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BUKU AJAR

**ENGLISH
FOR
AGRIBUSINESS**

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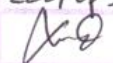
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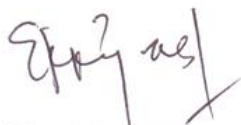
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DOKUMEN LEMBAGA PENG PENGELOMPOKAN DAN PENJAJARAN	
TANGGAL	13-4-2017
No. TERDAFTAR	222/LP3M/BA/2017
PARAF	

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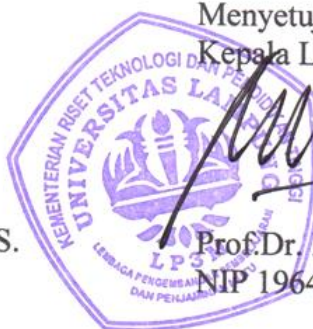
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KATA PENGANTAR

Buku ajar English For Agribusiness merupakan update dari buku yang penulis buat pada tahun 2004 dengan judul Modul For English for Agribisniss. Update yang dilakukan meliputi: pembaruan konteks reading, tugas-tugas, maupun diskusi kelas yang diinstruksikan dalam buku ini.

Dibanding dengan versi sebelumnya, buku ini lebih tertata dan memperkuat persoalan agribisnis dengan membahas isu-isu dasar agribisnis dan perkembangan agribisnis terkini. Buku ini disusun dalam 15 bab, dimana setiap bab terdiri dari pendahuluan, bahan bacaan, kontekstual grammar, vocabulary development, dan writing skills.

Buku ini dirancang agar mahasiswa berperan aktif dalam setiap modul dengan cara membaca lebih awal (1 minggu di depan) sehingga saat di kelas, mahasiswa dapat lebih siap dan memiliki learning experience yang memadai untuk siap di dalam kelas.

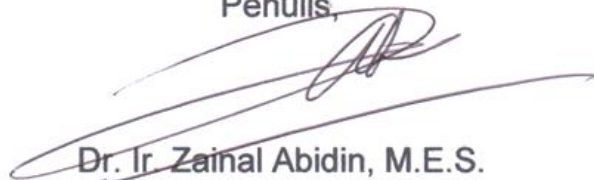
Dengan selesainya draft Buku Ajar ini, penulis mengucapkan terima kasih kepada:

1. Dekan Fakultas Pertanian Unila yang memfasilitasi penulisan buku ini
2. Rekan-rekan dosen pengasuh English for Agribusiness atas masukan dan saran dalam proses penyusunan buku ini.
3. Ketua Jurusan Agribisnis yang memberikan kesempatan kepada saya untuk melakukan update penulisan buku.

Buku ini akan tetap membutuhkan update dan review dari pembaca maupun rekan peer mata kuliah English for Agribusiness.

Bandar Lampung, 31 Oktober 2017

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CHAPTER 1

INTRODUCTION

General

This book is a reading text of students with English as a second or foreign language. More specifically, this book is intended to students who pursuing a study in the field of Economics, Agricultural Economics, Sociology, and Rural Development and Extension Services. Therefore, the reading materials are directly related to those aspects, such as Sociology, Agricultural Economics, Rural Development, Management, and Demography.

This book is designed to assist students to be able to read English texts closely related to their respective of study. It is therefore, students will have more attention because they read material necessary for their own. The book is also complimented with structure problems in very brief discussion.

This book provides reading skills in order to help students comprehend this book, such as:

1. Language skills

a. Word Study Exercise

When reader confronts with unfamiliar vocabulary item in a reading passage, readers can use several strategies to understand or at least to estimate message of the author/s. First, they can continue reading, realizing that often a single word will not prevent him/her from understanding general meaning of a reading. If further reading does not solve the problem, readers can use one or more of three basic skills to arrive at understanding the unfamiliar

word.

Vocabulary from Context

Guessing the meaning of unfamiliar word from context clues requires the followings:

- (a) knowledge of the topic of your reading
- (b) knowledge of the meaning of other words in the sentence and or paragraph where the words are located.
- (c) knowledge of the grammatical structure of the sentences in the word are written.

Stems and Affixes

Many English words have been formed by combining parts of older English, Greek, Spanish, and Latin Words. For instance, the word bicycle is form from ***bi***, meaning ***two***, and ***cycle***, meaning ***round*** or ***wheel***. Often knowledge of the meaning of these word parts can help reader to guess the meaning of an unfamiliar word. It is therefore, this book provides list of stems and affixes in handy format so the students could consult or take benefit from it at anytime.

Dictionary Usage

Very often, the meaning of a single word is so essential in order to have the overall meaning. If context clues and word analysis do not provide enough information, it will be necessary to use dictionary. Therefore, students must have good dictionary for improving their skills in reading.

b. Sentence study Exercise

In order to understand the overall meaning of a paragraph or passage, we

should understand the meaning of single sentence. Sentence study exercises provide students with skills in analyzing the structure of sentences to determine relationship of ideas within a sentence. Each chapter will provide various sentences—from easy to more complicated sentences—and then followed by tasks of vocabulary development and comprehension question. This will require students to analyze carefully of the sentence.

2. Reading Skills

This book contains wide ranges of reading selections of various topics. These selections provide practical skills u=in using different reading strategies in order to comprehend the text. They also stimulate students practicing such four basic skills, i.e.: *skimming*, *scanning*, and *readingcomprehension*.

Skimming

Skimming is quick reading for the general idea(s) of a passage. This kind of rapid reading is appropriate when student is trying to decide whether the reading is desirable or when the time of reading carefully is limited.

Scanning

Like skimming, scanning is also quick reading. However, in this case the search is more focused on one particular aspect. To scan is to read quickly in order to locate specific information such as particular date, name, event, location, or number.

Reading Thorough Comprehension

Reading thorough comprehension is a careful reading in order to understand the total meaning of the passage. The student is expect to be

able to summarize the author's ideas but of those ideas.

3. Grammar Skill

Grammar skill is developed through analyzing the text using grammar context. This skills is very important to help student to fully understand about the text. Some grammar context include: present tense, future tense, past tense, variation of perfect tense, etc. By providing this skill, the student is expected to be able to comprehend standard reading materials at undergraduate level in the field of agricultural economics, rural sociology, agricultural development, demography, as well as resource management.

However, the grammar aspect in this book will not be discussed extensively; rather it merely provides assistance in understanding reading materials comprehensively. It is merely outlined the main grammar context associated with reading materials. For student who need to learn more detail about grammar, it is advised to read more specific book that is widely offered in the bookstores.

Organization of the Book

This book has 15 Chapters and is designed in a very structural way, that is: Introduction, Reading, Contextual Grammar, Writing, and Speaking.

Introduction will usher the student about the chapter in brief.

Reading materials usually consist of several paragraphs. It is followed by two tasks, i.e.: vocabulary development where students are provided with key

vocabularies and asked them to interpret the meaning as well as find the synonym, and opposite meaning (antonym). The students are also asked to write down their own sentence using the correspondent key vocabularies.

Contextual Grammar gives analysis of grammar problems relevant in particular reading. Therefore, students are stimulated to recall the grammar issues, assuming that students have already been exposed with grammar study in his/her previous educations.

Writing provides the opportunity for student to exercise his/her ability in writing a sentence of his/her own. It helps student to prepare with more advance English ability, such as: Academic Writing.

Organization of the Class

Since the book provides learning experiences in each chapter, it is necessary that class is arranged to be conducive for full application this book. It is advised that:

1. Class shall be grouped into small groups, consists of 4-5 student of each group.
2. Book/chapter shall be given a week in advance so that students will have the opportunity to learn first and complete some tasks prior to the class.
3. Teacher shall play more as facilitator, except when necessary, especially when describing problems raised by students.

Table 1, List of Stems and Affixes

	Meaning	example
Prefix		
ante-	Before	anterior, ante meridian
by-	aside, apart from the common	bypass, by-product
circum-	Around	circumference, circumstance
contra- anti-	Against	contrarevolution, antitrust
com-, con-, col-, cor-, co-	together, with	cooperate, connect
de-	down from, away	decrease, depart, demoralize
dia-	through, across	diameter, diagonal
epi-	upon, over, outer	epidermis, epicenter
hyper-	above, beyond, excessive	hyperinflation, hypermarket
hypo-	under, beneath, down	hypothesis, hypothermia
in-, im-, il-, ir-	in, into, on	invade, insert, immigrate, illicit
in-, im-, il-, ir-	Not	inactive, impolite, illegal, irreversible
intro-, intra-	Within	introduce, intravenous
micro	Small	microeconomics, Micronesia
multi-	Many	multinomial, multicultural, multinational
post-	after	postgraduate
pre	before	prepare, prehistoric
peri-	around	perimeter, peripheral, periscope
re-, retro-	back, again	reborn, retroactive
semi-	half, partly	semistructure, semiformal
sub-, suc-, suf-, sug-, sup-	under	subway, support, successive,
sus-		susceptible
super-	above, greater, better	supermodel, supermarket, superstar
trans-	across	transnational, transportation
tri-	three	triangle
ultra-	beyond, excessive, extreme	ultramodern, ultranationalist
uni-	one	university, unity, universe, uniform
Stems		
-auto-	self	automobile, automatic
-audit-, -audit-	hear	auditorium, auditor
-aster-, -astro-, -stellar-	star	astronomy, stellar
-bio-	life	biology
-ced-	go, move, yield	precede
-capit-	head, chief	captain, cap, decapitate
-chron-	time	chronology, chronological
-corp-	body	corporation, incorporate
-cycle-	circle	bicycle, recycle
-derm-	skin	epidermis, dermatology

-dic-, -dict-	say, speak	dictator, dictation, dictionary
-duc-	lead	introduce
-flect-	bend	reflect, flexible
-geo-	earth	geology, geographer

Table 1, Continued

-graph-, -gram-	write, writing	telegraph, telegram
-hydr-, -hydro-	water	hydrology, hydrogen
-log-, -ology-	speech, word, study	biology
-mega-	great, large	megastore, megaproject, megalopolis
-mit-, -miss-	send	remit, mission
-mort-	death	mortal, immortality
-ortho-	straight, correct	orthodox, orthography
-, -phil-	love	philosophy
-phon-	sound	telephone
-pod-, -ped-	foor	podiatrist, pedestrian
-polis-	city	metropolis
-pon-, -pos-	put, place	postpone, position
-port-	carry	portable
-psych-	mind	psychology
-scrib-, -script-	write	descript, script
-spect-	look at	inspect, spectator
-sequ-, -secut-	follow	consequence, consecutive
-soph-	wise	sophomore, philosophy
-spir-	breathe	inspiration, conspiracy
-tele-	far	television
-therm-, -thermo-	heat	thermal, hypothermia
-ven-, -vene-	come	convene, convention
-ver-	true	verify, veritable, verify
-vid-, -vis-	see	video, vision
-voc-, -vok-	call	vocal, revoke
Suffixes		
-able-, -ible-, -ible	capable	trainable, tradable, exchangeable
-ate-	to make	activate
-er-, -or	one who	worker, contributor
-fy	to make	liquefy
	condition, quality, state of	
-ity	being	unity, ability
-ize	to make	analyze, crystallize
-ous-, -ious-, -ose	full of, having the quality of	poisonous, anxious, verbose
-ist	one who	economist, typist, biologist
	condition, quality, state of	
-ness	being	sadness, happiness
-tion-, -ation	condition, the act of	action, celebration

CHAPTER 2

UNDERSTANDING EXPLICIT INFORMATION

1. INTRODUCTION (15 minutes)

Good reading material must be expressed in very clear, understandable, and meaningful sentences. It must contain very clear subject, verb or predicate, object, as well as additional information. It must be organized with accurate and standard English structure, so that the reader will completely understand the whole meaning of the text.

For reader, it is important to have good skill of understanding the meaning of the text through the so called reading comprehension. Reading comprehension means the skill to grasp and understand the meaning of the reading material. Reading comprehension means understand the stated information being written, able to interpret and conclude the factual statement, as well as evaluate the idea of the reading and make application to other situations.

The first step to master skill in reading comprehension is to understand of explicit information stated in the reading material. In so doing, a good skill in English vocabulary and English structure alike is required in addition to good guessing.

The chapter will be contemplating on understanding explicit information from aprovided reading material. There are four types of activities that correspondence with it, i.e.: Reading and Comprehension, Grammar Focusand Writing Skill.

2. OBJECTIVES

- b. Student are able to identify clearly of information being provided in the reading passage
- c. Student are able to write down the core meaning of the text
- d. Student are able to use noun phrase accurately
- e. Student are able to use vocabulary in their own sentence
- f. Student are able to reproduce the content of the text in writing and or oral means

3. READING COMPREHENSION

The word 'economy' comes from two Greek words– *oikos* (meaning house) and *nemein* (meaning manage) – its original meaning was 'household management'. Households have limited resources and managing these resources requires many decisions and a certain organizational system. The meaning of the word economics has developed over time. Today, economics can be defined as the study of how societies make choices on what, how and for whom to produce, given the limited resources available to them. Furthermore, the key economic problem can be defined as being to reconcile the conflict between people's virtually unlimited desires and the scarcity of available resources and means of production. These are the definitions provided in the core textbook and indeed in many other textbooks. They are traditional definitions and have their origins in an essay by Lionel Robbins (of the London School of Economics and Political Science) written in 1932 in which he defined economics as 'the science which studies human behavior as a relationship between ends and scarce means which have alternative uses'.

It is important to realize that this definition is not without its critics. The textbook does not pretend to discuss in any depth the definition of economics or the legitimate domain of economic investigation. Those wishing to pursue the philosophical foundations of the nature of economics could consult the collection of papers edited by Frank Cowell and Amos Witztum, especially papers by Atkinson, Witztum, Backhouse and Medema. On a less philosophical note, if we were to follow the definition attributed to Jacob Viner (an early member of the 'Chicago School' and a teacher of Nobel laureate Milton Friedman) that 'economics is what economists do', the Robbins definition stated above would fall short of describing the way in which the subject has evolved, in particular in its failure to reflect the time and effort devoted today to empirical analysis.

Arguably, the definitions provided in the textbook apply more directly to microeconomics than macroeconomics, the latter being more concerned with the structure and performance of the aggregate economy and such issues as growth, cycles, unemployment and inflation. However, underlying these 'big' issues is the behavior of individual agents such as consumers and firms. Recent developments in macroeconomics have been concerned with establishing microeconomic foundations. So scarcity and the rational responses to it are not absent from macroeconomics.

(Taken from Birchall, O. 2016. Introduction to Economics. London School of Economics, University of London). p. 8

Task 1. Discussion

- a. What scarcity means in economics
- b. Please give clue from the passage that the passage discusses more on microeconomics than macroeconomics.
- c. Describe how societies make decision on what, how, and to whom they produce, given the available resources they own.
- d. Please discuss the likely topic of the next paragraph is
 - a. Brief discussion on macroeconomics
 - b. The process of consumption activities
 - c. The significance of economic
 - d. The valuing goods and services

Task 2. Vocabulary Development (5 minutes)

Fill the blank spaces of the following with words/phrases/verbs relevant with the above passage.

1. Households have limited _____ and managing these resources _____ many decisions and a certain _____ system.
2. Recent developments in _____ have been concerned with establishing microeconomic _____.

From the above passage, please also find the meanings of some important vocabularies provided in the following table (10 minutes).

No	Key words	Meaning
1	Economics	
2	Scarcity	
3	Resources	
4	Reconcile	
5	Unlimited	
6	Aggregate	
7	Desires	

12	Behavior	
13	Consumers	
14	Firms	
15	Attribute	

Task 3. Assignment (10 minutes)

Select five words and make your own sentences relevant with your knowledge about economics using the five words you have selected.

Example:

Economics is about using scarcity resources to satisfy human needs.

Task 4. General Discussion

The students are offered with the following questions and asked them to discuss with their peers of their responds to the questions. The student must take note of any crucial point coming out from the discussion. The students are encouraged to participate and be part of dynamic discussion. The questions are as follows:

1. Do you think that economics is an important subject for your study?
2. Could you specify economics problems that Indonesia is facing nowadays?
3. Could you offer any solution to the economics problems that you specify from the above question?

4. WRITING (10 minutes)

Write a paragraph about resources available near you, such as: water, air, land, etc. that are used in agricultural production. Example:

Production of cassava will be very much depending upon the weather, quality of soils, technology, and quality of seeds. The weather helps in creating environment needed for production processes. Soils provide nutrient inperfectingsuch processes. And so forth.....

5. GRAMMAR FOCUS (20 minutes)

Several sentences in the above text are categorized as **Simple Present Tense**. Every sentence must have a subject and a predicate. This is also true for Simple Present Tense statements. The predicate of Simple Present Tense statements may take either a form of verbal or non-verbal predicate.

Examples:

A. Sentences with verbal predicates (taken and adjusted from the above passage)

Note: This pattern is usually to express habitual actions or general truth.

No	Subject	Verbal Predicate
1	Economics	<i>is</i> the study of the use of scarce resources to satisfy unlimited human desire
2	Production	<i>is</i> acts of producing goods and services.
3	We	need to understand economics
4	She	learns economics in the Agribusiness Department.
5	They	learn the use of goods and services for human needs.
(+)	Noun or Pronoun	verb 1st or verb 1st + s
(-)	Noun or Pronoun	do not/does not + verb 1st

B. Sentences with non verbal predicates

No	Subject	Non-Verbal Predicate
1	Goods	are valued based on their services
2	Services	are intangible
3	Consumption	does not account waste products
4	Her sister	is not an economist
5	She	is a bank analyst
(+)	Noun or Pronoun	Is/am/are
(-)	Noun or Pronoun	Is/am/are not

Note: This pattern is usually to express habitual actions or general truth.

CHAPTER 3

Understanding Implicit Information

1. INTRODUCTION (15 minutes)

It is common that information in the text requires certain degree of interpretation in order to fully understanding the meaning of the text. This is because the information in the text is not always directly stated, henceforth it is important that student understand method of understanding implicitly stated information.

There are some strategies for understanding implicitly stated information such as:

1. Searching for clues/evidences
2. Understanding the context
3. Inferring the meaning of the text
4. Understanding connections from one paragraph to another

This chapter will discuss several topics, i.e.: Reading comprehension, Vocabulary development, Grammar Focus, Contextual Speaking, and Writing.

2. OBJECTIVES

After completing this chapter/course, students are expected to:

1. to comprehend information that is not clearly stated in the text.
2. to write down main information that is not clearly stated in the text.

3. to re-apply vocabularies to different sentence or context.
4. to reproduce the content of the text verbally as well as writing.

3. READING COMPREHENSION

PLANNING IN ORGANIZATION

(5 minutes)

Planning is every manager's job. Very common, managers make plans that give purpose and direction to the organization in order to decide what needs to be done, when, and how it will be done, and who should do it. After decision **is made**, all organization structures from all levels **will** make plan for their respective duties.

Plant managers must make plan how their facilities **will be** used, how many, what and when products **will be** made. Marketing managers **will** develop plan how to introduce products, what distribution channels to use, and how to price the products. Even financial managers **will** make plan how to structure the debt and equity of the firm and how to budget and spend resources.

The need for planning **will** exist at all levels and actually **will** increase at higher levels, where **it** has the greatest potential success. Upper-level managers generally **will** devote most of their planning time to the distant future and the strategies of the entire organization; managers at lower levels will contemplate mainly for their own subunits and for the shorter term. Variations in planning responsibilities depend also on the organization's size and its purposes and specific activity.

Thus a multinational company **will** be more concerned with planning for distant future than would a local retailer since its operations around the world may be more complex. Some organizations **will** make long-range commitments because of their particular purpose and goals. Still other types of organizations must strike a balance between short and long-term planning responsibilities.

(taken and adjusted from James A.F. Stoner and R. Edward Freeman. 1989. *Management*. The fourth edition. Prentice-Hall International, Inc. Englewood, N.J. pp. 139-140)

Task 1. Comprehensive Questions (10 minutes)

Fill the spaces of the following statements with relevant words/phrase/verbs.

1. Still other types of _____ must strike a balance between short and long-term _____ responsibilities.

2. Multinational company _____ more concerned with planning for distant future.
3. Plant managers _____ how their facilities **will be** used, how many, what and when products _____ made.
4. In paragraph 3, line 2, what is **it** refer to?

Please read the above reading passage again, and answer the following questions.

1. What is the best title of the above passage?
2. Is it true that lower-manager contemplates only on his/her sub-units?

Task 2. Vocabulary development (10 minutes)

From the above passage, please find the meaning of the listed vocabulary.

You may consult you dictionary for this task.

Vocabularies	Meaning
1. Planning	
2. Distant	
3. Goals	
4. Devote	
5. Purpose	
6. Contemplate	
7. Function	
8. Direction	
9. Channels	
10. Retailer	

Please select five words from the above table and then make your own sentences using the words you have selected.

1.
2.
3.
4.
5.

4. INTERACTIVE DISCUSSION (20 minutes)

Lecturer asks the student to have their opinion about the relevant of planning for his/her daily life. The discussion shall be directed for “open mind” an exploration. All students shall involve in the discussion by offering their own opinion in the discussion.

5. WRITING (20 minutes)

For students benefits, please make your own plan for the next semester. This task shall be submitted in the next meeting.

No	Time	Place	Activities
1	week 1	at campus	meet with my academic advisor
2
3
4
5
6
7
8
9
10

6. Grammar Focus (20 minutes)

The sentence taken from the above text is relevance to **Simple Future**

Tense both Positive and Interrogative Sentence

Every sentence must have a subject and a predicate. This is also true for Simple Future Tense statements. The predicate of Simple Future Tense statements may take either a form of verbal or non-verbal predicate.

Examples:

A. Sentences with verbal predicates

No	Subject	Verbal Predicate
1	The management	will structure the debt and equity
2	Multinational company	will contemplate on long term planning
3	Diligent students	will make his/her own business plan
4	They	will not concern with long term planning
5	All of us	will focus on todays management plan
(+)	Noun or Pronoun	Will + verb 1st
(-)	Noun or Pronoun	Will not + verb 1st

B. Sentences with non verbal predicates

No	Subject	Verbal Predicate
1	We	will be more concerned with planning for distant future
2	Planning	will be relied on the organization needs
3	Middle managers	will be more focused on short term planning
4	All of us	will not be involved in the planning process
5	Some of us	will not be hired by the management
(+)	Noun or Pronoun	will + be + verb 3rd
(-)	Noun or Pronoun	will not + be + verb 3rd

Purpose	Question word	Predicate
Person	Who	will not concern with long term planning?
Thing	What	will make management work?
Specific thing	What planning	will not be interesting?
Choice	Which unit	will be devoted for financial planning?
Possessive	Whose decision	will be fundamental to organization?
Number	How many people	will come to the meeting?
<i>Wh word or How</i>		Verbal Predicate ...?
<i>Wh word or How</i>		Non-verbal Predicate
B. For non-subjects		
Purpose	Question word	Predicate
Place	Where	will you study next year?
Object	Whom	will you many?
Object	What (subjects)	will you take next semester?
Time	When	will she finish her study?
Manner	How	will you be this afternoon?
Reason	Why	will you be absent tomorrow?
Wh-Word or How		will subjects ...?

CHAPTER 4

Understanding Relation between Ideas

1. INTRODUCTION

Relation between ideas is an important element in order to link from one sentence to another as well as from one paragraph to another. Relation between ideas will create the oneness of a sentence or paragraph. It functions to make a coherent paragraph

In order to build a coherent paragraph, the sentences need connector and conjunction that link between one sentence/paragraph and another. The connectors could also be seen as a clue in understanding the overall ideas or meanings. The connectors also play as tool for smooth transition from one sentences or paragraph to another. In short, connector is vital for reader in order to understand relation between ideas.

In addition, relation between ideas is also declared by the presence of conjunctions, i.e.: but, and, or, so, yet. The function of conjunction is quite similar to connectors but it connects things or persons within one sentence or it joins two or more sentences into one. Conjunction has three meanings, i.e.: contradiction (but, yet), together (and), and conclusion (so). The following table is summary of various conjunctions and connectors that are commonly used in English.

Table 2. Conjunctions and connectors

Conjunctions	Connectors
But Yet	However Nevertheless Still In the contrary On the other hand Despite In contrast In spite of that Conversely
And	Also Besides Moreover Furthermore Indeed Likewise Similarly In addition In fact As a matter of fact
So	Therefore Consequently Thus Hence As a result

This chapter will discuss Reading comprehension, Contextual Grammar, Interactive Discussion, and Writing. Special issues of grammatical problems— conjunctions and connectors, and simple past tense—are elaborated in order to analyze and enrich the discussion on Reading Passage.

2. OBJECTIVES

After completing this chapter, the students are expected to be able to:

1. identify relationship between subject and its from the reading passage provided in the following discussion.
2. interpret the reference in the text

3. apply structure of parts of speeches in English
4. use vocabularies in a complete sentence
5. re-express reading content orally and in writing

3. READING COMPREHENSION

Despite experiencing a sixth year of global economic stagnation in 2016, some positive signs emerged of better things to come. Take poverty, for example. World Bank projections suggest that for the first time in history, the number of people living in extreme poverty fell below 10 percent of the global population. While the rates may have fallen, however the numbers of extremely poor people in the world remain too high—hundreds of millions of people still live on less than US\$1.90 a day (the current benchmark for extreme poverty).

Global hunger rates are also expected to have fallen in 2016, with less than 11 percent of the world suffering from undernourishment—a drop from 19 percent in 1990. In addition, advancements were made in countries such as Bangladesh, which cut hunger from 33 percent to 16 percent between the periods 1990–1992 and 2014–2016. Ethiopia made even more dramatic progress, reducing hunger from 75 percent to 32 percent over the same time frame.

Strategies and programs to reduce hunger and malnutrition in these countries were corresponding with efforts to improve crop production and diversification. Along with Bangladesh and Ethiopia, many other countries also witnessed significant reductions in undernourishment, particularly in child stunting—a condition of low height-for-age that is irreversible and associated with impaired physical and cognitive ability. For example, Peru rapidly reduced child stunting from 28 percent to 18 percent in just four years (2008–2012), a remarkable sign of progress that included the poor and reached all of Peru's diverse regions

Global food prices fell for the fifth straight year in 2016 due to increased supply, according to the Food and Agriculture Organization of the United Nations (FAO). The FAO's December 2016 *Crop Prospects and Food Situation* report forecast world cereal production of 2,578 million metric tons for 2016, 1.7 percent above 2015 cereal output. This gain is driven mainly by maize and wheat. Global rice production for 2016 could reach an all-time high of 498.5 million metric tons, marking the first expansion in global rice production since 2013. Rice production in Asia recovered toward the end of 2016 following the dissipation of the El Niño cycle, with yields increasing to 450.7 million metric tons. These gains imply that many of the poorest, who spend a larger share of their income on food purchases, were able to experience some improvement in their food security and poverty status.

(Taken from Shenggen Fan. 2017. Food Security and Nutrition in Urbanizing World. In IFRPRI Global Food Policy Report. 2017: Washington, p. 7-9).

Task 1. Comprehensive questions (5 minutes)

From the above passage, please answer the following questions.

1. Do you agree that food prices actually increase over last year?
 - a. Yes, I agree
 - b. No, I disagree

2. The world has able to reduce extreme poverty. Which paragraph that indicates that statement?
 - a. 1,
 - b. 2
 - c. 3
 - d. 4

3. Which country has improved significantly in reducing child stunting?
 - a. China
 - b. Ethiopia
 - c. Peru
 - d. Bangladesh

4. Production of the following commodities have improved, EXCEPT
 - a. Rice
 - b. Corn
 - c. Cassava
 - d. Wheat

5. The word **recovered** in paragraph 4 is closest in meaning with:
 - a. Contributed

- b. Circled
- c. Terrified
- d. Improved

Task 2. Vocabulary development (10 minutes)

From the above passage, please find the meaning of the listed vocabulary.
You are advised to consult your dictionary for this task.

Vocabularies	Meaning
1. Cereal	
2. Gains	
3. Increase	
4. Expansion	
5. Poverty	
6. Purchase	
7. Hungers	
8. Deficit	
9. Stunting	
10. Dissipation	

Assignment: Please select 5 words from the above table and then make your own sentences using the words you have selected (10 minutes)

1.
2.
3.
4.
5.

4. INTERACTIVE DISCUSSION (30 minutes)

Please read again of the above reading passage and then discuss with your peers of your answer of the following questions.

1. What is the best title of the above reading?
2. Besides cereals, what are other commodities being discussed in the reading?

5. GRAMMAR FOCUS (20 minutes)

The text partly deals with simple past tense. Every tense must have at least a subject and a predicate or a verb. This is also true for simple past tense statement. The predicate of Simple Past Tense statement may take either a form of verbal or non-verbal predicate.

Example

A. Sentences with verbal predicates

No.	Subject	Verbal Predicate
1.	Cereal production	outstripped population growth.
2.	North America	exported barely 5 million tons of food grains yearly before the World War II.
3.	My professor	did not study in economic development.
4.	She	did not finish her work on food production system
5.	Meat production for Exports	increased sharply.
	+ noun or pronoun	<i>verb 2nd</i>
	- noun or pronoun	<i>did not + verb 1st</i>
No.	Subject	Non-verbal predicate
1.	Other foods	were changing the pattern of world food demand and Production
2.	Demand for milk and Meat	were growing in the past decade
3.	Sub-saharan Africa	was becoming the biggest importers of food grains
4.	Europe	was the biggest exporters of cereal and meat.
5.	They	were not producing grains since a century ago.
	(+) noun or pronoun	was/were or was/were + verb-ing
	(-) noun or pronoun	was/were not or was/were not + verb-ing

3. Writing (15 minutes)

Write down a paragraph describing your daily meals in the following box. Try to write down as detail as possible.

CHAPTER 5

Understanding Reference

I. INTRODUCTION (10 minutes)

Reference is important element in writing as well as in reading. Reference replaces things, persons, or events, whether subjects or objects, so that they are not written repeatedly. Reference functions to make writing more efficient and meaningful. It must be recognized very carefully otherwise reader will fail to understand the correct meaning of what is being read.

Very often that reference is obvious in the text, such as: *it* replace *thing*, *those* replaces *things* or *persons*, *this* replaces *thing* at certain location, etc. Therefore, this will help readers to understand the meaning of the sentence.

This chapter will outline discussion on Reference by providing reading passage provided in Section 3. The discussion will be followed by assignment on reading comprehension, interactive discussion, grammar context, and writing skill.

2. OBJECTIVES

After completing this chapter, the students are expected to be able to:

- a. Identify relationship between subject and its reference within a paragraph.
- b. Interpret reference based on the text provided
- c. Apply important vocabularies in complete sentence under different

conditions

- d. Re-express reading content both orally and in writing

3. READING COMPREHENSION

QUANTITY DEMANDED

(5 minutes)

The total amount of a commodity that all households wish to purchase is called the quantity demanded of that commodity. It is important to notice three things about **this** concept. First, quantity demanded is a desired quantity. It is how much households wish to purchase, given the price of commodity, other commodity's price

This may be different from the amount people are willing to buy given the price they must pay for the commodity. Third, quantity demanded refers to a continuous flow of purchase. It must therefore be expressed as so much period of time: 1 million oranges per day, 7 million per week, or 365 million per year.

The amount of some commodity that all households are willing to buy in a given time period is influenced by the following important variables: (1) commodity's own price, (2) average commodities, (4) taste, (5) distribution income among households, and (6) size of population. Other variables are treated of being constant or being equal, or by the equivalent latin phrase, *ceteris paribus*.

When economists speak of the influence of the price of wheat on the quantity of wheat demanded *ceteris paribus*, they refer to what a change in the price of wheat would do to the quantity demanded if all other factors that influence the demand for wheat did not change.

The basic hypothesis of quantity demanded of normal commodities that the lower the price of the commodity, the larger the quantity that will be demanded assuming other factors are being equal. Conversely, the higher the price, the smaller the quantity that will be demanded, assuming other factors are being equal.

However, for expensive commodity, the above hypothesis is not applicable. It is possible that for such commodity, the higher the price, the higher the quantity demanded. This situation leads to the discussion of how elastic a specific commodity in respond to the price.

Taken and adapted from R.G. Lipsey, D.D. Purvis, and P.O. Steiner. 1988. *Economics*, 6th edition. Harper and Row Publishers, New York; p. 59—60).

Task 1. Comprehensive Question (10 minutes)

1. In paragraph 3, you will find the word they. Please identify what “they” refer to in that sentence.
2. Quantity demanded is influenced by the following factors, EXCEPT:
 - a. Prices of other commodities
 - b. Household income
 - c. Interest rate
 - d. Size of population
3. The Latin phrase *ceteris paribus* means:
 - a. Constant
 - b. Approximately
 - c. Close
 - d. Average
4. The main hypothesis of quantity demanded for normal commodity is that:
 - a. the higher the price of a commodity, the higher the quantity of commodity will be demanded
 - b. the higher the price of a commodity, the higher the quantity of commodity will be demanded
 - c. the higher the price of a commodity, the higher the quantity of commodity will be demanded, assuming other factors are constant
 - d. the higher the price of a commodity, the lower the quantity of commodity will be demanded, assuming other factors are constant
5. The “it” in line 2 paragraph 1 refers to:
 - a. Price
 - b. Quantity demanded
 - c. Subject

- d. Household
6. The “it” in line 4 of paragraph 1 refers
- Price
 - Quantity demanded
 - Subject
 - Household
7. The next paragraph of the above reading will likely be discussing about
- How demand of certain commodity reacts to the change of the price
 - How demand of certain commodity unchanged over assumption of *ceteris paribus*.
 - How commodity is sold in the market given the prevailing price
 - How price set the demand of normal commodity

Task 2. Vocabulary development (10 minutes)

From the above passage, please find the meaning of the listed vocabulary.

You are advised to consult your dictionary for this task.

Vocabularies	Meaning
1. Demand	
2. Variable	
3. Purchase	
4. Notice	
5. Idea	
6. Idle	
7. Taste	
8. Flow	
9. Average	
10. <i>Ceteris paribus</i>	

Assignment: Please select 5 words from the above table and then make your own sentences using the words you have selected.

4. INTERACTIVE DISCUSSION

Discuss with your friends to answer the following questions:

1. What is the best title for the above passage?
2. Is it true that in ideal economy, when price of one commodity goes up, the quantity demanded of such commodity will go down?
3. In what condition that such theory is not applicable?
4. What is your reaction when the price of your lunch increases?

5. GRAMMAR FOCUS

You may learn important tense used several times in various reading in economics, i.e.:

Present Perfect Tense

Present Perfect Tense is the predicative of present perfect tense. It may take either a form of verbal or non-verbal predicate.

Examples:

A. Sentences with verbal predicates

Subject	Verbal predicate
Economics	has not overlooked the implication of discount rate
We	have studied effect of discount rate to the environment
He	has not completed his study on micro economics
Nobody here	has figured out the exact number of discount rate
Some economists	have earned government award for their contribution in science
(+) noun or pronoun	have/has + verb 3 rd
(-) noun or pronoun	have/has not + verb 3 rd

B. Sentences with non verbal predicates

Subject	Non-verbal predicate.
Discount rate	has been defined as percentage of depreciation value of money.
Everybody	has been very busy with their home works.
Some universities	have not been accredited by government.
The World Bank	has been known the primary lender for Indonesia for decades.
They	have been worked in natural conservation program.
(+) noun or pronoun	have/has + been
(-) noun or pronoun	have/has not + been

C. Interrogative in Present Perfect Tense

C.1 For subjects

Purpose	Question words	Predicate
Person	Who	has not overlooked the implication of discount rate?
Thing	What	has happened if the discount rate is set too high?
Specific thing	What literature	has been discussing resource management for forest
Choice	Which resources	have been investigated?
Possessive	Whose capital	has been invested into resource exploitation?
Number	How many Economists	have worked on discount rate analysis
Wh word or How		Verbal predicate?
Wh word or How		Non verbal predicate?

C.2 For non-subjects

Purpose	Question words	Predicate
Place	Where	have economists been doing?
Object	Whom	have economists worked for?
Object	What courses	have they taken this semester?
Time	How long	have economists studied discount rate?
Manner	How	have economists done their job?
Reason	Why	have they been disagreed on the level of discount rate?
Wh -word or how		have/has subject...?

6. Writing

Write down a paragraph that describes the demand of rice or other commodities such as sugar or cooking oil.

CHAPTER 6

DEDUCING MEANING OF UNFAMILIAR WORDS

1. INTRODUCTION

It is very often that when you read an English text, you find words that you don't have clue about their meaning. The most convenient way to overcome such problem is by consulting directly to your dictionary (see Introduction Chapter). You will get very precise and quick answer of the problem.

However, dictionary is often not available by the time you read because dictionary is often not handy, while your reading schedule could be at anytime and anywhere. Consulting dictionary for every word problems will be distracting for your reading activity too. Therefore, you need to develop skill for guessing, inferring, or deducing meaning of unfamiliar words.

When you do guessing, you need to understand (1) the direction of the sentence, (2) the clues that are already in the sentence as well as paragraph, (3) the atmosphere of the sentence, (4) the environmental context of the sentence, and (5) the available Stems and Affixes (see Introduction Chapter). This chapter will discuss the reading passage of which several issues are explored for: a. Reading Comprehension, b. Contextual Grammar/Grammar Focus, c. Speaking, and d. Writing.

After completing this chapter, the students are expected to be able to:

1. understand the difficult words in the complete text
2. apply those words for different situation or context
3. identify parts of speech from given reading material

4. use vocabularies in the complete sentence
5. reexpress content of the text using his/her own language both orally and in writing

2. Reading

URBAN POPULATION

This is the century of the “urban revolution” in which number of people living in cities almost tripled, increasing by 1.25 billion. In the more developed regions, the urban population has grown nearly twice, from 447 million to 838 million. In the less developed world, it quadrupled, growing from 286 million to 1.14 billion.

Over only 60 years, the developing world’s urban population increased tenfold from around 100 million in 1920 to close 1 billion in 1980. At the same time, its rural population grew more than twice.

- In 1940, only one person in eight lived in an urban center, while about one in 100 lived in a city with a million or more inhabitants.
- By 1960, more than one in five persons lived in an urban center, and one in 16 a “million city”.
- By 1980, nearly one in three persons was an urban dweller and one in 10 a “millioncity” resident.

The population of many sub-Saharan Africa’s larger cities increased more than sevenfold between 1950 and 1980. Nairobi, Dares Salaam, Nouakchott, Lusaka, Lagos, and Kinshasa are among of them. During these same 30 years, population in many Asian and Latin America cities (such as Seoul, Baghdad, Dhaka, Amman, Bombay, Jakarta, Mexico City, Manila, Sao Paulo, Bogota, and Managua) tripled or quadrupled. In such cities, net immigration has usually been a greater contributor than natural increase to population growth of recent decades.

In many developing countries, cities have thus grown far beyond anything imagined only a few decades ago—at speeds without historic precedent. But some experts doubt developing nations will urbanize as rapidly in the future as in the last 30—40 years, or at the megacities will grow as large as UN projection suggest. Their argument is that many of the most powerful stimuli to rapid urbanization in the past have less influence today, and that changing policies could reduce the comparative attractiveness of cities, especially the largest cities, and low rates of urbanization. In summary, the city population in the developing world will grow at alarming rate that invite the question of how the world could feed and serve them humanly.

(Taken and adjusted from the World Commission on Environment and Development. 1987. *Our Common Future*. Oxford University Press, Oxford. Pp. 235-236)

Task 1. Vocabulary Development

From the above passage, please find the meaning of the listed vocabulary. You are advised to use your own interpretation without using dictionary for his task.

Vocabularies	Guess Meaning
1. Urban	
2. Inhabitant	
3. Sevenfold	
4. Immigration	
5. Developing country	
6. Developed country	
7. Quadruplet	
8. Feed	
9. Contributor	

Task 2. Comprehensive Question

a. Discuss with your peers and then please answer the following questions.

1. Is it that in the more developed countries, population growth is higher than that of the developing world?
2. Which region that has the highest population growth?

b. Fill the spaces provided in the following statements

1. The population of many sub-Saharan Africa's larger ci
_____ more than sevenfold between 1950 and 1980.
2. In summary, the city population in the developing world _____
at alarming rate.
3. In the less developed world, the population _____ quadrupled,
growing from 286 million to 1.14 billion.
4. The urban population in developing counties increased tenfold, from
_____ in 1920 to close _____ in 1980.
5. In the more developed regions, the urban population _____
nearly twice, from _____ to _____.

3. GRAMMAR FOCUS

The above reading provided you with several types of grammar that you could learn and take profits from it. As you may already learned previously that every sentence must have a subject and a predicate. The predicate may take either a form of verbal or non-verbal predicate.

Examples:

A. Sentences with verbal predicates coming from the above reading.

No	Tenses	Examples
1	Simple Present Tense	This is the century of the "urban revolution"
2	Simple Future Tense	The city population in the developing world will grow at alarming rate
3	Simple Past Tense	The developing world's urban population increased Tenfold
4	Simple Prefect Tense	The urban population has grown nearly twice

B. Sentences with non verbal predicates taken from the above reading.

No	Tenses	Examples
1	Simple Present Tense	We are a generation of population boom
2	Simple Future Tense	Government will not be able to serve greater population in the future
3	Simple Past Tense	We were not very serious in handling population crisis
4	Simple Prefect Tense	We have been in the population crisis for 35 years

4. SPEAKING

Activity 1

Please discuss with your peers about his/her family such as: his brother, sisters, size of the family, and his/her opinion about having small family. Use only yes-no questions. Follow this model:

Questions: Excuse me, how many brother do you have?

Answer: I have three brothers.

Questions: How many persons living in your home today?

Answer: _____

Questions: Who is the oldest brother or sister?

Answer: _____

Question: Who is the youngest brother or sister?

Answer: _____

Question: Do you know about family planning?

Answer: _____

5. WRITING

Write down a paragraph describing population in the University of Lampung.

You may use the following sentence for your consideration.

“University of Lampung” has more than 20.0 various regions in Indonesia.

etc.

CHAPTER 7

Question Statement in Reading

1. INTRODUCTION

Question statement in reading is always found. It is used by writer to raise issue, to launch problems, or to reiterate his position on certain matter. For example, writer may write at you sarcastically like “Is what you call modern world? In order to express his sinical attitude about the thing he doesn’t like about modern world. Writer could also make genuine question for his writing such as:”Whatdo yo learn from th book Urban Sociology in term of crime rate in theNew York City?”

Method of making interrogative/question statement has been discussed by all students during his/her study in junior high school and senior high school. However, it is important that the skill already possessed by student be reexercised at the graduate level through modifying positive statement into interrogative one.

This chapter will be focussing on: Reading Passage, Contextual Grammar, Writing, and Speaking in which interrogative sentences is elaborated.

2. OBJECTIVES

After completing this chapter, the students are expected to be able to:

1. make interrogative sentences by his/her own sentence
2. identify vocabularies that are not familiar and able to translate them
3. reexpress the sentences with another conditions ar settings both verbally and in writing
4. write down an interrogative sentence by his/her own sentence
5. speak with his/her peers about his/her own family

3. READING COMPREHENSION

AMERICAN MANAGER

In the early 1970s, American managers were relatively secure in their economic worldview. American management approaches were working well, and business environment, both internal and external, were under control. Profits were always beyond expectations. So, what is to worry then?

However, the gradually changing business environment of the United States itself, in addition to increase competition from countries ranging from Japan to West Germany to Canada, began to promote an atmosphere in which US firms were forced to reexamine the management of their control functions. Control in most American firms had traditionally been based on a hierarchial model. In this system, all decisions concerning financial, personal, marketing, customer relations, investment strategies, and other areas of business activity were almost

For the Japanese manager and subordinate alike, *Kaizen* means improvement not only just in the workplace but also continues improvement in personal life, home life, and social life. It also means that ongoing improvement involves everyone from top management to production workers. Elements of *Kaizen* can include participative management strategies, skill based pay plans, autonomous work teams, and a multiskilled work force. Control is integrated with the work, and the total management of the organization is shared among the total workforce. As a specific strategy for control, then, *Keizen* is a program to integrate that to pursuit of its can be plotted and monitored at all levels and at all times. Will global industry adopt the same strategy as American industries?

(taken and adjusted from Feuer, D. and C. Lee. 1988. "The Keizen". *TrainingConnect25, No. 5*, pp. 23-25

vocabularies in the following table. Then, make your own sentence using the said vocabularies.

Vocabularies	Meaning
1. Secure	
2. Approach	
3. Profit	
4. Beyond	
5. Gradual	
6. Organizing	
7. Manufacturers	
8. Improvement	
9. Workplace	
10. Workforce	
11. Piecemeal	
12. Pursuit	
13. Integrate	
14. Implementation	
15. Skill-based	

Task 2. Comprehension Questions

From the above sentence, please answer the following problems.

1. What did American managers think about their business in 1970s?
 - a. They feel that their life is secure
 - b. They ignores the need for improvement in technology
 - c. They neglects the facts that social life is important for workers productivity
 - d. All the above answers are correct
 - e. All the above answers are false

2. The following are the reasons why American managers change their business strategy, EXCEPT
 - a. Severe competition from within and outside the countries
 - b. Change in business environment
 - c. Weakness in selling the products
 - d. Weakness in business strategy for changing environment

3. The followings are *Keizen*'s principle in management, EXCEPT
 - a. Involving lower and upper managers in company's activities

- b. Involving improvement of working conditions
 - c. Involving employee's social and persona
 - d. Involving grading of employees on performance standard
4. Did American manufacturers apply *Keizen* completely afterwards?

4. GRAMMAR FOCUS

Interrogatives in Simple Present Tense

A. For subjects

Purpose	Question word	Predicate
Person	Who	is the inventor of <i>Keizen</i> ?
Thing	Why	does American manufacturers make changes in controlling system?
Specific thing	What	is <i>Keizen</i> ?
Choice	Which technique	is more superior one, Japan or American technique in controlling industry?
Possessive	Whose technique	is the most difficult one?
Number	How many people	study about <i>Keizen</i> ?
<i>Wh</i> word or <i>How</i>		Verbal Predicate...?
<i>Wh</i> word or <i>How</i>		Non-Verbal Predicate...?

B. For non-subjects

Purpose	Question word	Predicate
Place	Where	is <i>Keizen</i> invented?
Object	Whom	does she like most in this class?
Object	What <i>Keizen</i>	do teach to managers?
Time	When	do American change their control system?
Manner	How	is manufacturer now?
Reason	Why	are they always absent on Monday?
Wh-Word or How		Do/Does subject...?
Wh-Word or How		Is/Are/Am subject...?

Interrogatives in Simple Present Tense

A. For subjects

Purpose	Question word	Predicate
Person	Who	did think that American business strategy must change?
Thing	Why	does American manufacturers make changes?
Specific thing	What technique	was not <i>Keizen</i> method?
Choice	Which technique	is more superior?
Possessive	Whose car	was here yesterday?
Number	How many people	came to the meeting?
<i>Wh</i> word or <i>How</i>		Verbal Predicate...?
<i>Wh</i> word or <i>How</i>		Non-Verbal Predicate...?

B. For non-subjects

Purpose	Question word	Predicate
Place	Where	was <i>Keizen</i> invented?
Object	Whom	did American manufacturers targetted?
Object	What American manufacturers	did?
Time	When	did <i>Keizen</i> adopted in the US?
Manner	How	were <i>American</i> car makers in 1970s?
Reason	Why	did <i>Keizen</i> technique so powerful to Japan

6. WRITING

		industry?
Wh-Word or How		Did subject...?
Wh-Word or How		Was/Were subject...?

5. SPEAKING

Ask your friend about how he/she manages his/her money under daily basis. The following is an example how the conversation is taken place.

Question: How much money do you get from your parent each month?

Answer : Normally, I receive five hundred thousand rupiahs from my parent each month.

Question: Do you think enough for your study in here?

Answer : _____

Question: _____

Answer : _____

Write down a paragraph which describing how you manage your money for your study. The following example could be used for your reference (But this is only a reference since you must use your own language.

Every month, my parent sends me money Rp 500,000 on average. From that sum, I allocate it for: (1) food consumption Rp 250,000, (2) housing Rp 125,000. (3) transportation cost Rp 75,000, and (4) books and photocopy Rp 50,000. I must prepare for any unprecedented or unanticipated expenditures which I categorize as miscellaneous.

CHAPTER 8

Preference and Comparison

1. INTRODUCTION

Most English text in agribusiness involves problems of comparison and preference. Comparison means comparing one thing to another in terms of quality, quantity, performance, lengthness, size, etc. Comparison could be in terms of comparing two things as well as one thing to other things.

In English, it is also very common one thing to find as compare to other things. This is called preference. This is usually as a result of one's evaluation on certain as superiority, performance, etc.

Comparison and preference could be found within one paragraph or in indifferent paragraph. In short, these two aspects are common in English reading and therefore, it is important to understand them well.

This chapter will discuss those two aspects and will be organized into the followings: 1. Reading Comprehension, 2. Contextual Grammar/Grammar Focus, 3. Writing, and 4. Speaking.

2. OBJECTIVES

After completing this chapter, the students are expected to be able to:

1. Identify comparison and preference statement in the Reading Text

2. Change the comparison and preference statements into their own sentence
3. Identify vocabularies in the reading text
4. Use the key vocabularies for other sentence developed by students
5. Write down a sentence using comparison and preference with peers

3. READING COMPREHENSION

IMPACT OF AGRICULTURAL REVOLUTION

Along with permanent settlement, the agricultural revolution brought surplus production. Farmers could produce substantially ***more than*** they needed for survival. The agricultural surplus allowed the creation of new occupations and thus new economic and social classes such as artisans, soldiers, priests, and government officials. Freed from having to grow their own food, these new classes turned their talents to performing specialized services and producing goods other than foods. They produce ***more than*** they themselves needed, so they traded the excess to obtain whatever other goods they required.

The allocation of different job to different people is called specialization of labor. Specialization has proven extraordinarily efficient compare to self sufficiency for at least two reasons. First, individual talent and abilities are ***different from*** one to another. Second, a person to concentrates on one activity becomes ***better*** at it ***than*** could a jack-of-all-trades.

The exchange of goods and services in early societies commonly took place by simple mutual agreement among neighbors. Today we use the term market economy to refer to a called market. Today, traders ***prefer*** free market ***to*** the regulated market. Free market economy allows the movement of goods and services freely from one place to another at the price and quantity agreed by buyer and sellers.

The earliest market economies depend on barter, the trading of goods directly for other goods. However, barter can be ***more*** costly process ***than*** money made trade in terms of time spent searching out satisfactory exchanges. In today economy, barter is the least method of exchanging goods and service.

(taken and adjusted from Lipsey, R.D., D. Purvis, and P.O. Steiner. 1988. *Economics*. 6th edition. Harper & Row Publishers Inc. New York. p. 44-45)

Task 1. Vocabulary Development

After you read the above reading, you will learn key vocabularies coming from the above reading. Please make your guess for the meaning and fill it in the following table.

Vocabularies	Guess meaning
1. Settlement	
2. Substantially	
3. Occupations	
4. Artisans	
5. Allocation	
6. Trade	
7. Exchanges	
8. Extraordinarily	
9. Jack-of-all-trades	
10 Excess	

Task 2. Comprehension Questions

After reading the above story, please discuss with your friends of the following questions.

1. Is barter an important method of trading in today economy?
2. What are the main characteristics of free market?
3. Why is specialization proven to be more efficient?
4. What happen when surplus occur to farmers?

Task 3. Comprehension Questions

Fill the spaces provided in the following statements.

1. The exchange of goods and services in early societies commonly took place by _____ among neighbors.
2. The earliest market economies depend on barter or _____.
3. Specialization _____extraordinarily efficient compare to self sufficiency.

4. The allocation of different job to different people is called _____ of labor.
5. The agricultural surplus _____ the creation of _____ and thus new economic and social classes such as _____, _____, _____, and _____.

4. GRAMMAR FOCUS

Some sentences in the above reading passage concern with comparison. In standard English grammar, there are three types of Expression of Comparisons, as summarized in the followings completed with examples.

Type	Expressions of Comparison	
A	the same as ..	This year agricultural production is <i>the same as</i> the previous one.
	different from	Agricultural technique of one community is <i>different from</i> other communities.
	Like	Malaysia's <i>like</i> economy Sumatra's
	the same	Indonesia's agricultural <i>the same</i> per growth <i>as</i> Indonesia's industrial
	asas	Indonesian workers work as dilligent as China's
B	more ...th	Agricultural sector is <i>more important than</i> industria Lampung's economy
	-er than	Agricultural production this year is <i>higher</i> than last yaer.
	less than	Food production this year is less than last year.
	less ...th	Industrial sector is <i>less</i> important <i>than</i> agricultura Lampung's economy
C	the most	Of all 9 economics sectors in Lampung Province, agriculture is the most in providing work.
	the- est...	Thailand achieves <i>the highest</i> standard in food quality.
	the least	Of all 9 sectors, Oil and gas sector contributes the least in providing revenue for Lampung Province.

Preference is slightly different from comparison as it is only dealt with one position on another thing as you will see in the following.

Subject	Predicate
	like noun better than noun
	prefer noun to noun
	would rather verb 1 st than verb 1 st

Examples

Subject	Predicate in preference forms
Students of STIMK	like economics better than physics
We	prefer computer books to accounting books
The students	would rather play badminton than study economics

Note:

Instead of would rather, we may use **would sooner**

We may also use gerund instead of noun, e.g. I like **swimming** better than **hiking**.

5. SPEAKING

The following instruction is based on the reading materials. Ask your peers about the following questions and you should carefully note his/her answer on that matter.

Question: What is your understanding about green revolution?

Answer: Green revolution is a revolution agricultural production due to rapid changes in agricultural technology.

Question: Tell me what is the immediate impact of the green revolution. Answer: The immediate impact includes

Question: How has green revolution changed labor activity?

Answer: _____

6. WRITING

Write a paragraph about agricultural production from your own perspective. You may use your knowledge of the matter or you could also use reference from sources you prefer. The following example provides you with the intension of the assignment. However, you must use your own knowledge as well as language to complete this task.

“Agricultural production depends upon seve capital, land, and labor. The changes in the climate could cause changes inagricultural production. Capital investment in agriculture would have impact onthe level of

production.....etc.....etc... In conclusion,.....

CHAPTER 9

PASSIVE SENTENCE IN READING

1. INTRODUCTION

Passive sentence is very common found in English literature. All English course curricula, from junior high school to senior high school, has dealt with this topics. It is therefore, this unit will be more emphasize on the refreshment material for students at undergraduate level.

This unit will refresh the topic started from Reading Passage which deals with passive sentence/voice, Contextual Grammar, Writing, and Speaking in the passive sentence for.

2. OBJECTIVES

After completing this chapter, the students are expected to be able to:

- a. Differentiate passive and active sentence from the provided reading passage.
- b. Use passive statement under different context or circumstances
- c. Apply important vocabularies into passive sentence under different conditions
- d. Re-express reading content both orally and in writing

3. READING COMPREHENSION

The complexity and sophistication of business decision making requires strategic management. Managing various and multifaceted internal activities is only part of the modern executive's responsibilities. The firm's immediate external environment poses a second set of challenging factors. This environment includes competitors whenever profits seem possible, suppliers of increasingly scarce resources, government agencies monitoring adherence to an ever growing number of regulations, and customers whose often inexplicable preferences must be anticipated. A remote external environment also contributes to the general yet pervasive climate in which a business exists. This environment consists of economic conditions, social change, political priorities, and technological developments, each of which must be anticipated, monitored, assessed, and incorporated in top-level decision making. However, these influences are often subordinated to the fourth major consideration in executive decision making—the multiple and often mutually inconsistent objectives of the stakeholders of the business: owners, top managers, employees, communities, customers, and countries.

To deal effectively to all that affects the ability of a company to grow profitably, executive design strategic management processes they feel will facilitate the optimal positioning of the firm in its competitive environment. Such positioning is possible because these strategic management processes allow more accurate anticipation of environmental changes and improved preparedness for reacting to unexpected internal or competitive demands.

Strategic management is defined as *the set of decisions and actions resulting in formulation and implementation of strategic designed to achieve the objectives of the organization*. The strategic management approach emphasizes interaction by managers at all levels of the organizational hierarchy in planning and implementation. As a result, strategic management has certain behavioral consequences that are also characteristic of participative decision making. Therefore, an accurate assessment of the impact of strategy formulation on organizational performance also requires a set of nonfinancial evaluation criteria—measures of behavioural—based effects. In fact, it can be argued that the manager trained to promote the positive aspects of these behavioural consequences is also well positioned to meet the financial expectations of the firm. However, regardless of the eventual profitability of particular strategic plans, several behavioural effects can be expected to improve welfare of the firm.

(Taken and adjusted from Pearce II, J.A., and R.B. Robinson Jr. 1988. Strategic Management: Strategy, Formulation, and Implementation. Irwin, Homewood, Illinois. p. 5)

Task 1. Vocabulary Development

The following table summarizes key vocabularies coming from the above reading. Please make your guess for the meaning and then make your own sentence using the correspondence vocabularies.

Vocabularies		Meaning
1.	Behavior	
2.	Strategic	
3.	Measures	
4.	Formulation	
5.	Implementation	
6.	Profitability	
7.	Multifaceted	
8.	Emphasize	
9.	Hierarchy	
10.	Stakeholders	
11.	Customers	
12.	Inconsistent	
13.	Mutual	
14.	Adherence	
15.	Preparedness	

Task 2. Comprehension Questions

The following questions are based on the above passage. Please discuss with your peer when answering the questions

1. What is stakeholder?
2. What managers reaction when when external changes?
3. What is the best title of the above reading?

4. GRAMMAR FOCUS

The passive of an active tense is formed by putting to be in the same tense as the active verb and adding the past participle of the active verb or verb 3rd. The subject of the verb or "doer" becomes the agent and often not mentioned. When it is mentioned it is preceded by by and placed at the end of the clause.

Active sentences	Passive Sentence	
1. They forget all the <u>difficulties and problems</u>	1. All the difficulties and problems are <u>forgotten by them</u>	
2. He forgets all the <u>difficulties and problems</u>	2. All the difficulties and problems are <u>forgotten 'by him</u>	
3. They will forget all the <u>difficulties and problems</u>	3. All the difficulties and problems will be <u>forgotten by them</u>	
4. I have forgotten all the <u>difficulties and problems</u>	4. All the difficulties and problems have (not) <u>been forgotten</u>	
5. They are forgetting all the <u>difficulties and problems</u>	5. All the difficulties and problems are (not) <u>being forgotten</u> .	
6. I was forgetting all the <u>difficulties and problems</u>	6. All the difficulties and problems were (not) <u>being forgotten</u>	
7. I will have forgotten all the <u>difficulties and problems</u>	7. All the difficulties and problems will (not) <u>have been forgotten</u> .	
Active tense	Passive tense	
Write Wrote	is/am/are/was/were	Written
Will write	will be	Written
Have/has written	have/has been	Written
Are writing Were writing Will have written Verbs	are being Were being Will have been (+) to be (-) to be not	Written Written Written 3 rd form 3 rd form

Note:

Passive voice can be combined with infinitive forms when the passive forms are followed the verbs *like, love, want* and *wish*.

Example:

I need my computer to be repaired.

Another form of passive voice can be used with the verbs *have to* and *need to*.

Example:

The printer needs to be installed on the computer.

5. SPEAKING

Please discuss with your peer about your own experience when traveling or living in a new place.

Notice any difficulties and problems you may have encountered during the course of travel.

CHAPTER 10

REFERENCE AND COMMAND FORM IN READING

I. INTRODUCTION

As it has been discussed in Unit 3, reference is very important to reader because it gives information about the direction of discussion in the text. Reference is also method of replacing something that is repeated so that the sentence will be shorter and more efficient. This unit will again provide some exercises on reference through the reading material provided in the next session.

In addition, it is also very common that reading provides command sentence. It is a sentence that usually has no subject, but the reader will infer what or how the subject is. The command sentence is usually found in manual reading such as computer manual, cooking manual, machine manual, laboratory manual, etc.

The following discussion will provide student with Reading Comprehension, contextual grammar, writing, and speaking skill. All issues will be discussed in correspond with reading text of Section.

2. OBJECTIVES

After completing the discussion, the students are expected to be able to:

1. Infer the meaning of the command sentence
2. Reapply the key vocabularies into own student sentences
3. Write down a paragraph that has command sentences
4. Speak about student own experience concerning command sentence.

3. READING COMPREHENSION

Cassava is an important food in some tropical countries, including Indonesia. It is also called tapioca or manihol. Cassava makes a lot of food, but it takes a lot of plant nutrient from the soil. The soil will soon be exhausted if we keep in planting cassava on it each year.

There several types of cassava. In terms of the size, some types of cassava are small and only grow to be 1.5 m high, but others may reach a heigh of 3 m. In terms of taste, there are also two kinds of cassava-bitter cassava and sweet cassava. The bitter cassava usually has dark green leaves and many shows some red color too. The sweet cassava has light green color with no spot of other colors on it.

Before planting cassava the land must be cleared and the soil tilled to a depth of 25 em. Soft weeds can be buried into the soil, but make sure to throw out alang-alang and teki first.

Your planting material consists of stem cuttings about 25 em long, cut from lower part of strong and healthy plants. Plant the cutting to a depth of about 10 em, one cutting at each planting place. The distance between the cuttings is 1 by 1 m. Soon two to four shoots will grow from each cutting. When the shoots are about 15 em high, cut out the shoots so that there are only two for each cutting.

Make sure to keep your land free from weeds, especially when the cassava plants are still small. While weeding, work the soil towards the plants, so that each plant will have a low mound around it. This will facilitate the growth of tubers.

Cassava grows much better if it is fertilized. Mix together 1 part of urea, 1 part of triple super phosphate and 1 part of potassium sulphate. Put one handful of this mixture around it, and another handful of fertilizer about two months later.

(taken and adjusted from G.A. Phillipus, Soejono Amutzar, Bahrin Samad. 1982. Bahasa Inggris dalam Pertanian: untuk SPMA Jilid 3. Yasaguna, Jakarta p.58)

Task 1. Vocabulary Development

From the reading passage above, please find the meaning of some keyvocabularies and then make your own sentence using those vocabularies.

No	Key vocabularies	Meaning	Your own sentence
1	Cassava		
2	Shoots		
3	Weeds		
4	Mound		
5	Fertilizer		
6	Tuber		
7	Bitter		
8	Stem		
9	Nutrient		
10	Soil		

Task 2. Comprehension Question

From the above passage, please answer the following questions (discuss with your peer):

1. What are other names of cassava?
2. Is cassava only grown in Indonesia?
3. What will happen if cassava is not fertilized?
4. What is the best title of the above reading?

4. GRAMMAR FOCUS

The sentence taken from the text is called a command. Commands are expressed by the imperative statement, where the subject you is rarely used.

Examples:

1. Click on the Browse button in the Create Shortcut dialox box.
2. Drag you mouse to *italic* icon and click on it.
3. Bring your own diskettes.

Subject	Command
(You)	Put one handful of this mixture around each planting place at planting time
(You)	Mix together 1 part of urea, 1 part of tripelsuperphosphate and 1 part of potassium sulphate into the bowl.
(You)	Cut out the shoots
The formula is as follows:	
	verb 1 st + object + additional information (<i>if needed</i>)

Note:

For negative commands, we put do not (don't) before the verb. For example:

- Don't bring the bad diskettes.

For non verbal predicates, we use be. For example:

- Be quiet.
- Don't be lazy.

4. INTERACTIVE DISCUSSION

Discuss with your peer about issue of using cassava for biofuel or biodiesel to replace conventional fossil fuel. The highlight discussion shall consider the following issues:

- a. start with recent global issue of soaring of fuel prices
- b. cassava is source of bio fuel with ethanol production
- c. opportunity for Lampung to play a role in bio fuel production

CHAPTER 11

UNDERSTANDING CONDITIONAL SENTENCE IN READING

1. INTRODUCTION

Conditional sentence using "if" is very often found in reading, and most reader has good knowledge about this. This type of sentence has been discussed for many times, from junior high school to university level. Assumably, students at undergraduate level have mastered this topic well.

However, previous teaching experiences with undergraduate level suggests otherwise. Many students failed to provide correct answer when confronted with conditional sentence problem. Therefore, this modul will discuss conditional sentence but with emphasize in reviewing reading material that containing conditional sentence in it.

This approach will have two benefits, i.e.: refreshing lesson of conditional sentence and analyzing reading material in connection to conditional sentence. But, this unit is not intended to discuss conditional sentence as English structure as it usually does. Rather, it provides reading from standard undergraduate text book in which conditional sentence is included in some parts. Therefore, students will learn more about the content of the text. By the same time, they will refresh their memory on the "trick" things of conditional sentence.

2. OBJECTIVES

After completing this unit, the students are expected to be able to:

1. Identify and translate key vocabularies and apply them into different settings
2. Analyze with peers on conditional sentence provided in reading material
3. Write down a conditional sentence in reproduction of provided reading material
4. Speak using conditional sentence of various settings

3. READING COMPREHENSION

The term *development* means a change over time, typically involving growth or expansion. *Economic* development involves changes in people's standard of living. For most of human history there was little such change, but over the past 300 years there has been a rapid and (so far) sustained increase in almost every kind of human activity. Growth occurred first and has been sustained the longest in Northwest Europe and North America, but similar kinds of expansion have occurred all around the world.

Development is a process with many economic and social dimensions. For most observers, *successful* economic development requires, as a minimum, rising per-capita incomes, eradication of absolute poverty, and reduction in inequality over the long term. The process is a dynamic one, including not only changes in the structure and level of economic activity, but also increased opportunities for individual choice and for improved self-esteem. If the development did not reduce the poverty, the development is considered fail.

Development is often a painful process. Adjusting to new circumstances is always difficult: as Mark Twain famously wrote, "I'm all for progress — it's change I can't stand." There is often dramatic social upheaval with traditional ways of life being displaced, existing social norms being challenged, and increasing pressures for institutional and political reform. The physical and cultural landscape of a country can change radically during economic development. And at the individual level, the standard of living for the poorest people in a society does sometimes decline, even as average real incomes increase. More often, the fruits of improvement are unequally distributed. By any measure, poverty and deprivation remain widespread, despite the astonishing improvements in living standards experienced by many all across the globe.

If economic activity continues to expand, there is continuous concern with the constraints imposed by natural resources and environmental factors. The World Commission on Environment and Development has defined sustainable development as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Thus, the term "development" encompasses not only an economic growth component, but distributional components, both for the current population and for future generations.

(Taken and adapted from Norton, G.W., J. Alwang., and W.A. Masters. 2006. *Economics of Agricultural Development. World Food System and Resource Use*. 2nd Edition. Routledge, Taylor and Francis Group. London. P. 14

9	Distribution		
10	Sustainable		

Task 2. Comprehension questions

The following questions are entirely based on the above passage.

1. Please identify conditional sentences that you find in the above passage and then discuss with your peer about the meaning
2. What is the best title for the above passage?
3. What are indicators of successful development?

4. GRAMMAR FOCUS

The sentence above is called a **conditional sentence**.

Conditional sentences have two parts: the *if* clause and the main clause.

There are three types of conditional sentences:

Type 1: the action at present or future = probable to happen

Type 2: contrary to the facts at present = impossible to happen

Type 3: contrary to the facts in the past = impossible to happen

Type	If Clause	Main Clause
Type 1	If the world is willing to alleviate hunger <i>(it is probable that you do not study hard)</i>	Study on food is imperative. <i>(it is probable that you do not pass the exam)</i>
Type 2	If you lived in the moon, <i>(impossible that you live in the moon)</i>	You would see the earth above you. <i>(impossible that you see the earth above you)</i>
Type 3	If we had got independence in 1940, <i>(we did not get independence in 1940)</i>	Japanese would not have colonized our country. <i>(Japanese colonized our country)</i>
Type 1	If <u>subject verb 1st</u>	<u>Subject will verb 1st</u>
Type 2	If <u>subject verb 2nd</u>	<u>Subject would verb 1st</u>
Type 3	If <u>subject had verb 3rd</u>	<u>Subject would have verb 3rd</u>

Note:

Possible variations of the basic forms:

Conditional sentences may take negative forms.

In type 1 instead of will, we may use can, may, might, must, or should.

In type 2 instead of would, we may use might or could.

In type 3 instead of would have, we may use might have, or could have.

Conditional Sentence type 2 can be used to indicate unreality or improbability in the present.

Conditional Sentence type 3 can be used to refer an imaginary action in the past.

In conditional sentence type 3, had can be put first and the if is omitted.

Example: Had you come earlier, you would have seen my niece

5. INTERACTIVE DISCUSSION

Activity 1

Please imagine that your friend is the one in the list below. Ask him/her that s(he) would or could do if s(he) were the one in the list. Change roles and practice the activity again. Start like this:

A: If you were the President what would you do?

B: If I were the president, I would raise the fund for education.

Here are the lists:

President, an artist, a bird, a rector.

Activity 2

Now imagine that your friend has something that s(he) doesn't really have, or can do some thing that s(he) really can't do. Ask your friend, starting like this:

A: What would you do if you had Rp. 100.000.000?

B: If I had Rp. 1000.000.000, I would go around the world.

A: and what would you do if you could fly planes.

B: If I could fly planes I would

Activity 3

6. WRITING

Please write down your imagination if you win a Rp 1 billion lottery. Please freely express your imagination.

A large, empty rectangular box with a thin black border, intended for the student to write their response to the writing prompt.

CHAPTER 12

IDENTIFYING MAIN IDEAS IN READING

1. INTRODUCTION

In a good writing, each paragraph must contain one main idea. Main idea, also known as thesis statement, explains about the base argument, opinion, idea, statement, and position of writer with regards to the topics being discussed in the text. Main idea indicates the direction of the discussion of a particular paragraph, so that it will direct the discussion to be focused on a particular issue.

Since main idea emphasizes the fundamental argument of the text and therefore, it requires some evidences to prove the argument. Evidences to support main ideas are called supporting ideas. Good supporting ideas could be in the form of statistics, citation from credible reference, own observation, or other research. By providing good supporting ideas, the writer will then have strong position on his/her idea or argument.

Main idea is usually located in the first sentence of paragraph. It is then becoming clue for identifying main idea. However, you may also find, but rare, that main idea is expressed in the last sentence of paragraph. This exception will not be discussed in this discussion.

2. OBJECTIVES

After completing this unit, the students are expected to be able to:

- g. Identify main idea in a paragraph/text.
- h. Identify structure of tenses provided in the reading material.
- i. Apply key vocabularies into their own sentences.

- j. Reexpress content of the reading passage both in written and orally.

3. READING COMPREHENSION

Food and agricultural prices are major determinants of producer incentives and of real incomes in developing countries. Governments in those countries often adopt pricing policies to reduce food prices for urban consumers at the expense of producers. Political leaders devise policies to meet society's objectives and the demands of interest groups, to generate revenue, and, in some cases, to line their own pockets. Governments can influence agricultural prices by setting price ceilings or floors and enforcing them with subsidies, taxes, manipulation of exchange rates, storage programs, quantity restrictions, and other policy instruments.

These interventions influence producer and consumer prices and incomes, production and consumption, foreign exchange earnings, price stability, government revenues, the efficiency of resource allocation, employment, capital investment, technical change, health and nutrition, and marketing margins.

Marketing refers to the process of changing products in time, space, and form through storage, transportation, and processing. Goods are exchanged and prices are determined in markets.

The importance of these functions increases as markets become more commercialized. Developing countries often have marketing systems characterized by deficient infrastructure, inadequate information, weak bargaining position for producers for certain commodities, and government-induced distortions. The government can help solve certain marketing deficiencies, particularly the lack of roads and information. The public sector can provide a system of grades and standards as well other regulations.

These contributions can help reduce transactions costs that rise as markets become less personal. Governments should avoid the larger parastatal marketing agencies that tend to introduce marketing distortions.

Private marketing systems have gradually evolved over the past 50 years in developing countries, with many countries currently experiencing a shift from raw commodities being sold in small shops to more differentiated food products being assembled and processed by larger wholesalers. Supermarkets are increasingly opening in the urban areas of the richer developing countries. This market consolidation is likely to continue at a fast pace in the future, and will have profound impacts on producers, consumers, and middle agents.

(Taken and adapted from Norton, G.W., J. Alwang., and W.A. Masters. 2006. *Economics of Agricultural Development. World Food System and Resource Use*. 2nd Edition. Routledge, Taylor and Francis Group. London. P. 321

Task 1 Vocabulary Development

From reading passage, please make your own guess of key vocabularies, phrases, clauses as presented in the following table.

Then, make your own sentence accordingly.

Vocabulary and phrases	Meaning
1. Devise	
2. Intervention	
3. Revenues	
4. Consolidation	
5. Domestic market	
6. Wholesale	
7. Determinant	
8. Incentive	
9. Evolve	
10. Profound	
11. Middle agents	
12. Deficient	

Task 2. Comprehension Question

The following questions are entirely based on the above passage. Please discuss with your peers in order to answer the questions.

1. What are other elements needed for improvement of market in developing countries?
2. What is the effect of when people has increased their income?
3. What is the best title of the above passage?

4 GRAMMAR FOCUS

The underlined clause is called an adjective clause. Relative clauses or adjective clauses are clauses that describe noun in such a way to distinguish it from other nouns of the same class.

Person	Noun	Pronoun	Relative clause	Main clause
Subject	People	Who	want to buy farm Products	has different taste.
	Someone	who	will distribute the farm products	must learn consumers behavior.
Object	The farmer	Whom	agricultural development is targetted	has low education level.
	The man	Who	we met yesterday	is his father.
	The man	That	we met yesterday	is his father.
Possesive	The girl	Whose	hair is long	will see you.
Thing	Noun	Pronoun	Relative clause	Main clause
Subject	Agricultural development	that	increases the supply of farm products	needs other elements.
	The food production	That	increases food supply	requires market.
Object	The house	Which	you have painted	is very good.
	The house	That	you have painted	is very good.
Possesive	The car	Whose	color you like	is very old.
	The car	of which	color you like	is very old.

5. SPEAKING

Activity 1

Please identify a person or thing surroundings. Follow this model.

- Which one is the best student in this class?
- The best student in this class is the student *who* uses glasses

Activity 2

Ask the characteristics of person or thing. Follow this model.

Example 1

A: What are the characteristics of a good student?

B: A good student is first the student *who* always studies hard, second the one who always does homework, third,

Example 2

A: Tell me the characteristics of a good t.v. program?

B: I think a good TV program is a program that deals with education, a

program that doesn't show any violence, and a program that shows religious tolerance and so forth (use your own sentence...)

6. WRITING

Please write down the characteristics of person or someone you have talked about.

A large, empty rectangular box with a thin black border, intended for the student to write down the characteristics of a person or someone they have talked about.

CHAPTER 13

EXPRESION OF STATISTICS AND NUMBERS

1. INTRODUCTION

Scientific report and academic writing always involve certain degree of statistics and numbers, because they are tools to proof writer's argument. They are also means to describe phenomenon easily and efficiently. They could be examined by reader or other parties if they doubt the result.

Reading text where statistics and numbers involved requires careful and analytical skills. Mostly, it is depressing for reader. However, undergraduate students must deal with it extensively for his/her research, reference, and paper. Therefore, this reading skill is necessary to be overviewed in this Chapter. This Chapter is organized into 4 (four) components, i.e.: Reading Comprehension, Grammar Focus, Writing, and Speaking.

2. OBJECTIVES

After completing this Chapter, the students are expected to be able to:

1. understand how statistics and numbers are presented in the reading
2. develop his/her own sentence according to the provided key vocabularies
3. write down sentences in relation to statistics and numbers speak with peers about issues related to statistics and numbers.

3. READING COMPREHENSION

The *U.S.* economy is projected to expand at a faster pace in 2017 and 2018, with growth forecast at 2.3 and 2.5 percent, respectively, a cumulative increase in GDP of $\frac{1}{2}$ percentage point relative to the October 2016 forecast. The stronger near term outlook reflects the momentum from the second half of 2016, driven by a cyclical recovery in inventory accumulation, solid consumption growth, and the assumption of a looser fiscal policy stance. The anticipated shift in the policy mix so far has buoyed financial markets and strengthened business confidence, which could further fuel the current momentum. Over a longer horizon, however, the outlook for the *U.S.* economy is more subdued. Potential growth is estimated at only 1.8 percent, weighed down by an aging population and weaker TFP growth.

The *euro area* recovery is expected to proceed at a broadly similar pace in 2017–18 as in 2016. The modest recovery is projected to be supported by a mildly expansionary fiscal stance, accommodative financial conditions, a weaker euro, and beneficial spillovers from a likely *U.S.* fiscal stimulus; political uncertainty as elections approach in several countries, coupled with uncertainty about the European Union's future relationship with the United Kingdom, is expected to weigh on activity. Output in the euro zone is expected to grow by 1.7 percent in 2017 and 1.6 percent in 2018. Growth is forecast to soften in *Germany* (1.6 percent in 2017 and 1.5 percent in 2018), *Italy* (0.8 percent in 2017 and 2018), and *Spain* (2.6 percent in 2017 and 2.1 percent in 2018), but to increase modestly in *France* (1.4 percent in 2017 and 1.6 percent in 2018). The medium-term outlook for the euro area as a whole remains dim, as projected potential growth is held back by weak productivity, adverse demographics, and, in some countries, unresolved legacy problems of public and private debt overhang, with a high level of nonperforming loans.

In *Japan*, a comprehensive revision of the national accounts led to an upward revision of historical growth rates and placed the 2016 growth estimate at 1.0 percent, significantly higher than projected in the October 2016 WEO. The growth momentum, fueled by stronger-than-expected net exports in 2016, is expected to continue into 2017, with growth forecast at 1.2 percent. The pace of expansion is expected to weaken thereafter, with the assumed withdrawal of fiscal support and a recovery of imports offsetting the impact of stronger anticipated foreign demand and Tokyo Olympics-related private investment. Over the medium term, a shrinking labor force will weigh on *Japan's* growth prospects, although its per capita income growth rates are projected to remain near the levels seen over the past several years.

In summary, economy in major industrial worlds is projected to perform better in 2017 and 2018. However, weak productivity, adverse demographics, and legal problem both in public and private debt, as well

Task 1. Vocabulary Development

From reading passage, please make your own guess in translating key vocabularies, phrases, clauses as presented in the following table. Then, make synonym and antonym/opposite words of the following table.

Vocabulary	Synonym	Antonym
1. Outlook		
2. Forecasted		
3. Unresolved		
4. Debt		
5. Offsetting		
6. Adverse		
7. Fiscal		
8. Estimated		
9. Projected		
10. Withdrawal		

Task 2. Comprehension Questions

1. Which region will have higher economic performance in 2017-2018?
2. In euro zone, how is German economy compare to Spain?
3. What is the best title of the above passage?

4. GRAMMAR FOCUS

Relevance or contextual grammar of the above passage deals with:

1. Simple present tense (please Refer to Chapter 1)
2. Future tense (Please Refer to Chapter 2)
3. Simple past tense (Please refer to Chapter 3)
4. Present Perfect Tense (Please refer to Chapter 4)
5. Passive sentence (Please refer to Chapter 8)
6. Connector and Conjunction (See Chapter 3)

Therefore, all contextual grammars have been reviewed in the previous paragraphs. This Chapter is then aiming at strengthening or recalling what have been taught and discussed previously. On the other hand, students are advised to look back the previous chapters for completing this chapter.

5. WRITING

Please write down a paragraph describing your opinion on the incoming fuel price hike issued by the government.

6. SPEAKING

Discuss with your friend about Lampung economy. The discussion shall include:

1. Labor force
2. Dominant sector
3. Future sector

CHAPTER 14

COMPLEX SENTENCE IN READING

1. INTRODUCTION

Most literature or reading material at graduate level involves complex sentence. Very often we would find noun phrase as subject as well as object, main clause and adverbial clause, *if* clause, etc in the sentence. The sentence is also quite long that often confuses the reader about the relative meaning of the sentence.

In order to determine the meaning, it is important that student learn more about complex sentence in a real reading commonly found in socio economics literatures. By then, it will help students to cope their problem in reading English text book in the future or during his/her course of study in University of Lampung.

This chapter contemplates on Reading Passage, Grammar Focus or Contextual Grammar, Writing, and Speaking. The subject being discussed will be on understanding the complex sentence provided in the reading passage.

2. OBJECTIVES

After completing this Chapter, the students are expected to be able to:

1. Understand key vocabularies in provided reading material.
2. Use his/her own sentence using identified vocabularies
3. Write down his/her sentence using complex sentence
4. Analyze complex sentence and interpret the meaning.
5. Speak using complex sentence with peer or in the front of the class.

3. READING COMPREHENSION

The study of economic development is one of the newest, most exciting and most challenging branches of the broader disciplines of economics and political economy. Although one could claim that Adam Smith was the first "development economist" and that his *Wealth of Nations*, published in 1776, was the first treatise on economic development, *the systematic study* of the problems and processes of economic development in Africa, Asia, and Latin America *has emerged* only over the past four decades. Yet there are some who would still claim that development economics is not really a distinct branch of economics in the same sense as is, say, macroeconomics, labor economics, public finance, or monetary economics. Rather, they would assert, it is simply an amalgamation and basically an unaltered application of all these traditional fields, but with a specific focus on the individual economies of Africa, Asia, and Latin America.

We disagree with this view point. Although development economics often draws on relevant principles and concepts from other branches of economics in *either* a standard *or* modified form, for the most part *it is a field of study*, rapidly evolving its own distinctive analytical and methodological. Development economics is *neither* the same as the economics of advanced capitalist nations (modern "neoclassical" economics). *Nor* is it similar to the economics of advanced socialist societies ("Marxian" or "command" economics). It is **neither** more, **nor** less, than the economics of contemporary poor, underdeveloped, Third World Nations, with varying ideological orientations, diverse cultural backgrounds, very complex yet similar economic problems that usually demand new ideas and novel approaches.

The awarding of the 1979 Nobel Prize in economics to two eminent development economists, Sir Arthur Lewis of Princeton University and Professor Theodore Schultz of the University of Chicago for their unique path breaking studies of the development process, **provided** dramatic confirmation of the status of economic development as a separate field within the economics discipline.

(taken and adapted from Todaro, M. 1989. *Economics Development in the Third World*. 4th Edition. Longman. New York. p. 7)

Task 1. Vocabulary Development

The following is a list of key vocabularies taken from the above passage.

Please do the assignment as provided in the table.

Vocabularies	Synonym	Antonym
Emerged		
Branches		
Broader		
Path breaking		
Underdeveloped		
Novel		
Eminent		
Unaltered		
Amalgamation		
Diverse		
Economics		
Economists		
Rapidly		
Evolving		
Treatise		

Task 2. Comprehension Questions

6. Is it true that development economics deals mainly with underdeveloped countries economy?
7. On what occasion did development economics mark its strong stature as an important and a distinct economics branch?
8. Who, by some, was considered pioneer in development economics?
9. What is the best title of the above passage?

4. CONTEXTUAL GRAMMAR

Contextual grammar from the above text includes:

1. Parallel Structure

Pattern: S + verb/aux + (adj, adj, adj or n, n, n, or adv, adv, adv) + Object

e.g.: Economic development is one of the newest, the most exciting, and the most challenging economic branch recently.

2. Neither... nor.. and either... or ...

e.g.:

He is neither smart nor tactical when dealing with difficult and stressful job.

Either you or he would get benefit from the conflict.

See more complex examples:

Development economics often draws on relevant principles and concepts from other branches of economics in either a standard or modified form.

Development economics is neither the same as the economics of advanced capitalist nations nor is it similar to the economics of advanced socialist societies.

3. Relative and Main Clause, Phrases and Main Sentence, and Additional information (AI) within sentence

e.g.: *Although one could claim that Adam Smith was the first "developmenteconomist" and that his Wealth of Nations, published in 1776, was the first treatise on economic development, the systematic study of the problems and processes of economic development in Africa, Asia, and Latin America has emerged only over the past four decades.*

This very long sentence practically would only tell the reader that *"thesystematic*

study of economic development has emerged only over the past fourdecades".

The remaining buzzwords, phrases, etc. are merely additional information.

However, it does not mean that additional information is not important, because they are important.

4. Using commas (,), bracket (), quote and unquote ("") etc. within sentence.

The commas, bracket, etc. are commonly found in complex and long sentence. They function to elaborate of certain point such as Name, Place, Date, statistics, etc.

Example taken from point 3 as well as from the reading passage clarifies the function: *Development economics is neither the same as the economics of advanced capitalist nations (modern "neoclassical" economics). Nor is it similar to the economics of advanced socialist societies ("Marxian" or "command" economics).*

Activity 1

Ask your friend what he/she thinks about recent fuel crisis (BBM crisis), starting like this:

A: What do think about recent BBM crisis?

B: Well, BBM crisis in the past week caused lot of pain to not only rich people, but also the mass poor people because it sparked inflation driven by increase in transportation costs.

6. What is your assessment the root cause of the crisis?

4. I think the main factors causing the fuel crisis in Indonesia are first corruption in Pertamina in fuel distribution, second , third.....

c: What is your suggestion to end the crisis?

Well, there several things need to do to end the crisis. First, Pertamina should be audited carefully. Second, government should monitor the distribution of BBM more rigorously.Third,Fourth
.....

Activity 2

Please imagine that your friend is the one in the list below. Ask him/ her that s(he) would or could do if s(he) were the one in the list. Change roles and practice the activity again. Start like this:

A: If you were the Director of Pertamina what would you do?

B: If I were the Director of Pertamina, I would supervise my staffs rigorously and eradicate corruption in this institution.

Here is the role playing list:

- e. Economist,
- f. Agricultural Extension Specialist, and
- g. Food and Nutrition Specialist.

Activity 3

Suppose your friend had economics method of curbing inflation. Ask your friend of what he/she would do, starting like this:

A: What would you do if you had method of curbing inflation?

B: If I had such method, I would introduce the method to Bank Indonesia,

World Bank and many other institutions locally and globally provide reports at no charge.

A: And what would you do if your method were fails?

B: I would do other experiments to find out such failures.

No	Imagination
1	Have method to curb inflation
2	Have failed in the test
3	a.....
4
5
etc	

8. WRITING

Please explain (only in one sentence) why Adam Smith, by some, is recalled

as the inventor of development economics.

CHAPTER 15

COMPLEX SENTENCE IN READING (2)

1. INTRODUCTION

This unit will be a continuation of the previous one and is treated as summary of all previous discussions. The different is that this unit will provide longer reading material that involving stats and numbers, as well as graphs. In addition, this unit will also provide two reading materials.

Moreover, this unit will escape from discussion on contextual grammar in order to provide more discussion on reading and the strategy to comprehend. Therefore, students will take full benefits of the opportunity. Keep bear in mind that grammatical issue is not the primary concern for this chapter taking into account that the previous discussions as well as student experiences with grammatical problems have been previously studied.

2. OBJECTIVES

Similar to the previous discussion, after completing this unit, the students are expected to be able to:

1. Understand key vocabularies in provided reading material.
2. Use his/her own sentence using identified vocabularies
3. Write down his/her sentence using complex sentence
4. Analyze complex sentence and interpret the meaning.
5. Speak using complex sentence with peer or in the front of the class.

3. READING COMPREHENSION

By 2000, more than 6 billion people will populate the world that already is having trouble supporting 4 billion people. That is the prospect now being held out by population experts, and it frightens them.

A new projection by the United Nations shows that, if the present growth rate of 2 percent per year continues, today's world of 3.9 billion will hit 6.4 billion by the year 2000. What's more, the great bulk of the growth—9 of every 10 added to the earth population—will be in the poorer, undeveloped countries. These are the nations where feeding billions of people already is proving a near-insurmountable challenge. By the year 2000, today's "have not" nations will have a combined population of 5 billion people, comprising nearly four fifths of the world's population.

Food is not the only problem that such a population explosion presents. The more people there and the more crowded their living conditions, authorities warn, the greater grows the likelihood of violence and upheaval. According to U.N. projections, half of all the earth's people will be living in urban areas by the year 2000, up from 70 percent today.

Millions of years after man first appeared on the earth, demographers estimate there were 250 million people. In 1980, world population reached 1 billion. It took only 100 more years to add another billion to world population: just 30 more years to add a third billion. And it will have taken just 15 more years to reach the 4 billion mark in 1975 (see Figure).

Population (million)

7000

6000

5000

4000

3000

2000

1000

1750 1800 1850 1900 1950 1980 2000

Year

Actually, the world birth's rate is on a decline. But so far death rates, as medical advances have increased life spans and reduced infant mortality. Average world life expectancy, the U.N. says, has increased by 20 years over the past three decades. It's mainly in advanced nations that population growth is being curbed as seen in Table 1.

Table 1. 15 most populated countries

No	Country	Population 1973	Years until population will double
1	China	792,677,000	41
2	India	596,000,000	32
3	Russia	248,626,000	77
4	United States	209,123,000	116
5	Indonesia	128,121,000	26
6	Japan	106,663,000	53
7	Brazil	101,582,000	25

8	Bangladesh	75,382,000	26
9	Pakistan	64,461,000	24
10	Germany	61,806,000	No increase
11	Nigeria	58,148,000	29
12	United Kingdom	55,956,000	231
13	Mexico	54,963,00	20
14	Italy	54,642,000	116
15	France	51,921,000	116

The outlook beyond 2000 is even more threatening. Unless population growth is curtailed, a world population of 12 billion is foreseen in a century. One question raised by demographers: Is the earth capable of providing a decent life for 12 billion people?

(taken and adapted from Baudoin, E.M., ES. Bober, B.K. Dobson, S. Silberstein. "Crowded Earth-Billions More Coming", In *Reader's Choice*. The University of Michigan Press. Ann Arbor. p. 153)

Task 1. Vocabulary Development

The following table is a list of key vocabularies taken from the above passage. Please do the assignment as provided in the table.

No	Vocabularies	Synonym	Antonym
1.	Population		
2.	Mortality		
3.	Decent		
4.	Life spans		
5.	Violence		
6.	Upheaval		
7.	Insurmountable		
8.	Expectancy		
9.	Curbed		
10.	Outlook		
11.	Threatening		
12.	Curtailed		
13.	Foreseen		
14.	Likelihood		
15.	Frightens		

Task 2. Reading Comprehension

The following questions are based on the above reading passage.

1. What is composition of urban population by 2000 according to U.N. estimation?
2. The undeveloped nations will bear the most in terms of population growth. Is it true or false?
3. Which country that has the highest population growth?

4. Which country that has the lowest population growth?
5. What is the best title for the above passage?

4. GRAMMAR FOCUS

Most grammatical problem related to the above reading has been discussed in previous chapter, except the following:

1. **Unless** or *if... not* as cited from the reading "*Unless* population growth is curtailed, a world population of 12 billion is foreseen in a century". You could change by "*If* population growth is **not** curtailed, a world population of 12 billion is foreseen in a century".
2. Part of sentence or part of speech.

5. INTERACTIVE DISCUSSION

Discuss with your friends about the population growth in Indonesia and its possible impact to Indonesian social condition. You can use theory of Robert Malthus which says that population growth is as exponential rate while food production is as geometrical rate.

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