists think that they came from the same parent language. About 3 percent of the people in the world speak languages that are not in these major families.

The largest family is the Indo-European family. About half of the world's population speaks these languages. They stretch from northern Europe to India. They are also spoken in North and South American, Australian, New Zealand, and South Africa. English is one of the Germanic group of Indo-European languages.

Another group is the Sino-Tibetan family, which includes Chinese, Thai, Burmese, and Tibetan. The Semitic family includes Arabic, Hebrew, and Amharic (the language of Ethiopia). Scientists are not sure if Japanese and Korean are in the same family.

There are over 1200 American Indian languages, but they are very difficult to divide into groups because there are many differences among them. There are many African languages spoken south of the Sahara Desert. It is also very difficult to divide these into families.

We learn our own language by listening and copying. We do this without studying or thinking about it. But learning a foreign language takes a lot of study and practice.



Reading Comprehension and Interpretation

Task 2

Answer these questions

1. What is one of the differences between humans and other animals?
2. What is language?
3. What are four things that all languages have?
4. What is very important in English?
5. In what languages is the sound system very important?
6. What kind of grammar and vocabulary did the earliest languages have?
7. What is happening to language today?
8. What is the largest major family?
9. Where are these languages spoken?
10. What group is English in?
11. Why are American Indian languages difficult to divide into groups?
12. How do we learn our own language?
13. Name some Indo-European languages.
14. What families are the languages of Brazil and North Africa in?



Reflecting on Text

Task 3

Now let's study the text more closely. Discuss in groups of four.

1. Every text has its own purpose. What is the purpose of the text above?
2. At the beginning of the text, the writer gave the general statement about languages. How did he give the general explanation?
3. The following are six main ideas. Choose four which represent some of the paragraphs above.
 - a. Language is human speech.
 - b. All languages have a sound system, words, grammar, and system of word order.
 - c. The sound system is important in many African languages.

- d. Language is always changing.
 - e. Hundreds of new words were added to Spanish in America.
 - f. There are several major language families.
4. What tense is mostly used in the above text?
What was the writer's purpose to use it?
5. Use the reading selection, the language map and things you already know. Write these languages in the correct columns.



English	Arabic	Hebrew	Tibetan	Amharic
Thai	Spanish	Burmese	Chinese	Persian
Hindi	Bantu	German	Italian	Portuguese
Swahili				

Indo-European	Sino-Tibetan	Semitic	African

Activity 3



• Group Work

Work in group of four. By referring to the text, in activity 2 answer the following questions briefly. Using the cohesive devices you are familiar with, e.g. personal pronouns (he, we, they, it) but, and, then, afterwards and some others, arrange the answers to the questions to form a summary.

1. How do humans and animals differ from one another?
2. What components do all languages have?
3. Why is language changing?
4. How are languages always changing?
5. Why is the Indo-European considered to be a largest languages family?
6. What languages does Sino-Tibetan family include?
7. How do we learn a language?

Activity 4



• Individual work

A. Word Preview

Study the following definition and illustrative sentences of some key words found in 'Pickpockets' before beginning the reading it self.

Key Words	Illustrative Sentences
Alert (adj) watchful and already	Our dog is very alert; consequently, we have not been concerned about thieves entering our house.
Mannequin (n) a life-size, full or partial representation of human body, used for the fitting or displaying of clothes; a dummy	All mannequins in the windows of that store are dressed in the latest fashion.
Pickpocket (n) one who steal from pocket	One should be alert for pickpockets when in the midst of large crowds of people.
Spectator (n) one who observe or watches	There were over 100,000 spectators at the soccer game yesterday.
Wallet (n) billfold; a small flat folding case usually made of lather, for holding paper money, cards, photographs or the like.	I was quite embarrassed after dinner last night. When it came time to pay, I found that I had left my wallet at home.

- B. New work individually. Read the text below carefully then answer the questions that follow briefly. Again using the cohesive devices such as : first, after, then, later, finally, etc, arrange the answers to the questions to form a summary.**

“Pickpockets”

Throughout history, people have been the victims of pick pockets. Today, pickpocketing is one of the most rapidly increasing crimes. Pickpockets are increasing in number and developing better methods to practice their skill. Approximately one million Americans lose money to pickpockets every year, and no one is really safe from a skilled pickpockets. His victims, or “marks” as they are called, can be rich or poor, young or old.

During the 18th century, pickpockets were hanged in England. Large crowds of people would gather to watch the hanging which was supposed to be a warning to other pickpockets. However, in time the practice was discontinued. The reason: while people were attentively watching the hanging of pickpockets skillfully stole the money of the spectators!

Police officials say that the most efficient pickpockets come from South America. Many of these expert pickpockets are trained in special schools called “Jingle Bell Schools”. A pickpocket graduates from a J.B.S. when he is able to steal a wallet from a dressed dummy (mannequin) that has bells inside its pockets!

Even the most well-dressed, respectable person may be a pickpocket. Some of the favorite places of pickpockets are banks, airport, racetrack, supermarkets, elevators, and train and bus station. Oftentimes a pickpocket will work with another pickpocket as his partner. Another kind of pickpockets work outside or inside bar and specializes in stealing from women is called a “purse snatcher”.

To avoid being the victims of a pickpocket, it is important to be very cautious and alert when in the midst of large gatherings of people. (*On Target : 40*)

1. How have people been the victims of pickpockets?
2. How did pickpockets get a punishment during the 18th century?
3. Why was the practice discontinued?
4. Why did the police say that skillful pickpockets came from South America?
5. How did pickpockets disguise themselves?
6. What should people do to avoid becoming the victim of a pickpocket?

Unit 07

“ Business Letter “



Activity 1 : Building Knowledge of Field

(Sharing Knowledge, Vocabulary in Context, Grammar Focus)

Activity 2 : Modeling of Text

Activity 3 : Joint Construction

Activity 4 : Independent Construction

Activity 1

Sharing Knowledge

What is a business letter? Have you ever written one? What are its characteristics? What is the difference between a business letter and a personal one? Find it out in the following chart.

	Business Letter	Personal Letter
1. Letter head	Yes	No
2. Reference	Yes	No
3. Date	Yes	Yes (After writer's address)
4. Inside address <i>(name & address of the person who receives the letter)</i>	Yes	Yes / No
5. Attention line	Yes / No	No
6. Salutation	Yes	Yes
7. Subject line	Yes / No	No
8. Body of letter	Yes	Yes
9. Complimentary close	Yes	yes
10. Signature <i>(followed by writer is position or status in company)</i>	Yes	Yes (signature only)
11. Enclosure	Yes, if any	No

(Naterop, B. J. et.al: Business Letters for all: 3)

You will be given examples of both after the presentation of vocabulary and grammatical points. (Note: the numbers above will be the same as the ones used in the business and personal letter samples, page 9, 10)



• Vocabulary in Context (of Business Letter)

Task 2

1. to advise you = to tell you
2. Marmalade = jam made from citrus fruit (oranges, lemon, etc.)
3. a jar = a tall glass, stone or earthenware container, with or without handle
4. to dispatch = to send off to a destination
5. in spite of = even though, although
6. in transit = while being taken to, or moved
7. a complaint = a statement of dissatisfaction
8. to hesitate = to show signs of uncertainty or unwillingness
9. be consigned = be sent for delivery
10. shipment = being sent by boat or other means of transportation
11. be contained = be included
12. invoice = a list of goods which are sold with prices (that will be charged)
13. enclosed = attached
14. look forward to = anticipate with pleasure



• Grammar Focus (of Business Letter)

Task 3

Passive Construction

- A. A sentence in passive construction has the elements of **be + v – 3** as its verb, This verb-form must then be adjusted to the appropriate tense, i.e. if the event happened in the past, the passive verb construction must also be in Simple Past, e.g. “Your order of marmalade was dispatched this morning”.

Pay attention to the examples of the passive construction in other tenses.

- The office-boy cleans the office every morning.
The office is *cleaned* every morning.
- They are painting the house at the moment.
The house is *being painted* at the moment.
- A thief stole my grandma's jewelry last night.
My grandma's jewelry *was stolen* last night.
- Construction workers were repairing the bridge last week.
The bridge was *being repaired* last week.
- John has invited Sarah to his birthday party.
Sarah *has been invited* to John's birthday party.
- We will invite many people to our wedding party.
Many people *will be invited* to our wedding party.

B. This passive construction can also function adjectives, e.g. "..... few jars are broken", "..... the door was closed", etc. Now identify which of the following sentences are passive, and which ones are not.

1. I was quite surprised when they reunited after telling people that they were facing a divorce.
2. Were you well treated by the doctor?
3. No wonder you are so fashion-minded. Your mother was a very popular fashion model.
4. I was not interested in art when I was in Junior High School, but now I am.
5. What opportunities were offered to the students last year? Were they quite impressed?
6. How are those heavy equipments going to be moved? How many people will you need to do it?
7. Are you confused listening to my explanation? Please don't be. I'll repeat it in a better way and I promise I won't confuse you!
8. Do you have to collect your salary at the bank or is it given to you personally at the office?



Vocabulary in Context (or Personal Letter)

Task 4

- a. to be over again = to come again
- b. a spare room = a room in reserve, only used when needed
- c. be delighted = be happy
- d. to make use of = to use something in the best way (B. I. memanfaatkan)



Grammar Focus (of Personal Letter)

Task 5 : *Past Perfect*

The Difference between Present Perfect and Past Perfect

When a sentence is in Simple Past, then the appropriate perfect form is Past Perfect, but when a sentence is in the Simple Present, the appropriate perfect form is Present Perfect, as shown by the following examples.

“I knew that you had dialed a wrong number. Weren’t you concentrating?”

“I can feel that you have planned to do something nasty. What is it?”

Exercise:

Change the verb in brackets to either Present Perfect or Past Perfect

1. Where’s Jessica? She already (leave)
2. I was very hungry when I got home yesterday because I (not eat) the whole day.
3. We got to the cinema at 08.00, but the film (start) at 7.00.
4. I know that you (resign) from your last job. What are your plans for the future?
5. Could you do the washing up, please? I already (do) it.
6. Didn’t you forget to turn off the living-room light last night? When I went there it was already dark. Someone else (do) it.

Activity 2

Read the Following Text and Identify the Text Structure

Task 1

Read the following two texts of business and personal letters and identify their text structures.

Business Letter

1.	FARMERS FRUIT PRODUCT Taunton, P.O. Box 9271, Somerset, England
2.	Ref : Your order no 732/of 5th. January 2005
3.	14th. February 2005
4.	Kamajaya Import Company No. 45 Jl. Pegangsaan Timur Jakarta, Indonesia
5.	Attention : Mr. Anjasmara
6.	Dear Sirs,
7.	Your order of 1000 jars of marmalade
8.	We are pleased to advise you that your order of 1000 jars of marmalade was dispatched by sea this morning. In spite of every care in packaging, it sometimes happens that a few jars are broken in transit. Should there be any break ages or other cause for complaint, please do not hesitate to let us know. The goods are being consigned via Southampton for shipment by MV Orion Cargo arriving in Jakarta on February

	28, 2005. Further details, including packaging and marks, are contained in our invoice No. 20015 enclosed in duplicate. We look forward to receiving your first payment by bank transfer or check. We trust that our marmalade will sell well in your country.
9.	Yours faithfully,
10	Charis Abu Hanifah
	Head of Dispatch Department
11.	Enc. Invoice No. 20015

(Revised from Naterop et.al : Business Letters for All)

Personal Letter

(Compared to the numbering system of Business Letter, No. 4 is at the end of the letter, no. 1, 2, 5, 7, 11 do not exist)

3.	(writer's address & date)	49 Northwick Avenue Kenton, Middlesex February 14, 2005
6.	Dear Stephanie,	
8.	I was so sorry to have missed you when you came to London last week. I heard from my sister that you had called, but as I had joined Ricky on a business trip to Amsterdam, we were out of town while you were here. However, you will be over again in June, I hear, and we are sure to be at home then. So we look forward to seeing you next time. And don't forget-we have a spare room, and would be delighted if you made use of it.	

9.			With best wishes, Yours sincerely
10.			(.....) Biyani Kilimanjaro
4.	Gulf Service Inc. P.O. Box 388 Jeddah, Saudi Arabia		

(Naterop, B. J. et.al : Business Letters for All : 3)



Reading Comprehension and Interpretation

Task 2

Answer the questions on Business Letter

- Who are the sender and receiver of the letter?
- What has been ordered by the receiver of the letter?
- How are the ordered goods brought to the place of destination? (Jakarta)
- How long does it take to reach Jakarta?
- How is the payment (of goods) going to be done?

On Personal Letter

- Where was Biyani Kilimanjaro when Stephanie was in London last week?
- What could be a possible relationship between Biyani and Ricky?
- Was Biyani on a business or pleasure trip when he went to Amsterdam?
- What will happen in June?
- Who does Biyani mean when he says “we” on lines one and two or the second paragraph?
- What does he offer to Stephanie?



Reflecting on Text

Task 3

Reflecting questions on both texts (Business Letter and Personal Letter)

- What are the letters points found in the Business Letter but not in the Personal Letter?
- There is a very obvious difference about the inside addresses (no. 4) between both letters. What is it?
- Is the first sentence of a new paragraph indented?
- What is meant by “Attention” and “Reference” in the Business Letter?
- Why is there plural noun (“Sirs”) in the salutation of the first letter?
- Which language is more formal? Give some examples!

Activity 3



Group Work

Work in a group of three to four. Write down a business letter containing your application for a certain job, based on the following advertisement.

You will need to use these words / phrases besides your own:

Based on your advertisement dated; be interested ining; graduated from; I studied / my major is; was working in from to; but wanted to broaden my scope of experience; my specialty is; be ready to work hard for long hours; be willing to be posted everywhere in Indonesia / around the world, etc.

Unit 08

“Preparing Resume *and* Job Interview“



Activity 1 : Building Knowledge of Field

(Sharing Knowledge, Vocabulary in Context, Grammar Focus)

Activity 2 : Modeling of Text

Activity 3 : Joint Construction

Activity 4 : Independent Construction

Activity 1

Sharing Knowledge about Having a Job Interview

Task 1:

The initial objective of a job search is to obtain an appointment with prospective employers. Once this has been accomplished, you should begin planning for the interview. While preparing for an interview you can think about some of the questions employers might ask. They are:

- What was your overall grade-point average all through college/university?
- What courses did you enjoy while in college?
- What qualifications do you have that make you feel that you will be successful in your field?
- How did you happen to apply for this position?
- Have you had any part-time employment?
- Have you participated in any volunteer or community work?
- Do you like routine work?
- What are your future vocational plans?
- In what type of position are you most interested?
- What kind of job would you like to have?
- What have you done that shows initiative and willingness to work?
- Did you hold any positions of leadership while at school/college/university?
- Do you have any special skills, and where did you acquire them?
- How do you spend your spare time? What are your hobbies?
- What are your salary requirements?
- What do you consider your strengths and weaknesses?
- Is it an effort for you to be tolerant of persons with backgrounds and interests different from your own?
- What have you been doing since your last job (or since you got out of school)?
- If you were fired, what was the reason?



Vocabulary in Context

Task 2:

<i>regardless of</i>	=	paying no attention to sth (something) / sb (somebody); treating sth/sb as not being important.
<i>to identify (v)</i>	=	to recognize sb/sth and be able to say who or what they are; to find or discover sb/sth.
<i>preference (n)</i>	=	a greater interest in or desire for sb/sth than sb/sth else; a thing that is liked better or best.
<i>major (n)</i>	=	the main subject or course of a student at college or university
<i>to highlight (v)</i>	=	to emphasize sth, especially so that people give it more attention.
<i>concise (adj)</i>	=	giving only the information that is necessary and important, using few words.
<i>qualification (n)</i>	=	a skill or type of experience that you need for a particular job or activity; information that you add to a statement to limit the effect that it has or the way it is applied.
<i>outline (n)</i>	=	a description of the main facts or points involved in sth; the line that goes around the edge of sth, showing its main shape but not the details.
<i>credentials (n)</i>	=	documents such as letters that prove that you are who you claim to be, and can therefore be trusted.
<i>prospective (adj)</i>	=	expected to do sth or to become sth; expected to happen soon.
<i>convey (v)</i>	=	to make ideas, feelings, etc. known to sb.

Exercise

Complete the following sentences using the words from the list above

1. Ms. Indah wrote up a summary of the day's events.
2. Mr. Zainal always a sense of genuine interest in political issues.

3. I tell her the truth, what she wants to hear
4. The House of Representatives disapproved the of the President's budget.
5. Himmawan assumes his for the job will be considered along with theirs.
6. Dhani Ahmad has many in music.
7. Frederick was in business administration.
8. The president's campaign the need for increased social welfare.

Activity 2



Read the Following Reading Passage Carefully.

Task 1

Preparing your Resume

Regardless of how you identify job openings, you must learn how to develop and use a resume—a written summary of your personal, educational, and professional achievements. The resume is a very personal document, covering your educational background, work experience, career preference, major interest, and other personal information. It should also include basic information such as your age, address, and telephone number.



The primary purpose of a job resume is to highlight your qualifications. In general, a resume for a person seeking entry-level employment should be only page long. Information in a job resume should therefore be as concise as possible. An attractive layout will facilitate the employer's review of your qualifications.

There are several acceptable ways of preparing a job resume. Some use narrative sentences to explain job duties and career goals; others are in outline form. If the job resume is being sent with the credentials file, the resume can be quite short. Remember, too, that it should be designed around your own needs and objectives.

The design of the resume is very important because it projects your personality to the prospective employer. Neatness, color of stationery, layout—all those help convey your image. Equally important is clear organization.



• Reading Comprehension and Interpretation

Task 2

1. What is the primary purpose of a job resume?
2. Describe several ways of preparing a job resume.
3. When do we write a quite short job resume?
4. Why the design of a job resume is very important?
5. What are needed to convey your image in a job resume?



• Reflecting on Text

Task 3

Now let's study the text more closely. Discuss in groups of three or four.

1. Every text has its own purpose. What is the purpose of the text above?
2. At the beginning of the text, the writer gave a general statement about "Preparing Your Resume". How did he give the general explanation?
3. Out of six main ideas below, there are four that are in the reading. Write your choice on the space provided. Then put them in the right order.

..... 1. The primary purposes of a job resume.

..... 2. What is a resume?

- 3. How to prepare writing a resume?
 4. How to develop a resume?
 5. A resume should be designed around your own needs and objectives.
 6. The importance of a resume design.
4. In the first paragraph the writer used “Regardless of” to start with. What kind of opening did he try to make?
5. Why did the writer say that a resume is a very personal document?



Vocabulary in Context

Task 4: Synonyms

- guidelines (n)* = rules or instructions that are given by an official organization telling you how to do sth, especially sth difficult; something that can be used to help you make a decision or form an opinion.
- logical (adj)* = (of an action, event, etc.) seeming natural, reasonable or sensible; following or able to follow the rules of logic in which ideas or facts are based on other true ideas or facts.
- to limit (v)* = to stop sth from increasing beyond a particular amount or level; to restrict or reduce the amount of sth that you or sb can have or use.
- extensive (adj)* = including or dealing with a wide range of information.
- to avoid (v)* = to prevent sth bad from happening; to keep away from sb/sth; to try not to do sth.
- appeal (n)* = a quality that makes sb/sth attractive or interesting.
- generous (adj)* = giving or willing to give freely; given freely; more than is necessary.
- wordiness (n)* = containing too many words.
- excessive (adj)* = greater than what seems reasonable or appropriate; extreme.

<i>hesitate (v)</i>	= to be worried about doing sth, especially because you are not sure that it is right or appropriate.
<i>reference (n)</i>	= (for new job) a letter written by sb who knows you, giving information about your character and abilities, especially to a new employer; a person who agrees to write a reference, for you, for example when you are applying for a job.
<i>reluctant (adj)</i>	= hesitating before doing sth because you do not want to do it or because you are not sure that it is the right thing to do.

Exercise

Complete the following sentences using the words from the list above.

1. If you need anything, don't to call me.
2. Ms. Istiana tries to..... going shopping on Saturdays because the stores are so crowded.
3. Ali could list Mr. Warsito as a on his application.
4. After the mud-flow spread out houses in Sidoarjo, moving to a safe place was the thing to do.
5. Prof. Dody M. Soebadi did an research on urology surgery.
6. Mr. Habibie is well-known as a donor to many social foundations.
7. Prisoners have to their talk to 30 minutes.
8. Jarot had trouble understanding English but was to take English Courses.

Activity 3

- Read the Following Text and Write your own Resume

Activity 3

Task 1:

Guidelines for Preparing your Resume

Organization

Group your information into six or seven categories: (1) Personal Data, (2) Employment Objective, (3) Education, (4) Work Experience, (5) Special Interests, Skills, and Honors, (6) References, and (7) Certificate held, Publications, or Professional Memberships, where applicable.

Sequence

Beginning with your name, address, and telephone organize the information in a logical, easy-to-follow sequence. Under education and work experience, list your most recent degree or present job first.

Length

Generally speaking, it is best to limit your resume to one or two pages, unless your employment experience is extensive or unless more detail concerning academic preparation or job responsibilities is required.

Employment objective

State clearly the kind of employment you are seeking. Avoid such generalities as “working with people” and “challenging position in management.”

Format

Readability, eye appeal, and a total positive impression should be your goals. Generous spacing and separation of the components of your resume will help you achieve this effect. Underline and/or capitalize key headings, job titles, etc.

Writing style

Choose the style you are most comfortable with (first-person or third-person narrative). Avoid wordiness and excessive detail, especially in job descriptions.

Duplicate copies

Have your resume duplicated so that each copy looks as fresh as the original, or type each one individually.

Picture

Don't hesitate to use your picture at the top of your resume near your name. You will find differences of opinion on this; our point of view is that a good picture can make a resume more interesting.

References

The use of references is optional. Today, employers are using them less and less, especially those of the “to whom it may concern” variety. Because of various laws, many professors and employers are reluctant to give negative references, so practically all references are of a positive nature—and many employers recognize this. There's one very useful form of reference, however—your school transcript.

Assignment:

Now work individually. Create your own resume referring to the following example.

An Example of Resume

Fatur Rahman Abidin

157 Maple Road
East Lansing, MI 48824
517-321-0014

Career Objective

Capital budgeting and investment analysis or some other area of financial administration that complements my educational background.

Educational Background

September, 1974 – March, 1978 : Michigan State University, East Lansing, Michigan

Major : Financial Administration

Areas of Study : Finance, Accounting, Management, Marketing

Date of Graduation : March, 1978

Degree : M.B.A. in Financial Administration

September, 1969 – June, 1973 : Western Michigan University, Kalamazoo, Michigan

Major : Economics

Areas of Study : Economics, Statistic, Business Law

Date of Graduation : June, 1973

Degree : B.A. in Economics

September, 1967 – June, 1969 : Baylor Community College, Lansing, Michigan

Major : Pre-Engineering

Areas of Study : Mathematics, English, Chemistry, Social Science, Humanities

Date of Graduation : June, 1969

Degree : Associate Degree in Science

Employment History

September, 1975 – March, 1977 : Saginaw Mobil, Lansing, Michigan

Job Title : Service Station Manager

Responsible for all phases of operation : purchasing, budgeting, accounting, advertising, service, and customer relations.

October, 1969 – June, 1973 : Sears, Roebuck and Company, Kalamazoo, Michigan

Job Title : Automobile Technician

Became expert in most phases of automobile diagnosis and repair.

Often assisted in the training of new employees.

Summer, 1967, 1968, 1969 : Merrill Construction, Lansing, Michigan
 Job Title : General Laborer
 Worked at various construction sites throughout the state. My work performance enable me to be rehired three straight summers.

References

- Dr. William Goldman (Professor), Department of Business and Economics, Michigan State University, 12 Mulder Lane, East Lansing, Michigan 48823.
 Mr. Karl Robertson (Vice President), Value Auto Parts, 800 East Dudley, Lansing, Michigan 48912.
 Mr. Robert B. Lewis, 194 Lakeview, Lansing, Michigan 48842.



Grammar Focus

Task 2

Noun Clause Which Begin With Wheter Or If

Yes/No Question	Noun Clause	When a yes/no question is changed to a noun clause, whether or if is used to introduce the clause (note: whether is more acceptable in formal English, but if is quite commonly used, especially in speaking) In (c), (d), and (e):
Will she work?	(a) I don't know whether she will work. I don't know if she will work.	
Does he need help?	(b) I wonder whether he needs help. I wonder if he needs help. (c) I wonder whether or not she will work	

(d) I wonder whether she will work or not	Notice the patterns when or not is used
(e) I wonder if she will work or not	
(f) Whether she works or not is unimportant to me	In (f): notice that the noun clause is in the subject position

Exercise 1

Change the Sentences Beginning With I wonder.

Examples:

- a. Did Biyan get the job?
I wonder if Biyan got the job.
- b. Is Stephanie anxious to go?
I wonder if Stephanie's anxious to go.

1. Does Angga want to go to the interview session?
2. Have Hari and Shinta ever been in South Korea?
3. Will they give us a ride?
4. Can I borrow your history book?
5. Should we tell him about it?
6. Does Wisnu have to go back to work tonight?
7. Is it supposed to rain tomorrow?
8. Would you like to have dinner with me?

Exercise 2:

Subordination: **if/whether/whether or not/whether.... or not/if..... or not.**

Study these examples:

- | | |
|-----------|---|
| if – | Can you work with us?
I don't know if I can. |
| whether – | I don't know whether I can. |

whether or not –
whether or not –
if or not –

I don't know whether or not I can.
I don't know whether I can or not.
I don't know if I can or not.

Substitute:

I wonder whether I did the right job or not

I'm not sure

I'll never know

I don't know

I couldn't decide

Who knows

Exercise 3

Whether Or not

Take the part of Speaker B. Use whether or not.

a. Speaker A: Is she anxious to go to Pattaya?

Speaker B: I don't know whether she is or not.

b. Speaker A: Did they choose Rere for the Job?

Speaker B: I don't know whether they did or not.

1. Does Ilvy speak French well enough to handle the job?
2. Is that Ms. Wulan's car?
3. Can you lend me fifty thousand rupiahs?
4. Does it rain a lot in Bangkok?
5. Do you think she'll be here on time?
6. Have your friends ever met Dr. Nabil?
7. Should we tell Ms. Iyun about it?
8. Will Teresia be able to visit Washington this summer?

Activity 4

- Read the following job advertisements and then answer the following questions of the advertisement.

Task 1

Personal Wanted

The image shows two job advertisements. The first is for a Marketing Manager at PT. PANCAJAYA GROUP, with a salary of Rp. 10.000.000,00 per month. The second is for an Import-Export Manager at PT. PANCAJAYA GROUP, with a salary of Rp. 10.000.000,00 per month. Both ads list requirements such as a Bachelor's degree in Marketing or International Trade, 2-3 years of experience, and fluency in English.

1. What the position is vacant?
2. What does the job require the prospective employee to do?
3. What is the educational background requirement for this position?
4. Does the prospective employee need to have any experience?
5. What is the salary offered for the position?
6. Are there any special personality required?

- Read the Following dialogues and use them as examples for later listening-speaking exercises.

Task 2

Mr. Harianto is applying for the post of Marketing Manager at PANCAJAYA Group. The secretary of the chairman of the interviewing committee is bringing Mr. Harianto in.

- Secretary : Mr. Harianto, sir,
 Chairman : Ah, good morning, Mr. Harianto. I'm Anjasmara.
 Harianto : Good morning, Mr. Anjasmara.
 Chairman : I'd like to introduce Miss Christina, our Personnel Manager.
 Harianto : Good morning.
 Christina : Good morning.
 Chairman : Do sit down, Mr. Harianto. We're very glad that you were able to come and see us this morning.
 Harianto : I'm very glad to be here, Mr. Anjasmara.
 Chairman : Now, we've received your letter of application, including your resume, and there are a number of points we'd like to take up with you.
 Harianto : I'd be happy to answer any questions you may have.
 Chairman : Thank you. Please feel free to ask us about anything you would like to know.
 Harianto : Thank you.
 Chairman : Now, Miss Christina, perhaps you'd like to start.
 Christina : Thank you, sir. Mr. Harianto, I see from your resume that you were assistant sales manager of Ventina Import-Export Company last year. Could you tell us more about it?
 Harianto : Well, yes...I was in charge of all the sales inside the country and directly responsible to the sales manager. It was the usual sales routine and supervision of other sales as well.
 Chairman : Well, Mr. Harianto, do you have any questions you wish to ask?
 Harianto : Yes, ah...I wasn't clear about other benefits and would like to raise the question of sick pay and special leave.
 Chairman : All right, Mr. Harianto. I think that covers everything. We shall let you know by post next week if your application is successful. Thank you for coming.
 Harianto : Thank you.

Task 3:

Language Functions and listening-speaking exercises.

1. Asking for information

- Would you like to tell me/us.....?
- Could you tell me/us.....?
- Would you mind telling me/us.....?
- I/We would like you to tell me/us.....
- I/We would like to ask you.....

- about your personal background
- how you knew about the job vacancy
- where you have worked before
- more about your work experience
- about your educational background

2. Asking for further information

A : 1. Is there anything you { want to ask?
wish to raise with.....?

- Mr. Harianto
- Miss Yunis

2. Do you { want to askanything?
wish to raise anything at this point?

3. Have you got any { questions for.....?
further questions ?

- me/him/her
- the manager
- the chairman
- the personnel manager etc

B : Yes, there is }
Yes, I have } Mr. Zachro, I see from your resume that you....
Yes, I do }

- have worked in South Korea for 2 years
- have studied business administration in your M.A. program.
- attended a business course last year
- worked as assistant sales manager of Good Day Company last year

Exercise

Interview (pair work)

An international construction company is holding interviews for new staff. Read the job descriptions then ask and answer questions about each job as in the following example.

- Interviewer : Well, would you like to ask me any questions about the job of Sales Administrator?
- Candidate : Yes, what will I have to do?
- Interviewer : Well, you'll have to keep sales records, and you may have to write sales reports. You might also have to train new employees.
- Candidate : It sounds interesting.

Job: Telex Operator

Responsibilities : send messages in English, perhaps in French, perhaps check the telex machine.

Job: Personal Assistant

Responsibilities : deal with correspondence, perhaps arrange meetings, perhaps travel abroad.

Job: Marketing Manager

Responsibilities : report to the general manager, deal with marketing and sales activities, perhaps also develop and implement sales programs.

Job: Import-Export Manager

Responsibilities : receive and ship freight and documentation, assess charges and collect fees for shipments, also examine invoices, maintain contact with the Ministry of Commerce.

Task 4: Summary

Fill in the blanks with appropriate words from the choices given on the left.

applicant
application
apply for
fill in
interview

An is a person who asks to be considered for a job. He is usually asked to an ..
..... form and then the job. If he is successful in the initial stage, he will be asked to come for an

advertisements
classified
discretion
talent
resume
references

..... are placed in the Pages of the newspapers to attract the or ability the company wants. The application forms are sent in to the company together with a, a short written account of one's qualifications and previous employment. Sometimes i.e. documents from persons who are willing to make a statement about the application will contact the applicant's present employer at their

fringe benefits
increments
prospects
promotion
pension
salary
sick pay

The advertisement usually includes information on or opportunities for Such as annual which is a yearly increase in salary. Sometimes, such as and which are offered in addition to the basic salary are mentioned to attract applicants.

Note 

Note

Unit 09

“Advertising *and* Sales Promotion”



Activity 1 : Building Knowledge of Field

(Sharing Knowledge, Vocabulary in Context, Grammar Focus)

Activity 2 : Modeling of Text

Activity 3 : Joint Construction

Activity 4 : Independent Construction

Activity 1

Sharing Knowledge

Task 1

- What are the early origins of advertising?
- Who was the founder of modern advertising?
- What influenced the development of advertising in the twentieth century?
- What is the role of research in the advertising process?
- What is direct marketing?
- How are advertising audiences categorized?
- What is the difference between retail and wholesale?

Vocabulary in Context

Task 1: Synonyms

<i>Direct mail (n)</i>	= a kind of advertisements that are sent to people through the post/mail.
<i>Widespread</i>	= existing or happening in many places or among many people
<i>Share (n)</i>	= (business) any of the units of equal value into which a company is divided and sold to raise money. People who own shares receive part of the company's profits
<i>Revenues (n)</i>	= the money that a government receives from taxes or that an organization, etc. receives from its business.
<i>Goods (n)</i>	= things that are produced to be sold.
<i>Consumer goods</i>	= goods such as food, clothing, etc. bought by individual customers

<i>Supply (n)</i>	= an amount of sth that is provided or available to be used.
<i>Demand (n)</i>	= the desire or need of customers for goods or services which they want to buy or use.
<i>Market share (n)</i>	= (business) the amount that a company sells of its products or services compared with other companies selling the same things.
<i>Publicity (n)</i>	= the activity of making certain that someone or something attracts a lot of interest or attention from many people, or the attention received as a result of this activity
<i>Quotation (n)</i>	= a statement of the current value of goods (finance).

Exercise

Fill in the blanks with words from the box below.

<i>Costs</i>	<i>advertise</i>	<i>demand</i>	<i>magazines</i>	<i>revenues</i>
<i>Publicity</i>	<i>supply</i>	<i>place</i>	<i>quotation</i>	<i>share</i>

1. One form of _____ or advertising is for the company to hand out publicity brochures to _____ the product further.
2. Another way of promoting a new product is to _____ advertisements in _____ or newspapers.
3. Before a company gives a _____ for goods, they must take into consideration all their _____: the production costs, shipping, insurance and so on.
4. There are many factors which affect the price of goods, for example, the law of _____ and _____.
5. Last year, PANCAJAYA export-import company _____ rose up to 8%. Mainly after sold its 51% _____ to a Japanese investor.

Activity 2

- Read the following passage and then do the exercises that follow.

Task 1:

Advertising



Advertising is a non personal sales presentation usually directed to a large number of potential customers. It uses various media—newspaper, magazines, television, radio direct mail, and outdoor advertising—to relay promotional messages to widespread markets. Newspapers receive the single largest share of total (national and local) advertising revenues.

There are two basic types of advertising—product and institutional. Product advertising involves the non personal selling of goods or service. Institutional advertising involves the promotion of a concept, an idea, a philosophy, or the goodwill of an industry, company, organization, or government entity.

Advertising strategy for a product varies according to its stage in the product life-cycle. *Informative advertising*, intended to build initial demand for a product, is used in the introductory phase of the product life cycle. *Persuasive advertising* attempts to improve the competitive status of a product, institution, or concept. It is used in the growth and maturity stages of the product life cycle.

One of the latest trends in persuasive product advertising is to make direct comparisons with competitive products. The use of *comparative advertising* has been encouraged by the Federal Trade Commission, the regulatory agency involved in such matters.

Reminder-oriented advertising, used in the late maturity and decline stages of the product life cycle, attempts to keep a product's name in front of the consumer or to remind people of the importance of a concept or an institution. Soft drinks, beer, toothpaste, and cigarettes are products for which reminder-oriented advertising is used.

Task 2: Reading Comprehension and Interpretation.

1. What are two types of advertising?
2. What is the difference between *informative advertising*, *persuasive advertising*, and *comparative advertising*?
3. Please mention any media that are used by advertising!
4. Which one of those media that has the largest share of total advertising revenues?
5. What are differences between product and institutional advertising?
6. How advertising strategy for a product is varies?
7. What is the latest trend in persuasive product advertising?
8. What is the name of advertising regulatory agency in United States?



Reflecting on Text

Task 3

Now let's study the text more closely. Discuss in groups of three or four.

1. Every text has its own purpose. What is the purpose of the text above?
2. At the beginning of the text, the writer gave a general statement about "Preparing Your Resume". How did he give the general explanation?
3. Out of seven main ideas below, there are five which are in the reading. Write your choice on the space provided, then put them in the right order.
 - 1. Two basic types of advertising.
 - 2. Media used in advertising.
 - 3. The Federal Trade Commission involvement.
 - 4. The difference between Informative advertising and persuasive advertising.

- 5. The Purpose of advertising strategy.
 - 6. How is advertising defined?
 - 7. The latest trends in informative product advertising.
 - 8. Common products that use reminder-oriented advertising.
4. In the fourth paragraph the writer exposed “the Federal Trade Commission”. Do you have any idea why it is important to mention?
 5. What is your opinion about the last sentence in first paragraph?



Vocabulary in Context

Task 4: Synonyms

- Promotional strategy* = the function of informing, persuading, and influencing a consumer decision; the part of marketing decision effective communication between the firm and the marketplace.
- To enhance (v)* = to increase or further improve the good quality, value or status of sb/sth.
- Marketing research (n)* = the systematic gathering, recording, and analyzing of data about problems relating to the marketing of goods and services (~to identify markets, including surveys, consumer panels, direct observation of buying behavior, personal interviews, and analysis of published data).
- Retail (n)* = to sell goods to the public, usually through shops/stores.
- Artisan (n)* = a person who does skilled work with his or her hands.
- Wholesale (adj)* = connected with goods that are bought and sold in large quantities, especially so they can be sold again to make a profit.

Redeemable (adj) = that can be exchanged for money or goods.
Merchandise (n) = goods that are bought or sold; goods that are for sale in a shop/store; things you can buy that are connected with or that advertise a particular event or organization
To exhibit (v) = to show (something) publicly for competition, sale, or amusement

Exercise 1

Look at the words and phrases in the left-hand column. Match each one with its correct definition in the right-hand column.

1. Brochures	A. Sales presentation aimed at improving competitive status of a product.
2. Samples	B. Booklets advertising a company's products.
3. Market target	C. Advertisements inserts redeemable for cash by customers.
4. Competitive	D. Promotion of concept, idea, philosophy of a company
5. Persuasive advertising	E. Group of consumers toward which a marketing effort is directed.
6. Advertising	F. Free gifts of a product to gain public acceptance
7. Coupons	G. Offering similar or better products at attractive prices.
8. Institutional advertising	I. Sales presentation directed to a large number of potential customers.

Exercise 2: Fill in the Blanks with Suitable Words from the Box.

advertisements customers promotion order goods
market exhibit newspaper trade shows research
brochures wholesales

When a company starts to sell _____ (1) in a new market, they often _____ (2) the market potential or do a feasibility study to see if the product is viable. One way of assessing the _____ (3) potential is to participate at _____ (4) where companies can _____ (5) samples of their products and see what response they get from prospective _____ (6). Another way of promoting new products is to place _____ (7) in magazines or _____ (8). The aim of the _____ (9) is to interest customers or client in the product. Customers might make enquiries about the product and when they decide to buy they place an _____ (10).

Activity 3



• Read the following passage and then do the exercises that follow.

Task 1:

Sales Promotion

Sales promotion consists of the forms of promotion other than advertising and personal selling that increase sales through one-time selling efforts. Several sales promotion techniques are used to enhance and supplement the firm's sales or advertising efforts. They are supporting aspects of a firm's promotional strategy.



Point-of-purchase advertising (POP) includes displays and demonstrations promoting an item at a time and place near the location of the actual purchase decision, such as in a retail store. POP can be very effective in continuing a theme developed in some other aspect of the firm's promotional strategy.

Specialty advertising is the giving away of items such as pens, calendars, and ashtrays—currently valued at less than \$4—that are imprinted with the donor's company name. Specialty advertising has been around for centuries. Artisans in the middle Ages gave knights wooden pegs bearing the artisan's name to use in hanging up their armor.

Trade shows are often used to promote products or service to resellers in the distribution channel. Retailers and wholesalers attend trade conventions and show where manufacturers exhibit their different lines. Such shows are very important in the toy, furniture, and fashion industries. They have also been used to promote the products of one nation to buyers from another. Eastern European countries have done this very effectively in recent years.

Samples are free gifts of a product. They are an attempt to gain public acceptance of the product that will result in future sales. Samples are particularly useful in promoting new products. *Coupons* are advertising inserts or package inclusions that are redeemable by the customers for cash. Offering what amounts to a small price discount they can be helpful in getting a consumer to try a new or different product. *Premiums* are small gifts to the consumer for buying a product. They, too, are helpful in introducing a new product or getting consumers to try a different brand. *Trading stamps* are similar to premiums in that they are redeemable for additional merchandise. Historically they have been used to build loyalty to a certain retailer or supplier.

Promotional contests offering cash or merchandise as prize are also considered sales promotion techniques. Usually designed by specialists in this field, they are useful in getting consumers to consider new products.

Task 2

Reading Comprehension and Interpretation.

1. What are sales promotions techniques mentioned above?
2. Why sales promotion techniques are used?

3. Point of Purchase could be very effective in which way?
4. What is the oldest technique of sales promotion that has been known for centuries?
5. Why trade show is so important to use as a promotion technique?
6. What is the best technique in getting consumers to consider new products?



Reflecting on Text

Task 3

Now let's study the text more closely. Discuss in groups of three or four.

1. Every text has its own purpose. What is the purpose of the text above?
2. At the beginning of the text, the writer gave a general statement about "Sales Promotion". How did he give the general explanation?
3. Out of eight main ideas below, there are six which are in the reading. Write your choice on the space provided then put them in the right order.
 - 1. When trade shows are often used.
 - 2. Describing Point of Purchase (POP) advertising.
 - 3. Sales Promotions are supporting aspects of a firm's promotional strategy.
 - 4. Specialty advertising has been around for centuries.
 - 5. Retailers and wholesalers attend trade conventions and shows.
 - 6. The use of samples, coupons premiums, and trading stamps.
 - 7. How to design promotion contests?
 - 8. Premiums are helpful in introducing a new product.
4. At the last sentence, in the fifth paragraph the writer used "Historically" to start with. What did he try to explain?
5. What tense is mostly used in the above text? What was the writer's purpose to use it?



Grammar Focus

Task 4

Noun Clause Which Begin With A Question Word

<p>Question</p> <p>Where does she lives? What did he say When do they arrive?</p>	<p>Noun Clause</p> <p>(a) I don't know where she lives. (b) I couldn't hear what he said. (c) Do you know when they arrive?</p>	<p>notice: <i>does, did,</i> and <i>do</i> are used in a questions but not in noun clauses.</p>
<p>S V</p> <p>Who lives there? Who is at the door</p>	<p>S V</p> <p>(d) I don't know who lives there. (e) I wonder who is at the door.</p>	<p>The word order is the same in both the question and the noun clause because who is the subject in both</p>
<p>V S</p> <p>Who is she? Who are those men?</p>	<p>S V</p> <p>(d) I don't know who she is. (e) I wonder who those men are.</p>	<p>She is the subject of the question, so it placed in front of the verb be in the noun clause.</p>

Exercise 1

Change the question in parentheses to a noun clause.

Examples:

- a. (How old is he?) I don't know how old he is.
 b. (What was he talking about?) What he was talking about was interesting.

- (Where do you live?) Please tell me
- (When are they coming?) Do you know ?
- (How much does it cost?) I can't remember
- (Which one does he want?) Let's ask him

5. (Who is coming to the party?) I don't know
6. (Whose pen is this?) Do you know
7. (Where did Rina go?)..... is none of your business.
8. (Why did Marc and Diah leave the country?)
.....is a secret

Exercise 2:

Make a Question from the Given Sentence.

The words in parentheses should be the answer to question you make. Use a question word (who, what, how, etc.) Then change the question to a noun clause.

Examples: That man is (Mr. Huda)

Question : Who is that man?

Noun Clause : I want to know who that man is.

1. Carlin lives (in Manila).

Question : _____

Noun Clause : I want to know

2. Sari bought (a new dictionary).

Question : _____

Noun Clause : Do you know

3. It is (350 miles) to Yogyakarta from here.

Question : _____

Noun Clause : I need to know

4. Bayu was late to class (because he missed the bus).

Question : _____

Noun Clause : The teacher wants to know

5. That is (Emma's) pen.

Question : _____

Noun Clause : Rosa wants to know

6. Dimas saw (Ms. Erma) at the meeting.

Question : _____

Noun Clause : I don't know

7. (Albi) saw Ms. Luna Maya at the Mall.

Question : _____

Noun Clause : I don't know

8. Ria likes this book best, (not that one)

Question : _____

Noun Clause : I want to know

Task 6

Language Functions

A. Expressing approval

I'm happy with/about.....

I'm pleased with/about.....

I'm keen on.....

I'm very impressed by/with.....

I'm very much in favor of.....

I approve of.....

B. Expressing disapproval

I'm not (very) happy with/about.....

I'm not very pleased with/about.....

I'm not keen on.....

I'm not very impressed by/with.....

I don't thinkvery good.

I'm not in favor of that. What do you think?

Task 7

Listening-Speaking Practice

Exercise 3: Expressing Approval and Disapproval

You are discussing a new publicity leaflet with the Sales Manager. You have made a list of your comments and are talking to him about it. Study the sample dialogue first and then construct dialogues with your partner.

Color please

A : What do you think of the color?

B : Yes, I'm pleased with that (it).

- | | |
|----------------------------|------------------------|
| 1. page size | - happy |
| 2. sales point | - very impressed |
| 3. discount | - not very impressed |
| 4. drawing | - not very keen |
| 5. company logo | - very pleased |
| 6. insurance scheme | - very happy |
| 7. free delivery service | - pleased |
| 8. photographs of products | - not really impressed |



Vocabulary in Context

Task 1: *Synonyms*

- | | |
|-------------------|---|
| Signage (n) | = refers to signs and billboards used for advertising purposes. |
| Town crier (n) | = a person who announced the news of the day before the advent of the newspaper. |
| Handbill (n) | = a small printed advertisement distributed by hand. |
| A market target | = a group of consumers toward which a firm decides to direct its marketing effort. |
| Classified ads | = the section in a newspaper with small advertisements arranged in groups according to their subject, that are placed by people or small companies who want to buy or sell sth, find or offer a job, etc. |
| Copywriter (n) | = a person whose job is to write the words for advertising material. |
| Prospective (adj) | = expected to do something or to become something. |
| Rules out | = to state that something is not possible or that somebody/something is not suitable. |

- Sales representative (n) = an employee of a company who travels around a particular area selling the company's goods to shops/stores, etc.
- Salesperson (n) = a person whose job is to sell goods, for example, in a shop/store.
- Reassure (v) = to say or do something that makes somebody less frightened or worried.

Activity 4

- 
- Read the following text and identify the text structure

Task 2:

A Brief History of Advertising

The origins of advertising were unearthed by archaeologist who found **signage** on the walls of ancient cities in Greece and Rome inviting travelers to stop by local establishments to sample their wares. These wares ranged from tangible goods, such as wine and food, to the less tangible variety such as overnight accommodations.

Another ancient form of advertising was the **town-crier**, who told the citizenry about the “good deal” to be found “juts around the corner”. The criers also informed the citizens of the news of the day.

With the introduction of the printing press in Europe in 1455, business accessed ever larger markets for their goods. With the printing press also came a new form of advertising, the **handbill**. The advantage of handbills over signs and town criers was the message could be efficiently copied and distributed to many people in a relatively short time span and the content could be expanded to include as much description as thought necessary to effect the transaction.

A Brief History of Advertising

The earliest newspapers in America were in the form of classified ads published in the Boston *News-Letter* in 1704. In 1833, Benjamin Day's *New York Sun* originated the concept of the mass circulation newspaper. From that point, we see advertising emerging both as a form of persuasive communication, bought and paid for by the advertisers and as economic engine capable of financially supporting the media enterprise.

Another defining moment in advertising took place in 1905 when John E. Kennedy, a copywriter working in partnership with Albert Lasker at the Lord and Thomas advertising in New York, redefined advertising as “salesmanship in print”. Kennedy felt that advertising copy should offer consumers reasons that they should go out and buy the product by presenting arguments much as a live salesperson would do. This “hard sell” approach to advertising as a mediated sales tool helped to focus the creative message and introduced the “reason why” philosophy to copy preparation.

The “soft sell” approach was pioneered by Stanley Resor and his copywriter, Helen Lansdowne at the J. Walter Thompson agency. This approach tended toward an emotional rather than a rational appeal. Resor also introduced the study of consumer psychology into the advertising practice and sought to make advertising an integral part of his clients' overall sales effort.



Reading Comprehension and Interpretation

Task 3

1. Where were the origins of advertising unearthed by archaeologist?
2. What kind of wares did citizen promote to travelers?
3. What are the advantages of handbills over signs and town criers?
4. What was the concept that originated by New York Sun?
5. Who was the pioneer of the hard sell approach?
6. What did the soft sell approach emphasize?



Reflecting on Text

Task 4

1. What is the purpose of the text above?
2. Is there any introductory paragraph?
3. Would you prefer to have it written as above (what you have read)?
Justify your answer.
4. Why did the writer give more facts that were happened in America?
5. Is there any conclusion or concluding paragraph in the above printed text? Explain.

Assignment: Work in a group of three or four. Referring to the answers of Task 3, please develop them chronologically by using your own words. A half page at least.

Exercise:

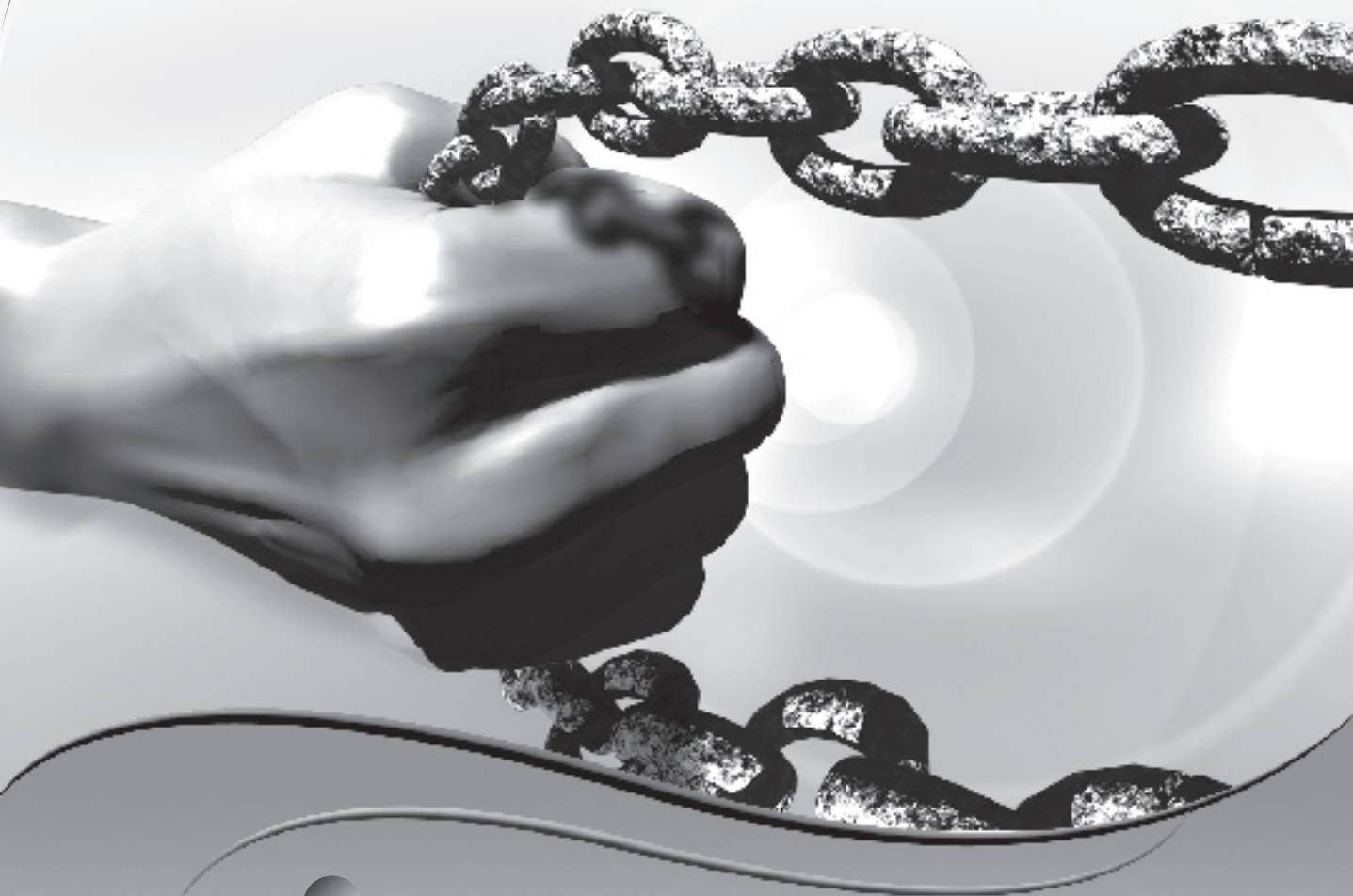
Read the text above carefully then write your answer on the space provided below. What were important facts that happened:

1. In ancient cities of Greece and Rome
.....
.....
.....
2. In Europe in 1455.
.....
.....
.....
3. In 1704.
.....
.....
.....
4. In 1833.
.....
.....
.....
5. In 1905.
.....
.....
.....

Lined writing area with horizontal lines. A large, faint watermark reading "Note" is centered across the page.

Unit 10

“The US Criminal Court Process”



Activity 1 : Building Knowledge of Field

(Sharing Knowledge, Vocabulary in Context, Grammar Focus)

Activity 2 : Modeling of Text

Activity 3 : Joint Construction

Activity 4 : Independent Construction

Activity 1

Building Knowledge of Field

Sharing Knowledge

Task 1

- What happens when someone has broken into your house ,then you silently warn the police, and the criminal gets caught? Will you and the police automatically beat him to his death?
- What will happen to him? Yes, he will be brought to court, or our legal system will decide what will legally be done to him, which means what kind of punitive action will be brought upon him. Who has made the decision? The judge. What did he base his verdict on?
- That is the job of a prosecutor, or the prosecuting attorney who works for the government and brings the criminal case before a court of law.

Vocabulary in Context

Task 2:

be hurtful	=	it causes pain
be sinful	=	having the nature of breaking God's law (B.I = mengandung dosa)
to violate a criminal statute	=	to break the law (passed by Parliament/ Congress) on criminal acts
to enact something duly	=	to make a law about something in the right manner/way
an offense	=	the hurting of somebody's feelings (B.Ind. = penghinaan)
be punishable	=	can be punished

fine (noun)	= a sum of money to be paid as a penalty for breaking a law or rule
imprisonment	= to be put in prison
Obligations due the community as a whole	= a promise/action to be taken/done for the of community welfare (B.I. = kesejahteraan masyarakat)
to impose a sanction	= to place/force a sanction (to someone)
treason	= disloyalty, betrayal of trust (B.Ind. pengkhianatan)
corresponding	= be similar
corresponding punishment	= punishment given as seriously as the seriousness of the crime.
life imprisonment	= being put in jail as long as one's life
death penalty	= to be killed as a form/way of punishment (B.Ind. hukuman mati)
be reprehensible	= deserving to be reprehended / rebuked, (B.Ind. = patut untuk ditegor/dimarahi)
mildly	= not severely (B.Ind = tidak terlalu keras / agak)
be akin to	= of similar character = be the same as

Exercise (The Nature and Substance of Crime)

1. What word does the adverb 'specifically' (l. 2) explain? Does it explain a verb or an adjective?
2. Why is the phrase 'a state legislature' (l. 3) put between two commas?.
3. What is the meaning of the word 'some' in 'some other public authority'?
4. What is the meaning of the suffix '-able' in 'punishable'? (l.4)
5. The noun 'obligation' (l. 5) is plural; why can it be pluralized, when the word has an abstract / intangible (can not be touched) meaning?
6. What does the word 'the' in the phrase 'the state' (l. 6) .signify?
7. What words/phrases are the examples of 'corresponding punishments' (l. 9)?

8. What could be the opposite of 'a light fine' (l. 12)? Please let it be known that it is not 'a heavy fine'*. What could it be?
9. Combine / Rearrange the expression of this sequence of adjective : "I need a capable man, reliable man, trustworthy man, and yet an easy-going man,"* in the same as the one on lines 2,3.

Activity 2

- Read the following text and identify the text structure

Task 1:

The Nature and Substance of Crime

An act is not automatically a crime because it is hurtful or sinful. An action constitutes a true crime only if it specifically violates a criminal statute duly enacted by Congress, a state-legislature, or some other public authority. A crime, then, is an offense against the state punishable by fine, imprisonment, and death. A crime is a violation of obligations due the community as a whole and can be punished only by the state. The sanctions of imprisonment and death cannot be imposed by a civil court or in a civil action (although a fine may be a civil or criminal penalty).

The state considers some crimes serious, such as murder and treason, and this seriousness is reflected in the corresponding punishments, such as the life imprisonment or the death penalty. The state considers other crimes only mildly reprehensible such as double parking or disturbing the peace, and consequently punishments of a light fine or a night in the local jail are akin to an official slap on the wrist



• Reading Comprehension and Interpretation

Task 2:

1. When does an action become a true crime?
2. Who devises/writes the criminal statute?
3. Can you give an example of 'obligation due the community as a whole' in Indonesia?
4. Why can't a civil court impose imprisonment or death?
5. What is considered as a political treason in Indonesia?



• Reflecting on Text

Task 3

Now let's study the text more closely. Work in groups of four.

1. What is the relationship between the title and the first sentence of paragraph 1?
2. What is the main idea of paragraph 1?
3. In what way is paragraph 2 related to paragraph 1?
4. What is the relationship between the last and the first sentences of paragraph 1?
5. What is the relationship between the last and the first sentences of paragraph 2?



• Vocabulary in Context (Categories of crime)

Task 4:

to go hand in glove (with) = be in close relations with....

be inadvertent = not paying or showing proper attention

nonnegligent manslaughter = someone gets killed not because another person does not

give enough care for the former's safety = intentional killing

forcible rape = raping (B.Ind.=pemeriksaan) which involves the use of physical force

to inflict on another = to cause someone to suffer
welfare fraud = an act of criminal deception (B.Ind = penipuan/kecurangan)
which affects other people's / community welfare
fidelity = loyalty, faithfulness (B.Ind. = kesetiaan)
bribery = the act of bribing, or offering/giving money to someone in order to
influence/persuade him to do something
expense accounts = sums of money which have been spent
antitrust law = law which is against the establishing (B.Ind. = pembentukan)
of trusts or other business monopolies
depreciation figures = figures/amounts/sums of money which show reduction
of its real value
white collar activities = activities of people who work in offices / non-manual
laborers
under the guise of = assuming a particular manner (B.Ind. = ber pura-pura)
ongoing activity = activity which is progressing or continuing at present
be inexorable = relentless, unyielding (B.Ind. = pantang menyerah)
to twine = to hold around, e.g. "He twined his arms around my neck"
to entwine = to make something twine with something else
be inexorably entwined = be very related to each other and never having the
intention to surrender
particularly = especially
lucrative = profitable, bringing in money
trafficking = illicit / illegal trading
exorbitant interest rates = very high interest rates
treason = betrayal of/disloyalty to one's country or ruler (B.Ind. = pengkhianatan)
armed rebellion = rebelling (B.Ind = memberontak) using weapons
to assassinate = to murder, to kill an important leader/ruler by hiring a
professional killer. murderer
sedition = words or actions intended to make people rebel against authority
dissident groups = groups of people who disagree with a certain government
policy
be consensual = agreeing with each other, deriving from 'consensus', general
agreement
consenting adults = adults who give each other permission to do
something

Categories Of Crimes

Five broad categories that comprise the primary criminal offenses in the United States today are conventional, economic, syndicated, political, and consensual.

1. Conventional Crimes

Property crimes are distinguished by the government from crimes of violence, although the two often go hand in glove. For example, the thief who breaks into a house and inadvertently confronts a resistant owner may harm the owner and thus be involved in more than just the property crime of burglary.

The less numerous, but more feared, conventional crimes are those against the person. These crimes of violence include murder and non-negligent manslaughter, forcible rape, robbery, and aggravated assault.

2. Economic Crimes

There are four broad categories of economic crimes, namely 'personal crimes', 'abuse of trust', 'business crimes, and 'con games'. The first refers to non-violent criminal activity that one person inflicts on another with the hope of monetary gain. Examples include intentionally writing a bad check, cheating on one's income tax, and committing welfare fraud.

The second, abuse of trust, occurs when business or government employees violate their fidelity to their employer or clients and engage in practices such as commercial bribery, theft and embezzlement from the workplace, and filling out false expense accounts.

Business crimes, the third one, are crimes that are not part of the central purpose of the business enterprise but are incidental to (or in furtherance of) it. Misleading advertising, violations of the antitrust laws, and false depreciation figures computed for corporate income tax purposes are all business crimes.

The last kind, or 'con games', are white-collar criminal activities committed under the guise of a business.

3. Syndicated, or Organized, Crimes

This crime is engaged in by groups of people and is often directed on some kind of hierarchical basis. Organized crime tends to focus on areas that are particularly lucrative, such as trafficking in illegal drugs, gambling, prostitution, and loan-sharking (money-lending at orbit ant interest rates and high repayment rates).

4. Political Crimes

Political crime usually constitutes an offense against the government: treason, armed rebellion, assassination of public officials, and sedition. However, the term has come to include crimes committed by the government against individual citizens, dissident groups, and foreign governments or nationals.

5. Consensual Crimes

So-called victimless crime, such as prostitution, gambling, illegal drug use, and unlawful sexual practices between consenting adults, is called consensual because both perpetrator and client desire the forbidden activity.



Reading Comprehension and Interpretation

Task 2:

1. What is property crime? Give one example!
2. Why are people more afraid of crimes against them? Does this crime belong to property crime?
3. Does cheating on one's income tax also happen in Indonesia? What category does it belong to?
4. If you have a maid, and this maid of yours cheated on you when you asked her to buy some kitchen stuff in a traditional market, would you sue her and bring her to court?
5. When a cigarette advertisement says that "smoking will make you feel calm and relaxed", is it a violation of a criminal statute?

6. Of all the examples given for 'Syndicated or Organized Crime', which ones also happen here in Indonesia? If they do, does the police do anything about it?
7. Who usually does lion sharking here in Indonesia? One of the Banks or those of Private people?
8. What would you categorize 'Gestapu' event in 1965? Describe your answer by specifying the characteristics of the category that you have chosen.
9. Can you give an example of one dissident group in Indonesia?
10. If your neighbor, a man who has a wife and children, has an affair / commits adultery with a woman who is still single, would you consider this as 'rape'? Based on the passage above, is it a crime? If it is, what category does it belong to?



• Reflecting on Text

Task 3

1. What is the purpose of the text above?
2. Is there an introductory paragraph?
3. Why isn't the text above written as one whole, long, passage?
4. Would you prefer to have it written as above (what you have read), or as one Whole, long passage? Why is that so?
5. Is the meaning of 'category/categorize' related to the word/meaning of 'specify/specification'? If it is, in what way are they related?
6. Is there a conclusion or concluding paragraph in the above printed text? Why is that so?



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