
English for Economics

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Tusyanah, S.Pd., MP.d
Wijang Sakitri, S.Pd., MP.d
Sri Utami, S.S., M.A

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Chapter 1 Super Readers



A. PRONUNCIATION

The English language, as it's written, is quite strange compared with languages like Indonesian and Portuguese where words are always spelled like they are pronounced. Sure, there are rules for pronunciation, but a lot of times there'll be words that have the same endings but sound different.

There are many words that have the same endings but sound completely different.

We can't simply use the letters in our alphabet to talk about these sounds. Even within English the letter "a" is used in a few different ways to produce different vowel sounds (for example, compare the "a" in "cat" to "mate" to "all"). These differences also exist between languages, as each has its own way of writing the sounds it features, and some don't even use the same Latin alphabet we do! We thus needed a way of talking about and comparing these sounds outside of all of that.

As a result, the International Phonetic Alphabet (IPA) was created! With 107 letters, 52 diacritics, and four prosodic marks, the IPA is a very helpful tool to any whose job it is to work with human noises, or even for those who want to learn another language, as it puts all of the sounds of that language on a phonetically legible level such that the learner does not need intense contact with native speakers or audio in order to make the sounds of the language themselves.

Here is a small sample of the IPA in an English context. They're not too hard to learn because many of the letters used are Latin, as it was westerners who created IPA.

Phonetic symbols

used in the dictionary

Consonants

p	pen	/pen/	s	so	/səʊ/
b	bad	/bæd/	z	zoo	/zuː/
t	tea	/tiː/	ʃ	shoe	/ʃuː/
d	did	/dɪd/	ʒ	vision	/ˈvɪʒn/
k	cat	/kæt/	h	hat	/hæt/
g	got	/ɡɒt/	m	man	/mæn/
tʃ	chain	/tʃeɪn/	n	no	/nəʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/
f	fall	/fɔːl/	l	leg	/leg/
v	van	/væn/	r	red	/red/
θ	thin	/θɪn/	j	yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/

Vowels and diphthongs

iː	see	/siː/	ʌ	cup	/kʌp/
ɪ	happy	/ˈhæpi/	ɜː	bird	/bɜːd/
ɪ	sit	/sɪt/	ə	about	/əˈbaʊt/
e	ten	/ten/	eɪ	say	/seɪ/
æ	cat	/kæt/	ɒ	go	/ɡɒ/
ɑː	father	/ˈfɑːðə(r)/	aɪ	five	/faɪv/
ɒ	got	/ɡɒt/	aʊ	now	/naʊ/
ɔː	saw	/sɔː/	ɔɪ	boy	/bɔɪ/
ʊ	put	/pʊt/	ɪə	near	/nɪə(r)/
u	actual	/ˈæktʃuəl/	eə	hair	/heə(r)/
uː	too	/tuː/	ʊə	pure	/pjʊə(r)/

(r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly; otherwise it is omitted. In American pronunciation, every 'r' of the ordinary spelling is retained.

PRONUNCIATION OF -ED ENDINGS

voiced /d/

/b/ **robbed**
/dʒ/ **judged**
/g/ **plugged**
/l/ **pulled**
/m/ **named**
/n/ **cleaned**
/ŋ/ **baŋged**
/r/ **offered**
/ð/ **breðed**
/v/ **loved**
/z/ **clozed**

words ending in a vowel sound
allow, play, show, try
use the /d/ sound:

allowed played
showed tried

unvoiced /t/

/tʃ/ **watched**
/f/ **laughed**
/k/ **taked**
/p/ **droped**
/s/ **missed**
/ʃ/ **puʃed**

/ld/

/t/ **wanted**
/d/ **ended**

voiced sounds

involve a strong vibration of the vocal chords

clean, love, close, name, pull

- feel the vibration of the vocal chords in your throat



unvoiced sounds

less vibration of the vocal chords

watch, laugh, talk, kiss, ask

- sounds are made closer to the mouth



PRONUNCIATION

SILENT LETTERS

basic ally	champag ne	cou ld	is land
bom b	desig n	fol k	apost le
clim b	foreig n	hal f	bust le
com b	reig n	palm	but cher
debt	sig n	salmon	cast le
doub t	honest	talk	Christ mas
dumb	hour	walk	fast en
lamb	business	yol k	listen
plum ber	parliam ent	autum n	mortgag e
sub tle	knee	coup	oft en
thumb	knickers	cupboard	soft en
wom b	knife	pneumonia	whistle
muscle	know	psychic	wrest le
scene	almond	psychology	biscuit
handsome	balm	raspberry	guard
Wednesday	calf	receipt	answer
campaign	calm	aisle	sw ord

Consonants	Vowels
p <i>pen, copy, happen</i>	ɪ <i>kit, bid, hymn, minute</i>
b <i>back, baby, job</i>	e <i>dress, bed, head, many</i>
t <i>tea, tight, button</i>	æ <i>trap, bad</i>
d <i>day, ladder, odd</i>	ɒ <i>lot, odd, wash</i>
k <i>key, clock, school</i>	ʌ <i>strut, mud, love, blood</i>
g <i>get, giggle, ghost</i>	ʊ <i>foot, good, put</i>
tʃ <i>church, match, nature</i>	i: <i>fleece, sea, machine</i>
dʒ <i>judge, age, soldier</i>	eɪ <i>face, day, break</i>
f <i>fat, coffee, rough, photo</i>	aɪ <i>price, high, try</i>
v <i>view, heavy, move</i>	ɔɪ <i>choice, boy</i>
θ <i>thing, author, path</i>	u: <i>goose, two, blue, group</i>
ð <i>this, other, smooth</i>	əʊ <i>goat, show, no</i>
s <i>soon, cease, sister</i>	aʊ <i>mouth, now</i>
z <i>zero, music, roses, buzz</i>	ɪə <i>near, here, weary</i>
ʃ <i>ship, sure, national</i>	eə <i>square, fair, various</i>
ʒ <i>pleasure, vision</i>	ɑ: <i>start, father</i>
h <i>hot, whole, ahead</i>	ɔ: <i>thought, law, north, war</i>
m <i>more, hammer, sum</i>	ʊə <i>poor, jury, cure</i>
n <i>nice, know, funny, sun</i>	ɜ: <i>nurse, stir, learn, refer</i>
ŋ <i>ring, anger, thanks, sung</i>	ə <i>about, common, standard</i>
l <i>light, valley, feel</i>	i <i>happy, radiate, glorious</i>
r <i>right, wrong, sorry, arrange</i>	u <i>thank you, influence, situation</i>
j <i>yet, use, beauty, few</i>	ŋ <i>suddenly, cotton</i>
w <i>wet, one, when, queen</i>	ʃ <i>middle, metal</i>
ʔ <i>(glottal stop)</i> <i>department, football</i>	' <i>(stress mark)</i>

More information, visit

<https://www.perfect24u.com/simple-ways-of-teaching-the-english-language/>

<https://languageboutique.tumblr.com/tagged/learning+english>

B. Reading Strategies

Discuss:

- ✓ What do you usually read in English? Explain how you read them.
- ✓ What technique do you use?
- ✓ How fast do you read? quickly or slowly?
- ✓ What do you usually do while reading?
- ✓ Do you understand the text?

There are different styles of reading for different situations. The technique you choose will depend on the purpose of the reading

1. If you are exploring or reviewing, you might skim a document.
2. If you're looking for particular information, you might scan for a particular word.
3. You may use Extensive reading if you have longer texts for pleasure and global understanding.
4. You may use Intensive reading if you have shorter texts, extracting specific information, accurate reading for detail.

Scanning refers to reading a text quickly in order to locate specific pieces of information.

When scanning,

1. Don't start from the beginning and read to the end
 2. Jump around in the text, trying to find the information you need
 3. can't read every word / skip many words
 4. look for information as quickly as you can
-
1. A table of contents in a book or magazine
 2. An index in a textbook
 3. A timetable
 4. The ads in a newspaper
 5. A list of movies in the newspaper
 6. A telephone book The page of a dictionary
 7. A passage/text/article to quickly find the information mentioned in the question.
 8. You usually don't scan
 9. A mystery story

10. A textbook for an important course
11. A map for finding your way home

Skimming refers to reading a paragraph quickly to get an idea of what it is about, without trying to understand its details.

This is a technique used to identify the main ideas of a text. When skimming,

1. Don't read everything but try to skip the text
2. read the first and last sentences of paragraphs
3. read the introduction, and the summary
4. read a few examples until you understand the concepts they are meant to illustrate.

When skimming a textbook, quickly note the title, subheadings, italicized words, boldfaces prints, and illustrations.

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books.

1. Use extensive reading skills to improve your general knowledge of business procedures.
 2. Do not worry if you don't understand each word.
-
1. The latest marketing strategy book
 2. A novel you read before going to bed
 3. Magazine articles that interest you

Intensive reading is used on shorter texts in order to extract specific information.

1. It includes very close accurate reading for detail.
2. Use intensive reading skills to grasp the details of a specific situation.
3. In this case, it is important that you understand each word, number or fact.

C. PRACTICES

Text 1 Article Instructions

1. Skim the text below.
2. Answer the multiple-choice questions
 - ✓ Don't read the whole text, read bits of the text,
 - ✓ Forget details.

- ✓ Concentrate on main ideas

The suggestions:

1. the first sentence in every paragraph is normally important and gives the main idea of the paragraph
2. the first few words in each paragraph normally tell you what that sentence is about

If you do this, you should get the general idea. It is not perfect, but it can be a good place to start.

The Environment and Global Economies

As we enter the new millennium, the challenge for humankind is to transform the existing economy into one that does not, threaten or destroy the environment. This Environmental Revolution can be compared to the Agricultural Revolution and the Industrial Revolution of the past.

Archaeological findings reveal that the great civilizations at the dawn of history pursued economies that were fairly destructive to the environment. However, the people then were unable to change what they were doing because they did not understand what was happening. Either that or they could not persuade their governments to bring about the necessary changes.

Today, however, we have the power to bring about changes to stop the destruction of the environment because we are becoming more aware of how our lives are shaped by the environment. Even when events do not directly affect us, reports in the mass media expose us to the extensive damage caused by such events. Fishery collapses, water shortages, rainforests burning uncontrollably, sudden deaths of birds, dolphins and fish, record heat waves, and raging storms that cause widespread destruction only serve to increase our awareness that our survival depends on the weather which in turn depends on our ability to maintain the ecological balance.

Decades before, it was mainly environmental activists who played a dominant role in drawing attention to the gradual destruction of the environment. Today, directors of large corporations, government ministers, prominent scientists and intelligence agencies are speaking out on the need to change. They have a clear sense of what has to be done for they know that the current economy cannot take us as far as we want to go under the present circumstances.

People can now make decisions that will help restructure economies. For example, companies who want to buy timber products can decide whether to buy from companies that are managing forests in a responsible manner or from companies suspected of illegal logging practices. Consumers in the United States, for example, can choose to buy power from 'green' sources as consumers become more aware of different energy sources available. Governments can also decide to become a 'green consumer' by opting for sources of electricity that are climate-friendly and buy paper that has a high recycled content.

Time is of the essence and the new economic practices must be accepted quickly. The only way this can be done is to spread accurate information quickly and on a regular basis. For example, information on climatic changes, and of how the inefficient use of water can lead to food shortages must be shared. Media coverage of environmental trends and events must also be stepped up. Can the global economy be restructured in time before environmental deterioration in turn, leads to economic decline?

1. Why do you think the author compared the Environmental Revolution to the Agricultural Revolution and the Industrial Revolution?

- (A) These Revolutions had a great impact on the lives of people.
- (B) These Revolutions took place a long time ago.
- (C) These Revolutions took place over many, many years.
- (D) These Revolutions brought about bloodshed.

2. Why couldn't people in the past stop the destruction of the environment?

- (A) They were ignorant simple peaceful people.
- (B) They did not realize that their actions were slowly destroying the environment.
- (C) They did not know people in the governments.

(D) Their governments did not believe that the environment was being destroyed.

3. The people of today have become more aware of the relationship between the weather, environment and global economies because of

(A) the havoc caused by storms and heat waves

(B) the efforts of governments

(C) extensive media coverage

(D) collapsed fisheries

4. Who is paying more attention to preserving the environment today ?

(A) Environmental activists as opposed to big companies

(B) Strong individuals as opposed to weak individuals

(C) Public corporations as opposed to individuals

(D) Ecologists as opposed to economists

5. How can business decisions affect economies and consequently, the environment ?

If a country buys paper from only one company, the other

(A) paper-producing companies will have no market and so their revenue will decrease.

If countries decide to buy paper with a high recycled content,

(B) then paper-producing countries must heed to this demand, otherwise there will be no demand for their products. Paper-producing countries must plant more trees to meet the

(C) demand for paper, otherwise they may not have any more trees to produce paper.

Companies wishing to buy paper often scrutinize the type of

(D) paper because they only want to buy paper with a high recycled content.

6. What is the writer trying to convey in the expression Time is of the essence.

(A) The very essence of life is time

(B) it is important

(C) We must not delay

(D) Time is life

7. The writer emphasizes two elements in the last paragraph: time and

(A) climatic changes

(B) environmental trends

(C) the sharing of information

(D) food shortages

Text 2

You will improve your reading fluency and comprehension and develop your vocabulary. Each story has interactive exercises to help you understand and use the language.

A Serious Case

I have a friend who is afraid of spiders. This isn't very unusual; a lot of people are afraid of spiders. I don't really like spiders much myself. I don't mind them if I see them outside in the garden, as long as they're not too big. But if one comes in the house, especially if it's one of those really big spiders with furry legs and little red eyes, then I go 'Yeeucch' and I try to get rid of it. Usually I'll use a brush to get rid of the spider, but if I feel brave then I'll put a glass over the top of it, slide a piece of paper under the glass and then take it outside.

This is quite normal, I think. But my friend isn't afraid of spiders in any normal way. She isn't just afraid of spiders, she is totally, completely and utterly terrified of them. When my friend sees a spider, she doesn't just go 'Uurgghh!' or run away or ask someone else to get rid of the horrible creepy-crawly. No, she screams as loud as she possibly can. She screams so loud that her neighbours worry about her and think about calling the police. When she sees a spider, she shivers all over and sometimes she freezes completely – she can't move at all because she is so terrified. Sometimes she even faints.

But my friend had a surprise for me when we met for coffee last week.

'Guess what?' she asked me.

'What?' I said.

'I've got a new pet!'

'Great,' I said. 'What is it? A dog? A cat?'

'No.'

'A budgie?'

'No.'

'A rabbit?'

'No.'

'What then?'

'I've got a pet spider.'

'I don't believe you!'

'It's true! I decided that it was time I did something about my phobia, so I went to visit a doctor, a special doctor. A psychiatrist. This psychiatrist specialises in phobias – helping people who have irrational fears to get better and live normally. He told me I suffered from "arachnophobia".'

...

'It's an irrational fear of spiders,' he said. 'About one in fifty people suffer from a severe form of arachnophobia. It's not very uncommon.'

'Thanks,' said my friend. 'But that doesn't help me much ...'

'There are lots of different ways we can try to cure your phobia,' said the psychiatrist. 'First, there is traditional analysis.'

'What does that mean?' asked my friend.

'This means lots of talking. We try to find out exactly why you have such a terrible fear of spiders. Perhaps it's linked to something that happened to you when you were a child.'

'Oh dear,' said my friend. 'That sounds quite worrying.'

'It can take a long time,' said the psychiatrist. 'Years, sometimes, and you can never be certain that it will be successful.'

'Are there any other methods?'

'Yes – some psychiatrists use hypnosis along with traditional analysis.'

My friend didn't like the idea of being hypnotised. 'I'm worried about what things will come out of my subconscious mind!' she said. 'Are there any other methods?'

'Well,' said the psychiatrist, 'there is what we call the "behavioural" approach.'

'What's the behavioural approach?' asked my friend.

'Well,' said the psychiatrist, 'it's like this ...'

The psychiatrist got out a small spider from his desk. It wasn't a real spider. It was made of plastic. Even though it was only a plastic spider, my friend screamed when she saw it.

'Don't worry,' said the psychiatrist. 'It's not a real spider.'

'I know,' said my friend. 'But I'm afraid of it just the same.'

'Hmm,' said the psychiatrist. 'A serious case ...' He put the plastic spider on the desk. When my friend stopped screaming, the psychiatrist told her to touch it. When she stopped screaming again – the idea of touching the plastic spider was enough to make her scream – she touched it. At first she touched it for just one second. She shivered all over, but at least she managed to touch it.

'OK,' said the psychiatrist. 'That's all for today. Thanks. You can go home now.'

'That's it?' asked my friend.

'Yes.'

'That's all?'

'Yes, for today. This is the behavioural approach. Come back tomorrow.'

My friend went back the next day, and this time the plastic spider was already on the doctor's desk. This time she touched it and held it for five minutes. Then the doctor told her to go home and come back the next day. The next day she went back and the plastic spider was on her chair. She had to move the spider so she could sit down. The next day she held the spider in her hand while she sat in her chair. The next day, the doctor gave her the plastic spider and told her to take it home with her.

'Where do spiders appear in your house?' asked the psychiatrist.

'In the bath, usually,' said my friend.

'Put the spider in the bath,' he told her.

My friend was terrified of the spider in the bath, but she managed not to scream when she saw it there.

'It's only a plastic spider,' she told herself.

The next day the psychiatrist told her to put the spider in her living room. My friend put it on top of the television. At first she thought the spider was watching her and she felt afraid. Then she told herself that it was only a plastic spider.

The next day the psychiatrist told her to put the spider in her bed.

'No way!' she said. 'Absolutely not!'

'Why not?' asked the psychiatrist.

'It's a spider!' replied my friend.

'No, it's not,' said the psychiatrist, 'It's a plastic spider. It's not a real one.'

My friend realised that her doctor was right. She put the plastic spider in her bed and she slept there all night with it in her bed. She only felt a little bit afraid.

The next day, she went back to the psychiatrist. This time, she had a shock ... a big shock. Sitting in the middle of the doctor's desk there was a spider. And this time it was a real spider.

My friend was about to scream and run away, but she didn't. She sat on the other side of the room, as far away as possible from the spider, for about five minutes, then she got up and left the room.

'See you tomorrow!' shouted the psychiatrist to her as she left.

The next day she went back, and this time the psychiatrist let the spider run around on his desk. Again, my friend stayed about five minutes, then left. The next day she stayed for ten minutes, and the day after that, fifteen. Eventually, the psychiatrist held the spider, the real spider with long furry legs and little eyes, in his hand. He asked my friend to come and touch it. At first she refused, but the doctor insisted. Eventually she touched the spider, just for a second. The next day she touched it for a few seconds, then for a few minutes, and after that she held the spider in her own hand.

Then she took the spider home and let it run around in her house. She didn't feel afraid. Well, OK, she did feel afraid, but only a tiny bit.

...

'So now I've got a pet spider!' she told me again.

'Well done!' I said.

'There's only one problem,' she said, and as she spoke I noticed that she was shivering all over. Then she screamed and climbed up on the chair. She was pointing to something on the floor.

'Over there!' she screamed. 'Look! It's a beetle!'

Chris Rose

<https://learnenglish.britishcouncil.org/general-english/story-zone/b2-c1-stories/a-serious-case>

Text 3

Coffee, Eggs, or Potatoes?

One time, a girl let out all her frustrations about her life to her father. She said that her life is full of setbacks. There seemed to be no end to her problems.

Her father -a chef- led his daughter inside the kitchen. He took three same size pots and filled them with the same amount of water. He set the pots on the stove and turned on the fire. When the water started to boil, the father put ground coffee beans in one, some eggs in the second, and potatoes in the last.

He quietly observed the three pots. The bored daughter stood there and was getting impatient with the silence and wondered why her father was cooking the coffee, eggs, and potatoes in front of her.

20 minutes passed, and the father turned the flames off. He spooned the potatoes from the water and transferred these to a bowl. Next, he took the eggs from the water and lay them in a second bowl. He poured the brewed coffee into a mug. He then asks his daughter 'What do you see?' To which she replied "coffee, eggs, and potatoes."

The father said, "take a good look and feel the potatoes." She touched it and stated that they were soft. The father asked her to break an egg. She did just that and shelled the egg. She stared at it, and it was a hard cooked egg. Lastly, he gave her the mug of coffee and told her to drink it. Both the flavor and the smell of the coffee made the daughter smile.

Finally, she broke her silence and asked her father "what does this all mean?" The father answered, "All three of these faced the same problem – the boiling water. But each of the three reacted differently. The potato was vigorous and sturdy when it went into the water but ended up soft. The eggs were soft on the inside with only a thin shell protecting it. But when faced with the problem, it toughened up inside. But the ground coffee was different. It blended with the water and made itself and the water better."

The father proceeded "When a problem stares you in the face, which one would you like to be?"

Grammar Part 1

The indefinite article: "a" and 'an'

Learn how to use the indefinite article *a* (or *an*) and do the exercises to practice using it

We use the indefinite article, *a/an*, with **singular nouns** when

the **listener/reader does not know** exactly which one we are referring to

- *Police are searching for a 14-year-old girl*

We also use it to show that the person or thing is **one of a group**:

- *Police have been looking for a 14-year-old girl who has been missing since Friday*
- *She is a pupil at London Road School*
- *Jenny Brown is a pupil at London Road School. She is 1.6 meters tall, with short, blonde hair. When she left home, she was wearing a blue jacket, a blue and white blouse, dark blue jeans and blue shoes*
- *Anyone who has information should contact the local police on 0800 349 781*

We do **not** use an indefinite article with **plural nouns** or **uncount nouns**:

- *She was wearing blue shoes.* (plural noun)
- *She has short, blonde hair.* (uncount noun)

We use *a* before a **consonant sound**:

- a) *a banana* (starts with /b/)
- b) *a university* (starts with /j/)

and *an* before a **vowel sound**:

- *an orange* (starts with /o/)
- *an hour* (starts with /au/)

Note that the choice of *a* or *an* depends on **sound, not spelling**.

Exercise

Fill in the blanks with a, an or the

1.	I bought..... new dress
2.	Ram helped..... old man in crossing the road
3.....	Taj Mahal is situated in Agra
3.	I saw.....dolphin show yesterday
4.planets revolve round....sun
5.	Today my father will buy.....ox and.....cow
6.	Ali is....doctor
7.Gangga is ...holy river
8.	Ann Marrie is.....good lawyer
9.	Ravi is...honest man

[Articles a-an exercise \(livesworksheets.com\)](http://livesworksheets.com)

[Practise sheet on articles \(studyvillage.com\)](http://studyvillage.com)

The indefinite article: 'a' and 'an' | LearnEnglish (britishcouncil.org)

Grammar Part 2

BE SURE THE SENTENCE HAS A SUBJECT AND A VERB

You should know that a sentence in English should have Subject and Verb

Example

The boy.....going to the movies with a friend

- a) He is
- b) He always was
- c) Is relaxing
- d) Will be

This sentence has a subject *boy* and has part of a verb *going*; to be correct, some form of the verb *be* is needed to make the sentence complete. Answers (A) and (B) are incorrect because the sentence already has a subject *boy* and does not need the extra subject *he*. Answer (C) is incorrect because *relaxing* is an extra verb part that is unnecessary because of *going*. Answer (D) is the best answer; *will be* together with *going* is a complete verb

Exercise

Underline the subjects once and the verbs twice in each of the following sentences.

Then indicate if the sentences are correct (C) or incorrect (I)

- a. Last week went fishing for trout at the nearby mountain lake
- b. A schedule of the day's events can be obtained at the front desk
- c. A job on the day shift or the night shift at the plant available
- d. The new machine is processes 50 percent more than the previous machine
- e. Yesterday found an interesting article on pollution
- f. Departure before dawn on a boat in the middle of the harbor
- g. The papers in the wastebasket should be emptied into the trash can outside
- h. The assigned text for history class it contains more than twenty chapters
- i. The box can be opened only with a special screwdriver
- j. The new computer program has provides a variety of helpful applications

SIMPLE PRESENT TENSE

Function

- Telling routines
- Telling general truth/facts

Examples

Routines

- I **take** the train to the office.
- The train to Berlin **leaves** every hour.

General Truth

The sun rises in the East
A dog has four legs

Sentence Pattern

Subject + Verb (-s/es)
Singular noun

Subject + Verb 1
They, we, I, You

PRESENT PROGRESSIVE

Function

The present progressive expresses an activity that is *in progress at the moment of speaking*. It is a temporary activity that began in the past, is continuing at present, and will probably end at some point in the future.

Example

I **am taking** five courses this semester.
The students **are sitting** at their desks right now.

Sentence Pattern

- (+) Subject + to be (am, is, are) + Ving
- (-) Subject + to be (am, is, are) + not + Ving
- (?) to be (am, is, are) + Subject + Ving

Exercise

Directions: Use either the simple present or the present progressive of the verbs in parentheses.

1. Diane can't come to the phone because she (*wash*) *is washing* her hair.
2. Diane (*wash*).....her hair every other day or so.
3. Kathy (*sit, usually*).....in the Eront row during class, but today she (*sit*).....in the last row.
4. Please be quiet. I (try)..... to concentrate.
5.(*you, lock, always*) the door to your apartment when you leave?
6. I wrote to my friend last week. She hasn't answered my letter yet. I (*wait, still*)for a reply.
7. After six days of rain, I'm glad that the sun (*shine*)again today.
8. Every morning, the sun (*shine*)..... in my bedroom window and (*wake*)..... me up.
9. A: Look! It (*snow*).....
B: It's beautiful! This is the first time I've ever seen snow. It (*snow, not*)..... in my country.
10. The average person (*breathe*)21,600 per day

Grammar Part 4

Past Tense

Function

- ❖ **To tell activities occurred at the past with an exact time**
Examples of exact time: yesterday, last night, last year, this morning, in 1999

Sentence Pattern

- ❖ Subject + V2 (Regular/Irregular)

Examples

Regular: V1+d/ed

Cook-cooked-cooked

Watch-watched-watched

In 2019, I visited Singapore

Irregular: do – did - done

go – went – gone

have – had - had

This morning, I had my breakfast

Final **-ed** has three different pronunciations: /t/, /d/, and /əd/.

(a) *looked* → look/t/
clapped → clap/t/
missed → miss/t/
watched → watch/t/
finished → finish/t/
laughed → laugh/t/

Final **-ed** is pronounced /t/ after voiceless sounds. Voiceless sounds are made by pushing air through your mouth; no sound comes from your throat. Examples of voiceless sounds: “k,” “p,” “s,” “ch,” “sh,” “f.”

(b) *smell* → smell/d/
saved → save/d/
cleaned → clean/d/
robbed → rob/d/
played → play/d/

Final **-ed** is pronounced /d/ after voiced sounds. Voiced sounds come from your throat. If you touch your neck when you make a voiced sound, you can feel your voice box vibrate. Examples of voiced sounds: “l,” “v,” “n,” “b,” and all vowel sounds.

(c) *decided* → decide/əd/
needed → need/əd/
wanted → want/əd/
invited → invite/əd/

Final **-ed** is pronounced /əd/ after “t” and “d” sounds. The sound /əd/ adds a whole syllable to a word.

COMPARE: *looked* = one syllable → look/t/
smelled = one syllable → smell/d/
needed = two syllables → need/əd/
wanted = two syllables → want/əd/

Directions: Choose the correct word in parentheses.

1. The student (*raised, rose*) his hand in class.
2. Hot air (*raises, rises*).
3. Ann (*set, sat*) in a chair because she was tired.
4. I (*set, sat*) your dictionary on the table a few minutes ago.
5. Hens (*lay, lie*) eggs.
6. Sara is (*laying, lying*) on the grass in the park right now.
7. Jan (*laid, lay*) the comb on top of the dresser a few minutes ago.
8. If you are tired, you should (*lay, lie*) down and take a nap.
9. San Francisco (*lay, lies*) to the north of Los Angeles.
10. Mr. Faust (*raises, rises*) many different kinds of flowers in his garden.
11. The student (*raised, rose*) from her seat and walked to the front of the auditorium to receive her diploma.
12. Hiroki is a very methodical person. Every night before going to bed, he (*lays, lies*) his clothes for the next day on his chair.
13. Where are my keys? I (*lay, laid*) them here on the desk five minutes ago.
14. Fred (*set, sat*) the table for dinner.
15. Fred (*set, sat*) at the table for dinner.
16. The fulfillment of all your dreams (*lies, lays*) within you—if you just believe in yourself.

SUBJECT - VERB AGREEMENT: USING EXPRESSIONS OF QUANTITY

SINGULAR VERB	PLURAL VERB	
(a) <i>Some of the book is</i> good. (c) <i>A lot of the equipment is</i> new. (e) <i>Two-thirds of the money is</i> mine.	(b) <i>Some of the books are</i> good. (d) <i>A lot of my friends are</i> here. (f) <i>Two-thirds of the pennies are</i> mine.	In most expressions of quantity, the verb is determined by the noun (or pronoun) that follows <i>of</i> . For example: In (a): Some of + <i>singular noun</i> = <i>singular verb</i> . In (b): Some of + <i>plural noun</i> = <i>plural verb</i> .
(g) One of my friends <i>is</i> here. (h) Each of my friends <i>is</i> here. (i) Every one of my friends <i>is</i> here.		EXCEPTIONS: One of , each of , and every one of take singular verbs. one of each of every one of } + <i>plural noun</i> = <i>singular verb</i>
(j) None of the boys <i>is</i> here.	(k) None of the boys <i>are</i> here. (informal)	Subjects with none of are considered singular in very formal English, but plural verbs are often used in informal speech writing.
(l) The number of students in the class <i>is</i> fifteen.	(m) A number of students <i>were</i> late for class.	COMPARE: In (l): The number is the subject. In (m): A number of is an expression of quantity meaning "a lot of." It is followed by a plural noun and a plural verb.

Directions: Choose the correct answer in parentheses.

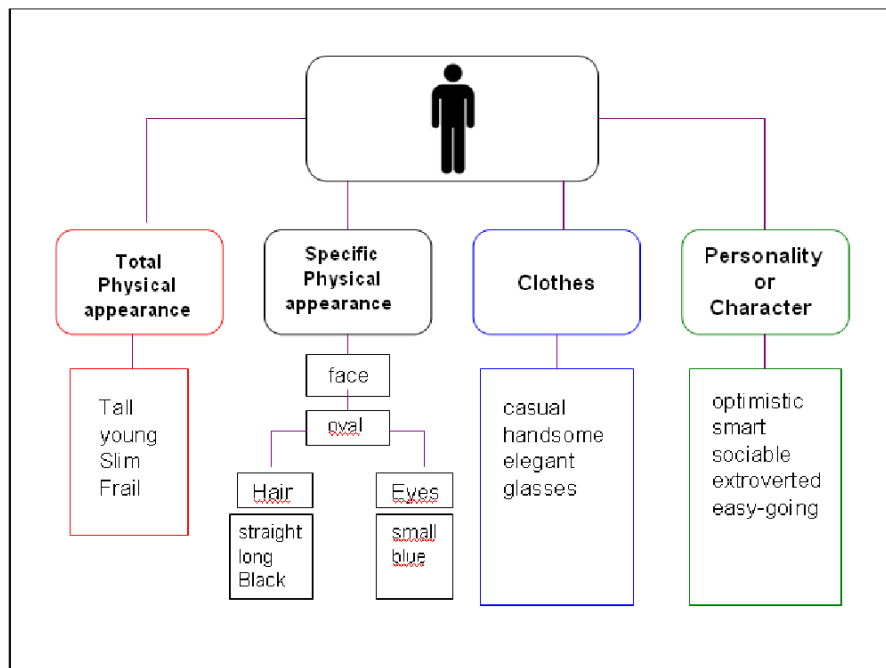
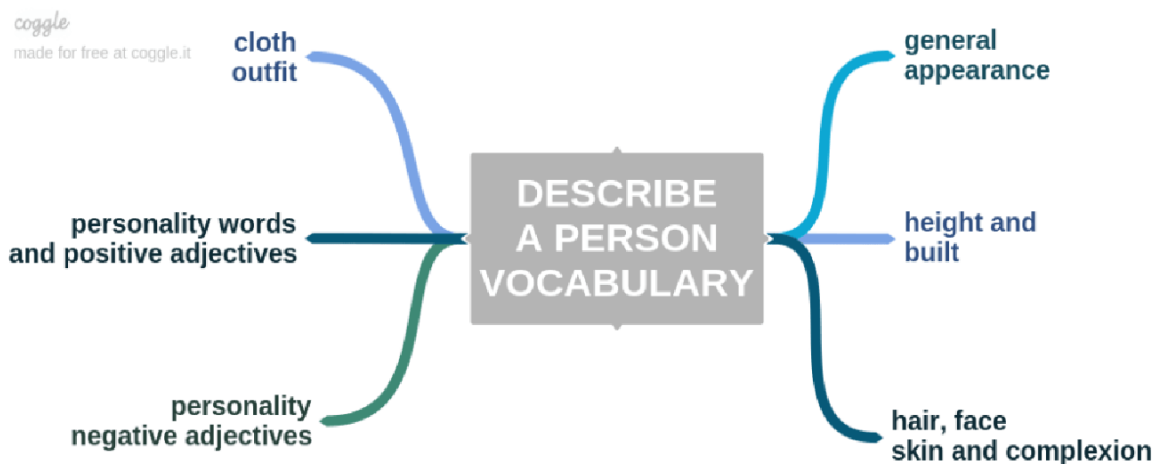
- Some of the fruit in this bowl (*is, are*) rotten.
- Some of the apples in that bowl (*is, are*) rotten.
- Half of the students in the class (*is, are*) from Arabic-speaking countries.
- Half of this money (*is, are*) yours.
- A lot of the students in the class (*is, are*) from Southeast Asia.
- A lot of clothing in those stores (*is, are*) on sale this week.
- One of my best friends (*is, are*) coming to visit me next month.
- Each boy in the class (*has, have*) his own notebook.
- Each of the boys in the class (*has, have*) his own notebook.
- Every one of the students (*is, are*) required to take the final test.
- None of the animals at the zoo (*is, are*) free to roam. All of them (*is, are*) in enclosures.
- A number of students (*is, are*) absent today.
- The number of employees in my company (*is, are*) approximately ten thousand.
- One of the chief materials in bones and teeth (*is, are*) calcium.
- (*Does, Do*) all of the children have their books?
- (*Does, Do*) all of this homework have to be finished by tomorrow?
- Why (*was, were*) some of the students excused from the examination?
- Why (*was, were*) one of the students excused from the examination?
- What percentage of the people in the world (*is, are*) illiterate?
- What percentage of the earth's surface (*is, are*) covered by water?
- (*Does, Do*) any of you know the answer to that question?

CHAPTER 2 LET'S SPEAK UP

Target 1 Describing Yourself

A Descriptive Paragraph (Person)

A descriptive paragraph is focused on describing a person in detail. Everyone loves talking about themselves! Have you ever had a speaking exam like this? Can you think of any other sentences that might be useful?



Here are our top tips for talking about yourself in an exam.

Do:

1. Think about the types of topics and questions you may be asked before the exam. School, family, free time, daily routines and future plans are common topics.
2. Practise answering simple questions about yourself. Work with a friend to practise or record yourself and listen to the recording.
3. Listen carefully to the questions. If you don't understand the question, ask your teacher to repeat it.
4. Give complete answers in full sentences.
5. Look at the examiner. His/her face may tell you when you've said enough and he/she is ready for the next question.

Don't:

1. Memorise your answers. It's good to have ideas ready, but it's better not to memorise long replies to typical questions.
2. Just reply with 'yes' or 'no'.
3. Panic if you are asked an unexpected question. Take a few seconds to think before you answer it.

Here are some examples of things you can say about yourself:

My name's ...

I'm from ... / I live in ...

I was born in ...

I'm ... years old.

I go to ... school.

I like ... because ...

I don't like ... because ...

In my free time / After school, I ...

My best friends are ... because ...

My favourite (school subject, actor, pop group, sport) is ... because

...

I have ... brothers and sisters.

In the future, I'd like to ... because ...

Describe yourself physically.

–Basically, I am a young green-eyed girl with white skin and brown hair with the typical Russian look. I do seem younger than my age.

-Physically, he is a good-looking man with a youthful appearance, quite tall with an average body build and his pointed nose compliments his dark hair. He's hard-working and seems to get on well with everybody.

Describe yourself emotionally

–At the first glance, I am an emotionally balanced person. What peeves me most is, in fact, dishonesty: I just can't stand people lying through their teeth. Thankfully, there are not many people like that around.

-Furthermore, he is a truly patient person, especially in dealing with obstacles in our family, although occasionally he may be strict. Undeniably, he is a glass-half-full person, which inspires me the most no matter how hard are situations we are facing. Lastly, he is my happy pill with a good sense of humor and self-assurance, making me smile despite certain challenges I encounter. Hopefully, I've inherited some of these traits.

Synonyms for:

BORING

(adjective) /'bɔːrɪŋ/

dull

/dʌl/

dry

/draɪ/

tedious

/tiːdi.əs/

uninteresting

/ʌn'ɪn.tə.es.tɪŋ/



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AMERICAN ENGLISH

Synonyms for:

BRAVE

(adjective) /breɪv/

courageous

/kə'reɪ.dʒəs/

fearless

/fɪr.ləs/

bold

/boʊld/

valiant

/væli.ənt/



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AMERICAN ENGLISH

Synonyms for: **EAGER**

(adjective) /i:.gə/

enthusiastic

/ɪnˌθuː.ziˈæs.tɪk/

zealous

/ˈze.ləs/

keen

/ki:n/

pumped

/pʌmp/ (informal)



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AMERICAN ENGLISH

Synonyms for: **AWFUL**

(adjective) /ɑ:.fəl/

terrible

/ˈter.ə.bəl/

abhorrent

/əbˈhɔːr.ənt/

dreadful

/dred.fəl/

despicable

/dɪˈspɪk.ə.bəl/



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AMERICAN ENGLISH

Words similar to: PLAYFUL

lively /'laɪvli/
active and energetic

whimsical /'wɪmzɪkəl/
unique in a playful, amusing way

lighthearted /'laɪt,hɔːrtəd/
having a cheerful and happy nature

spunky /'spʌŋki/
brave, determined, and enthusiastic

perky /'pɜːrki/
cheerful and full of energy

exuberant /ɪg'zʊ:bərənt/
full of energy, excitement, and happiness

spirited /'spɪrətəd/
full of energy, determination,
and courage

sprightly /'sprɪtli/
full of life and energy
(often used to describe an older person)



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American English at State **A E**

Describing People

Basic

- . bald head
- . big nose
- . blue eyes
- . brown eyes
- . curly hair
- . dark hair
- . dark skin
- . fair hair
- . fair skin
- . has a beard
- . has a moustache
- . long hair
- . long nose
- . short hair
- . straight hair
- . wears a cap
- . wears a hat

Intermediate

- . bald patch
- . broad shoulders
- . broken tooth
- . bushy eyebrows
- . cheeky grin
- . chubby cheeks
- . full lips
- . heavy build
- . lined face
- . long eyelashes
- . narrow shoulders
- . pointed chin
- . short hair
- . shoulder-length hair
- . stocky build
- . straight hair
- . slim build

Advanced

- . boundless energy
- . deeply religious
- . downright rude
- . good listener
- . good sense of humour
- . highly opinionated
- . impeccable manners
- . infectious laugh
- . keen interest
- . of average intelligence
- . outgoing personality
- . painfully shy
- . physically fit
- . ready wit
- . shows consideration
- . strong personality
- . weak-willed

In class — Describe a person you know using some of the phrases. Enjoy!



Practice 1. Write three sentences about yourself. Use the examples as models. Then without looking at the form or sentences, describe yourself out loud. This is your time to practice.

Target 2 Describing Your Home or Hometown

You can talk about your home or your neighbourhood. You can talk about either one, or you can talk more personally. Try to have a lot of specific details prepared.

Home: General Description

We live in a flat in the old section of the city. It was once a large home that was converted to several flats. Now, five families live in this home. We have two bedrooms: one for me and one for my parents. There is a large living room and a kitchen with a small balcony overlooking the street. The streets are very narrow, and there are no trees.

Neighbourhood: General Description

I was born in Beijing. Even though it is a very large city and the capital, we live in a part that is like a small village. We know everyone here. On the corner of my street, there is small grocery store. Across from that, there is a dry cleaner. Next to the dry cleaner is a big clothing store. On the corner opposite the grocery store, there is a bus stop so we can easily go anywhere in the city.

Home: Personal Description

My home is a small house in a new development. It was built by my father. The house has three bedrooms: a large one for my parents and two smaller bedrooms for my brother and me. In my bedroom, I have a bed, a desk, and a chair. I also have a lot of books in bookshelves along two walls. I have a window in my room that looks out over our garden. It's a small garden, but we can grow all our own vegetables.

Neighbourhood: Personal Description

My father and my mother live in my hometown, Burdur. In fact, my entire family- aunts, uncles, grandparents, everyone- lives in Burdur. We've lived

there for over six generation. We know everyone in the area so when we sit outside, it is like being in our living room with our very large family. We live across the street from a park. My family spends a lot of time sitting in this park talking to neighbours and relatives.

WHERE DO YOU LIVE?

LOCATION	HOUSING	COUNTRY	CONTINENT	LANDMARKS	MISCELLANEOUS
City?	House?	Spain?	Asia?	Bridge?	Famous singer?
Town?	Flat?	Turkey?	Africa?	Castle?	Well-known musician?
Village?	Cottage?	Brazil?	Europe?	River?	Inspirational figure?
City centre?	Hut?	Nigeria?	South America?	Tower?	Influential politician?
Campsite?	Tent?	Poland?	North America?	Hill?	Historical event?
Desert?	Villa?	Japan?	Australia?	Park?	Gastronomy?

WHAT IS YOUR HOUSE LIKE?

TYPE	ROOMS	MATERIALS	ORIGIN	ADJECTIVES	MISCELLANEOUS
Detached?	Bedrooms?	Wood?	Rented?	Tiny?	Historical?
Cottage?	Bathrooms?	Cement?	Bought?	Huge?	Famous?
Terraced?	Kitchen?	Concrete?	Leased?	Cheap?	Inspirational?
Shanty?	Living room?	Bricks?	Borrowed?	Expensive?	Innovative?
Mansion?	Dining room?	Mud?	Exchanged?	Sturdy?	Unique?
Villa?	Pantry?	Steel?	Built?	Fragile?	Haunted?

Type	Relation	Description
Balcony	Across from	Large/small
One-bedroom	Along	Spacious
Kitchen	Behind	Airy
Section/area	Beside	Narrow
Grocery store	Corner	Old/new
Park	End	Lots
Post office	Facing	A lot of
Department store	In back/front/middle of	Big
Taxi stand/rank	Left-hand/right-hand side	
Clothing store	Near	
Dry cleaner	Next to , overlook	

Complete these forms about home and neighbourhood. This will help you organize your personal information.

Home Information Form	
Size	
Age	
Number of bedrooms	
Other rooms	
Garden/yard	
Special features	

My Bedrooms: Size	
Furniture	
Colors	
Art	
Other	

Neighborhood Information Form	
Name	
Style of houses	
Shops/businesses	
Schools	
Religious buildings	
Other buildings	
Transportation	
Parks/gardens	
Special characteristics	

Write four sentences about your home. Use the above as models. Then, without looking at the form or sentences, describe your home and hometown out loud.

Home: Specific Description

1.

2.

3.

Neighbourhood: Specific Description

1.

2.

3.

Target 3 Describing your occupation or school

We use the Present Simple to talk about things that are always true, and to talk about habits and routines. For this reason, use this tense to describe your job or to describe what you do every day.

You may discuss how you spend your day in work or study. You can prepare specific details about your work and study.

Occupation

I'm an engineer. I've worked for the same company for three years. My specific job is working with the senior engineer and helping her prepare presentations for contractors and their clients. I'd like to get an advanced degree. That's why I'm applying to study at an engineering school in Australia.

University

I'm a third-year student at National University. I'm studying psychology. I'm in class most of the day, and when I'm not in class I have to spend a lot of time working on my assignments. My goal is to become a research psychologist, so I'll have to get a doctorate degree. I have a lot of years of studying ahead of me.

Remember: we use a / an before jobs. We use "a" before jobs that begin with a consonant sound, and "an" before jobs that begin with a vowel sound.

I work as a teacher / a doctor

He works as an electrician / an accountant

Useful verbs

Here are some useful verbs to describe what you do in your job.

- ✓ (for management type jobs in a company or office): manage, organise, supervise
- ✓ (for teaching and caring type jobs): teach, train, help, look after
- ✓ (for construction, technology and jobs with machines): build, test, develop, design, program, repair, check
- ✓ (for financial and planning type jobs): analyse, assess, evaluate, work out, prepare, plan
- ✓ (for sales and marketing type jobs): buy, sell, import, export, market
- ✓ (for driving and logistics type roles): drive, deliver, transport
- ✓ (for jobs where communication is important): write, phone, talk, listen to, meet, attend / have meetings

You can also use “do” to describe your job. (We often use do to talk about routine, or more boring things.)

I do the housework / do the gardening / do the admin / do the paperwork

There are also activities where we use “make”:

make appointments, make phone calls, make coffee, make decisions.

Talking about your daily routines

Here are some useful verbs to describe your routines and habits. Be careful to use the right preposition (to, at, in etc) with the verbs where necessary.

- ✓ get up
- ✓ get dressed
- ✓ have a shower / a bath / a quick wash
- ✓ wash your hair
- ✓ put your make-up on (make-up = cosmetics)
- ✓ have / eat breakfast (lunch, dinner, tea)
- ✓ have a coffee / grab a coffee (grab = get something quickly)
- ✓ get the kids ready for school (help your children get prepared for school)
- ✓ leave home
- ✓ go to school / go to work
- ✓ get to school / arrive at school
- ✓ get back / get home
- ✓ watch TV / the news / a documentary
- ✓ surf the net / go online
- ✓ read a book / a magazine
- ✓ take the dog out / take the dog for a walk
- ✓ meet up with friends
- ✓ catch up with friends / with emails / with the paperwork
- ✓ tidy up (= make the house clean or organised)
- ✓ do the washing-up / load the dishwasher (load – unload = put things in and take things out)
- ✓ do homework (exercises from school)
- ✓ do the housework (cleaning in the house)
- ✓ go out for a meal / go to a restaurant
- ✓ get undressed
- ✓ go to bed

Telling the time

Here are some phrases to talk about the times of the day:

- ✓ In the morning (until 12 / 1 pm)
- ✓ In the afternoon (from 1 pm – 6 pm)
- ✓ In the evening (from 6 pm until 12 pm or until you go to bed)
- ✓ At night (after about 12 pm or until the early morning)

Here are some ways to tell the time: When we give a specific time, we use at:

✓ I leave home at 8 o'clock.

To tell the time between :00 and :30, use “past”:

- ✓ 06:05 It's five past six
- ✓ 06:10 It's ten past six
- ✓ 06:15 It's quarter past six
- ✓ 06:20 It's twenty past six
- ✓ 06:30 It's half past six

To tell the time between :30 and :00, use “to”:

- ✓ 06:35 It's twenty-five to seven
- ✓ 06:40 It's twenty to seven
- ✓ 06:45 It's quarter to seven
- ✓ 06:50 It's ten to seven

Or divide the time into two: the hour and the minutes:

- ✓ 06:05 It's six oh five
- ✓ 06:10 It's six ten
- ✓ 06:15 It's six fifteen
- ✓ 06:30 It's six thirty
- ✓ 06:45 It's six forty-five

Remember: English-speaking people generally tell the time in twelve hours (not 24 hours).

So 19:30 is “seven thirty” and not “nineteen thirty”.

“What time is your train?”

“At 8.” (not “at 20”)

You can show the difference between morning and evening by saying “am” or “pm” after.

“My train's at 8 pm.”

Or “My train's at 8 in the evening.”

(Don't use both: "My train's at 8pm in the evening" or "My train's at 8 pm o'clock" are wrong!)

Sample

I wake up at 6 o'clock. I get up at 6.50. I make a cup of tea and iron my clothes. I have a shower and get dressed. I usually wear jeans, a blouse, a jumper or cardigan and boots in the winter, or a skirt and blouse in the summer. I brush my hair, put on my make-up. I pack my bag with all my teaching materials. I then put on my coat and leave the house. I walk to the bus stop. I catch the bus at 8.15, and then I pay my fare and sit down. It takes about 45 minutes to get to my destination three miles away. I get off the bus and walk to the school where I teach English. I have to sign in and get the key. Class starts at 9.25 and ends at 11.25.

I have lunch at 12. I eat a baguette or sandwich at the local café. I sometimes do some shopping before I walk back to school. I do some photocopying and go back to my classroom. I teach in the afternoon from 1 to 3pm. I then catch the bus back home and spend a couple of hours relaxing before I cook dinner.

My son goes to work shortly after I come home. Sometimes he cooks dinner before I get home, and sometimes I cook. I like to eat rice or pasta with a sauce. I chop the onions, fry them and then mix them with garlic, tomatoes, carrots, spinach and chillies. I boil the rice and then add the sauce. After dinner I wash up, sweep the floor, and tidy up a bit.

Then I make phone calls, mark my students' work, do the laundry. Then I go on Facebook, or watch TV until about 10.30 when my son comes home. We catch up on our day, and at about 11 o'clock I go to bed.

Make four sentences about your habit as a student. Then, without looking at the form or sentences, describe your job or university out loud.

My habit as a student:

- 1.
- 2.
- 3.
- 4.

Target 4: Describing Your Hobbies or General Interests

Hobby

I like to play the guitar. I took lessons when I was child. Some friends and I had a rock band once, a long time ago. We played at parties. Now I mostly play on my own at home, and sometimes I get together with friends to play. I'm thinking about taking lessons again. I'd like to learn how to play jazz guitar. I have a large collection of jazz CDs.

Useful phrases

- ✓ In my free time I...
 - ✓ When I have some spare time I...
 - ✓ When I get the time, I...
 - ✓ I relax by watching TV / listening to music, etc.
 - ✓ My hobbies are bird-watching / playing sport, etc.
-
- ✓ I'm interested in (+ noun / gerund)
 - ✓ I'm keen on (+ noun / gerund)
 - ✓ I'm into (+ noun / gerund)
 - ✓ I enjoy (+ noun / gerund)

Talking about hobbies in more detail

You can give more information about your hobbies and interests:

"I like **arts and crafts**. I'm a creative / practical person, and like doing things with my hands."

"I'm an **outgoing** person, and like socialising / hanging out with friends."

"I enjoy being **physically active**, and spend a lot of time playing sports and team games."

Saying why you like your hobby

You can also explain why you spend time on your hobby to make the conversation longer and more interesting.

"I really enjoy going to the gym because..."

- ...it keeps me fit.
- ...it gets me out of the house, you know!
- ...it's sociable. I've met lots of new people.
- ...it gives me something interesting to do with my time.
- ...it's not very expensive, and anyone can do it!

“My hobbies are all creative...”

... I've always enjoyed painting and drawing.

... Because my job is technical, it's good to spend time doing something completely different.

... I enjoy spending time making things like clothes.

Like doing vs like to do

We use like + gerund (ing form) to talk about general likes:

I **like fishing**.

We use like + infinitive to talk about more specific likes:

I like **to go fishing** at the weekend.

Samples

I like to play football at the weekend with my friends. We have a small club and we get together and play a game of football. Nothing serious just for fun, really. But we like it because it is good fun and we can all have a laugh together plus it is good exercise and gets us out of the house. I like to play football with my friends

In the first sentence, the speaker says what the interest is, when he does it and who with. He then goes on further to explain that he and his friends are members of a small local football club.

Let's look at another example.

I am an avid reader and every weekend you can find me with my nose in a book. There is nothing I like better than curling up with a good book in my favourite armchair and losing myself in whatever world the book is set in. I love reading because I can enter other worlds and meet all these amazing characters. I love seeing all of the scenes play out in my imagination.

Adjectives to Describe Hobbies

These are some useful adjectives to describe your interest or hobby:

fun	relaxing	quiet	harmless
personal	lifelong	enjoyable	different
interesting	creative	good exercise	outdoor
passionate	intellectual	dangerous	odd
exciting	useful	time-consuming	satisfying
amateur	lucrative	Artistic	indoor

This is what you need to do when talking about your hobby or interest.

You need to go into deeper detail of what the interest is and where and when you do this hobby. And are you alone or with friends?

Then talk about why you like it. Try to think of three reasons why you like this special hobby of yours.

Exercise

Using the above examples write a paragraph about your free-time interest.

Go into some detail about what it is.

Tell us the following information:

- Where do you do it?
- When do you do it?
- Who do you do it with?

Finally, think of three reasons why you like this hobby.

You cannot only say because I like it. That is not enough!

Write down all your ideas and then speak it out loud.

CHAPTER 3 WRITING PROCEDURE TEXT

Writing Skills is just as important as speaking skills. We have to use words extensively, besides using the oral channel of communication. Written communication defines as clear expression of ideas in writing and it is an important aspect of academic and business communication.

YOU SHOULD UNDERSTAND IN WRITING

Punctuation

Below are notes on common punctuation:

- Full stop or period (.)
- Question mark (?) ○
- Comma (,)
- Exclamation mark (!)
- Brackets ()
- Colon (:)
- Dash (-)

Spelling: act of writing or saying the letters of a word in their proper order; way in which a word is spelled

Articles

Articles consists of a, an and the. The article the is called the definite article. The article a and an are called indefinite articles.

Tense

Tense is derived from the Latin word for time. It shows the relationship between the time of the action and the time of the speaking or writing of the sentence.

EXERCISE 1

Common Errors in Student Writing

Given below are sentences illustrating the most common errors in student writing. The formal name for the problem is stated. In each case, samples

of tutor descriptions of the error have been added; such descriptions can be more helpful for writers at times than formal names.

1. John felt badly when he received a low grade on the final examination.
2. There are no secrets between Mary and I.
4. One of the many students who come from the Scandinavian countries are enrolled in my composition class.
4. Trygve can't hardly get out of bed for his 8:00 class.
5. Entering the bakery, the smell of fresh pastries and coffee overwhelmed her.
6. In Strindberg's Miss Julie an aristocratic woman pays a night-time visit to the servants' quarters and slept with the family valet.
7. Anne rode her bicycle to the meeting in the -40 temperatures, everyone else either drove or stayed home
8. Ellen quit her job not only because of the long commute but also because she did not respect her supervisor.

EXERCISE 2

Find 5 errors at the following text

Miami

Christina visited Miami during her winter vacation. She is come from Boston, where it is cold during the winter months. Miami, however, has a very warm climate. There are many sunny days in Miami, and people cans go to the beach all year long. Christina spent a good portion of her trip on the beach to relax and sunbathe. However, she also explored Miami and its surroundings.

Inspired by Miami's proximity to the ocean, Christina visited the Miami Seaquarium to learn about marine life. There, she watcheeds a show using trained dolphins, killer whales, and other aquatic mammals. She took a lot of pictures of the sea creatures jumping out of the water and performing tricks.

Christina also tooks an excursion to the Everglades National Park. This park is a protected area spanning 1.5 million acres. Because the park is mostly swampland, it is home to many reptiles.

Native animals include snakes, alligators, and crocodiles. The park is also great for birdwatching. Christina enjoyed hiking the trails in the Everglades and observings the wildlife in its natural environment.

When Christina returned to the city, she visited Little Havana. This is Miami's Cuban neighbourhood. Christina could see that Little Havana's people demonstrated a lot of pride for their Cuban heritage. There were many outdoor shops and vendors, live musicians, and the

Cuban cuisine was delicious. Little Havana was Christina's favorite part about her trip to Miami. This neighbourhood made Christina feel like she had traveled to Cuba without ever having to leave the United States.

Procedure Text

A procedural text instructs your audience on how to complete a specific task. Generally, this then falls into two categories, how to make something and how to do something.

The purpose of a procedural text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient and appropriate ways.

You may encounter procedural writing also referred to as a **PROCESS ANALYSIS ESSAY** in some parts of the world. This title provides students with a greater understanding of their purpose of analyzing a process and writing it up as a simple **PROCEDURE** to be followed by the reader.

Recipes and science experiments are common examples of procedural texts. They use headings and sub-headings that can be structured in the following manner.

Some common forms of procedural texts are.

- **Directions** – How do I get somewhere? Very specific instructions including location names and titles. Formal language is required and the addition of a map will make your instructions so much easier to understand.
- **Instructions** – How do I do something? Your language must meet the needs of your audience and you may need to include a diagram if there are complex elements to complete.
- **Recipes** – How do I cook something? Recipes are a universal text. There is a very clear expectation of the audience so never stray from the essentials. Ingredients, method and a few visuals are essential.
- **Rules for games** – How do I play this? Be conscious of your audience and write in a style and language they will understand. You are almost guaranteed to require visuals in this style of writing.
- **Manuals** – How do I operate this? Are there any warnings I need to be aware of before proceeding? Be very specific in your explanation.
- **Agendas** – What are we doing? When are we doing it? Who is responsible?

It is clear that having a good grasp of this type of genre writing has multiple possible real-life applications for our students. Luckily for such an important genre, procedural texts are one of the easier genres to teach *and* to successfully produce as a student.

As a comparatively straightforward nonfiction genre, procedural texts in their many forms are often easier to grasp for those students who don't possess a natural affinity for writing than some of the more creative writing genres. The learning of a series of criteria will ensure that even weaker students can produce coherent and successful procedural texts.

Let's take a look at the four main sections that form a procedural text to ensure our students get a broad overview. Then, we can take a closer look at some of the finer details.

1. Goal / Aim

This component addresses the *what* of the piece. It will refer to what is to be done or made. Very often too this will provide for the title of the text itself. Often this will be stated in the form of a 'how to' sentence or the name of the thing to be made itself. With more technical procedural texts, titles may be more generic and standardized, such as simply *Operating Manual* or *User's Guide* or in its most basic form, *Instructions*.

To help your students get a sense of the importance of the title and its relationship with the goal of the text, provide them with a set of procedural texts with the titles removed. In groups, have them brainstorm a variety of titles for the text. When they are finished, reveal the original title of the text and compare it with the suggestions made by the group. Soon they will start to see the pattern evolve and this will help them when they come to produce and name their own procedural texts.

2. Resources

Usually done in the form of a list, this component may also be titled *Materials*, *Equipment*, *Ingredients*, *Items Needed* etc and is pretty self-explanatory. This component comprises a list of things required to complete the procedure outlined in the text. For a recipe, this will obviously include things like ingredients, but may also include things like the appliances and tools required to follow that recipe to completion. For flat-pack furniture, for example, items like a screwdriver, spanner, the glue will form this section. Science experiment procedural texts will include apparatus such as Bunsen burners, test tubes, litmus paper etc. Regardless of the specific purpose of the text in question, the resources listed in this section will usually be presented in the order they will be used, as far as this is relevant or possible.

3. Steps

This is the heart of the procedural text as it outlines step-by-step the methodology to follow in the procedure itself. Again, the title of this section of the procedural text may vary depending on the specific type of writing it is. Longer user guides and instructional manuals will have a complex and extensive list of steps to follow that will employ subtitles and subsections to explain micro-processes within the wider procedure being described. Simpler texts, such as recipes, will be much less complex in structure. It is important to encourage students to think very logically about the process they are attempting to outline in their writing. Too often students write

themselves into corners as they try to describe complicated procedures while struggling with the technical difficulties of constructing grammatically sound sentences. A good rule of thumb for student writers is to use many short and simple sentences when writing about complex ideas. We will talk more on this aspect when we discuss language features in greater detail.

4. Conclusion

The conclusion of a procedural text offers guidance to the reader on how they can evaluate the success of the procedure that has been followed. This may take the form of, for example, a description of the completed meal for a recipe text or a description of the assembled furniture in a flat-pack instruction guide. Depending on the type of text in question, often illustrations can be used to reinforce what a successfully followed procedure will look like.

LANGUAGE FEATURES OF A PROCEDURAL TEXT

Given the broad range of forms, a procedural text may take, we should not expect that all of the structure and features outlined will apply equally to each type of text. However, the following is some valuable general advice for students to bear in mind when they are considering the language registers of their text.

Procedural texts are one of the few writing genres that regularly use the second person pronoun that addresses the reader in a general way. Often too, this 'you' will be implied through the use of imperatives at, or near, the beginning of sentences.

Given the nature of these types of text, the simple present tense is the preferred tense for this type of writing. In this regard, it offers a great opportunity to focus on verb work, especially on imperatives. These command words, or bossy words, such as *cut*, *take*, *hold* are often used to give orders for readers to follow as they move step by step through the process outlined in the text.

This is a nonfiction genre and this should be reflected in the choice of language. There is little to no place here for flights of imagination or figurative turns of phrase. Students should stick to plain, straightforward sentence structures and word choices. They should include detailed factual descriptions of things, where this will enhance the reader's understanding; shape, size, color, amount should be included where it will improve this understanding.

Sentences should also provide detailed information on the *how* of performing each of the steps in the process outlined. For example, *remove*

carefully rather than simply *remove* – when care is necessary for the satisfactory performance make sure it is stated explicitly.

Actions should be outlined sequentially and time connectives can be used to help organize the necessary steps chronologically. For example, use of adverbial time words, such as: *first, second, before, then, after*. Encourage students to focus on answering the questions of *where* and *when* of each of the actions they instruct the reader to follow.

The infographic is divided into two main columns. The left column is titled 'WRITING A PROCEDURE' and contains three sections: 'Purpose', 'When to use a Procedural Text', and 'Remember'. The right column is titled 'PARTS OF A PROCEDURAL TEXT' and contains four sections: 'Title', 'Materials or Ingredients', 'Series of Steps', and 'Conclusion'. Each section includes bullet points and illustrative icons. A callout box in the 'Remember' section suggests enhancing text with pictures or diagrams. At the bottom right, there is a small logo and a URL: www.edgalaxy.com/writing.

WRITING A PROCEDURE

Purpose

- To explain how to do something
- To explain how to get somewhere
- When a set of rules need to be understood

When to use a Procedural Text

- Writing instructions for a game or a process
- Writing a Recipe for a Meal
- Recording a Scientific Investigation
- Creating Rules for something
- Giving a set of directions

Enhance a Procedural Text by including simple pictures or diagrams.

Remember

- Keep your instructions short, simple and to the point
- Procedural texts are always written in **Present Tense**
- Procedures are presented from the **Second or Third Person Perspective**

PARTS OF A PROCEDURAL TEXT

Title

What is the goal or outcome of the activity?
Eg. How to Make a Banana & Fudge Sundae

Materials or Ingredients

What will we need to complete this activity? Be Specific, especially if you are writing a recipe. Use points or numbers. Include any special utensils or tools

Series of Steps

In order, list what needs to happen to complete your goal. In a recipe we refer to the steps as a **Method**. Start each instruction with an **Action Verb** such as shake or mix.

Conclusion

The conclusion is a short statement that may offer some specific tips or advice to make the task easier or more effective. It might even include safety warnings.

For examples and detailed instructions on how to write Procedures and a range of other text types please visit www.edgalaxy.com/writing

Some common forms of procedural texts are.

1. Directions – How do I get somewhere? Very specific instructions including location names and titles.
2. Instructions – How do I do something?
3. Recipes – How do I cook something?
4. Rules for games – How do I play this?
5. Manuals – How do I operate this?
6. Agendas – What are we doing?

How to Make Scrambled Eggs

Let's learn how to make yummy scrambled eggs at your home with this easy recipe!

Ingredients:

- 2 eggs
- Milk (if desired)
- 1 teaspoon of butter
- A pinch of salt and pepper

Steps:

1. First, crack the eggs into a small bowl and add a pinch of salt and pepper. Whisk until all well blended.
2. In a frying pan, add butter and let it melt.
3. Pour the eggs and milk, and for around 20 seconds, do not stir it.
4. After that, fold the eggs to the center and stir with spatula.
5. Repeat the previous step until all the eggs are mostly cooked
6. Remove eggs from heat, and keep continue to fold and stir the eggs for around a minute.
7. Lift the eggs, put on the serving plate and your scrambled eggs are ready.

CHAPTER 4 PRESENTING THE COMPANY

A. Read the presentation draft below and try to draw a chart based on the presentation below

Good afternoon, Ladies and Gentlemen. At this point, I'd like to say a few words about the organizational of "Benefit and Profit" Ltd. On the transparency, you will see that Mr. Lucky Luck, Mr. Smiley Rich, and Mrs. Nancy Money are sitting on the Board of Directors

The board is headed by Mr. Lucky Luck. He is the chief executive of Benefit and Profit Ltd and he has overall control of the whole company. Mrs. Nancy Money who graduated from Finance Faculty of Harvard University is the chief accountant of the company. She deals with finances and investment of the organization.

In 2005, the Board elected Mr. Happy as the managing director of Benefit and Profit Ltd. He is responsible for running the company and is involved with the total managing of the company from the factory floor up to the board room.

Now, Mr. Happy is assisted by four executive managers.

First, Mr. Caring, he is the personnel manager and is responsible for recruitment, personnel, training, management development, staff conditions, health and safety, first aid nurse, and is also responsible for general maintenance and security. He does have a lot of jobs to handle.

Second, Mrs. Cash, she is the finance manager who takes care of the corporate finance and accounting as well as credit control, purchase and sales. She does internal audit and handles the welfare of the employees, you know, wages, salaries, pension and insurance.

Next, we have Sales Department which is led by Mrs. Friendly. Mrs. Friendly is in charge of handling incoming orders from home and abroad. She will organize all areas of selling in the company, manage linking with representatives and agents, do market research, advertising, and promoting products. Ms Friendly is assisted by the warehouse department who is responsible for stock control and export department which takes care of shipping, transportation, and document handling.

Last but not least is Mr. Planning. Mr. Planning has a solid team of designers, engineers, quality controller and factory maintenance officers. He is responsible for all the production process.

That" s about the people in the company. Now the company itself was set up in 2004 and for the last two years, many reliable esteem companies around the world have proposed to be our agent or sales representatives of our products in their areas. We have carefully selected the companies who want to be our agent. These agents of ours must have their own office, paper ones. They also must have a showroom and a group of technician. So far we have 17 representatives in all, 4 Offices in Asia countries, 8 in some cities in USA and the rest in European countries. Detail info on our offices and representatives can be read from the information sheet you have.

Well that" s a brief overview about our company. Are there any questions?

B. Study the following chart

1. HIERARCHY



1. The company is headed by the Managing Director.
2. The Personnel Manager reports progress to the Managing Director.
3. The Finance Manager is under the Managing Director.
4. The Sales manager is accountable to the Managing Director.
5. The Sales Manager is supported by a sales team.
6. The Sales Manager is assisted by a sales assistant.

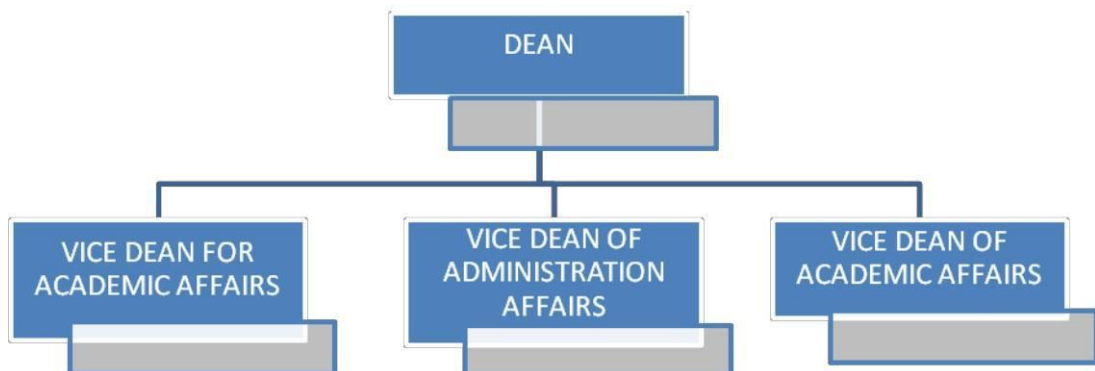
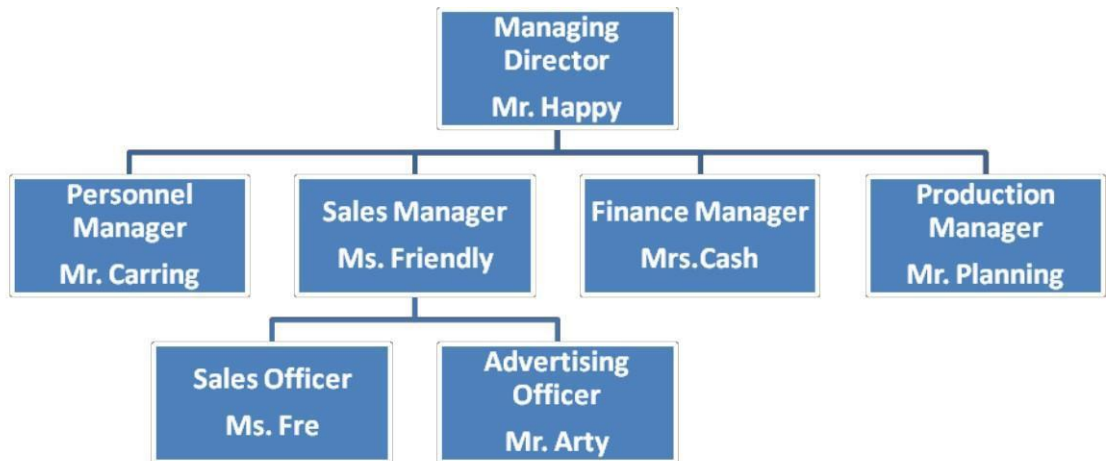
2. Responsibilities or Function

1. The Managing Director is responsible for running the company.
2. The Finance Manager takes care of corporate finance.
3. The Sales Manager is in charge of handling the incoming orders.

3. Title

1. Chairman (President)
2. Board of Directors/board (senior executives/group of directors)
3. Managing Director/MD (chief executive/senior vice president)
4. Finance manager/director (Vice President – Finance)
5. Sales manager (Sales director)

C. Based on the organization chart below, write at least five sentences based on every chart.



D. Presenting the famous companies in the world

1. Now, look at the pictures below
2. Can you inform us:
 - ✓ The company organization

- ✓ The company history
 - ✓ The products
 - ✓ The location
 - ✓ The promotion
3. Make groups of 5 students and prepare a presentation



The Presentation

This page is about the actual presentation itself as opposed to other aspects of giving presentations in English.

Most presentations are divided into 3 main parts (+ questions):

1	INTRODUCTION	(Questions)
2	BODY	
3	CONCLUSION	
	Questions	

As a general rule in communication, repetition is valuable. In presentations, there is a golden rule about repetition:

1. Say what you are going to say...
2. say it...
3. then say what you have just said.

In other words, use the three parts of your presentation to reinforce your message. In the introduction, you tell your audience what your message is going to be. In the body, you tell your audience your real message. In the conclusion, you summarize what your message was.

We will now consider each of these parts in more detail.

Introduction

The introduction is a very important - perhaps the most important - part of your presentation. This is the first impression that your audience have of you. You should concentrate on getting your introduction right. You should use the introduction to:

1. **welcome your audience**
2. **introduce your subject**
3. **outline the structure of your presentation**
4. **give instructions about questions**

The following table shows examples of language for each of these functions. You may need to modify the language as appropriate.

Function	Possible language
1 Welcoming your audience	<ul style="list-style-type: none"> <input type="checkbox"/> Good morning, ladies and gentlemen <input type="checkbox"/> Good morning, gentlemen <input type="checkbox"/> Good afternoon, ladies and gentleman <input type="checkbox"/> Good afternoon, everybody
2 Introducing your subject	<ul style="list-style-type: none"> <input type="checkbox"/> I am going to talk today about... <input type="checkbox"/> The purpose of my presentation is to introduce our new range of...
3 Outlining your structure	<ul style="list-style-type: none"> <input type="checkbox"/> To start with I'll describe the progress made this year. Then I'll mention some of the problems we've encountered and how we overcame them. After that I'll consider the possibilities for further growth next year. Finally, I'll summarize my presentation (before concluding with some recommendations).
4 Giving instructions about questions	<ul style="list-style-type: none"> <input type="checkbox"/> Do feel free to interrupt me if you have any questions. <input type="checkbox"/> I'll try to answer all of your questions after the presentation. <input type="checkbox"/> I plan to keep some time for questions after the presentation.

Body

The body is the 'real' presentation. If the introduction was well prepared and delivered, you will now be 'in control'. You will be relaxed and confident.

The body should be well structured, divided up logically, with plenty of carefully spaced visuals.

Remember these key points while delivering the body of your presentation:

- ✓ do not hurry
- ✓ be enthusiastic
- ✓ give time on visuals
- ✓ maintain eye contact
- ✓ modulate your voice
- ✓ look friendly
- ✓ keep to your structure
- ✓ use your notes
- ✓ signpost throughout
- ✓ remain polite when dealing with difficult questions

Conclusion

Use the conclusion to:

- 1. Sum up**
- 2. (Give recommendations if appropriate)**
- 3. Thank your audience**
- 4. Invite questions**

The following table shows examples of language for each of these functions. You may need to modify the language as appropriate.

Function	Possible language
1 Summing up	<input type="checkbox"/> To conclude,... <input type="checkbox"/> In conclusion,... <input type="checkbox"/> Now, to sum up... <input type="checkbox"/> So let me summarise/recap what I've said. <input type="checkbox"/> Finally, may I remind you of some of the main points we've considered.
2 Giving recommendations	<input type="checkbox"/> In conclusion, my recommendations are... <input type="checkbox"/> I therefore suggest/propose/recommend the following strategy.
3 Thanking your audience	<input type="checkbox"/> Many thanks for your attention. <input type="checkbox"/> May I thank you all for being such an attentive audience.
4 Inviting questions	<input type="checkbox"/> Now I'll try to answer any questions you may have. <input type="checkbox"/> Can I answer any questions? <input type="checkbox"/> Are there any questions? <input type="checkbox"/> Do you have any questions? <input type="checkbox"/> Are there any final questions?

Questions

Questions are a good opportunity for you to interact with your audience. It may be helpful for you to try to predict what questions will be asked so that you can prepare your response in advance. You may wish to accept questions at any time during your presentation, or to keep a time for questions after your presentation. Normally, it's your decision, and you should make it clear during the introduction. Be polite with all questioners, even if they ask difficult questions. They are showing interest in what you have to say and they deserve attention. Sometimes you can reformulate a question. Or answer the question with another question. Or even ask for comment from the rest of the audience.

Webinars or webcasts are a powerful lead generation tool in your digital marketing program. As a middle of the funnel offer, a webcast is more personal than an article or e-book and help potential clients get to know your company before having a sales conversation.

Many of our clients have started webinar programs with much success, and others express hesitation for how to get started. We're often asked for a script or an agenda to help them structure it properly. A script is very useful if you've never hosted a webinar before and so we're providing one here.

Sample Script 1

This script assumes that the webinar will involve two people: a host and a presenter.

The host is the person who starts off the webinar and sets the tone. This person also fields question and then closes out the webinar. The presenter is the one giving the presentation.

Here is the sample script so it's easy to get started:

[BEGIN WEBINAR]

INTRODUCTION

Host: *Welcome, everyone! Thank you for joining us for today's webinar. My name is [HOST NAME] and I'm the [JOB TITLE] at [COMPANY NAME]. [COMPANY NAME] is the leading provider of [SERVICE].*

Today we are presenting "[TITLE]" presented by [PRESENTER]. Just a little housekeeping before we get started. If you have any questions during the presentation, please type them into the question box in your [Zoom, GoToWebinar, WebEx] control

panel. I'll bring them up during the presentation and we will also have time for questions at the end.

Now without further ado, we will turn the time over to [PRESENTER]! Our presenter today is [details/bio of PRESENTER to highlight credibility and expertise on the subject matter].

PRESENTATION

Presenter: *Thank you, [HOST]! I appreciate the introduction. It's great to*

be speaking with all of you today...

[Give presentation]

Presenter: *...so with that, we will go ahead and take some time for questions.*

QUESTION & ANSWER

Host: *Thank you, [PRESENTER]! We will go ahead and take some time for questions now. Just a reminder, please be sure to type your questions into the question box in your control panel.*

It looks like we have a few questions. Jim asks...

**[GO THROUGH QUESTIONS WITH HOST
ASKING THEM AND PRESENTER
ANSWERING THEM]**

Host: *It looks like we've covered all of our questions. [PRESENTER], is there anything else you wanted to cover before a wrap-up?*

Presenter: *No, I think we're good for now!
Thank you, everyone. It was a pleasure being
with you today.*

WRAP UP

Host: *Great! Thank you, everyone! We appreciate
you being here. [MENTION ANY OTHER
ANNOUNCEMENTS & MAIN CALL TO ACTION].*

*Thanks again for joining us today and
we will see you next time. [END
WEBINAR]*

Naturally, you can modify this script to suit your needs, but this works well for us and should serve as a good framework for your webinars.

Sample Script 2

Even if you are an expert in your field with excellent presentational skills and stellar material, you may still find it difficult to structure your webinar. “How do I start and finish the event? I can’t just jump right into the presentation!” you may wonder. That is why we prepared a template of a webinar script and useful tips to make it easier for you to hold your online event.

This script is written for two: the speaker and the moderator. You can, however, easily adapt it if you plan to hold a webinar on your own.

Webinar Script

Introduction

Moderator: *Good afternoon! Thank you all for finding time and visiting today’s webinar. My name is [moderator name] and I am [job title] at [company name]. Our company is the leading provider of [name of the product/service].*

Now I will ask you one question to check if you can see and hear us well. Launch a survey.

Do you hear me well?

- 😊 Yes
- 😐 Not good
- 😞 No

Great! Our topic today is [topic title], and the speaker is [speaker’s name]. Before we start, let me explain how you can talk to us during the webinar. If you have any questions during the presentation, just write them to chat.

We will have short breaks during a presentation and a Q&A session

at the end to answer your questions.

Provide clear agenda to attendees.

Agenda

1. Food waste project timeline
2. Progress update and commitment
3. Food waste reduction toolkit
4. Q&A



We will send you all the relevant links after the event, including a link to the webinar recording, which will be active for three days only.

Now we can begin! Our today's speaker is [interesting facts from the speaker's

biography highlighting their expertise and status in the field].

Show a slide with the speaker's photo and a short list of the main accomplishments and provide contacts.

Presentation

Speaker: *Thank you, [moderator's name]! I'm happy to talk to you all today.*

FEATURED SPEAKER



ANTOINE DUPONT

CEO, Speaker, Strategist
Katapult Marketing

P 561-272-8567
M 561-441-5478
www.antoinedupont.com
www.katapult.marketing
antoine@katapult.biz
Skype: adupont65 |

- Originally from Paris, France
 - In the USA since 1989
- Internet Marketing Strategist
- Content Marketing Practitioner
- Public Speaker



Presentation. Take a break every 10-15 minutes to talk to the participants and answer their questions.

Speaker: And that is all for today. Now we have a little more time to answer your questions.

Questions and Answers

Moderator: Thank you, [speaker's name]! We already have a few questions. Please ask your question in chat if you want to join our discussion.



Questions?
Ask Antoine

Antoine Dupont
CEO of KATAPULT Marketing
Digital Marketing Strategist | Speaker
www.katapult.marketing
www.antoinedupont.com



If you have several speakers, make them answer questions in turns. **Moderator:** *Looks like we answered all your questions. [Speaker's name], is there anything else you would like to mention?*

Speaker: *No, it looks like we have covered everything!*

Thank you all for your time!Ending

Moderator: *Great! Thank you.*

Now we need to make some important announcements. This is the part where you advertise your product/service and make a final call to action.

Thank you for participating in today's webinar! We hope to see you again next time.

Roll slides with thanks and contact information. The end

How to Write a Script for a Presentation? To make everything look natural, you should not write a detailed script for your presentation. Prepare only a plan and an outline. When creating slides, try to reduce the number of words and focus more on eye-catching pictures.

Sales Presentation

By this point of the project, you should have a good understanding of how your product may appeal to your clients. The day of showing the latest product of your company is coming soon. Each company has to give a very short presentation about their company, product and show their promotional materials (posters, leaflets, TV commercials) to the public.

Sample Script 3

(A) Components in the sales presentation script

- a. Introduction
- b. Body
- c. Conclusion

a. Introduction

- 1 Greet the audience
- 2 Introduce your group
 - ✓ What is the name of your company?
 - ✓ What are the job titles of your group members?
- 3 State the purpose of the presentation
 1. Company name
 2. Company logo (meaning)
 3. Your company motto
 4. Company description
 - ✓ When was your company founded?
 - ✓ Where is your company based?
 - ✓ Which industry does your company specialized in?

- ✓ Has your company won any awards?
- 5. Your product
- 6. Target group
- 7. Selling points of the product (can compare with similar products in the market)
- 8. Promotional materials

b. Conclusion (A call to action)

1. Why should customers choose your product?
2. Advise your audience on what specific action they need to take, how to take it, and when it must be taken.
3. Appeal to the audience to buy the product/ use the service
4. Ask if there are any questions from the audience
5. Thank the audience for listening to your presentation

*** List of strategies used in Sales Presentation:**

- Use of contrasts
- Star power (using famous people)
- Hand signs and gestures
- Personification (objects that move and talk to the audience, eg windows, trees, cars etc)
- Giving instructions

(B) Structure of Sales Presentation

Parts	Speakers	Sample Script
<p>Part 1 Introduction</p> <ol style="list-style-type: none"> 1. Greet the audience 2. Introduce your group <ul style="list-style-type: none"> - What is the name of your company? - What are the job titles of your group members? 3. State the purpose of the presentation <ul style="list-style-type: none"> - What product are you trying to sell? - What is the structure of your presentation? Who is going to speak? 	<p>Speaker 1</p>	<p>Good afternoon everyone. We are so glad to see you all here today.</p> <p>My name is Cecilia Wan, the general manager of the Walk Company. The presentation today is about our company – Walk Company and our newly invented product -- “Super Socks”. This is our innovative and creative product with high level of technology.</p> <p>First, our marketing manager, Mandy Li will introduce our company. Then, Peter Yu, our sales representative will show you our product and tell you about its special features. After that, Jessie Wong, our designer will show you our advertising campaign. Please feel free to ask any questions at the end of our presentation.</p>
<p>Part 2 Company (refer to section 2.1 of project booklet)</p> <ol style="list-style-type: none"> 9. Company name 10. Company logo (meaning) 11. your company motto 12. Company description <ol style="list-style-type: none"> i) When was your company founded? ii) Where is your company based? iii) Where does your company do business (Global/Local) iv) Which industry your company is specialized in? v) Has your company won any awards? 	<p>Speaker 2</p>	<p>Right! Let me begin by giving you some details about our company.</p> <p>Our company is specialized in producing socks. That’s why our company logo is made up of a pair of socks. One sock is printed with a letter “W” which represents our company name. We encourage people to walk more by wearing our product. Therefore, our company motto is “Walk more!”</p> <p>Walk Company was established in 1950. It is a company based in the USA. We do business worldwide. We are experts in producing different kinds of socks, especially sport socks. Our customers include kids, teenagers and even adults around the world. We have won ‘The Best Fashion Design Award’ as well as ‘The Top 5 Sales in Product Category (Socks)’ awarded by the Hong Kong Trading Department.</p>

<p>Part 3 Product (refer to section 2.2 of project booklet)</p> <ul style="list-style-type: none"> • Your product • Target group • Selling point <p>(can compare with similar products in the market)</p>	<p>Speaker 3</p>	<p>Now, it is time to show you how fantastic our new products are. "Super Socks" are specially designed for kids. They are durable and super comfortable. They are made of 100% cotton and can absorb sweat and keep the small feet dry. We guarantee that our socks will not be worn out after wearing them 100 times. Even kids as energetic as cheeky monkeys cannot easily ask their moms for a new pair of socks.</p> <p>Look at the design. Aren't they adorable? The cute patterns of our socks can attract kids and their moms and dads. We provide different colors for you to choose from.</p> <p>Our socks are made with high technology. They are waterproof! You don't need to be afraid of getting wet on rainy days. Compared with similar products on the market, our socks are your ideal selection in summer.</p> <p>How much are they? The price is very attractive. You can't believe it! Trial price -- it's only \$50 for 2 pairs. With low prices but high quality, our socks are your best choice!</p>
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<p>Part 4 Advertising materials + ending (show the audience the poster, TV ad, and the brochure) - when giving out the leaflet, tell the audience how they can contact you and where to look for you if they want to use the service/ buy the product.</p> <p>Ending (Conclude by giving a call to action)</p> <p>(i) Advice: Tell your audience what specific action they need to take, how to take it, and when it must be taken.</p> <p>(ii) Appeal to the audience to buy the product/ use the service</p> <p>(iii) Q and A</p>	<p>Speaker 4</p>	<p>Let us show you our advertising campaign. Look at the poster. Here are the colours we have. Aren't they attractive? Look at these cute little kids. After they have worn super socks, they look so smart and cute.</p> <p>Let's watch our TV commercial together. (show video) See, the kids were jumping happily in the water puddles and their feet were not wet! Aren't they amazing? Would you like to try this special experience?</p> <p>If you want to know more about our company or products or if you want to come to our office to see other collections we have or to purchase this new collection, you can find our address, e-mail address and phone number in the brochure.</p> <p>All features of our products are listed with picture illustration for your reference.</p> <p>"Use it! Have a bright day!" If you use our product, a rainy day will become a bright day! Don't hesitate, come and buy a few pairs and try. I am sure you will come back for more!</p> <p>You can fill in our order form attached to our leaflet. and hand it to our staff. An additional 20% discount is offered today. Buy it now!</p> <p>That brings me to the end of our presentation today. Thanks for your time today. Have you got any questions?</p>
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SAMPLE SCRIPT 4

Hello, everyone! Welcome, and thank you for dialling in for our webinar today. My name is [name] and I'm the [role] at [company]. At [company], we help [audience] like you [unique value proposition / product or service mention]. Today, we'll be discussing [topic] and featuring [speaker], [speaker], and [speaker].

You can expect each speaker to have the floor for about 10 minutes, and we'll conduct a short Q&A at the end of each session. If you have any questions during the webinar, please type them into the chat window — we'll address them during the Q&A.

By the end of our time today, we hope you feel more comfortable and confident about [topic]. We're very passionate about [topic] and have many exciting stories and learnings to share here today. Our goal is to [goal].

We'll start with [speaker], who will be speaking on [topic]. [speaker] is [details and bio for credibility].

[Insert speaker's webinar script here when I receive it.] *Thank you, [speaker]! Who has questions for her?*

[I read questions from the chat window for the speaker to answer.]

Those are all of our questions. [speaker], anything else you want to touch on before we move onto our next guest?

[All speakers present and take questions.]

Well, that's all we've got for you here today. Thank you for joining [company] to discuss [topic]. We appreciate you signing in and hope you learned [goal].

Before we sign off, I'd love to tell you about [main announcement or call-to-action]. Feel free to reach out to me via email if you're interested or want to know more. We'll see you next time!

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English for Economics