

Maret 2018

Diktat Mata Kuliah

Bahasa Inggris/TOEFL

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UNIVERSITAS NASIONAL



UNIVERSITAS NASIONAL
RENCANA PEMBELAJARAN SATU SEMESTER

MATA KULIAH : Bahasa Inggris/Toefl
SEMESTER : 6
SKS : 2
KODE : 03021606
JURUSAN : Sastra Inggris
KOMPETENSI : Mampu mencapai skore toefl 300-450.

MINGGU KE	KEMAMPUAN AKHIR YANG DIHARAPKAN	BAHAN KAJIAN (MATERI AJAR)	BENTUK PEMBE LAJARAN	KRITERIA PENILAIAN (INDIKATOR)	BOBOT NILAI
1	Memahami bentuk dan fungsi bentuk simple dan progressive di dalam kalimat	Simple and Progressive Verb Forms	Ceramah, tanya jawab, dan latihan soal		
2	Memahami bacaan teks dengan benar.	Reading Comprehension	Ceramah, tanya jawab, Latihan soal		
3	Memahami dan mampu menulis paragraf dengan benar.	Paragraphs	Ceramah, tanya jawab, dan menulis paragraf akademik		
4	Mampu berbicara dan mengungkapkan opini dalam Bahasa Inggris.	Expressing Opinions	QUIZ 1	Mampu berbicara dan menulis paragraf Bahasa Inggris dengan benar.	10%
5	Mampu memahami isi video.	How to Be A Leader	Ceramah, tanya jawab, simulasi, presentasi		
6	Mampu memahami teks dengan benar	Reading Comprehension	Dikusi kelompok dan latihan		
7	Memahami dan mampu menulis esai formal	Formality in Writing	Ceramah, tanya jawab, simulasi		
8	Mampu bernegosiasi dalam Bahasa Inggris dengan benar.	Negotiation	Diskusi kelompok dan presentasi.	UTS	30%
9	Mampu memahami isi teks dengan benar.	Reading Comprehension	QUIZ 2	Kebenaran dan ketepatan.	10%
10	Memahami cara menulis esai akademik	Hedging	Ceramah, tanya jawab, presentasi		
11	Mampu menyimak video dan presentasi	How to Start A Presentation	Ceramah, tanya jawab, diskusi dan presentasi		
12	Mampu menyimak teks dengan baik dan benar.	Reading Comprehension	QUIZ 3	kebenaran, dan kejelasan	10%

13	Memahami -bentuk-bentuk kalimat pengandaian.	Conditional Sentence	Ceramah, tanya jawab, simulasi dan presentasi		
14	Mampu menulis esai akademik dengan menggunakan struktur impersonal	Impersonal Report Structures	Ceramah, tanya jawab, latihan menulis esai akademik		
15	Mampu berkomunikasi baik lisan maupun tulis dengan Bahasa Inggris yang baik dan benar.	Review	UJIAN AKHIR	kebenaran dan kejelasan.	40%

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RENCANA TUGAS

MATA KULIAH : Bahasa Inggris/Toefl
SEMESTER : 6
SKS : 2
MINGGU KE : 4,9,12 TUGAS KE : 1,2,3

1. Tujuan tugas : Mahasiswa mampu mencapai skor toefl 300-450
2. Uraian tugas :
 - a. Objek Garapan : Kemampuan berbicara, membaca, mendengar dan menulis Bahasa Inggris.
 - b. Yang harus dikerjakan dan batasan-batasan : Berbicara, membaca, mendengar, dan menulis Bahasa Inggris.
 - c. Metode/cara pengerjaan, acuan yang digunakan : mengerjakan tugas, menyerahkan tugas.
 - d. Deskripsi luaran tugas yang dihasilkan/ dikerjakan : Mampu mencapai skor toefl 300-450
3. Kriteria penilaian:
 - a. Pemahaman berbicara, mendengar, membaca, dan menulis 10%
 - b. Pemahaman berbicara, mendengar, membaca, dan menulis 10%
 - c. Pemahaman berbicara, mendengar, membaca, dan menulis 10%

Kata Pengantar

Puji Syukur kehadiran Tuhan Yang Maha Esa karena atas limpahan rahmat-Nya sehingga kami dapat menyelesaikan diktat Bahasa Inggris/Toefl untuk mata kuliah umum. Diktat ini disusun berdasarkan student center learning yang lebih menempatkan mahasiswa sebagai pusat kegiatan belajar. Diktat ini juga dilengkapi dengan latihan soal untuk menguji pemahaman mahasiswa terkait dengan materi yang terdapat pada diktat. Dalam diktat Bahasa Inggris ini akan dibahas listening comprehension, reading comprehension, speaking, dan writing.

Kami menyadari masih banyak kekurangan dalam penyusunan diktat ini. Oleh karena itu, kami sangat mengharapkan kritik dan saran demi perbaikan dan kesempurnaan diktat ini.

Kami mengucapkan terima kasih kepada berbagai pihak yang telah membantu proses penyelesaian diktat ini. Semoga diktat ini dapat bermanfaat bagi kita semua, khususnya para mahasiswa.

Jakarta, Maret 2018

Penulis

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CHAPTER I

SIMPLE AND PROGRESSIVE VERB FORMS

Meaning

In Academic English we need to use the correct verb form to show the time or duration of the action or whether it is complete, incomplete or ongoing. We divide verb forms into **simple** and **progressive**.

We use **SIMPLE VERB FORMS** to talk about actions or states which are complete, habitual or factual.

In academic writing we use the **present simple** to make general statements, conclusions or interpretations.

- Research **shows** that artificial sweeteners in many products actually **raise** blood sugar instead of reducing it.

We use the **past simple**, usually in the passive voice, to describe the methods and data used to compile a report or carry out some research.

- Data from diverse sources **was collated** and **analyzed** before the government completed the report.

We use the **present perfect simple** to show a connection between past and present and to describe developments or past findings without specifically referring to the original research, paper or writer.

- Many studies **have shown** that girls in single sex schools on the whole perform better in math than female adolescents in coeducational schools.

We use **PROGRESSIVE VERB FORMS** to emphasize duration or describe an incomplete, ongoing action at a point in time.

We use the **present progressive** to show an action currently in progress.

- A large number of astrophysicists **are** now **studying** dark matter almost exclusively .

We use the **past progressive** to show an action in progress at a particular time in the past.

- Students **were attending** the lecture when the earthquake happened.

Form

SIMPLE

1) Present: SUBJECT + BASE FORM

- Scientists observe and experiment in order to collect empirical evidence for their theories.

2) Past: SUBJECT + SIMPLE PAST FORM OF VERB

- She completed her dissertation two months ago.

3) Future: SUBJECT + WILL + BASE FORM

- This research will aim to demonstrate whether the workforce is sufficiently diverse to reflect the social makeup of the area.

4) Perfect: SUBJECT + HAVE/HAS + PAST PARTICIPLE

- Dinosaurs have survived and evolved into modern birds.

NOTE: In formal academic writing we avoid the contracted forms of the auxiliaries.

PROGRESSIVE

1) Present: SUBJECT + AM/ARE/IS = -ING

- Our faculty is currently undergoing some structural changes.

2) Past: SUBJECT + WAS/WERE + -ING

- When I completed my first essay some of my fellow students were already working on their long assignment.

3) Future: SUBJECT + WILL BE + -ING

- Academics, students and the general public will be commemorating the 400th anniversary of Shakespeare's death in 2016.

4) Perfect: HAVE/HAS + BEEN + -ING

- Galaxies have been accelerating away from each other for billions of years.

NOTE: In formal academic writing we avoid the contracted forms of the auxiliaries.

Right or Wrong

Look at these sentences. There are some mistakes. Which sentences are wrong? Explain why.

1. Psychologists define a narcissist as someone who had shown an excessive interest in or admiration of oneself and one's physical appearance.
2. She is considering majoring in economics but she has yet to decide.
3. The students will be completing their work before spring break.
4. When questioned by the janitor the two adolescents claimed they had waited for their friends.
5. Prior to any diagnosis it is essential to establish if the patient is taking their medication.
6. The two scientists have co-authored a number of influential papers in the last decade.

7. Water has boiled at 100 degrees.
8. Apparently she dropped out of her course before she had even finished her first semester.

Right or Wrong - Answers

1. Psychologists define a narcissist as someone who had shown an excessive interest in or admiration of oneself and one's physical appearance. ✘ shows
2. She is considering majoring in economics but she has yet to decide. ✔
3. The students will be completing their work before spring break. ✘ have completed
4. When questioned by the janitor the two adolescents claimed they had waited for their friends.
✘ been waiting
5. Prior to any diagnosis it is essential to establish if the patient is taking their medication. ✘
has been
6. The two scientists have co-authored a number of influential papers in the last decade. ✔
7. Water has boiled at 100 degrees. ✘ boils
8. Apparently she dropped out of her course before she had even finished her first semester. ✔

Right or Wrong – Feedback

1. Psychologists define a narcissist as someone who ~~had shown~~ shows an excessive interest in or admiration of oneself and one's physical appearance. ✘
 - We use the SIMPLE PRESENT to show that something is always true.
2. She is considering majoring in economics but she has yet to decide. ✔

3. The students will ~~be completing~~ **have completed** their work before spring break. ✘
 - We use the FUTURE PERFECT SIMPLE to show that an action will be completed before a specified time in the future.
4. When questioned by the janitor the two adolescents claimed they had ~~waited~~ **been waiting** for their friends. ✘
 - We use the PAST PERFECT PROGRESSIVE to show that an action lasted up to a specified point in the past.
5. Prior to any diagnosis, it is essential to establish if the patient is **has been taking** their medication. ✘
 - We use the PRESENT PERFECT PROGRESSIVE for an action that lasts until the present moment or finished recently.
6. The two scientists have co-authored a number of influential papers in the last decade. ✓
7. Water ~~has boiled~~ **boils** at 100 degrees. ✘
 - We use the SIMPLE PRESENT for something that is always true.
8. Apparently she dropped out of her course before she had even finished her first semester. ✓

Practice

Wei has researched how Japanese society has changed in recent years due to the increase in the use of mobile phones. She is giving a brief talk to her classmates. Fill in the blanks in the following text with the correct form of the verb.

Japanese society **1. (change)** dramatically over the past twenty years. As an example, Japanese cell phone manufacturers **2. (develop)** their products at an extremely fast rate.

Twenty years ago, most people **3.** (**use**) cell phones, but now the younger generation are hyper-connected.

Some experts say that the ties between families **4.** (**weaken**) recently because adolescents **5.** (**spend**) so much time every day on the phone. These people also state that the urge to take and publish selfies **6.** (**create**) a generation of narcissists. Others say that the new devices **7.** (**allow**) people from diverse backgrounds to communicate with each other. Most experts state that even the poorest people on the planet **8.** (**use**) cell phones soon.

Cell phones which are manufactured by Japanese companies **9.** (**evolve**) in recent years and they are now hi-tech devices. The new generation of young Japanese people **10.** (**live**) all their life with mobile devices. It is hard for them to imagine life without a cell phone.

Conclusion

In Academic English we need to choose the the correct verb form in order to produce language with accuracy and clarity. For example in scientific papers we use simple tenses to show facts, general truths, natural laws, or mathematical axioms.

- The earth **rotates** around its axis in approximately 24 hours.
- The Triassic period **occurred** between 251 and 199 million years ago.

We use progressive tenses to describe an experiment as it is taking place.

- We **are monitoring** the laboratory mice to establish whether there will be any side effects.

CHAPTER II

READING COMPREHENSION

Turkish treats

Hello London foodies!

I'm kicking off this week's blog by talking about a fantastic new Turkish restaurant in Soho called Moda. I can't remember ever eating better dolma or hummus – it was so yummy! In fact, this is one of the things which the restaurant prides itself on - the freshness and authenticity of the ingredients. Apparently, the chef insists that the fruit and vegetables are brought over every day from his home region in Turkey – and from nowhere else. He may be a perfectionist, but it was so delicious that I can't complain, Moda isn't cheap, but it's definitely worth every penny.

And I've got great news for you. When I told him that I write a food blog, he said he'd give all my readers a 10% discount! Just mention this blog when you book.

A very different restaurant, where I had lunch last Monday, is Chez Fitz. Situated near Leicester Square, its main selling point is that its food is all locally sourced (within 30 kilometres of the restaurant). My friends and I were completely amazed – we had no idea that so much could be grown so close to central London,. But it turns out that there are pockets of green all over the city – you just need to know where to look.

One final point: I couldn't believe how pricey my weekly shop was this week. Normally it's about \$40, but this week it was more than \$55 for more or less the same amount of food. Any ideas why? More in a couple of weeks as I'm going away on my hols tomorrow!

Exercise

I. Read the blog again and answer the questions below.

1. Why does the blog's author like Moda?
2. What is the main selling point of Chez Fitz?
3. What question does the blogger ask at the end of the article?
4. What is 'SouthLondonMum' angry about?

II. Read the blog again. Write true (T), false (F) or does not say (DNS) next to the statements below.

1. It is impossible to grow food in urban areas.
2. The author has noticed almost a 40% increase in the cost of food.
3. Restaurants like Chez Fitz will become more common in the future.
4. Chez Fitz tries to minimize food miles.
5. Food prices are going up in Turkey.
6. To eat at Moda regularly, you would have to be relatively wealthy.

III. The blog author uses informal language. Match informal words and phrases (1-6) to formal words (a-f). Use the context to help you.

- | | |
|-----------------|--------------|
| 1. Kick off | a. Expensive |
| 2. Yummy | b. Holidays |
| 3. Pricey | c. Import |
| 4. Hols | d. Delicious |
| 5. Bring over | e. Criticize |
| 6. Have a go at | f. Begin |

IV. Match words (1-8) to definitions (a-h)

- | | |
|--------------------|--|
| 1. Authenticity | a. The quality of being recently produced, grown or made. |
| 2. Food miles | b. The main reason for buying something, or its best feature. |
| 3. A perfectionist | c. A reduction in the usual price of something. |
| 4. Freshness | d. The distance between where something is grown and where it is sold. |
| 5. Situated | e. Someone who always wants everything to be correct. |
| 6. To insist | f. Located, found in. |
| 7. A discount | g. Say that something must happened. |
| 8. A selling point | h. When something is real, true or genuine. |

CHAPTER III

PARAGRAPHS

What is a paragraph?

- A collection of 5-10 related sentences that has a purpose.
- The purpose can be to introduce, explain, persuade, etc.

The sentences have to be connected by language (cohesion) and by content/idea (coherence)

A paragraph should have

1. a **topic sentence** that
 - tells the readers what the paragraph is about (main idea);
 - usually appears as the first or the second sentence;
2. **supporting sentences**, which explain or illustrate the main idea.
3. a **concluding sentence** at the end of the paragraph

Topic Sentence

- A topic sentence should have the **topic** and the **controlling idea**.
- Topic is what is being discussed

- The controlling idea is the **view or opinion** of the writer about the topic. This view/opinion is not absolute. It is debatable.

Example:

- Topic: drugs
- Topic sentences may be...
 - **Drugs** should be banned completely.
 - **Some drugs** are allowed with prescriptions.
 - **To eradicate drugs** we need to punish heavily both the sellers and users.

(The bold words are topic, and the underlined parts are controlling idea)

Good and bad topic sentences

- A **good topic sentence** can be expanded, whereas a bad topic sentence is either too general (too wide) or too specific (limited)
- **Bad topic sentences**
 - Education is important (too wide)
 - My friend is 17 years old. (too limited)
- **Good topic sentences:**
 - **Drugs** should be banned completely because they destroy people's lives.
 - **My 17-year-old brother** is a curious person.

Supporting ideas

- Supporting sentences should **give more information** to **the idea in the topic sentence**.
- Asking questions is a way to generate ideas.
 - **Drugs** should be banned completely because they destroy people's lives. (**How** do drugs destroy lives? **What** are the effects?)
- Supporting ideas:
 1. People are depending on drugs every day.
 2. Crime rate is increasing because people want to get money to buy drugs.
 3. People's and their family's lives are ruined.
- The supporting ideas need to be elaborated by examples or more information.
- Let's see the first supporting idea:
 - People are depending on drugs every day. They use them to cope with stress, to ease pains, or to escape from reality.

Now, in pairs try to do the same with the second and third ideas.

1. Crime rate is increasing because people want to get money to buy drugs.

2. People's and their family's lives are ruined.

Concluding sentence/clincher

- The concluding sentence or clincher should summarize your opinion, giving lasting impression to your readers.
 - Therefore, the government should make every effort to eradicate drugs from this country as they are harmful to people's lives. (✓)
- It should not open a new discussion.
 - As we have seen above, drugs are bad for people. However, when patients are in a lot of pain, they may take them.(✗)

Let's practice writing a paragraph

- Pick a topic (Sports, Food, Hobbies, Environment, etc.)
- Limit your topic
- Write your topic sentence. (Remember, a topic sentence = topic + controlling idea)
- Write your supporting sentences
- Give examples or more explanation to each supporting sentence.
- Lastly, write your conclusion.
- Re-read your paragraph and edit it for spelling, punctuation, and grammar.

CHAPTER IV

EXPRESSING OPINIONS

Communication is the process of sending and receiving information among people. There is a popular saying, "*Homo homini socius*" which means humans are social beings and friends for others. Because of this we need to communicate with other people in order to fulfill our wishes and needs of life. Besides that, communication also helps to spread knowledge and information especially in this modern era.

Expressing opinions plays an important role in communication. When you have a conversation sometimes you have to agree or disagree with other person.

How to express personal opinion:

- In my opinion, ...
- Personally, I think ...
- Speaking for myself,
- I feel ...
- From my point of view, ...
- I am certain that

General opinions:

- Some people say that ...
- Most people think that ...
- Everybody knows that ...
- According to (scientists),

Checking for understanding:

- Do you know what I mean?
- Does it make sense?

Asking for opinion:

- How do you see it?
- What do you reckon?
- What's your idea (on)
- Is that what you think?
- Do you agree or disagree with that?
- Do you have anything to say about it?

Agreeing:

- | | |
|----------------------------------|--------------------------|
| – Of course | – I agree with you |
| – You're absolutely right | – I really think so |
| – Fair enough! | – I have no objection |
| – We are of the same mind on ... | – You can say that again |

Disagreeing:

- | | |
|-------------------------------|-----------------------|
| – I don't agree | – I disagree with you |
| – You are/he is wrong | – I don't think so |
| – I'm afraid that is not true | – That's not true |
| – I see, but that's different | – On the contrary |

SPEAKING ASSIGNMENT :

ROLE PLAY

Make a pair group (2 people). One by one describe the working culture based on your major by using some of the vocabularies given below:

Leadership

Information sharing

“Practice over theory” or “theory over practice”

How to treat customers

Face to face or online

Working hours

Decision making

1. Say which parts of the culture you like, and which one you would like to change, and why?
2. Imagine a company/organization you know. Describe it by using it as an example. Ex. If I work in Apple company, the working culture over there would be

CHAPTER V
HOW TO BE A LEADER

Listening Comprehension

Dear students, please watch and learn the following video “How To Be A Leader - The 7 Great Leadership Traits” <https://www.youtube.com/watch?v=2IEp4TVpxgA>

[After watching the video, explain the seven great leadership traits briefly.](#)

CHAPTER VI
READING COMPREHENSION

I. Read this reading passage and answer the following questions.

Student Volunteers Needed!

On Saturday, December 12th, from 10 A.M. until 4 P.M., Carverton Middle School will be holding a music festival in the school gymnasium. The special event will feature a variety of professional musicians and singers.

Task	Time	Date
Make posters	1 P.M.–4 P.M.	December 5th
Set up gym	11 A.M.–4 P.M.	December 11th
Help performers	9 A.M.–4 P.M.	December 12th
Welcome guests	10 A.M.–2 P.M.	December 12th
Clean up gym	4 P.M.–7 P.M.	December 12th

Interested students should speak with Ms. Braxton, the music teacher. Students who would like to help at the festival must have written permission from a parent or guardian.

1. What time will the festival begin?
2. In line 3, the word feature is closest in meaning to _____.

3. What job will be done on the day before the festival begins?
4. Who is told to talk to Ms. Braxton?
5. What must students have in order to become a volunteer?

II. Read the following passage and answer the following questions.

The 2020s are here - Happy New Decade

As the clock struck twelve midnight to herald the arrival of the 2020s, people the world over were filled with a mixture of optimism and pessimism at what the new decade might have in store for us. Many hope the New Year will see an upturn in their fortunes and those of planet Earth. The past decade could be described as having been somewhat tumultuous. Global warming stoked fears of our very existence being in peril; wars and conflict have continued to rage around the world; millions still lack basic things like clean water and education; and thousands of species became endangered or extinct. There is hope that technology and greater cooperation between nations will make the 2020s a better decade.

The technology website cnet.com predicted that many of us will advance further into the realms of science fiction. It wrote: "The decade beginning in 2020 will take us even further toward a world where far-out ideas like hooking brains up to computers, and even immortality, become topics of serious conversation." Futurologist Vivek Wadhwa wrote about the prospect of flying cars, bionic exoskeleton suits and unlimited clean energy. He told cnet.com that: "Some technologies will take longer to reach the masses than others, but they will be at hand. The 2020s will be when the incredible promises of technology finally happen." Let's get together again in 2030 and compare notes on how things went.

1. What are millions of people lacking?
2. Who might cooperate more in the 2020s to make things better?
3. What did the website say ideas about the future were?
4. Vivek Wadhwa said "Some technologies will take longer to reach the masses than others, but they will be at hand." Do you agree? Why do you think so?
5. When did the writer suggest we meet again to compare notes?

III. Write your own simple sentence using the words below.

1. Increase
2. Tourists
3. Fast
4. India
5. Avoid

CHAPTER VII
FORMALITY IN WRITING

You are going to learn about different levels of formality in writing and how language changes.

When writing a text, it is important to think carefully about who will read it as this will determine the level of formality. We can show formality through the tone, the language used, punctuation, and the use of noun phrases and verb phrases.

Formal/Academic	Neutral	Informal
Formal tone	Tone polite but friendly	Tone similar to speaking
Greater use of passive voice	Passive and active voice	Active voice
More noun phrases	More verb phrases	More verb phrases
No use of slang, idioms, phrasal verbs	Some use of phrasal verbs; no slang or idioms	Use of slang, idioms, phrasal verbs.
No use of contractions or abbreviations	Use of contractions and some abbreviations	Use of contractions and abbreviations

When you talk/write, why do you need to consider...

- 1) Audience?
- 2) Context?
- 3) Purpose?

Audience is the person(s) you are communicating with (spoken or written)

- Older? Younger?
- Friends?
- Unknown?
- Higher or lower in ranks?

The setting or situation where the communication takes place.

- At work?
- In the market?
- At the court of justice?
- At home?

Consider: Your father is a CEO, how would you address him at the office? At home?

Purpose is the result of the communication

- Getting a permission to leave the class
- Asking for overdue payment
- Giving instructions
- etc.

Why are audience, context , and purpose important in writing?

Audience, setting/context, and purpose will determine the degree of formality and tone in language use.

Compare the expressions on the left and on the right:

Hey!	Excuse me.
Yo, what's up, man?	Hello, how are?
I'm gonna go to the library.	I'm going (to go) to the library.
Why don't you check out the latest pricelist?	Please refer to the latest pricelist
Let me know asap, ok?	Please inform me as soon as possible.

Exercise

- I. Read the texts and decide on the level of formality of each. (formal, neutral, or informal).

What relationship do you think the writer has with the reader?

- a. It is said that an increase in online communication will further have an impact on family life. Both positively and negatively, although research has yet to show exactly what these effects will be.
- b. I would be extremely grateful if you could supply further details of the nature of the problem you have with the product you purchased as soon as possible to allow a quick solution to be found.
- c. So, as I was saying, it's gonna be great to finally meet up and talk through this project f2f. Hopefully we'll be able to get it up and running asap.
- d. Would it be possible for us to get together at some stage during the week to discuss the research in greater detail? I know that you're very busy so I'd be happy to meet at a time convenient for you.

II. Rewrite the email extracts below so that they are more appropriate for the reader listed in parentheses.

1. (friend)

Would it be at all possible for you to contact me as soon as you can't? I have a problem and I am unable to manage and require your assistance.

2. (your new college professor)

I'm really worried that I can't do my assignment in time and you'll fail it. Can I have an extension?

3. (a friend of a friend you have never met)

I'm Ahmed's friend. Can you help me with my research? Ahmed suggested it.

4. (a college professor you know well)

Here's my finished assignment. Enjoy it. Bye.

III. Read an email between friends setting up a meeting. Underline the language that sets the informal tone of the message.

Hi Joelle,

How are you? How was your weekend?

Mine was hectic as usual!

Are you free later this week to get together and chat about the psychology project? I've been struggling with it and need a bit of help cos the deadline's fast approaching. I'm worried that if I don't get a move on, I'll end up rushing it. I really want to get a good grade for this one so need to put some work in.

How about tomorrow night? I've got an appointment in the afternoon but I'll be done by 6 p.m. Does 7 p.m. sound OK? I can come to you if it's easier. I could even bring pizza if you like. Let me know asap.

Hopefully see you soon,

Allie

CHAPTER VIII

NEGOTIATION

“Negotiation has been defined as the art of letting other person have it your way! Can you get the deal you want whilst making your opponent feel the same?” A quote from Mark Powell

Conditional sentences are useful when we want to negotiate. When we think the expected outcome of a situation is favorable, use the first conditional:

- *If* you **give** us a 20% discount, our company **will place** a firm order of 2000 boxes.
- **Will** you **give** us a discount *if* we **double** our order?
- *If* you **deliver** the items by the end of the month, we **will pay** the transport costs.

Negotiation : Techniques

Jessie vs Comi

- J : If I order 5,000 boxes of tea, what discount will you offer us?
- C : On 5,000 nothing. But if you buy 10,000 boxes, then we'll offer you 10%
- J : OK, I'll think about that. And tell me, if we placed a very large order, say 15,000 boxes, would you be able to dispatch immediately?
- C : We can normally guarantee to dispatch a large order within 2 weeks. But if you order at a peak time, like just before Christmas, it will be impossible to deliver that quickly.
- J : I take your price includes insurance?
- C : Actually, no. Usually, you'd be responsible for that. But if the order were really large, that would be negotiable, I'm sure.
- J : What about payment?

- C : To be honest we'd prefer cash on delivery, as this is our first contact with you. If you were a regular customer, we would offer you 30 days' credit, maybe even a little more.
- J : That's alright. I quite understand.
- C : Look, how about having some lunch now, and continuing later this afternoon. Then we could meet for an evening meal.
- J : Yes, let's continue after lunch. If I had more time, I would love to have a dinner with you, but unfortunately my flight leaves at 7 tonight.

Language Function

- Refusing an offer
 - I'm not sure about that/That's more than we usually offer...
 - That would be difficult for us.
- Accepting an offer
 - Sounds a good idea to me. As long as we...
 - Good, we agree on price, quantity, discounts...
- Playing for time
 - I'd like to think about it
 - I'll have to consult my colleagues about that.
- Closing the deal
 - I think we've covered everything/Great! We've got a deal.
- Following up the deal
 - Let me know if there are any problems
 - If there are any other points, I'll email you

Exercise

Fill in the blanks of the conversation below :

- Ana : If I 3,000 boxes of chocolate, what discount will you offer to me?
- Bagus : On 3,000, nothing. But if you buy 5,000 boxes, thenoffer you 10%.
- Ana : Okay, I'll think about that. What if ... we put a very large order, let's say, around 15,000 boxes, You be able to Immediately?
- Bagus : We can normally guarantee to dispatch a large order within fifteen days. But if you At high season, like before Christmas, We won't be able to do it.
- Ana : I take it your price includes?
- Bagus : Actually, no. Usually, the customer would be responsible for that. We don't want to take responsibility during heavy rain on rainy season.
- Ana : What about the payment? Do you accept?
- Bagus : Well, we prefer cash on delivery during this high season. But if you regular costumer, we offer you 30 days credit, not more than that.
- Ana : That's alright. I can understand. How about if we 40% of the price first and the rest be paid at the end of the month?
- Bagus : Let me discuss it with my Manager first. (few minutes later) Alright ms. Ana, we can take your offer.
- Ana : That's good news, thank you. Then, our company would like to 15,000 boxes of chocolate.
- Bagus : Anything else?
- Ana : That would be all. Please deliver them before Christmas holiday. Thank you.
- Bagus : You're welcome.

Speaking Assignment

Work in pairs.

One of you will be a supervisor and one of you will be a staff.

As a staff, please negotiate with your supervisor related to your:

Job responsibility : The staff can only covers 2 responsibilities

Salary/bonus : There should be 30% increased

Additional amenities : The staff needs health insurance, parking ticket, and lunch box

As the supervisor you should try to negotiate:

Job responsibility : The staff should covers 4 responsibilities

Salary/bonus : There is no salary or bonus increased

Additional amenities : There is only transport fee for the staff

CHAPTER IX
READING COMPREHENSION

I. Reading text 1

Is the past really history?

1. “The past is a foreign country,” said L. P. Hartley in the opening line of *The Go-Between* in 1953, and in those days, he was correct. Memories quickly faded, information was lost, and the past seemed far away. But is this profound truth still true? Professor Viktor Mayer-Schönberger doesn’t think so, but he argues that it should be.
2. The problem that he describes in his book *Delete: The Virtue of Forgetting in the Digital Age* is that we are no longer able to forget. The reason is the computer. As storage capacity has grown, it has become possible to store almost everything that happens to us and that is written about or by us. With the advent of powerful search engines such as Google, we have a memory system with storage and retrieval capabilities that is in some ways the answer to a dream. Our imperfect memory has long been regarded as a weakness of the human condition, and until the invention of writing and, later, the printing press, memories had to be retained by individuals and societies in spoken form (the oral tradition of songs and stories) or by elaborate memorization techniques and methods. Now, we no longer need to worry about forgetting anything; to remember is the default setting of much of our computerized world. So what is the problem with that?
3. The problem, according to Mayer-Schönberger, is that forgetting is actually a blessing, not a curse. He cites the case of a Californian woman who, as a result of a rare condition, literally could not forget anything since she was 11—what she had for every meal, every TV program

she had watched. As a result, decision making became very difficult for her, along with other problems, especially in terms of relationships. She is therefore not to be envied but pitied.

4. Forgetting is, in fact, a built-in part of our memory system. It is quite possible that, as with the woman who couldn't forget, all our memories are retained, but we lose the ability to access them. This is not the case in the digital world. Although the massive expansion of digital memory is a very recent development, there are already clear examples of problems that this can cause. People applying for jobs find that they have been "Googled" by the HR department of their prospective employer, for example, and rejected because of a youthful indiscretion; young people have to be aware that all of their correspondence will remain accessible forever, an unasked-for curtailment of their freedom to make mistakes.
5. Mayer-Schönberger is probably in the minority with his views right now, but time will tell if his opinion comes to be shared more widely as increasing numbers of people are negatively affected by the existence of a public super-memory of their lives. The past is no longer a distant country, and as the store of digital memories grows, it is getting closer all the time.

Are the following statements true, false, or not given, according to the text?

1. Years ago, people had a different view of the past and our connection with it.
2. Professor Mayer-Schönberger believes that we can now forget the past properly.
3. The storage capabilities of our minds are better than those of modern computers.
4. Mayer-Schönberger argues that it is better to be able to forget things than to remember everything.
5. Our limited memory might have more to do with recall than storage issues.
6. Modern lifestyles have affected our ability to remember things.

7. Problems of unlimited digital memory and recall include employers finding out about previous behavior.
8. Only young people realize that all past digital correspondence will exist forever.
9. Schools and colleges have started educating young people on issues related to digital storage.
10. Most people already see the issue as Mayer-Schönberger does.

Choose the correct answer.

11. Which view does the quote from the book demonstrate?
 - A. Mayer-Schönberger's view
 - B. a historic view
 - C. today's view
12. What examples does the writer give of memory aids?
 - A. songs and recordings
 - B. recordings and writing
 - C. writing and songs
13. What became problematic for the U.S. woman mentioned in the text?
 - A. remembering things
 - B. making decisions
 - C. working with people
14. How is forgetting described in relation to memory?
 - A. as a permanent part of it
 - B. as a problem with it
 - C. as a separate part of the mind

II. Reading text 2

Workshop guidelines

1. As part of your orientation, all new staff are required to attend a workshop on dealing with communication breakdowns at work. This is a compulsory session that has proved very useful in facilitating positive, dynamic, and effective workplace practices. It is my pleasure to conduct the workshop, which will also be an opportunity to meet the other new staff as well as some older hands.
2. During the workshop, we will discuss the following points in detail.
 - a. People need to be informed about their roles, responsibilities, and performance on a regular basis. Being kept “in the loop” is vital, not only for work effectiveness but also for self-esteem. A workplace in which some members of staff are more informed than others can lead to a breakdown in team dynamics.
 - b. Listening is at the heart of good communication. Where there has been a problem with communication, the best way to address it is for both parties to start with improving their listening strategies. It may sometimes be necessary to employ a third party to assist and ensure that this happens. It is also important that there is an atmosphere of trust, where people feel able to state their grievances without fear.
 - c. A breakdown in communication is hard on everyone. Nobody is happy in times of conflict, so it is in the interest of everybody to resolve it as painlessly as possible. To do this requires the establishment of clear rules that are agreed on in advance.
 - d. Effective communication requires adequate time. Many communication breakdowns occur when people are too rushed in their active communication or do not have time to

respond in a thoughtful manner. Email can be responsible for many problems in this area, as they are often written and answered in haste and cannot be easily withdrawn. Being rushed in a conversation gives the impression that the other person's needs are not regarded as important.

- e. Questions are an important part of communication. A workplace in which questions are actively encouraged will suffer from fewer conflicts and communication breakdowns. It can be difficult for some people to ask questions, especially new staff, as they may feel that asking questions indicates a lack of competence. Encouraging questions and taking the time and effort to treat them seriously should be a part of the working practice of the team. Remember, things that may seem obvious to you may be surprising or strange to someone from a different working background or environment. Culture also affects our expectations and behavior in many surprising ways. Asking questions may reveal unconsidered reasons for such behavior. The cultural aspect of communication is a particularly important factor in this organization, as there is a diverse and multicultural staff.
3. All of these points will be addressed in detail in the workshop, but we encourage you to think about them before the session. Personal experiences and anecdotes can be shared and are often helpful, and there will be opportunities for role-play practice of techniques to help with this important aspect of working life. I look forward to seeing you at the workshop.

Are the following statements true, false, or not given, according to the text?

1. Staff members always enjoy the workshop.
2. All new staff members must attend the workshop.

3. Only new staff members will be at the workshop.
4. It is a good idea for participants to prepare before the session.
5. The workshop will be given in a presentation format, with one speaker.

The reading text has five bullet points, A to E. Which bullet points contain the following information?

6. People need to feel safe in order to say what they think.
7. It is important to leave enough time for effective communication.
8. New staff members can be nervous about doing this.
9. Sometimes an external person is needed to help with this.
10. There are fewer problems at work when there are more questions asked.
11. People need to have guidelines that they know and agree on.
12. Everybody in a team should have access to the same information.

CHAPTER X

HEDGING

Hedging or vague language is used to make claims softer or less definite. This is because, perhaps, that the writer doesn't have enough evidence to support his/her claims. Or, it is because the claims are overgeneralized.

Examples:

- President University students are smart.

This claim falls apart if we find just ONE student who is not smart.

We need to hedge the statement into

Most President University students are smart.

Some President University students are smart.

President University students are generally smart.

In general, President University students are smart.

Hedging language

Modal auxiliary verbs	:	can, could, may, might, should, would
Other modal verbs	:	appear, look, seem, tend
Probability adjectives	:	likely, possible, probable, unlikely
Probability adverbs	:	perhaps, possibly, probably, presumably
Frequency adverbs	:	generally, usually, often, occasionally, seldom

Consider these sentences:

- Water shortages trigger conflicts between nations.
(Present simple > habitual action, always happens)
- Water shortages may trigger conflicts between nations. (Modal verb ‘may’ shows tentativeness. That means, there may be one occasion of water shortage that doesn’t lead to conflicts between nations)

Exercise:

A. Underline the hedging language in each sentence

1. Generally speaking, innovation in informal settlements indicates a desire for self-improvement.
2. The best ideas appear to be those developed within the community and are likely to involve collaboration.
3. New products invented in an informal settlement tend to be made with recycled resources, which suggests they are environmentally friendly.
4. In some cases, business leaders have examined innovation in slums because they think their organizations may succeed better as a result.
5. Students who took these classes were more likely to do better at the university.
6. Scientific studies suggest that climate change could have very serious consequences for the earth.
7. The news report indicates that green tea can potentially prevent cancer.
8. Most people in the United States are in favor of democracy.

9. Many people do not enjoy exercise, but it is perhaps the best thing you can do for your health.

- B. Read the article about an innovative type of tourism entitled *City Tours*, but not as you know them. Does the writer present information as fact, or does she use hedging language? Do you think the writer is correct to do this?**

City tours, but not as you know them

A different kind of city tour is helping people to understand how others live. Nicknamed “slum tours”, they involve trips to the poorest areas and are becoming popular in cities around the world. Visitors who go on such a tour learn about the challenges that people who live there face, as well as discover the positive elements that exist, such as creativity and innovation. Some tour guides employ people from the settlements so the community benefits, and as people become more aware of the life in these communities, they will help more. This tourism is not without controversy, however, as people believe it exploits residents of the settlement. They also say that tourists are not interested in helping residents but just want to satisfy a curiosity, and that the only people who benefit are the tour guides.

- C. Write an essay with at least 3 paragraphs and 300 English words based on ONE of the following topics, use hedging language.**

1. Men gossip more than women. Agree or disagree?
2. Should school offer cash bonuses for students with good scores?
3. Does prom night really worth it?

CHAPTER XI

HOW TO START A PRESENTATION

- Introduce yourself.
- Tell about your topic.
- Tell the reason why you choose that topic.
- Tell about time limit for your presentation.

Example

Good morning, ladies and gentlemen. My name is Ricky Arif. I am the manager of Marketing from XYZ company. I'm here to give you a presentation about traditional food in Jakarta. The reason why I choose this topic is because traditional food are actually good and tasty but people seems to forget about it. My presentation will be about 5 minutes.

Formal Presentation

- Good morning, everyone. On behalf of myself & this company, I'd like to welcome you. My name's Almo Naharai, I'm the Commercial Manager.
- This morning, I'd like to outline the campaign concept we've developed for you. I've divided my presentation into 3 parts. Firstly, I'll give you the background to the campaign. Secondly, I'll discuss the media we plan to use. Finally, I'll talk you through the storyboard for the TV commercial. If you have any questions, please don't hesitate to interrupt me.

Informal Presentation

- Right, let's get started. Hi everyone, I'm Almo Naharai. As you know, I'm the Creative Director of this company. Good to see you all. I'm going to tell you about the ideas we've come up with for the ad campaign.
- My talk is in 3 parts. I'll start with the background to the campaign, move on to the media we plan to use, and finish with the storyboard for the commercial. If there's anything you're not clear about, go ahead and ask any questions you want

The Opening Structure

- Introducing yourself
- Introducing the topic
- Giving a plan of your talk
- Inviting questions

Language Function: the Hook

- Tell a personal story
 - “when I was on holiday a few years ago in Greece, I remember talking to the owner of a taverna. He said to me that in 20 years' time, the little island where he lived would be a popular tourist resort.”

- Offer an amazing fact
 - “Let me start by giving you a statistic: 92% of all Americans do not possess a passport. Think about that, & consider the opportunity it presents to the travel industry.”
- Use a quotation
 - “Someone once said that ‘travel broadens the mind’. What I hope to do in this presentation is to demonstrate how to convince the next generation of travelers that this is still true.”
- Ask a question
 - “I wonder if any of you here know the answer to this question: What’s the most popular holiday destination in Europe for people under the age of 25?”
- State a problem
 - “We’re facing a crisis with our market share.”

Individual Presentation: Opening

- Your company is developing a small car aimed at city workers. Audience: a group of distributors. OR;
- Your bank wishes to encourage young people to save money. Audience: a group of students. OR;
- Your firm has produced a type of mobile phone which has unique features. Audience: a group of buyers at a trade fair.

CHAPTER XII
READING COMPREHENSION

Dirty Business, Bright Ideas

By Gina Imperato

1. *A headquarters with a difference*

Walk into SOL City, headquarters of one of northern Europe's most admired companies, and it feels like you've entered a business playground. Located in a renovated film studio in the heart of Helsinki, the office explodes with colour, creativity and chaos. The walls are bright red, white and yellow; the employees wander the halls talking on yellow portable phones. Liisa Joronen developed SOL Cleaning Service 11 years ago, out of a 150-year-old industrial empire owned by her family. SOL's competitive formula has five key ingredients.

2.

Few people dream about becoming a cleaner. But that doesn't mean cleaners can't find satisfaction in their work. The keys to satisfaction, Joronen believes, are fun and individual freedom. Its cleaners wear red-and yellow jumpsuits that reinforce the company's upbeat image. SOL's logo, a yellow happy face, is on everything from her blazer to the company's budget reports. Freedom means abolishing all the rules and regulations of conventional corporate life. There are no titles or secretaries at SOL, no individual offices or set hours of work. The company has eliminated all perks and status symbols.

3.

SOL's training programme consists of seven modules, each of which lasts four months and ends with a rigorous exam. Of course, there are a limited number of ways to polish a table or shampoo a carpet. That's why SOL employees also study time management, budgeting and people skills.

4.

Lots of companies talk about decentralising responsibility and authority. At SOL it's a way of life. The real power players of the company are its 135 supervisors, each of whom leads a team of up to 50 cleaners. These supervisors work with their teams to create their own budgets, do their own hiring and negotiate their own deals with customers.

5.

Liisa Joronen believes in autonomy, but she's also keen on accountability. SOL is fanatical about measuring performance. It does so frequently and visibly, and focuses on customer satisfaction. Every time SOL lands a contract, for example, the salesperson works at the new customer's site alongside the team that will do the cleaning in the future. Together they establish performance benchmarks. Then, every month, the customer rates the team's performance based on those benchmarks. 'The more we free our people from rules,' Joronen says, 'the more we need good measurements.'

6.

Laptops and cell-phones are standard equipment for all supervisors at SOL, freeing them to work where they want, how they want. Inside the office there's almost no room for paper. So the company stores all critical budget documents and performance reports on its intranet, along with training schedules, upcoming events and company news.

I. Read paragraph 1 of the article and answer these questions.

1. Where is SOL located?
2. What is unusual about the company?
3. What does SOL do?

II. Read the article and match the headings above to paragraph 2,3,4,5 and 6.

- A. People set their own targetts
- B. Hard work has to be fun
- C. Loose organisations need tight systems
- D. Great service requires cutting –edge technology
- E. There are no low-skill jobs

III. Which of these statements are true? Correct the false ones.

1. Everyone has their own office.
2. Lisa Joronen believes cleaners can feel good about their job.
3. At the end of the training course there is an exam.
4. The training course takes 28 months to complete.
5. At SOL giving responsibility to employees is important.
6. SOL thinks measuring performance restricts freedom.
7. Every month Liisa Joronen measures each team’s performance.
8. All the information is stored in filing cabinets.

IV. Match these phrases from paragraph 5 of the article to their meanings.

1. keen on accountability
2. fanatical about measuring performance
3. establish performance benchmarks.
4. rates the team's performance
 - a. assesses how the group have done
 - b. extremely interested in judging achievements
 - c. interested in people being responsible for what they do
 - d. set up standards of achievements

CHAPTER XIII

CONDITIONAL SENTENCE

Conditional sentences are used to speculate about what could happen, what might have happened, and what we wish would happen. In English, most sentences using the conditional contain the word *if*. Many conditional forms in English are used in sentences that include verbs in one of the past tenses. This usage is referred to as "the unreal past" because we use a past tense but we are not actually referring to something that happened in the past. There are five main ways of constructing conditional sentences in English. In all cases, these sentences are made up of an *if* clause and a main clause. In many negative conditional sentences, there is an equivalent sentence construction using "unless" instead of "if".

Types of Conditional Sentence:

TYPE 1 CONDITIONAL

The type 1 conditional is used to refer to the **present or future** where the **situation is real**. The type 1 conditional refers to a possible condition and its probable result. In these sentences the *if* clause is in the simple present, and the main clause is in the simple future.

If clause	Main clause
If + simple present : <ul style="list-style-type: none">• If this thing happens• If you don't hurry• If it rains today	Simple Future : <ul style="list-style-type: none">that thing will happen.you will miss the train.you will get wet.

TYPE 2 CONDITIONAL

The type 2 conditional is used to refer to a time that is **now or any time**, and a situation that is **unreal**. These sentences are not based on fact. The type 2 conditional is used to refer to a hypothetical condition and its probable result. In type 2 conditional sentences, the if clause uses the simple past, and the main clause uses the present conditional.

If clause	Main clause
If + simple past : <ul style="list-style-type: none">• If this thing happened• If you went to bed earlier• If it rained• If I spoke Italian	Present conditional or present continuous conditional : <p>that thing would happen. (but I'm not sure this thing will happen) OR that thing would be happening.</p> <p>you would not be so tired.</p> <p>you would get wet</p> <p>I would be working in Italy.</p>

TYPE 3 CONDITIONAL

The type 3 conditional is used to refer to a time that is **in the past**, and a situation that is **contrary to reality**. The facts they are based on are the opposite of what is expressed. The type 3 conditional is used to refer to an unreal past condition and its probable past result. In type 3 conditional sentences, the if clause uses the past perfect, and the main clause uses the perfect conditional.

If clause	Main clause
<p>If + past perfect :</p> <ul style="list-style-type: none"> • If this thing had happened • If you had studies harder • If it had rained • If I had accepted that promotion 	<p>Perfect conditional or perfect continuous conditonal :</p> <p>that thing would have happened. (but neither of those things really happened) OR that thing would have been happening.</p> <p>you would have passed the exam</p> <p>you would have gotten wet.</p> <p>I would have been working in Milan.</p>

Exercise

I. Complete the Conditional Sentences (Type 1) by putting the verbs into the correct form

1. If you (send) this letter now, she (receive) it tomorrow.
2. If I (do) this test, I (improve) my English.
3. If I (find) your ring, I (give) it back to you.
4. Peggy (go) shopping if she (have) time in the afternoon.
5. Simon (go) to London next week if he (get) a cheap flight.
6. If her boyfriend (phone/not) today, she (leave) him.
7. If they (study/not) harder, they (pass/not) the exam.
8. If it (rain) tomorrow, I (have to/not) water the plants.
9. You (be able/not) to sleep if you (watch) this scary film.
10. Susan (can/move/not) into the new house if it (be/not) ready on time.

II. Complete the Conditional Sentences (Type 2) by putting the verbs into the correct form

1. We (have) a yacht, we (sail) the seven seas.
2. If he (have) more time, he (learn) karate.
3. If they (tell) their father, he (be) very angry.
4. She (spend) a year in the USA if it (be) easier to get a green card.
5. If I (live) on a lonely island, I (run) around naked all day.
6. We (help) you if we (know) how.
7. My brother (buy) a sports car if he (have) the money.
8. If I (feel) better, I (go) to the cinema with you.
9. If you (go) by bike more often, you (be/not) so flabby.
10. She (not/talk) to you if she (be) mad at you.

III. Complete the Conditional Sentences Type III

1. If the midfielders the ball more exactly, our team more chances to attack.
2. If the forwards faster, they more goals.
3. Their motivation if they a goal during the first half.
4. The fullbacks one or the other goal if they their opponents.
5. If the goalie up, he the ball.
6. If the referee the foul, he a penalty kick to our team.
7. Our team in better form if they harder the weeks before.

8. The game better if the trainer a substitute in during the second half.
9. If it a home game, our team the match.
10. If our team the match, they up in the league.

IV. Complete the Conditional Sentences (Type I, II or III) by putting the verbs into the correct form.

1. If they (have) time at the weekend, they will come to see us.
2. If we sneak out quietly, nobody (notice).
3. If we (know) about your problem, we would have helped you.
4. If I (be) you, I would not buy that dress.
5. We (arrive) earlier if we had not missed the bus.
6. If I didn't have a mobile phone, my life (not / be) complete.
7. Okay, I (get) the popcorn if you buy the drinks.
8. If I (tell) you a secret, you would be sure to leak it.
9. She (go) out with you if you had only asked her.
10. I would not have read your diary if you (not hide) it in such an obvious place.

V. Complete the conditional sentences (type I, II and III)

“The Cat and the Mouse”

1) Once upon a time the cat bit the mouse's tail off. “Give me back my tail,” said the mouse. And the cat said, “Well, I (give) you back your tail if you fetched me some milk. But that's impossible to do for a little mouse like you.” 2) The mouse, however, went to the cow. “The cat

..... (give / only) me back my tail if I fetch her some milk.” 3) And the cow said, “Well, I would give you milk if you (get) me some hay. But that's impossible to do for a little mouse like you.” 4) The mouse, however, went to the farmer. “The cat will only give me back my tail if the cow (give) me some milk. And the cow (only / give) me milk if I get her some hay.” 5) And the farmer said, “Well, I would give you hay if you (bring) me some meat. But that's impossible to do for a little mouse like you.” 6) The mouse, however, went to the butcher. “The cat will only give me back my tail if the cow (give) me milk. And the cow will only give me milk if she (get) some hay. And the farmer (only / give) me hay if I get him some meat.” 7) And the butcher said, “Well, I would give you meat if you (make) the baker bake me a bread. But that's impossible to do for a little mouse like you.”

CHAPTER XIV

IMPERSONAL REPORT STRUCTURES

Impersonal report structures are very common in academic English and are often used to describe general beliefs or to present widely accepted information that does not have a specific source. They are also used when the person who did the action is unknown or unimportant.

There are three common structures:

1. It + passive + that + clause (It is believed that migration to cities is on the increase)
2. Subject + passive + to + infinitive (Migration to cities is believed to be on the increase)
3. There + passive + to + infinitive (There is believed to be an increase in migration to cities.)

Exercise:

- A. What is the functions of Impersonal Report Structures in academic writing. Explain fully and give examples.
- B. Rewrite each sentence, starting with the words in parentheses. Use an impersonal report structure.
 1. We know that people are unable to find work in rural areas. (It)
 2. People suppose that living in a city brings more employment opportunities. (Living in a city)
 3. They think that there is greater access to schooling. (There)
 4. People believe that transport is much better in the city. (It)
 5. We estimate that there are 70 million people moving to cities each year. (There)

6. Some people allege that urban life is worse for migrants. (Urban life)
7. Other people claim that this is not true and rural life is far worse. (It)
8. We say that urbanization is necessary for a country to develop. (Urbanization)

C. What kind of reputation does your city/nearest city have? Complete the sentences with your own ideas about what people believe is true.

1. It is said that
2. There is believed to be
3. It is claimed that the people
4. The city area is thought to
5. In the future it is expected to

CHAPTER XV
REVIEW & QUIZ

Read the following text carefully

Library services report

New challenge

¹ There has been a huge increase in the number of people interested in researching their ancestry, and genealogy has become a multi-billion-dollar industry. A British government ancestry site recently received more than 50 million hits, and access had to be restricted to cope with the demand. Due to this surge in interest, we have decided that our library records department will need to be reorganized in terms of staffing. In the past, we have received occasional requests for assistance in tracing documentation relating to family and business histories, but in the last two years the number of requests has reached a level that cannot be addressed by the existing staff alone. We are currently in the process of recruiting two additional specialists.

Family history

² Traditionally, genealogy was thought of as finding out about your family tree. The idea was to find out who came before you, going as far back in history as possible. However, nowadays it is more common to want to find out as much detail about the people as possible, so what was a purely factual quest has become a historical process. This is an area that we are able to address, as our records include diaries and other documents that contain information and clues that can help build a more complete picture.

Medicine and law

³ In the past, most genealogical searches could be classified as vanity searches, because the motivation was to prove family nobility. However, this is no longer the case. One of the driving forces of the increased interest in genealogy has been in relation to illness. Genetics are now recognized as significant in predicting the likelihood of suffering from many types of diseases, including cancer and heart disease. There may also be a legal dimension to the searches, because inheritance claims often rely on ancestry. In both of these cases, we, as a department, must be particularly careful in relation to possible lawsuits, and we will be providing legal training to all relevant staff.

Naming conventions

⁴ The key starting point for any genealogical search is through surnames. Although first names, maiden names, and middle names are all significant, it is through surnames that most family history can be traced. For this reason, the department will be updating all of our databases with surname information. This is a skilled job, as spellings are often changed on documents as a result of clerical error. All staff will be involved in this process after appropriate training.

Commercial aspects

⁵ As mentioned earlier, genealogy is no longer a vanity hobby but has become a lucrative business. As a nonprofit organization, it is not our intention to compete in this market; however, we will need to cover the costs of increased staffing and training, so we will be charging a nominal fee for our services. The finance department is currently assessing the charges, which will be detailed in our next report. The fees will be reviewed on an annual basis.

⁶ We thank all staff in advance for your cooperation in this exciting new opportunity for our department. Please make sure that you keep well informed of any updates on the website.

I. Read the text quickly and match the headings (1-5) to five of the main ideas (a-h)

Headings:

- a. New Challenge
- b. Family History
- c. Medicine and Law
- d. Naming Conventions
- e. Commercial Aspects

Main ideas:

- a. People want to find out more details about the lives of their ancestors.
- b. The area of genealogy is becoming financially rewarding.
- c. People from European countries are more interested in genealogy than people from elsewhere.
- d. Interest in genealogy has grown dramatically in recent years.
- e. Advanced technology is necessary for conducting detailed genealogy searches.
- f. The most vital piece of information in a genealogy search is a person's last name.
- g. Issues related to genetics and inheritance are of increasing importance in genealogy searches.
- h. People conducting ancestry searches tend to be males over the age of 45.

II. Answer the questions using *no more than four words* from the text.

1. How many times did people try to access the genealogy site mentioned in the text?
2. How is the library dealing with the increased numbers of ancestry searches?
3. What is one type of document that can help with a detailed historical search?
4. In searches in the past, what did people primarily want to find evidence of?
5. What kind of training will certain staff members receive due to the changing nature of genealogy searches?
6. What kind of error can affect searches based on surnames?
7. What do all staff need before being allowed to update the databases?
8. Why will the library start charging for the genealogy service?
9. Which source of information will give details regarding the new service fees?
10. Where should all staff look for any further updates on this matter?

III. Complete the sentences.

Add one of the combinations of prefixes and suffixes from the box to the word in parentheses.

al / ize / ation	in / acy	en / ment	in / ible	re / ize/ ation
dis / ment	un / ness	ify / cation	re / ment	un / al / ity

1. His gradual___from all school activities was a cause for concern. (engage)
2. Thankfully, the levels of___among group members seem to be decreasing. (happy)
3. The___process has now been completed and all documents are up to date. (class)

4. The ___ of culture has led some experts to worry about the future of specific cultural differences. (globe)
5. The report could not be taken seriously due to its unacceptable levels of _____. (accurate)
6. The reasons for the management's actions were totally _____ to the department. (comprehend)
7. The improvement in relationship has led to the _____ of the contract between the two parties. (establish)
8. Her ___ made a refreshing change in the conformist corporate world. (convention)
9. The rise in commercial development of previously untouched land has led to the __ of several animal species. (danger)
10. The construction of a new market, sports complex, and theater should contribute to the _____ of the neighborhood. (vital)

IV. Choose one of the words in parentheses and add it to the correct place

in the sentence.

1. All new staff members, some of will be working in the genealogy section, will receive training. (whom / which)
2. More recent searches, all which are conducted through the database, are concerned with historical detail. (in / of)
3. We are expecting a delivery of computers, all of will be for public use. (which / whom)
4. You need to explore the context which the information is actually used. (in / of)
5. It is important to establish a good relationship with people with you work. (which / whom)

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